

***Core Experience Task Force  
Final Report***

***to the  
Provost***

***June 2005***

(minor revisions, pp. 7, 11. September 05)

Core Experience Task Force  
Ithaca College  
Final Report to the Provost  
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**Executive Summary**

In its interim report (March 2004) the Core Experience Task Force provided substantial context to its deliberations even as the task force recognized that in its second and final year specific recommendations would comprise the bulk of its work. This final report, then, will not repeat materials included in the interim report though we urge review of that report.

In 2004-2005 the Core Experience Task Force focused on two principal goals: First, what we began to call an “attribute list,” that is, brief statements of attributes or learning goals to which all Ithaca College students would aspire by graduation. The attribute list was derived from discussion activities within the task force and with representative college community groups. Considerable support exists for the attribute list. The attribute list follows:

- **Lifelong Learning** - The development of intellectual curiosity and the research skills to pursue it.
- **Competence** - The development of discipline-specific knowledge and skills and the interdisciplinary linking of that knowledge to other fields.
- **Communication Skills** - The ability to read, write, speak, and listen well, and the ability to use communication technology effectively.
- **Critical Thinking** - The ability to acquire, comprehend, analyze, and synthesize knowledge and information from print, electronic, and media sources.
- **Aesthetic Appreciation** - Recognize the variety of artistic expression and appreciate aesthetic perspectives and endeavors.
- **Personal Development** - The ability to collaborate with others as peers and as leaders, resolve conflicts cooperatively, assume personal responsibility, and create and live intentionally by values/ethics.
- **Social and Environmental Responsibility** - The ability to understand, appreciate, and think critically about cultural complexity, sustainability, and diversity and the development of a global perspective.

This list assumes that Ithaca College students have rich curricular experiences in majors, minors, elective choices, as well as opportunities through the many co- and extra-curricular opportunities available at the college. Development of the attributes does not occur solely as a result of the recommended core experiences. Rather the attribute list represents aspirational goals for all Ithaca College students achieved through a combination of core, curricular, and co-curricular experiences.

Second, following the activities discussed in its interim report, the Core Experience Task Force began to influence the six core experiences listed below, some of which were being developed by other campus groups, and presented at greater length starting on page 6.

Six core experiences are being recommended:

**New Student Orientation**

**The Ithaca Seminar**

**The IC Residential Seminar**

**Aesthetic Appreciation Experience**

**Capstone Experience**

**Learning Portfolio**

For consistency's sake we will present each of the six recommendations in one page with a common format, hoping that this presentation will facilitate the kind of distribution and discussion appropriate to these recommendations.

We appreciate your guidance and welcome opportunities for discussion.

Howard Erlich, Chair  
Core Experience Task Force

## **Introduction**

Though CETF membership has changed somewhat over the two-plus years of its existence and though members were able to participate in the task force's work with various levels of regularity, the Core Experience Task Force has been faithful to its responsibilities, meeting regularly over the two-plus years since its formation. (See appendix for CETF membership list.) CETF held regular meetings, twenty-nine since its inception (see appendices for copies of notes from all CETF meetings). Information on the task force's work was disseminated to the Ithaca College community through Intercom, *The Ithacan* and open meetings. Our interim report to the Provost was posted on the Provost's website.

CETF conducted two sets of community meetings, in the spring of 2004 and again in spring of 2005, involving representatives of Faculty Council, Student Government Association, Staff Council, and the Administrative Assembly. Open forums were held in spring 2004 and 2005 to invite any interested college-community members to participate in discussions with the task force. A presentation was made to the Board of Trustees in fall 2004 to apprise them of the task force's work. Recognizing that other initiatives were underway which would affect the task force's recommendations, CETF met formally with other task forces (Ithaca College First-Year Seminar; Residential Experience Group) to share ideas and learn about the initiatives of these groups as well as less formally keeping apprised of the many other campus initiatives – from learning portfolios to capstone experiences. These many interactions with the campus community and the rich array of feedback from these interactions helped to shape the recommendations which follow.

## Six Core Experiences

### Title            New Student Orientation

#### **Goals**

- transition experience from high school (academic & social)
- introduction to college missions & goals IC has for students

**Description** New Student Orientation includes both summer sessions and 3-4 day session as academic year begins.

Summer orientation goals include: (1) introduction to College mission, (2) establish student responsibility for his/her own education, (3) introduction of the reading initiative and other activities which highlight the nature of IC as a learning community, (4) opportunity to make connections with peers, faculty, and staff, (5) registration for fall courses, (6) information shared about academic, social, and residential components of college life.

Fall orientation takes place during the 3-4 days just prior to the first day of classes and will be required of all new students. It will include (1) reading initiative discussion groups and other activities involving students in learning community experiences prior to start of classes, (2) convocation, (3) specific workshops and meetings that will provide information about (a) living on campus, (b) academic resources, (c) diversity program introducing them to key issues (potentially using Cornell Interactive Theatre group), (d) possible aesthetic appreciation experience for all new students, (e) first formal meetings with faculty advisers.

#### **Connections to attributes**

Introduction to concepts of lifelong learning, intellectual growth, aesthetic appreciation and character development.

#### **Implementation status**

With further development of the role of the Director of First Year Programs and Orientation, links between summer, fall, and first year programs will be considered. A committee of representatives from student affairs areas, academic administration, faculty, and students will continue to develop orientation programming. A new Director of First Year Programs will bring vision and energy to the ongoing planning in the 2005-06 academic year.

#### **Potential avenues for assessment**

Utilize evaluations completed by parents (summer) and for students (summer and fall) and gather comparative data from like colleges & focus groups of sophomores. Data gathered feed back into continuing program development process.

## Title            **The Ithaca Seminar**

### **Goals**

- Provide all first-year students with an engaging academic and intellectual interdisciplinary experience that will set the tone for the remainder of their study at Ithaca College.
- Foster learning through exploration, engagement, reflection
- Build a foundation for future study incorporating an academic methodology based in reading, critical thinking, writing, speaking, and listening, basic research skills including information literacy and presentation.
- Connect learning with other aspects of academic life, including residential life, character development, and the responsibilities of citizenship.
- ~~Integration of the three pillars (intellectual growth, aesthetic appreciation and character development)\*~~

### **Description**

This seminar introduces first-year students to the processes of intellectual inquiry through exploration, engagement, and reflection. ~~using a common text and other sources as a point of departure. Students will formulate an informed perspective on themes identified in these sources, clearly articulate that perspective in writing and speech, develop sensitivity to the perspectives of others, and learn to differentiate between similarities and differences among these perspectives. The seminar will culminate in an individual project that links disciplinary research and/or service learning with text themes.\*~~ **Faculty for the program will be drawn from all five schools at Ithaca College and the Division of Interdisciplinary and International Programs.** In the next year or two a proposal will be put forward to require all first-year students to take an Ithaca Seminar. 3 credits.

### **Connections to Attributes**

The Ithaca Seminar addresses the attributes of lifelong learning, the development of critical thinking skills, social and environmental responsibility and personal development.

### **Implementation status**

This program will be piloted in the Fall of 2005, and will be known as the *Ithaca Seminar*. In August of 2004, faculty were sent an invitation to participate in the formulation of these team taught interdisciplinary courses. Eleven courses, with a total of 19 sections will be offered in Fall 2005. Enrollment in each section will be limited to a maximum of 25 students.

### **Potential avenues for assessment**

Standard grading evaluation and procedure.

At least one of the students projects will be incorporated into their portfolio.

\*Note: This language was in the seminar's original proposal, but is not included in the pilot seminars.

**Title**                    **The IC Residential Seminar**

**Goals**

- Students will understand and be able to articulate the values of Ithaca College as stated in its mission. These values focus on developing the skills necessary to be lifelong learners through attention to the three pillars of the institution:
  1. Intellectual growth (create a culture of reading) - For this first pillar, we will use the text selected for the summer reading initiative as our point of departure for suggesting themes for discussion throughout the students' first semester at the College.
  2. Aesthetic appreciation (student attendance at events) – The second pillar will be addressed by group attendance at various events on-campus, including those sponsored by the music school, the theatre program, and the art/art history departments. These events will also contribute to group discussions and reflective writings.
  3. Character development (notions of justice and ideas of ethical behavior) - The third pillar will be focused on issues leading to a discussion of contemporary values, ethics, and the difficulty of "doing the right thing." This pillar will include service learning initiatives either on campus or civic engagement in the local community.
- Students will gain the skills necessary to be successful in their transition to an academic and residential community. Topics could include:
  1. Classroom and community etiquette
  2. Time management skills
  3. Substance use issues
  4. Diversity Issues
  5. Healthy Decision Making
  6. Involved Program
- Students will understand how to develop and use an e-portfolio in reflecting upon their college experience.

**Description**

The Residential Seminar will be a one credit seminar required for all first year students. The students will be assigned to a seminar section based upon the residence hall in which they live. The seminar will incorporate the three pillars of the mission statement, the text from the first year reading experience, transition to college issues and an introduction to the learning portfolio.

**Connection to Attributes**

This seminar will directly address several of the attributes. These include:  
Critical thinking skills – will be further developed by discussing the first year reading initiative text and other seminar topics.  
Personal Development – will occur as the participants go through a process of clarifying their values and learning about ethical decision making.  
Social and Environmental Responsibility – will develop as students participate in class activities related to diversity and transition to college issues.

**Implementation Status**

The Office of Residential Life, working collaboratively with academic affairs, will pilot two sections of the IC Residential Seminar in fall 2005. These seminars will be housed in the East and West Tower. Students who elect to take the seminar will automatically be housed in the Towers. One seminar section will meet on Tuesday evening and one will meet on Wednesday evening. The syllabus for the seminar content will be developed by Jim Swafford, Associate Professor

of English and Honors Program Director. The class sections will be facilitated by Linda Frechette, Residence Director and Bonnie Solt Prunty, Director of Residential Life and Judicial Affairs.

**Potential Avenues for Assessment**

At the beginning of the academic year we will administer a pretest to determine students' understanding of the mission of the college and their ability to manage the transition to college issues. We will then administer a posttest at the conclusion of the class. Each student will be completing an e-portfolio that we can read to gather qualitative information regarding their experience in the class. We will also have each student evaluate the course content and their facilitator.

## **Title            Aesthetic Appreciation Experience**

### **Goals**

- Students will be exposed to a wide variety of high-quality artistic events that occur on campus.
- Students will spend time engaged in activities outside of their discipline.
- Students will participate in an experience that directly relates to the Ithaca College mission statement.
- Students will have information and opportunities to develop and sustain lifelong aesthetic appreciation.

### **Description**

*First Year Design* – The first year residential seminar will be extended to include the spring semester. During the spring semester students will be required to attend four arts events (e.g., music, theater, cinema and art gallery) with their seminar class and instructor. Students will participate in a “talk back” following the event. The talk back will be facilitated by someone who helped produce or direct the event.

*Sophomore Year Design*- During their sophomore year students will be required to attend four events. Events that meet the requirement will be selected and advertised in advance. In fact, sponsoring organizations will be able to identify their event and a talk back facilitator, and apply to have it included in the list of approved events. We will track students’ attendance at events using their ID card.

### **Connection to Attributes:**

This core experience is directly linked to the attribute regarding the development of aesthetic appreciation.

### **Implementation Status:**

Currently aesthetic appreciation is one component of the IC Residential Seminar Program. The first step in implementing aesthetic appreciation as a distinct core experience would be to expand the IC Residential Seminar Program to a full year, to allow the aesthetic appreciation component to become the focus of spring semester. Then a work group, including some representation from the IC Residential Seminar, would need to be created to finalize the plans for, and implement, the sophomore year aesthetic appreciation component. There is no existing work group focusing on this core experience.

### **Potential Avenues for Assessment:**

We will require students to complete an evaluation following their attendance at each event. Additionally, we will have each student, at the completion of their requirement, incorporate a reflective piece in their learning portfolio. The information gained through the evaluations and learning portfolios will be utilized to continue to develop the program.

**Title:            Capstone Experience**

**Goals:**

- A culminating undergraduate experience, occurring at or near the end of the program of study.
- An integrative or summative endeavor that draws on or brings together a student's previous curricular and/or co-curricular experiences

**Description:** A capstone may take one of two forms. It may be either a “magnet,” a synthesizing intellectual experience drawing together disciplinary concepts (for example, the Music School's senior recital), or a “mountaintop,” a synthesizing and integrating intellectual experience that is often interdisciplinary or connecting to other conceptual frameworks. The magnet is disciplinary specific whereas the mountaintop is conceived as a general capstone course. The capstone is not prescribed here as consisting of a particular number of credit hours. A variety of credit arrangements should be considered as capstone offerings are proposed.\*

**Connections to Attributes:** The capstone would address critical thinking and some number of other attributes depending on the specific experience.

**Implementation Status:** A number of programs on campus already have a capstone experience or an experience that could become a capstone with little alteration.

**Potential Avenues for Assessment:** A capstone should entail some type of performance or final project. The assessment would be based on that culminating work.

**Discussion:** The primary focus of the capstone experience should be on synthesis, integration, and application of previous knowledge rather than on acquisition of new knowledge. Ideally, capstone experiences allow students to demonstrate the intellectual growth, aesthetic appreciation, and character development that are the pillars of the college's mission statement. And while it is possible, perhaps even attractive, to imagine some generic capstone experiences, it is more likely at Ithaca College to expect capstone courses based upon both the specific needs of the discipline as well as the opportunity for students to reach beyond the discipline and connect their intellectual growth, aesthetic appreciation, and character development, to broader educational goals and experiences, beyond the boundaries of the discipline. In summary, a discipline-based capstone asks students to reflect upon the sweep of their educational experiences even as the discipline can provide the specific grounding for the capstone. Recognizing that not all disciplines lend themselves to a natural capstone, and that not all majors at the College currently engage in a capstone-like experience, it is expected that the development of a college-wide capstone will be necessary in order to facilitate this proposal as a Core Experience. It is not expected that this “generic” capstone would be the primary vehicle for delivery of this core experience, but rather an alternative for schools or departments with discipline based capstones in development and for those few that would not plan to offer a discipline based capstone experience.

\*These terms (magnet, mountaintop) were used in a conference presentation by Sharon Hamilton, Indiana University, Purdue University, Indianapolis.

**Title**            **Learning Portfolios**

**Goal:**            To demonstrate individual and collaborative growth, achievement, and learning over time, and situate student learning within the institutional plan.

**Description:** A learning portfolio is a personalized, purposeful collection of an individual’s work that demonstrates individual and collaborative growth, achievement, and learning over time. Learning portfolios contain artifacts that demonstrate the relationship between program and/or academic major and student development/progress through relevant critical reflections on the evidence presented as well as the goals yet to be attained. The portfolio serves as a summative reflective tool that demonstrates a student’s growth and provides evidence of learning over his/her career at Ithaca College.

**Connections to Attributes:** The Learning Portfolio is designed to serve as a reflective opportunity to unify all identified attributes and relevant goals in the College’s institutional plan.

**Implementation:**

To address the scope of the portfolio as envisioned by the Task Force:

- Integration of portfolio development with academic majors: faculty will articulate departmental learning outcomes and identify any relevant professional standards to be addressed (e.g. NY Teacher Education, OT, PT, AACSB).
- Integration of portfolio development with Co-curricular institutional goals/outcomes: Student Affairs and Campus Life staff will articulate their goals to be addressed in the portfolio. (e.g. IC Residential Seminar Core Experience
- Reflection questions relating to curricular and co-curricular goals/outcomes will be developed

There is a current movement towards electronic learning portfolios in higher education. The electronic format allows for Interactivity that is not limited by physical location or time. Several programs on campus are currently working with learning portfolios in an electronic format. ITS has identified the resources required to support development, training and first-level support of a campus-wide ePortfolio program. The ePortfolio initiative, at an initial cost of \$122K, is included in the project list developed by the President’s Advisory Committee on Information Technology. Individual departments may also decide to implement non-electronic learning portfolios or not require the electronic format.

**Potential Avenues for Assessment:**

**Internal:** Others (faculty, advisors, fellow students, mentors) can be invited to review and comment on the work. Materials evolve in the student’s personal workspace where they can be kept beyond the duration of a specific course, facilitating future reference and reflection.

**External:** Possibilities include exit surveys of graduating seniors, measurements of employment rate, or faculty assessment and grading.

## **Recommendations for Development and Implementation of Core Experiences**

Cautions, concerns, and guidance gleaned from the College community meetings and from discussions within the CETF lead to the following recommendations for development and implementation of the Core Experiences.

1. A steering committee of representatives from each of the existing ad hoc and standing committees (All College FYS, Orientation Steering, IC Residential Life) and several participants from the CETF, needs to be established and a chair appointed to assure that the parts of the developing Core Experience Program grow in complementary and supportive ways.
  - a. The steering committee should review existing capstones and continue further development of parameters for college-wide capstones experiences.
  - b. The steering committee should continue discussion with the college campus about the development of learning portfolios. Faculty who have had experience with portfolios for their courses, majors, and/or programs should be directly involved with the steering committee in development of campus-wide learning portfolios.
  - c. The steering committee should create an organizational structure for campus-wide implementation, a timetable for implementation, and a budget for the parts and whole of the Core Experience Program.
2. The six core experiences should be implemented in stages. The new orientation program (CE # 1) as well as pilot programs for Ithaca Seminar (CE # 2) and IC Residential Seminar (CE # 3) should be assessed in spring of 2006 to inform implications of full implementation for all incoming students.
3. A pilot program needs to be developed for Aesthetic Appreciation (CE # 4). A three phase approach would include the already planned aesthetic component in the pilot IC Residential Seminar (fall 2005). The IC Residential Seminar in its second pilot year (fall 2006) can be extended to spring 2007 for those new students in their second semester. The third phase would establish an aesthetic appreciation component for sophomores.
4. A communication plan must be developed to provide clear, extensive information to the college community about the purposes and values of the Core Experience Program as well as a full description of each of the six core experiences themselves.  
This communication should be adapted and developed more completely for use for new and prospective students.
5. Faculty and staff development programs should be instituted to engage and inform faculty and staff about the Core Experience Program and their individual and collective roles in specific components of the program.
6. The portfolio process needs to be linked to the attribute list. Students' final semesters should include finalizing the portfolio which includes connecting the individual portfolio to the attributes.

7. The CETF spent considerable time discussing issues of diversity. Input from community forums also reflected concern for greater emphasis within core experiences. Cognizant of the many discussions occurring campus wide, CETF is cautious about specific recommendations while acknowledging the importance of diversity as a concept to be reflected in task force attributes and recommendations. This is a work in progress.
8. Since community forums with faculty, students, and administrators in spring '04 and '05 produced significant support for the attribute list developed by CETF, we recommend that this attribute list be adopted as the institutional learning outcomes list, to be used in overall college and individual school/unit assessment efforts.
9. As core experiences are piloted an assessment process needs to be initiated, the assessment developing in complexity as the Core Experiences themselves develop and are implemented in stages. A Core Experience Assessment group involving representatives from the existing Ad Hoc groups establishing these experiences, members from CETF, and a representative from Institutional Research should be established no later than the fall of 2005. An assessment process including but not limited to the attribute list (learning outcomes) needs to be established in the early stages of implementation. This process needs to expand as the implementation process continues. It may be appropriate to have this become part of the overall institutional assessment process.
10. Responsibility for the implementation and administration of this complex set of core experiences should be identified in the early stages of development and implementation. CETF estimates the need for a full-time administrator, though this would depend upon other complementary responsibilities.

## **Appendices**

The appendices of this report provide a summary of community feedback and concerns and collated scores from feedback forms completed in spring 2005 at the Tri-Council meeting and open forums.

### **CETF membership**

Howard Erlich, Dean, Humanities & Sciences, Chair of CETF

Lis Chabot, College Librarian

Farah Desvarieux, Class of 2005

Mark Fonder, Professor of Music Education

Timothy Glander, Associate Professor, Director, Center for Teacher Education

Jessiah Jones, Class of 2006

Eric Lewis, Associate Professor, Business, Accounting

Marian MacCurdy, Professor & Chair, Writing

Janice Elich Monroe, Associate Professor, Therapeutic & Leisure Studies

Debra Moree, Associate Professor, Music Performance

William Pelto, Associate Professor-Music, Associate Dean

Thomas Pfaff, Assistant Professor, Mathematics & Computer Science

Bonnie Prunty, Director, Residential Life/Judicial Affairs

Janet Reohr, Associate Dean, School of Humanities & Sciences

Roger Richardson, Assistant Vice President, Student Affairs/Campus Life

Tanya Saunders, Assistant Provost & Dean of DIIS

Megan Sullivan, Class of 2004, Vice President, Academics – Student Government

Simon Tarr, Assistant Professor, Cinema & Photography

Brittany Willard, Class of 2006

## Notes from CETF Meetings 2004 – 2005

(Notes from Core Experience Meetings '03-'04 can be found in the appendices of the Interim Report to the Provost, March 2004 at the Provost Website)

### **Notes on Core Experience Task Force August 17, 2004**

**Present:** Bonnie Prunty, Bill Pelto, Tom Pfaff, Marian MacCurdy, Lis Chabot, Howard Erlich, Janet Reohr, Roger Richardson

Those present reviewed the recommendations of the CETF subgroup that meet July 7<sup>th</sup> to suggest a plan (and agendas) for fall 2004. Janet is to find a time block when CETF can meet and plan 8 meeting dates within the fall semester.

There was discussion about *present activities* on campus that might be further developed to address the charge of the CETF.

The compiled lists of core experiences (including suggestions from the Community Meeting in February and from Administrative Assembly) were reviewed. Discussion included clarification to distinguish between (**A**) shared experience (doing the same thing at the same time; ex. first year students all enrolled in a first year seminar with common expectations and activities) and (**B**) common experience (reaching the same outcomes [attributes] perhaps through different avenues; ex. all students expected to attend two concerts and two plays per year but student can choose which ones). It was agreed that we should stay with category (**A**) shared experiences. Those core experiences from the compiled lists that fit the shared experience definition are:

- First semester – first year seminars, interdisciplinary
- First year residential experience
- Capstone experience – interdisciplinary (writing, service, career) [with some kind of capstone fair/capstone exposition providing something the “same” for all]
- Curricular core – all students take some common courses (one of which is societal awareness oriented) [technology courses / communication course/ five 1-credit courses focusing on attributes / diversity requirement/ seminar courses] {also consider focus on developing significant relationships with faculty/ staff/ administrative mentors} {integrate information literacy into curriculum - media literacy}
- Unifying experience for each class '05, '06, etc. (collective endeavor)
- Expanded & ongoing reading experiences (readings, presentations, guided discussion or film from a common experience – ex. summer reading program of '03)
- Senior project (post capstone) related to discipline, public presentation (Whalen symposium or the like)
- Community plunge
- CITE (Cornell Interactive Theatre Ensemble)
- Attendance at music, film, theatre, visual art, etc. – from a thematic approach determined for each academic year
- Portfolio – with common elements (ex. everyone develops portfolio/ process is the same though content for individual students would be different)

- Develop personalized fitness plan (involve dining hall experience, awareness week, and/or some kind of competition)
- Ropes course (or something like it) with focus toward bonding/ community/ teamwork/ unique/ corner/ capstone
- Swim test
- Orientation to IC and to purposes of higher education
- Large scale public events with majority of students participating
- Exposure to career services program (all 4 years)
- Theme for the year (incorporated into all work)

## Notes on Core Experience Task Force August 30, 2004

**Present:** Bonnie Prunty, Tom Pfaff, Marian MacCurdy, Lis Chabot, Howard Erlich, Janet Reohr, Roger Richardson, Janice Monroe, Mark Fonder, Debra Moree

CETF considered the outcomes of the last meeting which had produced a shorter list of core experiences. This particular list is “shared experiences,” activities involving all students at the same time. Discussion ensued about the distinctions between shared experiences and common experiences.

Recommendations for core experiences generated by the H & S chairpersons’ group were distributed. The possibilities of core courses, mentioned by H & S chairs, were discussed. Concerns about the difficulties that professional programs might have if courses (or credits) were to be added to program requirements were raised. Possible ways to work around this concern were discussed briefly.

There seems to be much consensus around a number of potential core experiences not only within CETF but across campus.

Review of the refined core experience list included adding some and cutting some items. Though further additions and deletions may occur, at this point the list of core experiences includes:

- First semester – first year seminars, interdisciplinary
- First year residential experience
- Capstone experience – interdisciplinary (writing, service, career) [with some kind of capstone fair/capstone exposition providing something the “same” for all]
- Attendance at music, film, theatre, visual art, etc. – from a thematic approach determined for each academic year
- Portfolio – with common elements (ex. everyone develops portfolio/ process is the same though content for individual students would be different)
- Service Learning activities

At the *next meeting, September 13, 4:00 – 6:00 PM in Hyslop Room, Whalen Center*, there will be reports as follows:

- Roger will report on Service Learning (a copy of the report on Academic and Student Affairs Collaboration will be distributed to the CETF)
- Howard will report on the College wide First Year Seminar initiative (an open meeting for the College wide FYS will be held Sept. 12)
- Lis will report on e-portfolio (Lis is developing a white paper on e-portfolio so will provide some initial information as her report is developing)

## **Notes from CETF September-13-04**

**Present:** Bonnie Prunty, Tom Pfaff, Lis Chabot, Howard Erlich, Janet Reohr, Roger Richardson, Janice Monroe, Mark Fonder, Brittany Willard, Simon Tarr

The Report to the Provost on Academic and Student Affairs Collaboration was e-mailed to all CETF members prior to the meeting. Roger provided additional information about service learning, one part of said report.

Service Learning can be perceived as service learning directly related to a course or civic engagement. Roger indicated that there is a great deal happening at IC in reference to service learning. Though this might not fit the model of core experience with all students doing the same thing at the same time it could be a valuable part of an overall plan for 5-7 core experiences. There should be clear intentions planned, with a reflective component for students and then assessment. It could be connected to the e-portfolio.

The idea of implementing a service learning component over several years was suggested. It could start with a pilot, perhaps involving a learning community in the residence hall. It might include freshmen beginning with volunteerism, sophomores identifying a community group with whom they wished to work, and then junior year engagement in service learning as part of a course. There was consensus of CETF that service learning should be considered for a recommended core experience.

The First Year Seminar was on the agenda. Though a report on First Year Seminar will arrange for next meeting, a brief discussion of FYS ensued. It was suggested that First Year Seminar should be connected to the all college reading initiative.

Agenda for the next meeting will include:

- Bonnie providing information about First Year Residential Experience
- Report on the initiative for a college wide First Year Seminar
- Report on e-portfolio

Time of the meeting has been changed to better accommodate the schedules of more members. Time now is 5:00 – 6:30 pm.

**Next meeting Monday, September 27<sup>th</sup>, 5:00 pm – 6:30 pm in the Campus Center Seminar Room.**

**Notes from CETF**  
**September 27, 2004**

**Present:** Bonnie Solt Prunty, Tom Pfaff, Lis Chabot, Howard Erlich, Janet Reohr, Roger Richardson, Mark Fonder, Brittany Willard, Debra Moree, Marian MacCurdy, Tanya Saunders, Bill Pelto, Farah Desvarieux

**Guests:** Janet Wigglesworth and David Garcia

Lis Chabot provided an overview of e-portfolio (with handout). Janet Wigglesworth provided an example of an e-portfolio using the CETF attribute list as an organizing framework. IC already has a template being used in a few courses. Some key points to consider with e-portfolios include:

- The technology is not difficult though at present IC does not have the ability (or capacity) to support ALL students with e-portfolios.
- Need to be clear about purposes of e-portfolios.
- Success with e-portfolio can only occur if we have checks along the way, for example introducing students in first year, having check points through 2<sup>nd</sup> & 3<sup>rd</sup> year via courses and then review in final year.
- Necessity of faculty investment from across the campus and all levels (first through senior year).
- There are companies that have software to provide framework for e-portfolio development.

A suggestion was that every course (or numerous courses throughout all programs and all four years) could identify requirements on syllabi. These requirements would be directly connected to CETF attributes with defined means of connecting these to e-portfolios. It was also suggested that we could require First Year Seminar and Capstone and connect the e-portfolio to those two ends of the college experience.

CETF members had been e-mailed a copy of a *DRAFT Guideline for Proposals for Pilot in the All-College First Year Seminar Program*. David Garcia provided information from his work with the FYS group. The plan now is to invite proposals for a pilot program for fall of 2005 with full implementation for FYS all IC students by fall 2007. Presently faculty proposals are being sought for models for FYS and for syllabi for specific courses. Options could include theme courses with several sections taught by different faculty, courses in different disciplines that use a common class time to coordinate programming among the different groups, or other models. There is not an option to extend the H & S model to All-College since the advising component in H & S (a key component) could not be administered across the campus.

**Next meeting:** October 11<sup>th</sup> 5:00 – 6:30 pm in DeMotte (a light dinner will be provided)

**Agenda:**

1. First Year Residential Experience (Bonnie and Roger will provide proposal)
2. Capstone Experience - review of existing capstone experiences will begin the conversation

## Notes from CETF October 11, 2004

**Present:** Eric Lewis, Mark Fonder, Lis Chabot, Simon Tarr, Bonnie Prunty, Howard Erlich, Janet Reohr, Roger Richardson, Brittany Willard, Tom Pfaff, Janice Monroe, Farah Desvarieux, Tanya Saunders

**Excused:** Debra Moree, Marian MacCurdy, Bill Peltó

Bonnie and Roger described a potential **First Year Residence Seminar (FYRS)** including:

- Students would select housing as they have previously done and seminar would be organized around sections of residence halls
- Seminar would have credit attached (1 cr of a 3 cr First Year Sem or 1 cr of 4 cr H & S FYS model)
- Could include freshman reading initiative
- Could foster (direct & track) aesthetic component(s) of Core Experience options
- Would be able to focus on transition to college issues
- Could be focused to address CETF attributes
- Seminar instructors would be master's level student affairs staff
- Calculations suggest 50 sections would be needed
- Faculty would be involved in developing the curriculum for the course
- Alternative FYSR for commuters could be developed so all first year students could participate

Other schools have models like Bonnie & Roger have suggested including SUNY Geneseo and SUNY Cortland. A discussion followed. This FYRS might be tried as a pilot. A sophomore option for learning communities, in the residence halls could build on FYRS, for ex. a leadership community or environmental community. It was suggested that some of the CETF attributes could be a focus for FYRS. A means to assess learning related to selected attributes could also be established. Concerns were raised about grading, APC's approval, faculty involvement, sufficient numbers of master's level prepared student affairs staff willing to participate, room in the curriculum in majors in any/all schools for even one additional credit and the timing/scheduling issues also would require attention, how this would connect with first year reading initiative and how faculty would connect with FYRS.

Bonnie and Roger were requested to follow up:

- Feasibility study (Roger is working on feasibility report)
- Investigate private colleges (and peer institutions) who have undertaken such an activity
- Pilot program versus full implementation

Roger noted that Peter and Brian had asked for coordinated efforts between academic and student affairs. Identifying learning that occurs outside the classroom is an area of interest. It was noted that there is precedent with grading outside the classroom as P/F grades are given for participation on athletic teams.

Eric presented a short description of **capstone** courses in the Business School:

- Strategic Management is a capstone course for all business majors regardless of concentration. The course ties all other course materials together using a case based approach. Teams within each class present a strategic plan which addresses concerns about finance, management, accounting, ethics, and other aspects of a business.

Mark talked about Music **capstones** (nine degrees in music school)

- Four programs in music (performance, jazz, composition, & performance with /collaboration) have capstone courses
- Student teaching is a type of capstone for those pursuing music education.
- Bachelor of music with an outside field and bachelor of arts in music do not have a capstone

Simon distributed a handout and briefly discussed **capstone** in the Park School of Communications:

- All ten degree have a capstone courses which includes application of material learned in previous courses.

Janice talked about the 3 types of **capstone** experiences in HS/HP:

- Culminating internship where students are required to apply knowledge
- Classroom course in strategic planning which brings together and integrates previously learned information
- Professional development seminar involves learning ancillary professional skills such as resume development, professional style, grant proposal development or similar concepts
- Not all HS/HP students take all but all students take at least one of these capstone courses.

H & S will present info on **capstone** at next meeting.

Next meeting is **October 25<sup>th</sup> 5:00 – 6:30 in the Campus Center Seminar Room** (a light dinner will be provided) (different room but similar food options available)

Agenda:

- Bonnie and Roger will provide what they have been able to follow up thus far.
- H & S will provide information about capstone experiences
- Aesthetic/cultural experiences will be discussed

## Notes on Core Experience Task Force October 25, 2004

**Present:** Brittany Willard, Roger Richardson, Tom Pfaff, Lis Chabot, Bill Peltó, Marian MacCurdy, Tanya Saunders, Janet Reohr, Janice Monroe, Howard Erlich  
**Excused:** Bonnie Prunty, Farah Desvarieux

Janet updated the Task Force on a presentation she and Bonnie did for the Board of Trustees. The presentation provided an overview of intention of the CETF, its process, outcomes to date, and directions for the completion of the work of the task force.

Roger provided follow up information about the Residential First Year Seminar. Though there is much that still needs to be researched he indicated there is an interest in integrating the First Year Reading Initiative into the residence experience. Roger noted that Ithaca College is a comprehensive, residential college and needs to address what those identifying characteristics provide for student learning, student development and student satisfaction, areas that Middle States Association is increasingly concerned about.

Discussion continued with consideration of faculty meeting with students in specific areas within the residence halls and the notion of “faculty fellows”, faculty living in a residence hall for even a short time, such as an extended weekend. The notion of faculty participating more directly in club activities was also discussed.

A concern for student transition into college also led to discussion of connecting aesthetic/cultural experiences to a residential first year experience, some kind of cultural immersion program. Bill Peltó described how students in music are tracked for attendance at recitals for which there is a six semester requirement of 15 events per semester. Students are issued tickets which are stamped upon arrival and again upon departure. The system has worked well.

The number, timing, and connections of possible aesthetic experiences were considered. Discussion included using experiences to enrich courses, connect to residential life or residential first year experience, ways to integrate aesthetic/cultural experiences throughout four years, marketing the notion through admissions, and connecting it as a unique characteristic of Ithaca College. A reflection component of an aesthetic or cultural experience would be very important. Bill indicated that for music some sort of “talk back session” after a concert would be easy to establish. Reflection needs to include other aspects, especially for non-musical cultural activities.

Next meeting is **November 8<sup>th</sup>, 5:00-6:30 in the DeMotte room** (a light dinner will be provided)

### Agenda:

- Finish discussion of capstone experiences
- Other ideas that need to be added to the list of possible core experiences
- Plan for communication with college community

## Notes on Core Experience Task Force November 8, 2004

**Present:** Bonnie Prunty, Roger Richardson, Tom Pfaff, Lis Chabot, Bill Pelto, Marian MacCurdy, Janice Monroe, Eric Lewis, Farah Desvarieux, Janet Reohr, Howard Erlich, Tanya Saunders  
**Excused:** Simon Tarr, Brittany Willard, Mark Fonder, Debra Moree

Discussion of capstone courses or capstone experiences continued, revisiting schools' specific expectations. HSHP has capstones in every department and capstone seminars of which almost all have reflective component considering current trends and issues as well as last semester (or second to last semester) portfolio presentations. Additionally, all internships have a journaling component. For Music, most programs performance majors have recitals which involve working with a faculty member. Music Education has a journaling component and composition majors put together a portfolio. All Business majors involve a four credit strategic management course which synthesizes all business core courses with a team of students providing a strategic management plan as an outcome. A list of examples of H&S capstone courses was provided. Many departments, Anthropology, Art B.F.A. program, Computer Science, Environmental Science, Psychology, Theatre, and Writing have capstone courses which require some reflection and integration. The Honors Program has a senior capstone seminar which looks at contemporary issues.

Discussion progressed to the possibility of an all college capstone experience. This might involve reflection on contemporary issues, perhaps including some aspects of how students transition out of college to work or graduate school. The e-portfolio could fit with such a senior capstone by involving not just resume development but reflection on what the student has done and is planning to do. It was suggested that connecting across disciplines would be important; requiring interaction between professionals from many areas. This all college capstone ought to mix students from different majors.

It was suggested that a seven week block senior capstone would allow music students to participate. Integrating the first year reading initiative into the senior seminar and tying in the portfolio would be good.

What do we want students to learn starting from first year seminar and residential first year experience? We should set a larger context for students by focusing on "what students are to do in the world." A senior capstone of contemporary issues could focus on the larger world context. How can we set an intentional model for life long learning?

Bonnie asked about our process for concluding the CETF work. With the need to involve the college community and provide the provost with a proposal we have much work still to do before May.

Howard noted that subgroups can put together proposals and we can then provide the provost with a position paper including recommendations for core experiences and means to implement those recommendations.

For next meeting:

- Tom will take the lead on developing a paper for a contemporary issues capstone or range of capstones. Eric, Janice, and Roger will work with Tom.
- Bill will draft a paper on how we can have students take advantage of aesthetic experiences. Bonnie and Marian will work with Bill.
- Bonnie will provide a paper on the residential experience.

These papers will be shared in advance of the next meeting if possible.

Next meeting is **November 29th, 5:00-6:30 in the Campus Center Seminar room** (a light dinner will be provided)

## Notes from CETF November 29, 2004

Present: Tom Pfaff, Simon Tarr, Lis Chabot, Bonnie Prunty, Janice Monroe, Howard Erlich, Mark Fonder, Eric Lewis, Marian MacCurdy, Tanya Saunders, Brittany Willard, Bill Pelto, Janet Reohr

For discussion purposes, Janet shared her version of what we have been discussing thus far for core experiences and basic definitions of those experiences.

Howard shared two handouts: one an advertisement for a director at Bowling Green for a program on the order of our IC core experience and an example of a senior assessment in capstone courses which Southern Illinois University Edwardsville is doing.

It is not clear that we have complete consensus on the core experiences we have discussed thus far, though we are getting close. It was suggested that core experience possibilities, for example, an All College FYS, could benefit from support of CETF and suggested directions from CETF to help integrate FYS with other experiences students would have at IC.

Tom distributed a description of a three credit capstone on current issues facing the US and the World. This should be an integration and capstone of the liberal arts experience. There were several perspectives that were voiced about this possible capstone:

- Some departments are already doing this kind of a capstone
- It would be difficult for some schools/departments to include this kind of course in their curriculum
- Some departments have very successful capstones that aren't current issues focused
- There is interest in a capstone but there is not consensus on what that should be

It was noted that our group still is struggling with the question of equivalent experience or same experience for all students.

Bill shared an outline of a plan to incorporate aesthetic appreciation into students' second year. A non-credit, P/F program taken over two semesters would require students to attend 6-8 events with required pre and/or post discussions/briefings. This might be combined with the first year residential experience. Coordination/staffing would be complex.

The idea of a service program in year three could allow for core experience at each of a student's four years.

Bonnie provided a verbal description of the written proposal for a First Year Residential Experience which would include the three pillars of the mission: intellectual growth, aesthetic appreciation, character development. It would involve student life staff teaching a one-credit course with students living in a common residence. A two section pilot is planned for fall 2005.

Next meeting, the last of the semester is scheduled for **December 13<sup>th</sup> from 5:00 – 6:30 pm**, in the Campus Center Seminar Room. A light dinner will be provided.

### Agenda

- Review all previously discussed core experiences weighing support for each
- Set meeting schedule for 2005

**Notes from CETF  
December 13, 2004**

**Present:** Howard Erlich, Tom Pfaff, Mark Fonder, Janice Monroe, Lis Chabot, Eric Lewis, Bill Pelto, Bonnie Prunty, Janet Reohr, Marian MacCurdy, Tanya Saunders, Roger Richardson

The Task Force was to review consideration of all core experiences discussed thus far. Questions were raised about the implications of core experiences being developed through other task forces or methods, for example, summer orientation is developed by the summer orientation committee, all-college first year seminar is being developed by another task force, e-portfolio is being discussed by various groups including the technology task force. It was noted that the CETF could influence the direction these activities take and that CETF should work to establish integration among the various core experiences which it recommends.

The issue of credits arose in discussion of several core experiences. Concerns about the ability of some programs to absorb more credits (example: FYS or residential experience or new capstone) was discussed. It will be incumbent on CETF to provide a recommendation of process for those core experiences that may have credit attached.

Capstone experience is identified within the Institutional Plan. The Plan indicates the need to “Establish a common protocol for senior-year capstone experience that includes both experiential and reflective dimensions.” The Institutional Plan does not suggest that capstone must be a course. The notion of a set of capstone courses, which might include a current topics capstone, with mixed student population from all schools is one possibility.

An additional core experience to be added to the existing list is service learning.

Using a simple measurement tool, CETF rated all the core experiences previously discussed. The summary of that rating is attached. Strength of support and strength of opposition (specifically with the capstone experience) is identified.

A CETF Retreat will be held on:

**Tuesday, January 11 from 1:00 – 4:00 pm in Gannett 319.**

At that meeting we will work in small groups to provide greater elaboration for all of the core experiences.

## Notes from CETF January 11, 2005

Present: Bonnie Prunty, Howard Erlich, Eric Lewis, Tom Pfaff, Janice Monroe, Lis Chabot, Tanya Saunders, Roger Richardson, Mark Fonder, Debra Moree, Janet Reohr, Marian MacCurdy

### THREE HOUR RETREAT Meeting

The meeting started by reviewing the College Mission, Institutional Plan – goals 1 & 2, and the provost's charge to CETF. A discussion followed. CETF has been operating from the perspective that we do not have power to direct changes in curriculum but from the Institutional Plan and provost's charge it appears that we do have power to influence changes in curriculum. There seems to be some pressure for us to encourage some curricular change. Was the provost's charge interpreting the Institutional Plan to step away from core courses? The Institutional Plan can be seen as an evolutionary document which evolves as the college continues to evolve.

As we reviewed our "emerging core experiences" it was noted that several important areas we had discussed are not included, specifically addressing cultural experience and community service. Reviewing the list of attributes, we recognized that meeting these attributes should be dependent on core experiences and on majors and school requirements.

It was also noted that the provost's charge indicates CETF is to review the school missions and goals and ask what educational outcomes have been/are being addressed within each school. This discussion ought to be part of our communication to the college, spring 2005. The same questions should be asked of all schools.

After considerable discussion it was determined that we would stay as one large group in today's meeting to elaborate the emerging core experiences rather than breaking up into smaller groups and working on individual core experiences. As the First Year Residential Experience is thoroughly developed we focused on the five other core experiences starting with what we believe has been/is being established by other task forces on campus. The five core experiences discussed include:

1. summer orientation
2. first year seminar
3. aesthetic/cultural experiences
4. capstone experiences
5. e-portfolio

Details from the discussion of these five core experiences is attached.

The next meeting is scheduled for **Monday, January 24, 2005, from 5:00 – 6:30pm in the Campus Center Seminar Room.** Dinner will be provided.

Agenda for Jan. 24<sup>th</sup>:

- work together on a communication plan
- based upon stated preferences, create small working groups to develop brief (2 page) concept and implementation proposals for our February 7<sup>th</sup> meeting.

## Notes from CETF January 24, 2005

Present: Eric Lewis, Howard Erlich, Tom Pfaff, Bonnie Prunty, Janice Monroe, Debra Moree, Mark Fonder, Lis Chabot, Marion MacCurdy, Farah Desvarieux, Janet Reohr, Tanya Saunders

It is important to get a communication plan established. We need to get back to all the groups we involved in discussions spring semester 2004, including Faculty Council, Student Government, Administrative Assembly, and others. It would be best to do this before spring break (March 5-13).

At this point it would be better to focus our conversations with these groups on concept rather than discussing implementation which will raise considerable complexity and perhaps resistance. Perhaps we ought to solicit the community groups' strength of support for our concepts.

It was suggested that inviting the provost and/or president to a community forum to underscore the college commitment to Core Experience would be helpful. Provost could emphasize IC's previous Middle States Report, reports from IR's information on students' sense of connection to the College, and the Institutional Plan, Goal 1 and 2, intentions regarding Core Experience. We might also review the colleges previously explored by CETF that have had success with experiences like we are now exploring. Our core experiences ought to be raising the bar for students; perhaps producing more leaders, all of which should be highlighted in our communication to the College community.

CETF goal is to get College community groups together to "report back" a month from now.

CETF subgroups for further development core experiences identified are as follows:

- 1) Summer Orientation
  - a. Tanya Saunders
  - b. Janet Reohr
- 2) First Year Seminar
  - a. Janice Elich Monroe
  - b. Debra Moree
  - c. Farah Desvarieux
- 3) Aesthetic/Cultural Experiences
  - a. Bonnie Prunty
  - b. Simon Tarr
- 4) Capstone Experience
  - a. Tom Pfaff
  - b. Howard Erlich
- 5) E-Portfolio
  - a. Mark Fonder
  - b. Lisabeth Chabot

First Year Residential Experience has already been more significantly outlined so does not need further development at this point.

Each group is to develop the core experience further, both conception and implementation strategies based on last meeting's brainstorming (about two pages for each core experience). Core Experiences (1-3) brainstorming was reviewed to assist subgroups in their work. Core Experiences (4-5) were not discussed.

Next meeting will be **Monday, February 7, 5:00-6:30, Campus Center Seminar Room** (Dinner will be provided).

Agenda for Feb. 7<sup>th</sup>:

- Consider each of the five core experience plans developed by subgroups.
- Determination of specifics for communication plan with the College community.

## Notes from CETF February 7, 2005

Present: Janice Monroe, Bonnie Prunty, Howard Erlich, Tom Pfaff, Mark Fonder, Debra Moree, Roger Richardson, Tanya Saunders, Farah Desvarieux, Janet Reohr, Lis Chabot

Absent: Eric Lewis, Simon Tarr

Guest: Peter Bardaglio

Peter Bardaglio joined the meeting just to see how things were progressing. He noted the planned changes in first year programs office should fit with the efforts of CETF which also relate to the charge from the president to strengthen first and second year retention.

The *Communication Plan* needs to be developed quickly so we can inform the college community of CETF activities and allow opportunities for feedback. Contacts need to be made with Faculty Council, SGA or Staff Council to set up a joint meeting, hopefully before spring break. Bonnie, Lis, and Roger will develop a communication plan similar to last year's for discussion at our next meeting.

Subgroup reports were presented. Janice, Debra, and Farah circulated a report on FYS. The recommendation from the subgroup is in support of the all College First Year Seminar program being developed now. The topic for the seminars will be derived from Summer Reading Initiative and focus on reading, discussion, writing, research, and information skills. The plan is to require FYS as a 3 credit liberal arts course for all first year students. The FYS plan will be piloted fall 2005 and, for full implementation, would require 65-70 sections (25 students each) taught by faculty from across the College. Restructuring of the first year programs and orientation office may help to integrate the FYS with First Year Residential program.

Bonnie presented the Aesthetic Appreciation proposal she and Simon developed. A continuation of the First Year Residential Experience could include an aesthetic appreciation requirement. Therefore spring semester first year students would attend four arts events with a "talk back" session following each event. A sophomore requirement of four events could also be created. Tracking students could occur using ID card readers with schools possibly tracking attendance of this non-credit bearing program.

Tanya presented a proposal for orientation which Janet and Tanya developed. A set of inter-related messages would begin prior to on-campus summer orientation continue through fall orientation and first year seminars. Messages would focus on the College mission as a central component of orientation. Connecting the Reading Initiative into summer orientation, fall orientation, and FYS is one of the several integrating aspects.

There was some concern that fall orientation was not sufficiently developed.

A question was raised about how complete our proposals need to be. Peter noted that the core experience task group should get as far as it can but the work of the group won't stop with the submission of a final report at the end of the spring semester. CETF involving several planning groups on campus (ex. FY Seminar, Orientation Committee) is positive as there will be more support from across campus, yet CETF needs to create a process that can continue forward movement even after a report is submitted.

It was suggested that the subgroups visit with existing planning groups (FY Seminar and Orientation Committee) to inform them of CETF activities and solicit support before we present to the College community.

Next meeting will be **Monday, February 21, 2005, 5:00-6:30, Campus Center Seminar Room** (Dinner will be available.)

Agenda for Feb. 21:

- Review and finalize communication plan
- Reports from E-Portfolio and Capstone subgroups

**Notes on the Core Experience Task Force  
February 21, 2005**

Present: Howard Erlich, Roger Richardson, Deb Moree, Janice Monroe, Liz Chabot, Tom Pfaff, Mark Fonder, Farah Desvarieux.

The communication plan sub-committee (Liz, Bonnie, Roger) distributed the “Stage 3 Communication Plan” and the bulk of the evening was spent discussing the proposed plan. Members were grateful and generally very positive about the plan. Issues to be decided include how much information to distribute to the campus community before the first public meetings (still being arranged) and the format of materials to be distributed. Consensus seemed to be that not much detail should be distributed before the public meetings and that at the meeting a common one-page format needed to be developed. (For example, the format could reflect and define briefly the particular concept, provide a bit of context for it, some goal statements and perhaps assessment strategies.) Agreement that we should not dwell on implementation.

Discussion then turned to capstone with capstone, sub-committee members sharing materials on the two types of capstones recommended: discipline based or generic.

Next meeting is Monday, March 14, 5:00 – 6:30.

Agenda items will include:

Eportfolio presentation; decision about format for the public presentations; sharing of information about the time frame for implementation of the communication plan.

Notes compiled by Howard Erlich

## Notes from CETF March 14, 2005

**Present:** Tom Pfaff, Howard Erlich, Debra Moree, Simon Tarr, Mark Fonder, Eric Lewis, Lis Chabot, Bonnie Prunty, Janet Reohr, Janice Monroe, Tanya Saunders, Roger Richardson

Janice reported back about a visit with the First Year Seminar group who were very pleased with the CETF coming to talk with them. They see CETF efforts as supporting their work.

Lis gave a description of e-portfolio, suggesting it needed to be tied to courses. The notion of tying it to Dee Fink's taxonomy was discussed. The costs of a required server and possible acquisition of a commercial package for electronic portfolio would be really expensive and not possible in the immediate future according to Lis. Use of the term learning portfolio rather than e-portfolio was discussed. Learning portfolio is the term being used by other colleges to imply this is a process rather than an outcome. Starting with a learning portfolio which may, in the future, take an electronic form would be appropriate.

The community meeting tentatively planned for April 5<sup>th</sup> with SGA, Faculty Council, and Staff Council was discussed. Arrangements must be made with the three groups, rooms reserved, save the date information sent out. It was agreed that we should share, prior to that meeting, basic information about the core experiences we have been developing. A template will be distributed by Janet and those working on each of the core experiences will complete and return to Janet who will put them together in one document. Basic information about CETF activities previously will also be developed for distribution.

Bonnie will do worksheets for the community meeting.

Next meeting is **Monday, March 28<sup>th</sup>, 5:00 – 6:30 pm** in the Campus Center Seminar Room. A little dinner will be served.

Agenda for March 28<sup>th</sup> meeting:

- Review plans for the April 5<sup>th</sup> meeting, set up and organization
- Review information for distribution before April 5<sup>th</sup> meeting:
  - Six briefly described core experiences (in template form)
  - Basic information and history of CETF activities
  - Worksheets which will direct community meeting activities
- Finalize who is responsible for each component of the community meeting on April 5<sup>th</sup>

## **Notes from CETF March 28, 2005**

Present: Howard Erlich, Janet Reohr, Bonnie Prunty, Tom Pfaff, Janice Monroe, Roger Richardson, Lis Chabot, Mark Fonder, Tanya Saunders, Farah Desvarieux

The discussion centered around preparations for the community meeting with the Faculty Council, Student Government Association, and Staff Council. The meeting is scheduled for **Tuesday, April 5, 2005 from 8:15 p.m. to 9:30 p.m. in Klingenstein Lounge.**

An invitation will be sent to all members of the three groups identified. The invitation will include specifics about time and place and give goals for the meeting. Attachments to the invitation will include an Overview of the Core Experience Task Force and the six core experiences briefly described using the template developed previously.

Bonnie described the process for the hour and fifteen minute meeting.

- Newsprint with easels will be available for 8-9 groups of 10 people
- Chairs will have to be rearranged into clusters of 9-10 chairs (Faculty Council meeting which will be held in Klingenstein from 6:00 – 8:00 p.m. on Tuesday evening)
- One core experience will need to be identified on each easel (though not visible to audience initially) for each of the groups
- Color-coded worksheets will be distributed around the clusters to mix Faculty and Staff Council members and Student Government members
- Also distributed at each chair will be copies of the two documents previously mailed to invited participants with the invitations to April 5<sup>th</sup> meeting
- Name tags will be available as people enter Klingenstein and all should be encouraged to wear a nametag
- Howard will welcome and introduce the Core Group at 8:15 p.m.
- Each of the core experiences will be briefly described (using the document “Core Experiences Briefly Described”) by one member of the CETF
- Participants will be asked to complete the first worksheet
- Participants will be asked to share, within their group, perceptions they have about the Core Experience their group is asked to discuss
- If time permits each group will report back briefly about the discussion

The discussion focused briefly on reviewing and approving the two documents to be sent out in advance: Core Experience Task Force Overview and Core Experiences Briefly Described.

CETF next meeting will be April 11, 5:00 – 6:30 in Campus Center Conference Room. (N.B. change of room.) A light dinner will be provided.

Agenda will include:

- review of the April 5<sup>th</sup> community meeting outcomes
- preparation for CETF presentation at the Administrative Assembly meeting scheduled for April 19<sup>th</sup>

## **Notes from CETF**

**April 11, 2005**

Present: Howard Erlich, Tom Pfaff, Mark Fonder, Janet Reohr, Bonnie Prunty, Lis Chabot, Tanya Saunders

Discussion began about the Tri-Council Meeting which involved Faculty Council, SGA, and Staff Council, April 5<sup>th</sup>. Two sources of feedback were elicited from the large number of people who represented the three councils: ratings and comments from individuals about all the core experiences and group discussion about one specific core experience. Bonnie and Tom will review and develop a means to represent the Likert scale ratings from the individual comments of all the core experiences. Simply reporting the average of numbers from that feedback will not provide adequate feedback for CETF final report. It was agreed that the final report should include themes gathered from feedback rather than specific concerns identified. It was noted that a number of people attending the Tri-Council meeting had not read the materials distributed prior to the meeting. Some focused their remarks on very specific aspects of core experiences “briefly defined” for this meeting. Therefore some of the critiques were of limited relevance as feedback for CETF.

It was observed that there wasn't much resistance to the core experiences identified. There was no evidence that any core experiences were not supported. Individuals had greater or lesser support but overall there was support for all six experiences. A number of attendees at the Tri-Council were caught up in the details.

We will need to review further and identify common themes. The common themes that have been identified include the issue of mandatory expectations, repeated by many at the Tri-Council meeting. There were differing perceptions presented, for example, some feedback from students said making these core experiences mandatory would not be well received by their peers. Other students indicated that it would be necessary to have these experiences be mandatory. CETF understands that a number of students interpreted the plan for core experiences to be retroactive, that is, requiring present students to fulfill these expectations before they graduate. It was also noted that the students present, members of the SGA, were a select population, some having been involved as orientation leaders previously or holding other campus positions which influenced their responses to various proposed core experiences.

The issue of costs for implementation both money and people/time was a repeated theme in the feedback. The lack of specific attention to the issue of diversity was also noted frequently.

CETF members will be asked to review and summarize the responses for the group discussions they led at the Tri-Council meeting. These will then be reviewed by the whole group for incorporation into CETF final report.

A second item for tonight's agenda was the Administrative Assembly meeting, Tuesday, April 19<sup>th</sup>. CETF has 30 minutes on the agenda of that meeting. It was agreed that the same materials as used at the Tri-Council meeting will be distributed at that meeting. Materials will be distributed, Howard will provide an overview, allow time for Q & A, and worksheets can be returned to CETF at or after the meeting.

Intercom will have an invitation to the College Community for an open forum in the next few weeks to allow others to hear and respond to CETF evolving recommendations. Specific information will not be put on the website but people can request a packet of materials if they are unable to attend the open forum and they will be encouraged to submit feedback.

Next meeting is Monday, April 25<sup>th</sup> 5:00 – 6:30 pm, Campus Center Seminar Room

Agenda will include:

- Review of summaries from the tri-council and administrative assembly feedback materials
- Consideration of final report to be provided to the provost

**Notes from CETF**  
**April 25, 2005**

**Present:** Mark Fonder, Lis Chabot, Bonnie Prunty, Janet Reohr, Janice Monroe, Tanya Saunders, Roger Richardson, Tom Pfaff, Debra Moree

Bonnie provided copies of statistics she has gathered from the Tri-council meeting. Tom noted that the numbers were supportive of all the core experiences.

Janet provided copies of the outcomes from the “newsprint notes” from the Tri-council meeting (two groups were missing and will be shared next meeting).

Discussion turned to what should be included in the final report. Several recommendations were suggested:

- Communication will be critical. There is a need for clearer communication and a marketing plan for students, faculty, and administration.
- The various elements of the core experiences need to be coordinated even as they continue to be developed.
- Pilots should be used to develop the more formatively defined core experiences. Using the existing programs, for example, those curriculum areas that presently have portfolios could be used as pilots for study in order to direct the development of a campus wide portfolio program.
- There needs to be a plan for assessment and feedback.
- A coordinating committee needs to be established to move the core experiences forward.
- Need to focus on diversity.

Concerns were noted as well:

- The junior year is empty.
- Transfer student needs are not addressed in core experience recommendations.

Next meeting is **May 9, 3:00 p.m. – 5:00 p.m. in the DeMotte Room**. Refreshments will be provided.

**Agenda:**

- Discussion of further development of each of the six core experiences being recommended.
- Recommendations for the final report need further development.
- Identifying concerns which should accompany the recommendations.
- Discussion of the final report.

**Notes for CETF**  
**May 9, 2005**

**Present:** Simon Tarr, Eric Lewis, Lis Chabot, Roger Richardson, Janet Reohr, Tanya Saunders, Howard Erlich, Tom Pfaff, Bonnie Prunty, Debra Moree, Janice Monroe

Written descriptions of the six core experiences were developed to share with the College community during the spring forums (with Tri-Council: Faculty Senate, SGA, and Staff Council; Administrative Assembly and; Open Forum for College Community). These descriptions were intentionally written as brief statements. For the final report, more extensive description would be useful. The same format is to be used.

Each of the subgroups that worked on a core experience will work to further develop the experiences and send those to Janet in the next week. Assignments for further development include:

- Janet – Orientation
- Bonnie – Residential Seminar
- Bonnie – Aesthetic Appreciation Experience
- Janice will ask Jim Rothenberg to provide further information on IC First Year Seminar
- Eric – capstone
- Lis – Learning Portfolio

Using the Brief Overview, also previously shared with college community groups, Janet will expand to further describe CETF activities as the beginning section of the final report. Some further clarification will be needed about why the attribute list was developed.

Discussion turned to the recommendations which had been developed after the last meeting. Some minor changes were suggested for the 13 recommendations. Some members of CETF felt that the list of general concerns developed from the community forums should be included in the final report as recommendations. Others members thought that these concerns should not be included.

The final report should be organized and shared with CETF prior to its being sent to the Provost.

## Feedback Regarding Core Experiences from IC Community Meetings – Spring 2005

**Faculty**-14 total responses

<b>Program</b>	<b>Weak Support</b>		<b>Ambivalent</b>	<b>Strong Support</b>		<b>Mean</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
New Student Orientation	0	1	2	2	9	4.4
The Ithaca Seminar (FYP)	0	1	1	7	5	4.1
The IC Residential Seminar	0	3	5	4	2	3.4
Aesthetic Appreciation Experience	0	0	5	4	5	4.0
Capstone Experience	0	0	4	5	5	4.1
Learning Portfolio	0	3	1	2	8	4.1

**Student Government** -34 total responses

<b>Program</b>	<b>Weak Support</b>		<b>Ambivalent</b>	<b>Strong Support</b>		<b>Mean</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
New Student Orientation	6	7	9	4	8	3.0
The Ithaca Seminar (FYP)	3	5	6	12	8	3.5
The IC Residential Seminar	2	9	9	11	3	3.1
Aesthetic Appreciation Experience*	1	8	6	13	5	3.4
Capstone Experience	3	6	12	8	5	3.2
Learning Portfolio	4	3	5	13	9	3.6

\*1 no comment on AAE

**Administrative Assembly**- 30 Total responses

<b>Program</b>	<b>Weak Support</b>		<b>Ambivalent</b>	<b>Strong Support</b>		<b>Mean</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
New Student Orientation				5	25	4.8
The Ithaca Seminar (FYP)				6	24	4.8
The IC Residential Seminar*			5	12	14	4.3
Aesthetic Appreciation Experience	4	2	9	7	8	3.4
Capstone Experience		2	2	5	20	4.5
Learning Portfolio		3	6	11	9	3.9

\* 1 no comment on both Capstone and Learning Portfolio

\* 1 rated The IC Residential Seminar as both 4 and 5

## **Summary of Community Feedback Regarding Proposed Core Experiences**

### **General Concerns/Feedback:**

- Faculty, Students and Administrators all emphasized the importance of communicating the need for and information about the implementation of a core experience.
- Develop an assessment plan and adjust the core experiences accordingly.
- Several people thought that the additional workload and/or credit requirements of the core experience might be unduly burdensome for students.
- Students and administrators would like to see diversity awareness more specifically addressed in the core experiences.
- Students expressed concern about the proposed changes to orientation. They emphasized the importance of making sure that orientation addresses the social connection needs of students.
- Administrative assembly expressed significant concern regarding receiving the necessary resources (financial and/ or human) to support the program.
- Both the committee members, and some of the solicited feedback, reflected a concern that there are core experiences attached to the freshmen and senior year but the junior and sophomore years seem left out.
- The advising load will be significantly increased with these activities.
- Develop a mechanism for training faculty and staff who will need to implement and/or track the core experiences.
- Coordinate content of the IC Residential Seminar and the Ithaca Seminar to make sure they are not unnecessarily repetitive.
- First yr seminar needs to be academic and rigorous
- Concerns repeated about “mandating” experiences
- Concerns expressed about “forcing” aesthetic appreciation. Some thought the aesthetic appreciation experience be met in other ways than through concerts and theatre arts “presentations” – lectures or possible off campus events
- Social/environmental aspects appear to be missing from the attribute list (sustainability/stewardship.)
- There will need to be significant student support and advising to implement learning portfolios perhaps offer a learning portfolio center to assist students.
- The learning portfolio outcomes should be directly tied to the attribute list.
- There was a recommendation that all students be required to have an international travel experience (even if it is over a break period) and a service learning experience.

### **Implementation Concerns/Feedback:**

- Outline how transfer students will participate in the core experience.
- Develop a process for holding students accountable who do not complete the core experience requirements.
- Identify what will be considered the “final year” for 5 and 6 year programs.
- Capstone should be well defined for double majors.
- Core experiences need a dedicated administrator to oversee implementation and track student completion.