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Character First

Summary: High IQ or a college degree does not necessarily predict who will succeed in life. There are many highly intelligent people who commit self-destructive acts, derail their careers and ruin their personal lives. We see examples daily of highly intelligent students and capable employees who crash and burn despite their high IQs. Why do really smart people do really dumb things? Many people, despite their intelligence, have self-sabotaging behaviors and are emotionally immature. In fact, most top executives are fired for personality or maturity issues and not for lack of intelligence and ability.

Success in life depends on emotional control and maturity and such qualities as responsibility, resiliency, character, civility, and integrity. This presentation will focus on developing, modeling and creating lessons in emotional maturity. We will discuss the most common problems and barriers that keep people from being more successful. The emphasis will be on how faculty and advisors can help students to recognize the importance of character and help them to become more emotionally mature.

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Lessons from High Achievers for Freshmen Success

Summary: I will identify the success skills from the lives of high achievers who were all active in college. These skills, set in the context of a first-year college program, will begin a self-discovery process in three areas. First, this plan can serve to encourage faculty to include and target classroom assignments not only to enrich critical thinking and research abilities but also major- and career-related research. These assignments -- papers and projects -- will develop the metaskills of risk-taking and connection to develop individual interests and networks. Second, the encouragement of students to participate in an often-hidden curriculum, apart from classroom behavior, of clubs, preprofessional associations, and activities, and major-related part-time jobs in order to develop leadership, communication skills, social and professional networks--critical for personal and professional growth. Third, career counselors and advisors will be encouraged to hold interactive sessions to lead students through the initial process of self-discovery towards finding their callings through vocational assessments, hoped for choices, and ways to gain enough experience and exposure to make the college investment meaningful through the identification and encouragement of following their passionate pursuits.

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The Large Lecture and the Dynamics of Student/Teacher Interaction

Summary: The presentation will discuss the process of determining and undertaking the development of a large class (mega section) of 120+ students and the methods and techniques to promote a strong and dynamic teacher/student interaction process. The presentation will discuss the use of a variety of techniques to promote and assess large class environments by the use of active/interactive learning, collaborative learning, and both individual/group assignments and exercises. The presentation will give examples of ways to engage students in the classroom with a variety of techniques to promote learning and discussion among the students and teacher. The presentation will give examples of ways to engage students in web quests with time certain deadlines that are challenging, interactive, and exciting as well as making the learning process a fun journey. The presentation will show how the Internet can be used as a valuable tool for outside assignments for a large lecture format.

The presentation will also discuss how group quizzes can be used throughout the course to gauge the effectiveness of student learning while at the same time avoiding overburdening the faculty member with excessive paperwork.

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A Beginner's Guide to Using Technology in Traditional and Online FYE Courses: Promises & Challenges

Summary: It is no longer a case of if, but rather when and how technology will have an impact on the way that we teach first year students. Designed for those with little or no technological expertise and perhaps some degree of wariness about technology this presentation will discuss the scope of technologies now available for use both within traditional classrooms and in online, distance learning FYE courses.

In the presentation, we provide an overview of the technological transformations taking place in and outside of classrooms. These innovative technologies are changing the nature of classroom dynamics and requiring the development of new skills, both on the part of students and instructors.

The presentation begins with a discussion of in-classroom technologies that can enhance first-year experience courses. Specifically, we examine the use of smart presentation media such as electronic blackboards and computer presentations, as well as addressing the use of the Internet and World Wide Web for instructional purposes. We consider how instructors may place course material on the web, including course syllabi, assignments, class outlines, and grades. Finally, we consider the use of interactive classroom technologies. These technologies, which consist of student response units and receivers, permit instantaneous feedback from students during classes.

We then will examine the use of distance learning for FYE courses from the perspective of both students and instructors. The pros and cons of online venues will be discussed, and issues regarding student involvement and personalization will be considered.

Finally, we will consider the overall benefits and disadvantages of the use of technology, addressing the practical and philosophical issues of whether the use of technologies will improve educational outcomes. We conclude with a discussion of the implications of technology for student success.

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Student Development Plan: A Key to College Success

Summary: In response to the need for students to become more engaged in their college experience, develop technological literacy, and perform better academically, the Educational Opportunity Program (EOP) at California State University, Fresno has developed a creative and innovative Student Development Plan to deliver comprehensive services to freshmen. Experts state that students who get involved in college will be more likely to succeed academically, more likely to persist toward achieving their goals, and more satisfied with their overall college experience (Astin, 1993). Scholars have also found that the "time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development." (Astin, 1993; Pascallera & Terenzini, 1991; Pace, 1980).

The Student Development Plan addresses four areas: program requirements, academic progress, major and career exploration, and leadership development. One of the program requirements is for students to participate in an orientation. The Summer Bridge Program provides an orientation to the university, evaluation of basic skills levels, and instruction designed to enhance and develop technological literacy by offering courses taught on Blackboard. Traditional strategies for addressing "at-risk" students have focused primarily on academic interventions rather than including strategies designed to enhance the development of the whole student.

During the academic year, freshmen continue working with counselors, counselor interns, and peer advisors.

The First-Year Student Unit provides opportunities for students to utilize program and campus resources to develop academic, personal, social, technological, and leadership skills. These skills are designed to provide a positive transition to the university and enhance students' success in college.

The peer advisor component assists with caseload management and implementation of the Student Development Plan. Peer Advisors receive on-going training during each semester. Each area of the Student Development Plan will be discussed and activities and tasks that students are required to participate in will also be presented.

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Assessing Student Development in the First Year: Results from the 2002 Administration of YFCY

Summary: Your First College Year (YFCY) is the newest survey offered by the Higher Education Research Institute (HERI) at UCLA, which also houses the CIRP Freshman Survey. YFCY was jointly developed by HERI and the Policy Center on the First Year of College at Brevard College. After a two-year pilot phase, YFCY was first available for national administration in 2002. Administered to students at the end of the first year, YFCY includes questions about academic, residential, and employment experiences since entering college; level of satisfaction with a range of campus services, facilities, and programs; skills and abilities; and interactions with faculty and peers. YFCY can be used as a follow-up questionnaire to the CIRP Freshman Survey, be linked with local baseline data, or be used as a stand-alone instrument.

The purpose of this session is to share with the audience a national perspective on how students experience their first year of college and to discuss how these data could be used to create policy and influence practice on their respective campuses to facilitate students' transition to college. The session will report on findings from the 2002 national administration of YFCY, which was completed by over 25,000 students at colleges and universities across the country. Almost 13,000 of the first-time, full-time first-year students who returned 2002 YFCY also completed the 2001 Freshman Survey, thereby creating a valuable longitudinal data set to evaluate student development during the first year of college. General topics that will be covered include: curricular and co-curricular experiences of first-year students; adjustment to college; change in students' goals and self-concept since entering college; self-rated academic and personal success after one year in college; and aspects of campus involvement. Finally, the presenters will describe several ways in which YFCY data are immediately applicable to first-year assessment efforts. Throughout the session, the audience will be encouraged to participate in this discussion of these findings and their implications.

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Learning How to Be a Successful Student: A Study of First-Year Seminars

Summary: Over one million students walked through the halls of higher education institutions as first-time, full-time students in the 2000-2001 academic year. Entering students will come from diverse backgrounds, have varying levels of academic preparedness, and will likely seek different types of college experiences, but all will go through the process of adjustment to their new life as college students. Retention statistics, however, paint a somber picture with respect to students' success at surviving the transition from high school to college showing that just under three-quarters (74.2 percent) of students at four-year institutions persist to their second year of college.

In light of these statistics, institutions have developed many programs and structures to facilitate students' adjustment to college during the transition to college including first-year seminars. Since the 1970s, these classes have gained a strong foothold in American higher education with just over 70 percent of higher education institutions offering first-year seminars. Noting the important legacy of first-year seminars and the critical role these classes play in the lives of a growing number of freshmen, this session shares the results of study utilizing data comprised of responses to the 2000 CIRP Freshman Survey and the 2001 YFCY to assess their impact on some key student outcomes of college.

Specifically, this research investigates the relationship between taking a first-year seminar and student experiences of freshmen including interaction with faculty and other students, involvement on campus, as well as students' perceptions of their abilities. Further, this study evaluates the direct and indirect effects of first-year seminar participation on students' feelings of personal success at establishing a network of peers, forging meaningful connections with faculty and staff, and utilizing campus services. Ultimately, these findings speak to the effectiveness of first-year seminars as a means of facilitating the transition from high school to college. Throughout the session, the audience will be encouraged to participate in this discussion of these findings and their implications.

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Overcoming Institutional Resistance to First-Year Seminars

Summary: To maintain a successful program, first-year seminar coordinators must effectively balance the ideals and demands of administration, faculty, and students. The existing literature on first-year seminar programs focuses primarily on student satisfaction and, to a lesser degree, on faculty expectations and satisfaction. Little attention is given to administrator perceptions and expectations or the interactions among the factors associated with student, faculty, and administrative needs.

The focus of this presentation is to outline strategies that coordinators can use to deal with faculty and administrative resistance to first-year seminar implementation and maintenance. We have developed a best-practices model for overcoming resistance based on a review of organizational research pertaining to implementation of new programs. Our model emphasizes the importance of top-down support and bottom-up design in the initiation and maintenance of academic programs. Top-down support refers to the commitment and value that university administration has for a program, in this case first-year seminar. In bottom-up design, faculty members have control in the structuring, execution, and modification of the course.

Our integration of a macro framework for dealing with common problems and a discussion of specific issues will provide a context for audience members to view and discuss problems from their own unique settings. A number of the issues involved in developing a top-down support, bottom-up design approach that will be discussed include:

1. Selection of program personnel
2. Marketing to different constituent groups
3. Program design
4. Participative decision-making
5. Course ownership
6. Program assessment

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How Not To Reinvent The Wheel

Summary: I will begin my presentation by discussing the problem many of us face as instructors who think we must be a "Jack of all Trades". I am aware of faculty who resist teaching the Freshman Seminar course because they think they need to know it all. I will then demonstrate to the group a few solutions we have found to work effectively at BCC.

For example, I will give a brief overview of the various workshops BCC has offered to its students. The emphasis will not be on the content of the workshops but rather recognizing the possibilities that exist when utilizing all of your college resources. What we have found at BCC is that many topics can be introduced and sometimes addressed by personnel from other offices on campus. Although workshops have often been offered on campus, they were isolated and had low attendance. Now through the coordination of a few people and improved communication, attendance has risen, counselors have been able to reach out to more students and become more visible, and the Freshman Seminar students have made valuable connections to the college, which improves retention.

This workshop will be most helpful to newer faculty who may not be aware of existing resources on their own campuses. I hope by explaining this Win-Win approach they will be able to go back to their campuses and brainstorm with people to form their own Best Practices. I will bring examples of brochures and publications that showcase what we have been able to provide. I also hope to open up dialogue among those who attend this

workshop and brainstorm ideas so that the participants can go home and make it work for them on their own campuses.

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Pitfalls of the Straight and Narrow: Expanding Freshman Seminar Assessment

Summary: As First-Year-Experience courses gain popularity across the nation, the need for ongoing, comprehensive assessments of course effectiveness becomes necessary. Previous evaluations of first-year-experience courses have tended to be characterized by: a focus on limited outcomes (i.e. retention and G.P.A.), lack of course implementation assessment, disregard of extra-course factors affecting student outcomes, and lack of theoretical orientation for the assessment. The purpose of the present session is to outline a multi-faceted assessment strategy that overcomes these previous limitations. The presenters will discuss an assessment design implemented at Western Kentucky University that addresses these problems.

The evaluation model developed for course assessment at W.K.U. utilizes socialization as a systematic theoretical framework from which to examine the first-year-experience course. The primary advantage of employing such a framework is that a wealth of literature exists from which to explore the complex relationships among variables affecting course effectiveness. Since socialization is a continuing process, the need arises to investigate freshman seminar effectiveness both longitudinally and using multiple criteria as outcomes.

Particular emphasis will be placed on providing audience members with a portfolio of practical assessment strategies to use with a variety of constituent groups (e.g. administrators, faculty, parents). To this end, a diverse panel of presenters will be on hand to represent the various perspectives that are necessary for conducting a successful assessment.

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Assessing Critical Thinking in an Interdisciplinary First-Year Program

Summary: The Academic Enrichment Program (AEP) at St. Mary's University, Texas provides 120 freshmen with course work and academic support services that are foundational to the rigorous liberal arts experience of this private four-year Catholic university in urban San Antonio. Since its inception in the early 1980s as a summer math and verbal skills preparation program, AEP has grown to its present stature as a fully institutionalized fall first year experience program incorporating two courses: Math Skills and Interdisciplinary Studies, taught by faculty representing such disciplines as English, Math, Business, Psychology, Engineering, Theology, Foreign Language, Speech, and Chemistry.

Aiming at a holistic interdisciplinary program, AEP staff are involved at every level of their students' first year. They meet regularly prior to and during the program

to design and adapt curriculum; they advise students at registration; they teach and mentor students in the classroom; they work closely with peer tutors for weekly discussions sections, and they are involved in student and program assessment.

This poster session will feature five years of data examining reading comprehension, vocabulary, critical thinking, writing, and intermediate algebra skills of approximately 300 first year students whose mean SAT averaged 250 points below the university norm. The curriculum, designed by the faculty who teach it, has evolved in response to regular assessment and close collaboration. Students engage the skills necessary to navigate the disciplines they will encounter over the next several years by analyzing texts of Plato, Aristotle, Carl Sagan, Neil Postman, Stephen Jay Gould and others.

Some of our assessment reveals statistically significant gains in analysis, evaluation, inference, and deduction. Furthermore, AEP students are retained to their sophomore year at a significant rate. By preparing them for their general education courses to come, AEP transforms their level of skills, commitment and self-awareness to meet the academic challenges ahead.

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The Partner Program: A Program Designed for Students on Academic Probation

Summary: First, I will give some data information on Western Kentucky University first year students: the percentage of first generation college students, the number of incoming freshman and their racial backgrounds. Then explain why I decided to create this program for the first year students who were academically dismissed.

Second, I will explain in detail the Partner Program. How to start the program from beginning to end? They will receive several handouts about the program. Then I will provide information to them on how to meet with the students' parents and on how to advise probationary students.

Third, I will share statistical information that has been collected on the participants for the last two years. Since two groups of students have participated in the program I will compare the two groups. By the time the conference date approaches I will be prepared to talk about the fall semester performance.

Fourth, I will allow the audience to ask questions.

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Essential Components of a Successful First-Year Program

Summary: Introduction

Participants will be asked to think back to their own college days. Is there anything they wish they knew or wished they could change? This will be related to determining what information would be beneficial to first year students.

The Overall Program

Ultimately, there is not one program that will work for all first year students. The most we can offer is one that they can take based on their individual needs. Thus, it is important to have a program that is comprehensive, which covers various aspects of the first year experience. The following key components will be addressed:

FYEP (First Year Excellence Program)

The First Year Excellence Program creates a living-learning environment for first year students and is designed to support their transition and development by providing them with opportunities for leadership and involvement on campus.

Academic Advising

Academic advising beginning the summer before they enter college and continuing throughout the first year provides students with information on the university, policies and procedures, academic requirements, course selection, registration, and last minute information (transcripts, etc.)

Faculty Forums

This program enhances the contact between faculty and first year students by setting up small group meetings around a specific theme. It is hoped that this kind of interaction will encourage our students to build good rapport with a member of the university's academic community.

University Studies/Freshman Orientation Course

University Studies courses introduces first year students to student life and academics at a large research university. The courses teach them important skills such as time

management, notetaking, and study skills which may need to be developed and/or strengthened as they begin college. Students are also taught decision-making skills needed to decide on a program of study and an eventual career.

Freshman Seminars

Designed especially for first-year students, Freshman Seminars offer students an exciting opportunity to broaden their academic horizons. Seminars are limited to 15 students in order to promote discussion among participants and the faculty member.

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Immediately Engaging Students as Full Partners - - and It's Fun!

Summary: This presentation consists of four main parts.

The first of these is the introduction of participants to the body of research leading to strengths-based strategies. Drawing on the work of Donald O. Clifton and the extensive evaluative expertise of The Gallup Organization as well as other positive psychology studies, these strategies have had a major impact on private sector management.

This research has led to student focused materials and processes that were adopted for use in a first year project at Crafton Hills College, a public California community college. The second portion of the presentation discusses this project from the point of view of the instructors and students.

The third part of the session consists of sharing the results of a research study conducted during the Fall 2002 term. Orientation classes were designated as either control or study groups. Students in the study groups participated in strengths-based activities; those in the control groups used the traditional class content. Students in both groups took pre- and post-tests to evaluate the differences. Finally, the presenters will describe future possibilities for this project and implications for community college students and processes.

The presentation consists of a whole group, presenter/audience interactive discussion using power point slides and written materials generated by and used in the project. Presenters describe the specific activities of the project in a way that demonstrates the integration of this effort and the importance of strengths activities coupled with other initiatives. They share both conceptual and specific process strategies that have lead to the success of the undertaking as well as the initial outcomes. Audience members will have continuous opportunity to interact with the Crafton Hills staff members from both instruction and student services who are engaged in the day-to-day implementation of this innovative project.

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Metamorphosis in the Classroom: A Two-Way Street

Summary: We three presenters have been trained in three distinct disciplines--English, counseling, and learning disabilities. Yet, we are all committed to a common belief: students face tough challenges; as their guides, we must not become lost in our disciplines but, rather, be mindful that they are at the center of the teaching/learning experience. Though that concept may seem implicit to many, we believe that the realization of it in terms of classroom materials, methodologies, and procedures--and even evaluation and assessment policies--presents considerable challenges to the committed instructor.

Current research has demonstrated that most students--even at the college level--do not learn very effectively within the confines of the traditional, lecture-oriented classroom setting. Rather than becoming inspired by our rhetoric, they become distracted, bored, and disengaged as they struggle to stay tuned into this seemingly monotonous academic monologue. More real to them are the pressing questions of finding a job, negotiating relationships with family and friends, or making imminent decisions about car insurance and student loans.

Our task, then, as we see it, is to rise to the challenge they present. We must take pro-active measures to respond to their changing needs. We are called upon to construct learning experiences that can serve as bridges connecting the academic content of our curricula to the immediate needs of their lives. In teaching students how to read, write, study, learn, and think--and, finally, to develop realistic educational, career, and personal goals--we help them to realize the value of the instruction we provide. And, always, our emphasis is on the whole student, as we work to incorporate assignments that address the ethical, spiritual, and even practical issues of their lives.

For instance, we introduce them to theories of human nature and development proposed by Freud, Skinner, and Frankl--and then relate them to autobiographical novels such as *October Sky*, *The Color of Water*, and *Angela's Ashes*. In so doing, we call upon students to use their innate critical thinking, problem-solving, and interpretative/analytical skills. As a result, they become more agile thinkers, capable of articulating their thoughts and deconstructing complex texts.

We also incorporate campus resources into the fabric of our courses, weaving them into the curriculum as naturally as possible so that students will see their connectedness to college life. By scheduling class sessions at the Learning Assistance Center, Transfer Center, or library, for instance, we introduce them to the campus resources they will need to succeed. And we work at breaking down the barriers that may keep them from accessing these resources on their own.

We also employ guest speakers of various stripes as part of the shared curriculum. Students are delighted when we surprise them with first-person visits from the authors of books we have read in class--like Erin Gruwell, the young teacher who inspired her high school students to write a book about their experiences in her class. Some of our students actually knew students in the book; their connection to the text was direct and powerful--leading to rich conversations and excellent papers for both the counseling and writing classes.

Similarly, Dr. Gabriel directs students in identifying their individual learning styles and discovering the strategies that work best in conjunction with them. Like us, she relies on a variety of testing/assessment instruments to glean more information about the students and inspire them to work to optimal speed. In our session, she will lead participants in exercises designed to reveal their dominant learning styles by examining tactical, kinesthetic, audio, visual, and other dimensions. Just as she guides students in determining the value of these assessments to their everyday lives, so she will assist participants in deducing the implications of what they have learned about themselves.

So, our collaborative session will highlight, in essence, best teaching practices we have developed within the super-structure of a writing/counseling learning community that has been forged over several years of joint experience. Our hard-won successes have been carved out of countless hours of observing our students, listening to their responses, asking questions of them and ourselves about how we can make this teaching/learning experience more effective and satisfying for all who are engaged in it. We look forward to the opportunity to share what we have developed with colleagues from other institutions who are deeply committed to the same quest: providing our students with the kind of education that can sustain them, no matter what winds of change may blow them about on their course through life.

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Taking a Broad Look at First-Year Academic Practices: Results of a 2002 National Survey
Summary: None.

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SHAQ: A Free Internet Academic and Life Skills Assessment and Self-Help System

Summary: SHAQ is a Computer Assessment and Recommendation Expert System (CARES) that assesses a wide variety of personal attributes related to success and happiness in life areas including:

* Academic achievement. Learning and study skills, time-management, procrastination, concentration, motivation, environment influences, and other factors.

- * Self-Esteem.
- * Self-Management
- * Assertiveness and Relationship Skills.
- * Emotional Coping Skills.
- * Career achievement related factors.
- * Life Beliefs and Values Clarification.
- * Coping with Loneliness and Fears of Rejection.
- * College Major (or Minor) Interest Test option.

College as a Self-Development Opportunity

Many students think that college is only about getting a good job, but there is much more. Even career success requires much more than just completing major courses. Employers want people with good interpersonal, self-motivation, emotional control, and self-management skills. College should not only help learn technical skills, but should also help students develop these deeper qualities to help them live happier, more productive lives.

Life skills and beliefs/values factors affect students' success and happiness both inside and outside work. Many opportunities exist on campus for developing ones whole self and life skills. Courses, workshops, books, student activities, counseling, and the Internet can be vital sources of personal growth. SHAQ can help students maximize their success and happiness by encouraging them to take advantage of these college opportunities.

How Can SHAQ Help Students Identify Success and Happiness Factors?

The Success and Happiness Attributes Questionnaire (SHAQ). SHAQ is based upon the earlier Life Skills Questionnaire (LSQ) administered to more than 4,000 students and the Stevens Relationship Questionnaire (SRQ). Our research found many factors significantly correlated with academic, career, and interpersonal success and happiness. We have added new scales to SHAQ and data analysis from the first few hundred users is very encouraging and will be available.

SHAQ is very comprehensive, covering many success factors. Also, SHAQ is part of a larger Internet expert system that provides self-help information and links. SHAQ provides a complete printout of all scale and question results and provides Internet links directly related to users' lower-scoring areas.

How to Use SHAQ Individually or As A Class Assignment

To complete SHAQ, go to <http://front.csulb.edu/success> and follow instructions. SHAQ makes an ideal U100 assignment. Assignment suggestions will be provided for students completing SHAQ alone or in small groups, and for possible classroom discussion or written assignments.

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Combatting Stereotype Threat in the First-Year Experience

Summary: Beginning with a discussion of stereotype threat and its operation, we will describe Steele's program to combat it. First, we will briefly describe Jigsaw curriculum in theory and operation. Jigsaw gives each group member a discrete portion of the group task, and in order for the group to succeed, each member must to his or her part. This structure leads to greater achievement, stereotype reduction and intrinsic motivation; we will share briefly a 20-year body of research confirming this. Next, we will explain each of the six factors of Steele's Wise Schooling model and how we implemented it. First, to describe optimistic teacher/student relationships, we will recap comments from student journals and course assignments. Second, to describe challenging expectations, we will relate vignettes from our assignments and conferences with students; what seems to be key here is the communication of high standards accompanied by confidence that the student can reach that standard. Third, we will explain our efforts to encourage students to adopt an expandability of intelligence rather than a fixed intelligence model. Fourth, we will draw from their journals and assessment data to demonstrate intellectual belongingness, that they can do the work here, that this is their place. Sixth, we will invite comments from attendees and, quite frankly, how attempt to develop a network of interested faculty around which to organize an interest group to refine approaches and conduct research.

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Building Bridges Over Troubled Waters: Keys to Motivating and Engaging the People on Your Campus

Summary: By creating an active learning environment based on students' unique needs, instructors can increase motivation, maximize potential, manage challenging behaviors, and ultimately prevent attrition. In order to do this, instructors need to move beyond the podium and use techniques that engage students. Also needed are activities that facilitate understanding and promote cooperation amongst people. Experience this sample activity, one effective tool, which moves from theory to practice to insure success for freshmen is based on utilizing the dimensions of personality and temperament as they relate to communication and learning styles. As educators in Human Development, we know that it is a fact that as people grow and mature, developmental shortcuts are developed and utilized to facilitate efficient thinking. Unfortunately, these shortcuts often denigrate into stereotypical thinking that is both inaccurate and destructive. People, in their attempt to quickly categorize human behavior, often resort to the simplest, most visual categories such as gender, age, class and race. We have found that by providing a new set of categories with which to view human interaction, people are able to see past those former boxes and see one another in a new light.

We have designed a simple model that can be utilized in a variety of settings including student and faculty orientations, personal development classes or any situation that involves groups of people.

This activity promises to help reveal what motivates, inspires and challenges each person as well as reveal some potential blindspots or weaknesses that can hinder success. When techniques such as these are used, instructors have a better opportunity to actively engage their students in the learning process, which has been shown to increase retention.

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Retention: A Qualitative Approach Student-Focused Model

Summary: The persistence of first-year students has increasingly become a national issue for the higher education community. As a result, colleges and universities have diligently endeavored to ensure the success of their students by providing a myriad of services and programs. Exemplary retention programs and models have been developed, implemented, emulated, and evaluated. While these efforts were intended to bring about increased retention and graduation rates, the results seem to indicate otherwise.

This presentation speaks to the issue of why and how retention efforts should be from the vantage points of students. Research strategies need to focus more on first-year students and their total satisfaction. Retention is a complex issue and requires extensive analytical approaches. Retention is both a process as well as an end result. Therefore, some critical retention variables do not necessarily lend themselves to quantification. The qualitative methods employed by social scientists have appeal as a much more viable strategy. The utilization of student focus groups offers not only a different way of looking at this phenomenon but also a different way of analyzing the retention issues of first-year students. The benefit of this procedure allows for a holistic and dynamic understanding by verbally interacting directly with students on a focused issue "retention". For the most part, qualitative research offers insights into what students are thinking and why they are making decisions to stay or leave an institution after their first year of matriculation.

The presentation will center primarily on the design and implementation of qualitative retention research method that focuses more on deriving focused information from the primary source: STUDENTS. The presenter will share a qualitative research model that was recently developed and implemented with prospective and currently enrolled first-year students. Explicit in this presentation is how the data was utilized to improve the retention of first-year students.

Managing retention requires an understanding of students' their attitude, aspirations, expectations, and satisfaction. To this end, qualitative data derived from focus group interviews will enable institutions to improve the learning life of students in all aspects of their collegiate experience and will enjoy the benefits of sustained and improved retention.

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Multiple Intelligences and Employability Skills

Summary: The economy, which was weak from the bust of the internet bubble, has been further hit by the attack of September 11 and corporate scandals. Many of the students from middle to affluent households have never been truly tested in terms of their skills and abilities to function in difficult times. Many parents have been laid off and are facing challenges they never expected to encounter. Students from lower income levels are even more challenged as more experienced applicants apply for a diminishing number of minimum wage jobs. Unemployment is at an all time high and we may be in a recession for the next two years.

Faculty need to provide ways to give students the practical guidance which is linked to their learning in college. Our work with national companies like Time Warner, the Navy, Storage Tek and Mercy Housing provides an additional perspective on what employers feel today's students lack and what educators can do to help fill that gap, giving students the broadest set of options possible upon graduation. This session will help faculty give students strategies on how to learn, how to link learning to career and lifeskills and how to critically think through their choices and lifelong options. We will provide interactive strategies to motivate students with best practices which can be used immediately to help make this valuable connection. Knowledge is power.

In this case, self-knowledge, knowledge of the economy and knowledge to anticipate and prepare for the future, are the golden keys.

If students have a better understanding of how their learning is linked to their lifelong options, they are more apt to stay in school and commit to the follow through needed to be effective as a student, i.e. overcoming their barriers to learning. In addition, they will have the wherewithal they need to round out their academic knowledge with the requisite leadership skills and work experience to be a valuable employee in even the toughest economy.

Additional Presenter 1:

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The Data Audit Concept: A Process for Harnessing Existing Data to Improve the First College Year

Summary: Two critical evaluative questions about the first year of college are what happened to students in their classes and other experiences, and what mattered in terms of their learning and development as a result. Institutions often attempt to derive new data on first-year students to answer such questions before taking an inventory of data that currently exists on campus. The basic objective of a data audit is to identify and inventory data sources and needs across the campus that can be used to answer these types of questions.

This session will introduce participants to the concept of a data audit, which is a system that allows institutions to identify, inventory, and make use of existing campus data and data sources as a vehicle for better understanding and improving the first college year. The data audit is a powerful tool practitioners can use to stimulate discussions about data sharing and using campus data to leverage change in the first year. Findings and results from a pilot study conducted by the Policy Center on the First Year of College in collaboration with the National Center for Higher Education Management Systems (NCHEMS) will frame the discussion of the data audit concept and process.

In conducting a campus-wide data audit, institutions will be able to position themselves better to: (1) Identify sources of data on campus that reflect student involvement, learning, and participation in activities and programs in the first year of college; (2) Assess outcomes associated with the first college year; (3) Take an inventory of campus data sources; (4) Compile information about data sources (such as data element dictionaries); (5) Identify gaps in data sources; and, (6) Assess what data users need and want to know. Conducting a data audit, however, is not an end in itself. Rather it is an activity designed to enable campuses to more effectively understand and improve the experiences of their students in the first year of college.

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The Influence of Prime-Time Television on the College Expectations of Underrepresented Students

Summary: None.

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Recruiting Faculty to Teach in the FYE Seminar

Summary: Research highlights the difficulty of involving faculty in general education programs and first-year experiences. This difficulty is often exacerbated at small institutions due to the limited number of full-time faculty. Faculty in small departments typically engage in teaching required courses in the major and are reluctant to divert some of their teaching load to servicing general education requirements. Faculty frequently prefer not to teach outside of their own discipline and feel unsure of their skills regarding interdisciplinary courses.

One approach to involving faculty in the first-year seminar is to conduct weekly meetings with the first year seminar course instructors. Such meetings provide the following benefits: (1) create a support network for faculty teaching the first year seminar; (2) stimulate discussions which help generate classroom activities; (3) support the environment of a common learning experience for students in multiple sections of the course; (4) provide an intellectual atmosphere, communication, and bonding among faculty and departments; (5) generate future faculty interest in teaching the first-year seminar. Meetings at our institution focused on course content, course policy, classroom activities and student performance. They provided an opportunity to engage in interdisciplinary discussions regarding the content of the text and class discussions. While meetings initially focused on course policy and grading procedures, they soon evolved into stimulating intellectual discussions regarding course content. These sessions provided additional material for class discussion.

Faculty assessment identified the weekly meetings as the key attraction for teaching a first-year seminar. This presentation explores the progression of faculty discussions over the course of the semester, highlighting pros and cons. A detailed strategy for involving faculty in first-year programs and specific suggestions regarding faculty involvement in the development of the course, textbook selection and lesson plans are also presented. Additionally, student and faculty assessment of the program is discussed.

Additional Presenter 1:
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First-Year Seminar Learning Outcomes: Results of a National Benchmarking Survey

Summary: None.

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The "Toro" Experience - Retaining Freshman Students

Summary: The "Toro" Experience" at California State University, Dominguez Hills has entered into its third year of development. The program's core course, SBS 101 - Personal, Social, and Intellectual Development, is designed for first-year students and the major purpose of this course is to assist them in becoming more effective learners and participants in campus life. To this end, there are three fundamental goals of the course:

1. Participate in the California State University, Dominguez Hills community.
2. Develop career and life skills.
3. Enhance learning and academic skills.

The panel includes a faculty member teaching the freshman success course, and program coordinators from the Office of Student Life and the College of Arts and Sciences. The presentation will focus on the overall "Toro" Experience program, the

freshman student success course, SBS 101 - Social, Cultural, and Intellectual Development, relationship of linked courses, utilization of an institutional team assessment surveys, course outlines and materials, service learning project results, and portfolios will be available for review.

Additional Presenter 1:

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Instructor Development and Preparation: Important Prerequisites for Successful First-Year Seminars

Summary: None.

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Promoting Moral Action In College Students

Summary: None.

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Follow Your True Colors to the Work You Love

Summary: None.

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Completing Doctoral Level Research on the Student Experience

Summary: None.