QEP SC Meeting Minutes
March 26, 2010

Present: Andy Baker, Rosalie Carpenter, Abbie Heisner, Jeannie Kiriwas, Carolyn Nicholson, Brigid Noonan, John Pearson (note taker), Alex Sanchez, Greg Sapp (chair), Sasha Schmid, John Tichenor

The meeting began at 3:00 pm.

Announcements:

- No meeting on April 9 because of the April 10 meeting in Celebration
- Meeting in Celebration will run from 10-4 with transportation to and from and lunch provided

We briefly discussed the next stage of the process including these items:

- Discussion of the timeline for presentation of our ideas to the faculty
- Announcement that the SACS team will visit April 6-7, 2011, but our plan must be submitted much earlier

The Transition-In group presented first. They began by discussing the possibility of having Hatter Quest summer events for students, at first here in Florida, but soon in those targeted recruiting areas around the country. These Hatter Quests would be two- or three-day events that would serve as bridges for students from high school to Stetson to get them involved in and connected with Stetson early. We wanted to know how much this would cost Stetson and how much it would cost the students who participated. We don’t want the activity to be cost-prohibitive to exclude our most needy students. We discussed the possibility of having donor-funded scholarships available for students who could not afford to participate. If this component of transitioning in to Stetson can be shown to increase retention, part of the money saved from increased retention rates could also be used to fund the summer Hatter Quests.

We then considered the second proposal, the Southwestern model of bringing in students early. There was good support for it, but details need to be worked out. As part of Appendix A below, there is a hypothetical FOCUS schedule for the fall of 2011.

We reiterated the need to keep commuters as well as non-traditional students in mind to make sure their transitions are smooth and supported as well. Most of what we have been discussing has focused on traditional, first-year college students with the assumption that they will live on campus.

We agreed that the First-Year Seminar Program needs to have the best faculty teaching in it because of the critical importance of first-year success. In order to maintain the highest quality of faculty teaching and advising in the program, we discussed the idea of requiring faculty to apply to teach in the program. Criteria would need to be set to determine who gets to teach in the program. We agreed that faculty should be compensated for the extra work of participating in the new FSEM structure and should have paid development requirements each year to stay up to date on advising and mentoring.

For next time, this group needs to focus on what staffing will be necessary to make this work, and how much development (faculty and TAs) will have to be done.
The second group proposed a Student Success Center that would eventually house Career Services, Academic Resources (both Academic Support and Disability Services), all tutoring services (such as writing and math), an internship office, a professional advising office that would coordinate major changes, an information booth, and some all-purpose study rooms. Their updated report can be found below in Appendix B.

The group will need to meet with George Herbst soon to discuss costs associated with centralizing offices and with hiring necessary personnel to staff the Student Success Center in a way that will make it useful for all students who use it.

We discussed the ways that we might assess the effectiveness of the SSC, and the group noted that there are ways of measuring its effectiveness as seen in the examples included in their report.

We adjourned at 4:30 pm and will meet again on April 10 in Celebration for an all-day meeting to hammer out details of the proposed initiatives.

Many thanks to John Pearson for his helpful, extensive notes from the meeting!
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 choose 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 p.m. - 7:30 p.m.
Dinner

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

8:00 p.m. – 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 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 each university currently utilizing a SSC structures the center in different ways, the subcommittee is exploring the following areas to include in the proposed Stetson University model: Academic Resource Center, Career Services, Professional Advising, Tutoring, ESL Services, and Student Involvement.

The subcommittee members discussed positioning a Student Success Center in a centralized area on campus. Students would then be able to easily access and utilize student-centered services. The SSC at Valdosta State (VSU) was an integral part of the committee’s discussion. VSU established a 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.

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

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

**Services and Programs to Include in the Student Success Center**

The subcommittee is exploring various offices to include within the SSC. Currently, the subcommittee is focusing on the Academic Resources Center, Career Services, Professional Advisors, Student Involvement and Tutoring. Various programs associated with these areas that may serve as new initiatives within the SSC are discussed below:

**Academic Resource Center**

- **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. At Stetson, we have one full-time director of the ARC and one graduate assistant handling disability services and academic support services. 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. Every year, the demand for disability services grows, and we are currently understaffed in this area.

- **Academic Support Services**: Most students need academic support services, and currently these are provided by the one full-time staff member and the graduate assistant in the Academic Resource Center. We recommend that these support services be expanded so that more programming in classes, with focus groups, and with individuals can be offered on campus. Teaching Apprentices might be trained by the Academic Support Services staff to work with their First Year Seminar students on time management and organizational skills. Students on
academic warning and probation currently utilize these services, but the caseload is overwhelming. 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 students especially.

- **ESL Services:** To establish an international focus, one component of the success center could be ESL services. 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 ESL support is small compared to some other schools, it will grow considerably if Stetson expands international recruiting efforts. An ESL support office, perhaps under the umbrella of the Academic Resource Center or Tutoring Services, will be important in those recruitment efforts.

**Professional Advising**

- **Declaring a Major:** 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. If the student is in the first-year, she has to go to First Year Studies, too. The committee is exploring a process for all students to go to the advising office in the SSC to declare or change a major. The professional advisors would talk with the student and, if the student had career-oriented questions about a new major, the advisor would immediately set up an appointment across the hall with Career Services. When the student declares the new major, the advisor would immediately call the dean's office of the appropriate school and be told who the student's new academic advisor will be. As a result, the student only has to make one stop.

- **Transition between Majors:** The advisors would 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. They might also help with transfer credits.

- **Advising before Arriving On-Campus:** Perhaps most importantly, they would work with students before they get here and are assigned a regular advisor. After all, even if first-year seminar instructors are advisors for their students, those same students have advising questions long before they meet their first-year seminar instructors. These questions are currently handled by admissions counselors and the registrar's office, but they do not need to be.

- **Faculty Advising:** In addition, the professional advisors may 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.

- **“Ask the Hat” Presence:** “Ask the Hat” provides students with the opportunity to virtually ask anything relating to Stetson, whether they are having roommate conflicts, unsure of where to go to change their major, or even wanting to know the balance of their student account. A
student mentor, under the supervision of the Professional Advisor, would respond to the student inquiries and direct the student to the appropriate department on campus to address and answer the student’s needs.

Tutoring

- **Centralized Tutoring**: Currently, each academic department manages and coordinates its tutoring services. It would be ideal to centralize all tutoring services within the Student Success Center. Not only would students be able to access tutors to help with specific subject areas, but, with the Academic Resources Center within the same building, various learning strategy resources could also be available to assist in the tutoring process. 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.

- **Study Space**: Individual and group student areas can be included within the design of the SSC. Currently, the library only offers four group study areas until midnight Sunday through Thursday and 5:00pm on Friday and Saturday. We believe students need more available study rooms with tables, dry-erase boards, and computers. In addition, it would be ideal for students to have access to these rooms 24 hours a day, 7 days a week.

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

- **Internship Program**: Currently, Stetson University does not have a “centralized” internship process, making it nearly impossible to gather information regarding where students are interning and when. It would be very beneficial for students, employers, and even statistical data processing to have a centralized internship program – 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 great internship program model where one staff member is hired to solely work with internships. This “Internship Coordinator” has built a counsel of representatives from each academic department that meets monthly to share information. The counsel is an open line of communication that really benefits the University because Career Services knows what people are doing and where they are. 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 is also able to learn what to focus internships presentations on through feedback from employers and faculty members (ex: students really do well in this area, but miss that mark in this one).

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.

Proposed Timeline

Year 1

• Combine currently existing Student Success Center offices, including Academic Resources Center, University Career Services, and tutoring, into one centralized location
• Hire at least one additional graduate assistant for the Academic Resources Center
• Total forecasted expenses for year 1 = TBD

Year 2

• Hire professional advisor to assist with changing majors, transitions between majors, advising new students before they arrive on campus, faculty advising, and supervising the “Ask the Hat” crew of student interns
• Total forecasted expenses for year 2 = TBD

Year 3

• Hire an additional full-time staff member for the Academic Resources office dedicated to disability services and other as-needed responsibilities
• Total forecasted expenses for year 3 = TBD
Space Requirements

Academic Resources & Disability Services

Academic Resources, combining Academic Support Services and Disability Services, but excluding tutoring, needs a combination of more public and private spaces to work effectively with the varied needs of our students.

- **Private Offices:** Because much of the work is done individually, and requires varying degrees of confidentiality, the Academic Resources section of the Student Success Center should have at least one private office or small workroom for each staff member to meet one-on-one with students and discuss their needs to help them improve their academic skills. Currently, there are two staff members; however, there are plans to increase the number of staff in the near future. Accordingly, the increase in staff members should be kept in mind when deciding the number of private offices to include in the new space.

- **Reception Area:** A reception area, with a desk and computer for a student assistant would be ideal to relieve administrative responsibilities from the ARC staff. At this front desk, walk-ins could be directed to available staff, tests to be proctored could be collected, and appointments could be scheduled. This space would also serve as a waiting area for students who arrive for appointments.

- **Meeting Room:** A space with a seminar table (seating 8-12 people) and/or several smaller tables would present opportunities not currently available in the Academic Resources Center, such as workshops; student and faculty training; meetings among faculty, students, parents, and ARC staff.

- **Work Space:** The ARC often hosts students taking tests and working on assessments in its limited space. The present space is inadequate to the basic needs of the ARC. A work space with six cubicles where students would work would meet the basic needs of our students who rely on the ARC. It is possible that this space could be shared with the tutoring center.

Tutoring Services

Michael Barnes, Director of the Writing Center, and Will Miles, Director of the Math Clinic, both describe a desirable tutoring space as a combination of one large, common space and several more private work spaces. While these tutoring services, in addition to tutoring services established in other disciplines, should be combined in the Student Success Center, it is not clear whether a single administration of tutoring services or separate disciplinary administrations would be most effective.
• **Reception Area:** The reception area should be located near the front entrance and it would be part of the common area (see below). Students would make appointment here and be directed to the appropriate tutor. This small space would function as traffic control. A computer is necessary.

• **Common Area:** The common area should be the size of a large classroom (201 Flagler comes to mind) and should include tables for group work, where tutors might work with a group of students (five students from the same math class, for instance, would meet with one tutor to study for an upcoming exam). This area would also be a space that students could use without tutors so long as the space was not needed for tutoring. A combination of three or four larger tables and a few small tables or cubicles for individuals would be ideal. The space should be wireless, of course, and white boards on the walls are important.

• **Private Tutoring Areas:** Some students cannot work with distractions, and therefore private tutoring areas—private offices, glass wall to common space—would be ideal. These offices should have a table and a couple chairs.

• **Administrative Office:** Some administrative space is necessary for the directors of tutoring services. One regulation-size office should suffice.

• **Storage Space:** Bookshelves, perhaps where we stock free books collected from faculty around campus, would be good. A decent-size storage closet either in the tutoring area or elsewhere within the Success Center would be a good idea.