

First Year Experience Multi-Year Plan

Theme	Goal	Activities		
		Year 1	Year 2	Year 3
i. Adopt a philosophy to guide our work with first year students.	A. Establish an explicit philosophy statement that provides an overarching framework for working holistically and intentionally with first year students. The statement must be clearly written and articulate a comprehensive, cohesive, seamless, interconnected and coordinated program of instruction and student services for first year students.			
	B. Include the development, adoption, and regular review/evaluation of the First Year Philosophy statement in the institutional governance processes, such as the Institutional Planning Committee (IPC), Budgeting, Full-Time Equivalent Faculty (FTEF) Allocation Committee, Student Equity, College Council, Program Review, Curriculum, Professional Development, and others.			

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	<p>C. Develop and implement a plan for effective communication and dissemination to faculty, staff, students and administration. Examples of possible communication mechanisms may include the following: College web site, student handbook, class schedules and catalogue, orientation for students, staff, and faculty; incorporate in instructions for development of unit work-plans, in overall educational master plan, in budget instructions and criteria, in Curriculum Committee goals and objectives, and in program review criteria.</p>			

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II. Establish policies, procedures, and institutional structures that promote first year student success	A. Establish effective Communication Structures/Systems: (a) internally-- among faculty and staff and (b) externally--with and among first year students; focusing on "personalized communication/invitation" to students	<p>1. Internal: e. g., increased communication and collaboration between student services and instructional faculty/staff; e-newsletter; identification first year students via notation on rosters and other materials for faculty/staff</p> <p>2. External: <i>Passive</i>--- improve/increase advertising of support services; include GE requirements in class schedules and catalogs; use of technology for early alert; enhance the college website; <i>Personalized Invitations</i>—classroom visits, calls.</p>		

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	B. Establish a coordinated organizational structure for the delivering first year programs, services, and activities.	1. Create a First Year Coordinating Council, comprised of faculty, staff, administrators from instruction, student and academic support services, administrative services; and students.		
	C. Establish and support Professional Development structures that promote engaged pedagogies	1. Develop “teaching” communities to provide a mechanism for faculty exchange and mentoring regarding best/effective practices in working with first year students. 2. Consider the establishment of a faculty development center, facilitated by a faculty professional development coordinator 3. Support faculty/staff participation in conferences 4. Provide resources related to effective practices in working with First Year students, e. g., scholarly journals, books, resource		

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		guides/handbooks		
	D. Provide adequate physical structures/facilities that facilitate faculty/student as well faculty/faculty connection and dialogue	1. Create a centralized office space for adjunct faculty, many of whom teach first year students.		
	E. Develop programs, policies and procedures that “make the success path clearer to students (i.e. promote the retention, progress, success of first year students, both first-term and continuing)	<ol style="list-style-type: none"> 1. Prescriptive approaches/programs, e. g., mandatory placement and orientation, required intervention programs for students undergoing academic difficulties 2. A case management approach to counseling (which includes multiple contacts), 3. Multiple formats for orientation (e. g., in person and on line orientation). 4. Holistic and developmental approaches to programs and services (e. g., team taught, multidisciplinary courses) 5. First year learning communities 6. Formalized institutional 		

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		retention strategies		
	F. Enhance partnership structures	<ol style="list-style-type: none"> 1. Enhance collaboration with the high schools 2. Increase team teaching, multidisciplinary approaches in offering programs/courses; 3. Provide common experiences for FY students 		
	G. Develop faculty/staff hiring structures that clarify expectations regarding institutional outcomes for FY students	<ol style="list-style-type: none"> 1. Improve the way we communicate expectations for working with new and continuing FY year students to faculty and staff (e. g., new employee orientation). 2. Clarify expectations regarding “engaging pedagogies” 		
III. Develop a research agenda that identifies FY students, monitors their progress, and reports their challenges and successes to inform institutional work with FY students	A. Establish institutional learning goals to guide institutional planning at the course, program, degree, and extracurricular levels	<ol style="list-style-type: none"> 1. Clarify the role of out of class learning. 		
	B. Conduct ongoing assessment on the following programs/services	<ol style="list-style-type: none"> 1. Implement SLOAC for campus events and 		

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		classes 2. Expand Balanced Scorecard 3. Evaluate availability of services, and gaps between attendance and service availability 4. Conduct validation studies for math course 5. Conduct focus groups on the needs of students		
	C. Collect, analyze, and communicate data regarding FY students (both first-term and continuing)	1. Identify first term and continuing students 2. Monitor their progress 3. Explore student perceptions		
	D. Increase timely communication of data			
	E. Establish FY benchmarks (internal and external)			
IV. Diversify faculty/staff, curriculum, faculty/staff/student orientation and extra-curricular activities	Hire and retain diverse faculty and staff			
	B. Develop curricula that includes diverse perspectives	1. Review course outlines and program review reports		
	C. Hire a full-time outreach coordinator to improve outreach to community			

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	D. Include/Explore tolerance and diversity in Orientation for faculty/staff/students			
	E. Enhance diversity training	1. Encourage ASSC to explore possibilities for MOT training		
	F. Incorporate the Campus mission and Values statement into the campus environment			
	G. Unify various clubs, committees communities that celebrate diversity			
V. Develop programs/services that improve the quality and quantity of our communication to first year students, foster connections, facilitate their transition to college, and promote their personal development during college	A. Improve communication to first year students, focusing on "personal" (as opposed to passive) communication	<ol style="list-style-type: none"> 1. Hire an Outreach Counselor 2. Review materials for jargony language 3. Increase pre/during/post enrollment communication to students 4. Develop "personal invitations" to FY students 		
	B. Design and implement programs that promote faculty/student, student/student, student/community connections	<ol style="list-style-type: none"> 1. Regularly conduct all college student and parent orientations 2. Implement personalized approaches for inviting students to access services 		

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		<ul style="list-style-type: none"> 3. Provide parent orientation for the families of FY students 4. Hire a full-time outreach counselor 		
	C. Implement programs/services that facilitate the transition of FY students (first-term and continuing), for example:	<ul style="list-style-type: none"> 1. Develop a First Year Seminar 2. Recommend/require Counseling 100 3. Conduct Financial aid workshops 4. Develop application podcasts 5. Conduct campus tours Develop a resource guide for FY students 6. Conduct personalized calls to admits only 7. Require/mandate orientation 8. Develop First Year Learning Communities 		
	D. Provide services that promote the FY students personal development	<ul style="list-style-type: none"> 1. Develop on-line assessment of long-term goals 2. Encourage exploration of roles and purposes of higher educations - "what does it mean to be an engaged citizen?" 		