FOUNDATIONS OF EXCELLENCE:
A ROADMAP FOR EXCELLENT BEGINNINGS

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
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We have high expectations for our University and our students. To accomplish our strategic plan goals, we must remove institutional barriers that may hinder our students’ ability to achieve these goals. In turn, students must be responsible for engaging in the programs that will help them succeed.
SEP. 2011
9 Dimension Committees
200+ participants
200+ hours

JAN. 2012
120 retreat participants
Executive Summary

314 Faculty/Staff Survey Responses
2,200 Student Survey Responses
618 Items in the Evidence Library

MAR. 2012
9 Reports
50+ Recommendations
1 Recommendation
11 Responsibilities

Philosophy
Organization
Learning
Faculty
Transitions
All Students
Diversity
Roles & Purpose
Improvement
Focus on the first year

Integrated, intentional experience

Findings
- No first-year philosophy, disconnected programs
- 70% graduate
- 40% in 4 years
- 60% in first major
A single point of leadership should be designated for undergraduate student success that has responsibility and accountability to coordinate and integrate curricular and co-curricular efforts in order to provide an intentional, cohesive first-year experience that results in success.
THREE THEMES

THEME 1
Specialized and heightened focus on the experiences of first-year students

THEME 2
Coordination of curricular, co-curricular, and academic success efforts for first-year students

THEME 3
Focus on an environment of improvement, based on innovative, evidence-based decision-making and scholarship
Theme 1 – Responsibilities

Specialized and Heightened Focus on the Experiences of First-Year Students

- Support the implementation and expansion of the core curriculum to improve portability of courses across majors.
- Ensure that every student has a consistent and coordinated first-year orientation course and the opportunity for a coordinated seminar experience.
- Expand admit-to-university opportunities.
THEME 2 – RESPONSIBILITIES
COORDINATION OF CURRICULAR, CO-CURRICULAR, AND ACADEMIC SUCCESS EFFORTS

• Coordinate undergraduate academic success programs.
• Coordinate undergraduate academic advising in the first year.
• Ensure appropriate availability of course spaces that allow students to make progress toward degree completion.
• Develop programs targeted at removing disparities in success among identified groups of students.
• Oversee the streamlining of communication to first-year students.
THEME 3 – RESPONSIBILITIES

FOCUS ON AN ENVIRONMENT OF IMPROVEMENT BASED ON INNOVATIVE EVIDENCE-BASED DECISION-MAKING AND SCHOLARSHIP

- Encourage professional development opportunities for all instructors and staff that interact with first-year students.
- Establish a coordinated effort to collect and disseminate information on best practices, data useful for faculty instructing first-year students, and assessment to enhance program efforts.
- Commit to advancing and rewarding research on teaching and learning.
THANK YOU