

FoE: Self-study voting results

26 & 27 of May of 2011 – 2nd Retention Retreat

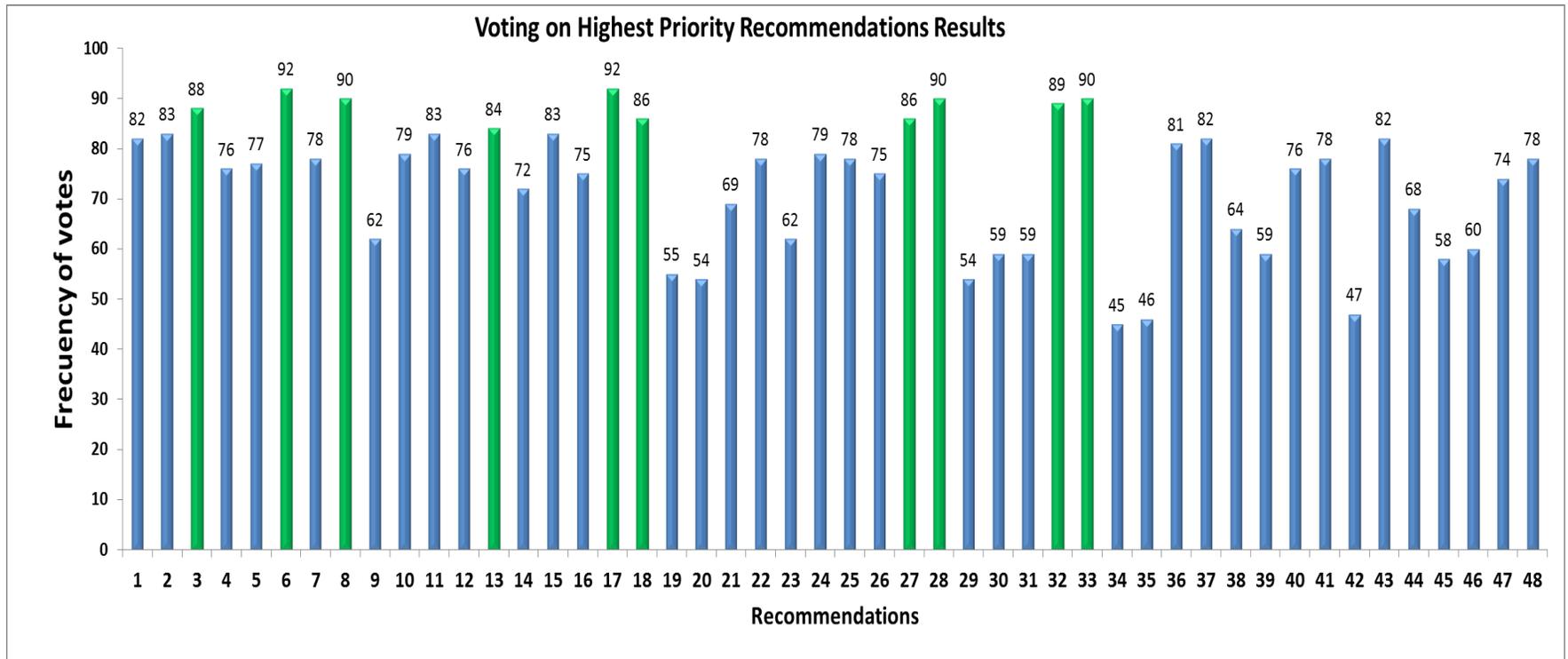
This report summarizes the results of the voting of days 1 & 2 of the UMET First-year Experience Self-study recommendations presented by Foundations of Excellence Dimension (FoE) Chairs at the 2nd Retention Retreat. An Action Agenda is presented to UMET's leadership based on the results of the voting taken (p. 8-Item #4).

**Dr. Zaida Vega Lugo-FoE Co-liaison
6/17/2011**

FoE: Self-study voting results of 48 recommendations

Day 1: May 26, 2011

Figure 1: View of results of 48 recommendations presented by FoE Dimensions Chairs



Philosophy 1-2
 Organization 3-12
 Learning 13-21

Faculty 22-23
 Transitions 24-30
 All students 31-35

Diversity 36-38
 Roles & Purposes 39-42
 Improvement 43-48

Figure 2: Ten highest recommendations of day 1 voting



Table 1: Ten (10) highest recommendations description of day 1 voting

Organization Dimension

3. Restructure the academic, student, and administrative service areas which support the First Year Experience under one integrated structure.

6. Replicate the Science Scholarship Model and other successful initiatives to other disciplines.

8. Develop and implement a Strategic Plan to train First-year Faculty, First-year Academic Support Staff, and First-year Administrative Staff to facilitate an understanding of the First-year Students' profile and needs.

Learning Dimension

13. Establish common learning goals for first year students in consensus to foster common academic achievement throughout all academic programs.

17. Foster reflective dialogues among all faculty facilitating the same first-year courses to discuss qualitative and quantitative data on learning outcomes to propose curricular revisions.

18. Conduct formal studies to investigate about the factors that cause DFWI in first-year courses and implement a protocol of intervention to address this academic issue.

Transitions Dimension

27. Encourage greater participation of faculty in orientation, academic advising, and other outside the classroom activities for first-year students to improve faculty-student integration.

28. Develop further the interaction of first-year students with students from upper levels through mentoring, tutoring, and peer counseling.

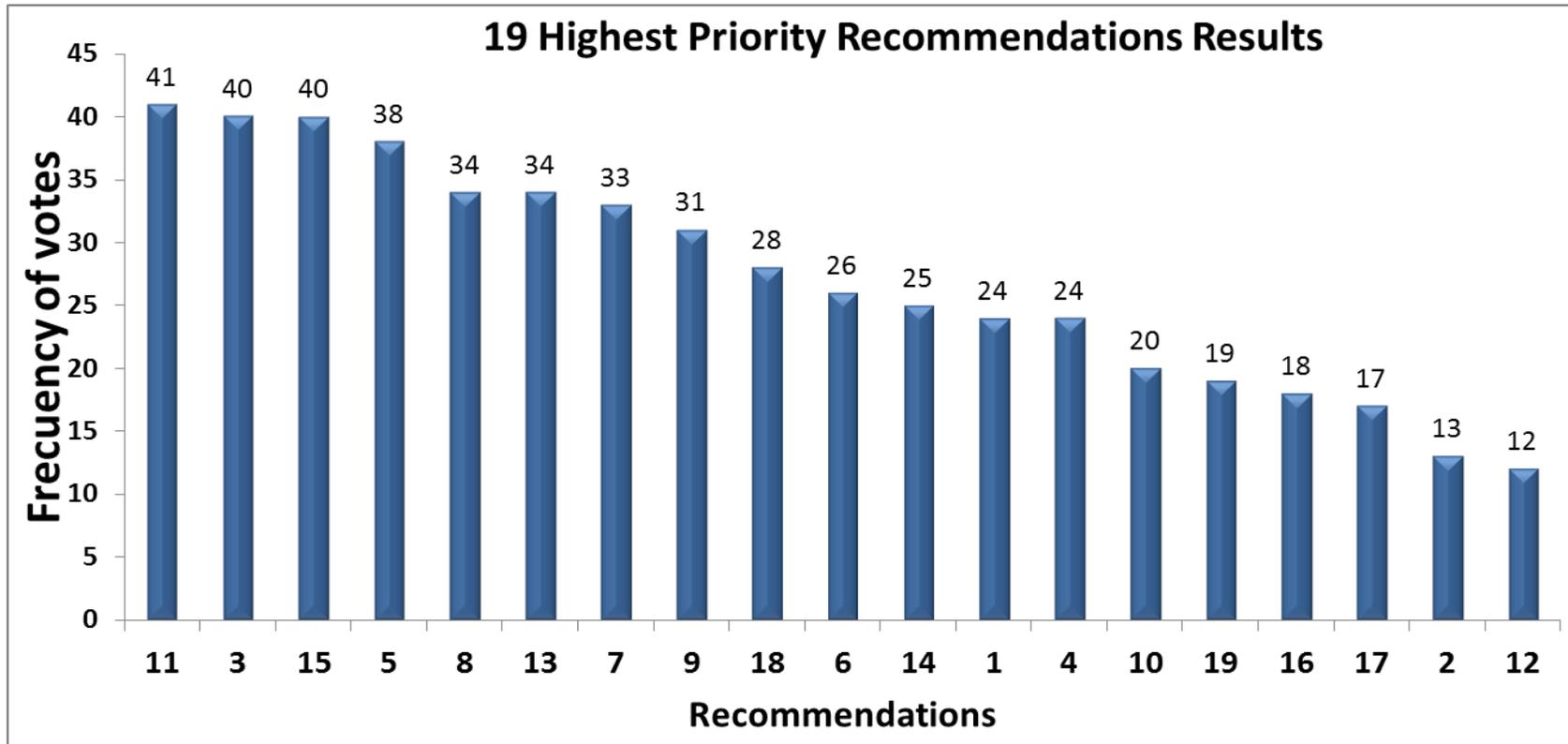
All Students Dimension

32. Increase personnel resources to work with the social, personal, and mental health needs of first-year students from a preventive approach.

33. OCIT should develop and implement an effective strategy to provide students with functional and easy access to e-mail accounts for academic and student services.

Day 2: May 27, 2011

Figure 3: Nineteen (19) highest recommendations of day 2 voting



Philosophy	1-2		Transitions	12-14		Diversity	17-18
Organization	3-7		All students	15-16		Improvement	19
Learning	8-11						

Table 2: Nineteen (19) highest recommendations description of day 2 voting

1. Review the UMET's Mission Statement to integrate elements that support the First-Year Student Experience and disseminate it widely throughout all campus constituencies. **PHILOSOPHY**
2. Engage all the Schools in developing their First-year Philosophy Statement attuned to the institution's official Mission Statement. **PHILOSOPHY**
3. Restructure the academic, student, and administrative service areas which support the First Year Experience under one integrated structure. **ORGANIZATION**
4. Replicate the Science Scholarship Model and other initiatives to other disciplines. **ORGANIZATION**
5. Develop and implement a Strategic Plan to train First-year Faculty, First-year Academic Support Staff, and First-year Administrative Staff to facilitate an understanding of the profile and needs of First-year Students. **ORGANIZATION**
6. Establish an effective and integrated communication plan between the different administrative and academic units that provide First-year Experience Services. **ORGANIZATION**
7. Develop a Comprehensive Assessment Plan of Services and Programs of the First-year Experience to evaluate effectiveness and program outcomes. **ORGANIZATION**
8. Establish common learning goals for first year students in consensus to foster common academic achievement throughout all academic programs. **LEARNING**
9. Establish a formal system for evaluating the teaching methodology and strategies of First-year Courses and the collection of evidence. **LEARNING**
10. Foster reflective dialogues among all faculty facilitating the same first-year courses to discuss qualitative and quantitative data on learning outcomes to propose curricular revisions. **LEARNING**
11. Conduct formal studies to investigate about the factors that cause DFWI in first-year courses and implement a protocol of intervention to address this academic issue. **LEARNING**
12. Redesign the institution's website to provide better access to information to prospective students and the general public. **TRANSITIONS**
13. Encourage greater participation of faculty in orientation, academic advising, and other activities for first-year students to cause greater integration. **TRANSITIONS**
14. Develop further the interaction of first-year students with students from upper levels through mentoring, tutoring, and peer counseling. **TRANSITIONS**
15. Increase personnel resources to work with the social, personal, and mental health needs of first-year students from a preventive approach. **ALL STUDENTS**
16. OCIT should develop and implement an effective strategy to provide students with functional and easy access to email accounts for academic and student services. **ALL STUDENTS**
17. Conduct a revision of the first-year curriculum to address diversity issues. **DIVERSITY**
18. Allocate the budget needed to conduct student activities both in daytime and evening sessions. **DIVERSITY**
19. Encourage and increase the number of faculty, student affairs and administrative staff participation in local, national, and international conferences regarding the FY of college. **IMPROVMENT**

Table 3: Summary of voting results day 1 & day 2

Day 1: 112 Voters				Day 2: 81 Voters			
Recommendation #	Votes	%	Dimension	Recommendation #	Votes	%	Dimension
6	92	82%	Organization	11	41	51%	Organization
17	92	82%	Learning	3	40	49%	Organization
8	90	80%	Organization	15	40	49%	Learning
28	90	80%	Transitions	5	38	47%	Organization
33	90	80%	All Students	8	34	42%	Organization
3	88	79%	Organization	13	34	42%	Learning
32	89	79%	All Students	7	33	41%	Organization
18	86	77%	Learning	9	31	38%	Organization
27	86	77%	Transitions	18	28	35%	Learning
13	84	75%	Learning	6	26	32%	Organization
				14	25	31%	Learning
				1	24	30%	Philosophy
				4	24	30%	Organization
				10	20	25%	Organization
				19	19	23%	Learning
				16	18	22%	Learning
				17	17	21%	Learning
				2	13	16%	Philosophy
				12	12	15%	Organization

Analysis of results:

1. Six of the ten highest recommendations selected by voters on day 1; were also selected in day 2 voting :
 - a. **ORGANIZATION:** Recommendation # 6 – Replicate the Science Scholarship Model and other initiatives to other disciplines.
 - b. **LEARNING:** Recommendation #17 – Foster reflective dialogues among all faculty facilitating the same first-year courses to discuss qualitative and quantitative data on learning outcomes to proposed curricular revisions.

- c. **ORGANIZATION:** Recommendation #8 – Develop and implement a Strategic Plan to train First-year Faculty, First-year Academic Support staff, and First-year Administrative staff to facilitate and understanding of the profile and needs of First-year Students.
 - d. **ORGANIZATION:** Recommendation #3 – Restructure the academic, student, and administrative service areas which supports the First Year Experience under one integrated structure.
 - e. **LEARNING:** Recommendation #18 – Conduct formal studies to investigate about the factors that cause DFWI in first-year courses and implement a protocol of intervention to address this academic issue.
 - f. **LEARNING:** Recommendation #13 – Establish common learning goals for first-year students in consensus to foster common academic achievement throughout all academic programs.
2. Of day 1 voting the following recommendations selected by participants, were not selected in day 2 voting:
- a. **TRANSITION:** Recommendation #28 – Develop further the interaction of first-year students with students from upper levels through mentoring, tutoring, and peer counseling.
 - b. **ALL STUDENTS:** Recommendation #33 – OCIT should develop and implement an effective strategy to provide students with functional and easy access to email accounts for academic and student services.
 - c. **ALL STUDENTS:** Recommendation # 32 – Increase personnel resources to work with the social, personal, and mental health needs of first-year students from a preventive approach.
 - d. **TRANSITION:** Recommendation #27 – Encourage greater participation of faculty in orientation, academic advising, and other activities for first-year students to cause greater integration.
3. Of day 2 voting the following dimensions are highlighted by voters:
- a. **ORGANIZATION** with 7 recommendations:
 - i. **Recommendation #11:** Develop a Comprehensive Assessment Plan of services and programs of the First-year Experience to evaluate effectiveness and program outcomes.
 - ii. **Recommendation #5:** Integrate University Centers Directors in the Permanent Commission of Institutional Retention.
 - iii. **Recommendation #7:** Conduct research to identify student personal development needs.
 - iv. **Recommendation #9:** Recruit additional personnel to provide academic advising for first year students.
 - v. **Recommendation #4:** Set up a First Year Experience Commission integrated by first-year faculty, student support, and administrative staff to address First-year Students' issues and services.
 - vi. **Recommendation #10:** Establish an effective and integrated communication plan between the different administrative and academic units that provide First-year Experience Services.
 - vii. **Recommendation #12:** Integrate the faculty, administrative, and student services staff in the decision making processes of the institution related to the First-year Experience.
 - b. **LEARNING** with 4 recommendations:

- i. **Recommendation #15:** Establish a formal system for evaluating the teaching methodology and strategies of First-year Courses and the collection of evidence.
 - ii. **Recommendation #14:** Develop and implement an Assessment Model of the common learning goals established.
 - iii. **Recommendation #19:** Create courses that serve as a real alternative to the various placement levels for first-year courses.
 - iv. **Recommendation #16:** Design and implement a formal process to analyze the learning results in all sections of first-year courses offered including the design of instruments and procedures to collect the required data.
 - c. **PHILOSOPHY** was favored by voters by selecting the 2 recommendations presented by this dimension chair:
 - i. **Recommendation #1:** Review the UMET's Mission Statement to integrate elements that support the First-year Student Experience and disseminate it widely throughout all campus constituencies
 - ii. **Recommendation #2:** Engage all the Schools in developing their First-year Philosophy Statement attuned to the institution's official Mission Statement.
- 4. The of voting of day 1 and day 2 reflects the following **action agenda** suggested by participants to be addressed by UMET's leaders:
 - a. On the **ORGANIZATION DIMENSION:**
 - i. Provide scholarships across all academic programs
 - ii. **Implement a Strategic Training Plan throughout all campus constituencies serving first-year students. TRAINING**
 - iii. **Create one integrated structure to house the academic, students, and administrative areas that support the First-year Experience. INTEGRATED STRUCTURE**
 - iv. **Develop a Comprehensive Assessment Plan of services and programs. ASSESSMENT**
 - v. Integrate University Centers Directors in the Permanent Commission of Institutional Retention.
 - vi. Conduct research to identify student personal development needs.
 - vii. Recruit additional personnel to provide academic advising for first year students.
 - viii. Set up a First Year Experience Commission.
 - ix. **Establish an effective and integrated communication plan between the different administrative and academic units that provide First-year Experience Services. COMMUNICATION**
 - x. **Integrate the faculty, administrative, and student services staff in the decision making processes of the institution related to the First-year Experience. PARTICIPATORY DECISION MAKING**
 - b. On the **LEARNING DIMENSION:**
 - i. **Reflective dialogues among faculty to propose curricular revisions of first-year courses. CURRICULAR REVISION**
 - ii. **Conduct formal studies about the factors that cause DFWI in first-year courses and address this academic issue. ADDRESS DFWI OF 1SRT YEAR COURSES**

- iii. Establish common learning goals for first-year students to foster common academic achievement throughout all academic programs. **COMMON LEARNING GOALS**
 - iv. Establish a formal system for evaluating the teaching methodology and strategies of First-year Courses and the collection of evidence.
 - v. Develop and implement an Assessment Model of the common learning goals established. **ASSESSMENT OF LEARNING OUTCOMES**
 - vi. Create courses that serve as a real alternative to the various placement levels for first-year courses.
 - vii. Design and implement a formal process to analyze the learning results in all sections of first-year courses offered including the design of instruments and procedures to collect the required data. **ASSESSMENT OF LEARNING OUTCOMES**
- c. On the **PHILOSOPHY DIMENSION**:
- i. Review the UMET's Mission Statement to integrate elements that support the First-year Student Experience. **REVISED MISSION**
 - ii. Disseminate the revised Mission Statement widely throughout all campus constituencies. **DISSEMINATION**
 - iii. Engage all the Schools in developing their First-year Philosophy Statement attuned to the institution's official Mission Statement. **FIRST YEAR PHILOSOPHY STATEMENT BY SCHOOL**
- d. On the **TRANSITION DIMENSION**:
- i. Develop further the interaction of first-year students with students from upper levels through mentoring, tutoring, and peer counseling. **TUTORING, MENTORING, PEER COUNSELING**
 - ii. Encourage greater participation of faculty in orientation, academic advising, and other activities for first-year students to cause greater integration. **GREATER INTERACTION BETWEEN FACULTY AND STUDENTS**
- e. On the **ALL STUDENTS DIMENSION**:
- i. OCIT should develop and implement an effective strategy to provide students with functional and easy access to email accounts for academic and student services. **E-MAIL FOR ALL STUDENTS**
 - ii. Increase personnel resources to work with the social, personal, and mental health needs of first-year students from a preventive approach. **INCREASE STUDENT SUPPORT SERVICES PERSONNEL**

APPENDIX A

RECOMMENDATIONS BY DIMENSION

Philosophy Dimension

1. Review the UMET's Mission Statement to integrate elements that support the First-Year Student Experience and disseminate it widely throughout all campus constituencies.
2. Engage all the Schools in developing their First-year Philosophy Statement attuned to the institution's official Mission Statement.

Organization Dimension

3. Restructure the academic, student, and administrative service areas which support the First Year Experience under one integrated structure.
4. Set up a First Year Experience Commission integrated by first-year faculty, student support, and administrative staff to address First-year Students' issues and services.
5. Integrate University Centers Directors in the Permanent Commission of Institutional Retention.
6. Replicate the Science Scholarship Model and other initiatives to other disciplines.
7. Conduct research to identify student personal development needs.
8. Develop and implement a Strategic Plan to train First-year Faculty, First-year Academic Support Staff, and First-year Administrative Staff to facilitate an understanding of the profile and needs of First-year Students.
9. Recruit additional personnel to provide academic advising for first year students.
10. Establish an effective and integrated communication plan between the different administrative and academic units that provide First-year Experience Services.
11. Develop a Comprehensive Assessment Plan of Services and Programs of the First-year Experience to evaluate effectiveness and program outcomes.
12. Integrate the faculty, administrative, and student services staff in the decision making processes of the institution related to the First-year Experience.

Learning Dimension

13. Establish common learning goals for first year students in consensus to foster common academic achievement throughout all academic programs.

14. Develop and implement an Assessment Model of the common learning goals established.
15. Establish a formal system for evaluating the teaching methodology and strategies of First-year Courses and the collection of evidence.
16. Design and implement a formal process to analyze the learning results in all sections of first-year courses offered including the design of instruments and procedures to collect the required data.
17. Foster reflective dialogues among all faculty facilitating the same first-year courses to discuss qualitative and quantitative data on learning outcomes to propose curricular revisions.
18. Conduct formal studies to investigate about the factors that cause DFWI in first-year courses and implement a protocol of intervention to address this academic issue.
19. Create courses that serve as a real alternative to the various placement levels for first-year courses.
20. Design and implement an integrated learning assessment model for the first-year courses.
21. Design instruments to document instructional objectives in extracurricular activities.

Faculty Dimension

22. Prepare a profile of the best faculty to teach first-year courses.
23. Conduct a continuous assessment of the profile of faculty teaching first-year courses.

Transitions Dimension

24. Redesign the institution's website to provide better access to information to prospective students and the general public.
25. Disseminate more effectively the extra and co-curricular activities among all segments of the university community.
26. Create a media campaign specific to the academic programs by schools including the support services that are available so that prospective students have a complete picture of the institution prior to enrollment.
27. Encourage greater participation of faculty in orientation, academic advising, and other activities for first-year students to cause greater integration.
28. Develop further the interaction of first-year students with students from upper levels through mentoring, tutoring, and peer counseling.
29. Implement a comprehensive orientation plan to parents and relatives to engage the students' support group in their admission and enrollment process.
30. Write a semi-annual newsletter for parents and families regarding the First-year Experience at UMET.

All Students Dimension

31. Develop an emotional intelligence survey that also measures interpersonal skills of first-year students.

32. Increase personnel resources to work with the social, personal, and mental health needs of first-year students from a preventive approach.
33. OCIT should develop and implement an effective strategy to provide students with functional and easy access to email accounts for academic and student services.
34. Create an Office of Diversity and Inclusion.
35. Create an office of Financial Advising.

Diversity Dimension

36. Conduct a revision of the first-year curriculum to address diversity issues.
37. Allocate the budget needed to conduct student activities both in daytime and evening sessions.
38. Establish a Cultural Activities Division with a local and international orientation.

Roles & Purposes Dimension

39. Create learning communities among the different segments of the first-year student population to foster success.
40. Expand the placement services to provide first-year students with work and study options that do not affect their academic achievement.
41. Establish collaborative agreements with state and municipal agencies and community organizations that provide services to students.
42. Consider the creation of a General Studies School to house all First-year Services at UMET.

Improvement Dimension

43. Encourage and increase the number of faculty, student affairs and administrative staff participation in local, national, and international conferences regarding the FY of college.
44. Design a site within the institution's website for the dissemination of assessment results of the FY Experience and of the students' learning outcomes.
45. Create a research niche about the first year experience.
46. Develop and implement an Assessment Plan integrating all the components of the First-year Experience.
47. Create and promote discussion forums about FY services and the changes needed to ensure effectiveness through all university levels.
48. Establish the English, Spanish, Math, and Reading and Critical Thinking immersion courses at the Jayuya and Aguadilla University Centers.