UMKC FIRST YEAR EXPERIENCE COMMITTEE

**First Year Experience Committee**

UMKC’s First Year Experience Committee was formed in fall 2004 in recognition of the importance of the first year in relationship to student success. Formation of an articulated first year experience program was identified as a priority of the Chancellor’s Cabinet for 2005-06 with joint accountability from Academic Affairs and Student Affairs and Enrollment Management. Bibie Chronwall, Vice Provost for Undergraduate Affairs and Student Engagement and Deb Lewis, Assistant Vice Chancellor for Student Affairs-Student Development co-chaired a team of faculty and staff selected for their interaction and commitment to first year students. Faculty and staff invited to participate had responsibilities for teaching first year students, both within departments and in A&S 100, and for services critical to first year students.

Committee members active at various stages and sub-groups:

- Natalie Alleman, *Project Manager, Academic Planning*
- Rick Axelson, *Assistant Vice provost, Academic Planning*
- Kimberly Baker-Flowers, *Program Director of Multicultural Student Success, Academic Affairs*
- Marita Barkis, *Director, Counseling, Health and Testing Center*
- Andrew Bergerson, *Assistant Professor, History*
- Jan Brandow, *Director, Financial Aid*
- Cecelia Brewer, *Academic Adviser, Arts and Sciences Advising Center*
- Linda Breyspraak, *Associate Professor, Sociology/Medicine*
- Jennifer Dehaemers, *Director, Admissions*
- Carrie Donovan, *Reference Librarian & Coordinator of Library Instruction, Miller Nichols Library*
- Andrea Drew, *Director, Arts & Sciences Advising Center*
- Jim Durig, *Professor, Chemistry*
- Robert Evanson, *Associate Professor, Political Sciences*
- Leah Gensheimer, *Associate Professor, Psychology*
- Robert Greim, *Assistant Athletic Director for Student Services*
- Brian Hare, *Adjunct Instructor, School of Computing & Engineering*
The Committee met from October 2004 through June 2005 and engaged in the following activities:

- Review of relevant articles regarding the first year experience
- Compilation of current campus support, activities and programs for first year students (resulting list Appendix A pp.29-30)
- Discussion and articulation of UMKC’s definition of “first year experience”
- Discussion and identification of learning outcomes for UMKC’s first year students
- Participation in “Shaping the Future: Aspiration, Assessment, Action!”, a national teleconference by the Policy Center on the First Year of College and the National Resource Center for the First-Year Experience and Students in Transition
- Attendance of committee representative at the annual conference on the First Year Experience
• Review of campus NSSE and retention data
• Formation of subcommittees in the areas of academic support, physical and mental health and wellness, financial support, transfer students, and students of color
• Dialogue with existing working groups: the SEMT Advising Group, the SEMT Minority Recruitment and Retention subcommittee chairs, and groups of faculty and students beyond the committee membership
• Formulation of initial committee recommendations
• Follow-up sub-group meetings, e-mail correspondence and pilot work continued through FS 05 and WS 06

What is a First Year Experience Program?

The first year of college, as well as, for transfer students, the first year at a new institution, is a pivotal year in the academic, intellectual, social and emotional development of students. National data continue to suggest that the majority of students entering college withdraw before graduation (Gerdes & Mallinckrodt, 1994; Pancer, Hunsberger, Pratt, Alisat, 2000). Furthermore, research data suggest that student success is strongly influenced by the experiences that first year students encounter during this year (Upcraft, Gardner & Barefoot, 2004). These experiences in and out of the classroom serve as a foundation from which the rest of students’ college experiences are built. Realizing this importance, greater attention has been paid by educators and administrators over the last twenty years to the unique needs of first year college students. This attention has resulted in greater campus wide, national and international conversations regarding the importance of the first year of college and has aided in the development and modification of first year programs.
Often educators hearing the phrase “first year experience program” associate it solely with a first year seminar course. However, a first year experience program is larger than a single seminar course and represents an intentional and comprehensive program that consists of different components working together to increase academic performance, provide a cohesive learning experience, increase student persistence, assist in the transition to college, facilitate a sense of commitment and community to the university, and increase personal development (Barefoot, Fidler, Gardner, Moore, & Roberts, 1999). The development of such a program should be student-centered and driven by a genuine concern by faculty, staff, and administrators in the success of their first year students. Attention must be paid to the academic and non-academic components that impact students during the first year and influence their success. While the exact components of a first year experience program vary depending on the structure of the university and the unique needs of its students, common areas of emphasis include new student orientation, the first year curriculum, academic advising, student support services (academic and non-academic), and administrative policies and practices that pertain to the first year (Upcraft, Gardner & Barefoot, 2004). An often overlooked component is the creation of programs that support and facilitate student contact with faculty outside of the classroom. Research highlights the importance of this interaction, as it correlates positively with undergraduate students’ academic achievement (Astin & Panos, 1969; Centra & Rock, 1970; Pascarella, 1980), critical thinking (Wilson, 1975) and retention (Bean, 1981; Pascarella, 1980).

In the introduction to their book, *Challenging & Supporting the First-Year Student* (Upcraft, Gardner & Barefoot, 2004), the authors stress that despite advances in
the first year movement, challenges continue to exist. The authors remark that efforts to help first year students succeed are often too focused on retention rather than student learning. Although first year programs and seminar courses have been effective in increasing student persistence (Glass & Garrett, 1995; Hoff, Cook, & Price, 1996), programs using retention as the sole benchmark for program success may have difficulty in engaging faculty members who more likely see themselves as dedicated to student learning and not to enrollment management. Upcraft et al. state that college is far less challenging than first-year students expect. There is substantial evidence that today’s first year students are not necessarily challenged to work to their full potential in pursuing their academic goals or to become fully engaged in the pursuit of their education. Therefore, first year students need to become much more engaged in their education, and institutions must shape this engagement by demanding more of them. However, the authors also discuss the necessity to support specific needs among students. They continue with the observation that institutional efforts aimed at helping first-year students are often self-contained, uncoordinated and unknown to other institutional departments and units. Consequently, students often experience a disjointed and nonintegrated set of first year programs and curricula that artificially separates students’ classroom and out-of-classroom experiences. The development of a first year program calls for an organized and intentional collaboration and partnership among faculty, staff and administrators within and among organizational units of the university. Finally, many institutions continue to coordinate their first-year efforts under the assumptions that if they “can only get first-year students through the first six weeks of college, [they] considerably increase their likelihood of success” (Upcraft, Gardner & Barefoot, 2004, p.
6. Although the first six weeks are important, the practice of concentrating first year programming efforts within the first six weeks of school and believing that not much can be done after that point to facilitate student success is not optimal. Proactive and responsive first year programs are those that extend throughout the entire first year and provide opportunities and support to students.

Greater attention has been directed to the importance of the first year of college and its role in the development and retention of students. The development of a first year experience program calls for students to be challenged and at the same time be supported by the university to maximize their academic and personal potential. In order to facilitate this process, universities must create the experiences necessary for students and find the proper balance between challenging and supporting students. When balance is achieved between challenge and support, students are positioned to best succeed in college (Upcraft, Gardner & Barefoot, 2004). The UMKC FYE committee strongly supports this notion.

**UMKC’s First Year Student Profile**

**First-Time Freshmen**

Since 1997, UMKC has seen a 52% increase in the number of first-time freshmen students from 617 to 936 students. This growth in the first-time student population has been mirrored by the larger growth of the University community, which since 1997 has increased from 10,444 students to 14,256. Approximately 50% of this increase results from the relatively recent practice of including dual credit high school students in official census data enrollment figures. Consistent with UMKC’s commitment to recruiting and engaging a diverse student body, UMKC’s first-time freshmen minority population in
Fall 2004 was 33%. The total percentage of specific minority groups includes 18% African American, 9% Asian or Pacific Islander and 5% Hispanic.

In Fall 2004 the overwhelming majority (903 out of 936) of UMKC’s first-time freshmen were full-time degree seeking students. The average ACT score for the UMKC entering class Fall 2004 first-time freshmen was 24, higher than both the Missouri average (22) and the national average (21). Of the 903 first-time, full-time degree-seeking freshmen, 751 reported their high school rank to UMKC. Forty-nine percent of these students were in the top 20% of their graduating class, and 84% were in the top half of their graduating class. These numbers include 6-year medical and other students with significantly higher scores and ranks than the average freshman. This is a concern, because it obscures the considerable challenge the College faces in retaining its first-time freshmen, over 1/3 of whom are admitted on exception as APP or other Trial Admits.
Transfer Students
Since 1997, UMKC’s enrollment of transfer students has remained relatively stable, with 1,201 transfer students enrolling in 1997 and 1,279 enrolling in 2004. However, during this same period, UMKC has seen a 36% increase in the enrollment of, full-time degree seeking transfer students, with this number increasing from 667 students in 1997 to 905 students in 2004. In comparison to the number of first-time freshmen (n = 936) in Fall 2004, there were 343 more transfer students than first time freshmen. Of the 1279 transfer students in 2004, 597 transferred from Missouri colleges and universities and 682 transferred from other states and countries. The average age of UMKC’s transfer students was 24 with the majority (914) enrolled in the College of Arts & Sciences. Sixty-seven percent, or 857, of transfer students in 2004 were Caucasian, while 10% were African America (n = 134), 4% were Hispanic (n = 51) and 3% were Asian or Pacific Islander (n = 38).
Retention of UMKC’s First Year Students

First-time Freshmen

Retention data indicates that of the 750 freshmen who entered UMKC in the Fall of 2002, 70% or 525 of these students persisted to a second year of college at UMKC. This rate of persistence is similar to 2002 retention data from the University Missouri-St. Louis (74%). However, it is low when compared to the 2002 first to second year persistence rates of first year students from the University Missouri-Columbia (83%) and the University Missouri-Rolla (83%). Retention data from 2002 for UMKC first year students of color indicate a persistence rate of 54% (total n = 108) for African-American students and 72% (total n = 25) for Hispanic students. For the 2003 first year students of color cohort, this rate increased to 75% (total n = 120) for African-American students and was relatively stable for Hispanic students at 65% (total n = 37). Overall, graduation rate is provided by the 1997 cohort, in which 41% of the 587 first time degree seeking UMKC students graduated in six years. In comparison, the University Missouri-Columbia and the University Missouri-Rolla had six year graduation rates of 61% and 60% respectively for their 1997 freshmen cohorts, while the University Missouri-St. Louis had a six-year graduation rate of 39%.

Transfer

Comparison of retention data for 2002 and 2003 student cohorts indicate similar rates of persistence for UMKC’s full-time, degree seeking transfer students. Of the 898 new degree seeking transfer students in 2002, 66% (593) persisted to a second year of study at UMKC, while in 2003 the persistence rate was 70% (673). Retention data for degree seeking transfer students of color show that in 2003 there were 105 African-
American students, and of these students, 72 (69%) persisted to a second year of college. For Hispanic students, the persistence rate was lower as only 54% of the 46 students returned to UMKC for a second year.

**UMKC’s Current First Year Experience**

In preparation for the work of the Committee a survey was conducted of all academic units and Student Affairs departments in an attempt to catalog all current support, events, programs and outreach activities specifically designed for first-year students (See Appendix A). The following conclusions were drawn from this inventory:

- UMKC offers multiple strong orientation events for the fall semester to new freshmen and fewer to transfers students. As Freshman Orientation is required of all new Freshmen, the freshmen programs are extremely well-attended. Transfer students, however, are not required to attend one of only two Transfer Orientations offered, and transfer students do not attend in large numbers.

- UMKC offers new students a number of welcoming events for the fall semester that are campus-wide, many residential-based, and in a few academic programs, all clustered within the first month of the academic year.

- There are few outreach programs or faculty/student engagement initiatives specifically targeted to new students after October, with the exceptions of the School of Medicine, specific scholarship support and leadership programs from the Student Life Office, curricular efforts such as A&S 100
and Bloch 100, and the programming from the Living Learning Communities and Residential Life.

- There are no orientation activities and few if any welcoming events targeted to new students at the beginning of the winter semester.

**Context for Our First Year Experience**

The Committee began its work by defining for itself and the campus the meaning of “First Year Experience.” The committee offers the following definition:

> An intentional, cohesive, dynamic program for first year students designed to promote student success and develop campus community.

In order to better define “student success”, the Committee identified the following outcomes for first year students that we recommend be discussed throughout the campus and serve as the basis for future programming and services:

The activities, courses, experiences, programs and support of the first year experience are intended to achieve the following student learning outcomes ….

- **Students will develop a sense of belonging to the UMKC community through meaningful connections and relationships with students, faculty, staff, and mentors.**

- **Students will recognize personal responsibility for their own academic success, and will explore and formulate their own academic plans**

- **Students will develop a sense of civic & social responsibility**

- **Students will examine the role and importance of diverse perspectives and orientations**

- **Students will demonstrate competency in practical life skills, including:**
  - Demonstrating financial management,
  - Applying knowledge of the services of UMKC and the Kansas City community
  - Operating effectively in groups
▪ Students will develop and maintain their personal health, wellness and emotional well-being to include the ability to make purposeful and informed decisions about life choices (i.e. alcohol & drug use, school/life balance)

▪ Students will demonstrate competency in fundamental academic success skills, including:
  o Demonstrating knowledge of campus resources & services
  o Demonstrating information literacy skills,
  o Practicing research skills,
  o Applying information technology skills,
  o Applying time management principles,
  o Applying study skills, and
  o Applying the principles of academic integrity and honesty

▪ Students will develop their use of the English language in order to:
  o Read and listen critically; and to
  o Write and speak with thoughtfulness, clarity, coherence, and persuasiveness

▪ Students will learn to distinguish among opinions, facts, and inferences and to make informed judgments

▪ Students will examine their own values and will explore the moral and ethical values of a diverse society.

As the Committee explored how these learning outcomes could be best presented to first-time students, the literature associated with the Documenting Effective Educational Practice Project (DEEP) provided guidance. Institutions characterized by their higher than expected NSSE scores and graduations rates clearly communicated their expectations for their students to their students (Kuh et al, 2005). The Committee reformatted many of the key learning outcomes into a “Road Map” document that includes specific actions steps that students can take to help them be successful (See Appendix B). This document was presented to the Strategic Enrollment Management Team for feedback, as well as to student focus groups (pp.32-34 before and p. 35 after student input and final editing). It is written in language that hopefully will resonate with
first-time students and will provide them direction in their first year. This document was distributed to all new students and was also used by academic units at the 2005 New Student Welcome Day as a pilot experiment.

**Recommendations**

**Students**

**A. Curricular Support**

1. **Design First Year Experience courses/seminars for all academic units specific to the needs of each unit and require enrollment of all first year students.**
   
   In recognition of the retention value of introductory courses designed for first year students as well as the unique curricular policies and student needs of UMKC’s academic units, we recommend devising a campus model of unit-specific FYE courses. The expertise available within the division of student affairs needs to be sought as the curriculum is established.

   **Proposed Accountability:** Academic Deans/Provost

   At Deans’ Council April 10, 2006 the Provost recommended that Deans implement a course, seminar series, or informal gatherings throughout the year to guide FY students’ studies in their academic units. Also forecasted was a Summit on Student Engagement to take place in September 2006.

2. **Cluster first year students by cohorts in classes in all academic units with first year students.**

   Clustering students by cohorts in classes early in their college experience is proven to positively impact retention.

   **Proposed Accountability:** Curriculum Committees/Academic Deans/A&S Advising Center.

   Clustering in cohorts is already implemented by some units and recommended for other units when feasible in Deans’ Council.

   A&S clusters APP students in A&S 100 and English 110 and 225 classes. Most A&S students schedule classes around their part-time or full-time work schedules. Also, the vast majority of first-year students bring a variety of previous college credits to their first year, including high school dual credit, AP and IB, and transfer credits and the A&S general education requirements include very few specific courses that all students are required to take.
B. Academic Support and Success

1. Articulate clear pathways to success (e.g., academic, social, emotional/physical resources available, good practices, important dates, etc.) for first year students and communicate them powerfully to students

Recent research that examined institutions with both high NSSE scores and graduation rates finds that these institutions clearly articulate to first year students the information they need to be successful. A draft UMKC “Road Map” document was disseminated for discussion and editing to SEMT, the Advisor’s Subcommittee, faculty and students.

Proposed Accountability: Academic Advisors

By when: Implemented Fall 2005; the “Road map” was assessed to be useful by a vast majority of students at New Student Welcome Day (survey data). Some academic units used the document in their presentations and reported their satisfaction. The “Road Map” will be distributed again in FS 06.

2. Co-locate Math Lab, Writing Center and Center for Academic Development into one centralized area for academic support services

By centralizing these services we more conveniently locate them for students and send a clear message regarding the importance of support services on the campus.

Proposed Accountability: Vice Chancellor for Student Affairs/Dean, College of Arts and Sciences

In scope of Library expansion/Student Center/University Center renovation project or explore other options.

3. Development of an early warning system for students with possible academic, social or emotional difficulties to include faculty, advisors, and residential life staff providing students early academic feedback and support service referral.

The earlier that academic and adjustment difficulties of first year students can be identified, the better the opportunities for intervention and student success.

Proposed Accountability: SEMT subcommittee; Advisors

The College already has such a system for APP freshmen and may be able to pilot an expanded program for Fall 2006.

4. Develop and implement an Exit Interview Program

Development of this program is underway through the Strategic Enrollment Management Team.

Proposed Accountability: Career Services Office

By When: Winter 2006

5. Develop systematic supports and resources for First Year Deciding Students

Research indicates that the declaration of a major has a positive impact on retention. Intentional efforts to assist our “deciding students” must be re-energized.
Proposed Accountability: Capacity Task Force, College of Arts & Sciences Dean’s Office and Advising Center

Change our institutional rhetoric and attitude from negative to positive about the subject of declaring a major. Most first year freshmen don’t know (and perhaps shouldn’t know) what they want to major in, and most who think they know will change their majors at least once, possibly more than once, before they graduate. Instead, develop intentional collaborative programs, courses, advising, and services with Career Services to engage students in discovering their strengths and exploring academic options. Pay special attention to Deciding transfer students, as they are particularly vulnerable to not persisting.

To meet needs regarding aptitude and professional choices, the Career Center, with the support of the Bloch School Dean, opened a satellite office in the Bloch School of Business and Public Administration during FS99. Initially, the office was open about 15 hours a week, spread over 3 days and was open to only Bloch School students. Starting FS 2004, office hours were increased to 4 days a week and services are now available to all majors. The increased traffic in the Bloch School was the impetus for the expanded days/hours. Limited office hours, Tuesdays 11 am-2 pm, are available in the Disability Services Office, University Center (also open to all majors). About 3 times per semester information tables are set up in Flarsheim Hall to introduce students to center services.

Students should also be directed to the Counseling, Health, and Testing Center.

Consider reinstituting the faculty advisers for Deciding students program. Such faculty advisers would receive release time from other duties to participate in required training sessions to equip them to advise Deciding students in General Education requirements and in exploring major and career choices.

Reconsider the potential of A&S 100, and/or perhaps a follow up course, to assist Deciding students in choosing a major. Bring together A&S 100 instructors, faculty from various disciplines, and Career Services professionals to explore integrating more of these components into the curricula.

6. Evaluate and potentially expand/adapt the current Coaching and APP programs for greater numbers of new students, especially minorities and at risk students, to include the creation of a summer bridge program and mentoring components. Possibly attempt to centralize tutoring services to provide a one-stop service.

UMKC’s new Coaching Program and APP are models that have great applicability to many of our first year student subpopulations who may need a more intentional support system in the first year.

Proposed Accountability: The Center for Academic Development/College of Arts and Sciences Dean’s Office and Advising Center.
7. Identify student mentors (e.g. GTAs) assigned to classes without S.I. sections that are taken primarily by first year students
   This level of staffing support can be used to convene study groups, tutor, maintain regular contact with students in need and work with professors in identification and monitoring for at risk students
   Proposed Accountability: Academic departments

8. Inclusion in each of the academic unit enrollment management plans an assessment of the adequacy of the numbers and types of academic advisors and the advisor:advisee ratio with a plan to address identified gaps
   Advising is identified as one of the primary factors related to first year retention. We must ensure that we have optimal loads for advisors.
   Proposed Accountability: Academic Deans

C. Emotional and Physical Well-Being

1. Relocate support services to include Health and Counseling services into a more centralized, high traffic area
   The placement of these services in a more visible location sends the message to our students that these services are mainstream and accessible.
   Proposed Accountability: Vice Chancellor for Student Affairs
   By when: In compliance with the timetable for the new Student Center and renovation of the University Center. A request has been made to consider using available space that has come open in the current University Center to be used for this purpose.

2. Develop and implement ongoing outreach services for emotional well being and physical health targeted toward FY students
   The message communicating the importance of accepting responsibility for one’s emotional and physical health can best be delivered in a proactive manner through outreach activities designed to engage first year students.
   Proposed Accountability: Counseling, Health and Testing and A&S Associate Dean
   By When: Fall 2006
   - Include class sessions in A&S 100 on topics related to preventive health care, self-understanding, relationships, and coping with stress.
   - Hiring of a Health Educator by fall 2006 to promote health education outreach. On-going activities by Health Promotion Committee.
   - Electronic self-assessment screening instruments for alcohol and drug use and other mental health disorders (e.g. depression, anxiety, eating disorders, bipolar disorder) have been put on the Counseling, Health and Testing web site.
     - Goal for fall 2006: more electronic materials and more marketing of them to freshmen.

3. Create an informative, empowering program to identify the early signs of students in distress, effective interventions and available campus resources
This program will serve academic advisors and faculty who teach A&S 100 classes and other courses commonly taken by first year students. It could be delivered through existing mechanisms such as A&S 100 instructor training and Faculty Center for Excellence in Teaching (FaCET).  

Proposed Accountability: Counseling Center and FaCET 

By When: Pilot February 06, implementation fall 2006 

- Program has been developed entitled ‘College of the Overwhelmed and You’. It was piloted in February 2006 at FaCET.  
- A shortened variation on the program has been presented to the Pharmacy Faculty Meeting and to the Bloch School Faculty spring semester. Focus is on the distressed and the disruptive student. Positive feedback.  
  - Goal for fall 2006: A&S 100 faculty; at least 3 more academic units.  
- Draft of Handbook Guidelines for Working with the Distressed and the Disruptive Student completed and will be published by end of summer 2006. 

D. Orientation and Welcome Week 

1. Develop an Extended Orientation Program 

Our current orientation program is not sufficient to address issues important to the adjustment of first year students to UMKC or to provide adequate developmental academic advising to our vulnerable first-year students. An extended orientation will benefit in particular Deciding Students, First Generation Students, First Time Freshmen and Transfer Students. Opportunities for additional programming offered throughout the entire first semester will expose students to topics when they are ready for the information. An extended orientation can be phased in and complement the current orientation program.  

Proposed Accountability: Offices of Admissions and Student Life and Academic Units 

- A presentation introducing “Being Ready Emotionally, Mentally, Financially and Physically for College” could be made during Welcome Day. Theater-major students could then enact scenarios illustrating these topics as an extended program. 
- A listserv of all first year students can be set up and periodically throughout the semester, tips and information on the above topic can be sent to students. 
- A planning committee should be established to implement an extended orientation program. Suggested core members: Ms. Tiffany Williams (Admissions); Ms. JJ O’Toole-Curran (Student Life Office); Dr. Carol Kariotis (Residential Life); Ms. Candice Stice (Career Services) and Dr. Marita Barkis (Counseling, Testing, Health and Disability Services) and representatives from academic units enrolling first year students. The Assistant Vice Chancellor of Student Affairs – Student Development should coordinate planning of the program.
2. **Continue the “Welcome Phone/E-mail Contact Program” and have a follow up contact before the first drop date**

*Feedback on the 2004 program was very positive and supports our efforts to assist students in forming contacts and relationships in the early stage of their first year.*

**Proposed Accountability:** Robin Hamilton  
**By When:** Fall 2005 (concluded); continue in fall 2006.

3. **Revamp the MB Rickard Mentoring program**

This program pairs current students with incoming first-year students. The immediate purpose is to smooth the transition into life at UMKC, with long-term goals to provide academic and career skills to mentors and mentees alike.

**Proposed Accountability:** Grace Bagunu, Student Life  
Mentor training is currently underway.

---

**E. Students of Color**

1. **Assess by survey/focus groups issues/concerns of current and in-coming minority students.**

   *The assessment of in-coming minority students would contain questions that would give UMKC better information about the types of retention programming that would best address their needs.*

   **Proposed Accountability:** Office of Institutional Effectiveness/Academic Affairs/Admissions

2. **Create orientation programs specifically geared to the needs of first year minority students in addition to other freshman orientation programs.**

   *These programs could connect the students with mentors, campus support systems, and career options/planning to provide students of color with the necessary coping strategies to persist at UMKC. An intentional effort to invite the students’ family/support to these programs should also be made.*

   **Proposed Accountability:** Office of Minority Affairs/Student Affairs  
The Students of Color committee is approaching the Academic Units with suggestions for programs/workshop and gauging the units’ willingness to institute such programs.

3. **Host a "meet the faculty" reception for students of color during the first week of school.**

   *Many times students of color want to approach or meet their professors but simply do not know how. Research shows that bridge opportunities facilitate a feeling of validation and allow for networking, which increases the engagement of students of color.*

   **Proposed Accountability:** Academic Units/Office of Minority Affairs  
The Students of Color committee is developing strategies to engage faulty for a reception.
4. More effective integration of Minority Student Affairs and Black Studies during the first week of activities sponsored by Student Life.

More integrative programming creates an inclusive experience that gives all students an opportunity to experience diverse perspectives and may help in addressing the unique needs of students of color.

Proposed Accountability: Student Life/Office of Minority Student Affairs/Black Studies

5. Minority Alumni Association collaboration and invitations to the first year experience for student of color initiatives.

This would allow for more mentoring involvement by UMKC alumni and networking opportunities for current students. It would also give them a connection with possible cultural translators/role models that would aid in their retention and successful graduation.

F. Transfer Students

1. Gather additional data regarding the profile and retention of transfer students

Proposed Accountability: Assistant Vice Provost for Academic Planning in conjunction with Transfer Student Subcommittee

2. Survey transfer students regarding their transition and adjustment experience to UMKC

To date this population has never been surveyed regarding their experience. Such quantitative and qualitative data will provide direction as we evaluate our services to this population.

Proposed Accountability: Assistant Vice Provost for Academic Planning

3. Develop an academic-unit based New Transfer Student Welcome Day.

Just as with New Student Welcome Day, this program(s) will allow transfer students the opportunity to engage with academic unit faculty/staff on academic and adjustment issues specific to their needs and interests.

Proposed Accountability: Student Life; Academic Unit Dean’s Office

Orientation currently has two sections. Before lunch the students are all together for general information. At lunch they are divided by academic units to eat, be advised, and become acquainted with their academic units. Prior to Fall 2005, transfer students were encouraged to attend New Student Welcome Day.

4. Initiate a Winter Orientation Program for new transfer students

Large numbers of new transfer students enter UMKC at winter semester, but are not currently offered a formal orientation.

Proposed Accountability: Office of Admissions
Winter Orientation was initiated prior to the start of WS 2006 semester. The students were very positive. However, in the future opportunities should be created for transfer students to interact with other students.

5. **Require an initial academic advising session for all new transfer students and promote the Career and Life Development class (A&S 170/ED 160) to all Deciding transfer students**  
   Proposed Accountability: Academic Units

6. **Create a transfer support program in the College of Arts and Sciences as a pilot for possible replication across the campus**  
   Proposed Accountability: Dean of the College of Arts and Sciences

7. **Identify new advisor to revitalize the Transfer Student Organization**  
   *This student organization has lost its student leadership as well as advisor and is currently inactive. It can be an important voice for UMKC transfer students as well as a resource for our students, faculty and staff.*  
   Proposed Accountability: Student Life Office  
   Tau Sigma, an honors society for transfer students, is being researched. Chapter possibly to start Fall 2006.

8. **Engage community college leaders and Phi Theta Kappa members in UMKC leadership programs**  
   *Engaging community college leaders in the life of UMKC will assist in their acclimation and adjustment, provide role models of transfer student leadership to the campus, and allow the voice of transfer students to be heard within our student governance and organization structures.*  
   Proposed Accountability: Student Life Office  
   The transfer coordinator has begun to meet with community college groups on their respective campuses. Further, admissions could partner with student life and the community colleges’ PTK groups to do special leadership workshops.

**Faculty**

1. **Discuss the proposed First Year Learning Outcomes for possible adoption**  
   *The proposed learning outcomes should be discussed by the curriculum committees of all academic units and the Strategic Enrollment Management Team, reinforcing the critical role played by the First Year Experience in meeting our goals for undergraduate education.*  
   Proposed Accountability: Provost, Deans

2. **Encourage Academic Units to consider the characteristics of effective faculty of first year students in their course assignments**  
   Proposed Accountability: Academic Deans and Department Heads
3. **Design and implement an additional Graduate Teaching Assistant workshop specifically on first year student good teaching practices**

   Frequently GTAs teach many of our first year courses, and yet many have insufficient understanding of our first-year students, our learning outcomes for them, and available campus resources.

   **Proposed Accountability:** Graduate Studies

4. **Development, implementation and support of programs and activities for first year students by Academic Units and Departments that build meaningful relationships between students and faculty. Resources may include academic unit-specific student organizations, AU student councils, and other learning activities.**

   The power of student/faculty engagement and its connection to student satisfaction and success is clearly documented by research. Currently there appears to be little intentional programming to facilitate this interaction.

   **Proposed Accountability:** Academic Deans

   The Provost charged the Deans to implement such activities Fall 06

**Administrative**

1. **Establish a shared accountability for the oversight of First Year Experience activities and goals between Academic and Student Affairs**

   Clear accountability for the first year experience is necessary to ensure its continual oversight and evaluation, as well as to position the First Year Experience as an institutional priority. The shared accountability recognizes both the academic and co-curricular elements of the Program and the importance of collaboration in making it successful.

   **Proposed Accountability:** Provost/Vice Chancellor for Student Affairs

2. **Establish an ongoing and standing committee for the First Year Experience program comprised of faculty and staff to coordinate, monitor and evaluate the varied activities that comprise UMKC’s First Year Experience**

   This committee may generate subcommittees as needed; one could engage and recognize faculty members and instructors teaching first year, another should continue to work on First Year Seminar issues including curriculum and assessment. The Academic Advisors’ group should continue to function. Curricular discussions should include consideration of the recommendations of the Physical and Emotional Well-Being and other subcommittees.

   **Proposed Accountability:** Provost/Vice Chancellor for Student Affairs
Evaluation & Assessment

1. **Development of a proactive, comprehensive assessment function**
   To determine the efficacy of our first year efforts as well as to provide direction and planning for our enrollment management program, it is essential that the University develop a strong assessment component.
   
   **Proposed Accountability:** Provost/Academic Planning

2. **Development and implementation of an assessment plan consistent with the FYE outcomes**
   To monitor that the needs of the first year students are met and that the program is effective, an assessment plan should be developed. The plan will include the National Survey of Student Engagement, the Beginning College Student Survey, a pilot of the Faculty Survey of Student Engagement (FSSE) with the Schools of Nursing, Education, and Bloch School and an evaluation instrument for the first year seminar courses.
   
   **Proposed Accountability:** Academic Planning/Deans
REFERENCES


APPENDICES

Appendix A: New Student Activity Inventory
        Academic Unit Inventory
        Student Affairs Inventory

Appendix B: Your Roadmap to Success at UMKC (committee draft)

        Road Map (distributed at New Student Welcome Day).
Appendix A

New Student Activity Inventory
Academic Unit First Year Programming: ALL NEW STUDENTS
(FRESHMEN AND TRANSFER)

Summer Activities:
- Arts and Sciences Academic Advising for all Freshmen and Transfer Student Orientations
- Arts and Sciences High School/College Scholarship Program
- Arts and Sciences Debate Program mini-camp and retreat

Welcome Week Activities:
- School of Medicine Orientation (Week before Classes)
- School of Medicine Convocation
- School of Nursing Orientation (Week before Classes)
- School of Nursing Ice Cream Social-Nursing Living Learning Community (LLC)
- Arts and Sciences Program for Adult College Education (PACE) Orientation
- Arts & Sciences Theatre Department Orientation and social gatherings in faculty homes
- Arts & Sciences Faculty participation in New Student Welcome Day

Sept/Oct Activities:
- School of Biological Sciences Two Week Appointments (Early Sept)
- School of Computing and Engineering Welcome Reception (Early Sept)
- School of Biological Sciences Student Govt. Transfer Student Lunch (Early Sept)
- School of Biological Sciences Student Govt. Welcome Picnic (Early Sept)
- School of Education New Student Welcome Day (Early Sept)
- School of Biological Sciences Study Skills Presentation
- School of Education Phone-a-thon
- School of Medicine 1st Year Med Student Service Learning
- School of Medicine 1st Year Medical Skill Ethics Symposium (Mid-Oct)
- School of Medicine Study Break Symposium (Mid-Oct)
- Arts and Sciences faculty/student participation in Celebrate UMKC Day
- Arts & Sciences New Student Welcome Phone-a-thon, calling all new Freshmen & Transfers
- Arts and Sciences Scholarship Reception for students and donors

November Activities:
- School of Education/Pre-education pre-registration luncheon

Dec Activities:
- School of Medicine Year 1 and 2 Med Student Reception

Jan Activities:
- School of Medicine Geriatrics Kickoff for 1st Year students

Year Long Activities:
- Arts and Sciences Curricular/Instructional Responsibility for General Education courses
- Arts and Sciences 100, including cohort sections for Pre-Health, Pre-Law, APP, and PACE
- A&S Advanced Preparation Program for A&S Freshmen admitted on exception basis
- Arts and Sciences Writing Center
- Living Learning Communities – Honors, Bloch, Nursing
- School of Medicine Academic Performance Monitoring for 1-4 Years
- School of Medicine Academic/Content Discussion Groups and Tutoring for 1-4 years
- School of Medicine Minority Student Retention Committee for 1-4 years
- School of Medicine Monthly Learning Basic Medical Sciences Workshop
- School of Medicine Year 1-2 Docent Team (12 Med students mentored by community members)
- School of Medicine 1st Year Class Meetings
- School of Medicine Year 1 Residence Hall Requirement
Student Affairs First Year Programming: ALL NEW STUDENTS
(FRESHMEN AND TRANSFER)

Summer Activities:
- New Student and Parent Summer Orientation
- Helpline Residence Hall Welcome Information Packets
- Minority Student Affairs (MSA) Mailings to new 1st Year Students
- MSA Reception during Freshmen Orientation

Welcome Week Activities:
- New Student Welcome Day
- Human Kiosk Program (SEMT)
- MSA Open House during Welcome Week (MSA)
- Roo Camp (SLO)
- Mob Night (SLO)
- Open Weekend for Resident Hall Students at Swinney
- Fall/Spring Roo Fairs (SLO)
- Women’s Center/LGBT Ice Cream Social
- Residential Life Welcome Week Programs
  - Move In Day
  - Residence Hall Safety Meeting
  - Learn to Use KC Metro Bus System
  - Rummage Sale
  - Open Faculty BBQ at Residence Hall
  - Beach Party
  - Pancake Breakfast
  - First Floor Meetings

Sept/Oct Activities:
- Initial Greek Recruitment Push (SLO-Although is year long)
- Emerging Leaders (SLO-1st Semester)
- Scholars 4 Success (SLO-1st Semester)

Spring Only:
- Alpha Lambda Delta (Freshmen Honor Society) Recruitment

Year Long Activities:
- Supplemental Instruction
- 300 Programs sponsored by Residential Life throughout the Year
- Social and Educational Programs by SA Departments
  - Student Health and Wellness, Minority Student Affairs, Women Center, Intramurals, Student Life Office
- Talent Scholars-1st and 2nd Years (Student Life)
  - 16 1st Year Students Involved
- M.B. Rickard Mentoring Program (Student Life)
  - 10 1st Year Students Involved
- Campus Ambassador Program (Admissions)
  - 5 spots are reserved for 1st year and/or transfer students
- Scholarship Coaching Programs (Admissions)
  - Bloch Scholars
  - UNCF Scholars
  - Herman-Johnson Scholars
Appendix B

Road Map Documents
Your Road Map to Success at UMKC

College is a journey --- your opportunity to try new things, stretch yourself, and reach your potential. Your success at UMKC is all about the choices that you will make---decisions about the roads to take and the guideposts to follow along the way. Here’s your roadmap to living your UMKC college experience to the fullest!

Follow these road signs on the way:

- **Own UMKC as YOUR university** (Develop a sense of belonging to UMKC)
  - How you do this:
    - Read and live UMKC’s Core Values
    - Make a personal commitment to follow the Student Conduct Code
    - Review the Student Handbook
    - Participate in Welcome Week Activities
    - Stay informed about UMKC---check the Kangaroo Oracle email sent to you weekly to select activities to attend and participate in, read the University News, log on to WiredMind (http://www.wiredmind.org)
    - Attend a UMKC Kangaroo athletic event and a performing arts function

- **Make friends with your fellow students and develop strong relationships with UMKC faculty and staff** (Connect with UMKC faculty, staff and students)
  - How you do this:
    - Participate in class discussions
    - Join a student organization
    - Ask a student in one of your classes to study with you
    - Find ways to get to know a faculty or staff member
    - Participate in a research project
    - Get to know your Student Government Association officers and representatives

- **Figure out what you want from college and how to achieve it** (Formulate your academic plans)
  - How you do this:
    - Attend all of your classes, be on time and come prepared
    - Contact your academic advisor early in the semester and set up a regular meeting schedule
    - Find out the location of your faculty members’ offices and office hours and stop by to say hello
    - Join study groups
    - Visit the Library and learn to use it
- If any of your classes have Supplemental Instruction sessions, attend them!
- Visit Career Services and investigate job and career opportunities
- Join student organizations for your department or major
- If you are still deciding on a major, develop a plan to help you reach a decision and discuss it with your academic advisor
- Allot at least 2 hours of study each day for every hour of class time

- **Be aware, be involved and care about what’s happening in the world**
  (Develop a sense of civic and social responsibility)
  - How you do this:
    - Participate in Community Service Day
    - Enroll in an Academic-Service Learning Course
    - Keep up on world news---read the newspaper, catch CNN or [www.umkc.tv](http://www.umkc.tv), check the web, listen to KCUR 89.3 FM, UMKC’s NPR station,
    - Join a student organization that is concerned with global and or civic issues
    - Register to vote
    - Participate in local and national elections
    - Find your voice. . .find your cause

- **Seek out and interact with people from diverse cultures, backgrounds and beliefs** (Examine issues of diversity)
  - How you do this:
    - Stop by the African American History and Culture House, the Women’s Center, the LGBT Center and other resources
    - Enroll in a course about diversity
    - Attend programs/lectures/events with various viewpoints or that explore issues from a perspective different from your own
    - Explore the rich diversity of Kansas City by attending events and visiting places outside of your experience

- **Get the skills you need to make it through life** (Gain practical life skills)
  - How you do this:
    - Get a calendar/planner and use it to manage your time
    - Ask for help when you need it!
    - If you run into a problem with classes or your schedule, address it immediately with your faculty member or advisor
    - Call the UMKC HelpLine (#2222) with questions about where to go, policies, procedures or problems
• Learn to make more informed decisions---consult with your advisor, a faculty member, your community assistant, a counselor
• Take responsibility for the decisions you make

**Take Care of Yourself** (Achieve Physical and Emotional Well-Being)

- How you do this:
  - Manage your stress and address relationship concerns---visit the Counseling Center web site ([www.umkc.edu/chtc/](http://www.umkc.edu/chtc/)) or make an appointment to talk
  - When you feel down or stressed, talk to someone—a friend, a family member, your Community Assistant in the residence halls, a faculty or staff member, a counselor
  - Use the Student Health and Wellness Service for health concerns and questions
  - Work out at Swinney Recreation Center
  - Join an Intramurals team
Make UMKC YOUR university
How you do this:
- Participate in Welcome Week Activities (www.umkc.edu/stulife; www.apcactivities.com)
- Stay informed about UMKC
- Check the Kangaroo Oracle email sent to you weekly to select activities to attend
- Read the University News, the student-run campus newspaper
- Review the Student Handbook/Planner
- Attend a UMKC Kangaroo athletic event and performing arts or theater function

Create bonds with UMKC faculty, staff and fellow students
How you do this:
- Participate in class discussions
- Join a student organization (www.umkc.edu/stulife)
- Ask a student in one of your classes to study with you
- Find ways to get to know a faculty or staff member
- Get to know your Student Government Association officers and representatives (www.umkc.edu/sga)

Figure out what you want from college and how to achieve it
How you do this:
- Attend all of your classes, be on time and come prepared
- Contact your academic advisor early in the semester and meet regularly with them
- If you are unsure about a major, develop a plan to help you reach a decision and discuss it with your academic advisor
- If any of your classes have Supplemental Instruction sessions, attend them! (www.umkc.edu/centers/cad/si/)
- Visit Career Services (www.career.umkc.edu)
- Attend UMKC's Internship Fair
- Go to the Greater Kansas City Employer Fair
- Allot at least 2 hours of study each day for every hour of class time

Be aware, be involved and care about what's happening in the world
How you do this:
- Keep up on world news—read the newspaper, catch CNN or www.umkc.tv/, check the web, listen to KCUR 89.3 FM, UMKC's NPR station
- Participate in UMKC Community Service Day (www.umkc.edu/stulife/communityservice.html)
- Enroll in an Academic-Service Learning Course (www.centerforthecity.umkc.edu)
- Register to vote (http://ctt.umkc.edu/user/asum/)
- Participate in local and national elections

Learn about people from diverse cultures, backgrounds and beliefs
How you do this:
- Stop by Minority Student Affairs, the African American History and Culture House, the Women’s Center, LGBT Programs and Services and the Student Life Office and other resources
- Enroll in a course about diversity
- Attend campus events, like Diversity Week, that explore issues from a perspective different from your own (www.umkc.edu/stulife/diversityweek.html)
- Explore the rich diversity of Kansas City by attending events and visiting places off campus

Get the skills you need to make it through college
How you do this:
- Get a free UMKC planner at the UMKC Bookstore
- Ask for help when you need it! If you don't know who to ask call the UMKC HelpLine (235.2222)
- If you run into a problem with classes or your schedule, address it immediately with your faculty member or advisor
- Learn to make more informed decisions—consult with your advisor, a faculty member, your community assistant, a counselor

Take Care of Yourself
How you do this:
- Manage your stress and address concerns by visiting the Counseling Center web site (www.umkc.edu/cht/counseling) or making an appointment to talk to a counselor
- When you feel down or stressed, talk to someone—a friend, a family member, your Community Assistant, a faculty or staff member or a counselor
- Use the Student Health and Wellness Service for health concerns and questions (www.umkc.edu/cht/health/)
- Work out at Swinney Recreation Center or join an intramurals team (www.umkc.edu/src)

Follow these signs for a successful college career at UMKC!