

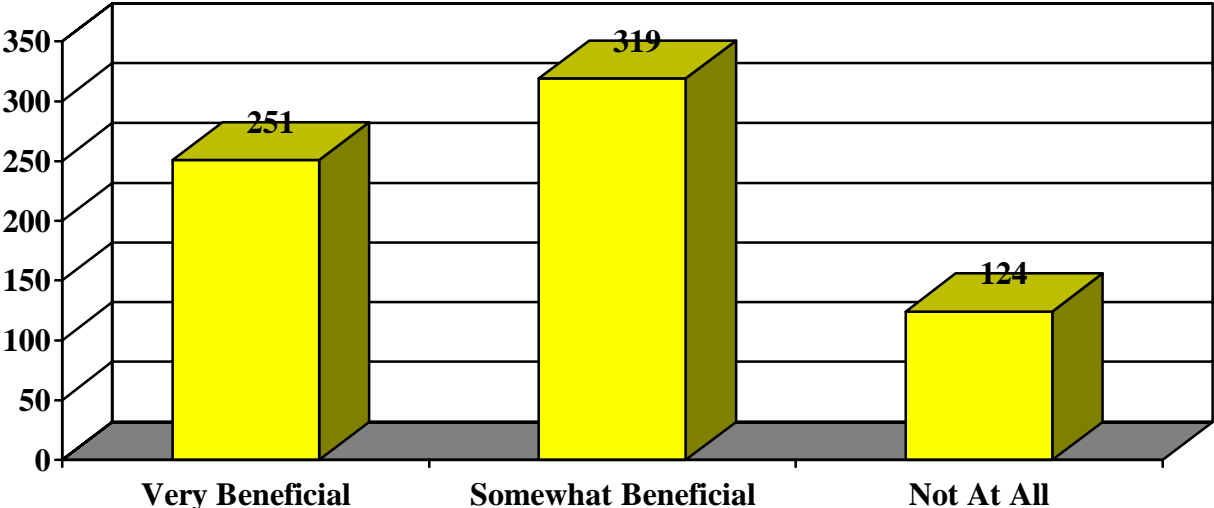
FYS – Fall Semester 2002
February 17, 2003
Debriefing

Meeting Agenda

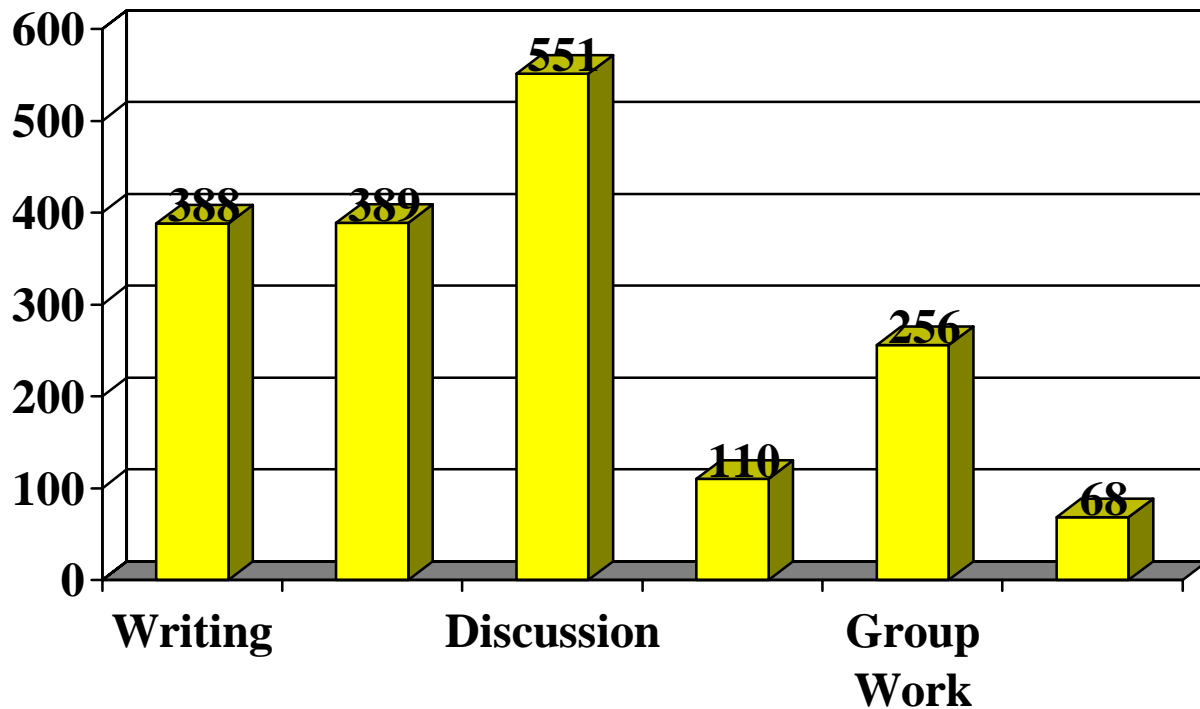
- I. Discussion of Objective Assessment Items of FYS Students**
- II. Discussion of Qualitative Assessment Items of FYS Students**
- III. Discussion of Qualitative Assessment Items of FYS Faculty**
- IV. Discussion of Grading and Course Assignments**
- V. May Workshop**

- **Enclosures include packets for items 1 – III, above**
- **Carroll News articles**
- **Core Document requirements for FYS**

To What Extent Was the FYS Beneficial?



The Most Valuable Skills Learned in FYS

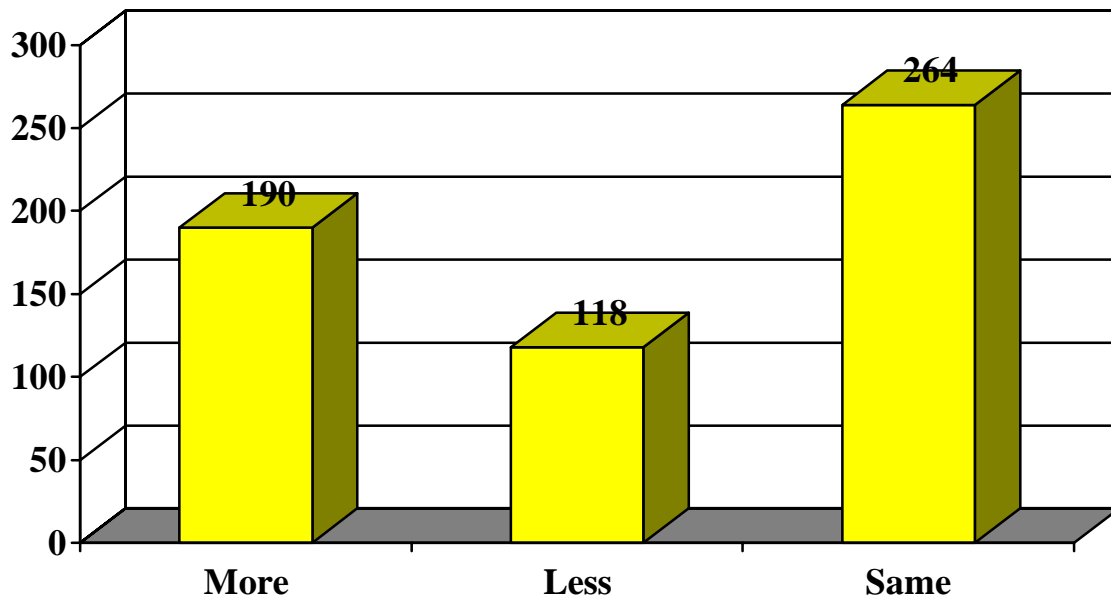


In nearly all cases, when students suggested that FYS was ‘not at all beneficial’, they still selected one or more of the above options.

The following statements are representative of comments made by students selecting the option “other”:

- ‘learning how to adapt to each professor’s requirements’
- ‘I learned how to work the system’
- ‘when to not show up to class’
- ‘that you don’t have to work hard to get a good grade’
- ‘no ability to discuss topics conflicting w/ teacher’s opinion’
- ‘critical thinking’ (though it’s mentioned in the first section)

Compare the Amount of Work in Your Section to Other FYS Sections

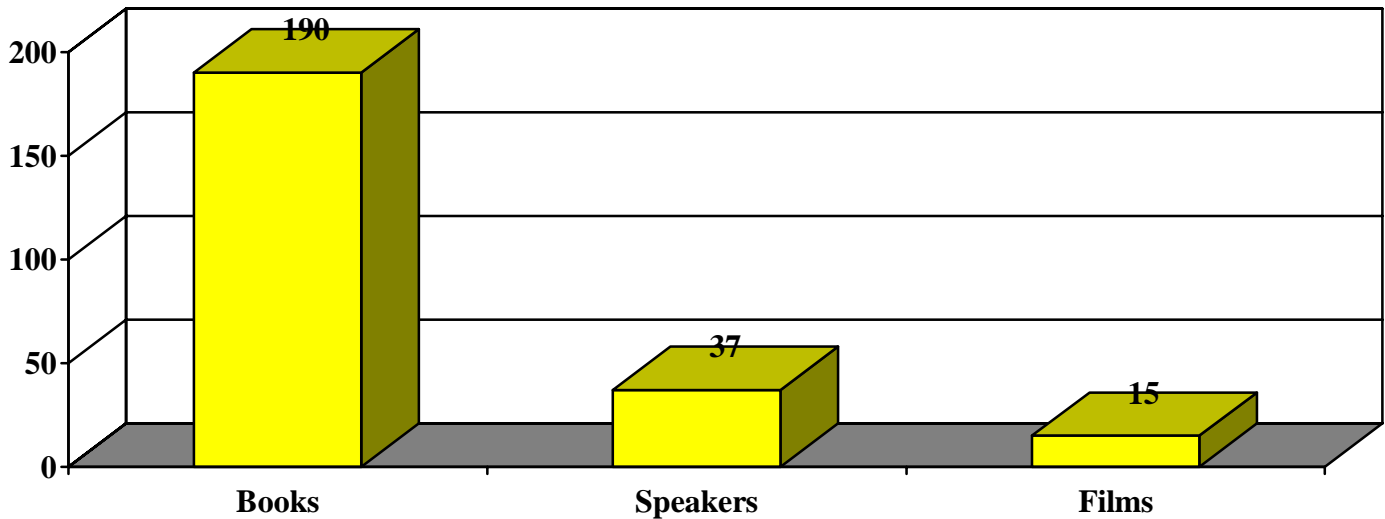


Students reporting more work in their sections than other FYS sections were more likely to also comment that:

- some professors take FYS too seriously and give too much work.
- only faculty teaching at the same level should be chosen (all 100/400 level).
- students should have faculty who understand how difficult the first year of college is.
- FYS should be taught using a common syllabus.
- FYS doesn't belong in the core/ make in an option/let students choose their own faculty member.
- FYS took too much time from other courses that 'mattered' (courses in the major).
- FYS should be eliminated. In the words of one student "Kill it Hutu Style. WHACK!"

Similar comments were infrequently seen when students reported an equal (or less heavy) set of requirements.

Suggestions for Change



The books/selected readings were the major issue of concern for students.

‘Galileo’s Daughter’ was mentioned in more than half of the complaints about the readings. Some students felt that faculty should have chosen a different book.

There were numerous comments about addressing topics and issues ‘relevant’ to student’s lives. Some mentioned discussing ‘current affairs’ or ‘life skills’.

Several suggested that students be allowed to pick the fourth book either during the semester or over the summer.

Students commented that they didn’t like the film series or that they didn’t understand the relationship between some of the films and the theme.

Only one student complained about the Flannery O’Connor Article.

Students complained more about the cost of the anthology than the readings. Frustration centered on not being able to sell the anthology back to the bookstore, and rarely the anthology - despite it’s cost.

Students either wanted more speakers or fewer speakers. The only specific complaints were about the speakers discussing ‘homosexuality’.