FYE Meeting Minutes
for the academic School year of
2016-2017

Submitted by
Tracey Hunter-Doniger
FYE Committee Chair
April 25, 2017
FYE-Meeting Minutes
September 6, 2016
Attendance: Chris Korey, Tracey Hunter-Doniger, Julie Davis, Jennifer Wilhelm, Kathleen Rogers, Wayne Smith, Marianne Verlinden, Mary Trent, Allison Welch.

Christopher Korey, Jennifer Wilhelm, Tracey Hunter-Doniger, Wayne Smith, Kathleen Rogers, Julie Davis, Marianne Verlinden, Allison Welch, Lynne Ford, Mary Shelley Trent, Page Keller, Jeri Cabot

I¶ FYE Fall Meeting schedule
- September 6 – FYE Director Position Description and Application Process
- September 13 – Review of FYE Assessment-FYSS and Library
- September 20 – FYE External Review-Main Points for Program Review
- October 4 – Preparation for Proposal Review/ 2 Spring Proposals
- October 25 – New Proposal Review
- November 1 – New Proposal Review
- November 15 – New Proposal Review (FYE Director Away)
- November 29 – New Proposal Review (If Needed)
- December 6 – New Proposal Review (If Needed) / External Review Results.

II¶ Review the FYE Director Position
a. Refined the FYE director position description
b. Applications to be in by January

III¶ Chris will send around some items to review for the next meeting.

2016-2017-Members
Christopher Korey <koreyc@cofc.edu>, "Wilhelm, Jennifer C" <wilhelmjc@cofc.edu>, "Hunter-Doniger, Tracey L" <hunterdonigertl@cofc.edu>, Wayne Smith <smithww@cofc.edu>, Kathleen Rogers <RogersKB@cofc.edu>, Julie Davis <davisj@cofc.edu>, Marianne Verlinden <VerlindenM@cofc.edu>, "Welch, Allison Marie" <WelchA@cofc.edu>, Lynne Ford <fordl@cofc.edu>, "Trent, Mary Shelley" <trentms@cofc.edu>, Page Keller <KellerP@cofc.edu>, Jeri Cabot <cabotj@cofc.edu>
IV ¶ Review FYE compliance assist
   a. Learning Goal One: Introduction to Campus Resources
      i. Measurement 1:
         1. End of course cumulative exam
         2. Discussed the baseline
      ii. Measurement 2
         1. End of semester survey
         2. Discussed the baseline
   b. Learning Goal Two: Information Literacy
      i. Measurement 1:
         1. Keyword concept map
         2. Discussed the baseline
      ii. Measurement 2
         1. Source identification activity
         2. Discussed the baseline

V ¶ Discussed what topics need to be discussed in seminar
   a. Form a focus group of students for what is important
      i. Substance abuse
      ii. Making good choices
      iii. Safe sex
      iv. Personal safety

VI ¶ Library Activity Assessment
   a. Student specific activity
   b. Professor involvement
   c. Reviewed rubric

VII ¶ Peer Facilitator Discussion
   a. Some PFs are having problems with a few students
   b. There is a ripple effect.
   c. Faculty might need to assist

VIII ¶ Reminder: FYE Fall Meeting schedule
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FYE-Meeting Minutes  
September 20, 2016  
Attendance: Chris Korey, Tracey Hunter-Doniger, Julie Davis, Jennifer Wilhelm, Wayne Smith, Lynn Ford, Allison Welch, Kathleen Rogers.

**Committee:** Christopher Korey, Jennifer Wilhelm, Tracey Hunter-Doniger, Wayne Smith, Kathleen Rogers, Julie Davis, Marianne Verlinden, Allison Welch, Lynne Ford, Mary Shelley Trent, Page Keller, Jeri Cabot

I. **Discussion on the Outline for the Reviewers for October 9th**  
Faculty Professional Development  
- Discussion of when faculty development  
- What do we need to improve with PD?  
- How do we ensure continued FD for veteran FYE faculty?  

**Spring FYE Courses**  
- Ideas and thoughts about how to make the PF more suitable.  
  - Discussion of a 2 week FYE course prior to the beginning of school starting.  
  - Thoughts of the PF “how to be a sophomore” for the spring FYE.  
  - More diversity with PF  
- Other changes that can be made?  

**Synthesis Seminar**  
- What are the key components that we should focus on?  
- How do we continue to connect faculty to the seminar and not have it seem like a completely separated part of the course?  
- How could this be altered for the spring courses?  
- More diversity with PF

**Student Affairs/Residence Life Interactions**  
- Living, learning communities not a good fit for a number of reasons. How can we bring the faculty to the residence halls?  
- Other ideas?  
- We have themed halls.  
- Maybe grad students could serve as RAs.  
- Commuter students
II. Reviewed the Schedule for the reviewers.
   - The FYE committee meeting with the reviewers on Tuesday the October 10th
   - Possible meeting with Juniors or Seniors
   - Meeting with PF
   - Meet with current students
   - Possibly with chairs.
   - A second meeting with FYE faculty.

FYE-Meeting Minutes
October 25, 2016
Attendance: Chris Korey, Tracey Hunter-Doniger, Julie Davis, Jennifer Wilhelm, Wayne Smith, Marianne Verlinden, Kathleen Rogers.

Committee: Christopher Korey, Jennifer Wilhelm, Tracey Hunter-Doniger, Wayne Smith, Kathleen Rogers, Julie Davis, Marianne Verlinden, Allison Welch, Lynne Ford, Mary Shelley Trent, Page Keller, Jeri Cabot

I. Review the proposals
a. Human Rights, Asylum & Immigration
   i. It all looks good.
   ii. A lot of books
   iii. Approved
b. Citizen Society and the Good Life
   i. Great course description
   ii. The writing workload seems to be light. Needs clarification.
   iii. Approved
c. The Pursuit of Happiness
   i. This is good
   ii. The essay has no length.
   iii. The topic is out of the instructor’s area, question for credentials.
   iv. Approved
d. This is Water: Working towards a meaningful life
   i. The title might need to be changed for appeal
   ii. Suggestion is for “the work of man”
   iii. Approved
e. Religion, Animals and Animal Ethics
   i. Approved
f. What is a Nation?
   i. No response to the reach question
   ii. Text and all are good
   iii. Approved
g. Exploring Cultural Strengths and Diversity through Storytelling
   i. Way too much writing.
   ii. Great course
   iii. Approved
h. Planes, Trains, and Automobiles: More Than Just a Movie
I. Might need to have more writing
ii. Suggestion for more math
iii. Approved

II. Next year we need to have an example for the limitations and suggestions for question 9.
a. With all the questions we have about assignments and number of book should we have them submit a sample syllabus?

III. Next week more reviews

September 6, 2016
Attendance: Chris Korey, Tracey Hunter-Doniger, Julie Davis, Jennifer Wilhelm, Wayne Smith,
Marianne Verlinden, Mary Trent, Allison Welch, Lynn Ford

Committee: Christopher Korey, Jennifer Wilhelm, Tracey Hunter-Doniger, Wayne Smith, Kathleen
Rogers, Julie Davis, Marianne Verlinden, Allison Welch, Lynne Ford, Mary Shelley Trent, Page Keller,
Jeri Cabot

I. Review FYE compliance assist
- What is Normal? Approved
- Art Learning Community: Approved
- Human Rights- approved, perhaps create more of a hook for students and a suggestion of adding an official term paper.
- Not Fit for the Dinner Table: Approved
- The Life of the Senses: Approve, comment that their might too many senses, or too much content for one freshman level course.
- Walkin’ the Woods: Approved- question about when the fieldtrip will happen- more detail on the writing assignments.
- Math Walk- Approve
- Green Germany: Approved-More information about the FYSE-
- Bad Books: Excellent
- STEAM with culturally relevant twist: Approved
- Foundations of the Modern World Classic Past: Approved – question about the writing assignments.
- Charleston Writers: Approved
- Revolutionary Poets Society: Approved

II. Topics for spring
- Reading-amount of reading for a freshman?
- Writing-Discuss requirements How much is too much/little for freshman?
- Discuss- REACH Question
The First Year Experience (FYE) is an academic program designed to fully integrate new students into the academic and cultural community of the College of Charleston. The program is housed in the Office for the Academic Experience that also includes the Center for Student Learning, Academic Advising and Planning, New Student Programs, and Undergraduate Academic Services. FYE courses provide new students an opportunity to work closely with faculty, to meet other new students during their first year, to smooth their transition to college, and to provide them with critical skills that will help them succeed throughout their academic careers. Fostering these connections and skills in the first year is crucial to success at the College through graduation, and to future success.

The Director of the First Year Experience is a 12-month administrative position that oversees all aspects of the First Year Experience (FYE), including:

FYE Program Coordination
- Recruiting Faculty to teach First Year Seminars and Learning Communities
- Scheduling First Year Synthesis Seminars (in collaboration with the Center for Excellence in Peer Education)
- Organizing New FYE Faculty Workshop and supports other FYE-sponsored Faculty Development
- Coordinating First Year Student Early Alert Tracking (in collaboration with the Office of New Student Programs, the Center for Student Learning, Academic Advising and Planning, and Undergraduate Academic Services)
- Planning and scheduling FYE Abroad (in collaboration with the New Student Programs and Center for International Education)
- Coordinating First Year research course

Administrative Duties
- Supervising FYE Staff (FYE Data Coordinator)
- Managing the FYE budget
- Leading FYE Assessment (in collaboration with the FYE Faculty Committee and the Office of Institutional Effectiveness and Strategic Planning)
- Scheduling FYE courses (in collaboration with Department Chairs and the Registrar’s Office)
- Facilitating FYE Course Events and Activities (in collaboration with the FYE Data Coordinator)
- Participating in the Summer Orientation sessions and facilitating the enrollment of students in FYE courses.
- Contributing to The College Reads! Program
The Director must be a full-time, tenured College of Charleston faculty member (instructors and senior instructors are not eligible for this position). Ideal candidates will present a demonstrated interest in and commitment to first year student success, experience with coordinating complex tasks, processes, or events, and a record of successful administrative experience and campus leadership. The FYE Director serves at the pleasure of the Provost for a three-year term, with an option to renew once for a total of six years of service. The Director reports to the Associate Vice President for the Academic Experience and is an *ex officio* member of the FYE Faculty Committee. Although this is considered a full-time administrative position, the FYE Director teaches one FYE course a year.

The FYE Director will be replaced in her/his department with a visiting faculty line. The 12-month position will begin January 1, 2018, but applicants should plan for a transitional period that will include a portion of the summer and fall 2017 semester.

Interested applicants should submit a CV, a letter of interest that highlights qualifications and past experience relevant to the position, and a separate statement of educational philosophy that addresses their interest in and commitment to supporting first year student success. Materials should be submitted to Lynne Ford in the Office of the Academic Experience by January 16, 2017.

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**FYE Committee Meeting**  
**February 17, 2017**

Chris Korey, Tracey Hunter-Doniger, Jennifer Wilhelm, Kathleen Rogers, Julie Davis, Marianne Verlinden, Allison Welch, Mary Trent, Page Keller

A. Discussion about Peer-Led Synthesis Seminar
   a. Create a rubric
      i. What needs to be done
      ii. How many classes have to be done
      iii. Participation
      iv. Assignments-done or not done
   b. Have a contract for FYE students- so if they miss class then they can still pass FYE
      i. Attendance- attentive and engaged
      ii. Portfolio items and modules
   c. Suggestion for online sections for the PF seminar

B. Information from Gen Ed
   a. Faculty that teach the course have to have an assignment
   b. Include it in the grade
   c. Language in syllabus regarding distribution of grades
   d. Suggestion that the learning objectives go into the course syllabus
   e. Suggestion of thinking of it as a zero-credit lab

C. Discussions of the options
   Option #1
10% of Course Grade in the FYE course will be based on attendance/participation and successful completion of the Synthesis Seminar assignments/modules

Option #2
FYE Academic Course grade will decrease by (X% Points or Letter Grade Levels) based on attendance/participation and successful completion of the Synthesis Seminar assignments/modules

<table>
<thead>
<tr>
<th>% from the seminar</th>
<th>Bonus up a 3rd of a grade</th>
<th>Stays same</th>
<th>Grade goes down 1/3</th>
<th>Grade goes down 2/3</th>
<th>Grade goes down a full grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td></td>
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<tr>
<td>80-89%</td>
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<tr>
<td>70-79%</td>
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<td>60-69%</td>
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<tr>
<td>0-59%</td>
<td></td>
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</tbody>
</table>

D. Chris will investigate
   a. Talk to Department Chairs to discuss the options
   b. Discuss with faculty
   c. Possibly survey faculty on the sample

FYE College Wide Committee
April 7, 2017
Attendance - Tracey Hunter-Doniger, Chris Korey, Marianne Verlinden, Allison, Julie Davis, Jennifer Wilhelm, Page Keller, Wayne Smith, Mary Trent

I. Grading policy for FYE -PF classes. (See addendum for options)
   • Various ways that have been done
   • Should both learning communities have the grade included... yes
   • Option One: If the students got a grade bump it would not represent and accurate account of their content knowledge
   • Option Two: may seem fairer in that case.
   • Committee overwhelmingly thought giving faculty a choice would be helpful.
   • Also, giving the options as standard format would be mostly helpful for faculty.
   • Discussion of tardies/ leave early- 3= an absence
   • Discussion of what happens if the student completes the online module, but doesn’t attend class.
   • Excused/unexcused- first and foremost support-the FP
   • Leave to the digression of the faculty member for special cases

II. 2017-2018 Committee
• Allison Welch
• Beatriz Maldonado-Bird
• Jennifer Wilhelm
• Julie Davis
• Kate Mullaugh
• Marianne Verlinden
• Tracey Hunter-Doniger – chair for 2017-2018

III. Addendum
Grading Policy Discussion Information

Liza and I did a syllabus review to see how current courses were incorporating the FYSS into their course attendance or grading requirements.

<table>
<thead>
<tr>
<th>FYSE</th>
<th>Attendance</th>
<th>Part of Course Grade</th>
<th>Nothing, but Mentions FYSS Policy</th>
<th>Nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 FYSE</td>
<td>0.10</td>
<td>0.49</td>
<td>0.17</td>
<td>0.24</td>
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<tr>
<td>Spring 2016 FYSE</td>
<td>0.13</td>
<td>0.46</td>
<td>0.13</td>
<td>0.29</td>
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<tr>
<td>Fall 2016 FYSE</td>
<td>0.09</td>
<td>0.36</td>
<td>0.21</td>
<td>0.33</td>
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<tr>
<td>Spring 2017 FYSE</td>
<td>0.04</td>
<td>0.56</td>
<td>0.20</td>
<td>0.20</td>
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<tr>
<td>Average</td>
<td>0.09</td>
<td>0.47</td>
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<tr>
<td>LC</td>
<td></td>
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<tr>
<td>Fall 2016 LC</td>
<td>0</td>
<td>0.45</td>
<td>0.1</td>
<td>0.45</td>
</tr>
<tr>
<td>Spring 2017 LC</td>
<td>0</td>
<td>0.5</td>
<td>0.375</td>
<td>0.125</td>
</tr>
</tbody>
</table>

Categories

**Attendance: This indicates the faculty member made it part of their attendance policy**

Examples:

"Missing more than 4 lecture or more than 1 synthesis seminar will result in your receiving a WA (equivalent to an 'F') for the course"

"Attendance at the PF Sessions is mandatory. An unexcused absence from the PF Session will count as 1/2 of a class absence." (4 absences in class max)
"Attendance at this weekly session is a requirement of this course, and absences from this session will be counted under the attendance policy

Part of Course Grade: This indicates there is an explicit inclusion of the FYSS in the grading of the course.

Examples:

"Your participation grade will also be lowered if you miss the Synthesis seminar class as well as my class" (10%)... "You are allowed two (2) unexcused absences – no questions asked. I don’t distinguish between excused or unexcused absences. Your final grade will suffer 5% points for every subsequent absence"

"Your attendance to each session of her class is required and will be reflected on your participation grade in this class" (10%)

"The synthesis seminar is an integral part of the learning community and your attendance and participation in it are part of your participation grade for this course." (8.75%)

FYSS Attendance, Participation, Assignments - 20% of course grade

Nothing, but Mentions FYSS Policy: This indicates that there is no attendance or course grade component in the FYSE or LC course. But they do mention the FYSS attendance policy.

Nothing: This indicates that a course did not mention the FYSS at all in their FYE Syllabus.