

Fostering Information Literacy in First-Year Students Through Authentic Use of the Web

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At the University of Oklahoma's Norman campus, a human relations instructor and a professor of library and information studies are collaborating to foster first-year students' ability to effectively *locate, evaluate, and use* information from the web. These abilities, according to the Association of College & Research Libraries (ACRL, 2005), are characteristic of an information-literate individual. Information literacy is an integral component of the central mission of higher education to promote lifelong learning and an informed citizenry. The Pew Internet and American Life Project (supported by The Pew Charitable Trusts (Rainie, Kalchoff, & Hess, 2005) studied more than 1,000 undergraduates at Columbia University (Electronic Publishing Initiative at Columbia, 2005) and identified the web as the primary source of information for undergraduates. Unfortunately, this new generation of students cannot find accurate and relevant information. To address this problem, we have added information literacy instruction to the curriculum of a first-year honors seminar that explores theories of cognitive development.

Students are required to complete weekly essays that ask them to explore their course content by searching the web and evaluating the source of the information found (see box). The short, one-page essays are designed to appeal to the students' own interests. Students discuss the credibility of the information found and its relationship to human cognition and their previously held beliefs. The assignment is based on the theory of "authentic" pedagogy (O'Hair, McLaughlin, & Reitzug, 2000) as it connects to students' interests and gives them the opportunity to work with and understand the information rather than simply absorb and memorize facts and figures. At the same time, it uses their

preferred information resource—the web.

The students receive weekly feedback from the instructor on the content of their essays with the goal of enhancing their information literacy abilities and understanding of the topic researched. The assignments are evaluated on three main points: (a) description of the concept; (b) description of whether the information refutes or supports concepts from class or their ideas; and (c) credibility of the information based on author, date, and site sponsor. In this way, students move away from simply repackaging what they find on the web.

The ultimate goal of the web-search essays is to enable students to make sense of the information found on the web and to use it positively and productively in their lives. As the first semester progressed and more assignments were completed, students exhibited a greater ability to relate the information they found to what they were learning in class as well as what they already knew. Additionally, greater attention was paid to the content and credibility of the web sites located. The first-year students were particularly cognizant of the sponsor of a web site and whether it was of commercial, governmental, or academic origin. The surveys administered at the beginning and end of the course similarly indicated an increased ability to identify the credibility of web-based information.

The web can be an ideal place to begin any information literacy instruction. Instruction that employs authentic pedagogy using several, short, iterative writing assignments and integrates it into the curriculum can enhance first-year students' ability to critically evaluate information gleaned from the web as well as augment students' understanding of course-specific material. The web-search essay

The instructions and possible points for the essays are presented below:

Instructions (Points)

Choose a concept for your web search from our scheduled topics (e.g. learning styles, cross-cultural communication, metacognition, motivation, and Gardner's Theory of Multiple Intelligences) and search for it on the web.

Print the first couple pages of the web site (not commercial) (1)

Write a brief essay (one page maximum) including the following information:

- a. The concept or person you searched (1)
- b. How the web information supports or refutes our course information (2)
- c. The credibility of the site including the author, copyright date, site sponsor, and whether it is consistent with your own knowledge of the topic (1)

Total (5)

exercise is currently being successfully used by an instructor in first-year, upper-division undergraduate, and graduate human relations courses. To further authenticate the learning, the instructor now also asks students to include in their essays, the personal value of the information found and how they might use it in their lives. This added application component requires students to analyze, evaluate, and synthesize the information and thereby serves to deepen their learning.

Within the next decade, university students will have an astounding array of resources literally at their fingertips. Integration of information literacy instruction into the traditional curriculum, with techniques similar to the web-search essays described here, will enable students to find, use, and critically evaluate the information they need. Ultimately, students will be able to leverage information in

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Graduate Students Speak Out on Orientation

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The primary goal of orientation is students' successful transition to the academic and social environment (Smith & Brackin, 2003). To achieve this goal, orientation content should include six broad categories: (a) academic information, (b) general information, (c) logistical concerns, (d) social and interpersonal development, (e) testing and assessments, and (f) transitional programs (Austin, 1988). Ultimately, it should empower students to successfully complete the academic program.

Traditionally, orientation programs have focused on undergraduates, but such programs are also useful for assisting graduate students in their transition. To gauge graduate students' thoughts on and recommendations for effective orientation programs, a questionnaire

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all formats and become effective contributors to a democratic society.

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survey of seven University of South Carolina (USC) students was conducted. Respondents included students from several departments, specifically Journalism ($n = 3$), English ($n = 1$), Public Health ($n = 1$), and Education ($n = 2$) who completed the questionnaire by hand or online. Survey results reveal several key points, including the challenges these students faced in their transition to graduate school, how their orientation experience addressed these issues, and their thoughts on effective orientation programs.

The students' survey responses revealed several challenges in their transition to graduate school ranging from academic to social to financial. Kevin, an English master's student returning to school after three years removed from the academic environment; Chris, a journalism doctoral candidate balancing his class assignments with a full-time profession and three small kids; and John, a journalism master's candidate who commutes three hours a day to and from the University particularly needed individual attention to address some of their questions about effective studying methods, time management skills, and how graduate school differs from undergraduate studies.

Other students had social and financial concerns. For instance, Michael, a public health doctoral student found that advice on adjusting to living in a "small town on a small income" was important for him, while for Nikki, an education master's student, more information about the surrounding community, opportunities for recreation, and social involvement was essential.

Moreover, Lindsey, a student in the journalism doctoral program, and Mary, a doctoral education candidate needed information on basic university procedures such as registration. These were the main issues the respondents faced when they matriculated at USC.

Subsequently, students described their orientation experiences. Only two of the students had experienced an orientation

program. Kevin's experience consisted of two sessions on the same day. Initially, the director of the English department addressed the graduate English majors in a formal meeting in which he described the program and his role in the department. Then all students were grouped according to the degree sought (MA, MFA, and PhD), where they were able to ask specific questions about their particular program. Refreshments were served throughout the session, and there was a 15-minute break for socializing. Michael had a similar experience at his orientation. The one-day program consisted of an address by professors in the public health department and then a question-and-answer session.

However, both Michael and Kevin stated that their orientations were deficient in assisting with their individual issues. To Kevin's disappointment, there was no opportunity to have individual conversations with professors. Thus, he was unable to receive any personal advice on effective studying methods or transitioning academically to graduate school. In Michael's orientation, students were not split into groups prior to the information session, and there was no break between sessions. Thus, his complaint mirrored Kevin's— no opportunity for individual attention to address his concerns.

Finally, students discussed their ideas for an ideal orientation program. All students surveyed agreed that the ideal orientation should last no more than one full day. However, key variations were noted. While Chris indicated that a single, simple lecture with handouts delivered by faculty or administrators in the Journalism School should suffice, other respondents felt that a multi-structure program would be more effective. For instance, Lindsey felt that an effective orientation should consist of a general university program followed by a department-specific phase. Her idea was expounded on by Nikki:

All new graduate students from all departments should meet together at a welcome lunch at which the president of the university would address them. Subsequently, students should separate into individual departments where they would meet their professors and discuss

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Fusions: Integrating Values in Higher Education

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The faculty at Saint Leo University are committed to providing opportunities for the integration of values across disciplines. They sought to raise students' awareness and understanding of the impact of values on their personal, professional, and academic lives by integrating values-based activities and discussions throughout the general education program. Although inspired by the Benedictine tradition, these values are universal in nature and adopted by people of differing cultures and backgrounds. The core values are *community, respect, integrity, responsible stewardship, personal development, and excellence*. Because a variety of disciplines

may be united in providing opportunities for actively engaging in thinking about how values inform, deepen, and distinguish one's living and learning, we adopted the word "fusions" to describe our revised general education program. In other words, we hoped to help students encounter values questions while experimenting in the science lab, conducting online research, reviewing history, solving a math problem, discussing philosophy, reading the classics, or attending a physical education class.

One site for the integration of values in the curriculum is the first-year seminar (SLU 102). Here, students receive an historical overview of

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the academic program. Break-out sessions should also be offered in which students can gain more information, and the orientation should end with a social event such as a happy hour outing or bowling.

According to Nikki, an all-inclusive lunch would facilitate inter-departmental socializing and networking. Mary added that an online orientation prior to an on-campus program would be even more effective and helpful as frequently asked questions can be addressed on the site.

Students expressed that orientation content should consist of academic, financial, and logistical information. According to Chris, the orientation lecture should focus on the most essential issues with no frills, including: "Here's what you need to know to meet all the requirements to graduate. Here are the deadlines. Here are the things that can bite you. Here are the forms." Mary added that information on how to register for courses, plan advisor meetings, and the general expectation of course progression was also essential. Michael reported the need for information about assistantship opportunities and other financial aid sources. Thus, a financial aid workshop would also be an integral part of an effective orientation program.

Evidently, there is a strong relationship between the issues the respondents faced and their recommendations for effective orientation programs, indicating that students expect orientation to address their individual transition needs, which range from academic (e.g., how to register) to social (e.g., community activities). Thus, this exploratory study revealed that a successful graduate student orientation should orient students to the university's opportunities and programs and address their individual and social needs as well.

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the university and an in-depth perspective on development and trends in values education. Time is allotted for students to reflect on how values can positively shape and affect their lives today and after graduation. Practical activities, based on the seven core values, are also integrated into courses across the disciplines, including math, science, psychology, history, sociology, English, technology, philosophy, religion, and fine arts.

Specific values questions were designed for all general education classes, since each course has been assigned at least one or more of the core values to emphasize during the semester. These questions may include items such as "What does it mean to be a student of excellence? What ways have you identified for yourself to lead you on the path of excellence? How does integrity fit into your college community? How can you build a sense of community within your university? How does respect influence your learning?" For example, the mathematics department has chosen to integrate the core values of respect and excellence. Students are asked to read a short article about Emmy Noether (1882-1935), a female mathematician who grew up in southern Germany. During her life, she had to overcome two cultural barriers—being female and Jewish. Yet, she succeeded in spite of these barriers and is perhaps the most creative woman mathematician of all time. Before reading the article, the students are asked to respond to several statements, such as "People from different cultures may experience adversity in pursuing certain academic subjects." The students then read the article about her life. Afterwards, the students return to the statements addressed previously and decide whether they feel the same way or have changed their opinions. This leads to several reflection questions related to the core value of respect. Activities, such as these, serve as warm-up exercises, leading to more sustained and reflective discussions. Because values are complex and stimulate rich discussions, faculty may opt to use a variety of activities to give students multiple perspectives. In the end, the values-based activities provide for lively discussion and thoughtful reflection that lead students, especially first-year students, to further explore values in their academic programs, individual lives, communities, and the larger society.

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An effective college life experience is when students, faculty, and staff become more aware of their own values and begin to examine and live these values. Thus, the values-based activities created by Saint Leo University faculty integrate academic and social cultures through a values lens. Students may find themselves focusing on excellence in math class, integrity in English, or responsible stewardship in sociology. The process of values education involves clarifying, modeling, teaching, and applying values in the educational, personal, and professional lives of students and educators. The core values are thoroughly integrated to have a lasting effect on the students from the onset of their studies as first-year students. It is hoped that they will begin to re-think values in relation to their own educational experiences and personal and professional lives. Saint Leo University is *one* university where living core values is integral to its school mission and, ultimately, to the success of each and every student here.

Presently, data are being collected and analyzed to determine whether the focus on these core values is indeed having an effect on the students. First-year students through seniors respond to questionnaires about their knowledge and interpretation of the core values and the role of values in their lives as students and citizens. Initial results show that over time, the students have a clearer understanding of the core values emphasized by the university and the importance of having a values-infused life. Our goal is to collect one more year of data, following the same students through their four years at Saint Leo University before analyzing and reporting the results. We also hope to follow those same students post-graduation to see if they have carried the values into their new lives and careers. In addition, we will be surveying the faculty for their input as to the effect these values-infused activities have had on their students.

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Listening Activity Improves Students' Understanding of Note Taking

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Listening is one of the main ways for college students to take in information. If students do not know how to listen well or see the importance of taking notes, then they will not be as successful as students. Not only is listening important for college success, it is also essential to the development and survival of the individual. However, students in FYE classes do not always realize what they do not know or areas where they may need help, so this activity, which was presented at a Houghton-Mifflin conference, helps to create that understanding of their listening abilities for them.

I start the class off by simply telling the students to listen carefully. Usually they put their pens down, but once in a while one person will ask if he or she can take notes, and I do not reply, so they can decide for themselves. Then I play Billy Joel's "We Didn't Start the Fire," a song that very quickly lists historical figures and events from the 60s, 70s, and 80s. As soon as the song is finished, I tell the students to get out paper and pencil for a test. I then ask the following questions:

1. Name two presidents mentioned in the song. (Truman, Eisenhower, Kennedy, Reagan, Nixon)
2. Several actresses were mentioned, name one. (Doris Day, Marilyn Monroe)
3. Name a baseball player mentioned. (Joe DiMaggio, Micky Mantle)
4. Name a US or world city mentioned in the song. (Brooklyn, Fargo, Little Rock, Budapest)
5. The song has a line that says, "children of ____". (thalidomide – a drug given to pregnant women in the 60s, which caused serious birth defects, i.e. children with no arms and legs)
6. Name a novel mentioned in the song. (*Catcher in the Rye*, *Peter Pan*, *Ben Hur*)

7. What is a popular vacation spot named in the song? (Disneyland)

8. Name a child's toy that was mentioned. (Hula hoop)

9. Several world leaders were mentioned. Give the name of one of them. (Khrushchev, Stalin, Pope Paul, Ayatollah, Juan Peron)

10. Name a musician or music group mentioned in the song. (Elvis, Beatles, U2, Liberace)

11. Name an astronaut mentioned in the song. (John Glenn, Sally Ride)

Extra Credit: What is on the shore? (Hypodermics)

It is really fun to watch their reactions because they were usually too relaxed during the song and cannot remember much of anything from the lyric. Then they begin to worry that this may be a real test to which they have no answers.

Once I finish the test, I ask who is certain they have all answers correct? When no one responds, I ask why they aren't certain. This leads to the reasons students struggle for answers like the song went too fast. We then talk about how an instructor may speak quickly in a lecture. Another reason students have difficulty hearing the words is because of the music. We then talk about all of the noises and distractions in and around a classroom. Only twice did a student take notes, and they tell me that they had some information written down, but not the right stuff. This leads to the primary problem with note taking—they did not know what was important and what to remember. We also talk about needing to know the whole picture in order to make sense of the parts. Other issues that may come up in the discussion include immediate and short-term memory.

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After the discussion, I have the students guess how many answers they think they have correct and line up in a continuum from no answers correct to all or almost all correct. Once students are arranged, I give them 30 seconds to compare answers and fill in any blanks they have or change any answers that they feel are incorrect. The students then sit down, and I ask if there is anything they need to know before we listen again. If they do not ask for anything, then I do not give them anything. Usually, they will say that they would like to know the questions, and I give the questions for whichever number they request. For instance, someone may say, "What is number 7?" Then I give that question. I keep going until everyone is satisfied. We listen to "We Didn't Start the Fire" a second time, and I ask how many feel they have a better score this time. Usually, all of the hands go up. I give the answers to the questions; then I ask why they felt more confident. This again leads to a discussion of how knowing in advance what is important helps to direct listening, and I ask how they can know what to listen for during a class. Finally, someone suggests that a student can read the textbook before class. (To my students, this seems to be a novel idea.) I explain how helpful this reading can be in setting the stage for active listening, especially to see the whole picture in order to make sense of the parts. Once students see how or why they struggle with listening, the discussion on note taking also seems to make more sense to them.

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Conducting Exit Surveys to Increase Retention

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Many institutions conduct exit surveys, and, less frequently, exit interviews to gather information about why a student has decided to leave college before completing his or her course of study. Interviews and surveys may also outline the formal procedures for withdrawing from the institution. Understanding a student's motives for leaving college is important because it allows the university to determine what factors cause students to leave and how the institution might intervene to increase retention for future students. Some typical reasons for students leaving college are financial, academic, personal, familial, other responsibilities, health related, or any combination thereof.

One type of exit survey requires that a student fill it out before leaving school and physically go to various offices on campus to notify them of his or her withdrawal before leaving school. For example, a student who wants to withdraw from Charleston Southern University will talk to a great many staff and faculty members. As a result, he or she often decides to remain enrolled. Other surveys target students who have already left the institution and question them about their reasons for departure. This type of survey may be done online, via e-mail, postcard, or by phone. Eastern New Mexico University has a program called Back on Academic Success Track (BOAST) that involves calling students who have already withdrawn from the university, asking them the reasons for their withdrawal, and establishing a relationship that might eventually encourage their return to the university.

Coastal Carolina University conducts exit interviews through its retention office and academic advisors. The student has to complete a University Withdrawal form. Then he or she visits the office of financial

aid so that the financial consequences can be explained. After that, the student meets with a retention counselor for an interview. The end result is a short report for the provost, which lists the student's major and his or her primary reasons for leaving.

An "unofficial" exit survey occurs when a student contacts an individual, such as an academic or financial aid advisor, and gives reasons for leaving the institution. For example, Daniel Webster College encourages the student to talk to someone with whom he or she has a rapport, such as an academic advisor. They believe that if the student talks to an individual who cares about his or her reasons for leaving college, he or she will be more forthcoming with answers. In fact, the majority of professionals doubt that they are hearing the whole story. For this reason, Saint Leo University is training peers to call students who have left, in the hope that underlying issues might be revealed.

The trend in exit surveys is to be more personal and caring. Discovering the complete picture requires personal contact and building trust over time. This, in turn, requires advisors and peers to be alert for signs of trouble. The question remains, "Do exit surveys and/or interviews have any value to students who go through this procedure?" Since some students feel alienated and/or isolated, a helping hand and caring attention could bring a potential drop-out back into the institution's community.

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Getting Students and Faculty Involved Inside the Residence Hall

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Students on college campuses are involved in classroom activities on average 15-20 hours per week, but opportunities for learning extend well beyond these hours. The Department of Housing and Residence Life (HRL) staff struggled to find ideas that would engage first-year students in academic learning outside their regular class hours. The big question for Residence Life staff was, “How can we get faculty involved in programs outside the classroom and, on the flipside, get resident students out of their rooms to attend?” The short answer, say faculty, “Have a strong student leader invite me.” The students’ advice, “Anything but another lecture!”

At Seton Hall University, the HRL launched two programs to try to engage both resident students and faculty. The first, called the Lunch-and-Learn Discussion Series, had faculty speak for 20 minutes on a particular topic relevant to today’s society (e.g., human rights and social justice, terrorism in the Middle East, how to handle roommate conflict, church vs. state issues, and academic integrity) and then allotted 30 minutes for discussion. Lunch was provided. Attendance ranged from eight to thirty-six students. To evaluate the success of the program, I collected e-mail addresses at each program and spoke with the students in attendance about the event. The students were asked which discussions they liked the most and which faculty members were their favorite presenters. Faculty members received thank-you e-mails. Many said they would love take part in the future and suggested other members of the faculty for the Lunch-and-Learn series.

As residence coordinator for the First-Year Experience, I wanted discussion topics to be issues that students would find appealing. In order to find such topics, I studied the undergraduate students’ course selection listing. I also looked at our academic calendar and tried to tie topics to campus events. On laptop distribution day, the topic was on Internet privacy issues. On Human Rights day, the Lunch-and-Learn focused on human rights and social justice. During theme weeks such as “Finding Your Spirit Week,” the topic was about vocation and finding your calling. Once topics were selected, I asked students which professors they would like to have come into the residence halls. I invited student leaders to approach faculty members with a particular topic.

The rationale for using students to recruit faculty emerged from a conversation with a faculty member in the College of Arts and Sciences, who participated in an RA program. She said, “I knew the student well who asked me to attend—from several classes and as his advisor.” She added, “A professor who is invited to an informal discussion with other students by a student who works hard in class, is a community leader, and does well, will say ‘yes.’ A professional staff member will get a ‘Let me check my schedule.’” Although her answer may seem harsh, it is true. Knowing this helps housing professionals to successfully recruit faculty to programmatic initiatives. A Business School faculty member, echoes her sentiment: “As long as I am approached professionally and there is a game plan for the presentation, I would help.”

The second academic initiative was a resident assistant program focusing on personal, academic, spiritual, or social development that had to include SHU faculty. For example, faculty might come to the residence hall during a social program to meet students or to a spiritual program to speak about vocation and their life’s work.

The experience was enriching for both students and faculty. One faculty member noted, “Even though you are the teacher, you learn a lot from the students and their impression of the world. That helps you as a teacher.” Another adds, “Meeting students where they are most comfortable is valuable beyond measure...in ways I am not sure I can even describe.” Many students commented about how it was nice to sit at the same table as faculty to discuss current issues. The informal setting also gave students, who normally sit silent in a classroom setting, a chance to engage in conversation.

At all the events, I expected a relatively low number of students to attend programs that boasted faculty instead of free food or prizes! I didn’t think that students would engage themselves in academically focused programs after they had been in classes all day. Both programs well exceeded my expectations. Students were active participants in all program discussions and attendance at academic programs reached 605 residents. Twenty faculty members participated.

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Videos Spoofs Recruit Students to Advising

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The advising team at the College of Science & Technology (S&T) at Texas A&M University - Corpus Christi strives to deliver the most relevant and timely information to first-year students with an impact they won't soon forget. Our summer orientation, called Navigation, is a day typically filled with slide shows and skits. In order to increase the students' recall of information important to their academic careers, we presented advising information using movie spoofs.

The movie spoofs were shown during last summer's orientations to approximately 500 students who matriculated into the College of Science & Technology. There were eight orientation/navigation sessions. These students were divided into two departments: PALS (Physical and Life Sciences) and CAMS (Computing and Mathematics Sciences). Each movie spoof was preceded by relevant information in students' respective areas. The movies simply reiterated the advisor's message in a fun format.

We tackled the following points with the spoofs:

- File a degree plan is the topic of "The Advisor," a spoof of the *Matrix*
- Visit your academic advisor in "The Island Advisor Project," a spoof of *The Blair Witch Project*
- Keep your contact information current in "Payphone," a spoof of *Phonebooth*
- Be responsible for your academic career in the "Lord of the Graduation Ring," a *Lord of the Rings* spoof (see script below)

We had no budget to produce the spoofs, so we created them during regular working hours using a borrowed camera and tripod and student volunteers as actors. Two advisors provided most of the writing, editing, and cinematography. This low-budget approach is clearly evident while watching these movies, but it adds to the kitsch factor overall.

As for student reaction, it was clearly positive. The attention and energy level of the group was high when compared to other sessions, which had PowerPoint presentations. I measured our success or failure in yawns. In prior sessions, we had quite a few. This time, we had rapt attention and lots of laughing. We don't know for sure if the students retain the information, but we do know they use it as a point of reference. Before, students would blink and ask, "What Orientation?" Now, they say, "Oh, yeah. I remember those movies!" So, it's a starting point. While it is unlikely students will remember everything we introduce during orientation, we believe that it makes a difference in terms of being the sort of introduction that lends itself to increased recall.

We also believe it makes them more likely to use our services because we go out of our way to be the least intimidating university officials they come across on orientation day. The combination of being an incredible resource of information for them coupled with a clearly demonstrated sense of humor makes them more comfortable and more likely to come back and see us again through their own volition. The movies made it a much more enjoyable session, even for the advisors, since much of the information we shared with our first-year students is very basic and repetitive.

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Lord of the Graduation Ring

Location - a misty grotto, deep in the elves' forest

Froto is frightened after just having seen a vision of the future.

Benadriel: I know what it is you saw...for it is also in my mind. It is the future, Froto. It is what will come to pass if you should fail to meet with your Academic Advisor. You also have a Faculty Mentor; you must seek their advice as well.

Benadriel looks at Froto intensely... Froto looks down...in his hand he is clutching the graduation ring. A menacing hum emanates from the ring. Froto looks up at Benadriel.

Benadriel (cont'd): The fellowship of your friends' advice is breaking. It has already begun. *Rumor* will try to take the Graduation ring. The evil malevolence of *indifference* will try to take the ring. Even now, its master, *procrastination* calls it forth. You know of what I speak. One by one, it will destroy you all. You alone are responsible for knowing degree requirements, for enrolling in courses that fit into degree programs, and for taking courses in the proper sequence to ensure orderly progression of work.

Froto (VO): If you ask it of me, I will give you the Graduation Ring.

Benadriel: Don't be silly! I've already got my own, you know. And anyway, it won't get you into University Physics without the prerequisites. Ah, geez...

Froto's confidence drains away.

Froto: I cannot do this alone...

Benadriel: You are the Graduation ring-bearer. Froto, to bear a ring of power is to be alone. The final and ultimate responsibility for understanding and following degree requirements rests with you. This task was appointed to you, and if you do not find a way to meet the registration deadlines, no one will.

Froto: Then I know what I must do. It's just (recoiling)...I'm afraid to do it.

Benadriel: You must go forth on your own. Be proactive. Read the catalog.

Benadriel kneels down to Froto's height, staring at him intently.

Benadriel (cont'd): Even the smallest effort can change the course of the future. And don't forget to make an appointment next time. I get really busy around registration, and I'd really appreciate it.

Continued on page 8



What's Happening

Conferences

18th International Conference on The First-Year Experience, July 11-14, 2005, Southampton, England

Summer Institute on First-Year Assessment, July 24-26, 2005, Asheville, NC

For more information, please see <http://www.sc.edu/fye/events/index.html>

\$ 5,000 Paul P. Fidler Research Grant

The National Resource Center invites you to submit your proposal for research into college student transitions. Applicants must submit completed proposals by August 1, 2005. The application and proposal form may be downloaded at www.sc.edu/fye/research/grant and must be submitted electronically to NRCresearch@gwm.sc.edu by August 1, 2005.

Call for Submissions

The National Resource Center for The First-Year Experience and Students in Transition invites you to share your campus-specific research on second-year students and initiatives. *Exploring the Evidence: Reporting Research on the Second Year of*

Advising videos from page 7 continued

The Graduation Ring lies in the palm of Froto's hand...his fingers close over it.

Benadriel: Farewell, Froto Waggins. I give you the light of Science and Technology, our most beloved star, to be a productive citizen who will contribute to society.

As the Fellowship's boats drift past, Benadriel stands alone, watching from the banks of the river. In his head, Froto still hears her voice...

Benadriel (VO) (cont'd): May it be a light for you in dark places, when all other lights go out.

Fade to black

College is part of the series of monographs reporting assessment and research findings about topics of emerging importance in higher education. Submissions to *Exploring the Evidence* are welcomed along two tracks: (a) general research on your institution's second-year students (e.g., satisfaction, engagement, study habits) and (b) assessment of programs and activities intentionally geared toward second-year students. The deadline for submissions is February 1, 2006. Complete details are available at <http://www.sc.edu/fye/research/soph/index.html>.

Center Updates Two Resources

The Center has updated its web page that lists books, articles, and teleconferences about the first-year experience. This bibliography offers approximately 100 references that address several topics related to the first year of college, including advising, learning communities, first-year seminars, and retention. The bibliography is available at <http://www.sc.edu/fye/resources/fyr/bibliography.html>.

The Center also has updated its list of textbooks for use in first-year seminars. The list, available at <http://www.sc.edu/fye/resources/fyr/text.html>, presents over 100 textbooks from 10 different publishers.

Video Resource: Nevitt Sanford

See noted scholar and theoretician, *Nevitt Sanford*, in an interview regarding the importance of community in higher education, with John Whiteley, professor at the University of California-Irvine. Though the interview was conducted in 1984, it is still valid today. To view the video, please go to <http://www.sc.edu/fye/resources/video/index.html>.

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