

Dean Response to Design Team Recommendations

Design Team:	ED100---College Seminar
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Response Submitted:	Fall 2012

The academic deans have reviewed and discussed carefully the ED100 Design Team's recommendations for course improvements. After discussion, we have come to consensus and propose the following outcomes.

The academic deans thoroughly appreciate the time, thought and effort that was dedicated to this task and commend the design team for its significant contributions.

Recommendation/Response/Rationale

1. "We believe it would be useful to have a coordinator/facilitator to oversee the course."

Response: A faculty coordinator from the Center for Language and Learning Design will be appointed during the fall 2012 semester.

Rationale: The coordinator will support the implementation of Design Team recommendations, will plan and facilitate meetings and workshops on ED100, and will serve as a mentor to new instructors. Currently, this role is administered primarily by the Assistant Dean of CLLD whose multiple administrative tasks prohibit a concentrated focus on a revised curriculum. The role may be better filled by a faculty member.

2. "We believe that the use of peer mentors, when possible, would provide an effective means of support for students enrolled in ED100."

Response: A pilot program (spring 2013) whereby one or two sections utilize peer mentors may inform our decision to fully adopt this model (or not).

Rationale: While many colleges utilize peer mentors in ED100 classes, this is a more common practice at four-year colleges where returning students (sophomore- senior years) are more abundant and peer mentors are more easily recruited. However, the idea is certainly worth exploration and experimentation.

3. Course format should be a "2 credit course...to ensure adequate time to address topics and...give more weight to ED100 as a course," a "3 credit course for students in 2+ developmental classes," or "if the above are not possible, A term 1 credit courses."

Response: The course will be offered in the A term to facilitate timely delivery of important information.

Rationale: Movement of classes to A term will ensure that students don't receive information too late or too early for it to be applicable (i.e. information on advisement is irrelevant if delivered after prescheduling, etc.) 2-credit and 3-credit options are not viable at this time, as the College is hoping to decrease the number of credits per program due to SUNY and SED mandates. In addition, the College's imposition of a fee for credits beyond 18 in a semester may negatively affect students' ability to take the course if credits are added.

4. "Eliminate the one-week, pre-semester option to more accurately reflect the college."

Response: The pre-semester ED100 will no longer be offered.

Rationale: Research suggests that information delivered prior to its application is not retained. Retention of information is much more effective when that information is received when it can be readily applied. While students may have performed well in the pre-semester class, they may have been disadvantaged by an inability to use information promptly by its delivery so far in advance of a given context.

5. Offer "all-major, generic sections but [also offer] specialized sections for selected populations."

Response: No major-specific sections will be scheduled from spring 2013 onward. Specialized sections have been instituted for adults, international students and Presidential Scholars. Specialized sections will be added as needs arise (veterans, etc.)

Rationale: Major-specific sections frequently have not met student need due to multiple changes of major by growing numbers of students. In addition, major-specific sections in recent semesters have been transformed to generic due to low enrollment as the registration period enters its final stages. Needs of students can be incredibly diverse and consideration of special populations needs may reveal topics that are not standard (e.g. culture shock for international students).

6. "Make ED100 a co-requisite with common first semester course to encourage taking ED100 in the student's first term."

Response: The Advisement Center will monitor the first semester students' schedules to ensure that ED100 is taken and will contact those students who have not registered to help them add the course.

Rationale: There is no one course that is required in all majors in the first semester, nor would there be a way to make an exception for non-matriculated students who wish to take the co-required course. In addition, the Advisement Center is already closely

monitoring the registration of first semester students and is following up with every individual who should take the course but has not registered.

7. "Make the course a requirement for certificate programs."

Response: The course cannot be made a requirement for certificate programs at this time.

Rationale: The College is required to limit the number of credits per certificate program; thus, this recommendation is not viable at this time.

8. "Clarify the policies for exemption of students from ED100."

Response: Deans will exempt those students who have transferred in a minimum of 30 credits or who already hold degrees.

Rationale: Establishment of this policy will result in consistency and fairness to students.

9. "Incorporate Strengths Quest as a core component."

Response: Strengths Quest training will be *offered* to all instructors of ED100 for the spring 2012 semester and beyond to ensure that the concept is fully understood and that students are familiar with the ways that strengths can be adapted as actionable strategies. Instructors will be urged to attend Strengths Quest workshops prior to the semester in which they use the instrument with their students. The group does not advocate adoption of Strengths Quest as a curricular component at this time until the training that is essential to instructors' effective use of Strengths Quest can be offered to all prior to their teaching the course.

Rationale: Strengths Quest allows students to enter college with a positive mindset rather than a deficit mentality. This approach will serve to build self-efficacy and foster academic self-confidence.

10. Create "a coordinated common outline of topics so all student experience the same topics at the same time, thus allowing professors in other courses to reference the topics."

Response: An updated course outline and requisite documents should be prepared by the work group and forwarded for approval.

Rationale: The curriculum, as the domain of the faculty, should be developed by and voted upon by the faculty.

11. "Recruit, train, and support instructors who are interested in specifically teaching this course," and "Continually offer training programs for ED100 instructors as part of Employee Enhancement Programs such as Summer Institute," and "Faculty and student affairs employees would both be encouraged (and recruited) to teach the course..."

Response: Workshops for ED100 instructors will be planned for each faculty enrichment institute.

Rationale: The opportunity for discussion and sharing of best practices will result in better prepared instructors and enhanced learning experiences for students.

Next Steps

The Deans recommend that the Design Team members serve as a Work Group to implement (with the input and support of the ED100 Coordinator) the following tasks throughout the 2012-13 academic year:

1. Prepare CWCC materials (course outline, sample syllabus, rationale, cover paperwork) reflecting newly designed curriculum for vote by Centers and CWCC.
2. Consider piloting (spring 2013) one or two sections with peer mentor component (suggestions: peer mentors may be Honors Program or Phi Theta Kappa students). Design assessment to gauge student response to peer mentor, and present results and recommendations to Deans at the conclusion of the semester.
3. Plan and facilitate ED100 best practices workshops for all faculty enrichment workshops and invite all ED100 instructors who are teaching the course or will teach it in the subsequent semester.
4. Plan Strength Quest workshops at various times throughout the semester to ensure emphasis on using strengths to produce positive academic outcomes.
5. Consider textbook adoption (if warranted), while mindful of student financial concerns.