


BRIDGEWATER COLLEGE

“Big Changes in Little Packages” ---Integrating Academic and Student Life Initiatives

~Harriett E. Hayes, Associate Professor of Sociology
~Crystal R. Lynn, Assistant Dean of Students
~Jonathan D. Wiley, Senior—Orientation Leader


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The College Mission

- To Develop the “Whole Person”
- The Liberal Arts
- A Four Year Program

Residential College (20% commuters)

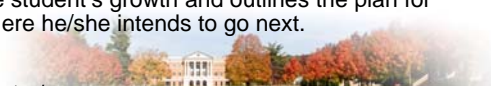
- 1,500 enrollment
- 543 entering students (including transfers) in 2008-09



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The Personal Development Portfolio

- **Personal:** The student is transforming into an adult and moving into the world in unique ways.
- **Development:** The college experience assumes an intellectual journey has begun which will be integrated with growth in co-curricular experiences.
- **Portfolio:** Intentional documentation illustrates the student’s growth and outlines the plan for where he/she intends to go next.



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Applying Critical Reflection to Personal Development

- **PDP 150: The Introduction to the Liberal Arts**
Using critical reflection as the underpinning of a liberal education, a vehicle for lifelong learning, and a pathway to human freedom.
- **Critical Reflection of the Whole Person**
The Four Dimensions of PDP
 - Intellectual Growth and Discovery
 - Citizenship and Community Responsibility
 - Emotional Maturation and Physical Health
 - Ethical and Spiritual Growth

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Freshman to Senior Year

There are several points at which a student's participation in the program receives a grade:

- **PDP 150: Personal Development and the Liberal Arts.** A three credit course (graded A through F) for freshman and transfer students (who are in separate sections).
- **PDP 200/300: Sophomore/Junior Portfolios.** Each is a non-credit experience graded on an S/U basis by the student's advisor. Due to the advisor at the end of each fall semester.
- **PDP 450: Senior Portfolio.** A one credit course graded on an A through F basis by faculty members from outside the student's major department. This is a graduation requirement.

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Transformative Education is the Heart of the Liberal Arts

- PDP is the vehicle for "transformative education."
- Preparation Prepares the student for non-academic as well as academic aspects of college life.
- Reflection is the "tool" for transformative development.
- Integration articulates connections at the curricular and co-curricular levels.
- Planning ensures the student is conscious of their choices.

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**Freshman to Senior Year
“The Value-Added”**

- “Passive consumer” → “Active agent”
- Becoming “fluent” about personal development.




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PDP’s History

- The Inception of the PDP Program.
- The Faculty “buy-in”—from transition program to academic course work.
- Loss of Student Life collaboration in program design with the move to a 3-credit course.
- From a “Compliance Model” to a “Reflection Process.”




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Tips for Building Bridges

- Academic Affairs & Student life partnership at FYE Conference 2008.
- Finding allies among faculty and athletic staff.
- “The Passport Initiative” and FYE listserv.
- Reallocating (not increasing!) funds.



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PASSPORT.
Please carry your passport with you to all events as it will be needed at each event. Good Luck!

Name: _____

Departmental Reception	See Signals
Residence Hall Welcome	Speed Dating
New Student Opening Cerives	Honor Code Induction
Technology Presentation	President's Reception
Team Building Activity	Activities Fair
T-shirts, Tieshot, Beer Prize	You Pick
Final Registration	You Pick

WEDNESDAY, SEPTEMBER 3
6:30 p.m. | **Honor Code Induction Presented by the Honor Council.**
The Honor Council sponsors an orientation that introduces students to our Honor Code and the requirements of membership. You will receive a copy of the code and an opportunity to ask questions and access the resources. *Students should bring their passport.*

6:30-8 p.m. | Presidential Welcome Reception. President's Welcome. Meet the entire staff of the college and the President. This is a great opportunity to meet with the President and his staff. There will be a special award given to the student who has the most stamps on their passport. *Students should bring their passport.*

THURSDAY, SEPTEMBER 4
6:30-7:30 p.m. | **The Office of Student Activities hosts the Activities Fair.** Come visit all the student organizations on campus and see what they have to offer. There will be a special award given to the student who has the most stamps on their passport. *Students should bring their passport.*

FRIDAY, SEPTEMBER 5
7 p.m. | **High Fructose Presents Rock Well.** Fun, music, and delicious food. The group will be an excellent opportunity to meet with the President and his staff. There will be a special award given to the student who has the most stamps on their passport. *Students should bring their passport.*

THE MISSION
WELCOME WEEK 2009

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“Welcome Week” Opening Sessions

1 p.m. | Official Opening of the 2008-2009 Year with the Ringing of the Memorial Bell and Opening Remarks from Dean Carol Scheppard and Dean Bill Miracle.*

At 1 p.m., students and parents join in the opening of the 2008-2009 year at Bridgewater College in Nininger Hall. At the end of the session, students will be escorted out by their Orientation leaders to meet with their individual PDP groups and instructors. Students, bring your Orientation packet you received when you checked in. Parents will remain in Nininger for additional remarks by Dean Miracle. Parents and students are encouraged to have said their final goodbyes before coming to this event.

1:30 p.m. | Meet with PDP Instructor and Orientation Leader*

Immediately following the opening remarks, students will discuss the Summer Reading Article with their PDP instructor and Orientation leaders. The Summer Reading Article entitled “Friends Indeed” is located at the end of this booklet and you need to have this read by the time of your return.


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Welcome Week and “Living the Mission”

- The Passport and embedded reflection.
- Requiring a “stamp.”
- Interaction, engagement, commitment.


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Assessing Our Success

- Was the Passport and schedule useful?
87.8% yes.
- Did you attend events you would not have ordinarily attended because of the passport?
93.5% yes.
- Out of 262 responses only six asked to delete the passport from the program.
- Retention rates for first six weeks of classes:
2008-09 (2 students); 2007-08 (8 students).


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Reflection Samples

- “I thought the passport was a good idea because [sic] it helped you get to know new people. It also helped to get to know the campus better. I also thought it was a bad idea because I didn't get to party as much as I wanted to at [University X] where I would have met many girls.”

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Assignment Responses

- “I thought the passport was a good idea because [sic] it helped you get to know new people. It also helped to get to know the campus better. I also thought it was a bad idea because I didn't get to party as much as I wanted to at [University X] where I would have met many girls.”

Where? How? When?


To have a good reflection you need to show "process"—such as was, am and will be. You need to support your statements and avoid generalizations.


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Teaching the "Art" of Critical Reflection


- Reflection is a process common to most academic disciplines, though discussed in different ways using different language. In brief, reflection involves these four steps:
 - Explanation** (preliminary examination)
 - Exploration** (pre-assessment or self-assessment)
 - Analysis** (using conjecture, thesis, hypothesis, etc.)
 - Synthesis** (re-examination or post-assessment)


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Where We Note Success

- Attendance at **ALL** events was 500 persons or more (out of an entering class of 543).
- Better acceptance between Orientation Leaders and faculty.
- Clarity of expectations based on partnerships between Academic Affairs and Student Life.
- Full "buy in" from faculty (and coaches) due to "reflection" component as early course assignment.


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Challenges that Remain

- Better "Orientation" & "Passport" system for transfers.
- Sensitivity to commuter's schedules.
- New student requests for "down time."


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