Foundations of Excellence - Final Report

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Executive Summary of the Ohio University Task Force on the First Year

The Ohio University Task Force on the First Year is a partner in the national Foundations of Excellence initiative administered by the Policy Center on the First Year of College. Foundations of Excellence offers institutions a comprehensive process of self-study that is directed toward improvement in the pivotal areas of student learning, persistence, and success. The core assumptions of Foundations of Excellence are that a university's academic mission is preeminent; that the achievement of that mission depends on an intelligently conceived and executed first year experience; and that gathering and using sound evidence to inform planning and decision-making is essential to university improvement. The Task Force is aligned with the Undergraduate Priorities Implementation Team of Vision Ohio, which is the university's strategic plan, and linked to the university's Academic Quality Improvement Project (AQIP) for the Higher Learning Commission/North Central Association of Colleges and Schools.

In academic year 2005-06, more than 75 faculty, staff, and students served on subcommittees corresponding to the dimensions that the Foundations of Excellence developed in collaboration with 319 four year colleges and universities. These dimensions represent an aspirational model of excellence for the first year against which every facet of the first year, from the initial contact with admissions through all curricular and co-curricular experiences, can be assessed toward the end of identifying actions that will effect institutional improvement.
The philosophy dimension concerns the extent to which a university has a clear and broadly understood philosophy/rationale that is consistent with the mission and provides the basis for an intentional approach to the first year on campus.

The organization dimension concerns the extent to which a university has structures and policies in place that facilitate collaboration and oversight and create the conditions for an integrated, coordinated set of first year initiatives and activities.

The faculty dimension concerns the extent to which university leadership encourages faculty to perceive the first year as a high priority and to exhort and reward faculty for providing quality instruction and support to first year students.

The learning dimension concerns the extent to which a university delivers engaging curricular and co-curricular learning experiences that equip students with the knowledge, skills, attitudes, and behaviors that are consistent with the university's mission, philosophy, and specified educational outcomes.

The diversity dimension concerns the extent to which a university has a curriculum and co-curriculum that introduce students to difference in all of its forms to enhance their learning and to prepare them for the pluralistic world beyond the campus.

The improvement dimension concerns the extent to which a university assesses regularly and intensively the quality of the first year experience, including measures of student engagement, student satisfaction with advising and facilities, and the success of retention programs.

The transitions dimension concerns the extent to which a university has policies and practices that ensure that students understand curricular and co-curricular expectations and provides support necessary for student success.

The roles and purposes dimension concerns the extent to which a university encourages students to acquire a deep and broad understanding of the aims of higher education and the values of civic responsibility.

The all students dimension concerns the extent to which a university has an inclusive, safe environment that is sensitive to students' needs and offers services to help students with differential abilities.

The Task Force used the above dimensions to guide the self-study. The subcommittees' study of these dimensions, as well as the action items that they recommend in the following report, was based on evidence from the National Survey of Student Engagement; Policy Center surveys of Ohio University faculty, staff, and students; a comprehensive Current Practices Inventory; Ohio University Institutional Research reports and other internal University reports made available to the Task Force.

Significant progress already has been made on enhancing the first year experience at Ohio University. Dr. Betsy Barefoot, Co-Director of the Policy Center, came to campus in March 2006 to meet with Task Force members, President McDavis, Provost Krendl, and key university officers. She announced that the Task Force was making excellent progress and, in fact, is well ahead of other partner universities. Dr. Barefoot was especially pleased with the progress on:

- expanding the Learning Communities Project (increasing from 16 in 2004 to 38 this year, and more than 60 planned for academic year 2006-07;
• allocating additional support to the very successful Supplemental Instruction Project;
• renewing the university's commitment to faculty development as manifested in plans for the new Faculty Commons;
• creating a faculty-centered approach to the Common Reading Project that integrates the chosen book within and across the first year curriculum;
• initiating a series of technology and learning projects focused on first year students and first year courses.

Such progress is commendable, but important challenges remain that the university must meet if we hope to realize sustainable enhancement in the experience of our first year students. After a year of careful study and the consideration of literally hundreds of possible ways to improve the OHIO first year experience, we have settled on thirty three specific recommendations. We are convinced that the first year of college is the foundation of student success or failure. We want this foundation to be strong and durable so that all of our first year students have the best possible opportunity to succeed as scholars and citizens of the university community.

The Foundations of Excellence® Report Card

This report card represents the final step in the Foundations of Excellence process. It is the culmination of a nine- to twelve-month effort of analysis and planning focused on the experience of new students. This report card is based on an aspirational model of the first year produced in 2003 by the Policy Center on the First Year of College and its research partners, and 219 four-year colleges and universities. In 2005, the model was adapted for two-year higher education by 82 public and private two-year colleges working with the Policy Center. That model, consisting of nine Foundational Dimensions®, identifies characteristics of excellence in the new student experience. Because the Dimensions focus on institutional structures, policies, and processes (the decisions institutions make about organizing and delivering the new student experience), the model is useful in confirming effective practice and/or providing direction for improvement efforts.

The core work of the project was conducted by your institution's Foundations of Excellence Task Force with assistance from the Policy Center on the First Year of College and Educational Benchmarking, Inc. By using a series of performance indicators and a variety of data sources, the Task Force carefully reviewed the campus efforts that align with each Dimension. These reviews resulted in a collective judgment about your institution's level of achievement on each of the performance indicators.

The final step in the process was to produce single-grade indicators of the institution's achievement of each Dimension. Because these grades are based on judgments made by your campus task force, they are not intended to be used in comparison to any other institution or in a ranking system. The Foundations Report Card can be used most effectively as an indicator of relative grades within your institution. The grades reflect the best collective judgment of the task force and are supported by the evidence collected during the project. Grades will not be made public by the Policy Center in any manner that identifies individual institutions.
Foundational Dimensions

Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices. The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation. (Philosophy)

Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year. These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements. (Organization)

Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution’s philosophy and mission. Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge. (Learning)

Foundations Institutions make the first college year a high priority for the faculty. These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions’ reward systems. (Faculty)

Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission. Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate. (Transitions)

Foundations Institutions serve all first-year students according to their varied needs. The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students’ abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students. (All Students)
Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others. (Diversity)

Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society. These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major). (Roles & Purposes)

Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement. This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions’ overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year. (Improvement)
Ohio University First Year Experience Action Plan
First Year Experience (FYE) Action Items

School Year 2006-07 Action Items - New Initiatives

Enhance Faculty Development:

Create an enhanced Center for Teaching Excellence that will be located in Alden Library as part of the new Faculty Commons. We recommend that FY teaching be a regular, systematic component of the Center's professional enhancement offerings. Other important topics to be covered: teaching large section first year courses, integrating technology into instruction, developing learning outcomes, using academic support services at the university, creating a culture of academic honesty, understanding first year student development, and advising first year students. We support hiring a Director of Faculty Development, who will oversee CTE, CWE, and PFF, and funding faculty development at a level commensurate with Vision Ohio peer schools.

Use our own faculty and staff resources more in our professional enhancement initiatives related to the first year. Some ideas include: create a University Mentor Program that would pair experienced faculty with new faculty; create a Faculty Fellows program, where FY teaching experiences would be shared with those just learning how to do this teaching; and draw on the pool of University Professors to do this kind of mentoring in lieu of developing a new university professor course.

Encourage faculty to participate in professional enhancement initiatives during their first year. The year-long professional enhancement would not be restricted to teaching, but becoming a good teacher would be a strong component of the initiative. Specifically, FY teaching would be addressed. Faculty would be expected to participate as part of their regular duties as a new professor, and we suggest that chairs/directors could give new faculty a reduced advising load or make this part of their regular committee assignment as an incentive. In turn, it would be good if deans developed a "check list" that tracked departments'/schools' participation in this initiative. They could then reward departments and schools for their participation. It also would be valuable to create similar professional enhancement opportunities for faculty who are post-tenure. The opportunities would not be restricted to, but would include, FY teaching.

Key participants: Deans, Associate Provost for Academic Affairs
Cost: TBD
Create a First Year Group and/or Office to Oversee Implementation: Establish a First Year Experience Subcommittee of the Enrollment Management and Admissions Committee (EMAC) to coordinate and align first year programs, policies, and practices; to increase the visibility of first year issues within the university community; to plan and advocate for first year student success initiatives; and to set campus wide priorities among competing first year initiatives. The members of this Subcommittee would also sponsor a series of First Year Open Meetings or Seminars approximately once a quarter. The intent of these quarterly meetings would be to build campus-wide knowledge about and commitment to first year issues and to identify first year student advocates.

Appoint a Director or Office of First Year Student Success to coordinate campus wide first year student success and retention efforts and be the action person or office to implement the recommendations of the FYE Subcommittee.

Key Participants: Enrollment Planning Team (Associate Provosts)
Cost: TBD

Assess Academic Advising and Review Alternatives: Assess our current advising system and explore alternatives. An Advising Task Force, charged by the Provost, should be convened to conduct a thorough campus-wide study and assessment of our current advising model. The Task Force would examine the current advising practices in each college, measure student satisfaction with our current advising system, and document known best practices in advising. The Task Force would then recommend university-wide and/or college-by-college changes to advising practices. The Provost would accept or modify these recommendations, provide resources as needed, and ensure implementation.

Some actions we believe might improve the culture of academic advising on campus:
-- Create a common message from the University leadership to the faculty on the importance of academic advising. There needs to be a consistent message from the President, Provost, Deans, and Directors/Chairs that advising undergraduates is an essential role for faculty.
-- Change Promotion and Tenure documents to include academic advising as part of teaching (as opposed to service)
-- Create advising awards for academic departments that can demonstrate best practices
-- Create advising awards for outstanding individual academic advisors
-- Encourage colleges to recognize outstanding advisors
-- Ensure that new faculty contracts include advising responsibilities and reference to the importance of advising
-- Support faculty membership in the National Academic Advising Association (NACADA)

Key Participants: Provost, Deans
Cost: TBD
Approve an FYE Philosophy Statement and Build FYE Consensus: Use the undergraduate philosophy language from Vision Ohio as the basis for developing a draft FYE Philosophy Statement. Circulate the draft philosophy statement to key decision-makers on campus for approval and ensure the final version is incorporated into documents, web sites, and other means of communication.

Draft FYE Philosophy Statement: "Ohio University believes that first year students should be presented with a common set of curricular and co-curricular learning opportunities that introduce them to the intellectual skills, ethical norms, and civic values that will prepare them to succeed as scholars and citizens of the university community. Ohio University is committed to promoting academic, social, and personal engagement in that community and to ensuring continual improvement in the quality of the first year experience through systematic assessment of student learning and involvement, academic practices and policies, and the availability and efficacy of support services."

Using the FYE Philosophy as a start point, build and nurture a consensus among all elements of the university community that the First Year Experience at OHIO is a foundational element of our identity as an institution. This message must be communicated in multiple forums, including new faculty orientation, Faculty Senate, and Dean's meetings with chairs/directors.

Key Participants: President, Provost, Deans, University Communications and Marketing; Director of Admissions
Cost: TBD

Define the term "At Risk" as regards student retention and develop targeted programs. The university needs to settle on a definition of "At Risk," with particular focus on attrition in the first year since that is when the largest retention losses occur. In other words, we need to define the combination of factors can best predict which students will be likely to depart the university prior to graduation. This could be based on standardized test scores, high school rank and/or GPA, or numerous other variables. According to IR data on entering student ACT scores as well as math placement scores, we believe that the number of "At Risk" students attending OHIO has been increasing in recent years. We need an agreed upon definition for this population so that programs can be targeted to serve this population and trends can be tracked consistently from year to year. Additional services may include remediation in math, English, reading, information literacy, study skills, special sections of first year seminars, more intensive academic advising, and personal counseling.

Key Participants: Assistant Provost for Retention, Enrollment Planning Committee, Enrollment Management Advisory Committee, Institutional Research, Deans
Cost: Low/None
Implement an FYE Assessment Plan: Implement an FYE Assessment Plan in support of university-wide assessment efforts and AQIP and conduct a major student survey annually. We recommend a three-year cycle of NSSE in year one, the ACT Advising Survey in year two, and another FYE survey (CIRP, YFCY, etc.) in year three. With this approach, each of these surveys would be conducted on a regular schedule to establish trends, students would not be over-surveyed with any one instrument, and new information would be available annually.

Key Participants: Institutional Research, General Education Learning Outcomes Committee
Cost: $19,800 (FYE Assessment Budget proposed by IR)

Develop Academic Honesty Program: Develop a comprehensive effort to address academic honesty. Ideas include: add an academic honesty module to either Pre-college or Welcome Weekend, offer a faculty development program on this topic, consider creation of a non-punitive repository of faculty allegations of academic dishonesty, acquire and deploy plagiarism screening software for campus-wide use, initiate a communication campaign, and explore the possibility of an institutional honor code.

Key Participants: Provost; Deans; Student Affairs; Director of Communication and Marketing
Cost: TBD

Improve campus environment for High Achieving Women Students: Investigate the high attrition rate of high achieving first year female students and create programs and policies to reverse this trend. Ideas to improve the campus environment include: enhance Women's Center services and visibility, designate a residence hall for high achieving women, and create a Learning Community for this population.

Key Participants: Assistant Provost for Retention, Residence Life, Institutional Research, Learning Communities
Cost: TBD

Develop and deploy a web-based MyStudentHandbook for students. When the printed Student Handbook was eliminated due to budget pressures, it was envisioned that the continuing Undergraduate Catalog and the "Current Students" webpage would, between them, provide students with the same access to information. There is agreement that this is not the case and that students and parents look for something labeled "Student Handbook" when trying to find answers to particular questions. An e-version of the Student Handbook that meets this need should be created and made readily accessible on-line.

Key Participants: Dean of Students; Chair, EPSA; Associate Provost for Academic Affairs; University Communication and Marketing
Cost: TBD
Create a first-year student website. This website should serve as an information source for all issues related to being a first-year student at Ohio University, provide a comprehensive overview of all first year programs at the university, highlight the academic culture of the university, and discuss the roles and purposes of higher education. The primary audience for the website would be first year students, with secondary audiences including prospective students and their parents, as well as university faculty and staff.

Key Participants: TBD
Cost: TBD

Increase the number of African American, Latino American, Asian American, and Native American Alumni and Visiting Professionals on Campus: Increase the opportunities to bring in more diverse alumni and visiting professionals at the college level.

Key Participants: Diversity Office; Deans
Cost: TBD
School Year 2006-07 Action Items - Ongoing Initiatives - Support and Expand

**Grow Learning Communities**: An estimated twenty five percent of first year students will be part of a learning community to start School Year 2006-07. The program has grown to this size over the past several years with a very small central budget augmented by the use of existing resources within the colleges. However, to grow effectively beyond this point, additional resources must be provided as noted in the "Cost" line below. These resources would provide: Graduate Associate salary, Faculty/Instructor Stipends, Peer Mentor salaries, Programming Costs, and Administrative Costs. Learning communities are a proven means to increase first year student success and retention and as such have the potential to be a core part of the university's first year experience program. We recommend continuing to grow the number of learning communities at a rate of 10-20% per year over the next several years so that the learning community experience is available to all interested students, regardless of major or program of study.

Key Participants: Deans; Director of Learning Communities  
Cost: $250,000 base budget for SY 2007-08 with subsequent increases to be commensurate with program growth

**Continue to implement the new strategy to reduce high risk drinking**: Continue to battle the alcohol abuse sub-culture within the student body to create more "space" for the intellectual sub-culture to grow. Follow through on the developing institutional plans to have a more consistent and stricter response to student violations of the code of conduct related to alcohol and drugs.

Key Participants: President; Provost; Student Affairs; Residence Life; All faculty/staff  
Cost: TBD

**Expand Attrition Intervention Programs**: We recommend the expansion of existing attrition intervention programs to include a proactive fall quarter intervention in all colleges. Most existing attrition intervention programs in the colleges are in the Winter or Spring Quarters and are reactive in nature, i.e. based on a student being placed on academic probation.

Key Participants: Deans; Asst. Provost for Retention; Institutional Research  
Cost: Overall TBD; Assessment costs included in the proposed FYE Assessment Budget

Increase the availability of Supplemental Instruction. Provide the Academic Advancement Center additional base funding to increase Supplemental Instruction in first-year courses where there is high demand for assistance and current unmet needs--specifically in ECON 103, ECON 104, and PSY 101.

Key Participants: Dean, University College; Provost  
Cost: $34,000
**Expand the Common Reading Program**: A common reading program for entering first year students has been in place for three years with mixed results. A new approach to the program will be launched in Fall 2006 that will integrate the chosen book within two courses that 90% of FY students take, English 151 and Communication Studies 103. Other courses that FY students typically take also plan to incorporate the book. An effective common reading program provides new first-year students with a common intellectually-oriented experience, provides an opportunity for early contact with faculty, and communicates to students and parents the importance of intellectual engagement in University life. This new approach should be assessed and the program refined and extended to provide even deeper integration into the FY curriculum in subsequent years. We recommend, as a resource, Monograph #44 of the National Resource Center for the First Year Experience, which is entitled "Common Reading Programs: Going Beyond the Book." (Cost for Monograph is $35/copy)

Key Participants: First Year Program Office; Dean of Students; Deans  
Cost: TBD

**Fund the Majors Fair with Base Funding.** The Majors Fair provides first-year students with the opportunity to discuss academic programs with faculty from across the campus in one place at one time. Undecided students can learn about potential majors while others may look at adding/changing majors, adding minors or certificate programs. The program has been funded the last several years with carry forward funds. Base funding is needed to ensure the event's future and provide stability for future planning.

Key Participants: Provost, Deans  
Cost: $7,000

**Enhance coordination of communication to admitted and matriculating students and their families.** This effort is underway and we need to maintain the momentum. Connect OHIO provides an excellent framework and conceptual direction for communicating with admitted students and their families. GOALQUEST is another tool that can be used to communicate with students. For parents and other advocates of students we want to emphasize our philosophy of education and our belief that parents/family should have a role in that education. For example, parents and family members come to orientation with a focus on logistical details. To set the stage for a more productive relationship with their students and with the University, parents and family need a better understanding of OHIO's philosophy of education and of appropriate roles for parents and family members in the educational process. Possible vehicles for such communication include a mailed newsletter, a parent and family website, an e-newsletter, a First Year website, and structured orientation programs.

Key Participants: Director of Admissions, Dean of Students, Director of Pre-college; Enrollment Planning Team  
Cost: Low; can be largely funded by existing resources
School Year 2007-08 Action Items - New Initiatives

**Design a Faculty Reward Structure for First Year Teaching:** Design a Faculty Reward Structure at both the university level (e.g., internal grants, faculty development, release time) and the unit level (e.g., FY recognition in P/T documents, release time) to encourage First Year Teaching and Advising. As part of this structure we would like to see the scholarship of teaching and learning recognized in P/T documents where appropriate and the discoveries of such scholarship should be more widely disseminated on campus.

Key Participants: Assistant Provost for Academic Affairs, Deans
Cost: TBD

**Incorporate Learning Goals and Outcomes on Tier 1 and Tier 2 Course Syllabi:** Faculty teaching Tier 1 and Tier 2 General Education courses should include learning goals and outcomes for their courses on their course syllabi. These goals/outcomes should go beyond the traditional statement of course objectives to specify what individual instructors' expectations are for student learning in their courses. Language encouraging faculty to include learning goal/outcomes might be placed in the faculty handbook. Department chairs/directors should ensure that faculty members know how to devise learning goals/outcomes, and that FY instructors in their departments include learning goals/outcomes on their syllabi. Faculty who already know how to establish learning goals and outcomes for their classes could assist their colleagues. The Center for Teaching Excellence, once more fully staffed, also could help faculty create syllabi that contain effective statements of learning goals/outcomes.

Key Participants: Deans
Cost: Low/None

**Create a "Foundations Tier" to supplement the existing General Education Tiers.** The "Foundations Tier" requirement would be a series of first year orientation learning modules. These modules would include topics such as: the purpose of higher education, academic honesty, campus academic support services, advising roles and expectations, time management, study skills, library skills, diversity issues, making good choices, and the roles and purposes of higher education. Current courses could be adapted so that they include one or more of these topics. New courses could be developed that would include this material.

Key Participants: Provost, Deans
Cost: TBD

**Increase small size first year classes.** In order to assure first year students with a reasonable opportunity to connect with faculty and other students within the confines of the curriculum, first year students should have at least one small class (less than 30) per quarter. Ideally, many of these classes would be taught by Group 1 and Group 2 faculty members so that first year students could make early connections with permanent faculty as well as be introduced to ongoing faculty research projects and methods. The experience of current students should be assessed to determine how close we are to reaching this goal.
Implement a mandatory exit interview for students who depart prior to graduation: These interviews would allow for a more in-depth understanding of why a student is not continuing at OHIO and should provide valuable data to assist with retention efforts. This could perhaps take place at the new Student Help Center. A hold could be placed on student records until they complete the exit interview, or the graduation fee could be charged as soon as a student enters the university and if a student departs prior to graduation the fee would only be returned upon completion of the exit interview.

Require Individual Advising of First Year Students. All first-year students should be required to meet individually each quarter with their assigned advisor, either a faculty member who has been trained to perform this function or a professional staff advisor, prior to receiving their DARS and Registration Access Code (RAC). The purpose of the meeting would be to discuss academic and personal goals, review academic achievement to date, select appropriate future courses, and inform the student about how to access academic support services and personal support services as appropriate.

Also, it is critical to appoint advisors for first year students prior to the start of fall quarter. Advisors are assigned for new first year students in different ways depending upon the unit. In order to assure students and families that an advisor is available and prepared to assist new students, decisions about who will serve as advisor to which student should be made in time to allow this information to be available to students online no later than the beginning of the fall quarter.

Raise Faculty Visibility at Precollege: To communicate more clearly with new students about academic expectations and the academic mission of the institution, a more visible and enhanced faculty role at Precollege is imperative. Currently, there is limited opportunity at Precollege for faculty to deliver messages regarding academic expectations, academic support services, and how to develop productive relationships with faculty.
Develop a central point of contact to respond to parent/family issues. The planned Student Help Center (in the new Baker University Center) should broaden its mission to meet the communication and support needs of parents and family members as well as of students.

Key Participants: Dean of Students; Assistant Provost for Retention
Cost: TBD

Identify First Generation (FG) Students. We have no current means to identify and track the success of FG students even though FG students make up approximately 29% of the first year class. A question should be added to the admissions application to clarify this status as is done at many other universities.

Key Participants: Director of Admissions, Registrar
Cost: Low

Incorporate First Year program funding into base budgets. First Year program funding should be placed within the base budgets of the respective planning units, unless they are clearly one time projects or test pilot projects. Related to this, it would be helpful for the Finance Office to create a unique budget line number that would allow for easy tracking and aggregation of first year program funding.

Key Participants: Vice-President for Finance and Administration
Cost: Low/None

Ensure the new SIS system can create a "Student Success Profile" on each student. This profile would be a comprehensive overview of each student's campus life from all relevant perspectives - academic, judicial, extracurricular, residence life, etc. Faculty and staff could input numeric or text evaluations of students that would allow early alert of students who were struggling academically, socially, judicially, etc. Faculty members and academic advisors could use this profile to become more informed about the students they are teaching and advising.

[This requirement was submitted as part of the campus wide "request for input" on the new SIS system].

Key Participants: New SIS Program Office, Assistant Provost for Retention
Cost: Low/none beyond existing cost for new SIS
Distribute "A Family Guide to Academic Advising" to parents and family members attending PreCollege. "A Family Guide to Academic Advising" is an easy-to-read overview of one of the most important educational programs colleges and universities provide their students - academic advising. Written by a college faculty member and a veteran academic advisor, the Guide describes the role of the academic advisor, outlines the advising process, and highlights important academic issues facing new college students. The Guide is a great resource for highlighting the role of academic advising in college success, promoting advising and other student support service on campus, and enlisting family members as partners and referral agents in their student's college career.

Key Participants: Director of Precollege
Cost: $10,000 (for 5,000 copies at $2 each)

Initiate new discussions to increase awareness of campus community expectations among students, parents, faculty, and administrators. Provide online open forums for discussions about community expectations. Training opportunities should be made available for faculty and staff so that they fully understand the student code of conduct. Incorporate a discussion of these expectations into Pre-college and the Connect Ohio Book.

Key Participants: Director of Admissions, Dean of Students, Director of Pre-College
Cost: Low/None

Create a Diversity Clearinghouse: Create a clearinghouse of diversity related program offerings available throughout the campus.

Key Participants: Diversity Office, Dean of Students
Cost: Low/None

Create a Diversity Requirement: Add a diversity requirement to the first year experience in some capacity. This could be a required General Education course or a co-curricular requirement.

Key Participants: Diversity Office, Dean of Students, Deans
Cost: Low