QEP SC Meeting Minutes  
April 10, 2010

Present: Rosalie Carpenter, Claudia Gatewood, Abbie Heisner, Jeannie Kiriwas, Carolyn Nicholson, Brigid Noonan, John Pearson, Alex Sanchez, Greg Sapp (chair), John Tichenor

The meeting began at 10:00 am in Celebration, FL.

Announcements:
- Meeting on April 23 was rescheduled to Thursday, April 29 at 10:00am due to a faculty forum on tenure and promotion that has been scheduled at that time.

The Transition-In group began the conversation by presenting two updates to the Summer Transition into First Year Success initiatives. First, the group met previously (since our most recent QEP SC meeting) with John Tichenor to discuss how to measure the outcome data. The group proposed measuring data through student retention, NSSE (National Survey of Student Engagement), General Education Learning Outcome, and GPA. Within the NSSE, the group looked at the following three areas to increase student learning: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), and Supportive Campus Environment (SCE). In addition, the group recommended that SACS examine both evaluations of first-year student orientation and BCSSE to get an accurate picture of the success of these initiatives.

The group discussed re-naming the week-long orientation. After thorough discussion and brainstorming, the group decided to refer to the experiential learning pre-orientation retreat (held over the summer), initiative #1, as “Hatter Trek” and the week-long orientation at the beginning of the academic year, initiative #2, as “Hatter Quest.” The initiatives will be referred to “Hatter Trek” and “Hatter Quest” throughout the rest of this document.

Next, we discussed proposed budgets for both Hatter Trek and Hatter Quest. The proposed budget for Hatter Trek is based on a 3 night all-inclusive experience in Florida. We agreed that each of the ten faculty members participating in this event should be compensated at $250 per day (plus expenses), for a total of $750 each in stipend. Appendix A gives a further description of the recommended budget for the trip. The budget include bus transportation, a per student cost for Adventures Unlimited (e.g., room, meals, ropes course, tubing, etc.), t-shirts, supplies (e.g., flip charts and markers), and marketing materials. To be conservative in budgeting for the trip, we estimated that the total cost for one Hatter Trek retreat would approach $15,000.

Under the current First-Year Student model, students pay a $100 orientation fee. The fees for the activities listed in the Orientation Schedule would be subsumed utilizing the first-year students’ orientation fees. Each of the 40 First Year Seminar (“FYS”) Instructors should receive a $2,000 stipend. This stipend includes $500 for attending professional development seminars, and $1,500 for added mentoring duties and continued, required professional development throughout the academic year. The professional development seminar instructor stipend is already accounted for, as the coordinator of the First Year Seminars will lead these workshops. The 40 Teaching Apprentices (“TAs”) will receive one-half course unit (2 credits) per course. This is already in place for current TAs. The four Peer Mentors (Graduate Counselor Education students) will receive internship credit that will count towards the hours
required for their practicum. Additional details for the Hatter Quest recommended budget can be found in Appendix A.

The group also discussed a summer reading program. We agreed that there should be one central theme to the required reading for all FYS courses, as opposed to one single, required book. The theme will most likely coincide with or be identical to the Values Council theme for the year. Ideally, each of the FYS professors will choose a book for her or his course that coincides with the central theme established for that academic year. This central theme will provide some unity to the reading program and could relate to one of the University’s values. The group agreed that the summer reading program is something to consider further for the fall 2011 academic year, but may not necessarily be ideal to incorporate within the QEP.

Transition-In group’s goals for the next meeting include the following:
- Set goals and learning outcomes for the Hatter Quest initiative (Initiative #2)
- Set goals for outcome data measurement

We broke for lunch in downtown Celebration just before noon.

Notes for the minutes for the morning session were submitted by Abbie Heisner.

We reconvened our afternoon session at 1:30 pm. All members who were present in the morning session were present in the afternoon session.

In the afternoon session, we focused on initiatives proposed by the group assigned to deal with First-Year Success Through Graduation transition issues.

John Pearson began by giving an update and overview of the initiatives being proposed by this group. Updates included fleshing out material and staffing needs for the Student Success Center. Committee members met with English tutors and lab tutors to get the space requirements for the Center. Committee members agreed English language support for Stetson students is strongly needed. John met with planning consultant Jane Wright who indicated very few schools have established such a center. John reported that Ms. Wright was not aware of any research that has been done to show the effectiveness of creating centralized locations for student success centers such as the one we are considering.

The sub-committee members recommended new positions for the University, including a full-time staff member for disability services, at least one additional graduate assistant, a full-time professional advisor, a staff member dedicated to coordinating internships and building relationships with
employers, and one full-time director of the Student Success Center. In addition the Center would have student interns trained to work with ESL students.

We collectively agreed that the Student Success Center should be located in the middle of the campus to make access as easy as possible for students. Currently, offices that are designed and staffed to support basic student needs are scattered all over campus, sometimes in obscure locations.

This QEP initiative pulls together current campus services allowing for better coordination. The ultimate goals of the center are retention, academic performance, and job success.

After this meeting the sub-committee on First-Year Success Through Graduation will articulate goals, research other schools’ centers, develop more specific budget needs, and develop specific ways to assess the Center.

The chair reiterated the possible need to abandon (at least temporarily) the material aspect of the Student Success Center initiative because of the current work being done by campus master planners who have been hired and are beginning their work. We may need to focus solely on staffing needs and bringing offices “together” under a different organizational arrangement because we don’t want to compete with another group who is already developing a plan that will certainly involve facilities.

(Indeed, shortly after this QEP SC meeting, the chair and John Tichenor met with the Provost who asked us to leave out the specifics of facilities design in this initiative. The Provost encouraged us to keep the facilities part in the QEP but not as an initiative that will be implemented and measured as part of our five-year review in 2016. We can note in the QEP that we are moving toward bringing the offices together in the same physical space.)

The next meeting is tentatively scheduled for Thursday, April 29, at 10:00 am in the Deland Hall boardroom.

The meeting was adjourned at 2:30 pm.

Notes for the minutes for the afternoon session were provided by Claudia Gatewood.

Thanks to both Abbie and Claudia for providing wonderful notes from the morning and afternoon sessions, respectively!
Appendix A

SUMMER TRANSITION INTO FIRST YEAR SUCCESS

QEP PLANNING SUB-COMMITTEE

Rosalie Carpenter, Claudia Gatewood, Brigid Noonan, Alex Sanchez & 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- 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 to chose to participate in. It is geared towards true First Year Students, but if Transfers want to participate we certainly welcome them and if there is enough demand we will develop a separate experience just for them.

The responsibility for coordination and oversight of this program lies with First Year Studies. 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 students to create small group learning opportunities with about 12 people.
The design of this program will evolve over 3 years. The first year this will only be offered in Florida 1-2 times. Then we hope to include additional retreat opportunities in locations where we have many students matriculating, such as in the New England and Atlanta markets.

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 and Learning Outcomes 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
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 our offices and Academic Advisors, Seminar Instructors to follow-up very intentionally)

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

During several QEP meetings the “Southwestern Model” was brought up for conversation. This sub-group did considerable research and have 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 tenants 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. For 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- By having 8-10 hours of Seminar in the first week this will give students the opportunity to complete this course in early November and then be able to focus on there other courses during final exams. It will further allow them to submit work and receive feedback and a grade early on to help them adjust to the rigors 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 the 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. Then all Faculty will have autonomy to select the readings they will assign to their class over the summer in preparation for the first weeks of seminar.
5- Discussion with Summer Conferences and Residential Life to assess residence hall readiness.
6- Working with Athletics to create designated times for Fall Sport Practices to allow for our Student Athletes to engage fully in this program.
7- Discussion about Transfer Students, Non-Traditional Students and International Students
8- Adjustments to FY Student Meal Plans to accommodate this extra week.
9- Frank discussions about discipline issues and high-risk behaviors during this extended experience.

Hypothetical F.O.C.U.S. Orientation 2011

Saturday, August 13

8 a.m.- 2 p.m.
Student Check-in
FYS

8:30 a.m.- 12 p.m.
Student Check-in
Residence Halls

10-2p.m.
Coffee Kiosk Open

10:00 a.m.-3:00 p.m.
ID Cards

10:00 a.m.-3:00 p.m.
University Offices Open

11:00am – 2:00pm
Neighborhood Necessities Fair

11:00am – 2:00pm
Lunch

1:00pm – 2:00pm
Music School Meeting

2:00pm -2:30p.m.
Music School Parent Meeting

2:30pm-3:45p.m.
Letting Go- Parents

2:30pm-3:30pm
First FOCUS Group Meeting

3:30pm-4:00pm
Class Photo
4:00pm-5:00pm
Convocation- Official Opening and Welcome (let’s discuss)

5:15p.m – 6:00pm.
*Athletics and Club Sports Welcome

5:00-7:15pm
President’s Dinner

7:15pm-8:00pm
First Generation Reception

7:30pm-9:00pm
Commuter Meeting

8:00pm-9:15pm
First Floor Meeting

9:30pm-10:30pm
Playfair!

10:30pm-12:00am
Dance Party

_Sunday, August 14_

7:00 a.m.-10:00a.m.
Continental breakfast

9:00am-3:00pm
IT Registration

9:00 a.m.-10:00a.m.
Interdenominational Worship

10:00am-2:00pm
Brunch

10:15am-11:00am
Greek Session- Parents

11:00am-12:30pm
English Exemption Exam

11:15am--12:00p.m.
Coaching Your Student- Parents
12:00-1:30pm
Lunch
1:30pm-2:00pm
*Legacy Photo
President’s Garden

2:15pm-3:45pm
Second FOCUS Group Meeting

2:15pm-3:00pm
Financial Aid and Tuition- Parents

3:15pm-3:45pm
Health, Wellness and Safety- Parents

5:00pm-6:00pm
Out-of-State Student Reception

5-7:30pm
Dinner

8pm-11pm
Lagoon Party

Monday, August 15

7:00am-10:00 a.m.
Breakfast

10 a.m.- 12:00pm
*First-Year Seminar
Seminar Classrooms

12:00p.m.-1:30 p.m.
Lunch

1:30-4:00p.m
*Film Festival
Values & Honor Council

4:00pm-8:00pm
Van Trips to Wal-Mart

5:30-7:30 p.m.
Dinner
6:00pm-7:30pm
Stetson 101 (schedule more)

8:00pm-10:00pm
*First Year Seminar Study Time

10:00pm-12:00pm
*Game Night in the Hollis Center

Tuesday, August 16

7a.m. – 9:00am
*Fall Sport Varsity Team Practices

7:30-10 a.m.
Breakfast

10:00am – 12:00pm
*First-Year Seminar
Seminar Classrooms

12:00p.m.-1:30p.m.
Lunch

1:30pm-3:00pm
*Academic Success (Career, ARC, Library)

3:15-4:30pm
Major Mixer

5:00pm-7:00pm
Dinner

6:00p.m. – 8:00pm
*Fall Sport Varsity Team Practices

7:00pm - 9:00p.m.
*First-Year Seminar Study Time

9-10 p.m.
*Letter Writing

10:00pm – 12:00am
*Karaoke
Wednesday, August 17

7-9 a.m.
*Fall Sport Varsity Team Practices

7-10:00 a.m.
Breakfast

9 a.m.-5 p.m.
Advising Appointments
Advisor Offices

9:00am-8:00pm
Music Ensemble Auditions and Placement Exams

9-5 p.m.
First-Year Seminar Study Time

9:00am-4:00pm
Immunization Clinic

11:00am-5:00pm
Van Trips to Wal-Mart

11:30a.m.-1:30p.m.
Lunch

4:00pm-6:00pm
*Fall Sport Varsity Team Practices

5:30pm-6:30pm
Third FOCUS Group Meeting

6:30p.m.-8:30pm
*Hunger Banquet

9:00-12:00p.m.
Comedian

Thursday, August 18

7:00am-9:00a.m.
*Fall Sport Varsity Team Practices

7:30- 10:00a.m.
Breakfast

10:00 a.m.-12:00 p.m.
*First-Year Seminar
Seminar Classrooms

12:00 p.m.-1:30 p.m.
Lunch

1:30 p.m.-3:30 p.m.
*Fountain Side Chats

4:00 p.m.-5:30 p.m.
*How to Get Involved

5:30-7:30 p.m.
Dinner

6:00 –8:00 p.m.
*Fall Sport Varsity Team Practices

8:00-11 p.m.
*First-Year Seminar Study Time

9:00 p.m.-12:00 a.m.
*Fun Night at the Hollis Center

Friday, August 19

7-9 a.m.
*Fall Sport Varsity Team Practices

7-10:00 a.m.
Breakfast

10 a.m.-noon
*First-Year Seminar
Seminar Classrooms

Noon-1:30 p.m.
Lunch

1:30 p.m. – 3:30 p.m.
*Alcohol, Sex and Drugs
4-6 p.m.
*Fall Sport Varsity Team Practices
5:00pm-7:00pm
Dinner

8-10 p.m.
Movie at the Athens Theater

Saturday, August 20

9-11 a.m.
Varsity Team Practices

10:30 a.m.-2 p.m.
Brunch

1:30pm-2:30pm
Greek Life Info Session

3:00pm-6:00pm
Fourth FOCUS Group Meeting

1:00pm-4:00pm
Mandatory Athlete Compliance Meeting

5:30-7 p.m.
Dinner

7:00pm
Meeting for all Symphonic Band Members

9:00pm
Hypnotist

Sunday, August 21

9:00-11:00 a.m.
*Breakfast & Church
With Fronk

Another service opportunity?
Block Party?
Pep Rally?
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 related 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 (why just FG 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.
Student Success Centers’ Relation to Grade Point Averages and Retention Rates

VSU measured student success rates over the past three years using multiple assessment and data analysis methods. The assessments show that students who use the SSC are between 16.5% and 20.3% more likely to be retained to the next academic year in comparison to non-users.

Are these data relevant to physically-proximate offices?

STUDENT RETENTION RATE, BY NUMBER OF APPOINTMENTS/VISITS TO THE STUDENT SUCCESS CENTER, FALL 2007 TO FALL 2008

<table>
<thead>
<tr>
<th>No Visits</th>
<th>1 Visit</th>
<th>2 Visits</th>
<th>3 Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.7%</td>
<td>80.0%</td>
<td>77.2%</td>
<td>76.2%</td>
</tr>
</tbody>
</table>

Source: Valdosta State Impact Analysis of the Student Success Center on Grade Point Average and Retention Rates: Three Years After Implementation

Additionally, students who utilized the SSC averaged 0.13 points more in their grade point average than students who did not use the SSC (from Fall 2006 to Spring 2009).

AVERAGE CHANGE IN GRADE POINT AVERAGE (FROM MID-TERM TO FINAL) BY USERS AND NON-USERS OF THE STUDENT SUCCESS CENTER, FALL 2006 TO SPRING 2009
Source: Valdosta State Impact Analysis of the Student Success Center on Grade Point Average and Retention Rates: Three Years After Implementation

Furthermore, students who utilized the SSC three or more times averaged 0.29 points more in their grade point average than students who did not use the SSC (from Fall 2007 to Fall 2008).

**AVERAGE CHANGE IN GRADE POINT AVERAGE**

(FROM MID-TERM TO FINAL) BY USERS OF THE

**STUDENT SUCCESS CENTER (3 OR MORE TIMES), FALL 2007 TO SPRING 2009**

Source: Valdosta State Impact Analysis of the Student Success Center on Grade Point Average and Retention Rates: Three Years After Implementation

These results prove the value of a SSC in relation to both retention rates and grade point averages.

16
**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,
incoming 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. (Work study)

**Tutoring and Studying**

- **Coordinated Tutoring:** Currently, each academic department manages and coordinates its tutoring services. Whether Tutoring Services would be run by a single administrator or each discipline would manage its own tutoring services at the Success Center is

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open to discussion. In the Virtual Student Success Center, all tutoring services will be described on one site, with links to useful information, such as hours of operation, and FAQs.

- **Study Space:** remove

**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. **What does this have to do with student learning as required by SACS?**

**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 providers 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.

The 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 are maintained, 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 believes 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; however, discipline-specific tutoring, such as writing and math tutoring, would be managed by members of the appropriate departments.
- Student Involvement would remain in its current division but would coordinate its efforts that are appropriate to this initiative with the Student Success Division.
- 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.

**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 (this is the assessment used by Valdosta State)
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

**SUB-APPENDIX A – 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**  
  - One additional full-time staff member dedicated to disability services [$47,100 with Masters degree]  
  - One additional graduate assistant [$10 per hour; 20 hours per week]

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

- **ESL Center**  
  - Student interns trained to work with ESL students with their conversation English [Free]

- **Career Services**  
  - 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**  
  - One full-time director/coordinator 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]  
  - Total minimum salaries = $164,200
SUB-APPENDIX B – 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

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/

Fitchburg State in Massachusetts has a comprehensive model:  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/

Penn State/New Kensington has an Academic and Career Success Center:  
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 (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/

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