Reenrollment or retention is not then the goal; retention is the result or byproduct of improved programs and services in our classrooms and elsewhere on campus that contribute to student success. If retention alone becomes the goal, institutions will find themselves engaged in trying to hold students at all costs. Pressuring students to stay when it is not in their best interests to do so is not only wrong morally but also counterproductive: it often results in an accelerated attrition rate. The more students learn, the more they sense they are finding and developing a talent, the more likely they are to persist; and when we get student success, satisfaction, and learning together, persistence is the outcome.

Lee Noel, 1985
The First Year Experience at Ohio University - Where are We Now, Where are We Going?

Agenda

1. Welcome and Introductions - Lora Clapp

2. Status of Foundations of Excellence (FOE) Action Items - Doug Orr

3. How We Assess the First-Year (FY) Experience - Mike Williford and Joni Wadley

4. Role of Learning Communities - Wendy Merb-Brown

5. College FY Reports - Assistant Dean or College Representative

6. Other First-Year Activity Reports

7. Where Do We Go From Here? - open discussion

Light refreshments will be served.

*The point of retention efforts is not merely that individuals be kept in college. Education, the social and intellectual development of individuals, rather than just their continued presence on campus should be the goal of retention efforts.*

*Vincent Tinto, 1993*
Implement a mandatory exit interview for students departing prior to graduation (p. 14)
- The Institutional Research Office conducts exit surveys with departed students, but these are voluntary on the part of the student and return rates of these surveys are not as good as we would like
- The ASHC has begun doing some exit interviews in person and by phone, but again it is voluntary on the part of the student and is not a comprehensive program. There is no reward or punishment for the student to either cooperate or not

Require Individual Advising of First Year Students (p. 14)
- Being done in some colleges, not being done in others

Raise Faculty Visibility at Precollege/Summer Orientation (p. 14)
- Some progress, but room for improvement

Develop a central point of contact to respond to parent/family issues (p. 15)
- ASHC now handles some of these walk-in’s and calls, but they have not been formally chartered to do this and there is no campus wide consensus that parent/family issues should be directed here

Incorporate First Year program funding into base budgets and create tracking and aggregation ability (p. 15)
- Learning Community Programs received base budget funding. However, other first year programs are still funded with “one time only” money even though the programs are relatively well established
- There is still no method of tracking and aggregating first year program funding campus wide to see if it is increasing, decreasing, or staying the same, or to even help define what a first year program is

Ensure the new SIS system can create a "Student Success Profile" (p. 15)
- Requirement was submitted as part of the campus wide “request for input” and it appears the new SIS system will have an increased ability to provide a comprehensive profile of a student’s campus life

Increase awareness of campus community expectations (p. 16)
- Connect Ohio has helped this; Summer Orientation has helped this; Admissions on-line forums has helped this

Action Item Status
Foundations of Excellence Task Force Report

A “Green” designation means either that the item is complete or that significant progress has occurred and positive momentum continues.

Enhance Faculty Development related to First Year Teaching (p. 6)
- Center for Teaching and Learning (CTL) opened in Fall 2007 and Dr. Hatch hired as Director
- CTL has hosted mini-conferences related to first year teaching, learning outcomes, technology use in large section first year classes, first year writing, and student advising
- Dr. Hatch is facilitating a year long “Interdisciplinary New Faculty Mentoring Program”
- Plan in the works to create a “James Bruning First Year Faculty Fellows Teaching Academy” to help University Professor Award winners pass along teaching methods and materials and mentor junior faculty (Tim Vickers working this)

Approve an FYE Philosophy Statement (p. 8)
- Written, approved and posted in OHIO Catalog

Implement an FYE Assessment Plan (p. 8)
- 3 Year cycle: NSSE, ACT Advising Survey, CIRP (More information from IR)

Develop and deploy a web-based student handbook (p. 9)
- Complete. Posted at: http://www.ohio.edu/students/handbook/index.cfm

Grow Learning Communities (p. 11)
- First year student involvement has grown from 25% in AY 06-07 to 55% in AY 08-09

Continue to implement strategies to reduce high risk drinking (p. 11)
- Alcohol.EDU, CHOICES, Judiciaries educational sanctions (BASICS, Prime for Life, etc)

Expand attrition intervention programs (p. 11)
- Student Help Center: SRI, Academic Success Workshops, Turning Points, Attendance Tracking, Counselor in Residence, Exit Interviews
Increase the availability of Supplemental Instruction (p. 11)
– Has increased. Specific information available from Cynthia King, Director, AAC

Expand the Common Reading Program (p. 12)
– CION selected; All ENG 151 and COMS 103 sections using; Zakes Mda will be presenting this quarter; Table in Baker Center to increase visibility (Sherri Gradin leads the effort)

Enhance coordination of communication to admitted students and families (p. 12)
– CONNECT OHIO, Campus Visit programs by Admissions Office, Orientation Programs

Identify incoming First Generation (FG) Students (p. 15)
– Is on SRI as an added question; also can get partial data from FAFSA

Create a Diversity Clearinghouse of diversity programs available on campus (p. 17)
– Multicultural Center has a great website that accomplishes this: http://www.ohio.edu/culturalcenter/

A “Yellow” designation means that some progress has been made on this item, but work remains.

Appoint a Director or Office of First Year Student Success (p. 7)
– Since no formal office has been established, University College has taken on some of this responsibility, primarily through a combination of Asst. Dean for First Programs, LC Programs Office, Allen Student Help Center, Orientation, and the Academic Advancement Center, in partnership with Assistant Deans and Student Affairs
– With the start of OHIO First Year Experience Forums we hope to increase campus wide sharing of successful first year programs and raise the visibility of first year issues

Assess Academic Advising and Review Alternatives (p. 7)
– No task force has been charged by the Provost to study this issue as was originally recommended. Student Senate has done an informal study, IR is getting ready to do ACT Survey of Advising, individual colleges (i.e. College of Education) have increased their advising resources, individual colleges are doing college level assessment of advising
– Vision Ohio has made advising a priority item
– Faculty Senate has rejected a proposal to add faculty advising expectations to the Faculty Handbook

Establish campus wide consensus that FYE is foundational part of university identity (p. 8)
– We have pockets of consensus on campus, but do not have campus wide buy-in. Many people still think of the First Year Experience as specific program, not as an “integrated and coordinated set of first year initiatives and activities” that derive from a broad first year philosophy that emerges from the university’s basic mission (quote from FOE web site)

Define the term "At Risk" related to student retention; develop targeted programs (p. 8)
– Allen SHC has begun to define the term “At Risk” by using the profiles provided by the SRI, but more work needs to be done to finalize this and get campus wide agreement

Develop an Academic Honesty Program (p. 9)
– Student Senate and Faculty Senate have both addressed Academic Honesty over the past three years
– OHIO currently has a draft “Ohio University Honor Code” that was proposed by the Academic Integrity Committee chartered by the Provost (See website: http://www.ohio.edu/provost/Academic-Integrity-Committee.cfm)

Increase the number of African American, Latino American, Asian American, and Native American Alumni and Visiting Professionals on Campus (p. 10)
– While there is no central tracking of these visits, the founding of the Multicultural Center and its active programming efforts seem to have made significant progress in this area over the past 3 years

Fund the Majors Fair with Base Funding (p. 12)
– Vision Ohio funds may be provided for this in the near future, but this is still uncertain given the current budget environment

Incorporate Learning Goals & Outcomes on Tier 1 & 2 Course Syllabi (p. 13)
– The General Education Outcomes Committee has prepared a detailed report on this matter, including detailed implementation recommendations. Report located at: http://www.ohiou.edu/instres/assessments/genedlrnobj2007.pdf. The University Curriculum Council now has the charge to implement the recommendations