

**E. 8. UNIVERSITY OF WISCONSIN-STOUT
FOCUS 2010 IMPLEMENTATION TEAM 8**

Team Name:	First Year Experience
Sponsor:	Provost, Bob Sedlak Vice Chancellor, Diane Moen
Charge:	Design a first year experience that creates a freshmen learning community supported by faculty, student services, and residence life.
Outcome:	All first year students will live on the south campus and have an academically intensive residence hall experience designed to increase student success and retention.
Chairperson/Leader:	Scott Griesbach, Director Housing and Residence Life Joan Thomas, Assistant Dean of Students
Membership:	Student – SSA Representative Student – IRHA Representative Carolyn Barnhart, CHD Rachel Christensen, Hall Director Ray Hayes, CAS Bob Horan, CAS Amy McGovern, Community Development Coordinator, SLS Carol Mooney, CTEM Kim Nimsgern, Advising Center Jill Stanton, SOE
Consultants/ Resource People	Celene Frey Pinckney Hall Bob Johnson Vicki Thomas Budget, Planning & Analysis
Training/Information Needed:	
Method of Communication:	Team meeting notes should be kept and shared with the team as well as Provost Sedlak, Vice Chancellor Moen, P. Hall, and B. Johnson.
Timeline:	Proposal developed and recommendations provided in order to be implemented Fall 2005.

First Year Experience
Fall 2005
Update – 6/1/05

I. Impetus for Change

- University Focus 2010 Implementation Team 8

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- NSSE study

II. Administrative Support

- Sponsor of Implementation Team
Provost, Bob Sedlak, Vice Chancellor, Diane Moen and Julie Furst-Bowe – Title III grant

III. Leadership Team that Includes both academic and student affairs

- Scott Griesbach & Joan Thomas, Chairs, Carolyn Barnhart (CHD), Carol Mooney (CTEM), Jill Stanton (SOE), Ray Hayes (CAS), Bob Horan (CAS), Rachel Christensen (SLS), Amy McGovern (SLS), Kim Nimsgern (Advisement Center), Dusty Perryman (IRHA), Trista Glover (SSA), Dan Riordan (TLC), Julie Zeleznik (CAS)

IV. Shared vision and comprehensive view

- Merging of FYE and Living Learning community
- Program for all freshmen

V. Year one – Fall 2005 accomplishments

Move in Day and New Student Fall Orientation

Faculty/staff involvement – 14 instructional faculty have agreed to assist in activities of the day. Food services has agreed to supply a fresh cookie to all new students.

Your New Reality Workshop, a peer lead discussion on alcohol, healthy relationship and diversity. Campus Violence Prevention will partner and pass out wristbands.

Communication with parents

Summer postcard series to parents regarding college transition. Series culminates with a parent session on move-in day to include introductions to hall director/advisor.

Development of Responsibility-Ownership-Civility (ROC) poster series promoting concept as it relates to leadership, self-management, and conflict management.

Other initiatives are being planned in conjunction with the Advisement Center and Counseling Center.

Diversity will be part of Your New Reality. Multicultural students, who have been previously personally contacted upon their acceptance to Stout, will be invited to attend a lunch meeting on registration days.

First Year Advisors will have regular office hours in the residence halls and have been cross-trained as generalist to better assist all students. First Year Advisors will collaborate with residence hall staff to share information relative to student concerns and issues and to coordinate initiatives and events. E-Links – online advising information.

First Year Mentors are being hired trained and supervised by First Year Advisors. There will be four mentors per residence hall working 8-10 hours/wk. Primary responsibilities include formation of study groups, serving a campus resource, providing upper-class role modeling for academic/civic excellent, attending campus activities with students, working with residence hall staff and advisors regarding student concerns and issues.

Career Exploration Class will be taught as a weekend seminar in the residence halls that house the majority of undecided students.

Faculty/Staff

Art Living/Learning Community

Twenty five art students from the Hanson/Keith residence hall will be selected to participate in a living learning community linking three art courses and an English 101 class. Four students from each art concentration will make up the community. Student will live and learn with other students who are interested in art and will participate in art related activities, possibly visit galleries or other art related events, and benefit from increased interaction with faculty who collaborate across the curriculum to enhance the learning process.

Faculty Engagement

Proposals will be encouraged for faculty initiatives in collaboration with the residence halls. Activities will have a stipend incentive for instructor along with materials and other costs supported by residence life.

Service learning projects

Discussion groups and seminars

Experiential learning outside classroom

Field trips

Demonstrations

Book groups

Into the book

RA's and Orientation Leaders will be given a copy book and a study guide. Student staff is expected to read book and be able to integrate into conversation, activities, and events.

There will be two Into the Book sessions led by faculty and staff. The first will be similar to recent years; the second session will be held two weeks into the semester and will require students to read a common article presenting counterpoints to the book.

Early alert for freshmen courses – increased support from instructors of freshmen block courses to identify attendance, behavior, or performance concerns early in the semester.

Involvement and Leadership

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Diversity Resource Center – Opening fall 2005. Catalogued and shelved resources, training materials, study areas, research assistance, reading areas, multimedia materials with preview capability.

Event attendance will be encouraged by residence halls staff and peer mentors. Implementation of in-hall Professional Student Organization recruitment program.

Workshops and programming

- Sexual assault prevention
- Alcohol
- Mental health (relationships, depression, etc – wave)
- Diversity & Issue dialogues

VI. Assessment – 2005/2006

- Learning outcomes
- Student satisfaction
- Engagement
- Retention
- Time to degree
- Involvement in campus and community activities

VII. Budget

- Peer Mentors
- Faculty Stipends
- Advisor technology support for residence hall offices

VIII. Looking Ahead -Year Two – 2006/2007

Discussions include:

- First Year Seminar Course
Incorporated in Intro Courses and linked to learning community cluster
- Learning Community infrastructure
Offer a variety of learning communities for student to choose from. Some considerations include: honors, ASPIRE, arts, transition programs, disciplinary programs. Students would choose to participate. Faculty/staff would define the curricular arena to support critical thinking, relationships between disciplinary bodies of knowledge, and enhancement of student engagement and learning in and outside the classroom.
- Online Student Success Plan for Career Development
- Senior Capstone Experience in conjunction with FYE
- Collaboration of Service Learning Initiatives
- Professional Development regarding Living/Learning Communities
- Common calendar for academic, professional, social, and cultural and service initiatives