

2008

Summer and Intersession Report

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"Summer and Intersession Report" (2008). *University Provost Reports*. 7.
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Report of the Summer and Inter- sessions Faculty Oversight Committee

I. CHARGE: December 1, 2007: The Summer and Inter- Sessions Faculty Oversight Committee will advise the Vice Provost for Undergraduate Education and Regional Campus Administration in order:

- a. To recommend appropriate courses and curricula that would assist students in Finishing in Four (general education, major requirements) and offer enrichment (special summer courses that would be difficult to do in the academic year, study abroad, etc.).
- b. To recommend where (Storrs, Stamford, Torrington, Waterbury, Greater Hartford, Avery Point) and in what form (face-to-face, online, hybrid) and when (a summer semester, other lengths of terms) such courses should be taught.
- c. To suggest ways that the campus culture could be changed, for faculty and students, that would promote robust Summer and Inter-Sessions.

II. Summer and Intersession Faculty Planning and Oversight Committee

Name

Veronica Makowsky, Chair	Undergraduate Education and Instruction
Pam Bramble	School of Fine Arts
Tom DeFranco	Neag School of Education
Joe Golec	School of Business
Susan Gregoire	Allied Health Sciences
Doug Hamilton	CLAS
Andrea Hubbard	Pharmacy
Steve Jarvi	Institute for Student Success
William Lott	Senate – GEOC
Patricia Neafsey	School of Nursing
Thomas Recchio	Senate – Scholastic Standards Committee
Jeff von Munkwitz-Smith	Registrar
Marty Wood	School of Engineering

III. Recommendations: The Summer Sessions and Intersessions are, as yet, only partially engaged opportunities for the University of Connecticut's increasingly excellent and increasingly demanding undergraduates. Our committee's recommendations concern four intersecting areas of opportunity that must work synergistically for successful Summer Sessions and Intersessions, both at Storrs and at the regional campuses.

Opportunity One: Finish in Four

- a. Advise incoming students and parents of a need to take summer courses if the students take only 12 credits per semester. This was started for summer '07.

- b. Continue and expand the process of aligning course offerings to student needs/wants. Use the "supply & demand method," coupled with the fact that rising sophomores may not be successful in obtaining a summer internship and may elect to take summer courses for the reasons specified in the enrollment management survey: catch up on coursework, get ahead to lighten future semester course load, etc.
- c. Provide flexibility in course offerings: i.e. flexibility of courses, flexibility of hours, flexibility in enrollment minimums, e-learning opportunities.
- d. Continue to monitor normal semester course "choke points" and immediately respond to the need by scheduling courses at the next appropriate opportunity.
- e. Ensure variety of course offerings: fundamental STEM courses and courses in selected majors.
- f. Establish an annual evaluation process and instrument to:
 - i. Monitor the success of various "Finish in Four initiatives and
 - ii. Gage the student's satisfaction with the "Supply & Demand" method of course offerings because of the changing student demographics.

Opportunity Two: The Calendar:

The current summer calendar presents two challenges to Residential Life: May Term begins the day after the undergraduate Commencement Ceremonies in the Spring, giving them no time to clean the rooms for students moving into summer housing; and Summer Session 2 ends a week prior to the start of the Fall semester, but only two days before many students begin moving back into the residence halls, again giving them little time for repairs and cleaning. Also, both students and faculty have complained that the proximity of the end of Summer Session 2 to the start of the Fall semester gives them little time to prepare for Fall. Finally, in years when the Martin Luther King Jr. holiday is late in the range of dates for that holiday and Labor Day is early in its range, such as in 2008, there are not enough weeks in the summer to allow for the three week May term followed by two six week Summer Sessions.

Recommendation One: Winter Intersession: The academic year calendar, as set forth by the Senate Bylaws, gives little flexibility for changing the length or start and end dates of that term. Therefore, it seems best to leave it as is. In years where the calendar allows, such as in 2008, we should continue to build a Reading Day into the Winter Intersession calendar.

Recommendation Two: The Summer Calendar Subcommittee recommends we experiment with a five-week Summer Session 2 in 2008. The five-week session would include an additional "exam-only" day so that the entire five-week session is devoted to lecture/class time. The 2008 five-week summer session will be re-evaluated at its conclusion for possible modifications for 2009.

Recommendation Three: May Term: Leave it as it is since it is popular with both instructors and with students.

Opportunity Three: Enrichment: Our increasingly excellent undergraduates often want to enrich their academic experiences in the Summer Sessions and Inter-sessions; while these sessions may help them Finish in Four, enrichment is in itself a worthwhile goal for outstanding students.

Recommendation One: Organize and publicize what we already offer at UConn. We recommend the development and maintenance of a website dedicated to summer and enrichment, and that:

- Emphasizes that summer offers opportunities for enriching activities; not remedial work alone.
- Integrates courses and study abroad; cross discipline courses.
- Emphasizes that summer should serve as a catalyst for the next academic year.

There would be two major links (reciprocation between Registrar’s summer page):

<i>Student Opportunities in the Summer (May June July & August)</i>	<i>Opportunities for Faculty Involvement/Engagement</i>
Internships	Internships
Summer Study Abroad	Summer Study Abroad
Emersion Programs	Emersion Programs
Honors	Honors
Mentoring Programs (CAP, SSS)	Summer Enrichment Seminars
Languages	Conferences & Institutes (also for grad stud
UCALELI	Summer Camps: Fine Arts, Athletics, Others
Student Employment	Art, Puppetry, Community School of Arts
Summer Camps: Fine Arts, Athletics, Others	Babbidge Library
Orientations (University; School)	Athletic Events
Lodewick Center	COOP Bookstore
Service Learning	Jorgenson Theater
Community Outreach	Benton Museum
Art, Puppetry, Community School of Arts	Student Union Summer Programs
Babbidge Library	Regional Campus Programs
Athletic Events	New Programs
COOP Bookstore	
Jorgenson Theater	
Benton Museum	
Student Union Summer Programs	
Regional Campus Programs	
New Programs	

Recommendation Two: Develop enrichment programs that could only be offered during Summer Sessions and Intersessions and that would usually involve experiential learning and learning or living/learning communities. For example, we are considering a pilot for a Summer Enrichment Seminar (SES) program during May term of 2009 or 2010 (to allow ample time for approval processes). This program is intended to offer students small classes (maximum 25) that will enable them to:

- Build connections with faculty members and other students through the small class context.
- Become immersed in a topic through creative classroom pedagogy and out-of-class experiential learning.
- Participate in living learning communities that provide cultural, social and recreational activities that align with the seminar theme(s).
- Make up credits to keep them on track to “finish in four” or take a lighter load during the following academic year.
- Fulfill general education credit requirements.
- Explore options for majors.

Opportunity Four: Summer Activities for a Vibrant Campus: No matter how excellent the academic opportunities and well-considered the calendar, students will not want to stay at the Storrs campus or commute to the regional campuses unless we can provide activities and an atmosphere comparable to those in the academic year, but scaled down to the needs of students who are in relatively short and intensive courses. Most of these recommendations can be adapted to the needs of regional campus students as well, keeping in mind that many of these students are Storrs students during the regular academic year.

Recommendation One: Transportation at Storrs: more frequent shuttle service on campus and means of getting students off campus.

Recommendation Two: Plentiful parking for all enrolled, regardless of class standing or number of credits being taken.

Recommendation Three: Using the Student Unions or Activity Centers at each campus as a vibrant locus for regular activities such as film series, etc., but keep it lively in the evenings as well as the days.

Recommendation Four: Career Services could publicize jobs online and offer workshops.

Recommendation Five: Health and Counseling would need longer hours and consistent staffing.

Recommendation Six: Regularly scheduled trips to NYC and Boston, and other day trips.

Recommendation Seven: Landscaping that put out benches and tables and outdoor coffee bars; places to sit, relax, and congregate, especially in the evenings.

Recommendation Eight: Increased recreational activities through Student Recreation in Athletics.

Recommendation Nine: Coordinate with and publicize opportunities in the new downtown as it is built.

Recommendation Ten: Offer commuting students the opportunity to stay in a residence hall for single overnights for a minimal fee.

Recommendation Eleven: Investigate the opportunity to offer students beach passes to Mansfield Beach and other recreational areas and offer transportation to/from campus.

Opportunity Five: Create an On-going Summer and Inter-session Advisory Committee which includes representatives from Residential Life, Student Affairs, Registrar's office, Academic Affairs, and others. The committee would meet twice per year (additional meetings could be scheduled as issues arise).

**Appendix One
Finish in Four Subcommittee Report**

- I. During the Academic Year 06-07 (August, December and May 07) 4347 graduated with BS degrees.
 - A. Statistical data about the graduates:
 - Average number of credits earned by graduates: 129 credits
 - Standard Deviation: 14 credits
 - Minimum/maximum credits earned: 120/273 credits
 - B. The number of students graduating with more than one degree was 108
 - C. The number graduating with double majors was 275
 - D. The number graduating with at least one minor was 949

- II. The University (Dr. Makowsky) has explored financial support options for summer courses that students must take because of placement testing (various 3-semester course sequences i.e. mathematics, science, etc.).

- III. Table I provides the number of students with less than 24 credits after two semesters and/ after summer session + non-returning students.

**Table I – Number of students with less than 24 credits after two-
semesters/after summer sessions plus non-returning students**

Fall 2006 Entering Freshmen Completing Fewer Than 24 Credits

Program	AVYPT	HRTFD	STMGD	STORR	TORRN	WTBY	Total
UACES	29/22	55/50	52/38	104/82	3/2	39/32	282/226
UAGNR	3/1	5/1		13/14		½	22/18
UBUSN		2/0		4/2		1/0	7/2
UCLAS	18/9	15/13	21/18	57/53	7/3	20/15	138/111
UENGR		0/1	1/0	24/17		3/2	28/20
UFNAR				6/6		1/1	7/7
Total	50/32	77/65	74/56	212/174	10/5	65/52	488/384
OIR 1st time freshmen Data	199	359	232	3241	74	276	4381

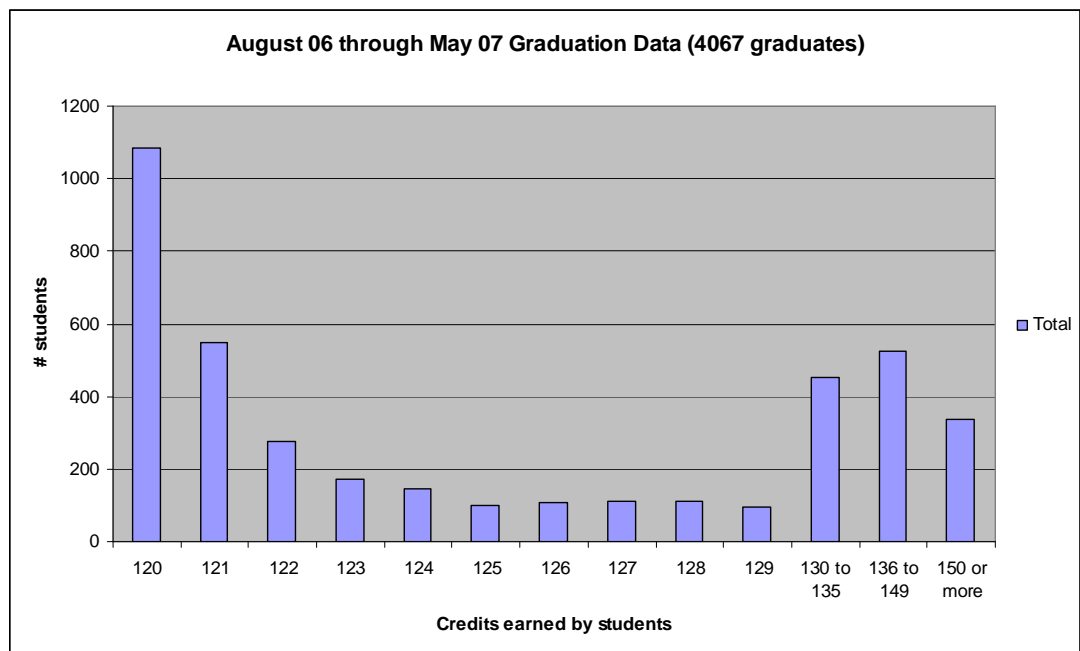
Some general comments about above data:

- Totals were obtained from PS Active students
- 6 year graduation rate from Regional Campuses is 46%
- 6 year graduation rate from Storrs Campus is 74%

IV. Recommendations

- A. Advise incoming students and parents of a need to take summer courses if their daughters/sons take only 12 credits per semester. This was started summer 07.
- B. Continue and expand the process of aligning course offerings to student needs/wants. Use the "supply & demand method", coupled with the fact that rising sophomores may not be successful in obtaining a summer internship and may elect to take summer courses for the reasons specified in the survey

- (Catch up on coursework, get ahead to lighten future semester course load, etc.)
- C. Provide flexibility in course offerings (i.e. flexibility of courses, flexibility of hours, flexibility in enrollment minimums, e-learning opportunities)
 - D. Continue to monitor normal semester course “choke points” and immediately respond to the need by scheduling courses at the next appropriate opportunity.
 - E. Ensure variety of course offerings (i.e. fundamental STEM courses and courses in selected majors)
 - F. Establish an annual evaluation process and instrument to:
 - a. Monitor the success of various “Finish in Four initiatives and
 - b. Gage the student’s satisfaction with the “Supply & Demand” method of course offerings because of the changing student demographics.



Appendix Two Enrichment Subcommittee Report

Members: Pam Bramble, Andrea Hubbard, co-chairs; Pat Neafsey, Tom Recchio. Also appointed Jennifer Lease-Butts, Ross Lewin & Gretchen Young, Joe Briody

Committee's major focus was to determine what UCONN currently does in the summer, during intersessions and for enrichment. Each member researched peer schools to evaluate summer/enrichment programs; reported back.

Findings

We found that though there *are* things going on at UConn in the summer, it is very difficult to get a good picture of what actually does happen. We found that there is great opportunity and a growing need to make UConn a vibrant place in the summer.

Recommendation

The Committee recommends the development and maintenance of a website dedicated to summer and enrichment * and that the description of the site:

- Emphasizes that summer reflects enriching activities; not remedial work.
- Integrates courses and study abroad; cross discipline courses
- Emphasizes that summer should serve as a catalyst for academic year

There would be two major links (reciprocation between Registrar's summer page):

<i>Student Opportunities in the Summer (May June July & August)</i>	<i>Opportunities for Faculty Involvement/Engagement</i>
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Orientations (University; School)	Athletic Events
Lodewick Center	COOP Bookstore
Service Learning	Jorgenson Theater
Community Outreach	Benton Museum
Art, Puppetry, Community School of Arts	Student Union Summer Programs
Babbidge Library	Regional Campus Programs
Athletic Events	New Programs
COOP Bookstore	
Jorgenson Theater	
Benton Museum	
Student Union Summer Programs	
Regional Campus Programs	
New Programs	

* FYI, recent graduate from Art Dept is Dan Chen; he is an amazing graphic photographer and web designer.

Addendum

After consider time and effort, the committee uncovered the following **current UCONN Summer Enrichment Programs**

Community School of the Arts

“Offers MUSIC, ART & MUSICAL THEATER Camps June 25th-Aug 3rd.

Arts Explorers (ages 6-12): Spend summer whole or half days painting, drawing, and sculpting. The themes for this summer are Undersea Adventures, Launch into Space, Deep in the Jungle, Ocean Voyages, Lost Cities, Burrow into the Earth. \$300/week for full days, \$150/week for half days.

Wheel Workshop, Beaded Jewelry, and Drawing/2D Media Camps (ages 10-16): Students will focus on wheel throwing, beading or drawing for a full week with guest artist presentations. Drawing and 2D Media students will take field trips to the main campus for plein air drawing. See www.csa.uconn.edu for schedules and pricing.

Broadway Kids Camp (ages 6-12): Working in small groups with CSA Theater Faculty and assistants, students learn and use fundamental acting techniques and skills to rehearse and perform a musical. 2 week half day camp. \$350.

Band Camp, Flute Camp & A Week of Jazz (entering grades 5-12): Students spend days in classes on ensemble skills, history, theory and performance. Final performances will take place on the last day of each camp. See www.csa.uconn.edu for schedule and pricing.

Students can combine half day arts, music, or theater with morning Kids Are Scientists Too (KAST) programs. CALL THE COMMUNITY SCHOOL OF THE ARTS AT 860.486.1073 OR EMAIL heather.bunnell@uconn.edu FOR DETAILS.

English Department

UConn Summer in London Program ~ now entering its second year. Further information available on the Study Abroad website.

ENGL 292 ~ though officially a spring course, does so much of its work in London during the winter intersession that it can permit students to carry five other courses in the spring. Further information available on the Study Abroad website.

Writing in St. Petersburg ~ Study Abroad summer offering. Further information available on the Study Abroad website.

Humanities

NEH faculty seminar ~ 15 visitors, 4 weeks (2005 run by Dick Brown; may do the same in summer 2008)

Notes: Cultural events will be welcome.

Maritime Studies at Avery Point

Exploring the Blue ~ Maritime Studies experiential ed/study abroad course (May 2007)

On Board the *Amistad* ~ Maritime Studies and American Studies study abroad course currently in development

Reef Fish in Belize ~ a Coastal Studies study abroad course (Intercession 2007)

Archaeology in Portugal ~ Maritime Studies study abroad course (Summer 2008)

Additional courses taught (but not May or Summer term 2007) include:

- EKIN 160 Basic Watercraft Skills
- EKIN 298 Intermediate Sailing
- EKIN 298 Lean to Sailboat Race
-

Ongoing Marine Sciences independent study and internships

NEAG School of Education

Confratute

"Confratute is *the* summer institute on enrichment learning and teaching at the University of Connecticut and is sponsored by the Neag School of Education. Confratute is offered for one week or two weeks and focuses on gifted and talented teaching and learning for educational professionals and parents pursuing the best and most up-to-date information on Schoolwide enrichment and talent development."

Mentor Connection

"UConn Mentor Connection is an annual, three-week, summer program at the University of Connecticut for academically talented secondary students. (This year, the program will run from July 9-27, 2007.) It has been designed to provide you with opportunities to participate in creative projects and research investigations under the supervision of university mentors. These mentors will work directly with you and other high school students from across the state and the country on projects in your common areas of interest.

The mission of the program is reflected in four goals:

1. To recruit highly motivated, academically talented teenagers from throughout the nation who can benefit from a stimulating summer program.
2. To allow students to achieve their highest potential by participating in experiential research projects that provide direct, apprentice-based involvement with faculty members and advanced graduate students who are conducting research.
3. To increase students' awareness about their career opportunities in a chosen field and options to nurture their talents.
4. To demonstrate that high-level talent potential can be found and developed across cultural, ethnic, and socioeconomic groups. "

Teaching Certification Program for College Graduates

Three-Summers Program

"The graduate program in gifted and talented education has existed for over thirty years. The program has grown continuously since its inception in 1968. Our Three Summers Master's Program is designed to prepare teachers and leadership personnel in various aspects of gifted education and talent development. The program is based upon the belief that the development of talent in areas, as well as concern for the moral and ethical development of persons, is essential in all children. This program is intended for persons who are interested in making creative contributions to the field as well as learning about the subject matter and teaching procedures that constitute gifted education and enrichment teaching and learning. The Three Summers Master's Program frequently leads to service as a teacher or enrichment specialist.

Our Three Summers Program options leads to a Master of Arts Degree in Education or a Sixth Year Diploma in Professional Education. The program is offered during three consecutive summers on the campus at the [University of Connecticut](#). It includes participation in [Confratute](#); a conference/institute that takes place each summer on campus during the time Three Summers students are pursuing their regular graduate courses. In addition to the summer courses, Three Summers students are also enrolled in four separate electives throughout the duration of their degree program. Students enrolled in Three Summers are able to complete the same courses and comprehensive examinations as those who are enrolled in our academic year graduate program. "

School of Fine Arts

US Performing Arts Summer Camp: Jazz

US Performing Arts Summer Camp: Drama

US Performing Arts Summer Camp: Strings

US Performing Arts Camps is considered one of the best in the world at training young people in the arts. UCONN partners with USPAC in offering three camps that are usually run for one week, in mid or late July. These programs are taught by SFA faculty, visiting professionals and faculty in their fields. These summer programs give passionate and talented students the opportunity to hone their craft with the best professionals in the country. US Performing Arts Camps are designed as conservatory style programs that encourage students to work collaboratively in achieving high goals. These programs also serve as a recruiting tool for our Music and our Dramatic Arts Departments, helping SFA to select top talented young people. For the high school student, the programs are an opportunity to experience a college campus, grow and develop as a person, and improve their skill level in the arts while making friends and having a lot of fun.

Sciences

KAST (Kids Are Scientists Too) in Biology

Kids Are Scientists Too (KAST) program for Summer 2007.

This is a summer day camp for kids going into 5th to 10th grades, and we have modules in archaeology, astronomy, chemistry, engineering, forensic science, iMovie making, marine science and physics.

Here are the module choices by week (Monday to Friday 9am to noon*):

7/9-11
Marine Explorers*

7/9-13
Field Archaeology 101
Potions and Test Tubes (grades 5 - 7)

7/16-18
Marine Explorers*

7/16-20
Explore Your Physical World
Forensic Files (grades 8-10)

Reach For The Stars
Science, Camera, Action

7/23-27
Bridges and Windmills
Explore Your Physical World
Field Archaeology 101
Science, Camera, Action

7/30-8/3
Field Archaeology 102

* Marine Explorer is 3 days: 2 mornings and one full-day field exploration.

Cost: \$160 per module before June 2; \$200 per module after June 2

Upward Bound -one day a week in biology labs for about 6 weeks

CEP (college enrichment program) ~one day a week in biology labs for about 6 weeks

PCEP (pre college enrichment program) ~ one day a week in biology labs for about 6 weeks

High School Student Research Apprentice Program ~ two days of biology lab work, about 3 hours/day

Notes: Chemistry, Physics and others may also run KAST

Science in the Morning and Arts in the Afternoon:

Your child can do science in the morning, and then take the UConn Apartment Shuttle (with adult supervision) to the Depot campus to participate in a program at the Community School of the Arts.

Student Support Services

Pre - Collegiate Program ~ offered by Student Support Services (SSS)*. Admitted SSS students are required to attend the Pre-Collegiate program prior to the start of their freshman year for six weeks during the summer (residential at Storrs, non-residential at regional campuses). The program focuses on university life and the tools to succeed in college. Students are offered credit bearing courses such as English 104 and 110, math 101, 105, 109, 112; and philosophy 104.

Pre-College Enrichment Program (PCEP) ~ administered by SSS. PCEP is a summer program designed to increase the number of disadvantaged and underrepresented students enrolled in medical, dental and biomedical sciences, allied health, nursing, and pharmacy programs. For PCEP, Chemistry 124 is also offered in addition to their clinical work at the UConn Health Center.

Sophomore Leadership Conference ~ offered annually in the summer by SSS. This program addresses many of the unique issues facing sophomores. Some of the topics include choosing the best major for your skills and interests, career exploration, taking advantage of UConn services, etc.

*The mission of SSS is to increase the enrollment, retention, and graduation of low income and/or first generation college students from the University of Connecticut.

Upward Bound/ConnCAP ~ The program works with high school students (grades 9-12) who are either first in the family to attend college and/or from low-income background. Students from target high schools in Hartford, New Haven and Windham are selected to participate. Students apply to the program in 9th grade and continue until high school graduation. The program provides year-around services such as tutoring, academic advising, college visits, field trips, and intensive college preparation. Students also attend a six-week summer residential component at UConn Storrs after 9th, 10th and 11th grades. During the summer students take college preparation classes in literature, composition, languages, science, mathematics, and CAPT & SAT preparatory courses. Pre-selected students also take Physics 101Q for credit. Senior students are provided with work-study opportunities on campus.

Summer English Experience (SEE) Program

"for International Teens 13 - 17"

SEE...Preparing the global citizens of Tomorrow

Outstanding Features:

- 3-week summer session combines intensive English study, recreation and trips
- Conversation Partners participate in academic courses
- Cross-cultural learning and sharing with international peers
- Experienced, enthusiastic counselors and instructors
- A uniquely designed curriculum featuring experiential learning

- A safe introduction to university life
- Location on a major public university campus enhances the learning experience

SEE experiences POSITIVELY inspire young minds

- Living and learning in English
- Learning about other cultures
- Making friends from other countries
- Learning about life on a university campus
- Gaining self knowledge and self confidence

What are the benefits for teenagers?

- Immersion in English leads to maximum improvement in the shortest period of time
- Learning with international peers fosters tolerance and cultural understanding
- Structured time including study, travel and recreation provides balance

Dates:

- Summer I: June 24, 2007 to July 13, 2007