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88-89

CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number _____ / _____
 Action _____
 Date _____

I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE: LC 170, Strategies for Academic Success

DEPARTMENT: Learning Center

CONTACT PERSON(S): Carolyn Wilkie; Sally Lipsky; Alphonse Novels

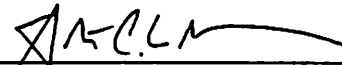
II. APPROVALS




 Director, Learning Center



 Dept. Chair & Chair, Curric. Comm.



 Chair, Division Curric. Comm.



 Vice President, Student Affairs

Not Applicable

 Director, Liberal Studies
 (where applicable)

Not Applicable

 Provost
 (where applicable)

III. TIMETABLE

Date Submitted
to UWUCC 7/6/88

Semester/Year to be
Implemented Spring, 1989

Year to be published
in Catalog 1989

I. CATALOG DESCRIPTION

LC 170 Strategies for Academic Success

1 credit
1 lecture hour
0 lab hours
(1c-01-1sh)

Assists students to develop and use effective and efficient study approaches on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Class attendance is required.

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A-1: Strategies for Academic Success is proposed as a 1-credit, free elective course. The purpose of the course is to assist students to develop study skills and attitudes conducive to success in college course work. As such, it is an introductory course intended for college freshmen.

The course directly relates to the mission of the Learning Center; i.e., to provide learning enhancement services. The course is directed most specifically toward those populations which the Learning Center was directed to serve as target populations -- students admitted through the Learning Center/Act 101 Program and the School of Continuing Education, general admissions freshmen on academic probation, and students admitted through the Special Talent program. Other students will continue to be included in the course as space permits.

It should be noted that the content of this course was previously included in a 3-credit, free elective course approved by the University Senate in 1972 -- Reading and Study Skills for the University Student (ED 100). The increasing need for a remedial reading course resulted in the Learning Center submitting a proposal to revise the focus of ED 100 such that the course centered solely on reading skills. The current proposal is to reinstate a formal, credit-bearing course in study skills, separate from the reading course.

A-2: This course does not require changes in the content of existing courses. There are no other courses at IUP that are designed specifically to improve students' study skills.

A-3: Strategies for Academic Success is a course designed specifically to enhance students' learning in other courses. It follows the traditional type (purpose) of course offered through the IUP Learning Center and learning centers nationally. Strategies for Academic Success is intended as a one-credit course coinciding with the conventional semester, and requiring active student involvement in their own learning.

A-4: Strategies has been offered on a trial basis since the Spring term, 1985. During this period, over 1500 IUP students enrolled in the course, and another approximately 150 students indicated interest, but were unable to enroll due to space limitations.

Evaluation of the success of the course consists of both "soft" and "hard" data. Based on evaluations submitted anonymously by over 850 students (rf: Appendix B), the course was perceived as having achieved its objectives of improving students' competence with specific study skills (ex., developing academic goals, effective use of time management, effective ways to analyze and adapt study strategies). Overall, 87% of these students indicated that the course was valuable for them, and 88% of the students would recommend it to other freshmen.

Second, in terms of "hard data," a two-year research study, conducted by Lipsky and Ender (1988) (rf: Appendix B), examined the impact of this course on the academic achievement and retention of general admissions freshmen who were placed on academic probation in their second semester. Based on the 95 students

who met this criterion and who enrolled in Strategies in the Spring terms of 1985 and 1986, the course had a positive impact. Following instruction, the GPA's of the course participants were significantly higher ($p < .05$) than those of the control group (probationary students who chose to not enroll in the course). Similarly, students who participated in the Strategies course earned a significantly higher ($p < .05$) number of credits. After a one-year period, there was a significantly higher ($p < .05$) percentage of course participants than non-participants still enrolled at IUP. Additionally, after a two-year period, course participants still maintained a significantly higher ($p < .05$) GPA than students who chose to not enroll in the course.

Another longitudinal study, conducted by Wilkie and Kuckuck (1987) (rf: Appendix B), adds additional support for the effectiveness of this course. The study was conducted in reference to a special topics course, Freshman Seminar: The Student's Role in the University, taught by the two researchers at the Punxsutawney and Kittanning branch campuses in 1984. This course was modeled after the University of South Carolina's "University 101" course, an internationally-recognized strategy for improving student retention, satisfaction, and involvement. Approximately 40% of the content of this 3-credit course focused on study skills. The research study included a control group matched on predicted QPA and age. Results of the two-year study (attached) indicate that students who successfully completed this course have achieved significantly higher ($p < .05$) GPA's than the matched control group throughout the length of the study. Thus, at the end of one, two, and three year periods, students who enrolled in this course have achieved at significantly higher levels than students predicted to achieve at equal levels. Second, at the end of a three-year period, 13% more of the course participants than the control group students are still enrolled at IUP (45% vs. 32%). It should be noted that all project participants were exceptionally high-risk students, based on the IUP admissions criteria.

These measures demonstrate, then, that the Strategies course (and similar content offered through the Freshman Seminar course) has had a positive benefit to students. This is not surprising, since the literature includes many studies which show similar results.

A-5: This course is not proposed as a dual-level course.

A-6: This course is not proposed for variable credit.

A-7: Many other higher education institutions offer courses similar to "Strategies for Academic Success." As a matter of fact, this course is cited as having been the first effort nationally (in 1894, at Wellesley College) to assist students to achieve the higher levels of success that they were expected (Cross, 1976). Examples of colleges and universities offering courses with the same objectives as Strategies for Academic Success include those listed below. (Note: In some cases, the courses are offered for 3 credits, and include a component in critical reading):

University of Maryland
Pennsylvania State University

University of Pittsburgh
Kansas State University
University of Georgia
University of Hartford
State University New York at Cortland
Washington State University
University of Mississippi
Cornell University
State University of New York at Buffalo
Texas A & M
Waynesburg College
Bloomsburg University of PA
Lock Haven University of PA
Edinboro University of PA
Shippensburg University of PA

A-8: The content/skills of this course are not required by a professional society, accrediting authority, etc.

Section B: Interdisciplinary Implications

B1: Each section of this course will be taught by one instructor.

B2: No additional or corollary courses are needed with this course.

B3: There is no direct relationship between the content of this course and the content of courses offered by other departments.

B4: Yes, seats will be available to students in the School of Continuing Education.

Section C: Implementation

C1: Assuming that requests for this course remain consistent with the level experienced in the past two years, no new faculty will be needed to teach this course. Conventional classroom space is the only space required. Also, no equipment, laboratory supplies, library materials, or travel funds are needed.

C2: A portion of the salaries for some faculty who teach the course are dependent upon ACT 101 grant monies. Since all of these faculty are on permanent contracts, and since the Act 101 grant funds have been received by IUP for the past 16 years, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.

C3: This course will be offered Fall and Spring terms.

C4: Approximately 13 sections each Fall term will be set aside for Learning Center freshmen students. Five or six sections will be offered for other IUP

students, both Fall and Spring semesters. This is consistent with the pattern established within the past two years.

C5: Because this course requires a high degree of individualization and frequent evaluative feedback, we will limit the class size to approximately twenty students. Research indicates that successful study skills courses incorporate the following characteristics: 1) frequent and intrusive contact between faculty member and students; 2) structured, directive activities with regular feedback; and, 3) a high involvement of students in activities of relevance to them, including much self-monitoring of achievement. Therefore, effective instruction would necessitate an appropriate limit on the number of students in each section. This is the typical limit imposed by other colleges offering study skills courses.

C6: There is no individual professional society that exists specifically for study skills; however, our professional experiences with classes ranging from 10 - 30 students indicate that an enrollment of approximately 20 students is maximally feasible for positive group interaction and individualized support.

C7: This course will be a requirement only for freshman Learning Center students and other students who are required to enroll by their deans or other college representatives. Because the course is proposed as a free elective offering, students' programs of major study will not be affected.

Section D: Miscellaneous

Appendix A: Course syllabus.

Appendix B: 1) Student evaluations and comments about the course.

2) Study of academic performance and retention of students participating in course (Lipsky & Ender, 1988).

3) Final report of special topics course taught at the branch campuses in 1984 (Wilkie & Kuckuck, 1987; updated 1988)

Appendix C: Letters of support:

Dr. Edwina Vold (Chairperson, Professional Studies in Education)
Dr. Frances Stineman (College of Business Advising Center)
Ms. Catherine Dugan (Director, Advising & Testing Center)

APPENDICES

Appendix A

COURSE SYLLABUS

I. CATALOG DESCRIPTION

LC 170	Strategies for Academic Success	1 credit
		1 lecture hour
		0 lab hours
		(1c-01-1sh)

Assists students to develop and use effective and efficient study approaches on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Class attendance is required.

II. COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.

Objectives: Upon successful completion of this course, participants will be able to:

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
- d. evaluate positive and negative influences on goal attainment;

Goal 2: To develop effective time management and concentration strategies.

Objectives: Upon successful completion of this course, participants will be able to:

- a. analyze use of available study time;
- b. identify positive and negative influences on time use and concentration;
- c. allocate time needed to achieve academic goals;
- d. implement effective concentration techniques;
- e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.

Objectives: Upon successful completion of this course, participants will be able to:

- a. implement effective strategies for textbook reading and study;
- b. implement effective strategies for notetaking and use of notes;
- c. implement effective strategies for exam preparation;
- d. implement effective strategies for test-taking;
- e. integrate use of the comprehension hierarchy into the study process;
- f. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.

Objectives: Upon successful completion of this course, participants will be able to:

- a. list and explain 10 principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process.

TOPICAL OUTLINE:

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A.. Semester Academic Goals (1.5+ classes)

1. Definition and characteristics of a goal
2. Assessment of semester and future QPA needs
3. Self-assessment of study strategies needs
4. Process of goal-planning and implementation

B. Strategies for Effective Time Management (1.5+ classes)

1. Rationale for time management planning
2. Guidelines and principles of effective time management
3. Time management planning and analysis

C. Strategies for Concentration (1+ class)

1. Identification of internal and external distractors
2. Development of short-term goals and objectives
3. Time management strategies
4. Diet/exercise/health considerations
5. Reinforcement techniques
6. Stress & anxiety control

D. Learning Styles & Strategies for Study (1+ class)

1. Definition and characteristics
2. Analysis of individual learning styles
3. Implications for study environment & strategies used

- E. Strategies for Effective Textbook Study/Reading (1+ class)
1. Textbook formats and learning aids
 2. Textbook study strategies
 3. Textbook notetaking strategies
 4. Reinforcement strategies for study/reading
- F. Strategies for Effective Use of Learning Characteristics (2+ classes)
1. Types of learning & applications to study
 2. Curves of learning and forgetting & applications to study
 3. Learning principles & applications to study
- G. Strategies for Effective Notetaking & Use of Notes (2+ classes)
1. Types of classroom notes
 2. Types of study notes
 3. Underlining/highlighting
 4. Reinforcement strategies
- H. Strategies for Effective Exam Preparation & Test-Taking (2+ classes)
1. Time management for exam preparation
 2. Development and use of study notes
 3. Use of comprehension hierarchy in studying
 4. Use of study groups and other support services
 5. Guidelines for taking objective tests
 6. Guidelines for taking essay tests

CLASS MEETING FORMAT:

Four types of learning formats will be used: self-study; large and small-group problem solving discussions; written assignments involving application and analysis of class topics; and, small-group exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance is required.

GRADING BASIS:

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

Letter Grade	Percentages	Points
A	100 - 90%	190 - 171
B	89 - 80%	170 - 152
C	79 - 70%	151 - 133
D	69 - 60%	132 - 114
F	below 60%	below 114

FACTORS INCLUDED IN FINAL GRADE

A. Application Assignments (80 points)

1. Each of the 8 application assignments carries a point value of 10 points.

2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.

3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.

4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

B. Quizzes (30 points)

At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

C. Participation (30 points)

Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form

the basis for awarding participation points. The total number of participation points for each student will be pro-rated on the basis of 30 possible points.)

Choice of D or E below

D. Group Project (50 points)

If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) development of a questionnaire to be distributed to faculty members or students; (2) analysis of the findings of the survey; and (3) a paper and presentation. The paper (4-5 pages + appendix) is to include a statement of the purpose of the project, the method(s) by which data was collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the course readings.

The project is to be presented to the class, with this presentation limited to 30 minutes. Class members will provide one-half of the grade for this project, based on the strength of the presentation. In addition, each group will receive feedback on its presentation through a reaction form completed by the class participants. The instructor will provide the other half of the project grade, based on the strength of the paper presented.

E. Individual Research Paper (50 points)

The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

CRITERIA FOR GRADING (Application Assignments)

- 0 = no assignment submitted, or assignment not submitted on time;
- 1 = insufficient evidence of appropriate response to assignment;
- 5 = shows understanding of the principles and/or techniques, but fails to apply these to personal experiences with other courses this term, and/or assignment is incomplete;
- 8 = exceeds minimal competencies and expectations; (above average)
- 10 = far exceeds expectations; shows thorough understanding and application; (well above average)

V. REQUIRED TEXT: Pauk, W. (1984). How to study in college, 3/e.
Boston: Houghton-Mifflin.

VI. SPECIAL RESOURCE REQUIREMENTS: None

VII. BIBLIOGRAPHY:

- Annis, L. F. (1983). Study techniques. Dubuque, Iowa: Wm. C. Brown.
- Apps, J. W. (1982). Study skills for adults returning to school. NY: McGraw-Hill.
- Maiorana, V. P. (1980). How to learn and study in college. Englewood Cliffs, NJ: Prentice-Hall.
- Raygor, A. L., & Wark, D. M. (1980). Systems for study, 2/e. NY: McGraw-Hill.
- Shepherd, J. F. (1982). The Houghton-Mifflin study skills handbook. Boston: Houghton-Mifflin.
- Shepherd, J. F. (1983). College study skills. Boston: Houghton-Mifflin.
- Wilkie, C. J. (1987). College study skills: A review and annotated bibliography. (manuscript under consideration for publication by the National Association of Developmental Educators, NADE)

APPENDIX B

Appendix B

Composite Student Evaluations
Strategies for Academic Success

(N = 805*)

% SA/AThis course helped me to develop:

-- more effective academic goal-setting skills -----	91
-- more effective time management skills -----	92
-- more effective textbook reading/study strategies -----	86
-- more effective ways of taking lecture notes -----	84
-- more effective ways of using lecture notes -----	86
-- ways to analyze & adapt study strategies -----	90
I applied course concepts to other classes -----	86
This course was valuable -----	88
I would recommend this course to others -----	87

* Represents the percentage of students who indicated agreement with the statements listed. ("Strongly agree" and "agree" responses are combined.)

Students' comments regarding Strategies for Academic Success:*

"I personally received much confidence and help from this study skills class. I believe this type of class should be required for students, such as myself, who are returning to school after being absent for a long period."

"I enjoyed this class. It gave me a lot of good options for improving my study habits."

"The course really has no weak features because everything I learned was very important to my education."

"This course should be required of all incoming freshmen in order to help them in adjusting to college work."

"This course. . . was very helpful in learning new and different ways for studying for college courses."

"This course is very good and should be made a requirement for incoming freshmen. It would prepare them for the work ahead."

"This course was valuable to me. I have improved my grades this semester by using techniques taught in here."

"The most valuable feature is that I learned something that I can use day to day."

"I think this course, in all aspects, is of great value. I feel it should be required for freshmen because people aren't ready to handle all the things they have to do in college life."

"The course was very effective. I've learned things that I'll remember for all my courses."

"I think this course is very effective for helping students to understand how to get the most out of other classes."

"The content is helpful for other classes, especially in studying for and taking tests."

"I learned a lot, and I have better grades this semester than any other. I would recommend this course to any freshman, sophomore, junior, or senior because it will keep them on the right track."

"I feel that this course should be required of all students. Some of the methods I learned made studying more enjoyable."

"This was a good learning experience which helped to motivate me for my other classes."

"Many younger students may feel that courses aren't relevant to them, but there is a tremendous amount of useful information in this one that could benefit everyone."

"This was the best \$67 I've ever spent!" (response from School of Continuing Education student)

* Sample responses to the questions on the reverse of the Student Evaluation Instrument, and to an alternate instrument used in one instructor's sections.

Impact of a Study Skills Course
on Probationary Students' Academic Performance
Sally A. Lipsky, Reading/Study Skills Coordinator
Steven C. Ender, Assistant Vice President for Student Affairs
Indiana University of Pennsylvania

Abstract

The impact of a one-credit study skills course on the academic performance and retention of second-semester freshman probationary students at a state-supported university was examined. Statistically significant differences; as measured by the dependent variables of grade point averages, academic hours attempted, and academic hours earned; were found at the conclusion of the semester the interventions occurred. Differences were also apparent one and two years later, favoring the treatment groups. Retention data favored the treatment group.

Impact of a Study Skills Course
on Probationary Students' Academic Performance

With the spotlight on student retention in many post-secondary institutions, educators have experimented with various types of academic interventions to positively effect this critical variable (Noel et.al., 1985). Many colleges and universities offer a variety of academic and personal support services to aid students identified as being at risk academically (Whyte, 1985). Many high risk students are identified through academic probation policies and procedures established at most colleges and universities.

Research indicates that academic support programs can be successful in improving the educational performance of academically-at-risk student participants (Walsh, 1985). The effectiveness of these programs seem to be attributed to a set of common characteristics incorporated in this study.

These characteristics included:

1. frequent and consistent contact with at-risk students, usually of ten hours or more duration (Bednar & Weinberg, 1970; Newton, 1985).

2. structured treatment that includes directive, academic, and cognitive-based activities incorporating content lessons that emphasize "how to" techniques and strategies (Bednar & Weinberg, 1970; Newton, 1985).

3. high-involvement of students in activities of relevance to them. Programs succeed when participants self-monitor their achievement via attendance records, pre-assigned activities, and grade point averages (Newton, 1985).

4. "volunteer" rather than "forced" subjects, both in the experimental and control groups. Students who volunteer to participate in a support

program tend to be more motivated, which contributes to the overall effectiveness of the program. Also, a "matched" control group is of benefit when examining program effectiveness (Bednar & Weinberg, 1970).

Purpose

The purpose of this study was to examine the impact of a one-credit study skills course on the academic achievement and retention of second-semester freshman probationary students at a state-supported university with a student population of over 13,000 in western Pennsylvania. The study compared academic performance of the treatment and non-treatment groups as measured by grade point averages, academic hours attempted, and academic hours earned during the semester the treatment occurred, as well as subsequent semesters of study.

Method

Intervention

The one-credit course, "Strategies for Achieving Academic Success", focused on study techniques important to academic performance at the college level. The course topics included: academic goal-setting; time management; study environment; listening and notetaking; textbook reading and study; test-taking anxiety and preparation; and memory and concentration. The course emphasized specific behaviors and attitudes associated with academic success, and class assignments required the transfer of effective study techniques to other coursework in which participants were enrolled. The course consisted of fourteen hours of structured class instruction spread over five, seven or fourteen weeks, depending upon the scheduling of each section. Each section included in this study was taught by one of three experienced reading and study skills specialists.

Subjects

The target population consisted of second-semester freshmen identified as having grade point averages below 1.5 on a 4.0 scale at the end of their first semester at the university. All of these students had been admitted to the university with predicted grade point averages of 2.0 or above at the end of their freshman year of study. This prediction was based on admission criteria for acceptance to the university. These students, who were on academic probation, totaled 354 following the fall semesters in 1984 and 1985, and represented a variety of academic majors. Two weeks before the beginning of spring semesters, 1985 and 1986, the probationary students were sent a letter inviting them to participate in the course, "Strategies for Achieving Academic Success," as a means for improving their study skills techniques and habits.

Forty-one students in 1985 and 54 in 1986 responded to the letter and enrolled in a section of the course for the respective spring semester. These students were identified as the experimental group. The control group was identified as those probationary students not choosing to participate in the study skills course (1985, n= 86; 1986, n= 173).

The authors determined the initial comparability of the two groups using the academic features of grade point averages, number of credit hours attempted, and number of credit hours earned at the end of fall semesters 1984 and 1985. A two-tailed t-test, at the .05 level of significance, revealed no significant differences between experimental and control groups in cumulative grade point averages and academic hours attempted during both years of the study. Although there were no significant differences in mean academic hours

earned for the fall semester population in 1984 (8.48 vs. 8.65), there was a significant difference between the two groups for fall semester, 1985, favoring the experimental group (8.93 vs. 7.43). Overall, the experimental and control groups for both years appeared to be quite similar before the intervention took place.

Results

Table 1 illustrates the differences in academic performance between the experimental and control groups during the spring semester that the students participated in the study skills course.

Insert Table 1
about here

At the conclusion of spring semester the experimental group in each year of the study earned a significantly higher grade point average than did the control group. In addition, both experimental groups earned significantly more academic hours during the spring semester of participation than did the comparison control group. There were no significant differences between the groups for 1985, in regard to the number of hours attempted, but the data did reveal a significant difference for this dependent variable in 1986, favoring the experimental group.

At the conclusion of the 1986-87 academic year, cumulative grade point averages, academic hours attempted, academic hours earned, as well as retention rates, were examined. Table 2 displays differences and similarities in academic performance between the experimental and control groups two years

after the intervention for the 1985 group and one year after the study skills intervention for the 1986 students.

Insert Table 2

about here

The experimental group had significantly higher grade point averages than did students in the control group two years following the 1985 intervention. There were no statistically significant differences between the two groups in regard to hours attempted and hours earned. The large standard deviation indicates a wide range of hours attempted and earned for both groups.

One year following the 1986 intervention, students in the experimental group had higher grade point averages, hours attempted, and hours earned than did students in the control group at the end of their sophomore year of study. However, these differences were not statistically significant.

Table 3 refers to retention rates for students in the experimental and control groups one and two years following the intervention. For each year, a test of the differences between proportions was calculated to determine if the difference in retention rates was statistically significant.

Insert Table 3

about here

Two years following the 1985 intervention, the 9% difference in retention favored those students who had participated in the study skills course; however, this difference was not statistically significant. Likewise, one year following the 1986 intervention, the retention rate favored students in the experimental group. This 14% difference in retention was statistically significant.

Discussion

The results indicate that the one-credit study skills course had a positive impact on the retention and academic performance of the participating probationary students. These results were not surprising, given that the study skills course incorporated several of the characteristics proven successful with other support programs. Avoiding Beal and Pascarelle's (1982) criticism that too many colleges and universities start from scratch and "reinvent the wheel" when it comes to retention programs, the intervention used in this study relied on features associated with effective treatments for high-risk students.

The difference in academic performance between the treatment and non-treatment groups was most significant at the conclusion of the semester the intervention occurred. This difference in academic performance became less apparent one and two years later, although differences still favored students in the treatment groups. The retention figures indicated a prominent gap between the two groups of students. One year following the intervention, 14% more of the students in the treatment group were still enrolled at the university than were the non-treatment students. This difference also was evident two years following intervention--9% more of the students in the treatment group were still enrolled at the university than were the non-treatment students. Of course, it is difficult to pinpoint the cause of

this difference between treatment and non-treatment groups--is it the study skills course, or the motivation of students enrolled in the course? One could argue that the more motivated students would choose to voluntarily participate in the study skills course to begin with, and this motivation could result in greater persistence in pursuing their studies. Atkinson and others (1975) have linked motivation with academic success. However, as Maxwell (1979) has pointed out, motivation is necessary but not sufficient for college success. Motivated students still need the knowledge and skills for understanding content coursework. In other words, motivation is important, but it is not enough if students do not have direction in how to appropriately use study techniques.

The intervention proved quite successful from a cost-effective perspective given that, with approximately 20 students per section, a total of five one-credit sections of this course accommodated the students for both semesters, 1985 and 1986. The total instructional time during both semesters that the course was offered totaled five credit hours, less than half release time allocation to a full-time faculty member teaching 12 credit hours. This allocation seems minimal given that students participating in this course tended to be more successful at the university. Indeed, in subsequent years, students in the treatment groups continued to remain at the university at a higher rate, therefore generating greater full-time enrollment for the university.

Conclusion

Many college students, even those who show evidence of past academic achievement in high school, need to learn specific study skills and strategies necessary for success in college. All freshman in this study were admitted

with academic indicators (SAT, high school grade point averages, and high school rank) that would indicate college success but, as indicated, failed to meet their academic potential after the first semester of college study. Colleges and universities may find that many students can begin to achieve expected performance levels when offered appropriate and timely retention interventions.

References

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Table 1

Measures of Academic Performance: Experimental vs. Control Groups

<u>1985</u>	Experimental (n= 41)		Control (n= 86)		t
	m	sd	m	sd	
GPA	1.81	.80	1.45	.85	2.23*
Credit Hours Attempted	13.73	3.16	13.22	3.25	.87
Credit Hours Earned	11.17	4.53	9.50	5.49	1.69*

<u>1986</u>	Experimental (n= 54)		Control (n= 173)		t
	m	sd	m	sd	
GPA	1.74	.82	1.31	.85	3.27*
Credit Hours Attempted	15.02	1.75	13.91	2.67	2.86*
Credit Hours Earned	11.20	4.10	8.66	5.17	3.31*

*p< .05

Table 2

Measures of Academic Performance: Two-Year and One-Year Follow-Up

<u>Two-Year Follow-Up 1985</u>		<u>Experimental (n= 22)</u>		<u>Control (n= 39)</u>		
Variable	m	sd	m	sd	t	
CGPA	2.40	.34	2.14	.43	-2.39*	
Credit Hours Attempted	93.82	13.28	96.13	11.43	.71	
Credit Hours Earned	78.64	14.51	76.22	15.78	-.59	
<u>One-Year Follow-Up 1986</u>		<u>Experimental (n= 36)</u>		<u>Control (n= 91)</u>		
Variable	m	sd	m	sd	t	
CGPA	2.10	.34	2.04	.41	-.95	
Credit Hours Attempted	62.97	8.20	61.44	11.90	-.71	
Credit Hours Earned	50.75	9.62	47.16	12.92	-1.51	

*p< .05

Table 3

Retention Rates: Two-Year and One-Year Follow-Up

<u>Two-Year Follow-Up 1985</u>	No. Retained	% Retained	z
Experimental	22	54%	.95
Control	39	45%	
<hr/>			
<u>One-Year Follow-Up 1986</u>			
Experimental	36	67%	1.80*
Control	91	53%	

*p < .05

FINAL REPORT

"THE STUDENTS' ROLE IN THE UNIVERSITY: FRESHMAN SEMINAR"

presented to: John D. Welty, President

presented by: Carolyn Wilkie, Director
Learning Center/Act 101 Program

and

Sherrill Kuckuck, Director
Student Development Programs

April 1987

ABSTRACT

Research indicates that participation in comprehensive orientation programs can increase new college students' chances of academic success. There is a national trend toward incorporating much of the traditional orientation programming into a first-semester course.

In the Fall semester 1984, a pilot orientation course, "The Student's Role in the University: Freshman Seminar," was offered to 90 high-risk freshmen at IUP's branch campuses. A one factor between-subjects design was established to study the effectiveness of this course over a two-year period. The results are positive. Students who participated in the orientation course have consistently achieved a significantly higher mean cumulative grade point average, a higher rate of "good academic standing," and a higher retention than a control group matched on predicted QPA. In addition, a course evaluation completed at the conclusion of the course indicates that the course achieved its instructional objective of assisting students to develop the goals, perspectives and learning skills essential to the first year of college.

Recommendations are provided for continuing an orientation course for IUP's branch campus students.

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Table 2 (a)

Cumulative QPA's of Experimental & Control Group Students (Combined)

Treatment Group	# Students Fall 1984	Mean QPA (>1 term)	Mean QPA (> 1 yr)	Mean QPA (> 1.5 yr)	Mean QPA (> 2 yr)	Mean QPA (> 3 yr)
Exp. Passed	74	2.12- -*	2.00- -*	1.85- -*	1.89- -*	1.96- -*
Control	93	1.66-	1.78-	1.66-	1.70-	1.69-

* p < .05

Note: Cumulative QPA data includes all students within individual groups. These data are not limited to students still enrolled each term.

Table 2 (c)

Cumulative GPAs of Experimental & Control Group Students
(Combined, Registered Each Term)

Treatment Group	# Students	Mean GPA (> 2 yrs)	Mean GPA (> 3 yrs)	Significance
Exper. Passed	39	2.27 -		
Control	39	2.09 -		-----> p <.05
Exper. Passed	33		2.33 -	
Control	30		2.16 -	--> p <.05

Table 3 (b)
Retention Rates as a Function of Course Experience

Treatment Group	Total Number	% Ret. > 1 yr.	% Ret. > 2 yr.	% Ret. > 3 yr.	Z Value *
Exper. Passed	59	80%	---	---	.359 **
Control	72	77%	---	---	
Exper. Passed	39	---	53%	---	1.366 **
Control	39	---	42%	---	
Exper. Passed	33	---	---	45%	1.485 **
Control	31	---	---	32%	

* Calculations based on a test of the difference between proportions.

** $p > .05$ (significance obtained if $Z > +/- 1.96$)

Introduction

The freshman year of college requires a series of rapid and profound adaptations, academically as well as socially and emotionally. The inability to adapt to the new environment frequently causes students either to withdraw from school during the freshman year, or to perform at a lower academic level than expected (Tinto, 1982). Research has shown that orientation courses can be effective in reducing the freshman attrition rate by facilitating adjustment and participation in campus services which can assist with the transition to college (Brown, 1981; Fidler, 1981).

Because of the historically low first and second-year retention rates of IUP's branch campus students, the Branch Campus Retention Committee recommended that an orientation course be developed for these students (Committee, 1982). In the Fall semester 1984, an orientation course entitled "The Student's Role in the University: Freshman Seminar" was offered to 90 new Punxsutawney and Armstrong campus freshmen. The students selected for participation in the course had the lowest predicted QPA's (PQPA's) across colleges. The mean PQPA of the course participants was 0.94, with a range of 0.12 - 1.46.

Freshman Seminar was designed to reduce attrition by providing students the opportunity to develop the skills and attitudes needed to respond actively and positively to the new challenge of college. It was offered

as a three-credit special topics course (ED 481) by two faculty from the Student Affairs Division. Three graduate students assisted with small-group applications and discussions, which were integral to each class session.

When the course was developed, a one factor between-subjects design was established in which the experimental and control groups were matched on predicted QPA. Three hypotheses concerning academic progress, retention and goal-orientation have been measured over a two-year period (Fall 1984 - Fall 1986). The results of this study indicate that the project was successful in achieving its goals. Compared to the control group, the students who participated in this orientation course have significantly higher grade point averages, a lower rate of academic probation, and a higher retention rate over the two-year period. In addition, students' evaluations of the course were positive.

This report will present the results of the course evaluation and the two-year research study, and provide recommendations for continuing a course-based orientation program for IUP's high-risk branch campus students.

Procedures

Course The primary purpose of the Freshman Seminar course was to assist students to develop the goals, directions and learning skills essential in college. In developing the course, we requested feedback from a number of sources, including faculty and administrators who had worked with branch campus students, upperclass students who had attended the branch campuses, and faculty from other institutions who had developed or taught orientation courses. In addition, we conducted a literature search on orientation courses, and drew on the ideas presented at the Freshman Year Experience conferences at the University of South Carolina. (The Freshman Year Experience Conference is an outgrowth of the USC "University 101" orientation program. This program is the model for the majority of orientation courses nationally.)

"The Student's Role in the University: Freshman Seminar" was a 3-credit course that included three primary components: learning skills; college, personal and social adjustment; and career awareness and planning. Through the subtopics included in each of these three major divisions, the course sought to assist students in clarifying their concepts of higher education and their roles and responsibilities as college students. The subtopics included: study skills (time management, test-taking, notetaking, learning principles); history and

changing purposes of higher education; academic policies, procedures, and resources; interpersonal, decision-making and communication skills; values and goals; and, career self-assessment and job search skills. (The course syllabus is included in the appendix.)

The course met at each campus twice per week for 1 1/2 hours throughout the Fall semester 1984, and combined large-group instruction with small-group applications and discussions. The students' final grades were based on assignments (40%), tests and quizzes (40%), and participation in the small-group exercises and discussions (20%).

Research Hypotheses To determine the effectiveness of this course, a one factor between-subjects design was established. Three research hypotheses have been studied over a two-year period.

Hypothesis #1. Students who successfully complete the orientation course will achieve higher QPA's than students who do not participate in the course.

Hypothesis #2. Students who successfully complete the orientation course will have a higher retention rate than students who do not participate in the course.

Hypothesis #3. Experimental group students who successfully complete the orientation courses and who subsequently withdraw or are

academically dismissed from IUP will demonstrate a higher degree of goal-oriented plans (i.e., seek employment, join the military or continue their education elsewhere) than students who did not participate in the course.

To test these hypotheses, we identified a control group of branch campus students matched on predicted QPA (PQPA).

Participants One hundred eighty-three (183) students formed the project's experimental and control groups. All participants met four criteria: traditional freshman age, new freshman status, high-risk status as defined by PQPA, and acceptance into a four-year degree program. The project participants were traditional-aged freshmen (17-19 years old) who had not attended college previously. Their PQPA's were the lowest across colleges at each campus. To obtain similar numbers of students at each site, we drew from the bottom 50% of the predicted QPA's at the Punxsutawney campus, and from the bottom 25% of the predicted QPA's at the Armstrong campus. This process yielded 89 Punxsutawney students (44 experimental; 45 control) and 94 Armstrong students (46 experimental; 48 control). The PQPA range was 0.12 - 1.46. The mean PQPA of the control and experimental groups at the Punxsutawney campus was 1.07, and the mean PQPA of the Armstrong campus control and

experimental groups was 0.83. Within each campus, there was no difference in the PQPA's of the experimental and control groups.

The experimental group students were not self-selected for the course; their enrollment was determined by randomly assigning the 183 eligible students to either the control or the experimental groups. Students were registered for this course instead of another three-credit course for which they otherwise would have been registered. For the experimental group, then, the course was required.

Instructors and Facilitators The course was designed and co-taught by two faculty members from the Division of Student Affairs, Carolyn Wilkie and Sherrill Kuckuck, whose responsibilities involve orientation and retention programming. Funding was provided through an intramural Creative Teaching grant to employ two graduate students majoring in Counselor Education and Community/Adult Education. A third graduate student from the Student Personnel Services program participated in the project as an internship experience.

As coordinators and resources for the small-group applications and discussions, the graduate students worked with groups of 9-11 students to perform four functions: 1) assisting students to apply the learning strategies introduced in this course to the requirements of other classes; 2) helping students to analyze and improve their interpersonal

skills; 3) reinforcing and applying problem-solving strategies; and, 4) expanding career awareness. While the content of this course could have been transmitted without the graduate students, the opportunities for personalization and immediate application and reinforcement of course concepts would not have been possible without their assistance.

Results and Discussion

The effectiveness of this pilot orientation course was determined through two means: a student evaluation of the course, and a two-year study of the research hypotheses.

Course Evaluation At the conclusion of the course, students completed an evaluation of four aspects of the course: 1) the overall value and effectiveness of the course; 2) the value of the individual course topics and subtopics; 3) the effectiveness of the course structure; and 4) the teaching effectiveness of the two faculty members. The evaluation instrument, including summary responses and comments, is included in the appendix to this report.

Overall value of course As mentioned previously, students were assigned to this course. Although there was a negative reaction among students initially, the evaluation completed at the end of the course showed that the majority of students considered the course to be both

valuable and appropriate for them. Ninety percent (90%) of the students indicated that the course achieved its overall objective of providing new freshmen with information and strategies needed during the first year. Sixty-six percent (66%) of the students expressed satisfaction with the course, and 73% of the students would recommend the course to future freshmen, if participation were optional. By the end of the course, 69% of the students considered the requirement to have been appropriate for them.

Value of individual course topics The general categories of topics included on the evaluation were Academic Policies and Requirements, History/Purposes of Higher Education, Study/Learning Skills, Personal/Interpersonal Development, and Career Awareness. Table 1 shows that students gave positive ratings to all topics except the history/purposes of higher education.

Table 1

Students' Perceptions of the Value of Course Topics

Major Topic	Mean Response (x/5) ^a
Academic Policies and Requirements	4.2
History and Purposes of Higher Education	3.1
Study and Learning Skills	3.8
Personal/Interpersonal Development	3.8
Career Awareness	3.7

^a Scale = 1-5; 1=No Value; 2=Little Value; 3=Fair Value;
4= Moderate Value; 5=Great Value;

The topics with the highest ratings were probably ones which the students considered to be more immediately applicable, and which therefore, had greater value to them. Of note in this section of the evaluation is the high rating given to the topic of university policies, procedures and requirements -- information which helps the student to interpret the new environment. While IUP does include this information in various printed sources, this evaluation indicates that it would be valuable to provide this information to new students in a more

structured and directive way, such as through workshops, a course, or group advisory meetings.

Course structure This class differed from branch campus students' other classes in that it was co-taught by two instructors, and it included guest speakers and in-class assistance by three graduate students. Students reacted positively to this structure. Ninety-four percent (94%) of the students rated the inclusion of the guest speakers positively, 85% considered the inclusion of the graduate students to be advantageous, and 82% rated the team-teaching format positively.

Research Hypotheses: Three hypotheses concerning academic progress, retention, and goal-orientation were studied throughout the two-year period since the beginning of this course. Statistics have been maintained for three groups of students at each campus: 1) experimental group students who successfully completed the course (i.e., students who earned A's, B's or C's); 2) experimental group students who did not complete the course successfully (i.e., students who earned D's or F's); and, 3) control group students.

Hypothesis #1 (Academic Progress). The first hypothesis was that students who successfully completed the Freshman Seminar course would perform at a higher academic level than students who did not participate in the course. Table 2, listing the results for the first hypothesis,

shows that the students who successfully completed the course have consistently maintained higher cumulative QPA's over a two-year period than the control group students. Students' cumulative QPA's at the end of each of the four terms since the conclusion of the course are reported.

Table 2

Cumulative QPA's of Experimental and Control Group Students

Treatment Group	# Students Fall 1984	Mean QPA Fall 1984 (>1 term)	Mean CQPA 9/84-5/85 (> 1 yr.)	Mean CQPA 9/84-1/86 (>1 1/2 yrs)	Mean CQPA 9/84-5/86 (> 2 yrs.)
Punxsy Exp Passed	36	2.13	2.05	1.90	1.89
Punxsy Exp Failed	8	1.10	1.41	1.37	1.50
Punxsy Control	45	1.64	1.81	1.67	1.65
Arms. Exp Passed	38	2.11	1.96	1.81	1.86
Arms. Exp Failed	8	1.08	0.94	0.91	1.03
Arms. Control	48	1.67	1.76	1.66	1.72

Note: Cumulative QPA data includes all students within individual groups. These data are not limited to students still enrolled each term.

A 2-tailed t-test for independent samples was used to analyze the differences between the means of the experimental (passed) and the control groups. During all points in the analysis shown above, the

averages of the experimental (passed) students at each campus were significantly higher ($p < .01$) than the averages of the control group. At the conclusion of two years, the composite results for the experimental (passed) group ($N=74$) and the control group ($N=93$) show that the mean cumulative QPA of the total experimental group is significantly higher ($p < .05$) than the mean cumulative QPA of the total control group.

Hypothesis # 2 (Retention). The second hypothesis was that the retention rate for the students who passed the course would be higher than the retention rate of the control group. The data on the retention rates for both groups is very positive, given that the predicted QPA's were so low (0.12 - 1.46). The data is especially positive for the experimental group, which has a two-year retention rate that is ten percentage points higher than the retention rate of the control group (53% vs. 43%). Interestingly, the retention rates are considerably different for the project students from each branch campus. The two-year retention rates for the Punxsutawney students are relatively low; however, the retention rate of the students who successfully completed the orientation course is nine percentage points higher than that of the control group (42% vs. 31%). In contrast, the retention rates of the Armstrong campus project participants were relatively high, again in favor of the students who successfully completed the

orientation course (63% vs. 52%). Table 3 shows the retention rates for each of the groups at specified intervals.

Table 3

Retention Rates as a Function of Campus and Course Experience^a

Treatment Group	Total Number	Sp '85 (>1 term)	Fall '85 (>1 yr)	Sp '86 (>1 1/2 yrs)	Fall '86 (>2 yrs)
Punxsy Exper Passed	36	97%	86%	64%	42%
Punxsy Exper Failed	8	100%	75%	38%	38%
Punxsy Control	45	87%	73%	58%	31%
Armstrong Exp Passed	38	95%	74%	63%	63%
Armstrong Exp Failed	8	88%	50%	25%	25%
Armstrong Control	48	90%	81%	58%	52%

^a Results list the percentage of students enrolled at IUP during the semester indicated.

A second investigation relative to retention compared the qualitative probation rates of the experimental and control group students retained into the third year. Once again, students who successfully completed the orientation course show a higher level of academic achievement than students who did not take the course. Within the experimental (passed) group, 34 of the 40 students registered in the Fall semester 1986 were

in good academic standing, using the qualitative academic standards criteria. Within the control group, 28 of the 42 students registered in the Fall semester 1986 were in good academic standing. Thus, another positive finding of this study is that 85% of the registered experimental (passed) students began their third year in good academic standing (qualitatively), compared to 67% of the control group students.

As indicated previously, none of the project participants was projected to conclude the freshman year in good academic standing. We can infer from this projection that few, if any, students were expected to be retained after the second year. One variable that may have influenced the unexpectedly high retention rates of both the experimental and the control groups was the support services available to the students during their sophomore year. At this point, the Learning Center tutorial and workshop program were available to all IUP students, and the branch campus transfer students received invitations to enroll in "Strategies for Academic Success," a course that has been shown to have a positive impact on QPA (Fuget, 1985; Lipsky, 1986). Over 20 of the project participants have completed this course and/or joined the Act 101 program.

Hypothesis #3 (Goal Orientation). The third hypothesis concerned the differences in goal-oriented activities and plans of the students

who left IUP during the two-year period since the project began. Specifically, we hypothesized that because of skills developed in the course, the course participants would demonstrate a stronger goal-orientation than members of the control group. Goal-oriented behavior was defined as involvement either in a career-oriented activity or marriage. Examples of the former include military service, transfer to another institution, employment, or marriage. All data was collected through telephone interviews. Students were last contacted during the Spring semester 1986. Table 4 indicates the results of this investigation.

Table 4

Differences in Goal-Orientation of
Project Participants Not Retained at IUP

Treatment Group	Goal-Oriented Sp' 85-Sp' 86	Non-Goal-Oriented Sp' 85-Sp' 86	No Information Sp' 85-Sp' 86
Punxsy Exper Passed	6	0	3
Punxsy Exper Failed	3	0	2
Punxsy Control	15	2	1
Armstrong Exp Passed	12	2	0
Armstrong Exp Failed	6	0	0
Armstrong Control	18	1	2

This data indicate that the vast majority of project participants were engaged in goal-oriented activities after leaving IUP. Because of this

finding, our hypothesis that course participants would demonstrate more goal-oriented behavior is rejected.

Summary

"The Student's Role in the University: Freshman Seminar" was a pilot orientation course offered to 90 high-risk branch campus students whose predicted QPA's ranged from 0.12 - 1.46. Compared to a control group matched on PQPA, the course participants have consistently achieved a higher mean QPA and a higher rate of retention, and they have a lower rate of academic probation. In addition, students perceived the course as valuable, and would recommend it for future freshmen.

Recommendations

Based on the positive findings concerning the academic progress of the students who participated in this orientation course, we offer six recommendations.

1) Standard course offering. We recommend that an orientation course, modeled in part on the one described in this report, become a standard course offering for students attending the branch campuses. As orientation course literature demonstrates, and as is demonstrated in this report, an orientation course can play a significant role in proactive retention programming. (Courses with similar objectives are

offered at approximately 2000 postsecondary institutions throughout the United States; Gardner, 1987).

2) Credit. Because the primary objective of an orientation course is developmental, rather than remedial, IUP's orientation course should carry free-elective graduating credit.

3) Sequence. Some of the objectives of an orientation course are short-term and informational. However, other objectives are developmental, and require a longer period to accomplish. For this reason, we recommend that the branch campus orientation course be designed as a two-semester sequence. The design should be process-oriented, based primarily on issues rather than content.

4) In-class application. It is critical, especially with issues involving learning skills and interpersonal development, that students receive immediate feedback and reinforcement (Astin, 1985). We are confident that our design achieved its positive results in large part because the opportunity to discuss and apply concepts immediately was an integral part of the course. Undergraduate students trained in group facilitation, role modeling, and study skills could be used effectively in this capacity.

5) Personalization. Retention literature indicates the importance of a personalized environment for new college freshmen. The small-group structure recommended above can accomplish this goal. We recommend a maximum ratio of one facilitator for every 10 students.

Given the small number of faculty assigned full-time to the branch campuses, this structure may also be necessary to foster the development of the type of positive student-faculty relationship that Pascarella (1980) indicates is critical for retention.

6) Research. Last, we recommend that a research design be implemented to measure the effectiveness of the orientation course. The design should include student evaluation of effectiveness, retention statistics, academic progress, first and second-year support service participation rates, and, if possible, change as measured by a comprehensive inventory such as The Student Developmental Task Inventory.

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Appendices

Course Syllabus

Course Evaluation

COURSE SYLLABUS

The Student's Role in the University: Freshman Seminar

Class periods: Punxsutawney: 9:45 - 11:15 a.m., Tuesdays & Thursdays
Armstrong: 1:15 - 2:45 p.m., Tuesdays & Thursdays

Instructors: Ms. Carolyn Wilkie, Asst. Director for Academic Services
Office of Educational Development Services
212 Pratt Hall (357-2682)

Ms. Sherrill Kuckuck, Director of Student Development Programs
Counseling & Student Development Center
119 Clark Hall (357-2621)

Graduate Teaching Assistants: Ms. Julianne Rettig (Adult & Community Education)
Ms. Lesley Eyman (Counselor Education)
Ms. Michelle Rosenthal (Student Personnel Services)

Course Overview:

The college experience impacts many areas of life. In the first year of college especially, students are required to adapt quickly to the new intellectual and social environment. This period of adjustment requires that the student learn not only new concepts in various fields of study, but also that s/he develop greater self-discipline and responsibility.

The Student's Role in the University: Freshman Seminar is designed to assist new students in developing and utilizing necessary adjustment skills. The course includes three principal components: 1) Academic Skills; 2) Personal/Social Skills; and 3) Career Information and Planning Skills. Through the subtopics included in each of these major divisions, students are assisted in clarifying their concepts of "higher education" and their roles and responsibilities as college students at IUP. Unlike most classes in which freshmen are enrolled, Freshman Seminar will include both large group presentations and small group seminars. The small group meetings, held as part of the regular class period, will provide opportunities for reinforcement and clarification of concepts, practice in utilizing study techniques, and discussion, application and problem-solving sessions.

Students' final grades will be based on assignments, tests and quizzes, and small-group participation. Attendance at each class meeting is required. At the conclusion of the semester, students will be asked to complete an evaluation of the course.

Topical Outline:

- I. Academic Skills
 - A. Academic Structure & History
 - B. Academic Expectations
 - C. Academic Policies & Procedures
 - D. Learning Skills (time management, test-taking & preparation, notetaking, study skills)
 - E. Academic Resources
- II. Personal/Social Skills
 - A. Interpersonal Relationship Skills
 - B. Decision-Making and Problem-Solving Strategies
 - C. Communication Skills
 - D. Personal Values & Goals
 - E. Nutrition and other health concerns
 - F. Campus Resources
- III. Career Information & Planning
 - A. Self-Assessment
 - B. Goal Setting
 - C. Job Search Skills
 - D. Campus Resources

Sequence of Topics:

The sequence of subtopics will be presented in the order listed below, in order to provide for reinforcement of topics introduced in the early part of the semester, and to achieve timeliness of information needed throughout the semester.

Series:Approximate dates:

The first series of class sessions focuses on developing an understanding of the University, including its purposes, structure, personnel and primary academic requirements and policies. A note-taking system will be introduced concurrently, using class presentations as background material.

9/6; 9/11;
9/13; 9/18;

The second series of classes introduces, develops and analyzes study skills. Included will be information on the characteristics and principles of learning; levels of learning; learning styles; effective reinforcement techniques; textbook and notetaking systems.

9/20; 9/25;
9/27; 10/2; 10/4;

The third series of class meetings focuses on individuals and their relationships with others. Topics include self-assertion, decision-making strategies, developmental stages, and interpersonal strengths and weaknesses.

10/9; 10/11;
10/16; 10/18;

In the fourth series, additional study and learning skills are presented. These include time management, test preparation and test-taking, and analysis of current study procedures.

10/23; 10/25;
10/30; 11/1;

The fifth series includes aspects of "wellness" and values clarification essential to the college student and adult.

11/6; 11/8;
11/13; 11/15;
11/20;

The final series focuses on assessing personal career goals, and becoming familiar with non-traditional career opportunities and the special educational opportunities available at IUP.

11/27; 11/29;
12/4; 12/6; 12/11
12/13;

Grading Basis:

The course grade is based on the total accumulation of points earned. The approximate weight of each grading element is provided below:

- Special Assignments -----15%
- Study Journal Assignments -----15%
- Project Paper-----10%
- Quizzes-----20% (includes announced & unannounced)
- Midterm/final Exams-----20%
- Participation-----20%

Texts/Readings: ~~College Study Skills~~, 2nd. ed. (Shepherd; Houghton-Mifflin, 1983)

IUP Undergraduate Catalog

The Eve (an IUP publication)

"Off to College" magazine (will be provided)

Handouts

--Supplementary reading material will be provided or placed on reserve at the Punxsutawney and Armstrong Campus libraries.

- Notes:
- 1) Attendance is required at all class meetings. Points will be deducted for each absence in excess of three.
 - 2) Office hours will be announced in class. When the need arises to contact the instructors, see us either during our office hours, or contact us at the phone numbers provided on the first page of this syllabus. Please feel free to contact us if you have a question or a concern.

EVALUATION RESPONSES - FRESHMAN SEMINAR

1. COURSE TOPICS: Using the scale provided, please indicate how useful each course topic has been for you. Scale: 5=Great Value; 4=Moderate Value; 3=Fair Value; 2=Little Value; 1=No Value; 0=Can't Evaluate. Use Column X to indicate your evaluation of the current course content. Use Column Y to indicate your recommendation for future course content.

STUDENT RESPONSE		COLUMN X						COLUMN Y			
		GREAT VALUE	MODERATE VALUE	FAIR VALUE	LITTLE VALUE	NO VALUE	CAN'T EVALUATE	INCREASE	KEEP THE SAME	OMIT	CAN'T EVALUATE
A. Academic Policies/Requirements											
4.5	1. How to determine your QPA	56	15	13	2	0	0	14	69	2	0
4.2	2. IUP's Academic Standards Policy	43	24	21	1	1	0	23	59	4	0
4.4	3. Graduation Requirements (gen.ed/major)	50	24	9	3	0	0	28	56	2	0
4.4	4. IUP structure (responsibilities of Deans/Dept. Chairs/Advisors).	51	20	14	1	0	1	22	57	4	0
4.3	5. Other policies (handout on course withdrawal, course repeat, transfer of credit to IUP, etc.)	44	22	16	1	0	2	16	60	4	3
4.2	6. Overall for this section.	41	23	16	2	0	0	16	62	4	0
B. History/Purposes of Higher Education											
3.0	1. Higher ed. in America (changing purposes, students, curricula).	7	20	32	12	11	1	3	51	25	5
2.8	2. History of IUP	10	19	11	28	13	3	2	53	26	3
3.1	3. Overall for this section	10	22	17	16	9	2	2	57	26	3
C. Study/Learning Skills											
4.0	1. Characteristics of Memory/Forgetting	11	39	26	6	2	0	16	55	6	2
3.7	2. Learning principles/techniques.	9	52	19	6	1	0	13	58	9	2
3.6	3. Levels of comprehension and learning	10	36	32	7	1	0	13	55	13	3
3.2	4. SQAR/SOAR/Cornell methods of study	11	30	16	19	9	0	10	37	32	3
3.5	5. Time management	20	31	18	8	9	0	14	35	19	4
2.5	6. Study journals	8	14	14	20	25	4	14	20	46	4
4.3	7. Practice test for mid-term	55	14	8	6	3	1	39	42	3	2
3.8	8. Overall for this section	14	44	26	3	1	0	22	55	5	3
D. Personal/Interpersonal Development (Awareness)											
3.8	1. Assertiveness (Julie Rettig).	21	37	23	3	3	0	18	57	6	2
3.5	2. Moral Development/Ethics	10	39	23	6	3	0	10	56	13	4

COLUMN X

COLUMN Y

AK
SPONSE

		GREAT VALUE	MODERATE VALUE	FAIR VALUE	LITTLE VALUE	NO VALUE	CAN'T EVALUATE	INCREASE	KEEP THE SAME	OMIT	CAN'T EVALUATE
3.6	3. Stress management	21	39	16	8	2	0	15	56	12	0
3.3	4. Problem-solving	16	27	23	13	9	0	12	53	21	3
3.8	5. Alcohol (Chemical Specialist)	24	27	23	8	2	0	25	50	11	3
3.7	6. Wellness (Michele Rosenthal/Lesley Eyman)	24	27	22	7	6	0	17	56	11	3
4.3	7. Practice test for final exam	52	21	9	4	2	0	33	47	4	0
3.8	8. Overall for category	18	40	22	4	2	1	18	60	6	1
E. Career Awareness											
4.1	1. Career Exploration (Al Novels)	29	40	13	2	2	1	33	48	6	4
3.6	2. Strong-Campbell Interpretation (Alice Moore)	19	31	17	13	4	3	14	49	19	5
4.0	3. What Employers Expect (videotape)	31	33	15	3	3	3	29	47	9	2
3.7	4. Career Fantasy explanation	25	28	17	11	6	1	27	41	20	6
3.7	5. Overall for category	21	30	25	4	3	2	20	56	7	4
3.9	F. Special Opportunities at Indiana Campus (handout on academic, leisure, recreation)	36	26	17	4	6	0	28	53	9	0

II. COURSE EMPHASIS: Please return to the beginning of the list provided and indicate in Column Y the amount of emphasis (in terms of time) that should be placed on each subtopic. Circle that number that best indicates your opinion.

Scale: 3=Increase amt. of time; 2=Keep the same amt. of time; 1=Omit the topic; 0=Cannot evaluate or comment;

III. COURSE STRUCTURE

1. Two primary faculty (Ms. Kuckuck and Ms. Wilkie) taught this course. Do you consider the team-teaching approach to have been:

70 (82%) an advantage; 15 (18%) a disadvantage;

2. This course included three teaching assistants (Michele, Lesley & Julie). Do you consider this aspect to have been:

74 (85%) an advantage; 13 (15%) a disadvantage;

3. Three guest speakers taught segments of the course (Alcohol & Careers). Was the use of guest speakers:

81 (94%) an advantage; 5 (6%) a disadvantage;

4. The course included self-inventories (list of ideal college student, study habits checklist, and inventories of wellness, assertiveness, and stress). Do these help you to better understand the topics under discussion?

52 (74%) YES

9 (13%) NO

10 (14%) OTHER

IV. OTHER

1. The goal of this course was to provide new college freshmen with information and strategies on a number of aspects of college life, with emphasis on the academic, interpersonal, and career aspects. Please indicate the degree to which this goal was accomplished.

22 Very well; 41 Moderately well; 17 Fairly well;

6 Not very well; 1 Not at all;

2. Please provide comments/suggestions on how the course may be improved in order to provide a better orientation to college life.

3. Students were scheduled for this course, rather than selecting it. Do you think this course was appropriate for you this semester?

59 (69%) Yes; 24 (28%) No; 3 (3%) Undecided;

4. Now that the semester has ended, do you wish that you had dropped this course? Why?

20 (23%) Yes; 65 (76%) No; 1 (1%) Other;

5. Would you recommend this course to freshmen next year, if they had the option of selecting it? Why?

64 (73%) Yes; 16 (18%) No; 8 (9%) Other;

6. What is your overall level of satisfaction with this course in relation to the others you have this semester?

18 Very satisfied; 40 Moderately satisfied; 16 Undecided;

7 Moderately dissatisfied; 7 Very dissatisfied;

7. Other comments:

UNIVERSITY OF ALABAMA MEDICAL FACULTY EVALUATION - (Continued)

Place a tick on the characteristics listed below. Use the following scale:
 S=Superior; AA=Above Average; A=Average; bA=below Average; P=Poor.

	<u>S</u>	<u>AA</u>	<u>A</u>	<u>bA</u>	<u>P</u>
1) The instructor is well prepared for class.	27	48	9	3	0
2) The instructor organizes course material effectively.	30	40	13	3	1
3) The instructor shows concern for individual students progress/gave help as needed.	25	29	28	4	0
4) The instructor makes students feel free to ask questions and to give opinions.	27	33	23	3	0
5) The instructor's explanations clarify material.	24	37	19	5	1
6) The instructor used techniques (handouts, examples, applications, visual aids) to establish course material.	29	34	20	2	0
7) The instructor's grading gives an accurate rating of my performance in this part of the course.	18	31	29	6	2
8) My overall rating of this instructor as a college-level teacher in this course is:	31	40	12	3	0

Verified by: *M. S. J. Lewis*

V. INDIVIDUAL FACULTY EVALUATION - (Sherill Luckin)

Please rate on the characteristics listed below. Use the following scale:
S=Superior; AA=Above Average; A=Average; BA=below Average; P=Poor.

	<u>S</u>	<u>AA</u>	<u>A</u>	<u>BA</u>	<u>P</u>
1) The instructor is well prepared for class.	20	45	19	1	1
2) The instructor organizes course material effectively.	17	40	23	3	2
3) The instructor shows concern for individual students progress/gave help as needed.	22	25	30	7	1
4) The instructor makes students feel free to ask questions and to give opinions.	21	36	23	7	0
5) The instructor's explanations clarify material.	12	24	35	12	1
6) The instructor used techniques (handouts, examples, applications, visual aids) to establish course material.	27	35	19	4	1
7) The instructor's grading gives an accurate rating of my performance in this part of the course.	14	28	28	7	3
8) My overall rating of this instructor as a college-level teacher in this course is:	16	39	20	7	3

Verified by: *Michele J. Reed*

III. COURSE STRUCTURE

1. Two primary faculty (Ms. Kuckuck & Ms. Wilkie) taught this course. Do you consider the team-teaching approach to have been: (advantage or disadvantage)?
Why?

- "Two different sides and opinions." (7)
- "They both taught differently and it helped." (2)
- "They were very understanding."
- "If one doesn't teach the way you like, the other may."
- "Because they both have different ideas and are very good teachers."
- "You get more information with sometimes two different views. The team-teaching gives more individual help, plus each teacher helps each other. I enjoyed that."
- "Enjoy the change once in a while." (2)
- "Very clear in what they are saying. Understood material."
- "Variety."
- "You got to have the experience of two professors' ways of teaching."
- "It was for some of the lectures, but a lot were useless."
- "Because they seemed to be well informed on the subjects that they were presenting."
- "It made the course interesting."
- "You learn more and get a better understanding of what material you're studying."
- "I learned more about college study skills."
- "They worked well together-not many teachers that work together come across with the same strong teaching abilities. They both combined material in that they both knew what they were really talking about-took time to explain."
- "A voice of experience."
- "Got more done in smaller groups."
- "I did learn what is expected of me at school and other things I wanted to know."
- "Rather have just one professor."

2. This course included three teaching assistants (Michele, Lesley & Julie). Do you consider this aspect to have been: (advantage or disadvantage)?
Why?

- "I liked working in small groups."
- "Too many people (teachers) running around." (3)
- "They didn't do much."
- "You had a better chance because of the ratio of students to teachers."
- "You get more information with sometimes different views. Gives more individual help." (3)
- "They were very nice and were getting an experience."
- "They work well together."
- "A big help in understanding course and any other confusion there was."
- "Variety."
- "I enjoyed meeting new people and listening to their ideas."
- "More opinions." (2)
- "You didn't have to listen to the same person every day."
- "Widened learning capability."
- "It added to the course."
- "They also knew the material well-a big advantage was they were all super-friendly, courteous, made it a pleasure to let them teach us."
- "Can relate with students better."
- "Each taught in a different manner - hurts group study."

(2.)

- "We got one-to-one help from them and they seemed to care if we knew what we were doing or not."
- "To get their points of view also."
- "because they were real nice and would help if you needed."

3. Three guest speakers taught segments of the course (Alcohol & Careers). Was the use of guest speakers: (advantage or disadvantage)? Why?

- "Heard from people who have good experience. Change of pace." (3)
- "It helped me understand more."
- "You get a fresh new voice."
- "Because they knew more on the topic. - More experienced." (5)
- "They really didn't get into the topic." (2)
- "I enjoyed it."
- "Variety." (2)
- "They know what we have to go through to get a job."
- "It was something different." (4)
- "Because these speakers appeared to have knowledge of the subject."
- "You learn a different approach to the topics - they tell it to you straight. It is an advantage."
- "It was interesting to hear it from someone who really knows it from working with it daily."
- "The added knowledge and awareness."
- "Explained it as professionals."
- "Were not good speakers. Very boring!"
- "Enjoyed hearing from others."
- "Because they talked more about the subjects."
- "We got to learn about other topics which will help us in the future."
- "More information was given out - a change in the regular classroom scene."

4. The course included 5 self-inventories (list of ideal college student, study habits checklist, and inventories on wellness, assertiveness and stress). Did these help you to better understand the topics under discussion? Please comment:

- "Not really. - Seemed to be a waste of time."
- "Yes. When I did these I understood the topics better."
- "Yes. It gave me a better background."
- "They helped- they sort of went into greater detail about the topic."
- "Yes! I found out where my time was going!"
- "Yes. Because by taking the inventories it helped me to understand myself and the topic better."
- "Most did. Some were a waste of time. The others helped me in increasing my study habits, and increasing my GPA."
- "Yes. Because it helps you understand yourself more."
- "Yes, because it helped me point out what bad habits in my life there were."
- "It was better listening than reading."
- "Yes, they made me realize things."
- "Yes, explains the material more." (2)
- "In a way, but I think I could have spent better time in another class."
- "Yes, because I was glad to learn about it."
- "Yes they did explain what might have been missed in lecture."
- "Yes, they helped me be more organized in a way and they certainly taught me how to study better."
- "Yes, but I had already had some of these ideas from the class lecture and basically common sense - they weren't that helpful."

111. (Cont'd)

(4.)

- "Yes, cleared up old thoughts and myths."
- "Yes, it made me realize how important each topic is."
- "Yes, it gave more examples to help the understanding."
- "Yes and no. Some things we did felt childish to me." (2)
- "Yes, they helped me to further understand the material."
- "Yes, they are a break from the routine."
- "No, I don't think they were very useful at all." (2)
- "Yes, good for test purposes."
- "No, not much use. A little interesting but not much help."

IV. OTHER

2. Please provide comments/suggestions on how the course may be improved in order to provide a better orientation to college life.

- "Teach on a more academic basis."
- "Spend more time on one subject instead of jumping to another."
- "Take them on a tour of the main campus."
- "Prepare a notebook with the handouts enclosed, like a syllabus, so one may study and prepare in the future topics."
- "Possibly not so much material on the history of IUP, and create other more interesting topics to take the place of it."
- "Talk about careers longer, drop the stress, and those things. Also talk about main campus more."
- "Maybe discussions with the professors or teachers so the teachers can see what the students are about and if they need help in the course."
- "Give more facts."
- "Wouldn't change anything." (4)
- "Use better topics in some of the lectures because some were just a waste of time."
- "Give more examples. Have helpers tell of their own experience. Cut down on lectures. They have a tendency to bore you."
- "Have more group discussions and less lecture." (4)
- "More on careers." (2)
- "More guest speakers." (2)
- "I haven't any ideas because I never expected a course like this in college, so to me, I think it was the best - very effective!"
- "Treat the students on a more adult basis." (2)
- "Drop the study journals."
- "Help to understand my career outlook more positively."
- "Who to go see in the future."
- "Don't teach about other colleges. Just about IUP."
- "Shorten it. The class is too long." (2)
- "Have one person teach it. The course is too confusing with 5 people."
- "Take longer on one subject."
- "Get rid of it."

3. Students were scheduled for this course, rather than selecting it. Do you think this course was appropriate for you this semester? Why?

- "No, for I had hardly any credit time for more important classes in my major."
- "Yes, I got to learn more about the policies of IUP and how we can be successful." (4)
- "We should have been able to choose."
- "It helped me to learn to study better." (6)
- "Yes, it helped me see what college was going to be like." (5)
- "Yes, I learned about the academic policies and how to figure out QPA."
- "I learned a lot of myself and school. Issues that I have always taken for granted."
- "Yes, I enjoyed the newness of the approach and type of course."
- "Yes, learned about Drop/Add and credits."
- "Easy credits." (3)
- "It was a good class to have because I learned things I probably wouldn't have learned on my own, that may help me."
- "Yes, it helped in some way - mostly in deciding the career."
- "Yes, because I feel that what I have learned in this course will help me throughout and beyond my college years."
- "Yes, college was a very big step for me!"
- "Yes, because it taught me things that were really important to me and I didn't even know them."
- "Yes, because it helped me understand what is really expected of me during my college years - without this class I wouldn't have known. Helped me understand myself more too!" (2)
- "No, it was a waste of time—we could learn these things from our handbook." (2)
- "Yes, I learned a tremendous amount of different things that I thought I knew before."
- "I don't know. I feel that I would not have chosen it, however, I'm glad I had it."
- "A little. Mostly about careers and main campus next year. The rest I knew before."
- "Yes, helped me cope with some of the challenges in my freshman year."
- "Yes—because I could use improvement."

4. Now that the semester has ended, do you wish that you had dropped the course? Why?

- "No. Easy credit, and I learned about new ideas." (4)
- "No. Helpful." (3)
- "No, I used things I learned in here all semester." (4)
- "No, because I thought it was interesting and I am doing well in it."
- "Yes, I was bored and it was not very interesting." (2)
- "No, I enjoyed and learned a lot from this class and glad I was put in here because I may not have selected it myself."
- "No, I know what is going on at IUP."
- "No because it was very informative." (3)
- "No, because I learned things that are important like credits and graduation."
- "No, I enjoyed it."
- "No, it was an asset." (3)
- "No, I did in the beginning because it started out pretty slow. But it did get better."
- "Feel indifferent."
- "It helped me understand what college was all about."
- "No, I feel I've been improving in study habits. I realize the importance of studying."

(4.)

- "No, I learned a lot more than I figured."
- "No, because of the need of credits."
- "No, I did learn some thing that I felt were relevent (useful)." (2)
- "Yes, because I think this course was a waste." (2)
- "Never wanted to....They made an easy class into a complicated one. This could have been taught in 2 months, maximum."
- "Yes, the tests were much too hard for the info. gathered."

5. Would you recommend this course to freshmen next year, if they had the option of selecting it?

Why?

- "No, because it was boring." (4)
- "Yes, for the reason I stayed in. You do get some useful info. out of the course."
- "Yes, because it is easy."
- "No, because it doesn't really help you. It's just a credit."
- "Yes, because it has helped me to better understand IUP policys and helped me to become a better student." (2)
- "Maybe, if he/she did not know anything about what to do when they went to main, then yes.."
- "I don't know because they will probably be picked out at random also."
- "Yes, I think a freshman should take a class like this."
- "Yes, it's not too difficult and it helps you as a person."
- "It would depend on the person. I guess I would recommend it to everyone."
- "Yes, it helped me study."
- "Yes, they could learn helpful hints toward their 4 years in college."
- "Yes, it is very helpful." (5)
- "Yes, it teaches a lot about the university."
- "Yes, it's semi-interesting."
- "No, I would just tell them to look at stuff we did learn for additional info."
- "If they were having problems understanding themselves."
- "Yes, because I learned a lot."
- "Yes, I think it should be a requirement."
- "Yes, so they know what is going on." (2)
- "Take it. It's great. You'll learn so much."
- "No, it didn't help me much or have anything to do with future plans."
- "Yes, the things that will be taught to them will surely help them throughout their college years and also throughout their entire life."
- "No, only in retribution to what I had to go through."
- "Yes, it is very beneficial in learning and getting through life."
- "Yes, it would help show how to choose a career."
- "Yes, good experience."
- "Yes, to help get adjusted to college life."

7. Other Comments:

"It was an O.K. class."

"I thought this was an excellent course for freshmen and should be taught in the future. I'm sure that the changes that you decide to make will be the right ones, and I complement (all) on a job well done."

"None except that this was one of my better classes."

"Thanks for all your help, it is greatly appreciated."

"The book did not even get the value for its money. It was a waste of time."

"This class would not be so bad if it wasn't (the info.) so boring. An hour and a half is a long time to sit and listen."

"Had its very good points and had its bad points. The lectures were very boring. Could be a good course if it was taught in a more interesting fashion."

"The class should only be one hour long."

"I have learned a lot about myself from this class."

"Way too much lecture used."

III. COURSE STRUCTURE

1. Two primary faculty (Ms. Kuckuck & Ms. Wilkie) taught this course. Do you consider the team-teaching approach to have been: (advantage or disadvantage)?
Why?

- "You don't have to look at the same teacher each time." (3)
- "Helped me to understand better."
- "Two different points of view." (6)
- "Never knowing who would be there and what each one expects." (2)
- "It helped alleviate some of the boredom."
- "Two heads are better than one." (2)
- "They are very nice and explain things thoroughly."
- "Makes it more interesting to talk with different teachers." (2)
- "The two of them should have been here at the same time more often just to familiarize us with themselves in the beginning."
- "Because each taught on different and interesting topics."
- "It is a more relaxed atmosphere."
- "Helpful."
- "Variety."
- "One instructor is better."
- "We got the experience of both."
- "Class too big for one."
- "You have a different person with different ideas."

2. This course included three teaching assistants (michele, Lesley & Julie). Do you consider this aspect to have been: (advantage or disadvantage)?
Why?

- "I liked them." (2)
- "Sometimes one person would tell us one thing and another would tell us differently."
- "Students can gain a lot from other students." (2)
- "Weren't all put together."
- "Teach well as a group."
- "More people to help when a problem arises."
- "More individual attention." (2)
- "Because we had a chance to split into little groups." (3)
- "The more the merrier."
- "The work load was split into many sections. More time could be spent with each student." (2)
- "They really didn't teach that much in the class."
- "In a large group it is much easier to receive help."
- "Fair."
- "They weren't helpful or worthwhile."
- "Helpful."
- "Different people, change of pace."
- "Only because the class was so big." (2)
- "Going into groups was dumb."

3. Three guest speakers taught segments of the course (Alcohol & Careers). Was the use of guest speakers: (advantage or disadvantage)? Why?

- "It was different."
- "You gain more from people in the field."
- "Wasn't same person teaching."
- "It's good to have outside information."
- "We saw first hand what they were talking about."
- "They knew the most in that area." (3)
- "Boring speeches."
- "Interesting - change of pace." (3)
- "That is what they specialize in." (2)
- "I learned new things." (2)
- "Getting real info. is better than reading handouts." (2)
- "They have the experience." (2)
- "Professionals on given subjects - seems to be more factual."
- "It gave us a chance to experience learning from professionals in these fields."
- "You get first-hand information."
- "People already have their minds made up."
- "Different views, opinions and statistics."
- "It really made me aware of both topics, especially careers." (2)

4. The course included 5 self-inventories (list of ideal college student, study habits checklist, and inventories on wellness, assertiveness and stress). Did these help you to better understand the topics under discussion? Please comment:

- "I didn't know everything about them (before this)." (2)
- "It broadened my perspective on each subject."
- "They allowed us to be involved."
- "It made me aware of what's going on."
- "Wellness and assertiveness were new to me and to do the inventories helped me to understand them better." (4)
- "Loved explanations." (2)
- "I got more organized." (2)
- "Explained each topic well - examples increased understanding." (3)
- "It helped me to see how to improve in some steps." (2)
- "Taught me more about the college and about myself." (2)
- "All of these subjects put you in the position that's being discussed and it makes you think."
- "I felt the approach was very childish."
- "Informative and interesting."
- "I used it as a reference."
- "I think of myself as well-rounded, I know what I want now."
- "No, I didn't want to change my habits."

OTHER

2. Please provide comments/suggestions on how the course may be improved in order to provide a better orientation to college life.

- "More emphasis on career choice and expected goals."
- "Make it interesting."
- "It should be more in depth."
- "Don't be so personal with my life."
- "Just fine the way it was." (6)
- "It helped (me) learn a better study process."
- "It's supposed to help the student in college life. To me that's getting along with others and giving and taking a little."
- "No study journals." (2)
- "It should cover university policies more than it did."
- "Plan a trip to main to use the computers."
- "It's too long (should be one hour/three times a week)." (3)
- "Teach on college level."
- "Don't teach history."
- "More on adjusting to college life."
- "Use the book more."
- "No student teachers."
- "Have more handouts and guest speakers."
- "Spend less time in class, more time in smaller groups."
- "More on careers."

3. Students were scheduled for this course, rather than selecting it. Do you think this course was appropriate for you this semester? Why?

- "It taught me better study habits." (4)
- "I feel you should have been able to have a choice." (6)
- "It didn't count toward my major and I am almost a semester behind."
- "I had the same course in high school."
- "I didn't learn anything." (2)
- "It helped me with all my other classes." (4)
- "Didn't want to be in the course... negative attitude." (2)
- "It taught me about IUP." (2)
- "At first I hated it, but it really helped." (2)
- "Would rather have a class that made me work harder and wasn't so boring."
- "I don't think attendance should count."
- "Freshmen may have a better idea of what's expected of them." (3)
- "It helped a lot (QPA)." (2)
- "Waste of time."
- "Some things seem like busywork."
- "Helped me get adjusted to college life." (2)
- "It strengthened my opinions and enlightened me on some new ones."

(Cont'd):

4. Now that the semester has ended, do you wish that you had dropped the course?

- "It was boring and needed more excitement."
- "I did gain some things out of it." (3)
- "I didn't learn anything." (4)
- "It helped me through my freshman year."
- "It was advantageous (helpful) to me." (10)
- "It was a waste of time and energy." (3)
- "I didn't know what it would be like before I started. I really enjoyed it."
- "It showed me ways to improve." (2)
- "Wanted to take another course."
- "Easy grade. Learned interesting topics." (4)
- "Had 16 credits."
- "Enjoyed it." (2)
- "Good course."
- "Brought my QPA up and gave me more credits."

5. Would you recommend this course to freshmen next year, if they had the option of selecting it?
Why?

- "Depends if they really need it or not." (3)
- "I believe it should just be given."
- "It can only help them." (8)
- "They will enjoy it and learn a lot about IUP and other subjects discussed."
- "It showed me ways to improve."
- "It will be helpful to find out what you have to do to study."
- "I'd tell them to take something pertaining to their major instead."
- "Easy grade." (4)
- "Helps build confidence."
- "Because this will not be an option but just another course."
- "Most freshmen don't know anything about IUP... Helps explain a lot." (5)
- "This course is more for people in high school."
- "Needs to be taught differently."
- "It's up to them. I wouldn't recommend it."
- "Helps them adjust and see what they are required to do here."
- "Waste of studying time."
- "I was disappointed to see it wasn't offered for next semester."
- "Helps give students a better outlook on careers and can help them decide where they want to go."

7. Other comments:

- "I liked this class!"
- "Overall good course. Got better as we went on." (2)
- "Thanks for making me stay in this course-It helped out with my QPA."
- "Thanks for everything!"
- "If this course would improve a great deal, it would greatly help other students."
- "Bought \$13. books that were never used. A lot that was presented was just plain stupid. I must admit there were a few things that did help."

APPENDIX C

PROFESSIONAL STUDIES IN EDUCATION

April 22, 1988

TO: University Wide Undergraduate
Curriculum Committee

FROM: Edwina B. Vold, Chairperson



SUBJECT: Support for Course LC 170
Strategies for Academic Success

I offer my support of the LC 170 course. This is based on my belief that such a course is needed to provide a support system for students on campus who have been recruited and admitted, yet have developed no strategies or inappropriate strategies to succeed in their academic work.

As a past instructor of the ED 100 course, I am cognizant of the special needs of some students and the desire of the LAC to provide for these needs. As a faculty member, chairperson, and advisor in the College of Education, I am aware that these strategies are not often provided for in our traditional general education courses or in our professional sequence.

I recommend that the Committee approve this course as a part of the LC program.

gjr

xc: Carolyn Wilkie

DATE: April 7, 1988

TO: Carolyn Wilkie
Learning Center Director
207 Pratt

FROM: Frances C. Stineman
COBAC Director

Frances C. Stineman

SUBJECT: LC 481 - Strategies for Achieving Academic Success

This is a statement in support of LC 481, Strategies for Achieving Academic Success, as well as a request that you do everything possible to make more sections available to College of Business students. Enrollment in LC 481 has proven to be invaluable to the students. I haven't had time to take a statistical look at the improved CQPA's but, almost without exception, students report their appreciation of the class.

In the last month (early registration), 1225 students passed through COBAC. We advised, one-on-one, 556 students and I personally questioned those who have taken the Strategies class. Not only do they talk about now being able to manage their time and prioritize their study hours, they report being able to take better lecture notes and get more out of their reading assignments.

In addition, and in my opinion of more importance, is the marked change in their attitudes. They are able to articulate their concerns, ask questions, and are clearly encouraged by their improved academic performance. These positive changes, no doubt, are attributable in part to adjustment to campus and frequent contact with an advisor. However, there is a difference between the students who took LC 481 and those ones with whom I've had frequent contact but couldn't get into an LC 481 class. Then too, there is a difference between this group and the Branch Campus students whom I visit only once a semester and who do not have easy access to an academic advisor.

Is there any chance of offering LC 481 at the Branch Campuses? And while I'm asking, do you suppose it would ever be possible to offer a mandatory 3-credit strategies class for all freshmen? Many of the colleges and universities represented at the last two national conferences I attended report great success with such a class.

I should have statistical data this summer to substantiate the above testimonial. If I can help in any way to extend the advantages of LC 481 Strategies for Achieving Academic Success to more of our students, just let me know.

Good Luck.

Advising & Testing Center
Indiana University of Pennsylvania
107 Pratt Hall
Indiana, Pennsylvania 15705-1087

(412) 357-4067 (Voice/TDD)



April 14, 1988

Ms. Carolyn Wilkie, Director
Learning Center
203 Pratt Hall - IUP
Indiana, PA 15705

Dear Carolyn:

I am writing this letter in support of continuation of LC:481 Strategies for Academic Success as an IUP credit bearing course which provides credit toward graduation. I have been fully convinced of the benefit of the course through my work as an advisor and have found unanimous satisfaction with this course across the differing student populations (Fall Main Admission, Undecided majors, students with learning disabilities and students on academic probation) with which I work. My advisees have stated that the course is very valuable because it requires immediate application of the strategies being learned in the course to their current coursework. I believe that the strategies taught within the course would be useful for almost any entering college student; particularly in light of the fact that we seem to have increased numbers of students who, despite high SAT scores and high school grades, enter IUP ill-prepared for the rigors of academic life. Strategies for Academic Success benefits not only the students taking the course but also the faculty teaching them in other courses as these students become immediately more academically facile within the semester.

In conclusion, my only wish is that there be enough sections of Strategies for Academic Success each semester to meet the demand of students who could benefit from it!

Sincerely,

A handwritten signature in cursive script that reads 'Catherine Dugan'.

Catherine Dugan, Director
Advising & Testing Center

CD/bh