

2011 Blueprint for Service Excellence

**National Resource
Center for The First-
Year Experience and
Students in Transition**

University of South Carolina Columbia

*Final Report
May, 2011*

updated May 26, 2011

Vision Statement

The National Resource Center for The First-Year Experience and Students in Transition will serve as the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.

Mission Statement

Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field through the convening of conferences, institutes, workshops, and online learning opportunities; publishing books, research reports, a peer-reviewed journal, electronic newsletters, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and administering a web site and listservs.

Core Commitments

Student Transitions: Student transitions such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences are critical junctures in the educational pipeline and unique opportunities for postsecondary student learning and development. We strive to set a standard of excellence for supporting student transitions and facilitating educational success for a diversity of students in the 21st century.

Connection Between Research and Practice: We believe that good practice in higher education must rely upon a foundation of high-quality research. Conversely, good research draws from and informs practices

in our field. As such, the work of the National Resource Center advances and supports both scholarly practice and applied research.

Inclusion: We strive to create a supportive and professional environment where a diversity of viewpoints are recognized and considered in the ongoing dialogue on student transitions. One of the greatest strengths of the first-year experience and students in transition movement is its ability to cut across traditional boundaries in higher education and involve professionals from multiple sectors of education, institutional roles, and disciplinary perspectives as well as from a variety of personal backgrounds, institutional environments, and educational experiences.

Collaboration: Partnership and collaboration draw from the interdisciplinary nature of higher education, communicate an ongoing commitment to inclusion, and, ultimately, enhance the success of our efforts to support student transitions. The National Resource Center models effective collaboration and aims to create intentional and integrative connections between colleagues, units, organizations, systems, educational sectors, regions, and countries in support of student transition and success.

Lifelong Learning: We believe that all educators continue to be lifelong learners. We support a climate of intellectual curiosity and provide the tools and media to pursue professional development and an ongoing process of inquiry, exploration, and discovery.

Unit Overview

Staff Description: University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition comprise a functionally integrated department. Employees in the department totals 33: 10 professional/exempt classified and unclassified employees, 9 non-exempt/support and technical staff, 7 temporary and/or part-time employees, 5 graduate assistants, and 2 undergraduate student assistants. Of these, The National Resource Center for The First-Year Experience and Students in Transition has 19 employees fully dedicated to activities of the Center and an additional 8 are shared with University 101 Programs.

Funding Source: The National Resource Center is a self-supporting unit within the Division and is funded primarily through E-level monies generated via registration fees for professional development events and publication sales. Throughout its history, the Center has occasionally received external grants to fund activities in pursuit of its mission.

History: The National Resource Center for The First-Year Experience and Students in Transition was born out of the success of USC's much-honored University 101 course. This course was the brainchild of President Thomas Jones, who in May 1970 faced a campus fractured by protests. In the aftermath of the campus riots, he hoped to bond students to the institution and transform the way undergraduate students were taught. Little did he know that he would do more than create a course, he would provide the impetus for an international movement to improve the educational experiences of first-year college students. This mission was embraced by educators across the country, and in 1982, 175 of them joined John N. Gardner and his colleagues at the University of South Carolina for a meeting on the first-year seminar concept. At the urging of participants, Gardner organized the first Annual Conference on The Freshman Year Experience the following year. The momentum created by the educators attending these early conferences paved the way for the development of the National Resource Center, which was established at the University of South Carolina in 1986.

Today, the Center collaborates with its institutional partner, U101 Programs, in pursuit of its mission to advance and support efforts to improve student learning and transitions into and through higher education. Through its work with conferences and continuing education, a full complement of publications, charting a research agenda, and the development and dissemination of online resources, the Center has grown to become the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for the first-year experience and all postsecondary student transitions.

Contextual Statements

Core Functions: The National Resource Center's core functions are:

Conferences and Continuing Education: The National Resource Center hosts conferences, institutes, and other events each year to address current trends and issues affecting college students in transition. The Annual Conference on The First-Year Experience focuses on first-year student programs and initiatives. The Center also offers two other annual meetings. The National Conference on Students in Transition addresses issues beyond the first year, and the International Conference on The First-Year Experience provides an international forum for discussion of the first college year. National institutes are also held annually, on specific topics related to the first college year and students in transition field. The National Resource Center also offers online courses on topics of interest in the first-year experience and students in transition field.

Publications: The National Resource Center publishes the semi-annual, peer-reviewed *Journal of The First-Year Experience and Students in Transition* and two electronic newsletters: *E-Source for College Transitions*, a biannual newsletter featuring assessed strategies for supporting student transition, learning, and success, and *The Toolbox*, an online professional development newsletter focusing on teaching strategies, which is published six times a year. The Center also publishes a series of topical monographs on a wide range of subjects beneficial to educators working with students in transition, guides for parents of college students, and other books and resources for college educators. In producing these resources, the Center has collaborated with research centers and professional organizations in higher education, including the Higher Education Research Institute (HERI), the National Academic Advising Association (NACADA), the National Orientation Directors Association (NODA), and the American Association of Community Colleges (AACC).

Research: Since 1988, the Center has conducted national research on the first-year seminar in American higher education. These results are made available through publications, the web site, and conference

presentations. The Center has also conducted research on senior capstone courses (1998), the sophomore experience (2005, 2008) and other topics related to student transition and success, such as Peer Leadership Experiences (2009). The Center also promotes research on transition issues through its Paul P. Fidler Research Grant, the publication of its journal, and its collaboration with scholars throughout the world.

Online Resources: The National Resource Center hosts six listservs designed to facilitate dialogue across a broad cross-section of faculty and academic and student affairs administrators on college transitions, their impact on students, and interventions designed to maximize student success. Nearly 7,500 educators participate in these listservs. The Center also maintains a dynamic web site with current information about events, publications, and research. In addition, information is available on a range of topics including first-year seminars, summer reading programs, the sophomore year, the senior year, and collegiate assessment.

Contextual statements: Several issues and situations must be kept in mind when reviewing the statements of progress toward the blueprint goals and mission for the National Resource Center, including:

- The national and international constituencies of professionals that the Center serves. While the Center is housed at the University of South Carolina and is very proud of our connection with this institution, our constituency base extends far beyond this institution and this region. Thus, our goals and activities are broad in scope. Further, although the ultimate beneficiaries of our efforts are students, the primary "clients" in our work are educators who use our resources, services, knowledge, and information to facilitate student transition and success. As such, more traditional metrics of blueprint reporting (e.g., USC student retention, students served) are not appropriate to our mission and goals.
- Given the truly national and international scope of our constituency base and our activities, the university-specific nature of many campus policies often challenge the efforts of the Center to meet our goals and mission. For example, campus procurement and purchasing guidelines and state-specific contract stipulations

- typically do not fit the scope of our activities, often limit our ability to make the most efficient and cost-effective decisions in our work, and negatively impact our ability to set and meet certain goals.
- The competitive nature of the academic marketplace and poor state of the national economy. The primary vehicles for our budget are revenues earned from registrations to our professional events and the sales of our publications. Although we remain a non-profit organization, we also must generate enough funds to be self-sustaining. As such, the success of the Center is intimately connected to poor national economy, declining state budgets for higher education institutions, and the emergence of numerous for-profit entities in the academic marketplace. While we have fared well thus far amidst these challenges, we must remain even more nimble and entrepreneurial than most higher education organizations.
 - The increase in expectations and demands for service among our constituents. Given the increasingly competitive nature of the academic marketplace and enhancements in technology, consumers in general and our constituency in particular have higher expectations than ever before about the immediacy, constancy, and convenience of available services. We are making great efforts to meet this demand, most notably in the area of maximizing IT and online systems, but it often taxes our current resources to capacity.

Analysis of Mission Fulfillment

Following is an analysis of mission fulfillment during the reporting period organized by evaluation of progress on each strategic goal. Within this analysis of mission fulfillment, we address goal fulfillment, strengths and challenges, and areas for improvement.

Goal No. 1 - Advance and support a global community of educators who promote student success, learning, and development at critical transition points into and through the higher education experience.

Analysis of mission fulfillment/goal achievement: Registration

numbers for nearly all of our professional development events (i.e., conferences, institutes, and online courses) met or exceeded our goals and nominations for all of our recognition programs were at or well above 2009-2010 numbers. Additionally, early indices of participation in upcoming events are positive. Our signature event, the National FYE conference, had the highest registration numbers since the current economic downturn commenced and the 2010 National Conference on Students in Transition had a 37% increase over 2009 registrations. The 2010-2011 fiscal year represented a heavy production phase for the Publications division of the Center: several publications have been or are about to be released and one of our major periodicals, *E-Source for College Transitions*, went through a major transformation from a paid subscription to a free resource. We have had a strong response to these new publications and ongoing periodicals with sales and subscription numbers. Our biggest challenge with respect to our progress on this goal is related to strategic planning for the future; current commitments, while successful, often divert resources and attention away from those initiatives that are related to future planning.

Goal No. 2 - Develop and practice methods of research and assessment that provide better understanding of student transitions into and through higher education and guide improvements for student learning, success, and development.

Analysis of mission fulfillment/goal achievement: The Center has experienced great success in our research and assessment activities. We have had outstanding success with the acceptance of proposals and presentations featuring Center research findings at national conferences and have made significant progress in our plans to also disseminate those findings via the NRC website and publication outlets. Further, we have finalized a 5-year schedule for the Center's research agenda of ongoing national surveys, are currently conducting our first grant-funded research project, have laid the groundwork for the submission of additional grants, and have cultivated partnerships for collaborative research studies. Finally, the response to the 2010-2011 Paul P. Fidler Research Grant exceeded our goals and the activities of past grant winners

brought positive attention to the research funded by the Center. The only initiatives in this area that has not yet fully met the benchmarks for success are those related to the dissemination of research findings and assessment resources via the Center website, which will remain a priority into the next Blueprint planning cycle.

Goal No. 3 - Engage in constituent outreach, develop relationships, and foster collaborations between the Center and members of our campus, national, and international network.

Analysis of mission fulfillment/goal achievement: The efforts of the staff of the Center have helped us make incredible progress on the initiatives under this goal. The Center has supported the Division and University by providing complimentary publications, offering reduced event registration rates, and sharing the expertise of NRC staff via invited presentations and teaching opportunities. Further, the Center has served the larger higher education community through numerous presentations and exhibits at regional and national conferences, providing co-hosting and exhibitor opportunities at our own conferences, service and leadership in other national higher education organizations, and publications in scholarly and practical venues. Finally, we have engaged in a number of partnerships with other higher education scholars and organizations via our national advisory board; numerous resource-sharing, publication, and partnership agreements; and ongoing communication and cultivation of relationships with other national organizations.

Goal No. 4 - Optimize the impact of the Center's organizational identity in communicating its mission, goals, and core commitments.

Analysis of mission fulfillment/goal achievement: We have made some progress on the initiatives under this goal. However, we engaged an outside marketing firm to conduct a communications audit and a competitive analysis, assess the Center's current brand identify and create a brand platform, and create a work plan for a redesign of the Center's web content, which was completed in late Spring. As these efforts create the foundation

for many of the initiatives in Goal No. 4, we delayed some of our efforts therein until after our work with the marketing firm was completed. We have begun to take steps toward implementation of the recommendations provided by the outside marketing firm in support of the initiatives under this goal and will make them a focus of our Blueprint planning in the coming year.

Goal No. 5 - Engage in effective use of technology to strengthen our connection with our constituency and to streamline the creation and dissemination of publications, research, and professional development events.

Analysis of mission fulfillment/goal achievement: We were able to make some progress on the initiatives under this goal, most notably with respect to the development and integration of E-commerce for registration and transactions for our unit, the use of social media tools to communicate with our constituency, and web-based databases to increase our efficiency and customer service. More specifically, we successfully launched E-Commerce forms for our institutes and developed our first online registration form for a major conference (the 24th International Conference on The First-Year Experience). Unfortunately, our continued progress on E-Commerce related initiatives was interrupted (most notably for our largest conference, the Annual First-Year Experience Conference, and in development of an online publications shopping cart) when the Bursar's office informed us that we need to discontinue our efforts toward larger-scale implementation while the University updates current systems. This delay in our E-Commerce implementation timeline does not allow us to maximize efficiencies and cost effectiveness in our business operations, keeps us from engaging in customer-service business practices, continues our reliance upon outdated technology and database systems that are no longer supported, and risks our relevancy in a market where E-Commerce is standard practice. In short, our inability to operate fully in an E-Commerce environment undermines our ability to achieve our mission, vision, and goals as well as threatens the public perception and reputation of the Center and the University.

In other IT areas, we are regularly updating our online resources, continue to use Facebook successfully as a communication tool, and are experimenting with Twitter and other social media tools. IT staff at the Center have also enhanced several databases and built others to support Center activities. However, we have not completed as many of our other IT (i.e., not E-Commerce) initiatives as we had hoped due to resource limitations. While IT innovations ultimately make processes run more smoothly, their initial design, implementation, and maintenance have not proven to be as efficient as we had hoped and have actually been more demanding of staff time than anticipated.

Goal No. 1: Advance and support a global community of educators who promote student success, learning, and development at critical transition points into and through the higher education experience.

Aligned with Division Outcomes: Initiatives 1(a) through 1(e) relate to Division Goal 3 Outcome A (*Professional development and education opportunities for campus, state, national and international communities to promote student learning and facilitate transitions into and through educational systems*). Initiatives 1(f) through 1(i) relate to Division Goal 4 Outcome A (*SA/AS develops and disseminates high-quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Initiative 1(a): Sponsor the 17th National Conference on Students in Transition (SIT) as an opportunity to support professional development for campus, national, and international communities of educators committed to the development and success of students at all transition points in postsecondary education.

Key Performance Indicator(s):

- **KPI 1(a)i:** A summary report of the 2010 SIT Conference, including an event description, number of participants, number of conference presentations, summary of content topics, and featured speakers as well as summaries of participant evaluations.

Progress/Status Update: The National Resource Center on The First-Year Experience hosted the 17th National Conference on Students in Transition in Houston, Texas, November 13-15, 2010 to 280 participants with 82 sessions on the program, Philip Gardner serving as keynote speaker, and Deborah Santiago serving as plenary speaker. The conference provides attendees the opportunity to share with and learn from each other the latest trends, initiatives, best practices, ideas, research, and assessment strategies focused on supporting student success in first-year, sophomore, transfer student, and senior year transitions. The content topics focused on the transition of first-year students, transfer students, sophomore students, and the senior-year experience. Evaluation feedback for the conference was generally positive with 95% of evaluation respondents rating the overall conference experience at the Students in Transition Conference as “good,” “very good,” or “excellent”.

- **KPI 1(a)ii:** A 10% increase in registration numbers over the 2009 SIT Conference.

Progress/Status Update: The 2010 SIT registration numbers (280) exceeded the KPI goal of 10% increase and yielded a 37% increase in registrations over the 2009 SIT Conference (204).

- **KPI 1(a)iii:** A summary report of new initiatives incorporated into the 2010 SIT Conference.

Progress/Status Update: For the 2010 SIT conference, the National Resource Center incorporated focused dialogues into the conference schedule. Focused dialogues are facilitated by invited presenters and allow for open discussion with facilitators on popular topics of interest in higher education. This session allows for discussion and sharing of ideas with other conference participants in an open forum. We also held a session with a panel of experts who authored the Jossey-Bass/NRC book titled Helping Sophomores Succeed.

KPI Method(s): Analyses of conference registration database, registration trends, conference evaluations, and program content.

Initiative 1(b): Sponsor the 30th Annual Conference on The First-Year Experience (FYE-Annual) as an opportunity to support professional development for campus, national, and international communities of educators committed to the development and success of students during their first college year.

Key Performance Indicator(s):

- **KPI 1(b)i:** A summary report of the 2011 FYE-Annual conference, including an event description, number of participants, number of conference presentations, summary of content topics, and featured speakers as well as summaries of participant evaluations.

Progress/Status Update: The 30th Annual Conference on The First-Year Experience was held February 4-8, 2011 in Atlanta, Georgia. Patrick Terenzini served as the keynote speaker and George Boggs as the plenary speaker. The Annual Conference has evolved into the premier professional development event to share ideas, research, experience, and strategies aimed at improving the quality of education and experience for first-year students. There were 1,587 participants that attended the conference and 233 conference presentations were accepted from 414 submitted. Session topics included: student engagement, assessment, learning communities, career development, common reading programs, peer mentor programs, minority students, advising, information literacy, student/academic affairs, first year experience programs, retention, STEM (Science, Technology, Engineering, and Mathematics) issues, faculty initiatives, orientation/transition programs, and other

general student success programs. Summaries of participant evaluations are available upon requests.

- **KPI 1(b)ii:** A 10% increase in registration numbers over the 2010 Annual Conference on The First-Year Experience.

A total of 1,587 participants attended the 2011 Annual Conference on The First-Year Experience, which represents a 23% increase over the number of registrants for the 2010 Annual Conference on The First-Year Experience (1,290) and the third highest number of registrations in the 30-year history of the conference.

- **KPI 1(b)iii:** A summary report of specific initiatives and special events to highlight and celebrate the 30th anniversary of FYE-Annual.

Progress/Status Update: The initiatives that highlighted the 30th anniversary of the FYE-Annual conference included: (1) The theme of the keynote address by Patrick Terenzini, which is titled "Past and Prologue: Thoughts on 30 Years of the Annual Conference on the First-Year Experience." (2) A panel session on the historic origins of the first-year experience movement; the establishment and role of the National Resource Center in the expansion, scholarship, and leadership of FYE; and how FYE and the work of the National Resource Center fits into the broader scope of history, research, and trends in American higher education. (3) A philanthropy project for which the Center provided copies of one of its most popular publications, Empowering Parents of First-Year College Students: A Guide for Success, to seniors in a few local Atlanta high schools with which the Center has established a partnership. & (4) A question and answer session with a student panel made up of first-year students from our co-hosting institutions in the Atlanta area.

KPI Method(s): Analyses of conference registration database, registration trends, conference evaluations, and program content.

Initiative 1(c): Develop and implement new professional development opportunities to be sponsored by the National Resource Center.

Key Performance Indicator(s):

- **KPI 1(c)i:** A summary report of a new Institute on Peer Educators offered in Fall, 2010, including event description, number of participants, number of presentations, summary of content topics, as well as summaries of participant evaluations.

Progress/Status Update: The Institute on Peer Educators was held October 17-19, 2010 in Indianapolis, Indiana. The Institute provided 82 participants with information, effective strategies, and concepts that positively impact peer leadership experiences and enhance program outcomes. Ten faculty members shared a diverse array of expertise and experiences regarding the use of peer educators in a variety of areas such as new student orientation, residence life, first-year seminars, and supplemental instruction. There were 11 sessions which focused on the benefits of peer education; engaging peer educators in leadership roles; methods of recruitment, selection, and training of peer educators; developing and achieving program goals and objectives; assessing peer educator programs; research findings on students' experiences, peer leader roles and programs, and self-rated change among peer leaders; specific roles and responsibilities of mentoring programs; best practices for peer leader programs; and, strategies to establish or improve peer education programs. The evaluation results from the Institute were very positive (data are available upon request).

- KPI 1(c)ii: A preliminary summary report of a new Institute on Transfer Students planned for Spring, 2011, including event description, number of participants, number of presentations, and summary of topics.

Progress/Status Update: The Institute on Transfer Student Success was held on April 17-19, 2011 in Costa Mesa, California. A faculty of nine higher education professionals with expertise in transfer student programs, policies, and success participated in the Institute. The Institute provided participants with the opportunity to discuss the impact of transfer students on their respective campuses and develop an action plan for creating or enhancing pathways for transfer student success. The Institute program included eight sessions on the following topics: identifying transfer students, using a SEM planning model to impact transfer success, the role of community colleges in promoting transfer, developing a transfer culture, increasing transfer through effective partnerships and articulation, designing a transfer center to create successful student pathways, and program assessment. There were 53 participants that attended this Institute.

- KPI 1(c)iii: A completed contract with an online education service provider and a planning and marketing schedule for an online educational series to launch in Fall of 2010.

Progress/Status Update: A contract was signed with WebStudy, Inc. to serve as the education service provider for the launch of an online

course series offered by the National Resource Center for The First-Year Experience and Students in Transition. The NRC hosted four online courses in 2010-2011. Twenty-five higher education professionals (the maximum capacity) registered for the first online course, "Fostering First-Year Success," which took place from October 25 – November 26, 2010; 11 participants registered for "Teaching that Informs and Transforms: Strategies and Techniques for Engaging and Challenging Today's Learners" from March 7-April 8, 2011; 22 students registered for "Models and Methods of Student Advising: Promoting Career and Academic Success and Transition" from April 4-May 6, 2011; and 25 registrants enrolled for "Proving and Improving: The Pillars of First-Year Assessment" from May 9-June 10, 2011.

- **KPI 1(c)iv:** A multi-year planning outline of online course & webinar curriculum.

Progress/Status Update: The conferences and continuing education area along with other leadership staff have determined three of the four planned offerings for the 2011-2012 online course series--(1) "Fostering First-Year Student Success" from July 6-August 3, 2011; (2) "Peer Leadership" from October 3-November 4, 2011; and (3) "Faculty Development for First-Year Seminar Instructors" from April 2-May 4--and are currently investigating a fourth online course for the series.

KPI Method(s): Analyses of registration database, registration trends, and conference evaluations. Summary of planning documents and evidence of contract and procurement process.

Initiative 1(d): Create a set of competencies for the professional development of educators who support first-year students and students in transition to serve as the foundation for the development of new Center conferences, institutes, and online learning as well as a framework for a curriculum model to connect conferences and continuing education opportunities offered through the National Resource Center.

Key Performance Indicator(s):

- **KPI 1(d)i:** Identification of competency areas that serve as the foundation for professional development and excellence for the support and study of the first-year experience and students in transition.
- **KPI 1(d)ii:** Develop a draft statement of competencies and conduct an initial review of them by internal staff, Center Advisory Board, and other select affiliates of the National Resource Center.

Progress/Status Update for KPI 1(d)i-1(d)ii: An audit of the requirements and competencies for certificate programs in other higher education professional associations has been conducted and competencies and certificate requirements have been drafted and are currently under review by the NRC Leadership Team. Additionally, a sub-committee of NRC Advisory Board members has been identified to review competency areas and certificate requirements for the NRC professional development opportunities. Once feedback from the NRC Leadership Team has been incorporated, the draft will be circulated to the Advisory Board sub-committee for comment (Summer, 2011). It is our goal to circulate an advanced draft to all Advisory Board members for comment and feedback as part of the regularly-scheduled Fall 2011 Advisory Board meeting.

- **KPI 1(d)iii:** Report that maps the current professional development opportunities through the Center to these FYE&SIT professional development competencies.

Progress/Status Update: An analysis of recent (i.e., offered 2009-2011) NRC professional development opportunities in connection with a draft version of FYE&SIT professional development competencies has been conducted and is under review by the NRC Leadership Team. Select members of the NRC Advisory Board will review this analysis after feedback from the NRC Leadership Team has been incorporated (Summer 2011).

Initiative 1(e): Support recognition programs for excellence in providing and advancing efforts to improve student learning and transitions into and through higher education in the national and international communities.

Key Performance Indicator(s):

- **KPI 1(e)i:** Number of nominees and list of recipients for the ongoing Outstanding First-Year Student Advocate Campaign (co-sponsored by Cengage Learning).

Progress/Status Update: The National Resource Center received a total of 155 nominations for the 2010-2011 Outstanding First-Year Student Advocate Campaign, 127 of which represented complete packets and were sent for review. This represents a significant increase over the 97 nominations received for the 2009-2010 advocate campaign. The ten 2011 award recipients are listed on the Center's web site (<http://www.sc.edu/fye/centerinitiative/advocates/currentyear/index.html>) and were acknowledged in the conference program and

during a luncheon awards ceremony at the 30th Annual FYE Conference on February 6, 2011 in Atlanta, Georgia. A list of nominees and semi-finalist is available upon request.

- **KPI 1(e)ii:** Number of nominees and list of recipients for the 4th Annual Undergraduate Fellowship award.

Progress/Status Update: The National Resource Center sponsored the 4th Annual Undergraduate Student Fellowship award. Five recipients were selected from 45 nominations received (held steady from 44 received the previous year): Christina Knips (Bryant University), Emmanuel Nwokocha (Voorhees College), Oaksoon Callahan (Indiana University-Purdue University Indianapolis), John Kanemoto (California State University, Sacramento) and Nolan Ryan (Southeast Missouri State University). The award recipients were acknowledged in the conference program and during the plenary session at the 30th Annual FYE Conference on February 7, 2011 in Atlanta, Georgia. A list of nominees and semi-finalist is available upon request.

- **KPI 1(e)iii:** Number of nominees, list of finalists, and name of first recipient for the new "Excellence in First-Year Teaching" award (co-sponsored by McGraw-Hill) to be awarded at the 2011 Annual Conference on The First-Year Experience.

Progress/Status Update: The new "Excellence in Teaching First-Year Seminars Award" was launched July 1, 2010. Twenty-six nominations were received. David Sabol at Indiana University Purdue University, Indianapolis was the 2011 award recipient and was recognized during the plenary session at the 30th Annual FYE Conference on February 7, 2011 in Atlanta, Georgia and acknowledged in the conference program. A list of nominees and semi-finalists is available upon request.

KPI Method(s): Analysis of database of nominees for each recognition program.

Initiative 1(f): Produce high-quality resources on student transition, learning, and success in a variety of print and electronic formats.

Key Performance Indicator(s):

- **KPI 1(f)i:** Release dates and sales figures for newly published book-length publications that address topics related to the mission of the National Resource Center.

Progress/Status Update: The National Resource Center has released six new publications during the current fiscal year:

- 1) *Monograph No. 13—Designing Successful Transitions: A Guide for Orienting Students to College (3rd edition) co-sponsored by the National Orientation Directors Association. The monograph was released in October, and 454 copies have been sold through April 30, 2011.*
 - 2) *Monograph No. 53—Organizing for Student Success: The University College Model co-sponsored by the Association of Deans and Directors of University Colleges and Undergraduate Studies. The monograph was released in October, and 458 copies have been sold through April 30, 2011.*
 - 3) *Research Reports on College Transitions No. 1—2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students. The report was released in mid-November, and 193 copies have been sold through April 30, 2011.*
 - 4) *Monograph No. 54—Transfer Students in Higher Education: Building Solid Foundations for Policies, Programs, and Services That Foster Student Success. This monograph was released in January 2011 and 476 copies have been sold through April 30, 2011.*
 - 5) *Monograph No. 55—Students in Transition: Research and Practice in Career Development. The monograph was released late March, 2011. E-mail and mail marketing for the monograph launched the first week of May, though advanced marketing was done at the Annual Conference on The First-Year Experience in February. Through April 30th, 2011, we have sold 20 copies.*
 - 6) *Monograph No. 56—Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success co-sponsored by the American Association of Community Colleges. The monograph was released in mid-May 2011.*
- KPI 1(f)ii: Status report on editing work and production schedule for all publications in progress.

Progress/Status Update: Three publication projects are currently in development, which have titles slated for release before the end of the calendar year.

- 1) *Crafting and Conducting Research on Student Transitions is slated for release in September 2011.*
 - 2) *Research Reports on College Transitions, No. 2—2009 Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition is slated for release in December 2011.*
 - 3) *The first two books of a five volume series on designing, implementing, and assessing first-year seminars (reported more thoroughly in KPI 1(f)iv).*
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An updated Publications Projects Report with additional information about projects in development is available upon request.

- **KPI 1(f)iii:** Table of contents and draft publishing agreements for new book-length projects.

Progress/Status Update: Two new projects are currently in development. The first is an edited book on the senior-year experience. The manuscript is in development and due to the Center in September 2011. The second is an annotated bibliography on transitions beyond the first year. A revised proposal for the project was approved in early May, and we anticipate receiving a completed manuscript in December 2011. A publishing agreement on this title in process.

- **KPI 1(f)iv:** Release dates and sales figures for first two of five-volume series of books on designing, implementing, and assessing first-year seminars.

Progress/Status Update: Complete manuscripts for all titles have been received, and the manuscript for Vol. III is currently under review. The first two volumes are slated to be released before the end of the calendar year. The remaining volumes will be released between February and August 2012.

1. *The first volume focuses on defining the seminar and describing strategies for launching, administering, and revising the course. It is slated for release in July 2011.*
2. *Vol. II focuses on instructor training and development and is slated to be released in December 2011.*

- **KPI 1(f)v:** Release dates and download reports for six new issues of *ToolBox*.

*Progress/Status Update: The National Resource Center released 6 issues of *ToolBox* in fiscal year 2010-2011:*

- 1) *Volume 9.1, "Problem-Based Learning: A Strategy for Enhancing the Relevance Connection" (released September 15, 2010). 386 downloads 30 days after launch.*
- 2) *Volume 9.2, "The Rubric: A Tool for Authentic Assessment" (released October 15, 2010). 325 downloads 30 days after launch.*
- 3) *Volume 9.3, "Five Little Things That Contribute to Classroom Success" (released November 15, 2010). 109 downloads 30 days after launch.*

- 4) Volume 9.4, "Digital Media in the Classroom: A Movie is Worth 10,000 words" (released January 24, 2011). 283 downloads 30 days after launch.
- 5) Volume 9.5, "The Art of the Question: You Get What You Ask For" (released March 16, 2011). 190 downloads 30 days after launch.
- 6) Volume 9.6, "Starting and Finishing Well: Openers and Closers" (released April 22, 2011). 354 downloads 20 days after launch. As of April 26, 2011, 1,033 people are signed up to receive e-mail alerts about new content in ToolBox, up from 596 in April 2010 (a 73% increase).

KPI Method(s): Analyses of data from publications project database, calendar, Google Analytics, sales database, and contract files.

Initiative 1(g): Increase profile and scholarly reputation of the *Journal of The First-Year Experience and Students in Transition*.

Key Performance Indicator(s):

- **KPI 1(g)i:** Timeline and progress report on search for a new editor of the *Journal* to serve a three-year term beginning in fall 2011.

Progress/Status Update: The position description for journal editor was revised in September, and the search for a new editor was announced in October. E-mail announcements went to NRC advisory board members and fellows, select higher education graduate preparation program faculty, Electronic AIR, AERA-J list, ASHE list, AOFYE list, and all NRC listservs. Position descriptions were also distributed at the Students in Transition Conference and the Annual Conference for the Association for the Study of Higher Education (ASHE) in November. A second advertising wave took place in January in advance of the position closing date at the end of February. Nine candidates applied for the position, and four participated in interviews with a search committee consisting of the NRC Director, Assistant Director for Publications, Editor, and a member of the Journal editorial board. Paul Gore, who holds both faculty and administrative roles at the University of Utah, was named the fifth editor of the Journal and will begin serving in this capacity on July 1, 2011.

- **KPI 1(g)ii:** A 5% increase in the number of subscriptions to the *Journal* over 2009-2010 sales as the result of the development and implementation of a regular marketing schedule for the *Journal* to include direct mail pieces, advertisements in select periodicals, insertions in Center conference packets, electronic marketing, and exhibit placements.

Progress/Status Update: The National Resource Center mailed the Fall 2010 issue of the journal to 524 paid subscribers in December 2010. The Spring 2011 issue was mailed to 571 paid subscribers in April 2011. Through the end of April, we had sold 216 individual subscriptions to the journal, a 50% increase over total individual sales for FY 2009-2010. We have also sold 261 institutional subscriptions, a 37% increase over institutional sales for FY 2009-2010.

KPI 1(g)iii: A 10% increase in the number of submissions to the *Journal* resulting from intentional outreach to communities of researchers, both within the current National Resource Center network (e.g., research presentations at Center-sponsored conferences, individuals who purchase research-based Center publications) and outside of our network (e.g., new graduates of higher education graduate programs, research presentations on FYE&SIT topics at other national conferences).

Progress/Status Update: As of May 6, 2011, 24 new submissions had been received for the Journal, approximately 75% of our submission rate for FY 2009-2010. In June 2010, letters were sent to 41 presenters at the 2010 AIR Forum asking them to consider submitting manuscripts to the journal. These personalized submissions do not appear to have yielded submissions at this time. In mid-November, 129 invitations were sent to presenters at the 2010 Students in Transition Conference, inviting them to submit manuscripts related to their presentations to the Journal or E-Source, as appropriate. A similar invitation was sent to 88 presenters from the 2010 ASHE meeting in December 2010. In March 2011, 44 invitations were sent to presenters at the 2011 Annual Conference on The First-Year Experience.

The editorial staff of the Journal is also in the process of soliciting manuscripts on peer education for a special issue of the Journal to be published in April 2012. The call for submissions was launched in the fall, with printed flyers distributed to all participants at the Institute on Peer Leadership, the Students in Transition Conference, and the Annual Conference on The First-Year Experience. As a follow-up to the Annual Conference on The First-Year Experience, six presenters were invited to submit manuscripts related to their presentations.

- KPI 1(g)iv: A 40% decrease in both Phase I (initial review by editor) and Phase II (peer review) of the manuscript review process toward the goal of an average of 12 weeks per phase (24 weeks per manuscript) as a result of more efficient management

of review process and more proactive communication with reviewers.

Progress/Status Update: Over the past 9 months, we have worked aggressively to clear a backlog of journal manuscripts in the queue for initial review (Phase I) and peer review (Phase II). We also appear to be making progress toward our goal of keeping Phase I & II review times to 12 weeks each. Manuscripts submitted in FY2007-2008 and FY2008-2009 (n = 40) spent an average of 24 weeks in initial review. Those that were forwarded for peer review (n = 28) spent an average of 39 weeks in peer review. These manuscripts were in the review pipeline (i.e., submission date through peer review completion) for an average of 72 weeks. Manuscripts submitted in FY2009-2010 (n = 30) spent an average of 20 weeks in initial review. Those that were forwarded for peer review (n = 21) spent on average 16 weeks in peer review, with several still out for review as of December 20, 2010. These manuscripts have been in the review pipeline for an average of 42 weeks. For FY2010-2011, 24 articles have been submitted, and these articles have spent an average of 3 weeks in initial review. 14 of these have been forwarded for peer review and have been in peer review for an average of 10 weeks as of May 6, 2011. Because of efforts to move older manuscripts through the review pipeline, these articles were delayed moving into peer review and currently have spent an average of 23 weeks in the review pipeline. To help speed up the review process, we have recently moved from three reviewers per manuscript to two reviewers per manuscript (a third review will be solicited if the first two are in substantial disagreement about the quality of the manuscript). We have also communicated our goals for timely review to review board members to encourage their prompt completion of reviews.

KPI Method(s): Analysis of subscription and submission database for the *Journal of The First-Year Experience & Students in Transition*.

Initiative 1(h): Transition *E-Source for College Transitions* from a bi-monthly paid subscription to a bi-annual free online newsletter.

Key Performance Indicator(s):

- **KPI 1(h)i:** New look for *E-Source* masthead and web site template.

Progress/Status Update: E-Source was redesigned and the new look was debuted for issue 8.1 released in October 2010. The web site was also redesigned to match the new look of the newsletter. The new web site was launched in October, as well. See

www.sc.edu/fye/esource to download the redesigned newsletter and view the new site design.

- **KPI 1(h)ii:** Interactive index with downloadable content hosted on the Center web site.

Progress/Status Update: The E-Source web site (www.sc.edu/fye/esource) now features a topical index, which allows readers to download issues containing articles related to a specific topic. Past issues are also available for download from the archives, which are arranged by volume and issue number. The interactive topic index and archives went live in October 2010.

- **KPI 1(h)iii:** Number of individuals signed up to receive notification of new issues of *E-Source* to establish a readership benchmark for the revised model for this publication.

Progress/Status Update: As of April 26, 2011, 386 individuals were signed up to receive content alerts related to new issues of *E-Source*. At the time we opted to move toward a complimentary model in May 2010, there were 152 paid subscribers.

- **KPI 1(h)iv:** Number of downloads of *E-Source* content.

Progress/Status Update: Between October 15 and March 15, issue 8.1 of *E-Source* was downloaded 1,232 times. Issue 8.2 was released on March 16th. From its release through May 2, 2011, this issue has been downloaded 589 times. When *E-Source* was offered as a paid subscription item via MetaPress, the average number of downloads per issue ranged from 104 to 118.

KPI Method(s): Analysis of e-mail alert database for *E-Source* for *College Transitions* and Google Analytics.

Initiative 1(i): Refine publications processes for book-length projects.

Key Performance Indicator(s):

- **KPI 1(i)i:** Cover template and series overview for new research-focused monograph series; release date and sales figure for first volume in the series.

Progress/Status Update: *Research Reports on College Transitions No. 1—2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students is the first*

installment of a new publications series that will provide a venue for publishing the results of research conducted by the Center, through collaborations with other higher education research centers, and by individual scholars. The series provides a vehicle for reporting empirical research on college transition issues, where a comprehensive treatment of the findings is beyond the scope of a scholarly journal article. The book was released in mid-November, and through the end of April, 193 copies have been sold. The cover design of this first research report will serve as the template for the covers of future reports in the series. Submission guidelines for the series have been developed and will be posted to the NRC web site in summer 2011.

- KPI 1(i)ii: Analysis of competing publications to determine feasibility of transitioning The First-Year Experience Monograph Series to a book series focusing on a wider range of student transitions.

Progress/Status Update: Analysis of definitions of “monograph” conducted in August/September 2010 suggested that the majority of the titles in The First-Year Experience Monograph Series do not conform to industry standards of what is understood to be a monograph. Further, the title of the current series “The First-Year Experience” is not comprehensive enough to capture the range of topics and titles on which the Center publishes, including transfer students, sophomores, seniors, and graduate students. The monograph series will be phased out by the end of FY2010-2011, with newer titles being published as individual books or short book series.

- KPI 1(i)iii: Revised proposal guidelines for book-length projects.

Progress/Status Update: New submission guidelines for scholarly books have been developed and will be posted to the NRC web site in summer 2011.

- KPI 1(i)iv: Progress report on identifying, recruiting, and employing external reviewers for proposals and/or manuscripts for new book-length projects.

Progress/Status Update: A list of potential reviewers has been identified. While formal board has not yet been established, we have begun the process of inviting external reviews for new manuscripts. Three external reviewers evaluated the manuscript

of monograph on the 2009 Survey of First-Year Seminars in February-March, 2011. Three external reviewers have recently been invited to review a new manuscript on the concept of thriving.

- **KPI 1(i)y**: Analysis of internal editing process and workflow with regard to substantive editing of new book-length projects.

Progress/Status Update: This is an agenda item for a Publications Staff retreat scheduled for May, 2011. Examination and implementation of the ideas generated from this retreat will begin in summer 2011.

KPI Method(s): Analyses of sales figures for Center projects as well as from data requested from other national organizations and educational presses and the project management database for publications.

Goal No. 2: Develop and practice methods of research and assessment that provide better understanding of student transitions into and through higher education and guide improvements for student learning, success, and development.

Aligned with Division Outcomes: Initiative 2(a) relates to Goal 5 Outcome A (*SA/AS supports and encourages development toward campus and national visibility and expertise*). Initiatives 2(b) through 2(e) relate to Division Goal 3 Outcome D (*Staff engagement in scholarly activities (conduct research, produce publications, deliver presentations) advances the academy and knowledge base*). Initiative 2(f) relates to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*). Initiatives 2(g) and 2(h) relate to Division Goal 4 Outcome A (*SA/AS develops and disseminates high-quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Initiative 2(a): Advance the reputation of the National Resource Center as a nationally recognized research organization and clearinghouse for topics and issues related to students in transition.

Key Performance Indicator(s):

- **KPI 2(a)i:** Number of research sessions accepted for presentation at conferences sponsored by the Center.

Progress/Status Update: The 2010 International Conference on The First-Year Experience (6/7-10/2010) included 15 concurrent research sessions and 6 poster sessions featuring research findings out of 98 total sessions presented as compared to 18 concurrent research sessions and 5 research poster sessions out of 104 total sessions at the 2009 international conference. The number of research sessions accepted for presentation during the 17th National Conference on Students in Transition (11/13-15/2010) was 10 concurrent research sessions and 7 posters sessions featuring research findings out of 82 sessions on the program (10 concurrent research sessions and no research posters were presented at the 2009 Students in Transition conference). The 30th Annual Conference on The First-Year Experience (2/4-8/2011) included 40 concurrent sessions and 11 poster sessions featuring research findings compared to 19 concurrent research sessions and 9 research poster sessions on the 2010 FYE-Annual program.

- **KPI 2(a)ii:** Present findings from Center research studies via sessions at Center-sponsored professional development events and at other national conferences.

Progress/Status Update: The Center has had a substantially productive year presenting Center-research at professional development events and national conferences, including: the 2010 National Orientation Directors Association Conference in St. Louis, MO (1 concurrent session); the 35th Annual Meeting of the Association for the Study of Higher Education in Indianapolis, IN (1 roundtable session); the 17th National Conference on Students in Transition in Houston, TX (1 concurrent session); the Midwest First-Year Experience Conference in Elgin, IL (plenary and 1 educational session); the 30th Annual Conference on The First-Year Experience in Atlanta, GA (2 concurrent research sessions); the 2011 NASPA Annual Conference in Philadelphia, PA (2 concurrent sessions); the 2011 ACPA Convention in Baltimore, MD (2 concurrent session); the 2011 Annual Convention for the American Association of Community Colleges (1 research session); and the 51st Annual Association for Institutional Research Forum (1 roundtable).

- **KPI 2(a)iii:** Develop and disseminate print piece promoting research activities of Center.

Progress/Status Update: To complement the attention brought to the Center's research activities by the Paul P. Fidler Research Grant campaign, a marketing piece featuring NRC research and assessment resources was developed and disseminated at three national events that serve a large FYE&SIT research contingent: the 2010 ASHE Conference, the 2011 Annual Conference on The First-Year Experience, and the 2011 AIR Forum.

KPI Method(s): Review and analysis of proposal database for Center conferences as well as analysis of research sessions submitted and presented for conferences hosted by other national organizations.

Initiative 2(b): Development of a revised research agenda that incorporates current and ongoing research commitments of the National Resource Center.

Key Performance Indicator(s):

- **KPI 2(b)i:** Five-year calendar outlining the administration schedule and research opportunities for Center-sponsored surveys and projects.

Progress/Status Update: The NRC leadership team approved a six-year research timeline chronicling the administration of the NRC surveys. This timeline included plans to administration the Center's three primary national surveys on a regular four-year cycle, beginning with the Fall 2012 National Survey of First-Year

Seminars, Fall 2013 National Survey of Sophomore-Year Initiatives, and the Spring 2016 National Survey of Senior Capstone/Senior-Year Experiences. In addition, the six-year timeline accounted for proposed and confirmed research collaboration projects, as well as identification of upcoming opportunities to administer potential grant-funded research projects.

- **KPI 2(b)ii:** Plan for the development and administration of a new National Survey of Information Literacy in collaboration with the Association of College & Research Libraries (ACRL), a Division of the American Library Association.

Progress/Status Update: Survey development between the National Resource Center and ACRL was ongoing through fall, 2010 and concluded in late March. Administration of a pilot of the National Survey of Information Literacy was launched on May 17, 2011. Fall 2011 is still confirmed for the administration of the first-cycle of the survey.

- **KPI 2(b)iii:** Report of opportunities for research collaboration with the Center of Inquiry at Wabash College that draw from a merger of data from the 2006 National Survey of First-Year Seminars and the 2006 student survey data from the Wabash National Study of Liberal Arts Education (WNSLAE).

Progress/Status Update: In November of 2010, representatives from the NRC and the Center of Inquiry at Wabash College met to discuss two potential research collaborations. The first is a comprehensive first-year seminar study using merged data from the 2006 National Survey of First-Year Seminars and the 2006 student survey data from the Wabash National Study of Liberal Arts Education. The datasets have been merged and preliminary analyses have been conducted. Discussions about potential projects will continue through summer 2011.

The second is an analysis of the pathways of effect of high impact practices in undergraduate education using the longitudinal student survey data from the Wabash National Study of Liberal Arts Education. The Centers agreed upon the pursuit of the proposed studies and final analyses have been completed. A manuscript will be submitted for publication in a national scholarly journal in late May 2011.

Initiative 2(c): Administer a follow-up to the 2009 administration of the National Survey of First-Year Seminars, funded by a grant from the Spencer Foundation.

Key Performance Indicator(s):

- KPI 2(c)i: Number of institutions surveyed, number of responses, and survey response rate.

Progress/Status Update: The follow-up to the 2009 administration of the National Survey of First-Year Seminars was administered in the spring of 2011. In December of 2010, participate pre-notification message was sent to 890 previous respondents to the 2009 survey. The initial invitation for survey participation was sent February 16, followed by two reminders. Based upon feedback from the target population, the survey deadline was extended from March 30 to May 6. Survey responses are currently being downloaded from Student Voice and cleaned for data analysis. Usable responses and survey response rate will be calculated once the data have been downloaded and cleaned.

- KPI 2(c)ii: Summary of preliminary findings.

Progress/Status Update: Survey responses are currently being downloaded from Student Voice and cleaned for data analysis. Preliminary findings are expected to be available in summer 2011.

KPI Method(s): Develop survey instrument and collect data in Fall 2010 and create own dataset for analyses.

Initiative 2(d): Promote and award a competitive national research grant to facilitate research in issues related to student transitions.

Key Performance Indicator(s):

- KPI 2(d)i: Implementation of a major promotion featuring research funded by the Center's Paul P. Fidler Grant that begins with announcement of 2010 winner and extends through 2011 submission deadline.

Progress/Status Update: The press release and announcement of 2010 Fidler Grant winner and finalists was completed in late October/early November in conjunction with the 17th National Conference on Students in Transition. The brochure for the 2011-2012 grant competition was printed in January for spring dissemination and promotion, which started at the 2011 Annual First-Year Experience Conference in February and will continue until the July 1 deadline.

- KPI 2(d)ii: Summary of selection process for the sixth cycle of the Paul P. Fidler national research competition.

Progress/Status Update: All 98 proposals were reviewed in the first internal blind-review and 85 advanced to the second internal blind review. After this process, five competitive grant proposals were selected to be finalists and were reviewed by five National Resource Center Advisory Board members. The 2010-11 Fidler grant was awarded to Paul J. McLoughlin, II for his proposal "High-achieving low-income students: How low-income students on full financial aid are navigating an elite college environment."

- **KPI 2(d)iii:** Increase the number of proposals received for the sixth round of the Paul P. Fidler Research Grant competition.

Progress/Status Update: The NRC received a total of 98 proposals for the 2010-11 cycle of the Fidler grant; an increase of 29 proposals (42% increase) from the previous year.

- **KPI 2(d)iv:** Report on past grant recipients' research progress and activities, conference presentations, and publications resulting from the Fidler-funded research.

Progress/Status Update: All past recipients of the Paul P. Fidler Research Grant participated in a brief survey on follow-up activity to their grant-funded research. These data and other communications provided the following information:

- *The 2005-06 Fidler grant recipient, Christine Kirk-Kuwaye, presented her research findings via on-campus presentations.*
- *The 2006-07 Fidler grant recipient, Barbara Hofer, wrote several book chapters with the data generated via the grant-funded project and published the book The iConnected Parent: Staying Close to Your Kids in College (and Beyond) While Letting Them Grow Up in August 2010. Barbara also promoted her book on the CBS Morning Show, USA Today, and People Magazine.*
- *The 2008-09 grant recipient, Maryellen Mills, has done conference presentations of the findings from her grant-funded research and published an article based on her research from the Fidler grant in the Journal of the First-Year Experience & Students in Transition (2010, Volume 22, Number 2).*
- *The 2009-10 grant recipient, Rachel Smith, is currently preparing a manuscript based on her Fidler-supported research for the Journal of The First-Year Experience and Students in Transition. NRC representatives and Rachel met at the 2010 Students in Transition conference to discuss avenues for publication and an e-mail communication with the Center in April 2011 confirmed her decision to submit a manuscript to the Journal.*

KPI Method(s): Analysis of Paul P. Fidler proposal database and annual grants activity reports.

Initiative 2(e): Seek external granting opportunities that support and expand the research agenda of the National Resource Center.

Key Performance Indicator(s):

- **KPI 2(e)i:** Report of funding priorities and a draft of a grant application timeline.

Progress/Status Update: The NRC identified five priority topical areas for external funding: information literacy, STEM students, minority serving institutions, developmental education, and transfer students. The NRC actively pursued or is pursuing external grants for three of these targeted areas: information literacy (Institute of Museum and Library Services), STEM students (National Science Foundation), and minority serving institutions (Lumina Foundation).

- **KPI 2(e)ii:** List of foundation and funding agency contacts, record of correspondence regarding grants, and a record of grants training opportunities, meetings, and partnerships.

Progress/Status Update: The NRC is pursuing three external grants and has made contact – through agency visits, phone conversations, and/or e-mail – with all three funding agencies, including Institute of Museum and Library Services (information literacy), National Science Foundation (STEM students), and Lumina Foundation (minority serving institutions). Further pursuit of the Institute of Museum and Library Services (information literacy) grant suggests that funding opportunities do not align with the goal of the information literacy survey. However, the Center is engaged in ongoing communication with the other two granting agencies.

- **KPI 2(e)iii:** Submit at least one new grant application for review by external funding agency.

Progress/Status Update: The Center has identified a number of granting opportunities to pursue in 2011. Currently, we are drafting a proposals for an externally funded grant with the National Science Foundation and will be following up on a contact with the Gates Foundation.

KPI Method(s): Development and analysis of a project management system for grant seeking and submission activity.

Initiative 2(f): Revise and make accessible web-based procedures and request forms for data services, research analyses, and data sharing to support educators in their own research related to student development and success.

Key Performance Indicator(s):

- **KPI 2(f)i:** Develop, disseminate, and promote procedures and electronic forms for Center data services, research requests, and data sharing.

Progress/Status Update: The Center has drafted a set of procedural guidelines for providing data services, research requests, and data sharing to our external constituents. These procedures are intended to be managed electronically and via online channels. The Center is awaiting feedback from USC legal before proceeding to place the guidelines, procedures, and documentation online.

- **KPI 2(f)ii:** Number and nature of requests for data services, research analyses, and data access.

Progress/Status Update: In the absence of public information about these procedures, the Research, Grants, and Assessment staff have received very few research and data requests this year. Since August 2010, the Center has received two requests for survey access. Due to the current status of KPI 2(f)i, the Center received the requests via e-mail. The nature of the requests was as follow: 1) permission to use 10 survey items from the National Survey of Senior Seminars/Capstone Courses for a dissertation and 2) Permission to use the National Survey on Sophomore-Year Initiatives to collect data for a dissertation. The first request was granted for use and the second request was withdrawn by the requesting party.

- **KPI 2(f)iii:** List of frequently asked questions about Center survey data and corresponding answers to be posted on the research section of the Center website.

Progress/Status Update: The Research, Grants, and Assessment staff is collaborating with the Center's IT staff to plan for a significant revision of the content and organization of the "Research" section on the NRC website. Part of these plans is to add a list of frequently asked questions about Center survey data and corresponding answers. We anticipate these updates to be completed in summer 2011.

KPI Method(s): Development and analysis of a project management system for Center data services, research requests, and data sharing.

Initiative 2(g): Develop high-quality resources dedicated to effective assessment of the first-year experience and students in transition.

Key Performance Indicator(s):

- **KPI 2(g)i:** Evaluate and identify a plan for the First-Year Assessment listserv essay series.

Progress/Status Update: Preliminary discussions have begun to evaluate the current plan for the First-Year Assessment listserv essay series. In March 2011, it was decided that the First-Year Assessment listserv essay series will be postponed until further notice.

- **KPI 2(g)ii:** Post current articles related to students in transition on the Center website for researchers, practitioners, institutional researchers, and other Center constituents.

Progress/Status Update: The Research, Grants, and Assessment staff is collaborating with the Center's IT staff to plan for a significant revision of the content and organization of the "Research" section on the NRC website. Part of these plans is to add a section highlighting current articles and presentations related to students in transition on the Center website for researchers, practitioners, institutional researchers, and other Center constituents. Updates to the website have been completed and posted; the website will continue to be updated with new material.

- **KPI 2(g)iii:** Evaluate and identify a plan to update and expand the content of the "Assessment Resources" page of the Center website.

Progress/Status Update: The Research, Grants, and Assessment staff is collaborating with the Center's IT staff to plan for a significant revision of the content and organization of the "Research" section on the NRC website. These plans include efforts to vastly expand the "Assessment Resources" section. Due to technical and human resource capacity limitations, this initiative has been postponed until summer 2011 when additional updates to the "Research" section will be implemented.

Initiative 2(h): Reorganize, update, and expand the "Research" section of the National Resource Center website by developing accessible web-based resources related to Center research, survey administration, and effective assessment strategies.

Key Performance Indicator(s):

- KPI 2(h)i: Evaluate and reorganize information currently included on “Research” section of the Center website.
- KPI 2(h)ii: Develop and post a survey database that documents the survey instruments and survey cycle of Center research activities.
- KPI 2(h)iii: Post conference slides, handouts, papers, and other materials from research presentations made by Center staff at conferences.
- KPI 2(h)iv: Post executive summaries for recent Center research studies.

Progress/Status Update for KPIs 2(h)i-2(h)iv: The Research, Grants, and Assessment staff is collaborating with the Center’s IT staff to plan for a significant revision of the content and organization of the “Research” section on the NRC website. These plans include:

- *inclusion of a survey database that provides detailed information about the NRC surveys, including survey instruments, executive summaries of past administrations, and the survey cycle timeline;*
- *the addition of a “Research” section related to national presentations conducted by the NRC staff, including the posting of conference slides, handouts, papers, and other materials; and*
- *posting executive summaries of past administrations of the Center’s national surveys.*

The content of these features is in active development. A number of these enhancements have been implemented and we anticipate additional updates to the “Research” page of the National Resource Center website to be completed summer 2011.

KPI Method(s): Analysis of Google Analytics.

Goal No. 3: Engage in constituent outreach, develop relationships, and foster collaborations between the National Resource Center and members of our campus, national, and international network.

Aligned with Division Outcomes: Initiative 3(a) is related to Division Goal 3 Outcome A (*Professional development and educational opportunities for campus, state, national and international communities to promote student learning and transitions into and through educational systems*). Initiatives 3(b) through 3(d) and 3(f) are related to Division Goal 4 Outcome B (*SA/AS provides opportunities to collaborate with other entities and educational institutions to learn about services, products, and programs that assist educators in meeting the needs of students*). Initiative 3(e) is related to Division Goal 4 Outcome A (*SA/AS develops and disseminates high-quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Initiative 3(a): Report of participation and support of first-year experience, students in transition, and student success activities at the University of South Carolina.

Key Performance Indicator(s):

- **KPI 3(a)i:** Report of the number and title of Center publications provided free of charge or at reduced cost to requesting departments within the USC Division of Student Affairs and Academic Support, the Thomas Cooper library, and other campus units.

Progress/Status Update: Through May 2, 2011, the National Resource Center had provided nearly 250 publications at no cost to requesting departments within the USC system. The titles of publications are indicated below:

- 2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students (*6 copies*)
- Academic Advising: New Insights for Teaching and Learning in the First Year (*2 copies*)
- Designing Successful Transitions: A Guide for Orienting Students to College, *3rd edition* (*4 copies*)
- Empowering Parents of First-Year College Students, Spanish version (*32 copies to TRIO Programs*)
- Exploring the Evidence: Initiatives in the First College Year (*3 copies*)
- A Faculty and Staff Guide to Creating Learning Outcomes (*4 copies*)

- A Family Guide to Academic Advising (*3 copies; 75 copies to Visitors' Center*)
- Graduate Students in Transition: Assisting Students Through the First Year (*2 copies*)
- A Guide for Families of Commuter Students (*86 copies to Off-Campus Student Services*)
- Issues in Advising the Undecided College Student (*1 copy*)
- Journal of The First-Year Experience & Students in Transition (*4 copies*)
- Peer Leadership: A Primer on Program Essentials (*2 copies*)
- The Role of the Library in the First College Year (*1 copy*)
- Shedding Light on Sophomores: An Exploration of the Second College Year (*1 copy*)
- Student Development in the First College Year: A Primer for College Educators (*1 copy*)
- Students in Transition: Research and Practice in Career Development (*6 copies*)
- Transfer Students in Higher Education: Building Foundations for Policies, Programs, and Services That Foster Student Success (*10 copies*)

In addition, the Center has sold 400 copies of A Faculty and Staff Guide to Creating Learning Outcomes at a reduced cost to units within the USC System. We will also make 3,500 copies of Empowering Parents of First-Year College Students available to Orientation at cost to provide to parents of incoming students in summer 2011.

- KPI 3(a)ii: Report of the number of USC faculty/staff who attend Center-sponsored events at the reduced USC registration rate.

Progress/Status Update: Only one USC faculty/staff person registered at the USC reduced conference registration fees for both the 2010 International Conference on The First-Year Experience and the Institute on Peer Educators. No USC faculty/staff registered for the 2010 National Conference on Students in Transition at the USC reduced registration fees. Sixty-three faculty and staff registered for the 30th Annual Conference on The First-Year Experience at the reduced rate.

- KPI 3(a)iii: Report of service on Division or University committees, task forces, or boards.

Progress/Status Update: In addition to service on a number of national committees, task forces, and board, the staff of the National Resource Center has served on several Division and University committees, including:

- *Nina Glisson: U101 Scholarship Committee, Paul P. Fidler Grant Reviewer, and Black Faculty & Staff Association (BFSA)*
 - *Stuart Hunter: Assistant & Associate Deans Council, Environmental Advisory Committee, FYRE Book Selection Committee, Carolina Core Committee, University 101 Academic Advisory Committee, The Sophomore Initiative Faculty, Advisor for the USC Chapter of the National Society of Collegiate Scholars, and Paul P. Fidler Grant Reviewer, and faculty/staff member of the USC Chapter of Chi Sigma Alpha, and faculty/staff member of the USC Chapter of Omicron Delta Kappa, member of the search committee for Faculty/Staff Wellness Coordinator, judge for Discovery Day*
 - *Jennifer Keup: U101 Advisory Committee, Associated Faculty Member in the Department of Educational Leadership and Policies with the USC College of Education, Paul P. Fidler Grant Reviewer, faculty/staff member of the Delta (USC) Chapter of Chi Sigma Alpha, and member of the search committee for the Assistant/Associate Professor of Higher Education for the USC College of Education*
 - *Ryan Padgett: Planning, Assessment, and Innovation Council (PAIC), chair of the search committee for the associate director of U101, judge for Discovery Day sponsored by the Office of Undergraduate Research*
 - *Rico Reed: USC's The Sophomore Initiative, Paul P. Fidler Grant Reviewer, Faculty Advisor for Theta Nu (USC) chapter of Alpha Phi Alpha*
 - *Tracy Skipper: Paul P. Fidler Grant Reviewer*
- **KPI 3(a)iv:** Number and title of invited presentations for Division or University-sponsored events.

Progress/Status Update: Several staff members at the National Resource Center lent their expertise to the USC community in the form of invited presentations, including:

- *“Introduction to Flash” (part of the “Convergence Software Bootcamp”) presented by Shana Bertetto at the Newsplex Summer Seminars Series in collaboration with the USC School of Journalism and Mass Communication and the IFRA Newsplex in June, 2010.*
- *“A Profile of USC Undergraduates” presented by Tracy L. Skipper at the 2010 International Teaching Assistant Workshop; August, 2010.*
- *“Who are Your Students?” presented by Jennifer R. Keup at the 2010 Graduate Teaching/Instructional Assistants Workshop; August, 2010.*

- *“Effects of Vetted Good Practices and Intentional Educational Programs on Student Learning and Developmental Outcomes: New Evidence from Longitudinal Research” presented by Ryan D. Padgett to the Division of Student Affairs and Academic Support at the University of South Carolina, Columbia, SC; September, 2010.*
 - *“College Parents 101: Negotiating the Transition to College and Beyond” presented by M. Stuart Hunter and Tracy L. Skipper at Parents Weekend, University of South Carolina, September, 2010.*
 - *“How to Publish” presented by Jennifer R. Keup for the Delta Chapter of Chi Sigma Alpha professional development series; November, 2010.*
 - *“Parents Development Session” at University of South Carolina summer orientation presented by M. Stuart Hunter*
 - *“Valuing and Managing a Multi-Generational Department” presented by Stuart Hunter at Idea Pop 2011*
 - *“Creating and Developing Learner-Centered Classrooms” presented by Stuart Hunter at University of South Carolina, University 101 Building Connections Conference in May, 2011.*
 - *“Fostering a Sense of Belonging” presented by Rico Reed and Kim Smoak at University of South Carolina, University 101 Building Connections Conference in May, 2011.*
- KPI 3(a)v: Number and title of courses taught or guest-lectures given at USC by Center staff.

Progress/Status Update: Many staff members at the National Resource Center lent their expertise to the USC community by teaching classes and serving as guest lecturers, including:

- *Summer, 2010:*
 - *EDHE 730: “The Evolution of Higher Education in America” taught by Jennifer Keup*
- *Fall, 2010:*
 - *UNIV101: “The Student in the University, University 101” taught by Rico Reed*
 - *UNIV101: “The Student in the University, University 101” taught by M. Stuart Hunter*
- *Spring, 2011:*
 - *UNIV101: “The Student in the University, University 101” taught by Rico Reed*
 - *ENGL461: “The Teaching of Writing” taught by Tracy L. Skipper*

KPI Method(s): Development, dissemination, and analysis of Center staff survey on teaching, service involvement, and professional development activity outside of Center activities.

Initiative 3(b): Develop and nurture relationships with for-profit and non-profit companies, national and regional organizations, and other educational institutions that help higher educators meet the needs of students by fostering their participation in National Resource Center events and activities.

Key Performance Indicator(s):

- **KPI 3(b)i:** Number of exhibition requests, number of new companies requesting exhibit space, as well as number and list of exhibitors at Center-sponsored events.

Progress/Status Update: At the 2010 International Conference on The First-Year Experience, there were 2 exhibitors and no first-time exhibitors present. There were 11 exhibitors at the 2010 National Conference on Students in Transition with 2 first-time companies present. At the 30th Annual Conference on the First-Year Experience there were 55 organizations and companies exhibiting, 9 of which were new exhibitors at this event. As of April 19, 2011, there is one exhibitor registered for the 2011 International Conference on The First-Year Experience. A list of companies/organizations exhibiting at NRC conferences is available upon request.

- **KPI 3(b)ii:** Number of co-hosting institutions and co-sponsorship agreements for three Center conferences.

Progress/Status Update: Four institutions served as co-hosts for the 2010 International Conference on The First-Year Experience: Tamagawa University (Japan), Teesside University (UK), University Hawaii at Manoa, and York University (Canada); one co-hosting institution (Tamagawa) co-sponsored the conference opening welcome reception and an afternoon refreshment break. There were 4 co-hosting institutions for the 2010 National Conference on Students in Transition: Lone Star College System, National Institute for the Study of Transfer Students at the University of North Texas, San Jacinto College District, and University of Houston-Downtown; Lone Star College System co-sponsored the conference opening welcoming reception and San Jacinto College District co-sponsored an afternoon break. We had four co-hosts for the 2011 Annual Conference on The First-Year Experience: Bainbridge College, Georgia Institute of Technology, Kennesaw State University, and the University of Georgia; one of these co-hosting institutions (University of Georgia) covered 100% of the cost of name badge holders for use

during the conference and another (Kennesaw State University) co-sponsored the conference cybercafé. We also have four co-hosts for the upcoming 2011 International Conference on the First-Year Experience: Tamagawa University (Japan), Teesside University (UK), University College Dublin (Ireland), University of Manchester (UK), and York University (Canada). Tamagawa University is co-sponsoring the opening welcome reception and the cybercafé at the 2011 IFYE conference.

- **KPI 3(b)iii:** Number of active publication contracts in partnership with other national organizations whose activities align with the mission, vision, and core commitments of the Center.

Progress/Status Update: The National Resource Center has publishing agreements with nine external entities to distribute 12 publications currently in print. These include:

- *American Association of Community Colleges—Monograph No. 56, Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success*
- *American College Personnel Association—Monograph No. 3, The First-Year Experience in American Higher Education: An Annotated Bibliography (4th ed.)*
- *Association of College and Research Librarians, a Division of the American Library Association—Monograph No. 45, The Role of the Library in the First College Year*
- *Association of College and University Housing Officers – International—Monograph No. 5, Residence Life Programs and the New Student Experience (3rd ed.)*
- *International Center for SI, University of Missouri-Kansas City—Monograph No. 7, Supplemental Instruction (3rd ed.)*
- *Jossey-Bass/Wiley—Helping Sophomores Succeed*
- *National Academic Advising Association—Monograph No. 46, Academic Advising and A Family Guide to Academic Advising (2nd ed.)*
- *National Association of Campus Activities—Monograph No. 36, Involvement in Campus Activities and the Retention of First-Year College Students*
- *National Orientation Directors Association—Monograph No. 13, Designing Successful Transitions (3rd ed.); Empowering Parents of First-Year College Students; and A Guide for Families of Commuter Students*
- *Teesside University—Monograph No. 52, International Perspectives on the First-Year Experience in Higher Education*

In addition to these external entities, the NRC also has agreements with other units at the University to publish and/or distribute publications. These include:

- *Office of Student Engagement—A Faculty and Staff Guide to Creating Learning Outcomes (publishing agreement)*
- *USC Press—Monograph No. 50, Graduate Students in Transition (distribution agreement)*

KPI Method(s): Analysis of NRC exhibitor registration database, co-hosting agreements, and publications development and sales databases.

Initiative 3(c): Develop and nurture relationships with for-profit and non-profit companies, national and regional organizations, and other educational institutions that help higher educators meet the needs of students by becoming involved in their events and activities.

Key Performance Indicator(s):

- **KPI 3(c)i:** Number of exhibits and targeted promotions (e.g., advertising, marketing pieces) of Center products and services at other national professional development events that provide the most exposure and the greatest potential for future collaboration.

Progress/Status Update: During the 2010-2011 year, exhibits and targeted promotions have taken place at the 2010 Annual Conference for the National Academic Advising Association (NACADA) (exhibit and exhibitor presentation), 2010 National Orientation Directors Association (NODA) Conference (exhibit and conference presentation), 2010 Midwest First-Year Conference (exhibit, inserts in registration materials, plenary session, and conference presentation), the 2010 Annual Conference for the Association for the Study of Higher Education (ASHE) (program advertisement and conference presentations) the 2011 National Institute for the Study of Transfer Students (NISTS) (exhibit and conference presentation); the 2011 NASPA, Student Affairs Administrators in Higher Education Conference (exhibit and conference presentation); 2011 ACPA, College Student Educators International Convention (conference presentation and co-sponsorship); 2011 American Association of Community Colleges (AACC) Conference (conference presentation); and the 2011 Association for Institutional Research (AIR) Forum (conference presentation and insert in the registration materials).

- **KPI 3(c)ii:** Number of content and exhibitor sessions proposed and presented on Center research, publications, and resources at other national and regional conferences.

Progress/Status Update: The Center has had a substantially productive year presenting on NRC research and publications at professional development events and national conferences, including: the 2010 National Orientation Directors Association (NODA) Conference in St. Louis, MO (1 concurrent session); the 2010 National Academic Advising Association (NACADA) Conference (1 exhibitor session); the 35th Annual Meeting of the Association for the Study of Higher Education in Indianapolis, IN (1 roundtable session); the 17th National Conference on Students in Transition in Houston, TX (1 concurrent session); the Midwest First-Year Experience Conference in Elgin, IL (plenary and 1 educational session), the National Institute for the Study of Transfer Students (NISTS) Conference (1 concurrent session); 30th Annual Conference on The First-Year Experience in Atlanta, GA (2 concurrent research sessions); the 2011 NASPA Annual Conference in Philadelphia, PA (2 concurrent sessions); the 2011 ACPA Convention in Baltimore, MD (2 concurrent sessions); the 2011 Annual Convention for the American Association of Community Colleges (1 research session), and the 51st Annual Association for Institutional Research (AIR) Forum (1 roundtable).

- **KPI 3(c)iii:** Number of resource- and revenue-sharing agreements with regional meetings that align with the mission, values, and core commitments of the Center.

Progress/Status Update: In 2010, the Center had a resource-sharing agreement place with the planning committee for the Midwest First-Year Experience Conference, which took place in October, 2010. We are also currently fielding inquiries for similar agreements for a future regional FYE meeting in New Jersey, the 2012 University of California (UC) First Year Best Practices conference, and a consortium of colleges and universities in Georgia.

- **KPI 3(c)vi:** Evaluation of current partnership agreements with other national organizations for continuation and number of new partnership agreements finalized or in development.

Progress/Status Update: The multi-year partnership agreements that the Center maintains with the National Academic Advising Association (NACADA) and the National Orientation Directors Association (NODA) expired in 2010. These contracts were evaluated and renewed for another three years (to 2013). The Center also has an agreement with the ACPA Commission for Admission, Orientation, and First Year Experience to co-sponsor their annual grant competition. Further, the Center is in an ongoing partnership agreement with the Higher Education Research Institute (HERI) for

publication sales and developed a new one-year partnership agreement with the National Institute for the Study of Transfer Students (NISTS).

- **KPI 3(c)v:** Report of new outreach activities to other national organizations that align with the mission, vision, and core commitments of the Center.

Progress/Status Update: In the past year, the Center has forged initial connections and/or maintained ongoing communication with the following national & international organizations in pursuit of collaborative projects and partnerships:

- *Active Minds*
- *American Association of Colleges and Universities (AAC&U)*
- *Center of Inquiry in the Liberal Arts at Wabash College*
- *Excelencia in Education*
- *John N. Gardner Institute for Excellence in Undergraduate Education*
- *Outdoor Orientation Program Symposium*
- *Western Interstate Commission for Higher Education*

KPI Method(s): Analysis of approved planning documents and follow-up reports for exhibits at other national conferences as well as resource- & revenue-sharing agreements and meeting information for regional partnerships.

Initiative 3(d): Develop and nurture relationships and collaborations with higher education scholars, practitioners, and national experts on the topic of the first-year experience, students in transition, and undergraduate success.

Key Performance Indicator(s):

- **KPI 3(d)i:** Number and nature of communications with Center Advisory Board via e-mail, at Center events, and via videoconference board meetings.

Progress/Status Update: In the 2010-11 year, there have been four primary strings of formal communication with the entire NRC Advisory Board. The first was related to the Fall 2010 Advisory Board meeting, which took place via tele- and videoconference technologies on November 2, 2010, with six NRC staff and 12 Advisory Board members. All Advisory Board members were included in the email communication to schedule the meeting and solicit agenda items. Further, all advisory board members received a semi-annual report of NRC activities since the previous Advisory Board meeting. Finally, meeting minutes and follow-up

communication was circulated to all members. The second string of formal communication with the Board occurred in December 2010, to announce the newly appointed 2014 cohort of Advisory Board members to the continuing members and to honor the service of the outgoing members of the Advisory Board. Third, several members of the board met with the NRC Leadership Team for an informal lunch at the 30th Annual Conference for The First-Year Experience. The final string of communication is currently taking place and is in reference to the planning and delivery of the Spring, 2011 Advisory Board meeting (schedule and agenda development, semi-annual report, and dissemination of minutes).

*During past Advisory Board meetings, various members have volunteered to serve in a consultative capacity for specific NRC initiatives and members of the Center leadership have communicated with them in support of those initiatives. Further, Advisory Board members are invited to serve as reviewers for conference proposals, Outstanding First-Year Advocate nominations, and proposals for the Paul P. Fidler Research Grant as well as selectively called upon for contributions to various Center publication efforts. NRC Advisory Board semi-annual reports, meeting minutes, and general information is housed on a private page of the NRC website at:
http://129.252.140.198/NRC/advisory_board/.*

- **KPI 3(d)ii:** Proposal to formalize relationships with Center Fellows and their role in the organization.

Progress/Status Update: NRC staff researched various models for organizational fellows and identified a few that represent the most promising opportunities with respect to the pursuit of the mission, vision, and core commitments of the Center. These models will be the basis of additional research and consideration into the next Blueprint cycle.

- **KPI 3(d)iii:** Identification of faculty and content advisor(s) for Institutes from Center staff, affiliates, and network.

Progress/Status Update: The Institute for Peer Educators was hosted in October 2010 in Indianapolis, Indiana with ten faculty, one of whom (Jennifer Latino) served as the content developer for the event. A content developer, Mark Allen Poisel, and nine faculty participated in the Institute on Transfer Student Success held April 17-19, 2011. The content developer and faculty for the Transfer Institute were the contributors to a NRC monograph on transfer students. A team of faculty and content are currently being

finalized for the Institute for First-Year Success in the Community College, which will be held in fall, 2011.

Initiative 3(e): Develop and nurture inclusion of issues and professionals dedicated to students at points of transition other than the first-year in current and new National Resource Center programs, products, and services.

Key Performance Indicator(s):

- **KPI 3(e)i:** The ratio of submissions and acceptance of sessions on transfer, sophomore, senior, and graduate student transitions to the submissions and acceptance on first-year experience topics for the 2010 National Conference on Students in Transition.

Progress/Status Update: For the 2010 National Students in Transition Conference, the ratio of submissions to acceptances of sessions on the various topics is below:

- *Senior-year experience: 8 submitted – 6 accepted*
- *Sophomore students: 6 submitted – 5 accepted*
- *Transfer students: 7 submitted – 7 accepted*
- *First-year experience: 22 submitted – 14 accepted*
- *General student success: 65 submitted – 46 accepted*
- *No proposals were submitted on graduate students*

Overall ratio: other student transitions were represented in 23% of sessions, 18% of the sessions were specific to the first-year experience, and 59% were relevant to students at multiple transitions points (i.e., general student success sessions).

- **KPI 3(e)ii:** Percentage of submissions to the Journal of The First-Year Experience and Students in Transition and E-Source on transition issues other than the first year of college (i.e., SIT topics).

Progress/Status Update: The Journal of The First-Year Experience and Students in Transition published 10 articles in FY2010-2011; 7 of these dealt with some aspect of the first-year experience, 1 examined the transition out of college, and 2 examined some other type of transition. Of the 24 submissions received by May 6, 2011 for the Journal, only 2 were on a topic other than the first-year experience. We received 24 submissions for E-Source for College Transitions: 13 on the first-year of college, 2 on transfer, 7 focused on the entire undergraduate experience, and 2 focused on other transitions. Of the 10 articles published in E-Source in this fiscal year, 4 were on topics other than the first-year experience.

- **KPI 3(e)iii:** A publication development plan with SIT projects highlighted.

Progress/Status Update: Several book-length projects that touch on transitions beyond the first college year have recently been published or are currently in development. These include:

- *Transfer Students in Higher Education: Building a Rationale for Policies, Programs, and Services That Foster Student Success (released in January 2011)*
 - *Students in Transition: Research and Practice in Career Development (released in March 2011)*
 - *Thriving in Transitions*
 - *Annotated Bibliography on Students in Transitions*
 - *Writing Processes in Senior Seminars That Nurture Student Transitions*
 - *The Senior Year: Culminating Experiences and Transitions*
-
- **KPI 3(e)iv:** Develop specific marketing strategies for identifying segments of the students in transition (SIT) network that can be expanded for greater connection to the resources, products, and services of the Center using information gathered from the advisory board, partner organizations, and other center affiliates.

Progress/Status Update: A targeted marketing plan was implemented for SIT conference to identify and promote the meeting to professionals who are engaged in the support of students at transitions other than the first year. Information gathered from the NRC advisory board, partner organizations, and other affiliates have been used to formulate marketing plans for monographs and upcoming professional development events related to SIT topics (e.g., Transfer Institute, Advising online course, Career Advising monograph, and Transfer monograph).

- **KPI 3(e)v:** Analysis of topics posted to the transfer, sophomore, senior, and graduate student listservs hosted by the National Resource Center to understand better the issues of relevance and concern to the educators and professionals in our SIT network.

Progress/Status Update: Continued updates of Listserv coding analysis document. The content of the posts to the NRC listservs are coded monthly and a document summarizing these codes is disseminated to the NRC Leadership Staff regularly to help inform planning. Examples of topics of priority to the SIT community (i.e., those that are posted to the transfer, sophomore, senior, and graduate student listservs) include: Welcome Week for transfers, sophomore experience courses, retention, learning styles, and common reading programs.

- **KPI 3(e)vi:** New web-based resources dedicated to SIT topics and corresponding web traffic reports.

Progress/Status Update: The Center has created a regular HESA graduate student practicum position to help update the web-based resources on all transition topics (FYE & SIT). Although the position was listed, it was not filled in fall, 2010. However, the Center hosted a Practicum II student for 10 hours a week for the entire spring 2011 term to fulfill these duties. The focus of her efforts were on updating and enhancing the web-based content related to transfer students as companion resources to the January release of the monograph titled Transfer Students in Higher Education: Building Solid Foundations for Policies, Programs, and Services That Foster Student Success and the Institute on Transfer Student Success held in spring, 2011. The work of this student added significant transfer-year and related resources to the NRC website (<http://sc.edu/fye/resources/transfer/index.html>). We were also able to identify transfer programs throughout the country and request that they update information about their programs in the NRC database of SIT programs.

KPI Method(s): Analysis of SIT proposal database; coding of topics on the SOPH, GRAD, SYE and TYE listservs; evaluation of Google Analytics; and review of the publication and submission databases for the *Journal* and *E-Source*.

Initiative 3(f): Participate in leadership activities for the higher education community at large.

Key Performance Indicator(s):

- **KPI 3(f)i:** Report of service on regional, national, and international boards, publication review bodies, and in leadership positions for associations and organizations whose activities align with the vision, mission, and core commitments of the Center.

Progress/Status Update: In addition to service on a number of Division and University committees, task forces, and board, the staff of the National Resource Center has engaged in service to our field including:

- *Stuart Hunter: Editorial Board for the Journal of Learning Communities Research, Advisory Board for the National Society of Collegiate Scholars.*
- *Jennifer Keup: Editorial Review Board for the Journal of The First-Year Experience & Students in Transition, Editorial Board for the Journal of Learning Communities Research, proposal*

reviewer for the 2010 Association for the Study of Higher Education (ASHE) conference, member of the ACPA Commission Awards Review & Selection Committee, Teagle Assessment Scholar, faculty member for the AAC&U Institute on High Impact Practices and Student Success.

- *Ryan Padgett: Teagle Assessment Scholar, Review Board for Sociology of Education Journal, Review Board for Journal of The First-Year Experience & Students in Transitions, proposal reviewer for the 2010 Association for the Study of Higher Education (ASHE) conference, proposal reviewer for the 2011 Association for Institutional Research (AIR) Forum, conference proposal and roundtable reviewer for the 2011 ACPA Convention; mentor for 2011 Active Minds Scattergood Emerging Scholars Fellow*
 - *Tracy Skipper: Directorate Board member for ACPA's Commission for Admissions, Orientation and First-Year Experience; reviewer of research session proposals for the 2011 ACPA Convention*
-
- **KPI 3(f)ii:** Number and citation for publications by Center staff in scholarly and practitioner publication venues outside the Center, including research articles, book chapters, monographs, magazine and newsletter articles, etc.

Progress/Status Update:

Padgett, R. D., Salisbury, M. H., An, B. P., & Pascarella, E. T. (2010). Required, practical, or unnecessary? An examination and demonstration of propensity score matching using longitudinal secondary data. New Directions for Institutional Research – Assessment Supplement (pp. 29-42). San Francisco, CA: Jossey-Bass.

Wells, R., Seifert, T. A., Padgett, R. D., Park, S., & Umbach, P. D. (2011). Why do more women want to earn a four-year degree? Exploring the effects of gender, social origin, and social capital on educational expectations. Journal of Higher Education, 82(1), 1-32.

Rielley, David F. A personal interview with M. Stuart Hunter: A pillar of the profession. Journal of Orientation and Transition, 18(2), Spring 2011, pp 105-112.

- **KPI 3(f)iii:** Number and citation for invited presentations, keynotes, and plenary sessions at conferences and events outside of the Center and USC.

Progress/Status Update: NRC staff members served as invited speakers at the following events:

Hunter, M.S. (September, 2010) "Preparing Students and Families for the Transition to College." Broadcast on South Carolina Educational Television Network (SCETV), Columbia, SC.

Keup, J.R. (October, 2010). "First-Year Seminars: Implications of National Data for Institutional Practice." Plenary address for Midwest First-Year Experience Conference. Elgin, IL.

Keup, J.R. (April, 2011). "The National Context of First-Year Innovations." Closing speaker for the UC First-Year Best Practices Conference. Riverside, CA.

Keup, J.R. (June 2011). Invited faculty and presenter for the AAC&U Institute on High-Impact Practices and Student Success. Burlington, VT.

- **KPI 3(f)iv:** Report of engagement and professional service (e.g., presentations, proposal reviewers, conference committee service) for events, conferences, and professional development opportunities other than ones sponsored by or in partnership with the NRC.

Progress/Status Update: Staff of the National Resource Center engaged in engagement and professional service at other events and professional development opportunities in the following ways:

- **Presentations:** *The Center has had a substantially productive year presenting on NRC research and publications at professional development events and national conferences, including: the 2010 National Orientation Directors Association (NODA) Conference in St. Louis, MO (1 concurrent session); the 2010 National Academic Advising Association (NACADA) Conference (1 exhibitor session); the 35th Annual Meeting of the Association for the Study of Higher Education in Indianapolis, IN (1 roundtable session); the 17th National Conference on Students in Transition in Houston, TX (1 concurrent session); the Midwest First-Year Experience Conference in Elgin, IL (plenary and 1 educational session) the National Institute for the Study of Transfer Students (NISTS) (1 concurrent session); 30th Annual Conference on The First-Year Experience in Atlanta, GA (2 concurrent research sessions); the 2011 NASPA Annual Conference in Philadelphia, PA (2 concurrent research sessions); the 2011 ACPA Convention in Baltimore, MD (1 concurrent*

session); the 2011 Annual Convention for the American Association of Community Colleges (1 research session), and the 51st Annual Association for Institutional Research (AIR) Forum (1 roundtable).

- *Service: Jennifer Keup & Ryan Padgett served as proposal reviewers and Jennifer Keup served as a session chair for the for the 2011 Association for the Study of Higher Education (ASHE) Conference. Ryan Padgett also reviewed proposals for the 2011 Association for Institutional Research (AIR) Forum. Jennifer Keup is an invited faculty member for the AAC&U Institute on High Impact Practices and Student Success. Tracy Skipper was a reviewer of research proposals for the 2011 ACPA Convention. Finally, M. Stuart Hunter was editor of the NACADA Region 3 e-newsletter.*

KPI Method(s): *Development, dissemination, and analysis of Center staff survey on teaching, service involvement, and professional development activity outside of Center activities.*

Goal No. 4: Optimize the impact of the National Resource Center's organizational identity in communicating its mission, goals, and core commitments.

Aligned with Division Outcomes: Initiatives 4(a) and 4 (b) are related to Division Goal 4 Outcome A (*SA/AS develops and disseminates high-quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Initiative 4(a): Update and enhance the National Resource Center's brand and organizational identity.

Key Performance Indicator(s):

- **KPI 4(a)i:** Implementation of a dissemination plan for the Center's new statements of vision, mission, and core commitments to the greater FYE and SIT network connected to the work of the Center.
- **KPI 4(a)ii:** Updated Departmental Policy Manual and Center Style Manual for staff use of statements of vision, mission, and core commitments.

Progress/Status Update for KPI 4(a)i-4(a)ii: The Center's new statements of vision, mission, and core commitments were reviewed and approved by NRC staff and Advisory Board members. At around the same time, the Center started work with an outside marketing firm (The Bounce Agency). One of the products of the Center's efforts with the outside marketing firm was an assessment of the Center's current brand identity and the creation of a Brand Platform and Positioning Statement, which was presented to the NRC Leadership Team in spring 2011. Through this process, the Center has also identified a new logo and color palette that is being implemented into the organizational identity starting June 2011. Plans and policies regarding release of the new statements of vision, mission, and core commitments to external audiences will resume following further discussion to identify the best methods to ensure that this is done in a manner consistent with the new brand platform and positioning statement.

- **KPI 4(a)iii:** Identification of options and a tentative timeline for an update of the Center's name as well as proposed implementation plan for the transition.
- **KPI 4(a)iv:** Report of market research with the Center's network to gather reactions to the options for an update of the Center's name.

Progress/Status Update for KPI 4(a)iii-4(a)iv: The Center started work with an outside marketing firm (The Bounce Agency) in Fall of

2010. One of the products of the Center's efforts with the outside marketing firm was to enhance or evolve the current logo so that it is consistent with the new vision-mission-and core commitments statements and the new brand platform and positioning statements. The Bounce Agency presented 11 designs for review in March, 2011. After collaborative work to identify the best options, Center staff decided on the most appropriate logo concept presented by The Bounce Agency, which incorporates the full name of the Center and the University of South Carolina. As such, the Center will not be changing its name and, instead, will be building a portion of its visual identity (i.e., new logo) upon its name. After modifications to design details, the logo was deemed ready for implementation, which will begin June 1.

KPI Method(s): Development, dissemination, and analysis of a market survey to Center Advisory Board, affiliates, and general network about potential name options for update of the Center's name as well as other elements of the Center's organizational identity.

Initiative 4(b): Enhance media coverage of Center-sponsored activities, events, and resources.

Key Performance Indicator(s):

- **KPI 4(b)i:** Establish schedule and dissemination strategy for press releases from the Center.

Progress/Status Update: The National Resource Center continues to use the recipients of its longstanding recognition program, Outstanding First-Year Student Advocates (co-sponsored by Cengage), and the Paul P. Fidler Research Grant as the foundation for its primary press releases. The press release for the 2010 Paul P. Fidler winner was scheduled strategically to coincide with the National Conference for Students in Transition to also promote that professional development opportunity as well as other research activities with the Center. Additionally, the four finalists were included in the materials for the press as well as the winner in an attempt to broaden the scope and appeal of the information for the media. Press information for the ten 2011 Outstanding First-Year Student Advocates was released close to the 2011 Annual Conference on The First-Year Experience in order to also bring media attention to that meeting. The Center also used the fact that the 2011 Annual Conference on The First-Year Experience was the 30th anniversary meeting as a way to generate media attention for the event. While major media outlets did not attend or provide coverage of the event, social media outlets were used to distribute coverage of the event.

- **KPI 4(b)ii:** Utilization report of Division and USC media outlets for Center marketing and public relations activities.

Progress/Status Update: The Center worked with Division and University media outlets for the fall 2010 press release on the 2010-2011 Paul P. Fidler Research Grant finalists and recipient as well as for the 2011 Outstanding First-Year Advocate winners. Throughout the year, Center staff members have kept in touch with these offices to explore and pursue other media opportunities.

- **KPI 4(b)iii:** List of contacts with regional and national media representatives and summary of NRC coverage in these outlets.

Progress/Status Update: The Center maintains a database of contacts from regional and national media. The database grows when Center leadership is contacted by media contacts for interviews and comment and as the result of research for press releases. A full list of media contacts as well as examples of coverage in media outlets is available upon request.

KPI Method(s): Development and analysis of project management system for public relations and media activities for the Center.

Initiative 4(c): Maintain and enforce the service-marked phrase “First-Year Experience” as a descriptor for the activities in support of first-year student success at the NRC and in the field of higher education.

Key Performance Indicator(s):

- **KPI 4(c)i:** Renew the service-mark for the phrase “The First-Year Experience” maintained by the NRC.

Progress/Status Update: The Center is in communication with the assigned law firm to renew this service-mark. The renewal process is in progress and is anticipated to be completed by end of fiscal year 2011.

- **KPI 4(c)ii:** Evaluate and update the process of addressing requests for the service-mark phrase.
- **KPI 4(c)iii:** Evaluate and update the process of managing its appropriate usage in the field at large.

Progress/Status Update for KPI 4(c)ii-4(c)iii: It was the goal of the Center to automate the requesting process for the FYE service-mark phrase via a web-based process and managed with a customized database. However, due to the low number of requests, staffing limitations, and higher priority IT projects, this project has been

postponed indefinitely and requests will be managed via the existing procedures.

KPI Method(s): Development and analysis of submission and management database for requests made to the Center for use of the service-marked phrase “First-Year Experience.”

Goal No. 5: Engage in effective use of technology to strengthen our connection with our constituency and to streamline the creation and dissemination of publications, research, and professional development events.

Aligned with Division Outcomes: Initiatives 5(a) through 5(e) relate to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Initiative 5(a): Continue to implement E-Commerce technology for conference, institute, and continuing education registrations and publication purchases.

Key Performance Indicator(s):

- **KPI 5(a)i:** Summary report of implementation process.

Progress/Status Update: The National Resource Center collaborated with University Technology Services (UTS) to develop and implement online E-Commerce registration forms for both of the NRC-sponsored Institutes in 2010, "Sophomore Student Success" and "Peer Educators," with great success. This process included implementing the payment modules to manage credit card, check and purchase order transactions for each registration form and the development of reporting mechanisms and exporting capabilities in the payment modules. These E-Commerce forms are being used as the template for the development of online registration forms for 2011 NRC Institutes ("Transfer Student Success" and "First-Year Success in the Community College"). In addition, the IT and Conference & Continuing Education staff at the NRC collaborated with UTS to develop the first online registration form for one of our major conferences, the 24th International Conference on The First-Year Experience, which is currently live on the NRC website.

Unfortunately, the Bursar's office recently informed us that we need to discontinue our efforts toward larger-scale E-Commerce implementation, most notably for our largest conference (i.e., Annual First-Year Experience Conference) and in development of a publications shopping cart, while the University updates current IT systems. This delay in our implementation schedule does not allow us maximize efficiencies and cost effectiveness in our business operations, keeps us from engaging in customer-service business practices, continues our reliance upon outdated technology and database systems that are no longer supported, and risks our relevance in a market where E-Commerce is standard practice.

- **KPI 5(a)ii:** Number of transactions via E-Commerce for conferences, institutes, and continuing education registrations and for publications.

Progress/Status Update: The number of transactions/registrations processed using E-Commerce for the Institute for Peer Educators was 68 and the number of transactions/registrations processed via E-Commerce for the Institute on Transfer Student Success was 42. Currently, E-Commerce registration forms have been developed for the 2011 International Conference on The First-Year Experience and the Institute in fall 2011 Institute on First-Year Student Success in the Community College; both forms have been launched and are currently accepting online registrations.

Initiative 5(b): Pending the full implementation of E-Commerce technology for publication purchases, continue to refine current processes to make them more user-friendly.

Key Performance Indicator(s):

- **KPI 5(b)i:** Creation of pdf order forms for all new publications.

Progress/Status Update: The release of all new National Resource Center publications in FY 2010-2011 has been accompanied by an interactive pdf order form, which can be downloaded from the online catalog description. See <http://www.sc.edu/fye/publications/rr/index.html> for an example.

- **KPI 5(b)ii:** A redesigned order form that allows customer to indicate items to be purchased before entering customer and payment information.

Progress/Status Update: The Center's online order form was redesigned to allow entry of items for purchase prior to customer information. Unfortunately, this order form is no longer operational, following a server crash in early April. The IT staff is currently building a new online catalog for publications that will have "add to cart" functionality, which will streamline the order process for customers. This new catalog is scheduled to go live in early July, 2011. In the interim, customers will use a pdf order form.

Initiative 5(c): Create online and web-based channels for submission, communication, project management, and feedback between the Center and its network.

Key Performance Indicator(s):

- KPI 5(c)i: Development of online tool for data services, data requests, and data access proposals for Center survey data.
- *Progress/Status Update: Given the extension of the implementation timeline for the dissemination and promotion of procedures and electronic forms to request Center data services, research requests, and data sharing (as reported fully in KPI 2(f)i), development of an online tool to receive and manage these requests has been postponed until the 2011-12 Blueprint cycle.*
- KPI 5(c)ii: Continue development of online database for the *Journal* to facilitate electronic submissions of new manuscripts, track progress of manuscripts through the review process, and facilitate communication with authors.

Progress/Status Update: Work on the Journal submissions database continues. NRC staff from the IT and Publications areas of the organization collaborated to develop and implement an online web-driven database for Journal submission, and it is currently used to track all manuscripts transactions with report capabilities. This process also generated an online web-driven review process that will allow reviewers to submit feedback on Journal manuscripts. The online review process is currently in test mode and is scheduled to go live sometime in summer 2011. In order to create automatic e-mail status notices to authors, a new computer was purchased and software installed for the administrative assistant for the Journal. Training on the software and drafting of the automatic alerts have not yet been completed.

- KPI 5(c)iii: Refinement and enhancement of databases for Senior-Year, Transfer-Year, and Grad-Year resources pages.

Progress/Status Update: The IT staff of the National Resource Center refined and enhanced the database and website by adding more functionality such as adding, deleting and updating records within the database. In addition, the search function was expanded in the database and website in order to have more filters in the Senior, Transfer-Year, and Grad-Year resource pages.

- KPI 5(c)iv: Development and implementation of an online submission and review process for the Paul P. Fidler Research Grant.

Progress/Status Update: The process to automate and create a database system for the online submission and review processes for the Paul P. Fidler research will begin summer 2011.

- **KPI 5(c)v:** Development and implementation of an online submission and review process for the Outstanding First-Year Advocate award campaign.

Progress/Status Update: The NRC successfully implemented an online submission database, with a reporting mechanism, for the Outstanding First-Year Advocate Award for the 2010-2011 campaign. However, due to other projects that claimed the attention of the NRC information technology staff, the review process for the award campaign has not been implemented. We plan to have the review process in place for the 2011-2012 award campaign.

- **KPI 5(c)vi:** Development of a project management database to schedule and track progress of editing and design work for projects in the publications area.
- *Progress/Status Update: The IT and Publications staffs collaborated to develop and implement an online web driven project management database for tracking progress of editing and design work for projects in the publications area. This database also has report mechanism.*

Initiative 5(d): Enhance the utilization of social media tools to facilitate online public relations and marketing presence for the Center.

Key Performance Indicator(s)

- **KPI 5(d)i:** Number of NRC Facebook fans.

Progress/Status Update: As of May 5, 2011, the National Resource Center for The First-Year Experience and Students in Transition Facebook page had 992 fans. We are hopeful of reaching our goal of 1,000 fans. Enhanced Facebook functionality has allowed for use of a Center Facebook URL: <https://www.facebook.com/fyesit>.

- **KPI 5(d)ii:** Include access information for Facebook Fan Page on other NRC marketing material in an effort to grow fan base.

Progress/Status Update: As appropriate, this information has been integrated into National Resource Center marketing materials that are developed or reprinted in fiscal year 2010-2011. Further, the link to the Facebook page is featured prominently on the homepage of the National Resource Center website.

- **KPI 5(d)iii:** Utilization of Facebook Fan Page to distribute marketing and public relations messages.

Progress/Status Update: Throughout the year, the Center has used the Facebook page as an auxiliary distribution outlet to provide promotional information about upcoming events, release of new publications, new issues of ToolBox and E-Source, and the Paul P. Fidler Research Grant; to re-post FYE and students in transition coverage in other media outlets; and to send public relations messages and announcements.

- **KPI 5(d)iv:** Addition of video to Facebook Fan Page.

Progress/Status Update: The National Resource Center has established a YouTube Channel and is working to add additional video content to the YouTube Channel that can feed into the Center's Facebook page.

- **KPI 5(d)v:** Use of Facebook capabilities for facilitation discussion within the Center network.

Progress/Status Update: While we initially planned to encourage participants in the 30th Annual Conference on The First-Year Experience to post thoughts on the National Resource Center's Facebook Fan Page throughout the conference, this tactic was reconsidered in light of the functionality available through Twitter hash tagging methods. Instead, we created a hash tag for the conference that attendees were able to use, which serves as a more useful method of facilitating discussions within the network.

- **KPI 5(d)vi:** Analysis of other social media tools (e.g., Twitter, YouTube, Blogging) for use as additional marketing and public relations outlets for the National Resource Center.

Progress/Status Update: The National Resource Center started a Twitter account and set up a "hash tag" for the 30th Annual Conference on The First-Year Experience to facilitate microblogging and communication regarding the event. The Center also registered for a YouTube account and began posting materials in Spring 2011.

KPI Method(s): Evaluation of Facebook analytic tools.

Initiative 5(e): Enhance the navigability and utility of the online resources for Center conferences, institutes, and other events, including online programs, the online event scheduler, and the presentation center of the NRC website.

Key Performance Indicator(s)

KPI 5(e)i: Improvement of interactive schedule planner to increase its usefulness for conference attendees.

Progress/Status Update: Due to staff and time limitations, the interactive schedule planner has undergone only minor improvement. Staff from the IT and Conference and Continuing Education areas of the organization have met to identify software options for purchase as well as specifications to build an event scheduling database in-house. However, the enhancement of this resource for conference attendees remains a priority for the remainder of this fiscal year as well as an ongoing item for the next Blueprint cycle.

KPI 5(e)ii: Redesign of event presentation center to allow for ease in searching for event type, presenters, speakers, or topics.

Progress/Status Update: Due to staff and time limitations, the event presentation center has not yet been redesigned. However, it remains a priority for the remainder of this fiscal year as well as an ongoing item for the next Blueprint cycle.

KPI 5(e)iii: Investigate the development of interactive conference program beyond the pdf that is currently posted to the NRC web site.

Progress/Status Update: Due to time limitations, there has not yet been an investigation into the development of an interactive conference program.

KPI Method(s): Analysis of Google Analytics and feedback from conference participants.