

Transmittal memo: Oct 22, 1984



*83-84-97**

Faculty Senate
863-5244

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

26 May, 1984

M E M O R A N D U M

TO: Dr. Herman James, Vice President for Academic Affairs
FROM: Dr. Shirley A. O'Day, Chairperson - Senate
Curriculum Committee

The Following proposal has been approved by the Senate Curriculum Committee, reported to the Senate and recommended to you for implementation.

83-84-97 Freshman Seminar - 1 credit - Interdisciplinary
(Administered by Education Administration Dept.)

SAO/eo

JUN 1984

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Freshman Seminar

Sponsor(s): Freshman Experience Committee Dept.: _____

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

Certification Program Undergraduate Graduate Credit Hours

Step 1 (Department)

Step 2 (Receipt)

Step 3 (Division CC)

Approved 2/28/84
date

Not Approved

Edward V. White
Chairperson, Dept.

Reviewed
date

SCC# 73

Proposal Received _____
date

Shirley A. O'Day
Chairperson, SCC

Reviewed _____
date

Approved

Not Approved

Comments:

Bois Winkler 4/15/84
Per Helen
4/14/84

Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed 3-16-84
date

catalogue description must contain the sentence "See _____ to be accurate. The statement should say certification students must take Career Exploration Seminar and should not take Freshman Seminar"

Shirley A. O'Day
Signature, Dean of Division

Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 4/27/84 Approved by Senate Curriculum Committee 5/11/84 (date)

Returned to sponsor(s) for the following reasons:

Housing of course within a department for the college - Admissibility course responsibility - including scheduling, faculty load - budget - etc.
Done

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 5/23/84

Approved
 Not Approved

Notification to Vice-President Academic Affairs (date): 5/24/84

Shirley A. O'Day
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received _____ (date)

Course approved Yes _____ No _____

If no, reasons are as follows:

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 _____ (Date) _____
(Registrar)


Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),
Academic Dean(s), Registrar, Sponsor(s)



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

EDUCATIONAL ADMINISTRATION DEPARTMENT
609-445-5229

TO: Dr. Shirley O'Day, Chairperson
Senate Curriculum Committee

FROM: Dr. Ted White, Chair 
Freshman Experience Committee

RE: Freshman Seminar

DATE: May 15, 1984

Thank you for your memo of April 30 regarding the proposal for the Freshman Seminar.

After consultation with the members of the Freshman Experience Committee, Dr. James, and the faculty of the Educational Administration Department, we have determined that primary administration of the Freshman Seminar will be the responsibility of the Educational Administration Department. All selection of faculty, books, and resource management will be assumed by the Chairperson of the Department.

Thank you and your committee for the support of the Freshman Seminar.

EHW:mrc

cc: Freshman Experience Committee
Dr. James
Dr. Weaver



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DIVISION OF PROFESSIONAL STUDIES
Office of Graduate Studies

April 30, 1984

TO: Dr. Ted White
FROM: Shirley O'Day, Chairperson, Senate Curriculum Committee

The Senate Curriculum Committee has placed the course proposal "Freshman Seminar" on hold because the committee felt that the attached Senate Guidelines IV, A, 1, b, had not been adequately addressed or answered.

The scheduling of class times, faculty load-time, book selection, and budget allocations seemed to be unanswered. The primary administration of the course is not indicated. When these questions are answered the committee will announce the approval of the course at the Senate meeting and recommend the course to Dr. James.

cc: Dr. Herman James

COURSE PROPOSAL: FRESHMAN SEMINAR

Details

- A. Course Title: Freshman Seminar
- B. Sponsors: The Freshman Experience Committee
- Dr. David Applebaum, History
 - Dr. Estelle Brown, Reading
 - Ms. Sue Doyle, Admissions
 - Mr. Owen Metcalf, Music
 - Mr. Thomas Michael, Administrative Studies
 - Ms. Carolyn O'Donnell, Speech/Theatre/Dance
 - Ms. Marianne Palladino, Communications
 - Ms. Marguerite Stubbs, Associate Dean of Students
 - Dr. Warren Wallace, EOF King Scholars
 - Dr. Ted White (Chair), Educational Administration
 - Dr. Flora Young, Sociology
 - Mr. Robert Zazzali, Student Activities
- C. Course Level: Freshman, 1 Credit
- D. Curricular Effect: Free Elective [Students planning to enter programs leading to teacher certification must enroll for Career Exploration Seminar - the Freshman Seminar will not meet this requirement]
- E. Prerequisites: None
- F. Implementation: Fall-1984
- G. Adequacy of Resources: Glassboro State College Faculty, Administrators, and Staff would be adequate to teach the course. An indepth training program must be provided for all teaching staff.
- Material resources in the Library and the Center for Counseling and Career Development are sufficient to provide students with a variety of information relevant to the seminar. Materials will be secured for faculty in the topic areas to be covered in the class, and will be included in a faculty training package.
- Present classroom space is adequate to offer the course.
- H. Short-Term Evaluations: The student questionnaire and summary of results of evaluations are attached. The evaluations by students support offering the seminar (98% of the responding students would recommend the seminar to an incoming freshman). In addition, 71% of the students would require the seminar.

II. Rationale

The consequences of student attrition include students' leaving the institution without accomplishing their educational objectives and a serious reduction in revenues. Both of these consequences need to be addressed if the institution is to meet its stated mission.

II. Rationale - Con't.

Recent trends in student attrition in higher education have resulted in a concerted effort by both 2 and 6-year institutions to develop programs which improve retention.

Many institutions of higher education are responding to the problem by creating an opportunity for freshman (new) students to come together with a faculty member to discuss academic, career, and personal concerns. The most common format continues to be a credit-bearing course during the first semester the student is on campus. Studies conducted at the University of South Carolina, the national leader in Freshman Seminar Programs, have indicated a marked reduction in attrition among students enrolled in "University 101" at USC. A freshman seminar is currently required at Trenton State College, University of Pittsburgh and West Chester State University. Similar programs are currently in operation or under development at public and private institutions all across North America.

Current research points to a number of non-academic performance factors that appear to be causally related to attrition.

This seminar is uniquely designed to serve as a continuing orientation link for the new (primarily freshman) student to adjust to the collegiate community. A deliberate effort is made to establish a mentor bond between the student and seminar faculty to act as a stabilizing force for the student. Students will be encouraged to identify and utilize the academic and social resources of the College and to begin the process of academic goal-setting and program-planning.

The seminar is, by itself, not likely to eliminate Glassboro's 25% attrition. However, the course should contribute to the reduction in the number of students who leave Glassboro without having achieved their personal and academic goals.

III. Essence

A. Objectives

As a result of participating in the Freshman Seminar, the students will be able to:

1. Describe the major policies and procedures that govern academic and extracurricular programs at the College.
2. List, describe and discuss the programs and services available to freshman students in the areas of academic planning, personal development, and career planning.
3. Describe the co-curricular and extracurricular programs and opportunities available for freshman students at Glassboro.
4. Describe and discuss their academic, personal and career goals.
5. Plan and justify a general education sequence of courses as a foundation for their academic program of studies.
6. Describe and analyze their long-term academic goals and plan a program of studies reflective of those goals.
7. Identify a person on the staff of the College with whom they meet regularly to discuss academic and personal concerns.

III. Essence - Con't.

B. Topical Outline

1. Academic Organization
 - a. VP Academic Affairs
 - b. Deans
 - c. Chairs
 - d. Faculty
2. Student Services Organizations
 - a. VP Student Affairs
 - b. Deans
 - c. Departments
 1. Counselling/Career Development
 2. Student Health
 3. Specialized Services
3. Financial Organization
 - a. VP Finance
 - b. Maintenance
 - c. Security
4. Academic Policies and Procedures
 - a. Grading
 - b. Academic Dismissal/Probation
 - c. Cheating
 - d. Attendance
 - e. Graduation Requirements
 - f. Academic Records
5. Personal Self-Assessment
 - a. Goal Setting
 - b. Understanding Self
 1. skills
 2. academic attitude
 3. initiative
6. Study Skills
 - a. Test Taking
 - b. Study Habits
 - c. Time Management

III. Essence - Con't

B. Topical Outline

7. Career Development Assessment
 - a. Strong-Campbell Interest Inventory
 - b. Career Planning Library
 - c. Academic/Career Planning
8. Academic Advisement
 - a. Academic Advisor Role
 - b. Academic Advisement Services
 - c. Program Planning
 - d. Registration for Courses
9. Personal Skills
 - a. Money Management
 - b. Social Pressures
 - c. Stress Management
 - d. Dealing with Problems
10. Co-Curricular and Extra-Curricular Activities
 - a. SGA
 - b. SFCB
 - c. Social Programs
 - d. Clubs, Fraternities, Academic Organizations
 - e. Athletics
 1. intercollegiate
 2. intramural
11. Financial Services
 - a. Financial Planning
 - b. Financial Aid
 - c. Work/Study
 - d. Job Locator
12. Library Services
 - a. General Services
 - b. Special Services
13. Student and Faculty Dialogue
(An open opportunity for students and faculty to discuss topics of interest)

III. Essence - Con't.

C. Evaluation

1. The Freshman Seminar will be offered on a pass/no credit basis. Students will be required to complete several written assignments including program plans, interview reports, and papers describing academic, personal, and career goals.

All written assignments will require the demonstration of research and scholarship including citations of source material and attention to other academically acceptable matters of style.

2. The Freshman Seminar course will be evaluated by students each semester and the aggregate results analyzed for possible course revision. Ongoing efforts will be made to assess the relationship between student participation and retention.

IV. Results of Consultation

The Freshman Experience Committee has reviewed and guided the continuing development of the Freshman Seminar course since the committee was formed 18 months ago. Additionally two members of the committee have attended the national conference on the Freshman Year Experience for the past 2 years. During these conferences numerous programs of a similar nature were examined and discussed with representatives of the participating institutions.

The Sponsors have also discussed freshman seminar programs with the following institutions and individuals:

Pennsylvania State University - Beaver College
Robert C. DeWitt, Assistant Dean of Student Affairs
Richard M. DiRuzza, Dean of Student Affairs

University of Pittsburgh
Beverly Harris-Schinz, Assistant Dean
Linda Burns, Director, Freshman Advising

University of South Carolina
John Gardner, Director, Freshman Year Experience

Montclair State College
Peter Prichard, Assistant Director, Career Services

Trenton State College
Linda Dunphy, Assistant to the Provost

v. Additional Comments

Bibliography

Maxwell, Norman H. How to Read and Study for Success in College. New York, N.Y.: Holt, Rinehart and Winston, 1976.

Chapman, Elwood N. College Survival - A Do-It-Yourself Guide. Chicago, IL: Science Research Associates, Inc., 1974.

Langan, John and Nadell, Judith Doing Well in College. New York, N.Y.: McGraw-Hill Book Company, 1980.

Preston, Ralph C. and Botel, Morton How to Study. Chicago, IL: Science Research Associates, Inc., 1981.

Kaufman, Roger Identifying and Solving Problems: A System Approach. LaJolla, California. University Associates, Inc., 1970.

Deer, C. Brooklyn Work, Family, and the Career - New Frontiers in Theory and Research. New York, N.Y.: Praeger Publications, 1980.

Catalogue Description

The Freshman Seminar will provide freshman students with an opportunity to become familiar with College policies and procedures. Students will be challenged to begin planning their academic career following an assessment of their personal and academic goals. Students will have an opportunity to develop a mentor relationship with the seminar faculty and will be encouraged to identify and utilize the College's academic and social services. (Students planning to enter programs leading to teacher certification must enroll for Career Exploration Seminar - the Freshman Seminar will not meet this requirement.)

FRESHMAN SEMINAR EVALUATION

1. Below is a list of topics for the Freshman Seminar. Were these topics discussed in your class?

	<u>Yes</u>		<u>No</u>
a.	_____	College Policies	_____
b.	_____	Organization of the College	_____
c.	_____	A Visit to Savitz Library	_____
d.	_____	Financing College	_____
e.	_____	Managing Your Time	_____
f.	_____	Taking Tests	_____
g.	_____	Strong-Campbell Interest Inventory	_____
h.	_____	Counselling	_____
i.	_____	Career Development Services	_____
j.	_____	Balancing Social and Academic Life	_____
k.	_____	Student Activities, e.g. Student Gov't., Clubs, Concerts, etc.	_____

2. To what extent were each of these topics helpful to you in getting started in college?

1 = Extremely Helpful

2 = Very Helpful

3 = Somewhat Helpful

4 = Not At All Helpful

5 = Not Applicable, Not Discussed

PERSONAL DATA

4. Sex: M _____ F _____
5. Commuter _____ Resident _____
6. Are you taking basic skills instruction in Developmental Education?
_____ Yes _____ No
7. Have you matriculated into a program of study (formally declared a major)?
_____ Yes _____ No
- 7a. If no, are you closer to making a decision as a result of your participation in the Freshman Seminar?
_____ Yes _____ No
8. About how many sessions of this class did you miss?
_____ 0 _____ 1-3 _____ 4-6 _____ 6 or more
9. Did you participate in Freshman Orientation in September?
_____ Yes _____ No
10. Have you identified someone to whom you can go for general advice?
_____ Yes _____ No
11. Are you returning to Glassboro State in the Spring?
_____ Yes _____ No
12. Would you recommend this course to an incoming freshman?
_____ Yes _____ No
13. Do you think this course should be required for all freshman? Please explain your answer. (Use back of paper for answer)
_____ Yes _____ No
14. If we could go back and re-design this course, what changes would you make? (Use back of paper for answer)

FRESHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY 31

COLLEGE POLICY WE DISCUSSED COLLEGE POLICY. CUM PERCENT
 YES 56 56 100.000 100.000

COLORADO WE DISCUSSED ORGANIZATION OF GSC. CUM PERCENT
 YES 55 55 98.214 98.214
 NO 1 1 1.786 100.000

SAVITZ WE VISITED SAVITZ. CUM PERCENT
 YES 55 55 98.214 98.214
 NO 1 1 1.786 100.000

FINANCIAL WE DISCUSSED FINANCING COLLEGE. CUM PERCENT
 YES 50 50 89.286 89.286
 NO 6 6 10.714 100.000

TIME MANAGEMENT WE DISCUSSED TIME MANAGEMENT. CUM PERCENT
 YES 56 56 100.000 100.000

TEST WE DISCUSSED TAKING TESTS. CUM PERCENT
 YES 54 54 96.429 96.429
 NO 2 2 3.571 100.000

STRONG WE COMPLETED THE STRONG-CAMPBELL. CUM PERCENT
 YES 56 56 100.000 100.000

COUNSELLING WE DISCUSSED COUNSELLING. CUM PERCENT
 YES 54 54 96.429 96.429
 NO 2 2 3.571 100.000

FRESHMAN SEMINAR EVALUATION

CAREFUL WE DISCUSSED CAREFUL SERVICES. CUM PERCENT

YES 56 56 100.000 100.000

LIFE WE DISCUSSED ACADEMIC AND SOCIAL LIFE. CUM PERCENT

YES 51 51 91.071 91.071

NO 56 56 8.929 100.000

STUDENT WE DISCUSSED STUDENT ACTIVITIES. CUM PERCENT

YES 42 42 76.364 76.364

NO 13 55 23.636 100.000

15:12 TUESDAY, JANUARY 3

HELLSHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY

POLICY	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS POLICY TOPIC?	CUM PERCENT
	14	14	43	29	25.000	25.000
	29	43	51.786	12	51.786	76.786
	12	55	21.429	1	21.429	98.214
	1	56	1.786		1.786	100.000

ORGAN	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS GSC ORGANIZATION TOPIC?	CUM PERCENT
	11	11	40	29	19.643	19.643
	29	40	51.786	16	51.786	71.429
	16	56	28.571		28.571	100.000

SAVITZ	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS SAVITZ VISIT?	CUM PERCENT
	1	10	27	17	18.182	18.182
	10	27	43	16	30.909	49.091
	17	43	29.091	11	29.091	78.182
	16	54	20.000	1	20.000	98.182
	11	55	1.818		1.818	100.000

FINANCE	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS FINANCING TOPIC?	CUM PERCENT
	1	16	29	13	29.091	29.091
	16	29	48	19	23.636	52.727
	13	48	34.545	8	34.545	87.273
	19	55	3.636	5	3.636	90.909
	5	55	9.091		9.091	100.000

TIME	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS TIME MANAGEMENT TOPIC?	CUM PERCENT
	16	18	46	28	32.143	32.143
	28	46	50.000	8	50.000	82.143
	8	54	14.286	2	14.286	96.429
	2	56	3.571		3.571	100.000

TAKINGIST	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT AT ALL HELPFUL	HOW HELPFUL WAS TEST-TAKING TOPIC?	CUM PERCENT
	1	20	39	19	36.364	36.364
	20	39	54	15	34.545	70.909
	19	54	27.273	1	27.273	98.182
	15	55	1.818		1.818	100.000

FRESHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY 31

INITIV
 EXTREMELY HELPFUL
 VERY HELPFUL
 SOMEWHAT HELPFUL
 DOES NOT APPLY

HOW HELPFUL WAS THE STANDING-CAMPBELL?
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

22	22	39.286	39.286
16	38	28.571	67.857
16	54	28.571	96.429
2	56	3.571	100.000

COUN
 EXTREMELY HELPFUL
 VERY HELPFUL
 SOMEWHAT HELPFUL
 NOT AT ALL HELPFUL
 DOES NOT APPLY

HOW HELPFUL WAS COUNSELLING TOPIC?
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

16	16	28.571	28.571
24	40	42.857	71.429
14	54	25.000	96.429
1	55	1.786	98.214
1	56	1.786	100.000

CARSEEV
 EXTREMELY HELPFUL
 VERY HELPFUL
 SOMEWHAT HELPFUL
 NOT AT ALL HELPFUL

HOW HELPFUL WAS CARSEEVS TOPIC?
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

21	21	37.500	37.500
22	43	39.286	76.786
12	55	21.429	98.214
1	56	1.786	100.000

SOCAGA
 EXTREMELY HELPFUL
 VERY HELPFUL
 SOMEWHAT HELPFUL
 DOES NOT APPLY

HOW HELPFUL WAS SCHOOL LIFE TOPIC?
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

8	8	14.286	14.286
24	32	42.857	57.143
21	53	37.500	94.643
3	56	5.357	100.000

ACTIVITY
 EXTREMELY HELPFUL
 VERY HELPFUL
 SOMEWHAT HELPFUL
 NOT AT ALL HELPFUL
 DOES NOT APPLY

HOW HELPFUL WAS ACTIVITIES TOPIC?
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

12	12	21.429	21.429
14	26	25.000	46.429
18	44	32.143	78.571
3	47	5.357	83.929
9	56	16.071	100.000

*Would you have known
where to go for these
services?*

FRESHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY

COUNSELLING		CAREER COUNSELLING		ACADEMIC ADVISEMENT		FINANCIAL AID		STUDENT ACTIVITIES		TEST TAKING PROBLEMS		PERSONAL HELP WITH PROBLEMS		ASSISTANCE IN SAVITZ		MANAGING YOUR TIME	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
13	43	13	56	28	28	25	56	26	56	1	8	13	43	30	26	14	42
23.214	76.786	23.214	76.786	50.000	50.000	44.643	55.357	46.429	53.571	14.545	85.455	23.214	76.786	53.571	46.429	25.000	75.000
CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT	CUM PERCENT
23.214	100.000	23.214	100.000	50.000	100.000	44.643	100.000	46.429	100.000	14.545	100.000	23.214	100.000	53.571	100.000	25.000	100.000

FRESHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY 3

SEX	FREQUENCY	WHAT IS YOUR FREQ?	SEX?	PERCENT	CUM PERCENT
MALE	24	24		43.636	43.636
FEMALE	31	55		56.364	100.000

TECHNIQUE SEMINAR EVALUATION

15:12 TUESDAY, JANUARY 31,

LIVSTAT	WHAT IS YOUR LIVING STATUS?	CUM PERCENT
RESIDENT	FREQUENCY CUM FREQ	CUM PERCENT
1	22	40.000
33	35	60.000
		100.000

FISHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY 31,

BASKETS	ARE YOU IN DEV. ED. COURSES?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	1 32 23	32 55	58.182 41.818	58.182 100.000

MAKING	HAVE YOU DECLARED A MAJOR?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	1 23 32	23 55	41.818 58.182	41.818 100.000

CLOSING	ARE YOU CLOSE TO A MAJOR?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	26 25 5	25 30	83.333 16.667	83.333 100.000

ORIENT	DID YOU ATTEND ORIENTATION?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	1 52 3	52 55	94.545 5.455	94.545 100.000

MENTOR	HAVE YOU FOUND SOMEONE FOR ADVICE?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	1 51 4	51 55	92.727 7.273	92.727 100.000

RETURN	ARE YOU RETURNING TO GSC IN SPRING?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	2 53 1	53 54	96.148 1.852	98.148 100.000

RECOMMEND	WOULD YOU RECOMMEND THIS COURSE?			
YES	FREQUENCY CUM FREQ	PERCENT	CUM PERCENT	
NO	1 54 1	54 55	98.182 1.818	98.182 100.000

FRESHMAN SEMINAR EVALUATION

15:12 TUESDAY, JANUARY

ACQUIRED	SHOULD THIS COURSE BE REQUIRED? FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	39	70.909	70.909
NO	16	55	29.091	100.000

FRESHMAN SEMINAR EVALUATION

13. Do you think this course should be required for all freshman?
Please explain your answer.

Yes. I think this course should be required only for those freshman who haven't yet decided on a major. I think this course is a helpful source for students to make some kind of a decision for a major.

No, because I feel that if a student wants to try to start on his own, it should be his choice.

No. I don't think this class should be required for all freshmen because they all probably wouldn't take it seriously. The smarter, concerned students will realize that they should take it, and they will. Remember, some students don't care about school; they're here because "Mommy and Daddy said so." If a student doesn't care about school he won't come to class, and when he does he will probably be a nuisance anyway. This course will always be a success because a lot of students do care and will request it on their schedules.

Yes. Switching from high school to college was a major move because high school is so controlled and guided. When I entered college no one informed me of what was going on around campus. Fortunately, my freshman seminar course was very informative. Therefore, I recommend the course for all freshman and that it should be required.

Yes. This course helps you in learning about Glassboro and the activities offered. This is really important for freshmen.

Yes.

Yes.

Yes. It helped a lot to know where to go when you have a problem.

Yes. I feel I have learned a lot about both the college and myself. It was definitely an asset and should be made a requirement of all incoming freshmen.

Yes. I feel that all freshmen should take this course because it is very helpful to students who are coming into this school knowing very little about college. I think an abbreviated course such as this should be offered to transfers.

Yes. In conclusion, I strongly recommend Freshmen Seminar for all incoming freshmen. Who knows, they might pick up something, (like I did) that may definitely be of good use to them in analyzing their present, past, or future.

No. As is, it didn't really help much.

Yes. I think I would require all freshmen because it would help them understand their first semester better and maybe lead to them staying longer.

#13

No. Some college students who are enrolling as freshmen may be older and not need this type of assistance. It should be up to the individual.

Yes.

Yes.

No. Some people know where they are and what they want to do so I feel it shouldn't be required.

Yes.

Yes.

No.

Yes. It should be required because without it I would've been lost about seeing any counselor, signing up for spring semester classes. It helped a lot, although at first, I must admit, I thought the class was going to be a waste of time.

Yes. I feel this course should be required for all incoming freshmen. Most incoming freshmen are not sure of what they really want out of life. I feel this course can help them in making a career decision. I also feel that freshmen really don't know where to go if they have a problem. This course has given me answers to many questions that have come to my mind. I think this course should be a requirement.

Yes. It helped me a lot in registering and understanding how the college works and I think if every freshman knew this, there would be less confusion.

No.

Maybe.

Yes. I would advise incoming freshmen to take this course because they would become more informed about the college. You receive first-hand information about what is going on instead of hearing it from other people.

Yes. I do believe that it should be required for all freshmen. Large number of freshmen that I know have no idea of where to get help. They are unaware of the resources available at the college (i.e. the career library, special sections of Savitz, etc.). Now that I have taken this course, I am better prepared to complete my college education successfully.

Yes.

Yes. I think that this class should be a requirement for all freshmen because it would be very helpful to them. In my experience, I learned quite a bit about how to solve my problems and where to go for advice. I'm glad I took this course.

#13

Yes. They should make it a requirement because so many freshmen are confused about different things: classes, professors and personal life. This course would help them to get help.

No. It should remain as an option.

No. It should not be required because there are those students who just don't care about school policies or bettering themselves. This enables the teachers to have only those students interested.

Yes. Incoming freshmen always seem lost and having this course could help. Also, many freshmen don't know the difference between social life and school work. Freshman Seminar not only cures this, but also gives a large amount of information that could help you through your freshman year, and the rest of your stay at Glassboro. This course also gives many ideas to look into for your major and your life after college.

Yes. I think the seminar was very helpful in identifying many aspects of college, especially helping you become aware that you are in college, and no one is going to help you anymore, that everything has to be done by yourself.

No. This course is good but I don't think it should be required.

No. This class should not be required, but it should be strongly recommended to incoming freshmen. If you require someone to take this class you may fill an important time slot that they need for another class.

Yes. I feel the Freshmen Seminar should be required for all freshmen because the students would know a lot more about the college.

Yes. I feel the Freshman Seminar course should be required because it will show freshmen that there is more to college than partying three nights a week. It makes a person become close to at least one faculty member which is important to freshmen because at least, I don't know what is really going on most of the time. I would never have known the different services/and locations that were offered on campus or who to call if I need help, which is very important. Everyone needs a friend!

No. I think it should be the student's choice whether or not to take the course. Some students already live in the general area, and may know all about the college before entering it.

No. I feel that it should be the student's own responsibility to become involved and stay informed at college. It would be more worthwhile for students to take this course, because they truly want to take it.

No. Continue as optional elective.

Yes. Everyone needs the help this course has given. Require--everyone can benefit from the content!

#13

Yes. I would make this course a 3 credit, 2 day a week class so more things could be covered.

No. I don't think the class would be as effective if you had to be there. The students who attended the class wanted to be there. This creates a bigger interest and involvement in the class.

Yes. It will help freshmen become a part of the college lifestyle more quickly.

Yes. This course should be required because a lot of freshmen have problems with college life. If, in the beginning of the year, say the first semester, they make this a mandatory course, I'm sure it would help a lot of the confused students.

Yes. I feel that this course would greatly benefit all incoming freshmen.

Yes. This course helps freshmen approach college with a more relaxed and confident attitude.

Yes. Freshmen Seminar should be required by all incoming freshmen because it helps a student adjust to its new surroundings--College. This course was also beneficial to me because it made me realize that you must study for exams. It also showed me how to apply for financial aid and other necessary information. It should also be required because it gives freshmen a chance to explore different areas of the campus--Career Development, Library and Financial Aid.

Yes. I feel that it was helpful but that it should be offered for $\frac{1}{2}$ semester, mandatory.

Yes. I think this course should be required because not very many people know where to go for help and if they can't find where to go they just forget about it which is only hurting themselves.

Yes. I think this class should be a requirement for all freshmen because it provides the incoming freshman with the much needed information about the college. It won't be so hard, or as hard, if he has this course because he will know where to get the assistance if he needs it.

Yes.

Yes. Many of the freshmen would not know the things we have learned in this class. I know a graduate that does not know some of the things we have covered.

FRESHMAN SEMINAR EVALUATION

14. If we could go back and re-design this course, what changes would you make?

This course was very well-organized and helped me deal much easier with some of my "Freshman" dilemmas. I really could not see how to change or re-design it to make it better.

The changes I would make would be to emphasize frequent study periods, course selection--how to change courses and major. And how to get involved in campus activities Commuter/Non-commuter.

I would have the same exact course only for a shorter time-- $\frac{1}{2}$ semester.

I only wish it were a bigger class so there would be more input and questions in the discussion.

I can't think of any changes that I would make.

The only change I would make in this course is the day it was on. A Friday at 9:30 in the morning is not a very good time for most students. I know for me it wasn't because of the fact that I had to go home for the weeknd. And some students hold jobs on the weekends. Otherwise, I wouldn't re-design the course in any way.

None.

None that I can think of.

Actually, the course was designed in a good fashion. The course touched base on a lot of material, and that was helpful. Anything I didn't really understand could have been answered by asking my teacher for a schedule of that particular workshop.

None.

A little more information.

The only change that I would make would be to give the students a questionnaire before they begin the class asking them what they know about the college and what their basic interests are. I'm suggesting this because not all things we studied were of interest to everyone. I think this way you could get the students together that have the same interests.

Include more on balancing social and academic life and student activities. These two topics were covered way too vaguely and are important points that should be made.

It should deal more with actual credit requirements. And what to do if you need help.

Changes--library.

#14

I would take more time to have individual conferences with each student and treat them on a one-to-one basis. (Plus incorporate the rest of the program because I think it was great!)

None, it covered everything.

None.

None.

The course was informative as far as I'm concerned. There is not much I would change--I don't know what I'd change.

I wouldn't change anything, because I feel the course was sufficient enough.

Stress more about registration and the college procedures.

Bring food to class. Bring Kool-Aid. Play music. Tell us more about social activities. Tell us more about the money in the student government and how we can spend it.

You should include more information about student activities, balancing social and academic life, and about...

I think the course is designed perfectly. Maybe a little more emphasis on student activities.

None.

I can't think of any changes that I would make. It was a pretty well-organized course.

This course needs more speakers.

No changes.

I wouldn't change too much about this course, but if I really had to, financing college would probably be the only thing that I would put more emphasis on. Although budgeting money was discussed, I don't recall financing college being discussed.

I think we should visit more departments (instead of them coming to us, we should go to them). Then we would know the department, instead of knowing about the department.

I think that the only thing that could be changed that would improve the program would be to reduce the number of students per class a little bit.

Honestly, I really cannot see any changes in this Freshman Seminar because the course covered everything I wanted to learn about Glassbor State College.

I'm not so sure I would change anything. All the important issues were discussed. I like the small number of people in the class which brings a close feeling. I feel it should be required and thus should be offered more credits. Spend more time in library orientation.

#14

I think this course covers many informational topics. I don't see any need for change in the course topics.

The only topic I regret not discussing any further would be about financial aid, or financing my college career.

Don't change--just right balance.

None.

More on library. More on Career Planning.

Nothing.

I really felt that this course was designed well and I feel that there are no changes needed.



State of New Jersey

**GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028**

OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS

March 12, 1984

Dr. Ted White
Educational Administration
Robinson

Dear Ted,

I want to thank you for presenting the Freshman Seminar Course proposal to the Dean's Council for review and comment.

The documented need for such a course and, in particular, the opportunity for incoming Freshmen to interact with College faculty and staff was most persuasive. The unanimous endorsement of the school Deans and central academic affairs staff for the addition of the Freshman Seminar to our regular course offerings this Fall strongly attests to the need for establishing a continuing and structured orientation link with new students.

You and the members of the Freshman Experience Committee are to be commended for developing and piloting the course on a short-term basis. I would be pleased to speak on behalf of the sufficiency of the course proposal and for implementation in the Fall of 1984.

Sincerely,

A handwritten signature in black ink, appearing to read "H. James", written over a horizontal line.

Herman D. James
Vice President for Academic Affairs

HDJegc

cc: Deans' Council



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

EDUCATIONAL ADMINISTRATION DEPARTMENT
609-445-5229

TO: Dr. Shirley O'Day, Chairperson
Senate Curriculum Committee

FROM: Dr. Ted White, Chair
Freshman Experience Committee

TW

RE: Freshman Seminar

DATE: May 15, 1984

Thank you for your memo of April 30 regarding the proposal for the Freshman Seminar.

After consultation with the members of the Freshman Experience Committee, Dr. James, and the faculty of the Educational Administration Department, we have determined that primary administration of the Freshman Seminar will be the responsibility of the Educational Administration Department. All selection of faculty, books, and resource management will be assumed by the Chairperson of the Department.

Thank you and your committee for the support of the Freshman Seminar.

EHW:mrc

cc: Freshman Experience Committee
Dr. James
Dr. Weaver

COURSE PROPOSAL: FRESHMAN SEMINAR

Details

- A. Course Title: Freshman Seminar
- B. Sponsors: The Freshman Experience Committee
- Dr. David Applebaum, History
 - Dr. Estelle Brown, Reading
 - Ms. Sue Doyle, Admissions
 - Mr. Owen Metcalf, Music
 - Mr. Thomas Michael, Administrative Studies
 - Ms. Carolyn O'Donnell, Speech/Theatre/Dance
 - Ms. Marianne Palladino, Communications
 - Ms. Marguerite Stubbs, Associate Dean of Students
 - Dr. Warren Wallace, EOF King Scholars
 - Dr. Ted White (Chair), Educational Administration
 - Dr. Flora Young, Sociology
 - Mr. Robert Zazzali, Student Activities
- C. Course Level: Freshman, 1 Credit
- D. Curricular Effect: Free Elective [Students planning to enter programs leading to teacher certification must enroll for Career Exploration Seminar - the Freshman Seminar will not meet this requirement]
- E. Prerequisites: None
- F. Implementation: Fall-1984
- G. Adequacy of Resources: Glassboro State College Faculty, Administrators, and Staff would be adequate to teach the course. An indepth training program must be provided for all teaching staff.
- Material resources in the Library and the Center for Counseling and Career Development are sufficient to provide students with a variety of information relevant to the seminar. Materials will be secured for faculty in the topic areas to be covered in the class, and will be included in a faculty training package.
- Present classroom space is adequate to offer the course.
- H. Short-Term Evaluations: The student questionnaire and summary of results of evaluations are attached. The evaluations by students support offering the seminar (98% of the responding students would recommend the seminar to an incoming freshman). In addition, 71% of the students would require the seminar.

II. Rationale

The consequences of student attrition include students' leaving the institution without accomplishing their educational objectives and a serious reduction in revenues. Both of these consequences need to be addressed if the institution is to meet its stated mission.

II. Rationale - Con't.

Recent trends in student attrition in higher education have resulted in a concerted effort by both 2 and 6-year institutions to develop programs which improve retention.

Many institutions of higher education are responding to the problem by creating an opportunity for freshman (new) students to come together with a faculty member to discuss academic, career, and personal concerns. The most common format continues to be a credit-bearing course during the first semester the student is on campus. Studies conducted at the University of South Carolina, the national leader in Freshman Seminar Programs, have indicated a marked reduction in attrition among students enrolled in "University 101" at USC. A freshman seminar is currently required at Trenton State College, University of Pittsburgh and West Chester State University. Similar programs are currently in operation or under development at public and private institutions all across North America.

Current research points to a number of non-academic performance factors that appear to be causally related to attrition.

This seminar is uniquely designed to serve as a continuing orientation link for the new (primarily freshman) student to adjust to the collegiate community. A deliberate effort is made to establish a mentor bond between the student and seminar faculty to act as a stabilizing force for the student. Students will be encouraged to identify and utilize the academic and social resources of the College and to begin the process of academic goal-setting and program-planning.

The seminar is, by itself, not likely to eliminate Glassboro's 25% attrition. However, the course should contribute to the reduction in the number of students who leave Glassboro without having achieved their personal and academic goals.

III. Essence

A. Objectives

As a result of participating in the Freshman Seminar, the students will be able to:

1. Describe the major policies and procedures that govern academic and extracurricular programs at the College.
2. List, describe and discuss the programs and services available to freshman students in the areas of academic planning, personal development, and career planning.
3. Describe the co-curricular and extracurricular programs and opportunities available for freshman students at Glassboro.
4. Describe and discuss their academic, personal and career goals.
5. Plan and justify a general education sequence of courses as a foundation for their academic program of studies.
6. Describe and analyze their long-term academic goals and plan a program of studies reflective of those goals.
7. Identify a person on the staff of the College with whom they meet regularly to discuss academic and personal concerns.

III. Essence - Con't.

B. Topical Outline

1. Academic Organization
 - a. VP Academic Affairs
 - b. Deans
 - c. Chairs
 - d. Faculty
2. Student Services Organizations
 - a. VP Student Affairs
 - b. Deans
 - c. Departments
 1. Counselling/Career Development
 2. Student Health
 3. Specialized Services
3. Financial Organization
 - a. VP Finance
 - b. Maintenance
 - c. Security
4. Academic Policies and Procedures
 - a. Grading
 - b. Academic Dismissal/Probation
 - c. Cheating
 - d. Attendance
 - e. Graduation Requirements
 - f. Academic Records
5. Personal Self-Assessment
 - a. Goal Setting
 - b. Understanding Self
 1. skills
 2. academic attitude
 3. initiative
6. Study Skills
 - a. Test Taking
 - b. Study Habits
 - c. Time Management

III. Essence - Con't

B. Topical Outline

7. Career Development Assessment
 - a. Strong-Campbell Interest Inventory
 - b. Career Planning Library
 - c. Academic/Career Planning
8. Academic Advisement
 - a. Academic Advisor Role
 - b. Academic Advisement Services
 - c. Program Planning
 - d. Registration for Courses
9. Personal Skills
 - a. Money Management
 - b. Social Pressures
 - c. Stress Management
 - d. Dealing with Problems
10. Co-Curricular and Extra-Curricular Activities
 - a. SGA
 - b. SFCB
 - c. Social Programs
 - d. Clubs, Fraternities, Academic Organizations
 - e. Athletics
 1. intercollegiate
 2. intramural
11. Financial Services
 - a. Financial Planning
 - b. Financial Aid
 - c. Work/Study
 - d. Job Locator
12. Library Services
 - a. General Services
 - b. Special Services
13. Student and Faculty Dialogue
(An open opportunity for students and faculty to discuss topics of interest)

III. Essence - Con't.

C. Evaluation

1. The Freshman Seminar will be offered on a pass/no credit basis. Students will be required to complete several written assignments including program plans, interview reports, and papers describing academic, personal, and career goals.

All written assignments will require the demonstration of research and scholarship including citations of source material and attention to other academically acceptable matters of style.

2. The Freshman Seminar course will be evaluated by students each semester and the aggregate results analyzed for possible course revision. Ongoing efforts will be made to assess the relationship between student participation and retention.

IV. Results of Consultation

The Freshman Experience Committee has reviewed and guided the continuing development of the Freshman Seminar course since the committee was formed 18 months ago. Additionally two members of the committee have attended the national conference on the Freshman Year Experience for the past 2 years. During these conferences numerous programs of a similar nature were examined and discussed with representatives of the participating institutions.

The Sponsors have also discussed freshman seminar programs with the following institutions and individuals:

Pennsylvania State University - Beaver College
Robert C. DeWitt, Assistant Dean of Student Affairs
Richard M. DiRuzza, Dean of Student Affairs

University of Pittsburgh
Beverly Harris-Schinz, Assistant Dean
Linda Burns, Director, Freshman Advising

University of South Carolina
John Gardner, Director, Freshman Year Experience

Montclair State College
Peter Prichard, Assistant Director, Career Services

Trenton State College
Linda Dunphy, Assistant to the Provost

V. Additional Comments

Bibliography

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Langan, John and Nadell, Judith Doing Well in College. New York, N.Y.: McGraw-Hill Book Company, 1980.

Preston, Ralph C. and Botel, Morton How to Study. Chicago, IL: Science Research Associates, Inc., 1981.

Kaufman, Roger Identifying and Solving Problems: A System Approach. LaJolla, California. University Associates, Inc., 1970.

Deer, C. Brooklyn Work, Family, and the Career - New Frontiers in Theory and Research. New York, N.Y.: Praeger Publications, 1980.

Catalogue Description

The Freshman Seminar will provide freshman students with an opportunity to become familiar with College policies and procedures. Students will be challenged to begin planning their academic career following an assessment of their personal and academic goals. Students will have an opportunity to develop a mentor relationship with the seminar faculty and will be encouraged to identify and utilize the College's academic and social services. (Students planning to enter programs leading to teacher certification must enroll for Career Exploration Seminar - the Freshman Seminar will not meet this requirement.)