

Foundational Dimensions™ Performance Indicators
Dimension 5AASCU/6CIC: All Students
Founding Institutions
Report Summary

PI 5/6.1. To what degree has your campus systemically examined the experiences and special needs of the following first-year student populations: Academically underprepared students

AASCU			CIC		
	Number	% Responding		Number	% Responding
High	6	54.5	High	4	36.4
Medium/High	1	9.1	Medium/High		
Medium	2	18.2	Medium	6	54.5
Low	1	9.1	Low	1	9.1
No Such examination	1	9.1	No Such examination		
Missing/No Answer	1		Missing/No Answer	1	
<ul style="list-style-type: none"> • Institutions state that they anticipate the enrollment of students who are underprepared, having reviewed HS records, test scores, entrance exam/assessment scores <ul style="list-style-type: none"> ○ Some institutions have large numbers of these students • Institutional programs include: <ul style="list-style-type: none"> ○ Special summer or orientation programs for underprepared admitted students before enrolling for fall semester ○ Learning assistance/support programs ○ Special attention from academic advisors ○ Developmental courses • One institution states assessment is used to examine student experiences in their programs • One institution states these students are monitored through freshmen seminar in which the academic advisor is the course instructor 			<ul style="list-style-type: none"> • In order to identify these students, institutions cite: <ul style="list-style-type: none"> ○ They review HS records, test scores, entrance or placement exam/assessment scores ○ Some students with learning disabilities identify themselves during admissions process • Institutional programs include: <ul style="list-style-type: none"> ○ Developmental courses ○ Learning assistance/support programs/centers ○ Coordinator of Retention offers support and referral ○ Mid-term reports • Some institutions conditionally accept some students <ul style="list-style-type: none"> ○ Some campuses require these students to take a lighter course load (12 hours) ○ One campus asks these students to complete a summer pre-entry English or Math course and sign agreement to meet with Learning Services 		

PI 5/6.1. To what degree has your campus systemically examined the experiences and special needs of the following first-year student populations: Honors students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	4	36.4	High	1	9.1
Medium	2	18.2	Medium	4	36.4
Low	2	18.2	Low	5	45.5
No Such examination	3	27.3	No Such examination	1	9.1
Missing/No Answer	1		Missing/No Answer	1	
<ul style="list-style-type: none"> Several institutions cite campus honors programs with directors/faculty who provide individual student support Some institutions mention using various assessment methods to examine their honors programs One has an honors student advisory board composed of undergraduate honors students One institution cites their honors freshman seminar, which includes assessment One institution mentions their honors program staff attend National Collegiate Honors Council (NCHC) annual meetings Some institutions admit they are only recently admitting students who may qualify for honors programs, so are looking into developing programs for these students 			<ul style="list-style-type: none"> Not all institutions have honors programs One institution cites campus honors programs with a director who provides support One institution is just beginning to develop an honors program, while another has offered honors courses for year, but only recently appointed a director for the program One institution states that students are invited to apply to the honors program for spring of their freshman year, however this may change 		
PI 5/6.1. To what degree has your campus systemically examined the experiences and special needs of the following first-year student populations: Racial/ethnic minority students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	3	27.3	High	1	9.1
Medium/High			Medium/High	1	9.1
Medium	2	18.2	Medium	3	27.3
Low	4	36.4	Low	1	9.1
No Such examination	2	18.2	No Such examination	5	45.5
Missing/No Answer	1		Missing/No Answer	1	
<ul style="list-style-type: none"> Institutions cite programs and services for minority students such as: <ul style="list-style-type: none"> Center for Diversity/Multicultural studies with director/staff Minority Student Academic Center, Office of Minority Student Retention Services, and other such offices Student organizations with racial/ethnic focus Some have a campus diversity task force/committee/cabinet Two institutions cite involvement with the American Democracy Project 			<ul style="list-style-type: none"> Institutions cite programs and services for minority students such as: <ul style="list-style-type: none"> Coordinator of Multicultural Retention, Diversity Office and Diversity Manager, Office of Multicultural Affairs Student organizations with racial/ethnic focus Some have a campus diversity committee One institution cites using information from their institutional research office 		

PI 5/6.2. To what degree are you providing services to meet the specific needs of the following first-year student populations on your campus: Academically underprepared students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	8	80.0	High	7	63.6
Medium	1	10.0	Medium	4	36.4
Low	1	10.0	Low		
No Such services			No Such services		
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> • Institutional programs include: <ul style="list-style-type: none"> ○ Pre-freshman year summer program ○ Learning assistance program/center; academic support programs ○ Supplemental instruction ○ Writing assistance program ○ Developmental/learning support courses ○ Tutoring ○ Assistance/support through learning communities ○ English language course/remediation ○ Special counseling for underprepared students • One institution cites a program in which a peer tutor acts as a "personal trainer" to help students • One institution cites it focuses particularly on undecided students 			<ul style="list-style-type: none"> • Institutional programs include: <ul style="list-style-type: none"> ○ Learning assistance program/center ○ Developmental courses ○ Tutoring/study sessions ○ Study skills workshops ○ Writing and math assistance labs ○ Special advising • Two institutions cite special orientation session for conditionally admitted/underprepared students and close academic tracking of conditionally admitted students 		
PI 5/6.2. To what degree are you providing services to meet the specific needs of the following first-year student populations on your campus: Honors students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	5	50.0	High	3	27.3
Medium	3	30.0	Medium	2	18.2
Low	1	10.0	Low	5	45.5
No Such services	1	10.0	No Such services	1	9.1
Missing/No Answer	2		Missing/No Answer	1	

<ul style="list-style-type: none"> • Institutions cite: <ul style="list-style-type: none"> ○ Special orientation session or meeting ○ Campus honors programs with directors/faculty who provide individual student support ○ Advisors for honors students through the honors program (usually faculty) ○ Honors Freshman Seminar only for Honors students ○ Honors student residence hall with special programming ○ Honors learning community ○ Honors student organizations/societies 			<ul style="list-style-type: none"> • Institutions cite: <ul style="list-style-type: none"> ○ Special orientation session ○ Campus honors program with directors/faculty who provide individual student support ○ Honors student organizations/societies ○ Honors student residence hall • One institution offers an Honors Freshman Seminar only for Honors students 		
PI 5/6.2. To what degree are you providing services to meet the specific needs of the following first-year student populations on your campus: Racial/ethnic minority students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	5	50.0	High	2	18.2
Medium	3	30.0	Medium	3	27.3
Low/Medium			Low/Medium	1	9.1
Low	2	20.0	Low	4	36.4
No Such services			No Such services	1	9.1
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> • Institutions cite programs and services for minority students such as: <ul style="list-style-type: none"> ○ Office for Minority Retention Services, including personal advising, advocacy, exposure to mentors and role models; Minority Achievement Coordinator ○ Center of Multicultural Education ○ Center for Diversity/Multicultural Affairs ○ Cultural Awareness Resource Center ○ Clubs/organizations with racial/ethnic focus ○ Special programs to attract minority students to specific majors 			<ul style="list-style-type: none"> • Institutions cite programs and services for minority students through: <ul style="list-style-type: none"> ○ Coordinator of Multicultural Retention ○ Office of Multicultural Affairs/Diversity, Student Affairs ○ Clubs/organizations with racial/ethnic focus 		
PI 5/6.3. To what degree have you evaluated the effectiveness of services intended to meet the special needs of the following first-year student populations on your campus: Academically underprepared students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	7	70.0	High	3	27.3
Medium	3	30.0	Medium	5	45.5
Low			Low	2	18.2
No Such evaluation			No Such evaluation	1	9.1
Missing/No Answer	2		Missing/No Answer	1	

<ul style="list-style-type: none">• Institutions cite using the following to measure program effectiveness:<ul style="list-style-type: none">○ Tracking GPA, retention, and graduation rates○ Assessment tests○ Student portfolios○ Student course evaluations○ Student satisfaction surveys○ NSSE• One institution cites academic department involvement: Math department monitored student preparedness levels and failure rates, resulting in math placement recommendations	<ul style="list-style-type: none">• Institutions cite using the following to measure program effectiveness:<ul style="list-style-type: none">○ Student surveys, including course evaluations and NSSE○ Tracking academic progress○ Tracking retention• One institution requests students to evaluate their tutors• One institution monitors use of its Academic Excellence Center
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PI 5/6.3. To what degree have you evaluated the effectiveness of services intended to meet the special needs of the following first-year student populations on your campus: Honors students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	4	40.0	High	1	9.1
Medium	3	30.0	Medium	1	9.1
Low	1	10.0	Low	3	27.3
No Such evaluation	2	20.0	No Such evaluation	6	54.5
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> In order to evaluate program effectiveness, institutions cite: <ul style="list-style-type: none"> Monitoring retention rates Surveys administered to honors students in a course which then covers all aspects of the Honors program; NSSE Student interviews One institution conducts evaluations through its Honors residence hall One institution monitors Honors program enrollment growth as an indication of impact 			<ul style="list-style-type: none"> One institution cites its course evaluation of its honors seminar Several institutions cite their programs are new, or in development, so do not yet have this information 		
PI 5/6.3. To what degree have you evaluated the effectiveness of services intended to meet the special needs of the following first-year student populations on your campus: Racial/ethnic minority students					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	2	20.0	High	2	18.2
Medium	3	30.0	Medium	3	27.3
Low	4	40.0	Low	2	18.2
No Such evaluation	1	10.0	No Such evaluation	4	36.4
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> In order to evaluate program effectiveness, some institutions cite monitoring retention rates, graduation rates, and GPAs of minority students Some institutions have evaluated satisfaction with programs offered through multicultural student center or minority retention services (surveys or focus groups) One institution states that each program for minority students conducts its own assessment One institution monitors use of minority program services 			<ul style="list-style-type: none"> One institution states its "Director of Multicultural Affairs interviews minority students regularly to ensure that needs are identified and being met" One campus states its Director of Minority Services conducts annual reviews of its programs One campus has conducted a campus cultural climate survey 		

PI 5/6.4. To what degree does your campus assure that the "average" students experience the following: Individualized attention from faculty/staff					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	4	40.0	High	9	81.8
Medium/High	1	10.0	Medium/High		
Medium	4	40.0	Medium	2	18.2
Low	1	10.0	Low		
No such assurance			No such assurance		
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> Instructors in FY course/freshman seminar or learning communities provide special attention Some cite that all freshmen meet with an academic advisor to plan their programs Some cite faculty office hours Some institutions cite trying to keep class size small (less than 30 or 40 students) One institution cites its "Faculty Firesides Program" where students engage in social interaction with professors outside the classroom One institution cites its faculty-in-residence program where faculty live in freshman halls One institution notes that web-based services is reducing staff-student interaction in certain areas 			<ul style="list-style-type: none"> Institutions cite their emphasis on a low faculty/student ratio Several cite academic advising services for all freshmen <ul style="list-style-type: none"> Several have faculty as advisors Several state students are required to meet with advisors Institutions cite survey data that indicates high amount, and satisfaction with, faculty contact, including NSSE and YFCY One campus cites their First Year Research Seminar, for which students meet individually with faculty One institution cites students who had missed at least one class during the first three weeks of classes received a phone call from Academic Services 		
PI 5/6.4. To what degree does your campus assure that the "average" students experience the following: Academic support					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	5	50.0	High	7	63.6
Medium	5	50.0	Medium	4	36.4
Low			Low		
No Such assurance			No Such assurance		
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> Campuses cite academic advising services for all freshmen, including referrals for personal and career counseling Learning assistance (Math, Writing Centers) available to all students Tutoring available for all students; learning center solicits faculty referrals for prospective tutors and those who need tutoring Some campuses cite mid-term evaluations are submitted for all freshmen One states that academic support services are highlighted during summer orientation One campus has faculty serve as "Residence Hall Floor Mentors" with office hours on that floor 			<ul style="list-style-type: none"> Institutions cite academic skills/support centers available to all students, including workshops Institutions cite tutoring services available for all students, including peer tutoring Some send mid-term academic reports to students One campus cites its Resident Academic Advisors in residence halls One institution cites regular faculty office hours 		

PI 5/6.4. To what degree does your campus assure that the "average" students experience the following: Opportunities for campus involvement					
AASCU			CIC		
	Number	% Responding		Number	% Responding
High	7	70.0	High	9	81.8
Medium	3	30.0	Medium	2	18.2
Low			Low		
No Such assurance			No Such assurance		
Missing/No Answer	2		Missing/No Answer	1	
<ul style="list-style-type: none"> • Institutions cite: <ul style="list-style-type: none"> ○ Students are encouraged to participate in student organizations, intramurals, recreational facilities, and leadership opportunities ○ Some institutions hold a student organization information fair during fall semester ○ Campus e-mail and website announce activities • One campus states involvement opportunities and organizations highlighted in orientation • One cites service learning projects are part of the curriculum • Special events publicized in campus newsletter, newspaper • One campus cites student representation on campus committees 			<ul style="list-style-type: none"> • Institutions cite: <ul style="list-style-type: none"> ○ Involvement opportunities are described during orientation ○ Students are encouraged to participate in student organizations and leadership opportunities ○ Activities/organization information fair ○ They publicize events and activities through a calendar, flyers, signs on campus ○ Programming through residence life ○ Service learning opportunities • One campus cites weekly campus chapel services • One institution states that there are opportunities for involvement, but students do not participate in numbers they would like 		

Foundational Dimensions™ Performance Indicators

Dimension 3AASCU/4CIC: Transitions

Additional PIs or Suggested Changes

AASCU *Changes to Performance Indicator*

PI 5.1 Categories added:

"All students"

"Special groups based on specific campus characteristics (i.e., non-traditional, commuter)"

PI 5.2 Category added: "All students"

PI 5.3 Category added: "All students"

PI 5.1, 5.2, 5.3 Categories added:

"Adult learners"

"Disabled learners"

"International students"

PI 5.1, 5.2, 5.3 Categories added:

"Non-traditional students"

"Part-time students"

"Students with disabilities"

PI 5.1 Looking "into the needs of commuters or non-traditional students. The fact that there does not seem to be anyone or any programs aimed at these two groups reinforces our decision to include them as additional populations in our needs analysis."

CIC *Additional Performance Indicators*

We recommend adding "athletes" as a special group

CIC *Changes to Performance Indicator*

Note (for 6.4): The task force answered this question for the average first-year student though "first-year" was not specified

PI 6.1 Category added: "Non-traditional Students"

PI 6.1, 6.2, 6.3 Categories added:

"Student athletes"

"Students with disabilities"

"HEOP/Project Excel Students"

PI 6.1, 6.2, 6.3 Categories added:

"International students"

"Commuters"

"Underperforming Students"

"Athletes"

"Transfer Students"

"Non-traditional Students"

PI 6.1, 6.2, 6.3 Category added: "Undeclared students"

From one institution:

- Regarding the structure of performance indicator 4, (this institution) does not make any distinction between racial and ethnic culture with respect to students learning issues and thus felt this particular aspect of the dimensions inappropriate. It was suggested that a more appropriate category might be "Culturally Diverse Students."
- Emotional and physical health issues and their impact on a first year students' success was not addressed in this dimension. These issues are becoming more prevalent within our College community, and we are finding it difficult to put systems into place to systematically examine them as well as to develop services that meet the specific and complex student needs associated with these issues. We would recommend that this dimension be added to this component.
- With respect to the types of students asked to discuss we would recommend adjusting each of Dimension 6 prompts to include a reflection on academically under prepared students, students with learning disabilities, honors students, average students, students with emotional/physical issues, and culturally diverse students.