New Mission, New Goals, New Syllabus!
Following the Data

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Presentation Goals

- Change Process
  - Data
  - Mission Statement
  - Goals
  - Syllabus
- Next Steps
  - Course & Instructor
- Audience Feedback
FYS 1001

- 1 semester hour
  - 80 minutes per week for 11 weeks
- Elective credit
- Fall semester only
- Professional staff
- Peer instructor
- Approximately 10% of incoming class
- Register through advisor
This source describes “double loop learning” (Morgan, 1997), the fifth stage of the holographic design where organizations are viewed as brains (i.e., the ability to learn how to learn), that was utilized to facilitate the Freshman Seminar change process.
Step 1: Sensing, Scanning, and Monitoring the Environment – Fall 2005-2006

Environment

- An easy “A”
- Common syllabus, but no consistency
- Focus on academic skills and guest speakers
- Little oversight
- Minimal instructor training or follow up
- CATE results: neutral

Step 1

Step 2

Step 3
Step 2: Comparing information against operating norms

- **Information:**
  - High school GPA increasing
  - SATs going up
  - Campus climate
    - Percent in residence halls increasing
  - New facilities

- **Norms:**
  - Easy “A”
  - Drill and skill
  - Perceived as course for at risk students
  - Little oversight - inconsistency between sections
Step 3: Initiating Appropriate Action

Action

- Increased number of sections & instructors
- Introduced population specific sections
  - Pre-Health
  - Pre-Law
- Gathered data to drive discussion
  - CATES
  - New student survey
  - Instructor feedback
Step 1: Sensing, Scanning, and Monitoring the Environment – Post-Fall 2006-Spring 2007

Environment

- New central administration
- Record number of admits
- SATs improve
- Record number of students living on campus
- Interest of long-term instructors fading
- New instructors
- Collaboration with TLC
  - Data from
    - CATEs
  - swot
- Program review in 2009
Step 2: Comparing information against operating norms

Information
- Desired a more academically rigorous course
- Needed
  - to improve students’ transition
  - to reenergize instructors
  - to require course consistency
  - to prepare for program review

Norms
- Easy “A”
- Drill and Skill
- Perceived as course for at risk students
- Little oversight - inconsistency between sections
- Lack of community
Step 2b: Questioning whether operating norms are appropriate

Questioning

- Operating norms no longer aligned with vision
  - Skills vs. Transition
  - Enhancement vs. Revision
    - Restructure operating norms
- Data
  - New mission/goals
  - New syllabus
  - Improve training
  - Collaboration with TLC
Step 3: Initiating Appropriate Action

Action

- Collaborate with TLC
  - Restructured syllabus
    - Rubrics
    - Grading
  - Focus on transitions
- Increased opportunities to build community
  - Instructors, peer instructors
  - Revised scheduling matrix
- Add student voices
  - Focus group assessment
  - NSSE
Next Steps
Fall 2008

• Increase section collaborations
  – International student panel
  – Athlete tailgate initiative
• Program evaluations of individual sections
• Create advisory board
• Increase use of institutional data
Thank you!!

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