

Office of General Education **FALL 21 FIQWS Syllabi Review – DRAFT report**

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| Date of report: | October 5, 2022 |
| Course: | FIQWS |
| Materials used, n: | 67 syllabi |
| Date/semester of assessment: | Fall 21 |
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| Coordination / Oversight: | Ana Vasovic, General Education |

**Purpose**

The purpose of this activity was to review Fall 21 FIQWS syllabi in terms of their effectiveness in communicating course information to students. In addition, the syllabi of partner FIQWS sections were examined to determine the degree of connectedness between the two sections. The goal is to utilize this data for course delivery improvement.

**Methodology**

All instructors were asked to submit syllabi - topic section syllabi to the Director of General Education, and composition sections to the English department; all syllabi were collated into a shared Dropbox and examined by a graduate student who is also an instructor in the FIQWS program.

**Results summary**

43 paired FIQWS classes (86 sections), were offered in Fall 21; 67 (78%) syllabi were submitted and reviewed. Of those, 35 came from topic and 32 from composition sections. 25 FIQWS pairs (58%) had syllabi for both sections.

All syllabi included the course practical information including instructor name and contact, course title, and meeting times.

All but one included General Education learning outcomes and most included disciplinary learning outcomes as well.

All but one (98%) included a grade breakdown.

28 topic syllabi (80%) and 26 composition syllabi (81%) included information on assignments (description and due dates); only a handful (1 topic and 6 composition) included the actual prompts. Only one (1) syllabus included fully detailed information on each assignment throughout the semester.

10 topic syllabi (29%) included information on the library visit (required part of the course); 6 composition syllabi did so, although the library visit is optional for them.

10 topic syllabi (29%) and 6 composition syllabi (21) included midterm conferences date (strongly recommended part of the course).

29 topic (83%) and 30 composition (94%) syllabi included the integrity statement (required).

30 topic (86%) and 29 composition (90%) syllabi and/or information for student support services.

*Note: Both syllabi were available for 25 sections. 16 (64%) were considered collaborative with each other, two (8%) were partially coordinated, six (24%) were not, and one pair is unclear. The collaborative nature of the remaining syllabi is unclear as they were unpaired.*

**Conclusions**

All syllabi include course practical information and the majority of them state learning outcomes, grade breakdown, the integrity statement, and student support services information. Most syllabi are lacking information on the library session and midterm conferences. Based on available data, a quarter of sections do not appear collaborative.

*NB. During the pandemic, the usual three-hour orientation session, which included a one-hour overview/presentation and two-hour individual breakout collaboration sessions, was reduced to one-hour optional presentation session. Funds were not available to compensate instructors for their time and, with zoom environment, instructors were encouraged to schedule their own meeting time rather than make it a part of a large orientation session.*

**Recommendations - DRAFT**

(Re)develop/strengthen faculty orientation session with an emphasis on more comprehensive direction regarding collaboration expectations, and must-have elements to include on a syllabus (i.e., support services, integrity statement, et al..).

Provide a syllabus template and/or a syllabus checklist for instructors

Provide a semester-activity template (showing dates to get in touch, dates to give assignments, assignment due dates…) as a resource for instructors.

Provide collaboration workshops and other pedagogy workshops at TLC