

Team: First Year Experience

Team Responses: Mandatory Orientation

Team Members: Karen Wray, Mary Ann Beatty, Carolyn Terry, Angie Pickwick, Jenny Wells, Sherman Helberg

1. Develop a rationale to support implementing this initiative (brief narrative)

Numerous studies indicate that extended orientation, often called student success or college survival, contributes significantly to academic success and retention. Important elements in this type of experience include: time to develop a relationship with a counselor/faculty member, familiarity with support resources, development of study skills including time management, and the development of an educational goal and academic plan. A variety of formats (classroom, web, video) and target populations (international students, honors, DSS, etc.) is encouraged.

2. Who needs to be brought into this discussion and how? (Units, governance groups, support centers)

Academic Assembly, Faculty Councils, Enrollment Management Committee, VP/Provost's Leadership Teams, Distance Learning Director, CTL, ASSET, AAR, Chairs of Counseling, Student Development Leadership Groups at each campus, students (both traditional and non-traditional). Support services such as library and learning centers.

3. Who needs to be added to your group as members? (List suggestions)

IT- Norm Tracy; CTL/Distance- Helen Youth; Jennifer Dobbins (grants); 3 faculty, preferably those who have done cadre advising, recommended by Faculty Councils; Chairs of Counseling- Dana Baker, Zenobia Garrison, Tanya Mason.

4. What are some possible options or strategies for implementation? (Collegewide model descriptions)

Phase 1: Mandatory DS 107 or DS 104 for NEW students who are taking 12 credits or more. Exemption: Student who have previous college level course(s) with a 3.0 or better. Offer a variety of speciality courses such as web, video, independent study, and to targeted groups such as honors, athletes, DSS, international, re-entry adults, transfer students, by major (such as health,

business...) Instructors are full-time and part-time counselor-faculty and trained teaching-faculty.

Phase 2: Any student on restriction or suspension or otherwise determined to be "at risk." This would include students who didn't take it because they were part-time (under 12 credits) when they were new and are now experiencing difficulty

Phase 3: (based on evaluation of results of phase 1 & 2): All students, taken within the first 12 credits (same exemptions would apply).

5. What is a feasible draft timeline for implementation? (Pilot)

Fall 03- Red Team expands; confirms the recommended policy and implementation timeline; goes out to groups for feedback; submits final recommendation to EVPASS

Spring 04- Schedule courses; begin development of new specialty/targeted courses; training of instructional faculty and new part-time counselors; computer block is developed before registration begins

Summer 04- Continue above; second training session

Fall 04- Phase 1

Spring 05- Phase 2

Spring 05- Evaluate Phase 1

Fall 05- Evaluate Phase 2 and consider Phase 3

6. What barriers do you anticipate for implementation? (Institutional and resources)

Definition- Some confusion between types of orientation. Need to be clear we're not talking about student life orientation or MAPS/IMAPS.

Time- Time to develop new targeted courses, to organize training, to be trained, to identify new faculty/counselors

Permanent Funding- If we require it, we have to deliver it

Space- Classroom space, especially at Rockville

Transferability- While it will transfer as an elective, it does not meet a general education requirement

Misunderstandings- Student and/or others not understanding its importance.

7. What resources do you anticipate will be required? (Ballpark is fine, or categories of need)

Part-time counselors and faculty- Estimate \$60,000 annually

Start-up training for new counselors and faculty- \$6,000

8. What are the next steps to move this initiative forward?

Get "Red Team" together, including new members- confirm strategy, estimated timeline; each team member is assigned to a group to get feedback. Possible dates: Nov 14 or 17 in the afternoon.

December- Review feedback; revise policy and strategy accordingly

January- EVPASS discuss this with the President, Board, as appropriate

February- DS courses scheduled; notice is placed in the schedule

9. What do you need from the Executive Vice President's office?

Feedback on the "policy" and implementation plan

Assurance that there's funding

Communicate with President and Board and other groups as appropriate