

Index

- A**
- Academic advising: Appalachian State University, 285; Ball State University, 309–310, 319; Community College of Denver, 39–43; Drury University, 153; Kalamazoo College, 122–123, 388; Texas A&M University-Corpus Christi, 250
- Academic assistance: Appalachian State University, 285–286. *See also* Tutoring programs
- Academic Center for Excellence (ACE), 367
- Academic Collaborative Programs and Services, 72
- Academic freedom, 62
- Academic majors, 134, 153, 200–201
- Academic Quality Improvement Project (AQIP), 53
- Academic Resource Center (ARC), 132–133
- Academic Support Center for Excellence (ACE), 236–237
- Academic suspension, 306, 320
- Accountability, 52–54, 205, 209
- Accreditation, 53, 395
- Accuplacer, 38
- ACT 2002 College Outcomes Survey, 81
- Activators, 94
- Active learning, 116
- Ad hoc committee on the liberal arts, 304–305
- Adams, B., 194
- Additional instruction (AI), 200
- Administrators: commitment of, 187–188; excellence criteria and, 8, 25; semistructured interviews with, 29–30
- Admissions process: Appalachian State University, 280–281; Ball State University, 305–306, 320; West Point, 192–193
- Adventures in Leadership program, 171
- Adventures in the Environment program, 171
- Advising. *See* Academic advising
- Aeschleman, S. R., 279
- African American students, 266, 351
- Allen, J., 153, 156–157, 158
- Aloha Days, 249
- ALPHA seminar, 12, 148, 149–155, 163, 164–165, 388
- Alumni surveys, 52
- American Association for Higher Education, 336, 390
- American Association of State Colleges and Universities (AASCU), 348, 397, 398–400
- American Council on Education, xxi
- Annarelli, J., 88, 100, 392
- Annual report, 52
- APEX recreation facility, 237
- Appalachian State University, 14, 273–298; academic advising, 285; academic assistance, 285–286; administrative structures, 289–292; admissions process, 280–281; assessment process, 294–296, 386; awards and achievements, 391; campus location, 273, 274–275; chancellor, 276–278; cocurricular activities,

- 286; councils and committees, 291–292; division of student development, 292–294; enrollment services, 290–291; first-year experience, 280–286; freshman seminars, 283–284, 297; future challenges, 296–298; history, 274, 276; innovative programs, 289–290, 384; interdisciplinary programs, 282–283; leadership, 276–280; learning communities, 284–285; mission statement, 275–276; orientation process, 281–282; provost and executive vice chancellor, 278–280; recognition and awards, 274; residential living options, 282–283; student experience, 287–289; summer reading program, 282; tutoring programs, 285–286; Watauga College, 276, 282–283, 288, 289–290
- Appalachian Way, 277–278, 293, 294
- Appleby, D., 342
- Appol Corps leaders, 282
- Arcario, P., 64–65, 72, 79
- Assessment Day, 185
- Assessment process, 7, 25, 385–386;
 - Appalachian State University, 294–296, 386; Ball State University, 318–319, 385–386; Community College of Denver, 38–39; Drury University, 160–163; Eckerd College, 109–110; Elon University, 184–186; Indiana University Purdue University Indianapolis, 342–344; Kalamazoo College, 135–136, 386; LaGuardia Community College, 63, 77–78; Lehman College, 241; Texas A&M University-Corpus Christi, 264–266; University of South Carolina, 373–375; West Point, 207–209, 214–215, 386.*See also* Surveys
- Association of American Colleges and Universities (AAC&U), 329, 335, 390
- Association of Deans and Directors of University Colleges, 310
- Association of General and Liberal Studies, 310, 320, 390
- Astin, A., 401
- Atlantic Philanthropies, xxii, 1, 3, 397
- Audit trail, 31
- Auraria Higher Education Center, 49–51
- Autumn Term, 92, 94–102, 110, 385, 392
- Awards and achievements, 391
- B**
- Ball State University (BSU), 14, 299–322, 380; academic advising, 309–310, 319; academic suspension policy, 306, 320; ad hoc committee on the liberal arts, 304–305; admission standards, 305–306, 320; assessment process, 318–319, 385–386; Cardinal Leadership and Service Seminar, 311–312; challenges facing, 321–322; core curriculum, 313–314; degree analysis progress report, 309–310; Excel Summer Program, 311; Excellence in Leadership program, 311; first-year initiatives, 319–321; Freshman Connections program, 314–315, 317, 392; freshman learning council, 305–308; grassroots movements, 304–308; history, 300–301; leadership, 302–304, 320, 383; learning communities, 314–315, 316, 317, 391; Making Achievement Possible survey, 318–319; mission, 301–302; Office of Teaching and Learning Advancement, 313, 321; residence life, 315–318, 392; sum-

- mer reading program, 312–313;
University College, 308–310;
Welcome Week, 312
- Bank Street College of Education, 61
- Banta, T., 343, 346
- Bantz, C., 328
- Barefoot, B. O., xxvii, 59, 219, 273
- Becker, M. P., 362
- Bepko, G., 328, 343, 345, 346
- Bepko Learning Center, 333, 334
- Berman, D., 359–360
- Best seminar paper, 131
- Bevan, J., 91
- Bihn, J., 64
- Bismarck, Otto von, xiv
- Blackboard electronic instruction
system, 44
- Blake, H., 329, 346
- Blalock, G., 258–259, 263
- Blimling, G., 292–293
- Borden, V., 343
- Border-Crossing Project, 124, 125
- Borkowski, F., 274, 276–278
- Boys and Girls Club, 154
- Bradbury, R., 363
- Brantz, R., 284
- Braye, S., 176
- Bridging to Student Success pro-
gram, 362
- Brooklyn College, 347
- Brooks, L., 199, 211
- Brown University, xiii
- Brownell, B., 301, 302
- Bruno, V., 72, 73
- Building a Scholarship of Assessment*
(Banta), 346
- C**
- Cadet basic training (CBT), 197–199
- Campus Compact, 397
- Campus culture, 383–384
- Cardinal Leadership and Service
Seminar, 311–312
- Career development program,
133–134
- Carolina Scholars program, 369
- Carolinian Creed, 360–362, 366
- Casablanca* (film), xv
- Case managers, 43–44, 55
- Case studies: development of, 1–2,
31; research process and, 19–20;
sources of data for, 26
- Center for Career Development,
133–134
- Center for Enhanced Performance
(CEP), 202–204
- Center for Learning Outreach, 48
- Center for Student Involvement and
Leadership (CSIL), 286
- Center for Teaching and Learning,
76, 335
- Ceremony of Lights, 96
- Chapin, L., 89, 93, 104, 105, 106
- Child Care Center, 238
- Chism, N., 335
- City University of New York (CUNY),
10, 13, 219–242. *See also* Lehman
College
- Clarity of mission, 386–387
- Clark, L., 74
- Class selection, 49
- Climate surveys, 52
- Clusters, 66–67
- Coadvising program, 122–123
- Cocurricular activities, 286
- Collaborative relationships, 375–376
- Collective accountability, 205
- College Discovery program, 70–71
- College Student Expectations
Questionnaire (CSXQ), 294
- College Student Experiences
Questionnaire (CSEQ), 294, 374
- College Student Inventory (CSI),
285
- Colleges and universities: first-year
experience in, 4–5, 381–382; pub-
lished rankings of, 5, 168, 355,
391; selected as Institutions of
Excellence, 9–15. *See also specific
institutions*

- Common reading programs:
 Appalachian State University, 282; Ball State University, 312–313; Drury University, 150; Elon University, 175; Kalamazoo College, 128; LaGuardia Community College, 73–74; University of South Carolina, 362–363, 364
- Communication skills, 98, 161, 330
- Community: developing on-campus, 189–190, 263; student service to, 154–155
- Community College of Denver (CCD), 9–10, 35–58; academic advising model, 39–43; assessment and placement process, 38–39; Auraria Higher Education Center, 49–51; awards and achievements, 391; commitment to continuous improvement, 52–54; educational case management system, 43–44; external funds acquisition, 54–55; faculty expectations, 387; focus on student success, 55–57; four-year college connections, 51; keys to success, 37–38; leadership, 46–49, 382; learning communities, 44–45; mission statement, 55–56; national recognition of, 57–58; planning process, 56–57; professional development efforts, 44–45; student characteristics, 36–37; Teaching/Learning Center, 45, 389; technology utilization, 45–46
- Community colleges, 395; as project finalists, 9–10, 24–26; as project semifinalists, 22–24, 415. *See also specific colleges*
- Community service projects: Drury University, 150, 154–155. *See also Service-learning programs*
- Computer technology: Community College of Denver, 45–46; LaGuardia Community College, 76–77
- Consent form, 427–430
- Content analysis, 31
- Continuing education programs, 81–82
- Continuous improvement, 52–54
- Convocations, 154
- Cooperative education, 81
- Cooperative Institutional Research Program (CIRP) survey, 117, 136, 184, 185, 373
- Coordinated Freshman Program (CFP), 220, 223–226, 238
- Core Survey on Alcohol and Drug Use, 185
- Corps of Cadets, 192
- Council of Independent Colleges (CIC), 397, 398–400
- Creed Week, 362
- Criterion-based sampling, 21
- Critical friends, 329, 347
- Critical thinking skills, 120, 331
- Cross-campus collaborations, 375–376
- Culture of positive regard, 387
- Current Practices Inventory (CPI), 401
- Cutright, M., xxviii, 35, 243, 299, 325, 349
- Cyr, D., 48–49
- D**
- D’Adamo-Weinstein, Lisa, 200, 203
- Data analysis, 30–31
- Dauz, S., 72, 73
- Dean’s Reading Circle, 75
- Degree analysis progress report (DAPR), 309–310
- Design for Learning (DFL) seminar, 76, 77
- Destination Elon* CD, 170
- Dillard, A., 150
- Dimensions, foundational, 398–400, 401
- Director of freshman year experience, 122
- Discussion group, 395
- Diversity, 59, 322, 351

Division of student development, 292–294
 Documentary materials, 27
 Dougherty, B. B., 274, 277
 Drop-outs, 80
 Drury University, 11–12, 145–165;
 academic advising, 153; ALPHA Seminar, 148, 149–155, 163, 164–165, 388; assessment process, 160–163; clarity and constancy of purpose, 158; common reading program, 150; community service projects, 150, 154–155; convocations, 154; curricular reform plan, 148; faculty involvement and influence, 159–160; future challenges, 163–164; Global Perspectives 21 curriculum, 148, 164, 388; historical development of, 145–148; key themes of, 155–163; leadership, 156–158, 382; mentoring program, 151–152; mission statement, 147; orientation process, 151–152; student characteristics, 146; summary review of, 164–165
 Durham, H., 278–280, 296

E

Early alert committee, 133, 392
 Eastman, D., 89, 106, 107, 108, 109, 382
 Eckerd, J., 88
 Eckerd College, 11, 87–112; assessment process, 109–110; Autumn Term, 92, 94–102, 110, 385, 392; first year pros and cons, 104–108; Foundations Collegium, 92, 94–104; historical development of, 88–93; leadership, 108–109, 382–383; Leadership and Self-Discovery Program, 103–104; mentoring program, 95–96, 388; orientation process, 99–102; skills development, 97–99; summary review of, 110–112; universal par-

ticipation, 106–108, 111; Western Heritage course, 93, 102–103
 Educational case management (ECM) system, 43–44, 55
 Educational Opportunity Program (EOP), 226
 Educational Planning and Advising Center (EPAC), 40
 Electronic portfolio, 131
 Elon University, 12, 166–190; administrative commitment, 187–188, 383; assessment process, 184–186; awards and achievements, 391; common reading program, 175; community-building process, 189–190; Elon 101 course, 173–175; Elon Experiences program, 180–184, 392; experiential learning requirement, 179–180; fall orientation, 171–172; fellows programs, 184; first-year core, 176–179; General Studies program, 176; historical development of, 166–167; internships, 183; keys to success, 186–190; leadership program, 182–183; mentoring program, 170; mission statement, 168; New Century@Elon plan, 190; orientation process, 169–172; precollege connection, 169; presidential vision, 188; service-learning program, 181–182; shared decision making, 189; spring orientation, 169–170; study abroad program, 181; summer programs, 170–171; undergraduate research, 183
 English as a Second Language (ESL), 64; content course pairings, 68–69; learning communities, 68, 77–78
 Enrollment services, 290–291
 E-Portfolio Project, 77
 Ethics and values, 331
 Evaluation process. *See* Assessment process

Evenbeck, S., 335, 342–343, 344–345
 Excel Summer Program, 311
 Excellence, defining, 5–6
 Excellence in Leadership program,
 311
 Experiential learning, 168, 179–180
 External funding, 54–55
 Externships, 134
 Eynon, B., 76

F

Faculty: academic freedom of,
 62; development of, 229–231,
 335–337, 358; excellence criteria
 and, 8–9, 25; first-year initiatives
 proposed by, 63–64, 388; first-
 year programs directed by,
 258–259, 262–264; interdiscipli-
 nary programs and, 104–105;
 involvement and influence of,
 159–160, 335–337, 387–388;
 learning communities and,
 44–45, 69–70, 259, 263–264,
 340–342; part-time, 82–83, 242;
 semistructured interviews with,
 29, 30; student connections with,
 151–153; surveys of, 52, 186; tech-
 nology integration by, 76; univer-
 sal participation by, 106–108, 111
 Fakhari, R., 75
 Fall orientation, 171–172
 Fellows programs, 184
 Fellowships, 134
 Fernandez, R. R., 238, 239
 Ferris State University, 334, 347
 Fidler, P., 354
 Finalists (Institutions of Excellence):
 announcement letter to,
 423–425; list of, 10; overview of,
 9–15; selection of, 24–26
 Financial resources, 389–390
 First Ascent orientation program, 281
 First Generation Student Success
 (FGSS) program, 40–41, 44, 55
 First-class survey, 208
 First-generation students, 249–250
 First-to-second year retention, 80
 First-Year Assessment Listserv
 (FYA-List), 2, 20
 First-year core, 176–179
 First-year experience, 4–5; criteria
 for excellence in, xvii, 6–9,
 21–22, 24–25; defining excel-
 lence for, 5–6; institutional
 responsibility for, 381–382
 First-Year Experience Listserv
 (FYE-List), 2, 20
 First-year forums, 128–129
 First-Year Initiative (FYI) survey, 136
 First-year initiatives, xvi, 8, 15–18, 25
 First-year learning communities pro-
 gram (FYLCP), 251–257
 First-Year Reading Experience,
 362–363, 372
 First-Year Scholars Program,
 369–370
 First-year seminar (FYS), 4;
 Appalachian State University,
 283–284, 297; Indiana University
 Purdue University Indianapolis,
 338–340; Kalamazoo College,
 120–126; LaGuardia Community
 College, 70–71; University of
 South Carolina, 355–358
 First-year survey, 185–186
 First-year teaching, 298
 Florida Presbyterian College, 87–88
 Focus days, 295
 Focus groups, 295
 Food services, 321–322
 Ford, R., 128
 Ford Foundation, 353, 390
 Forsythe, B., 201, 202, 209, 210,
 212, 216
 Foundational Dimensions, 398–400,
 401
 Foundations Collegium, 92, 94–104
 Foundations essay, 130, 135
 Foundations of Excellence in the
 First College Year project, xxii,
 397–401; details of, 397–400;
 environmental variables and,

401; Foundational Dimensions, 398–400, 401; Founding Institutions, 267, 348; future of, 401; institutional task force, 400–401.
See also Institutions of Excellence in the First College Year project
 Fourth-class survey, 208
 Four-year institutions: as project finalists, 11–15, 24–26; as project semifinalists, 22–24, 415–417.
See also specific institutions
 Francis, G., 169, 187
 Freshman Connections program, 314–315, 317, 392
 Freshman interest groups (FIGs), 68
 Freshman Learning Communities in General Studies (FLC) program, 274, 283–284, 297
 Freshman learning council (FLC), 305–308
 Freshman seminars, 283–284
 Freshman Year Initiative (FYI), 223–224; faculty development for, 229–231; student descriptions of, 231–234
 Funding issues, 54–55, 389–390.
See also Grants
 Furgason, R., 247–248

G

Gaines, E., 282
 Gantzer, J., 68
 Gardner, J. N., xxvii–xxviii, 7, 20, 147, 191, 219, 273, 337, 352, 353–355, 358–359, 360, 371, 372, 376, 383
 Garro, A., 238, 240
 Gateway Group, 328–329, 336
 General Studies program, 176
 Giuliani, R., 221
 Global Experience course, 178–179
 Global Perspectives 21 curriculum, 12, 148, 164, 388
 Good, Stephen, 145, 146, 147, 155, 156, 382
 Gora, J. M., 301

Government funds, 55
 Graduate students, 364–365
 Grants, 389–390; Atlantic Philanthropies, xxii, 1, 3, 397; faculty initiatives and, 64; Ford Foundation, 353, 390; Hewlett Foundation, 358; Hispanic-Serving Institution, 40, 44; Kalamazoo College student, 134; Lilly Endowment, 300–301, 320, 380, 389; Lumina Foundation for Education, xxii, 1, 3, 314, 320, 389–390, 397; Mellon Foundation, 121, 136; Pew Charitable Trusts, xxii, 1, 3, 329; Title III, 40, 44, 55, 389; Title V, 40, 41, 43, 55, 76–77, 236, 389
 Grassroots movements, 304–308
 Greater Expectations project, 329, 348
 Greiner, D., 362, 363, 368, 370, 371, 372, 375
 Group dynamics, 353

H

Hallin, R., 89
 Hand-to-Hand program, 170
 Hargrave, A., 303
 Harper, S., 246, 250, 256
 Harrison, S., 96, 99, 102, 107
 Haynes, M., 310
 Hazen Foundation, 352
 Heider, K., 362
 Hesburgh Award, 49, 389, 391
 Hewlett Foundation, 358
 Higher Education Act (1965), 290
 Higher Education Directory, 20
 Higher Education Research Institute, 117, 184–185, 186, 374
 Higher Learning Commission, 53
 Hispanic students, 40, 244–245, 250, 266
 Hispanic-Serving Institutions (HSIs), 40, 244–245
 Hoben, A., 114
 Honor code, 206–207

Honors House, 75
 Honors programs, 75
 House, S., 187
 Housing. *See* Residential living
 Hunter, M. S., 359
 Hunter College, 220–221

I

In Pursuit of Excellence: The Community College of Denver (Roueche, Ely, & Roueche), 57
 Indiana University-Purdue University Indianapolis (IUPUI), 14–15, 325–348, 380; assessment process, 342–344; educational principles, 330–331; external review process, 347–348; faculty involvement and development, 335–337, 387; faculty perspectives, 340–342; first-year seminars, 338–340; Gateway Group, 328–329, 336; historical development of, 325–326; innovative pedagogy, 389; leadership, 344–347; learning communities, 328, 337–338, 340–342; ongoing improvement process, 347–348; orientation programs, 331–332; *Parents' Handbook*, 331–332; registration process, 333; retention rates, 328; RUSS project participation, 329, 347–348; structured learning assistance, 334; student characteristics, 326–327; summer bridge program, 328; supplemental instruction, 333–334; University College, 15, 329–340
 Informed consent agreement, 30
 In-house assessment, 135–136
 Innovation, 88, 111, 384
 Institutional culture, 61–62
 Institutional research (IR), 109
 Institutional Research Office, 63, 265
 Institutional responsibility, 381–382
 Institutional review board (IRB), 27
 Institutions of Excellence in the First College Year project, 1–3;

announcement letter, 423–425;
 case study development, 1–2, 31;
 caution on studying cases, 380;
 consent form, 427–430; data analysis, 30–31; defining excellence for, 5–6; finalists, 10, 24–26, 423–425; four-year institutions, 11–15; invitation to participate, 2, 20, 409–413; letter to semifinalists, 419–421; list of participants, 403–407; nomination process, 409–413; programmatic initiatives, 15–18; recommendations based on, 393–395; research methods, 19–32; selection criteria, xvii, 6–9, 21–22, 24–25; semifinalists, 22–24, 415–417, 419–421; site visits, 26–30, 427–430; study parameters, xxiii; summary of findings, 380–393; two-year institutions, 9–10. *See also* Foundations of Excellence in the First College Year project
 Integrated Advising Committee, 39
 Intensives, 64, 72
 Intentionality, 7, 214, 268, 277
 Interdisciplinary programs:
 Appalachian State University, 282–283; Eckerd College, 102–103, 104–105, 106; Elon University, 178–179; Texas A&M University-Corpus Christi, 251–255, 262–264. *See also* Learning communities
 International students, 59, 322
 Internships, 183
 Interviews, 29–30
 Introspective campus culture, 266
 Invitation to participate, 2, 20, 409–413
Involving Colleges (Kuh, Schuh, Whitt & Associates), xxii
 Isabella Cannon Leadership Program (ICLP), 183
 Island Day, 249

J

- Jackson, S., 180, 187
 Jacobson, R., 101
 Jin, Ha, 128
 John E. Thomas (JET) Center, 292
 Johnson, C., 47–48, 51, 58, 382
 Jones, C., 304
 Jones, J. F., Jr., 129, 136, 383
 Jones, M., 194
 Jones, T., 352–354, 376
Journal of Blacks in Higher Education, 351
Journal of College Student Development, 292
Journal of the First-Year Experience and Students in Transition, 359

K

- Kalamazoo College, 11, 113–141; academic advising, 122–123, 388; Academic Resource Center, 132–133; assessment process, 135–136, 386; Center for Career Development, 133–134; common reading program, 128; early alert committee, 133, 392; first-year forums, 128–129; first-year seminar, 120–126; K-Plan, 114–115; LandSea program, 129–130; leadership, 383; library skills training, 131–132; orientation process, 126–130; portfolio creation, 130–131; reality of life at, 117–120; reasons for first-year success, 136–139; service-learning program, 134–135; student responses to, 137–139; support services, 131–135; tutoring programs, 132–133; view book, 115–116
Kaplan College Guide, 168
 Kaufman, D., 210
 Keith, B., 196, 208
 Kernodle Center for Service Learning, 182
 Knepfelkamp, L., 119

- Kolb, D., 119
 Koolsbergen, W., 66
 Kotlowitz, A., 175
 K-Plan, 114–115
 Krakauer, J., 150
 Kuh, G., xxii, 397

L

- La Academia de Computacion, 46
 La Familia Scholars Program, 40, 55
 La Guardia, F. H., 74
 LaGuardia Community College, 10, 59–83, 380; assessment process, 63, 77–78; campus environment, 59–60; central goals, 65–66; common reading program, 73–74; continuing education, 81–82; cooperative education program, 81; diversity of students, 59; ESL communities, 68; faculty, 62, 387, 392–393; freshman interest groups, 68; future challenges, 82–83; history, 62; Honors Program, 75; innovation, 384; institutional culture, 61–62; intensives, 64, 72; leadership, 63–65, 382; learning communities, 66–70, 77–78; liberal arts and science clusters, 66–67; mentoring program, 72–73; Middle College High School, 82; New Student House program, 67–68; New Student Seminar, 70–71; opening sessions, 73–74; preparation courses, 72; student experience, 65–77, 78–81; study abroad option, 75–76; technology initiative, 76–77
 Lambert, L., 167, 178, 187–188
 LandSea program, 11, 129–130
 LaPlante, M., 126–127, 136
 Leadership, 382–383; Appalachian State University, 276–280; Ball State University, 302–304, 320, 383; Community College of Denver, 46–49, 382; Drury University,

- 156–158, 382; Eckerd College, 108–109, 382–383; Elon University, 187–188, 383; Indiana University Purdue University Indianapolis, 344–347; Kalamazoo College, 383; LaGuardia Community College, 63–65, 382; Lehman College, 383; University of South Carolina, 371–373, 383
- Leadership and Self-Discovery Program (LSDP), 103–104
- Leadership programs: Ball State University, 311–312; Eckerd College, 103–104; Elon University, 182–183; West Point, 204–205. *See also* Peer leadership
- League for Innovation in Community Colleges, 9, 57, 391
- Learning communities, 391–392; Appalachian State University, 284–285; Ball State University, 314–315, 316, 317, 391; Community College of Denver, 44–45; Indiana University Purdue University Indianapolis, 328, 337–338, 340–342; LaGuardia Community College, 66–70, 77–78; Lehman College, 234–235, 241, 242; Texas A&M University-Corpus Christi, 246, 251, 252–255, 262–264, 384. *See also* Interdisciplinary programs
- Learning outcomes, 338–339
- Learning Paradigm College, The* (Tagg), 4
- Learning skills courses, 286
- Lee, C., 128
- Lee, J. S., 103
- Lees, N. D., 335
- Lehman, H. H., 221
- Lehman College, 13, 219–242; Academic Support Center for Excellence, 236–237; assessment data, 241; campus environment, 221; Child Care Center, 238; classroom description, 234–235; Coordinated Freshman Program, 220, 223–226, 238; demographic profile, 221; enrollment trends, 221–222; evidence of effectiveness, 241; faculty development process, 229–231; first-year program rationale, 226–228; freshman year initiative, 223–224, 229–234; historical overview, 220–222; leadership, 238–240, 383; learning communities, 234–235, 241, 242; lessons learned from, 241–242; Lincoln Center partnership, 224; origins of first-year program, 222–223; personal academic career counseling team, 237; recreation facilities, 237; SEEK program, 226, 233–234; senior administrator perspectives, 238–240; student voices describing, 231–234; summer and winter immersion programs, 225–226; support services, 235–238
- Letter of invitation to participate, 2, 20, 409–413
- Letter to semifinalists, 419–421
- Liberal arts: ad hoc committee, 304–305; course clusters, 66–67
- Liberal Education* journal, 335
- Liberalism, 62
- Library skills, 98–99, 131–132
- Lilly Endowment, 300–301, 320, 380, 389
- Lincoln Center for the Performing Arts, 224
- Living and Learning Center, 283
- Long-range academic plan (LRAP), 236
- Lowe, T., 303, 304, 308, 383
- Lujan, M., 245, 250
- Lumina Foundation for Education, xxii, 1, 3, 314, 320, 389–390, 397
- Luna, G., 368

M

- Maatman, V., 119
- MacArthur, D., 200

MacGregor, J., 267
 Maclean, N., 150
 Making Achievement Possible (MAP) survey, 318–319, 386
 Mathematics tutoring, 132–133
 Matthews, R., 65
 Maxcy College, 369
 McBride, J., 175
 McClenney, B., 46–47, 53, 56, 382
 McClenney, K., 4
 McConkey, D., 302, 314, 315
 McNair, R. and J., 369
 McNair Scholars program, 369
 Mehta, G., 175
 Mellon Foundation, 121, 136, 390
 Mellow, G., 59, 61, 63, 78, 82, 382
 Melton, W. D., 351
 Mentoring programs: Community College of Denver, 51; Drury University, 151–152; Eckerd College, 95–96, 388; Elon University, 170; LaGuardia Community College, 72–73, 77; West Point, 204–205, 206, 215
 Metropolitan State College of Denver, 49
 Middle College High School, 82
 Midgette, N., 176
 Miles, C., 48
 Military academy. *See* West Point
 Minority Assistance Peer Program (MAPP), 370
 Minority students, 244–245, 250, 266, 351, 370
 Mission statements: Appalachian State University, 275–276; Ball State University, 301; Community College of Denver, 55–56; Drury University, 147; Elon University, 168; Texas A&M University-Corpus Christi, 245–246, 251; University of South Carolina, 350–351; West Point, 194
 Moore, J., Jr., 146–147, 156, 382
 Morris, L. V., xxviii–xxix, 166, 349
 Museum of Modern Art (MOMA), 60
 Muslim students, 60

N

National Academic Advising Association, 310, 321, 390
 National Association for Developmental Education, 310, 320–321, 390
 National Association of Student Personnel Administrators (NASPA), 362
 National Center for Postsecondary Research, 397
 National Collaborative for Postsecondary Education Policy, xviii
 National Learning Communities Dissemination Project, 266–267, 391
 National Resource Center for the First-Year Experience and Students in Transition, 3, 4, 15, 173, 338, 351, 358–360, 376
 National Science Foundation, 154
 National Survey of Student Engagement (NSSE), 161–162, 185, 264, 294, 374, 391, 400
 National Training Laboratories (NTL), 353
 Neff, C., 196, 199, 211, 213
 Nesaule, A., 312
 New Century@Elon plan, 190
 New Student House program, 67–68
 New Student Seminar, 70–71
 New York City College of Technology, 77
 New York City Taxi Driver Institute, 82
New York Times, The, 221
 Newman, F., xviii
 Noel-Levitz: College Student Inventory, 285; retention award, 274; Student Satisfaction Inventory, 265
 Nomination process, 409–413
 Normal schools, 300
 North Lincoln Campus of Learners (COL) program, 40, 41–42

O

O'Brien, T., 282
 Odom, J., 362, 372

Office of Institutional Planning and Assessment, 373–375
 Office of Institutional Research, 77, 241, 294–295
 Office of Policy, Planning and Assessment (OPPA), 208
 Office of Student Life and Learning Research, 295–296
 Office of Teaching and Learning Advancement (OTLA), 313, 321
 Officership concept, 209–210
 Open forums, 29, 30, 248, 251, 266
 Open-admissions policy, 305
 Opening sessions, 73–74
 Oral communication skills, 98, 161
 Orientation leaders, 151
 Orientation process: Appalachian State University, 281–282; Drury University, 151–152; Eckerd College, 99–102; Elon University, 169–172; Indiana University Purdue University Indianapolis, 331–332; Kalamazoo College, 126–130; Texas A&M University-Corpus Christi, 249–250
 Orser, P., 265, 266
 Outcomes assessment, 49

P

Palms, J., 360
Parents' Handbook (IUPUI), 331–332
 Participant list, 403–407
 Partnerships, 8–9, 392
 Part-time faculty, 82–83, 242
 Patience, 155
 Peacock, K. E., 277
 Pedagogy, 388–389
 Peer leadership: Kalamazoo College, 133; University of South Carolina, 356–357, 370; West Point, 204–205, 215. *See also* Leadership programs
 Penn State Center for the Study of Higher Education, 397, 400
 Performance surveys, 52

Perry, W., 119
 Personal academic career counseling team (PACCT), 237
 Pew Charitable Trusts, xxii, 1, 3, 329
 Phi Theta Kappa Satellite Series Seminar, 75
 Piker, A., 258
 Pitts, B., 300, 301, 302, 305, 318
 Pixley, Z., 120, 122, 127, 136
 Placement of students, 38–39
 Planning process: Community College of Denver, 56–57; Elon University, 190
 Plater, W. M., 345, 346
 Plebes, 194
 Policy Center on the First Year of College, xxii, 1, 3, 20, 267, 348, 360, 397, 398
 Portfolio creation: Kalamazoo College, 130–131; West Point, 208
 Precollege connection, 169
 Pre-Medical Academic and Career Exploration Series (PACES), 371
 Preparation courses, 72
 Pre-Professional Advising Program, 370–371
 Presbyterian Church, 87, 89, 90
 Pre-SERVE Program, 171
 Presidential address, 172
 Presidential vision, 188
 Preston Residential College, 368–369, 371, 372
 Preterm orientation, 281
 Prisco, A., 240
 Private funding, 55
 Private institutions, 395
 Professional development, 44–45
 Program agreement, 42
 Programmatic initiatives, 15–18
 Pruitt, D., 357, 360
 Purdue University, 15, 325–326

Q

Qualitative research methods, 295
 Quick Start programs, 72, 78

R

Ranieri, P., 304
 Reaccreditation process, 53, 395
 Reading programs. *See* Common reading programs
 Reason, R., 397
 Reception Day (R-Day), 207
 Recreation facilities, 237
 Red Carpet Days, 40
 Reflective practice model, 335
 Registration process, 333
 Research methods, 19–32
 Residence directors (RDs), 316
 Resident advisors (RAs), 365–366, 367
 Resident assistants (RAs), 317
 Residential living: Appalachian State University, 282–283; Ball State University, 315–318, 392; University of South Carolina, 365–369
 Resource Center, 334
 Retention rates, 266, 328
 Reynolds, A., 222, 239
 Rich, L. F., 187, 383
 Riesman, D., 386
 “Ritual of Recognition for New Students” (Hoben), 114
 Rivers, W., 364
 Roommate contract, 366
 RUSS (Restructuring for Urban Student Success) Project, 329, 347–348

S

S.M.A.R.T. peer mentoring program, 170
 Sanford, N., xiii, xviii
 Santiago, E., 74
 Schroeder, C. C., xxix, 145
 Schuh, J., xxii
 Schwartz, S. W., xxix, 87, 113
 Science clusters, 66
 Search for Education, Elevation, and Knowledge (SEEK) program, 226, 233–234, 241

Second-chance programs, 64, 72
 Self-assessment, 135, 208
 Self-critical attitude, 54
 Semifinalists (Institutions of Excellence): letter to, 419–421; list of, 415–417; selection of, 22–24
 Semistructured interviews, 29–30
 Senior administrators, 238–240
 Senior connections essay, 131
 Senior individualized project (SIP), 116
 Serendipity, 7
 Service-learning programs: Drury University, 155; Elon University, 181–182; Kalamazoo College, 134–135. *See also* Community service projects
 Shared decision making, 189
 Shenker, J., 61, 382
 Siegel, M. J., xxix–xxx, 59, 87, 191, 243, 325
 Site visits, 26–30, 427–430
 Skills development, 97–99; library skills, 98–99, 131–132; oral communication skills, 98; writing skills, 97, 120–121, 179, 237
 Smith, G., 52–53, 54
 Smith, L., 282
 Sorensen, A., 365, 372
 Special student subpopulations, 8, 25
 Special-interest housing, 369
 Sponsorship program, 205–206
Sports Illustrated, 325
 Spring orientation, 169–170
 Staff: college performance survey among, 52; semistructured interviews with, 29, 30. *See also* Faculty
 Structured learning assistance (SLA), 334
 Student affairs professionals: academic conferences and, 392–393; excellence criteria and, 8, 25; first-year experience and, 353; semistructured interviews with, 29, 30

- Student Developmental Task and Lifestyle Assessment (SDTLA), 295
- Student experience: Appalachian State University, 287–289; LaGuardia Community College, 65–77, 78–81; Texas A&M University-Corpus Christi, 259–262
- Student satisfaction surveys, 236, 265, 328
- Student Success Course, 203–204
- Student Success Initiative (SSI), 365–367
- Student Support Services (SSS), 40
- Students: faculty connections with, 151–153; first-generation, 249–250; graduate, 364–365; international, 59, 322; minority, 244–245, 250, 266, 351, 370; semistructured interviews with, 29, 30; special subpopulations of, 8, 25
- Students of color, 370
- Study abroad programs: Elon University, 181; LaGuardia Community College, 75–76
- Study Behavior Inventory (SBI), 204
- Summer immersion program, 225–226
- Summer programs: Ball State University, 312–313; Elon University, 170–171; Indiana University Purdue University Indianapolis, 328; Lehman College, 225–226; University of South Carolina, 362–363
- Supplemental instruction (SI): Appalachian State University, 286; Indiana University Purdue University Indianapolis, 333–334. *See also* Tutoring programs
- Support services: Kalamazoo College, 131–135; Lehman College, 235–238; West Point, 197–206
- Surveys: ACT 2002 College Outcomes Survey, 81; Appalachian State University, 295; Community College of Denver, 52; Cooperative Institutional Research Program, 117, 136, 184, 185, 373; Core Survey on Alcohol and Drug Use, 185; First-Year Initiative, 136; HERI Faculty Survey, 186; Lehman College, 236; Making Achievement Possible, 318–319, 386; National Survey of Student Engagement, 161–162, 185, 264, 294, 374, 391, 400; Noel-Levitz, 265, 285; Texas A&M University-Corpus Christi, 265; West Point fourth-class, 208; Your First College Year, 136, 185, 374. *See also* Assessment process
- Swing, R. L., xxx, 35, 113, 145, 166, 299

T

- Tagg, J., 4
- Task force, 394, 400–401
- Teaching assistants, 364
- Teaching Fellows, 369
- Teaching/Learning Center, 45, 389
- Technology initiatives: Community College of Denver, 45–46; LaGuardia Community College, 76–77
- Technology mentors, 77
- Terenzini, P., 384, 397
- Texas A&M University-Corpus Christi (TAMU-CC), 13, 243–269; academic advising, 250; assessment process, 264–266; awards and achievements, 391; campus location, 243, 244; classroom experience, 263; collaboration process, 257–259; demographics, 244–245; faculty participation, 258–259, 262–264; first-year program, 247–248, 250–257; historical overview, 244; learning communities, 246, 251, 252–255, 262–264, 384; lecture classes,

- 256–257; mission statement, 245–246, 251; orientation process, 249–250; recognition and awards, 266–267; retention rates, 266; student experiences, 259–262; summary review of, 267–269; triad and tetrad structure, 252–257
- Texas Higher Education Star Awards, 267
- Thayer Method, 201
- Theme housing, 282
- Theory building, 31–32
- Thomas, J. E., 292
- Time* magazine, 14, 274, 391
- Title III grants, 40, 44, 55, 389
- Title V grants, 40, 41, 43, 55, 76–77, 236, 389
- Trailhead Academies, 286
- Transitions* handbook, 355
- Triad and tetrad structure, 252–257
- TRIO programs, 40, 290
- Trudeau, G., xix
- Tuition costs: Ball State University, 302, 321; LaGuardia Community College, 79
- Tutoring programs: Appalachian State University, 285–286; Drury University, 151; Kalamazoo College, 132–133; West Point, 203
- Two-year institutions: as project finalists, 9–10, 24–26; as project semifinalists, 22–24, 415. *See also specific institutions*
- U**
- Undergraduate research, 183
- Underwood Stryker Institute for Service-Learning, 134–135
- United Church of Christ, 166
- United Nations Security Council, 221
- Universal participation, 106–108, 111
- Universities. *See* Colleges and universities
- University 101 course, 15, 147, 349, 353–354, 355–358, 371–372, 373, 384, 389
- University College: Ball State University, 308–310; Indiana University Purdue University Indianapolis, 15, 329–340
- University core curriculum program (UCCP), 250
- University Housing Classroom Project, 368
- University of Colorado at Denver, 49
- University of South Carolina (USC), 15, 349–376, 380; Academic Center for Excellence, 367; assessment process, 373–375; awards and achievements, 391; Carolinian Creed, 360–362, 366; collaborative relationships, 375–376; common reading program, 362–363, 364; faculty development, 358; first-year English programs, 363–365; First-Year Scholars Program, 369–370; historical development of, 350; leadership, 371–373, 383; Minority Assistance Peer Program, 370; mission statement, 350–351; National Resource Center for the First-Year Experience and Students in Transition, 358–360, 376; origins of first-year experience, 351–355; peer leaders, 356–357; Pre-Professional Advising Program, 370–371; Preston Residential College, 368–369; residential living communities, 365–369; special-interest housing, 369; student body characteristics, 351; Student Success Initiative, 365–367; summary review of, 376; University 101 course, 15, 349, 353–354, 355–358, 371–372, 373, 384, 389; University Housing Classroom Project, 368
- U.S. Army, 192, 209

U.S. Department of Education, 40, 41, 82
 U.S. Military Academy, 12–13, 26, 191–216, 384, 386. *See also* West Point
 U.S. Navy, 220
US News & World Report, 5, 167, 355, 391

V

Vaggalis, T., 148, 160
 Values and ethics, 331
 Van Slyck, P., 66
 Vander Hill, W., 302
 Vanguard Learning College project, 57, 391
 View book, 115–116
 “Visions of America” cluster, 124–125, 139
 Volunteer experiences, 154

W

Warrior ethos, 196
 Washington Center for Improving the Quality of Undergraduate Education, 267
 Watauga Academy, 274, 277
 Watauga College, 276, 282–283, 288, 289–290
 Webb, Omri Kenneth “O.K.,” 290
 Welcome Week, 312
 West Point, 12–13, 26, 191–216, 384; academic program, 199–202; additional instruction, 200; admissions process, 192–193; assessment process, 207–209, 214–215, 386; cadet basic training, 197–199; campus environment, 192; Center for Enhanced Performance, 202–204; chain-of-command structure, 204–205; core tenets, 195–197; cultural elements, 214; first-year experience, 196–197; future of, 210–213;

honor code, 206–207; language and nomenclature, 193–194; leadership program, 204–205; lessons learned from, 213–215; mentoring process, 204–205, 206, 215; mission statement, 194; officership concept, 209–210; peer leadership, 204–205, 215; sponsorship program, 205–206; Student Success Course, 203–204; Study Behavior Inventory, 204; summary review of, 215–216; support services, 197–206; tutoring programs, 203
 Western Heritage in a Global Context course, 93, 102–103
 Western Institutional Review Board (WIRB), 429, 430
 Wey, H., 276
 Whiteley, J. M., xix
 Whitt, E., xxii
 Wilderness activities, 281, 286
 Winter immersion program, 225
 Winter Term, 91
 World Trade Center disaster, 60
 Worthen, J., 302, 315
 Writing skills: assessment of, 161; first-year development of, 97, 120–121, 179, 237; tutoring programs for, 132–133
 Writing-across-the-campus project, 120–121
 Wyckoff, S., 223, 227, 234, 238, 242, 383

Y

Year 2000 First-Year Experience Conference, 65, 72
 Young, F., 167, 186
 Your First College Year (YFCY) survey, 136, 185, 374

Z

Zlotkowski, E., 397