

Executive Summary

In 2008-09 Lock Haven University engaged in an intensive self-study process through the Foundations of Excellence. This year-long study entailed an extensive examination of the first-year experience using the Foundations of Excellence vision statement as a framework:

“The Foundations of Excellence model is a blueprint for building the first year of college as the foundation for undergraduate education. Institutions that strive for excellence in the first year will conduct a candid analysis of their strengths and weaknesses. Based upon that analysis, they will then commit themselves to a course of action designed to improve first-year-student learning and success.”

Foundations of Excellence involved seventy-five participants representing faculty, administration, staff and students. Individuals were involved with the study through service on the Steering Committee and/or one of the nine Dimension Committees. A Foundations of Excellence survey, administered to Lock Haven University faculty and staff and first-year students, provided data to assess programs, policies and procedures that impact the first year experience. Additional data was gathered from previously administered surveys and 133 documents that related to the first year experience (reports, brochures, surveys, policy statements).

Through Foundations of Excellence, the first year experience at Lock Haven University was assessed with nine performance indicators. The indicators included: philosophy, organization, all students, faculty, learning, diversity, transitions, roles and purposes and improvement. The final report includes 25 recommendations to improve the first year experience for Lock Haven University students. It is the hope of all participants in this study that planning and programming related to the first year experience at Lock Haven University in the immediate future will hinge on the recommendations in the final report.

The following general themes, which are outlined in greater detail in the final report, were discovered through the self-study process:

- Lock Haven University presently does many things well in facilitating a successful first year experience for all students. However, opportunities to improve current practices exist.
- A comprehensive approach to the first-year experience is needed to ensure more holistic experience for all students. Specifically, many students are not receiving all of the essential elements that positively impact the first year experience: summer orientation, appropriate curricula, mentoring, quality academic advising and a diverse cultural experience.
- LHU’s organizational structure does not align offices and services that are most critical to the first year experience.

- The current budgeting process is not structured to identify expenditures specifically related to first-year students.
- Curricular challenges prevent students from receiving the ideal schedule of developmental courses. The ADAC 119 course, with a proven track record of success, is not available for all students and its focus has been altered from the original intent.
- Supportive services are extensive and provide critical help to students; however, budgetary constraints cause on-going challenges in this area.
- Enhancing faculty professional development related to the first-year experience may provide an opportunity to improve academic advising, mentoring and teaching.

The Plan of Action to follow provides a framework for engaging the campus community in recommendations offered by the Dimension Committees.

**Foundations of Excellence - Final Report
Lock Haven University
July 2009**

Steering Committee

Dr. Linda Koch, Vice President for Student Affairs
Dr. Carol Latronica, Dean of Student Development
Dr. David White, Dean of Arts and Science
Dr. Jim Theeuwes, Director of Student Financial Services
Brian Cygan, Director of Institutional Research
Dr. Paddy O'Hara-Mays, Professor, Graduate Studies
Dr. Rey Junco, Associate Professor, Director of Disability Services
Dr. Lisa Weaver, Assistant Professor, Director of Haven Achievers Program
Stephen Lee, Director of Admissions

Foundational Dimension: Philosophy

The Philosophy Dimension Committee evaluated LHU's current approach to the first year experience and found it intentional and based on a rationale that informs relevant institutional policies and practices. However, based on results of the FoE survey[s], existing university documents, the knowledge and experience of committee members, the Philosophy Dimension Committee concluded that there was no known university philosophy statement.

The committee recommended that the following philosophy statement on the first year experience be adopted by the University:

"The common theme for the first year is transition: from high school to college classrooms, from "home" to a new community, from general education to a specific discipline, from limited freedom to greater independence and individual responsibility.

Lock Haven University cultivates global knowledge and citizenship, multicultural experiences, leadership, civility and inclusiveness from the first year of college throughout a lifetime of learning and engagement.

First-year students are entitled to access the tools, services and facilities they need. Vital resources must be allocated for excellence in first-year program design elements such as: orientation; a small class experience for self-directed learning; opportunities for growing social responsibility; and advanced technological skills.

We believe that seamless pre-enrollment experiences are essential for all first-year students to establish an ideal living and learning community. The highest quality classroom environment nurtures interaction with faculty and builds a sense of belonging. We help students to develop their identities as individuals and leaders in a diverse setting. Leadership and community service activities provide a platform for learning responsibility and accountability to themselves and others. Support and

innovation in technology are required for success. We emphasize communication and informational literacy to prepare for competition and fulfillment of career aspirations.

In order to consistently deliver higher education that is dedicated to the positive development of students from diverse backgrounds, it is necessary to continually assess and adjust for demographic changes and enrollment patterns. We will devote ourselves to the future, maximize the present and honor the past.”

The committee identified the following opportunities and challenges:

- The Lock Haven University's Vision, Mission and Strategic Plan do not mention new student programs or values.
- Large class sizes for first-year classes impede students' ability to make the connection to faculty that will encourage them to continue their educations.
- Educational expectations are not the same for faculty and students.
- Students have financial issues that need to be addressed prior to their arrival on campus.
- The vast majority of "average" students entering the University have areas of academic preparation that are lacking but receive no services for them.
- Freshmen receive no advisement prior to receiving their first schedule.

Foundational Dimension: Organization

The Organization Dimension Committee evaluated the extent to which LHU creates organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year. The committee discovered that there are many initiatives, programs, and efforts that exist to address and enhance the first year experience of LHU students. However, there is no single individual, committee, or office charged with overseeing all components of the first year.

With no singular entity responsible for coordination of the first year experience, the University does not have a comprehensive, philosophically driven approach to the first year experience that could ultimately inform all efforts and initiatives and provide a foundation for goals and outcomes related to the first year for all our students.

The committee identified the following opportunities and challenges:

- Within Lock Haven University's organizational structure, there is limited integration with regard to initiatives, programs, events, and efforts related to the first year experience of our students.

- A comprehensive evaluation plan for the first year experience at Lock Haven University does not exist. The assessment and evaluation of individual programs tends to be satisfaction-based rather than outcomes-based
- University departments do not have a coordinated or centralized financial commitment (revenue code) for first year students. Funding is non-existent in addressing key areas that foster success in the first year student population.
- There is no evidence of ongoing, substantive, campus wide professional development opportunities focused on the first year experience of our students.

Foundational Dimension: All Students

The All Students Dimension Committee evaluated the extent to which LHU serves all first-year students according to their varied needs. The committee determined that Lock Haven University does an average job of identifying the academic and social needs of first year students on campus.

Findings from the FoE and Quality of Life surveys indicate that freshmen students feel that their social needs are being met, that they have a positive sense of belonging, and that they feel safe at LHU. Despite this finding, the committee also discovered that that African-American and Latino students have a lower satisfaction with LHU than other racial groups. African-American students had the lowest satisfaction with their academic needs being met and African-American and, to a lesser degree Hispanic students, did not feel as comfortable expressing their beliefs on campus as other racial groups.

The committee also found that a significant challenge the University faces is identifying all students in need of academic assistance. The committee identified the following groups as having unique needs: under-prepared students, Honors students, athletes, students with disabilities, international students and minority students.

The following questions were posed by the committee:

- Are we only reaching those students who are already motivated to become involved?
- Can more effort be made to reach out to students who do not traditionally get involved?
- Can we identify those students who are not getting involved and reach out to them?
- Can we improve efforts to get freshmen involved during the first few weeks of classes?

Foundational Dimension: Faculty

The Faculty Dimension Committee evaluated the extent to which LHU makes the first college year a high priority for the faculty. The Committee feels strongly that our faculty

and administrators have a genuine concern about student success, which serves as a prominent opportunity. Additionally, the committee members generally believe that senior academic leaders consider faculty involvement with first-year students important, but lack visibility in such areas as encouraging and recognizing these efforts.

The committee discovered limited evidence of senior academic leaders' active encouragement of faculty to understand broad trends and issues related to first-year students. We believe this is the reason the FoE survey results reveal low faculty ratings related to the perceived importance institutional academic leaders place on faculty involvement with first-year students.

The committee identified the following opportunities and challenges:

- Senior academic leaders do support opportunities for faculty to develop pedagogies of engagement.
- The University does address learning goals for all courses during the review and approval process of course syllabi, including entry-level courses.
- The senior academic leaders have actively participated in the creation of a common skill set that all students should master. However, the University has not established learning goals for first-year students.
- Department chairs strongly encourage faculty to understand and address the needs of first-year students, however this phenomenon varies significantly across departments.
- The University comprehensively addresses learning goals for all courses including entry-level courses.
- Communicating expectations for faculty involvement with first-year students requires improvement as the University does not adequately address this area of faculty responsibility.
- Faculty members perceive little recognition in teaching first-year students.
- Changing student characteristics and lack of preparedness require that the University expands student support services and that faculty use pedagogies of engagement.

Foundational Dimension: Learning

The Learning Dimension Committee evaluated the extent to which LHU delivers intentional curricular and co-curricular learning experiences that engage students in

order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.

The committee found that survey information reveals fairly strong agreement between the assessments of faculty and students related on the following issues: availability of faculty outside of class, faculty encouraged students to ask questions in class, faculty communicated academic expectations and encouraged out of class experiences. The one area of significant disagreement dealt with the degree of individual attention that faculty provide to students. Faculty gave this area an unsatisfactory rating whereas students rated the level of individual attention as acceptable.

The committee identified the following opportunities and challenges:

- Maintain current practices in first year instruction and course goals while monitoring factors involved in the educational environment (class size being the most important).
- Maintain current practices related to the quality of instruction and only monitor proper course placement.
- Faculty felt strongly that students do not receive enough *individual attention*.
- A more cost-effective approach be found in First Year Student Seminars (FYSS) that focus on helping students adjust to college level courses and life. Recent data from the initial FYSS cohort (2002) demonstrate that these courses significantly improved 2nd year retention, 4 year graduation rates, and 6 year graduation rates.
- Math skills of many freshmen students are inadequate.

Foundational Dimension: Diversity

The Diversity Dimension Committee evaluated the extent to which LHU ensures that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparation to become members of pluralistic communities. The committee found that first-year students at Lock Haven University have opportunities to engage and interact with diverse ideas and world-views inside and outside of the classroom. Survey results indicated that 82.4% of students were moderately to very highly satisfied with the institution's ability to provide opportunities to interact with other students from differing backgrounds and cultures.

The committee determined that courses designated as meeting the Multi-cultural (MC) overlay provide the greatest diversity emphasis for first-year students. However, out-of-class opportunities complement the curriculum at Lock Haven University and programming, events, ideas, and world concepts available to first year students are effectively provided by campus groups.

The following opportunities and challenges were identified by the committee:

- Many diversity initiatives and experiences are developed and operated independently by sponsoring departments.
- A period of planning and coordination of diverse campus wide programs should be conducted on an ongoing and timely fashion and subsequently promoted and marketed to all Lock Haven students to promote maximum involvement.
- Attempts to diversify the faculty have had mixed success over the past five academic years (2004-05 through 2008-09).
- LHU must consider opportunities facing the institution and subsequent challenges it must address in order to immerse new students in programs that encourage the discussion of diverse ideas and world-views.
- Communication regarding the importance of diversity has been inadequate in some key areas.

Foundational Dimension: Transitions

The Transitions Dimension Committee evaluated the extent to which LHU facilitates appropriate student transitions through policies and practices that are intentional and aligned with institutional mission. The committee found that while it was recognized that many pieces of a powerful and meaningful first year experience are in place, not all students receive it. Certain student groups are provided with better first year experiences than others. The benefits of a comprehensive first year experience are crucial to retention, timely graduation, and student (and faculty!) satisfaction.

The committee also found that the University is challenged in establishing itself as a comprehensive institution - a "unified front." Oftentimes throughout this self-investigation, the committee noted that they were not evaluating one institution, but rather two: the main campus and the Clearfield campus. The committee sees a need for a coordinated approach that assures relevant topics are addressed at each respective campus.

Opportunities and challenges identified by the committee include:

- The University utilizes a number of methods to ensure that students are aware and informed of the lived experience of first year students.
- Student participation in and faculty awareness of out-of-class engagement opportunities must also be aligned.

- It is essential that LHU re-establishes the curriculum of the First Year Student Seminar that was originally developed in fall 2002.
- The Clearfield Campus has challenges in the transition of its students, including: limited course offerings, available classes filling up quickly, limited training for academic advisors, limited on-campus student employment opportunities and inadequate financial aid staffing.

Foundational Dimension: Roles and Purposes

The Roles and Purposes Dimension Committee evaluated the extent to which LHU promotes student understanding of the various roles and purposes of higher education, both for the individual and society. The committee found that LHU is doing much that is wonderful in regard to the performance indicators examined in this dimension. However, many of the efforts are not as widespread as they could be, are not reaching as many of our students as needed, and are not as effective and efficient as is possible.

The committee also found that there are different student and faculty/staff views at LHU regarding the institution's discussion with first-year students about the purpose of a college education. While students feel that LHU is doing a good or very good job at effectively communicating the purpose of higher education 50% to 60% of the time, faculty/staff feel that this occurs much less frequently.

The following opportunities and challenges were identified by the committee:

- Students and faculty/staff may not be communicating as well as they could about the purpose of higher education. One possible cause for this problem is attrition from first-year seminar courses.
- All new students are not required to take First-Year Seminar courses because they are electives, (exceptions include students in EOP; Haven Achievers Program).
- Lock Haven University has numerous programs and departments that assist first-year students; however, many first-year students are not aware of these resources and services.
- Not all students attend the Summer New Student Orientation Program.
- Advising is not uniform and advisors may not discuss the purpose of higher education with all of their students.
- There is no system of checks and balances to ensure that every first-year student explores individual motivation for college attendance.

- LHU needs to do a better job in communicating with students about General Education Requirements and General Education Overlay Requirements.

Foundational Dimension: Improvement

The Improvement Dimension Committee evaluated the extent to which LHU conducts assessment and maintains associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement. The committee found that opportunities to systematically assess and improve academic and non-academic initiatives at LHU are substantial. Many programs already collect assessment data routinely or are in the process of increasing their assessment efforts. Assessment for key initiatives related to the first year experience at LHU include: summer orientation, 119 Courses (First Year Student Seminars), Honors Program, student services, faculty, and academic advising.

The committee also found that faculty, staff, and administration demonstrate concern for students in many ways through their commitment to teaching, advising, and participation in numerous programs that are designed to help students succeed.

The following opportunities and challenges were identified by committee:

- Students are not spending adequate time for academic preparation outside of class. More emphasis should be given during the freshman summer orientation and open house programs about the importance of out-of-class preparation in academic success.
- Course assignments should emphasize collaboration and cooperation among students.
- Faculty members and administrators should be encouraged to act as mentors and role models to students.
- It has been a challenge to encourage students to participate in clubs and organizations. Efforts should be made to tie participation in clubs/organizations with the general education requirements of external experience so that students earn credits for their participation.

Dimension Committee Recommendations

The following items were recommended by the Organization, Faculty, Transitions and Improvement Committees, implied or stated.

1. Establish an Office of First-Year Experience

- a. Complement should include a Director and appropriate staff to provide effective oversight, advising, and coordination
- b. Advisory Committee (Existing FYE committee with Faculty, Staff, Administrators and student representatives)
- c. Budget (adequate resources to ensure effective oversight and coordination)
- d. Resources (adopt an assessment/adaptive learning system for placement/support of first year students in general education and major-specific courses).

The Office of First Year Experience and advisory committee will:

- create a campus culture that prioritizes the first year and thus contributes to student satisfaction and persistence.
- assess all first year experience initiatives to ensure data driven continued quality improvement for our students.
- ensure that course objectives are being met for the Freshman Orientation courses and that they serve as a medium for informing students about resources, academic policies, regulations, and behaviors critical for successful navigation of the first year
- provide needed information on University resources (tutoring, honors etc.).
- follow-up with students who have low academic performance
- create and maintain a website devoted to the first year that serves all constituencies - students, faculty and staff, and parents of first year students
- balance class schedules in the fall semester and the potential need for repeating failed courses in the second semester in order to maintain good academic standing
- perform a follow-up survey for students who leave the institution

The following items have been recommended by the Philosophy, All Students, Faculty, Diversity, Transitions, Roles and Purposes and Improvement Committees, implied or stated.

2. To encourage interaction and communication, conduct “orientation programs,” which utilize academic advisers, administrators, and students, at both campus locations.
3. Identify special needs for all students both academic and social and expand these support services at both campuses with particular attention to Clearfield.
4. Provide a psychologically and physically safe academic and social environment.
 - a. Provide on-call certified counselors for after hours and weekends
 - b. Continue to improve campus lighting
 - c. Extend hours for the use of the campus shuttle to nights and weekends

The following items have been recommended by the Organization, Faculty, Transitions, Roles and Purposes and Improvement Committees, implied or stated.

5. Increase faculty professional development opportunities addressing first year student issues.
 - a. Enhance the mentoring process to specifically address first-year student issues including pedagogy, characteristics, etc.
 - b. Inform faculty who teach first-year students about learning goals, pedagogical opportunities/resources, and trends for first-year students.
 - c. Identify and support faculty professional development opportunities that relate to first-year students.
 - d. Assure the opportunities are equally available across colleges and campuses.
 - e. TLC Advising Team will explore best practices for advising first-year students.
 - f. Extend the New Faculty Orientation with additional sessions during the semester that focus on first-year student issues.
 - g. Explore ways to increase faculty participation in TLC workshops and acknowledge/reward.
6. Incentivize faculty to provide personalized support for first year students.
 - a. Explore methods of recognizing/rewarding faculty who meet with First Year advisees individually or as a group within the first two weeks of the semester.
 - b. Explore methods of recognizing/rewarding faculty who teach courses that have high enrollments of first-year students.
7. Modify hiring, promotion, evaluation, and tenure practices with emphasis on persistence of first year students.
 - a. Department chairs and evaluation committees should document in evaluations and make specific recommendations regarding strengths and weaknesses in teaching first-year students.
 - b. Review the procedures for hiring, promotion, evaluation, and tenure to determine the degree to which first-year student teaching is addressed and how the procedures can and should be improved.

The following items were recommended by the Philosophy, Learning, Diversity, Transitions, Roles and Purposes and Improvement Committees, implied or stated.

8. Adopt an assessment/adaptive learning system for placement/support of first year students. Provide better course placement through placement criteria and increased remedial courses.
9. Require that all first year students be enrollment in a department based 119 or ADAC 100, 101, 119 or 225 course during their first semester.

10. Develop and implement eCompanion web-based modules that provide a consistent source of information on student support services.

The following items were recommended by the Diversity Committee.

11. Highlight student involvement in planning diverse experiences in curricular and co-curricular activities.
12. Actively fund, coordinate, market, and promote diversity programming.
13. Voice: One central and consistent voice or body must be established to coordinate and promote diversity programming across the institution.
14. Ensure that all first-year students have meaningful diversity experiences blended into existing programs and social activities.
15. Number of minority faculty members on campus must be increased.

The following items were recommended by the Faculty, Diversity, Transitions and Improvement Committees, implied or stated.

16. Develop a peer-to-peer mentoring program in which upper-level students are matched with first-year students. .
17. Academic Support Services must become parallel for the two campuses and the CC must reopen their search for a Student Learning Resource Center Coordinator.
18. Establish a Student Support Center to facilitate advising, registration, and financial services. Develop this model for extensibility to Clearfield Campus.
19. Facilitate an all campus discussion regarding cultural diversity on campus and ways that the institution can continue to make LHU a more diverse and accepting place.
20. Promote off campus activities for students so that they become familiar with the community and other local resources.

The following items were recommended by the Roles and Purposes and Improvement Committees, implied or stated.

21. Improve advising by integrating software interfaces and data management utilizing the client relationship management module and degree program audit. Also, the committee recommends that, as part of the training process for new academic advisors, the practice of keeping an advising folder and passing it along to the next advisor should be implemented. The committee further recommend the development and administration of a high-quality survey (IRB-approved) for incoming students that would assess their interests, motivations, and goals and could be used to facilitate the advising process.

22. Increase the number of counselors to assist first-year students, including a gatekeeping individual to help ascertain whether students need personal/psychological counseling versus academic assistance and support.

The following items were recommended by all committees, implied or stated.

23. Assessment

- a. Develop a comprehensive, integrated, and coordinated approach to the assessment of the first year experience.
- b. Enlist the Enrollment Management Committee to examine issues as class size, class schedules (e.g., how many large lectures) and instructional delivery methods (e.g., on-line) to determine how these course attributes may influence first-year student success.
- c. Ensure that course objectives are being met for the Freshman Orientation courses and that they serve as a medium for informing students about resources, academic policies, regulations, and behaviors critical for successful navigation of the first year.
- d. Include a section in the departmental annual report assessing how the department addresses the learning goals for first-year students. Ensure that assessment is both learning outcomes-based and satisfaction-based.

24. Website(s)

- a. Develop and enhance the website(s) to provide information on academic programs and general education requirements (including General Education overlays and course schedule information)
- b. Implement web resources such as the Client Relationship Management software and Schedule development software.
- c. Assess the Clearfield campus website to strengthen common information links between the main campus website and the Clearfield campus site and develop information pertaining to Clearfield student and community life.

25. Communication:

- a. Develop more standardized ways to communicate with students.
- b. Develop a service that would allow students to sign up for text-message reminders about selected campus events.

LHU's Plan of Action 2009-2012

Foundations of Excellence

Recommendation	Measureable Outcomes	Assigned to Committee/Individual	Completion Date	Completed
<p>Articulate a clear statement of philosophy for the first year experience programs already in place and those to be developed.</p>	<p>Created needed programs that focus on student success, "Your Success is our Priority."</p> <p>Measure University's commitment to student success through on-going faculty and student surveys.</p> <p>Introduce global citizenship into university curriculum in all academic majors.</p>	<p>First Year Experience Committee</p> <p>Philosophy Dimension Committee</p> <p>University Curriculum Committee</p>	<p>Fall 2009</p> <p>Spring 2010</p> <p>Fall 2010</p>	
<p>Establish an Office of First Year Experience.</p>	<p>Create an Advisory Board for oversight using Organization Dimension Cte recommendations.</p> <p>Continue the assessment of first year programs.</p> <p>Review course objectives for all 119 classes.</p> <p>Create a follow up practice for students on academic probation.</p> <p>Monitor the Structured Summer Program.</p> <p>Create electronic communication on academic support programs [tutoring, counseling, etc.].</p>	<p>Provost and/or Vice President for Student Affairs/President</p> <p>Organization Dimension Committee</p> <p>Director of Academic Advising</p> <p>University Curriculum Committee</p> <p>Associate Dean of Colleges/others</p> <p>Vice President for Student Affairs</p> <p>Department of Academic Development and Counseling/Chairperson</p>	<p>Fall 2009</p> <p>Fall 2009 - 2012</p> <p>Spring 2010</p> <p>Spring 2010</p> <p>Spring 2010</p> <p>Spring 2010</p>	
<p>Enhance "Orientation Programs" for new students at both campuses.</p>	<p>Structure analysis of all orientation programs by creating an Orientation Advisory Council.</p> <p>Consider making Summer Orientation Program mandatory and paid for by an all student fee.</p> <p>Develop electronic orientation programs.</p>	<p>Vice President for Student Affairs</p> <p>Dean of Student Development</p> <p>Vice President for Student Affairs</p> <p>Dean of Student Development</p>	<p>Spring 2010</p> <p>Spring 2010</p> <p>Spring 2010</p>	
<p>Identify special services to meet student needs, focus on Clearfield Campus.</p>	<p>Create the skills center for the LHU-CC.</p>	<p>Director Clearfield Campus</p>	<p>Fall 2009</p>	
<p>Provide a psychologically and physically safe academic and social environment.</p>	<p>Review Counseling Center hours of operation.</p> <p>Make improvements to campus lighting.</p> <p>Review campus shuttle hours of operation.</p>	<p>Director of Counseling Center</p> <p>Director of Facilities/Safety Comm.</p> <p>Director of Facilities</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p>	

LHU's Plan of Action 2009-2012

Foundations of Excellence

Recommendation	Measureable Outcomes	Assigned to Committee/Individual	Completion Date	Completed
Increase faculty professional development opportunities addressing First Year issues.	<p>Create 1st Year Strategies website for all faculty.</p> <p>TLC Advising Team to review best practices and prepare a report with recommendations to the Provost.</p> <p>Include in University Days activities that focus on teaching first year students.</p> <p>Review contractual issues related to incentives for faculty teaching first year students.</p>	<p>First Year Experience Committee/ADAC</p> <p>Chairperson of TLC - Cori Myers</p> <p>University Days Committee</p> <p>APSCUF and Human Resources</p>	<p>Spring 2010</p> <p>Spring 2010</p> <p>Fall 2009</p> <p>Fall 2009</p>	
Incentivize faculty to provide personalized support for first year students.	<p>Explore ways for faculty to meet with students in the first two weeks of the semester.</p> <p>Explore ways to recognize/reward faculty with high enrollments of first year students.</p>	<p>Provost/Academic Deans/APSCUF</p> <p>Provost/Academic Deans/APSCUF</p>	<p>Fall 2009</p> <p>Fall 2009</p>	
Modify hiring, promotion, evaluation and tenure practices with emphasis on persistence of first year students.	<p>Review current promotion/tenure guidelines to insure language on teaching first year students is included.</p> <p>Review hiring guidelines so that first year student language is included in search processes.</p>	<p>Promotion/Tenure Committee</p> <p>Human Resources/APSCUF</p>	<p>Fall 2009</p> <p>Fall 2009</p>	
Adopt an assessment/adaptive learning system for placement in classes and support of first year students [provide better course placement for first year students].	<p>Review all on-line assessment products and determine which one may serve under prepared students' best; establish requirement that all students in first year courses complete the online assessment [cost born by individual student].</p> <p>Review current placement practices of first year students.</p>	<p>Math/English/History/Sociology Departments to review and recommend a suitable assessment program to the Provost</p> <p>Math/English/History/Sociology Departments and make recommendations to the Provost/Academic Deans</p>	<p>Spring 2010</p> <p>Spring 2010</p>	
Require all first year students to enroll in department based 119 or ADAC 100/101/225 course in their first semester of attendance.	<p>Develop common themes for course syllabi for all 119.</p> <p>Develop and implement eCompanion web-based modules that provide consistent sources of information on student support services.</p> <p>Evaluate the measured outcomes of 119 classes.</p>	<p>Learning Dimension Committee</p> <p>Learning Dimension Committee</p> <p>Learning Dimension Committee</p>	<p>Spring 2010</p> <p>Fall 2010</p>	

LHU's Plan of Action 2009-2012

Foundations of Excellence

Recommendation	Measureable Outcomes	Assigned to Committee/Individual	Completion Date	Completed
Implement the "HAVEN" recommendations as presented by the Diversity Dimension Com. +Highlight student involvement +Actively fund, market, communicate + One Voice to promote diversity + Ensure fye students with diversity experience +Number of minority faculty to increase	Develop a program to review and publish progress University making on diversity measures. Measure the number of activities sponsored and goals achieved. Examine the number of classes offered that focus on diversity/globalization topics. Develop a report on status of faculty/staff people of color - publish annually to the campus.	Human Resources/vice presidents Student Activities Office Registrar/International Office Human Resources/Vice presidents	Spring 2010 Spring 2010 Spring 2010 Spring 2010	
Develop the Student Learning Resource Center at the Clearfield Campus.	Hire a Director and staff to provide assistance to students at the Clearfield Campus.	Director of the Clearfield Campus	Fall 2009	
Create a model of a Student Support Center to facilitate advising, registration and financial services for both campuses.	Using existing resources create a one stop shop to assist students with academic and financial issues, relocate offices to one site.	Academic Affairs and Finance and Administration Task Force to be established under direction of Provost	Fall 2010	
Develop mentoring programs as appropriate for first year students regardless of major.	Using existing practices, review mentoring programs and create one model, if possible. Coordinate with New Student Orientation Programs.	Create a task force consisting of individuals from Athletics, Honors, Human and Cultural Diversity to exam and recommend a possible program for all first year students - VP Student Affairs	Spring 2010	
Explore computer assisted software programs to help first year students with identifying goals and an advising folder to be used by students and faculty to enhance this process.	Identify computer assisted advising software through Jenzabar to monitor student advising. Using existing departmental tools, create a virtual advisee folder for each first year student.	Registrar/Roles and Purposes Dimension Committee Identify departments using this practice	Spring 2010 Fall 2009	
Using existing resources in the Counseling Center, create electronic communications that address first year student concerns [homesickness, living with roommates, decision-making, use of alcohol/drugs, and how to access services available on campus].	Using existing resources create a website that students can access that deals with first year concerns, review existing electronic sites that may be purchased by the student or University.	Counseling Center and Student Affairs First Year Office if created	Spring 2010	

LHU's Plan of Action 2009-2012

Foundations of Excellence

Recommendation	Measureable Outcomes	Assigned to Committee/Individual	Completion Date	Completed
Create a general education website that includes course schedule information.	Using Jenzabar Client Relationship Management Software, enhance student scheduling practices.	Registrar and Computing Center Webmaster Scott Eldredge	Spring 2010	
Enhance the Clearfield Campus website to include student and community life information.	Improve linkage between both campuses websites and address first year student concerns.	Improvements Dimension Committee Director of Clearfield Campus	Spring 2011	
Conduct an in-depth assessment of first year programs and report annually to the Provost on progress and needs.	Using data driven analysis, review first year offerings, class size impact, instructional delivery, methodology, first year student success, measure impact of 119 classes, information provided to students about the university, and departmental reports to include first year student measures.	Enrollment Management Committee Improvements Dimension Committee Director of the Clearfield Campus FOE Steering Committee	Spring 2010	
Review University communication practices and ways students receive and use the information.	Examine all means of communication [paper, electronic, voice and data] that is provided to students and the timing. Identify better means of electronic communication other than e-mail Review department web-sites on an annual basis.	FOE Steering Committee Create a University wide Task Force Provost	Spring 2011 Spring 2010 Spring 2010	

Dimension Committees

Improvement Dimension Committee:

Co-chairs:

Zak Hossain, Professor of Sociology, Co-Chair

Robert Franz, Assistant Professor and Counseling Psychologist, Co-Chair

Members:

Jennifer Alles, Student

Emmy Borst, Resident Director

Mike Heck, Resident Director

Erin Kennedy, Assistant Professor of Psychology

Joe Newhouse, Associate Professor of Biology

Rebecca Strausser, Student

Roles and Purposes Committee

Co-Chairs:

Efrain Cirilo, Assistant Registrar, Co-Chair

Tulare Park, Instructor Academic Development and Counseling, Co-Chair

Members:

Rosana Campbell, Assistant Director International Studies

Susan Birdsey, Secretary

Melissa Novak, Graduate Student

Nicole Jacobs, Graduate Student

Jose Soto, Student

Faculty Committee

Co-Chairs:

Cori Myers, Assistant Professor Business Administration, Co-Chair

Mark Cloud, Professor Psychology, Co-Chair

Members:

Cathy Rush, Professor Elementary Education

Jody Preische, Assistant Professor Health Science

Shonah Hunter, Professor Biological Sciences

Katelyn Brink, Student

All Students Committee

Co-Chairs:

Dwayne Allison, Dean of Student Affairs, Co-Chair

Michelle M. Eaton, Assistant Professor of Health and Physical Education, Co-Chair

Members:

George Rusczyk, Resident Director

Jeffrey Seeley, Campus Protestant Minister

Natasia Pascoe, Student

Transitions Committee

Co-Chairs:

Shonah Hunter, Professor Biological Sciences, Co-Chair

Jill Mitchley, Registrar, Co-Chair

Members:

Cynthia Heaton, Assistant Director, Student Financial Services

Stephanie Kulas, Instructor/Librarian, Clearfield Campus

Amy Kutay, Associate Professor Biological Sciences

Robin Rockey, Associate Director of Admissions

Kristen Geissler-Selvage, Head Women's Lacrosse Coach

Shawn Yoder, Student

Diversity Committee

Co-Chairs:

Kenny Hall, Director of Human and Cultural Diversity, Co-Chair

Tom Ormond, Dean College of Education and Human Services, Co-Chair

Members:

Katelyn Brink, Student

Peter Campbell, Associate Director of Athletics

Micheal Cullin, Associate Professor Geology/Physics

Brett Everhart, Associate Professor Health and Physical Education

Nicole Wible, Student Success Counselor

Learning Committee

Co-Chairs:

Jonathan Lindzey, Assistant Professor Biological Sciences, Co-Chair

Anne-Marie Turnage, Director of Community Service, Co-Chair

Members:

Danielle Barney, Assistant Director of Athletics

Stan Berard, Professor and Department Chairperson

Rebecca Shorter, Student

Zach Smith, Student

Philosophy Committee

Co-Chairs:

Christine A. Fortuner, Resident Director, Co-Chair

Carroll Rhodes, Director of Upward Bound, Co-Chair

Members:

Dana JS Washington, Assistant Professor English

Tracey A. Cummings, Assistant Professor English

Jody R. Priesche, Assistant Professor Health Science

Elizabeth E. Manlove, Assistant Professor Special/Early Childhood Education

Frances E. Yeager, Secretary, Upward Bound

Valerie J. Dixon, Interim Director Clearfield Campus

Organization Committee

Co-Chairs:

Maribeth Hanna Long, Assistant Professor ADAC, Co-Chair
Beth McMahon, Professor Health Science, Co-Chair

Members:

Tammie Allen, Secretary, Registrar's Office
Kathryn Burns, Student
Stephen Lee, Director of Admissions
Amanda Oechler, Student
Denise Shoemaker, Administrative Assistant Academic Affairs Division

Steering Committee

Bryan Cygan, Director of Institutional Research
Reynol Junco, Disabilities Coordinator
Linda Koch, Vice President for Student Affairs
Carol Latronica, Dean of Student Development
Stephen Lee, Director of Admissions
Paddy [Ellen] O'Hara Mays, Director of the MLA
James Theeuwes, Director of Student Financial Services
Lisa Weaver, Director of the Haven Achievers Program
David White, Dean of the College of Arts and Science

LHU's Plan of Action 2009 - 2012
Foundations of Excellence Up-date

Items in Progress/Completed				
Recommendation	Measurable Outcome	Assigned Committee/Individual	Action Taken	Additional Action
Articulate a clear statement of philosophy for the 1st year experience programs already in place and those to be developed	Introduce global citizenship into university curriculum in all academic majors - Honors Program includes "global" in title	Honors Carol Latronica	Included in title of the Honors Program	Incorporate international experience with Honors requirements
Establish an Office of First Year Experience	Created an Advisory Board	Vice President for Student Affairs Linda Koch	First meeting held 9/11	Subsequent meetings
	Created follow-up practices for students on academic probation	Associate Dean of Colleges of Arts and Education Lisa Weaver	First meeting 10/24	Subsequent meetings
	Monitor Structured Summer Program	Vice President Student Affairs and program director George Rusczyk Linda Koch	Expand SSP to both summer sessions	
Identify special services to meet student needs at Clearfield Campus	Create a skills center at LHU-CC	Dean of the LHU-CC Completed	Hired half-time director	Resources identified for this from main campus
Increase faculty professional development opportunities addressing 1st year	Create 1st year strategies web site	Brian Ardan, e-Collections Librarian Completed	Construction underway	No additional resources needed
	Include University Days activities that focus on teaching 1st year	Numerous presentations in 09-10 Completed		
Require all 1st year students to enroll in department based 119 or ADAC 100/101/125 course their 1st semester	Adopt measured outcomes of all 119 classes	Review McMahon/Kutay recommendations from Hallmark Project David White/Rey Junco	Review number of seats for fall 2009 in 119 classes [B. Cygan]	Report findings to FOE Steering Committee/Academic Deans
Adopt an assessment/adaptive learning system for placement in classes and support of 1st year students to provide better course placement	Departmental review of on-line assessment tools - Math/English/History/Sociology to review and recommend assessment tools	Math Department already using an on-line assessment tool for placement Other departments to explore this Linda Koch/Brian Cygan	Academic Deans to direct this	Cost born by students
Review University communication practices and ways students receive info.	Identify better means of electronic communication other than e-mail	Create a University-wide Task Force to review electronic communications Jim Theeuwes	Admissions/Student Affairs/Academic Affairs/Student Financial Serv.	Develop a plan of action for follow through
Items to be assigned				
Recommendation	Measurable Outcome	Assigned committee/Individual	Action Taken	Additional Action

LHU's Plan of Action 2009 - 2012
Foundations of Excellence Up-date

Enhance "Orientation Programs" for new students at both campuses	Structure analysis of all orientation programs by creating an Orientation Advisory Council	VP Student Affairs and Dean of Student Development	Gather data from other colleges/universities by Spring 2010	Make recommendation to VP Student Affairs
	Consider making Summer Orientation mandatory and paid for by an all student fee	Graduate Student - Nicole Jacobs FOE Steering Committee by 11/1/09 Recommend to Council of Trustees Carol Latronica	Propose fee with data no later than 11/15/09	Fee no to exceed \$50 per student
	Develop electronic orientation program	Graduate Student - Nicole Jacobs Linda Koch/Paddy O'Hara Mays	Review analysis in Spring 2010	
Articulate a clear statement of philosophy for the 1st year experience programs already in place and to be developed	Measure University's commitment to student success through on-going faculty/staff and student surveys	Philosophy Dimension Committee and Fresh. Year Experience Committee Carol Latronica/Lisa Weaver	Review statement from Philo. Dimension Cte share with campus	Develop needed publications and up-date LHU website
Increase faculty professional development opportunities addressing 1st year	TLC Advising Team to review best practices and prepare a report with recommendations for the Provost	Chairperson TLC - Cori Myers Paddy O'Hara Mays/Cori Myers	Report findings to the Provost by 5/2010	
Incentivize faculty to provide personalized support for 1st year students	Explore ways for faculty to meet with students during the 1st two weeks of classes	Provost and Academic Deans David White/Tom Ormond	Create a small operating budget less than \$1,000	LHU Foundation
	Explore ways to recognize/reward faculty with high enrollments of 1st year students	Provost and Academic Deans David White/Tom Ormond	Create a small operating budget \$500	LHU Foundation
Modify hiring, promotion evaluation and tenure practices with emphasis on persistence of 1st year students	Review contract language on promotion and tenure	Academic Deans/Human Resources APSCUF David White	Make recommended changes 5/2010	
Require all 1st year students to enroll in department based 119/ADAC 100/101/225 course in 1st semester of attendance	Develop common themes for all 119 courses Develop an e-Companion modules to provide student support service info.	Beth McMahon/Amy Kutay David White/Tom Ormond Learning Dimension Committee and Department of ADAC	Circulate information to all 119 instructors Share findings with Academic Deans	Review information with College Curriculum Com.
Items to be assigned [continued]				
Recommendation	Measurable Outcomes	Assigned Committee/Individual	Action Taken	Additional Action
Implement HAVEN recommendations	Develop an annual report on status of number of faculty/staff of color	Human Resources/Albert Jones Report to Vice Presidents	Annual report date to be 9/1/2010	Share findings with university community

LHU's Plan of Action 2009 - 2012
Foundations of Excellence Up-date

	Review number of activities with focus on cultural/racial/ethnic differences	Director of Student Activities	Report annually 9/1/10	Share findings with university community
	Examine number of classes offered each semester dealing with differences	Academic Deans	Report annually 9/1/10	Share findings with university community
	Develop a program review of university progress in diversity	Diversity Dimension Committee Tom Ormond/Kenny Hall	Report to Vice President for Student Affairs	Identify external reviewer Spring 2010
Create a Student Support Center to facilitate advising, registration and financial services for both campuses	Using existing resources, create a one stop shop located in one building, relocate offices to it	Provost to create a Task Force for this project - include Student Financial Services and other campus offices Jim Theeuwes	Consider using existing buildings	Timing governed by new science center
Develop mentoring programs for 1st year students regardless of major	Review existing models like Honors and Athletics to coordinate with new student orientation programs	Dean of Student Development Carol Latronica	Spring 2010 - Fall 2010	
Explore use of STARFISH to help 1st year students identify goals and an electronic advising folder to be shared	Identify students at risk early in the 1st semester	Roles and Purposes Dimension Committee and Registrar Paddy O'Hara Mays	Fall 2010 completion	Introduce to campus in Fall 2010
Create a General Education website that includes course schedules	Use Client Relationship Management software from Jenzabar to improve student scheduling	Registrar/Assistant Registrar Webmaster Scott Eldredge Stephen Lee/David White/Tom Ormond	Spring 2010 completion	
Conduct an in-depth 1st year assessment with annual reports to the Provost on needs and progress	Review 1st year offerings, class size impact, instructional delivery methods, 1st year student success, impact of 119 classes, communication with students and department reports on 1st year student measures	Enrollment Management Committee Improvement Dimension Committee Dean of Clearfield Campus FOE Steering Committee Strategic Planning Committee Brian Cygan/Stephen Lee	Spring 2010	
Review communication practices	Identify means of communicating	FOE Steering Committee	Spring 2011	