Foundations of Excellence Update

Presented to the Board of Trustees Academic Affairs Committee 11/15/2012
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PHILOSOPHY STATEMENT
Broaderly promote the First-year Philosophy statement across campus to ensure that all faculty, staff, and students operate under its guiding values and principles.

- **FUTURE STEPS:** FOE Implementation Team will meet with Provost Lechtenberg, share with Deans, Associate Deans, Directors, Heads of Advising, Student Affairs, Enrollment Management, Diversity and Inclusion, APSAC, CSAC, Purdue Student Government, etc., to receive approval, buy-in, and authorization to begin using on websites, in publications, etc.

ACADEMIC SUCCESS PRIORITIES

Ensure that every student has a consistent and coordinated first-year orientation course experience and the opportunity for a coordinated seminar experience.

- Exploring the possibility of re-engineering Boiler Gold Rush as a required orientation experience focused on academic and social transitions. This “course” would focus on 10-12 key academic success topics during BGR and then would be supplemented throughout the first year with required ongoing sessions as part of a Student Success Series.

Support the implementation and expansion of the core curriculum to improve portability of courses across majors.

- The University Senate passed the Undergraduate Outcomes-based Core Curriculum in February 2012 with the goal of increasing mobility of courses across majors.

Ensure appropriate availability of course spaces that allow students to make progress toward degree completion.

- The Course Needs Task Force was created to investigate course availability and began meeting in May 2012. The two areas this group is focusing on are the implementation and use of DegreeWorks and registering students for one full year at a time.

Expand admit-to-university opportunities.

- The USP experience provides students with a foundation in academic and career exploration that facilitates their finding an appropriate academic home that leads to informed choice and success. **FUTURE STEPS INCLUDE:**
  - Committee is in process of recommending a name change for the Undergraduate Studies Program to better reflect what USP does.
  - USP students should be able to take courses from across the University to aid in their exploration. As such USP staff should not be in the position of asking for course space for USP students; exploratory students are the responsibility of the entire campus.
  - Purdue is considering increasing number of students who will enter Purdue as Exploratory in 2014 and beyond. Because we are not planning to expand the freshman class—a increase in USP freshmen means a reduction in freshmen in other colleges. The Vice Provost for Undergraduate Education and AVP for Enrollment Management are initiating discussions with the Associate Deans and Deans about the impact of a larger exploratory program on first-year enrollment in the individual colleges, curriculum changes and the CODO process.

Other Initiatives Focused on Academic Success Priorities

- The University Committee for Student Excellence, which is a faculty committee that reports to the University Senate Educational Policy Committee, is reviewing grading policy to potentially award the “A+” grade.
- A subcommittee of the University Senate Educational Policy Committee is reviewing the Probation/Drop Policy and the resulting academic support programs needed to assist students.
• The Summer Task Force is reviewing a calendar change that will create either a 4 wk/8 wk summer calendar.
• The Educational Policy Committee approved a revised Mid-term Grade Reporting Policy on October 29, 2012 which will require faculty teaching a 10000-29999 level and foundation course to report a mid-term grade to their students. Providing early and accurate feedback to our students on their academic standing is an important tool for helping them understand their likelihood for success.

**INSTRUCTOR, FACULTY, AND STAFF DEVELOPMENT PRIORITIES**

Encourage (or Provide) professional development opportunities for all instructors and staff that interact with first-year students.

• Work with IMPACT faculty fellows who are redesigning large foundational classes as part of the IMPACT program.
• Offer the Graduate Teaching Certificate to Graduate Teaching Assistants most of which are assigned to large foundational courses.
• Offer the Classroom Teaching Workshops series
• There are currently 48 courses (14, 100 level; 18, 200 level; 16, 300 level) that have been through the IMPACT project to redesign and rethink how they teach their course. In Fall 2012 semester, 7,730 students are being taught in a new, innovative, interactive way as a result of the IMPACT project.

Commit to advancing and rewarding research on teaching and learning.

• IMPACT is a professional development program fostering Scholarship of Teaching and Learning (SoTL).
• Facilitate Teaching for Tomorrow Fellowship program, advancing SoTL by encouraging participants to document their teaching successes
• In consultation with Libraries, establish working chronicle of SoTL journal impact factors

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.

• CIE maintains a Teaching Tips page which organizes and disseminate information on teaching and learning best practices
• The Global Learning Faculty Development unit in CIE has participated in the development and promotion of the Passport Badges system
• A comprehensive assessment plan has been developed to evaluate the effectiveness of the IMPACT program. Results are used to improve educational practices campus-wide.
• The Purdue Assessment Coordination Team consists of assessment professionals from various campus units including the Office of the Provost, Institutional Research, Student Affairs, Student Success, Center for Career Opportunities, Enrollment Management, Housing and Food Services, Center for Instructional Excellence, Purdue Alumni Association, and Academic Advisors. The group meets to coordinate various campus wide assessment efforts including the dissemination of results to campus. The PACT groups first campus wide assessment forum was held on November 6, 2012.
• Beginning in April of 2012, Enrollment Management started publishing a monthly newsletter to better inform the campus community and external constituencies on data topics that impact enrollment and student success at Purdue. Topics to date have included credit hours towards degree, students’ academic profile, retention and graduation rates, financial aid, CODO behavior, and retention of at-risk students.
• Launched a new assessment website in August as a central location for the Purdue community to find various assessment results and resources from across the campus.

**STUDENT SUCCESS PRIORITIES**

Coordinate undergraduate academic advising in the first year.

• On September 1, 2012 the new director of university undergraduate advising was appointed. The position was created to further strengthen academic advising at Purdue and provide a centralized resource to foster
best practices in academic advising. Sandra Monroe is serving in this role and brings knowledge and strong experience in student affairs to this position and reports to Dale Whittaker, vice provost for undergraduate academic affairs.

- Work is currently in progress through the Academic Advisor Project to clearly define the roles of academic advisors and a task bank for responsibilities for each classification of academic advisors has been established. As a result of this work, standardized job descriptions, minimum qualifications and career ladder progression within each role have been developed.
- Additionally academic advising offices are working toward the goal of establishing advisor to advisee ratios of 1:225 in order to provide a more consistent academic advising experience for Purdue students and sustain their success. There has been significant disparity regarding the ratios of academic advising loads ranging from 1-to-1 and 1-to-1000. This created challenges for student’s receiving personalized advising.
- A minimum salary of $38,000 for academic advisors along with minimum educational qualifications with preference given to individuals with a master’s degree was established for academic advisors. Pay scales previously varied widely across campus and retention within advising offices was challenging.
- Twenty eight academic advisors received an equity adjustment to achieve the minimum of $38,000.

**Coordinate undergraduate academic success programs.**

- Student Access, Transition, and Success Programs (SATS) was renamed Student Success at Purdue and has adopted a new campus-wide focus around student success initiatives.
- The Academic Success Center was organizationally moved under Student Success at Purdue and was physically moved to ENAD to increase synergies with the Student Success office.
- A Student Success Action Team was created with a representative (or 2) from each college. This group’s focus is to collaborate for efficiency, break down silos, and create highly linked partnerships.

**Develop programs targeted at removing disparities in success among identified groups of students.**

- Dr. Taylor and the Division of Diversity and Inclusion have brought the Equity Scorecard Self Study to campus. Similar to the FOE process, this initiative brings people from all around campus together to focus on improving the climate around diversity and removing disparities among underrepresented groups.

**Oversee the streamlining of communication to first-year students.**

- The STAR Communications Task Force worked this past summer to streamline communications with students.
- **FUTURE STEPS:** Create a “One-Book” (i.e., hard copy resource book including information about campus and necessary forms to be completed) to help streamline communication with all students who have been admitted and have deposited.

**Other Initiatives Focused on Student Success Priorities**

- Discussions have begun on the creation of a comprehensive, campus-wide student success tool that would consist of a Predictive Success Tool, an Early Warning System, a Student ID Card-swiping Tool, and a Co-curricular Transcript.
- Aligning the residence hall community into neighborhoods that will eventually be charged with developing interdisciplinary themes around the “world’s big problems”. These themes will inform connections with faculty, placement of learning communities, hall programming efforts, student club activities and student volunteer opportunities. We also envision a model of where we host visiting live-in scholars in residence who can lend their expertise to the model.
- Developing academic support space in the former dining room of Shreve Hall to be used for tutoring, supplemental instruction and other academic support activities. Planned to be opened during the 2013-14 academic year.