A Symposium on
Transforming the Foundational Postsecondary Experience

Guidebook

June 12-13, 2023   Asheville, NC

GARDNER INSTITUTE

About Us

John N. Gardner Institute for Excellence in Undergraduate Education (Gardner Institute)

The John N. Gardner Institute for Excellence in Undergraduate Education is a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with **teaching, learning, retention, and completion.** Through its efforts, the Institute will strive to advance higher education's larger goal of achieving **equity and social justice.**

On behalf of the Gardner Institute,

I am honored to welcome you to the 2023 Symposium on Transforming the Foundational Postsecondary Experience.

Over the next day and a half, we will work together to help you plan to review or create a program, policy, or practice that you can use to transform the foundational postsecondary experience.

At the Symposium, we define the "foundational postsecondary experience" as the first two years of college – the period where the greatest and most inequitable levels of attrition occur. We define Transformation as moving towards eliminating zip code and demographics such as race/ethnicity and family income as the best predictors of who succeeds in college and in life. We will continue to learn as we do this work together. Perhaps, the most important lessons are that none of us are alone in this work and that through continuous innovation and redesign you have agency as you strive to create conditions so every student can graduate. We are grateful to and fortunate to be working with you.

In service and common cause,

Drew Koch

A Symposium on Transforming the Foundational Postsecondary Experience

Agenda   Monday, June 12, 2023

7:30 – 8:30 am	**Breakfast**	Burghley Ballroom
8:30 – 9:30 am	**Transforming the Foundational Postsecondary Experience: A Call to Action for All Postsecondary Educators**	Burghley Ballroom
9:30 – 9:45 am	**Break**	
9:45 – 11:45 am	**Workshop- Part 1 (In assigned track room)** Teaching and Learning in Gateway Courses- Burghley B First Year- Vanderbilt Transfer- Stuyvesant Analytics, Assessment and Evaluation- Burghley A	
11:45 am – 12:05 pm	**Break and Lunch**	Burghley Ballroom
12:15 – 1:00 pm	**Relationship-Rich Campuses: Being Intentional about Institutional Culture and Helping Students Make Critical Connections in College**	Burghley Ballroom
1:00 – 1:30 pm	**Break**	
1:30 – 2:15 pm	**Concurrent Sessions**	Workshop Track Room
2:25 – 3:10 pm	**Concurrent Sessions**	
3:20 – 4:05 pm	**Concurrent Sessions**	
4:15 – 5:00 pm	**Concurrent Sessions**	

Tuesday, June 13, 2023

7:30 – 8:30 am	**Breakfast**	Burghley Ballroom
8:45 – 9:30 am	**Concurrent Sessions**	
9:45 – 10:30 am	**Concurrent Sessions**	
10:30 – 10:45 am	**Break**	
10:45 am – 1:45 pm	**Workshop- Part 2** **Lunch in workshop room**	
2:00 – 3:00 pm	**Closing Session**	Burghley Ballroom

Facilitators

Teaching and Learning in Gateway Courses

Stephanie M. Foote
Vice President for Teaching, Learning, and Evidence-Based Practices

Monica Flippin Wynn
Associate Vice President

Mays Imad
Fellow
Connecticut College

Brad Wuetherick
Fellow
University of British Columbia- Okanagan

First Year

Betsy Barefoot
Senior Scholar

John N. Gardner
Founder and Executive Chair

Victoria McGillin
Associate Vice President

Sara Stein Koch
Institute Fellow and Senior Associate for Institutional Support

Felita Williams
Senior Fellow

Transfer

Betsy Q. Griffin
Vice President and Resident Scholar

Drew Koch
Chief Executive Officer

Jill Kramer
Senior Fellow

Ed Willis
Senior Fellow

Analytics, Assessment and Evaluation

Ethan Campbell
Assistant Director of Technology, Informatics, and Data Security

Brent Drake
Senior Vice President for Operations and Research

Rob Rodier
Director of Technology, Informatics, and Data Security

Brandon Smith
Associate Vice President

Plenary

**Transforming the Foundational Postsecondary Experience:
A Call to Action for All Postsecondary Educators**

Drew Koch
Chief Executive Officer, Gardner Institute

Relationship-Rich Campuses: Being Intentional about Institutional Culture and Helping Students Make Critical Connections in College

Leo Lambert
President Emeritus and Professor, Elon University

Peter Felten
Executive Director, Center for Engaged Learning; Professor of History;
Assistant Provost for Teaching & Learning, Elon University

Isis Artze-Vega
College Provost and Vice President for Academic Affairs,
Valencia College

Oscar Miranda Tapia
Ph.D. Student, North Carolina State University

Amaya Gaines
Ph.D. Student, Cornell University

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Transforming the Foundational Postsecondary Experience

From the very beginning, the Gardner Institute has been a partner that works with colleges and universities, not on them. We guide you through a transformative experience, one that's tailored to your specific needs and most pressing challenges. We work with your institutional leaders, faculty, and staff to develop a unique roadmap, and then, we support you through the journey.

Transforming the Foundational Postsecondary Experience is a five-year process to support partner institutions in creating and implementing a plan for system redesign that closes equity gaps while supporting **teaching**, **learning**, **success**, **completion**, and **retention**.

Through this process you will receive:

- The Gardner Institute's deep postsecondary education redesign experience and thought leadership garnered through nearly 25 years of work with over 530 institutions
- Guidance to identify and address inefficient and ineffective design
- A personalized experience with focus on the first two college years

Discovery Phase	Capacity Development and Planning Phase	Initial Redesign Phase	Redesign and Scaling Phase

Intended Outcomes

- Higher Retention Rates
- Improved Equitable Outcomes
- Higher Graduation Rates

- Eliminating race/ethnicity and family income as the greatest predictor of who can earn a degree

Fees range from $26,125 to $50,000 per year,
depending on an institution's undergraduate enrollment.

Email info@gardnerinstitute.org to determine the best next steps for your institution.

Reflection Questions

▶ **Before the Plenary**

What issues or challenges limit improvment of the student experience at your institution?

What topics, lessons, or resources do you want to learn about at the symposium?

At the end of the symposium, you will feel good if...

Office Hours
with John Gardner

A Podcast on Innovation in Higher Education
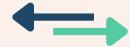
Reflection Questions

▶ **After the Plenary**

How well are the student success programs and initiatives in the foundational experience (first two years) intentionally linked on your campus?

What issues or challenges do you perceive in better coordinating your programming and initiatives on your campus (pre-entry, academic, co-curricular) to create a more complete foundational postsecondary student experience?

What other questions do you have about how you can more intentionally coordinate the foundational postsecondary student experience on your campus? How might you get answers?

Transformative Conversations
with Monica Flippin Wynn

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Reflection Questions

▶ **Closing Questions**

How do you feel the plan you created in your track (first year, teaching and learning, data and assessment, and transfer) can connect to other efforts on campus to improve the foundational postsecondary experience (the summation of the first two collegiate years)?

What is the first action you will take on your campus to more intentionally connect your planning efforts here to the other efforts on campus?

Who will you talk to on your campus about better coordinating efforts so that you improve the foundational postsecondary student experience on your campus?

Transforming the Foundational Postsecondary Experience

Close equity gaps while supporting **teaching**, **learning**, **completion**, and **retention**.
A five-year process to support system redesign towards:

Higher Retention Rates   **Improved Equitable Outcomes**   **Higher Graduation Rates**

Eliminating race/ethnicity and family income as the greatest predictor of who can earn a degree.

Email **info@gardnerinstitute.org** to determine the best next steps for your institution.

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▶ For Institutions that have individuals at the symposium in multiple tracks

What will you do to coordinate and intentionally connect the efforts you planned in each of your tracks?

Ways to Engage with the Gardner Institute

Guidance	Practice	Redesign	Transformation

(Hours/Days)	**(4 Weeks – 1 Year)**	**(2 – 3 Years)**	**(5 Years)**

- Podcasts
- Webinars & Resources
- Speaking Engagements
- Conferences, Workshops & Retreats
- Site Visits
- Symposium

- Academy on the First College Year
- Chief Academic Officers Innovation Community
- Curricular Analytics Community
- Equity in Retention Academy
- Teaching and Learning Academy

- First Year Redesign
- Gateway Course Redesign
- Retention Redesign
- Transfer Redesign

- Transforming the Foundational Postsecondary Experience

Email info@gardnerinstitute.org to determine the best next steps for your institution.

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Processes

First Year Redesign

Foundations of Excellence- First Year is a two-year process improving the first-year student experience. With support from Gardner Institute staff, institutions evaluate their current approach to the first year and develop a comprehensive action plan leading to enhanced student learning and persistence.

Gateway Course Redesign

Gateways to Completion is an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention.

Retention Redesign

Retention Performance Management is a task force-based assessment model focused on shared decision-making. In this process, institutions will create and implement an evidence-based plan for improving student retention and completion rates.

Transfer Redesign

Foundations of Excellence- Transfer enables institutional transformation that improves transfer-student success and retention through comprehensive, evidence-based, guided self-study, planning, and implementation. This process includes a variety of support components and processes to help institutions implement their action plans to a high degree.

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Academies

Academy on the First College Year

The Academy on the First College Year draws on a broad array of research, practice-based literature, data, and expertise from Gardner Institute scholars specializing in the first year of college.

Chief Academic Officers Innovation Community

The Chief Academic Officers Innovation Community is an interactive year-long engagement designed to provide peer-support, tools, networking, and professional development to Chief Academic Officers.

Curricular Analytics Community

The Curricular Analytics Community involves faculty and staff in a process that leverages improvement science and curricular analytics tools to identify opportunities for equitable curriculum redesign at their institutions. The aim is for curricular redesign that will increase equitable persistence.

Equity in Retention Academy

The Equity and Retention Academy is a structured, 5-week academy that will prepare institutional teams to conduct an evidence-based, equity-focused student retention planning process to ensure that race, ethnicity, and family income are no longer the best predictors of retention and student success.

Teaching and Learning Academy

The Teaching and Learning Academy is a course redesign community that helps participants develop and apply evidence-based teaching practices to improve student learning in gateway courses.

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Session Title:_____

What specific ideas or concepts do you want to remember from this session?

Does what you hear confirm or challenge your existing perceptions? How?

What did you hear in the session that you could incorporate into an existing or new student success effort on your campus?

What from this session do you need to learn more about?

Who should you contact to discuss this information further?

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What from this session do you need to learn more about?

Who should you contact to discuss this information further?

Action Planning

1. Why and what are we re-humanizing in gateway courses and in gateway course design/redesign?

2. What are the ethical implications of our work? What are the ethical implications of our actions or inactions?

3. How do we draw in or invite colleagues into this work?

4. What are the potential sources of resistance to this work and how might we address them?

5. How do we incorporate the student voice in creating and designing this work?

6. How can we help students be co-architects in creating this gateway course redesign?

Continue Transformation in

The Teaching and Learning Academy

The Teaching and Learning Academy is a course redesign community that helps participants develop and apply evidence-based teaching practices to improve student learning in gateway courses.

The next synchronous course will take place July 10-21, 2023.

Apply by: July 6, 2023

Contact: Stephanie M. Foote
foote@gardnerinstitute.org

▶ Curricular Analytics Community

Involve faculty, staff, and students in a structured planning and implementation process that will increase equitable persistence and graduation rates. Learn how to utilize improvement science and curricular analytics tools to develop a final report and plan that can be implemented at your institution.

▶ Chief Academic Officers Innovation Community

A community to provide Chief Academic Officers with peer-support, tools, networking, and professional development to create and apply academic innovation. This opportunity is designed for leaders to transform how your institution responds to challenges and build better opportunities for academic leadership teams.

▶ Gateways to Completion

A multi-year process that helps institutions create and implement a plan for course redesign. Improve teaching and learning in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation and historically underrepresented students.

▶ Transforming the Foundational Postsecondary Experience

Receive guidance from leaders with over 20 years of work with over 520 institutions in identifying and addressing inefficient and ineffective design with a personalized experience with focus on the first two college years.

Email info@gardnerinstitute.org to determine the best next steps for your institution.

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Action Planning

1. How have your thoughts about what the first year should encompass changed or developed through this workshop?

2. How can you impact all aspects of first-year belonging (social, academic, community) on your campus or in your role?

3. What is the most significant challenge you will face in transforming the first year? How could it be overcome?

4. What two questions do you still have that you could answer by seeking out resources or information?

Action Planning

5. How can you tie this work to something that is an institutional priority (strategic plan, re-accreditation)?

6. What is one thing you will act on when you return to campus?

Continue Transformation in First Year

Academy on the First College Year

An evidence-based and data-driven four week academy on what makes the first college year successful with specialist advising for your institution.

Foundations of Excellence- First Year

The first year forms the academic foundation for the entire postsecondary experience. Foundations of Excellence- First Year will guide institutions in developing a comprehensive plan for student learning and retention.

Transforming the Foundational Postsecondary Experience

Focusing on the first two college years, through this five-year process you will transform your institution's **teaching**, **learning**, **success**, **completion**, and **retention**.

Email info@gardnerinstitute.org for more information

Action Planning

1. Why do you want to tackle transfer at your institution? What do you want to accomplish in transfer?

2. What data is available about students who intend to transfer, transfer out, or transfer into your institution? What additional data would be valuable to your institution's understanding of equitable transfer student success?

3. Who sees data regarding transfer students? Who else should have access to the data on students who transfer?

4. What do you see as the biggest challenges to improving your institution's success for students who transfer out and/or into your institution?

5. How will you engage your institution's community when you start the work? Who are the key stakeholders to engage in the transfer redesign work?

Action Planning

6. How can you tie this work to something that is an institutional priority (strategic plan, re-accreditation)?

Continue Transformation in Transfer

Curricular Analytics Community- Transfer

A short-term engagement with lasting impact. See how your institution can improve courses for transfer students through data visualizations and a plan for more efficient curriculum.

Retention Performance Management

Involve faculty, staff, and students in the development and implementation of an evidence-based plan to improve retention and completion.

Gateways to Completion

An evidence-based plan for improving teaching, learning, and success in historically high-failure rate courses.

Email info@gardnerinstitute.org for more information

Action Planning

1. What is the problem or issue you are seeking to address?

2. What institutional evidence do you have that suggests this is a problem?

3. What steps do you need to take to achieve your desired change?

4. How will you know that you are successful?

5. What metrics will you track to measure improvement?

6. Who will you collaborate with on campus to achieve each step?

Action Planning

7. What existing initiatives or programs on campus are attempting to address this problem? If you identify an existing initiative how will you incorporate it into your work?

8. What possibilities do you see in campus resources to sustain this project? How will that impact your timeline?

9. What ideas, tools, resources, that you have heard about over the last two days, do you want to learn more information about?

Continue Transformation in
Analytics, Assessment, and Evaluation

Curricular Analytics Community

Gain access to curricular analytics and improvement science tools that have been intentionally developed to guide a process of identifying opportunities for equitable curricular redesign.

Retention Performance Management

Receive guidance to make informed, data-based decisions about your strategic retention and completion efforts. With training in easy to use, data collection and analytics tools, your team will develop a plan to improve student retention.
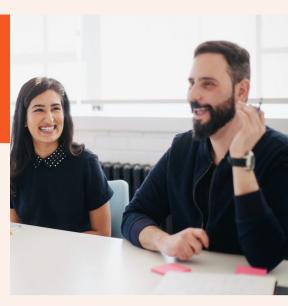
Email info@gardnerinstitute.org for more information

Continue Transformation in

Chief Academic Officers Innovation Community

The Chief Academic Officers Innovation Community is a virtual year-long engagement designed to help leaders gain a better understanding of educational innovation. The work is designed to develop and apply insights to lead transformative academic innovation for your institution.

Apply by: August 15, 2023

"As a new provost, in a new institution and a new city, I was concerned about spending even the modest amount of time needed to participate in the CAO innovation group. A year later, every minute was worth the investment. The change management tools we learned and practiced were effective on my home campus, and produced positive results for this fall. The time spent in our monthly meetings developed me as a new provost and always left me with encouragement. Time at the Gardner Institute was a welcome respite as their hospitality surrounded great programming and delightful company. Listening to and talking with the other CAOs was invaluable."

- Robin Rylaarsdam, Provost and Executive Vice President, Bethel University

▶ Equity in Retention Academy

The Equity and Retention Academy provides participants with both a theoretical and practical background on equitable retention and student success. Through this five-week process you will be able to complete an internal equity analysis of retention patterns, identify barriers to retention, and develop a retention process on campus with an equity lens.

"We are proud to share that our work as a team continues and we witnessed this fall an increase in enrollment by 14% as a result of the really hard work by all members of the cross-institutional Strategic Enrollment and Retention team (SERT). Substantial progress was also made towards enhancing the retention of our students....we were successful in retaining nearly 80% of our students. It took the entire EWU team to accomplish this dynamic growth."

— Edward Waters College

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Pittsburg, PA

A Symposium on Transforming the Foundational Postsecondary Experience

October 9–11, 2024