

DEDICATE TO GRADUATE

Retention and Persistence Committee Meeting

September 3, 2021 at 10:00 a.m.

Meeting Details

Lee Campus, Building I Room 223 or via Zoom

Join Meeting via Zoom:

<https://fsw.zoom.us/j/85795388742?pwd=cDkzcWtiUVBTUEhiTUphajU4eVJuZz09>

Meeting ID: 857 9538 8742

Passcode: 755157

Committee Members

MK Baker	Present	Dr. Brian Page	Absent
Rachel Bussell	Present	Prof. Cindy Quehl	Present
Dr. Wendy Chase	Absent	Dr. Thomas Rath	Present
Prof. Sabine Eggleston	Present	Whitney Rhyne	Present
Dr. Christy Gilfert	Absent	Dr. April Ring	Present
Dr. George Harvey	Present	Angie Snyder	Present
Andrae Jones	Present	Dr. Amy Trogan	Absent
Amanda Lehrian	Present	Dr. Joseph van Gaalen	Present
Keith Martin	Present	Jody Walker	Present
Monica Moore	Present		

This academic year, the committee has several new members, so the meeting started with introductions and a reminder of the group's charge: to assess and develop activities and sustainable practices designed to enhance persistence towards timely program completion.

Check-In Survey

FSW's check-in survey went out to all registered students the day after add/drop, August 31. Whitney Rhyne noted 1030 students had completed the check-in as of 8:40 am on September 3. This number has already exceeded the number of students who completed the check-in during the spring semester. Whitney expressed gratitude to the committee members who participated in the video showcasing how FSW uses the check-in to connect students to college resources and supports. The TLC disseminated the video to all faculty and staff as part of the welcome back video series. Several members of this committee are encouraging students to complete the survey. For example, MK Baker noted that

Student Engagement on Charlotte Campus is encouraging completion of the survey through the Battle of the Band event and offering a prize for check-in survey completers. Amanda Lehrian invited Whitney to speak at Hendry/Glades welcome back event to inform H/G faculty and staff about campus-specific information gained from the survey and encourage H/G employees to encourage students to complete the survey. Currently, 140 H/G students have completed the survey.

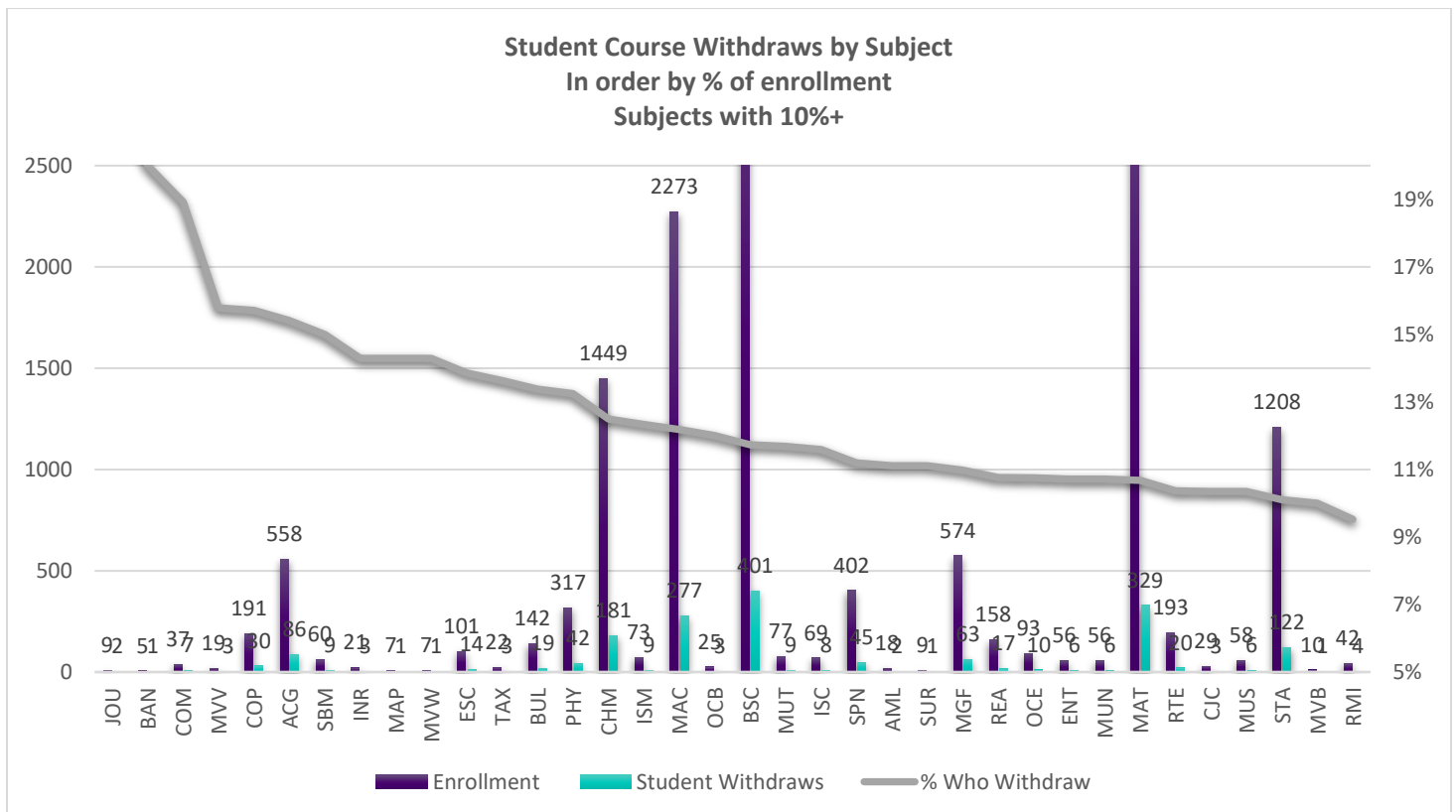
Currently, 50% of students who completed the survey are in their first semester. 15 students (1.5%) noted lower levels of motivation. 27 students (2.6%) disagreed or strongly disagreed to feeling academically prepared. 183 students (17.8%) noted very low or low levels of mental health. 478 students (46.4%) noted very high or high levels of stress. Students who note lower levels of motivation, academic preparedness, and wellness all received outreach from respective departments (Advising, Academic Support, Bucs CARE).

A quick review of a question focused on technology revealed that 16 students did not have access to technology needed for their selected modality, while another 53 students were trying to secure access. 40 students noted that they do not have the assigned course material (textbook, etc.) for their classes, while 122 students were still working to secure required course material. Prof. Sabine Eggleston secured 170 free access codes from Pearson for the My Math Labs product.

Committee members asked about a plan to follow up with students who received an intervention to see the effectiveness and impact of the outreach. Monica Moore noted that the departments track who utilize their services which is one good measure of impact/effectiveness. Additionally, the Office of Strategic Initiatives works with the Office of Institutional Research to get end of term grades and re-enrollment information as measures of success.

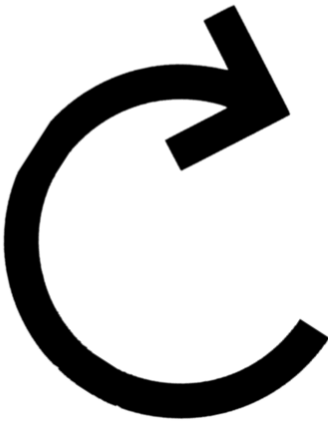
Withdrawal Data

The committee reviewed additional data as requested regarding student course withdraws from Fall 2020. The graph below was shared. Course subjects are listed along the horizontal axis in order by the percentage of student withdraws based on enrollment. Journalism had the highest % of student withdraws in fall 2020 based on enrollment. Two students withdrew out of nine students enrolled, 22% of enrolled students withdrew from journalism. The graph only lists subjects with a 10% or more rate of withdraw.



Of the 3,247 course withdrawals during the fall of 2020, 651 or 20% re-enrolled in their withdrawal class the following semester spring 2021. 49% of those that re-enrolled in spring 2021 earned a A, B, C, or S. Additional re-enrollment data is below.

Re-Enrollment



Spring

- 651 re-enrolled in the W class
 - 49% earned an A, B, C, or S
 - 18% took a W
 - 26% received an F

Summer

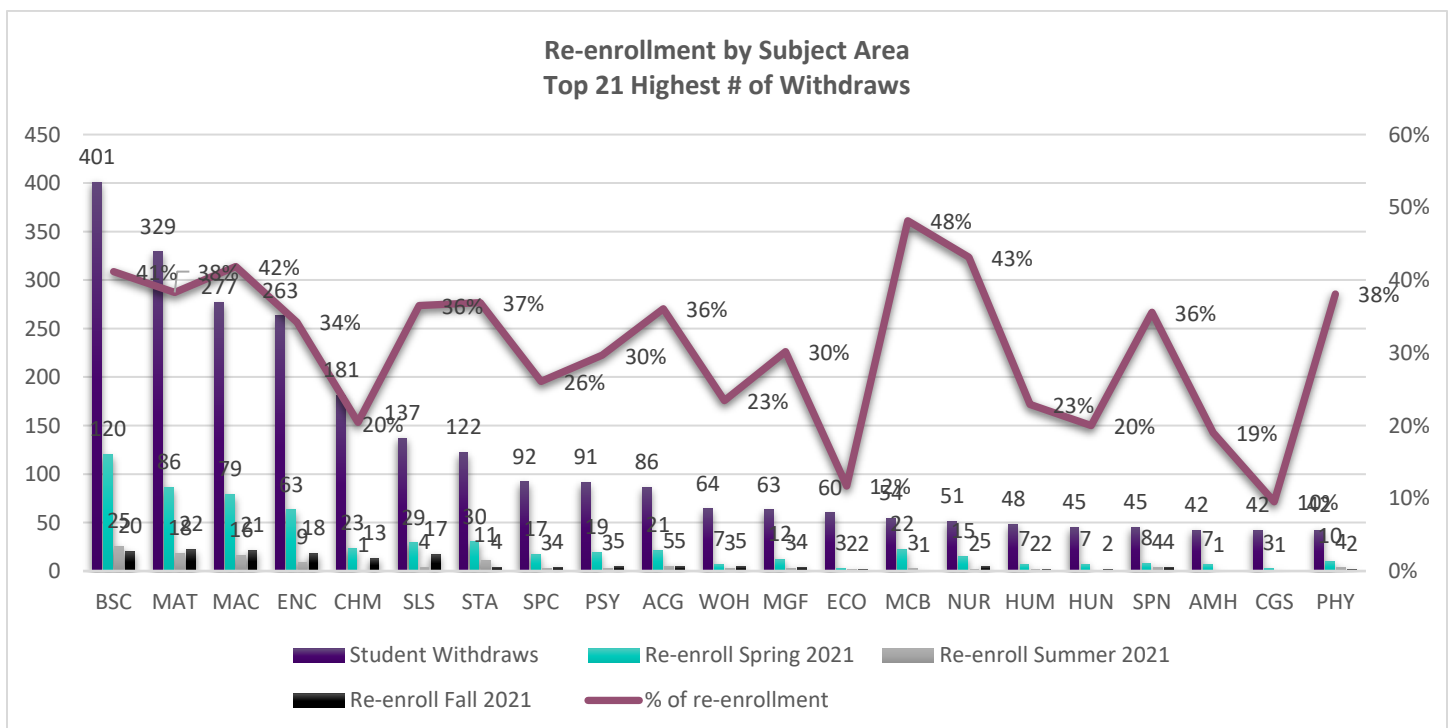
- 138 re-enrolled in the W Class
 - 56% earned an A, B, or C
 - 13% took a W
 - 21% received an F

Fall

- 178 re-enrolled in the W Class

■ 224 Graduated

The committee reviewed the chart below showing re-enrollment rates of the top 21 subjects with the highest number of withdrawals. Microbiology (MCB) has the highest rate of re-enrollment at 48%, while ECO has one of the lowest rates of re-enrollment at 12%. The group noted higher rates of re-enrollment in math and gateway courses. Andrae Jones pointed out his surprise in the re-enrollment rate of SLS at 36% since all students who do not pass Cornerstone have a hold placed on their account requiring re-enrollment in the Cornerstone Experience course.



Amanda Lehrian asked about the persistence of students on SAP (satisfactory academic progress) and outreach to students not meeting SAP. Jody Walker noted the Office of Financial Aid has enhanced communications to give students a financial aid warning and a semester to work to get their grades up to remain eligible for student aid.

Whitney Rhyne shared a list of data the committee reviewed during the 2020-2021 academic year.

- Retention Rate for 1st Time Full-Time Students
 - Term-to-Term 77.2% (a 7-year low for Fall 2019 students)
 - Year-to-Year 53.7% (a 7-year low for Fall 2019 students)
 - 3 Year Graduation Rate 38.5% (Fall 2017 cohort)
- Early Alert Data
- DFW Rates by Course
- Check-In Survey
- Departing FSW Survey
- Student Withdraw Data

The committee asked if we looked at students not returning, the timing of withdraws, and other factors. Whitney shared that in the departing FSW survey, we ask about other factors that may contribute to students' departure from FSW before completing a credential (family, health, financial, etc.). 36% of students who completed the departing FSW survey noted yes, they plan to re-enroll at FSW, 26% were not sure, and 38% did not intend to re-enroll.

Committee members recommended a mid-semester check-in and using mid-term grades to help retain more students and increase course success rates. Prof. Eggleston did note the importance of timing; for some classes, mid-term may be too late. Prof. Sabine Eggleston volunteered to participate in a pilot by submitting mid-term grades.

Minutes submitted by Whitney Rhyne