



University of Connecticut
Early College Experience

ECE News To Know

CATCH UP CORNER

Talking about hosting the 2011 NACEP National Conference has been a standard of ours since 2009 when our bid to host was accepted. Now that the conference has come and gone, we're going to need some new material! All kidding aside, this newsletter will feature some well-deserved conference highlights for those in the UConn ECE community who were unable to attend. To see this event, with a record number of attendees come to fruition, is something we here in the office are proudly hanging our hats on this fall. We thank you for your extra patience during the student registration period this year.

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A NEWSLETTER FOR THE
UConn ECE COMMUNITY

HIGHLIGHTS
WINTER 2012

NACEP 2011: Charting the Course of Concurrent Enrollment

By Gillian B. Thorne

UConn Early College Experience was privileged this fall to host the annual conference for our national accrediting organization, NACEP (National Alliance of Concurrent Enrollment Partnerships), at the Mystic Hilton, in Mystic, CT, October 23-25. This was an ambitious undertaking for our office. With a little help from our colleagues in the Institute of Teaching and Learning, we were able to pull off a successful and memorable conference, under a beautiful New England fall sky (and managed to avoid the October snow storm by only one week!).

Logistically, conference preparation required quite a bit of hard work, with a hotel too small to accommodate the demand, and a lack of easily accessible public transportation for the 350 attendees, most of whom were traveling from other states. The high demand, paired with Connecticut College's family weekend and the height of wedding season in Mystic required the conference to be capped at 350, with an additional 50 people on a running waitlist. That however, was a problem we were very fortunate to have. We hope the popularity of the conference will encourage people to make their reservations early for NACEP 2012, in Seattle.

The entire UConn ECE staff contributed to the success of the

conference, but the parties most responsible were Jennifer Griffin, conference committee chair, and Louise Larson, who managed all of the audio visual needs for the entire conference. We were very fortunate to receive excellent reviews, with one participant writing "it will be hard to beat Mystic" on a conference evaluation.

While it is hard to top "autumn in New England" as a venue, which definitely enhanced the event, it is also the case that concurrent enrollment and other early college credit programs are becoming more popular, creating increased demand for conferences such as ours. This year, we were able to provide fifty-eight breakout sessions, and nationally known experts in early college programs, David Conley, author of several books on College Readiness, and Sherri Miller, a senior researcher for ACT (see <http://nacep.org/news/conference-archives/conference-archives-2011/> for summaries of the sessions).

Participants individually and NACEP Board members collectively came away challenged and motivated to produce and analyze meaningful data from our programs. We need to show results—how students are using their credits for college, to what extent they are better prepared than they would be without concurrent enrollment, how well they (Continued on page 3)



UConn ECE Director Jill Thorne addresses the 350 attendees during her welcome remarks.



Congressman Joseph Courtney speaks candidly on what it takes to make a change in Washington.



UConn students from the School of Fine Arts add to the ambiance of UConn Avery Point's Branford House mansion for Sunday's welcome reception.



UConn's Homer Babbidge Library, Connecticut's largest library, is available at the click of a button.

"The NACEP Conference offered me a wonderful opportunity to share with my peers what I've learned about mentoring teachers."

*Laurie Wolfley,
UConn Faculty
Coordinator,
American Studies*

Hidden Gems of the UConn Library: Streaming Video and Research Tools

By Brian A. Boecherer

As an UConn ECE instructor or student, one of your greatest resources is access to the UConn Libraries. In addition to the seven floors of the Homer Babbage Library here in Storrs and the libraries at our five regional campuses, the online resources total an annual \$6 million investment. With all this access, where does one start?

We've been drilling faculty on activating their NetID for years. No doubt, you've already activated your NetID. But if it's still on your "to do" list, we haven't left you without help. Visit our website www.ece.uconn.edu and read through the technology guide. But if shame is not the right approach, there are other specific reasons to activate your NetID and here are two pretty good examples.

Let's talk about some of the hidden library gems – streaming video and research tools for your students. Recently, the UConn Library has put thousands of videos on its website for direct streaming or for restricted use on a HuskyCT site.

Want to use Ken Burns' "National Pastime" for your American Studies class or maybe the *Spanish Television* production of "Cuba: The Daughters of Fidel" for your Spanish or Latin American Studies class? It can all be accessed by going to <http://www.lib.uconn.edu/services/video/>. A NetID is required for faculty and students. Once there, you can sort by category or by video title. Some films are restricted to access through your HuskyCT site only; those tend to be the Hollywood movie type: "The Departed", "Casablanca", or "Michael Clayton", for example. But this is just the tip of the iceberg, though. If you do not find the stream you need but you've found the video through the Library catalogue, you can request the film be added to the streaming library. Yes, it's that easy.

If that isn't enough, you should explore the vast resources of the library to help your students adopt good research techniques. Have your students go to <http://lib.uconn.edu/research/> and use tools like *How to Begin Your Re-*

search, Tutorials, and the Assignment Calculator. How to Begin Your Research walks your students through finding a topic, developing a thesis, finding articles and books to support the thesis, and even how to vet the quality of a source. The *Tutorials* section gives your students a more in-depth look at developing a research topic, working with citations, and avoiding plagiarism. Finally, the *Assignment Calculator* function is a neat little tool that walks your students through the steps of completing their assignment step-by-step. It's a worthwhile assignment to have students use the *Assignment Calculator* and print off their results for homework.

There are so many more online gems, one could barely count them, but mentioning UConn's subscription to the *American Song* historical music library, the map library, our subscription to the historical New York Times archive (which predates the Civil War), and the USDA Plant Index are just some things to help whet your appetite. Go to <http://www.lib.uconn.edu> for more and enjoy your access!

UConn ECE Faculty Lead NACEP Conference Breakout Sessions

While the UConn ECE Staff served as hosts to this year's NACEP conference, we would be remiss not to highlight the conference presentations by UConn ECE instructors, faculty coordinators and staff. As Laurie Wolfley (Faculty Coordinator – American Studies/Maritime Studies) said, "The interdisciplinary programs that I coordinate through UConn ECE offer unique challenges to high school teachers who are used

to focusing on a single discipline, so I've put a great deal of effort into determining how best to support the teachers in my programs. The NACEP conference offered me a wonderful opportunity to share with my peers what I've learned about mentoring these teachers." Several UConn ECE instructors and faculty coordinators participated, highlighting the many benefits that ECE has

offered its students and partner schools.

Amanda Langlais (HDFS- New Canaan High School) presented "Bridging the Gap Between High School and College Academic Skills: Practical Curriculum Changes for High School Educators." A current Ph.D. student and veteran ECE instructor, Amanda's presentation attracted the attention of several dozen attendees. *(continued on 5)*

Instructor Spotlight: Jean Laughman, RHAM High School

By Brooke Gilbert

Jean Laughman couldn't understand why she was being contacted for the winter edition's instructor spotlight. Modesty is just one of Jean's attributes. In the three years since becoming certified in both Biology and Environmental Science, Jean has brought University opportunities to her own professional development and to her students, proving there is always something new to learn even after being in the classroom for 20 years.

Jean was one of seven ECE instructors invited to the Storrs campus this past summer for the summer biology institute featuring National Science Foundation scientist Dr. Victoria L. Robinson. It was during this time where Dr. Robinson expressed her interest in working with high school students, and Jean took it to heart. In the fall, she returned to campus with her UConn ECE students to spend time in the lab with Dr. Robinson. Students created crystals that could be examined in an X-ray crystallography machine and brought samples back to school, which they analyzed under a microscope. "My students were so excited to be working at the university level, and it was rewarding for them to be able to encounter equipment and techniques that are

unavailable in the high school," says Jean. They were also afforded the rare opportunity to access a top scientist on a personal level.

Two years ago, Jean brought her environmental science students to the Environmental Action Day at UConn, in which they attended a workshop focused on low impact development. It was there that the plans for the new classroom building were discussed, and a seed was planted for her in terms of the real world application of sustainability principles covered in her course. Once the Classroom Building was finished in time for fall 2011 classes, she arranged for her environmental science students to tour the building. They learned about the green roof, the water, light, and insulation efficiency, and use of natural light to minimize heating and cooling needs. "My students were so impressed by the building, such as the green roof and the fact that an environmentally designed building can be so nice looking," Jean recalls.

Not only does she go above and beyond for her ECE students, but according to RHAM High School principal Scott Leslie, is "a true renaissance woman and one of those rare individuals who is involved in everything."

Best of all, Principal Leslie told us, with pride, that "she is always so excited to look ahead." Based on what we have seen so far, we are certainly looking forward to see what she has in store!



Jean Laughman (bottom right) with her RHAM UConn ECE students.



UConn's new Classroom Building on the Storrs campus bodes many environmentally conscious features including a "green roof" and efficient fixtures that reduce water consumption by approximately 48 percent.

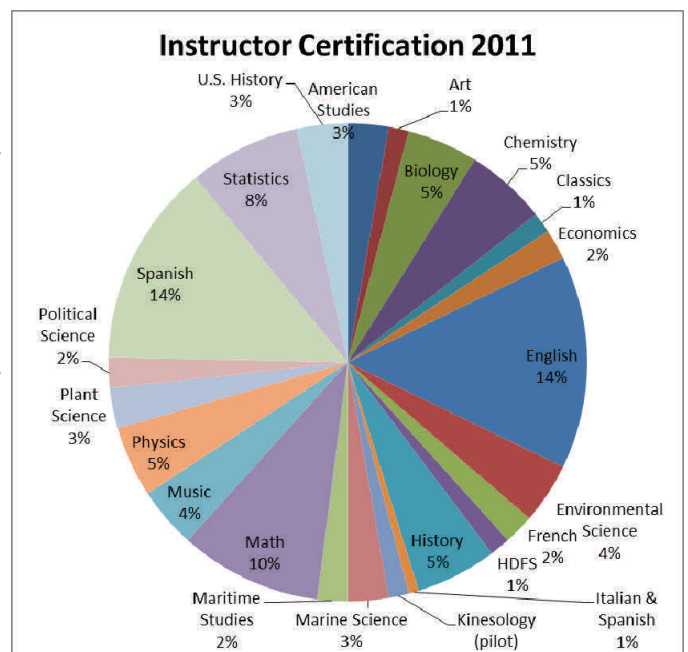
NACEP 2011: Charting the Course of Concurrent Enrollment

(Continued from page 1) compare with their classmates in achievement in follow-on courses, etc.

There are other challenges as well. As online courses, high stakes testing, and other forms of early college credit also become more popular, how can concurrent enrollment—partnerships between schools, between faculty, sharing resources—define and distinguish its special benefits from attributes of other programs?

The UConn Early College Experience staff is ready for the challenges that lie ahead. We look forward to meeting them with our partner high schools and instructors across Connecticut.

A glance at the 2011 instructor certification results: One hundred forty-five new instructors received UConn Early College Experience certification to begin teaching for the 2011-12 academic year, bringing the total number of certified instructors to eight hundred twenty-seven.



“The conversation groups were definitely great for bringing the quiz bowl competition nerves down a little. Some of these students take winning the challenge very seriously,” said Karim Mabrouk, UConn graduate student and teaching assistant.

More Than Competition: Conversation Groups Dominate French Quiz Bowl

By Jennifer Griffin

Each year, UConn ECE welcomes high school students taking UConn French courses to campus for the French Quiz Bowl, a jeopardy-style contest where teams of students compete for the coveted first place trophy (congrats to Brien McMahon High School this year!).

While the quiz bowl itself might be considered the main event, the morning conversation groups play a significant role in the day’s activities. Students from nine different high schools are mixed into groups and participate in two one-hour conversation groups. Group activities, led by teaching assistants in the UConn French Department, allow students to apply their French vocabulary and conversational skills into interactive situations.

This year, students had the opportunity to participate in conversation groups that ranged from creating their own television shows, completing storylines of cartoon pictures, and writing poetry. Karim Mabrouk, UConn graduate student and teaching assistant led the students through

creating TV skits. “I asked students to pick their favorite TV channel, TV show, or anything that you could watch while flipping through your TV channels. Each student or pair of students was then assigned to ‘be’ that TV channel, and come



Teams take to the stage to compete at the Dodd Center’s Konover Auditorium.

up with a short skit where they would act out what they would be watching.”

Now in her second year of leading a poetry-based conversation group, Katie Jarchow, UConn graduate student and teaching assistant, has students prepare Valentine’s Day poems in French that can wow their loved ones.

“The students usually respond well

when they get to talk about themselves,” said Jarchow. “They like to open up about what their interests are, which sports they play and which television shows they like to watch.”

Both teaching assistants could agree that by having the conversation groups before the quiz bowl, they could ease the students minds and release some nervous energy. “The conversation groups were definitely great for bringing the quiz bowl competition nerves down a little. Some of these students take winning the challenge very seriously,” said Mabrouk.

Thank you to Florence Marsal and the UConn French Department.



Team Brian McMahon High School, winners of the 2011 French Quiz Bowl

Graduation Rate: What the Numbers Say

In a new section appropriately titled “Research” on the UConn ECE website (www.ece.uconn.edu), Associate Director Brian Boecherer has begun to make public some the research findings he has examined over the past three years.

		UConn Students who are UConn ECE Alumni	UConn Students who are NOT UConn ECE Alumni
Fall 2004 UGFR Matriculation	4-year or Earlier Graduation Rate	71%	53%
Fall 2005 UGFR Matriculation	4-year or Earlier Graduation Rate	74%	54%
Fall 2006 UGFR Matriculation	4-year or Earlier Graduation Rate	69%	51%

UConn ECE Alumni who matriculate to UConn graduate earlier than students who do not participate in the program. An UConn ECE Alumnus is any student who earns credit in one or more UConn courses through UConn ECE. Students who are not UConn ECE Alumni may or may not have earned credit through other programs like Advanced Placement, International Baccalaureate, and/or other concurrent enrollment programs.

UConn Goes Google: Google Apps for Education Come to Students

The students spoke and the University listened – UConn has officially “gone Google.” Google Apps is being integrated to UConn’s 30,000 undergraduates, including UConn ECE students! Google will now be host to student email and will allow students a variety of additional features including calendaring, Google docs, instant messaging and social networking. Existing and veteran ECE students will be asked to “opt into” the new Google system as a way to slowly integrate students and the support system. When “opting in”, students will agree to the system’s acceptable use policies, which include information on maintaining privacy and intellectual property. Future ECE students starting in AY2012 will be automatically entered into Google Apps.

Google Apps will provide students with several new features, including enhanced e-mail with 7 gigabytes of storage space.

Using Google Docs, ECE students will be able to collaborate in real-time, creating documents, spreadsheets and presentations for their ECE courses, thereby supplementing ECE’s rigorous curriculum. Google Apps will be available on PCs, Macs, or through mobile devices such as mobile phones, thereby ensuring that students will have 24/7 access. UConn has worked with Google to create an excellent security system for information posted to Google Apps, with extensive disaster recovery services.

Unfortunately only students are capable of “opting in” to Google Apps at this time. The service is not provided to faculty or

alumni even if they are taking some classes through UConn. For more information on using Google Apps at UConn, or on the acceptable use policies, go to <http://google.uconn.edu/index.html>.



But what does this mean for ECE teachers? You can now enhance your courses by requiring students to utilize Google Apps for a variety of purposes, including collaborative work. Students will be capable of collectively managing group projects for courses which can mirror the type of work being done on the UConn campuses. Several ECE instructors already use Google

Docs or a similar system for their courses; their positive responses show that integrating this new technology can complement course work and improve student learning and retention.

UConn ECE Faculty Lead NACEP Conference Breakout Sessions

(continued from page 2) She not only provided step-by-step instructions on incorporating specific, hands-on UConn curriculum, but also provided attendees with her lesson plan and the objects she utilized. As attendees left her presentation, several were heard discussing her impressive lesson plan and how lucky her students were to have the opportunity to take her course.

Justin Ehrenberg (Italian – Torrington High School) shared his presentation entitled “Vertically Aligning a World Language Concurrent Enrollment Program Grades 7-12), sharing strategies for effectively promoting and developing an ECE language program through multiple education levels. Justin’s presentation truly brought to light how integrated concurrent enrollment curriculum can be in all high school grades!

Thomas Recchio (Faculty Coordinator – English) and Wendy Halsey (English – Montville High School) discussed “A Collaborative Model for Curriculum Development.” Tom and Wendy have been working together with an advisory team to create a revised English curriculum for UConn ECE that will provide further rigor and opportunities for students. Their review of new curricular models, best practices and interactions between university and ECE instructors provided for ample discussion among conference participants. Attendees from new concurrent enrollment programs and those engaging in re-certification were especially interested in Tom and Wendy’s views on university-instructor engagement, and were surprised and pleased with the level of engagement between UConn Faculty Coordinators and ECE Instructors.

Laurie Wolfley (Faculty Coordinator – American Studies/Maritime Studies) presented with Jill Thorne (Director – UConn ECE) about the importance of accurate, supportive mentoring relationships between college faculty and high school instructors. Truly, this important topic cannot be overstated, as mentoring relationships are an integral part of UConn ECE.

Let us not forget four time NACEP presenter, Brian Boecher (Associate Director—UConn ECE) who took on the lofty goal of presenting how a concurrent enrollment program can find its identity through quantitative and qualitative research initiatives.

UConn ECE would like to thank those in our ECE community that attended and presented and for all the hard work and dedication they put forth to present at the NACEP conference.



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UConn ECE Calendar of Events & Deadlines

In an effort to keep UConn ECE instructors informed of upcoming events, we have provided a list of scheduled professional development opportunities and important deadlines. All events will take place on the UConn Storrs campus unless otherwise noted.

Formal invitations and agendas will be sent to instructors approximately two months before the event date. The UConn ECE Program Office staff looks forward to welcoming you to campus!

January 12, 2012

UConn ECE Advisory Board Meeting & Winter Reception
2:00—6pm Alumni Center

January 20, 2012

Biotechnology Workshop
Trumbull High School

February 29, 2012 (Leap Year!)

Site Representative Conference
Student Union Ballroom

March 13, 2012

Spanish Workshop

March 15, 2012

Horticulture Workshop

March 22, 2012

Italian Workshop

March 23, 2012

Physics Workshop

March 30, 2012

Medieval Workshop
North Reading Room, Wilbur Cross

March 31, 2012

**Instructor Certification
Application Deadline**

April 10, 2012

Globalization Conference
Student Event: UConn Stamford Campus

April 5, 2012

Biology Workshop

April 24, 2012

People & Water Conference
Student Event: UConn Avery Point Campus

May 10, 2012

Chemistry Workshop (AM)
UConn ECE Awards Reception (PM)

May 21, 2012

Math Workshop (AM)
Statistics Workshop (PM)

May 30, 2012

New Instructor Orientation

June 30, 2012

**Student Registration
Deadline**