With a Little Help From Our Friends: Creating Campus Collaborations

Dr. Dorothy Ward, Director, Entering Student Program

Joanne Kropp, Assistant Director for Academics
Entering Student Program

Irma Montelongo, Lecturer
Entering Student Program

Abby Cooperman, Clinical Counselor
University Counseling Center

29th Annual Conference on The First-Year Experience
Denver, Colorado
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Presentation Overview

• Overview of UTEP and ESP
• Importance of Collaborations
• Examples of ESP Collaborations
• Overview of Global Learning Community
• Benefits of Collaborations
• Recommendations for Successful Collaborations
The University of Texas at El Paso

- Public, comprehensive four-year university
- Doctoral/Research Intensive
- Enrollment 21,011 (Fall 2009)
  - 17,205 Undergraduate
  - 3,806 Graduate
The University of Texas at El Paso (Fall 2008)

- Student Profile
  - 75% Hispanic
  - 83% from El Paso County
  - 98% commuter
  - 81% employed
  - 60% receive financial assistance
  - 54% first-generation college students
Entering Student Program (Fall 2009)

- University 1301 (first-year seminar)
  - 85 sections, 2,208 students, 58 instructors
- Peer Leader Program
  - 94 peer leaders
- Learning Communities
  - 69 LCs, 1,267 students, 85 instructors
- ESP Advisory Board
  - Reps from Colleges, Academic Affairs, Student Affairs, Information Resources, and Students
Why Are Collaborations Important?

- Addresses the whole student
- Helps to bridge “bureaucratic fiefdoms”
- Creates a campus network of support for students
- Leverages resources to expand and improve programming for students
Examples of UTEP Collaborations
Academic Affairs & ESP

- **Academic Advising Center**
  - Advisor partners
  - Modules and assignments
  - PALs - CoBA, CoS, CoE
  - Shared costs

- **UNIV 1301 Textbook**
  - Chapters by faculty = study skills
  - Chapters by units – AA and SA = resources, transition issues
Student Affairs & ESP

• Career Exploration – University Counseling Center
  – DISCOVER
    • Training
    • Assignments
    • Classroom visits to process results
    • Shared costs
  - Mental Fitness
    • Workshops/events for students
    • Classroom presentations
Student Affairs & ESP

• Career Planning – University Career Center
  – Instructor training
  – Classroom visits
  – Assignments
  – Career/Job Fairs, other campus events
Student Affairs & ESP

- Financial Planning
  - Money Matters
    - Materials
    - Training
  - Financial Aid
    - Presentations
    - Workshops
- Clubs & Organizations
  - Classroom visits
  - Events announcements
- Mine Tracker (UTEP Miners)
  - Co-curricular transcript
Information Resources & ESP

• Library Instruction/Information Literacy
  – Classroom partners
  – Online tours/tutorials/quizzes
  – Library instruction
  – Ongoing research assignments
  – UNIV 1301 Lab maintenance (shared costs)

• Instructional Support Services (ISS)
  – FIT Lab and Peer Leader training
  – ESP resources on Blackboard
Global Learning Community
Global Learning Community

Imagining Nations, Imagining Regions: The Making of Cultural Diversity in Australia and on the U.S.-Mexico Border

• Imagining Australia
  - Victoria University, Dr. Effy George

• The U.S.-Mexico Border
  - The University of Texas at El Paso, Irma Montelongo, MA
GLC Timetable

• VU Semester I: July 20 – November 28
  – Mid Semester Break: Sept. 21 – Oct. 5

• UTEP Fall Semester: Aug. 24 – Dec. 7

• Classes linked for 7 weeks between Aug. 25 and Oct. 22

• Students followed their respective course schedules and then shared their research and analysis via technology with their GLC cohort during the 7 week overlap.
Technology

- Video Conference
- Social Network - NING
  - Discussion Forums
  - Lectures and Readings
  - Videos
  - External Links
  - Personal Pages
Victoria University and UTEP
GLOBAL LEARNING COMMUNITY

Welcome

The UTEP-Victoria University Global Learning Community is an exciting new project that provides a virtual space where students at both universities can better understand the impact of globalization. By investigating their own backgrounds and experiences and those of their global cohort, students will better understand their experiences as global citizens, as well as the social and cultural tapestry that exists in two classrooms on opposite ends of the globe. Additionally, the UTEP-Victoria University Global Learning Community will provide students from both universities the opportunity to enhance their use of technology as they share their research findings via videoconference, social networks, web sites, and other multimedia projects.

Photos

- Little Maggie by Irma Montelongo
- DSCN0188 by Oscar Garcia
- 2009 VU UTEP VIDEO CONFERENCE DBRIEF 1-10 by Greg Nielson
Global Learning Community

Safa Ibrahim's Page

About

My name is Safa. I am 17 years old. Born in Sudan but lived in Egypt for most of my life. I grew up, close friends who will forever be in my heart. I am the only daughter of 5 children. I move from Egypt to Australia for 4 years and I love it. I can't live many in Egypt, it is a fast land. But life is more of Australia is the fast land is a fast because of more diversity and friendly people.

I have 2 brothers and one sister. (Mustafa, Kader, and Ramla). I love and respect them. Here is all my friends (Mustafa, and Ramla) I would like to be the other automatic in foreign people. I love and respect them. Diversity is interesting.

Safas great, and interesting sites are: I can't live without these. 1. not a morning person, 2. without coffee, 3. I am a romantic person, 4. pizza and pasta, 5. the one with Othello, 6. the boring 180 (years 8 to 4) bikes, 7. Middle Eastern.

Fav Authors: Martin's who, who really writes about crime and the underworld and Jami Austin.

I love reading, dancing, traveling, and watching action movies and watching movies.

Peace out>>> everybody

Safa Ibrahim's Videos

Safa Ibrahim's Friends

Admin Options

Feature Requests
Suspend or Deactivate
Read Profile Photo

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Topics of Study

- Colonialism
- Nationalism
- Migration
- Culture
- Criminology
- Gender and Sexuality
What Did the GLC Accomplish?

• The website and video conferences provided a forum for UTEP and VU students to exchange ideas related to global issues.
• Class assignments facilitated a deeper learning of different regions and cultures.
• UTEP and VU students enhanced their knowledge of technological resources.
• UTEP and VU students developed social and academic networks.
Benefits of Collaborations
Successful Collaboration Benefits Everyone

• Entering Student Program (ESP)
• ESP Partners
• Students
Benefits to ESP

• Provide faculty development in areas of university resources, instructional technology, and effective pedagogical strategies
• Allow ESP to import expertise to support student success
• Leverage resources to provide improved programming for student success
• Develop a campus-wide network of support for ESP
Benefits to ESP Partners

• Educate large numbers of incoming students about services
• Provide instruction in the classroom, reducing the number of students requiring individual attention
• Increase usage of valuable programs and resources (e.g. Job Mine, modules)
• Increase communication with faculty, resulting in timely, appropriate responses to student needs
Benefits to Students

• Interact with a variety of professionals in the classroom, creating a more integrated transition to the university

• Learn about a variety of campus resources at the start of their college experience

• Develop skills for adjusting to college, planning a career path, increasing social connections, and improving academic performance

• Receive support the whole student
Assessment Data
## FTF One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled in UNIV 1301 First Fall</th>
<th>Never enrolled in UNIV 1301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>68.1% (1689)</td>
<td>37.7% (350)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>68.1% (1679)</td>
<td>39.9% (278)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>66.2% (1922)</td>
<td>47.0% (247)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>67.5% (2011)</td>
<td>36.8% (296)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>69.6% (1876)</td>
<td>45.0% (231)</td>
</tr>
</tbody>
</table>
## FTF One-Year GPA

|                   | Enrolled in UNIV 1301 First Fall 2.0 – 4.0 | Never Enrolled in UNIV 1301 2.0 – 4.0 |
|-------------------|--------------------------------------------|-------------------------------- -------|
| Fall 2003         | 78.9%                                      | 56.0%                                 |
| Fall 2004         | 78.0%                                      | 64.7%                                 |
| Fall 2005         | 74.3%                                      | 64.0%                                 |
| Fall 2006         | 74.9%                                      | 58.1%                                 |
| Fall 2007         | 75.1%                                      | 66.7%                                 |
### Fall 2009 UNIV 1301 Student Survey: Visits to Campus Resources (N=904)

<table>
<thead>
<tr>
<th>Services and Programs</th>
<th>Number of times</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Writing Center</td>
<td>0</td>
<td>343</td>
<td>37.9%</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>377</td>
<td>41.7%</td>
</tr>
<tr>
<td></td>
<td>3 or more</td>
<td>184</td>
<td>20.4%</td>
</tr>
<tr>
<td>Mathematics Resource Center for Students (MARCS)</td>
<td>0</td>
<td>521</td>
<td>57.6%</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>271</td>
<td>30.0%</td>
</tr>
<tr>
<td></td>
<td>3 or more</td>
<td>112</td>
<td>12.4%</td>
</tr>
<tr>
<td>Academic Advising Center</td>
<td>0</td>
<td>94</td>
<td>10.4%</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>524</td>
<td>58.0%</td>
</tr>
<tr>
<td></td>
<td>3 or more</td>
<td>286</td>
<td>31.6%</td>
</tr>
<tr>
<td>Computer Labs/ Centers</td>
<td>0</td>
<td>136</td>
<td>15.0%</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>335</td>
<td>37.1%</td>
</tr>
<tr>
<td></td>
<td>3 or more</td>
<td>433</td>
<td>47.9%</td>
</tr>
<tr>
<td>Library and/or its online services</td>
<td>0</td>
<td>51</td>
<td>5.6%</td>
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<tr>
<td></td>
<td>1-2</td>
<td>317</td>
<td>35.1%</td>
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<tr>
<td></td>
<td>3 or more</td>
<td>536</td>
<td>59.3%</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Unsure</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>UTEP</td>
<td>VU</td>
<td>UTEP</td>
</tr>
<tr>
<td>Easy to Navigate</td>
<td>66.7%</td>
<td>53.8%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Effective for Exchange of Ideas with UTEP Peers</td>
<td>73.3%</td>
<td>69.2%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Effective for Exchange of Ideas with VU Peers</td>
<td>73.3%</td>
<td>53.8%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Effective for Course Materials</td>
<td>60%</td>
<td>38.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Comfortable for Exchanging Different Perspectives</td>
<td>66.7%</td>
<td>38.5%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>
Recommendations for Successful Collaborations
Recommendations for Successful Collaborations

• Place the student at the center
• Recognize and respect the expertise of collaborators
• Establish expectations of and opportunities for collaboration
• What recommendations do you have for creating successful collaborations?
Questions?
Contacts

- Dr. Dorothy Ward, Director, ESP
dward@utep.edu, 915-747-8439

- Joanne Kropp, Assistant Director of Academics, ESP
  jtkropp@utep.edu, 915-747-5111

- Irma Montelongo, Lecturer, ESP
  imontelo@utep.edu, 915-747-8069

- Abby Cooperman, Clinical Counselor, U Counseling C
  acooperman@utep.edu, 915-747-5302