A. Enrich Learning and the Student Experience

Introduction and Background

Conversations and forums with administration, faculty and staff indicate a strong desire to create an optimal intellectual and supportive environment for students that pushes them to reach their full potential, intellectually and socially; and also provides the support necessary for success. This is reflected by the formation of an Undergraduate Learning Working Group— a faculty initiated effort with a broad-based committee made up of faculty and staff (http://oid.und.edu/Documents/OT%20vol%2019%20no%204.pdf). To reinforce the work of this group, the University created and filled a new position, Associate Provost for Undergraduate Education, to assist in identifying and implementing ideas for improving learning and the student experience.

Entering UND, whether at the Undergraduate or Graduate level, students begin an educational journey with important experiences—not only in the classroom, but out of the classroom as well, including student organizations, interacting with students from other cultural backgrounds, athletics, Greek organizations and others.

Following are the most common measures of undergraduate student success:

- Retention and graduation rates: Data provided by the UND Office of Institutional Research indicate that 22-25% of UND first-time, full-time freshman do not return for the second year; an additional 9-10% of those same students do not return for their third year; and an additional 4-5% do not return for the forth year. Data show that at the end of six-years, 54% percent of UND first-time, full-time freshman graduate—about equal to the national average, but 6-8% lower than UND’s peers (SUNY Buffalo; Alabama Birmingham; Hawaii Manoa; Illinois Chicago; Kentucky; Louisville; Missouri Kansas City; Nevada Reno; North Carolina Chapel Hill; Pittsburgh; Tennessee Knoxville; Utah; Vermont; Virginia; Wright State)

- Results of the National Survey of Student Engagement
  - UND’s latest NSSE results will be outlined later.

- Results of an assessment of student learning
  - UND administered the Collegiate Learning Assessment (CLA) to assess learning outcomes in 2009-10. The results have just come in and are in the process of being evaluated.

Questions on how UND could enrich the quality of the student experience yielded interesting thoughts and ideas.

When talking about the undergraduate experience, conversations tended to focus on the first year. There are a number of reasons for this, including:

- UND had already begun to strengthen programs for new students, so there was special attention focused on them.
- The initial experiences have special impact by setting the tone for the remaining time at UND
- Once in place, first-year programs can be models for programs that extend through the remaining years

Graduate students are positive about their UND experience, but want greater acknowledgment, visibility, and support. Some view themselves as future faculty and would like support that will help them be better prepared when they enter the profession.

In addition to providing what is needed to succeed and have fulfilling educational experiences, graduate students play an important role in helping a university to realize its research mission—as noted in a recently released report by the University of California System: http://www.universityofcalifornia.edu/news/article/23664


A. Enrich Learning and the Student Experience

The many conversations and forums yielded the following initiatives:

1. Enrich the First-Year Experience to create a rigorous and exciting intellectual and social experience
   a. Residential living-learning communities
   b. Non-residential learning communities where a group of students share all the courses in a semester
   c. Programs focused on cultural literacy
   d. Enhanced Essential Studies program that links theory and practice through interdisciplinary teaching, experiential learning, and blending the entire program of studies into a meaningful whole
   e. Stronger academic/career advising

2. Develop programs that will enrich the student experience beyond the first year, e.g., extending the enhancements to Essential Studies; study abroad; undergraduate research, capstone experience

3. Create a Unified Student Success Program
   a. Examine/simplify student support, including an on-site/virtual one-stop “concierge” service
   b. Develop an Integrated Advising System for first-year and all students that combines academic advising, career planning, and other resources to address issues that can affect student success

4. Enhance the graduate student experience

5. Develop a location for a broad array of social activities for students

### Direct Impact on Desired Outcomes

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Desired Outcomes</th>
<th>Strengthen Connections</th>
<th>Enhance Community</th>
<th>Enrich Student Experience</th>
<th>Create Fulfilling Careers for Faculty &amp; Staff</th>
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<tbody>
<tr>
<td>1. Enrich First-Year Experience</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>a. Learning communities</td>
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<td>b. Programs leading to cultural literacy</td>
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<td>c. Enhance/linked ES courses</td>
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<td>d. Stronger academic/career advising</td>
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<tr>
<td>2. Develop programs that will enrich the student experience beyond the first year, e.g., extending the enhancements to Essential Studies; study abroad; undergraduate research, capstone experience</td>
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<td>✓</td>
<td>✓</td>
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<td>3. Create a unified student success program</td>
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<tr>
<td>4. Enhance the graduate student experience</td>
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<td>5. Develop a location for a broad array of social activities for students</td>
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<td></td>
<td>✓</td>
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</table>

### Relationship with other Initiatives

These initiatives emerged from ideas mentioned most regarding what UND could do to Enrich Learning and the Student Experience. However, since everything at the University impacts learning and the student experience, all of the other initiatives relate to this one.
A. Enrich Learning and the Student Experience

1. Enrich the First-Year Experience

UND currently offers an orientation program for first-year students, “Getting Started”, followed by a set of first-year courses taken at the discretion of the student -- University 101, 125, 126, 127 and Counseling 101.

UND also offers Honors and Integrated Studies Programs. These programs encourage discussion, critical thinking, research and writing; provide academic rigor; connect the disciplines in Essential Studies; promote civic engagement; and encourage closer interaction between faculty and students.

When asked about the level of academic rigor, students in Honors and University 101 indicated that they expected more at UND than they encountered. They also expressed disappointment in the Essential Studies classes, wishing that there were greater connections between them, e.g., team teaching, content that cuts across disciplines, greater connections between class material and the “real world,” e.g., internships, field experiences, applied research, etc.

Conversations with UND Student Government leaders also touched upon curriculum and pedagogy. They too raised the need for more interdisciplinary teaching. One suggestion was that common required courses, such as statistics, be team taught so that faculty from different departments teach students in different majors.

Additional evidence of the need for an enhanced first year can be seen in UND’s 2009 results of the National Survey of Student Engagement (NSSE) wherein students rank their experiences in five categories:

1. Academic Challenge: Institution’s ability to establish a challenging intellectual/creative environment
2. Active/Collaborative Learning: Students asked to collaborate to solve problems and master material
3. Student Interactions with Faculty: Extent of interaction with faculty in and out of the classroom
4. Enriching Educational Experiences: Complementary learning experiences that augment academic programs
5. Supportive Campus Environment: Extent of positive relationships among different groups on campus

The 2009 NSSE results indicate that first-year UND students rated their experience lower than their peers in all areas except number 5, Supportive Campus Environment.

When presented a list of the most prominent elements of first-year experiences, and asked to discuss and rank them, first-year students commented as shown below. Please note these findings are not intended to be exhaustive or definitive, since they represent a small sample of students. They do, however, provide food for thought and a basis for additional dialog regarding the elements of a first-year experience at UND.

<table>
<thead>
<tr>
<th>Common Reading</th>
<th>Conversation about a book with classmates, faculty, and perhaps the author</th>
<th>Not strongly supported. Students tend to resist reading what they are told to read. Perhaps the readings vary and are chosen by the students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Convocation</td>
<td>New students begin by hearing from the President; walk in their first University processional; and learn some of the university’s history and traditions.</td>
<td>Not strongly supported. Prefer the picnic hosted by the President to a formal event like a convocation. Also prefer that this event be a part of welcome back week so that new students feel a part of the whole</td>
</tr>
<tr>
<td>Wilderness Experience</td>
<td>Outdoor program that bridges summer orientation and the fall</td>
<td>Support, but limited</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>Small groups where students talk with faculty members and fellow students about topics that cut across disciplines</td>
<td>Strong support</td>
</tr>
<tr>
<td>Distinguished Speaker Series</td>
<td>Talks by individuals who have risen to the highest levels of achievement</td>
<td>Strong Support</td>
</tr>
</tbody>
</table>
A. Enrich Learning and the Student Experience

<table>
<thead>
<tr>
<th>Peer Guidance</th>
<th>Successful junior-senior students are assigned to each new student through the first-year</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Spring Break</td>
<td>Trip that allows new students to participate in a community service project</td>
<td>Support, but do not limit to just new students, but all students since interacting with them would be helpful. Also, there are already similar activities; do not want to detract from those</td>
</tr>
<tr>
<td>Success Forums</td>
<td>Series of programs falling under theme areas, including Health &amp; Wellness, Leadership, Academic Engagement &amp; Exploration, Alcohol and Drug Awareness, Anxiety &amp; Mental Health, Cultural Literacy; Financial &amp; Debt Management; Sexual Health</td>
<td>Mixed reviews on holding only during orientation. Greater support if extended through the first year rather than just orientation</td>
</tr>
<tr>
<td>Academic and Career Advising</td>
<td>Focused, intense program to help students identify their greatest interests and strengths and how best to pursue them at UND</td>
<td>By far, the most strongly supported element. Students see a need for focused and “forced” program so that students develop some level of self understanding and direction, even if preliminary</td>
</tr>
</tbody>
</table>

The UND First-Year Village: A Living-Learning Community for New Students

The First-Year Village concept has the potential to enrich learning and the student experience in significant ways, ultimately having a positive effect on graduation rates and addressing many of the desirable elements mentioned above. It would provide opportunities for first-year students to engage with academic content and concepts in a live-learn environment; build community and personal relationships with fellow students; and help them feel like a part of the University community.

A successful UND First Year Village needs to have appropriate programming as well as facilities to address the developmental challenges faced by new students. This description will address both elements.

First Year Village Programming

Creating a holistic program to address the specific needs of the University first-year students is important for increasing retention. Programming should support academic and personal development. Components, some of which are mentioned above, could include:

- Learning communities around interdisciplinary topics or themes, e.g.,
  - The Environment
  - Global Thought & Action
  - Media, Art & Culture
  - Multiculturalism and global citizenry
  - Science, Innovation & Leadership
  - Science Solutions
  Students in learning communities would experience orientation activities and discussion groups together.

- A distinguished lecture series and subsequent seminars relating to the above themes
- Interdisciplinary, team-taught ES courses that play off of the themes and connect the disciplines
- Out-of-classroom experiences (voluntary activities, internships, UG research) that relate to introductory, ES coursework and themes
A. Enrich Learning and the Student Experience

- Academic support services, including mentors and academic advising, targeted directly at students’ needs for kicking off a successful University experience
- Additional activities and interactions around diversity and multiculturalism
- Activities aimed at social engagement and helping new students to get to know themselves, students from different backgrounds, and deal with the many challenges that will face them, e.g., seminars in:
  - Wellness
  - Leadership
  - Academic Success
  - Alcohol and Drug Awareness
  - Anxiety and Mental Health
  - Diversity and Cultural Literacy
  - Financial Management

There would also be learning communities for students not living in residence halls so they too would connect around interdisciplinary themes, be involved in orientation activities and discussion groups, and experience other elements of an enriched first-year experience.

First Year Village Facilities

To help students make connections and transition well to University life, individual residence halls in The Village should be physically configured to create smaller communities within the whole. While not an exhaustive list, specific elements to be considered for the individual residence halls in these communities are:

- **Residence Hall Rooms** for two students with a private bathroom, in suites around a shared living room
- **Multipurpose Rooms** for living/learning programming, including guest speakers, workshops, large-group meetings and activities, academic discussions, and community building
- **Small Group Meeting Rooms** for group study, tutoring, supplemental instruction, collaborative work, and meetings. These rooms should contain adequate electrical outlets, printers, and other equipment to encourage students to work together.
- **Self-contained Apartments** to house Residence Life professional staff members, faculty-in-residence participants, individuals interviewing for faculty or staff positions, or visiting scholars
- **Other Amenities** including laundry facilities, convenience stores, computer and technology repair shops, dining halls or cafés, and satellite bookstore locations should be scattered throughout The Village

Academic and Career Advising

While academic and career advising are a part of first-year programming, it is broken out into its own section here because of the importance placed on it by everyone involved in the conversations.

Talking about his research, Richard Light, author of the well-regarded book, “Making the Most of College: Students Speak Their Minds (2001) observed the following:

“I have also visited almost 100 institutions of higher education. Some are highly selective; others are open admissions; most are in between. They include private and public institutions, large and small, in all areas of the country. And, of all the challenges that both faculty and students choose to mention, providing or obtaining good academic advising ranks number one. In fact, good advising may be the single most underestimated characteristic of a successful college experience.”

UND is not an exception. Across the university – among faculty, staff and students – academic and career advising are perceived as in need of enrichment, particularly in the first year when students are most unsure of their intellectual and professional interests and abilities.
When done well, academic and career advising have a multitude of benefits:
- Aid students in the transition from high school
- Encourage reflection on student’s pursuit of intellectual challenges
- Discover personal decision-making strategies
- Facilitate the selection of a major degree program and educational plan
- Guide students in becoming engaged members of the intellectual community
- Create an understanding of the roles of faculty, staff and students themselves in academic/career advising
- Ultimately, achieve academic success

Successful first-year academic and career advisement programs include components such as:
- Standardized interest surveys
- A first-year “Life Calling” course in which students think, discuss and write about their life dreams, heroes, their values and unique gifts and talents
- Faculty advising
- Peer advising
- Mentors

The cornerstone of a program like this is the Life Calling course. In a Lumina-funded study at Indiana Wesleyan University, researchers found that a Life Calling course with related support programs has a positive impact:
- First-year students were almost six times more likely to persist to the next year and three times more likely to the year after than students who did not take part in the program
- They were six times more likely to have earned a degree at the end of four years than those who did not take part in the program
- And seventeen times more likely to remain enrolled after four years if they had not yet completed their degree

While UND and Indiana Wesleyan differ in many ways, other institutions more similar to UND have adopted the model successfully.

When planned and implemented, enhanced first-year academic and career advising programs could be used as a model or base from which to build similar programs for all UND students.

2. Create a Unified Student Success Program

The UND Student Success Program would offer assistance and guidance to students from the moment they decide to enroll at UND, and create a coordinated program for all students. Elements would include:

1. **First-Year Experience (FYE) for Resident and Nonresident Students**

2. **Early Warning System:** An intervention plan designed to identify students experiencing academic difficulties, and connecting them with resources to help

3. **Commuter Student Services:** Commuter students have needs that differ from residential students. The University would focus on engaging these students in unique ways to encourage their persistence and success. Beyond what is already offered at UND, a program for Commuter Student Services could include:
   - Experiential Learning and Community Engagement
   - Online offering (courses and student support) directed at this population
   - Student lounges
   - Perhaps preferential parking relative to other students, since they come and go more often

4. **Transfer Student Services:** With the economic downturn, many students are attending community colleges to start their post-secondary education. As a result, many universities are seeing a rise in the number of transfer students, making addressing services specifically for this group increasingly important. These programs are often similar to first-year experience programs, but geared toward transfer students and their unique needs.
A. Enrich Learning and the Student Experience

5. One-Stop Service or “Concierge” Center: Many colleges and universities have co-located similar services to assist with streamlining services. This often means that similar functions – registration, financial aid, bursar/cashier, etc. – share a service window and physically connected office suites. Individuals in these departments may be cross-trained to answer student inquiries about any of the functions. See http://www.universitybusiness.com/viewarticlepf.aspx?articleid=74 for a description.

Many student services are located in different areas of campus, e.g., Twamley; Carnegie; Memorial Union, McCannel. There are advantages (and support among those involved in conversations) for clustering services, e.g., greater convenience for students, cross-training opportunities, and others. Consolidated services could include:

- Admissions
- Registration
- Cashier/bursar
- Financial Aid
- Scholarships
- Other related programs

As UND approaches the task of creating a one-stop program, it is important to define “One-Stop” from the student experience rather than the physical elements. That is, to the extent possible, UND should try to have students make just one stop to access fundamental services, from whatever place is most convenient for them: on-campus, at home, or at the local coffee shop with Internet access. This would call for a hybrid approach whereby students can conveniently access services on-line as well as in-person.

3. Develop Programs that Will Enrich the Student Experience beyond the First Year

There is a need for enriching the undergraduate experience beyond the first year based on UND’s sophomore-to-senior attrition rates. This will require building upon the first-year programs, and adding new ones geared to the advanced learner, such as:

- Expanded opportunities for undergraduate research
- Field experiences
- Capstone experience
- Study-abroad
- Leadership studies

Undergraduate Research: UND already has opportunities for students to engage in undergraduate research (e.g. Advanced Undergraduate Research Award, or AURA; STEER; Research Experience for Undergraduates, or REU), but discussions with students and faculty indicate that they are too dispersed and not well communicated. As a result, not many students avail themselves of these opportunities. UND would benefit by bringing information about these opportunities together in one web site and, while maintaining the programs’ individual identities, in one office where students can pick up applications, obtain information, and receive counseling on which research experiences would best relate to their fields of study.

Field Experience: As part of their program of study, more UND students could engage in internships, service learning projects, or research projects under the auspices of their faculty advisor that further bridge their classroom with real-world experiences. Students with a career in mind might choose an experience that helps them to explore and understand it better.

Capstone Experience: Near the end of their programs, students complete a significant research project; a creative activity, such as a play, screenplay, musical composition; or summarize the findings and impact of a significant field experience.

Study-Abroad Experience: Study abroad can be a valuable extension of cross-cultural and global literacy programs that are a part of the first year. They are rewarding, often life-transforming, experiences that complement any academic program.

Leadership: While many institutions were slow to embrace leadership as a field of study, citing a lack of a disciplinary base, leadership has now developed a sound theoretical foundation, a solid range of well-received scholarly works, and an increasing number of attractive and effective interdisciplinary programs. Because
A. Enrich Learning and the Student Experience

Universities seek to have their students become leaders in their communities and in their chosen fields, leadership studies is often a prominent element of the undergraduate experience.

Leadership studies can function along a range, depending on how much the university wishes to pursue it:

- Creation of leadership studies electives, with a foundation course and an advanced-level course or seminar
- A concentration or certificate program with a broader number of courses and related field experiences
- A Center for Leadership Studies comprised of select group of faculty and student life professionals who take responsibility for conceptualizing, organizing and developing a plan for leadership studies.

4. Enhance the Graduate Student Experience

Ideas mentioned most often that would enhance the graduate experience were:

- A place on campus to call home
- Graduate student organizations
- Greater access to on-line research materials and statistical packages
- A graduate student mentoring program

In addition to these, programs specifically for graduate students that other universities provide include:

- Graduate student emissaries to assist students on such topics as finding housing, getting through the first year, life for the graduate student in the college town
- Monthly socials
- Seminars on key topics, such as time management, identifying research support, grant writing, how to live a balanced life, etc.
- A social networking site, such as Facebook, dedicated to graduate students
- Special programs targeted to international graduate students
- Special programs for graduate students with children
- Access to support provided to faculty, e.g., instructional and learning technology

Implementation Timeline

Undergraduate Experience

A challenge that most institutions face when addressing both the planning and implementation of initiatives like those outlined above is that responsibility for them is fragmented, often reporting to different vice presidents and, when reporting to the same vice president, to different directors. It is imperative that UND address these initiatives in a holistic manner, with all parties, no matter the reporting line, working as a team. This does not require reorganization. While selected structural changes may be warranted, successful results can occur when individuals in a coordinating group work toward a common end.

The Undergraduate Learning Working Group, cited in the Introduction and Background section, could serve as a good jumping-off point due to its broad charge:
1. Assess current undergraduate learning environment
2. Identify/review best practices
3. Determine additional information needed to inform people in their efforts to improve undergraduate learning
4. Communicate findings to the UND community
5. Develop an action plan for implementation

UND is currently studying its residential facilities. Early results indicate a desire for UND to move to the living-learning model, so that effort needs to link to the work of the Undergraduate Learning Working Group. Therefore, the timeline for fully implementing the initiatives outlined above will likely range from 0-2 years to 3-5 years, and perhaps more than 5 years, depending on how long it takes UND to complete the renovation of its residential facilities.
A. Enrich Learning and the Student Experience

Graduate Experience

Enriching the graduate student experience will require a similar concerted effort under the direction of the Graduate Dean, UND Graduate Committee and other groups addressing issues related to graduate studies. The charge of the Undergraduate Learning Working Group could be used as a guide for enriching the graduate student experience as many of the same tasks apply:

1. Assess current learning environment
2. Identify/review best practices
3. Determine additional information needed to inform people in their efforts to improve learning
4. Communicate findings to the UND community

Cost Range

Undergraduate Experience

An estimate of costs is not possible in the absence of the results of the initial work by the Undergraduate Learning Working Group and those studying the renovated housing program at UND.

Graduate Experience

Similarly, an estimate of costs is not possible in the absence of the results of the work by individuals and groups focusing on the graduate student experience.

Short-Term Possibilities

Undergraduate Experience

The existence of the Undergraduate Learning Working Group and the addition of the new Associate Provost for Undergraduate Education present the possibility of “early wins” for this group of initiatives. By examining UND’s existing functions, it is possible that organizational and programmatic connections could be formed to produce early results.

Graduate Experience

It is difficult to determine the short-term possibilities in the absence of input by the appropriate group to address graduate student issues. However, perhaps a space in the Library could be designated for graduate students until the new space in the proposed Commons for Learning and Inquiry is completed.

Potential Models for Various Elements of the First-Year Program

“Freshman Connections” Learning Communities at Ball State University
http://www.bsu.edu/freshmanconnections/

The “Undergraduate Initiatives” Program at Saint Louis University
http://www.slu.edu/x5075.xml

The “Purposeful-Just-Sustainable” Freshman Housing Program, Evergreen State College
http://www.evergreen.edu/rad/options/freshman.html#freshmen

First-Year Themes at UMass Amherst
http://www.housing.umass.edu/rye/themes.html#southwest

Seminars in the “Success Series” at Ohio State University
http://fye.osu.edu/Themessuccessseries.html
A. Enrich Learning and the Student Experience

*Academic “Centerpiece” Seminars in the First-Year Program at Kalamazoo College*
http://www.kzoo.edu/studentlife/?p=fye&s=fysem

*The “Housing and Residential Education” program at Vanderbilt University*

*The “Multidisciplinary Learning/Team Teaching Initiative” at the University of Michigan*
(www.provost.umich.edu/programs/MLTT/)

**Potential Models for Academic/Career Advising**

*First Year College; Academic Advising at North Carolina State University*
http://www.ncsu.edu/fyc/advising/

*The Undergraduate Advising Program for Undecided Students at Purdue University*
http://www.purdue.edu/usp/about/history.shtml

*The Professional Pathways Program at Ohio State University*
http://professionalpathways.osu.edu/

*Center for Life Calling and Leadership (CLCL) and Career Services at Indiana Wesleyan*
http://www.indwes.edu/catalog/219.htm

**Potential Models for One Stop Centers**

*University of Minnesota*
http://onestop.umn.edu/

*San Francisco State University*
http://www.sfsu.edu/~puboff/onestop.htm

*University of California, Riverside*

*University of Cincinnati (physical structure and online service)*
http://www.onestop.uc.edu/

*Eastern Michigan University (online)*
http://www.emich.edu/serviceemu/

**Potential Models for Early Warning Programs**

*Purdue Signals Early Intervention System*

*University of Wisconsin, Milwaukee*
http://www4.uwm.edu/access_success/early_warning_system.cfm

*Early Warning Systems of Several institutions as Presented in a Webinar under the Auspices of the National Resource Center for the First Year Student and Students in Transition*
http://www.sc.edu/fye/listservs/archives/EarlyWarningSystems.html
A. Enrich Learning and the Student Experience

Potential Models for Leadership Studies

Jepson School of Leadership Studies, University of Richmond
http://jepson.richmond.edu/

Center for Leadership Studies, Virginia Tech
http://www.pamplin.vt.edu/leadership/

Emerging Leaders Program, University of Missouri, Saint Lewis
(http://www.umsl.edu/studentlife/osl/leaders/more.htm)

Potential Models for Graduate Student Support

Stanford University
http://vpge.stanford.edu/students/index.html

University of Pennsylvania
http://www.gsc.upenn.edu/

Cornell University

Indiana University
http://grademissaries.blogspot.com/

Princeton University
http://gradschool.princeton.edu/studentlife/

University of Maryland
http://www.thestamp.umd.edu/GSL/

University of Michigan
http://www.rackham.umich.edu/student_life/

5. Develop a Location for a Broad Array of Social Activities for Students

Based on conversations with students, more venues are needed to provide a richer social experience, particularly during the winter months. Advances have been made with the construction of the Fitness Center, and the Student Union is spoken of with pride as the main on-campus student gathering area.

A place that has activities that permit over-21 students to drink alcoholic beverages while at the same time provides activities for underage students was cited as an important unmet need.

Basic Elements and Brief Description

The location for such an activity center would have to be near campus to facilitate use, but sufficiently off campus to permit the serving of alcoholic beverages while not competing with already established activity centers.

In addition to traditional spaces for dancing, bowling, video and billiards, non-traditional activities could include a convergence of digital and social media and virtual reality as a by-product of the expanded digital capabilities of the proposed new computer center.
A. Enrich Learning and the Student Experience

Implementation Timeline

A new activity centers of this type could be developed in partnership with the city, with benefits for both: For the University, creating a new student activity area that strengthens and enriches the student experience. For the city, new revenues and vitalizing the area where it is located. If the idea has sufficient interest for both parties, next steps would include:

- Identifying a small group of University (and likely city) representatives to study the general possibilities, constraints, deal points, roles and responsibilities of each partner.
- Conducting a feasibility study to articulate and test the viability of the potential business models, including the secondary effects to on-campus programs and off campus businesses.
- If a feasible business model is agreeable to both partners, engage in a conversation with a larger stakeholder community and secure approvals to move to the next stages of development.
- After the preliminary studies and agreements have been secured, the design and construction period is likely to be from two to three years.
- Alternatively, the activity center could be developed as a commercial complex where most of the capital and operating costs are born by the tenants who would be subject to a land-lease. Developers and operators of these types of activity centers (e.g. America’s Incredible Pizza Company or Dave and Buster’s) could be approached to determine interest.

Cost Range

- The costs to assemble the small representative group and conduct the feasibility study are likely to be in the middle tens of thousands of dollars. Further development of the concept including crafting the development and operating agreement, creating the conceptual design, and developing the business plans and securing the development approval is likely to run into the middle hundreds of thousands of dollars. Design and construction will likely be in the low tens of millions of dollars depending upon whether more or less sophisticated and technology-dependent activities are used.
- Alternatively, the developer/operator model could require little or no cost to the City or University.

Short-Term Possibilities

- It is possible that if an existing restaurant or other public venue is financially underperforming, it could be re-developed with more student directed objectives.

Potential Models for Alternative Activities

The College Town Action Plan Working Group’s goal is to consult and engage the broad communities within Winthrop University and the City of Rock Hill to develop and advance a comprehensive Action Plan that will include recommendations to be taken to the city, University and other key parties to create a “college town” atmosphere that attracts economic development to the area around the Winthrop campus, while simultaneously increasing the overall attractiveness of the area to current and prospective students, residents and investors.


Outside The Classroom’s goal is to provide institutional leaders and their students with the information and tools they need to develop well-informed, cost-effective strategies for reducing alcohol-related risk and preventing harm.


UMix Mission Statement: Through the development of a late night community, UMix strives to respond to student needs by providing them with unique, fun programs, and opportunities for involvement. The UMix setting provides a time for all students to socialize in a safe and healthy environment.

http://www.umich.edu/~umix/information.htm
A. Enrich Learning and the Student Experience

Potential Models for Traditional Indoor Activities

In 2009, according to the Sporting Goods Manufacturers Association, since 2000, the top growth sport for overall participation is bowling (up 12.9% to 58.7 million). The top three activities for overall participation are bowling, billiards/pool (49.0 million), and golf (27.6 million).

http://www.sgma.com/press/133_Fitness,-Family,-%26-Social-Activities-Drive-Sports-Participation

Parties, Events, and Art at some of the coolest bowling alleys in the nation. These up-scale, social bowling alleys put a new spin on an old game.
http://www.bowlluckystrike.com; http://www.strikesbowlinglounge.com/about_00.php

Bowling at the University of Central Missouri Union Bowling Center
http://www.ucmo.edu/ubc/

Fargo Billiards and Gastropub is an upscale billiard parlor geared toward serving an NDSU clientele.

Golf comes indoors with simulators at Texas State University.
http://www.campusrecreation.txstate.edu/programs/golf/golfsimulator.html

Laser Tag at Eastern Washington University.

Go-karting goes indoors.
http://www.gokartracer.com/index.php

America’s Incredible Pizza Company, based in St. Louis, MO has several locations in the nation’s heartland. These “big box” entertainment centers provide a variety of indoor activities (bumper cars, go-kart races, bowling) for the entire family.
http://www.ipcstlouis.com/gamesattractions.asp

Dave and Buster's is a more adult-oriented big box entertainment center that focuses more on digital and video-based entertainment.
http://www.daveandbusters.com/
http://en.wikipedia.org/wiki/Dave_%26_Buster's

Potential Models for Activities Associated with Emerging Technologies

As digital technologies continue to mature, Star Trek's holodeck is coming closer to reality. Research, digital imagery, and education and entertainment are continuing to merge in real time and provide an alternative for living in hostile environments.

http://en.wikipedia.org/wiki/Holodeck

Two technologies to make the holodeck real.

The Virtual Reality Applications Center, the most realistic virtual reality room in the world – Iowa State University.
http://www.vrac.iastate.edu/c6.php

Duke University’s Immersive Virtual Environment
http://vis.duke.edu/dive/overview

Social media means business.