2004-2005

KQIP Student Orientation

Team Report

[Image of two individuals in a library]
# Table of Contents

Mission and Value Statements ............................................................................................. 3
Abstract ................................................................................................................................. 4
Orientation Team Presentation .............................................................................................. 5
Current Kirkwood Orientation .............................................................................................. 6
Proposal ................................................................................................................................. 11
Assessment ........................................................................................................................... 12
Financial Analysis ................................................................................................................ 13
GANTT Charts ..................................................................................................................... 14
Considerations for Course Evaluation ................................................................................... 18
AQIP Criteria ........................................................................................................................ 20
KQIP Feedback Form and Recommendations ..................................................................... 22
Appendix A: Moraine Valley Report ................................................................................... 23
Appendix B: Illustrative Curriculum ..................................................................................... 34
Appendix C: Literature Review ............................................................................................. 61
Acknowledgements

The 2004-2005 KQIP Student Orientation Team thank the following for their input, expertise and assistance in this process:

The 2003-2004 Student Orientation KQIP Team

Linda Levy
Byron Freese
Tom Sabotta
Linda Allen
Mary Lou Lauer
Lyndsie Burns
Bobbi Hagist
Jenny Lensch

Our Colleagues at Moraine Valley Community College
MISSION, VISION AND PURPOSE

Kirkwood’s mission:
Identify community needs
Provide accessible, quality education and training
Promote opportunities for lifelong learning.

We know that Kirkwood provides accessible, quality education. Our new President, Dr. Mick Starcevich noted in his January 2005 speech on Martin Luther King Day that “In less than four decades we have grown mightily in Iowa by staying close to our communities, trying our best to respond quickly to the needs that arise in education, workforce training and community partnership.” It is our ability to be flexible and responsive that has made community colleges so successful.

Just as our communities have changed in the past decade students have changed as well. For many, the transition to college may be a greater step than they expect, or are prepared to make. Many students experience complete culture shock. They do not understand the manifest and hidden norms and even the values of the college experience, they are at risk of failure with their college experience. We feel that Kirkwood has an obligation to purposefully involve our newest students in an atmosphere of intentional engagement and support from their first day on campus through graduation.

It is our vision to be responsive to the needs of today’s diverse student populations as we are also responsive to our community’s changing workforce needs. Much of what influences a student’s success in college is beyond our control. There are things we can do. It is our obligation to be prepared and ready with a full gamut of engagement strategies.
Orientation Team

Team Co-Sponsors: Carolyn Stephenson and Becki Lynch

Team Members: Barb Dobling, Gayle Glick, Kate Hess, Genny Yarne, Jean McMeniman, Joe Collins, Lauri Hughes, Wendy Lingo

Abstract

In the 2003-2004 academic year the KQIP Steering Committee identified student orientation as one of the processes requiring a detailed study for possible improvement. A team was formed to examine both the current process of orientation at Kirkwood and make recommendations for improvement. The 2003-2004 Orientation Team became increasingly convinced of the need to implement an expanded student orientation program at Kirkwood. The 2004-2005 KQIP Orientation team recognizes the hard work of the 2003-2004 KQIP Orientation Team and the foundation it set to implement changes in the current orientation process.

Through research, including a visit to Moraine Valley Community College it has become apparent to the KQIP Orientation Team that the term “orientation” does not adequately define what we see as solid start to Kirkwood. In looking at the semantics we decided to refer to our recommended program as “College 101.” In the majority of research on first year experiences, orientation and College 101 are used interchangeably. The same is true in this report.

In the introduction to the 2003-2004 KQIP Orientation Team they state “This proposal maps out a plan to inform the college of this committee’s findings by engaging faculty, staff, and administrators currently involved in student orientation in a dialog centered around best practice.”

The groundwork was set by the original committee. The current committee is focused on implementing college wide changes in the orientation format, curriculum and delivery. Our report includes descriptive information regarding Moraine Valley Community College College 101 course and the impressive implications delivery of that course has had on retention (Appendix A). We have provided a timeline, potential syllabus (Appendix B), a cost analysis and solid recommendations. We have chosen to continue to use the list of best practices as identified by the literature to guide our work as did the Orientation Team before us.

The KQIP Student Orientation Team respectfully asks the KQIP Steering Committee to approve the plan presented. To do so will enhance the experiences of students, faculty, and administrators.
Orientation Team Presentation

Introduction......................................................................................................................... Genny Yarne

Mission, Vision, and Purpose ............................................................................................... Barb Dobling

Review of the 03-04 Team’s Efforts and Acknowledgements ........................................ Carolyn Stephenson

Best Practices from the Literature...................................................................................... Genny Yarne

Overview of Moraine Valley’s College 101 ......................................................................... Jean McMenimen

Proposal................................................................................................................................. Becki Lynch

Assessment............................................................................................................................. Becki Lynch

Financial Analysis................................................................................................................ Becki Lynch

GANTT Chart ....................................................................................................................... Wendy Lingo

AQIP Criteria......................................................................................................................... Lauri Hughes

Recommendations................................................................................................................ Kate Hess
Kirkwood’s Current Student Orientation Processes
(Re-Printed from the 2003-3004 KQIP Orientation Team Report)

The Student Orientation Team first developed a working definition of “student orientation,” which is shown in the box to the right. Based on this rather broad definition, the team was able to identify several formal and informal orientation activities currently in place at Kirkwood. The list is shown below:

Courses:
- Introduction to Liberal Arts
- Liberal Arts Orientation
- Tools for College Success
- How to be Successful in College
- Admissions programs, e.g. TGIF
- Applied Science program conferences
- Arts and Science / Career Option orientation
- Student Success Council programs
- Education & Pre-engineering majors group advising
- Anytime/Anywhere materials
- VITAL program orientation
- Advance program orientation
- Student Success Parent Orientation
- Workforce Investment Act
- Faculty advising
- Classroom teachers
- Library orientation by staff

The KQIP Student Orientation Team found that the type and amount of orientation activities varies greatly between groups of students. Most Arts and Science students receive very little orientation, and what orientation they do receive is very informal and sporadic. They might read course materials that deal with orientation topics, or they might participate in a discussion of orientation-related topics in one of their classes. If they take advantage of the advising system, they might also have an exposure to topics relating to their success as students. In addition, some students take advantage of existing programs, such as those who attend the Admissions’ TGIF program or those who tour the campus with a student ambassador. All such activities seem beneficial.

Arts and Science Orientation

Arts and Science students who attend the Introduction to Liberal Arts course or one of the other student success courses seem to benefit the most. Data from a study done in 2001 suggests that male students are 43% more likely and female students are 57% more likely to enroll in spring classes after taking the Introduction to Liberal Arts course.
Introduction to Liberal Arts has been offered for approximately thirteen years. The day-and-a-half orientation is comprised of several types of sessions, with the most popular being “Diversity” and “Liberal Arts Culture.” The student evaluations have been consistently good. Students appreciate getting to college ahead of time to meet and mingle with faculty and other students. However, a common complaint is that the program is too long.

Faculty who participate in the orientation program enjoy the experience and appreciate the opportunity to orient the students to Kirkwood’s culture. The faculty like it that students who have taken the orientation class say hello later in the semester.

The curriculum of the orientation program is evaluated and modified as needed every year, according to the following schedule.

<table>
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<tr>
<th>Task</th>
<th>Who</th>
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<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
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<tbody>
<tr>
<td>Identify instructors</td>
<td>Deans and learning initiatives (LI) director</td>
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<td>Curriculum discussed</td>
<td>Faculty, deans and LI director</td>
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<td>Curriculum revised</td>
<td>Faculty</td>
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<td>Materials identified and developed</td>
<td>Faculty</td>
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<td>Material collected, produced and distributed</td>
<td>Faculty, deans, LI director</td>
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<td>Orientation sessions taught</td>
<td>Faculty</td>
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<td>Student evaluations reviewed</td>
<td>Faculty and deans</td>
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<tr>
<td>Issues and topics noted for next year</td>
<td>Faculty, deans and LI director</td>
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Applied Science

Student orientation is more widely dispersed in the Applied Science Division of Kirkwood. Program coordinators in various Applied Science programs spend time orienting students, though at the time of this writing, it is not known to what extent orientation takes place. The team has developed a matrix (Appendix A) with the goals for student orientation along one axis, and the 200+ academic programs on the other axis. It was the intent of the team to gather data from program coordinators on the extent and quality of the orientation activities. Unfortunately, time ran out before the matrix could be populated with data. The team does know that most program coordinators value time spent in orientation-related discussions and that there is a belief that better oriented students will persist at higher rates in their program, though there is no hard data to support such claims.

Analysis of the Current Student Orientation Processes

While all of the student orientation activities listed on the previous page represent outstanding contributions by Kirkwood faculty and staff to the support the orientation needs of our students,
each process has been developed independently. To the team’s knowledge, Kirkwood has not engaged in a comprehensive study of the benefits of student orientation, nor has best practice been researched and implemented.

One of our team members, Wendy Lingo, has performed a thorough literature review on best practice in student orientation (Appendix A). She concludes from her research that the effectiveness of orientation programs, especially extended orientation programs often known as First Year Experiences, is universally acknowledged. This effectiveness is most commonly evaluated by reference to retention and attrition. Students who participate in an orientation program are generally 20% to 25% more likely to pass all their classes and to return to college the following semester compared to students who do not take an orientation.

**Best practice through goal setting**

Wendy’s study also found that the very best orientation programs in the country focused on achieving the following goals:

- Facilitate transition and adjustment to college life both on and off campus
- Reduce anxiety about school
- Facilitate an environment and culture of preparedness
- Provide an opportunity for student to develop meaningful relationship with student service provider
- Provide an opportunity to develop meaningful relationship with faculty
- Focus on student needs

**Best Practice through delivery**

The study of best practice also reveals typical delivery methods for student orientation:

- Collaborative development between faculty and student services
- Eight weeks or longer for delivery of class
- College credit for class
- Class size of 25 or fewer
- Required course

Of the various incarnations of student orientation processes at Kirkwood, there are four existing courses that meet at least four of the five criteria for delivery.

- PT106U  How to be Successful in College  3.0 cr.
- IN105T  Introduction to Liberal Arts  1.0 cr.
- IN110U  College Orientation  0.5 cr.
- IN200T  Tools for College Success  2.0 cr.

The fall semester enrollment in these classes is very small, so the number of students receiving a high quality orientation to college is very low.

**Best practice through content**

Finally best practice can inform us of the kinds of course content found in many student orientation programs. The following is an outline of typical course content:
a) Strong academic skill development in
   i) Note taking
   ii) Test taking
   iii) Memorization/Critical thinking
   iv) Time management
   v) Reading for comprehension
   vi) Communicating with instructors
b) Discussion of history and purpose of college
c) Rationale for general education and liberal arts
d) Learning styles
e) Career decision making
f) Values clarification
g) Interests clarification
h) Assessment of skills and abilities
i) Identification of differences between high school and college
j) Introduction to college procedures
k) Introduction to student services
   i) Counseling
   ii) Advising
   iii) Tutoring
   iv) Learning Services
   v) Financial Aid
   vi) Enrollment Services
   vii) Nurse’s office
   viii) Student Life
l) Opportunities for involvement in college culture
m) Opportunities for students to interact with each other
n) Exploration of diversity in the college environment
o) Exploration of adjustment issues inside and outside the classroom
p) Personal development opportunities
q) Life skill strategies
r) Wellness strategies/opportunities
s) Stress management strategies
t) Conflict management strategies
u) Curriculum guidelines and definitions
v) Development of a plan of study and explanation of degree requirements
w) Explanation of transfer policies and transfer agreements

None of the orientation classes or other processes includes all of the curricular topics presented above. This suggests that Kirkwood should gather those involved in the development of orientation activities to discuss these findings.

To summarize, the 2003–2004 KQIP Student Orientation Team found that most students do not go through any kind of formal orientation process such as the Introduction to Liberal Arts orientation. Most experience rather informal and inconsistent methods of orientation from program coordinators, instructors, and advisors. The team also finds that the formal orientation processes address most of the goals found in outstanding orientation programs, that several of the
existing processes have delivery methods consistent with best practice, and that the curriculum found in these classes is comparable but not complete.

Course Enrollment Numbers

# Liberal Arts students enrolled in Orientation
# Liberal Arts students not enrolled in Orientation
Proposal

1. A fall 2005 pilot of 13 sections of College 101 for sixteen weeks at 2 credit hours. We recommend the pilot course replace the current two day Introduction to Liberal Arts course.

2. The fall 2005 pilot will be administered out of the Office of Educational Services with the Vice President of Educational Services as the chief administrator. The Educational Services department will appoint a counselor to oversee the pilot. The task force will work in tandem with Educational Services on the development, implementation and evaluation of the fall 2005 College 101 Pilot and beyond.

3. Develop and implement a comprehensive plan to market the College 101 course.

4. Conduct a comprehensive analysis of the return on investment for providing College 101, including the value of increased retention, the cost of initial recruitment and admissions efforts, and the potential value of improved student success.
Assessment

- **I – E – O Model** – Dr. Sandy Astin

- **Inputs** – Entering Characteristics of our Students
  - Entering Student Survey – ACT
  - College Student Inventory – Noel-Levitz
  - Learning and Study Inventory – LASSI

- **Environment** – Experiences – College 101
  - In-house survey – Students, Faculty, Others
  - Content, Presentation, Discussion
  - Portfolios
  - Satisfaction – Continuous Improvement

- **Outcomes** – Success Measurements
  - Satisfaction
  - Retention from Fall to Fall
  - Survey of Goal Achievement/Development of College Success Skills
  - GPA tracking
  - Benchmarking

- **Longitudinal Analysis** – 1 – 2 – 3 years
  - Transfer Data – National Clearinghouse
## Financial Analysis

### Liberal Arts Orientation Class @ Kirkwood

<table>
<thead>
<tr>
<th></th>
<th>Previous Course at Kirkwood (5 yr. avg.)</th>
<th>Current Course at Kirkwood</th>
<th>Projected Course at Kirkwood 1st Year 2005-06</th>
<th>Projected Course at Kirkwood 2nd Year 2006-07</th>
<th>Projected Course at Kirkwood 5th Year 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students enrolled</td>
<td>562.6</td>
<td>593</td>
<td>250 Main campus 75 - Iowa City campus</td>
<td>625</td>
<td>3500</td>
</tr>
<tr>
<td># of sections offered</td>
<td>30</td>
<td>30</td>
<td>10 Main/3 IC</td>
<td>25</td>
<td>140</td>
</tr>
<tr>
<td>Tuition Rate - per credit hour</td>
<td>$73</td>
<td>$89</td>
<td>$94</td>
<td>$99</td>
<td>$114</td>
</tr>
<tr>
<td>Income from tuition</td>
<td>$41,069.80</td>
<td>$52,777.00</td>
<td>$61,100.00</td>
<td>$123,750.00</td>
<td>$798,000.00</td>
</tr>
<tr>
<td># of instructors</td>
<td>24</td>
<td>24</td>
<td>13</td>
<td>25</td>
<td>90</td>
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<tr>
<td>Faculty pay - avg. overload pay - per credit hour - 5% increase annually</td>
<td>$774.40</td>
<td>*$731.13 overload figure</td>
<td>*$767.69 overload figure</td>
<td>*$900.05 overload figure</td>
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<tr>
<td>Faculty pay - total</td>
<td>$18,585.60</td>
<td>$19,009.38</td>
<td>$38,384.50</td>
<td>$252,014.00</td>
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<tr>
<td>Training costs - TBA</td>
<td>4 hrs/13 faculty</td>
<td>4 hrs/ 15 faculty</td>
<td>4 hrs/20 faculty</td>
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<tr>
<td>Other costs</td>
<td>UNI - $401.20</td>
<td>N/A</td>
<td>New hires (Admin &amp; support) $85,000</td>
<td>Continued Support Staff $115,000</td>
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<tr>
<td>Printing - $125</td>
<td>Printing - $133.52</td>
<td>Require textbook</td>
<td>Require textbook</td>
<td>Require textbook</td>
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<tr>
<td>Food - $3,972</td>
<td>Food - $4,140.80</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$23,225.12</strong></td>
<td><strong>$19,009.38</strong></td>
<td><strong>$123,384.50</strong></td>
<td><strong>$367,014.00</strong></td>
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<tr>
<td><strong>ENDING BALANCE</strong></td>
<td><strong>$29,551.88</strong></td>
<td><strong>$42,090.62</strong></td>
<td><strong>$365.50</strong></td>
<td><strong>$430,986.00</strong></td>
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* Faculty pay was determined with the average overload pay for faculty, Fall, 2004
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<td>Present to Steering Committee</td>
<td>Team</td>
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<tr>
<td>Set up 13 &quot;College 101&quot; sections for Fall, 2005; 10 - main campus/3 - Iowa City campus</td>
<td>Wendy, Barb &amp; Lauri</td>
<td>X</td>
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<tr>
<td>Develop Curriculum for a 2 - credit, &quot;College 101&quot; course</td>
<td>Wendy, Barb &amp; Genny</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Inform staff/faculty of new &quot;College 101&quot; course, process to apply for teaching assignment</td>
<td>Carolyn &amp; Jean</td>
<td>X</td>
<td>X</td>
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<td>Develop marketing plan</td>
<td>Kate, Lauri &amp; Wendy</td>
<td>X</td>
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<tr>
<td>Develop a half-day training session for faculty who have been chosen to teach &quot;College 101&quot;</td>
<td>Carolyn &amp; Wendy</td>
<td>X</td>
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<tr>
<td>Develop evaluation form for students</td>
<td>Wendy &amp; Jean</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Develop evaluation form for faculty</td>
<td>Wendy &amp; Jean</td>
<td>X</td>
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<tr>
<td>Set training session dates for faculty training</td>
<td>Lauri, Wendy, &amp; Carolyn</td>
<td>X</td>
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<tr>
<td>Select faculty to teach &quot;College 101&quot;</td>
<td>Team and Deans</td>
<td>X</td>
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<td>Conduct Faculty Training sessions</td>
<td>Carolyn, Jean &amp; Wendy</td>
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<tr>
<td>Set up 13 &quot;College 101&quot; sections for Spring, 2006</td>
<td>Lauri &amp; Wendy</td>
<td>X</td>
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<tr>
<td>Evaluate students experience</td>
<td>Wendy</td>
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<td>X</td>
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<td>Evaluate faculty experience</td>
<td>Wendy</td>
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<td>Implement longitudinal analysis of course effectiveness</td>
<td>Institution-</td>
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<td>Prepare paperwork for preliminary C &amp; I approval</td>
<td>Team /</td>
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<td>Wendy</td>
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<td>Present preliminary paperwork for C &amp; I approval</td>
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<td></td>
<td>Wendy</td>
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<tr>
<td>Develop an ongoing Task Force</td>
<td>Team</td>
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<tr>
<td>Develop curriculum for &quot;College 101&quot; course</td>
<td>Wendy</td>
<td>X</td>
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<tr>
<td>Articulate &quot;College 101&quot; as a transfer elective</td>
<td>Advising Center</td>
<td>X</td>
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<tr>
<td>Gain C &amp; I approval</td>
<td>Team / Wendy</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Develop curriculum for faculty training</td>
<td>Carolyn &amp; Wendy</td>
<td>X</td>
<td></td>
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<tr>
<td>Promote &quot;College 101&quot;</td>
<td>College wide, Advising Center, Team</td>
<td>X X X X X X X X X X X X X</td>
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<tr>
<td>Have training sessions for faculty</td>
<td>Carolyn &amp; Wendy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Offer 13 &quot;College 101&quot; sections</td>
<td>Wendy &amp; Lauri</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Offer 25 &quot;College 101&quot; sections</td>
<td>Wendy &amp; Lauri</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Evaluate data from previous &quot;College 101&quot; sections</td>
<td>Team / Wendy</td>
<td>X X X X X X X X X X X X X</td>
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<tr>
<td>Facilitate decision regarding parameters for mandatory enrollment</td>
<td>Becki</td>
<td>X</td>
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<tr>
<td>Facilitate increase in Administrative &amp; Support Staff to support &quot;First-Year Experience&quot;</td>
<td>Becki</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Offer needed number of &quot;College 101&quot; sections to meet mandatory requirements</td>
<td>First Year Experience Staff</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assess ongoing effectiveness of the course</td>
<td>Institutional Research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Explore possibilities for future pathways from the &quot;College 101&quot; course for all students - both Applied Science &amp; Arts &amp; Science</td>
<td>Team</td>
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</tbody>
</table>
Considerations for Evaluating the College 101 Course

In the past, Kirkwood’s Liberal Arts Orientation has been evaluated primarily through the results of the SPOT form. While this may give a broad indication of the usefulness of various elements of the course, it does not say much about the course’s impact on student success. Nor does it address the many elements of “best practice” outlined in the 2003-04 KQIP Orientation report. Best practice will be achieved and evaluated through assessment by faculty and other staff involved in designing the College 101/Orientation course. Appendix B offers an illustrative curriculum for the College 101/Orientation course. Sections 2 and 3 of the appendix include an instructor and student evaluations. Instructors are asked to evaluate each class meeting. The student evaluation is administered at the end of the semester. The student evaluation directly assesses best practices.

The 2003-04 KQIP Orientation report states, “The effectiveness [of orientation programs] is most commonly evaluated by reference to retention and attrition.” We propose that long-term evaluative methods such as these will give some of the most meaningful feedback. The following section outlines both short-term and long-term strategies for evaluating the College 101/Orientation (FYE/O) course:

Qualitative evaluation methods; done each semester and/or year
- SPOT or other student feedback form, filled out after completing the course.
- Interviews with students who did and did not successfully complete course, to gain in-depth feedback on what works and what needs improvement.
- CATs and other assessments done during class time.

These methods could be used to measure the following indicators of student success:
- Students have established realistic academic goals and monitor their progress
- Students increase their knowledge base and ability to analyze, interpret, and solve problems
- Students gain something useful for the future

Quantitative evaluation methods; done each year
- Percentage of students who attempt course, who successfully complete it.
- Compare students who successfully complete the FYE/O to those who didn’t take, or didn’t successfully complete FYE/O course in the following areas:
  - Retention of students after 1 semester, and after one year
  - GPA for first semester, and cumulative for the first year, after beginning the course
  - Successful course completion rate (for all courses attempted)

These quantitative methods and indicators are all used by Moraine Valley Community College in evaluating their “College 101” course, and give a strong indication of how effective they are in promoting student success. Specifically, these quantitative evaluation methods directly measure the following student success indicators, as outlined in Kirkwood’s Student Success Strategic Plan:
• Student success occurs when students complete courses and receive degrees.
• Student success occurs when students would take another course at Kirkwood.

The 2004-2005 KQIP Orientation Team recommends using the same quantitative criteria to assess the effectiveness of the College 101 pilot and beyond.
# How this Project Meets the Nine AQIP Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>How Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Helping students learn</td>
<td>The College 101 directs the students’ attention to the college culture and connects them to resources, encouraging more student participation will promote an environment in which students can learn</td>
</tr>
<tr>
<td>2 Accomplishing other distinct objectives</td>
<td>College 101 and the culture of success it introduces our students provides a beginning point of success the entire college community can tap into.</td>
</tr>
<tr>
<td>3 Understanding students’ and other stakeholders’ needs</td>
<td>The curriculum for the College 101 is solidly based on student success research. Input from faculty, student service providers and students will insure our understanding of the stakeholders’ needs.</td>
</tr>
<tr>
<td>4 Valuing people</td>
<td>People feel valued when their needs are anticipated. The College 101 validates what a student needs to know to be successful. Extending the reach of orientation programs will impact more students in this way.</td>
</tr>
<tr>
<td>5 Leading and communicating</td>
<td>A College 101 course communicates the investment the college culture has in the success of their students. The concept of a culture of success builds on the ability of the entire culture to develop communication and leadership skills.</td>
</tr>
<tr>
<td>6 Supporting institutional operations</td>
<td>Students who understand the resource systems in place (enrollment services, financial aid, academic support) will be better able to use them effectively.</td>
</tr>
<tr>
<td>7 Measuring effectiveness</td>
<td>Data will be collected to track the relationship between College 101 participation, retention, gpa and overall student success</td>
</tr>
<tr>
<td>8 Planning continuous improvements</td>
<td>The College 101 will be evaluated on a semester basis with improvement being made as needed as indicated by data collected.</td>
</tr>
<tr>
<td>9 Building collaborative relationships</td>
<td>Collaborative relationships between student services and faculty will insure a culture of student success.</td>
</tr>
</tbody>
</table>
How Improvements will be Engrafted into the System

The KQIP Student Orientation Team is proposing a change in Kirkwood’s culture to one that understands the value of high quality student orientation, vision, resources, and energy to implement such a program. The team is convinced that this plan represents the next step in this evolution. We will build incentives to draw a widening circle of students, faculty, staff, administrators and board members into a full awareness of the benefits of a comprehensive College 101. We intend to build a cadre of orientation specialists that indeed know what “College 101” represents.
## Steering Committee Feedback

**Team name:** Student Orientation  
**Team Co-Sponsors:** Becki Lynch & Carolyn Stephenson  
**Date:** February 18, 2005

<table>
<thead>
<tr>
<th>Idea for Improvement</th>
<th>Support</th>
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<tbody>
<tr>
<td>1. Set up and offer 13 16-week sections of College 101 for fall 2005. Ten sections on the main campus and three sections at the Iowa City campus.</td>
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<tr>
<td>2. Develop curriculum for College 101.</td>
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<td>3. Develop and implement a comprehensive plan to market the “College 101” course offered.</td>
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<tr>
<td>4. Develop and implement faculty selection and training criteria.</td>
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<tr>
<td>5. Conduct a longitudinal assessment of College 101 using subsequent retention and GPA of students successfully completing the course.</td>
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<tr>
<td>6. Conduct an analysis of College 101 to ascertain the return on Kirkwood’s investment in the College 101 program. The analysis will include dollars saved with retention. The cost of initial recruitment of students, admissions efforts, and enrollment services efforts will be considered to determine the dollar value of student success to the college.</td>
<td></td>
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<tr>
<td>7. Provide information and resources on the benefits of College 101 to faculty, staff, administrators, and Board of Trustees to create a college wide commitment to comprehensive orientation programs and a culture of student success.</td>
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</table>
Appendix A:

Overview of College 101
A College 101 at
Moraine Valley Community College

BACKGROUND

“We assume every student is at risk.”
-Moraine Community College
Moraine Valley Community College is a two-year community college offering both technical and transfer programs. The total enrollments for fall of 2004 are reported at 15,000 students. Moraine Valley Community College offers a mandatory, first semester experience course, College 101. Moraine refers to the experience as, “A comprehensive and intrusive program that promotes student learning, student development and student success.

The Kirkwood KQIP orientation team met with representatives at Moraine in November of 2004. The following is a summary of the information gleaned from the visit. The 2004-2005 KQIP Orientation Team strongly recommends adapting the Moraine Valley model of a first semester experience to the culture and climate at Kirkwood to provide our students with a solid start towards their success.

HISTORY

This program was a college-wide process truly changing the way we thought, talked, and referred to student success.
-Moraine Valley Community College
In 1995 a task force was established at Moraine Valley Community College to examine the process in which first year students were introduced to the collegiate culture. There were scattered services to address registration, advising, COMPASS testing, accommodations and the like but the process was lacking organization.

In answer to that situation the task force proposed a mandatory first semester experience. Representatives of Moraine Valley profess there were some administrative concerns regarding
the cost of such programming and the fear that a mandatory course would deter enrollment at the college. Moraine reports those original fears have been allayed by the 9% enrollment increase in 2003 and the statistically sound impact College 101 completion has on retention (Table 1).

Moraine enlisted assistance from the National Resource Center for the First Year Experience and Students in Transition of the University of South Carolina. The resource center is a widely known and houses acclaimed researchers in the field of first year college students. Betsy Barefoot of the National Resource Center served as a consultant to Moraine.

Originally the course was run with 22 sections. Fall of 2004 there are 138 sections offered with 74 faculty teaching College 101.

The Moraine Valley Community College first year experience holds several prestigious awards. The Terry O’Banion Shared Journey Award was awarded to Moraine Valley by the National Council on Student Development and the League for Innovation. In 2003 Moraine Valley was awarded the “Exemplary Practice Award” from the National Association of Student Personnel Administrators and the “2002 Best Practice Award” from the National Council on Student Development.

COLLEGE 101 COMPONENTS

The program doesn’t always insure success but at least the students know why they are not succeeding.

-Moraine Valley Community College

All full-time students at Moraine are required to pass the class. The course is letter graded and is a requirement for graduation. The course is taught in the first eight weeks of each semester. Sections are arranged in order to meet one hour, twice a week. Enrollment for each section is capped at 22 students. The intention of the course is to start students as being well informed and on a path towards success.

Course competencies include the following:

- Decision making skills
Course Competencies Continued

- Goal setting skills
- Critical thinking development
- Moral and ethical decision-making
- Values examination
- Living in a diverse world
- Communication skills (interpersonal and written)
- Career decision-making
- College major exploration
- Time management
- Study skills
- Information literacy
- Technology literacy

The Moraine Valley College 101 training materials list the following as essential components of College 101:

- Group building
- Understanding instructors
- Developing self-awareness
- Understanding college
- Reading and writing
- Career and educational planning
- Relating to others
- Continuing life long learning

A general syllabus is adapted by individual faculty members. The College 101 course is organized with a textbook that is custom designed for Moraine Valley by Prentice Hall. The text is titled *Cornerstone* and can be adapted to meet the needs of individual college programs.
In addition to the classroom curriculum, several co-curricular workshops are offered by the counseling staff. This form of organization insures counseling type activities are facilitated by a trained counselor. The students are required to participate in at least one of the workshops as part of their College 101 coursework.

FACULTY

“It can be the hardest class we teach but the most rewarding one.”

Moraine Valley Community College 101 Faculty

Moraine Valley representatives adamantly profess the success of the program hinges on faculty support. The support has been garnered through active faculty participation from the original task force. The faculty association President has been involved in leadership on the task force since its formation.

In the beginning teaching faculty for College 101 was limited to just full-time faculty and administrators. As the program has evolved adjunct and retired faculty have been added to the teaching roster. First-year faculty are not used for College 101. There are extensive training, support and mentoring programs to give faculty the background they need. Faculty must have a Master’s Degree in order to teach the course. They are limited to two sections per semester.

New faculty are required to complete five hours of formal training. Upon completion of the training, new faculty are assigned veteran faculty as mentors. The mentor/mentee relationship runs for the first three years a new faculty member is teaching College 101. For the first year mentor and mentee meet at least twice a month.

The large investment of training time and continued support makes it imperative to insure faculty who chose to teach the course have a large investment, interest and value in student success. Moraine Valley representatives were honest in the challenge traditional teaching models have in the delivery of this “common sense” course.
Moraine Valley came up with a creative plan to pay faculty for teaching College 101. The pay for the course resembles a stipend as opposed to contracted pay. The stipend starts at a flat $500 per section for new faculty and is capped at $850 for veteran faculty. It is essentially one-third of Moraine Valley’s overload pay. Base faculty load at Moraine Valley is 15 credit hours with a possibility of 21 credit hours with overload. If a faculty member is already carrying the 21 credit hour overload, they are allowed to teach only one section of College 101. Representatives from Moraine Valley hold this model up as evidence of faculty’s sincere desire to teach the course.

EVALUATION

“How do you measure, I avoided a mistake I might have made?”

Moraine Valley Community College

Moraine Valley has taken care to support the success of their program with empirical evidence. Table 1 illustrates the first three year research findings as reported by Moraine’s Office of Institutional Research. The empirical evidence of the contribution successful completion of the College 101 class is particularly impressive in the area of retention. In 2002 the successful completers gained a term retention rate of 91% while the non-completers retention rate was 72%. It was determined, 72% of the successful completers returned for the second semester while only 47% of the did not take groups returned. In the three years of data, completers term retention hovered in the 90% range while non-completers stayed in the 74% range. Moraine provided statistics for those students who attempted College 101 but achieved a D or below grade. The retention for the unsuccessful group ranged from 58% to 67%.

Average semester GPAs for the successful completers were higher than those of the non-completers and unsuccessful group. For all three years the successful group remained around 2.74 while the “did not take” groups averaged a 2.45 GPA. The unsuccessful group reported the most dismal semester average GPA at 1.31. Cumulative GPA for the successful completers came in at 2.63 and 2.56 for 2000 and 2001. The GPA of students who did not take the course reported were 2.37 and 2.30.
TABLE 1

Moraine Valley Community College
COL 101 Enrollment and Student Success Statistics

The charts represent three years of research findings conducted by the Office of Institutional Research.
Three cohorts of new full-time students:
A. Fall 2002
B. Fall 2001- Fall 2002
C. Fall 2000- Fall 2001

Chart A: FALL 2002 New Full-time Students
Success Indicators by COL 101 Status

<table>
<thead>
<tr>
<th>COL 101 Status</th>
<th>Number*</th>
<th>Average semester GPA</th>
<th>% Credit hours Earned**</th>
<th>Across term retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>1070</td>
<td>2.74</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>Did not take</td>
<td>470</td>
<td>2.53</td>
<td>74%</td>
<td>72%</td>
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<tr>
<td>Unsuccessful</td>
<td>397</td>
<td>1.18</td>
<td>40%</td>
<td>58%</td>
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</table>

Chart B: FALL 2001 New Full-time Students
Success Indicators by COL 101 Status

<table>
<thead>
<tr>
<th>COL 101 Status</th>
<th>Number%</th>
<th>% Credit hours earned**</th>
<th>Average 1st semester GPA</th>
<th>Average cumulative GPA</th>
<th>Across term retention rate</th>
<th>Across year retention rate</th>
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</thead>
<tbody>
<tr>
<td>Successful</td>
<td>850</td>
<td>83%</td>
<td>2.75</td>
<td>2.63</td>
<td>94%</td>
<td>79%</td>
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<tr>
<td>Did not take</td>
<td>620</td>
<td>69%</td>
<td>2.44</td>
<td>2.37</td>
<td>74%</td>
<td>53%</td>
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<tr>
<td>Unsuccessful</td>
<td>294</td>
<td>44%</td>
<td>1.39</td>
<td>1.37</td>
<td>67%</td>
<td>51%</td>
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</table>

Chart C: FALL 2000 New Full-time Students
Success Indicators by COL 101 Status

<table>
<thead>
<tr>
<th>COL 101 Status</th>
<th>Number*</th>
<th>% Credit hours earned**</th>
<th>Average 1st semester GPA</th>
<th>Average cumulative GPA**</th>
<th>Across term retention rate</th>
<th>Across year retention rate</th>
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</thead>
<tbody>
<tr>
<td>Successful</td>
<td>848</td>
<td>86%</td>
<td>2.75</td>
<td>2.56</td>
<td>91%</td>
<td>72%</td>
</tr>
<tr>
<td>Did not take</td>
<td>537</td>
<td>68%</td>
<td>2.40</td>
<td>2.30</td>
<td>72%</td>
<td>47%</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>243</td>
<td>40%</td>
<td>1.36</td>
<td>1.23</td>
<td>67%</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Definition of Status**
successful= earned grade of A, B, or C in COL 101
unsuccessful= earned grade of D, F, W, or I in COL 101
did not take= did not register for COL 101 during their first semester as a full-time student due to late registration or equivalent transfer

*Number of students in each category
** % credit hours earned= % of total semester enrollment (hours earned/hours attempted during the first term)
***Cumulative GPA includes summer enrollment through the returning fall semester
TABLE 1 Continued

Moraine Valley Community College
COL 101 Cohort
Narrative of Research Findings for the Past Three Years

The Fall 2002 Cohort Summary

- 90% of the successful COL 101 cohort were retained
- 72% of the “did not take” the class group were retained
- 58% of the unsuccessful cohort were retained*

*the unsuccessful COL 101 cohort denotes that a grade of D, F, I, W was earned.

Across Year Retention Rate: fall 2002-fall 2003

- 75% of the successful COL 101 cohort were retained
- 48% of the “did not take” the class group were retained
- 45% of the unsuccessful cohort were retained

Percentage of Credit Hours earned*

- 83% for the successful COL 101 cohort
- 73% for the “did not take” the class group
- 39% for the unsuccessful cohort

*% credit hours earned=hours earned/hours attempted, first term

First Semester Earned Grade Point Average

- 2.74 for the successful COL 101 cohort
- 2.57 for the “did not take” the class group
- 1.18 for the unsuccessful COL 101 cohort

Average GPA fall 2002 to fall 2003 (Cumulative Across Year GPA including summer session)

- 2.62 for the successful COL 101 cohort
- 2.57 for the “did not take” the class group
- 1.25 for the unsuccessful COL 101 cohort
The 2001 Fall Cohort Summary

Across-Term Retention Rate

- 94% for the successful group cohort
- 74% for the “did not take” the class group
- 67% for the unsuccessful COL 101 cohort

Across Retention Rates: fall 2001-fall 2002

- 79% of the successful group were retained
- 53% of the “did not take” the class group were retained
- 51% of the unsuccessful COL 101 cohort were retained

Percentage of Credit hours earned

83% for the successful group cohort
69% for the “did not take” the class group
44% for the unsuccessful COL 101 cohort*

Average GPA fall 2001 to fall 2002 (Cumulative Across Year GPA including summer session)

- 2.63 for the successful COL 101 cohort
- 2.37 for the “did not take” the class group
- 1.37 for the unsuccessful COL 101 cohort*

First Semester Grade Point Average – fall 2001

- 2.75 for the successful COL 101 cohort
- 2.44 for the “did not take” the class group
- 1.39 for the unsuccessful COL 101 cohort*
The 2000 Fall Cohort Summary

Across-Term Retention Rate

- 91% for the successful group cohort
- 72% for the “did not take” the class group
- 67% for the unsuccessful COL 101 cohort

Across Retention Rates: fall 2000-fall 2001

- 77% of the successful group were retained
- 47% of the “did not take” the class group were retained
- 42% of the unsuccessful COL 101 cohort were retained

Percentage of Course Completion Rates

- 86% for the successful group cohort
- 68% for the “did not take” the class group
- 40% for the unsuccessful COL 101 cohort*

Average GPA fall 2000 to fall 2001 (Cumulative Across Year GPA including summer session)

- 2.56 for the successful COL 101 cohort
- 2.30 for the “did not take” the class group
- 1.23 for the unsuccessful COL 101 cohort*

First Semester Grade Point Average – fall 2000

- 2.75 for the successful COL 101 cohort
- 2.40 for the “did not take” the class group
- 1.36 for the unsuccessful COL 101 cohort*

If a transfer school has been selected, students should consult that school’s catalog and/or transfer guide located in the Academic Advising Center rather than follow the Illinois Baccalaureate Majors’ Curriculum.
This year, over 1,873 students completed an evaluation for 2003 Full-Time Orientation Program and the findings are:

### In the High Touch/Personal Contact segments of the program

- 46% strongly agreed & 53% agreed that the orientation program answered questions about the college’s degree and certificate requirements. 1% disagreed
- 46% strongly agreed & 52% agreed that the explanation about college placement results as provided by advisors was helpful in the process of course selection. 2% disagree
- 55% strongly agree & 44% agreed that the orientation team was helpful in guiding them through course selection for the first semester. 1% disagreed
- 44% strongly agreed & 52% that they now know how to register for the next semester. 3% disagreed
- 37% strongly agreed & 59% agreed that they learned some strategies that will help them to become successful students. 4% disagreed
- 40% strongly agreed & 58% agreed that the counselor discussion on success strategies for college will be helpful. 2% disagreed
- 44% strongly agreed & 55% agreed that the advisor discussion on general education requirement was helpful. 1% disagreed

### In the High Technology/Computer segments of the program

- 31% strongly agreed & 65% agreed that the computer segment helped them learn about degree/certificate requirements. 4% disagreed
- 29% strongly agreed & 61% agreed that the computer segment helped them learn about college polices and procedures. 9% disagreed
- 44% strongly agreed & 51% agreed that the computer segment helped them select classes. 5% disagreed
RECOMMENDATIONS FOR ANY COLLEGE STARTING A SIMILAR PROGRAM

“We’ve never thought we were done creating this program.”

Moraine Valley offers some solid advice for the creation of a similar program. The following are highlights from their advice:

- Gain college wide ownership through a task force composed of members from across the college.
- Allow the task force to spend time developing philosophies and exploring the needs of first year students.
- Be prepared to deal with the “what ifs”
- Start out creating a 2 credit hour course.
- Consider running the course one hour, twice a week for the entire first semester.
- Build a strong supportive faculty development component for faculty willing to teach the course.
- You need an administrator with adequate support personnel to oversee your program.
- Our program does not belong to a specific department; it is a college-wide initiative.
- Betsy Barefoot, the consultant from The National Resource Center for the First Year Experience was very helpful.
- Consider successful completion of the course as a requirement for graduation for all full-time students.

PARTING WISDOM

“A better prepared student is...a better prepared student.”

-Moraine Valley Community College
Appendix B

REVISED COURSE CURRICULUM FOR COLLEGE 101 COURSE

The newly designed of “First Semester Seminar has several tangible assignments students are responsible for. Some are completed in class as group activities and some outside of class. It is suggested that custom text be designed for the course at Kirkwood through Prentice Hall’s Cornerstone series. Course activities and assignments include:

- Classroom visits from Student Life, Learning Services, Student Development, and Campus Health Staff who talk with students about the services offered by departments.

- A “Things to Know, Places to Go” assignment completed with a group using the handbook and catalog. The assignment is looked at with the instructor by the entire group when it is completed.

- A “Who Am I?” paper. The paper is designed for students to develop thinking, writing and self assessment skills. Students write the paper reflecting on who they are, what brought them to college, what goals they have set for themselves. It is required that the paper be written on the computer and show evidence that spell check has been used.
• Students participate in library orientation, tour and a related assignment.

• Students are required to complete a one on one interview of one of their instructors outside of the College 101 class. Students are provided with a list of suggested questions to ask the instructor. One of the suggested questions is “What does your most successful students like?” The assignment attempts to provide the student with a one on one relationship with one of their instructors.

• Students participate in a Meyers Briggs Type Inventory workshop.

• An advisor spends two class periods explaining the Kirkwood AA requirements. The advisor talks in depth about transfer policies and the assistance the students will need to take classes that are sure to transfer. The advisor also covers the importance of making the decision on where to transfer in a timely manner. Students are assisted in designing their own academic plans semester by semester until completion of an AA.

• Students complete the online version of CHOICES a career decision-making tool. After completing CHOICES they are left with the Kirkwood password into the online program and will be able to access it at anytime.
- Students participate in a discussion of values generating exercise. The exercise assists students in self exploration as well as learning to respect opinions of others.

- Students participate in a diversity exercise that assists them in exploring their own exposure to individuals different than them. Discussion includes examination of personal prejudices and bias a student may hold.

- Students are required to present an organized academic plan to the instructors at the end of class.

- Students complete a time monitor journal

- Considerable consideration is given to the development of college entry level study skills.

Students are evaluated on a graded scale basis. Points are given for completion of assignments and participation. In order to improve the course’s ability to address student transitions, adjustments, and anxieties more attention will be paid to informal discussions with the students. Each course meeting will open with a “Concerns and Questions” discussion. Students will also be required to keep an up to date journal on their progress as developing students. A more thorough examination of student skills and abilities will be taken during the CHOICES career decision making activity. Some additional rewards have been added to for students’ attempts to get involved in the college
culture. The time frame for the academic presentation has been expanded with the hope that we can address history and rationale behind liberal arts requirements.

One of the most important evaluation tools in this curriculum is a portfolio assignment. Students will be expected to organize all the assignments in the class, including the academic plan for presentation to the instructors at the end of the course. The portfolio will give students a chance to demonstrate their ability to organize information and make oral presentations of the material. If successful, the delivery of the curriculum should result in portfolios that reflect each student’s development. A portfolio evaluation that will be use by both the students and instructors at the time of the presentation has been designed for this project.

There is an additional assessment designed for students to provide written feedback specific to the entire course. The instructors will also be provided with a week by week feedback form to record their observations after each class meeting. Instructor and student feedback will be useful in continued re-design of the curriculum.

The remainder of this curriculum outline consists of a new syllabus with added objectives (Section I). Current and new course activities are contained in the syllabus. A newly designed weekly instructor feedback form is included (Section II). A new written student feedback evaluation is included (Section III). A
new evaluation and guide for the portfolio assignment is included (Section IV). Several of the guides for assignments are included some of which have slight changes and some which remain the same (Section V).
ILLUSTRATIVE SYLLABUS

College 101
Fall 2005
Catalog# IN105T Section #89070
3:00-4:00 Tuesday/Thursday, Room Number

COURSE DESCRIPTION:
- Instills an attitude that will facilitate learning at the college level
- Emphasizes team building and development of a positive self concept
- Emphasizes the theme of life long learning, with understanding the ways of knowing and styles of learning

INSTRUCTORS:
Instructor Name
Office location
Office hours
Phone number
Email address

COURSE MATERIALS:
College Student Inventory and MBTI Packet purchased from the bookstore.

Students are required to bring a three ring binder (at least 2”), notebook paper, and pencil/pen to each class. The binder will serve as an organizational tool for the completion of a required portfolio.

AMERICANS WITH DISABILITIES ACT:
Students with disabilities who need accommodations to achieve course objectives should file an accommodation application with the Learning Services Department, 133 Linn Hall, as soon as possible.

COURSE OBJECTIVES AND COMPETENCIES:
Upon completion of this course, the student will be able to:
- Recognize and know how to access all student support services at Kirkwood Community College.
- Have a high level of comfort approaching at least one member of the Kirkwood faculty and/or staff with questions/concerns.
- Understand the diverse differences between high school and college cultures.
- Utilize course strategies to be successful in the college culture.
• Feel an ongoing connection to the culture of Kirkwood Community College.
• Understand and begin the process of Career Decision Making including self development and awareness of personal values, interests, and skills.
• Identify a 2 year and beyond academic plan.
• Have a clear understanding of the academic demands of college.
• Develop college entry level skills in studying, memorization, test taking, critical thinking and communication
• Understand and develop self-management strategies to insure their personal and academic success.

Grading:
Scale to be determined
This class is offered pass/fail. In order to pass the class you must obtain at least 90 points.
Excused absences due to ILLNESS or EMERGENCY will be taken into consideration by the instructor.

Course Schedule and Assignments:

1st Class Meeting
In class:
Introductions
“Concerns and Questions” Discussion
Visits from Student Life and Learning Service Staff
Use of Student Handbooks
“Places to go...things to know” assignment to be done by two groups (This is a competitive activity so make sure you get the participation of everyone in the group.)

Assignment: Read text chapter on Change
Journal: Is what I am doing going to get me what I want?

2nd Class Meeting
“Concerns and Questions” Discussion
Visit from panel of 2nd year Kirkwood students from the fall of 2003 class. (Think about questions you have for students who have a year’s experience behind them)
Visit from Campus Health.

Assignment:
Interview one of your instructors (See handout for suggestions).
Write a summary of your interview. You will hand in your interview summary and will add it to your portfolio when your instructor returns it.
Read the text chapter on Learning styles.
Journal: Is what I am doing going to get me what I want?

3rd class meeting
“Concerns and Questions” Discussion
Overview of Learning styles
Developing awareness of your learning style

Assignment: Read chapter on Motivation, Goal setting and self esteem
Journal: Is what I am doing going to get me what I want?

4th Meeting
“Concerns and Questions” Discussion
Discussion on difference between college and high school. Examine fears and hopes.

Assignment: complete “Who Am I?” paper (See handout for suggestions). You will hand in your “Who Am I?” paper at the next class and will add it to your portfolio when your instructor returns it.
Journal: Is what I am doing going to get me what I want?

5th Class Meeting
“Concerns and Questions” Discussion
Administer the Meyers Briggs Type Inventory

6th Class meeting
“Concerns and Questions Discussion”
Meyers Briggs Interpretation

Assignments for next meeting:
1. Write short summary of your MBTI experience. You will hand your MBTI summary in at the next class and will add it to your portfolio when your instructors return it.
2. Attend one Kirkwood event. It can be athletic, fine arts, a club or organization meeting. Include a program from the event or a meeting agenda from whatever you attend in your portfolio.
Read Chapter on Critical and Creative thinking
Journal: Is what I am doing going to get me what I want?

7th Class Meeting
“Concerns and Questions” Discussion
Academic expectations presentation
Critical thinking discussion

Assignment:
Interview one of your instructors and write a summary of the interview. You will have a guideline to follow. This assignment must be included in your portfolio.
Journal: Is what I am doing going to get me what I want?

8th Class Meeting
“Concerns and Questions” Discussion
Library Orientation

Assignment: Read Chapter on Note taking
Journal: Is what I am doing going to get me what I want?

9th Class Meeting
“Concerns and Questions” Discussion
Discussion on note taking

Assignment: Prepare notes from one of your current classes. You will hand in copies of your notes and will be expected to have them in your portfolio. Read Chapter on Studying for Success.
Journal: Is what I am doing going to get me what I want?

10th Class Meeting
“Concerns and Questions” Discussion
Discussion on your study habits and the recommendations of the text.

Assignment: Read Time, Money and Resources
Do a concise time journal for at least 4 days.
Journal: Is what I am doing going to get me what I want?

11th Class Meeting
“Concerns and Questions” Discussion
Examine time wasters, procrastination

Assignment: Reflect on your time journal. Write a summary of your reflections including ideas you will try to remedy any problems you might be having with time management.
Journal: Is what I am doing going to get me what I want?

12th class meeting
“Concerns and Questions” Discussion
Discussion of taking care of self, physically, mentally, emotionally and financially
Visit from Campus Health

Assignment:
Journal: Is what I am doing going to get me what I want? You will hand in the first half of your journal at the next class meeting.

13th class meeting
“Concerns and Questions” Discussion
Continued discussion of taking care of self
Visit from financial aid

Assignment: Read Test Taking. Journal: Is what I am doing going to get me what I want?

14th class meeting
“Concerns and Questions” Discussion
Test taking techniques
Getting through mid-terms.

Assignment: Use your time wisely to study, study, study for those midterms. Journal: Is what I am doing going to get me what I want?

**15th Class Meeting**
“Concerns and Questions” Discussion
“Whew” Almost half way through the semester
Re-Visit tests and test taking, study skills and self care.
Look ahead at the calendar.

Assignment: Read Diversity Chapter

**16th Class Meeting**
“Concerns and Questions” Discussion
Diversity Guest Speaker
Diversity exercise and discussion

Assignment:
Interview a fellow student “different” from you using the student interview guide.

**17th Class Meeting**
“Concerns and Questions” Discussion
Introduction to CHOICES software

**18th Class Meeting**
“Concerns and Questions” Discussion
Continue with CHOICES

Assignment:
Write up a summary of the CHOICES experience.
Include at least two CHOICES reports on possible career choices for you.
Include your CHOICES reports and summary in your portfolio. Journal: Is what I am doing going to get me what I want?

**19th Class Meeting**
“Concerns and Questions” Discussion
A look at what Kirkwood has to offer using the Kirkwood Catalog

Assignment: Read Chapter on Career and Life Planning. Journal: Is what I am doing going to get me what I want?
20th Class Meeting
“Concerns and Questions” Discussion
Introduction to using the Kirkwood website for student information and registration.

Assignment: Do your degree audit from the website. Journal: Is what I am doing going to get me what I want?

21st Class Meeting
“Concerns and Questions” Discussion
THE ACADEMIC PLAN
Introduction from Advisors from Advising Center

22nd Class Meeting
“Concerns and Questions” Discussion
Continue to work with advising center on academic plan

23rd Class Meeting
In lieu of the class meeting your requirement is to meet one on one with your advisor. You will hand in a copy of your anticipated course schedule with your advisors signature.

Assignment:
Journal: Is what I am doing going to get me what I want?

24th Class Meeting
“Concerns and Questions” Discussion
In class, work on a projected academic plan from the present to graduation from Kirkwood

Assignment:
Journal: Is what I am doing going to get me what I want?

25th Class Meeting
“Concerns and Questions” Discussion
Stress Management Presentation

Assignment: Write a reflection on what stressors are influencing you right now. What can you do to alleviate or soften the stressors effects?
Journal: Is what I am doing going to get me what I want? This is your last week for journal entries. You will hand in the second half of your journal at the next class meeting.

26th Class Meeting
“Concerns and Questions” Discussion
Re-Visit goal setting. What is it you want for yourself?
Assignment: Look over your semester’s work in this class. Pick out one or two topics that were especially pertinent to you. Be prepared to spend 5 minutes or less sharing what was important and why to your classmates at our next meeting.

27th Class Meeting
“Concerns and Questions” Discussion
Pertinent topics discussion

28th Class Meeting
“Concerns and Questions” Discussion
Work on organization of final portfolio

29th Class Meeting
“Concerns and Questions” Discussion
Your first semester at Kirkwood is almost over. We will reflect on what we have covered in this class and celebrate your continued success.

Assignment: Make your appointment for your portfolio presentation. Come organized with ALL of your assignments. Be prepared to discuss what components of your portfolio hold significance to you and why they are significant.

30th, 31st and 32nd Class Meeting
In lieu of a scheduled class meeting, you are required to make an individual appointment with your instructor to present your portfolio. Your presentation will be made just to your instructor we will not meet as class.
SECTION II WEEKLY INSTRUCTOR COURSE EVALUATION

Weekly Class Evaluation From Instructors
For Extended Introduction to Liberal Arts Orientation

Instructor _________________ Class meeting #______ Date___________

1. What went well during this class meeting?

2. In your opinion, are there any activities in this class meeting that were not effective?

3. In your opinion, are there any activities in this class meeting that should be considered for revision? If you have suggestions for revisions, please include them.

4. In your opinion, are there any activities in this class meeting that should not be included in subsequent Extended Orientation courses?
SECTION III FINAL STUDENT EVALUATION OF THE COURSE

College 101
Final Student Evaluation of the Course

Directions: You can choose whether to answer yes, no or maybe. Circle your choice. Add comments you think would be helpful in the continued development of a solid College 101 future students.

1. Do you think you are aware of student support services and know how to access them as a result of taking this course?
   
   Yes    Maybe    No

   Comments:

2. Has your level of comfort in approaching your instructors at Kirkwood increased as a result of taking this course?

   Yes    Maybe    No

   Comments:

3. Do you have a better understanding of the differences between college and high school as a result of taking this course?

   Yes    Maybe    No

   Comments:

4. Do you think you will be more successful at college as a result of taking this course?

   Yes    Maybe    No

   Comments:
5. Do you feel like you have developed a connection to Kirkwood by taking this course?
   Yes  Maybe  No
   Comments:

6. Do you understand the process of Career Decision-making by taking this course?
   Yes  Maybe  No
   Comments:

7. Are you more aware of your personal values and the values of others as a result of taking this course?
   Yes  Maybe  No
   Comments:

8. With the assistance of an advisor, do you feel comfortable planning your schedule and academic plan as a result of taking this course?
   Yes  Maybe  No
   Comments:
9. Do you have an improved understanding of the academic demands of college as a result of taking this course?

   Yes   Maybe   No

   Comments:

10. Do you feel better equipped to understand and develop strategies to insure your academic and personal success as a result of taking this course?

   Yes   Maybe   No

   Comments:

Your summary

What did you like best about this course?

What did you like least?

Would you recommend this course to new first year Kirkwood students? Why or why not?

Is there anything else you want to tell us?

THANK YOU ! !!!

SECTION IV Portfolio Evaluation
College 101 Portfolio Guidelines and Evaluation
Fall 2005

You and your instructors will rate your portfolio using this evaluation.

1. Places to go…things to know assignment

Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

   Paper must show evidence of thought and self examination in content.
   Paper must be free of spelling errors.
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

3. Instructor Interview
   Summary must reflect evidence of thought and insights gained from
   your interview with the instructor. Summary must be free of spelling
   errors.
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

4. MBTI Materials and Summary
   MBTI materials must be included. Summary must reflect evidence
   of looking at your MBTI materials and reflecting what they mean to
   your personal and career development. Summary must be free of
   spelling errors.
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

5. Documentation of Kirkwood Activity or Meeting Attendance

Nothing  Documentation Included
0---------------------------------------------------------------4

6. Personal Academic Plan
   Plan must include AT LEAST a two year plan for Kirkwood.
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

7. CHOICES Materials and Summary
CHOICES materials must include at least two CHOICES reports on possible careers for you. Summary must reflect evidence of looking at your CHOICES materials and reflecting on what they mean to your career development.

Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

8. Values and Reflections
Reflections must show evidence of thoughtful consideration of what your values are and your reaction to the values of others.

Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

9. Diversity Interview
Reflection must show evidence of thoughtful consideration of insights you gained from the diversity exercise.

Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

10. Completed time journal
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

11. Completed “Is what I am doing?” Journal
Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

10. Overall portfolio:
Portfolio displayed in a neat organized manner. Evidence that presenter was well prepared to share with instructors.

Nothing  incomplete entry  OK effort  Solid effort  Exemplary
0-------------------1-------------------2-------------------3-------------------4

TOTAL NUMBER OF POINTS_____ out of 40 POSSIBLE POINTS
SECTION V Assignments

“Who Am I?” Paper

Reflection is a critical component of the learning process. In this assignment you are asked to think about who you are and to answer that question through reflection of past experiences and future goals. This could be the most important assignment you do in this course. In the words of American author and publisher Henry Holt “If you don’t know the self you are looking for, how will you know when you have found it?”

Objectives:
1. Develop thinking skills.
2. Develop writing skills.
3. Develop assessment skills.

Resources:
1. Idea generating questions:
   Who am I now? Why am I in college?
   Where have I come from that made me the person I am today? What role has my family played in my life? What have been my educational experiences? What have been my work experiences?
   What kind of work do I like? What kind of leisure do I like? When do I feel most myself? What goals do I have for myself as a person? What are my strengths and weaknesses? What would I be proud of on my deathbed?
   Where do I want to go? What skills and what else do I need to get where I want to go?
   What is my plan to get the skills and what else do I need to get there?
   What are the obstacles that will get in the way of my getting there?
   How will I set that plan in motion?
   How will I know I have gotten there?
   How will school help me?
   How will this class help me?

The Who Am I? Paper should be typed. USE your spell check, grammar check and Proofread your work!

SECTION V ASSIGNMENTS CONTINUED
Suggestions for meeting with your instructor:

- Choose one of your current instructors to interview.
- Call or email your instructor to find a time that both of you can sit down and talk for at least one half-hour.
- Make your arrangements as soon as possible, be courteous and be on time for the appointment.

Suggested questions:

What are your most successful students like?
   Examples:
   How much do they study?
   Do they work? How many hours?
   How do they behave in the classroom?
   How do they interact with you?
   How do they interact with the other students?
   What is their attendance record like?

What is the important thing(s) you hope I leave your class with?

What advice can you give me about my academic career?

What advice can you give me about life in general?

Use these suggested questions if you wish, come up with your own if you wish or use a combination of both strategies. After your interview write a summary and reaction to your interview. It must be double spaced at least two pages in length.
SECTION V ASSIGNMENTS CONTINUED

College 101

Name:________________________

Places to go and things to know

Your assignment is to locate and bring back answers to all of the following. Use your wits, the college catalog, the schedule book, the college home page, your syllabus and any other resources you can. When you find the answers, write them on this sheet (or attach the requested piece of information) and bring it to the next class meeting. Your mission is dangerous; if you’re not careful, you may learn something!! Your successful academic career at Kirkwood may self-destruct without this information. Good luck!

1. Where do you go for information on the intramural programs?

2. Where would you go if you have personal concerns you would like to talk with someone about?

3. What is the name of the school newspaper?

4. Where can you get a check cashed on the main campus?

5. What is the name of the newest building on main campus? Where is it located?

6. Where on main campus can you get something to eat?

7. Name two places where you have access to a computer on campus.

8. What day does this class end?

9. How do you get involved with Student Senate?
10. What is an EagleCard? Where do you get one?

11. What can you do with your EagleCard?

12. What is the difference between an AA degree and an AAS degree?

13. What is the last day to drop a class without it appearing on your transcript?

14. Pick up information about an up-coming play or musical event on campus.

15. If a student has concerns about his or her housing situation, with whom do they talk?

16. Where is the Student Development Department located? Go there and pick up a brochure.

17. What is the Internet address for this institution? Do you know your PIN? Go to your own schedule online and print it.

18. How do you identify a student parking lot? Do students need a parking permit?


20. Where is the Advising, Testing and Transfer Center? What are the hours?
21. Where do you pay for a parking ticket?

22. How many credit hours do you need to graduate?

23. What grade point average do you need to graduate?

24. What color is the financial aid application for the current year?

25. How do you officially change your major? Where do you go to do that?

26. What are the hours the main campus library is open?

27. When are students allowed to use the Recreation Center?

28. Where is the Nurse’s office located? Pick up a brochure from there.

29. What is the location and telephone number for the campus tutoring center?

30. What is the name of the campus radio station?

31. On what channel does the campus TV station broadcast?

32. Whom do you see if you need to withdraw from Kirkwood? Where is this office?

33. What office can help you get a work-study job on campus?

34. Where is the main campus Lost and Found?
35. Where is campus security located?

36. Where is the Childcare Center on main campus?

37. Who is the president of Kirkwood Community College?

38. What is plagiarism? What can you do to prevent it?

39. What are the possible sanctions for classroom misconduct?

40. How can you obtain a copy of your transcript?

41. Where can you find information about the bus schedule to/from Kirkwood?

42. Where can you find out information on Student Life events? Pick up an information sheet.

43. What is your favorite place on campus?

44. What is one other thing you learned about Kirkwood that you did not know before participating in this activity?
SECTION V ASSIGNMENTS CONTINUED

Diversity Interview

The following are suggested questions and topics for discussion to use when you interview someone different from yourself.

Different can mean ethnicity, age, size of family you grew up in, different religion, different size of community you grew up in, different sexual orientation and so on. Spend some time thinking about someone you would like to know better and approach the assignment as an opportunity to look at your similarities.

Suggested Questions and topics:

Tell me about the family you grew up in.

What type of town, city or community did you grow up in?

What were the good things about that community? The bad?

What is your most vivid historical memory?

What is your favorite food?

How are you likely to react when someone hurts your feelings?

How about when someone makes you feel good?

What do you want out of your education?

What part of Kirkwood do you like the best? The least (no fair saying doing interviews!)

Does religion play a strong role in your life?

Do you consider yourself politically active?
Are you responsible for anyone other than yourself?

What kind of music do you like?

**We will also do some brainstorming in class regarding other questions you may come up with after reading the diversity assignment.**
All of these pertain to the main campus library.

1. How much do photocopies cost if you are copying material for a class?

2. Where can you use a computer to type a paper?

3. What can you do if the library does not have the article you want?

4. To borrow material what do you need?

5. How much do transparencies cost?

6. Where can you go to send a FAX? How much does it cost?

7. What are the ID and Password to access magazine articles from home?

8. Where can you find newspaper *clippings* on selected topics?

9. According to the “Quick Website Evaluation,” located in the *Student Guide to Library Services*, what are the first three questions you should ask yourself about an Internet site?

10. Where is the reserve material located? What should you know in order to make it easy to find the material you want?
Appendix C: Literature Review (by Wendy Lingo)

Introduction
Although it is estimated that 70% of two year colleges offer some form of first year extended orientation seminars there are still large numbers that don’t. At Kirkwood the most common orientation to liberal arts model is offered in a day and a half course offered before classes begin. The current model serves roughly 600 students out of approximately 5500 enrolled as first time liberal arts majors. The only exception is one section that is offered in an extended format.

Definitions
The literature regarding first year orientation provides a lengthy list of definitions, models and methods of delivery. Regardless of the diversity first year orientations all share common themes. Robinson, Burns and Gaw (1996) paraphrase Tinto (1987) when they make the statement, “Integrating students to the social and academic fabric of the institution is key to their retention and success” (p 55). Robinson, Burns and Gaw (1996) define orientation goals with the statement, “Orientation programs facilitate student learning in three general dimensions: transition processes, academic integration and personal and social integration” (p 55). Adjustment, integration, transitioning are all terms that define the goals of first year orientations. It is quite possible that all of the community college models of orientation are founded in those goals. The confusion begins when one tries to find a common delivery model for orientation and a common term used to describe it. The array of names, programs and deliveries are vast. John Gardner, the Executive Director of the Policy Center on the First Year of College has been involved in developing, facilitating and validating programs targeted at first year students since 1972 (Schroder, 2003). Charles Schroder’s (2003) interview with John Gardner lead to Gardner sharing his concept of the definition for the first year experience as “a national and international effort to improve the first year, the total experience of students” (p10). The first year seminar is seen by Gardner as higher education’s effort to put a name and a program to the concepts of The First Year Experience. Upcraft and Gardner (1989) contend that historically what were referred to as freshman orientation courses are now commonly called seminars. In looking in the field of
higher ed, First Year orientation and seminar are used to describe similar programming according to the whim of each individual institution.

In a review of first year orientations it appears that delivery models of orientation services makes a definitive impact on the effectiveness of the orientation. Some models are purists sticking to the framework of The First Year Experience as defined by the Policy Center on The First Year of College at the University of South Carolina. Some have plucked bits and pieces of Gardner’s First Year Experience work in an attempt to develop eclectic orientation models to customize the delivery according to the institution’s culture. Nearly all are defined by words like integration and transitioning. The literature suggests that the models will have a wide array of names and delivery systems. Community colleges are notorious for taking age old models and adapting them to accessible delivery. Orientation is no exception.

**Need for First Year Orientation in the Community College**

It is imperative to examine why extended orientations are valuable programs to the community college culture. The literature uses retention and attrition to validate first year experiences and spending a great deal of energy arguing for orientation because it is the right thing to do in light of growing numbers of under prepared students.

In light of attrition and retention, Paul Elsner (2002) observes community colleges are estimated to lose 40% of their enrollees in the first year of enrollment. Elsner recognizes that there are a myriad of reasons students disappear but he questions whether community colleges have done enough to engage those students early on or whether we have merely processed them through into the system. For Elsner a policy of processing vs. engaging becomes an issue in retention. The proponents of extended models of orientation see them as long term engaging processes. Tinto (1987) asserts that retention is influenced by an institutions ability to construct “educational communities in college, program and classroom level which integrate students into the ongoing social and intellectual life of the institution.” (p. 188). One consistent goal of orientation is to integrate students to the college culture. Pascarella and Terenzini (1991) state, “The weight of evidence suggests that a first semester freshman seminar designed to orient the student to the institution and to teach important academic survival skills is positively linked to both freshman year persistence and degree completion” (p. 419). Pascrella and Terenzini’s findings stand even when academic aptitude and secondary school achievement are considered
(1991). Cuseo (2003) cites a 2001 study by ACT that estimates the attrition rate of first year, two year college students at 50%. With institutions of higher education fighting for state and federal dollars the ability to retain a student from semester to semester is a decisioning factor in those institutions’ ability to compete and deliver quality programs. Tinto (1996) found that the most students leave between the first and second year. He also states, “Among two year colleges, nearly half of all beginning students leave before the start of their second year” (p.101).

The reasons for departure cited by Tinto provide the crossroads between retention and first year orientations/seminars. In 1987 Tinto made it clear that integrating students socially and academically into the environment was essential to student retention and success. By 1996 he was still making those claims. In the 1996 article he listed specific reasons for departure as applied to the community college. Academic difficulty is the first reason cited.

Glass and Garrett (1995) pointed out that although studies of extended orientation at four year institutions had documented positive impacts, little statistical research had been done to substantiate the same results at community colleges. Glass and Garrett (1995) were careful to define orientation as an extended orientation, meeting weekly for the first semester. Using the rationale that orientation had proven it’s effectiveness in reducing attrition and improving GPAs in a four year college Glass and Garrett predicted the same results at the community college (1995) They set forth on a study to prove it. Using four community colleges a similar extended orientation was developed and ran fall of 1990 (Glass and Garrett, 1995). The results were impressive. Students who had taken the orientation had earned a significantly higher number of credit hours after the first year than the students who had not been enrolled in the orientation. Student who completed the orientation had significantly higher GPA’s than those who hadn’t (Glass and Garrett, 1995). Positive student performance was documented even when taking into account age, race, gender and entrance exam scores (Glass and Garrett, 1995).

The open admission policies of community colleges make them a viable choice for training and education of all community members. Open admission is something community college cultures value as core commitments. Many will stand and connect that value with the very democracy the United States is built on. That value isn’t a something community colleges are likely to give up on. With that value of open admission we also have the responsibility to educate all regardless of their preparedness for college. For some that responsibility becomes an ethical mission, for some
it is a determining factor in the future workforce of our nation. McCabe (2000) estimates that more than 40% of entering community college students are under prepared. Roueche and Roueche (1993) see orientation as a possible tool for transitioning under prepared students to the new world and culture of higher education they are being exposed to. Roueche and Roueche (1993) consider the research on extended orientation at community colleges when they make the statement, “Orientation should be required and should initiate the building of student support services” (p 250) in the final recommendations in their book Between a Rock and a Hard Place. A study by Strumpf & Hunt (1993) is cited by Cuseo and Barefoot (1996) in the statement “Participation of at risk students in the extended orientation seminar has been found to result in significant improvement in their retention rates” (p. 60). Cuseo and Barefoot (1996) point out that in1988 the research and was strong enough the American Association of Community and Junior Colleges (now the American Association of Community Colleges) issued the following statement, “We urge that community colleges give more attention to student retention. Every college should develop a comprehensive first year program with orientation for all full-time, part-time and evening students” (Commission on the Future of Community Colleges, 1988, p. 11).

Rationale for orientation includes retention measures, academic preparedness measures and ethical measures. Doing the right thing includes orienting first year students in an orientation that will aid them in academic preparedness, social integration and transitioning to the college culture.

**Best Practices in First Year Orientation**

In a 1991 publication, Joseph Cuseo makes a valid argument for extended orientation. His argument is twofold. Cuseo sees a need for an extended time frame to enable the course contact to give ample coverage to issues facing first time students (1991). He also sees the advantage of have a “timely discussion of college adjustment issues as the need arises (Cuseo, 1991). Learning note taking skills is enhanced by the student taking that information and applying it to coursework (Cuseo, 1991). Test taking skills curriculum delivered before mid term becomes a recognizable need by the students. Cuseo sees a learning cycle develop when timely teaching and modeling occurs at a time when the student can immediately apply what is learned to practice (1991). He sees timely delivery of instruction as a means of insuring course relevance to the
student thus increasing the student’s motivation to attend and participate. Cuseo (1997) makes a strong assertion for the time frame of an orientation seminar to be a semester in length. He cautions that the very least they should be is 7-8 weeks long. Cuseo’s point is substantiated by Blanc, De Buhr and Martin in their research of attrition in an urban institution with an enrollment of 11,000 (1983). They observed that the highest level of attrition occurred within the first six weeks of the semester. If an orientation is to be successful in transitioning students into the academic, cultural and social fabric of an institution the time frame for the delivery of the orientation and the contact with the orientation instructor must take the student into the semester. Cuseo’s (1997) makes the observation, “Empirical research indicates greater retention-enhancing effects of longer orientation interventions” (p 14) as well as “greater course length results in more contact time for content” (p 14). In a 2003 publication Cuseo again states the case for extended orientation. His message regarding extended orientation is strong:

Using virtually all major types or research methods (quantitative and qualitative, experimental and correlational) the positive impact of the course on student outcome has been reported for all types of students (for example at risk and well prepared, minority and majority, residential and commuter, at all institutional types (two year and four year, public and private), institutional sizes (small, midsize and large), and institutional locations (p. 288).

Pascrella and Terenzini (1991) make the observation that “Scholars and administrators are increasingly coming to realize that the most effective orientation programs are not limited to the first few days or weeks of the first semester” (p 650). Hankin and Gardner (1996) call for providing information to students in a timely manner pointing out that study skills make sense to a student if they are taught during the course of a semester when students can directly apply what they are learning in their extended orientations. Spreading the dissemination of information during the course of a semester makes that timeliness and thorough coverage of the subject matter attainable. Rouche and Rouche (1996) provide a common sense approach on extended orientation:

Some colleges plan their activities over several days or a full week; others keep the orientation alive during the full first semesters. Students are required to enroll in semester long courses that explore the questions students have and the demands they are experiencing over a period of sufficient length to give the abundances of new information time to “gel.” (p 79)

Rouche and Rouche (1996) also see the extended orientation as an influencing factor in students building long term mentoring relationships with the faculty who teach the orientations.
The strong and repeated emphasis on extended delivery of first year orientation in the literature establishes first year orientation models of at least eight weeks in length as a best practice.

According to M. Lee Upcraft and John N. Gardner (1989) content topics of the orientation typically include:

“Identify the differences between high school and college, learn college survival skills, and learn time management and study skills, learn college regulations, deadlines and procedures, understand their health needs, including alcohol and drug abuse as well as human sexuality, become aware of their learning styles and their applications, identify and clarify their values, learn stress and conflict management and learn the principles of career development and decision making.” (p 192)

In a very condensed manner Robinson, Burns and Gaw are less specific in their recommendation for orientation objectives, “Orientation programs facilitate student learning in three general dimensions: transition processes, academic integration and personal and social integration” (p 55). Les Cook (1999) declares: “The main purpose of orientation should be to assist the student in making a smooth transition and adjustment to collegiate life while at the same time breaking down some of the fears and anxieties that might exist” (p 49). It appears from the literature the elements of all these objectives mentioned make up the content of best practices in orientation.

Tinto provided higher education with a guiding premise for orientation when he wrote, “Educational communities which are committed to their students and which reach out to them in the community’s educational life also generate student involvement in learning and eventually student commitments to the goals of education” (p 188). Orientation is the starting block of the educational community.

Cuseo and Barefoot (1996) provide some guidelines for that starting block when they discuss possible content for an orientation. Orientation is an opportunity to expose first year students to the differences between high school and college academics (Cuseo and Barefoot, 1996). Even the language used to describe a class as three credit hours is new to most first year students. The level and rigor expected of college students is often a frightening discovery in that first year.

Barefoot and Cuseo (1996) recommend exposing students to the history and purpose of college with the goal of generating enthusiasm in the student. Students often question what they are doing in such an environment. Providing them with tools to be actively involved in learning and
influencing the direction their education is taking them insures their ability to find value in the experience.

Cuseo and Barefoot (1996) stress the importance of providing information regarding college policies, procedures and resources as a valuable course content. Understanding financial aid, enrollment policies and other procedures can assist students in avoiding the sinking thought of not knowing what to do. Institutions make dangerous assumptions in thinking students come to us knowing how to navigate our systems.

Cuseo and Barefoot (1996) encourage us to assist our students in understanding the meaning and reasoning for general education and liberal arts. An orientation setting would provide an opportunity to assist students in understanding and navigating the curriculum (Cuseo and Barefoot, 1996). Very few student come to us with the knowledge of what an elective is, what courses are needed for a degree, and what pre-requisites are. Without providing that knowledge successful navigation through the community college curriculum is very difficult.

Orienting students to co-curricular activities is an orientation best practice (Cuseo and Barefoot, 1996). Opening doors for them to be involved in student clubs and organizations, student leadership opportunities and intramurals all assist us in capturing students into the very fiber of an institution. Cook (1999) observes the need for social/personal development of students as a best practice in extended first year orientation. Orientation provides a venue for social interaction to occur in a controlled environment for new students. Group activities, scavenger hunts through facilities, attending a theater, music or athletic events together serves to orient them to the larger college community as well as an opportunity to interact with each other. Too many times we leave our younger students with few social venues other than the illegal parties that run rampant on most campuses the first weeks of classes. The social and personal development also addresses diversity. At the community college we have students of all ages, personal histories and ethnic backgrounds. Again by providing a controlled environment for interactions students can easily interact with students they might not otherwise have reached out to.

Exposing students to college services a is key element of orientation (Cuseo and Barefoot, 1996). We should attempt to assist our students in being familiar with student support services on campus and clearly know how they access them. Finding the library and developing information literacy are two very different things. Too often the institutional culture supports the thought that
it is the students’ responsibility to find support services. We forget they might not even know about support services available to them and then wonder why they can’t find them.

First year students need a clear understanding of how to access college personnel (Cuseo and Barefoot, 1996). Understanding the concept of faculty office hours is a relatively new idea for most students. Advising and exposure to registration processes are best practice components of first year orientation (Cook, 1999). Many students don’t know the name of their academic advisors which certainly speaks to the reason many of them can’t find their advisors. Those students who know the name of the advisor are often unclear about the when, where and why they need to find the advisor. Skipper (2000) recognizes the practice of each first year orientation class being made up of students who will be advised by the instructor who teaches their orientation class as logical springboard for a long term advising relationship. It is essential for students to understand how to traverse the degree requirements.. In the community college understanding transfer policies and transfer agreements are important to the success of our students.

Cuseo and Barefoot (1996) highlight academic skill development as essential to a first year orientation. Teaching students learning strategies, taking tests, studying, note taking, memorization skills and critical thinking are all essential to the student’s success (Cuseo and Barefoot, 1996). The development of strong academic skills should be the focus of an orientation (Cook, 1999). There truly isn’t anyone that cannot obtain some benefit in learning academic skills. These are skills that will enhance our students’ success in the classroom as well as provide them with tools to transfer to the lifelong learning required in the workplace.

Academic and career planning are essential elements for a student’s educational and career goal development making them a best practice in any orientation (Cuseo and Barefoot, 1996). Career planning is a concept that is applied over a lifetime. Exposing students to the concept early in their academic careers allows them to think of each college experience in light of a career choice. Early academic and career planning allows students to make informed decisions about majors and their relationship to jobs. Career and academic planning allows for students to choose classes in light of their future plans. Sometimes classes provide students with experiences that make them reconsider initial career choices. Exposure to the concepts of career planning will assist students in re-thinking career plans as opposed to leaving college with the unfounded hope that
the “right” career will come and knock on their door someday. For community college students whose goals include a bachelor’s degree, early identification of a major can help insure correct class selection at the community college level. Those same students often have difficulty navigating the road to the transfer institution. Early career and educational planning will assist them in understanding that road.

Life management is a goal of first year orientation (Cuseo and Barefoot, 1996). Understanding one’s self, values, interests and abilities are essential building blocks for student’s success. Understanding one’s values can support a student’s decision not to join in the after class parties. Knowing how to budget money, cook for themselves, manage free time are all components of life management. Balancing work and school, balancing family and school are all challenges put in front of our students everyday. Understanding personal stress can provide a great deal of personal support for oneself. Endorsing institutional recognition of such stress in an orientation classroom sends a strong message of the institution’s investment in their students’ welfare. In that same line of thinking wellness is listed as a component of first year orientation by Cuseo and Barefoot, 1996. Students have to be encouraged to face the reality that they are getting by on less sleep than they need, some are existing on less exercise than they are accustomed and many of them are eating poorly. Many of our younger students have grown up valuing exercise. They have been involved in recreational and/or athletic pursuits for most of their lifetime. When they suddenly hit college and can’t really find a place to run or someone to walk with exercise routines dwindle. Many don’t understand the quick drop in exercise is an incredible stressor for the mind and body. Some of our students are cooking for themselves for the first time. Some are cooking for others at home with very little time to put into the activity. Strange as it may seem there our benefits to an institution supporting an orientation instructor who takes time to remind students that ramen noodles and a stop at the pop and candy vending machines will not meet the daily requirements of the food pyramid.

McCabe (2003) observes that students who see faculty as reaching out to them are more likely to take responsibility for their roles in the classroom partnership that encourages learning. McCabe (2003) encourages faculty to make meaningful contact with students in and out of the classroom. McCabe (2003) also sees a strong, working relationship between academics and student services as an essential student support making those relationships a best practice. Cook, Cully and Huftalin (2003) cite “collaboration between student affairs and academics” (p 129) as a best
practice in extended orientation. Faculty participation allows for early, solid relationships between the students and faculty member to develop. Student Affairs participation allows for first year students to develop solid contacts with resources for supportive services. Establishing membership in the entire community of the college will support student persistence (Tinto, 1999). Hankin and Gardner (1996) see a campus wide approach to the First Year Experience as essential to developing a culture of student success. It appears a collaborative effort on the part of faculty and student affairs professionals is a “best practice” when designing and implementing extended first year orientation.

Cuseo and Barefoot (1999) recommend that class size be limited to 25 students keeping in mind that ideally fifteen to twenty will aid in interaction in the class. Small class size will also allow the instructor to provide personalized attention to each student.

Rouche and Rouche (1993) call for orientation as a required course in the community college. Rouche and Rouche encourage community colleges to draw from the university orientation models that continue to offer orientation opportunities through out the first year. The extended model of orientation comes up time and again in the literature as a best practice.

Best practices include putting student needs at the center of orientation Cuseo and Barefoot (1996) write:

What unifies all the forgoing topics and sub topics is their student-centered focus. Arguably the first year orientation seminar may be unique in that is the only course in the curriculum whose content derives from and originates with the needs of college students. (p 64)

Best practices develop out of institutions efforts to meet observed student needs. We are encouraged to see first year orientations as both dynamic and evolving courses (Cuseo and Barefoot). Institutions need to listen to researchers, faculty, and student service professionals but perhaps most important we need to listen to our students in the design and practice of first year extended orientation.

Community College Extended Orientation Models

Brawer (1996) cites a 1993 article by Nelson who reported impressive statistics coming out of Valencia Community College in Florida regarding positive result of extended orientation. Of the students completing the extended student orientation 81% passed all their first term classes
(Brawer, 1996). The students enrolled in preparatory classes other than the orientation had only a 56% passing rate. All other students passing rate was at 67% (Brawer, 1996).

Cowley Community College in Arkansas City, Kansas has very unique delivery model for orientation (Cook, Cully and Huftalin, 2003). They offer a month long orientation held on Saturdays (Cook, Cully and Huftalin, 2003). Non traditional age students spend Saturday mornings on the campus and traditional age students are oriented in the afternoons (Cook, Cully and Huftalin, 2003). The orientation is described as “a picnic-like atmosphere” (Cook, Cully and Huftalin, 2003, p 131)

Oakton Community College in Des Plains, Illinois has an enrollment of 10,000 students. Orientation there is delivered in three workshops limited to 15 students each (Cook, Cully and Huftalin, 2003). One workshop focuses on placement testing, one on advising and one on overall orientation (Cook, Cully and Huftalin, 2003). Oakton busses in high school students from seven feeder schools for both the placement and advising workshops (Cook, Cully and Huftalin, 2003). The practice of beginning the orientation process with high school seniors demonstrates a community commitment and starts the transition process early.

Spokane Community College links advising to orientation (Cook, Cully and Huftalin, 2003). The coupling of advising and orientation along with a college credit make the orientation appealing to students (Cook, Cully and Huftalin, 2003). Spokane’s program is the design of a college wide orientation committee made of faculty and student service providers (Cook, Cully and Huftalin, 2003).

Manatee Community College in Bradenton, Florida offers an extended model of orientation for students identified as “at risk” (Cook, Cully and Huftalin, 2003). The program is open to all interested students (Cook, Cully and Huftalin, 2003). Manatee has also designed a once a month international orientation specific to the needs of ESL students (Cook, Cully and Huftalin, 2003).

In their book, Between a Rock and a Hard Place, John E. Roueche and Suanne D. Roueche (1993) hold Middlesex Community College in Massachusetts up as exemplary. Middlesex has developed a freshman seminar required for liberal arts and liberal studies students (Roueche and Roueche, 1993). Uniquely faculty originally taught the seminars in addition to their contractual loads without compensation (Roueche and Roueche, 1993). Later budgets included compensation and instructor volunteers were numbered in the 40’s. The freshman seminars are
team taught linking a faculty member with a student service provider (Rouche and Rouche, 1993). Instructors have reported learning new respect and exposure to what both the academic side and the student service side of the college do to support students (Rouche and Rouche, 1993). It appears that in many ways the seminar has oriented the instructors to the college culture at a whole. Class size is limited to twenty five (Rouche and Rouche, 1993). A variety of student success topics are covered as well as required weekly journaling. The journaling allows for the instructors and the student to interact privately through the written word (Rouche and Rouche, 1993). The seminar is offered for one credit and meets twice a week for the first two months of the semester (Rouche and Rouche, 1993). In studies based on control groups from the first two years of the freshman seminar, Middlesex found a significant increase in retention of those students who attended the seminar (Rouche and Rouche, 1993). Students who had completed the seminar had slightly higher GPAs (Rouche and Rouche, 1993). Evaluations of the seminar were highly positive (Rouche and Rouche, 1993). Faculty observed students gained self confidence and a commitment to their education by attending the seminar (Rouche and Rouche, 1993). Students observed they benefited from information regarding college services and developed strong relationships with faculty and other students (Rouche and Rouche, 1993).

Middlesex also offers a course clustering schedule with the freshman seminar as part of the course load (Rouche and Rouche, 1993). A student can enroll in a cluster that is made up of developmental coursework and a freshman seminar, one that includes Intro to Psychology and English Composition and a freshman seminar, or an Intro to Business and English composition cluster and a freshman seminar (Rouche and Rouche, 1993). The clusters are scheduled by blocks during peak class time hours (Rouche and Rouche, 1993). The relationship between the coursework and the instructors for each particular block is seen as highly collaborative (Rouche and Rouche, 1993). The administration of the clusters is the responsibility of the Dean of Student Development who relies on input from the Dean of Academic affairs and Department Chair people (Rouche and Rouche, 1993). The program appears to exemplify collaboration at all levels of the college. Middlesex reports by attending first semester cluster classes, the students in the clusters develop positive relationships with peers. Students report they have established both study groups and social interactions by attending the clusters with the same group of students throughout the semester (Rouche and Rouche, 1993). Evaluations of the
course clustering discovered first year course cluster students had a much higher rate of retention (Roueche and Roueche, 1993). The effectiveness of the clustering was supported by the discovery that none of the cluster students left the college after the first semester (Roueche and Roueche, 1993). The retention of the course cluster students is even more significant in light of the finding that 34% of the first year students who were not in the clusters left after the first semester (Roueche and Roueche, 1993).

Bronx Community College operates a Freshman Year Initiative Program in 1991 (Warren, 1997). With estimates of 84% of Bronx Community College students entering with developmental course needs in mind, Bronx developed a model to deliver a full 12 credit hour semester course load with developmental coursework and an orientation and career development course (Warren, 1997). Students take the courses in three modules each meeting for three hours, 4 days a week for five weeks (Warren, 1997). The orientation and career development course meets for one hour each week the entire semester and is taught by a counselor (Warren, 1997). In addition to the class meeting each student is required to meet one on one twice during the semester with their counselor/instructor. (Warren, 1997). At the time this report was published tentative effectiveness statistics were available. The results favorably supported the entire initiative program with program completers coming in with 76% fall to fall return enrollment rate while 59.3% of those not completing the program returning fall to fall.

The 2003 League of Innovation in the Community College was the setting for a presentation by Carol Manley, David Taylor and Joann Wright of Moraine Valley Community College regarding a new first year experience at Moraine Valley. Moraine Valley is a located in Palos Hills, Illinois and serves an estimated 14,000 students (Manley, Taylor, and Wright, 2003). Moraine Valley has a linked a required orientation to a first year success class (Manley, Taylor, and Wright, 2003). SOAR, the student orientation and registration program consists of a presentation from counselors, a student lead tour, pre-enrollment assessment and interpretation lead by advising, the completion of a comprehensive online program introducing them to the types of degrees offered at Moraine Valley, teaching students how to develop their first semester course choices and completing course registration (Manley, Taylor, and Wright, 2003). Although the registration is done online, a counselor closely supervises the course selection (Manley, Taylor, and Wright, 2003). Student’s first time registration must occur in person. Moraine Valley
developed the orientation keeping in mind the goal of giving students just what they need to get started.

The second phase of the first year required activities is enrollment in Moraine Valley’s *College 101*-College: Changes, Challenges, Choices course (Manley, Taylor, and Wright, 2003). *College 101* is a required eight week, once a week, two hour course orientation/seminar type course. At the time of the presentation Moraine had 110 sections of *College 101* running with 22 faculty members from a cross section of curriculum providing instruction. Seven counselors deliver fourteen co-curricular workshops that can be delivered in the context of the *College 101* classroom or students can be required to complete them outside the classroom (Manley, Taylor, and Wright, 2003). In addition to the co-curricular workshops *College 101* is designed to provide students with information literacy skills and a Master Academic Plan (MAP) (Manley, Taylor, and Wright, 2003). Students with the assistance of an academic advisor develop their personal MAP which spells out their individualized plan of study for the first year (Manley, Taylor, and Wright, 2003).

Manley, Taylor, and Wright stressed that the instrumentation of the program required the support and collaboration of all levels at the college. The program was supported by a Task Force that represented administration, faculty and student development (Manley, Taylor, and Wright, 2003). The presenters stressed the importance of the involvement of the faculty association in the development and success of *The Freshman Experience* (Manley, Taylor, and Wright, 2003). Discussions regarding implementation of the program were included in the actual negotiations with faculty and administration agreeing faculty receive ½ credit overload pay for teaching the class (Manley, Taylor, and Wright, 2003). In a half humorous way the presenters mentioned that acquiring the President of the faculty association as an instructor provided implied support for the program (Manley, Taylor, and Wright, 2003).

The successful completers of Moraine Valley’s freshman experience showed a 70% retention rate across the year while those who did not take the class had a retention rate of 47% (Manley, Taylor, and Wright, 2003). The successful completers had higher rates of course completions and stronger GPAs throughout the year. The above numbers do not include every student enrolled in the First Year Experience because Moraine screened students who had taken the program but had either failed or got a D and classified them as unsuccessful completers (Manley, Taylor, and
Wright, 2003). The unsuccessful students had lower retention rates than both the successful completers and those who did not take the class (Manley, Taylor, and Wright, 2003). The unsuccessful group was deemed as such because a C or above grade in the first year experience to graduate (Manley, Taylor, and Wright, 2003). Positive student accounts of the experience were included in the presentation and were supported by obvious enthusiasm and support expressed by the presenters.
References


