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John N. Gardner
Institute for Excellence
in Undergraduate Education

Partnering with colleges, universities, and individual educators to increase institutional responsibility for improving student learning, persistence, and completion.



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About the Gardner Institute: Our Past, Our Vision, Our Mission

The John N. Gardner Institute for Excellence in Undergraduate Education is named for one of the organization's two founding principals, who is the originator of the international reform movements in higher education known as "the first-year experience" and "the senior year experience." John and his wife, Betsy O. Barefoot, founded the Institute's predecessor organization, the Policy Center on the First Year of College, in 1999, after long years of service to the University of South Carolina. The Policy Center was reconstituted as a new autonomous non-profit organization in 2007 and renamed the Gardner Institute. Initial critical financial support was generously provided by The Pew Charitable Trusts and then additionally by The Atlantic Philanthropies, Lumina Foundation for Education, USA Funds, and The Winthrop Rockefeller Foundation. The Institute serves to institutionalize and perpetuate the founders' pioneering work in improving undergraduate student success by taking that work in multiple, exciting new directions of impact and distinction, while preserving their core values of commitment to excellence and innovation in student success.



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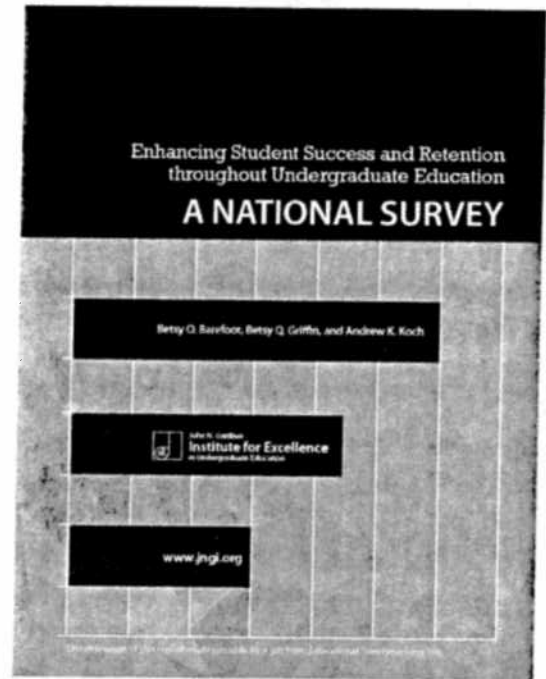
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Partnering with colleges, universities, and individual educators to increase institutional responsibility for improving student learning, persistence, and completion.



Since its inception, the Gardner Institute has conducted recurring surveys of student success initiatives. In October of 2010, the Gardner Institute administered a national survey entitled “Enhancing Student Success and Retention throughout Undergraduate Education: A National Study.” The purpose of this survey was to investigate selected initiatives designed to improve the success and retention of undergraduate students at four-year colleges and universities. The survey did not cover all student success initiatives, but focused on seven that are widely used in higher education institutions in the United States: summer bridge programs, pre-term orientation, special academic/ transition seminars, learning communities, early warning/academic alert systems, service learning, and undergraduate research.

The survey was sent to chief academic officers at four-year colleges and universities in the U. S. The response rate was 38.4% and was reasonably representative of the overall population of U. S. four-year colleges and universities. Private institutions and those in the under-1,000-student category were somewhat underrepresented in the response pool. The final survey report is available at http://www.jngi.org/wordpress/wp-content/uploads/2012/04/JNGInational_survey_web.pdf.



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A parallel National Survey of Student Success Initiatives at Two-Year Public and Private Colleges was launched in October 2012. This survey will gather information on student success initiatives that span the entire continuum at community colleges – including the first and second year as well as remedial/developmental education efforts. The 2012 survey will also include questions about perceptions of cost benefit associated with the efforts undertaken by community colleges to help boost student success.



Institutional Retreats/Special Topics Institutes

Institutional Retreats. The Gardner Institute offers customized retreats for single institutions or multiple institutions within a two-year or four-year system. These retreats can be hosted in the mountains of Western North Carolina where the Institute is located or at another location as determined by the institution. Working with staff members of the Gardner Institute, campus stakeholders can focus a retreat on a topic or topics of their choice. A retreat setting, ideally away from campus, provides participants the opportunity to take stock of current efforts to support first-year or and/or transfer students and to create plans for the future. In an environment that is conducive to good thinking, planning, and relaxation, and with the guidance of the Gardner Institute your team would be able to focus on issues related to student success.

The Gardner Institute has hosted retreats for two- and four-year colleges and universities as well as higher education associations and systems.

For more information about scheduling a retreat for your institution, contact conferences@jngi.org.



The Gardner Institute periodically conducts topic-focused institutes that address themes of interest to faculty, staff, and/or administrators working to improve undergraduate education. These meetings are focused on a specific function or topic. Recent examples include the President's Institute on Student Success (conducted in April 2012) and the Academic and Student Affairs Leaders' Institute: Partnerships for Promising Practices in Student Success (conducted in November 2012). For information about the Gardner Institute's periodic meetings and institutes visit <http://www.jngi.org/fall-leaders-conference-2012/>.



Now more than ever in challenging economic times, campuses need a strategic action plan for the beginning college experience. Foundations of Excellence, a comprehensive, externally guided self-study and improvement process, can improve both learning and retention of first-year and/or transfer students and can help the process of setting priorities for resource allocation.

Participation in FoE is open to any regionally accredited four- or two-year postsecondary institution in the United States and comparable educational institutions in other countries. The process is designed to be completed in approximately one calendar year; however, should it require additional time, participating campuses have two-year electronic access to all FoE materials.

The engine of the FoE process is a campus-based task force – a group with broad representation from across the campus. The work of the task force begins with a campus audit of the first year and/or the transfer experience, continues with the process of evaluation using the Foundational Dimensions and related performance indicators, and culminates in the development of an action plan for campus improvement.



Foundations of Excellence : First Year for Two- and Four-Year Institutions

As a comprehensive process, Foundations of Excellence encourages institutions to move away from a piecemeal approach to the first year and be more intentional in their work with new students. Most fundamentally, the process is an assessment of institutional behaviors, policies, and practices.



Foundations of Excellence: Transfer Focus for Two- and Four-Year Institutions

In response to significant demand from the higher education community, the Institute developed a Foundations of Excellence self-study process to specifically address collegiate transfer. The Transfer Focus self study is designed to help institutions evaluate the ways they facilitate the experience of transfer students, an important, but often neglected, student cohort.



Foundations of Excellence: Refresh

FoE Refresh is a variation of the Foundations of Excellence self-study for former FoE participating institutions that want to revise their FoE process and/or final action plan. The outcome is an updated, re-energized self-study that produces a new action plan that fits the institution's current context.



Foundations of Excellence: Implement

FoE Implement is a year-long advisory service for institutions that want Gardner Institute staff feedback, counsel, expertise, and support as they implement an action plan derived from a completed FoE self-study process. As important as the original FoE action planning process was, the most important outcome of the process is the actual implementation of the Plan.

Foundations of Excellence®

Foundational Dimensions

The centerpiece of Foundations of Excellence (FoE) is a set of nine principles termed Foundational Dimensions®. These Dimensions, developed by the John N. Gardner Institute for Excellence in Undergraduate Education and originally vetted by over 300 institutions, guide measurement of institutional efforts and provide aspirational models for the entirety of the first year and/or transfer experience.

Philosophy

Organization

Learning

Faculty/Campus Culture

Transitions

All Students

Diversity

Roles & Purposes

Improvement

Foundational Dimensions®, in both two- and four-year versions, serve as the intellectual framework for the Foundations of Excellence first-year and transfer processes. Institutional performance on each Dimension is evaluated through the use of performance indicators, specific questions that investigate selected aspects of an institution's adherence to each of the broader Dimension statements.

This evaluation is conducted by nine different Dimension Committees--each composed of faculty, staff members, administrators, and students. Members of the committees collectively constitute the institution's Foundations of Excellence Task Force, a group that can number from 50 to approximately 200 individuals depending on the size of the college or university.

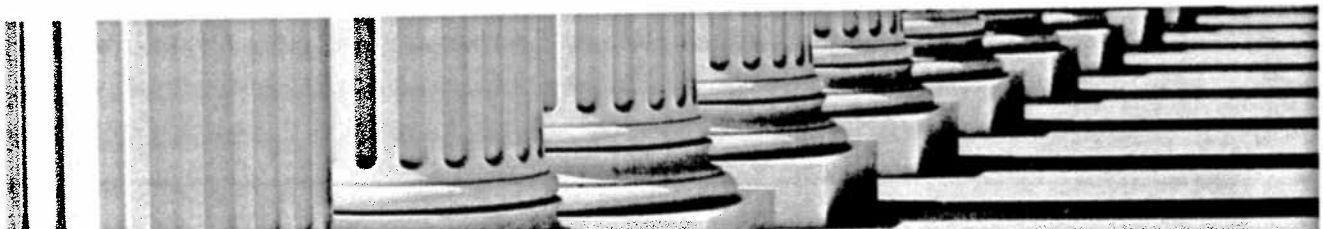
Evaluative reports from each committee are assembled into a final report that identifies where institutional performance is strongest – and weakest – across the nine Dimensions. Based on their findings, committees propose “action items” to improve institutional performance.



- Scan this code to
- read more about the
- Foundational Dimensions



Foundations of Excellence®



Foundational Dimensions and Performance Indicators. The Foundational Dimensions are nine principles underpinning first-year and/or transfer excellence and are designed as both aspirational and measurement standards.

Current Practices Inventory. This inventory is both a process and template for conducting a comprehensive, institution-wide inventory of all relevant data as well as policies, practices, and programs affecting first-year and/or transfer students.

Final Report and Implementation Plan for First-Year Improvement. Foundations of Excellence® includes a process and template for producing the ultimate outcome of the process, the Final Report and Implementation Plan for first-year and/or transfer improvement.

FoEtec® - an Advanced Technology Platform. FoEtec is available to all participants for a period of two years and serves as a sophisticated, but user-friendly, electronic platform for recording of data, internal and external communication, as well as reporting of findings.

FoE Implement Templates. These templates are provided to institutions taking part in FoE Implement. They include a highly structured set of planning, reporting, and feedback tools that allow institutions to continue to benefit from the Gardner Institute's expertise as they implement their FoE-generated action plan.

Foundations of Excellence Faculty/Staff and Student Surveys. As part of the Foundations of Excellence process, campuses will participate in surveys of both faculty/staff and students. The surveys, owned and administered by Educational Benchmarking, Inc., (EBI) are employed early in the self-study process.

Advisory Support. Institutions taking part in FoE and/or FoE Implement receive ongoing, detailed written feedback and support from a senior advisor at the Gardner Institute. The advisor is assigned to the institution at the onset of the FoE process, and serves as a primary point of contact for the institution as it undertakes its FoE effort(s).

FoE Launch Meeting. The Gardner Institute sponsors a required two-day summer meeting to prepare each campus for the Foundations of Excellence process.

FoE Summit Meeting. At the conclusion of the year-long self study and planning process, institutional representatives will gather to share their findings and plans for the future.

National Recognition. While recognizing individual campuses' privacy with respect to specific findings, participating campuses will receive national publicity for their involvement in Foundations of Excellence.

Project leaders from former participating universities and colleges are reporting results like these:

- Retention gains. Based on IPEDS data, institutions that implemented a Foundations of Excellence action plan to a self-reported “high degree” had an average 5.62 point (8.62%) increase in retention over four years.
- Enrollment gains
- New data to enhance assessment efforts
- Improved academic affairs/faculty/student affairs collaboration
- More faculty buy-in to first-year efforts
- Linkage to strategic planning, general education revision, integration with other multi-institution projects, interests of boards of trustees
- Connection with institutional reaffirmation of accreditation
- Strategic planning for improving and executing the first year

Creation of new first-year structures

- Offices for the first year
- University/first-year colleges
- Realignment of academic affairs to include assessment and student success
- Creation of permanent task forces, advisory councils, committees for oversight of the first year

Creation of new or improved first-year programs and activities

- A new Center for Student Leadership
- Improved student-to-student mentoring
- Required orientation programs
- A new Transfer Student Experience program
- Improved student referral processes for uses of campus resources

Based on these experiences and outcomes, the Gardner Institute maintains that similar outcomes can be achieved by any two- or four-year institution that is willing to devote the personnel, time, energy, commitment, and resources

to fully experience and engage with the Foundations for Excellence process. Towards that end, we invite your inquiries and application.

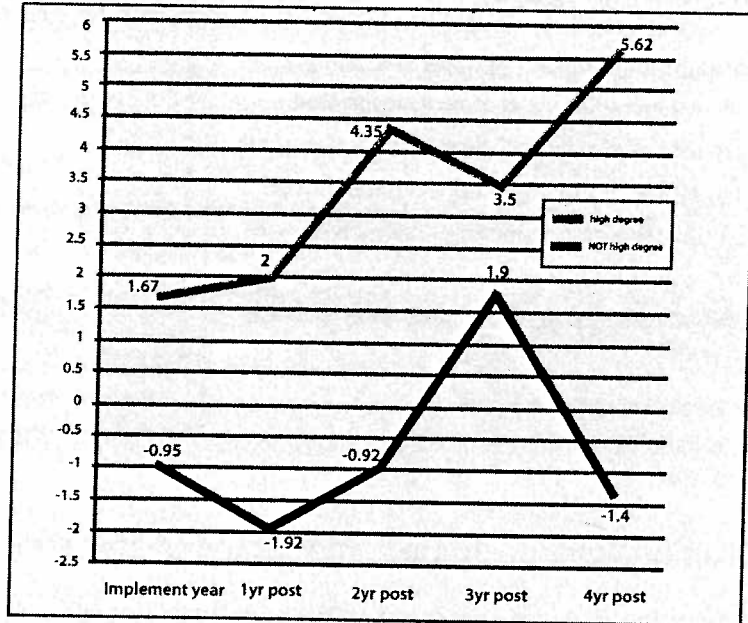


For more information about the outcomes go to www.jngi.org

Aggregate Retention Changes

In Spring 2010, the Institute commissioned an independent research study to determine whether participation in Foundations of Excellence correlates with improved student retention. This chart indicates that FoE participants who developed and implemented a FoE action plan to a self-reported "high degree" experienced a 5.62 point increase in retention (an 8.2 percentage increase) over four years.

Change in First-to-Second Year Retention Rates Post-Implementation of FoE Action Plan by Level of Implementation



Two-Year Institutions Changes in Full-Time First-to-Second Year Retention Rates by Length of Time Post Self-Study

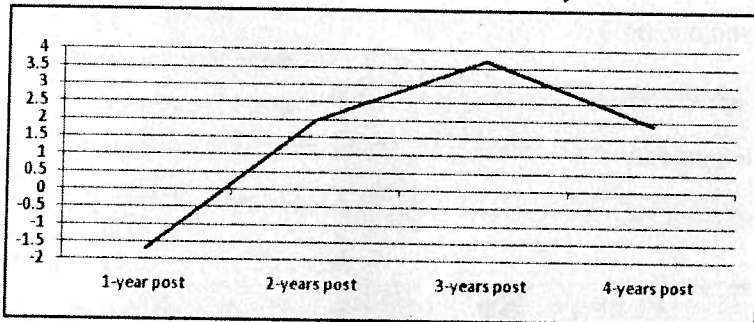


Table A

Retention Changes: Community Colleges

When examining two-year community colleges, the researcher found aggregate increases in both full-time (Table A) and part-time (Table B) first-to-second year retention rates as reported in IPEDS. The aggregate changes were as high as +3.75 percentage points for full-time students and as high as +2.0 percentage points for part-time students when compared to the pre-FoE baseline year.

Two-Year Institutions Changes in Part-Time First-to-Second Year Retention Rates by Length of Time Post Self-Study

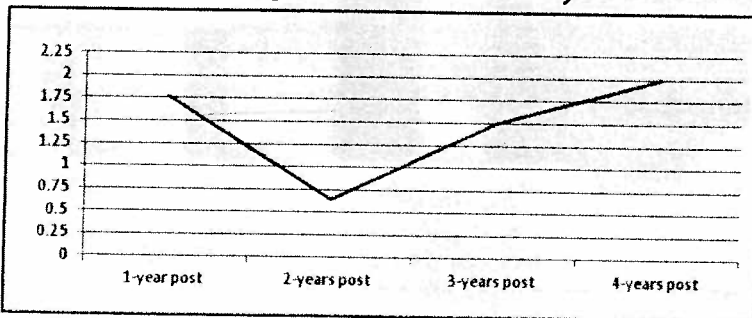
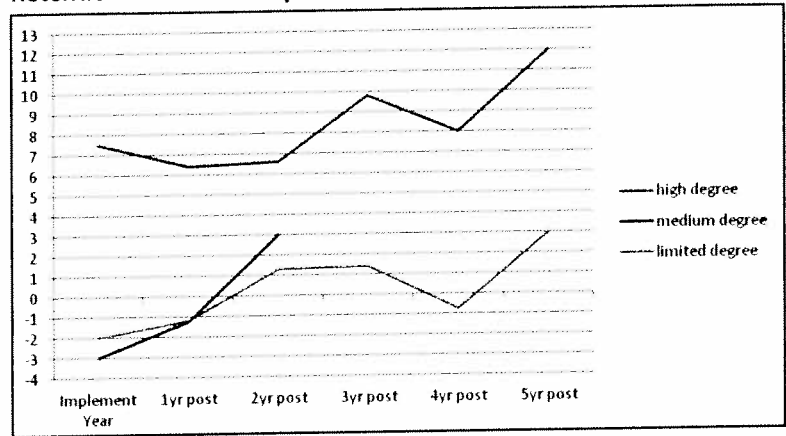


Table B

Retention Changes: Private Institutions

When examining four-year private colleges, the researcher found that institutions that implemented their FoE-developed action plans to a self-reported “high degree” experienced a +12.0 percentage point (+17.2%) increase in first-to-second year retention rates over the four-year period for which data were available in IPEDS.

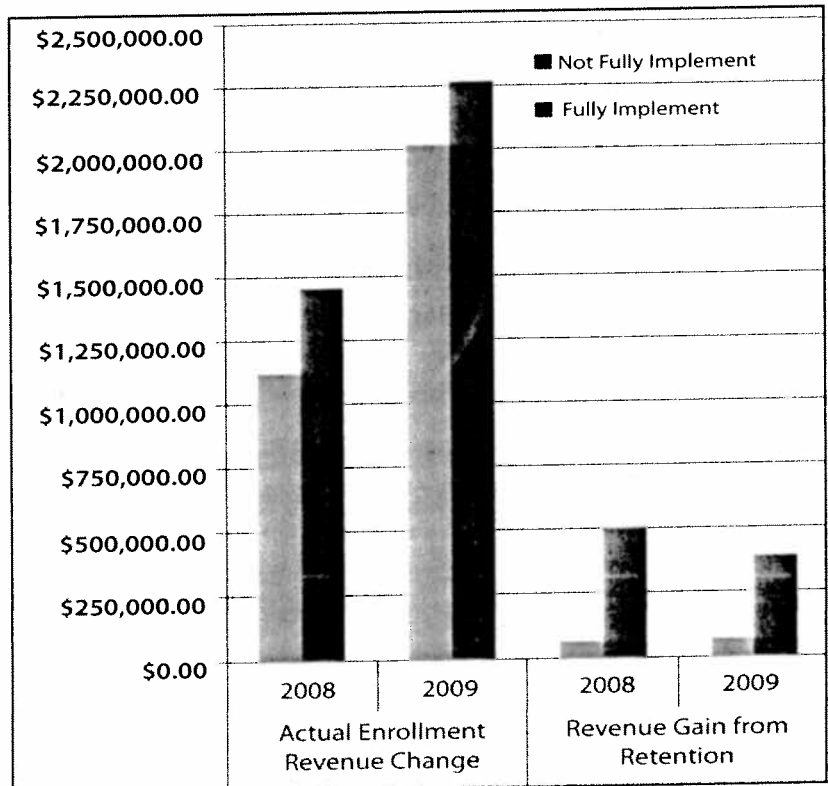
Four-Year Private Institutions Changes in First-to-Second Year Retention Rates Post-Implementation of FoE Action Plan



Tuition Revenue Impact and Return on Investment

During the 2011 academic year, the Gardner Institute commissioned independent research to examine the correlation between retention increases and tuition revenue increases at FoE participating institutions. The analysis also examined the return on the investment of institutional money spent on fees associated with FoE. Data for the analysis came from the IPEDS enrollment and financial tables.

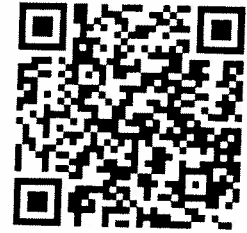
This research study found that institutions that implemented their FoE-developed action plans to a self-reported “high degree” experienced the greatest growth in institutional tuition revenue, and that a significant portion of this tuition revenue growth (in aggregate, nearly \$500,000 in 2008 and nearly \$400,000 in 2009) came from increases in retention.



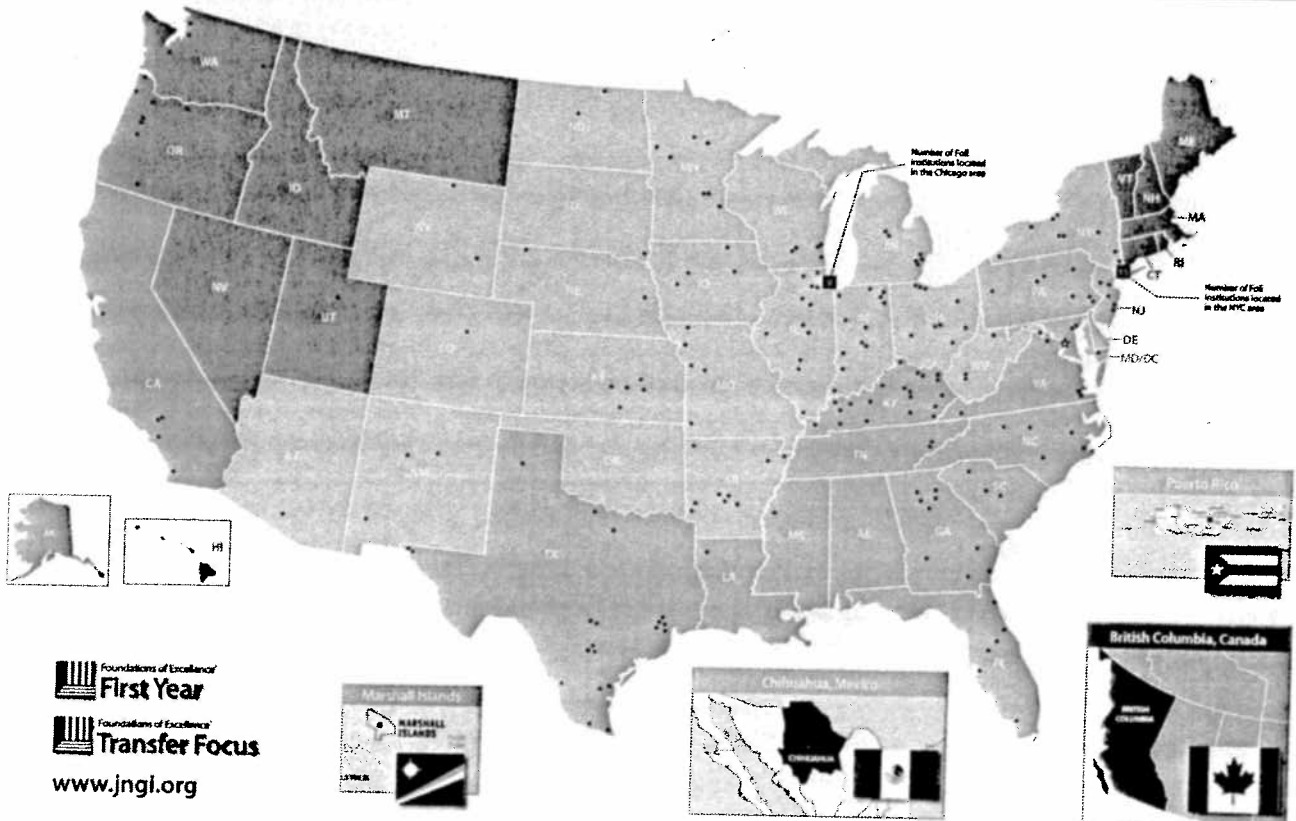
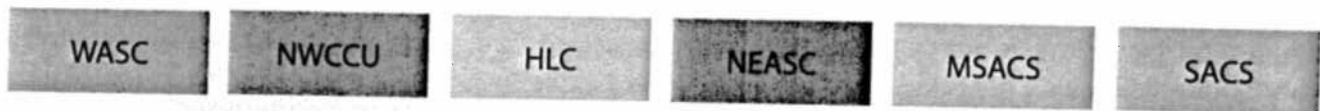
Participating Institutions: 2003 - 2013

Foundations of Excellence Participating Institutions. During 2003, 322 institutions assisted in the development of the Foundations of Excellence process. Since then, over 240 institutions have participated in Foundations of Excellence. This represents four-year and two-year Institutions. The Gardner Institute gratefully acknowledges all of the institutions for their contributions and commitment to first-year and transfer students.

Foundations of Excellence participants outside the U. S. include Kwantlan Polytechnic University in British Columbia, Canada; the College of the Marshall Islands, Universidad Metropolitana in Puerto Rico, and Tecnológica de Monterrey in Chihuahua, Mexico.



- Scan this code to see
- the comprehensive
- list of participating
- institutions



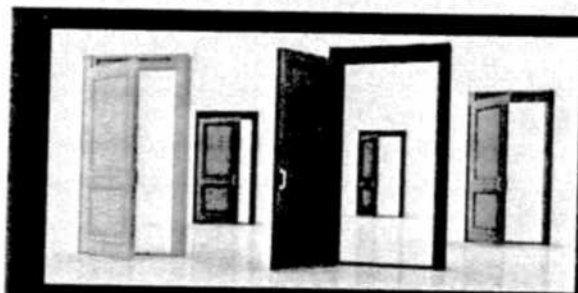
Linking Foundations of Excellence® with the HLC Process for Both PEAQ and AQIP Institutions

Since 2003-04, 240 institutions have participated in the Foundations of Excellence self-study and action-planning process. Of these institutions, 99 are in the North Central region and are accredited by the Higher Learning Commission (HLC). Through a joint agreement between HLC and the Gardner Institute, the HLC makes it possible to link the FoE self study with reaffirmation of accreditation for both its PEAQ and AQIP institutions.

FoE Institutions in the HLC Region

American Public University System (12/13)	Indiana Wesleyan University (03/04)	Purdue University Calumet (08/09)
Arkansas Northeastern College (08/09)	Itasca Community College (07/08)	Rich Mountain Community College (06/07)
Arkansas State University Jonesboro (05/06)	Ivy Tech Community College-Central Indiana (11/12)	Rock Valley College (06/07)
Augsburg College (03/04)	Lawrence Technological University (08/09)	Sheridan College (06/07)
Aurora University (03/04)	Leech Lake Tribal College (07/08)	Southern Illinois University Carbondale (08/09)
Ball State University (06/07)	Lincoln Land Community College (09/10)	St. Cloud State University (08/09, 10/11)
Bethany College (10/11)	Longview Community College (05/06)	Transfer Focus
Buena Vista University (07/08)	Lourdes College (10/11)	St. Cloud Technical and Community College (10/11)
Butler Community College (09/10)	Madison Area Technical College (07/08)	Tohono O'odham Community College (07/08)
Capital University (12/13)	Madonna University (03/04)	Turtle Mountain Community College (10/11)
City Colleges of Chicago (CCC) :	Marquette University (08/09)	University of Akron (05/06)
CCC - Harold Washington College (09/10)	McHenry County College (06/07)	University of Arkansas at Little Rock (05/06)
CCC - Harry S. Truman College (10/11)	Midland Lutheran College (05/06)	University of Central Arkansas (05/06)
CCC - Kennedy-King College (10/11)	Milwaukee Area Technical College (07/08)	University of Central Missouri (05/06)
CCC - Malcolm X College (10/11)	Minnesota State Community and Technical College (07/08) (10/11 Transfer Focus)	University of Charleston (03/04)
CCC - Olive-Harvey College (10/11)	Minnesota State University-Moorhead (07/08)	University of Colorado Denver (08/09)
CCC - Richard J. Daley College (10/11)	Minot State University (07/08)	University of New Mexico (12/13)
CCC - Wilbur Wright College (08/09)	Missouri Southern State University (05/06)	University of Northern Iowa (08/09)
Central Michigan University (06/07)	Missouri Western State University (03/04)	University of South Dakota (06/07)
Chadron State College (03/04)	New Mexico State University (05/06)	University of Toledo (06/07)
College of Lake County (07/08)	North Iowa Area Community College (11/12)	University of Wisconsin Colleges (05/06)
Columbus State Community College (10/11)	Northeastern Illinois University (05/06)	University of Wisconsin-Parkside (03/04)
Cossatot Community College (06/07)	Northern Illinois University (08/09)	Vincennes University (08/09)
Davenport University (05/06)	Northwest Arkansas Community College (10/11)	Washburn University (05/06)
Eastern Wyoming College (08/09)	Northwest Missouri State University (10/11)	Waubonsee Community College (11/12)
Eureka College (10/11)	Northwood University (08/09, 10/11)	West Virginia University (06/07)
Fairmont State University (05/06)	Transfer Focus	Western Illinois University (06/07)
Goshen College (08/09)	Oakland University (05/06)	Western Iowa Tech Community College (09/10)
Greenville College (12/13)	Oakton Community College (05/06)	Western New Mexico University (07/08)
Illinois State University (03/04, 12/13)	Ohio University Athens Campus (05/06)	Wichita State University (08/09)
Transfer Focus	Ottawa University (09/10)	Wright State University (05/06)
Indiana State University (05/06)	Owens Community College (07/08)	Zane State College (06/07)
Indiana University, Kokomo (09/10)	Phillips Community College (06/07)	
Indiana University, Purdue University Indianapolis (03/04)	Pulaski Technical College (06/07)	
Indiana University-Purdue University Fort Wayne (06/07)		

NEW! Gateway Course Completion Conference



Conference on Excellence in Gateway Course Completion

April 14-16, 2013 • Indianapolis, IN

Conference on Excellence in Gateway Course Completion. The Gardner Institute, as a part of Purdue University's Building and Scaling Analytics Capacity project funded by the Bill & Melinda Gates Foundation, is pleased to announce a Conference on Excellence in Gateway Course Completion.

The conference will allow faculty, staff and other interested parties to come together to focus on improving institutional and student performance in gateway courses – courses that launch students on majors or programs of study. Many of these courses have high failure rates and thus close the door to student progression toward degree.

Themes to Include:

- Academic Help / Resources to Improve Gateway Course Success
- Curriculum Redesign to Improve Gateway Course Success
- Early Warning Systems in Gateway Courses
- Faculty / Instructor Development for Gateway Course Success
- Academic Analytics / Technology-Based Early Intervention in Gateway Courses
- Pedagogy and teaching for gateway course success
- Pre-enrollment preparation and placement testing strategies to improve gateway course performance
- Developmental Education as the Gateway to Gateway Courses

Featured Sessions

Transforming Remedial Education By Delivering it as a Co-Requisite with Gateway Courses

Stan Jones, President, Complete College America
Tristan Denley, Provost, Austin Peay University
Susan Gabriel, Associate Professor, Community College of Baltimore County - Essex

MOOCs, Badges, and Analytics - Technology and Its Implications for Gateway Courses

Julie Little, Vice President, Teaching, Learning, and Professional Development, EDUCAUSE
George Mehaffy, Vice-President for Academic Leadership and Change, American Association of State Colleges and Universities

Plenary Speakers



Freeman A. Hrabowski, III
President,
University of Maryland,
Baltimore County



Katherine J. Denniston
Deputy Director, Division of Undergraduate Education,
National Science Foundation

Pre-Conference Workshop April 14th

Weighing Risk & Reward: Using Analytics to Move From Prediction to Intervention

Facilitated by John Fritz, Asst. VP for Instructional Technology and New Media at University of Maryland, Baltimore County

For more information, contact:
conferences@jngi.org

Mobilizing Institutions Seeking to Improve Student Success in High-Risk, Gateway Courses



Gateways to Completion™



What is Gateways to Completion (G2C)?

Gateways to Completion is a comprehensive institutional gateway course improvement process. G2C was developed by the student success experts at the John N. Gardner Institute for Excellence in Undergraduate Education with the added insight of a distinguished National Advisory Committee. The G2C process is designed to specifically help institutions craft and implement a plan for enhancing student success in high-risk gateway courses.

The flexible G2C process and tools take into account various forms of instruction – face-to-face, blended, on-line – and are applicable to all institutional types – two-year, four-year, public, private, etc.



Why Do Colleges and/or Universities Need Gateways to Completion?

The performance of colleges and universities is under ever-increasing scrutiny. Nowhere is this more evident than in the realm of student success. Public concerns over affordability, the advance of the Completion Agenda, and policy changes such as performance-based funding make improving students' academic success an institutional imperative.

Historically, many college-level courses taken predominantly by first- and/or second-year students as well as developmental education courses have served to “weed out” students rather than promote their further study and success. In the current environment, this model is no longer tolerable.

The time is right for a comprehensive institutional approach to improving student success in high-risk gateway courses – a data-based plan that fosters intentional positive change in student success and learning in gateway courses in a consistent, institution-wide manner.

The Gateways to Completion process is not just planning, nor is it merely a set of tools; it is both - and the whole is greater than the sum of its parts.

The G2C process combines the Gardner Institute's student success expertise with G2C's data visualization and analytic tools - tools specifically created to advance success in high-risk courses. G2C also places a heavy emphasis on faculty and staff involvement in both the analysis of the issue and the creation of the solution.

The G2C combination of technology components, Gardner Institute expertise, and human resource development provides institutions with a highly focused and powerful gateway course improvement process - a process that builds both knowledge and the capacity to act.



What Does G2C Include?

Gateways to Completion blends the Gardner Institute's decades of student success quality improvement experience with technology tools designed specifically for the G2C process. The combination links strategy and practice and provides institutions with a one-of-a-kind gateway course performance improvement resource. The G2C process includes:

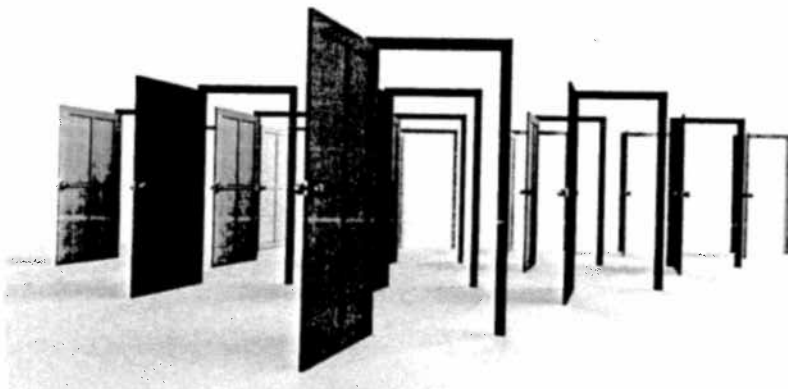
- **Advisor Support from an Assigned Senior Staff Member at the Gardner Institute**
- **A Gateway Course Success Analysis Platform including:**
 - The G2C Gateway Course Success Inventory
 - The G2C Gateway Course Success Domains and Key Performance Indicators
 - G2C Templates for Action Planning and Implementation
- **Gateway Course Success Dashboards, Predictive Analytics, and Intervention Tools**
- **The G2C Community of Practice**
 - Including the Conference on Excellence in Gateway Course Completion

How Can My Institution and/or System Join the G2C Pilot?

The G2C pilot group will be formed in spring and summer 2013. The institutions will begin the effort in the fall of the 2013-14 academic year.

More about the G2C pilot effort, including information on how institutions can participate, the schedule for G2C information webinars, fees, etc. can be found at jnji.org/G2C or by contacting:

Andrew Koch, PhD
Executive Vice President,
koch@jnji.org
828-877-3549



Scan for
comprehensive
information
about G2C

The Gardner Institute is now enrolling a pilot group of institutions to begin work in Fall 2013.

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