

FYE Town Hall Meeting #3 (Faculty/Staff)

Date: Wednesday, April 11, 2012

Capitol Rooms 2:00-3:00 p.m. (Adjourned at 3:33 p.m.)

Individuals Present: 40 attendees, see Appendix A

MINUTES

Introductions of FYE Team (Nancy Parsons)

Thank You to FYE Review Committee Members

FYE Overview (Katrina Daytner)

FYE Charge #1 – Clarify and revise as necessary the goals of FYE

- (Andy Borst) New goals – renewed focus on transition to the university, inductive process, new goals have better operational definitions that will allow us to better assess if those goals are being met
 - Biggest difference is that we are now explicit about our goals of retention at WIU through the FYE program, as a component of how we retain students from first to second year
- What is an asset of FYE and what are we looking to improve?
 - *Asset:* the smaller class size (15-22 currently), writing components in FYE
 - *Improvements:* common reading has not worked well consistently across the board in our data (not often required by faculty, confusion from faculty as to how they can use the common reading), students were not aware what co-curriculars are and how they fit into FYE, currently not enough consistency between classes and residence halls and what is happening in each class and how the students are hearing a consistent message about a common experience
- Could “Difficult Conversations”-type programs be a part of the FYE program? Even one each semester for an hour. Willingness expressed to connect these resources to students in the future FYE program
- Will FYE will be a requirement in the Quad Cities campus?
 - Quad Cities Honors cohort, as well as Engineering students (?) will have freshmen in the Quad Cities campus → something to look at as the program evolves
- The old program fit into existing requirements without adding an additional credit hour – how does this affect students with 120hour degree programs? The older program fit in with GenEds that students are already taking
 - Inherent value of small class size is essential
- Can the writing component be explicitly put into the goals? Value in how the smaller class size will be able to do this.
- Having students pay for the extra credit hour for FYE may not be needed for students in Honors College who already have these skills
 - Could the Honors FYE section be a bit more advanced an different than the typical FYE course
 - Similar to how students test out of other classes and are put into advanced courses, can they go into an advanced FYE program for some students

- Others “vigorously resist” this idea within the room → may open the flood gates to students who will say they already have the skills, especially if the current program has a poor reputation already, allowing students to test out of it would not help with these issues

FYE Goal #2 – Examine and select FYE components to meet the goals of FYE

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FYE Goal #3 – Recommendations regarding the appropriate content for FYE courses

- (Nancy Parsons) Overview of 2 proposals put forward, outline of the course content proposed in the Transition Course
- How will the 1-credit hour will fit with students schedules when it is already difficult to get their schedules to fit, without too many 8am or night classes?
 - Registrar’s Office will be looking at this
 - 1-credit hour has been stated that it can be feasible, nothing more
- Was Block Scheduling considered?
 - We previously looked at a 1-hour lab, but that meant 3 hours of physical time, so we stepped away from that concept
- (Nancy Parsons) Colleagues Clusters – from various constituent groups to keep other aspects aware of what is happening in all the areas under the umbrella of FYE across campus
- Is the Transition Course going to be team taught?
 - We looked at what other universities are doing also
 - Currently we have UNIV100 taught by advisors
 - We would like all people teaching the FYE courses to have some type of training
 - It could be faculty, advisors, housing staff, etc.
 - Application process and selection process to who teaches these courses
- Who trains these people (professors, teachers)?
 - Nancy Parsons, Katrina Daytner, Gary Biller, CSP, etc
- Is this for the Fall 2012?
 - No, Fall 2013 → so we still have time to devise training next year to implement the following year
- If you take faculty out of those FYE classes, who is teaching those courses?
 - Discussions between deans and unit leaders, faculty member, chair, etc.
- How is this content different than UNIV100?
 - We did discuss using UNIV100 as the model to expand for future FYE
 - What if students go on probation or need further assistance, they can be assigned UNIV100, but the main purpose of the new FYE will be specifically for incoming students
- Will students still have FYE requirement when they are in OAS or have been required to take UNIV100?
 - Those thing still need to be determined as we determine the content
 - Need to be further developed the specifics of what this course will look like and what this will mean for all students
 - New FYE may be UNIV101

- Currently the model has Peer Mentors – how will they be incorporated into the new program?
 - We have looked at all those situations – using them in the Transition Course, or residence halls, or potentially in the FYE GenEd/pre-professional course
 - More consistency if we have them in the Transition Course
 - Not all faculty are currently utilizing their Peer Mentors in the same manner, so we want to make more consistency between what that experience looks like
 - This may also depend on which model is chosen
 - Application process will be utilized in the future with Peer Mentors
- HIST, SCH? Issue for the Provost (?)
 - There will continue to be an expectations that the areas who have been funded, will continue to give back through the traditional FYE course or the new UNIV 101 course
- What feedback have you gotten from students about the proposed changes?
 - -we had a town hall yesterday with 5 students who generally agreed with
- Like the integration of Library into the new proposed program
- Like the idea of removing the FYE program from University Theme
- Appreciate collaborating between faculty, staff, grad students, etc. in the proposed model
- Students also experience a judicial experience while at WIU (not all, but some), what kind of conversations can happen because of that?
 - (Tera Monroe) Headstaff would be aware of this and get those notices, having those conversations as part of the CDs and ACDs
- Will the Common Reading be removed for Fall 2012?
 - (Ken Hawkinson) Strongly considering removing the Common Reading option for next Fall based on the evidence we have already received about the impact
- Will FYE students still be required to do AlcoholWise, IVPI (Interpersonal Violence Prevention Plan), and CSI (College Student Inventory) surveys?
 - IVPI not connected to registration currently
 - There will be a registration restriction if students don't complete CSI?
- Faculty Mentors could become a large job, as well as Transition Courses outside of your discipline – what incentive will there be?
 - No one will be forced to teach the transition course – it could be through volunteers, TAs, etc. → still need to gauge this interest
- Cultural diversity should be moved higher up in the list of course content for the Transition Course

FYE Charge #4 – Recommendations regarding the use of advisors/tutors for FYE students

- Early Warning Grades – sometimes first year students put off going to see their advisors, so how can we incorporate an encouragement of advising into the new FYE program
 - College Student Inventory will be utilized (rather than our current MapWorks: Making Achievement Possible)
 - 9% difference between CSI and MAPworks surveys, so we will be moving forward with CSI in the future

- Advisors will be able to see the student's pre-enrollment data in order to have individual conversations with those students, or address some of these issues we see in the larger population through the programming we do
- Advisors may be worried about advising students "wrong" who may be in different majors, so there is some concern with having advisors go into the residence halls to advise students who may not be in their area of expertise
 - Difference between advising and mentoring
 - Academic component of advising should/will be left to advisors, but we are looking to more of mentoring within the residence halls about general advice
- More time for advisors to do these things, does this mean that there will be more advisors hired? Concern for not adding to their workload
- Arts and Sciences 210, Group Diversity, used to be a course at WIU...instead of having one person teach the FYE course, it would be nice to be able to have guest speakers to represent diverse populations in FYE courses
 - Concern for WIU being too "silo'ed"
 - Need to address the cognitive, emotional aspects of the incoming class, especially in terms of diversity
 - Need the entire campus community involved in the new FYE
 - We will need to look at how we will be creating the structure of the new FYE Transition Course
 - It might also be overwhelming to have a guest speaker go to all 100 sections of FYE, but instead to have courses structured so they happen at the same time during the week so we can combine sections to have guest speakers
- Concern for how people who are Unit B teachers not allowed to teaching FYE?
 - This is untrue, Unit B's are able to teach FYE currently
 - Used to be a direction to get more senior faculty, but not a requirement
 - New Transition Course will not be restricted to certain types of professors

Additional Comments and Questions

- How do I communicate that I want to teach FYE Transition Course?
 - Contact Nancy Parsons
 - We will be looking at this in the Fall to determine how to recruit staff, so more information will roll out in the future
- What if you don't have enough people to teach the FYE course?
 - We may have to look at incentives, potentially increase the size of the classes, reach out to more staff members
 - Cannot determine if this will be an issue until we ask people
 - This could potentially be something to look at now before deciding on the course itself
- If someone teaches that course, will they get exempt from another course?
 - On the application there may be a part where the department chairs sign off on allowing people to teach these courses
- How will international students be addressed?
 - This is something to look at, as well as commuter students, transfers, etc.
 - Could look at National Resource Center for Students in Transition to find more information on how we could implement this
- Who's going to train the trainers?

- Would be beneficial to have a great training program and a syllabus that lays it out how to address these issues
- Sometimes it is difficult to get students to take on those skills, may become frustrating to teach the Transition Course
- What support will be given to the teachers of these courses?
- Concern for having graduate students teach these courses, belief expressed that not "anyone" can teach, and there should be specific training
- Current program "unpopular" with students – they don't generally like things that are required → how will this program be more popular with students
 - Need to look at how to get student buy-in
 - (Tera Monroe) We have surveyed students, they wanted to learn about transitional issues, this course is responding to their voices expressed
- Could language be put forth to help departments explain what the course will be (1 course, an ACE, etc)
- Faculty may not like teaching a course that is pre-structured
 - Would like an email sent around to faculty in advance
 - Loss of autonomy from professors who are used to selecting their own textbook
- How will the FYE program be assessed?
 - By utilizing the goals created
 - FYE Review Goals subcommittee will be creating assessments and how to directly measure these items
- If both models have the Transition Course, why are we keeping that other course?
 - The concept of the smaller section was a big component
 - FYE is not the magic pill to fix everything
 - The Transition course will have consistency between sections so that those skills can be utilized in the GenEd simultaneously
- Need more training for faculty who will be teaching the FYE course
- Were students concerned with money and financial concerns in the surveys that were done?
 - Yes, this will also be part of the Transition course
 - How to manage the FAFSA process and financial health
- Is there some way that we can market this as more exciting rather than just another "requirement"?
- Could there be an FYE Office?
 - Problematic: may be that the experts are in their areas, so it is tougher to say that one office has all the answers
 - With the funding that we currently have, union contract, boundaries that we have, we're intending to connect students to the support services
 - Maybe we need all of this in the FYE website?
- Concern for advising caseloads and it is difficult to be intrusive in our help when we don't have the time to help students
 - Would like to see more advisors hired

Adjourned at 3:33pm

Appendix A

STAFF AND FACULTY PRESENT

Name	Department
Nancy Parsons	Provost's Office
Katrina Daytner	FYE Faculty Associate
Brenley Devlin	FYE Graduate Assistant
Jennifer Grimm	Communication
Molly Homer	Honors College
Bill Knox	English & Journalism
Amy Carr	Philosophy & Religious Studies
Chris Ramsey	CBT Advising
Dana Vizdal	CBT Advising Intern/Study Abroad
Andrea Reibling	CBT Advising
Brian Davies	Physics
Tera Monroe	University Housing & Dining Services
Renee Simpson	UAASC
Dianne Bracey	UAASC
Julie O'Brien	UAASC
Bryan Barker	UAASC
Janice Welsch	Expanding Cultural Diversity Project
Jessica Butcher	VPSS Office
Andy Borst	Admissions
Debra Miretzky	Education & Interdisciplinary Studies
Sean Cordes	Library
Kishor Kapale	Physics
Ginny Boynton	History
Susan Dagit	Registrar's Office
Sarah Lawson	Registrar's Office
Jen McNabb	History
Angi Comrie	COEHS
Jeanna Gage	COEHS
Jo Kim	Institutional Research
Seung Won Yoon	IDT
Terri VanMeenen-Misfeldt	Financial Aid
Sharon Stevens	Education & Interdisciplinary Studies
Beate Wilson	Sociology