

Reports from First Year Conference

Myra Walters: Concentrated most on faculty incentive and course design. The programs she saw that were most successful, there was a large collaboration among faculty, students, and staff. Peer mentoring was very important, sometimes teaching alongside the faculty. Peers led many of the discussion groups. Many times they found that on campuses when they set the classes up to meet at different times, there were times that they all meet together, and this made good use of personnel. She saw this as a faculty incentive because it offered flexibility and collaboration. The assessment pieces of this were very important. In terms of technology, most of the FYE courses introduced students to the system-wide electronic learning management system.

Christy Gilfert: She sent people to her report but discussed civic engagement and various opportunities for this kind of experience. The most impressive programs were those that included both faculty and students, and all worked together on every aspect. Peer mentors were important in this area, too. Many FYEs are using various inventories – career exploration, personality inventories. Often the class started with that tool and ended with the same tool, working to use the tool to give insight to the students. There was much talk about portfolios, etc. which they can use throughout their time at Edison and can take it beyond to the potential employer. This coincides with much discussion about career exploration. Training for everyone was essential to the success of the course – some of which can be online, but face-to-face is necessary for this course. It also must be continual. Training cannot be overemphasized.

Joseph Kaye: He discussed the emphasis of student involvement in all aspects of the programs. In many schools, if students were capable of doing something, it became their duty, and students, rather than faculty were the prime workers. He also stated that faculty involved with the FYE underestimated the importance of technology in student learning, and students overestimated the importance of it.

Budget Update

See Report. We need to highlight the importance of training for faculty and others as well as the visit of Mary Stuart Hunter on March 24 and 25. We're moving toward the train-the-trainer concept which will allow us train our own people as we move forward. The trainings are set up for the early part of the summer so that faculty can still be available and we can bring in staff from Student Services prior to the busiest part of fall registration.

We will be funding a fulltime faculty member starting on July 1. We propose to use a fulltime faculty member who has been involved from the beginning to be reassigned for one year to work fulltime on this project. The budget reflects this.

Pilot Course Timeline

There is a question as to whether we'll have enough students to begin the pilot in the spring. The answer is that we will. There are plenty of students to fill this course. Myra Walters moved that we delay the pilot course until Spring 2012. It was seconded by Mike from Collier.

Update on Publicity, etc.

Maureen McClintock will begin to work on the marketing plan for the program in the next week. We'll begin to have regular newsletters and plans will be made for communication events, etc. We're working with a graphic artist on the logo which was designed by the ESC student. We'll have a draft of the QEP plan out to the faculty before the end of the semester. Our committee will continue to meet over the summer on a weekly basis. Faculty, of course, is not required to meet during the summer.

Because critical thinking is so important to this model, we'll be including more information on critical thinking in the literature review for the QEP.

We need to design a marketing plan immediately after Spring Break to get the idea out internally. We began with the Cornerstone Assembly in January, but we need to create faculty and staff buy-in and motivation to want to be involved with the QEP. We have to make people know why this is worth anyone's time and effort.

Sandra Seifert asked about the qualifications for the person who would be considered for teaching in this program. Tom Rath explained that in many institutions, candidates for this position would have a degree in developmental education or educational psychology, student services experience, but any combination of education, experience, and familiarity with FYE students could suffice.