QEP Steering Committee Meeting Minutes  
April 29, 2010

Present: Andy Baker, Claudia Gatewood, Abbie Heisner, Jeannie Kiriwas, Carolyn Nicholson, John Pearson, Alex Sanchez, Greg Sapp (chair), Sasha Schmid, John Tichenor, Maria Wrabel (scribe)

The meeting began at 10:00 am in Allen Hall 103.

We discussed the proposals presented by the subgroups beginning first with the First-Year Success Through Graduation subgroup. In light of a meeting between Provost Beth Paul, John Tichenor, and Greg Sapp, we agreed that part of the proposal of this group would need to change. Because the University is in the process of developing a master plan that will involve facilities changes, it would be counterproductive for our group to make space recommendations for student success services as part of our QEP initiative. Instead, we will focus on organizing the various offices to make communication and cooperation between the offices better suited to enhance student success. For example, it might be more effective to have certain offices like the Bursar’s Office, Financial Aid, and “Scholarship/Fellowship Office” (a new office to be created to help students in securing outside scholarships and well-known awards like the Rhodes Scholarship and Truman Scholarship) reporting to the same person who would deal primarily with financial aspects of our students’ lives at Stetson (and beyond). We also discussed the possibility of creating a “virtual” success center by pulling together appropriate student resources together on one web page for students to access the information they need more easily.

We also discussed the importance of encouraging students to use the Career Services Office in the first and second years rather than waiting until their later years so they can prepare more effectively for the transition from college to career. This office might be connected with Academic Advising and Tutoring (also a proposed office), the Academic Resources Center, and the Writing Center to help students understand how what they study affects their post-Stetson lives.

One of the things we are concerned about is the disparate quality of advising on campus and the lack of connection between academic advising and Career Services, for example. We proposed developing a professional advising office directed by someone who would be a resource to both faculty and students and who would coordinate regularly with Career Services and other academic students success offices. This professional advisor would work to offer faculty development opportunities on a regular basis to help faculty be more effective in their advising and would also serve as a general advisor to students who have more general questions about advising. This person would not replace faculty as the primary advisor for a student, but would work in a supporting role for faculty to help with connections between various offices and services for students.

We made a few changes to the proposal from the First-Year Success Through Graduation subgroup, and these can be seen in the appendix below.

We next discussed the Summer Transition Through First-Year Success subgroup’s proposal. Regarding the goals, we need to be clear about our stated goals. The goals need to be measurable. The group agreed to look at these again and develop measurable goals.

As part of the summer transition, we suggest adding alumni to the process of off-campus orientation (Hatter Trek) as they can help students understand why they are going to college in the first place and give them ideals to achieve as they begin their journeys.
Regarding the QEP SC’s work over the summer, the chair will meet with John Tichenor and Beth Paul to refine the QEP in light of other work being done across the University. The plan is to develop our QEP by the end of the summer and then begin disseminating it to the University at large for refinement before sending it to SACS in February, 2011.

Before closing our meeting, we discussed a few things on which we have not focused much. For example, we recognize that we have not mentioned community engagement much in our discussions. At one point earlier in the process, we discussed the possibility of having each First-Year Seminar class include a community engagement component. Studies clearly show that students who have successful service-learning experiences have higher rates of retention, higher GPAs, lower rates of alcohol abuse, higher self-esteem, and better integration of disciplines. The problem is one of logistics and taking on too much too soon. This would serve as a separate QEP by itself, and we will continue to work to incorporate engaged-learning moving forward.

We also recognized that we have not focused much on transfer students. Again, to include this would probably be biting off more than we could chew at this point, but many aspects of the initiatives we are proposing should be helpful to transfer students, as well as to first-year students.

Another thing we have discussed but not included directly in proposals is helping students have more realistic expectations of the work load at Stetson. Our Beginning College Survey of Student Engagement (BCSSE) results show that over 90% of students expect to make mostly As and Bs while putting in fewer than 20 hours of work per week outside of class. In reality, only about 30% of first-year students make mostly As and Bs their first year resulting, no doubt, in huge disappointment on the part of both students and their parents. For both first-year and transfer students, we agreed that we need to work on helping students have more realistic expectations. We hope this can be done through Hatter Trek and Hatter Quest initiatives.

The most recent proposals by the two subgroups are included in the Appendix below.

We adjourned our meeting at 11:10 am.

Many thanks to Maria Wrabel for taking notes for this QEP SC meeting.
Appendix A

SUMMER TRANSITION INTO FIRST YEAR SUCCESS
QEP PLANNING SUB-COMMITTEE
Rosalie Carpenter, Claudia Gatewood, Brigid Noonan, Alex Sanchez, and Sasha Schmid

**Our Charge:** to create potential initiatives that impact student learning during the summer transition from High School into their first year of college. Student learning is defined as changes in knowledge, skills, behaviors and values.

**Initiative #1 - “Hatter Trek” Experiential Learning Pre-Orientation Retreat in June/July prior to entry**

College and Universities across the country have been engaging in variations of Pre-Orientation Retreats for quite some time. We identified the time period between HS graduation and before FOCUS Orientation to start in the Fall to be valuable, untapped territory for our incoming students. We have created Goals and Learning Outcomes for the Pre-Orientation below. This is an optional program for students, is geared towards true First Year Students, however if transfer students would like to participate, we certainly welcome them; and if there is enough demand we will develop a separate experience just for the transfer student.

The design of this program will evolve over 3 years. The first year will only be offered in Florida 1-2 times. The hope is to include additional retreat opportunities in locations where we have many students matriculating, such as in the New England and Atlanta markets. The responsibility for coordination and oversight of this program lies with the Coordinator of the Orientation Program. A team of Faculty, Staff and Students will be identified to plan and participate in this initiative. The desired group size would be 100, with 10 Faculty/Staff and 10 student leaders to create small group learning opportunities with about 10 people. Lastly, this program will require substantial funding as we hope to make it as affordable to students as possible. Perhaps donors can be identified who support leadership, engagement and experiential learning.

**Goals for this initiative:**

a. Confirm and solidify Stetson as the student’s choice for entry
b. Social integration with other First Year Students before arrival to campus
c. Provide an opportunity to develop relationships with Faculty and Administration, as well as Student Mentors
d. Familiarize students with campus resources; both academic and co-curricular
e. Foster greater understanding of the academic expectations and environment at Stetson that is then reinforced in the First Year Seminar
f. Enhance student personal development and growth
g. Provide structured, guided experience that allows student to set their “vision” for their First Year at Stetson (this will allow Campus Life offices, Academic Advisors and Seminar Instructors to have very intentional follow-up)
Hatter Trek Agenda

Day 1- Travel to location and get to know the group
- Small group activities focusing on social integration, group norms, Stetson pride

Day 2- Adventure Course, Tubing and Leadership Activities.
- Small group meetings focusing on Academic Expectations and Campus Resources.

Day 3- Building Activity, Lunch on the River, Creating your Vision for your First Year.
- Small group meetings focusing on building meaningful relationships to help you achieve your goals once on-campus.

Day 4- Depart back to Stetson!
- Follow-up Reunion during FOCUS. Small group facilitator follow-up and connection to Academic Advisor and/or FYSem Instructor.

Proposed Budget

The intention is to make this as affordable for students and their families as possible. Based on research at other colleges these trips range from $99-$450. Perhaps $225 would be a good price point for a 3 night all-inclusive experience. It is also important to note that most other comparison institutions offer need-based scholarships to cover the cost of this trip. Several of these are donor funded, and we would like to explore the same opportunity for our students.

- Transportation- Travel Lynx- $3800 roundtrip for a 55 passenger bus
- Per Student Cost for Adventures Unlimited-$221.35 per person (priced on 50)
  - Room
  - Dinner, Breakfast, Lunch, Dinner, Breakfast, Lunch, Dinner, Breakfast
  - Combo Ropes
  - Tubing
  - Orienteering, Raft Building
  - Bonfire
- Per Facilitator Cost for the trip- $126.35 (priced on 10)
  - Room, meals, tubing, bonfire
- Faculty- $750 stipend per Faculty member
- T-Shirts
  - $480 for 60 shirts at $8 each
- Marketing- $300
- Supplies such as flip charts, markers
  - $100

Total Cost for 50 students and 10 facilitators is approximately $16,700. If 50 students pay $225 each, that is $11,250 making the balance $5350. This can be altered by the amount we choose to charge for this experience.

Initiative #2- “Hatter Quest” Re-thinking Orientation to Include the First Year Seminar

During several QEP meetings the “Southwestern Model” was brought up for conversation. This subgroup did considerable research and has transformed our current orientation model to take the best
of what existed at Southwestern, combined with the best of FOCUS, to create a comprehensive orientation program revolving around the 3 tenets of the student experience as defined by Provost Paul to include scholar, citizen and social engagement.

A few highlights:

1. Orientation currently is 4 days long beginning on a Saturday with classes starting on a Wednesday. This model encourages a longer period of transition into the University. Students would move in on a Saturday, but the first day of official class will not be until the following Monday. Beginning Fall 2011, First Year Students would move in on August 13, start Seminar on August 15, upper class students move in on August 20, with official classes starting on the 22nd.

2. The experience of having 8-10 hours of Seminar in the first week will give students the opportunity to complete the course in early November and be able to focus on their other courses during final exams. It will further allow them to submit work and receive feedback and a grade earlier to assist them in adjusting to the rigor of the academic transition.

3. Additional afternoon sessions focusing on academic success.

4. Emphasis on small group learning

In order to execute this model effectively a few important conversations will need to happen:

1. Evaluation of the Academic Calendar for a revised start date.
2. Evaluation of changing Faculty contracts for an earlier start date.
3. Implementation of Peer Mentors for all First Year Seminar courses. Mentors will be selected by Faculty, and will receive training and support from the Center for First Year Studies. This initiative will unite FYS with the Directors of First Year Seminar to provide integrated and intentional training and developments for Seminar Instructors and Peer Mentors.

4. Discussion with Instructors about the inclusion of a Summer Reader. The group proposes to work with all faculty and the Values Council to select a theme for the year. All faculty would have autonomy in selecting the readings assigned over the summer in preparation for the first week of seminar.

5. Discussion about incorporating an Early Graded Assignment (either a test, or research paper) within the first 3 weeks to give students the experience of understanding what is expected of them in addition to where they stand in the course.

6. Discussion with Summer Conferences and Residential Life to assess residence hall readiness.

7. Working with Athletics to create designated times for Fall Sport Practices to allow for our Student Athletes to engage fully in this program.

8. Discussion about Transfer Students, Non-Traditional Students and International Students

9. Adjustments to FY Student Meal Plans to accommodate this extra week.

10. Frank discussions about discipline issues and high-risk behaviors during this extended experience.

Goals for this initiative:

a. Strengthening of the faculty/student relationship (scholar/citizen)

b. Clarity of academic expectations before Fall semester begins (scholar)

c. Enhanced social integration with other First Year Students (social engagement)

d. Familiarize students to campus resources and personnel; both academic and co-curricular (scholar)

e. Enhance student personal growth and development (social engagement)
Recommended Budget

In Stetson’s current First Year Student model, there is a $100 orientation fee that will remain the same. The fees for the activities listed in the Orientation Schedule would be subsumed utilizing this orientation fee.

First Year Seminar (FYS) Instructors Stipend – 40 @ $2,000 each = $80,000 (we anticipate each FYS to have a total of 16 students for a total of 640 freshmen

Compensation for Teaching Assistants (TAs) (40) and Peer Mentors (Graduate Counselor Education Students [these will be grouped – 4 Peer Mentors working with 40 TAs]) needs to be decided by administration. TAs would receive tuition remission of 1/2 course unit.

We know that room and board will be incorporated into the tuition of the student’s experience.

Logistics – Ordering books early
Residence Halls – Preparation
Cafeteria – Preparation
Athletic Teams Practice Coordination

Outcome Data Measurement

1. Student Retention – with the implementation of Accepted Student Day, Summer Transition into First Year Success and Freshmen Orientation, we expect an increase in student retention.
2. NSSE (National Survey of Student Engagement) – this will be an indirect measure of student learning. In examining the 2008 results, we looked at three areas to increase student learning:
   a. **Level of Academic Challenge (LAC)** – Stetson’s mean average was 57.1 for first year students and 59.1 for selected peer institutions, a statistically significant difference. We expect an increase in the LAC as we implement these initiatives. Specifically, as First Year Seminars start their Stetson experience they will increase their understanding of how to apply theories or concepts to practical problems or in new situations; increase their ability to organize, synthesize and analyze ideas; and expand their study skills to meet the rigor established.
   b. **Active and Collaborative Learning (ACL)** – Stetson’s mean average was 45.5 compared to 47.3 for selected peer institutions, not statistically significant, yet a critical component to a Stetson student’s experience. We expect an increase in the ACL with our initiatives as students are intensely engaged in the First Year Seminars, collaborate with others in learning how to problem solve and critically think about how to work within and outside the collegiate environment.
   c. **Supportive Campus Environment (SCE)** – Stetson’s mean average was 64.3 compared to 66.9 for selected peer institutions, a statistically significant difference. As we implement these initiatives, we expect a significant increase in this score as students will feel empowered, successful and a sense of commitment to their own success because of the different levels of support made available to them. The development and quality of relationships the students build with their peers, faculty members and other university personnel will help them succeed academically, personally/socially, and from a career perspective.
3. General Education Learning Outcome – This is an initiative that is already being used at Stetson. As we assess measures of the QEP, we anticipate a rise in the General Education Learning Outcome.
4. GPA – as students engage in these initiatives freshmen GPA will rise.

These last two are not necessarily outcome-based, but our recommendation is that SACS examine the following:

1. Evaluations of Freshmen Orientation – over time, we expect higher evaluations as changes are made to enhancement the Freshmen Students’ Experience.
2. BCSSE (Beginning College Survey of Student Engagement) Results – although this study examines how high school students may engage at the collegiate level, it may be a good idea to aggregate the BCSSE data and how the data compares to the freshmen experience.

**Goals for Outcome Data Measurement:**

1. Retention would be raised to at least 85%
2. In relationship to NSSE data described above, LAC, ACL and SCE scores will be better than peer institutions.
3. Students will have a better understanding of the campus climate and how to communicate with their peer mentors and faculty advisors.
Appendix B

FIRST-YEAR SUCCESS THROUGH GRADUATION
Andy Baker, Diane Everett, Abbie Heisner, Jeannie Kiriwas, Carolyn Nicholson, John Pearson

The First Year Success through Graduation QEP Subcommittee is charged with exploring ways that will enhance student learning, focusing on their first through fourth years at Stetson University. After researching various initiatives relating to advising, student services strategies, and co-curricular learning, the subcommittee members began to concentrate discussions on a Student Success Center (“SSC”) as a central theme. While student success centers at colleges and universities are organized in various ways and offer various combinations of services, the subcommittee is exploring the following areas to include in the proposed Stetson University model: Academic Support Services, Disability Services, Career Services, Professional Advising, Tutoring, English Language Support Services, Internships, Fellowships and Graduate Study services, First-Generation Student Programs, and Student Involvement.

While the long-range goal of this proposal is a centrally located Student Success Center building, we are here proposing that the services and programs mentioned above be coordinated and integrated through programming and cooperative services. Specifically, we are proposing the Academic & Professional Transitions program (APT) geared toward first-semester, junior-level students that provides guidance and resources in preparation for their post-graduation endeavors. The APT program will feature workshops and individual consultations from the integrated SSC offices. In order to ensure the success of the junior-level program, we are proposing the creation of a virtual success center that will bring integrated SSC services and programs together online to enhance student, faculty, staff, and parent use of everything that the success center has to offer. Moreover, we believe each of the offices within the SSC should be combined into one division to enhance unity and collaboration.

The specific goals for the Virtual Student Success Center (VSSC) in general and APT program in particular are the following:

1) To improve student academic performance by providing coordinated support services
2) To improve student acceptance into graduate and professional schools
3) To improve student offers and acceptance in career-related jobs after graduation
4) To improve student satisfaction with advising and support services
5) To improve academic performance among first-generation students

There are several success center models that we have studied, most housed in a single building, and all with some online presence, that seem to share these goals. We looked at models at Evergreen State College in Washington, Rhodes College in Memphis, Amherst College, Penn State, University of California/Santa Cruz, Villanova, and Lehigh University. The SSC at Valdosta State (VSU) was an integral part of the committee’s discussion because of its published assessment of the SSC’s efforts. VSU established the SSC in fall 2006 and chose to focus on the following areas of emphasis: tutoring, advising, and on-campus job coordination. In addition, the Valdosta State SSC collaborates with other student-centered offices throughout the campus, including counseling and wellness, to provide joint promotions and workshops.

Proposed Coordinated Programming
The offices of the Virtual Student Success Center will offer coordinated programming that will enhance student academic success and facilitate student acceptance in employment, graduate programs, and professional schools after graduation.
ACADEMIC & PROFESSIONAL TRANSITIONS PROGRAM

The group envisions a program that would be geared toward first semester, junior-level students. The program will assist student with career planning, resume review, internships, and additional resources and information that encourage students to begin planning their post-graduation career. In addition, the program will work with students who are considering graduate or professional school to begin the process of school selection, and to prepare for the application process. Each department within the SSC would coordinate presentations and workshops to assist and prepare students for this transition. It is essential that students be able to tailor their experience in the Academic & Professional Transitions Program (a “Choose Your Own Adventure” program, if you will) by selecting workshops and services that are specifically geared toward their areas of interest. For example, a student interested in pursuing law school after graduation could attend workshops on preparing for the LSAT, how to write a personal statement, maintaining grades to meet law school requirements, researching law schools that best fit their goals, MBTI personality testing, and professional etiquette. Similarly, each student would be able to pick and choose a number of different programs offered by the SSC that would be most beneficial to them. The program workshops would be considered a half-unit course and also involve faculty participation.

Academic departments and programs will be encouraged to participate in this program by offering their own workshops on graduate and professional study in their discipline. Some departments already provide this service. The Virtual SSC will provide support to all departments as they develop these programs for their majors and minors.

The Internships office will be a vital part of the Academic & Professional Transitions Program by helping all students find valuable, appropriate internships.

THE SUCCESS OF THE JUNIOR LEVEL PROGRAM

In order to ensure the success of the proposed Junior Level Program, SSC offices need to look and feel like one unit. In order to do so, we propose creating a Virtual Stetson Student Success Center, with the goal of making this center a physical office on campus. This success center will be virtual in two important respects: first, there will not be a single physical space where all of its operations will be housed and take place; these operations, however, will be coordinated as if they were working out of the same office. These services are temporarily located in different buildings; however, they will be organized within a single division managed by a Director of Student Success. The Success Center will also be virtual in that we propose an online success center, which will be a prototype of the physical facility that we plan in the future. These initiatives and the process for implementation are discussed further below.

Services and Programs Offered in the Virtual Stetson Student Success Center

The proposed virtual Student Success Center will include Academic Support Services, Disability Services, Career Services, Professional Advising, Tutoring, English language support services, Internships, Fellowships and Graduate Study, First-Generation Student Programs, and Student Involvement. Various programs associated with these areas that may serve as new initiatives within the SSC are discussed below.

Academic Support Services

Most students need academic support services, which are currently provided by tutoring centers around campus and by the one full-time staff member and the part-time graduate assistant in the Academic Resource Center (ARC). We recommend that the staff of the ARC be expanded to offer more programming in classes, with focus groups, and with individuals, and to facilitate additional one-on-one consultation for students. Students on academic warning and probation currently utilize
these services, but the caseload is overwhelming. New services might include training Teaching Apprentices to work with their First Year Seminar students on time management and organizational skills. With an expanded office, we could handle the caseload. Moreover, the staff would be available to work with faculty to train them to work more effectively with first-year and first-generation students. Through the coordinated and integrated services of the Virtual SSC, academic support services would work with the tutoring center to ensure that students not only learn how to study effectively, but also learn the skills and content that their classes require. Coordination of efforts is a hallmark of this proposal.

Disability Services
Currently, the Academic Resource Center divides its time and efforts between disability services and student academic support services. At most universities, these efforts are managed by different personnel, each trained in the appropriate field. Because at Stetson, we have one full-time director of the ARC and one graduate assistant handling disability services and academic support services, the caseload is overwhelming. In the Student Success Center, we recommend that a Disability Services office be created within Academic Resources, and that the individual or staff in this office be exclusively dedicated to this work but have cross-training in academic support services. We further recommend that coordinated services and programming with Career Services, the Internships office, and tutoring be implemented to help serve students with disabilities more effectively.

Professional Advising
We propose an advising office that would augment the faculty advising currently offered for students. This advising office would be a first stop for students who have questions and concerns outside the range of the faculty advisor’s knowledge (questions such as this: I’m trying to decide between a history and a sociology major. What are the job prospects for each?). The advising will also help coordinate advising services for the student that include career services, help with internships, tutoring, and information about graduate and professional schools. The daily functions of this office will include the following:

- **Advising before Arriving on Campus:** the Professional Advisor (PA) will work with new students before they arrive (typically, over the summer) to handle questions about schedules, degree programs, transfer credits, and the like. The PA will not interfere in the student’s relationship with the faculty advisor; instead, the PA will substitute when the faculty advisor is unavailable, which is often the case in the summer, and will augment the work of the faculty advisor. Many inquiries by first-year students are currently handled by First Year Studies, Admissions counselors, and the registrar’s office; however, if they are handled by the advising office staff, in-coming students will be introduced to the support services that they will need to succeed at Stetson from the outset.

- **Major Declaration:** Currently, when a student wants to declare or change a major, the student goes to the office of the dean of the school in which he or she wants to major, talks with an administrative assistant, fills out a form, is given the name of the new advisor, and then leaves. We recommend that all students go to the advising office in the SSC to declare or change a major. The professional advisor will talk with the student and, if the student has career-oriented questions about a new major, the advisor will immediately set up an appointment across the hall with Career Services. The advisor will work with the internships coordinator to apprise the student of internship possibilities in the new major. When the student declares the new major, the advisor will immediately call the Dean’s office of the appropriate school and be told who the student’s new academic advisor will be. This process will make the major declaration process more efficient and significantly more informative for the student.
• **Transition between Majors:** The Professional Advisor will handle other issues, such as the transition from a major in one school to another, which is often very tricky because of different general education requirements. The PA will help the student work with the appropriate department chairs and deans to ensure that the transition is smooth and that transfer credits are appropriately applied.

• **Faculty Advising:** In addition, the Professional Advisor will assist faculty members by providing various advising workshops. Currently, there are no such workshops or training opportunities available to faculty members. These workshops will greatly benefit faculty members as they meet with and advise students throughout the semester. The PA will also be available year-round to answer questions for faculty, such as those that inevitably arise during advising week.

• **First-Generation Advising:** First-generation students often have distinct needs that can be addressed by careful, informed advising. Hicks (2002) explains that “first-generation college students may be perceived as having different expectations, poorer academic and social preparation, greater financial constraints, lower self-esteem, and insufficient parental support.”¹ Advising that targets the needs of first-generation students will increase the likelihood that they will be retained.

• **“Ask the Hat” Presence:** “Ask the Hat” is an online and in-center information booth operated by students for students. Ask the Hat will answer questions ranging from roommate issues to academic concerns to account balances or redirect inquiries to the appropriate office. Ask the Hat will also provide all, or almost all of the forms that students need. Ask the Hat would be supervised by the Professional Advising office.

**Tutoring and Studying**

• **Coordinated Tutoring:** Currently, each academic department manages and coordinates its tutoring services. It would be ideal to centralize all tutoring services within the Virtual Student Success Center as many colleges and universities have already done. In the VSSC, all tutoring services will be described on one site, with links to useful information, such as hours of operation, and FAQs. Whether Tutoring Services would be run by a single administrator or each discipline would manage its own tutoring services at the Success Center is open to discussion.

**English Language Support Services**

As Stetson establishes its international focus, including an increasing number of international students studying on the DeLand campus, English language support services will be necessary both to attract international students and to help them succeed here. This component would not only help students that Stetson University attracts from abroad, but also some U.S. citizens for whom English is a second language. While our current need for English language support is small compared to some other schools, we anticipate a growing demand. English language support should not be confused with ESL programs that offer classes in Celebration. The support services offered in the SSC would include assistance with writing and some speaking for those students who already have sufficient command of the English language to be accepted as an undergraduate at Stetson.

**Student Involvement**

• **Student Involvement Presence:** Students build their resumes and college experiences by participating in campus organizations. While there are two different components of the Student Involvement Office – managing student organizations and planning events – it would be beneficial for the office to have some presence within the SSC. The committee members have discussed including an office for a Student Involvement Graduate Assistance or student worker to maintain office hours within the SSC.

**Career Services**
Career Services will continue its ongoing efforts to help students transition from Stetson to careers, graduate school, and professional schools. In addition, it will work closely with the other service provides in the SSC to develop new programs that help students prepare for the transition out of Stetson earlier and more effectively. The main addition that we are proposing is a new position, the Internship Coordinator.

• **Internship Coordinator:** Currently, Stetson University does not have a standardized internship process or a central internship office, making it difficult for some students to find information about internships. Moreover, it has been nearly impossible to gather information regarding where students are interning and when. It would be very beneficial for students, employers, and faculty to have a centralized internship office – even if it is simply an open line of communication between the University Career Services (USC) office and faculty members. While faculty members have established solid contacts with employers, some are hesitant to share that information with UCS. The strong employer relationships built by faculty members are realized and appreciated; accordingly, the internship program would not serve to interfere or take away from those relationships, but would rather serve as open lines of communication for the betterment of the University.

University of Tampa has established a successful internship program model in which one staff member works full-time. This Internship Coordinator has built a council of representatives from each academic department that meets monthly to share information. The council ensures that university and legal standards, and it allows for communication that enriches the internship program. It also allows the Career Services office to provide better resources and services to those seeking internships and to those who might offer internships. The UT Internship Coordinator relies on communication from the council and from employers to develop training programs for students seeking internships.

**Fellowships, Graduate & Profession School Support**
Many colleges and universities offer support to students seeking admission to graduate and professional schools, including help finding and applying for fellowships and grants. The University of Richmond developed a program as part of its QEP, and we propose that the SSC include a similar office. This office would work closely with faculty who assist students as they apply to graduate and professional schools. In addition, the office would provide direct service to students.

**Student Success Division**
The QEP subgroup feels one of the most important ways to integrate and coordinate SSC offices, initially in the Virtual SSC and eventually in the SSC building, is to re-organize the offices into one division. The Student Success division would require a Director of Student Success to coordinate services, facilitate programming, and manage day-to-day activities among the SSC offices. Specific changes are as follows:

• Academic Resource Center would be relocated from First Year Studies to the Student Success Division
• Career Services would be relocated from Campus Life to the Student Success Division
• Tutoring Services would be coordinated through the Student Success Division. Discipline-specific tutoring, such as writing and math tutoring, would be managed by members of the appropriate departments in coordination with the Student Success Division.

• Student Involvement would remain in its current division but would coordinate its efforts appropriate to the Student Success Division with that office.

• English language support services would be housed in the Student Success Division, and would coordinate with both the English and Education departments.

The subgroup believes that these changes are essential to ensure the offices begin thinking and working as one; additionally, the campus community would begin to understand the unity and coordinated services of the SSC. The Student Success Division Director would report directly to the Provost.

MEASURING STUDENT LEARNING
The success of the Student Success Center would be measured by a combination of increases in student grade point averages and retention rates as well as student responses from the National Survey of Student Engagement and student surveys. Specific assessments for the VSSC are listed below:

Assessments:
1) Track the GPA of students who utilize the VSSC services and compare to those who do not
2) Track the acceptance statistics for students who use VSSC resources and guidance when applying to graduate and professional schools
3) Track the acceptance statistics for students who use VSSC resources and guidance when seeking employment
4) Track student satisfaction as reported the National Survey of Student Engagement and Student Satisfaction Survey
5) Track academic performance of the first-generation and international populations of students

ESTIMATED BUDGET
The main costs of these initiatives will come from additional staff hired within each of the SSC offices. A list of the ideal staffing is listed below, including estimated salaries for each:

• Academic Resources Center
  o One additional full-time staff member dedicated to disability services [$47,100 with Masters degree]
  o One additional graduate assistant [$10 per hour; 20 hours per week]

• Professional Advisor
  o One full-time professional advisor [$34,020 - $42,409, entry-level to mid-level]

• ESL Center
  o Student interns trained to work with ESL students with their conversation English [Free]

• Career Services
  o One full-time staff member dedicated to coordinating internships and building relationships with employers who provide student internships [$39,000 - $49,000; Note: Although this is the national average salary, it does not fall in line with the current University Career Services pay scale]
• **Student Success Center**
  o One full-time director/coordinate of the Student Success Center to help promote the services, build relationships with donors, and coordinate activities among each SSC department [$38,080 - $51,898, entry-level to mid-level]

**OTHER STUDENT SUCCESS CENTERS**
Student support services at other universities are arranged in a variety of ways, ranging from distinct and disparate offices that appear to have little interaction to fully integrated and coordinated student success centers. While most success centers (known by a variety of names) include basic academic support, including tutoring and academic support services, few are as comprehensive as the model we are proposing. We reviewed information about the following schools’ success centers.

**The Traditional Model offering more limited services:**
Amherst College has a more limited, traditional support center: [https://www.amherst.edu/academiclife/support](https://www.amherst.edu/academiclife/support)

**Schools offering a more comprehensive student success center**
Evergreen State College in Washington has a Dean of Student & Academic Support Services (not to be confused with Dean of Students, which is a different post) who clearly functions as the coordinator of services: [http://www.evergreen.edu/studentservices/](http://www.evergreen.edu/studentservices/)

Fitchburg State in Massachusetts has a comprehensive model: [http://www.fsc.edu/success/](http://www.fsc.edu/success/)

Lehigh places several programs under an Associate Dean of Students; the programs include First Year Experience, Orientation & New Student Programs, Writing & Math tutoring, Academic Resources & Disability Services: [http://www.lehigh.edu/~inacsup/](http://www.lehigh.edu/~inacsup/)

Penn State/New Kensington has an Academic and Career Success Center: [http://www.nk.psu.edu/StudentServices/LRC/Lrc.htm](http://www.nk.psu.edu/StudentServices/LRC/Lrc.htm)

Rhodes College has the Burrow Center for Student Opportunity, which is a 3-story building that houses just about all student services: [http://www.rhodes.edu/14363.asp](http://www.rhodes.edu/14363.asp) (it was designed by the same campus planners that Stetson hired)

Villanova also groups some departments together, but it’s not clear if there is really any coordination of services or simply a webpage that describes them: [http://www.villanova.edu/vpaa/academicsupport/services/](http://www.villanova.edu/vpaa/academicsupport/services/)

**Schools offering a virtual student success center**
UC/Santa Cruz has a terrific Faculty Guide to Student and Academic Support Services that covers just about everything: [http://studentaffairs.ucsc.edu/facultyguide/](http://studentaffairs.ucsc.edu/facultyguide/)

U Tennessee/Martin has a kind of virtual success center, bringing services together online: [http://www.utm.edu/departments/success/](http://www.utm.edu/departments/success/)