All-Campus Forum 11-2-11
(attendees - 2)

Mission
ISP is integrated across content areas; some departments are really committed to ISP; ISP is a recruitment method; a terrific goal and dream; developmental progression a great ideal; emphasis on themes pulls the elements together; is ISP sustainable? The old gen-ed didn’t magically change into the new ISP]

Governance & Structure
[ISP is integrated across content areas; some departments are really committed to ISP; ISP is a recruitment method; a terrific goal and dream; developmental progression a great ideal; emphasis on themes pulls the elements together; is ISP sustainable? The old gen-ed didn’t magically change into the new ISP]

Communication & Understanding
[we don’t explain to students how or why we have ISP so they perceive it as something they need to get out of the way; students don’t understand that ISP is a 4-year program; we don’t know what admissions says about it; we need a brochure that describes it; we’ve missed the boat on explaining this; doesn’t understand “magic language” and therefore won’t include in syllabus; it’s hard to track changes; ISP website isn’t up to date; handbook is OK, except for the rubrics; have we determined what we want the students to “walk away with?” ]

Implementation
[a problem; have hard time with end-of-semester mechanics; some components of ISP are non-voluntary; use cadre of master teachers to instruct the faculty; how did courses offered through the old gen-ed change when they became ISP courses, or did they? some courses didn’t need to change because they already had ISP elements; ISP 300-level courses lack comprehensiveness which was part of the original plan; ISP needs a critical synthesis course, perhaps at the 400-level, mirroring the capstone in majors; ISP could be integrated into existing structure; do we offer enough required courses? Are there enough 300-level courses? Better logistical planning is needed; upper level students shouldn’t be able to “pack” their schedules with lower level ISP courses, preventing entry level students from taking them]

Assessment
[a problem; without student view of Bb, can’t instruct them about how to upload artifacts; assessment based on sampling is not valid; don’t separate the assessment of skills from the assessment of content; might be better if a few faculty volunteer courses for in-depth assessment – this would provide feedback to the instructor on teaching too; improve assessment by focusing on the course; current ISP assessment lacks context (syllabus, lesson plan, etc.); could the teacher-ed program do the assessment? Perhaps the former distinguished teachers?]