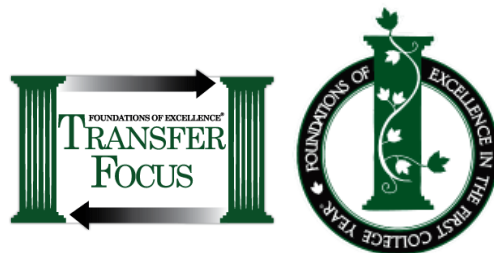


Foundations of Excellence®

Sixth Annual Winter Meeting

February 4th, 2011 – Atlanta, GA



7:30 – 8:30 AM	REGISTRATION, CONTINENTAL BREAKFAST LOCATION: A706 (foyer)
8:00 – 8:30 AM	Primer: An Introduction to Foundations of Excellence® This primer is designed for meeting attendees who have never participated in Foundations of Excellence and are interested in learning more about the self-study process and its components. LOCATION: A706
8:30 – 9:20 AM	Welcome John N. Gardner & Institute Staff Members Presentation: Foundations of Excellence® in the First College Year: A Self-Study and Planning Process that Yields Improved Retention -Dr. Brent Drake, Purdue University LOCATION: A706 As of Fall 2010, Foundations of Excellence, a year-long assessment and planning process for the first college year, has been utilized by 198 colleges and universities. Dr. Drake's presentation will highlight new research that links Foundations of Excellence to significantly improved retention rates as tracked through IPEDS.
9:20 – 9:35 AM	REFRESHMENT BREAK LOCATION: A706 (foyer)
9:40 – 10:40 AM	<u>CONCURRENT SESSIONS 1-3</u> #1 Living Room Learning: How FoE Turned One College Upside Down Shannon Carroll , Vice President for Academic Affairs Stephanie Mooney , First Year Experience Coordinator Frank Phillips College LOCATION: A703

Living Room Learning is a novel and unique concept that transformed a small community college into a dynamic learning-centered institution, and the culmination of the Foundations of Excellence self-study resulted in a paradigm shift from increasing numbers to ensuring quality that the institution, the Board of Regents, and the community support. Learn how a \$10,000 investment changed a college culture in one semester, and discover ways to persuade an entire campus to regain focus and put education first.

#2 What a Difference Four Years Makes: Assessing the Impact of a FoE Implementation Plan

Catherine Andersen, Associate Provost for Enrollment
Gallaudet University

LOCATION: A705

In 2007 Gallaudet University participated in the Foundations of Excellence Project. In the past four years, several recommendations from FoE have been implemented resulting in more than a 10% increase in first-year retention. Recently, the FoE student and faculty/staff surveys were re-administered to assess the perceptions of the first-year programs, policies, practices as well as impact. The purpose of reassessing individuals was to determine whether the specific practices alone improved retention, or whether campus-wide ownership of the first year might have helped contribute to student persistence.

#3 Building a First-Year Experience: The Best of Times (in) the Worst of Times

Mark Amos, Interim Director, Saluki First Year
Julie Payne Kirchmeier, Director of University Housing
Southern Illinois University Carbondale

LOCATION: A707

State budget woes, declining enrollment, shifting administrative personnel, conflicting constituency interests, general lack of coordination, and everyone safely ensconced in their own 'cylinder of excellence' (aka 'silo'): imagine a less-promising climate for designing and implementing an ambitious campus-wide project demanding compromise and coordination! Hear how an unprecedented cooperation between Academic and Student Affairs – and a few hearty souls – enabled Southern Illinois University Carbondale to build an ambitious, broad First Year Experience program (now evolving into a University College) to better serve our students from admission through their early years.

10:45 – 11:45 AM

CONCURRENT SESSIONS 4-6

#4 The Benefits of FoE in Preparation of Accreditation

Roxie James, Executive Director of Natural Sciences
S. Gwen Beloti, Managing Admin. Asst. Transition to Kean
Kean University

LOCATION: A703

During spring semester 2010, Kean University accepted the challenge to participate in the 2009-2010 FoE National Cohort in conjunction with the Middle States Accreditation self-study of the entire University. Since Kean University's overall transfer population comprises about 45% of total student enrollment and about 75% of these students transfer from a two-year community college the University decided to assess both new freshmen and transfer students. This was a perfect opportunity to link FOE with reaffirmation of accreditation.

.....
#5 Keeping FoE 'Alive' through the Second Year of Implementation

Linda Koch, Vice President for Student Affairs
Lock Haven University of PA

LOCATION: A705

After the excitement and challenges of discovering new ways to involve the campus in implementing 25 recommendations, Lock Haven University began year two of its Plan of Action. Using our existing committee structure to insure completion of our recommendations, FoE has become much more accepted as a true plan for the University. The Plan of Action is a part of our new strategic plan and was recognized by the Middle States team for its contribution.

.....
#6 Creating a Culture for Student Success C²4S² for First-Year Students: FoE at Lone Star College-North Harris

Dorothy Dixon, Director, Center for Teaching and Learning
Lone Star College-North Harris

LOCATION: A707

This session will highlight the interactive process Lone Star College-North Harris FoE task force members used to create a culture for student success for first year students. Interpreting survey results, analyzing and communicating data, and focusing on the Top 20 list of priorities, the task force formulated action plans and implemented a structure to integrate new and existing strategies into the LSC-North Harris student success model.

11:45 – 12:55 PM

LUNCH
LOCATION: A706 (foyer)

1:00 – 2:00 PM

CONCURRENT SESSIONS 7-9

#7 MAP-Works: An Early-Warning Indicator of Student Success

Darlana Jones, Director of Research and Development
Educational Benchmarking, Inc.

LOCATION: A703

MAP-Works is an early-warning indicator of student success and retention for first-year, sophomore, transfers, and upperclass student populations. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data directly to front-line faculty and staff (e.g., residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to empower interventions with students. Come to this session to learn how MAP-Works contributes to student success.

.....
#8 Creating and Implementing a Self-Study of the First Year Experience: A Primer for Campus-Wide Collaboration

Ben Trapanick, Director, First-Year Programs
Chris Gregory, Assistant Dean of Academic Affairs, Director of Academic Advising
Framingham State University

LOCATION: A705

This program will describe the process by which Framingham State University completed a self study of the first-year experience. This self study was completed in 2007-2008 as part of the institution's participation in *Foundations of Excellence® in the First College Year*, a model program guiding the assessment of the first year. Results of this self study will be shared, with an emphasis on highlighting examples of specific changes made in each of the nine Dimensions of the first-year experience.

.....
#9 Double the Pleasure Double the Fun! A Two-time FoE Participant Shares Experiences With Both the First-Year and Transfer Focus

Marcy Esler, Director of Student Retention
The State University of New York College at Brockport

LOCATION: A703

The State University of New York College at Brockport will share its experiences as a two-time participant (2003 and 2010) in the Foundations of Excellence Process, focusing on the more recent transfer focus self study that built on the previous work with respect to the first college year. Presenters will describe the process, highlight recurring themes, and provide an overview of the final recommendations and the current status of an action plan.

<p>2:05 – 3:05 PM</p>	<p><u>CONCURRENT SESSIONS 10-12</u></p> <p>#10 Nontraditional Students: Confounding the Data? Anita L. Vorreyer, Director of Orientation and New Student Programs Juliana Lancaster, Director of Institutional Effectiveness Georgia Gwinnett College</p> <p>LOCATION: A705 Nontraditional students are a significant percentage of students at many institutions. These students have different experiences than do traditional aged students. Participation in the FoE involves asking students about their experiences. Given that nontraditional students experience college differently, are these students ‘confounding’ the data? In discussions during GGC’s FoE experience, questions arose regarding nontraditional students. GGC has continued its inquiry and has mined the data to identify differences between traditional and nontraditional students.</p> <p>.....</p> <p>#11 Sharing the InFoE: Communication Strategies to Ensure FoE Success Carolyn Strickland, Assistant Vice President for Academic Services Pennsylvania College of Technology</p> <p>LOCATION: A707 This session will highlight the importance of effective communication at every stage in FoE process to obtain and maintain support from the campus community. We will examine the development, execution, and evolution of communication strategies for introducing FoE, completing the self-study, gaining support for the final report, and implementing the recommendations. Among the topics for exploration will be challenges to and lessons learned about effective communication from the self-study and implementation processes at Pennsylvania College of Technology.</p>
<p>3:05 – 3:20 PM</p>	<p>REFRESHMENT BREAK LOCATION: A706 (foyer)</p>
<p>3:25 – 4:30 PM</p>	<p>PLENARY SESSION: Group Sharing of Ideas and Experiences from the Foundations of Excellence Process LOCATION: A706</p>
<p>4:30 – 5:00 PM</p>	<p>CLOSING SESSION: Looking Toward the Future LOCATION: A706</p>