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Helping Undeclared Majors Chart a Course Integrating Learning Community Models and Service-Learning

Examination of the Compass Learning Community shows that service-learning, when integrated into first-year learning communities, expands each student's ability to determine a college major in an informed manner. The combination of a first-year writing course linked with an academic course in career discovery provided students with a variety of opportunities for experiential learning about ways of understanding work as well as structured opportunities to reflect on their experiences. Students were enabled to think critically about their strengths, predispositions and values and to consider the implications of their self-discovery for college major and career choices. In the Compass program, service-learning provided the crucial experiential link in students' critical assessment of their place in the college community and the community at large.

As first-generation freshman students continue to come to college in record numbers, the need to address these students' acclimation to college life and its expectations will grow as well. While first-week orientations and academic advising may address much of the preliminary confusion that students experience, research suggests that more complex, systemic solutions are needed to counteract the high rate of attrition and the disorientation that first-generation students experience (Tinto Classrooms ; Levine; Astin). One source of confusion for these students is the choice of a college major. This choice can effectively be addressed in learning communities specifically designed for undeclared majors. Within these learning communities, service-learning and the reflection it entails further help students identify and assess future college majors and the career choices these imply.

Overwhelmed by a bewildering array of tacit expectations, many students begin their college careers lacking the familiarity and the understanding to choose from the various majors that colleges extend to them. At California State University, Fullerton, with a local student population of 28,000, approximately 24.8% of the 3,000 first-time freshmen come to college as undeclared majors.¹ This percentage more than doubles to 52.6% in the second semester as students realize the gap that exists between their expectations and the requirements of their chosen majors. The number of

undeclared majors decreases in the sophomore year to an average of 12%, but not without a disturbing attrition rate of 58% in the fall and 40% in the spring.²

In this article, I discuss the design and implementation of Compass, a learning community first piloted at California State University, Fullerton, to provide the academic and co-curricular structure to support students in their choice of careers and majors while enabling them to explore career roles in a service-learning context. Using data collected from students, I demonstrate that this combination of learning communities and service-learning offers many benefits: meaningful community involvement, a greater sense of direction, and a dynamic interaction between the social coherence created through the academic learning community and the students' interactions with the larger community.

The Benefits of Learning Communities and Service-Learning

Within the past ten to fifteen years, learning communities have been recognized for the many ways they address the inadequacies of the traditionally structured college curriculum (Tinto *Classrooms*; Smith and Hunter 46; Gabelnick, MacGregor, Matthews and Smith 10, 19). Both quantitative and qualitative research studies bear out the curricular benefits of learning communities. While student attrition nationally is 41%, with most students leaving during the first two years (Tinto *Leaving*), first-year programs that have incorporated learning communities report improved retention rates, which exceed those of traditionally structured first-year programs by ten to 100 percent (Gabelnick et al. 63). Improved student performance, higher GPAs sustained over the course of their college careers, and a greater sense of engagement all result from membership in learning communities (Astin *What Matters*; Smith and Hunter; Gabelnick, et al.). Valerie Bystrom notes that learning communities promote a sense of community that can make all the difference for many urban, commuter students. They provide rich opportunities for the interactions among teachers and students that make a significant difference in students' learning and development (262; see also Astin). Learning communities also facilitate collaborative learning, intellectual energy and confidence, and an appreciation for complexity and other students' perspectives (Gabelnick et al. 67-9; see also Tinto, Love, and Russo; Perry).

Research on service-learning suggests that these advantages can be further enhanced by a service-learning experience, defined here as a structured learning experience in an academic course that combines service to the community with explicit learning objectives, preparation, reflection, and

evaluation (Evans; see also Furco). One study conducted by UCLA's Higher Education Research Institute, which collected data from 3,450 students, found that students who have participated in academic service-learning report a deeper commitment to their communities, better preparation for careers, improved conflict management, and greater understanding of community problems (Sax and Astin). Service-learning provides students with the opportunity for active, cooperative, and experiential contexts for education (Deans 33; see also Oates and Gaither; Astin, Vogelgesang, Ikeda, and Yee), increases students' sense of personal efficacy, personal identity, spiritual growth, and moral development, and has a positive impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development (Eyler, Giles, Stenson and Gray 1-4). Thus, the confluence of community service-learning and learning communities promises to reinforce the advantages that each brings to the first-year experience. Both engage students in active participation in community life, within the university and outside it. Both have a positive impact on students' personal development through their interactions with peers and community members.

This advantageous linkage is apparent from the results of the Compass Learning Community. Rather than relying solely on experiences related to shared readings and the paired, interdisciplinary course of study that linked courses offer, teachers and students alike were able to refer to the service-learning experience as the common text. This enabled students to actively compose and construct the meaning of their experiences, applying critical frameworks from their paired courses and their newly acquired awareness of their strengths and predispositions to the services they offered and the gratification they experienced as active participants in the community.

Course Description and Student Makeup

In the spring of 2001, the Compass Learning Community was initiated to provide undeclared majors with an academic venue for acculturating to the demands of college and determining a major. The Compass Learning Community is a one-semester program that students voluntarily join by enrolling in special sections of two linked and collaboratively planned courses: English 101, Beginning College Writing (BCW) and Counseling 252, Career Explorations and Lifelong Learning (CE). In this program, students also explored career options with career mentors from the community and volunteered at least ten hours at self-selected community agencies.³

Ten students enrolled in this pilot learning community: four men and six women, three of whom were Asian, four Hispanic, two African American, and

one Caucasian. Nine of the ten were first-generation college students. This small initial group enabled an in-depth study of the impact that the Compass curricular structure provided.

Curricular Design

In Career Explorations, students began by taking stock of their current life situations. They charted their lifelines, identified interests and values, described major accomplishments, and began to understand the ways in which self-assessment is ultimately tied to career planning. Students engaged in a series of exercises that focused on life skills and accomplishments and then identified values through role-playing exercises, creative visualizations, the completion of numerous personality inventories, a values grid, and interest indicators. Among the tools used were the Holland Interest Environments, an interest inventory entitled Worker Trait Groups, The Self-Directed Search, the ACT interest clusters, and the Meyers-Briggs Personality Inventory. Students emerged from this first part of the semester with a more clearly defined awareness of their predispositions for career paths based on increased self-knowledge and the trends and patterns evident from previous life experiences.

Students used these reflective exercises to identify and select a significant event for Essay One in Beginning College Writing. In this essay, students explored in greater depth an event that they believed signified a milestone and triggered for them a greater sense of understanding of their identity and goals. They developed the abilities to make an assertion, support it with appropriate evidence, and use rhetorical strategies to elaborate on the various claims made. One student looked back on her decision to pursue cross-country running and the commitment that her decision meant for her own personal excellence in achievement. Another wrote about her efforts to excel at tennis and thereby win a scholarship. Others wrote about finding a deeper sense of belonging through spiritual conversion or the discovery of a life partner.

Students in BCW then analyzed popular representations of work in the media, conducting an evaluation of a popular film and critiquing the ways in which the media portrays the world of work. Students selected one film for class viewing from among a variety of films (including among others *Swimming with Sharks*, *A Civil Action*, and *Mr. Holland's Opus*). The class examined the ways in which work is romanticized, noting the manner in which accurate representations and Hollywood versions of reality intertwine to create plot structure and character development. Students then went on to write about their own individual film choices (*The Career Planner*, *The Best*

Man, and *Dangerous Minds*, among others), writing about representations of different careers and modeling their analyses on the process we had applied to the film chosen by the class.

During this same time, in Career Explorations, students examined options available in the workplace, especially those variables that affect lifestyle, such as required travel, amount of time spent on the job, the value given to a life outside of the workplace, career mobility, work environment, and task loads. Together, these two tracks led students to think about their own preconceptions about specific careers and the level of commitment various careers entail.

Midway through the semester, students met with career mentors from the community in a conference-like setting to hear their stories and to interview them. Six professionals served as mentors, including CEOs from local businesses, managers from investment and financial firms, and a therapist from a local family counseling center. Four of the mentors were alumni. At the conference the mentors talked about the seemingly atypical ways in which their career paths had unfolded, with many pursuing careers unrelated to their majors. They stressed the importance of work as a source of enjoyment, fulfillment and confirmation of one's values. In small groups, students then interviewed two of the mentors, asking more in-depth questions about their careers and lives. Students wrote up their interviews in the form of profile essays, reporting in a focused manner on the information they collected and reflecting on their reactions to the event.

Students also conducted informational interviews with employers at a career fair given each semester on campus. Overall, the career mentor experience and the career fair impressed students and helped them to become more informed in their responses to the ongoing self-inquiry conducted in Career Explorations.

As the semester progressed, students focused their search for a college major and a possible career. In their College Writing class, they were introduced to the research resources both at the on-campus Career Center and the university library. Using these resources, students researched a possible course of study or career, looking at the reasons for pursuing the career, the inspiration and motivation that such a career might hold, the educational requirements, the growth potential, and the ways in which each career choice activates certain values and life choices. Students also researched the drawbacks and controversies surrounding those careers. Using this information, students either constructed an argument for a particular major or career choice, exploring the benefits and controversies associated with the career, or focused on a single controversy in a career field, arguing for a

position and supporting it with evidence drawn from their research. Students wrote about a wide range of careers, including the processes entailed in becoming a therapist, a pharmacist, a Management Information Systems specialist, a teacher, and a publicist, and presented their findings to the class in a poster session.

In Career Explorations, students researched the internships available through the campus internship program. They then compiled a resume, targeting a specific internship and crafting a letter of introduction and work history that spoke directly to the requirements of the target agency or business hosting the internship. Students synthesized the information they had acquired through their interest and personality inventories to decide upon a meaningful summer work experience, with several of the students offered summer internships by the career mentors they had interviewed mid-semester.

The Role of Service-Learning in the Compass Learning Community

As part of the process of self-discovery and career exploration, students selected a service-learning site that corresponded with their values and career inclinations. Students were offered a list of sites categorized by interest area (health issues; environmental concerns; youth, senior, disability or ESL activities and support; animal assistance/humane societies). They selected a site from among these eight interest areas, negotiated with agencies concerning their roles in contributing meaningful service, presented to the instructor a proposal for meaningful service negotiated with the agency, volunteered at least ten hours at the site, and reflected on and evaluated the experience.

Journal prompts and writing assignments asked students to analyze the ways in which their emerging self-knowledge was recognized or actualized in the service-learning experience. Drawing on the many personality and skills inventories that they had conducted in Career Explorations, students examined their own strengths and predispositions for contributing to a service task, formulating a list of preconceptions, expectations and goals for their service. One student wrote, I've learned that I am strong in the humanitarian area. I'm good with hospitality. Another noted, I'm strong in networking and communicating. I like interacting with others above everything else.

When asked about how they expected to fit into the service-learning experience, students typically projected optimism and goodwill. One wrote, I envision myself being energetic and optimistic, but in reality I'm a little apprehensive. Others anticipated minimal involvement at the site. I think I will answer phones and learn about immigration, one student wrote about her

anticipated work at a local congressional representative's office. Still another wrote this about her upcoming involvement with the Boys and Girls Club:

I envision it giving me a sense of belonging to the community. For the most part, students came with high hopes and good will to the community as they approached the service-learning experience, yet they saw its impact in somewhat minimalist terms. Over time, students compared preconceptions about the service-learning experience with what it actually revealed to them about their own place within a working context.

Service-Learning Reflections

After their first visits to the service-learning site, most students reflected on the complexity of the situation, with material demands and dynamics more complicated than they had anticipated. It was only after they had processed the experience, through discussion, reflection and repeated visits to the site, that they reported a sense of engagement that went beyond their preconceptions. In their journals, students' perceptions gradually expanded beyond the instrumentalism they initially associated with their service. When students responded to structured prompts that asked them to reflect on the community's needs and their own sense of involvement and responsibility in their chosen service-learning areas, they typically began with a sense of what they were learning about their own career preferences. One student, working with children in a college-preparatory program, wrote:

The service-learning experience is definitely helping me to think about the preparation and the tools that I'll need to do that work. For example, if I want to be a teacher, I'll need to prepare by getting a degree in that area specifically, for whatever age group that I want to teach so that I'll know how to deal with the kids who do not want to listen. At first, I thought that it would be easy to handle these types of children, but I realize that it is not a piece of cake.

Another student wrote about the overall impact in terms of dealing with other people: The service-learning experience is helping me with working in this site to be more active in any situation I come in contact with. I'm learning to be more other-oriented, and I think that this is a skill I will need to have in the future.

As students summed up their initial impressions, they related their experience directly to the coursework they had done that semester, reflecting on its value to them and their future career goals and revealing increased sense of their own agency in making choices and in acting purposefully. One wrote,

Service-learning has helped me to realize that I really want to work with people and be involved with the community. This experience gave a tug on my

heart and told me that for sure my major is going to be Human Services. Service-learning prepared my heart and mind and helped me set my desire to work with people. It helped me realize that I should either get a job right now that works with what I like to do, or I should volunteer my time more often. Or maybe I should start looking for internships

At the semester's end, students wrote in-class essays that evaluated their service-learning. This essay demanded the synthesis of various fundamentals of academic discourse, as is indicated in the prompt:

In an essay, evaluate your community service-learning experience. Areas you should consider include the relationship of the service that you've done to your own learning about your strengths and skills, your relationship to the community, and your sense of yourself as an actor in that community, of someone contributing to that community. In other words, did that experience increase your understanding in those areas? If so, in what ways?

As with all evaluations, you should make a judgment, justify that judgment with good reasons, and support those reasons with evidence. Good reasons can be arrived at through different rhetorical strategies, including comparisons, contrasts, cause and effect relationships, process analyses, and illustrations. Evidence can come in the form of examples, anecdotes, statistics, information from other expert sources, your own life experiences, and your knowledge of others' life experiences.

Drawing on their pre-service reflections on anticipated outcomes and attitudes, their in-process journal entries while volunteering at their sites, and their final reflections, students were able to contrast expectations with actual experiences and results. Because they had articulated their thoughts at every stage of the service-learning experience, students were able to use their journal entries as notes on processes, causes and effects, contrasts and similarities. Students' evaluations tended to reflect on three major areas: an enlarged sense of their career goals and personal strengths; an expanded sense of themselves as actors within the community; and a critical assessment of the community and their roles within it.

Students Exploring Their Roles in the Community: Cheryl's Experience

Although Cheryl began her service-learning with minimal expectations that were for the most part instrumental, she emerged from the experience with a much broader appreciation for the impact that outreach programs in the schools can have. In her evaluation, Cheryl describes the gratification that she experienced in being both a role model for younger children, facilitating their introduction to college, and a student gaining a hands-on understanding of working in the schools.

College Headed And Mighty Proud

When I was in elementary school, I always enjoyed being involved in programs that helped me grow in a positive way. I remember completing the D.A.R.E. Program and the S.A.N.E. Program. All these programs encouraged elementary school children to stay away from drugs and smoking. I never had the opportunity to join a program that encouraged me to set my goals to further my education. One program I wish I had been able to experience while still in elementary school is the C.H.A.M.P. Program. Although I didn't have that opportunity, I did have the chance to experience it as a C.H.A.M.P. buddy. The College Headed And Mighty Proud Program gave fourth graders at Ruby Elementary School the opportunity to further their education, and it gave me the opportunity to go through this amazing activity and complete my service-learning.

C.H.A.M.P. buddies meet every Friday from 1:00 to 2:15 at Ruby Drive Elementary School. There we engage in activities that we hope will motivate fourth graders to strive for further education. The C.H.A.M.P. Program took the whole college process and shrunk it into a seven-week period. The college process was presented on a fourth-grade level, so the children could get a better understanding of the program. C.H.A.M.P. buddies guided the children through the college process. The fourth graders did almost everything that took me my whole junior and senior year in high school to complete. They filled out an application form for college and an application for financial aid. They even had the chance to pick their own classes, have a campus tour, and take I.D. pictures.

Working with the children from Ruby Drive Elementary School really opened my heart to serving the community. Having this opportunity to work with the community helped me set my future career goals. Watching these very ambitious children was a revelation for me.

After the seven-week procedure for completing the college process, the C.H.A.M.P. Program organized an all-day field trip to Cal State Fullerton. This field trip consisted of the campus tour, picture-taking for identification cards, college classes, and a graduation ceremony. There were about two hundred fourth graders that participated in this program, so we grouped the children in groups of eleven. Each group was assigned two C.H.A.M.P. buddies to direct them. My group was the purple group. Most of the children who were in my group were ESL students, so they could hardly speak English, but this definitely did not stop their desire to be college-headed and mighty proud.

Our group first took a tour of the campus. It was really a revelation watching them in amazement saying, "Wow! This school is so big!" Then we went to the class that they chose during the college process, an English class. Afterward we walked the fourth-graders to University Hall 336, and again they were amazed at how small the desks were. We then walked over to the library to take pictures for their identification cards. The children were all very excited to be in such a huge library. I had this tug on my heart as I

watched them with their college-headed-and-mighty-proud smiles across their faces. Right after taking the identification pictures, our group headed for Becker Amphitheater where we ate lunch. After the walking tour that day, we headed to Langsdorf Hall 321 for their graduation ceremony. Watching them anxious to receive their rewards gave me personal fulfillment. After the graduation ceremony, we signed t-shirts, waved goodbye, and watched them as they walked away to go home.

The College-Headed And Mighty Proud Program is an experience for me that I will never forget. Next semester I plan to join the program again, hoping it will leave more grateful memories. This was a true blessing that opened my heart to serving the community more.

Clearly, Cheryl's service-learning experience was a positive one. In her assessment of the experience, Cheryl identifies service-learning as an opportunity that expanded her awareness of the roles she is able to take on in the community, combining the affective gratification of meaningful service to the children with the academic agenda of the C.H.A.M.P. Program. While her evaluation of the experience touches mostly upon its personal impact on her and her understanding of her career goals, Cheryl also comes to new understandings about immigrant children's experience, academic achievement and the value of mentorship. Experiences like Cheryl's can lead to further writing projects, such as research on other ways to empower minority students

Growth in Disappointment: Janine's case

Even when a service-learning experience does not meet a student's expectations, learning still occurs. In her initial responses to the pre-service journal prompts, Janine approached her service-learning at a congresswoman's office in a decidedly self-exploratory mode: I want to learn about myself in terms of my skills and work preferences. Janine also anticipated discussing politics with other staff workers and helping members of the community. Her evaluation of the experience reveals an attempt to apply the research conducted in Career Explorations.

Broadening My Horizons

I am a true believer of the saying, "You won't know unless you've tried it." A large portion of learning is through experience. When it comes to learning and discovering about yourself, especially in terms of your values and skills, experience is the only way to acquire that knowledge. After all, you can't do research and read about your own values and skills. You have to experience them in your life. As a college student looking anxiously into her future, I've already gathered some knowledge of my values and skills. I've learned these things through volunteer work and through the emulation of my role models. From my experiences, I've learned that I am clearly drawn to the

aspects of humanity and the act of helping people. However, I have gained this knowledge through only one side of community service, through hospitals, clinics, and schools. I felt that broadening my experiences would surely help me see my values and skills much more clearly. That is where service-learning came in.

Janine's evaluation begins with an assessment of the value of the experiential education that service-learning provides: self-discovery through an ever-expanding network of associations and relationships between herself and the community. She goes on to describe how her past experiences with community service (especially work in hospitals and schools) and the goals she had identified for herself based on those experiences were challenged when she enrolled in a Biology course. She writes:

College is such a big transition from high school. I had an idea of what I wanted to do with my life, but I was still quite confused. Upon majoring in Biological Sciences, I thought that perhaps biology was a good choice because of my experience with the Medical Academy. However, my first biology class did not go well. My second semester of college was where things began to come together.

I was excited about getting into the Compass Program because I knew it would ease my confusion. Through the Compass Program I learned to follow my values and skills. I knew that my interests were deeply rooted in the human services. But I didn't know if another path was open for me to take. I never had any experience with office work or politics. When it came down to deciding my service-learning site, my first choice was naturally working with kids. But then I thought to myself that I already had so much experience in that area and I already know I liked it. That was what prompted me to choose the site at Congresswoman Loretta Sanchez's office. I had a feeling that I would experience something new and even exciting.

Considering the fact that I never had any experience in the office setting, I was quite intimidated walking into that office and did not know what to expect. Upon my first arrival, I was introduced to the different office workers and was quite pleased with their politeness and the environment. My first job was to cut out current political events from the newspapers and fax them to Representative Sanchez in Washington. Along with that, I did easy work, such as faxing, shredding, and photocopying. However, things took a turn in the next few days of my service-learning. On my second day, I was asked to finish writing two letters to the government, and I was understandably intimidated with this task. On my third day, I was asked to answer phones, which did not please me much. I was beginning to feel boredom towards my service-learning from that point on. And it continued until I finished all my hours.

From this service-learning experience, I was able to experiment with my skills and interests. I gave office work a try and found that I did not quite like it. Even though my work there involved helping, I did not feel I was helping anyone directly. But all is not lost. Through my work there, I truly felt as if I

was part of the political community. The best part of the service-learning was that I now know that human services are still in my heart. By giving office work a try, I was able to know my options as to what I am able to put out there in the community. So far, I still feel like I can contribute more to human services. Whenever I am put in the position of helping people in need, especially when I am able to see the results personally, I feel a greater sense of belonging to the community. Looking back, I am still grateful for my experience in service-learning in the office of Congresswoman Loretta Sanchez. Even though the experience wasn't as enjoyable as anticipated, it definitely broadened my horizons and made it much easier for me to decide that I still want to pursue the field of human services.

From the perspective of the learner attempting to connect the information obtained in a classroom setting to workplace experiences and to apply and internalize that information in order to analyze that experience, Janine's essay is successful. She synthesizes academic and personal sources of information for her own ends and those of the course to apply course content from her Career Explorations class to her experiences within the community. Based on what she concluded, Janine went on to research careers in Human Services, to write her career mentor profile essay on the one therapist who came to the mentor session, and to use the opportunities created by assignments in Beginning College Writing to investigate the process of becoming a community therapist. She ultimately chose a major in Human Services.

Situated Learning, Service-Learning and the Success of Compass

As part of the Compass Learning Community, students interrogate the strengths, skills, predispositions and tool sets that they have acquired throughout their lives. In the service-learning experience, they reflect on the ways in which they see their strengths and skills actualized in a community service setting. One of the key values of service-learning lies in its recognition of learning as a socially contextualized experience, as service-learning situations recognize the individual learner as a person-in-the-world, not simply an abstraction on the periphery of an experience. Keller and Keller, in their research studies on the interrelation of service-learning and intellectual growth, conclude that learning involves socialization into context as well as content. This argument is further substantiated by Jean Lave and Etienne Wenger, who argue in their book *Situated Learning* that learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities it implies becoming a full participant, a member, a kind of person (53). When we take into consideration the social contexts

within which learning takes place, we see that learning involves the construction of identities, of people acting in the world. Thus learning involves an evolving form of membership in target communities, whether in the university or the world of work. The synthesis of learning community and service-learning approaches enabled students to experiment with taking on identities within both those worlds.

Service-learning provided students with the opportunity to test out newly identified skills and predispositions for work, while the combination of Beginning College Writing and Career Explorations enabled students to make choices and to critically evaluate the consequences of life choices. As a whole, the linked curriculum helped students experience their college careers more concretely as a series of well-considered choices, with ramifications for community involvement and connectedness outside of the sometimes isolating influences of university study. Students thus learned to make connections between the wider community and their own life goals. In this particular instance, all but one student identified the college major they wanted to pursue by the end of the semester, also considering the implications of that choice for career path and identity as a member of communities beyond the university.

At the same time, the service-learning experience facilitated and contributed to the academic learning demanded in Beginning College Writing. Students learned to take a position and construct an argument based on their evaluations and reflections on the service-learning experience. The learning community members participation and feedback complicated the students positioning and enabled them to frame their experiences in richly varied ways. Through dialogue with one another, peer reviews of each other's writing, open discussions in class, and group projects, students learned to marshal warrants for their positions and to defend them. Students converted reflective writing into persuasive academic discourse, successfully formulating a fully-supported thesis, anticipating opposing points of view and providing appropriate counterarguments. Overall, the structure and high expectations for their academic writing supported students exploration of the significance of their service-learning and enabled them to bring coherence and understanding to the disparate events experienced in the Compass Learning Community. As one student told me at the end-of-the-semester meeting,

I never really saw how this all fit together until I went to write it down. Now I can see how these different experiences have led me to realize what I want to do and where I want to go. Putting it all together and presenting it to the Career Mentors and the Compass faculty made me realize how all of these things we've done have forced me to think about my strengths and skills and to make choices about my future based on them. (Hinahon)

I can think of no better testimony to the effectiveness of the Compass Learning Community and the service-learning experience embedded in it.

Notes

¹This figure is calculated from the average number of undeclared first-time freshmen over a five-year period from 1996 to 2000 as reported by the Office of Analytical Studies, California State University, Fullerton, July 16, 2001.

²Statistics are reported using the CSUF Statistical Handbooks for Fall 2000 and Spring 2001, courtesy of the Office of Analytical Studies. See New Students Freshmen and Transfers, Table 2.44.4.00 for enrollment numbers. Available at URL <http://www.fullerton.edu/analyticalstudies/>.

³The Compass team consisted of Robbie Ouzts and Valora Blackson, from Career Planning and Placement, and myself. The Compass Learning Community was initiated by Sylvia Alva, Assistant Vice-President for Academic Programs. Kathy O'Byrne, as Director of Freshmen Programs, worked with the team to fully actualize the program. Much of the success of the Compass Program is due to the leadership provided by Dr. Alva and Dr. O'Byrne, and to the hard work of the Compass team that worked out and implemented the design of the learning community as a whole.

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