

*2010 Blueprint for Service Excellence
Final Performance Report*

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

University of South Carolina Columbia

updated May 24, 2010

Departmental Mission Statement

Our mission is to support and advance efforts to improve student learning and transitions into and through higher education.

Strategic Goals

Goal No. 1 - Advance and support a global community of educators who promote student success, learning, and development.

Analysis of Goal Achievement: The activities of the National Resource Center in this area--particularly those related to conference &, continuing education, publications, and recognition programs--met or made significant progress toward all of the initiatives included in this goal. Analyses of registration and satisfaction statistics for our events met or exceeded our goals for all of professional development events except one (2009 Students in Transition), despite the fact that higher education budgets, and especially travel funds, have been cut significantly. Further, our ability to continue to produce high-quality print and online resources in support of our mission also illustrates our success on goal achievement, including the publication of two new titles (one guide and one monograph), a new online free newsletter (Toolbox), the continued success of our periodicals, and a full development pipeline for new publications. The fact that responses to all of our recognition programs exceeded our 2008-2009 benchmarks is another sign of success toward this goal. Finally, our ability to plan for 2010 new professional development opportunities such as two Institutes, and a national recognition program for excellence in first-year teaching as well as the advancement of our efforts to create online courses are other examples of goal achievement.

Some areas for focus in the future include continued efforts toward online learning opportunities, which were delayed in 2009-2010 because of a failed RFP process, a critical analysis of our National Conference on Students in Transition (the only NRC meeting to not meet the levels set for the year), and ongoing attention to our efforts to increase submissions to our scholarly journal. However, overall, we are very pleased with our achievement of this goal, particularly in light of declining higher education budgets and travel funds. Professionals in our field are putting their limited funds toward the issues that they really value and, clearly, the mission and activities of the Center fall into that category. This level of national exposure for the Center and the

University of South Carolina help advance the Division's goals for professional development and bring positive attention to the university.

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

Analysis of Goal Achievement: The National Resource Center had very high aspirations for our research and assessment activities in 2009-2010. Within a few short months of submitting this year's departmental planning blueprint, two members of the NRC staff who were instrumental to the pursuit of our research and assessment initiatives left to pursue other professional opportunities. Through reorganization and effective hiring, we will enter FY2011 with a full staff in the Research, Grants, and Assessment area of the Center. However, these staff vacancies (for most of 2009-2010 while a reorganization and a successful national search were realized) have severely limited our progress on this goal in the current year. Rather than try to address all of these initiatives with such a diminished research staff, the NRC leadership decided to prioritize a few of our research and assessment activities for the 2009-2010 year and postpone others to 2010-2011, including charting a multi-year research agenda for the NRC; making accessible procedures for NRC data services, research requests, and data sharing; and the first-year assessment listserv essay series. However, for those projects that were maintained as research/assessment priorities for 2009-2010, we experienced a great deal of success toward our overall department goal to "develop and practice methods of research and assessment that guide improvement." More specifically, we administered the 2009 National Survey of First-Year Seminars, which yielded a larger sample than for previous administrations; proposed and presented two research presentations at conferences sponsored by the National Resource Center and six research sessions at other national conferences; awarded the 5th Paul P. Fidler Research Grant; and acquired the first research grant in the history of the Center (a small grant award from The Spencer Foundation). In addition to advancing Blueprint Goal No. 2 for the National Resource Center, these activities also advanced Division outcomes to promote staff engagement with scholarly activities and development toward campus and national visibility and expertise.

In the next year, our unit looks forward to revisiting the initiatives that were initially set forth in support of this goal and that were postponed due to lack of human resources.

Goal No. 3 - Engage in constituent outreach and foster the development of relationships between the Center and members of our international network.

Analysis of Goal Achievement: The Center experienced continued and even heightened success in the development and maintenance of relationships with other organizations (both for-profit and not-for-profit), national experts in our area, as well with members of our network. The NRC's success as an exhibitor and presenter at other national conferences, the strong presence of exhibitors (including many new companies and organizations) at NRC-sponsored events, the number of successful ongoing and new publication partnerships with other national organizations, the high acceptance rate to our invitations for co-hosting institutions for our conferences, and the development of resource-sharing agreements with the organizers of regional meetings are key indicators of goal achievement in this area. Further, we have successfully increased our communication with our Advisory Board and former Outstanding First-Year Advocates and engaged them in our work in meaningful ways (e.g., consultants, content experts for Institutes, and reviewers for Paul P. Fidler Grant proposals, conference proposals, and award nominations, etc.). These efforts not only supported the NRC's Blueprint Goal No. 3 but also are directly related to the Division outcome to "provide opportunities to collaborate with other entities and educational institutions."

While we met most of our benchmarks for success with respect to the presence of our constituency base that focuses on transitions outside of the first-year experience, this is the area that most needs our continued attention in future strategic planning and blueprint cycles. We have created the channels for involvement from these colleagues but are still working to increase the response to these opportunities. While this is partially a job of effective promotion and engagement, we must be aware that the economy affects these programs and the professional involvement of the educators therein. As other transition programs are often not as institutionalized as FYE, it is probable that they are more negatively impacted by budget constraints, thus limiting their ability to become engaged in these professional development opportunities.

Goal No. 4 - Optimize the impact of the NRC organizational identity in communicating the mission, goals, and values of the Center.

Analysis of Goal Achievement: The Center has experienced moderate success in our efforts to optimize the NRC organizational identity through the identification of logo concepts, contracting with an external marketing firm, refinement of the NRC mission statement, and the process of drafting a vision statement and core commitments.

One of the areas that resulted in both successes and challenges with respect to the achievement of this goal was our attempts to increase the public relations and media coverage of Center activities. We made significant headway in forging contacts with local, regional, and national media outlets. However, these relationships did not yield the media coverage that we had hoped to achieve. We feel that this is due to two primary reasons. First, relationships with the media often need time to develop and mature before they yield consistent coverage; thus, we should consider our efforts this year as "first steps" in what is actually a multi-year process. Second, higher education has been an area of media coverage that has been drastically diminished as

newspapers and other media outlets have managed their own budget cuts. Going forward we will continue to nurture our relationships with our growing database of media representatives and target our efforts and outcomes on specific higher education media outlets rather than general media. Finally, our future efforts will need to focus on the balance between NRC organizational identity and the University of South Carolina branding to effectively address the relationship between the Center and the University.

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

Analysis of Goal Achievement: The National Resource Center has made incredible process toward the achievement of the initiatives that we set forth in support of this goal, including the implementation of Sharepoint and development of databases to enhance internal communication and organizational effectiveness. Further, effective use of social media technologies has increased the scope of the NRC's connection with our external network and enhanced online submission systems help our interaction with members of our national and international network. While we are excited by these advancements, the initial launch of E-Commerce in NRC activities represents the early phases of achievement of not only Goal No. 5 of the 2009-2010 Blueprint but a ten-year ongoing effort to incorporate this technology into NRC financial transactions. E-Commerce was first introduced in January, 2010, and has the potential to provide numerous benefits including, enhanced customer service, increased efficiency, 24 hour a day/7day a week service and access, collection of market data, and more efficient use of staff time.

Overall, the focus of our IT efforts in the coming year will be to continue to effectively use and expand our use of technology, particularly E-Commerce, such that all areas of our organization are operating at full effectiveness in support of our own goals and the Division Outcome to provide excellent service to constituents.

Goal No. 1: Advance and support a global community of educators who promote student success, learning, and development.

Initiative 1(a): Continue to provide high-quality professional development and education opportunities for the campus, state, national, and international communities to support a global community of educators.

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- A summary report of the three ongoing conferences hosted by the National Resource Center in 09-10, 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 hosted the 22nd International Conference on The First-Year Experience on July 20-23 in Montreal, Quebec with 372 participants and 106 sessions on the program and Betsy O. Barefoot serving as the keynote speaker; the 16th National Conference on Students in Transition on November 6-9, 2008, in Salt Lake City, UT with 204 participants and 58 sessions on the program, Marci Levy Shankman serving as the keynote speaker, and Lee Cuba giving the plenary address; and the 29th Annual Conference on The First-Year Experience on February 12-16, 2010, in Denver, CO with 1,290 participants and 242 sessions on the program, George Kuh serving as the keynote speaker, and Karen Kurotsuchi Inkelas giving the plenary address. Full programs, handouts, and other conference materials are available on the "Presentation Center" portion of the NRC website at: <http://www.sc.edu/fye/events/presentation/index.html>.

When compared to attendance rates from the 08-09, 09-10 conference registrations for Students in Transition conference were down by 67. Registrations for the international conference were up by 20 participants from 2008 but down significantly from the last time the conference was held in Canada (in 2006) and registrations for our Annual conference held steady between 2009 to 2010 (1,296 and 1,290 respectively). Given the current economic constraints, we were generally pleased by our registration numbers, particularly for our International and Annual meetings. At this time, it appears that higher educators are putting their limited funds toward the issues that they really value and, clearly, the first-year experience falls into that category.

Evaluation feedback for all of our events was positive. For example, 97% of evaluation respondents rated the overall conference experience at the International Conference on The First-Year Experience as “good,” “very good,” or “excellent”, 93% rated the 16th National Conference on Students in Transition similarly, and 94% rated the Annual Conference on The First-Year Experience in these highest categories. Additional evaluation reports are available upon request.

- A summary report of the First-Year Assessment Institute offered in Fall 2009, 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 First-Year Assessment was held on October 10-12, 2009 in Charlotte, NC with 105 registrants and 18 sessions on the program and a faculty of 17. Institute evaluations indicated that 91% indicated the institute met their expectations.

- Establishment of benchmark attendance rates of undergraduate and graduate students at NRC conferences.

Progress/Status Update: Six undergraduate students and six graduate students attended the 2009 National Conference for Students in Transition in Salt Lake City, UT and 35 undergraduate students and 28 graduate students attended the 2010 Annual Conference on The First-Year Experience. We do not offer a student rate for our International Conferences on The First-Year Experience so we were unable to determine these benchmarks for that meeting.

KPI Method: Analyses of conference registration database, registration trends, and conference evaluations.

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

Aligned with Division Outcomes: Related 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*).

Key Performance Indicator(s):

- A multi-year planning outline of new Institutes based on the analysis of participant responses to event evaluations, an evaluation of topics addressed by NRC constituents on the Center’s listservs, an understanding of current issues in higher education, and the needs of educators in our current and emerging networks.

Progress/Status Update: We successfully held the Institute on First-Year Assessment in Fall, 2009 and developed two Institutes on new topics scheduled for 2010. the first, the Institute on Sophomore Student Success was held April 11-13, 2010, in Savannah, GA.

The second, the Institute on Peer Educators, is scheduled for October 17-19, 2010, in Indianapolis, IN. We are currently developing the content and recruiting a faculty in support of that Institute. Finally, we have slated an Institute on Transfer Student Success for Spring 2011 in Costa Mesa, CA and identified Florida as our prime location for an Institute on the First-Year Experience in Community Colleges for Fall, 2011. Finally, we have identified a list of current and new topics and potential cycle of offerings for two or three institutes per year in 2012 that includes consideration of a new Institute on the Role of Librarians in the First Year of College and offering our previously successful Institute on First-Year Seminar Leadership as well as the Institute on Sophomore Student Success.

- A summary report of a new Institute on Sophomore Success offered in Spring 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 National Resource Center hosted the inaugural Institute on Sophomore Student Success on April 11-13, 2010, in Savannah, GA with 104 registrants; 9 program sessions; and a faculty of 9. The evaluation for this new institute was designed in the form of open-ended items. Responses have been reviewed and indicate generally positive feedback. However, emergent themes are being further analyzed to confirm program effectiveness. .

- A completed contract with an online education service provider and a planning and marketing schedule for an online educational series to launch in Summer of 2010.

Progress/Status Update: Unfortunately, the initial RFP did not yield any responses so it was put out to bid again, thus delaying the timeline for this project by approximately three months. The second call received three proposals, which a five-person committee of NRC staff have reviewed and selected the preferred provider. We are currently in the process of working with our colleagues in the USC Purchasing Office to submit our questions and negotiate portions of the bid.

- A multi-year planning outline of online course & webinar curriculum.

Progress/Status Update: An initial planning document of course possibilities has been developed and is being investigated to establish our priorities and schedule of online offerings. Since the types of online courses and curriculum we can offer online is tied to the capabilities of the provider we choose, this process has been delayed slightly.

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

Initiative 1(c): Support recognition programs for excellence in providing and advancing efforts to improve student learning and transitions into and

through higher education in the campus, state, national, and international communities.

Aligned with Division Outcomes: Related 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*).

Key Performance Indicator(s):

- 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 NRC received 97 nominations for the 2009-2010 Advocate First-Year Student Advocate campaign (up from 84 nominations for the 08-09 campaign). Ten award recipients were selected and recognized at an Awards Luncheon at the 2010 Annual Conference on The First-Year Experience, on the NRC website (<http://www.sc.edu/fye/centerinitiative/advocates/currentyear/index.html>), in the March issue of our online newsletter *E-Source for College Transitions*, and in a 4"x 13½ " page display advertisement in the February 5, 2010, issue of the *Chronicle of Higher Education*.

- Number of nominees and list of recipients for the 3rd Annual Undergraduate Fellowship award.

Progress/Status Update: This past year, the NRC sponsored the 3rd annual Undergraduate Student Fellowship Award. Five recipients were selected from 44 applications and nominations (an increase from the 35 nominations received in 2009) and were acknowledged at the plenary session on February 15, 2010, and in the program of the 29th Annual Conference on The First-Year Experience in Denver, CO.

- Number of nominees and list of recipients for the AIR Fellows at the First-Year Assessment Institute.

Progress/Status Update: The NRC received 16 nominations for the 2009 AIR (Association for Institutional Research) Fellowship at the First-Year Assessment Institute, which is an increase from 7 nominations received in 2008. The five recipients of the AIR Fellowship were acknowledged at the Institute and were featured in the January issue of our online newsletter, *E-Source for College Transitions*.

- A fully-developed program of recognition for a new "Excellence in First-Year Teaching" award (co-sponsored by McGraw-Hill) for announcement at the 2010 Annual Conference on The First Year Experience, including a completed contract with the co-sponsor, fully-developed award criteria and review process, and a planning and marketing schedule.

Progress/Status Update: The criteria as well as the nomination and selection processes were developed for this new recognition program, which was renamed the “Excellence in Teaching the First-Year Seminar Award.” The contract outlining the terms of the partnership between McGraw-Hill and the NRC has been fully executed. The recognition award was announced at 2010 Annual FYE Conference, a promotional piece has been prepared, and the website for the award has been set up.

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

Initiative 1(d): Fully implement and assess a revised online conference proposal review process to create a more effective and efficient review of proposals.

Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s):

- Satisfaction rate drawn from an evaluation sent to reviewers regarding the revised process and proposal criteria.

Progress/Status Update: Evaluations were sent to proposal reviewers to assess the new review procedures; responses regarding the process were overwhelmingly positive with specific logistical suggestions that were included in our refinement of the online proposal and review processes for the 2010 International Conference on The First-Year Experience.

- Results of an analysis of the reviewer timeline to set an efficiency benchmark for the revised processes.

Progress/Status Update: The percentage of reviewers who read all of their assigned proposals by the deadline was: 55% for the 2009 International Conference on The First-Year Experience; 90% for National Conference on Students in Transition 2009; and 89% for the 2010 Annual Conference on The First-Year Experience.

- Number of external reviewers that respond to the initial call to review conference proposals.

Progress/Status Update: The number of external reviewers who responded to our call for reviewers was: 5 for the 2009 International Conference on The First-Year Experience, 11 for National Conference on Students in Transition 2009, and 43 for the 2010 Annual Conference on The First-Year Experience.

KPI Method: Analysis of proposal database statistics, reviewers' evaluation feedback, and statistics reflecting response to call for participation.

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

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- Final print copy, marketing pieces, and sales numbers for newly published monographs that address topics related to the mission of the National Resource Center.

Progress/Status Update: Thus far this year, the NRC has published two new titles: *International Perspectives on the First-Year Experience in Higher Education*, edited by Diane Nutt and Denis Calderon and *A Faculty and Staff Guide to Creating Learning Outcomes* by Jimmie Gahagan, John Dingfelder, and Katharine Pei. These publications were first released in mid-February, 2010. As of April 30, 2010, we have sold 75 copies of *International Perspectives* and 3,372 copies of *Creating Learning Outcomes*. In addition to new NRC publications, the Center collaborated with Jossey-Bass publishers to release a new book in their catalog titled *Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience*, which has sold over 1263 copies through the end of April. As a reseller, the NRC has sold 345 copies of this book as of April 30, 2010.

- Status report on editing work and production schedule for all publications in progress.

Progress/Status Update: A publications status report is updated monthly. As of May 3, 2010, 29 projects were included on this document at various stages of development and production. Currently, nine projects are in active development and four of these publications are slated for release in the 2010 calendar year. The NRC publications status report is available upon request.

- Develop table of contents and draft publishing agreements for new book-length projects.

Progress/Status Update: Five priority projects for development were identified for 2010. Due to production delays with previously slated projects, we have had limited time to identify editors/authors and negotiate publishing agreements for these projects. However, the Assistant Director of Publications is actively negotiating publishing agreements for two unsolicited book-length projects that were proposed earlier this year.

- Assume publication and dissemination responsibilities for *The ToolBox*, an electronic newsletter for college instructors, to include an online archive of past issues and publication of new issues.

Progress/Status Update: The NRC created a new look for the newsletter and designed the web site in Summer 2009. Old issues have been archived on the NRC web site. Six new issues have been produced.

- Establish benchmarks for readership of *The ToolBox*, as a new NRC resource.

Progress/Status Update: As of April 26, 2010, we had 596 registered subscribers for the ToolBox.

- Launch development of five-volume series of books on designing, implementing, and assessing first-year seminars.

Progress/Status Update: Authors and topics have been identified for all five volumes and contracts have been prepared and signed for authors outside of NRC staff. Outlines for all volumes have been received and reviewed. The first drafts of the first two volumes were received in April and will be reviewed in June.

KPI Methods: Analyses of data from publications project database, calendar, sales database, and contract files.

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

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- Number of subscriptions to the *Journal* resulting from the development and implementation of a regular marketing schedule for the *Journal* to include direct mail pieces, advertisements in select periodicals, insertions in NRC conference packets, electronic marketing, and exhibit placements.

Progress/Status Update: In 2008-2009, the Center relied upon a large-scale direct mail marketing campaign (30,000 mailed pieces) to promote the Journal. In 2009-2010, the NRC continued a targeted marketing campaign to increase the subscription base of the Journal. Early in fall, 2009, we decided that it would be more economical and efficient to conduct Journal promotion primarily through conferences and exhibits and to decrease direct mail marketing. We designed a marketing piece that featured both subscription and submission information for the Journal and approximately 2,000 copies of this piece have been distributed via NRC-sponsored conferences (the 22nd International Conference on The First-Year Experience, the 16th National Conference on Students in Transition, and the 29th Annual Conference on The First-Year Experience) and institutes (Institute on First-Year Assessment and Institute on Sophomore Student Success) as well as at seven different regional and national

conferences where the NRC has exhibited. Further, the Journal was featured in two different advertisements in the programs of other national meetings where the NRC was not present as an exhibitor.

We mailed the Fall 2009 issue of the journal to 494 subscribers, and the Spring 2010 issue was mailed to 521 subscribers, which was up about 3% from Spring 2009. From May 2009 to April 2010, we sold 526 subscriptions to the journal, which was up 6% from the same period in 2008-2009. Institutional subscriptions to the journal increased 5% during this period. As of April 13, 2010, 69% of subscribers whose subscription ended with the Fall 2009 had renewed their subscription, suggesting that the majority of subscribers value the content of the journal.

- Number of submissions to the Journal resulting from intentional outreach to communities of researchers, both within the current NRC network (e.g., research presentations at Center-sponsored conferences, individuals who purchase research-based NRC 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: In FY 2008-09, we had 28 submissions to the Journal. Of those 23 dealt with first-year students, 2 did not specify a population, and 3 dealt with a range of student populations from first-year to senior. From July 1, 2009 to May 1, 2010, we have had 24 submissions to the Journal. Of those, 22 dealt with the first year, 1 focused on the senior year, and 1 focused on a range of transitions from the first to the senior year.

KPI Methods: Analysis of subscription and submission database for the Journal of The First-Year Experience & Students in Transition.

Initiative 1(g): Increase readership of *E-Source for College Transitions*, the online newsletter for the National Resource Center.

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- Number of new subscriptions to *E-Source* resulting from the development and implementation of a regular marketing schedule for *E-Source* to include direct mail pieces, advertisements in select periodicals, insertions in NRC conference packets, electronic marketing, and exhibit placements.

Progress/Status Update: In November of 2009, the Center released a newly-designed marketing piece that included both submission and subscription information for *E-Source*. About 1,200 copies of this new marketing piece have been distributed via NRC

conferences, exhibitor opportunities, and other assorted promotional opportunities. More specifically, as part of an ongoing marketing campaign for E-Source for College Transitions, print pieces promoting both subscriptions and submissions were distributed at all three 09-10 NRC Conferences (the 22nd International Conference on The First-Year Experience, the 16th National Conference on Students in Transition, and the 29th Annual Conference on The First-Year Experience), in the participant materials for both NRC-sponsored Institutes (Institute on First-Year Assessment and Institute on Sophomore Student Success), and at all seven 09-10 national and regional exhibit opportunities for the Center. E-Source has also been featured on other marketing pieces distributed throughout the year.

As of May 3, 2010, E-Source circulation was 152 as compared to 158 in April 2009. However, because there are multiple subscription packages that do not follow the fiscal year reporting of the blueprint (e.g., multi-year subscriptions), it is important to also look at subscription sales in addition to circulation. Subscription sales for May 09 through April 2010 were 128, which was significantly lower (18%) than the 156 subscriptions that the Center sold for E-Source between May 2008 to April, 2009.

- Ratio of E-Source content submissions from outside contributors (i.e., not NRC staff members) as compared to those generated by NRC staff.

Progress/Status Update: In the first five issues of volume 7 of E-Source, we published a total of 30 articles. Of those, 19% were written by NRC staff members. Another 46.6% were generated through direct invitations as a result of listserv posts or conference presentation, and 10% were unsolicited. These numbers will serve as a benchmark for future issues of E-Source.

- Number of downloads of E-Source issues by communicating regularly with subscribers about account activation and management and the availability of new content.

Progress/Status Update: We had a total of 991 full-text downloads of E-Source across all issues from May 2009 to April 2010 compared to 1,040 full-text downloads for the same time period in 2008-2009, for a 5% decline in readership.

- Establishment of benchmark for E-Source renewals.

Progress/Status Update: Despite an early renewal incentive of 2 free issues, renewals have steadily declined from a high of 49% for the November 2009 issues to 14% for the March 2010 issue. Given the declining subscription sales, readership, and renewals for this publication, we are currently exploring options for radically changing the publishing model.

KPI Methods: Analysis of subscription and submission database for E-Source for College Transitions .

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

Initiative 2(a): Enhance the research reputation of the National Resource Center.

Aligned with Division Outcomes: Related to Goal 5 Outcome A *(SA/AS supports and encourages development toward campus and national visibility and expertise.)*

Key Performance Indicator(s):

- Number of research sessions proposed and accepted for NRC conferences.

Progress/Status Update: In 08-09, there were 36 proposed and 24 accepted research sessions for the 2008 International Conference on The First-Year Experience (67% acceptance rate), 20 proposed and 12 accepted research sessions for the 2008 National Conference on Students in Transition (60% acceptance rate), and 60 proposed and 29 accepted research sessions for the 2009 Annual Conference on The First-Year Experience (48% acceptance rate). In 09-10, there were 32 proposed and 23 accepted for the 2009 International Conference on The First-Year Experience (71% acceptance rate), 13 proposed and 10 accepted for the 2009 National Conference on Students in Transition (76% acceptance rate), and 59 proposed and 33 accepted research sessions for the 2010 Annual Conference on The First-Year Experience (56% acceptance rate). While the proposal rates vary from meeting to meeting, there have been higher acceptance rates for research sessions at all conferences in 2009-2010, suggesting that the quality of research proposals submitted for presentation at NRC conferences is increasing.

- Develop and disseminate print piece promoting research efforts of Center.

Progress/Status Update: Initial design concept for this piece has been completed. However, further development and dissemination has been delayed until the position of Assistant Director of Research, Grants, and Assessment is filled (May 17, 2010).

- Present findings from NRC research via sessions at NRC professional development events and at other national conferences.

Progress/Status Update: Despite the absence of an Assistant Director of Research, Grants, and Assessment, Center staff have presented eight sessions featuring NRC

research findings at conferences in 09-10. More specifically, the NRC leadership presented one session featuring NRC research findings at 2009 National Conference on Students in Transition and one at the 2010 Annual Conference on The First-Year Experience. Further, the Center staff and other members of the NRC Leadership Team have proposed and are presenting sessions featuring Center research findings at the 2010 annual meetings of NASPA (2 sessions), ACPA (3 sessions), and AIR (1 session).

- Implement a major promotion featuring research funded by the NRC's Paul P. Fidler Grant that begins with announcement of 2009 winner and extends through 2010 submission deadline.

Progress/Status Update: Similar to previous cycles of the Paul P. Fidler Research Grant, major promotion for the Paul P. Fidler Research Grant was initiated with the announcement of 2009 winner. Unlike previous years, the 09-10 campaign expanded its reach by targeting the print and electronic media at the institution and in the region of the three finalists as well as the winner. This PR and promotional campaign continued through the spring and end with the submission deadline in July, 2010. 6,000 brochures were printed and fully distributed through a targeted marketing plan featuring direct mail and distribution at NRC events and exhibitor opportunities at other regional and national conferences.

Initiative 2(b): Development of a revised research agenda for the next three years that incorporates current and ongoing Center research commitments as well as projects with high funding potential.

Aligned with Division Outcomes: Related to Division Goal 3 Outcome D (*Staff engagement in scholarly activities (conduct research, produce publications, deliver presentations) advances the academy and knowledge base*).

Key Performance Indicator(s):

- Development of a planning calendar of the NRC survey administration schedule and research opportunities for the next three years.

Progress/Status Update: In the absence of an Assistant Director of Research, Grants, and Assessment, a firm research agenda has not been scheduled for the next three years. However, a working schedule was established for 2009-2010 and a tentative schedule of research activities for the Center has been created for 2010-2011, including a grant-funded follow-up of the 2009 First-Year Seminar Survey, a 2011 survey of Capstone Courses and Senior-Year Initiatives, and, potentially, a partnership with the Association of College Research Libraries for a Survey of Information Literacy.

Initiative 2(c): Administer the 8th triennial National Survey of First-Year Seminars in fall 2009.

Aligned with Division Outcomes: Related to Division Goal 3 Outcome D (*Staff engagement in scholarly activities (conduct research, produce publications, deliver presentations) advances the academy and knowledge base*).

Key Performance Indicator(s):

- Number of institutions surveyed, number of responses, and survey response rate.

Progress/Status Update: These data are still being cleaned but our current estimates are that approximately 3,224 institutions received this online instrument and we received 1,029 usable surveys for a response rate of 32%. While this response rate is slightly lower than for the previous administration of this instrument (36.6% response rate for the 2006 National Survey of First-Year Seminars), we had expanded the number of institutions to which we sent the survey, thus yielding a higher number of usable surveys for the 2009 administration (2006, N=890).

- Executive summary of findings posted to NRC website.

Progress/Status Update: Because of staff vacancies in the Research, Grants, and Assessment area of the NRC, other staff members have taken on this project as an overload. As such, progress on the data analysis and write-up has been delayed on this project. An executive summary is expected to be finalized and posted to the NRC website in late Summer, 2010.

- Development of table of contents and initial draft of the content for the 2009 First-Year Seminar Survey monograph of findings.

Progress/Status Update: Because of staff vacancies in the Research, Grants, and Assessment area of the NRC, other staff members have taken on this project as an overload. As such, progress on the data analysis and write-up has been delayed on this project. A table of contents has been developed and a draft of monograph content is expected to be finalized by late Summer/early Fall, 2010.

KPI Methods: Acquire current HEDS database contacts to invite to participate in survey. Collect data in Fall 2009 and create own dataset for analyses.

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

Aligned with Division Outcomes: Related to Division Goal 3 Outcome D (*Staff engagement in scholarly activities (conduct research, produce publications, deliver presentations) advances the academy and knowledge base*).

Key Performance Indicator(s):

- Number of proposals and summary of selection process for the sixth cycle of the Paul P. Fidler national research competition.

Progress/Status Update: The NRC received 69 proposals for the sixth cycle of the Paul P. Fidler Grant, which were reviewed by 5 (internal and external) reviewers. Based upon this first-round of review, 7 proposals advanced to second round and

were reviewed by 3 (internal and external) reviewers. Four finalists were selected in this second round and were reviewed by 5 external reviewers to select the winner: Rachel Smith at Syracuse University for her study titled “Connected in Learning: A Mixed Methods Study of First-Year Students’ Academic and Social Networks.”

- A trends report of Fidler grant proposals from 2005-2006 cycle to the present.

Progress/Status Update: In its inaugural cycle (05-06), the Paul P. Fidler Research Grant generated 47 proposals. The NRC nearly doubled the number of grant proposals received in the second cycle of the grant with 93 submitted for the 06-07 Fidler competition. The third cycle, 07-08, held virtually steady with 91 proposals. However, there was a significant decline for the 08-09 grant competition with only 77 proposals submitted for review. In the most recent cycle, 09-10, the Center received 69 proposals for the Fidler Grant, which represents another small decline. Over the life of the Fidler Grant, we have seen a net gain in the number of proposals, but have not yet been able to achieve the submission rates of the second and third cycle of the grant.

- Report on past grant recipients' research progress and activities, conference presentations, and publications resulting from the Fidler-funded research.

Progress/Status Update: In May of 2010, Center staff used Student Voice to survey past Paul P. Fidler recipients to inquire about the progress, activities, and outcomes of their grant support. All five past recipients responded to the survey. These data indicated that all but the most recent recipient, whose research is still in progress, had presented on their grant-funded research at venues outside of their presentation at the National Conference on Students in Transition (an expectation of the grant). More specifically, Fidler funded projects yielded three research paper presentations, one concurrent conference session, one on-campus presentation, and a conference keynote session. Further, responses to this survey suggest that the Fidler grant awards not only fund a one-time study but that they contribute to ongoing research agendas. For example, four of the five recipients have conducted additional research on their Fidler research topic and those same recipients are working towards publications or presentations on the topic of their Fidler-supported research for release in the near future.

KPI Methods: Analysis of Paul P. Fidler proposal database and quarterly grants activity reports.

Initiative 2(e): Seek granting opportunities that support and expand the NRC research agenda.

Aligned with Division Outcomes: Related to Division Goal 3 Outcome D (*Staff engagement in scholarly activities (conduct research, produce publications, deliver presentations) advances the academy and knowledge base*).

Key Performance Indicator(s):

- Report of funding priorities and a draft of a grant application timeline.

Progress/Status Update: In the absence of an Assistant Director of Research, Grants, and Assessment, the NRC has delayed our progress on the development of a timeline for additional grant applications. This will be a priority project for the new Assistant Director who began work on May 17, 2010.

- 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: In the absence of an Assistant Director of Research, Grants, and Assessment, we have not been in a position to pursue new grant opportunities. However, there has been ongoing communication with The Spencer Foundation in support of an active grant proposal. Further, there has been continued correspondence with the Higher Education Research Institute (UCLA) in support of a partnership for a potential grant opportunity and an initial discussion with colleagues at the Association of College Research Libraries regarding a partnership on a new, potentially grant-funded, survey of information literacy.

- Administration plan and grant funding request for a follow-up survey to the 2009 administration of the National Survey of First-Year Seminars to research the link between seminar characteristics and outcomes.

Progress/Status Update: An administration plan and grant proposal for a follow-up to the 2009 administration of the National Survey of First-Year Seminars was submitted as a "Small Grant" (less than \$40,000) to The Spencer Foundation in October, 2009. We received word in January, 2010 that this project was selected for funding. The project is scheduled from August, 2010 to July 2011. A full copy of the narrative and budget for the accepted grant proposal is available upon request.

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

Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s):

- Finalize development of procedures and electronic forms for NRC data services, research requests, and data sharing and post on the NRC website.

Progress/Status Update: The previous Coordinator of Research, Grants, and Assessment developed a draft of data request and access procedures prior to her departure. Given the fact that this vacancy created a shortage of staff in this area of the NRC organization, these procedures and the corresponding campaign to promote this service has been delayed until this area is fully staffed. It is expected that we will revisit and refine these procedures in Summer, 2010 and post them to our website by the end of the calendar year.

- Number and nature of data services, research requests, and data access requests.

Progress/Status Update: Since the policies and procedures for data services, research requests, and data access requests was postponed until we are fully staffed in the Research, Grants, and Assessment area of the organization, collection of these data has been postponed.

- List of frequently asked NRC data questions and corresponding answers to be posted to research page of the NRC website.

Progress/Status Update: In the absence of an Assistant Director of Research, Grants, and Assessment—who would be the primary staff to field and respond to these inquiries—we have postponed this process.

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

Aligned with Division Outcomes: 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).

Key Performance Indicator(s):

- Solicit, edit, and release submissions to the First-Year Assessment listserv essay series

Progress/Status Update: In the absence of an Assistant Director of Research, Grants, and Assessment, the Graduate Assistant for Research, Grants, and Assessment took over the listserv essay series and oversaw the development and posting of three essays in the 2009-2010 year and has a final draft of a fourth essay ready for posting if the series is re-launched. Production of these essays has been temporarily delayed until the new Assistant Director who recently arrived (May 17, 2010) can conduct an analysis of the effectiveness of this resource for our network.

- In partnership with the USC Office of Student Engagement, adapt the USC Faculty Guide to Create Student Learning Outcomes into a publication for national sale and dissemination.

Progress/Status Update: A Faculty and Staff Guide to Creating Learning Outcomes by Jimmie Gahagan, John Dingfelder, and Katharine Pei was released in February, 2010, and was debuted for sale at the 29th Annual Conference for The First-Year Experience. It is currently part of the 2010 catalog of publications for the National Resource Center. As of April 30, 2010, we have sold 3,372 copies of this publication.

Goal No. 3: Engage in constituent outreach and foster the development of relationships between the Center and members of our international network.

Initiative 3(a): 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.

Aligned with Division Outcomes: 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.*)

Key Performance Indicator(s):

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

Progress/Status Update: The National Resource Center had an exhibitor presence at five national conferences in 2009-2010: the National Orientation Directors Association (NODA); the National Association for Academic Advisors (NACADA); ACPA, College Student Educators International; NASPA, Student Affairs Administrators in Higher Education; and the Association for Institutional Research (AIR) and two regional meetings (2009 Midwest Drive-In Conference and the 2009 Ohio First-Year Summit). Additionally, the NRC submitted advertisements in the programs for the 2009 Association for the Study of Higher Education conference and the 2010 Teaching Professor conference.

- Number of exhibition requests, number of new companies requesting exhibit space, as well as number and list of exhibitors at NRC-sponsored events.

Progress/Status Update: The NRC welcomed 4 exhibitors to the 2009 International Conference on The First-Year Experience in Montreal, Quebec; 3 of these exhibitors were new to the event (2 non-profits and one commercial company). We had 4 exhibitors (0 new) for the 2009 National Conference on Students in Transition in Salt Lake City, Utah. Finally, we were very pleased to have 52 exhibitors, 9 of which were new to the event (4 non-profits and 5 commercial companies) join us for the 2010 Annual First-Year Experience Conference in Denver, Colorado. Space limitations at the Denver hotel forced us to turn away additional applicants for exhibit space.

- Number of content and exhibitor sessions proposed and presented on NRC research, publications, and resources at other national and regional conferences.

Progress/Status Update: The National Resource Center proposed many content and exhibitor sessions at the conferences at which it planned to exhibit. We were successful with all of our proposals but one (a research session proposed for presentation at the Association for the Study of Higher Education conference). More specifically, the NRC was on the program for the annual conferences of NASPA, Student Affairs Administrators in Higher Education (2 presentations); ACPA, College Student Educators International (3 presentations), and the Association for Institutional Research (AIR) Forum (1 presentation).

- Number of co-hosting institutions and co-sponsorship agreements for three NRC conferences.

Progress/Status Update: The National Resource Center was pleased to work with 14 co-hosting institutions for our three major conferences: five co-hosts for our 2009 International Conference on the First-Year, five for our 2009 National Conference on Students in Transition, and four for our 2010 Annual Conference on The First-Year Experience. In addition, we received two co-sponsorships for the 2009 Students in Transition conference and one co-sponsorship for the 2010 Annual First-Year Experience conference.

- Number of active publication contracts in partnership with other national organizations dedicated to the mission of the NRC.

Progress/Status Update: The National Resource Center has 18 titles in print that were developed with external partners, 3 projects in active development with external partners: the National Orientation Directors Association, The Association of Deans and Directors of University College, the American Association of Community Colleges.

- Number of resource- and revenue-sharing agreements with regional meetings dedicated to the mission of the NRC.

Progress/Status Update: In 2009-2010, the National Resource Center engaged in three resource-sharing agreements with regional meetings: the 2009 Midwest Drive-In Conference on September 25, 2009 at Northern Illinois University, the 7th Ohio First-Year Summit on October 16, 2009 at the University of Cincinnati, and the 8th Annual Kent Academic Support and Advising Association meeting at Kent State University on May 18, 2010. The first two of these regional meetings each had an attendance of approximately 200 and the third had approximately 165 attendees. Further, the NRC co-sponsored the 2010 Annual Research Grant for the ACPA Commission for Admission, Orientation, and First-Year Experience (AOFYE), which was acknowledged at the AOFYE Commission Member Meeting at the ACPA Annual Convention.

KPI Methods: Analyses of: NRC exhibitor registration database; approved planning documents and follow-up reports for exhibits at other national conferences; resource- & revenue-sharing agreements and meeting information for regional partnerships; publications development and sales databases.

Initiative 3(b): 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.

Aligned with Division Outcomes: 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.)

Key Performance Indicator(s):

- Number and nature of communications with NRC Advisory Board via e-mail, at NRC events, and via videoconference board meetings.

Progress/Status Update: During the 09-10 year, there were three primary strings of formal communication with the entire NRC Advisory Board. The first was related to the Fall 2009 Advisory Board meeting, which took place via tele- and videoconference technologies on November 13, 2009, with five NRC staff and eight 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 2009, to announce the newly appointed 2013 cohort of Advisory Board members to the continuing members and to invite the Advisory Board to events at the 29th Annual Conference for The First-Year Experience, including an Advisory Board luncheon, which was attended by seven members. The final string of communication was in reference to the planning and delivery of the Spring, 2010 Advisory Board meeting (schedule and agenda development, semi-annual report, and dissemination of minutes), which took place on May 14, 2010. 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.

- Number and nature of communications with past Outstanding First-Year Student Advocate winners.

Progress/Status Update: Fourteen past award recipients served on the Proposal Review Committee for the 2010 Annual FYE Conference. Eight past award recipients served as national reviewers for the 2009-10 Advocate Campaign.

- Number of candidates for Advisory Board consideration and names of those invited to 2013 cohort of Advisory Board.

Progress/Status Update: Fifteen candidates were nominated by the NRC Leadership Team for consideration as Advisory Board members. Four colleagues in our field were invited to join the 2013 cohort of the Advisory Board: George Boggs at the American Association of Community Colleges, Paul Gore at the University of Utah, Andrew K. Koch at Purdue University, and Pamela Person at the University of Cincinnati. All four colleagues accepted our invitation to serve on the Board.

- Proposal to formalize relationships with NRC Fellows and their role in the organization.

Progress/Status Update: Given the need to fill several key personnel vacancies and engagement in a staff reorganization during 2009-2010, it became crucial to focus our attention on core staff rather than our fellows. As such, this project has been postponed until FY2011.

- Appointment of content advisor(s) from NRC staff, affiliates, and network for NRC Institutes.

Progress/Status Update: M. Stuart Hunter, Associate Vice-President of U101/NRC, agreed to serve as content advisor for Sophomore Student Success Institute in Spring 2010. Jennifer Latino, Assistant Director of University 101 Programs, accepted our invitation to serve as the content advisor for Peer Educator Institute in Fall 2010.

Initiative 3(c): Reach out to our Students in Transition constituency base by being more inclusive of issues and professionals dedicated to students at points of transition other than the first-year in current and new NRC programs, products, and services.

Aligned with Division Outcomes: 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).

Key Performance Indicator(s):

- The ratio of submissions and acceptance of sessions on transfer, sophomore, senior, and graduate student transitions to the submissions and acceptance on FYE topics for the 2009 National Conference on Students in Transition.

Progress/Status Update: The NRC received 11 submissions on the topic of transfer students, 9 of which were accepted for presentation at the 2009 National Conference on Students in Transition (82%); 10 submissions on sophomore student success, 8 of which were accepted (80%) and 1 submission on the senior-year experience, which was accepted for presentation at the conference. Although the number of proposals on these transitions was down from the 2008 meeting, the acceptance rate for these sessions was equal to or greater than in 2008. These statistics will serve as a benchmark for our future Students in Transition conferences.

- Establish weekly proposal benchmarks for SIT meeting.

Progress/Status Update: Proposals to the 2009 National Conference on Students in Transition were tracked on a weekly basis to create benchmarks for future meetings (received a total of 79 proposals). A report of these conference proposal rates are available upon request.

- 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: In 2008-2009, we had a total of 28 submissions for the journal. Of those, 82% focused on first-year transition issues, 7% did not specify a transition, and 11% included a range of transition points. We have had 24 submissions so far this year, and 92% have focused on the first year. Two additional submissions focused on the senior year and a range of transitions. This coverage is consistent with the previous publishing history of the Journal. Of the 30 articles published in E-Source this year, 40% have focused on the first year. This represents a slight decrease in coverage for first-year issues that what we reported in April 2009.

- A publication development plan with SIT projects highlighted.

Progress/Status Update: A publications status report is updated monthly. As of May 3, 2010, 29 projects were included on this document at various stages of development and production. Currently, two publications in active development focus on transitions other than the first-year experience (e.g., sophomores, transfers) and third project in active development examines career interventions for students at multiple transition points. These projects are slated for publication in late 2010 and early 2011. The Assistant Director for Publications is currently negotiating publishing agreements for book-length projects on writing in senior capstone courses and characteristics of thriving across a range of transition points. The NRC publications status report is available upon request.

- In collaboration with an external marketing agency, a report of marketing concepts and marketing plan for outreach to educators and professionals who support students at transition points other than the first year of college.

Progress/Status Update: We finalized a contract with an external marketing firm in Fall, 2009 and an intake meeting for the development of an integrated marketing plan was held in December. A presentation of the initial report took place on March 15, 2010. We are now in the process of communicating with the firm to refine the plan, which we hope to have finalized in Summer, 2010, for execution in 2010-2011. The information in this integrated marketing plan will serve as a resource for the development of outreach to educators and professionals who support students at transition points other than the first year.

- 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 Students in Transition network.

Progress/Status Update: The Graduate Assistant for Resource Development conducts an ongoing analysis of topics posted to listservs. Listserv posts are coded on a monthly basis and the Listserv Coding Document is updated and circulated to the NRC Leadership to assist in the development of publications, resources, and conference and continuing education ideas for both FYE and students in transition issues and topics. The Listserv Coding Document is available upon request.

- New web pages offering content and resources dedicated to SIT topics and corresponding web traffic reports.

Progress/Status Update: A new infrastructure for the Resource Pages of the NRC website was developed with the assistance of the Center webmaster. These revised pages, which now include interactive databases for all students in transition topics (e.g., first-year students, transfers, sophomore initiatives, senior-year programs, and new graduate students), were tested in January and February and have now been released to our network. An email and listserv campaign has been launched to introduce these new resource pages to our network and to solicit entries into the databases.

KPI Method: Analysis of SIT proposal database; coding of topics on the SOPH, GRAD, SYE and TYE listservs; NRC webpage content and traffic; marketing plan; and publication and submission databases for the *Journal* and *E-Source*.

Goal No. 4: Optimize the impact of the NRC organizational identity in communicating the mission, goals, and values of the Center.

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

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- Identification of a new logo and a timeline and process for implementation of a new NRC logo.

Progress/Status Update: New logo concepts were developed and presented to the NRC staff. Based upon this feedback, the concepts were narrowed to two primary looks, which were presented to the Advisory Board for comment and feedback. These logo concepts as well as staff and Advisory Board feedback will be considered within the context of the integrated marketing plan presented by the outside marketing firm for consideration in 2010-2011. The process for implementation will continue to be developed.

- Creation of new NRC monograph cover templates and implementation plan.

Progress/Status Update: . We were unable to achieve this goal due to two major reasons. The first was changes in the production schedule of monographs released by the Center such that the primary opportunities to implement a cover template have been pushed into 2010-2011. Further, the NRC experienced a complete turnover of design staff in Spring when these templates were slated for development and delivery. As such, this KPI has been slated as a priority for the 2010-2011 Department Blueprint.

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

Aligned with Division Outcomes: 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*).

Key Performance Indicator(s):

- Establish schedule and dissemination strategy for press releases from the NRC.

Progress/Status Update: A schedule and dissemination strategy for press releases to institutional, regional, and national outlets was developed and implemented to announce the 2009-2010 winner of the Paul P. Fidler Grant and the 2010 Outstanding First-Year Advocates. Press releases were issued prior to the 2009 Students in Transition conference to announce the 2009-2010 winner of the Paul P. Fidler Research Grant and prior to the 2010 Annual Conference for The First-Year Experience to announce the new cohort of Outstanding First-Year Advocates.

- Utilization report of Division and USC media outlets as NRC marketing and PR resources.

Progress/Status Update: We have reached out to USC Media Relations Office about the best way to capture our media presence and their effort on our behalf. This office was instrumental in the dissemination of NRC press releases this year. More specifically, the USC Media Relations Office distributed our two primary press releases (i.e., winners of the Paul P. Fidler Research Grant and the 2010 Outstanding First-Year Advocates) and were key partners in the promotion of the 16th National Conference on Students in Transition and the 29th Annual Conference on The First-Year Experience to national and regional media outlets in our effort to increase coverage of NRC activities and events. Plans to increase collaboration with USC Media Relations are in development.

- List of contacts with regional and national media representatives and summary of NRC coverage in these outlets.

Progress/Status Update: A list of regional and national media representatives, with particular emphasis on higher education reporters has been developed and is undergoing ongoing updates. National and regional (i.e., Denver and surrounding areas) media representatives were contacted about our 29th Annual Conference on the First-Year Experience and invited to attend the meeting free of charge. Further, institutional media representatives at our co-hosting institutions for this media were also contacted and invited to this annual meeting. Two local and co-hosting media representatives accepted the invitation and attended the event and one national media representative (from Inside Higher Education), although unable to attend the conference, reviewed the program in consideration of a piece on the event. The initial report from the outside marketing firm with whom we have contracted included an extensive list of media contacts to help enhance our communication with media representatives in the future.

Initiative 4(c): Create a statement of NRC values that guide Center decisions and practice to be disseminated to internal and external constituencies.

Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (SA/AS units provide excellent service to its constituents).

Key Performance Indicator(s):

- Identification of organizational values that guide Center decision-making.

- Development and dissemination of NRC value statement.

Progress/Status Update: An update of the NRC mission statement as well as a draft of a Center vision statement and a list of core commitments (i.e., values communicated to external audiences) was developed by the NRC Director and Assistant Directors. These statements of mission, vision, and core commitments were presented to the Advisory Board for discussion at the Spring Advisory Board meeting and are the focus of ongoing communication with the Board. Further, these statements have been circulated to the Center staff for feedback. Drafts of these statements are available upon request. It is our intention that these statements will be ready for posting and dissemination to our network by Summer, 2010, as well as included in the 2010-2011 Department Planning Blueprint.

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

Initiative 5(a): Implement E-Commerce technology for conference registration and publication purchase.

Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s):

- Summary report of implementation process.

Progress/Status Update: We went live with the first E-Commerce online form application for the Institute for Sophomore Student Success in January 2010. After initial implementation, a host of features were added to the E-Commerce online administration menu application, including the creation of additional reports, making screens easier to navigate in order to better manage payment transactions, and adding a process to automatically generate sequential numbers that will post to each purchase order and check to will meet the Bursar's Office audit requirements for purchase order and check payments. Further, staff have been trained to consolidate credit card payments in IMS online systems in order to meet Bursar audit requirements. Given the success of E-commerce for the Institute for Sophomore Student Success, we intend to develop online registration processes for other Center events as UTS is able to dedicate resources to fulfill our requests to build these forms. .

- Number of transactions via E-Commerce for conferences and for publications.

Progress/Status Update: We launched the first NRC E-Commerce registration database for the Institute on Sophomore Student Success in January, 2010. We managed registrations for 87 participants as via this online registration system. Although we have been able to include the sale of select publications to the online conference registration form, development of the E-Commerce shopping cart for NRC publications will follow the full-scale implementation of the E-Commerce system for conferences.

Initiative 5(b): Integrate Intranet technology into the planning and implementation of NRC resources and services as well as internal communication.

Aligned with Division Outcomes: **Aligned with Division Outcomes:** Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s):

- Departmental policies and procedures for use of Intranet (i.e., SharePoint) for the improvement of planning and internal communications

Progress/Status Update: Training for Sharepoint took place both in the departmental staff meeting and in a one-on-one setting by request. In these group and individual training sessions, the purpose of Sharepoint, its functionality, and guidelines for utilization were communicated to all NRC staff. A policy for sharing calendar information via the Sharepoint out-of-office calendar has been implemented for NRC staff.

- Utilization report for Intranet (i.e., SharePoint).

Progress/Status Update: All members of the NRC staff are using the out-of-office calendar to communicate schedule information. Further, each area of the NRC has utilized Sharepoint to share internal tracking documents; event and publication updates; and other NRC and departmental information with fellow staff.

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

Aligned with Division Outcomes: Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s):

- Development of online tool for data services, data requests, and data access proposals for NRC research.

Progress/Status Update: The previous Coordinator of Research, Grants, and Assessment developed a draft of data request and access procedures prior to her departure. Given the fact that this vacancy created a shortage of staff in this area of the NRC organization, these procedures and the corresponding campaign to promote this service has been delayed until this area is fully staffed. It is expected that these procedures, and plans for the corresponding online database, will be revisited in Summer, 2010.

- Refinement and update of online conference proposal submission and review system.

Progress/Status Update: The departmental IT staff developed a new online proposal infrastructure to accommodate the revised selection criteria and required fields for all session (proposal) types. Further, this new system included a field to indicate if the institution is a minority serving institution. This system was piloted for the proposal and review process for the 29th Annual Conference for The First-Year Experience and underwent further refinement for the current proposal and review process for the 2010 International Conference on The First-Year Experience.

- 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: A new database to track submissions and reviewer activity was created and delivered in early December 2009. Since that time, the Publications and IT staff have been working together to fine tune the operations of the database with a goal of moving toward a completely electronic submission and review system by the end of the calendar year. The mail merge portion of the database is not fully functional at this time, as it requires a computer upgrade for the administrative assistant who manages journal correspondence.

- Implementation of databases for Senior-Year, Transfer-Year and Grad-Year resources pages. Program information entered into the databases will be used to populate and maintain updating of pages.

Progress/Status Update: A new infrastructure for the Resource Pages of the NRC website was developed and with the assistance of the departmental webmaster. These revised pages, which now include interactive databases for all students in transition topics (e.g., transfers, sophomore initiatives, senior-year programs, and new graduate students as well as first-year students), were tested in January and February and have now been released to our network. An email and listserv campaign was launched to introduce these new resource pages to our network and to solicit entries into the databases.

Initiative 5(d): Enhance the utilization of Facebook as an online public relations and marketing presence for the NRC.

Aligned with Division Outcomes: Aligned with Division Outcomes: Related to Division Goal 4 Outcome E (*SA/AS units provide excellent service to its constituents*).

Key Performance Indicator(s)

- Number of NRC Facebook fans.

Progress/Status Update: As of May 17, 2010, the Facebook page for the National Resource Center for The First-Year Experience and Students in Transition had 785 fans (i.e., followers).

- Include access information for Facebook Fan Page on other NRC marketing material in an effort to grow fan base.

Progress/Status Update: We have utilized cross-marketing to feature our Facebook page and build fan base it in our conference, publication, and Center promotional materials.

- Utilization of Facebook Fan Page to distribute marketing and public relations messages.

Progress/Status Update: The Center uses our Facebook fan page on an ongoing basis to market NRC resources and products (e.g., posts, invitations, announcements, etc.).

- Addition of video to Facebook Fan Page.

Progress/Status Update: The NRC 25th Anniversary video has been added to the fan page (in two parts). Other videos do not exist to post onto the Fan Page of our Facebook profile. We are currently considering how to include a release form for participants in our conference materials so that Center staff can take video footage of our professional development events.

- Use of Facebook capabilities for facilitation discussion within the NRC network.

Progress/Status Update: NRC staff created discussion page for follow-up to the 2009 International Conference on The First-Year Experience. Unfortunately, it was not very well used. We are currently considering how to make this a more useful resource should we launch it again. As we approach the threshold of 1,000 fans (currently at 785), we will have greater options for accessibility through Facebook, which will create new alternatives for us to address this Blueprint goal.