

ACHIEVING and SUSTAINING
**INSTITUTIONAL
EXCELLENCE**
for the FIRST YEAR OF COLLEGE



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Achieving And Sustaining Institutional Excellence For The First Year Of College

Michael T. Dial



Achieving And Sustaining Institutional Excellence For The First Year Of College:

Achieving and Sustaining Institutional Excellence for the First Year of College Betsy O. Barefoot, John N. Gardner, Marc Cutright, Libby V. Morris, Charles C. Schroeder, Stephen W. Schwartz, Michael J. Siegel, Randy L. Swing, 2010-04-30 In 2002 the Policy Center on the First Year of College supported by The Pew Charitable Trusts The Atlantic Philanthropies and Lumina Foundation for Education sponsored a project to recognize colleges and universities as Institutions of Excellence in their design and execution of the first year Thirteen colleges and universities representing a broad spectrum of campus types were selected as exceptional institutions that place a high priority on the first year experience Achieving and Sustaining Excellence in the First Year of College includes case studies of each of the thirteen exemplary institutions These studies illustrate and analyze the colleges best practices in teaching assessing and retaining first year college students The individual case studies offer lessons learned and have broad potential application beyond the particular type of institution represented

Emerging Research and Practices on First-Year Students Ryan D. Padgett, 2014-09-09 What factors contribute to students lasting success Much research has explored the impact of the first year of college on student retention and success With the new performance based funding initiatives institutional administrators are taking a laser focused approach to aligning retention and success strategies to first year student transition points This volume enlightens the discussion and highlights new directions for assessment and research practices within the scope of the first year experience Administrators faculty and data scientists provide a conceptual and analytical approach to investigating the first year experience for entry level and seasoned practitioners alike The emerging research throughout this volume suggests that while many first year programs and services have significant benefits across a number of success outcomes these benefits may not be universal for all students This volume Examines sophisticated empirical models Provides critical assessment practices and implications Examines the four year college and the two year institution which is just as critical This is the 161st volume of this Jossey Bass quarterly report series Timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management

Developing and Sustaining Successful First-Year Programs Gerald M. Greenfield, Jennifer R. Keup, John N. Gardner, 2013-07-29 Developing and Sustaining Successful First Year Programs First year programs and interventions have become critical launching pads for student success and retention in higher education However these programs often flounder not because of what they are trying to do but because of the ways in which they are implemented Developing and Sustaining Successful First Year Programs offers faculty academic administrators and student affairs professionals a comprehensive and practical resource that includes step by step guidance for developing new first year programs and enhancing existing programs The book explores the key elements that contribute to sustained student success and the programs that have the

capacity to continue to meet student needs while making the most of scarce resources The authors show how to create and sustain critical partnerships put in place the needed organizational structures and include strategies for developing effective assessments and evaluations Developing and Sustaining Successful First Year Programs is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size type selectivity and culture Examples of common programs and interventions include summer bridge programs student orientation first year seminars learning communities residential programs developmental education and many more Based in scholarly literature theory and practice the book highlights the initiatives that facilitate the transition learning development and success of new college students

The First-Year Seminar Jennifer R. Keup, Joni Webb Petschauer, James E. Groccia, Mary Stuart Hunter, Brad Garner, Jennifer A. Latino, Michelle L. Ashcraft, Daniel B. Friedman, 2023-07-24 The First Year Seminar Designing Implementing and Assessing Courses to Support Student Learning and Success a five volume series is designed to assist educators who are interested in launching a first year seminar or revamping an existing program Each volume examines a different aspect of first year seminar design or administration and offers suggestions for practice grounded in research on the seminar the literature on teaching and learning and campus based examples Because national survey research suggests that the seminar exists in a variety of forms on college campuses and that some campuses combine one or more of these forms to create a hybrid seminar the series offers a framework for decision making rather than a blueprint for course design The series includes Volume I Designing and Administering the Course Volume II Instructor Training and Development Volume III Teaching in the First Year Seminar Volume IV Using Peers in the Classroom Volume V Assessing the First Year Seminar Editors Authors Volume I Jennifer R Keup Joni Webb Petschauer Volume II James E Groccia Mary Stuart Hunter Volume III Brad Garner Volume IV Jennifer A Latino Michelle L Ashcraft Volume V Daniel B Friedman Focus on First Year Success Brenda Leibowitz, Antoinette Van der Merwe, Susan Van Schalkwyk, 2009-11-01 The importance of the first year experience is now well recognised This collection of papers makes a fascinating and important contribution to our understanding of students transition to higher education This is a scholarly engaging and illuminating text that is relevant not only in the context of South Africa but for anyone interested in student learning in the first year of university education David Gosling Plymouth University Joining the Mission Susan VanZanten, 2011-02-18 Joining the Mission is a helpful guide for new and experienced faculty at religious colleges and universities Susan VanZanten here provides an orientation to the world of Christian higher education and an introduction to the academic profession of teaching scholarship and service with a special emphasis on opportunities and challenges common to mission driven institutions From designing a syllabus to dealing with problem students from working with committees to achieving a balanced life VanZanten s guidebook will help faculty across the disciplines Art to Zoology and every subject between understand better what it means to pursue faithfully a vocation as professor Susan VanZanten s Joining the Mission is an exceptional resource for all faculty members at Christian

colleges and universities While it is a very practical guide to teaching at a university the book also helps the reader understand and wrestle with the nuances of what it means to be a faculty member at a mission driven institution I appreciate VanZanten s contribution to articulating why mission is important at our institutions why we care about it so much and how we can better accomplish it Thomas Cedel President Concordia University Texas *Teaching First-Year College Students* Bette LaSere Erickson, Calvin B. Peters, Diane Weltner Strommer, 2009-11-24 *Teaching First Year College Students* is a thoroughly expanded and updated edition of *Teaching College Freshmen* which has become a classic in the field since it was published in 1991 The book offers concrete suggestions about specific strategies and approaches for faculty who teach first year courses The new edition is based on the most current research on teaching and learning and incorporates information about the demographic changes that have occurred in student populations since the first edition was published The updated strategies are designed to help first year students adjust effectively to both the academic and nonacademic pressures of college The authors also help faculty understand first year students and show how their experiences in high school have prepared³ 4or not prepared³ 4them for the world of higher education Improving Teaching, Learning, Equity, and Success in Gateway Courses Andrew K. Koch, 2018-01-24 Gateway courses college credit bearing and or developmental education courses that enroll large numbers of students and have high rates of Ds Fs withdrawals and incompletes are a ubiquitous part of the undergraduate experience in the United States As long as there have been U S colleges and universities there have been entry courses that pose difficulties for students courses that have served more as weeding out rather than gearing up experiences for undergraduates This volume makes the case that the weed out dynamic is no longer acceptable if it ever was Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students and this new level of access is coupled with increased scrutiny of retention and graduation outcomes Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching learning and outcomes in these foundational components of the undergraduate experience Back cover Rethinking Student Transitions Dallin George Young, Bryce D. Bunting, 2024-07-08 *Rethinking Student Transitions* How Community Participation and Becoming Can Help Higher Education Deliver on its Promise presents a reimagined theory of student transitions in college The authors contend that while previous theorizations have helped move the practice of supporting student success forward through the latter half of the twentieth century earlier conceptualizations and models have led to an inconsistent and incomplete picture of students experiences in transition The book offers both a review and critique of current models of transition and then develops a new conceptual viewpoint based in the ideas of situated learning and transitions as becoming The second half of the book is dedicated to using this new theoretical perspective to illustrate how higher education professionals can create conditions to support students in transition more intentionally with a particular view toward supporting historically marginalized students including racially and ethnically minoritized students

first generation students and post traditional students **Academic Recovery** Michael T. Dial, 2022-10-19 Research suggests that as many as a quarter of all undergraduate students may find themselves on academic probation during their collegiate years. If students on probation choose to return to their institutions the semester following notification they find themselves in a unique transitional period between poor academic performance and either dismissal or recovery. Effectively supporting students through this transition may help to decrease equity gaps in higher education. As recent literature implies the same demographic factors that affect students' retention and persistence rates e.g. gender, race, and ethnicity, age also affect the rate at which students find themselves on academic probation. This book serves as a resource for practitioners and institutional leaders. The volume presents a variety of interventions and institutional strategies for supporting the developmental and emotional needs of students on probation in the first year and beyond. The chapters in this book are the result of years of dedication and passion for supporting students on probation by the individual chapter authors. While the chapters reflect a culmination of combined decades of personal experiences and education collectively they amount to the beginning of a conversation long past due. Scholarship on the impact of academic recovery models on student success and persistence is limited. Historically attention and resources have been directed toward establishing and strengthening the first year experience, sophomore programs, and student success efforts to prevent students from ending up on academic probation. However, a focus on preventative measures without a consideration of academic recovery program design, considering the successes of these programs, is futile. This volume should be of interest to academics and practitioners focused on creating or refining institutional policies and interventions for students on academic probation. The aim is to provide readers with the language, tools, and theoretical points of view to advocate for and to design reform and/or execute high quality integrated academic recovery programs on campus. Historically students on probation have been an understudied and underserved population, and this volume serves as a call to action.

Helping Sophomores Succeed Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner, 2009-10-02 *Helping Sophomores Succeed* offers an in-depth comprehensive understanding of the common challenges that arise in a student's second year of college. Sponsored by the University of South Carolina's National Resource Center for The First Year Experience and Students in Transition, this groundbreaking book offers an examination of second year student success and satisfaction using both quantitative and qualitative measures from national research findings. *Helping Sophomores Succeed* serves as a foundation for designing programs and services for the second year student population that will help to promote retention, academic and career development, and personal transition and growth. Praise for *Helping Sophomores Succeed*: Lost, lonely, stressed, pressured, unsupported, frequently indecisive and invisible, many sophomores fall off the radar of campus educators at a time when they may most be seeking purpose, meaning, direction, intellectual challenge, and intellectual capacity building. The fine scholars who focused educators on the first year and senior transitions have done it again, a

magnificent book to focus on the sophomore year Susan R Komives College Student Personnel Program University of Maryland For years student centered institutions have front loaded resources to promote student success in the first college year This volume is rich with instructive ideas for how to sustain this important work in the second year of college George D Kuh Chancellor s Professor and director Indiana University Center for Postsecondary Research A pioneering work this brilliant text explores in practical and meaningful ways the all but neglected sophomore year experience when students face critical choices about their major their profession their life purpose Betty L Siegel president emeritus Kennesaw State University All members of the campus community faculty student affairs educators staff and students will benefit from learning about the unique challenges of the second college year The book provides research and best practices to help educators and students craft an integrated comprehensive approach to helping second year students succeed Marcia Baxter Magolda distinguished professor Educational Leadership Miami University The National Resource Center for The First Year Experience and Students in Transition supports and advances efforts to improve student learning and transitions into and through higher education by providing opportunities for the exchange of practical theory based information and ideas

Understanding Writing Transfer Randall Bass, Jessie L. Moore, 2023-07-03 While education is based on the broad assumption that what one learns here can transfer over there across critical transitions what do we really know about the transfer of knowledge The question is all the more urgent at a time when there are pressures to unbundle higher education to target learning particular subjects and skills for occupational credentialing to the detriment of integrative education that enables students to make connections and integrate their knowledge skills and habits of mind into a adaptable and critical stance toward the world This book the fruit of two year multi institutional studies by forty five researchers from twenty eight institutions in five countries identifies enabling practices for and five essential principles about writing transfer that should inform decision making by all higher education stakeholders about how to generally promote the transfer of knowledge This collection concisely summarizes what we know about writing transfer and explores the implications of writing transfer research for universities institutional decisions about writing across the curriculum requirements general education programs online and hybrid learning outcomes assessment writing supported experiential learning e portfolios first year experiences and other higher education initiatives This volume makes writing transfer research accessible to administrators faculty decision makers and other stakeholders across the curriculum who have a vested interest in preparing students to succeed in their future writing tasks in academia the workplace and their civic lives and offers a framework for addressing the tensions between competency based education and the integration of knowledge so vital for our society

High-Impact Practices in Online Education Kathryn E. Linder, Chrysanthemum Mattison Hayes, 2023-07-03 This volume offers the first comprehensive guide to how high impact practices HIPs are being implemented in online environments and how they can be adjusted to meet the needs of online learners This multi disciplinary approach will assist faculty and administrators to

effectively implement HIPs in distance education courses and online programs With a chapter devoted to each of the eleven HIPs this collection offers guidance that takes into account the differences between e learners and traditional on campus students A primary goal of High Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners Through specific examples and practical suggestions in each chapter readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types Each chapter of High Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful The book provides guidance on how best to implement HIPs to increase retention and completion for online learners

First-Generation College Students

Lee Ward, Michael J. Siegel, Zebulun Davenport, 2012-05-25 FIRST GENERATION COLLEGE STUDENTS a concise manageable lucid summary of the best scholarship practices and future oriented thinking about how to effectively recruit educate develop retain and ultimately graduate first generation students from the foreword by JOHN N GARDNER First generation students are frequently marginalized on their campuses treated with benign disregard and placed at a competitive disadvantage because of their invisibility While they include 51% of all undergraduates or approximately 9.3 million students they are less likely than their peers to earn degrees Among students enrolled in two year institutions they are significantly less likely to persist into a second year First Generation College Students offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions Based in solid research the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula out of class learning experiences and student support services as well as develop strategic plans that address issues sure to arise in the future The authors offer an analysis of first generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization Providing a template for other campuses the book highlights programmatic initiatives at colleges around the country that effectively serve first generation students and create a powerful learning environment for their success First Generation College Students provides a much needed portrait of the cognitive developmental and social factors that affect the college going experiences and retention rates of this growing population of college students

Linked Courses for General

Education and Integrative Learning Margot Soven, Dolores Lehr, Siskanna Naynaha, Wendy Olson, 2023-07-03 Research indicates that of the pedagogies recognized as high impact learning communities one approach to which the linked course is the subject of this book lead to an increased level of student engagement in the freshman year that persists through the senior year and improve retention This book focuses on the learning community model that is the most flexible to implement in terms of scheduling teacher collaboration and design the linked course The faculty may teach independently or together

coordinating syllabi and assignments so that the classes complement each other and often these courses are linked around a particular interdisciplinary theme Creating a cohort that works together for two paired courses motivates students while the course structure promotes integrative learning as students make connections between disciplines This volume covers both linked courses in which faculty may work to coordinate syllabi and assignments but teach most of their courses separately as well as well as paired courses in which two or more courses are team taught in an integrated program in which faculty participate as learners as well as teachers Part One Linked Course Pedagogies includes several case studies of specific linked courses including a study skills course paired with a worldview course a community college course that challenges students compartmentalized thinking and a paired course whose outcomes can be directly compared to parallel stand alone courses Part Two Linked Course Programs includes a description of several institutional programs representing a variety of linked course program models Each chapter includes information about program implementation staffing logistics and concerns curriculum development pedagogical strategies and faculty development Part Three Assessing Linked Courses highlights the role of assessment in supporting maintaining and improving linked course programs by sharing assessment models and describing how faculty and administrators have used particular assessment practices in order to improve their linked course programs

Fostering Student Success in the Campus Community Gary L. Kramer, 2009-11-24 This book presents and examines key issues not only on addressing changing student demographics and needs but also on aligning institutional and student expectations connecting student oriented services systemically organizing and fostering student services for learning and creating and delivering services for students to achieve success on campus While the essential supportive role student services plays in student retention and success is generally understood this book provides several constructive approaches and key indicators that service providers can use to challenge their campuses for better results in achieving student success While this book does not define what student success is for all institutions or suggest that one size fits all institutions it does emphasize that student learning and achieving student success on campus is everyone's business The chapter contributors share their wisdom on and experience in creating a student centered culture and emphasize student services as the primary approach for putting students first in the campus community Written for student service providers academic departments and others responsible for the support direction and coordination of services to students vice presidents deans directors and department chairs readers will learn how to encourage a variety of desired outcomes including student persistence satisfaction learning and personal development Also included is a systems perspective that will help readers evaluate and align services for students with the goals of both the students and the institution

Leading Academic Change Elaine P. Maimon, 2023-07-03 Written by a sitting college president who has presided over transformative change at a state university this book takes on the big questions and issues of change and change management what needs to be done and how to do it Writing in a highly accessible style the author recommends changes for

higher education such as the reallocation of resources to support full time faculty members in foundation level courses navigable pathways from community college to the university infusion rather than proliferation of courses and the role of state universities in countering the disappearance of the middle class The book describes how these changes can be made as well as why we must make them if our society is to thrive in the twenty first century *Enhancing Minority Student Retention and Academic Performance* Jacqueline Fleming, 2012-04-24 In this important resource Dr Fleming a noted expert in the field of minority retention draws on educational evaluations she has developed in the course of her distinguished career This book analyzes the common factors and the role institutional characteristics play in minority student retention to show what really works in increasing academic performance among minority students and includes models of evaluations that describe successful programs that use statistical methods to verify outcomes **Academic Accreditation and Evaluation in Higher Education: Practices, Experiences, and Quality Assurance** Lytras, Miltiadis Demetrios, Şerban, Andreea Claudia, 2025-02-05 Academic accreditation and evaluation in higher education ensures institutions meet established standards of quality and effectiveness These practices serve to uphold educational excellence and foster transparency and accountability in academic programs Through rigorous assessment methods institutions evaluate their curricula faculty qualifications and student outcomes improving and adapting to changing educational demands The experiences of various institutions with accreditation processes can reveal valuable insights into best practices and the challenges faced in achieving and maintaining accreditation status By examining these experiences researchers may gain a deeper understanding of how quality assurance mechanisms shape the landscape of higher education and influence student success and institutional reputation *Academic Accreditation and Evaluation in Higher Education Practices Experiences and Quality Assurance* delves into the crucial aspects of academic accreditation and evaluation in the context of higher education It explores the best practices and experiences in the field offering insights into quality assurance mechanisms that drive continuous improvement within educational institutions This book covers topics such as higher education quality assurance and accreditation and is a useful resource for education professionals academicians business owners policymakers scientists and researchers *Increasing Persistence* Wesley R. Habley, Jennifer L. Bloom, Steve Robbins, 2012-06-25 **INCREASING PERSISTENCE** Of all the books addressing the puzzle of student success and persistence I found this one to be the most helpful and believe it will be extremely useful to faculty and staff attempting to promote student success The authors solidly ground their work in empirical research and do a brilliant job providing both an overview of the relevant literature as well as research based recommendations for intervention **GAIL HACKETT** PH D provost and executive vice chancellor for academic affairs professor counseling and educational psychology University of Missouri Kansas City Research indicates that approximately forty percent of all college students never earn a degree anywhere any time in their lives This fact has not changed since the middle of the 20th century Written for practitioners and those who lead retention and persistence

initiatives at both the institutional and public policy levels Increasing Persistence offers a compendium on college student persistence that integrates concept theory and research with successful practice It is anchored by the ACT's What Works in Student Retention WWISR survey of 1,100 colleges and universities an important resource that contains insights on the causes of attrition and identifies retention interventions that are most likely to enhance student persistence The authors focus on three essential conditions for student success students must learn students must be motivated committed engaged and self regulating and students must connect with educational programs consistent with their interests and abilities The authors offer a detailed discussion of the four interventions that research shows are the most effective for helping students persist and succeed assessment and course placement developmental education initiatives academic advising and student transition programming Finally they urge broadening the current retention construct providing guidance to policy makers campus leaders and individuals on the contributions they can make to student success

Unveiling the Magic of Words: A Review of "**Achieving And Sustaining Institutional Excellence For The First Year Of College**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Achieving And Sustaining Institutional Excellence For The First Year Of College**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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Achieving And Sustaining Institutional Excellence For The First Year Of College Introduction

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