

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Freshman Seminar Office of Freshman

Sponsor(s) Jane Sullivan et al Dept.: Seminar Coordinator Ext. 6589

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (please name deletion or credit/title/catalog change)

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>March 2, 1988</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Jane Sullivan</u> Dept. CC Chairperson Freshman Sem. Coordinator</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p><u>Ilkovic (m) 3/25/88</u> Grant Coordinator</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>87-88-58</u></p> <p>Proposal Received <u>JAN. 1988</u> Date</p> <p><u>Brenda A. Boly</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments: <i>Not Applicable</i></p> <p>_____ School Curr. Comm. Chairperson</p>
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<p>Step 4 (Academic Dean)</p> <p><input type="checkbox"/> Recommend <input type="checkbox"/> Not Recommend <input type="checkbox"/> Conditionally Recommend (see comments)</p> <p>Reviewed _____ Date</p>	<p>Comments: <i>all college Freshman Seminar Committee acted as review process</i></p> <p>_____ Signature, Dean of School</p>
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Step 5 (SCC)

Open Hearing 3/25 Date Approved by Senate Curriculum Committee 3/25/88 Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 3/25/88 Date Approved Not Approved

Notification to Vice-President for Academic Affairs 3/25/88 Date Brenda A. Boly Signature, SCC Chairperson

Step 6 (Senate)

Received 4/2/88

Date

Approved YES No

If no, reasons are as follows:

Student credit hours 1

Faculty load hours 1

Equalized credit hours 1

Official copy and approval sheet filed 5-7-88

Date



Signature, Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature, Registrar

Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

FRESHMAN SEMINAR: PROPOSED REVISION

1. Details

- a. Course Title
Freshman Seminar
- b. Sponsors
Jane Sullivan, Freshman Seminar Coordinator
Brenda Bolay, Health & Physical Education
Jay Chaskes, Sociology
Dickenson Gardiner, C & I, Secondary Education
Rose Glassberg, C & I, Secondary Education
William Kushner, Speech and Theatre
Antoinette Libro, Communications
Thomas Michael, Management
Charles Welsh, Marketing
Byron Young, Art
- c. Credit Hours
one credit hour
- d. Course level
Freshman
- e. Curricular Effect
Free Elective
- f. Prerequisites
None
- g. Suggested time and scale of implementation
Fall, 1988 offering 30 sections
- h. Adequacy of present staff, resources etc.
Staff and facilities were adequate when course was offered on a short-term proposal basis in fall, 1987
- i. Short term evaluations
See appendix

2. Rationale

For the last five years, Glassboro State College has offered for freshmen an introductory course to college life as a free elective. While students who chose this course did learn something of the workings of the campus, in the opinion of those who assessed the outcomes of the course, its content did not offer a sufficiently rigorous academic emphasis. As a component of the FICE Retention Grant and the Challenge Grant, a revised concept of the Freshman Seminar was proposed to the Short Term Course Committee and, with its approval, offered in fall, 1987. The course, as modified, provided students with a unique learning experience by supplying a frame of reference, a schema, as it were, into which students might fit the pieces that make up what we commonly refer to as a "college education". The approach taken to assure that students would make such a "part-whole" connection was four-pronged. First, instructors introduced the concept of a liberal college education as one that must undergird any professional preparation, identify

the individual as "educated" and provide the tools for thoughtful inquiry and clear expression. Second, they created an atmosphere of mutual trust and respect that became the foundation for the mentor relationship. Third, they provided opportunities for students to discover the intellectual and artistic activities held on a college campus. Finally they demonstrated strategies that students might apply in meeting the demands of the college curriculum, strategies such as notetaking, use of the library, preparing for exams and managing time.

In offering the revised Freshman Seminar, instructors provided a common educational experience that demonstrated that learning is more than the mere acquisition of facts and that professional preparation is not the sole purpose of a college education. Students grew in self confidence and respect for divergent opinions as they participated in intellectual discussions; they weighed their commitments to careers with their social obligations as members of a campus community. They learned to recognize their responsibilities to themselves and to others and to balance their college lives accordingly.

Freshmen have indeed persisted to graduation without having received the guidance of a course like Freshman Seminar. But the path they traveled might have been easier, and their graduating class larger, had they had the advantage of such a supportive course.

3. Essence of the Course

a. Objectives

Students will

1. strengthen habits of learning and thoughtful inquiry befitting an educated person;
2. discover the demand that college life places on them and learn strategies to meet those demands;
3. learn the value of keeping a regular journal as an expression of one's thoughts, reactions, opinions and comments;
4. learn to participate meaningfully in class discussions;
5. learn to locate and use appropriate resources in the library to locate information needed;
6. learn the structure of the Academic Advancement Center, its function and the support services it provides;
7. become aware of the role college students have traditionally played in effecting social change;
8. develop an appreciation for various art forms and the enrichment these experiences bring to one's life;

9. be introduced to the organizational administrative structure of GSC and begin to learn how to function effectively within that structure;
10. learn the relationship between a liberal education and professional preparation;
11. understand the depth and breadth of a college course and master strategies that will assist in meeting the challenge of such a course;
12. Appreciate the cultural diversity found on Glassboro State College campus.

b. Topical Outline FRESHMAN SEMINAR: GROWING THROUGH CHANGE

- I. An Introduction
 - A. Changing Roles -- High School Senior To College Freshman
 1. Expectations
 2. Responsibilities
 - B. How the Freshman Seminar Assists in the Change
 1. Mentoring
 - a. defined
 - b. role of the Seminar Leader
 2. Dialogue journal
 3. Topics to be discussed
 4. Strategies to be learned that deal with the necessary transitions
- II. Focusing on Change in Academic Performance
 - A. Understanding the depth and breadth of a college course
 - B. Mastering coursework
 1. Written assignments
 - a. Taking notes efficiently
 1. Outlining as an organizer
 2. Taking notes in class
 - b. Using an academic library
 - c. Preparing written assignments properly
 - d. Understanding reading assignments
 2. Examinations
 - C. Interacting with instructors
- III. Focusing on Change in Personal Autonomy
 - A. Managing New Freedoms
 - B. Weathering the GSC Bureaucracy
 1. Manners that matter
 2. Solving the Bureaucratic Puzzle
- IV. Focusing on Change in Scholarly Perspective
 - A. Understanding the meaning of a liberal education
 1. Developing habits of thoughtful inquiry
 2. General Education as a preparation for lifelong learning

- E. Understanding the range of creativity open to the college student
 - 1. Dialogue journals as a means of personal expression
 - 2. Expressing one's creativity through other media
 - a. Art
 - b. Music
 - c. Drama
 - 3. Choice of cultural activities on campus
- V. Focusing on Achieving New Levels of Social Awareness
 - A. Being informed on issues
 - 1. The news media
 - 2. Lectures on campus
 - B. Appreciating Cultural Diversity
 - 1. What makes up a culture?
 - 2. One's own cultural heritage
 - 3. Different cultures found at Glassboro State College
 - a. Glassboro campus
 - b. Camden campus
 - 4. Social contributions of cultural groups
 - c. Evaluation and grading procedure of students

Students will be graded on a pass/no credit basis. Satisfactory completion of the course will be determined by:

 - 1. Attendance at scheduled cultural events
 - 2. Participation in weekly Seminar sessions
 - 3. Regular submission of dialogue journal entries
 - 4. Completion of assignments based on topics in course outline
 - d. Course evaluation

Pre and post evaluations of the course will be collected from both students and instructors, using procedures similar to those followed for data collection in fall, 1987.
- 4. Consultations
 - a. Names of persons consulted

Members of the Task Force who designed the revised course syllabus represented the four schools of Liberal Arts and Science, Business, Fine and Performing Arts and Professional Studies. The Task Force Committee therefore is responsible for the revised course herein presented and supports this revision. Because of the makeup of the committee, representing as it did all schools of the College, it was felt unnecessary to consult individuals from various departments to determine whether there might be a conflict between the revised Freshman Seminar and another course already in existence.

b. Copies of written consultation

Consultations were sought from Eric Clark, Director of the Camden Campus with respect to the value of the course to Camden Campus students. Copies of Dr. Clark's letter of support will be distributed at the open hearing of the Curriculum Committee. A meeting also took place between Dr. Jane Sullivan, Coordinator of Freshman Seminar, and Dr. Susan Thomson, Coordinator of General Education to discuss the content of Freshman Seminar and general education courses being developed. Copies of Dr. Thomson's letter of support will also be distributed at the open hearing.

5. Additional Information

None

6. Catalog Description

This course, designed to undergird the college experience, offers an opportunity to develop lifelong habits of inquiry. Students keep a journal, attend cultural events and build a mentoring relationship with their seminar instructor. Strategies to help students become academically successful are stressed. This course is offered on a pass/no credit basis. (Fall semester only.)



GLASSBORO STATE COLLEGE

Sociology Department

Glassboro, New Jersey 08028-1762 (609) 863-6077

TO: Jane Sullivan, Freshman Seminar Coordinator
FROM: Susan Gotsch-Thomson, General Education Coordinator
DATE: March 7, 1988
RE: Support for course entitled Freshman Seminar

I am pleased to write a letter supporting the proposal for the revision of the one-credit course Freshman Seminar. As was discussed in our meeting with Prof. Kathleen Stevens, Chair of the Freshman Core Course Committee, your proposed course does not appear to overlap with the proposal being developed by her committee.

Since the focus of Freshman Seminar is the mentoring process, it is encouraging that both students and faculty felt that this was one of the excellent parts of the course. Clearly the course succeeded in making the link between faculty and students (for example, the results on questions 3.6 to 3.8), with faculty conveying their strong interest in students and their progress.

The course also encourages certain habits and skills upon which General Education courses can build. In particular, the keeping of a journal promotes the habit of writing that is an essential ingredient for incorporating writing into General Education courses. In addition, the attention paid to "General Education as a preparation for lifelong learning" and "the relationship between a liberal education and professional preparation" will hopefully encourage students as they take General Education courses.

I am also encouraged that the Freshman Seminar maintains a commitment to helping students to appreciate cultural diversity. The finding that students considered this less valuable speaks to the need to increase their social awareness on this issue.

cc: Brenda Bolay, Chairperson, Senate Curriculum Committee
Dean Minna Doskow, General Education Component Director



GLASSBORO STATE COLLEGE

Camden Campus 1 Broadway, Camden, New Jersey 08102 (609)757-2857
Scan 8-543-2857

March 7, 1988

To Whom It May Concern,

I am pleased to be able to support the Freshman Seminar. In my opinion it is of great value to freshmen, not only for its academic content, but for its provision for formal and informal contact between faculty and students.

I hope that this course is approved for all freshmen.

Sincerely,

Eric Clark
Director

EC/nh

APPENDIX

Evaluation of the Freshman Seminar

Four hundred twenty-five Freshmen enrolled in Freshman Seminar in fall, 1987. Sixty-nine students subsequently dropped the course, an attrition rate of 16.2%. Students and faculty involved in the thirty-two sections of Freshman Seminar were asked to evaluate the course content before and after the implementation of the course. They were also to assess the value of the seven cultural events scheduled during the fall semester. Separate data were collected from those who attended the cultural events.

1. Instructor Pre-Seminar Data

Results from the Instructor pretest provided insight into instructor/mentor attitudes toward the course at its outset. According to the survey, the primary reason why individuals decided to teach Freshman Seminar was the opportunity it provided to become involved with Freshman students. 65% were in favor of the new curriculum, however the group became somewhat polarized when asked to evaluate the "academic strength" of the revised course. Some felt that it still lacked the academic emphasis required of a college level course while others felt that it had lost the practical approach that had been the hallmark of the previous version. There seemed to be consensus even before the course began that, as proposed, the course content was simply too ambitious for a one-credit course. Instructors noted the most interesting aspects of the course to be the mentor program, the writing of dialogue journals and the daily reading of the newspaper. Nearly half the instructors felt the main benefit the course offered students would be the realization of their own potential and an easier adjustment to college life.

2. Student Pre-Seminar Data

Student pretest results also provided valuable data. When asked who influenced them to enroll in the class, student answers varied. The most commonly occurring persons named were parents and relatives (23%), 22% said they had made the decision on their own while 21% said the course was mandatory. (Note: the course is mandatory for EOF students and students at the Camden Campus). In response to the question "What do you, personally, hope to gain by taking Freshman Seminar", students indicated that they hoped the course would help them be successful in college by improving motivation, study habits, and time management. They also hoped to become better informed by reading the

New York Times. Students looked forward with greatest anticipation (Average rank = 4 on a scale of 1 to 5) to attending a courtroom simulation, attending a play and watching a videotape. The least popular event (average = 2 on a scale of 1-5) was attending a poetry reading. Students ranked developing learning habits (71%), planning for the future (67%) and developing speaking and listening skills (59%) as topics they judged would be most valuable and informative. Cultural diversity of Glassboro State College community was considered valuable by the least number of students.

3. Post-Seminar Evaluation Data

Inspection of the posttest data would indicate that students were good predictors of what they would and would not like about the course. They judged the two cultural events most informative to be the videotape "Eyes on the Prize" and the play "Deathtrap". The dialogue journals were viewed as useful by many of the students. They were enthusiastic about the mentoring aspect of the course. Many cited examples of the help they received from their instructor/mentor and anticipated the good relationship that would continue in the spring term. Some of the students were disappointed in the New York Times, feeling that it was not as helpful as they had originally predicted. The poetry reading was the least popular event, although students who attended rated it "good".

Instructor/mentor evaluations paralleled that of the students. They too felt that "Eyes on the Prize" and "Deathtrap" had the most to offer the students. Also they judged themselves as successful in establishing a relationship with their students.

From the comments of students and of instructors, we can judge the course to have been successful even though there will need to be fine tuning of the course syllabus. The assistance and support that students need during their first semester of college was provided by the instructor/mentors. They introduced participating freshmen to campus life. The structure of the course, the cultural events, the opportunity to interact with mentors through dialogue journals and in person -- all these factors in combination -- appear to have made a contribution to student willingness to remain at the college.

On inspection of the evaluation, we have modified the course content in the following ways:

1. The Theme "Growing through Change" will be used to provide a backdrop against which the topics can be presented.
2. The number of cultural events has been reduced. The three events scheduled are (1) Convocation, (2) a dramatic production and (3) Eyes on the Prize.
3. The content of the course has been modified. It falls under four major headings, viz., change in academic performance, personal autonomy, scholarly perspective and social awareness.
4. In place of The New York Times, a book of readings, compiled in-house, will be used as a text. Instructor/mentors have been asked to recommend readings they want included in the collection.

F R E S H M E N S E M I N A R
F I N A L R E P O R T
S U M M A R Y

I. S T U D E N T S

1. A C T I V I T I E S :

	<u>R A T E :</u>
1.1 Keeping a personal journal	Good
1.2 Reading the New York Times	Good
1.3 Watching a video	Good
1.4 Attending a poetry reading	Fair
1.5 Listening to invited speakers	Good
1.6 Attending a play	Excellent

Scale:

Outstanding
Excellent
Good
Fair
Less Than Satisfactory

2. T O P I C S T H A T W E R E C O V E R E D :

	<u>R A T E :</u>
2.1 Challenges and rewards of college experience	Good
2.2 Participating in the college community	Good
2.3 Developing learning habits	Good
2.4 Developing critical thinking skills	Good
2.5 Developing speaking and listening skills	Good
2.6 Using the library	Good
2.7 Group discussion and debate	Excellent
2.8 Planning for the future	Good
2.9 Understanding social change	Good
2.10 The cultural diversity of GSC community	Good
2.11 Developing a student/mentor relationship	Excellent

Scale:

Outstanding
Excellent
Good
Fair
Less Than Satisfactory

3. A S P E C T S O F T H E F R E S H M E N S E M I N A R :

R A T E :

3.1 I have developed skills that will help

me achieve in college.	Agree Somewhat
3.2 The content of the Seminar was relevant and useful.	Agree Somewhat
3.3 Seminar activities were well planned and organized.	Agree Somewhat
3.4 The Seminar requirements were challenging without being excessively difficult.	Agree Somewhat
3.5 The activities and topics covered in the Seminar have helped deepen my insights and given me new viewpoints.	Agree Somewhat
3.6 The instructor treated students with courtesy and respect.	Strongly Agree
3.7 The instructor encouraged students to develop and express their own viewpoints on topics covered in the Seminar.	Strongly Agree
3.8 The instructor was genuinely concerned about what I learned and whether I understood the presentations.	Strongly Agree
3.9 I feel that I missed out on something if I did not attend a class session.	Agree Somewhat
3.10 The Seminar met my personal expectations.	Agree Somewhat

Scale:

Strongly Agree
 Agree Somewhat
 Disagree Somewhat
 Strongly Disagree

WHAT IS THE OVERALL RATING OF THE SEMINAR?

Outstanding	- 19
Excellent	- 78
Good	- 75
Fair	- 26
Poor	- 12

Total	210

HOW WOULD YOU RATE YOUR INSTRUCTOR'S INTEREST IN YOU AS AN INDIVIDUAL?

Very interested

Somewhat interested	-	36
Not very interested	-	2
Not interested at all	-	0

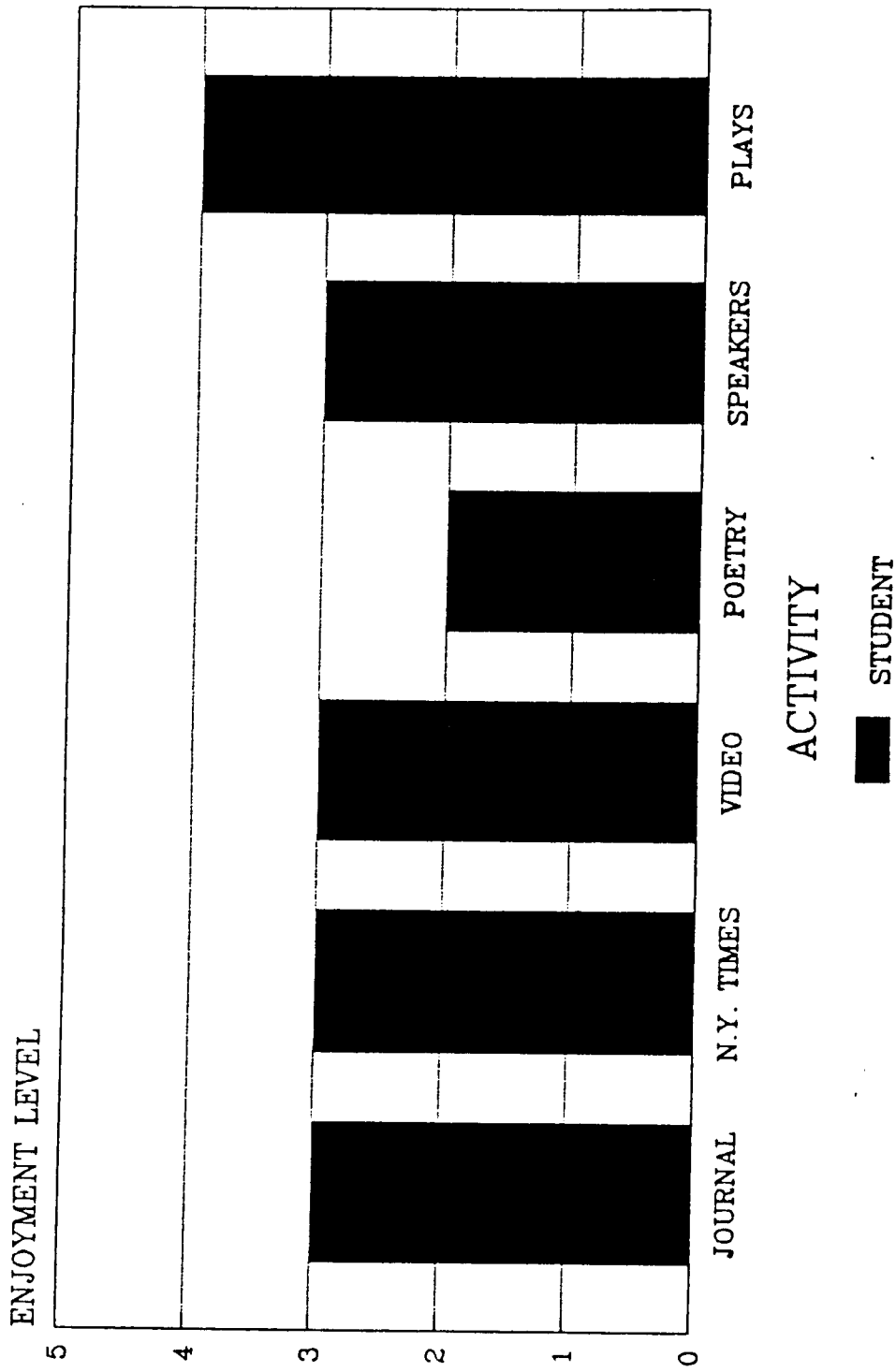
Total		211

ARE YOU LOOKING FORWARD TO CONTINUING YOUR RELATIONSHIP WITH YOUR INSTRUCTOR NEXT SEMESTER?

Yes	-	144
No	-	10
Somewhat	-	57

Total		211

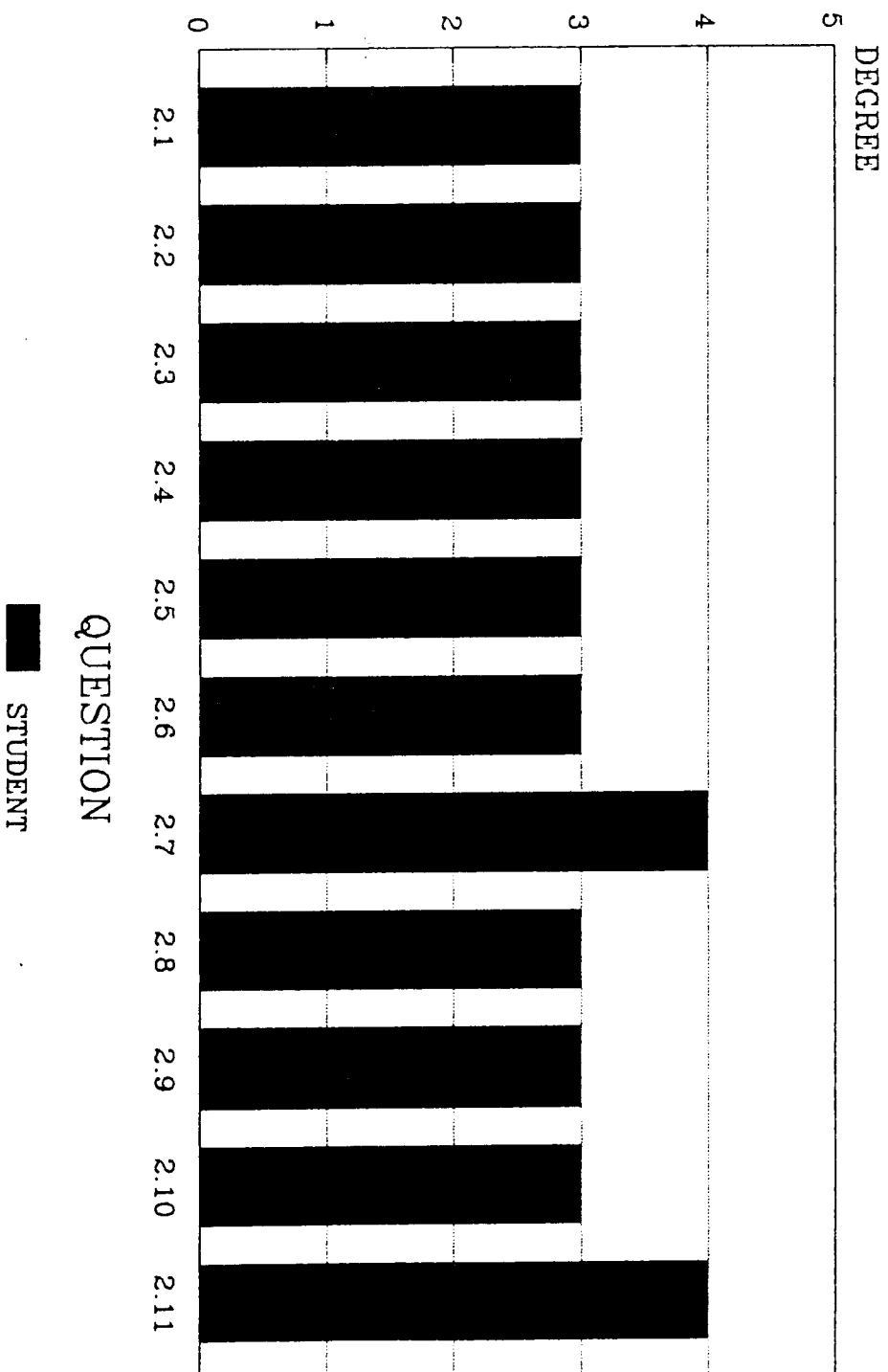
FRESHMEN SEMINAR ACTIVITIES



L.PASTORIZA, RESEARCH ANALYST

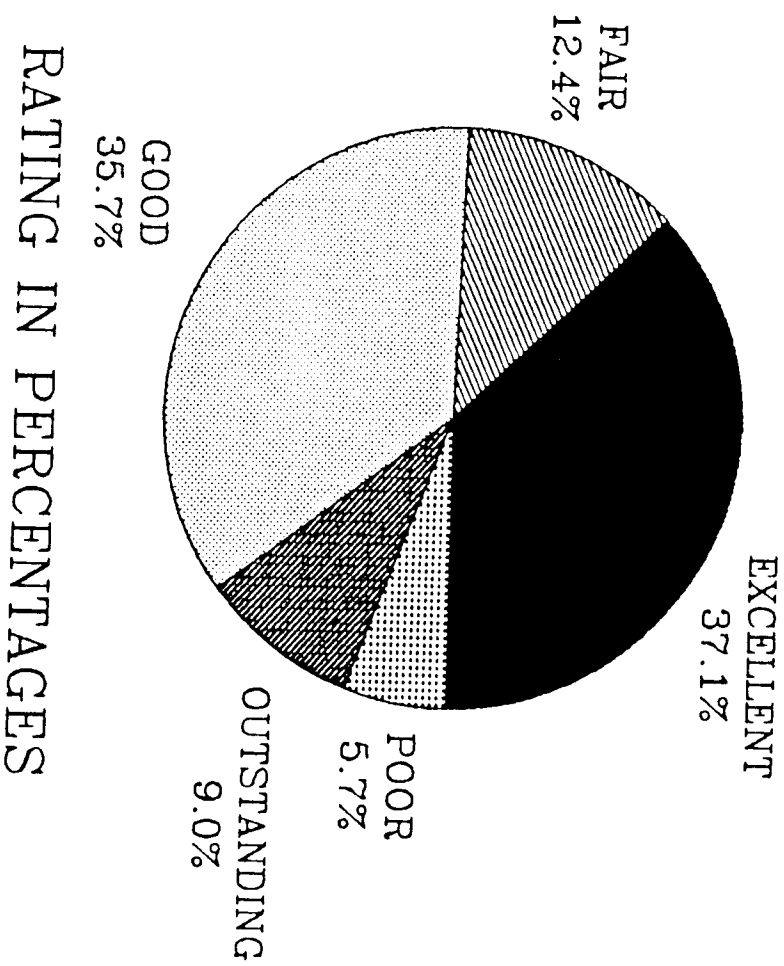
FRESHMEN SEMINAR

TOPICS: STUDENT EVALUATION



L.PASTORIZA, RESEARCH ANALYST

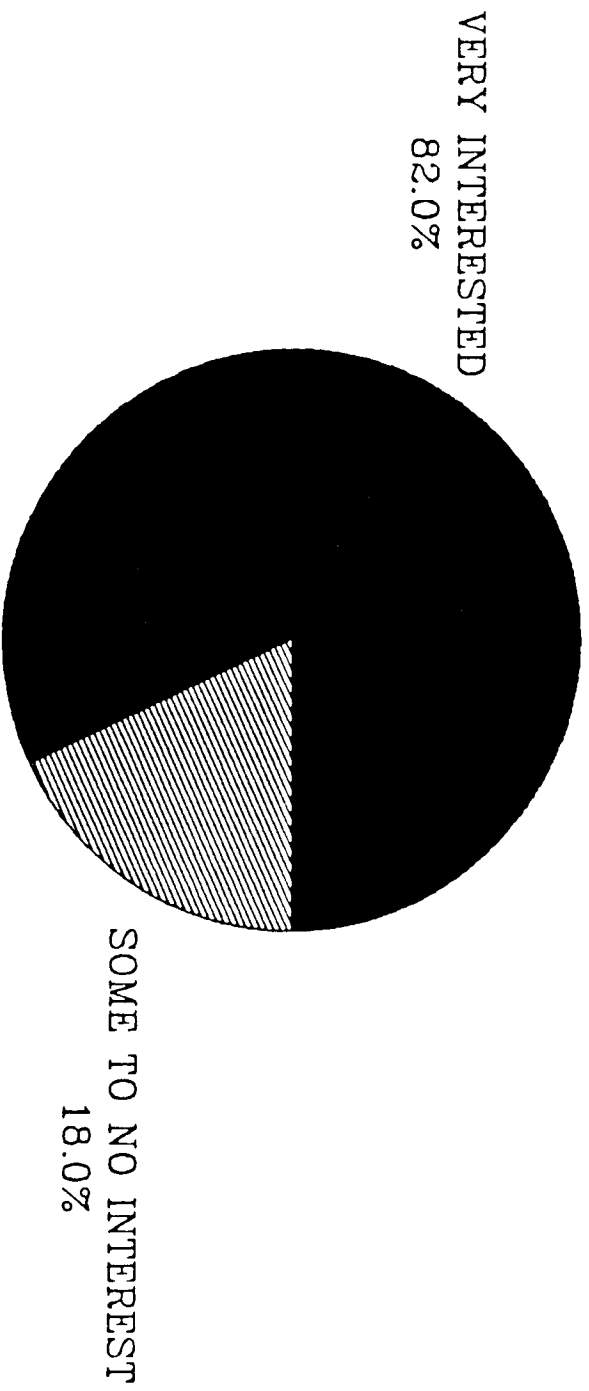
FRESHMEN SEMINAR STUDENT RATING OF SEMINAR



RATING IN PERCENTAGES

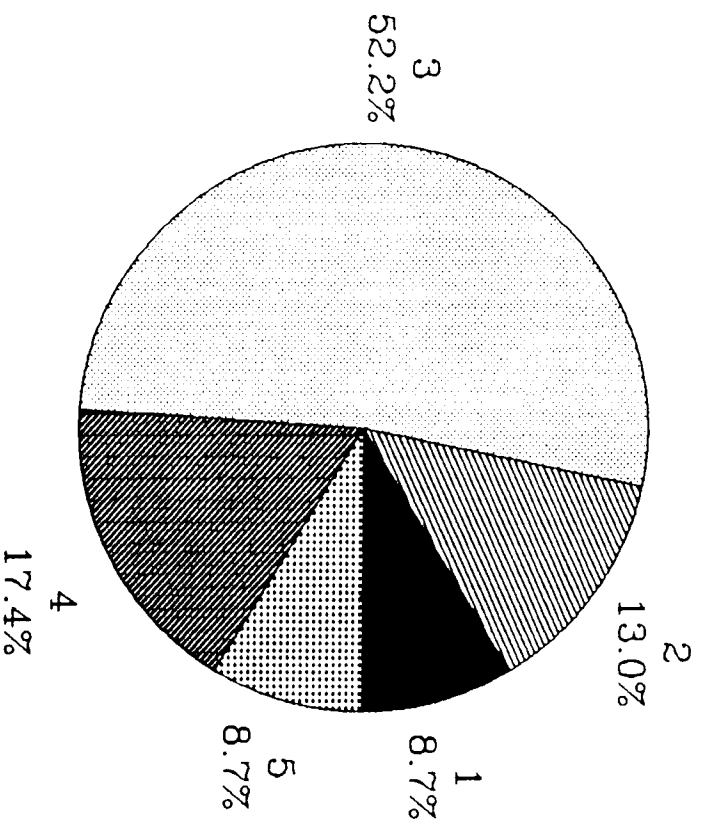
L.PASTORIZA, RESEARCH ANALYST

FRESHMEN SEMINAR INSTRUCTOR'S INTEREST



INSTRUCTOR'S DEGREE OF INTEREST

FRESHMEN SEMINAR POETRY READING



How students that attended ranked it?

F R E S H M E N S E M I N A R
F I N A L R E P O R T
S U M M A R Y

I. I N S T R U C T O R S

1. ACTIVITIES:

	<u>RATE:</u>
1.1 Keeping a personal journal	Excellent
1.2 Reading the New York Times	Fair
1.3 Watching a video	Good
1.4 Attending a poetry reading	Fair
1.5 Listening to invited speakers	Good
1.6 Attending a play	Excellent

Scale:

Outstanding
Excellent
Good
Fair
Less Than Satisfactory

2. TOPICS THAT WERE COVERED:

	<u>RATE:</u>
2.1 Challenges and rewards of college experience	Excellent
2.2 Participating in the college community	Good
2.3 Developing learning habits	Good
2.4 Developing critical thinking skills	Good
2.5 Developing speaking and listening skills	Good
2.6 Using the library	Good
2.7 Group discussion and debate	Excellent
2.8 Planning for the future	Good
2.9 Understanding social change	Excellent
2.10 The cultural diversity of GSC community	Good
2.11 Developing a student/mentor relationship	Excellent

Scale:

Outstanding
Excellent
Good
Fair
Less Than Satisfactory

IN YOUR OPINION, WHAT RATING DO YOU THINK YOUR STUDENTS GAVE

THE SEMINAR?

See Graph

Outstanding	-	0
Excellent	-	5
Good	-	9
Fair	-	4
Poor	-	0

Total		18

IN YOUR OPINION, HOW DO YOU BELIEVE YOUR STUDENTS PERCEIVED YOU IN TERMS OF YOUR INTEREST IN THEM AS INDIVIDUALS?

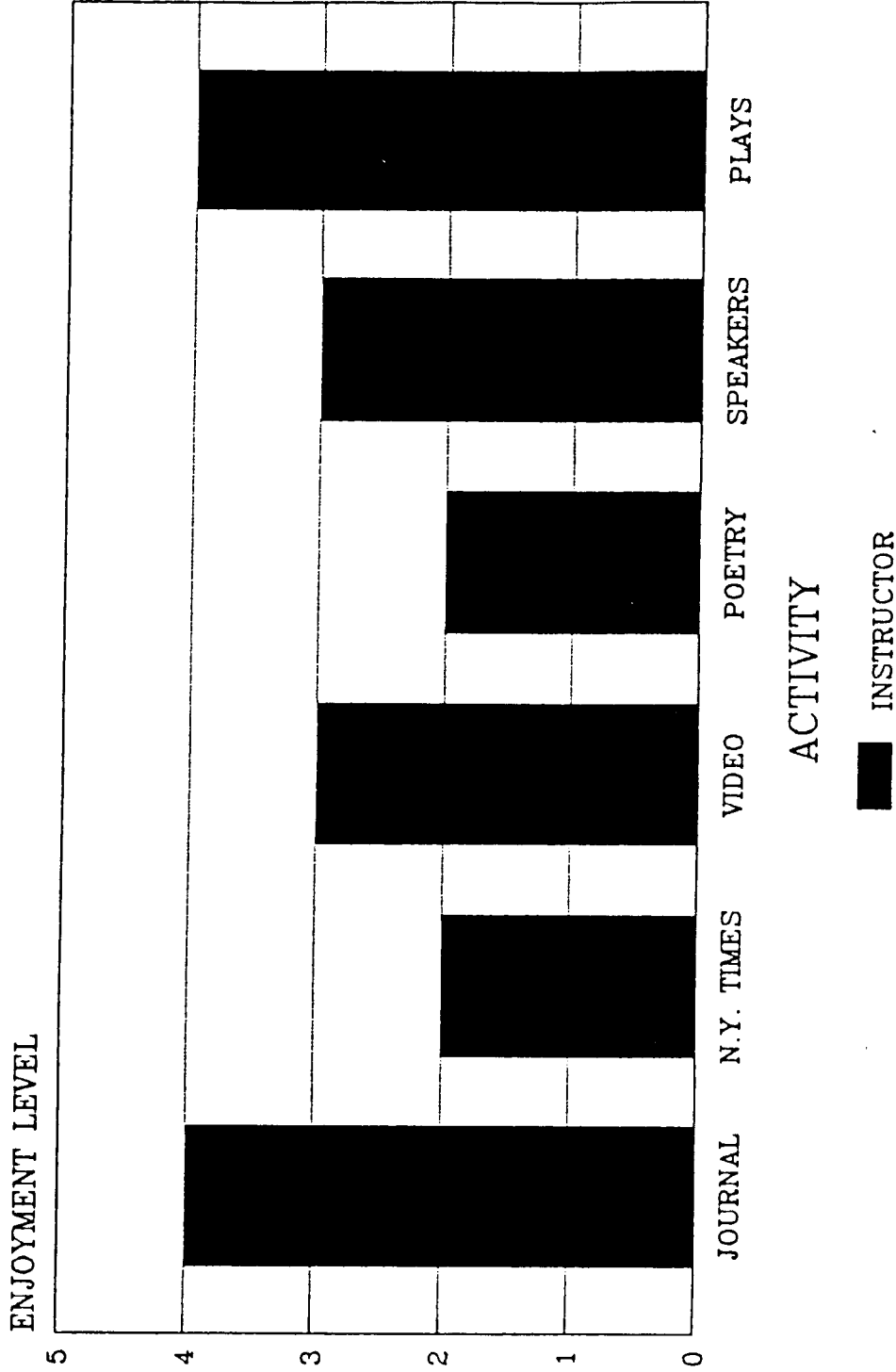
See Graph

Very interested	-	13
Somewhat interested	-	4
Not very interested	-	1
Not interested at all	-	0

Total		18

FRESHMEN SEMINAR

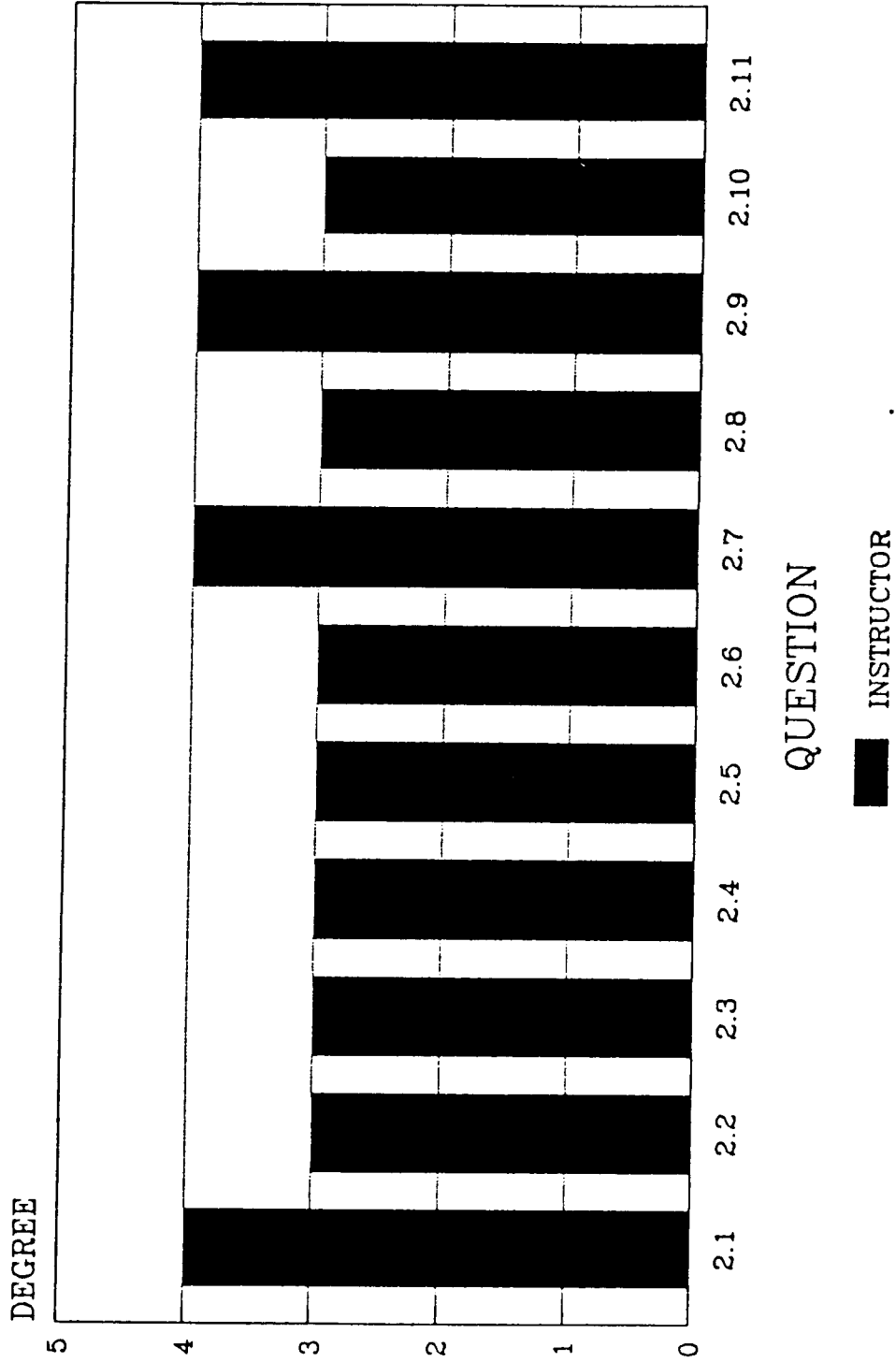
ACTIVITIES: INSTRUCTOR EVALUATION



L.PASTORIZA, RESEARCH ANALYST

FRESHMEN SEMINAR

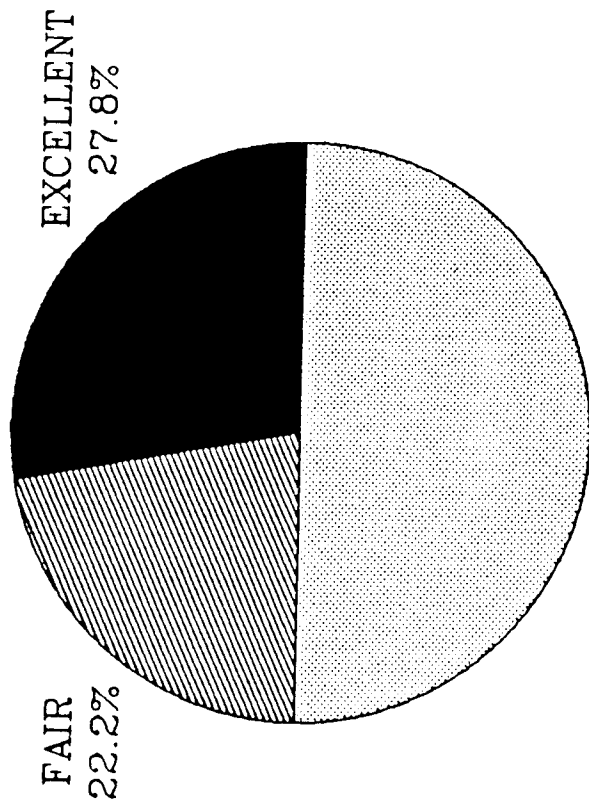
TOPICS: INSTRUCTOR EVALUATION



L.PASTORIZA, RESEARCH ANALYST

FRESHMEN SEMINAR

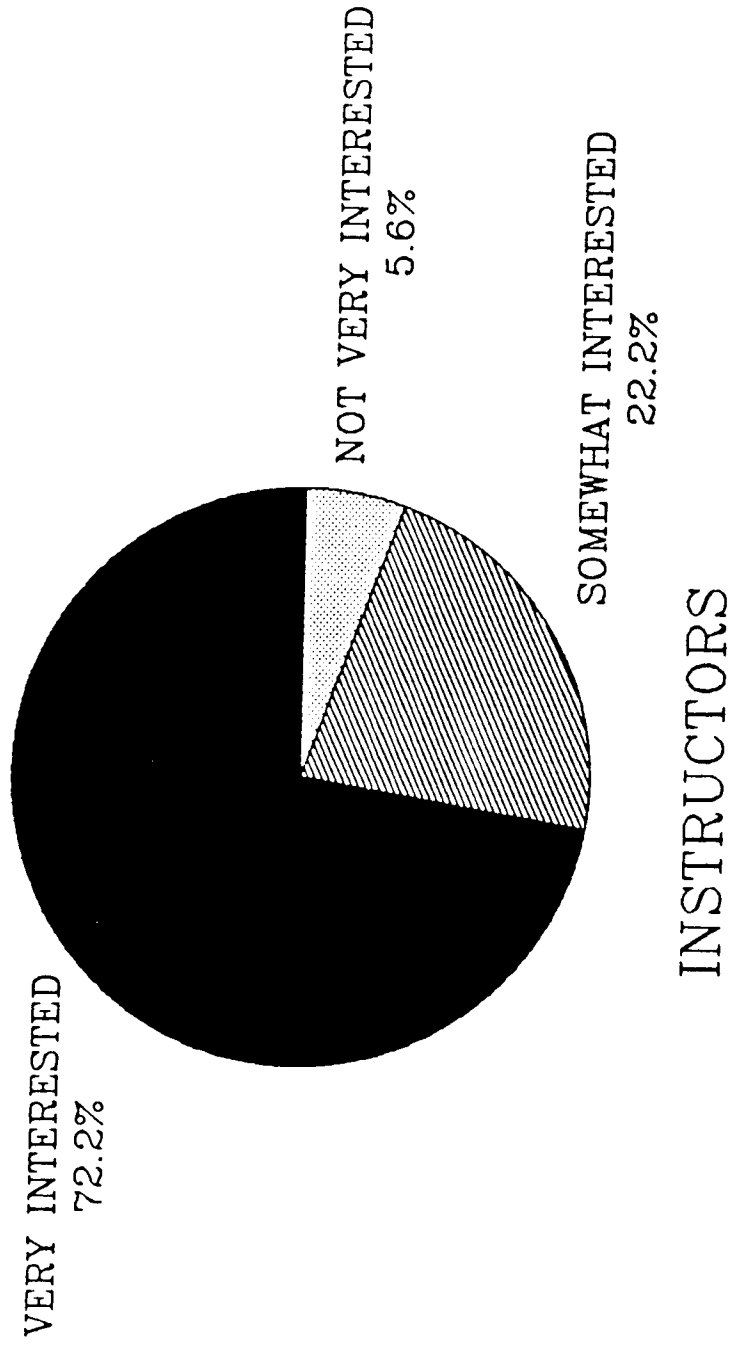
HOW MENTOR'S FEEL STUDENTS RATED SEMINAR



GOOD
50.0%
INSTRUCTORS

FRESHMEN SEMINAR

HOW MENTOR'S FEEL THEY ARE PERCEIVED



Step 6 (Senate)

Received _____

Date

If no, reasons are as follows:

Approved YES No

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Signature, Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature, Registrar

Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)