Retention Plan: Fall 2014 to Fall 2016

Goal 1: Developing and Enhancing Student Success

- SLS 1501: The College Experience will be mandatory for all first year AA students beginning fall 2014. **Implemented – Looking at changing deadlines and time table for students. 2 week due dates problematic for some**

- Track students who are successful in SLS 1501 on semester to semester persistence, and time-to-graduation rates.

Areas of responsibility: RIE; IT; Dev Ed Coordinator.   Measure of success: Improvement in fall to fall persistence rates compared to baseline; graduation rates over 6 terms compared to baseline.

- Institute new procedure for AA graduation audits that is not dependent upon AA tracks. **Implemented Fall 2014**

 Areas of responsibility: Registrar; IT; RIE. Measure of success: Decrease in the amount of letters informing students they have not fulfilled graduation requirements, compared to baseline.

- Renew or continue college participation in "Florida Win-Win" campaign to encourage students to return to FGC and complete their degree. Contact former students within 25% of degree or certification completion. (Fall 2015) **Working on getting a clean list of students. List only goes back 2 years. Advising looking into going back further. Goal-complete fall 2014. The list that was received was very incomplete. No contact information for the student was provided. Advising attempted to contact as many students as possible. Some had already finished. Some were currently enrolled when the list said they were not. This was not successful.**

Considering the amount of time that was spent calling, sending e-mails, and, in some cases, sending letters, the results may be considered dismal, but this is what we discovered:

- **1 student had all requirements for an AA, and she came in and filled out a graduation application**
- **1 student was already in the process of completing her AA and is graduating in May**
- **5 students indicated an interest but have not followed up**
- **14 students had already completed an AA or AS**
- **11 students on the list are currently enrolled at FGC**
- **7 students are enrolled at other schools**
- **The great majority of names on the list did not respond to any attempt at contact**

Considering that our list had over 200 names, the value of this effort seems questionable

 Areas of responsibility: IT; VP's. Measure of success: Increased number of former students who graduate compared to baseline.

- Utilize in-class tutors for certain gatekeeper courses or courses/programs with lower retention rates, both AA and AS. (Fall 2015) **Dev Ed math courses (MAT 0018, 0028), photos of tutors in classroom. May try experiment – MAT 1033 and/or MAC 1105 w/tutor and w/o tutor, same instructor**
- **Beginning fall 2015 MAT 1033 will change from 3 to 4 credit hours. This will allow for additional class remediation. There is a wide disparity in student readiness for this course.**

Areas of responsibility: VP's.   Measure of success: Increased pass rates or completion rates compared to baseline.

- Video faculty, for all AA and AS gatekeeper courses, covering exam review sessions. Have the sessions available to students in the CWLL, library and online. (Fall 2016)

Areas of responsibility: VP's. Measure of success: If 40% of students use the review sessions, the objective will be considered successful.

- Help establish transportation to campus for students from outlying counties. **Baker and Columbia have established transportation.**

Areas of responsibility: VP's/President. Measure of success: Student satisfaction survey.

- Institutionalize withdrawal survey instrument to gather data from all programs. **Revise withdrawal survey and distribute across campus, return to advising. DONE**

Area of responsibility: VP's. Measure of success: completion and analysis of data.

- Institutionalize retention report for programs that have low retention rates. **Retention committee making people more aware of importance**

- Area of responsibility: RIE; IT. Measure of success: completion and formation of ad hoc committee to address issue.

Goal 2: Creating a Culture of Collaboration and Compassion

- Increase Facebook announcements to promote the college cares: the importance of attending classes, visiting your instructor's office, reviewing notes daily, getting help early, advice, tips, etc. (Spring 2015) **ongoing**

Areas of responsibility: Public Information Coordinator/Faculty. Measure of success: completion of project as it is more sharply defined.

- Recognize student success more prominently at given points within each term on the college website. Present a brief success story of an individual student (in or out of the classroom) per term for publication on the web. "Study here, go anywhere" could be one theme, etc. (Spring 2015) **ongoing**

Areas of responsibility: Public Information Coordinator/Faculty. Measure of success: Monthly completion of task as defined.

- Increase Foundation support for scholarships. Have Foundation support academic competitions (e.g. essay writing competitions, or brain bowl type competitions for FGC students only), and issue scholarships. (Spring 2015) **Brian talking with Mike Lee(?)**

- Improve communication about scholarship opportunities to students. **Foundation is communicating with Financial Aid as to when scholarships are available and clearer lines of communication to students is forthcoming. Possible system announcement in Bb when scholarships are available.**

Areas of responsibility: Foundation/faculty/Public Information Coordinator. Measure of success: Increase credit hour scholarship reward per year compared to baseline.

- Institute a voluntary campus-wide "Adopt Five" campaign, in which each participating employee agrees to call five new students, welcoming them to FGC and providing them with their contact information as their campus "mentor." (Spring 2016) **Future goal**

Areas of responsibility: VP's/President. Measure of success: accomplishment of task.

- Poll faculty for what they are currently during to improve retention. Promulgate the results so that ideas and strategies can be shared and discussed. (Spring 2015) **Short survey will be administered to faculty. Faculty will be informed that they can contact advising and they will contact at risk students.**

Areas of responsibility: VP's/Directors/Area Coordinators. Measure of success: accomplishment of task.

Goal 3: Developing Early Warning/Alert Process

- ~~Submit grades of S or U via Banner at the 4th week or 20% mark of term completion. (Fall 2015)~~
  - ~~Note: Banner will not allow for S and U for normal grading. This option may need to be revisited, or perhaps redirected through Bb, where individual faculty grades are stored.~~

- Designate people within each division to communicate with students who received at least one unsatisfactory grade, inform them of services that are available to them and inquire what the college may or can do to assist them. (Fall 2015) **Advising will contact**

Areas of responsibility: Registrar; DP; Faculty. Measure of success: Completion of task as defined; increase in pass rates for selected courses.

- ~~Create report at the end of each term for students that have a GPA of less than 2.0. Designate people within each division to communicate with students and inform them of services that are available to them, and inquire what the college may or can do to assist them. (Fall 2016)~~

~~Areas of responsibility: Registrar; IT; Faculty. Measure of success: Completion of task as defined.~~

Note reason for strikethrough above: There is already a letter sent out by the registrar's office to students who fall under a 2.0. A letter is sent in subsequent terms to students who remain under a 2.0, and who fall in the category of probation/suspension/dismissal. Some consideration will be given to revamping the letter to include information on what options and support systems the student has at the college when they fall below a 2.0.

- **Generate three lists at the end of each term: 1) students who are on "academic warning"; 2) students on "academic probation" and 3) students on "academic suspension." Ideally, the list will be organized also in terms of majors; lists will be distributed to appropriate advisors and department heads for consideration and possible action (e.g. advising students appropriately, helping them, reaching out, etc.).**

- Distribute guidance sheet for students who fail the first major test with specified gatekeeper courses. The guidance sheet will contain information such as instructor's office hours, tutorial services available and important contact information. **Already doing in ENC 1101 and MAT 1033. Nursing faculty REQUIRE students to make an appointment with a faculty member if they fail a test (below 75%). Listed on syllabus, requirement of nursing courses.**

Areas of responsibility: Faculty. Measure of success: Completion of task as defined.

Fall to fall retention rate

2009-2010 - 47%
2010-2011 - 51%
2011-2012 - 54%
2012-2013 - 56%
2013-2014 - 57%

A brief summary of ongoing FGC efforts to improve retention/persistence follows:

- Continuation of Project Excel and its permutations: Learning Communities, Boot Camp, tutoring specific for Developmental Education, supplemental education for Developmental Education courses, etc.
- QEP: Math up
- Creation of SLS 1501: The College Experience
- Elimination of *AA tracks* via in favor of a more graduation-friendly *general AA requirements*
- Improvement of tutor availability and increase usage of CWLL; and improvement of online tutoring via Net Tutor
- Cross training in offices campus-wide to ensure that students can be helped, regardless of which staff are on duty
- Continued development of a more seamless process from Admissions to Advising to Registration
- Creation of Academic maps (Educational Plans) for each advisee(again, going to find out what this means in more concrete terms)
- Increased number of student development activities (e.g., workshops for resume development, improvement of interview skills, etc.)
- Mandatory New Student Advising and Registration sessions (staff are currently calling no-shows for the advising sessions).
- Increased collaboration between Multicultural Academic Success Program advisor, Dual Enrollment Coordinator and Recruiter, to ensure that minority students and their families have access to programs at FGC
- Increased scholarship and mentoring program for minority students.
- Improved quality of online instruction using a rubric for evaluation and faculty completing the online FGC Faculty Certification Course.
- Dev Ed began proactively contacting students who are not attending/failing tests/struggling in class for Dev Ed classes, ENC 1101 and MAT 1033 – we will see how that impacts success rates.
- Business office: payment plan (Nelnet) for students to pay for classes, in lieu of lump sum payments.
- Developing and updating procedure manuals campus-wide.

- The college is currently making efforts to build partnerships with public universities in our area, and for them to have a presence on our campus.

- BayCare offers students mental health counseling for free (up to three visits per year). Also, there is a new online resource developed by BayCare for all students that has information on various mental health and financial issues. It also has a special section devoted to veterans.

- Students are provided free academic tutoring via NetTutor (24/7), and through live, highly trained tutors in the learning lab and in the Project Excel center.

- The Disability Services office will be doing special orientation workshops for students registered with the office.

- The student activities office has purchased new software capable of tracking the level of student involvement in activities around the campus.

- The financial aid office is implementing new scholarship software that will allow students to apply for many scholarships with one online application.

- Expansion of the learning lab to back portion of "The Hall" (old AV area) where rooms are specifically designed for study/group work/collaborative learning, and where tutoring and professional learning support is available.

- Student Activities has developed a food pantry to help students stay in school who are experiencing financial difficulties.

Updates

Fall 2014 – Advising sent out more than 100 emails to FTIC students, encouraging them to come in a meet with an advisor. These are students who are in their first semester (not former Dual Enrollment , not readmits) and are still learning about college procedures. Once the student contacts advising they will assist the students with spring registration and the setup of an educational plan.

Ombudsman is continuing to assist students that are at risk. Several have been retained because of his actions.