



POINT LOMA
NAZARENE
UNIVERSITY

Student Success and Wellness **ANNUAL REPORT**

2014 - 2015

Student Success and Wellness

Mission Statement

Student Success and Wellness exists to provide a seamless continuum of programs and services that support each student's academic achievement and holistic growth.

Overview

Student Success and Wellness supports both institutional and Student Development mission and vision to provide a seamless continuum of programs and services that support each student's academic achievement and holistic growth. Developed and implemented in 2010/11, Student Success and Wellness exemplifies higher education's best practices of high collaboration and coordination in order to facilitate co-curricular student learning and personal development toward degree completion. The following list describes the integrative multi-disciplinary programming within the department of Student Development at PLNU:

- Academic Success Planning and Support
- Counseling Services
- Disability Resource Center
- Health Care Services and Nutritional Consultation
- Learning Experiences for Academic Progress (LEAP)
- Life Skills Coaching
- Outreach Health Education Activities
- Tutorial Services
- Undeclared Student Academic Advising

Academic Success Planning and Support

The Associate Dean for Student Success and Wellness provides oversight for all aspects for the office of Student Success and Wellness. In addition, the Associate Dean's office provides General Academic Advising for undergraduate population at PLNU, Crisis Advising in conjunction with the Student Care Group, Intervention and Support, Incoming Freshmen Registration, Satisfactory Academic Progress (SAP) Financial Aid Appeal and Probationary Academic Improvement Planning.

Counseling Services

The Counseling Team consisting of four licensed MFTs provides brief therapeutic services to students which address the whole person including emotional, social, physical, intellectual and spiritual aspects. Services to students include: Individual Counseling, Crisis Counseling and Intervention, Substance Abuse Assessments (SASSI), Undeclared Academic Advising, and Life Skills Coaching. Outreach Health Education activities brings together campus and community partners to advance health promotion initiatives at PLNU (e.g., Alcohol Awareness, National Depression Screening Day, National Eating Disorder Awareness Month, Fuel Success-Celebrate Good Health Fair, and PAWS Awhile).

Disability Resource Center

The Disability Resource Center team consists of a Director and Academic Program Support Coordinator. The team strengthens collaborative cooperation within and across the community to provide education and advocacy for disability issues. The DRC promotes equal access for undergraduate students at PLNU, and facilitates the provision of effective reasonable accommodations in accordance with Section 504 and the Americans with Disabilities Act (ADA).

Health Services

The Health Services Team, consisting of two Nurse Practitioners, a Registered Nurse, Consulting Physician and Nutritional Consultant. The team works interdependently to assist students in maintaining a high level of wellness to facilitate academic goal achievement and holistic growth. The primary focus of health services is to promote healthy living, provide limited primary clinical care, nutritional counseling and identify psychosocial issues that require further evaluation across Student Success and Wellness and Student Development (i.e., Counseling Services, Disability Resource Center, Nutritional Consultation, LEAP, Life Skills Coaching, Residential Life, Student Life and Retention, Tutorial Services, and/or Undeclared Academic Advising).

Learning Experience for Academic Progress (LEAP)

LEAP at PLNU exists to provide academically under-prepared incoming freshmen with a year of structured educational programming, co-curricular opportunities, and on-campus support services. The Student Development LEAP Liaison works with Academic Affairs and Student Development professionals to provide a network of coordinated institutional resources in order to facilitate multiple student engagements within Student Development and across the campus community, increase collegiate academic success behaviors and skills and retention toward degree completion.

Tutorial Services

The DRC Director and Academic Program Support Coordinator work collaboratively to provide academic enrichment resources to assist undergraduate students as they manage the demands of multiple course requirements. A roster of 75+ student employees provides tutorial services and office support for all aspects of the tutorial program.

Undeclared Student Advising

The Counseling Team provides cross-functional collaborative services to undeclared students at PLNU. In their role as Undeclared Academic Advisors, each professional interacts with students to provide comprehensive academic advising toward selection of an academic major and the development of meaningful educational plans consistent with their educational, career, personal, and spiritual goals.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity							Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement			Interpersonal & Intrapersonal Competence						Practical Competence		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Counseling Services	X	X	X	X	X	X						X	X	X	X	X	X	X	X				
Disability Resource Center	X	X	X	X	X			X	X			X	X	X	X	X		X	X	X	X		X
Health Services		X	X	X	X							X	X	X					X				
LEAP		X	X	X	X							X		X	X				X	X			
Life Skills Coaching	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X				
Nutritional Consultation	X	X	X	X	X									X	X				X				
Outreach Health Education Activities	X	X		X	X	X						X				X		X					
SASSI Assessments and Reviews	X	X	X	X	X	X						X	X	X	X	X	X	X	X				
Tutorial Services	X	X	X	X	X	X	X					X			X	X				X	X	X	X
Undeclared Academic Advising	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X			X	

Counseling Services

Mission Statement

Student Success and Wellness Counseling Services are dedicated to providing assistances to students which address the whole person including emotional, social, physical, intellectual and spiritual aspects as students achieve their academic goals.

Program Overview

Student Success and Wellness Counseling Services offers the following list of student-focused programs each designed to promote academic achievement and holistic growth toward degree completion:

- **Individual brief counseling** to students who voluntarily choose to participate in counseling. Each student is offered six sessions; freshmen are allotted eight.
- **Undeclared academic advising** focusing on course selection and planning, as well as assistance with clarifying interests and declaring a major.
- **Life skills coaching** interactions assist students to focus on specific skills and develop practical approaches to achieve academic success. In each case, the relationship with the student and the subsequent exchanges are the conduit for positive learning outcomes toward the student's academic and personal development.
- **Outreach health education activities** are designed and presented to engage the campus community in shared learning experiences to promote healthy choices and facilitate healthy lifestyles.
- **The Substance Abuse Subtle Screening Inventory (SASSI)** assessments are reviewed with identified students as part of the Student Conduct and Growth Process at PLNU.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence					Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Programs																							
Academic Advising (Undeclared Students)	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X		X		
Individual Counseling	X	X	X	X	X	X						X	X	X	X	X	X	X	X				
Life Skills Coaching	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X				
Outreach Health Education Activities	X	X		X	X	X						X				X		X					
SASSI Assessments and Reviews	X	X	X	X	X	X						X	X	X	X	X	X	X	X				

Evidence of Learning

Cognitive Complexity

Whether functioning as Counselor, Academic Advisor, or Life Skills Coach, the counseling team engages students with openness in order to assess current needs and consider alternative perspectives and solutions to address these needs in constructive ways. These interactions address the emotional, social, physical, intellectual and spiritual aspects of each student relative to the identified focus of need. In 2014/15, Counseling Services saw a total of 1500 student contacts in these various roles. (See Appendix A for a complete listing of students served in each capacity).

Outreach Health Education Activities are designed to engage the students in assessments, films, panel discussions, and activities while providing arenas to consider new information, ideas and perspectives about Depression, Eating Disorders, Nutritional Health, Alcohol and Drug Use, and Stress Relief. A list of each event, including the number of participants and our campus and community partners, is included in Appendix A.

The SASSI Assessment and Review process engages the students in the completion of an assessment that produces data which forms the basis of the discussion leading to the possibility of alternative perspectives and solutions.

Knowledge Acquisition, Integration, and Application

Individual Counseling -As the Counselors process the presenting issues with the students, the student is encouraged to identify the impact of their choices and decisions, to explore new insights and perspectives, and to gain new knowledge to assist in resolving their issues. Making connections between the student's actions and his/her academic growth is fundamental to the counseling process. For a comprehensive list of presenting issues see Appendix B.

Academic Advising - Academic Advising for the Undeclared Students is committed to knowledge acquisition about the Student's Advising Guide and the General Education Requirements. The Advisors facilitate the students' pursuit of information and application by encouraging contact with OSV, the Records Office, and faculty in departments of their interest. These conversations address areas of interest and possible choice of major and life direction.

Life Skills Coaching - Coaching focuses on presenting and developing new and creative approaches to support and augment the student's academic progress. The sessions serve as accountability for application and follow-through of new skills acquired – skills for success academically and for life in the workforce.

Outreach Health Education Activities - There were six outreach education activities in 2014/15. These events were designed to disseminate information and to provide opportunities of engagement with Campus and Community Resource Representatives to undergird integration and application of ideas and insight. These events tallied 868 attendees and 100s of observers. See Appendix A.

SASSI/Review - These sessions follow the initial assessment and provide a visual graphing of students' results and engage them in conversations facilitating insight and synthesis in preparation of the Growth Group experience with Residential Life staff, Faculty Advisors and Mentors.

Interpersonal and Intrapersonal Competence

The tasks of counseling, advising, coaching, and SASSI/Review are primarily accomplished through interpersonal and intrapersonal interaction.

Individual counseling- sessions target emotional, spiritual, and psychological issues (and their resolutions) as presented by each student. (See Appendix B – 2014/15 Presenting Issues in Individual Counseling Sessions).

Advising for Undeclared Students - focuses on academic schedule planning and conversations to gain clarity in choosing a major.

Life Skills Coaching- interactions assist students to focus on specific skills and develop practical approaches to achieve academic success. In each case, the relationship with the student and the subsequent exchanges are the conduit for positive outcomes in the student's life.

Practical Competence

Student's individual goals are set and pursued in the process of Individual Counseling, Academic Advising for Undeclared Students, and Life Skills Coaching. Student growth and progress toward the accomplishment of these goals is documented.

Use of Evidence

Counseling Services will continue to develop and expand communication and collaboration with campus constituents, specifically faculty departments, Associate Student Body and the Student Athlete Advocacy Committee (SAAC) leadership team in order to expand campus awareness of and involvement in Counseling Services. Data regarding activities of engagement and numbers attending will be gathered and analyzed.

Areas of Distinction

Counseling Services Staff presented at four events and participated in three public relations events during the 2014/15 year. See Appendix A for topics, target audiences and overview from the year.

Appendix A –
(2014/15) Academic Advising, Counseling, Life Skills Coaching, Outreach Health Education Activities Data

Disability Services

Mission Statement

The mission of the Disability Resource Center mission is met by facilitating effective, reasonable accommodations in accordance with Section 504 and the ADA; educating the campus community about disability issues; strengthening collaborative cooperation within the community; and promoting equal access and opportunity for all students.

Overview

The Student Success and Wellness Disability Resource Center is committed to supporting the ongoing development of an accessible university. Supports and services for undergraduate students include providing academic and non-academic accommodations throughout the campus. Academic accommodations include extended test-taking with separate proctoring; note taking services; audiobooks; assistive technology; and priority registration. Non-academic accommodations include, but are not limited to, housing placement; accessible parking; life skills coaching referrals and dietary accommodations.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence					Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Programs																							
Assistive Technology		X	X																		X		X
Test Proctoring															X					X			X
Life Skills Coaching			X						X			X	X	X				X	X				X
Intake & Accommodation Process								X	X						X	X		X					X
Live Well Campaign	X	X	X	X	X			X	X				X		X	X		X	X				X

Evidence of Learning

Cognitive Complexity

The *Live Well* campaign, assistive technology, and Life Skills Coaching programs support cognitive complexity by engaging students in constructive ways, supporting alternative solutions, and allowing students to develop new ideas and perspectives. All three programs focus on addressing the needs the students by reviewing their individual disability-related need and developing a plan that is accommodating and supports the students' abilities to be successful at Point Loma Nazarene University.

Knowledge Acquisition, Integration, and Application

The *Live Well* campaign uses experience and other sources of information (i.e. health-related and legal) to create new insights and to solve problems associated with addressing accommodating students' dietary needs in the Dining hall.

Humanitarianism & Civic Engagement

The Intake and Accommodation process for the registering with the Disability Resource Center and the *Live Well* campaign allow staff to engage with individuals from variety of abilities, cultures, ethnicity, and socio-economic backgrounds. The Life Skills Coaching program, Intake and Accommodation process, and the *Live Well* campaign demonstrate capacity to engage with the complexities of daily life in the global community and in the microsystem of the PLNU campus.

Interpersonal and Intrapersonal Competence

Life Skills Coaching includes pursuing knowledge integrated with the students' beliefs, values, and action. The *Live Well* campaign and Life Skills coaching allow students to manage their conflicts constructively by accessing resources and support available in the Disability Resource Center. The Life Skills Coaching program also allows students to gain a holistic awareness of themselves by working alongside Life Skill coaches who help the students integrate strategies that support their holistic development and growth. Test proctoring, the Intake and Accommodation process, and *Live Well* campaign allow students to practice self-efficacy by requiring students to engage in self-advocacy and follow through with directives to be successful at PLNU.

The Intake and Accommodation process and *Live Well* campaign support students' ability to work collaboratively with others in the classroom and throughout the campus. The Life Skills Coaching program, Intake and Accommodation process, and *Live Well* campaign allow students to demonstrate how their self-interest is balanced by a sense of social responsibility. The Intake and Accommodation process supports this student learning outcome by helping students gain self-advocacy strategies that they may possibly use beyond college with communicating their needs to a future employer. College students with disabilities are responsible for learning how to manage their disability-related needs in the workplace, after completing their degree. As a result, these students with disabilities are responsible for ensuring their disability-related needs are addressed in the workplace without their disability compromising their quality of work or work output.

Practical Competence

All of programs listed above support students in accessing and using resources related to disability services at PLNU. Access to test proctoring allows students to communicate on an exam coherently and possibly have a positive effect on their test scores. The Assistive Technology program allows students to use technology to access course material in an ethical and effective manner. Materials used for assistive technology include the LiveScribe pen, Dragon Speak software, FM transmitter hearing device, and accessible features on the computers and iPads.

Use of Evidence of Learning

Within Disability Services, plans have begun to further develop the availability of assistive technology devices to students with disabilities and place the scheduling of test proctoring sessions online for students. The overall goal for Disability Services is to further increase the awareness of the needs of students with disabilities in higher education and provide more faculty training focused on academic accommodations in the classroom.

In 2015-2016, students participating in the Life Skills Coaching program will be assessed using survey questionnaires to determine the progress of learning outcomes. The data collected from these questionnaires will be initially used to establish an evidence of learning baseline. As the academic year progresses, surveys will continued to be used to assess how well the program is addressing the needs of the students and to identify areas of training for the Life Skills Coaches.

Areas of Distinction

Americans with Disabilities Act Task Force - A collaborative committee comprised of personnel from Disability Services, Campus Facilities, Physical Plant, and students with disabilities that focus on accessibility concerns on-campus.

Disability Support 101 – Nichole Hope-Moore, MAED, presenter. Disability Support 101 in collaboration with the Center for Teaching and Learning provided undergraduate and graduate faculty participants with an overview of the provision of disability services and academic accommodation processes in higher education and at PLNU. Key elements included: components of the accommodation process at PLNU, initial referral, student intake meeting, documentation, development of individualized accommodations plan, faculty notifications, proctoring procedures and more. A needs assessment was conducted; results were used to determine next steps in disability support programs and services at PLNU.

Live Well Campaign - *Live Well* represents the ongoing collaborative effort between the Disability Resource Center, Student Success and Wellness Nutritional Consultant, and PLNU Dining and Marketing Services. Utilizing a multi-disciplinary approach to address the increasing needs of students with dietary concerns, *Live Well* provided student-focused resources using best practices in higher education in accordance with ADA guidelines for dietary accommodations.

Health Services

Mission Statement

Student Success and Wellness Health Services are dedicated to assisting students in maintaining a high level of wellness as they achieve their academic, personal and spiritual goals. Primary medical care and nutritional consultation professionals facilitate multiple educational and clinical care engagements emphasizing healthy lifestyles as students learn, grow and serve at PLNU.

Overview

Student Success & Wellness Health Services provides quality and accessible primary health care to Point Loma Nazarene University undergraduate students. Our team is comprised of the Associate Dean for Student Success and Wellness, a Registered Nurse, 2 part-time Nurse Practitioners, a consulting physician, Nutritional Consultant, 5 student front desk assistants and 2 shared administrative assistants.

Students utilize Health Services primarily for assistance with symptoms of acute illness or injury. There are also students who seek medical consultation for health-related questions and requirements, or for the continued care of ongoing health needs. Services offered through Health Services include:

- The assessment, diagnosis, and treatment of acute illness and injury
- Referrals to specialists/urgent care/ER when further evaluation and management is indicated
- Referrals to Student Success and Wellness partners (counseling, disability, advising, nutritional consultation) as indicated
- Routine immunizations
- Tuberculosis screening
- Laboratory services
- Complete physical exams
- Travel health consultations (e.g., Love Works)
- Point of care testing (i.e., testing for strep, mono, influenza, etc.)
- Dispensing of appropriate prescription or over-the-counter medications
- On and Off-site Assessment by Consulting Physician

Health Services cares for the physical, psychological, emotional and spiritual well-being of Point Loma Nazarene University's undergraduate students. Providing holistic care sets each student on a trajectory toward greater wellness from which success can be achieved. In addition to aiding the physical problems, encounters with students are opportunities to provide one-on-one health education, compassion and encouragement.

Health Services is a natural venue for identifying psychosocial issues that may require further evaluation across Student Success & Wellness (i.e., Counseling/Mental Health Services, Consulting Physician, Nutritional Counseling Services, Disability Resource Center, Tutorial Services, and Academic Advising). Promoting wellness is a shared passion among our team and is accomplished throughout the year in various ways within and

beyond the doors of the Wellness Center. We also provide proactive, campus-wide updates regarding health-related current events.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement			Interpersonal & Intrapersonal Competence						Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Health Services		X	X	X	X							X	X	X					X				

Evidence of Learning

Cognitive Complexity

Students who utilize the Wellness Center for assistance with their health needs demonstrate a willingness to consider potentially alternative perspectives and solutions to their problems. As we gather the “history of present illness” from each student we hear the various approaches already taken to treat their symptoms. Their presence in the Wellness Center is indicative of their openness to a new or augmented approach to their treatment plan.

Knowledge Acquisition, Integration, and Application

Many students who present to the Wellness Center for Health Services have already considered various possible routes through which they might navigate their problem. They had often already consulted with friends, roommates, parents, Resident Advisors, and the internet to better understand or gain advice for treatment. The majority of the students we see enter the Wellness Center ready to learn, integrate and apply the new information they will receive from the Registered Nurse, Nurse Practitioners, and Physician. We encourage students’ ownership and application of newly acquired information by partnering with them to develop an evidence-based yet practical plan of care. As college students with demanding schedules they are quite motivated to alleviate the stress their problem had caused.

Interpersonal and Intrapersonal Competence

Seeking assistance from Health Services is an example of constructively managing conflict. To manage the health need, even something as simple as needing a Tuberculosis skin test, action on the student’s part is first required. Utilizing the services provided on campus to meet the need in an efficient, cost-effective, and thorough manner is constructive. During the 2014/2015 academic year there were 1,825 student encounters with Health Services. Making the decision to utilize Health Services requires the student to have an awareness of their physical or sometimes psychological need and to value themselves and their health enough to actually seek the assistance required.

In addition to educating students on the details and possible origins of their chief complaint or physical concern, attention is provided to the whole individual. Within one-on-one confidential space with the health care provider, students are encouraged to communicate their physical, psychological, emotional, and spiritual needs. It is not uncommon for a psychological or psychosocial problem to reside beneath the surface of the physical symptom of concern. Health Services' Care Providers promote and support this holistic awareness.

Practical Competence

Students utilizing Health Services at the Wellness Center are pursuing goals of restoration or maintenance of health. Throughout student-Nurse Practitioner interactions treatment plans are developed with specific self-care and follow-up instructions. Rather than being tasked with a template plan of care, students are brought into this process to plan and determine the reasonable (aligning with their values and beliefs) and practical steps they are willing to take toward wellness.

Use of Evidence of Learning

From the evidence detailed above, Health Services provides students a venue to practice cognitive complexity and practical competence, acquire knowledge for integration and application, and to further develop inter- and intrapersonal skills. Acknowledging their need for autonomy, we provide students with education and guidance to facilitate positive choices for improved wellness.

Though the potential for learning through encounters with Health Services is certain, we have not yet implemented a system to objectively measure these outcomes. In the 2015/2016 academic school year a system for gathering student feedback specifically concerning learning outcomes will be developed and implemented. A brief online survey (4-5 questions using Likert 5-point scale); will be sent to students following their Wellness Center Health Services visit. Understanding the degree to which they believe they will integrate and apply the medical advice and/or treatment plan is of particular interest. The survey might also elicit information such as the likelihood of the student to use Health Services for future needs, based on his/her most recent experience. Understanding their feedback will allow Health Services to improve our provision and expand our services for the benefit of the student body and PLNU community.

Areas of Distinction

Our team continually seeks to improve our processes based on the needs of observable trends. In Fall 2015 there was an increase in number of presenting students with Disordered Eating patterns as well as increased communication of concern from university faculty and staff. Several of these presenting students met medical criteria for levels of care beyond that which is provided through the Wellness Center. While navigating each case we developed closer partnerships with local Eating Disorder specialists and programs. We implemented more in depth and detailed assessment strategies for acquiring the objective data necessary for determining the most appropriate level of care. We also developed a written procedure to aid in the consistency of care and communication among each care provider as well as clearly defined referral criteria.

Collaboration among the Student Success & Wellness Team is essential and highly valued. During the 2014/2015 academic school year a regularly scheduled meeting space was created for interdisciplinary communication and collaboration. Our Registered Nurse participated in the Concept Team which met every other Monday to discuss pertinent information with the goal of providing seamless and holistic support to students.

Partnering with Counseling and Nutritional Services, ongoing efforts were made to promote wellness and prevent illness. Relevant and informative handouts and bulletin board presentations were provided throughout the year covering a variety of topics such as stress, infection prevention and control, exercise, sleep, and nutrition. Together we also co-sponsored the 2nd Annual Fuel Success Celebrate Health event where Wellness Center Services, ASB, Student Dietetics Association, and community partners host a fair on the "campus mall" to promote various significant wellness topics.

In the 2014/2015 academic year Student Success & Wellness began the implementation of the Mediat Electronic Health Record (EHR). The EHR program will integrate student data beginning this summer (2015) and will be the primary mode of documentation beginning Fall 2015. Among countless features, Health Services most anticipates that Mediat will provide improved efficiency of care and documentation, streamline our use of each student's health history and visit history, and allow for the tracking of patient education, follow-ups, and overall care outcomes.

Nutritional Consultation Services

Mission Statement

The purpose of the Health Services is to assist students in maintaining a high level of wellness as they achieve their academic, personal and spiritual goals. Primary medical care and nutritional consultation professionals facilitate multiple engagements emphasizing healthy lifestyles as students learn, grow and serve at PLNU.

Overview

The Nutritional Consultation Service aims to provide education, nutritional counseling, and support to students with a variety of nutritional concerns or deficits. This service supports the seamless continuum of care for students with health and wellness needs. Through the programs of nutritional counseling, eating disorder consultation, and the partnership with Dining and Disability Services via the *Live Well* Campaign, students at Point Loma Nazarene University receive education and support needed to obtain safe and nutritious food in order to prioritize holistic health and accomplish their academic goals.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity		Knowledge Acquisition, Integration & Application					Humanitarianism & Civic Engagement					Interpersonal & Intrapersonal Competence					Practical Competence					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Nutritional Counseling		X	X	X	X									X	X				X				
Eating Disorder Consultation		X	X	X	X									X	X				X				
Live Well Campaign	X	X	X	X	X										X								

Evidence of Learning

Cognitive Complexity

As students engage in nutritional and eating disorder counseling with the dietitian in a constructive way, they develop cognitive complexity. Students are encouraged to look at and assess assumptions they have made about food, nutrition, body image, and relationships with food and consider alternative views. The result of this interactive process creates opportunities for problem solving, openness to new ideas and perspectives, and transformation.

The *Live Well* Campaign allowed students to demonstrate cognitive complexity by working together with the dietitian, Sodexo dining staff, and Disability Resource Center to develop a dining plan that will be safe and promotes health. Participation in the program facilitated openness to new ideas and solutions as well as constructive conversations when changes need to occur.

Knowledge Acquisition, Integration, and Application

In the context of nutritional counseling for general and disordered eating concerns, students are encouraged to critically assess their experiences with food and their body's responses to food or lack of food. They are also challenged to confront social norms and cultural pressures and how they play a role in their experiences and relationship with food. These experiences in combination with scientific evidence in the area of nutritional physiology help to create new insights and accept truth. There is also great opportunity to seek new information and ideas to help problem solve in the area of behavior change when it comes to eating patterns, body image, and identity. During a counseling session, the student and dietitian often brainstorm new ideas for solving the problems they may be experiencing such as temptations to use food to ease emotional stress, restrict, or to find ways to obtain safe and nutritious food for their particular situation.

Live Well exposed students to individualized information and resources regarding food allergies, intolerances, or sensitivities and what food choices can be made to achieve a balanced and safe way to meet their dietary needs. Solving problems such as eating in the PLNU dining hall while having a particular food allergy, requires obtaining information and being open to and applying alternative ideas. The *Live Well* Campaign strives to support students in this endeavor.

Interpersonal and Intrapersonal Competence

One of the most rewarding aspects of Nutritional and Eating Disorder Counseling is the evidence that students are growing in self-awareness. During these sessions, students are often confronted with thought-patterns, emotional triggers, and even social and spiritual aspects related to their relationship with food. They learn new ways to view health, are educated in what normal eating looks like, and to take steps in the area of respecting their physical body. Often times, awareness of emotional struggles come to light during these discussions and students are encouraged to do what is necessary to seek appropriate counseling. They practice self-efficacy to put their plan into motion. During follow-up appointments, plans and action steps are reviewed and students can see what worked for them, what was challenging, and the next action step for positive change can then be made.

Growth in self-efficacy is also evidenced by the number of students that come to the Student Success and Wellness Center for multiple services at once, including medical, counseling, and nutritional consultation, meaning they are seeking help with a holistic viewpoint.

Students that have food allergies, intolerances, or sensitivities face challenges to obtain food that is safe for them while promoting health and balanced eating. The *Live Well* Campaign is designed to support such students on campus while dependent on their PLNU meal plan. Self-efficacy is encouraged because students must seek out the support provided for them, be receptive to new information and health education related to their condition, and then seek out the available food items that work for their situation. 2014-2015 was the first time this program was available and through it, several students found success in obtaining a wide variety of healthy and pleasurable foods on their meal plans, despite their medical restriction(s).

Practical Competence

Nutritional and Eating Disorder Counseling is very individualized and requires the students to grow in awareness of their particular concern or struggle, and together, develop an action plan of steps to move in a positive direction. Often times this will look like goal-setting for the upcoming week. Students are urged to write their nutrition goals down and refer to them at least daily. We discuss any potential challenges or “roadblocks” to their goals and brainstorm tools to conquer or avoid them. They are also provided accountability within the follow-up appointments where their goals are reviewed, altered as necessary, and encouraged to continue towards the final resolution.

Use of Evidence of Learning

Attached is supporting documentation describing total number of hours for Nutritional Counseling, Eating Disorder Consultation and the Live Well Campaign (e.g., food allergy students). A review of the different topics covered throughout the year describes an encouraging trend of increased utilization of services.

For the 2015/16 academic year plans are being formulated to increase marketing of nutritional services continue to market so that students know what is available and why they might like to make an appointment. This will be done by updating the Student Success and Wellness Center webpage, updating the Sodexo Dining Services webpage, having a presence at NSO with printed material, as well as presenting our services to the Residential Life teams, athletics, or any other appropriate opportunity. Educational outreaches such as the “Fuel Success--Celebrate Health” week will be enhanced in 2015/16. In addition, strategies will be developed to strengthen partnerships with community service providers (i.e., eating disorder treatment programs) in order to increase effectiveness and efficiency of referral processes as they become necessary. A proposal is being developed to assist PLNU in becoming certified as a *Healthy Campus 2020*.

Areas of Distinction

Collaboration with Dining Services, Student Success and Wellness Disability Resource Center and Sodexo Marketing Manager to develop Live Well Campaign procedures and marketing materials – Fall 2014 and Spring 2015

Eating Disorder Awareness Lecture to Upper Division Kinesiology Class – Fall 2014

Presentation to PLNU Cheer Squad – Fall 2014

Presentation of Disordered Eating and Healthy Body Image to Residential Life Directors and Assistants – Spring 2015

Panel Discussion on Healthy Body Image: Fuel Success-Celebrate Health Week – Spring 2015

Learning Experience for Academic Progress (LEAP)

Mission Statement

LEAP exists to provide academically under-prepared incoming freshmen with a year of structured academic programming, co-curricular opportunities, and on-campus support services, in order to increase academic success, retention, and degree attainment.

Overview

A select number of incoming freshmen identified as academically under-prepared are provisionally admitted to the university and placed into the LEAP program by Admissions. Expectations for participation in the program and continuation at the university are:

- Conditional status at the university while on academic probation
- Enrolled in Freshman Studies (FST) 100 and 101, and WRI099
- Thirteen -unit limit for the first semester in predetermined-cohort classes for Fall.
- Consistent participation in three hours per week of group study sessions
- Consistent participation in all academic and co-curricular LEAP activities
- Designation as an undeclared major until the end of the freshman year
- GPA of 1.8 at the end of the Fall Semester and 2.0 at the end of the Spring semester
- Final grade of C- or above for the following courses:
 - FST 100 and FST 101
 - WRI 099

The required Freshmen Studies Course (FST) is a one unit course focusing on strengthening academic foundations such as learning styles, resilience, time management, self-leadership, note thinking, outlines/précis, and critical thinking. (Appendix A). As a cohort, LEAP students also take BIB101, BIB102, SOC101, and WRI099 integrated with other students.

In addition to the curricular programming, LEAP students are required to attend weekly study sessions led by tutors who are former successful LEAP students. LEAP also partners with the Office of Strengths and Vocation to provide students with unique opportunities to assess strength and personality traits and explore potential majors. Further, purposeful and holistic co-curricular opportunities are incorporated into the LEAP experience giving students the opportunity to engage with staff and faculty outside of the classroom as well as the San Diego community.

LEAP students receive additional assistance through several on campus support services:

- Academic Advising - LEAP students receive guidance in how to balance their studies with collegiate activities and manage the challenges associated with university life.
- Housing Placement – LEAP students are integrated either in Hendricks or Nease Hall to maximize additional support and feedback from residential life staff.
- Weekly Meeting with Faculty and Staff – The Student Development LEAP Liaison/Advisor, LEAP faculty, and RDs meet weekly to provide feedback and discuss strategy for engaging each student. This also allows students to receive on-going and up-to-date feedback regarding academic performance.
- Tutorial Center – LEAP students are encouraged to use these services whenever necessary.
- Disability Resource Center – The LEAP Liaison and LEAP faculty work closely with the Director of the Disability Resource Center to provide appropriate accommodations and support for qualified students.
- Student Financial Services – works closely with the LEAP Liaison, Associate Dean for Student Success and Wellness, individual students and their families, to monitor and advise those with financial aid concerns.
- Student Success and Wellness Health and Counseling Services - LEAP students are encouraged to utilize the counseling and health services offered in the Wellness Center in their transition to college and throughout their progress toward degree completion at PLNU.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
LEAP		X	X	X	X							X		X	X				X	X			

Evidence of Learning

Cognitive Complexity

LEAP students enter the program with a very limited understanding of their academic and personal strengths and talents, study skills, and critical thinking skills. Further, academic expectations for successful academic engagement are often underestimated by the student. The purpose of the FST courses, academic advising, and tutorial services, prepares students to better engage in academic life and broaden their skill set for success-oriented behaviors. The syllabus for the FST courses (Appendix A) and pre-posttests (LEAP - Appendix B) outline expectations for collegiate behavior and allow students to demonstrate mastery of the expected behaviors and skills. The pre-posttest examines academic expectations in college and potential study skills.

FST posttest scores describe a mean increase of 41%, median of 43%, and lowest increase of 12% and highest increase of 69%. (LEAP - Appendix B). The end of year reflection and LEAP critique papers (LEAP - Appendix C) demonstrate the students' abilities to think critically about their own experiences and class materials.

Knowledge Acquisition, Integration and Application

LEAP students enter the program with a very limited understanding of their academic and personal strengths and talents, student skills, and critical thinking skills. Further, academic expectations for successful academic engagement are often underestimated. The purpose of the FST courses, academic advising, and tutorial services, therefore, prepares students to better engage in academic life and broaden their skill set for success-oriented behaviors. The syllabus for the FST courses and pre-posttests exemplify the material and the outcome of theses taught behaviors (LEAP - Appendix A). The end of year reflection and LEAP critique papers (LEAP - Appendix C) demonstrate the students' abilities to think critically about their own experiences and class materials.

Interpersonal/Intrapersonal

The FST course is designed to help students not only identify their beliefs, values, and actions but also integrate those into the way they think critically about class materials (LEAP - Appendix A). The end of the year reflection and LEAP critique paper exemplify many ways in which students are able to make application of their beliefs, values, and actions with the course material that they engaged in the FST course (LEAP - Appendix C).

In addition, students were required to regularly complete self-reflection papers throughout the year to examine their emotional and cognitive states and the influence on their course work (LEAP - Appendix A). Individual academic advising sessions allowed a one-on-one coaching session to help students gain awareness of self and facilitate the practice of self-efficacy. Coaching and advising topics included time management, study skills, outlines/précis work, family conflict, stress management, four-year academic planning, major selection, and disability accommodations. See pre/posttest data (LEAP - Appendix B) for an overview of observed learning outcome.

Practical Competence

A significant amount of time is spent on critical thinking and writing skills in the Freshmen Studies Seminar (FST) course (LEAP - Appendix A). FST was developed to enable students to become better written and verbal communicators.

Individual academic advising sessions provided one-on-one coaching sessions designed to assist students to gain awareness of self and provide opportunities to practice self-efficacy. Sessions often included self-leadership and management practices including goal setting and accountability. Time management, study skills, outline/précis work, family conflict, stress management, four year academic planning, major selection, and accepting disability accommodations were some of the topics discussed during sessions. A summary of scoring outcomes can be seen in the pre/posttest (LEAP - Appendix B).

Use of Evidence of Learning

For 2015-2016 and in following years, the LEAP program will be assessed by the following:

- FST 100/101 Pre and Posttest (LEAP -Appendix B)
- End of Semester Reflection/Critique Papers (LEAP - Appendix C)
- LEAP student data analysis using the Beginning College Survey of Student Engagement, CIRP, and NSSE
- Contacts to comparable CCCU universities, competitor universities, and local universities will be conducted to develop a list of “best practices” for at-risk student and other similar programs
- Conduct a CAS assessment of the program

Tutorial Services

Mission Statement

The Tutorial Center provides academic enrichment resources to assist undergraduate students as they manage the demands of multiple course requirements.

Overview

The Tutorial Center provides a variety of academic-related services that focus on student success. These services include one-on-one peer tutoring sessions; group review sessions; paper editing; and academic skill-strengthening workshops for undergraduate students at Point Loma Nazarene University. Tutors may work one-on-one with students in the Tutorial Center, outside of the classroom or in other areas on campus including Liberty Station. Peer tutors are also eligible to be trained as “certified proctors” to monitor students with separation extended time for exam accommodations. Faculty recommended tutors receive extensive training in interpersonal skills, learning styles and tutoring strategies in order to maximize the learning experience and increase academic success both in and outside of the classroom.

Intended Learning Outcomes

Learning Outcomes	Cognitive Complexity							Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement			Interpersonal & Intrapersonal Competence						Practical Competence		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Programs																							
Tutoring Sessions	X			X	X	X						X			X	X				X	X	X	X
Executive Functioning Skills Workshops (Sea Lion Basics)	X	X	X	X	X	X	X					X			X								
Student Employee Training	X			X	X		X														X		X

Evidence of Learning

Cognitive Complexity

Tutoring sessions, Sea Lion Basics workshops, and student employee training engages students in constructive ways. The Sea Lion Basics workshop assesses and considers alternative perspective and solutions for helping students remain open to new ideas and perspectives for learning. The three programs allow students to use their experiences and other sources to create new insights about learning strategies.

Knowledge Acquisition, Integration, and Application

Student employee training, tutoring, and Sea Lion Basics workshops allow students to incorporate their experiences, in addition to, other sources of information to create new insights for learning. The three programs also support students in seeking new information to solve problems as they develop connections between curricular and co-curricular content. The student employee training and Sea Lion Basics engage students in experiential activities that prepare them for the workforce in the college setting and beyond.

Interpersonal and Intrapersonal Competence

Tutoring and the Sea Lion Basics workshops allow students to pursue knowledge that is integrated with beliefs, values, and action; while practicing self-efficacy to reach their academic goals. Both programs require students to recognize their need for additional academic support and actively participate in addressing their academic challenges. The tutoring program requires students (i.e. the tutee) to work in collaboration with the tutors to ensure their academic-related concerns are sufficiently addressed within the hour-long tutoring session.

Practical Competence

The tutoring program supports the student learning outcomes for Practical Competence. Tutees and tutors set an expected learning goal at the beginning of a tutoring session and engage in effective communication to meet the goal. Technology is readily available for use with in the tutoring session, and includes additional resources (i.e. computers, whiteboards, textbooks, etc.) that will support the tutoring session. The tutors demonstrate leadership skills during every tutoring session by ensuring that the session remains productive and focused on the tutoring goal while steering the tutee towards a higher level of understanding.

Student Employee Training includes training student employees to use a student visit tracking program (AccuSql), office equipment and computers to address and support students in need of tutoring services.

Use of Evidence of Learning

Plans are being developed to further enhance the training materials for the student employees; incorporate more staff support with Sea Lion Basics workshops; and resource the tutors with additional educational apps to enhance the tutoring and learning experience. In 2015-2016, the *Tutor Mid-Semester Check-In* process will move from a face-to-face meeting to an online survey. This change will maximize the student employees' time and increase the amount of information that is gathered from student employees during the semester. Student employees will be asked a variety of open-ended questions to explore how they conduct tutoring sessions, challenges associated with tutoring students and their needs for improving the tutoring experience.

Areas of Distinction

Technology Enhancements - iPad mini tablets were installed in the Tutorial Center to enhance the tutoring learning experience and provide accessibility for students with disabilities in the general environment.

Academic Success Workshops - Sea Lion Basics workshops were provided four times per semester. These workshops focused on four different Executive Function skills that students need to increase their ability to succeed in higher education.

APPENDICIES

Counseling Services

Disability Resource Center & Tutorial Services

Health Services & Nutritional Consultation

LEAP

COUNSELING SERVICES
Appendix A

**(2014/15) Academic Advising, Counseling, Life
Skills Coaching, Outreach Health Education
Activities Data**

Appendix B

**Presenting Issues in Individual Counseling Sessions
(2014/15)**

Appendix A
(2014 – 2015)

	Counseling (944)		Crisis (36)		Check-in (70)		Academic Advising (187)		Life Skills Coaching (179)		SASSI/Review (44/40)		Totals (1500)
Bucky	49	44	0	0	0	0	0	0	0	0	0/0	0/0	93
Josee	136	130	6	5	3	7	43	22	31	57	0/8	0/13	461
Laurie	130	113	5	10	12	24	50	19	26	14	18/2	26/2	451
Varinia	189	153	6	4	15	9	37	16	20	31	0/5	0/10	495
TOTALS	504	440	17	19	30	40	130	57	77	102	18/15	26/25	1500

1500 - total student contacts

Event	App. # of Participants	Partners
Depression Screening Day	70	Student workers
PAWS AWHILE	426	Humane Society dogs and owners X 6 OSV and ASB
Fuel Success – Celebrate Health Tuesday evening movie – “Killing Us Softly 4”	45	Dept. of Family & Consumer Science Student Dietetics Club
Fuel Success – Celebrate Health Information Fair on Caf Lane	100+ visitors to booths on Caf Lane	Eating Disorder Center of SD UCSD Eating Disorder Center Montecatini NEDA (National Eating Disorder Association) PLNU Student Dietetics Club PLNU Line Dancing Club
Alcohol Awareness Day	100+ visitors to exhibits on Caf Lane	MADD SD Highway Patrol SD Police Department PLNU Public Safety
PAWS AWHILE	327	9 - Humane Society dogs and owners

868 tallied attendees plus 100s observers/participants

Presentation Topic	Presented to:	Date	App. # of Audience
“Partnering Together for Student Success and Wellness”	Faculty on Faculty Development Day	8/25/14 (2 sessions)	45
The SASSI Assessment Tool	RDs	12/9/14	15
Eating Disorders	RDs and RAs	1/26/15	75
“Partnering Together for Student Success and Wellness: A Model of Collaboration”	Presentation at NASPA Conference in National Harbor, Maryland	1/13/15	45

180 attendees

Public Relations Event	Target Audience	Dates	App. # attending
Introduction to Wellness/Counseling	New RAs	8/26/14	60
Cookie Monster – NSO Welcome	New Students/Parents	8/29/14	800 student+parents
Scholars’ Preview Day	Prospective Students	2/27/15	100+

1000+ attendees

Presenting Counseling Issues (2014 – 1015)		
Anxiety	Faith issues	Parents divorcing
Adjustment to college life	Fatigue from over-commitment	Physical health issues
Adjustment to graduating and beyond	Grief and Loss – <ul style="list-style-type: none"> - death of parents/grandparents - natural causes/suicide 	Personal growth
Academic stressors	Growth	Pornography use/addiction
Abuse in family	General disinterest in life	Questioning their faith
Affair	Introvert	Relationship issues
Bulimia	Identity issues	Re-entry from Study Abroad
Body issues	Insecurity	Role as an RA and resulting issues
Boundaries, lack of	Loneliness	Sport team stressors

Presenting Counseling Issues (2014 – 1015)

continued

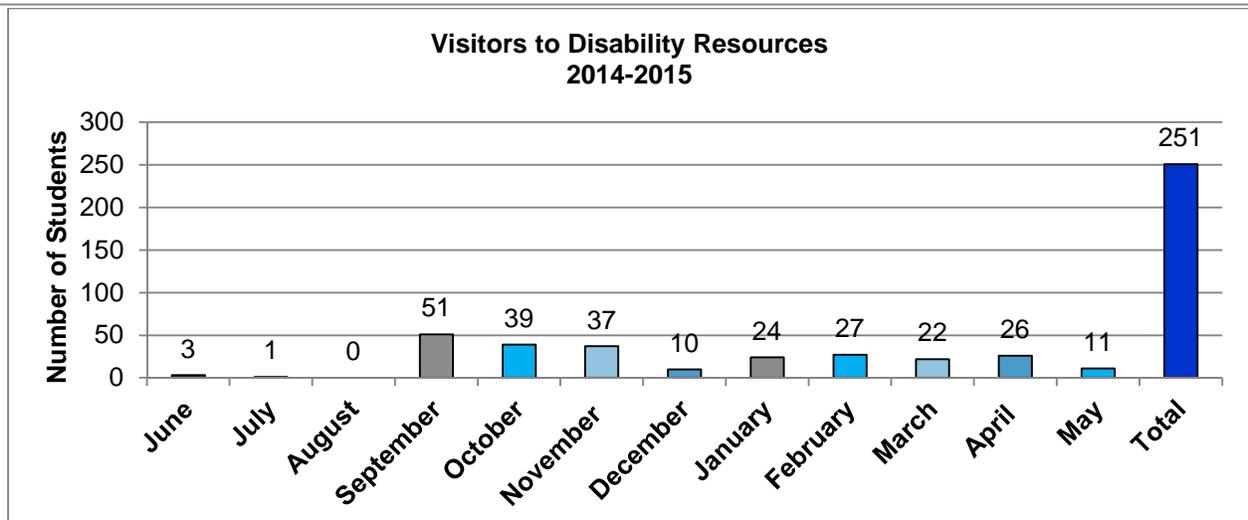
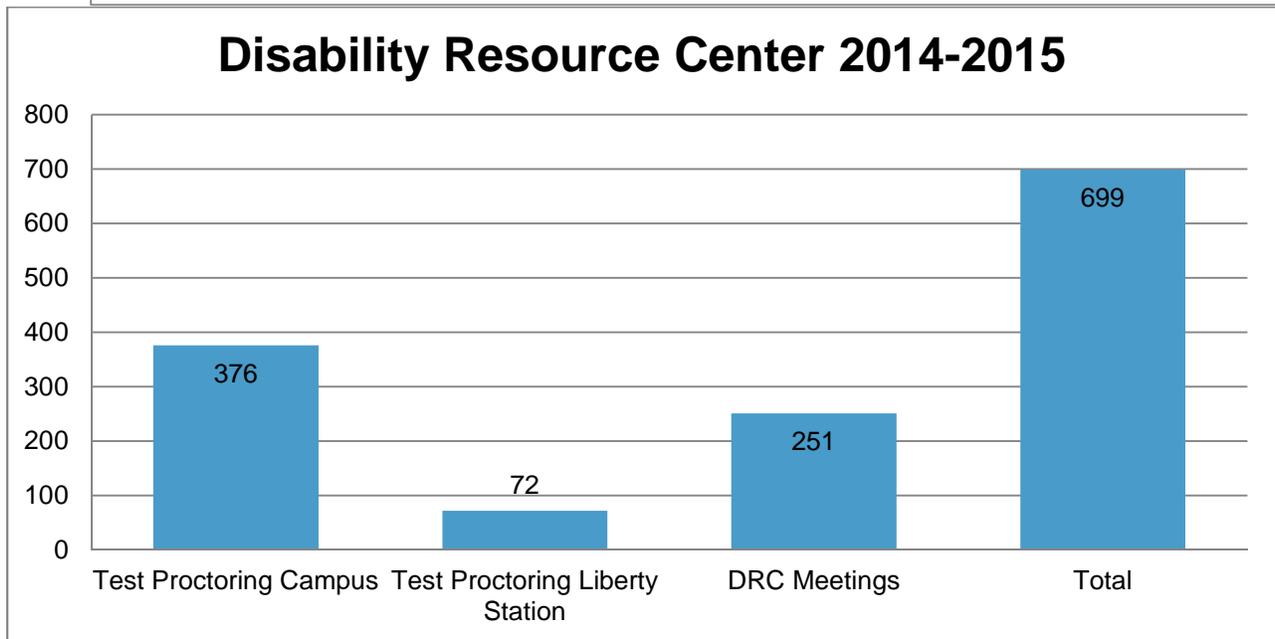
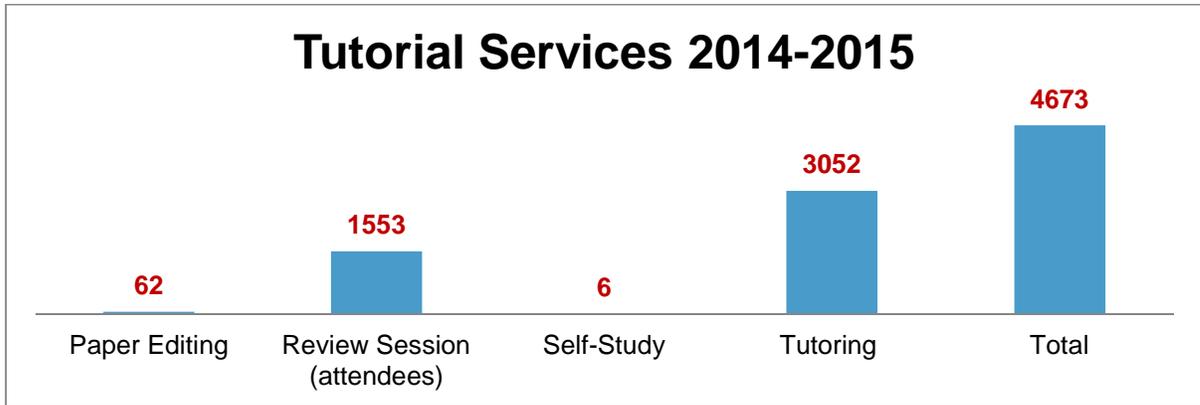
Child abuse issues	Life cycle issues	Stalking
Confidence issues	Multiple sexual assaults	Self-harm
Depression	Overwhelmed with academic demands/social demands	Sexual abuse
Dating issues	Occupational stressors	Suicidal ideation
Domestic violence in live-in relationship	Purpose in life	Skin issues
Difficulty sleeping	PTSD after witnessing trauma/being traumatized	Self-hatred due to ethnicity
Drug addicted family members	Picking behavior	Sexual orientation issues
Disordered eating	Promiscuity	Same-sex attraction
Eating disorders	People pleasing	Sexual assault from using a dating app

**DISABILITY RESOURCE CENTER
&
TUTORIAL SERVICES**

APPENDIX A – 2014/15 STUDENT VISIT DATA

**DISABILITY RESOURCE CENTER & TUTORIAL SERVICES
2014/15 STUDENT VISIT DATA**

Appendix A

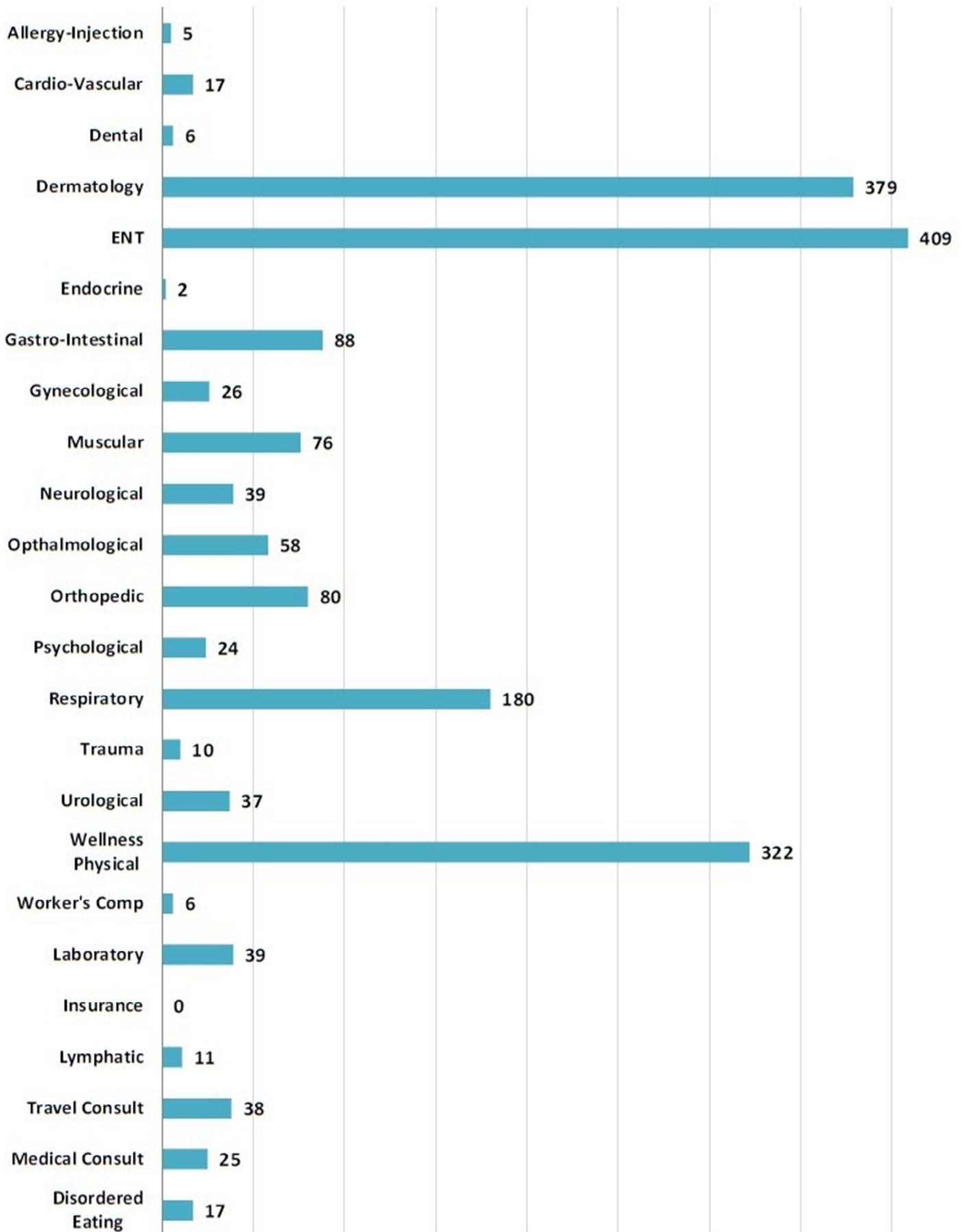


HEALTH SERVICES

Appendix A – Medical Visits & Diagnostic Frequency Statistics

Appendix B – Nutritional Consultant Contact Hours

Total Diagnostic Frequency: 2014-2015



Diagnostic Frequency by Month: 2014-2015

<i>DIAGNOSTIC</i>	<i>AUG</i>	<i>SEPT</i>	<i>OCT</i>	<i>NOV</i>	<i>DEC</i>	<i>JAN</i>	<i>FEB</i>	<i>MAR</i>	<i>APRIL</i>	<i>MAY</i>	<i>FULL YEAR</i>
Allergy-Injection	0	2	1	1	0	1	0	0	0	0	5
Cardio-Vascular	0	6	3	0	1	1	2	3	1	0	17
Dental	0	0	1	2	2	0	0	1	0	0	6
Dermatology	0	163	67	28	18	17	33	31	14	8	379
ENT	2	45	66	53	35	38	59	52	37	22	409
Endocrine	0	0	0	0	0	0	0	1	1	0	2
Gastro-Intestinal	0	8	10	12	5	9	23	11	9	1	88
Gynecological	0	8	1	1	1	2	4	3	4	2	26
Muscular	0	15	25	11	2	4	7	8	3	1	76
Neurological	0	6	9	2	2	0	9	3	6	2	39
Ophthalmological	0	5	21	9	2	4	7	3	6	1	58
Orthopedic	0	10	11	4	3	6	15	14	16	1	80
Psychological	0	6	3	1	4	4	4	2	0	0	24
Respiratory	0	17	17	13	30	14	37	28	15	9	180
Trauma	0	1	0	1	2	0	1	3	2	0	10
Urological	0	2	8	3	2	1	7	5	8	1	37
Wellness Physical	0	101	64	17	15	57	23	21	20	4	322
Worker's Comp	0	0	0	0	0	0	0	0	6	0	6
Laboratory	0	12	6	1	3	4	7	1	4	1	39
Insurance	0	0	0	0	0	0	0	0	0	0	0
Lymphatic	0	3	1	1	0	4	1	1	0	0	11
Travel Consult	0	0	0	0	0	0	0	29	7	2	38
Medical Consult	0	2	6	3	0	2	8	3	1	0	25
Disordered Eating	0	0	0	4	3	3	3	1	3	0	17

Total Medical Visits: 2014-2015

Total Registered Visits: 1832



**Student Success and Wellness
Nutritional Consultant
Contact Hours
2014 - 2015**

Carrie Gunn, Registered Dietitian Student Success and Wellness Nutritional Consultant	Counseling	Sodexo	Admin	Presentation	TOTALS
April 2014 - May 2014	23	10	3	3	39
August 2014 - December 2014	51.75	24	70.5	21	167.25
January 2015 - May 2015	30	31	30	16	107
TOTALS	104.75	65	103.5	40	313.25

LEAP

Learning Experience for Academic Progress

Appendix A – FST 100/101 Syllabus

Appendix B – FST Pre-test, Pre & Posttest Scores

Appendix C – FST Student Critique

Appendix D – Academic Advising Contacts

**FST 100, Fall 2014
Syllabus**

Essential Course Information

Time: Wednesday and Friday, 8:30-9:30

Professor: Dr. Hadley Wood

Office: Bond Academic Center 127

Tel: 849-2295

e-mail: hwood@pointloma.edu

Text: Anderson, E., & Clifton, D. O. (2001). *StrengthsQuest: discover and develop your strengths in academics, career, and beyond*.

Antoine de Saint-Exupéry, *The Little Prince*.

Goals and Outcomes

Goals of the Course: FST 100 has three overarching goals. By the end of the course the student should have done the following:

1. Realized that brains are grown, not given. Hard work applied over time will grow more brain power.
2. Developed an attitude of hope and a willingness to persevere at challenging tasks.
3. Increased his/her determination and ability to work hard over a sustained period of time.

Student Learning Outcomes: The purpose of FST 100 is to help students identify the resources and strategies that will help them attain a college degree. It also aims to help them begin to develop the cognitive skills needed for success in college. By the end of FST 100 students should be able to do the following:

1. create an effective time management system including a semester view, weekly calendar and daily to-do lists (application)
2. articulate their specific strengths and capacities as learners (comprehension), explain how to leverage these strengths for academic success (analysis), and engage in self-monitoring (application)
3. learn and apply methods of critical reading to understand the meaning of a passage (knowledge, application)
4. develop skill in perceiving the underlying logical structure in text (analysis)
5. take user-friendly, information-heavy, concise notes on reading, text and handouts for effective exam preparation (application, analysis)
6. demonstrate an emerging capacity to categorize and label a field of data (application)

Means of Reaching Desired Outcomes

The outcomes listed above will principally be met by in-class work and by a series of assignments that offer students the chance to practice specific skills and combination of skills. Most specifically, students will work on course goals through the following assignments.

Précis writing (Goals 3, 4, 5)

Outlines (Goals 3, 4, 5)

Note-taking (Goals 3, 4, 5, 6)

Chunking exercises (Goal 6)

Quizzes (Goals 5, 6)

Concept Quizzes (Goal 6)

Papers (Goals 2, 4, 6)

Schedules (Goal 1)

Course Grading System

Grades: FST 100 is a two-hour course that receives one hour of credit. Even a student who receives a D in FST 100 will get one unit of course credit. However, students need to receive a C- (70%) or above to continue on to the spring semester. **For many of the FST assignments, one low grade is dropped** before calculating the final average. **Please note**, however, that **a zero** which results from not attending class or not turning in an assignment **will not be dropped**. The grade for FST 100 will be computed as follows.

15%	Outline (8) (best 5 of 6 based on external documents)
15%	Papers (6) (no grade will be dropped)
10%	Homework (16) (no grade dropped)
10%	Quizzes (best 10 of 12)
10%	Concept Quizzes (6) (best 5 of 6)
10%	Notes (best 7 of 8)
10%	Précis (6)(best 3 of 4 based on external documents)
5%	Schedules (5) (no grade dropped)
10%	Final exam
5%	Group work and Peer assessment

In general, grades are assigned as follows:

	B+	87-89.9	C+	77-79.9	D+	67-69.9	
A	93 +	B	83-86.9	C	73-76.9	D	63-66.9
A--	90-92.9	B--	80-82.9	C--	70-72.9	D--	60-62.9

Expectations of Students

Participation and Attendance

Participation in class and participation in tutorial are measured by your attendance and your degree of engagement with the material. Participation and attendance are important because they are the canary in the mine—the first warning sign of a problem in a class. Getting into the habit of regular attendance early in your college career is an important step towards graduation.

Participation is **not** the same as attendance. A student can be in class without really being present and participating. Participation is also not the same as always having the right answer. Instead it is a measure of **engagement**, of making a genuine effort to do what is asked and to learn.

Make-up Work

For both outlines and précis assignments, make-up work is provided so that students are not penalized for finding these skills initially hard to acquire. Make-up work can be submitted to substitute for any of the first three précis or first three outlines that have received below a 72. Since make-up work is provided to show acquired skills, I strongly recommend that you not do make-up work until your skill in a particular area has improved. Make-up work will only be graded at the very end of the semester in order to leave assignments available to all students. **Before submitting make-up work, a student must bring their précis or outline to an appointment with Dr. Wood.** Students will **not be allowed to do make-up work to substitute for a 0. Make-up work is not designed as a remedy to non-engagement. There will be no make-up work for tests or other assignments.**

Tutorial

Three hours per week of tutorial are mandatory for students in LEAP. Tutorial will be provided twice a week for LEAP students. Tutors will be available for individual and group tutoring and will hold review sessions before exams. The time and place for tutorial will be announced by week 3 of class. Tutorial exists to provide support to students and to help instill the personal discipline of regular study. Arriving late or leaving early will result in a ½ absence. Engaging only partially will also be counted as a ½ absence. Students who play computer games, chat with friends, talk or text message on their cell, listen to music or otherwise use tutorial time to goof off, will be marked as absent.

Outings

There will be two official outings for FST 100. These are considered an official part of the class and all students are expected to attend. Failure to attend a scheduled outing will count as a double absence. Outings will be announced as soon as possible and students should plan their schedules around these outings.

Extra-curricular activities

LEAP students are not to work during their LEAP year and should be careful to not become involved in activities that require regular attendance or off-campus travel (debate and sports, for example).

Specific Course Assignments

Homework

All **homework is to be turned in at the beginning of class** on the day it is due. **No reminders** will be provided since it is assumed that students will be responsible for themselves. A student who arrives late should turn work in right away. No late homework will receive credit. A homework assignment is late if it is handed in after a graded copy of the same homework has already been returned or after the work has been discussed in class.

Keep all returned homework; homework may be used in subsequent assignments or on exams.

Précis

All précis are meant to be reduced to **half the number of words** in the original passage, **give or take 2.5%**. In other words, an original passage with 400 words needs to become a passage of 200 words, although anything from 190 to 210 will still be accepted for full credit. The précis should be **typed**, and the **number of words** in the rewritten passage **should be noted** at the end of the précis. Failure to include the number of words will result in a loss of **5 points**.

Like papers, précis should be typed or **word processed** using **double spacing** and a **12-point font**. Hand-written work will not be considered completed to university standards. Consult the rubric for the précis in order to see the exact criteria on which the assignment will be graded.

Outlines

Outlines should also be typed or word-processed. Unlike précis, outlines should be **single spaced**. Outlines should be done in formal fashion. The overall thesis statement for the passage being outlined will head up the outline and be flush left. The major ideas are marked with Roman numeral capitals (I, II, III, etc.) and are flush left. The major sub-points under each main idea are marked with capital letters: A, B, C, etc. These sub-points are indented once (5 spaces or so). Details under these major sub-points are numbered with Arabic numerals (1, 2, 3, etc.) and they are indented twice. Any small items under these details would be marked with small letters (a, b, c, etc.) and would be indented three times. Consult the outline rubric for grading details.

Papers and Directions for Papers

All papers should be typed or **word processed** using **double spacing** and a **12-point font**. Handwritten work will not be considered completed to university standards. If you hand a paper in on the day it is due, your paper will potentially be worth 100 points. If you hand it in two days late, it will be worth 80 points. Papers handed in more than two days late will be corrected but will receive an automatic 0. Consult the grading rubric for each paper in order to know exactly how each paper will be evaluated.

Paper 1: An introduction to me [something that will help me understand who you are] This paper should be **between 600 and 750 words**. (Please include the word count at the end of your essay.) It is crucial that this essay not engage in wishful thinking. This paper is not about who you want to be, who you hope you will become or who you think I want you to be. Just tell me who you are.

Paper 2: My Challenge and Solution [what areas of academics you find difficult—what needs to happen] This paper should be **between 600 and 750 words**. (Please include the word count at the end of your essay.) This essay should consider the areas that make academics a concern as well as the resources that can help you succeed. Again, it is crucial that this paper be realistic and not just empty wishful thinking.

Paper 3: Literacy History Paper

In a paper of **700-900 words** (please provide word count at the end of your paper), discuss your history with reading. When did you learn to read and how easily did you learn? What is your preferred method of reading—whole word or syllable by syllable? Can you quickly scan a page and perceive crucial information without missing many details?

How much do you enjoy reading? How many non-academic books do you read a year? What kinds of material do you like to read? Name three books you have read recently that you enjoyed. Why did you enjoy them?

How do you feel about academic reading? How difficult do you find it? Do you regularly read all the material assigned for class? When do you read the material—right before an exam, after the professor has lectured on it, before the professor has lectured?

How often do you engage in “fake reading”? What do you do when you find reading difficult or impossible to understand? How long can you read a difficult text with full attention? Do you regularly put off reading hard material?

In order to do this paper well you will need to make a summary statement about your reading abilities and habits (your thesis). This statement should occur in the first paragraph of your paper. The rest of your paper should be devoted to proving your thesis by discussing the topics mentioned above that would be relevant to your point.

Paper 4: Self-Evaluation Paper Strength and Support [personal learning style/challenges]

A crucial survival skill in college is the ability to understand your own capacities. You should have a clear idea of what kind of learner you are, what challenges you face, how you can leverage your strengths and what resources you can use for support. This paper should focus not only on what your strengths and resources are but also on how much you have or have not utilized those resources so far this semester. The key to this paper is to **be realistic**. This paper is not about what you wish would happen or what you hope will happen. It is about what has already happened this semester and how it relates to your own learning profile.

Paper 5: My semester [how you are doing and why]

This paper should be **between 600 and 750 words**. (Please include the word count at the end of your essay.) At the top left-hand corner of the paper you should list your courses and the grade you currently have. You should consider exactly why you are getting these grades. This means providing specific data that would explain your grade. Be precise. Do not use words like did well or did poorly. Give specific letter or number grades and consider how important any particular assignment is in the final grade. This paper will be graded according to its **completeness**, the solidity of its **evidence** and the **critical engagement** with the issue.

Paper 6: *The Little Prince*

This paper should be **between 750 and 1000 words**. (Please include the word count at the end of your essay.) You should consider what the principal lessons are from *The Little Prince*. Focus on the lessons that have the most connection to you and explain that connection. Again, this paper must be realistic and not indulge in wishful thinking.

Disability Resource Center

All students are expected to meet the established standards for this course. Students with learning disabilities who may need accommodations should discuss options with the Academic Support Center **during the first two weeks** of class. The DRC will contact professors with suggested classroom needs and accommodations. **Approved documentation must be on file in the DRC within the first two weeks of the semester.**

Departmental Policy on Academic Honesty

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own include but is not limited to, borrowing another student's work, buying a paper, using the thoughts or ideas of others in a paper without citation, and copying information from the Internet without citation. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

LJML Department Learning Outcomes (2013-14)

The Department of Literature, Journalism and Modern Languages has adopted the following student learning outcomes for departmental courses as a whole. This LEAP class works to fulfill primarily outcomes 1 and 2. Like all other courses in the department, this course also is designed to help the student make progress towards the final outcome.

1. *Students will demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media.*
2. *Students will display interpretive, analytical, and critical skills developed through the close study and analysis of texts.*
3. Students will demonstrate knowledge of diverse cultures and literary texts.
4. Students will demonstrate knowledge of the nature, structure, and history of language.
5. Students will develop redemptive social and spiritual engagement through studies of language, text, cultures, and media.

Grading Rubrics

Rubric for Précis

Element	%	4	3	2	1	Grade
		Always	Often	Occasional	Never	
Retains the meaning of the passage	20					
Recognizes the wordy places in the original	15					
Uses shorter alternatives for wordy expressions	15					
Removes non-essential details when necessary	15					
Makes tighter, information-rich sentences	25					
Satisfies details—grammar, punctuation, word count	10					

Rubric for Outline

Element	%	4	3	2	1	Grade
		Always	Often	Occasional	Never	
Makes actual statements (identifies ideas)	25					
Correctly identifies the big ideas of the passage	20					
Uses appropriate labels for big ideas	20					
Groups correct ideas together into a single section	15					
Makes appropriate link between big topics	15					
Deals with details—grammar, punctuation, spelling	5					

Rubric for Paper: Introduction to me

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Has a realistic attitude, not wishful thinking	25					
Provides a solid interpretation	25					
Connects interpretation and illustrative detail	20					
Satisfies details—grammar, spelling, punctuation	10					

Rubric for Paper: My Challenge and Solution

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Has a realistic attitude, not wishful thinking	25					
Provides a solid picture of self as a learner	25					
Connects interpretation and illustrative detail	20					
Satisfies details—grammar, spelling, punctuation	10					

Rubric for Paper: Literacy History

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Has a realistic attitude, not wishful thinking	25					
Handles topic thoroughly	20					
Connects interpretation and illustrative detail	25					
Satisfies details—grammar, spelling, punctuation	10					

Rubric for Paper: Strength and Support

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Has a realistic attitude, not wishful thinking	25					
Provides a solid interpretation	25					
Connects interpretation and illustrative detail	15					
Satisfies details—grammar, spelling, punctuation	15					

Rubric for Paper: My Semester

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Has a realistic attitude, not wishful thinking	25					
Provides a solid interpretation	25					
Connects interpretation and illustrative detail	15					
Satisfies details—grammar, spelling, punctuation	15					

Rubric for Paper: Little Prince

Element	%	4	3	2	1	Grade
		Excellent	Good	Poor	Undone	
Moves directly to the topic	20					
Understands the themes	20					
Provides a solid interpretation	15					
Selects a realistic focus	15					
Connects interpretation and illustrative detail	20					
Satisfies details—grammar, spelling, punctuation	10					

Schedule of Classes and Assignments

Date	In Class	Reading	Work Due
Week 1 Sept 3	Introductions Time management		Basic pre-test in tutoring on Thursday
Sept 5		Read: Syllabus; LN (Lecture Notes) 1.1-2	HW1: Success and failure HW2: Chunk 1
Week 2 Sept 10	QUIZ 1 Time management	Read: LN2.1	SW1: Semester schedule Précis #1 due Myers-Briggs by 10-1; OSV by 10-16
Sept 12	Time Management	Read: LN2.2 Read: <i>Little Prince</i> 1-3	SW2: Weekly Schedule for BIB101 Paper 1: An introduction to me
Week 3 Sept 17	QUIZ 2 Time Management	Read: LN3.1	SW3: Stages of a Paper, an Exam HW3: Chunk 2
Sept 19	CONCEPT QUIZ #1 Learning Styles	Read: LN3.2 Read: <i>Little Prince</i> 4-6	SW4: To Do List, Sept. 21-28 Outline 1: Gender Socialization Self-Study 1-6
Week 4 Sept 24	QUIZ 3 Learning Styles	Read: LN4.1	HW4: Chunk 3 Précis #2 due
Sept 26	Learning Styles	Read: LN4.2 Read: <i>Little Prince</i> 7-9	Paper 2: My Challenge and Solution Outline #2: Experimental Methods and Issues in Sociological Research
Week 5 Oct 1	QUIZ 4 Exam Preparation PREP HW6	Read: LN5.1	HW5: Chunk 4
Oct 3	Exam Preparation CONCEPT QUIZ #2	Read: LN 5.2 Read: <i>Little Prince</i> 10-12	HW6: Action verbs on tests Outline #3: BIB101 Summary
Week 6 Oct 8	QUIZ 5 Exam Preparation	Read: LN6.1	HW7: Chunk 5 Précis #3 due
Oct 10	Note Taking	Read: LN6.2 Read: <i>Little Prince</i> 13-15	HW8: Framing essay questions Self-Study 7-13
Week 7 Oct 15	QUIZ 6 Note Taking	Read: LN7.1	Paper 3: Literacy History Paper HW9: Chunk 6
Oct 17	Note Taking Notes: Goforth CONCEPT QUIZ #3	Read: LN7.2 Read: <i>Little Prince</i> 16-18	Outline #4: Loss of Original Harmony
Week 8 Oct 22	QUIZ 7 Note Taking Notes: Maskiewicz	Read: LN8.1	SW5: OSV Myers Briggs discussion; Myers Briggs results HW10: Text Notes 1: HPHL 155-60, using AR 1
Oct 24	Holiday		
Wk 9 Oct 29	Note Taking	Read: LN9.1	Précis #6 due (a précis of student writing to be assigned) HW11: Concepts
Oct 31	Notes: Lodahl CONCEPT QUIZ #4	Read: LN9.2 Group work HW 12 Read: <i>Little Prince</i> 19-21	Paper 4: Self-Evaluation—Strength and Support Self-Study 14-19

Wk 10 Nov 5	QUIZ 8 (Wks 8-9) Reading	Read: LN10.1 Read:	HW12: Text Notes 2: (Real World, 209-215) using AR 4
Nov 7	Reading Notes: Anderson	Read: LN10.2 Read: <i>Little Prince</i> 22-24	Outline #5: Divine King vs Worldly King HW13: Chunk 8
Wk 11 Nov 12	QUIZ 9 (Wk 9-10) Reading	Read: LN11.1	HW14: Text Notes 3: (Real World, 244-54) using AR 2 Précis #4 due
Nov 14	Note Taking Reading Notes: Jae Kim CONCEPT QUIZ #5	Read: LN11.2 Read: <i>Little Prince</i> 25-27	HW15: Text Notes 4: HPHL 167-174 using AR 2 Outline #6: Outline of your final report on service learning
TBA	Dinner at DeFreitas' home		
Wk 12 Nov 19	QUIZ 10 (Wk 11, 6) Note Taking	Read: LN12.1	Paper 5: My semester Self-Study 14-19
Nov 21	Note Taking Notes: Wicks	Read: <i>Trifles</i>	Outline #7: Trifles—the meaning of its images Extra Credit: Self-Study 20-25
Wk 13 Dec 3	QUIZ 11 Memory/Notes	Read: LN13.1	HW16: Text Notes 5: Real World, 268-77 using AR 4 Outline #8: Outline your paper on <i>The Little Prince</i>
Dec 5	Note Taking Notes: Wood CONCEPT QUIZ #6	Read: LN13.2, 14.1	Self-Study 20-25
Wk 14 Dec 10	QUIZ 12 (Wk13-14) Note Taking Notes: Thompson		Précis #5 due
Dec 12	Review		Paper 6: <i>The Little Prince</i>
Dec 17	Final Exam	Wednesday 7:30—10:00	

FST 101
Spring 2015

Professor: Hadley Wood

hwood@pointloma.edu

Texts: Handouts as provided

Office: BAC 127; 849-2295

Office hrs: TBA

Home: 226-6989 **Cell:** 619-961-7267

Purpose of the course

This course aims to provide you with the basic skills, strategies, and concepts that are part of critical thinking. In addition, you will continue to work on increasing reading skills. Finally, you will apply your critical thinking skills to the question of personal career planning.

At the end of this course, you should be able to do the following:

- ◆ Demonstrate knowledge of 14 questions foundational in critical thinking (comprehension)
- ◆ Apply these questions in a variety of circumstances (application)
- ◆ Use in a variety of thinking tasks an initial repertoire of concepts useful for critical thinking and categorization (application)
- ◆ Apply questions essential to finding direction in one's career to the task of selecting a major (application, analysis)

Methods of the course

This course plans to meet those goals by the following methods.

- ◆ Explanations in class of 14 basic questions undergirding critical thinking
- ◆ Practice recognizing which of these questions should be applied to specific problems
- ◆ Application of these questions to varied problems
- ◆ Practice in the application of concepts
- ◆ Practice in reading in active, critical fashion

Assessment techniques

The professor will assess progress towards goals by the following methods.

- ◆ Homework, including outlines and active reading tasks
- ◆ Personal reflection and critical analysis papers
- ◆ Book interview
- ◆ Quizzes and Final exam

Grading policy

Although a D in this course would provide minimal course credit, a grade of C- (70%) or better is needed in order to continue study at PLNU. Grading **is not** on a curve.

The grade in this course will be determined as follows:

Homework (30)	25%
Active Readings (9)	15%
Quizzes (13)	15%
Concept Quizzes (6)	10%
Papers (4)	12%
Outlines (5)	10%
Final Exam	10%
Participation and Book Discussion	3%

Homework, Late Policy, and Make-Up Work

No late homework is accepted. A homework assignment is considered late if it is handed in after graded copies of the same homework have been returned **or** after the homework has been corrected in class. A missed homework counts as a zero. If you are too ill to attend class, be sure to send your work with another student or to e-mail it in timely fashion to the professor. **You are responsible** for all material covered, even when you are absent.

Because the willingness to engage despite the difficulty of a challenge is absolutely crucial to eventual degree completion, students will **not** be allowed to make up an assignment that they didn't do or didn't hand in. In case of illness, the late work policy allows students to hand in work without penalty at the next class period.

Departmental Plagiarism Policy

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism.

Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, using the thoughts or ideas of others as one's own, using information in a paper without citation, handing in group work as though it were individual work, and copying information from the Internet without citation.

Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

Academic Accommodations

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to any accommodations being granted.

Papers

Students need to write **four papers** for this class: a paper on Montaigne, a paper on *The Awakening*, a self-evaluation paper, and a critique of the LEAP program. Each of the two academic papers should be 4 pages long (1000-1200 words) and should demonstrate critical engagement with the material. The final paper should be 4-5 pages in length. All papers are expected to show editing using précis skills and organization using outline skills. The specific requirements for each paper are listed below.

The critical analysis papers (11% total) should make clear assertions about the topic and should support those assertions with evidence taken from the text (including proper parenthetical annotation) and with logical reasoning. Papers that utilize outside sources will be penalized. The purpose of these papers is to push your own personal thought. Borrowing thoughts from others is simply a way of evading the real work of the assignment.

The self-evaluation paper (5%) should list, in the heading, each of the courses the student is taking and what grade the student estimates he/she is getting in that course. In the body of the paper, the student should consider each course in a separate paragraph. For each course the student will explain what *evidence* leads him/her to believe the grade is as mentioned. Evidence should be precise and very specific. Do not use phrases such as “a good grade” or “a poor grade”. These are unclear and unhelpful. Mention specific grades and take into account the overall value of specific course elements. Getting a 95% on an assignment that represents 30% of your final grade is far more significant than the same grade on an assignment that represents only 5% of your final grade.

The critique of the LEAP program (5%) should consider all aspects of the program: the two FST courses, the professors selected for the fall, the tutorials and the tutors selected to support your work, the roles of both Dr. Wood and Danielle Friberg, the varied assignments in FST 100 and 101 designed (I hope) to push you to develop the thinking skills that will give you an edge over the rest of your competition, the social outings and the shift from a first semester where all students are in the same courses with the same professors to a second semester where students are in the same courses but with varied professors (as preparation for subsequent semesters where you will all be in different courses). Consider what things have worked best (not necessarily that were the most fun) and what things worked least well. Include in your critique consideration of what should be continued, what should be increased and what should be decreased, keeping in mind the finite nature of both student and professor resources of time and energy.

Date	In Class	Homework Due
Jan. 14	Argument and disagreement <i>critique; critical</i>	
Jan. 16	Active Reading Techniques <i>cognition, meta-cognition</i>	Read: LN1.1-2 AR1: Montaigne, <i>Of Cannibals</i> , ¶ 1-8
Jan. 21	Quiz #1 Issues and conclusions <i>descriptive, prescriptive</i>	Read: LN2.1 AR2: Montaigne, <i>Of Cannibals</i> , ¶ 9-15 HW1: Argument v. Disagreement HW2: Argument, summary, explanation, description
Jan. 23	Reasons <i>ad hominem, ad rem, ad populum</i> Concept Quiz	Read: LN2.2 AR3: Montaigne, <i>Of Cannibals</i> , ¶16-22 HW3: <i>Of Cannibals</i> : argument, summary, explanation, description HW10: Semester schedule all courses combined—large view
Jan. 28	Quiz #2 Reasons	Read: LN3.1 AR4: Montaigne, <i>Of Cannibals</i> , ¶23-30 HW4: Descriptive, Prescriptive HW5: Ad hominem, ad rem, ad populum
Jan. 30	<i>Asymptote</i> (HW9: Ad hominem, ad rem, ad populum)	Read: LN3.2 AR5: Montaigne, <i>Of Cannibals</i> , ¶31-36 HW6: Argue, Reasons HW7: Descriptive and prescriptive reasons in <i>Of Cannibals</i>
Feb. 4	Quiz #3 Ambiguous words or phrases <i>ambiguous, ambivalent</i>	Read: LN4.1 Outline #1: Themes in <i>Of Cannibals</i> HW8: Argue, Reasons in <i>Of Cannibals</i> HW9: Ad hominem, ad rem, ad populum
Feb. 6	Consistency <i>equivocation, vagueness</i>	Read: LN4.2 AR6: Montaigne, <i>Of Repentance</i> , ¶1-10 HW11: Clarity HW12: Ambiguous, ambivalent
Feb. 11	Quiz #4 Value conflicts, assumptions <i>Assumption</i>	Read: LN5.1 AR7: Montaigne, <i>Of Repentance</i> , ¶10-22 HW13: Consistency HW14: Thesis statement
Feb. 13	Descriptive assumptions <i>premise</i>	Read: LN5.2 AR8: Montaigne, <i>Of Repentance</i> , ¶23-33 HW15: Underlying assumptions HW16: Premises in <i>Of Repentance</i>
Feb. 18	Quiz #5 Descriptive assumptions <i>teleological, utilitarian, hedonistic</i>	Read: LN6.1 AR9: Montaigne, <i>Of Repentance</i> , ¶34-50 Framer chart: <i>Repentance</i> (in Montaigne)
Feb. 20	Descriptive assumptions	Read: LN6.2 HW17: Implicit assumptions /arguments HW18: hedonistic, teleological, utilitarian
Feb. 25	Quiz #6 (Wks 4-6) Fallacies <i>straw man, red herring</i>	Read: LN7.1 HW19: Implicit assumptions /arguments in Montaigne Outline #2: Sources of knowledge in Montaigne
Feb. 27	Fallacies	Read: LN7.2; Chopin, <i>The Awakening</i>, I-VI HW20: Fallacies HW21: Implicit assumptions /arguments
Mar. 4	Quiz #7 Fallacies <i>definitions: extensional,</i>	Read: LN8.1; Chopin, <i>The Awakening</i>, VII-XVIII HW22: Fallacy Identification 1 Paper#1: Sources of knowledge in Montaigne

	<i>intensional</i>	
Mar. 6	Fallacies <i>definitions: lexical, theoretical, stipulative</i>	Read: LN8.2; Chopin, <i>The Awakening</i> , XIX-XXVIII HW23: False premises
Mar. 18	Quiz #8 Fallacies <i>begging the question</i>	Read: LN9.1; Chopin, <i>The Awakening</i> , XXIX-XXXIX HW24: Fallacy Identification 2
Mar. 20	Quality of evidence (I) <i>valid, reliable</i>	Read: LN9.2 Paper#2: Self-evaluation Outline #3: Themes in <i>The Awakening</i>
Mar. 25	Quiz #9 <i>hypothetical, conditional</i>	Read: LN10.1 Outline#4: Women's options in <i>The Awakening</i>
Mar. 27	Quality of evidence (II) <i>cause, correlation, causation, association</i>	Read: LN10.2 HW25: Necessary/sufficient
Apr. 1	Quiz #10 Rival causes <i>totalizing, analogy, case example</i>	Read: LN11.1 HW26: Analogy
	Easter Vacation	
Apr. 8	Value of statistics <i>average, mean, median, mode</i>	Read: LN11.2 Outline#5: A critique of Edna's choices
Apr. 10	Value of statistics <i>range, distribution</i>	Read: LN12.1
Apr. 15	Quiz #11 <i>bell curve, outlier, standard deviation</i>	Read: LN12.2 HW27: Critique of statistics
Apr. 17		Read: LN13.1 HW28: Real Explanation Paper#3: <i>The Awakening</i>
Apr. 22	QUIZ #12 Omission of information <i>control, bias</i>	
Apr. 24	Reasonable conclusions <i>Sample corollary, implications</i>	HW29: Critique of statistics
Apr. 29	QUIZ #13 (LN12.1-3; 13.1) <i>Verifiable</i>	HW30: If, Then
May 1		Paper#4: A critique of LEAP
May 6	Final Exam 7:30-10:00	
May 5-6	Book Interviews	

FRESHMEN STUDIES SEMINAR (FST 100)

FST Pre-Test 2014

1. *Which two of the activities below will put you most at risk?*
 1. Putting homework off until you are tired
 2. Doing work on automatic
 3. Handing work in late sometimes
 4. Doing only the easy homework
 5. Coasting through most of the semester and coming on strong at the end
 - A. 1 and 2
 - B. 2 and 4
 - C. 3 and 5
 - D. 1 and 3
 - E. 4 and 5

2. Which of the items below is not a principle of realistic working?
 - A. Work until you finish a specific task for a specific course.
 - B. Change the course you work on when you feel burned out.
 - C. Do not continue working on a specific task if you feel mentally fatigued.
 - D. Work in short periods of 2-3 hours.
 - A. Have all reading completed at least 4 days before an exam.

3. Which of the actions below is not helpful in avoiding procrastination?
 - A. Take regular, short breaks
 - B. Work with others
 - C. Use personal will power
 - D. Resolve competing priorities
 - E. Use slack time

4. Which of the statements below is least likely to have been made by a social constructivist?
 - A. To each his own.
 - B. Americans and French have different views of privacy.
 - C. Childhood was not considered a crucial time to be protected in the 18th and 19th centuries.
 - D. Child labor laws are a fairly modern invention.
 - E. The French are so rude and unfriendly!

5. *Which of the following is the most important listening strategy for note-taking?*
 - A. Listen for key ideas
 - B. Capture logical thought
 - C. Be alert to cue words
 - D. Take notes during class discussion
 - E. Pay attention to points raised by the professor at the end of class

6. What is Bloom's taxonomy? What are its parts and what are its three principal characteristics?

7. Name three study techniques that are best suited for someone who is a visual learner.

8. What is the difference between judges and perceivers and how will that affect their study techniques?

9. Explain what is meant by the following test directions:

Analyze

Evaluate

Critique

Outline

10. What are Cornell notes? Provide a graphic example.

11. On what item(s) in a class should you be taking notes?

12-13. Define the following concepts:

A. Constructivist

B. Utopian

C. Linear

D. Postmodern

E. Totalizing

F. Anachronistic

14. What are the two major critical thinking questions that dominate college material?

15. What is the best way to learn new material?

16. Name three techniques for remembering math.

**FRESHMEN STUDIES SEMINAR (FST 100/101)
PRE-TEST / POST-TEST SCORES**

NAME	PRE	POST
Student A	18%	61%
Student B	11%	63%
Student C	7%	66%
Student D	9%	70%
Student E	16%	42%
Student F	25%	54%
Student G	NA22%	NA
Student H	19%	75%
Student I	26%	58%
Student J	8%	44%
Student K	8%	53%
Student L	18%	39%
Student M	11%	61%
Student N	13%	75%
Student O	26%	38%
Student P	NA	49%
Student Q	19%	77%
Student R	20%	48%
Student S	4%	43%
Student T	4%	46%
Student U	24%	93%
Student V	NA	NA29