Similarly, students had free admission to specific art shows, concerts, and dance performances. They also met with the director and actors to discuss the meanings of the play. Using the play as a text, students would follow the interaction with a class assignment and discussion on pluralism or the meaning of a multi-cultural society.

Integrated learning opportunities. For example, students were invited to attend plays with significant cultural themes on First Year Student Success. The task force, consisting of CSUSM and two neighboring community colleges, was created to improve educational opportunities for students. The task force was given $5,000 to develop specific, integrated learning opportunities. For example, students were invited to attend plays with significant cultural themes.

Beginning in fall of 2004, the Office of Academic Affairs began funding special opportunities for students in Freshman Seminar to interact with our School of the Arts. The School of the Arts was given $5,000 to develop specific, integrated learning opportunities. For example, students were invited to attend plays with significant cultural themes and met with the director and actors to discuss the meanings of the play. Using the play as a text, students would follow the interaction with a class assignment and discussion on pluralism or the meaning of a multi-cultural society. Similarly, students had free admission to specific art shows, concerts, and dance performances.

Each occasion allowed students to talk with the artists, directors, or conductors, about the presentation. Every Freshmen Seminar class attended one such event. The purpose of this program was to:
- provide a dynamic forum to discuss contemporary issues;
- help students make friends and connect to campus programs, and;
- encourage students to stay on campus.

San Francisco State University

San Francisco State University has taken a variety of approaches to providing freshmen with a first-year experience. At this point, approximately 25 percent of SFSU freshmen participate in some form of first-year experience. We offer stand-alone college success and exploration courses, college-based themed housing communities where residents take at least two of the same courses, a year-long set of accelerated English courses for students needing remediation, and pairs of linked general education courses where the two instructors also co-teach a one-unit first-year experience course. These linked courses are known as, The Learning Community (TLC). Students and instructors alike find the TLC experience to be a positive one.

Fall 2004 was the first year of the FYE program at CSU Stanislaus. We had five learning communities, four that integrated two General Education (GE) classes with a seminar in FYE and one that linked one GE class with a seminar in FYE. Two highlights emerged from this year. For faculty in learning communities that integrated two GE classes with a seminar, the high-light was the interdisciplinary conversations with their partners in the learning community. This included sharing teaching strategies and content from each other’s disciplines. Faculty in the learning community that linked one GE class with a seminar (where most of the students were remedial in English and/or Math), indicated that the highlight was participating with the students in their journey to become successful students. Faculty valued establishing relationships with these students and watching them blossom both in and out of the classroom.