

WOFFORD COLLEGE

OFFICE OF STUDENT SUCCESS

Student Success Teams and the First-Year Interaction Seminar

Following a comprehensive, multi-year strategic visioning process, Wofford College's faculty, staff, and students selected Student Success for the institution's Quality Enhancement Plan (QEP). Focusing on the first two years of college, Wofford's QEP focuses on student success teams and the college's new first-year success seminar. The QEP's learning outcomes are framed using Arthur Chickering's first three vectors for student development:

1. Developing competence
2. Managing emotions
3. Moving through autonomy to interdependence.

Groups of eight incoming first-year students will be paired with a Student Success Team (SST) consisting of a faculty academic advisor, a member of Wofford's professional staff, a personal librarian, and a student orientation peer leader.

Two Student Success Teams (sixteen students) will be placed together into a section of Wofford's new, mandatory first-year success seminar: FYI 101. This credit-bearing seminar will focus on cultivating academic success, engaging and integrating students into the Wofford community, and preparing students for responsible lives in a diverse, interconnected, and changing world.

Wofford has rich history of student assessment using the National Survey of Student Engagement. An early adopter of the instrument, Wofford was featured by George Kuh and Project DEEP in *Student Success in College: Creating Conditions that Matter* (2005). The institution will use findings from NSSE and other external and internal instruments to assess the effectiveness of the QEP. In addition, a newly implemented early intervention software system will allow the institution to respond to students' needs effectively throughout the collegiate experience.

This broadly-reaching plan represents a strong commitment of personnel and capital from the institution to the success of its students. At the end of the five-year quality enhancement plan, 100% of the Wofford students, 100% of the Wofford faculty, and over 75% of the Wofford professional staff will have participated in the QEP. The institution has budgeted significant funds for the teaching of the courses, for engaging students and faculty/staff members through new activities, for designing and assessing the plan, and for administering the overall project.