Freshman Year Experience (FYE) Welcome Meeting

Angela Winek (Merrit Writing Program)
Carrie Menke (Physics)
Meeting Outline

- Sharing with you
  - What is the FYE?
  - Challenges & Solutions from 2010-2011
- Sharing with us
  - Everyone’s input to initiate the agenda for the AY11-12 FYE Faculty Working Group
    - What do you want out of this meeting?
    - Potential themes
  - Brainstorm session
- Moving forward
What is the FYE?

- New collaboration among Student Affairs and academic staff to provide support for improving freshman student success and retention
- FYE Faculty Working Group AY10-11

<table>
<thead>
<tr>
<th>Participant</th>
<th>Program</th>
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<tbody>
<tr>
<td>Donald Barclay</td>
<td>Library</td>
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<td>Sara Davidson</td>
<td>Library</td>
</tr>
<tr>
<td>Kamal Dulai</td>
<td>Biology</td>
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<tr>
<td>Robin DeLugan</td>
<td>Anthropology</td>
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<td>Robin Geery</td>
<td>Writing Program</td>
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<td>Teamrat Ghezzahei</td>
<td>Earth Systems Science</td>
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<td>Heather Lanser</td>
<td>Writing Program</td>
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<td>Lei, Yue</td>
<td>Applied Math</td>
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<td>Carrie Menke</td>
<td>Physics</td>
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<td>Susan Miller</td>
<td>Writing Program</td>
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<tr>
<td>Ruth Mostern</td>
<td>History</td>
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<tr>
<td>Elizabeth Olson</td>
<td>Writing Program</td>
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<tr>
<td>Yolanda Pineda-Vargas</td>
<td>Foreign Languages</td>
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<tr>
<td>Elinor Torda</td>
<td>Foreign Languages</td>
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<tr>
<td>Jessica Trounstine</td>
<td>Political Science</td>
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<tr>
<td>Angela Winek</td>
<td>Writing Program</td>
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FYE Faculty Working Group 2010-2011

- Used Statistics
- Increase success of first year students by supporting instructional faculty & staff
- Outreach
- Identified student challenges
- Identified co-curricular strategies
- Identified campus resources

CRITE: FYE Welcome Meeting
15 September 2011
Do you teach freshmen?
Then you are part of their First Year Experience!

Developed by UC Merced faculty for UC Merced faculty, this website provides instructors of first year students with resources to support their students’ academic success.

Within this site, you will find a continuously evolving list of teaching tips and student support resources keyed to skills that UC Merced freshmen commonly need to develop in order to succeed in your course. Just click on a link on this left to find how where to direct students for help with note taking or how to help your freshman learn to use a syllabus.

Want to contribute to the website?
If you have techniques or resources you’d like to share, please send them to Laura Martin.

Please also consider joining the First Year Experience (FYE) Faculty Learning Community, whose goal is to address the unique challenges faced by UC Merced’s student demographic by
• Being alert to challenges to student learning and success.
• Learning to teach with techniques that demonstrably improve student learning.
• Capitalizing on campus services that support student success.
• Sharing proven ideas and resources with their colleagues.

Want to join the committee?
The first FYE faculty group meeting for Fall 2011 is scheduled for Thursday, September 15th from 2 to 3 pm in COB 332 (Willow Room). The group will continue to meet on the third Thursday of every month from 11-1 pm in COB 332. For fall 2011, this would be September 15, October 20, November 17, and December 15. You are welcome to join one or all of our meetings.

For more information on the FYE Faculty, please contact Laura Martin or Anne Zaniuzici.

Teach a course that is as rewarding for you as it is for your students!
Did you know?

Half of our freshmen are passing their classes at midterm.

How can we reach the other half?

Faculty can help.

fyefaculty.ucmerced.edu
Did you know?

Most students spend only 1/3 of the recommended time studying…

Want to change this?

Faculty can help.

fyefaculty.ucmerced.edu
Did you know?

For many students, the strongest predictor of academic success is Faculty contact!

Faculty can help.

fyefaculty.ucmerced.edu
Did you know?

For many students, the strongest predictor of academic success is Class Attendance!

Faculty can help.

fyefaculty.ucmerced.edu
## Student Statistics

UC Merced's inaugural year for undergraduate enrollment was 2005-2006. Graduate students were accepted in 2006-2007.

### Applicants
- Admit and Yield Rates by Student Type
- First-Time Freshman Applicants by School
- Transfer Student Applicants by School
- First-Time Freshman Applicants by Gender
- Transfer Student Applicants by Gender
- First-Time Freshman Applicants by Major
- Transfer Applicants by Major
- Graduate Applicants by Program

### Enrollments
- Class Level
- Full-Time Equivalent (FTE)
- Gender
- School

### Undergraduates
- First Generation Status
- Gender by Ethnicity
- Majors/Program
- Pell Grant Eligible

### Ethnicity
- Full-Time/Part-Time Status
- Residency Status
- Student Credit Hours
- First Language
- Geography Origin
- Minor/Program
- Undeclared
# UC Merced First-Year Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
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</thead>
<tbody>
<tr>
<td>2005</td>
<td>82%</td>
</tr>
<tr>
<td>2006</td>
<td>80%</td>
</tr>
<tr>
<td>2007</td>
<td>79%</td>
</tr>
<tr>
<td>2008</td>
<td>83%</td>
</tr>
<tr>
<td>2009</td>
<td>87%</td>
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</tbody>
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UC Average = 92%

UC Merced data from IPA  
UC Average from statfinder.ucop.edu
Freshman Demographics*

• A language other than English spoken at home: 56%

• First-generation college student: 58%

• Low income (eligible for Pell Grants): 62%

* These demographics are unique to our campus, as compared to other UC campuses, and are not meant to imply causation or correlation with low mid-semester scores.

Source: UCM IPA 2010 data
## Student Perceptions of Their Academic Skills and Preparation

<table>
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<tr>
<th>Self-reported Abilities in Academics</th>
<th>% Average + % Above Average</th>
</tr>
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<tbody>
<tr>
<td>Completing course projects &amp; assignments on time</td>
<td>97</td>
</tr>
<tr>
<td>Reading comprehensively</td>
<td>96</td>
</tr>
<tr>
<td>Doing basic math</td>
<td>94</td>
</tr>
<tr>
<td>Thinking critically/analytically</td>
<td>95</td>
</tr>
<tr>
<td>Utilizing available campus services</td>
<td>84</td>
</tr>
<tr>
<td>Getting to know faculty</td>
<td>74</td>
</tr>
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</table>

- Note: Choices for these items included: “above average,” “average,” “below average,” or “don’t know.”
- Prepared by: UC Merced Office of Institutional Planning & Analysis, May 2011
Based on BCSSE respondents*, our freshman...

- Are ambitious & have been successful to get here.
  - 68% intend to earn a Masters or Doctoral degree
  - 91% expect to grades of B’s or higher this year
- Want support
  - 91% indicated that it was important or very important for the “institution to provide support to help you academically succeed”

*Data from 2010 UC Merced Beginning College Survey of Student Engagement
Student Perceptions and Student Actual Experience

Typically ~50% of our freshmen are earning at least one grade of D+ or lower at mid-semester each fall.

Percentage compiled by E. Boretz, Director of the Calvin E. Bright Success Center (formerly SALC)
Student Self Reported Time Spent on Activities

Respondents to the 2010 UC Merced student survey reported spending the most hours per week, on average, at the following activities:

- Attending classes/labs: 14 hours*
- Studying/doing homework: 12 hours
- Socializing with friends informally on campus: 8 hours
- Surfing the Internet for fun (non-course related): 8 hours
- Communicating via email, IM, etc: 6 hours

* Note: Calculation of mean 0=0, 1-5=3, 6-10=8, 11-15=3, 16-20=18, Over 20=20
How are first year students using their time in comparison to their expectations prior to arriving at the university?

<table>
<thead>
<tr>
<th>How many hours spent in a typical 7 day week?</th>
<th>BCSSE / Expected FY Reported in High School</th>
<th>NSSE / First Year Reported during college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11-20 hrs/wk</td>
<td>20+ hrs/wk</td>
</tr>
<tr>
<td>Preparing for class (studying, doing homework, rehearsing, etc.)</td>
<td>40%</td>
<td>47%</td>
</tr>
<tr>
<td>Participating in co-curricular activities (arts, clubs, athletics, etc.)</td>
<td>55%</td>
<td>34%</td>
</tr>
<tr>
<td>Relaxing and socializing (watching TV, partying, etc.)</td>
<td>75%</td>
<td>20%</td>
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According to BCSSNE 2010 and NSSE 2011 Combined Report, University of California-Merced
Potential AY11-12 Themes

Brainstorming Session

<table>
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<th>Website</th>
<th>How can we expand it? What’s needed? How do we provide access to important FYE statistics within an appropriate context?</th>
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<td>TA Role</td>
<td>How do we support and better utilize this role? What challenges are involved in incorporating TAs into FYE instruction?</td>
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<tr>
<td>Peer-to-Peer</td>
<td>General FYE faculty support and outreach. Also, how can we foster collaboration?</td>
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<tr>
<td>Other?</td>
<td>What do you want out of this session &amp; our work? • Assessment • Supporting Students: Failing Forward • Identify instructors’ challenges.</td>
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