

FYE Conference: San Diego, Feb. 2014



PROSPECT FOR SUCCESS

Designing First-Year
Courses to Foster
Academic Engagement



UNC CHARLOTTE

Scale and Scope

Reflect on your own campus:

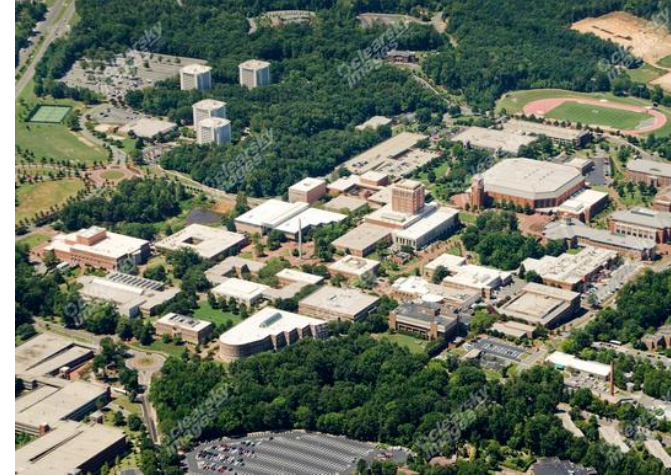
What aptitudes do you want your students to demonstrate that you are not intentionally developing in them?

How many of your first year students are impacted with your new student academic programs?





UNC Charlotte



- North Carolina's Urban Research University
- ~21,000 undergraduate, ~5000 M.A. and Ph.D.
- 7 Academic Colleges

New UNC Charlotte freshmen...

- ~ 33% are 1st generation college students
- ~ 70% receive financial aid
- ~ 40% receive Pell Grants



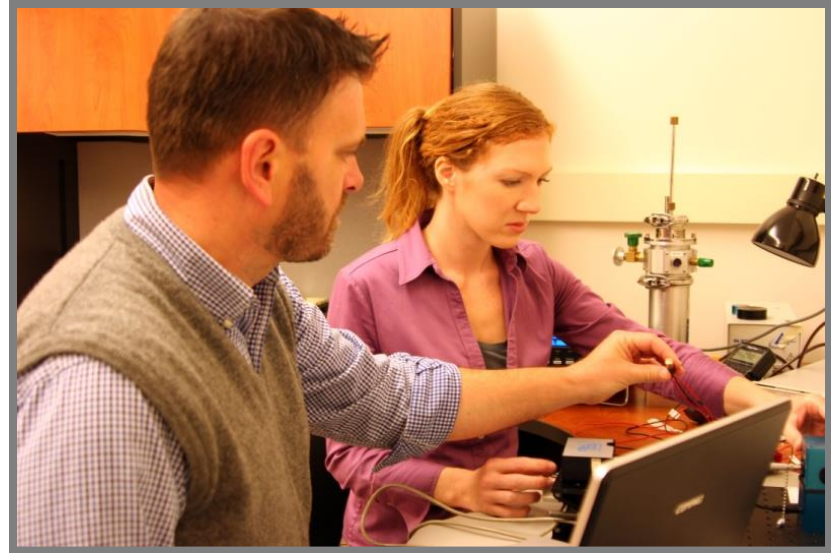


What makes
a successful
student?



UNC CHARLOTTE

How do we give all students the opportunity to be successful?



ANSWER

= a FYE focused on Academically Engaging New Students



UNC CHARLOTTE

Challenges

- Large Size
- Diversity of Programs
- Limited Resources



Opportunities

Start where the students are:

- Top 40 Courses
- Learning Communities & Freshmen Seminars

Leverage existing resources:

- Communications Across the Curriculum
- Career Center & Campus Learning Center
- Top 40 Faculty Academy



Planning Process:

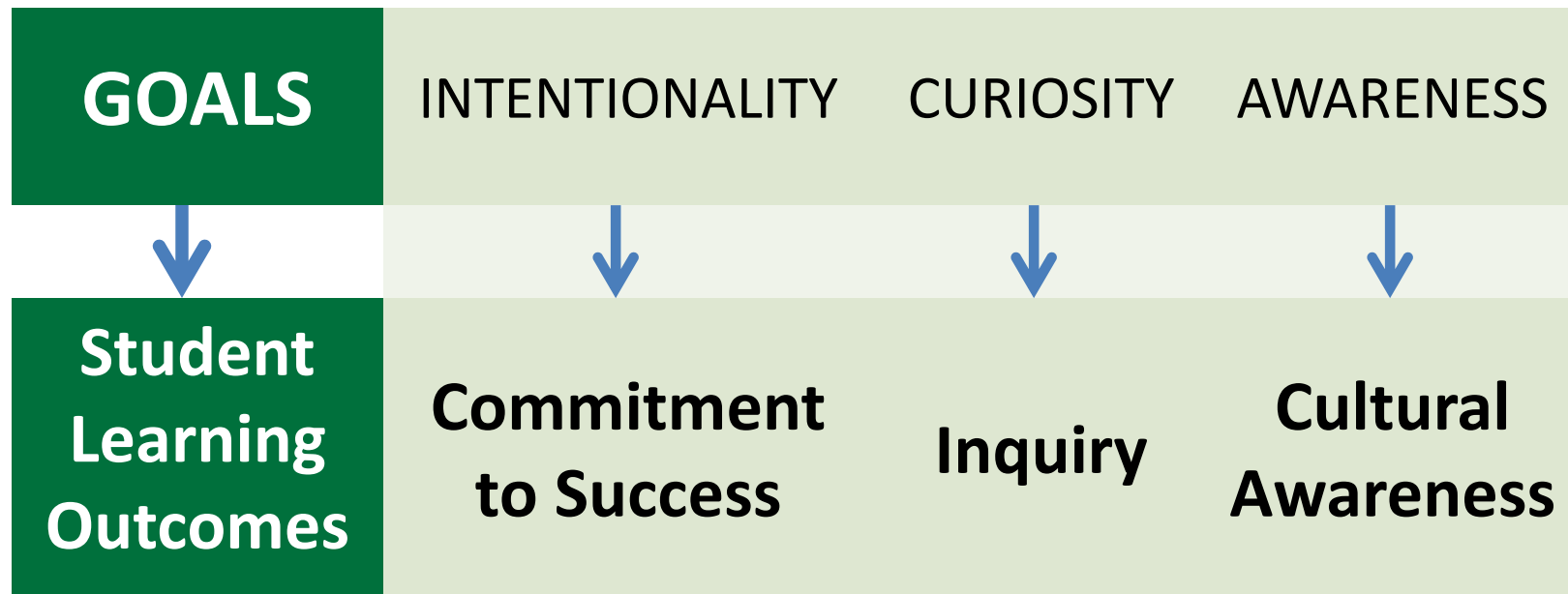
Reciprocal and Iterative

- A central steering committee and college development teams.
- Manage the tension between campus and college.



Prospect for Success

Academic engagement...
...embedded in the curriculum



A Diverse Campus

Arts + Architecture

Business

Computing and Informatics

Education

Engineering

Health and Human Services

Liberal Arts and Sciences /
University College

Common Requirements

- Common SLOs embedded in a curriculum
- Authentic Assessment
- Small-group interaction
- Connects to common messaging
- Co-curricular activities
- Integrated with academic advising
- Partnerships with support units

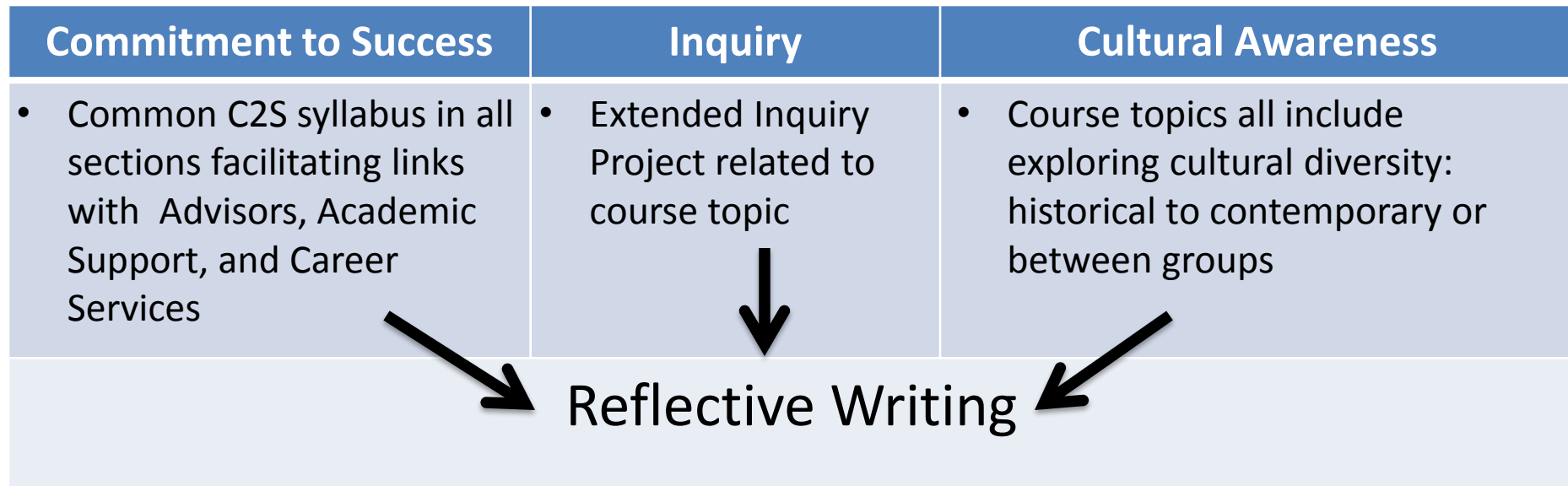


College of Liberal Arts and Sciences / University College

Prospect Course – LBST

Existing Gen Ed course “Prospectized”

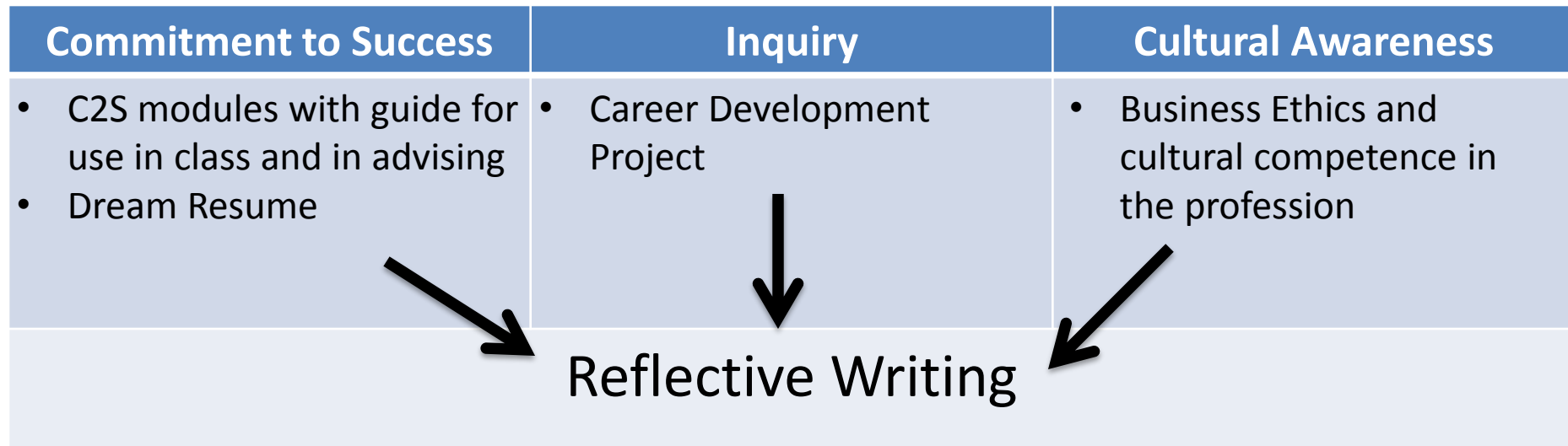
- 3 Credits, new freshmen only,
- ~ 100 students: Lecture + small group break out
- Analytic skills



College of Business

Prospect Course – BUSN 1100: “Intro to Business”

- 3 credits, new freshmen only
- ~250 students, with weekly break out sections.
- Focus on professionalization
- Explicit links to sophomore year and beyond




College of Education

Prospect Course – EDUC 2100 (now 1100)

Redesigned “Intro to Education” course:

- 4 credits, new freshmen only
- Active involvement of advising office
- Experiential Learning

| Commitment to Success | Inquiry | Cultural Awareness |
|---|--|---|
| • Dream Resume and Advisor visits in class | • Exploration of current issues in education | • Service project in schools featuring discussions of diversity in urban classrooms |
|  Reflective Writing | | |



College of Education

ENGAGEMENT PLAZA

4/30 I ♥ Teaching Fellows!

Join SNEA Policy #707 (If we'd actually enforce it!) The Education I'm recording

Why does UNC Charlotte?

Follow the \$\$\$

For the same reason we accommodate people who voted against gay marriage.

What do you like about UNC Charlotte?

accommodate civil rights detractor

Should "hate the KKK?"

Yes, according to Christians!

It was business, they made \$\$\$ in the bible belt.

Chik-fil-A

BECAUSE MR CATHY HAS THE RIGHT TO EXPRESS HIS PERSONAL OPINION IN A FREE SOCIETY - THIS IS WHAT TOLERANCE

COME ONE, COME ALL - EXPRESS YOURSELF. IS ALL ABOUT!!!

Free stuff but NEEDS More Trees

Mormon.org get educated Just Do It - Hinkley

NO! LOL

Treat others the way you would like to be treated

Hi

I ♥ Chik-Fil-A

They have good children!

EDUC 2100 -- Student Voices



[gep.mov](#)

UNC CHARLOTTE

Targets of Opportunity

Identify the “low hanging fruit” on your campus:

Where are your students already gathered?

Who are your campus colleagues and departments that show readiness to collaborate?

How can you highlight current effective practices on your campus that more faculty can adopt in their own classes?



Initial Results: Academic Success

| | Fall GPA (Ave.) | <i>N</i> | Good Standing | Academic Probation |
|-----------------|--------------------|----------|------------------|-----------------------|
| PROSPECT | 2.99 | 1095 | 90.1% | 9.9% |
| ANY FYE* | 2.99 | 2224 | 90.5% | 9.5% |
| NO FYE | 2.92 | 859 | 87.9% | 12.1% |

* Prospect, Learning Community, Freshman Seminar

GPA: Anova significant only for any FYE vs none at .10

Academic Standing: chi squared significant at .10



Initial Results: Engagement

1st Semester Retention

| | Retained | Not Retained | <i>N</i> |
|-----------------|----------|--------------|----------|
| PROSPECT | 94.6% | 5.4% | 1095 |
| ANY FYE* | 94.6% | 5.4% | 2224 |
| NO FYE | 92.1% | 7.9% | 859 |

* Prospect, Learning Community, Freshman Seminar

chi squared significant at .01



Initial Results: Engagement

1st Semester Earned Hours

| | Earned Hours/Attempted Hours (Ave.) | <i>N</i> |
|--|-------------------------------------|----------|
| PROSPECT | 92% | 1095 |
| ANY FYE* | 91% | 2224 |
| NO FYE | 88% | 859 |
| * Prospect, Learning Community, Freshman Seminar | | |
| Annova significant at .01 | | |



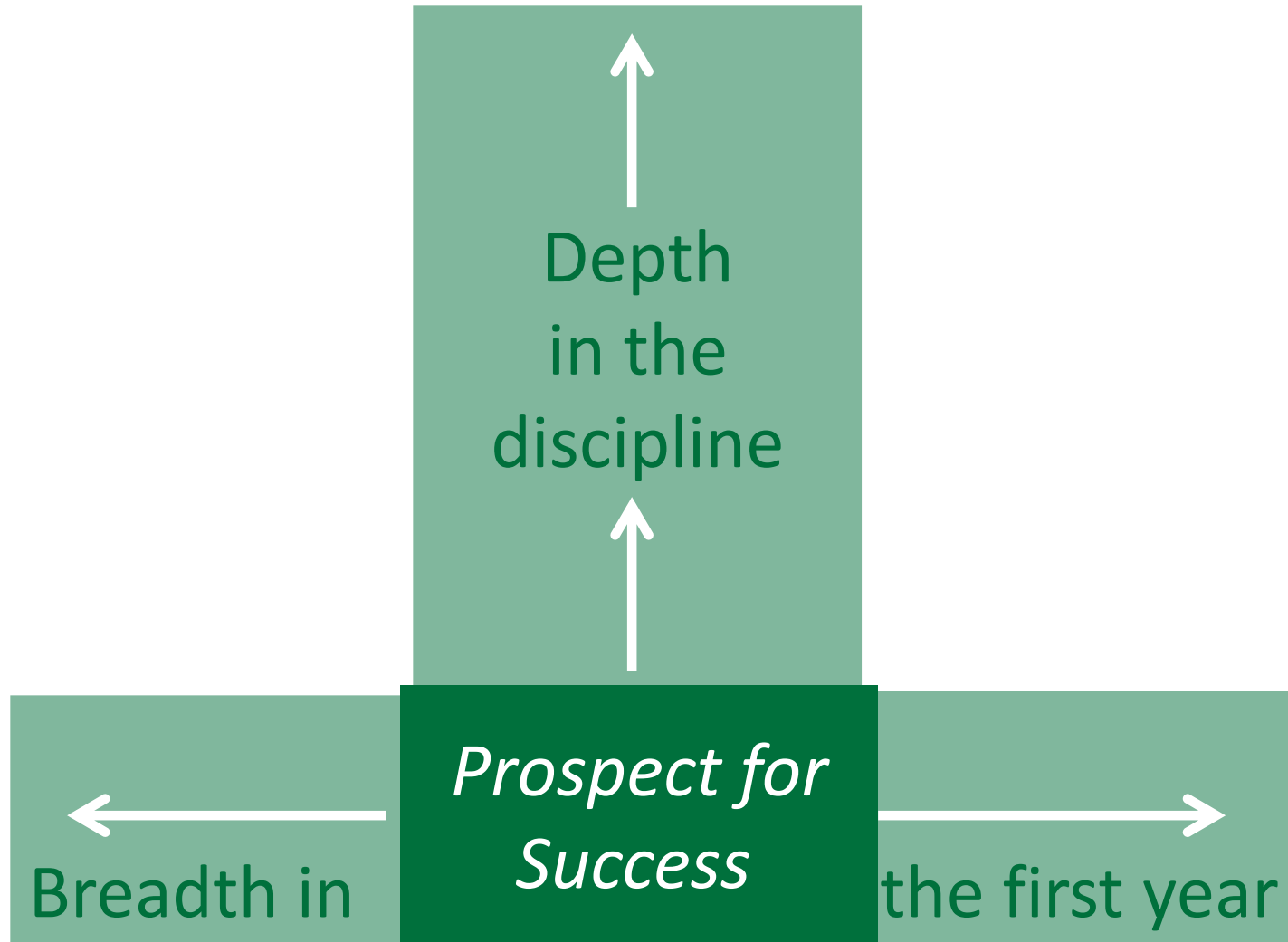
Closing the Loop

Is it OK?

- Layering vs Integration
- What do the SLOs actually mean?
- Reflection and Assessment



Aspirations:



Transformative Potential: Key Indicators

BREADTH

Inquiry projects designed in general education courses

Partnership with First Year Writing faculty and *Prospect* curriculum

Prospect curriculum linked with gateway courses

Programmed activities explicitly supporting *Prospect* curricula

International Programs and diversity initiatives supporting

Awareness

Intentional use by students of Career Center, Academic Excellence, Library, and advising services



Transformative Potential: Key Indicators

DEPTH

Inquiry activities throughout the major culminating in a capstone experience.

Reflective and proactive advising practices, e.g., the use of an advising portfolio in the major.

E-Portfolios articulate the skills students are developing as demonstrated in the work they have completed

Increases in study abroad and service learning participation



QUESTIONS?

Liz Fitzgerald effitzge@uncc.edu

John Smail jsmail@uncc.edu

www.prospect.uncc.edu

