I was asked to be the opening speaker for the Top Hatter leadership awards banquet last week. I was so torn about what to say at the tumultuous time in our semester, but more importantly in our nation. Below please find some of the comments I chose to share. The full awards can be viewed on [Youtube](https://www.youtube.com). A special congratulations to faculty and staff including Student Advocate Award Winner: Dr. Rajni Shaker-Brown, Mentor of the Year: Lindsey Graves, Advisor of the Year: Jelena Patrovic and those recognized as first year advocates: Dr. Roslyn Crowder, Dr. Nicole Denner, Dr. Andrew Larson, Dr. Phillip Lucas, Dr. Melissa Parks, Gail Radley, and Dr. Leander Seah. Many of our wonderful student leaders were also recognized.

“Sometimes procrastination pays off. I know this is not the words you were expecting to hear from me during finals week, but it is true occasionally. A few weeks ago I had started my opening remarks for tonight. I was pulling fun song lyrics from popular songs of 2014 and 2015 and wittily relating them to leadership and leaders at Stetson. I even considering using some Michael Scott footage from The Office about leadership. It would have been funny and light and a good start to a night of joy and recognition.

But then, last night as I sat to finish my remarks, I could not do it. I was too distracted by current pictures and footage - things like earth day last week or the wage gap or Isis and my mind is filled with images of Nepal and Baltimore. I realized that I was doing you, as our campus leaders, a disservice by quoting Megan Trainor instead of Langston Hughes. Our time together is too brief and your potential too powerful for me to waste my words with you.

In times like last night, with my little boys asleep in their rooms, I sit with CNN and my head and heart are full. It is more than an intellectual experience. If our world was on Facebook, its relationship status would read: it is complicated. At times like this I feel inspired to action and simultaneously frozen with thoughts of what to do next. What would even be impactful?...

Core to our values and your curriculum is personal and social responsibility. This requires leadership from us all (not the loud ones, not the named leaders, but us all) and this leadership takes daring. It takes support of each other and reflection on self. It takes space to process and encourage. I am not here tonight to tell you what to think. You may think that riots do not lead to social change, or you may think that social change has not happened unless forced to extreme levels. You may think that we will not step up to solve world hunger, water or disaster relief issues until we all see each other as one spiritual human family, or you may be annoyed that we bring God into the conversation at all. You may think that we need to reduce our carbon footprint, or you may think that we have more pressing needs. Think what you want to think, but be informed, be competent, be calm, be a listener, be a processer, understand privilege, live in the grey, lean into challenge, be a team player, be a learner, be a leader.”

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**Event Spotlight: Tyson Ritter**

All American Rejects’ lead vocalist, Tyson Ritter visited Stetson on April 13th to provide one of the most unique lecture experiences in recent years. The pop rock band achieved tremendous success in the early 2000s with hit songs that regularly topped music charts, propelling the band to gold and platinum certified albums.

As a dedicated musician, Tyson is committed to the continued progression of art and inspiring future generations to follow their artistic passion. The cultural credit approved event was made possible by the support of Dr. George Glander and Dr. Lua Hancock. Tyson’s lecture featured a number of personal stories chronicling the band’s history and creative process as well as a live acoustic performance in which Tyson played alongside current students.
Meet Zonovia Proctor, Assistant Director of Academic Advising

Zonovia Proctor has recently joined the Hatter family as the Assistant Director of Academic Advising. Zonovia is originally from Freeport, Bahamas and comes to us from Bethune-Cookman University where she earned her M.S. in Transformative Leadership, following a B.A. in Music Technology.

At Bethune-Cookman, she most recently served as the Director of Academic Initiatives, overseeing the Honors Program as well as various aspects of advising, including assisting in the leadership of a team of advisors and developing and facilitating assessment and recognition efforts of advising. Prior to this, she served as a faculty member in the Freshman College and worked directly with first-year undecided and at-risk student populations. Zonovia, though only in her first month, is really excited about Campus Life and Student Success and was most impressed by the presentations made by her peers during the CLaSS Little Light Bulb/Assessment Showcase. She looks forward to getting to know the faculty, staff and students and ultimately being a part of a diverse community of inclusive excellence.

Late Night Breakfast is our campus-wide study break hosted by Student Development and Campus Vibrancy. This is not only a great opportunity for our students to take a moment and regroup from their impending finals by getting some food and hanging out with faculty and staff, but a wonderful way for faculty and staff to connect outside the normal daily routine.

This semester’s breakfast ushered in an exciting new atmosphere under Assistant Director for Student Governance and Organizations Kat Thomas’s leadership. The Commons was transformed with black lights and LEDs and students had the opportunity to pick up multicolored glow sticks and glow in the dark tattoos at the door. This year also began a new tradition of swag - SU shirts, cups, and sunglasses that students will be able to collect throughout their time at Stetson. Over 500 Hatters came to enjoy the new style, familiar faces, and great food. Thank you to all of the faculty and staff who volunteered their time!

Check out Stetson Broadcasting’s video coverage of the event on Youtube.

As a building manager in the Hollis Center, I am always learning and growing outside of the classroom. Perusing a business administration degree on the management track, I enjoy fulfilling my duties as a responsible leader and supervisor. Being the youngest on the manager staff, I believe that I have overcome many doubts and fears to be where I am today. I have had the opportunity to practice real life professionalism that I learn in the classroom and utilize it towards experience for future careers.

The Hollis Center is not only a place where I spend most of my free time working out or playing intramural sports, but it is also a place where I can practice my management and customer service skills. It is where, for me, class is always in session.

- Alex Jones
As an institution we challenge our students to utilize each experience they have at Stetson as an opportunity for growth and learning about themselves, the community, and the world. This year, Housing and Residential Life embraced this idea and challenged the student staff to bring their favorite professors into the halls. With the core values at the heart of our residential programming model, it seemed only appropriate to recruit faculty to these experiences.

Through these programs we've connected academic learning to residential living, creating meaningful faculty-student interactions and increasing attending students' satisfaction with our university. Research has shown that a strong connection between students and faculty outside of the classroom significantly impacts students' success in college. This academic year, we have hosted over 20 faculty involved programs in the residence halls. These events have taken many different forms: lecture, discussion, interactive workshops, and community service.

For communities like the Women's Leadership Community, a theme-based experience in Chaudoin open to first year female students who have a passion for leadership development, meeting and learning from a professor like Dr. Rajni Shankar-Brown set a solid foundation of what a strong female leader possesses in our community. Dr. Shankar-Brown has taken time to share her experiences being a minority woman in leadership, help young women leaders explore transformational leadership and gain knowledge in the various issues/barriers faced by women in the workplace with a variety of facilitated events. In addition, this April, Dr. Zenta G. Auyong exposed the students of Gordis Hall, a first year community, to gender and gender expression across cultures in an interactive and upbeat way. A topic like gender is often covered in a sociology or gender studies classes, but when brought into the halls it also allows for an organic conversation around these topics. It exposes these ideas to the students who have not taken classes like this and provides an understanding of the role gender plays in our society. Exposure to various topics like this allows students to explore new ideas, passions and diversity. It's through these one-time events that faculty, like Dr. Auyong, can gain insight about our student population outside of the classroom while students can embrace the many sides of faculty both inside and outside their research and study. Themed based communities like Women's Leadership and First Year Experience aim to help students transition into our community by providing them with pathways to academic and personal success. With unique opportunities to interact outside the classroom in meaningful and enriching ways, students are more likely to seek success and persist to graduation.

At Stetson, it is important for us to dare our students to be active in their learning, as they have to engage in many ways to learn and become significant members of our society. Through hosting events with faculty in the halls, residential students are encouraged to be more aware and become exposed to how to utilize campus resources to improve their performance. We look forward to continuing programs like the two highlighted above as we expand our series called Learning in the Living Room next year.
Objective
Students will advance their abilities in critical thinking as expressed verbally and in writing. Students will explore the areas of Academic Success, Leadership/Values Exploration, and Wellness through lab content and involvement with the community. Two FSEM sections will be paired together in a lab with two lab facilitators and have a set time of 9AM, 10 AM, 11 AM or 12PM on Fridays that they meet. The labs will meet only three times as a group. The rest of the semester will be comprised of “Choose Your Own Adventure Sessions” where students have the opportunity to select from a variety of sessions. This will promote students to be more involved authors of their development and allow them to focus on areas of growth that are of interest to them.

It’s Not Too Late
If you are teaching an FSEM this Fall and are interested in pairing your course with a lab, simply reach out to John Pearson and share your interest. We will be happy to get you and your students involved in the program.

jpearson@stetson.edu
The duPont-Ball Library already acts as a major hub on the DeLand campus for engaged individual and collaborative learning: each day approximately 1,600 people visit this dynamic space to meet in study groups, seek help from the Writing Center, research the extensive catalogs of physical and electronic information, or just study and learn. With more and more books, journals, and articles being available in a digital format, the library team has taken advantage of the opportunity to create more space for engaged learning and support.

Due to this forward-thinking approach of the library team, a generous gift of the Hollis family, and collaborative efforts with Student Success, Stetson University will be proudly opening the Hollis Family Student Success Center on the second floor of the duPont-Ball Library in August 2015. This nearly 4,500 square foot space will offer students creative and modular learning environments where they can take advantage of more tutoring sites, Stetson Peer Instruction (SPI), and Success, Career, and Discovery Coaching. Ultimately, this space will be an ideal environment for out-of-the-box thinking, collaborative learning, and individual growth and vision casting.
As we know, the purpose of higher education is not just to make sure that students get great jobs after they graduate; it is also to ensure that we are developing the next generations of civic leaders who will have the capacity to identify and solve some of the most pressing challenges our world faces. Often those challenges are best solved using the power and resources available through our political systems – particularly those that come from being elected to political office. But, in an era of such political apathy and decreasing levels of youth civic education, how are college students and citizens supposed to know how to run a campaign to get elected?

Politics 101 is a free, non-partisan, one-day crash course on political campaigning offered annually here at Stetson. Developed in 2010 by Kevin Winchell, Dr. David Hill, and Dr. Paul Lachelier, it brings students and citizens of all political stripes together to meet three primary objectives (which are tied to relevant works and theories, referenced below):

1. Understand how to use political systems as a means of effecting change (tied to AAC&U’s *A Crucible Moment* publication, 2012)
2. Learn civic values hands-on by getting involved with political campaigns (tied to Kolb’s *Theory of Experiential Learning*, 1984)
3. Increase capacity for dialogue across difference (tied to AAC&U’s LEAP Essential Learning Outcomes, 2008)

In order to measure the effectiveness of the workshops in achieving these outcomes, all participants complete a pre/post-assessment that asks them to rate their attitudes and sense of knowledge across several dimensions both before and after their participation in the workshops. Below are the relevant results from the 2012 Politics 101 cohort:

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Pre</th>
<th>Post</th>
<th>Net Change</th>
<th>% Change</th>
<th>σ (Post)</th>
<th>P-value T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel capable of effecting change in my community.</td>
<td>6.42</td>
<td>7.14</td>
<td>0.721</td>
<td>11.20%</td>
<td>2.1</td>
<td>0.0148</td>
</tr>
<tr>
<td>I am interested in working on or managing a political campaign.</td>
<td>6.61</td>
<td>6.54</td>
<td>-0.07</td>
<td>-1.10%</td>
<td>2.594</td>
<td>0.5697</td>
</tr>
<tr>
<td>I can have civil conversations with people who have different political views than me.</td>
<td>6.91</td>
<td>7.07</td>
<td>0.163</td>
<td>2.40%</td>
<td>2.075</td>
<td>0.3046</td>
</tr>
<tr>
<td>I am interested in running for elected office.</td>
<td>4.26</td>
<td>4.23</td>
<td>-0.023</td>
<td>-0.50%</td>
<td>3.03</td>
<td>0.5197</td>
</tr>
<tr>
<td>I intend to become more politically involved in my</td>
<td>7.09</td>
<td>7.37</td>
<td>0.279</td>
<td>3.90%</td>
<td>2.299</td>
<td>0.2153</td>
</tr>
</tbody>
</table>

The data suggest the following with regard to the outcomes:

1. **Politics 101 does help participants understand how to use political systems as a means of effecting change.** Participants felt 11.2% more capable of effecting change in their communities – the most statistically significant result of the assessment.

2. **Politics 101 does help participants learn civic values hands-on by getting involved, though not necessarily with political campaigns.** Some participants become less interested in working on political campaigns at a 1.1% decrease, yet more interested in being politically involved in their communities at a 3.9% increase. This outcome may be because they see how difficult it is to work in politics due to the constant fundraising, loss of privacy and personal life, and sharp partisanship – even though that education itself kindles a political excitement for involvement in other ways that aren’t related to the grind of a campaign, such as joining non-partisan civic organizations.

3. **Politics 101 does help participants increase their capacities for dialogue across difference, though only moderately so.** Participants felt 2.4% more capable of having civil conversations with people who have different political opinions than they do.

Going forward, participants will be surveyed several months after Politics 101 to understand whether participants actually become more or less engaged and whether that engagement is in partisan political activities or non-partisan political activities. Additionally, further tracking will be done of Politics 101 alumni who go on to run for elected office: Who ran? Did they win? Did they feel that Politics 101 prepared them for the campaign? Finally, participants will be tracked to determine if their rate of voting in national, local, and special elections increases. All together, these should answer the question as to whether Politics 101 promotes a genuine change in the political behavior of its participants.
Results from the Noel-Levitz Student Satisfaction Inventory (SSI) survey administered at the end of the Spring 2014 term were analyzed during the Fall 2014 semester. Stetson continues to excel in several areas compared to national peers. The chart at right highlights four areas in which Stetson outperformed the average for national 4-year private institutions in a statistically significant manner ($p < .05$). Satisfaction is measured on a 7-point Likert scale from 1 = Not Satisfied at All to 7 = Very Satisfied. Stetson also performed better than the average on all of these measures the last time this survey was administered (2011).

The SSI also helps us understand areas in which we need to improve our service to students. In addition to satisfaction, students are also asked to rate how important each measure is to them on a similar 1 to 7 scale. From this, the gap between importance and satisfaction can be found, and we can identify what areas students care deeply about but with which they are not satisfied. Two of the top five gap areas in 2014 were the residential experience and registering for classes.

In order to address the residential concerns, Housing and Residential Life (HRL) brought in more engaging programming, including the Learning in the Living Room series (page 3), is working to transition some of the themed housing to enriching living-learning communities (e.g. creation of the Bonners/Honors house in Conrad Hall for 2015-2016), and continues to work with our great partners in Facilities and Purchasing to renovate bathrooms, lounges, hallways, and bedrooms. The staff in HRL is excited to work with faculty on additional ways to partner towards a more integrated experience in the halls.

The Registrar has implemented several enhancements to improve the registration process for students, including removing the time conflict restriction for waitlisted courses, eliminating PINs from summer registration, and adding more explanatory notes to the course search tool.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Stetson</th>
<th>4 Year Privates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of intramural activities are offered.</td>
<td>5.59</td>
<td>4.98</td>
</tr>
<tr>
<td>I can easily get involved in campus organizations.</td>
<td>5.86</td>
<td>5.38</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>5.68</td>
<td>5.35</td>
</tr>
<tr>
<td>There are adequate services to help me decide upon a career.</td>
<td>5.50</td>
<td>5.27</td>
</tr>
</tbody>
</table>

In the fall semester, 12 Guide to Proactive Success (GPS) academic and general success workshops were offered on a range of topics from reading comprehension to interacting with professors to the basics of budgeting. We had almost 100 attendees throughout the semester. Thank you to the faculty members who presented (including those from the spring): John Pearson, Megan O’Neill, Bette Heins, Pamela Cappas-Toro, Maggie Herb, Tara Schuswerk, Rosie Flowers, Brigid Noonan, Andy Dehnart, and Rajni Shankar-Brown. Students complete a brief evaluation after each session, ranking their agreement with statements on a 1 – 5 (Strongly Disagree to Strongly Agree) scale. All items averaged between Agree and Strongly Agree, and all but one were closer to Strongly Agree than Agree. Students also leave comments, and statements similar to this are not uncommon:

“I gained new insight from this session: 94% Agree
I would recommend this session to others: 97% Agree

I would recommend this session to others: 97% Agree
The training motivated me to grow as a professional: 72% Agree
The training provided useful information: 79% Agree
The training provided new information: 75% Agree

Considerable efforts were made to enhance the student employment experience through a vibrant collaboration between Student Financial Planning and CLaSS, led by Nora Huth, Student Employment Coordinator, and Robin Kazmarek, Associate Director of Career and Professional Development. A series of trainings were provided to students on topics ranging from FERPA to professionalism to goal setting. These sessions were well received and are a great foundation on which we are excited to build. A centralized performance review process, modeled on the process for full-time Stetson employees, was also implemented in the Spring, with over 550 students participating in the process.
Dr. Farouk Dey, Associate Vice-Provost for Student Affairs and Dean of Career Education at Stanford University, and Christine Cruzvergara, Assistant Dean and Executive Director of University Career Services at George Mason University have identified 10 emerging trends in college career services. However, before discussing the new trends, it’s helpful to place this latest paradigm shift in context within the evolution of career services.

As evidenced by the figure at right, every 20-30 years since the beginning of the 20th century, there has been a paradigm shift in college career services reflective of changes in societal norms and economic conditions. The most recent shift is identified as customized connections and communities and is characterized by career services extending beyond the physical walls of the career center and being integrated into the entire campus community. This shift represents an era of hyper-connectivity in which traditional networking takes on a new scale and speed.

At Stetson, the Career and Professional Development staff are working to incorporate these trends into our theory and practice. Over the past year, we have strived to make career and professional development an ecosystem rather than a place through continuing partnerships with faculty on internships and embedding career-related content into the curriculum with the assistance of our alumni and employer partners. In addition, new collaborations, including liaison staff roles, have been initiated with Athletics, Alumni Engagement, and Leadership Development. For example, in February, almost 70 student-athletes attended a session on “How to Stand out to an Employer” presented by a representative from Enterprise Holdings. The staff has also worked to develop customized communities and then link students to those opportunities through programs such as the Health Professions Networking Night that connected 65 students to 14 professionals representing different careers in healthcare.

From a theoretical perspective, work by Krumboltz and Levin (2004) on chaos and happenstance and Katherine Brook’s adaption of chaos theory to career planning (2009) challenge us to help students “lure chance out of hiding” and encourage them to be curious, take risks, and embrace ambiguity as they proceed through the career development process. Few students will follow a linear path from their major to their career so it’s important to reinforce the importance of being open-minded to opportunities to interact with different alumni and employers because “we don’t know what we don’t know.”

Finally, as we move towards the 2015-2016 academic year, Career and Professional Development staff, in partnership with faculty, staff, parents, alumni, and employers, will challenge students with our new brand, “Dare to Be . . .” To provide support for this challenge, we will guide students through the career development process using DARE as an acronym for Discover, Aspire, Relate, and Engage. For each of these phases, specific activities will be recommended to move students closer to their post-graduate goals. The ultimate goal is that career and professional development will become integrated into the campus community so students will understand that “this is what we do here”, which will fulfill our mission of lifting students beyond success to significance.
Every year CLaSS uses one of its monthly divisional meetings to host a conference-style workshop series known as Little Light Bulbs. This provides professional development both for presenters and attendees. Sessions range from summaries of presentations seen at conferences, to insights gleaned from staying up to date on research in the field, and everything in between. On this page you will find two sessions from the 2015 Little Light Bulbs that have been converted to short articles by their presenters.

RC Stabile from Housing and Residential Life shares a different take on supervision and Tanner Vickers from Student Development and Campus Vibrancy reflects on the messy but rewarding nature of student development work.

**REMEMBERING STUDENT DEVELOPMENT**

This past semester I was forced to make a decision. I was required to respond in one of two ways: postpone an event due to inclement weather or risk thousands of dollars by not postponing. I chose to postpone and watched as the clouds lifted and a beautiful afternoon sailed through Central Florida. What ensued was a shelling of critique from the students via email and social media. The student-led committee and I were accused of everything from poor planning, to incompetence, to actively working to undermine the senior experience. Based on the information we had at the necessary decision point, we made the right call, but I was tired. I allowed the criticism to define that experience instead of cherishing the opportunity to guide students through a situation that required critical thinking and decisiveness. I’m not an event planner, I’m an educator, but sometimes I forget.

As we prepare for Hatterpalooza – Stetson’s annual spring concert – I am reviewing piles of financial documentation prepared by students. Check requests, contracts, purchase requisitions, and so on are frantically pouring into my office. After seeing the same redundant mistakes, I begin to find frustration in the errors instead of joy in the teachable moment. I miss the point. I become convinced that my job is to finalize the contract when in actuality my job is to teach the student. I’m not a contract lawyer, I’m an educator, but sometimes I become preoccupied.

At a mere glance, one would assume maintaining an educational mindset would be easy within the context of higher education, but that assumption would be false. Distractions are often dressed like priorities. The emails, the pressure to perform, the cavalcade of meetings, research and assessment, planning, budget proposals, conference preparation, urgent matters sent down from on-high, and the very students themselves can slowly erode the educator in us, and so we settle for mere administration. It’s quite the phenomena, sitting around the lunch table listening to myself as I grumble about recent encounters with students.

For all of our education and expertise we are a forgetful bunch. We periodically stray from our mission; we overlook the elemental nature of our work as educators. Our work is not simply administration. Our work is development, and the heart of a career in student development is the task of developing students. We work in this messy minutia, ensuring that students are growing even there. This is the very nature of our work! Our pedagogy is the extra-curricular, the life outside the classroom, the teachable moments with students, and so on.

Ultimately, every day, we are forced to make a decision. We are required to respond in one of two ways: settle for mere administration or develop better people. We can confuse the task for the purpose or see the person as the purpose. There will always be distractions telling us who we should be and what we should do, but a student will walk in your office soon and you will be forced to make a decision, required to respond in one of two ways.

**IMPROV COMEDY**

Usually, when boarding a plane, I tend to bring a book or magazine to enjoy while I’m without a Wi-Fi connection. The trip to the Southeastern Housing Officers Conference was no different – except this time I forgot to pack a book. While perusing the airport bookstore, I came across “Bossy Pants” by Tina Fey. Being an avid “Parks and Recreation” fan, I decided I would take a shot and see what Ms. Fey had to say about being a leader. I wasn’t quite sure what a comedian could know about leading a team, or how it could possibly relate to a residential life professional who already owned possibly hundreds of leadership development books. However, as I turned the pages of “Bossy Pants,” I quickly realized how wrong I was. The section that stood out to me and that I would later go on to present, is when Fey discusses The Rules to Improvisation. As I read over the rules, I quickly began to relate them to supervision and how I would like to lead the team under me and around me. The first rule Fey discusses is to always agree with your partner, or colleague/peer/supervisee and say yes, which in turn allows you to start from an open-minded place by saying we respect what the person has brought to the table. This isn’t to say they are correct or may precede, it simply means to value what has been brought to you by this person. She quickly follows this with step two “Yes, and...” which allows you to add to what they have created or amend what they have proposed instead of quickly just saying no. Fey’s next rule is to be part of the solution. She advises that we should not always ask questions, but instead be at the table offering solutions as well. Lastly, and quite possibly my personal favorite should not always ask questions, but instead be at the table offering solutions as well.

This isn’t to say they are correct or may precede, it simply means to value what has been brought to you by this person. She quickly follows this with step two “Yes, and...” which allows you to add to what they have created or amend what they have proposed instead of quickly just saying no. Fey’s next rule is to be part of the solution. She advises that we should not always ask questions, but instead be at the table offering solutions as well.
As we prepare for FOCUS Orientation 2015, it is important to reflect on previous work and critically evaluate any data collected. By engaging in this process, we can commit to ensuring that the transition experiences provided for our incoming students and families achieve the necessary learning outcomes but also are valuable and rewarding to participants. As we plan for a new year of programming, it is important to take into consideration the 2014 FOCUS assessment results.

The 2014 assessment, designed as a Likert scale and free response survey, covered most programmatic aspects of orientation. After reviewing the data, overwhelmingly we found that the participants felt that FOCUS Orientation was a valuable resource for incoming students and families. Areas regarding the integration of our Core Values, confidence in success, FOCUS Leader meetings, Parent Orientation, the One Stop Check-In process, and our Title IX programming all received 60% or higher in positive ratings. We also learned that participants felt that late-night social programming accommodated a variety of interests and that the offices and services provided throughout the week were helpful resources.

On the opposing side of our evaluation, we learned that commuter students were unsatisfied with their orientation experience, stating in the free response section that they felt the program was disjointed and was not mindful of their unique needs in regards to the timing of sessions and the general length of the day. Additionally, we hoped to find greater participation in our assessment; only 55 students, or 6.3% of the incoming student body, completed the survey. This contrasts the number of family members who participated in the survey, which was 77.

So how do we move towards FOCUS 2015? Plans for our new year of programming have been shaped by the results of the assessment. Many areas that were highly rated will not see many changes, including Parent Orientation, FOCUS Leader meetings, and the One Stop Check-In process. There are areas that are in the works to be improved to better suit the needs of our incoming students and their families. These include creating a schedule that is responsive to the needs of our commuter population, reaching out to families who were unable to attend Parent Orientation, and creating interest in future assessments.

FOCUS Orientation cannot happen without the work of our many campus partners. With your help and the feedback from our most recent group of incoming students, we can strive to create an orientation program that prepares our new Hatters to be successful during their transition to Stetson University!

Our Core Values, Personal Growth, Intellectual Development, and Global Citizenship were apparent throughout FOCUS week.
COMMENCEMENT ACTIVITIES

Friday, May 8, 2015
10:00 a.m. ROTC Commissioning Ceremony - Lee Chapel, Elizabeth Hall
3:00 p.m. Undergraduate Awards and Recognition - Lee Chapel, Elizabeth Hall
7:00 p.m. Commencement - Graduates, Edmunds Center
8:30 p.m. Reception and Diploma Pickup

Saturday, May 9, 2015
10:00 a.m. Commencement - College of Arts and Sciences, Edmunds Center
11:30 a.m. Reception and Diploma Pickup
2:00 p.m. Commencement - School of Business Administration - Edmunds Center
3:30 p.m. Reception and Diploma Pickup

Line of March
Faculty participating in Commencement are to gather in regalia one hour prior to each ceremony in the Hollis Center. At 10 minutes to the hour, the university marshal will lead the formal procession from the Hollis Center to the Edmunds Center to the faculty seating section.

Personal Belongings
Faculty will not have a place to drop off personal belongings. All personal belongings brought into line-up must accompany the faculty into the ceremony. The Hollis Center is not secured between ceremonies.

For complete commencement information please visit the commencement website (http://www.stetson.edu/commencement).

WHAT’S ON STUDENTS’ MINDS

May

- Preparing for finals
- Celebrating accomplishments and receiving awards: “Banquet Season”
- Future planning, including career and finances, especially student loan payback
- Feeling confident about successfully completing another (or first) year
- Moving out of residence hall and saying good-bye
- Gearing up for summer courses
- Financial aid packages
- Enjoying summer

LOOKING AHEAD

- May 1-2 Final Examinations
- May 3 Study Day
- May 4-5 Final Examinations
- May 6 Final grades for graduating students due to Registrar via my.stetson.edu by 9:00 a.m.
- May 6 All residence halls close at noon for all students (except for pre-approved late stays)
- May 8-9 Commencements
- May 11 Grades for all students due to Registrar via my.stetson.edu by 9:00 a.m.

Senior Toast
Wed - May 6th
5 p.m.
President’s Garden

Senior Toast - May 6th
5 p.m.
President’s Garden

Senior Toast - May 6th
5 p.m.
President’s Garden