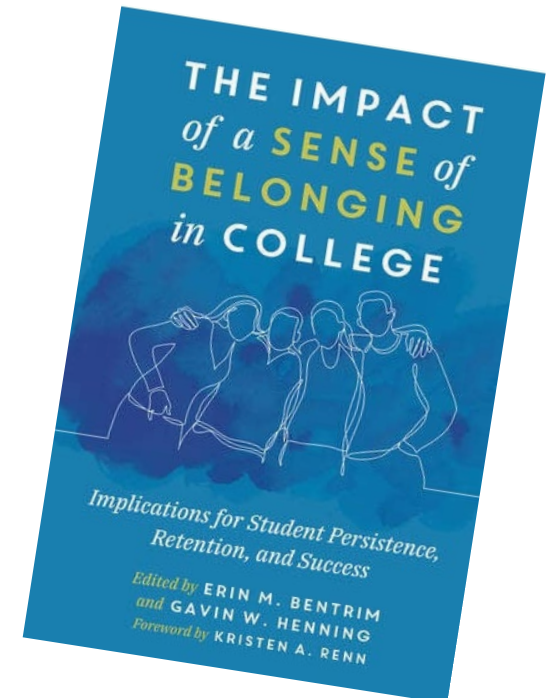
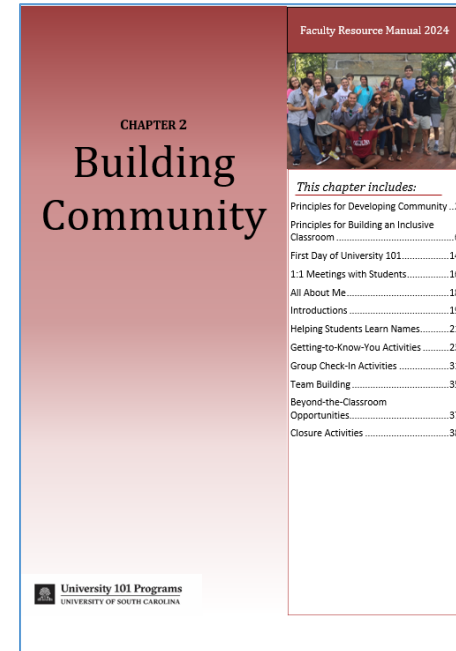
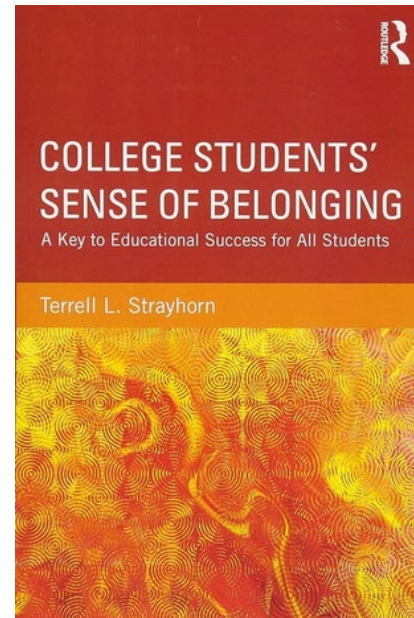
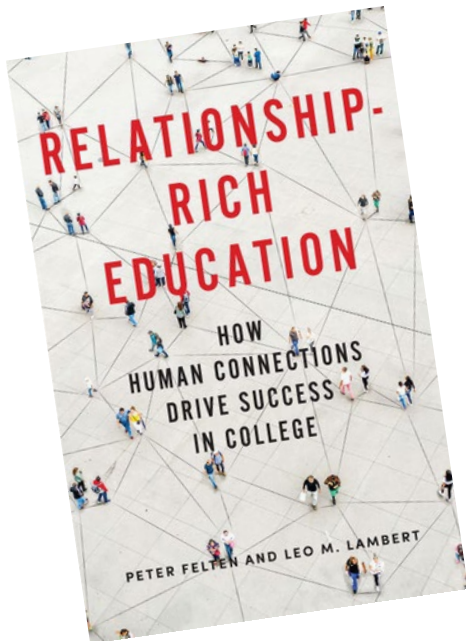
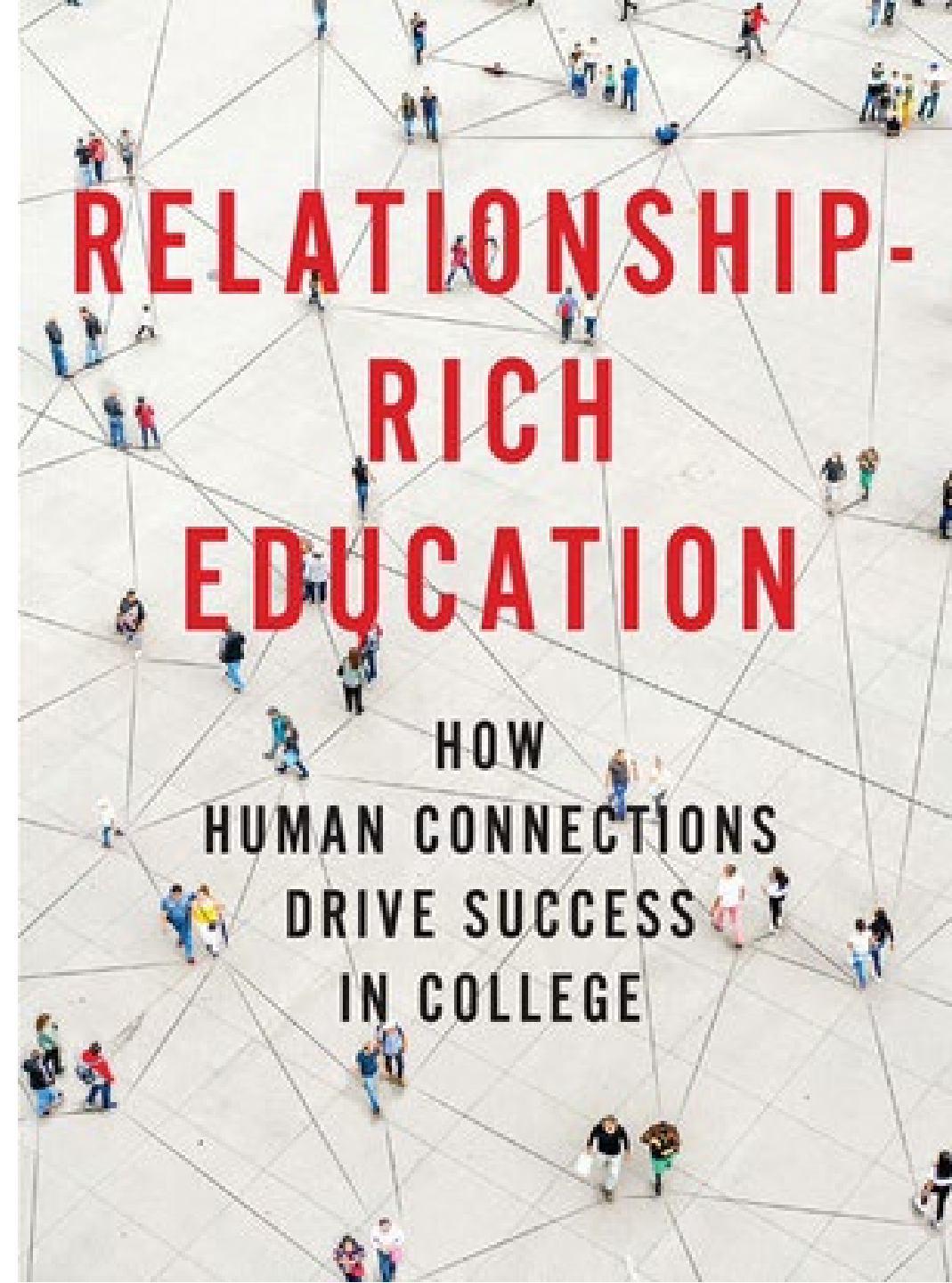


Building Community

Establishing a Sense of Belonging through a First-Year Seminar



“Decades of research demonstrate that peer-to-peer, student-faculty, and student-staff relationships are the foundation of learning, belonging, and achieving in college” (p. 5).



Onboarding Framework (Bauer, 2010)

- **Compliance** is the lowest level and involves learning the basic rules and policies of the organization.
- **Clarification** ensures that the new members understand their roles and responsibilities.
- **Culture** explains the norms for the organization, describing how things work, and explaining how they fit within and impact the larger organization.
- **Connection** is the highest level, wherein a new member develops relationships with the other members of the organization and begins to feel like part of the group. It helps to assign a mentor who can be readily available to answer any questions.

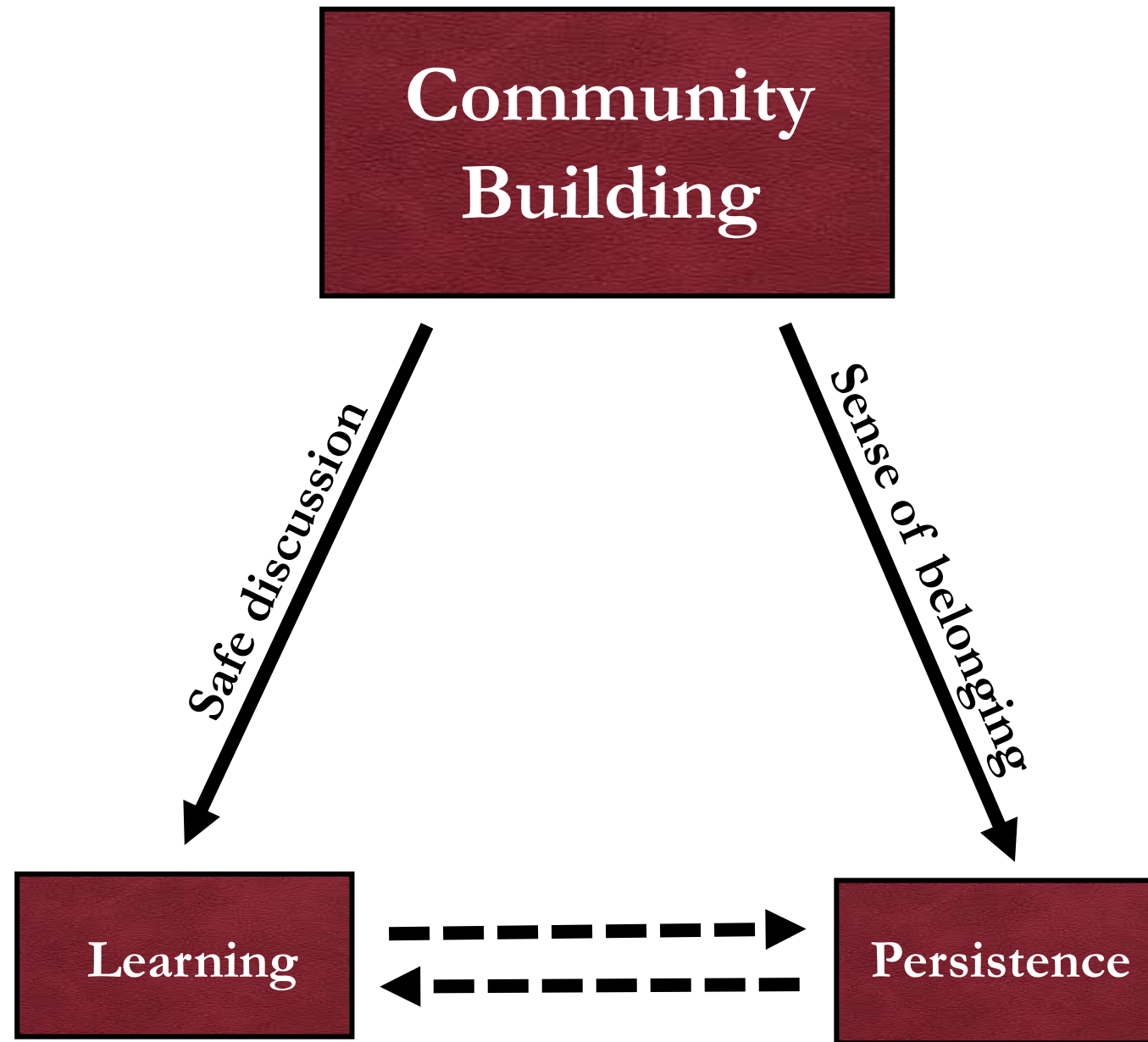
Which factors predict persistence in U101?

- Used FYI data set & included variables from student data file (persistence and GPA)
 - 2,014 responses (72% response rate)
- A series of logistic regressions were conducted
 - Controlled for gender, race, and high school grades

#1 Predictor = Sense of Belonging

Friedman & Padgett (2010).

Reason one



How can you foster sense of belonging for your students?

Elements:

1. Identify people with similar interests
2. Accepted by other students at the institution
3. Finds it easy to make new friends






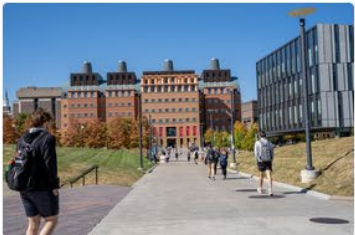
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Welcome to Insights!
Overview of sections and how to navigate.
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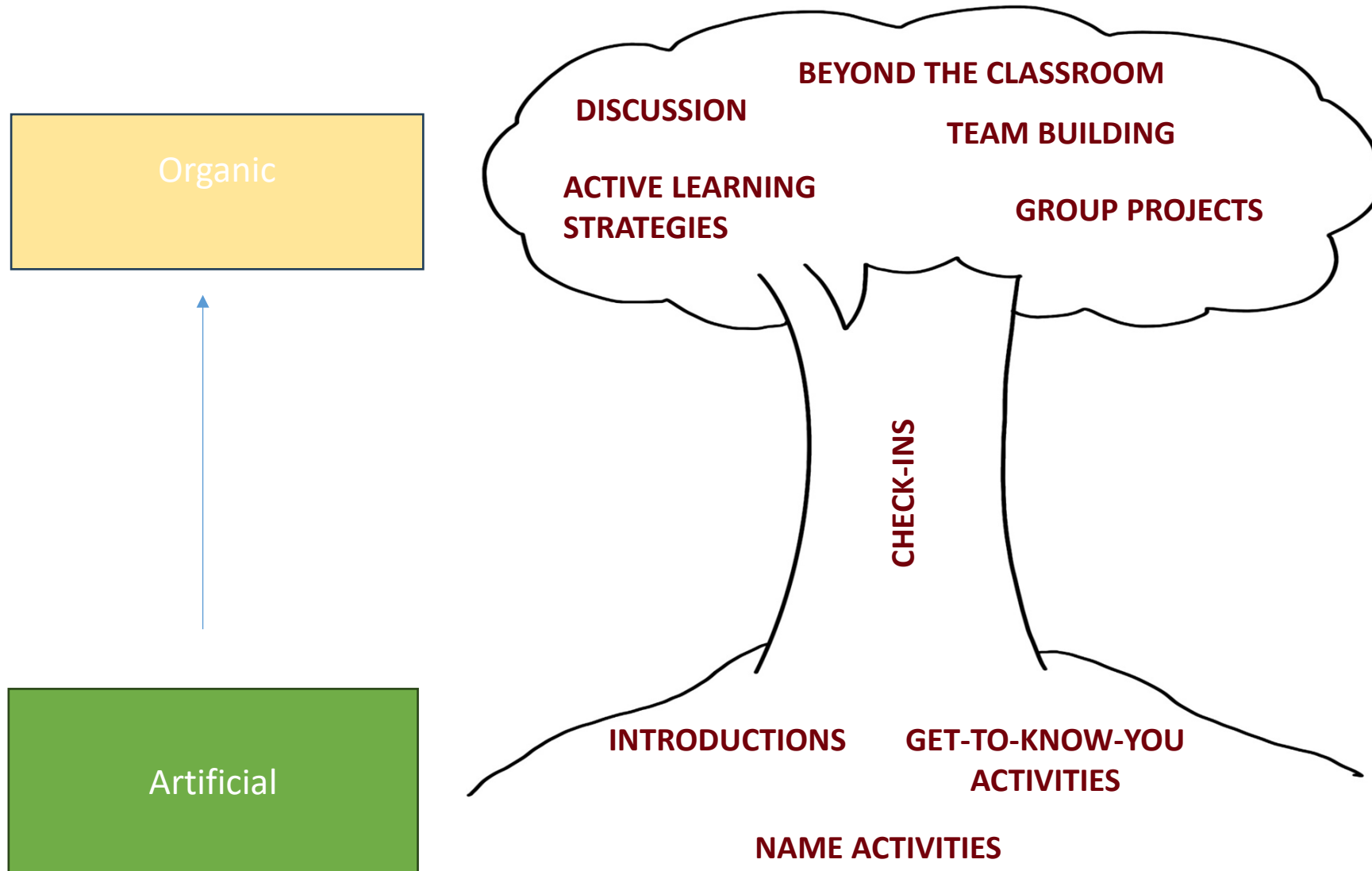


A Model for Building Community in a First-Year Seminar
Katie Hopkins, Associate Director, University...
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Creating Welcoming and Inclusive Spaces for Learning
Brad Garner, PhD, Digital Learning Scholar in...
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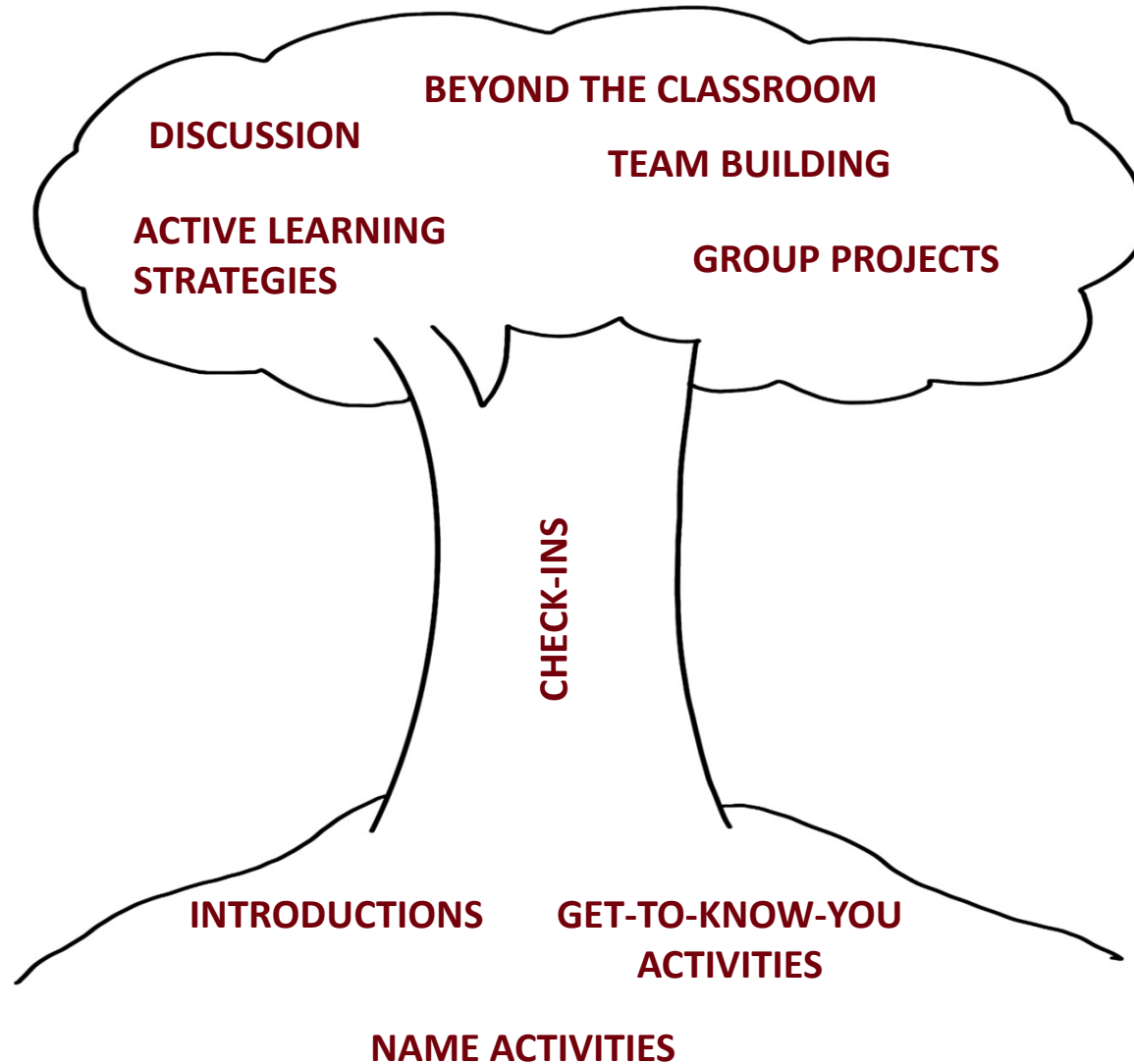
Progression & Sequencing



Faculty Resource Manual 2024	
CHAPTER 2	
Building Community	
<i>This chapter includes:</i>	
Principles for Developing Community ..	2
Principles for Building an Inclusive Classroom ..	5
First Day of University 101 ..	14
1:1 Meetings with Students ..	16
All About Me ..	18
Introductions ..	19
Helping Students Learn Names ..	21
Getting-to-Know-You Activities ..	23
Group Check-In Activities ..	31
Team Building ..	35
Beyond-the-Classroom Opportunities ..	37
Closure Activities ..	38

University 101 Programs
UNIVERSITY OF SOUTH CAROLINA

Progression & Sequencing



Comfort
Choice
Connection

Get to know you



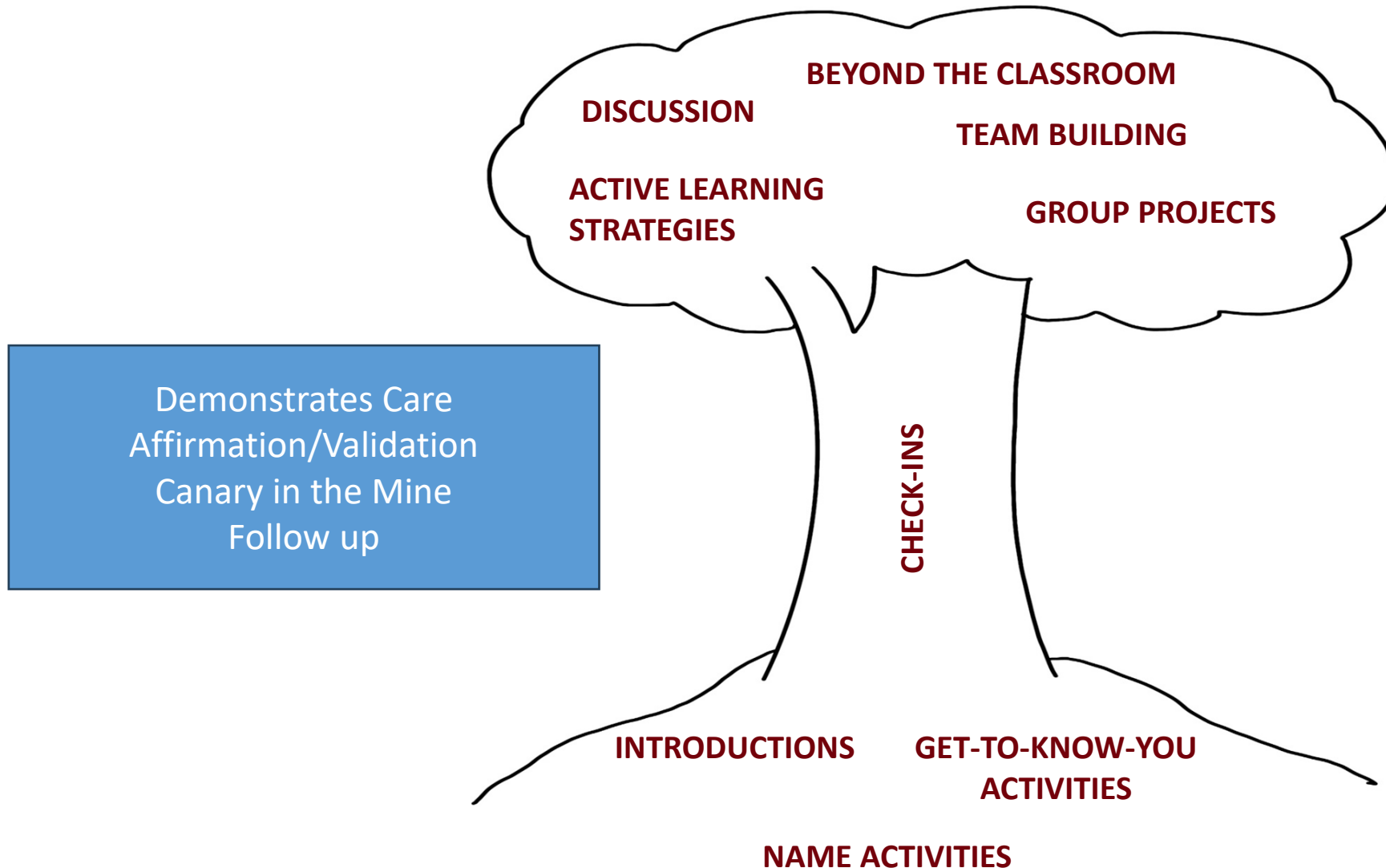


Button Activity



Wheel within a
wheel

Progression & Sequencing



Check-In Examples

High or
Low

Sweet or
Sour

Rose, Bud,
or Thorn

On a Scale
of....

Flavor
Words



**Choose 2
Flavor
Words to
describe
how you're
doing!**

Acidic
Acrid
Aged
Bitter
Bittersweet
Bland
Burnt
Buttery
Chalky
Cheesy
Chewy
Chocolaty
Citrusy
Cool
Creamy

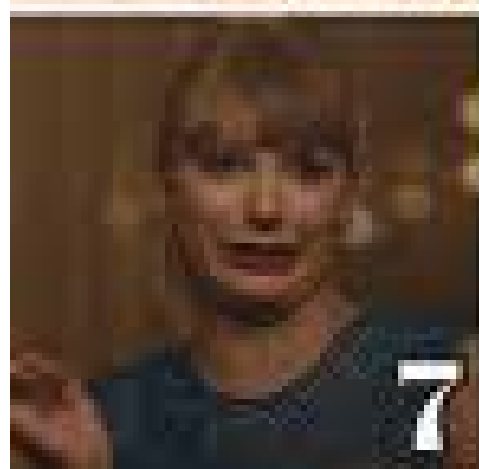
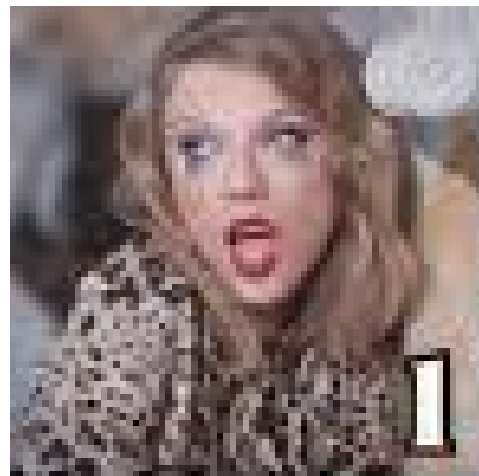
Crispy
Crumbly
Crunchy
Crusty
Doughy
Dry
Earthy
Eggy
Fatty
Fermented
Fiery
Fishy
Fizzy
Flakey
Flat
Flavorful
Fresh
Fried
Fruity
Full-bodied

Garlicky
Gelatinous
Gingery
Glazed
Grainy
Greasy
Goosey
Gritty
Harsh
Hearty
Heavy
Herbal
Hot
Icy
Infused
Juicy
Lean
Light
Lemony
Malty

Mashed
Meaty
Mellow
Mild
Minty
Moist
Mushy
Nutty
Oily
Oniony
Overripe
Pasty
Peppery
Pickled
Plain
Powdery
Raw
Refreshing
Rich
Ripe

Roasted
Robust
Rubbery
Runny
Salty
Sautéed
Savory
Seared
Seasoned
Sharp
Silky
Slimy
Smokey
Smothered
Smooth
Soggy
Soupy
Sour
Spicy
Spongy

Stale
Sticky
Stale
Stringy
Strong
Sweet
Sweet-and-Sour
Syrupy
Tangy
Tart
Tasteless
Tender
Toasted
Tough
Unflavored
Unseasoned
Velvety
Vinegary
Watery



	Frequency of Class Check-Ins		
	Rarely or Never $n = 149$	Occasionally $n = 734$	Frequently $n = 3776$
Taking University 101 has been a valuable experience.	3.62	4.28	4.56
Establish friendships with peers.	5.36	6.14	6.54

FACT
or
CRAP

U101 seems to contribute
positively to students' mental
health

FACT

	Mean	% Agree
University 101 helped me recognize <u>I am not alone</u> in my experiences, feelings, and challenges.	4.58	92.2%
In this class, I was able to <u>speak openly and honestly</u> about my mental health.	4.45	86.6%
University 101 has helped me better understand the <u>mental health resources</u> available to me.	4.56	91.8%
After taking University 101, I am more likely to <u>seek help</u> for my mental health needs.	4.39	83.0%

GREAT JOBS, GREAT LIVES



GALLUP-PURDUE INDEX INAUGURAL NATIONAL REPORT

The *Gallup-Purdue Index*, a recent survey of more than 30,000 U.S. college graduates, found that those who were emotionally supported during college, and who had experiential and deep learning, were more likely to have high well-being. These findings held true regardless of the type of four-year institution—public or private not-for-profit college; a highly selective institution or a less selective institution; or a top 100-ranked school in the *U.S. News & World Report* vs. other schools. Find the full report at www.gallup.com

THE UNDERGRADUATE EXPERIENCE:

SUPPORT AND EXPERIENTIAL LEARNING

(% Strongly Agree)

I had at least one professor who made me excited about learning.	63%
--	-----

My professors cared about me as a person.	27%
---	-----

I had a mentor who encouraged me to pursue my goals and dreams.	22%
---	-----

All three	14%
------------------	------------

I worked on a project that took a semester or more to complete.	32%
---	-----

I had an internship or job that allowed me to apply what I was learning in the classroom.	29%
---	-----

I was extremely active in extracurricular activities and organizations.	20%
---	-----

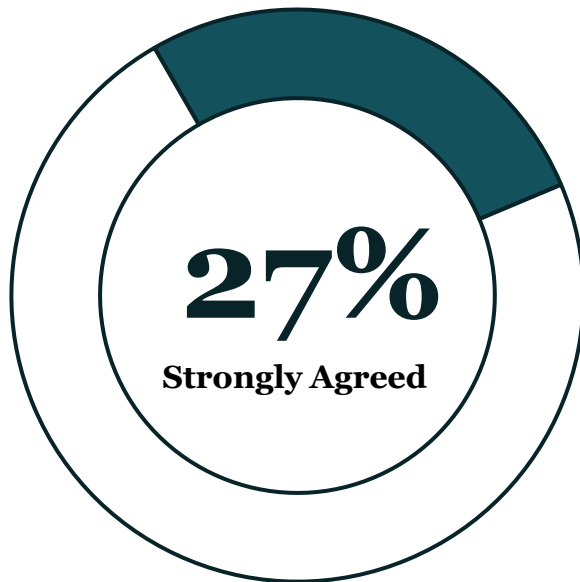
All three	6%
------------------	-----------

All six	3%
----------------	-----------

Inspiring and Supporting Students

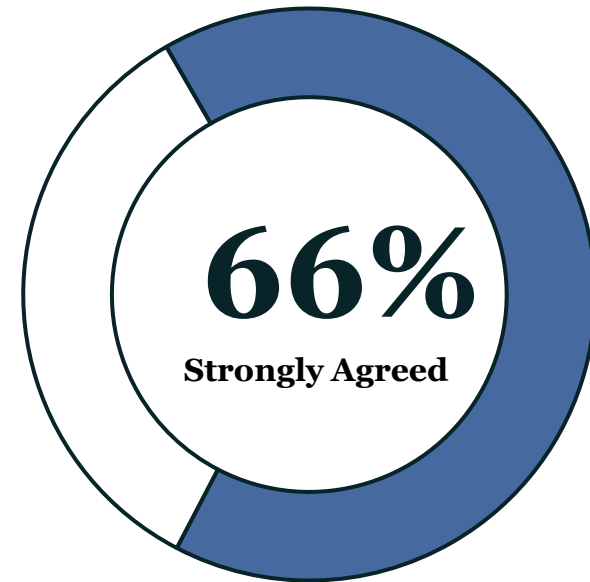
I had at least one instructor who cared about me as a person.

Gallup-Purdue Index 2014



VS.

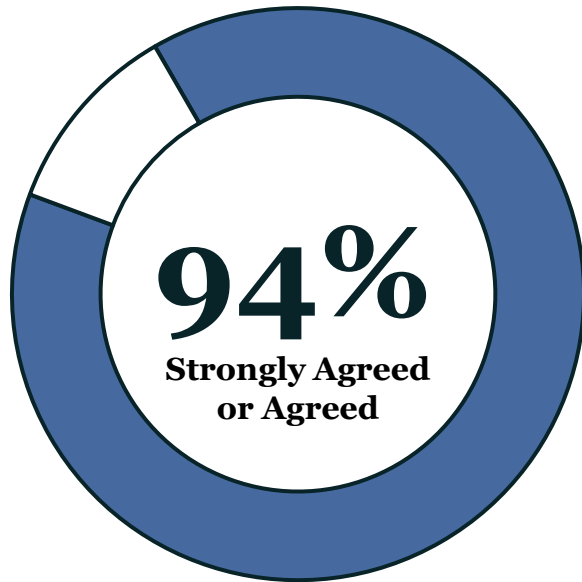
U101 Former Student Survey



Inspiring and Supporting Students

I had at least one instructor who cared about me as a person.

U101 Former Student Survey

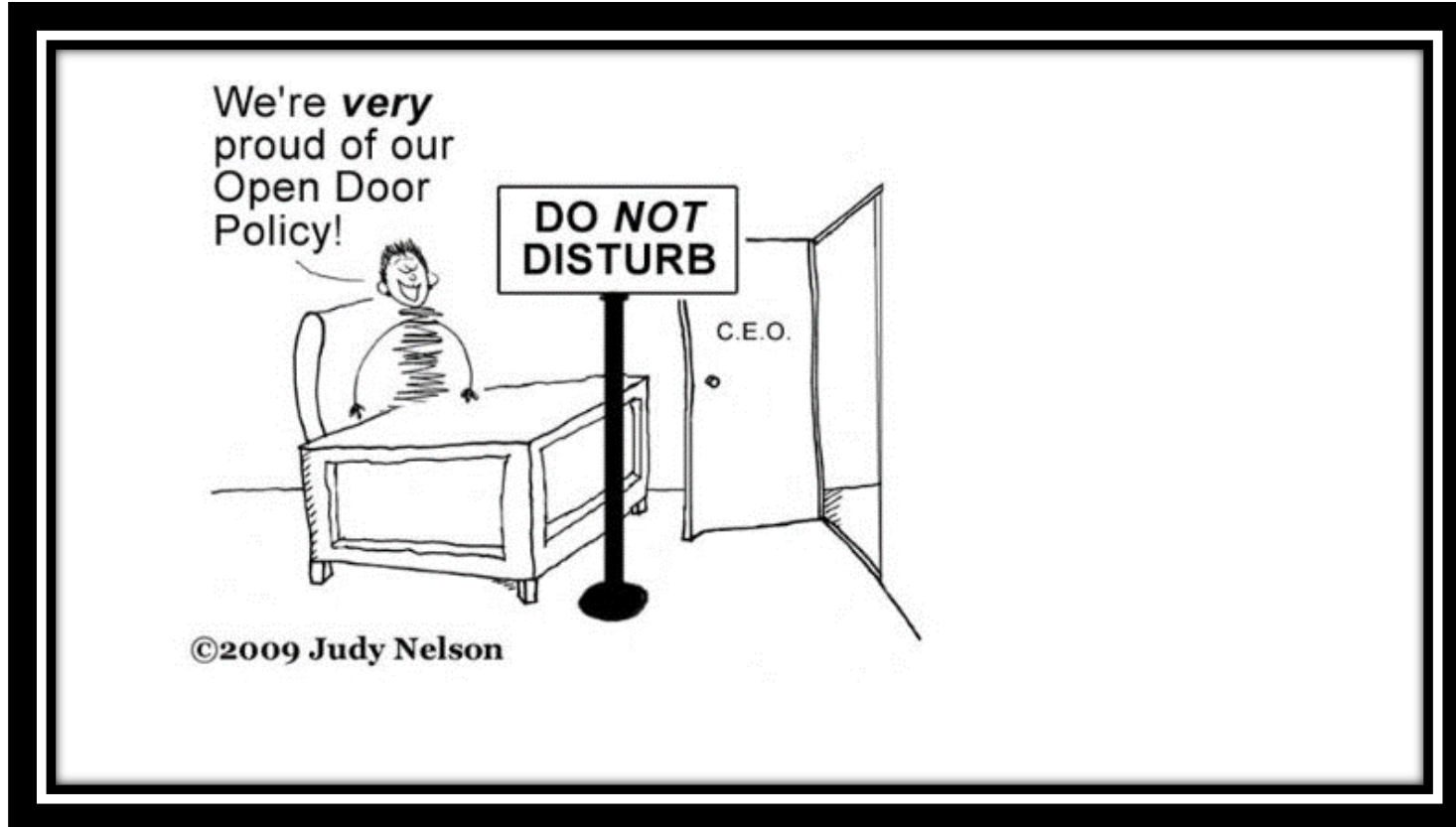


Of those who agreed

93%

indicated their U101 instructor served in this capacity.

Accessibility v Approachability



In their words...



Kennedy, K. B.

Professor of English Literature