7-14-2017

Summer Work Check-in Progress Update: Student Experience

Plymouth State University

Follow this and additional works at: https://digitalcommons.plymouth.edu/plymouthclusters

Recommended Citation

https://digitalcommons.plymouth.edu/plymouthclusters/318

This Text is brought to you for free and open access by Digital Commons @ Plymouth State. It has been accepted for inclusion in Clusters by an authorized administrator of Digital Commons @ Plymouth State. For more information, please contact ajpearman@plymouth.edu, chwixson@plymouth.edu.
Summer Work Check-in Progress Update

Below, please share bullets on progress towards goals to date. At the July 17 meeting, we will have a broader discussion on progress, what’s worked well, and what support might be needed.

Please return this document by email to Corey Hoyt by 1 p.m. on Thursday, July 13th. The full list of summer work progress will then be consolidated and shared in advance of the meeting.

Student Experience Progress:

- Facilitate three hours engagement for faculty with new students through varied programming at Panther Days
  - After consultation with Mark Fischler and the staff planning Panther Days, a plan for two faculty-led classes has emerged.
  - Faculty will lead First Class on Friday September 1st for one hour (this is a continuation of a program that has been used previously)
  - Faculty will lead Cluster Intro on Friday September 1st for one hour (this is a new program – a lesson plan, powerpoint, and guided small group exercise have been designed for it and distributed to Mark Fischler)
  - Faculty have also proposed to Mark Fischler and the Panther Days Team various activities in which students and faculty could interact informally (i.e. floating the Pemi, faculty-student softball game, etc.)
  - Potential Challenges Identified: Recruiting enough faculty to participate both as instructors and in informal activities

- Create plan for Student Development Series of three events/programs in Fall semester focusing on soft skills
  - Faculty have identified three themes that they would like to address: 1) Financial literacy, 2) Coping with challenges faced in college, 3) “What I wish I knew then” Student Panel
  - Rough dates have been identified for each event
  - A brief sketch of material to be covered has been written for each event
  - We have partnered with Denise Hutchins’ Event Marketing class to put on the third event
  - Next step: talk to Matt Curtis
  - Potential Challenges Identified: Getting students to attend... we’ve been brainstorming various forms of bribery

- Develop baseline survey for new student on expectations of Integrated Clusters experience
  - The team has identified concepts to be measured in the survey
  - Time has been set aside during panther days to administer the survey
  - The survey will be administered electronically (i.e. they can take it on their phone/laptop)
  - Questions have been developed for some of the concepts

Summer Work List: https://www.plymouth.edu/clusters/resources/summer-work-2017/
• Potential Challenges Identified: Need to keep the survey short and sweet so students will complete it
• Develop a defined tiered system of engagement that unites faculty understanding of student engagement through shared language
  o Faculty have outlined 4 tiers of student engagement in clusters – powerpoint slides have been developed to illustrate these tiers
  o Tactical approaches and strategic outcomes have been identified for each tier
  o A brief summary of the overall goals of cluster involvement and the role of each tier has been constructed
  o Next steps: Share with other campus constituencies, who may find it of use in terms of guiding curricular recommendations (i.e. how much involvement in each tier students can/should take on at once)
  o Potential Challenges Identified: We don’t want to exclude students from participating in cluster work, but we don’t want to overwhelm them with too much cluster work either... this is meant as a guide only, but could help inform students and advisers if recommendations are made
• Have a plan in place to launch in Fall to pilot increased communication/documentation through Student Success Collaborative
  o A team of staff has been working on creating a mechanism through which increased communication can occur
  o It is unclear what role, if any, faculty are playing in this process, or how/when this new model will be presented to the whole faculty
  o It is unclear what information will be communicated
• Develop plan to pilot faculty-res life partnership model in Fall 2017
  o Met with Mark Fischler to continue to move toward a faculty-res life pilot in the Fall
  o Current desired goal (which may or may not be met) is two faculty members associated with each of the 5 traditional residence halls that will be on line in the Fall (a sixth is under renovation)
  o Made recommendations to Mark regarding the role of faculty and identified faculty members that could potentially be interested
  o Recruitment of faculty has begun
  o Potential Challenges Identified: Getting enough faculty involved... the amount of service being pushed to faculty, especially under cluster team leadership models, is quite high, and with a push to minimize release time, it could be challenging to get many faculty involved

Reflective Questions

• What connections/intersections do you see between the work your team is doing and that of other teams?

Several members of the team have expressed concern that faculty will not participate in Panther Days because they will be burned out after University Days, Cluster Days, and retreats.

Summer Work List:
https://www.plymouth.edu/clusters/resources/summer-work-2017/
The effect of this remains to be seen.

- What do you see as the most productive outcome (realized or potential) from the work being done this summer?
  I wouldn’t want to point to one subgroup above the others as the most productive. All the groups are working hard!

- What, if anything, is getting in the way of you getting your work done?
  It’s unclear what kind of input faculty have had/will have in terms of the initiative toward increased communication between faculty and staff regarding students. I do think faculty should be at least asked what kind of additional information they, as advisors, or professors, would want to have about their students. It is possible that this is already happening, but most of my offers to help/questions about the program have gone unanswered. Additionally, getting people together to meet has been a challenge, due to various travel schedules, etc. And some people are more responsive than others over email.