

CENTER FOR ACADEMIC PROGRAMS

Update

April 2011

A LETTER FROM THE DIRECTOR

**Maria D. Martinez, Director,
Center for Academic Programs**

Welcome to the Center for Academic Programs' annual publication, *Update*, which offers a summary of all of the activities and programs involving our staff and students during the 2010-2011 year. We are excited to share with you news about some of the programming the Center coordinates on a regular basis and also eager to tell you about a series of innovative programs involving our staff and students.

Let me begin with some exciting news – last September we received the official award notification for the SSS program from the US Department of Education. We were able to secure funding for this critical program for five more years. In addition to the continuation of services and the financial support for two Counselors positions, the new grant will allow us to hire a learning coordinator for the program. This person will be responsible for data management and the coordination of the SSS tutoring component, the peer advisor program and other responsibilities.

I am also pleased to announce that we completed searches for the SSS and the Upward Bound programs. Last July we welcomed on board the new Regional Coordinator for the SSS program in Hartford, Lynn Papacostas-Ginolfi. José Luis Ramos has also joined the Hartford program as an SSS Counselor. In Storrs, we have recently hired two new SSS counselors, Joanna Rivera and Kimberly Gorman, as well as a new advisor in Upward Bound (UB), Ruben Garcia. Please join me in welcoming Lynn, José, Joanna, Kim, and Ruben to the Center for Academic Programs.

The Educational Talent Search (ETS) grant was submitted to the U.S. Department of Education for the proposal competition in December. I want to thank all the staff who worked very hard on this grant proposal. Their efforts make it possible for us to receive the funding necessary to continue serving our students.

In this issue I invite you to read articles by our students about their experiences with, and how they benefit from, CAP programs. This includes information on UConn Leadership programs, articles in support of the INROADS program, and reports from students who studied abroad in Puerto Rico, South Africa, and the UK. I would like you

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to pay particular attention to the pieces written by students about their experiences studying abroad. Ten years ago very few SSS students were interested in this opportunity. We are now excited to see that studying abroad has become part of the SSS culture. As a result, the number of SSS students applying to study overseas has increased significantly.

This spring and summer the GEAR UP program will be working on the submission of their grant proposal. Some tasks associated with this complex endeavor are researching the need within the school district; researching best practices within the educational community; ensuring that program services for parents, students, and teachers are appropriate for each school and that they support educational reform efforts and meet the national GEAR UP objectives. One of the major requirements of this grant is to recruit and secure partner organizations. We wish them the very best in these efforts.

Please enjoy the 2011 issue of *Update*.

ACADEMIC DAY AT THE CAPITOL

This past spring, five students from University of Connecticut were selected for recognition at the annual College Academic Day at the Capitol. Three of these five were Student Support Services (SSS) students: Bieu B. Tran, Chelsea Lane, and Chante Sommerville. Each student received a citation from the Connecticut General Assembly and were recognized by both House and Senate chambers for their merit and scholastic involvement. State Representative Richard Roy presented each student with a certificate to recognize their hard work.

Bieu B. Tran graduated with a double-major in political science and philosophy. He was a residential assistant and has also served as a university senator in the Undergraduate Student Government. He completed a senior thesis entitled, "Confucianism and Universalism: How to be Committed to Particularism without Neglecting the World," which was funded by a fellowship from the UConn Humanities Institute. Bieu was also a part of the National University of Singapore, University Scholars Programme in 2008. Bieu is currently in Scotland working on his Ph.D. in philosophy from the University of St. Andrews.

Chelsea Lane graduated from UConn in 2010 and she was the only freshman selected in 2007 to participate in research abroad in South Africa through the National Science Foundation. She volunteered through the Collegiate Health Service Corps here on campus, educating migrant workers on preventative diseases such as diabetes and heart disease. Chelsea is now attending Georgetown to earn a master's in pharmacology, and then she plans to attend medical school.

Chante Sommerville received this honor when she was only a freshman. She has broadened her experience by joining the Business and Law Society and also serving as a

student mentor for the FYE course that is provided through the SSS department. She is currently a sophomore working on both political science and economic majors. Her summer experience in Guatemala teaching basic business principles to business owners has helped shape her desire to change her major from Economics to Business. Chante was recently accepted into the Public Policy and Leadership Conference at the Harvard Kennedy School in Boston, which she hopes will give her more insight into what she would like to pursue as a career.



Above: Bieu, Chelsea and Chante pictured with Secretary of State Denise Merrill and SSS Director Bidya Ranjeet.

Below: Bieu, Chelsea, and Chante with Representative Roy.



UPWARD BOUND ACADEMIC DAY IN STORRS

On November 13th the Upward Bound/ConnCAP Program held their first Academic Day of the year. Students arrived at the University of Connecticut, Storrs Campus at 10am to begin working on the theme for the day, which was goal setting and personal development. Sophomores and juniors participated in all-day workshops with the members of the MALES (Men Achieving Leadership, Excellence, and Success) and FEMALES (Females Excelling, Maturing to Achieve, Leadership, Excellence and Success) groups from Eastern Connecticut State University. Senior students had the good fortune to meet with Mr. Sam Adlerstein, CEO of Pine Hill Associates, to work on long term goal setting and personal achievement.

Following a pizza lunch, seniors met with Ms. Christina Sutton, Admissions Counselor at the University of Connecticut, to help them begin the application process. The day ended with evaluations and discussions of the successful and productive day.

Thank you to Mr. Adlerstein, Ms. Sutton, and the MALES and FEMALES organizations for making the day possible!

IN MEMORIAM

In July 2009, the Center for Academic Programs lost a dear advocate of the TRiO Programs, Iris Kinnard. Iris had worked at the University of Connecticut for over twenty years in a variety of capacities, including her last position as Acting Director of the Center for Academic Programs (CAP). Iris loved her students, and happily loaned money to them from her own pocket in order for them to buy the necessary textbooks and supplies before their financial aid had been distributed. Iris also loved nature, and at her retirement in 1991, the staff gave her two retirement gifts including a tree planted in front of the Monteith Building, and the 'Iris Kinnard Emergency Loan Fund', which provides short-term loans for students.

On November 15, 2010, staff and students of the center along with friends and family of Iris came together to rededicate the tree. A commemorative plaque in her honor was placed in front of the tree, which reads:



This tree is planted in honor of
 IRIS COSTIKYAN KINNARD
 and her lifelong career of providing educational
 opportunities to TRiO students.
 December 10, 1927 – July 7, 2009
 Kinnard Family and University of Connecticut's
 Center for Academic Programs

5TH ANNUAL LEADERSHIP CONFERENCE: SUCCESS FOR SSS

Student Support Services (SSS) held its fifth annual Leadership Conference in August 2010 on the Storrs campus. The theme for the two day event was "The Professional U." This year, for the first time, we incorporated a hands-on leadership decision making simulation project for the students to work on in teams. The simulation project was successful and the students felt like they learned something about themselves in the process. The conference also featured the university's Associate Vice President, Dana McGee, from the Office of Diversity and Equity. Ms. McGee stressed the importance of establishing goals, setting time aside to pursue one's goals, seeking assistance, networking and being persistent. A presentation by professionals from PricewaterhouseCoopers informed the students about the importance of being prepared for professional opportunities and what recruiters look for in a student. SSS Counselor Leo Lachut facilitated a hands-on etiquette presentation during the banquet dinner. The conference was well attended with approximately 50 students participating.



INCREASE IN SSS STUDENTS STUDYING ABROAD

SSS students have significantly increased their participation in study abroad programs over the past several years due to the efforts of UConn's Office of Study Abroad and the Center for Academic Programs. These units have worked collaboratively on initiatives designed to assist students to overcome the obstacles to going overseas. Last year over 40 students participated in the program going to places such as Puerto Rico, London, South Africa, Spain, Greece and Denmark. Enjoy reading about the students' study abroad experiences in the following pieces.

Viva Puerto Rico

By Gerishma Kunwar

"Puerto Ricans are some of the happiest people on earth" is a phrase commonly used by the natives of Puerto Rico. During the fall of 2010, I had an incredible opportunity to participate in the study abroad program for the school of nursing. I traveled with twelve other UConn nursing students to reside in the capital city of San Juan. During the semester, we had psychiatric and medical surgical courses and clinical rotations at the Veterans Hospital of San Juan.

The pace of life in Puerto Rico is very smooth and relaxed when compared to the hectic and stressful lifestyle of the United States. The natives follow "island time," which means that they do not stress out over punctuality. For example: when we used the public transportation services such as buses in San Juan, we would wait hours for the buses to arrive because they did not run on a definite schedule. In the beginning, it was difficult to deal with such uncertainty because in the States, we are so used to having a system that is prompt. However, it only took us a few weeks to get used to the island time just like the natives because it allowed us to loosen up and relax ourselves.

I had my clinical rotation at the Veterans Hospital. The health care professionals who worked at the hospital were extremely friendly, which created an ultimate learning environment for me. For example: the nurses would always greet me with a kiss on the cheek and offer coffee or breakfast before we started our shift, which does not happen in the States. In addition, they were always willing to create opportunities for me to learn certain nursing skills and teach me what they knew.

Whenever we traveled as a group whether in the hospital or in the city, the Puerto Ricans were intrigued by our presence. They would inquire about our reasons for visiting Puerto Rico and, upon learning our purpose, they would welcome us and give advice on the best places to visit. There were so many instances where people at the hospital and out in the city were extremely curious about my nationality. Most of the time, the natives would talk to me in Spanish assuming that I was a Latina. And, when I would inform

them of my Nepali nationality, some would not believe me. It was very refreshing to see that the natives are so open and can naturally start a conversation with just about anybody. I concluded that perhaps Puerto Ricans are some of the happiest people on earth because they open up so easily to everyone and are able to create deep bonds with people around them.

My experience in Puerto Rico was very valuable for me because as a professional nurse in the future, I will be able to provide a culturally competent care for any patient who is of Puerto Rican descent. On a personal level, I have learned that I like to immerse myself in new cultures because it allows me to understand various perspectives that are different than my own. As I'm preparing to graduate this May and reflect upon the time I entered the University as a freshman, I am filled with gratitude towards the Student Support Services as the program has helped me achieve my lifelong career of becoming a nurse by providing guidance and assistance throughout the last five years. I can now use my knowledge and skills that I have developed over the years to help those who are ill.



Study Abroad in South Africa

By Pamela Malval

Last spring while I was attending the Avery Point campus, twelve UConn students and I lived in Cape Town, South Africa from January 15, 2010 until May 2, 2010. We lived in Rondebosch, which is one of the suburbs of Cape Town. From Rondebosch we had an amazing view of the famous Table Mountain. South African culture didn't surprise me as much as I thought it would, because it reminded me a lot of my own culture. I did not have many difficulties in adjusting to the culture. The only adjustments I had to make were the time change, learning about the currency and how it works, and learning how to approach people. Thankfully South Africans are very friendly so it wasn't a big issue for me to meet people.

There I attended the University of Cape Town also known as UCT, where we took three classes: Politics of South Africa, Race and Gender in a Global Perspective, and South African Internship: Field Study.

I also had an amazing internship at Christel House, where I was placed in the Grade R to help the teacher. From everything I experienced in Cape Town, I would say that my internship was the best thing that ever happened to me. For four months I worked with 30 amazing South African children who all came from the townships of Cape Town. I learned a lot from the children and especially their teachers. I also volunteered at Themba Care which was one of my activist projects. Themba Care is a care center for children who have AIDS. Their parents either cannot take care of them or abandon them because they don't want people to learn that they have the virus, because HIV/AIDS is stigmatized in South Africa. Themba Care provides for these children. They send them to school and give them proper medication. There I helped take care of the children by helping staff to feed them, play with them, change their diapers, and so on.

I learned a lot about South African politics, history and culture. I also had the chance to learn about issues surrounding gender, race and class; not only did I have had the chance to learn about these issues but I also had the chance to see how people have dealt with it over the years. As a Haitian woman living in the American culture I was fortunate to compare it to these cultures that I have previously lived in. South Africa, contrary to America and Haiti, put all these issues they have in the open, acknowledge that these issues are still in our society, and aren't afraid to talk about them.

Looking back, my time in Cape Time was full of happiness, sadness, confusion, anger, and other strong emotions. Spending four months of my life in Cape Town, South Africa has helped me mature and look at life in a different

way. I can truly say that this was an *amazing* and *unforgettable* experience. I would not change it for anything in the world. I want to thank everyone who made this possible for me. I absolutely love South Africa!

UConn London Program Director Visits UConn Greater Hartford Campus

On Friday, September 17th, the UConn Greater Hartford Campus hosted a "Study Abroad in London Meet and Greet." The 65-person turnout on a Friday morning spoke volumes about the growing national interest in studying abroad.

Dr. David Williams and Dr. Bidya Ranjeet spoke about the positive experience of studying abroad. Dr. Jill Fenton, Program Director for UConn's London Program, was the keynote presenter. She emphasized the program's goal of growing "global citizens," and how studying abroad can be a life-changing event. Two Hartford campus students, Carlos Rodriguez and Marcel Arnold, who are also products of the Student Support Services Program, spoke about their many experiences in London. Carlos and Marcel shared stories of learning and enlightenment that surely inspired many people in attendance.

Studying abroad is clearly a subject of interest on the Hartford Campus, and the large turnout was encouraging. The level of curiosity from students, staff, faculty and parents was apparent during the Q & A portion of the program. The Study Abroad program will continue to be promoted by the Greater Hartford Campus and the Center of Academic Programs, as it creates amazing experiences and growth for our students.



Joining Dr. Fenton are L to R: Lynn Papacostas Ginolfi, Lillie Squires-Wright, Robert Brown, Carlos Rodriguez, Dr. Jill Fenton, UConn London Program Director, Dr. Bidya Ranjeet, Student Support Services, Director, Marcel Arnold, Dr. David Williams, UConn Greater Hartford Campus Director

Upward Bound Alum and SSS Waterbury Student Studies in London



Erika Heyliger, a junior SSS student at the UConn-Waterbury campus studying Human Development and Family Studies, spent the fall semester abroad in London. While studying abroad, she also had the opportunity to visit many places in Europe, including Paris, Liverpool, Greenwich, and Stonehenge (pictured). Erika recommends other students to take advantage of the study abroad program and said, “If I didn’t travel while I am young, I knew it would be harder when I’m older.”

One of her favorite memories from the journey was spending Thanksgiving in the UK, where they don’t celebrate the holiday. So, she and her classmates had a potluck Thanksgiving and her program director made turkey for all of the students. They capped off the night by singing karaoke at an English pub. The experience helped her to combat homesickness and feel better about missing important holidays at home.

Heyliger also said that visiting Paris was another of the most meaningful experiences for her, reporting that she “cried when I saw the Eiffel Tower and felt so fortunate to be there.” She enjoyed visiting Paris but said that London will always be her second favorite city (after New York City).

Heyliger is also an alum of the UConn Upward Bound program, which she successfully graduated from in 2008. She credits Upward Bound with helping her deal with not only the struggles of college life, but also with life abroad. She advises other Upward Bound students to remember that, “we will all make some mistakes in life but it’s okay because as long as you learn from them, you are on the right track.” She wants current students to always remember how important their dreams are, noting that, “college is a part

of a journey that leads to your success.”

Now that she has returned to the UConn Waterbury campus for the spring semester, she plans to continue her studies and would like to use her degree to eventually become a clinical social worker.

Study Abroad in Puerto Rico By Mariliam Padilla

I studied abroad in San Juan, Puerto Rico during the fall 2010 semester as part of a program available through the School of Nursing. I chose to take part in this program to experience working in a new and different health care setting. I completed my Medical/Surgical and Psychiatric rotations at the Veterans Hospital in San Juan, PR, which allowed me to meet and work with war veterans.

Everyone at the VA Hospital was welcoming and eager to teach us all new things, and to allow us to see the various areas of the hospital. I was able to spend a day in the ED, OR, ventilator unit, dialysis unit, foot care clinic, catheterization lab, mental health clinics and group therapy sessions. I had not worked within a VA healthcare system, and so it was a great learning experience to be able to witness the care that is available to the patients.

I noticed that the doctors, nurses, social workers, and occupational therapists all work together and consult with one another about the care of the patients. I was extremely impressed with the professional behavior of the medical staff within the hospital, because they all have respect for one another, they work as teams, and they are all open to teaching the students. Everyone was respectful and interested in making our experience in the VA hospital a great one.

Some issues that were prevalent within the population in the healthcare system were psychological problems, due to traumatizing effects of war or abuse, and medical conditions such as diabetes, high cholesterol, and high blood pressure. The nurses worked closely with the patients to help control medical conditions with strict regimens, and by providing them with adequate assistance for their medical disorders. They also devoted time to learn more about their patients, so that they could advocate for their proper needs, and provide an environment for the patients that allowed them to feel comfortable and safe. All of these factors increased the likelihood of the patients continuing their care at the VA hospital.

These opportunities provided me with new knowledge, patient interaction, and hands-on experiences. This experience helped me to grow as an individual because I was able

to live in an apartment with other UConn nursing students for a semester, explore Puerto Rico, and most importantly, play a vital role in the health care of the patients at the VA Hospital. I am extremely proud to have had this experience which will be integrated into my nursing career.

I would recommend this program to other nursing ma-

jors, so that they may learn more about themselves, culture, and the many opportunities that nursing has to offer. After graduation, I plan on working in a hospital setting for a year and continuing my education to become an advanced nurse practitioner. UConn and the School of Nursing have provided me with many valuable experiences, which will be beneficial for my future in nursing.

INROADS VISITS UCONN GREATER HARTFORD CAMPUS



that monitors the quality of applications and systems on the shop floor. Chad says that “INROADS is the next level of opportunity that gives you a competitive edge when you graduate from college. Most interns get full-time job offers from their sponsors during their senior year of college. INROADS helped me establish a network.”

UConn’s Greater Hartford Campus and SSS Programs look forward to continuing a strong partnership with the INROADS Program.

On November 18th 2010, the Student Support Services Program hosted an INROADS visit at the Greater Hartford Campus. Regional Director Marcos Morales and Manager Nakia Henry presented the endless opportunities that the INROADS Program has to offer students. Nakia stated, “The mission of INROADS is to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership.”

The information session was attended by 25 students. They became knowledgeable about opportunities and were able to apply online for internships with Nakia’s support. Leban Mohamoud, a 1st year UConn/SSS student at the Greater Hartford Campus, said, “INROADS seems to be a very helpful resource to all of their interns and I am very grateful that they came to our school to recruit students, because it makes the process for getting an internship easier.”

Chad Munroe, a first semester junior and participant in both SSS and INROADS, is currently interning at Hamilton Sundstrand/United Technologies, and has been with the company since his freshman year. Chad works in the IT Department that controls all of the online business. He is involved in the manufacturing applications area



CSI NEW HAVEN

How does the GU Program spark students' interest in math and science? We create our very own crime scene investigation called CSI New Haven! This seven week program was designed for students to formulate and revise scientific explanations, communicate and defend scientific arguments using the scientific method, and draw information from research using biology, chemistry, and physical science. The CSI New Haven curriculum was written in collaboration with our partners from the University of New Haven and Southern Connecticut State University using *National Science Education Standards* designed to promote critical thinking skills that can be applied to all academic subject areas.

Kevin Pike, a Forensic Science graduate of the University of New Haven and the Southern Connecticut State University Math Club, assisted students with daily lessons and



laboratory experiments based on the true events of one of the most interesting and unsolved murders in United States History, the famous Lizzie Borden Case. GEAR UP students in grades 9-11 from New Haven Public Schools took part in finding justice for the victims of this crime. Students in the program had access to math and science lessons that exposed them to various aspects of forensic science and mathematics fields. Students conducted the Kastle-Meyer Test and worked on ABO Blood Typing. Additionally, students were able to design fuming chambers that chemically raised fingerprints off paper and charted data. CAPT Math skills were used to solve problems that were designed specifically for the case through the volunteer work of the Southern Connecticut State University Math Club.

In order for GU staff to track student growth, students in the program had to support their research by design-



ing and creating final presentations for a mock trial. With excitement and adrenalin high over this dynamic crime scene, our students were able to step back into history while advancing forward in the fields of science, mathematics, and technology.

Students had the following to say about the program:

The CSI Program allows you to take part in an important crime scene and to go behind the scenes to find the knowledge of a crime. It's an awesome program and very helpful toward designing projects and presentations. Lavonne Griore, Grade 10, Wilbur Cross High School

The CSI Program is one of the most interesting and fun programs I have ever participated in. It does not only teach you math and science, but it also gives you the skills and trains you to be a detective! I think this program is cool and the staff is so nice. I would definitely recommend it for friends, family, and everyone. – Sarah Ismail, Grade 9, Career High School



2011 TRIO ACHIEVERS AWARD

At the 24th Annual Conference of the Connecticut Association of Educational Opportunity Programs (CAEOP), two of the three TRIO awards were received by University of Connecticut's CAP Alumni. The keynote speaker at the conference was Congressman Christopher S. Murphy, U.S. Representative, Fifth District, Connecticut, who plays a role in investigating and proposing solutions to the nation's most pressing issues.

The first recipient, Jillian A. Rose, is a successful alumna of the University of Connecticut's Upward Bound (UB) program, and went on to earn dual bachelors' degrees in social work and health policies and management at Providence College in 2004. She graduated with a master's degree in social work from Columbia University, and is currently a doctoral candidate at the Mailman School of Public Health. A Licensed Master's Social Worker, Jillian is a manager with the LupusLine and Charla de Lupus programs at the Hospital for Special Surgery in New York.

The second recipient, Alfred Kovalik, participated in the Student Support Services program at the University of

Connecticut, and graduated with a Bachelor of Science in civil engineering in 1992. He obtained his master's degree in environmental engineering in 1996 from the University of New Haven while working full-time for the TRC Environmental Corporation. Al served in several firms from 1992 to 2006, progressing from staff environmental engineer to senior associate, and joined GeoDesign, Inc. in 2006 as Vice President and Marketing Director. In January 2011, Al was hired by Environmental Resources Management (ERM) as a Senior consultant. ERM is a leading global provider of environmental, health and safety, risk, and social consulting services. A licensed engineer in eight states, Al has been recognized as a 40 Under 40 National Award Winner for Consulting Specifying Engineer Magazine and was an Award Nominee for UConn's 40 Under 40 Outstanding Graduates.

CAEOP members from various educational opportunity programs are delighted to see two UConn alumni receive the award.



L to R: Susana Ulloa, Bidya Ranjeet, Alfred Kovalik, Congressman Chris Murphy, Jillian A. Rose, Maria D. Martinez, Kwasi Gyambibi

SSS ALUMNI MEETS REPRESENTATIVE JOE COURTNEY

Ruishan Hu started her UConn career at Avery Point in 2005 and graduated with a degree from UConn's School of Business in 2009. She participated in volunteer activities while attending UConn and currently gives back to her community in Norwich. She volunteers her time on Monday and Tuesday evenings to assist families complete their income tax returns at the Putnam Bank on 40 Main Street. Since she is fluent in Chinese she is providing a service to the Chinese community by helping families navigate the complex requirements to file their taxes. Families earning less than \$50,000 qualify for this help at no cost. Representative Joe Courtney stopped by the bank to learn more about the volunteer program. Ruishan had the opportunity to talk with him about the assistance she provides and the rewards she receives seeing the different families obtain the help they need.



SSS TUTORING: BEING AN EFFECTIVE HELPER

By Stephanie Ortiz

Here at the University of Connecticut, the professors are outstanding researchers and scholars; they are literally creating the very knowledge they are teaching their students. Unfortunately, most students will agree that it is incredibly difficult in a 250-person lecture hall to get to know their professor, and it is equally as difficult for the professor to learn their students' strengths and weaknesses. Even with office hours and teaching assistants, many students fall through the cracks; their grades plummet and they feel helpless in their classes. This is where the support of student tutors becomes so vital to students' success.

I was contacted early in the spring semester 2010 regarding my availability to offer supplemental instruction for the course HDFS 1070: Intro to Human Development and Family Studies. I accepted the offer, and once a week I met with a small group of SSS students who were struggling to earn the grades they wanted in the course. My goal with the students was to not simply regurgitate what they had learned in lecture, but to teach them how to take that information and better understand it in terms of how it was applicable in their own lives; after all, we are all humans and we all have families. After their shyness wore away we began to have a fun time, and more and more students began to show up for help. In fact, the sessions became so popular that non SSS students began joining us. After ten weeks, the vast majority

of SSS students that worked with me improved their grades, and I could not have been more proud of them.

I am still asked what my secret was to the popularity of the sessions and my effectiveness. Meeting so often was the key; I was simply able to get to know the students, earn their trust, and discover their learning style. I taught them the art of note-card making, and stressed the importance of focusing on the material at hand while studying. I came up with practice exams and used humor quite often. I also helped them to remember what factors played into their success during their summer in SSS; I reminded them that texting and Facebook are not conducive to academic success, and that it is essential to study every single day. Most importantly, I never acted as if I were somehow more knowledgeable than they were; humility goes a long way when helping others and it is something that many tutors have yet to master. It seems ironic that I am the only tutor I know who was not always so adept in their subject. As a freshman, I was on academic probation after a turbulent first semester, and I struggled in the very course I would later tutor students in. Perhaps the real reason I am an effective helper is because I knew what it was like to not understand something. Either way, I am thankful that I had the opportunity to work with those students, and that the SSS counselors offer so much assistance for those who seek it.

SSS LEADERSHIP LEGACY

We are pleased to announce that two SSS Students, Armando Jimenez and Nasreen Mustafa, have been selected for the Leadership Legacy Experience. Both are heavily involved with campus organizations which helped them receive this honor. In addition, Armando hopes to earn a master's degree in business administration; Nasreen aspires to become an Advanced Practiced Nurse and to open clinics in Bangladesh serving children and individuals who are homeless.

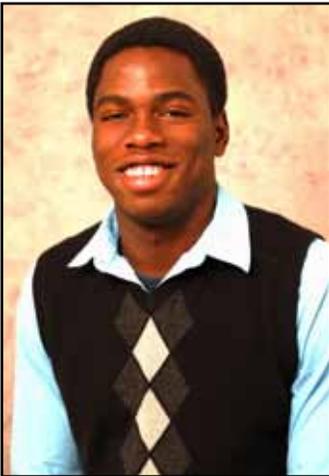
Connecticut Leadership Legacy Experience was established to recognize and invite the University's most exceptional student leaders to participate in a year-long leadership enhancement experience designed to build their personal and professional repertoire. It is a highly selective program recognizing students with demonstrated personal accomplishment, academic commitment, integrity and a history of community service.

Armando and Nasreen will be able to work closely with alumni and faculty networks and participate in workshops, lectures, and mentoring activities. Each year since its inception, SSS students have had the opportunity to participate in the Leadership Legacy Experience, and we are honored to have them in the program once again.



SSS AND INROADS WERE KEY TO MY DEVELOPMENT

By Chad Munroe



I started UCONN as an SSS student with a set focus of what I wanted to achieve in my first year. Though I was very ambitious, I was also unprepared. One of my goals was to finish my first year in college with a GPA above 3.2, which would guarantee my place in what I believe to be the best intern program in New England: INROADS. I was eased into my college career by the UConn SSS

program, and that helped me to get a feel of what to expect from upcoming classes. With that expectation I did achieve the goals I set out to accomplish.

The summer came, and then I got a call from Hamilton Sundstrand, a division of the well known United Technologies corporations. Being well trained and driven by INROADS, I was fully prepared to start my internship. I interned at Hamilton for two summers and now I am happy to say I am more focused on my career goal of becoming an IT specialist. Now I am well into my junior year, and due to a flexible schedule, Hamilton has offered me a part time internship right through the school year. My boss has even talked about keeping me until I graduate and possibly entering UTC's IT leadership program, which is my next goal.

What INROADS and SSS have done is transformed me

into a goal oriented student motivated to achieve all that I can. Last summer I was recognized by UTC and INROADS for excellent performance and also for good academic achievement, and I could not have done it without the support of the INROADS, UTC and UConn SSS programs. They are three great programs that I would recommend to any student if they want to become a model student for their peers. Also since the beginning of my college career, the SSS program not only mentored my success but also made it possible for me to attend school through academic scholarships, which I have been awarded for two years now and of which I am very grateful.

I cannot imagine where I would have been today if not for these programs. It is highly possible that I probably would have dropped out of school to work as many of my friends did. Not to say that dropping out of school is ever an easy choice, but sometimes we are faced with tough decisions that not only affect us, but those that we care about.

However, because of the encouragement, motivation and support I received from the SSS program and INROADS, I realized that there were ways to change to outcome of any situation. In my case, it was working during the summer and saving enough money to allow me to be relaxed and well focused on school during the semester.

Now I have a family outside of my home that cares about my success and it motivates me to work hard and make them proud. It doesn't matter how many sleepless nights may result; I'm sure I will look back one day and say I did my best with no stone left unturned.

SSS LPRAC SCHOLARSHIP AWARDS

We are happy to announce three SSS students, Kimberly Medina, Luis Organista, and Jordan Salas, have been awarded the 2010 Promesa Youth Award at the 13th Annual Scholarship Awards Reception hosted by the Latino and Puerto Rican Affairs Commission (LPRAC) on Saturday, October 16, 2010. Kimberly, Luis, and Jordan are all first year SSS students honored for their significant contributions to the Latino community in the state of Connecticut.

LPRAC was created by an act of the Connecticut General Assembly (CGA). This commission provides access to

resources by developing and recommending, policies for the advancement of the Latino and Puerto Rican communities in Connecticut. LPRAC's annual scholarship awards reception is an opportunity to recognize academic excellence among Latino students, outstanding Latino citizens, as well as community service organizations.

Kimberly, Luis, and Jordan were each awarded \$4500 scholarships for the 2010 – 2011 academic year, along with congratulatory citations from Governor M. Jodi Rell.

SSS LEARNING COMMUNITY PARTNERSHIP WITH FRESHMAN ENGLISH

For the second consecutive year, the English Department, the University Writing Center, and Student Support Services (SSS) have teamed up to offer the popular 1010S English Learning Community. SSS students have the opportunity to take their Freshman English course in small sections supplemented with weekly tutorials run by Writing Fellows from the Writing Center. The Fellows are each assigned to a Freshman English section; they facilitate three Friday tutorials of five students each that offer supportive, interactive forums for discussing class readings and exploring ideas for the assigned critical essays.

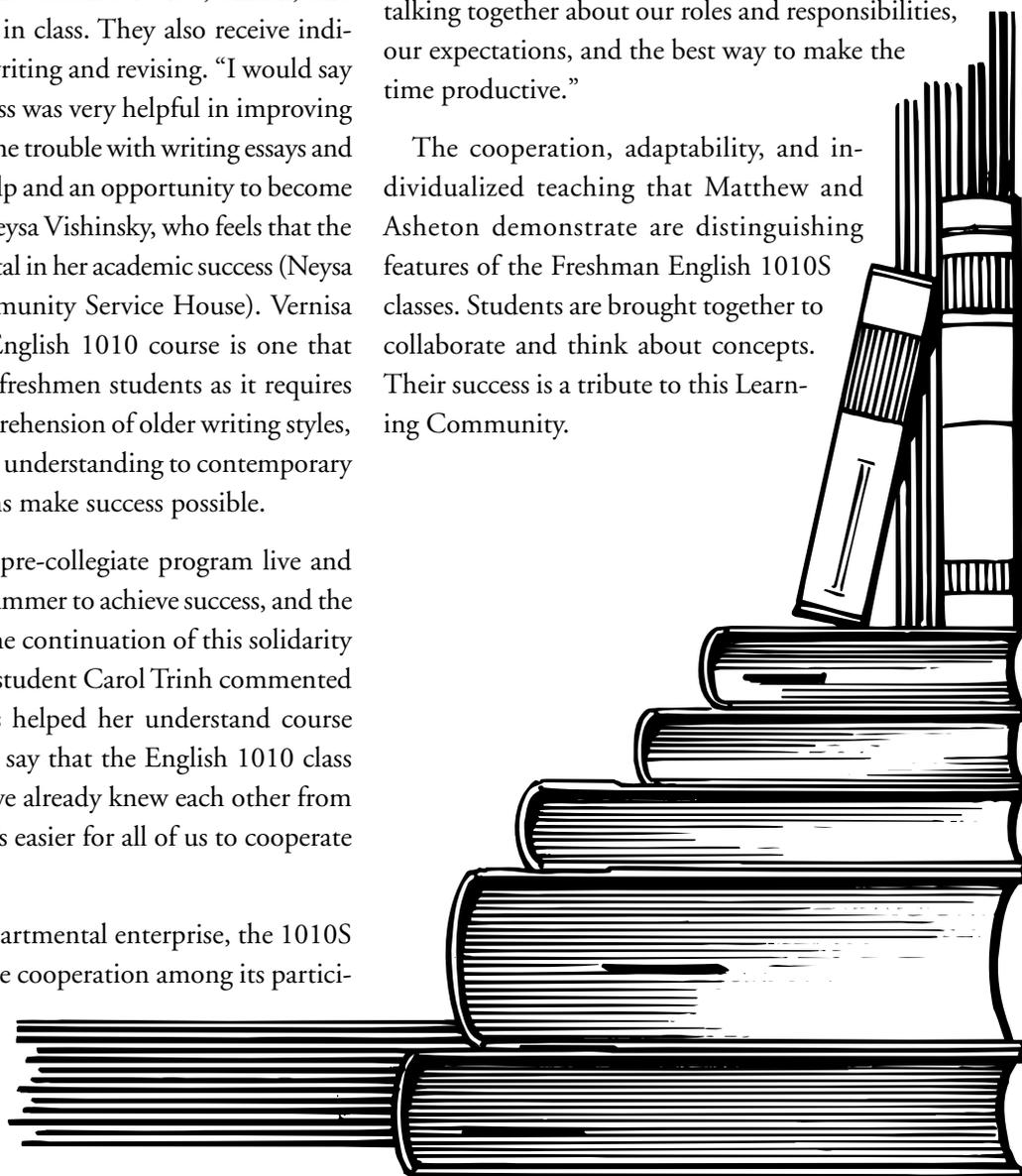
In these weekly tutorials students review, enrich, and extend what is happening in class. They also receive individualized instruction in writing and revising. “I would say that the English 1010S class was very helpful in improving my writing skills. I have some trouble with writing essays and the class gave me a lot of help and an opportunity to become a better writer,” explains Neysa Vishinsky, who feels that the community was instrumental in her academic success (Neysa is also a member of Community Service House). Vernisa Eugene adds, “The SSS English 1010 course is one that challenges the intellect of freshmen students as it requires them to express their comprehension of older writing styles, and compare or apply their understanding to contemporary writing,” and these sections make success possible.

Students from the SSS pre-collegiate program live and learn together during the summer to achieve success, and the Learning Community is the continuation of this solidarity into the fall semester. SSS student Carol Trinh commented on how this cohesion has helped her understand course concepts: “I would like to say that the English 1010 class for SSS is awesome since we already knew each other from the summer program so it’s easier for all of us to cooperate and relate during class.”

A collaborative interdepartmental enterprise, the 1010S program continues to make cooperation among its partici-

pants central to its mission and approach. Senior Fellow Asheton Terrell describes how she and her course instructor redesigned their Friday sessions in response to student requests for more focused feedback. “Students brought rough drafts with a selected paragraph or area of their paper they wanted help on, and I spent 5-10 minutes individually tutoring each student in the group. They thought this was extremely helpful.” The course instructor, graduate TA Matthew Mroz, attributes the successful modification to the collaborative process. He says, “The changes we made in the class were a result of feedback from, and conversations with, Asheton and the students. The success came from all of us talking together about our roles and responsibilities, our expectations, and the best way to make the time productive.”

The cooperation, adaptability, and individualized teaching that Matthew and Asheton demonstrate are distinguishing features of the Freshman English 1010S classes. Students are brought together to collaborate and think about concepts. Their success is a tribute to this Learning Community.



HEALTH CAREERS AWARENESS CONFERENCE

Upward Bound's second academic day of the year focused on medical and dental career paths. Our annual Health Center initiative program took place on December 11, 2010 at the UConn Health Center in Farmington, CT. This marks the 5th year of our collaboration with the UConn Health Center outreach initiative programs. Students participated in workshops that highlighted various careers in the medical and dental fields, led by medical students and dental professionals.

Students were very excited and found the workshops extremely informative and hands on. They enjoyed hearing about how the medical students chose their majors and were particularly interested in the workshop where they learned about how teeth can be used for identification.

Jaleel Martin noted that the teeth activity was especially interesting because he thought that, "it gave me a chance to see how dentists find out what's wrong with your teeth." As always, students were provided the opportunity to speak to current students at the medical and dental school who provided excellent insight on their experiences as students. This is a wonderful initiative, of which we are proud to be a part.

Special thanks to Dr. Granville Wrensford, Assistant Dean and Associate Director of Special Outreach Programs, Dr. Michael T. Goupil, Assistant Dean for Dental Students, Sherry-Ann Brown, third year medical student, and Kesia Ashe, research student, for making the day possible for the Upward Bound students!

UPWARD BOUND SUMMER WORK STUDY

By Chanté Lewis

I can definitely say that this summer was the busiest so far. Usually, kids my age are content with just hanging around all summer and basking in the serenity of no responsibilities. This summer, though, I went through the last term at the summer program of Upward Bound, taking classes that will give us a head start on the upcoming school year, while also participating in sports and other activities. During our senior year, we are given two extra advantages: a chance to take a college class to earn college credit, and the rare opportunity to apply for work-study at several places on campus. Work-Study is a program set up for college students so they can work for a small amount of hours each week toward their tuition or in their pockets. Students work in offices, the school store, the library, or other places on campus. For four days each week, right after our last class, we would split up and go to the Neag School of Education, the School of Pharmacy, the Student Union, Homer Babbidge Library, the Academic Center for Exploratory Students and many other buildings.

I worked at the Neag School of Education where five of my friends also worked. There, I helped two secretaries and went to the library to do some research for my supervisor, Dr. Tucker. While in the office, I did simple jobs such as photocopying sections of books and taking out files that had been there past their necessary keeping dates. It may seem like just busy work, but I realized that

these women help keep this school running smoothly and keep everything in order. UConn is a large school that takes on a lot of people and paperwork and needs responsible people to handle all that.

At the library, I searched for books, newspaper, clippings, and journals based on the civil rights movement. This library is massive, with seven floors filled with books and computers, and thankfully people to help you search through it all. I realized that research, a tool that all college students need to succeed, is very different on the college level. There are literally hundreds of thousands of resources and the hardest part is picking the one that you really need. I was glad that I had time to spend in that library because I got to experience the shock of being completely lost and overwhelmed this past summer, instead of feeling that during the first month of college when I am asked to do a research paper. I learned how to find the right journal in that labyrinth of a library and the exact words I should type into an advanced search in the Women's Studies database; this way, I am given fifty scholarly articles to look through instead of the millions of sites on Google. I was given a chance to gain an early foundation for college that will help me when I finally get there.

SENIOR COLLEGE TRIP 2010



Upward Bound Senior students set off for an overnight trip to Boston, Massachusetts on Saturday, October 29th. Students enjoyed a continental breakfast on the bus before emerging in downtown Boston at the iron entrance gates of Emerson College, a small institution exclusively dedicated to communication and the arts. After an information session and tour of the college, students toured the city on a trolley before traveling to the favorite college of the trip, Northeastern University, also in Boston.



With a little time left, before dinner at the Hard Rock Café, students shopped in Quincy Market. During dinner one of our seniors, Brittney Robinson was surprised with an ice cream sundae presented to her by the wait staff of the restaurant along with a birthday card from her friends from Upward Bound. Brittney shared with us that she loved the colleges, the activities, of course the shopping, and the experience of spending her birthday in the beautiful city of Boston.

Later, students attended an extremely lively show called Shear Madness. Many students agreed with

senior George Denkey, who stated, "Shear Madness is pure genius. The conflicts, the characters, the interactions with the audience all made it memorable. Shear Madness was comic gold."

Then it was on to the hotel and to bed for an early buffet breakfast in the hotel restaurant. Our last visit was to Lesley College, another smaller liberal arts school in Cambridge, MA. By 3:00 pm students were back in Hartford where the trip ended with smiles and hugs until the next time Upward Bound gathers.

Shawnese Turner reflected, "I can honestly say that I loved every part of this trip, especially the trolley ride and the play. I have discovered Boston to be one of the most beautiful places I have ever seen and I would love to live and go to school here. If I had not taken this trip, I possibly would not have found the right college for me."



GREATER HARTFORD SSS STUDENTS GET HYPED ABOUT COLLEGE NIGHT



On November 19, 2010, the UConn Greater Hartford Campus Student Support Services Program participated in an event called "Get Hyped College Night." Over 100 students attended this event which was held at the Wilson-Gray Family YMCA in Hartford. Many community partners came together to make this event highly successful.

The purpose of the event was to stress the importance of education and introduce the significance of a college degree to Hartford area high school students. The event was filled with positive motivation, tangible resources, and support that inspired students to recognize that they can do anything they put their minds to. The event also reinforced that they have an entire community backing them up through the process. The sessions within the event included a college

fair, keynote speaker, panelist session and team building activities.

Eleven Hartford SSS students signed up to volunteer for the event. Marcel Arnold, Qasim Hussnain, Amanda Lane, Cynthia Lemus, and Carlos Rodriguez were panelists for a discussion where they shared their personal stories including how they managed to access higher education regardless of the different obstacles that confronted them.

"Get Hyped College Night" was an enlightening experience for all the participants, and those in attendance walked away with new resources and tools to build a better future.



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Center for Academic Programs Mission Statement

The Center for Academic Programs (CAP) increases access to higher education for high potential students who come from underrepresented ethnic or economic backgrounds and/or are first generation college students. CAP prepares students for successful entry into, retention in and graduation from a post-secondary institution through its four constituent programs. *Educational Talent Search, GEAR UP, and Upward Bound/ConnCAP* provide programming to increase middle and high school students' college access and retention; *Student Support Services* provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the State of Connecticut and the U.S. Department of Education and other programs which promote educational opportunity for all.