

## Appendix A – Existing First Year Programs

In many ways, GC&SU's Quality Enhancement Plan continues the University's ongoing effort to provide students with a quality liberal arts undergraduate learning experience. Over the past few years, a number of programs have been initiated in pursuit of this mission. Appendix A provides an overview of programs currently in place to address the needs of first-year students. The programs are clustered under learning goals. Then the following information is provided for each program: its leadership, its student outcomes, its assessment criteria, and its means of achieving those outcomes.

### Goals:

- Encourage students to set their own goals, take responsibility for their own learning, and hold themselves to a standard of excellence while pursuing challenges;
- Facilitate student success and assure student competency in writing, reading, speaking, quantitative skills, in inquiry, and analysis;
- Encourage students to be involved in the campus community and introduce students to opportunities for civic engagement and career possibilities.

<b>(1) Program:</b> POUNCE (Early Registration)	<b>Leadership:</b> Director of Center for Student Success
<b>Student Outcomes</b> 1. Register early for first semester.	<b>Assessments of Outcomes</b> 1. Total number of POUNCE's and subsequent schedule adjustments
<b>Means of Achieving Outcomes</b> 1. Send letters to all newly admitted freshmen inviting them to participate in POUNCE; 2. Through Web-based course preference form, students are connected with faculty advisors in their area of major study, or if they are unsure of their major with a faculty mentor in the College of Liberal Arts & Sciences; 3. The various departments contact new students via e-mail, telephone, or US mail to begin a dialogue regarding the selection of classes for their first semester. Students can receive their fall schedule of classes as early as February of their senior year of high school.	
<b>(2) Program:</b> Fallfest and Springfest	<b>Leadership :</b> Coordinator, Orientation and New Student Programs
<b>Student Outcomes</b> 1. Experience first-hand student life at GC&SU	<b>Assessments of Outcomes</b> Parent and student evaluations.
<b>Means of Achieving Outcomes</b> 1. Invite prospective high school seniors who meet enrollment criteria to fall and spring visitation days; 2. Introduce prospective students and their parents to the benefits of receiving a public liberal arts education; 3. Introduce prospective students to faculty and current first-year students; 4. Provide forum session describing enrollment procedures and early registration opportunity; 5. Provide open house opportunities of campus resources and residential halls.	
<b>(3) Program:</b> Summer Orientation	<b>Leadership</b> Coordinator, Orientation and New Student Programs
<b>Student Outcomes</b> 1. Link with faculty in their intended major; 2. Make schedule adjustments; 3. Prepare for transition to college.	<b>Assessments of Outcomes</b> Parent and student evaluations.
<b>Means of Achieving Outcomes</b> 1. Invite accepted students and parents to attend one of five summer programs; 2. Provide separate programs for parents and students that address transitional issues; 3. Link student with advisor for course registration or adjustments to schedules created as a part of POUNCE; 4. Link students with orientation leaders and other student organization leaders; 5. Provide information sessions that address specific first year issues.	
<b>(4) Program:</b> Week of Welcome	<b>Leadership:</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. Take personal responsibility for the success of their transition from high school to university life.	<b>Assessments of Outcomes</b> Week of Welcome evaluations and NSSE

<b>Means of Achieving Outcomes</b> 1. Provide academic success seminars; 2. Provide Honor Code and plagiarism awareness programs; 3. Address key transitional lifestyle issues; 4. Place students in small groups with peer and faculty leaders to create social networks.	
<b>(5) Program:</b> First-year Academic Seminars	<b>Leadership :</b> Director of Center for Student Success
<b>Student Outcomes</b> 1. Demonstrate and practice student success skills; 2. Be involved in campus life; 3. Participate in visits to Career and Counseling Centers as prescribed in FYAS syllabi.	<b>Assessments of Outcomes</b> 1. Course assessments; 2. NSSE and ACT surveys; 3. First-year retention rates; 4. Participation numbers in the Career and Counseling Centers.
<b>Means of Achieving Outcomes</b> 1. Expose students to learning resources, including the "Road Map" and the procedures for utilizing these resources; 2. Expose students to cultural, academic, and athletic co- and extra-curricular events; 3. Expose students to social interaction with faculty through "table talk" meal sharing; 4. Familiarize students to uses of WebCT, list serves, and e-mail for class purposes; 5. Expose students to faculty, students, and organizations within their majors; 6. Encourage reflective writing about first-year experiences; 7. Advise students on the means to compute their own GPA's as a means of self-assessment.	
<b>(6) Program:</b> Faculty Advising	<b>Leadership:</b> Director of Center for Student Success
<b>Student Outcomes</b> 1. Take personal responsibility for communicating with academic advisers; 2. Appreciate the role of an advisor and the value of advisor's influence on their graduation plan; 3. Take responsibility of educational decisions.	<b>Assessments of Outcomes</b> 1. Retention Rates; 2. NSSE and ACT; 3. Student surveys; 4. Retention rates and GPA's.
<b>Means of Achieving Outcomes</b> 1. Faculty advisors make early initial contact via phone, e-mail or letter during POUNCE; 2. Advisors are available to meet with students during Springfest, Orientation and Week of Welcome; 3. Advisors are available during posted office hours and also during the early registration period each semester	
<b>School of Education</b> 1. Introduce advisors to students during SOE orientation; 2. Advisors are scheduled to teach all or part of freshman seminar; 3. Freshmen meet with advisers during the introductory course.	
<b>School of Health Sciences</b> 1. Identify to students the standards that are required to enter the professional programs in Health Sciences during advising sessions; 2. Expose students to more mature students with additional educational experience through clubs and organizations.	
<b>School of Business</b> BIDS 1705 is a 1SH course for freshmen to cover these topics; The student associations, organizations, and clubs recruit freshmen and try to involve them in chair and leadership positions.	
<b>School of Liberal Arts and Sciences</b> First year seminars in major fields and for undeclared students address the importance of pursuing challenges in college.	
<b>(7) Program:</b> Road Map	<b>Leadership:</b> Director of Center for Student Success
<b>Student Outcomes</b> 1. Learns to rely on checklist to meet GC&SU student expectations; 2. Students participate in civic activities listed on the Road Map.	<b>Assessments of Outcomes</b> 1. Road Map; 2. Participation numbers in activities; 3. NSSE.
<b>Means of Achieving Outcomes</b> 1. During the Week of Welcome, discussions focus on a "Student Road Map," which lists key activities by semester and by year; and suggestions and expectations of students beyond the classroom; 2. All first semester freshmen are presented the Road Map as part of the Academic Planner – the required text	

for all freshmen seminar classes. The "Road Map" is also available in the on-line Student Handbook;	
3. Faculty who teach the academic seminar expose the students to the importance of using the Road Map as a guideline of recommended activities to enhance their engagement on campus. Students and advisors are urged to utilize the Road Map in advising and planning for future semesters.	
<b>(8) Program:</b> Mentoring – SOAR	<b>Leadership:</b> Director, Multicultural Affairs
<b>Student Outcomes:</b> 1. Members of underrepresented groups will transition into responsible, active student life; 2. Members of the underrepresented groups will believe the University's commitment to diversity.	<b>Assessments of Outcomes:</b> 1. Retention rates and student evaluations; 2. Mentor/Mentee evaluations.
<b>Means of Achieving Outcomes</b> 1. Expose students to campus resources; 2. Expose students to monthly cultural events; 3. Expose students to social interaction through weekly discussions; 4. Provide leadership opportunities for students; 5. Expose students to faculty, students, and organizations; 6. Encourage Mentors to share their experiences with Mentees.	
<b>(9) Program:</b> Counseling Services	<b>Leadership :</b> Associate Vice President for Student Affairs and the Director of Counseling Services
<b>Student Outcomes:</b> 1. Seek assistance for academic problems and use academic support services; 2. Learn to implement more effective study skills.	<b>Assessments of Outcomes:</b> 1. Summary statistics in yearly report and responses on satisfaction survey; 2. Retention rates and GPA's.
<b>Means of Achieving Outcomes</b> 1. Provide academic skills workshops for FYAS classes, including setting priorities and study skills; 2. Provide stress and time management workshops for classes; 3. Provide individual, personalized sessions on study skills and study schedules; 4. Provide test taking skills instruction when deemed appropriate.	
<b>(10) Program:</b> Academic Assistance	Director, Academic Assistance
<b>Student Outcomes :</b> 1. Participate in academic support programs/services; 2. Improve academic competencies in reading, English, or mathematics as required.	<b>Assessments of Outcomes:</b> 1. Participation numbers in tutoring; 2. Survey of Learning Center users; 3. Enrollment in GCSU 1015; 4. NSSE; 5. Completion rates in learning support courses.
<b>Means of Achieving Outcomes</b> 1. Promote the availability of the tutoring program and other Learning Center resources to assist with academic difficulties or to enhance performance in classes; 2. Promote the availability of GCSU 1015 - Strategies for Learning course - to help students become more autonomous and successful learners; 3. Make adjustments in tutoring service hours or courses supported, if possible, upon student request; 4. Administer placement tests in reading, English, and math as needed to non-traditional freshmen or traditional freshmen with SAT or ACT scores below defined levels to identify those who need additional preparation in one or more of these areas; 5. Offer Learning Support courses in reading, English, and math to prepare identified students for freshman-level courses.	
<b>(11) Program:</b> The Writing Center	<b>Leadership:</b> Writing Center Director
<b>Student Outcomes</b> 1. Seek assistance in improving writing; 2. Write well and confidently.	<b>Assessments of Outcomes</b> 1. Participation numbers; 2. NSSE; 3. Student surveys; 4. GPA's.
<b>Means of Achieving Outcomes</b> Consultants teach visitors strategies for achieving success in six fundamentals of effective writing: <ul style="list-style-type: none"> <li>• Acquiring a consciously understood thesis;</li> <li>• Focusing the thesis to coordinate with length of writing task;</li> <li>• Organizing the writing into easily-grasped blocks, modified by various progressive patterns;</li> <li>• Supplying support evidence for assertions using specifics;</li> <li>• Supplying support evidence for assertions using details;</li> </ul>	

<ul style="list-style-type: none"> <li>• Writing from a passionate, concerned perspective;</li> <li>• Scrutinizing student work for coordination of six fundamentals listed above;</li> <li>• Pointing out any of the six fundamentals not in evidence in student work;</li> <li>• Giving students strategies for overcoming deficiencies.</li> </ul>	
<b>(12) Program:</b> Honor Code	<b>Leadership :</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. Embrace the concept of membership in a community of honor.	<b>Assessments of Outcomes</b> 1. Number of offenses; 2. Student Opinion Survey.
<b>Means of Achieving Outcomes</b> 1. Peer leaders read, describe and speak to new students about the Honor Code which has as its foundation the concept of the “Three Rs” – Reason, Respect, and Responsibility; 2. Students sign the Honor Code, promising to abide by its terms; 3. “Three Rs” banners are permanently mounted on the campus; 4. The “Three Rs” are used in debriefing student judicial cases; 5. Students are taught the Alma Mater.	
<b>(13) Program:</b> Center for Student Success	<b>Leadership:</b> Director of Center for Student Success
<b>Student Outcomes</b> 1. Seek appropriate support in all First-Year programs (academic seminars, orientation, premiere visitations)	<b>Assessments of Outcomes</b> Number of participants
<b>Means of Achieving Outcomes</b> 1. The Director speaks to all freshmen during Springfest, Orientation, Week of Welcome, and seminars. 2. Students are given resource and contact information for support offices and programs through the Academic Planner.	
<b>(14) Program:</b> Convocation	<b>Leadership:</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. Fully invest in affiliating with entering class; 2. Embrace the University’s expectations of students.	<b>Assessments of Outcomes</b> Freshmen and sophomore retention rates.
<b>Means of Achieving Outcomes</b> 1. Expose students to an academic ceremony with faculty in regalia; 2. Utilize the author of the summer reading assignment as the keynote speaker; 3. The President provides a welcoming address to new students; 4. Students take an oath to become members of an academic community; 5. Students receive class pins and participate in a pinning ceremony; 6. Representatives of the entering class receive a class banner on which the class will inscribe a motto; 7. New students and faculty participate in a post-Convocation reception at which they pass lighted candles to one another, symbolizing the role they’ll play in interactive learning.	
<b>(15) Program:</b> Circles	<b>Leadership:</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. View the university as a community in which ideas are generated and discussed.	<b>Assessments of Outcomes</b> 1. Survey of Circle leaders.
<b>Means of Achieving Outcomes</b> 1. New students are assigned a book to read during the summer before their arrival. 2. New students are placed in small groups for the Week of Welcome. 3. Faculty volunteers lead book discussions within the small groups. 4. The groups meet for questions and answers with the author of the book they’ve read.	
<b>(16) Program:</b> Honors Program	<b>Leadership:</b> Director of Honors Program
<b>Student Outcomes</b> 1. Apply to Honors Program if eligible; 2. Involve qualified students in scholarly work in their major; 3. Participate in the service-learning component of the program.	<b>Assessments of Outcomes</b> 1. Number of students in Honors Program; 2. Number of students involved in scholars work; 3. Course grade; 4. Evaluation of final projects incorporating service and academic components of the program.
<b>Means of Achieving Outcomes</b> 1. Invite all qualifying students admitted to GC&SU to join Honors Program; 2. Invite all qualifying first-year students who did not apply on admission to do so during fall semester; 3. Invite students who achieve a 3.3 GPA in their first two semesters of classes to apply to the Honors Program; 4. Work with deans and department chairs to involve all students who qualify (3.5 GPA on 60 semester hours of credit) in scholars work in the major; 5. Incorporate service learning and final presentations in all honor seminars;	

6. Continue relationship between Habitat for Humanity and all students involved in honors seminar on Utopia/Dystopia;	
7. Incorporate relevant service learning component in all special topics honors seminars.	
<b>(17) Program:</b> Recruitment of good academic matches for GC&SU.	<b>Leadership:</b> Director of Recruitment
<b>Student Outcomes</b> 1. Student meets admission criteria indicative of GC&SU's academic expectations.	<b>Assessments of Outcomes</b> 1. Enrollment reports; 2. Freshman SAT average; 3. Freshman HS GPA average.
<b>Means of Achieving Outcomes</b> 1. Provide written statistics of previous entering freshman class (such as middle 50% range of SAT/GPA and acceptance rate) to set an initial expectation and allow prospective students to gauge probability of admission to the University; 2. Clearly delineate steps of the admission application process and admission evaluation procedure throughout all occasions of contact with the public (school visits, college/career fairs, speaking engagements, on-campus tours, etc.); 3. Provide timely and accurate information to high school guidance counselors regarding increases or other changes in the GC&SU admission process; 4. Within reasonable time limits, provide an opportunity for denied students to be reconsidered for admission after receipt of new, increased credentials (additional test scores, supplemental transcripts).	
<b>(18) Program:</b> Early Intervention	<b>Leadership:</b> Director, Academic Assistance
<b>Student Outcomes:</b> 1. Make appropriate steps to respond to identified academic difficulties.	<b>Assessments of Outcomes:</b> 1. Performance in identified class and survey of Learning Center users.
<b>Means of Achieving Outcomes</b> 1. At about the fifth week of the term ask faculty teaching beginning English and math courses to identify students experiencing difficulty in the course; 2. Contact identified students to encourage them to use campus resources to help them successfully complete the course.	
<b>(19) Program:</b> The GC&SU Core Curriculum	<b>Leadership:</b> Core Curriculum Committee
<b>Student Outcomes</b> <a href="http://www.gcsu.edu/acad_affairs/coll_artsci/coreoutcomes.html">http://www.gcsu.edu/acad_affairs/coll_artsci/coreoutcomes.html</a>	<b>Assessments of Outcomes</b> 1. Core pass Rate; 2. GPA's; 3. Performance in class.
<b>Means of Achieving Outcomes</b> The GC&SU Core Courses - see <a href="http://www.gcsu.edu/acad_affairs/coll_artsci/core.html">http://www.gcsu.edu/acad_affairs/coll_artsci/core.html</a>	
<b>(20) Program:</b> Cornerstones	<b>Leadership:</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. Participate in activities focused on Cornerstone themes: global awareness and diversity, service and civic engagement, fine arts, wellness.	<b>Assessments of Outcomes</b> Participation numbers.
<b>Means of Achieving Outcomes</b> 1. The Cornerstones are highlighted in Week of Welcome opening ceremony; 2. Cornerstones banners, featuring a logo for each Cornerstone, are mounted on campus lampposts; 3. Certain campus activities are highlighted in the weekly campus calendar as "Cornerstone events" and designated with the appropriate logo; 4. Cornerstone events for upcoming semesters are promoted to faculty for possible inclusion in syllabi.	
<b>(21) Program:</b> Residence Education	<b>Leadership:</b> Vice President for Student Affairs
<b>Student Outcomes</b> 1. Participate in purposeful living/learning activities.	<b>Assessments of Outcomes</b> 1. Participation numbers; 2. Housing Quality of Life survey; 3. NSSE.
<b>Means of Achieving Outcomes</b> 1. Present over 300 programs, events, and activities in the residence halls each year; 2. Follow the CAPS model of Residence Education programming, addressing the "community-building," "academic," "personal," and "social development" dimensions of student life.	

<b>(22) Program:</b> Experiential Transcript	<b>Leadership:</b> Director, Experiential Learning
<b>Student Outcomes</b> 1. Participate in out-of-the-classroom experiences connected to addressing community needs and with an understanding of the value of these experiences as a part of their educational experience; 2. Participate in experiences which facilitate career exploration.	<b>Assessments of Outcomes</b> 1. Experiential Transcript 2. NSSE
<b>Means of Achieving Outcomes</b> 1. Familiarize students with various out-of-classroom experiences that are considered valuable learning opportunities which enhance classroom learning and which expose students to potential career paths; 2. Provide opportunities for students to connect with specific programs, such as the G.I.V.E. Center, the International Education Center, and to understand why these activities are considered valuable learning experiences which fulfill our liberal arts mission; 3. Encourage FYAS faculty to include service learning in their syllabi; 4. Increase student engagement with faculty, staff and other students through participation in varied out-of-classroom experiences; 5. Support those whose best learning style is “doing”; 6. Encourage development of oral communication skills, problem solving, and critical thinking through participation in and support of out-of-classroom endeavors; 7. Expose students to the direct connection between classroom theory and real world practice, thereby exposing students to civic engagement as the connection between education and the responsibilities of citizenry; 8. Provide opportunities for students to develop written communication and critical thinking skills through writing reflection papers which connect the actual experiences to specific academic curriculum; 9. Encourage students to connect higher education to civic responsibilities; 10. Validate out-of-classroom experiences as significant educational goals that serve as counterpart to academic transcript.	
<b>(23) Program:</b> Service Learning	<b>Leadership:</b> Service Learning Coordinator
<b>Student Outcomes</b> 1. Participate in service to the community through projects directly connected to academic course work.	<b>Assessments of Outcomes</b> 1. Number of classes with Service Learning as a part of the curriculum 2. Experiential Transcript database.
<b>Means of Achieving Outcomes</b> 1. Familiarize students with various community needs through talks to First-Year Academic Seminars and other groups; 2. Provide opportunities for students to see themselves as a resource to the community; 3. Support the learning style of those who learn best by “doing”; 4. Reinforce classroom learning by illustrating the connection between classroom theory and real world practice; 5. Facilitate the understanding of the social issues which underlay community needs and the connection between higher education and the means and knowledge necessary to address these social issues; 6. Encourage faculty to adopt service learning as a pedagogical approach significant to the desired student outcomes; 7. Expose students to diverse non-profit agencies that offer career potential; 8. Allow students to move beyond a “feel good” approach to community service toward a sense of civic responsibility that motivates productive civic engagement.	
<b>(24) Program:</b> American Humanics	<b>Leadership:</b> Campus Director of American Humanics
<b>Student Outcomes</b> 1. Explore career options in the non-profit arena.	<b>Assessments of Outcomes</b> Number of students selecting to participate in the American Humanics program.
<b>Means of Achieving Outcomes</b> 1. Assists students in identifying courses, within their major and/or as electives, specifically applicable to careers in the non-profit sector; 2. Provides workshops and special topics classes to address issues directly related to non-profits and not covered in the regular GC&SU curriculum; 3. Connects students to extensive opportunities for internships with non-profit agencies; 4. Exposes students to opportunities for civic and global responsibility through using their liberal arts education,	

<p>regardless of major to address social issues through a career in the non-profit sector;</p> <p>5. Supports exploration into the various means of addressing social issues through service as well as advocacy;</p> <p>6. Exposes students to myriad careers associated with non-profits through guest speakers and participation in special events, such as the National American Humanics annual meeting.</p>	
<b>(25) Program:</b> G.I.V.E. Center	<b>Leadership:</b> Director, G.I.V.E. Center
<p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Participate in campus-based community service projects;</li> <li>2. Organize service related programs, activities and projects;</li> <li>3. Track student and student organization service hours;</li> <li>4. Networking with others.</li> </ol>	<p><b>Assessments of Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Significant participation numbers, NSSE;</li> <li>2. Dean's Cup and President's Cup verification forms;</li> <li>3. Tracking verification log forms;</li> <li>4. GIVE Center tracking and database.</li> </ol>
<p><b>Means of Achieving Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Expose students to the needs of the community, as well as the community agencies in the community through classroom presentations, presentations in residence halls and during Registered Student Organization meetings and during the monthly GIVERs Meetings;</li> <li>2. Educate students to what it means to be a productive, concerned, and active citizens through classroom presentations, presentations in residence halls and during Registered Student Organization meetings and during monthly GIVERs Meetings;</li> <li>3. Encourage students to reflect on their experiences through journal entry, small group discussions as well as using the GIVE Center tracking forms;</li> <li>4. Encourage students to participate in the National President's Volunteer Service Award through classroom presentations, presentations in residence halls and during Registered Student Organization meetings and our monthly GIVERs Meetings;</li> <li>5. Encourage students to track individual and organizational service hours through using The GIVE Center tracking forms;</li> <li>6. Educate students to realize what a valuable resource they are to our community through classroom presentations, presentations in residence halls and during Registered Student Organization meetings and our monthly GIVERs Meetings;</li> <li>7. Educate students about what The GIVE Center is, about its programs and what community service opportunities are available to them through classroom presentations, presentations in residence halls and during Registered Student Organization meetings and during monthly GIVERs Meetings;</li> <li>8. Expose students to the interaction with diverse community members through the GIVE Center and expose students to the needs of the community as well as the community agencies in the community.</li> </ol>	
<b>(26) Program:</b> American Democracy Project	<b>Leadership:</b> Director of the Coverdell Institute
<p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Participate in American Democracy projects.</li> </ol>	<p><b>Assessments of Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Participation numbers and NSSE data.</li> </ol>
<p><b>Means of Achieving Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Offer campus lectures and projects related to understanding civic responsibility;</li> <li>2. Selectively require students to attend activities offered through the American Democracy Project;</li> <li>3. Establish a visible campus presence for the American Democracy Project.</li> </ol>	
<b>(27) Program:</b> Departmental Organizations	<b>Leadership:</b> Academic Deans
<p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Participate in major-related organizations.</li> <li>2. Participate in departmental career activities.</li> </ol>	<p><b>Assessments of Outcomes</b></p> <p>Participation numbers and size and activity of organizations.</p>
<p><b>Means of Achieving Outcomes</b></p> <p><b>School of Education</b></p> <ol style="list-style-type: none"> <li>1. Presentation on goal-setting in the introductory course;</li> <li>2. Students participate in career activities in the introductory course;</li> <li>3. Students are encouraged to join professional organizations.</li> </ol> <p><b>School of Health Sciences</b></p> <ol style="list-style-type: none"> <li>1. Encourage students to attend professional conferences and conventions and serve as student officers through participation by providing resources for participation;</li> <li>2. Provide funding for student professional activities;</li> <li>3. Expose students to leading professionals in our community, region, state and nation through special lectures, guest speakers, and by attending professional meetings.</li> </ol>	

**School of Business**

1. Orientation sessions for prospective students;
2. BIDS 1705, the 1SH course for freshman students;
3. Student clubs, associations, and organizations recruit and involve freshmen.

**School of Arts & Sciences**

1. Major-based, first-year seminars address career options for the various majors;
2. Departmental student organizations and colloquia frequently have guest speakers or other programs related to careers in the field.