

**Foundations of Excellence Structure • Dimensions of Transfer Focus and First-Year Focus
2011-2012**

	FIRST YEAR	TRANSFER
	Foundations Institutions:	Foundations Institutions:
Philosophy	Intentionally cultivate learning environments for new students that emerge from a philosophy of two-year colleges as gateways to higher education. The philosophy is explicit and easily understood. It is consistent with the institutional mission, reflects a consensus of internal and external constituencies, and is widely disseminated.	Develop intentional policies and practices related to student transfer based on a clear philosophy/rationale. The philosophy/ rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies.
Organization	Provide a comprehensive, coordinated, and flexible approach to the new student experience through effective organizational structures and policies. These structures and policies guide and align all aspects of the new student experience. Through effective partnerships, critical stakeholders such as instructional, administrative, and student services units provide a coherent experience for new students.	Create organizational structures that provide oversight and coordination of student transfer. Coherent oversight of the transfer process is realized and maintained through effective partnerships among academic affairs, student services, and other administrative units.
Learning	Delivery curricular and co-curricular learning experiences that engage new students in order to develop knowledge, skills, attitudes, and behaviors consistent with the institutional mission, students' academic and career goals, and workplace expectations. Both in and out of the classroom, these learning experiences promote critical thinking, ethical decision making, and the lifelong pursuit of knowledge.	Assure the seamless development of transfer students' knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission. They coordinate with receiving institutions to determine common course goals, learning outcomes, and pathways to degree completion. They encourage the participation of transfer students in engaging learning experiences both in and out of the classroom.
Campus	Make new students a high priority for faculty and staff. A culture of responsibility for the experiences of new students characterizes these institutions. This culture is realized through high-quality instruction, services, and support as well as substantial interaction with students both inside and outside the classroom.	Make transfer students a high priority for faculty and staff. A culture of responsibility for the preparation of transfer students characterizes these institutions. This culture is articulated by campus leaders and realized through quality instruction, services, and support as well as substantial interaction with students..
Transitions	Facilitate appropriate student transitions beginning with outreach and recruitment and continuing throughout the period of enrollment. They communicate clear curricular/co-curricular expectations and possibilities, and they provide appropriate preparation and support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution.	Facilitate appropriate transfer student transitions through policies and practices that are intentional and aligned with institutional mission. Chief among these practices is a competent and caring approach to advising for transfer students. Beginning with the admission of students preparing to transfer, institutions and academic departments/units communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to transfer students as well as students' responsibilities to themselves and the institution.
All	Serve all new students according to their varied needs. Institutions anticipate, identify, and address the needs of traditional and non-traditional students in response to their individual abilities, backgrounds, interests, and experiences. Institutions also ensure campus environments that are inclusive and safe for all students.	Serve transfer students according to their varied needs. Provide services with respect for the students' abilities, prior academic experiences, academic goals, and current needs and interests. Institutions also ensure a campus environment in which transfer students are encouraged to develop and pursue their goals for higher education.
Diversity	Ensure that new students experience ongoing exploration of diverse ideas, worldviews, and cultures as a means of enhancing their learning and participation in pluralistic communities. Institutions cultivate an open and civil community in which students interact with people from varied backgrounds and cultures. Institutions guide students to reflect on ideas, values, and cultures different from their own.	Ensure that all students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions introduce transfer students to the standards of behavior expected in diverse, open, and civil environments that characterize higher education.
Roles and	Promote student understanding of the various roles and purposes of higher education and those unique to two-year institutions, both for the individual and society. These roles and purposes include learning for personal growth, career enhancement, workplace preparation and retraining, transfer for additional education, engaged citizenship, and serving the public good.	Promote student understanding of the various roles and purposes of higher education, both for the individual and society. These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good.
Improvement	Conduct assessment and maintain associations with other institutions and relevant professional organizations in order to effect improvement. Assessment provides feedback to new students to guide their learning, to faculty to guide their teaching, and to the institution to guide planning, resource allocation, decision making, and improvement of programs and policies.	Conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing improvement in the transfer process. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies that affect transfer students.