

TO: Student Success Team Executive Committee

FROM: Elizabeth Whitt

DATE: December 21, 2007

RE: Notes from SST Executive Committee Meeting, December 10, 2007

Present: M. David, D. Grady, B. Ingram, W. Nelson, T. Rocklin, V. Stange, D. Thomas, E. Whitt

A. SST Meetings

Discussion: Reactions to/Suggestions for SST Meetings (e.g., is the current format effective?; have the topics/presentations been useful/interesting?; what, if any, changes should we make?)

1. Suggestions for format:
  - Is there a way to ask the SST members to use the information presented? Discussion, for example: "How will you use this information?" Ask presenters to describe implications for specific actions. Possible to include as discussion at the meeting then follow up on the listserv.
2. Suggestions for topics:
  - Presentation/discussion about how the efforts/outcomes of the Action Committees fit together.
  - Student-led presentation: Dance Marathon, student leaders, panel of seniors.
  - 'What happens?' – in Admissions, Orientation, Residence Life (including RAs), Office of Student Life, Food Service.
  - From October 22 discussion:
    - Disability accommodations: What's required, physical plant, accessibility v. 'friendliness'
    - Health and Wellness: Alcohol.edu, Healthy Living Network, assessment of UI students' health/health-related behaviors.
    - Results/Implications of Student Climate Survey (from Center for Diversity & Enrichment)
    - Safety Issues/Anti-Violence Coalition
3. We should survey the SST members to assess satisfaction with the meetings, with the SST. Liz and Tom will follow up on this.
4. Possible location for future SST meetings: Van Oel Multipurpose Room in Currier Hall.

B. Updates on SST Committees

1. All the committees have met at least once; several have made substantial progress.
2. Question from the Task Force on Early Intervention about the focus of their efforts: Should they focus on students identified as 'at risk' prior to enrollment or any students experiencing difficulty? They're inclined to focus on pre-enrollment identification and follow-up strategies for those students.
  - Discussion: Focused on concerns with the pre-enrollment focus:
    - How will these students be identified? (Kelly Proctor of Exam Services is on the Task Force; she can assist in developing a model for predicting students in need of 'early intervention')

- In general, responding to students in difficulty seems an easier task: We respond to the students in difficulty according to the actual problems they face, rather than predict what problems students might encounter – that is, respond to the problems we can see, rather than those we think might occur for the student identified as ‘at risk.’ The former might lead us to more focused strategies and more effective responses. Also, easier to communicate about resources to students if we know what students are having difficulty and with what.
- Tom will get back to Heather Stalling about this discussion. Possible: suggest they focus on both in sequence, beginning with ‘post-enrollment’ difficulties.

C. Report from the “One Community, One Book” Committee

1. (See OCOB report on the SST Sharepoint).
2. Discussion: Should we proceed with this project? If so, in what format and on what time schedule?
  - Question: Why such a large budget request?
    - Response: includes a staff position, funds to pay for books, funds for incentives for participation by course instructors (e.g., videos, course materials, summer events and/or other programs), honoraria for author-speaker.
    - Issue: What might this lead other SST Action Committees to expect? What are the budget/funding possibilities for the Action Committees as a group? How will allocations be decided? What might we want to communicate to all of the Committees about funding possibilities?
  - Issue: Implement the project as proposed or start with a pilot program?
    - Starting on a large scale ‘demonstrates momentum and commitment’ to the project by the University. Also, student feedback indicates a perception that ‘the University doesn’t do things in a big way to demonstrate we really care’ about students.
    - The OCOB project has ‘symbolic value’ in that it can ‘communicate a certain seriousness’ to incoming students: We expect you to read this book.
    - Concern: How to build in performance – how to make sure students read the book and learning takes place? A pilot program for a small # of students would allow us to make sure there’s clear follow-up.
    - Pilot Project with Honors students? In general, a negative response.
    - Living-learning communities as a possible mechanism? Is student diversity less in living learning communities than in the first-year student population? Von doesn’t think so.
    - In general, ‘we offer 3 universal experiences for freshman: summer orientation, residence halls, and Rhetoric.’
      - Implications for distributing the book: In the summer? (concerns that students won’t read a book sent to them in the summer, though some institutions make this work) At orientation? When students move into the residence halls? Possible role for OCOB in ‘Camp Herky/Camp X’ (that is, extended orientation period at the start of the first semester) when/if that occurs?
      - What if Rhetoric were to adopt the book? This would provide means to make sure there’s follow-up beyond simply distributing the book. Mary

Trchsel, Chair of Rhetoric, is interested in discussing this possibility; she, Tom R. and Downing T. will meet later this week.

- What medium? A book? An iPod download? Both possible?
- Funding: Possible to find a donor to endow the project? Funding available through the Collegiate Readership Program? UISG support possible?
- Integrate into service-learning?
- “Key to the program’s success”: “The first book” – “selection is absolutely crucial.” The community group that has been involved with the OCOB program in the past is ‘enthusiastic’ about expanding OCOB in this way. Issue: balancing the community’s needs and the needs of our students/Rhetoric.
- Also important: leadership from Provost and President.

D. New SST Action Committee, Spring 2008: “Healthy Traditions and Rituals”\*

1. Kelly Jo Karnes (OSL) has volunteered to chair the committee.
2. Suggestions for other members?
  - Faculty from the undergraduate colleges
  - David Gier
  - Dennis Moore
  - Mike Barron
  - Students
  - Belinda Marner
  - Pam Trimpe
3. Issues to explore:
  - What exists now?
  - What sorts of traditions/etc. do we seek? University-level? Collegiate? Affinity groups?

\*Also pending: a First-Year Experiences committee/task force

E. Ways to Increase Faculty and Student Involvement in the SST?

1. Ideas for involving faculty:
  - Create a committee of the faculty senate?
  - Personal invitations from Tom
  - Personal invitations from colleagues involved w/ the SST
  - Recipients of teaching awards
  - Faculty advisors to student groups (Bill N. has a list)
2. What, if any, criteria are relevant in deciding whom to invite?
3. Ideas for involving students:
  - OSL can provide suggestions
  - Might CT instructors have suggestions?
  - Kelley Ashby: students involved in the Career Leadership Academy?
  - AAC advisors have suggestions?
  - Tom will send a note to SST members encouraging invitations.

F. Activities/ Priorities for Next Semester

1. "Keep the momentum going."
2. Possible to add someone from Office of University Relations to the SST Executive Committee?
3. "Deliverables" from the Action Committees
4. T-shirts