

DEDICATE TO GRADUATE

Retention and Persistence Committee Meeting Agenda

November 5, 2021

9:30 a.m.- 11:00 a.m.

Lee Campus, Building I Room 223

or

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

Mid-Term Grades Update

Whitney Rhyne provided an update regarding this committee's idea to pilot mid-term grades. Currently, FSW is using the mid-term grade function in Banner for attendance verification. So, to use the mid-term grades function in Banner FSW would have to transition the attendance verification to that tool in Banner. This would likely change the pulling of report for the allocation of financial aid, etc. Dr. DeLuca has recommended that we explore using Canvas. Whitney asked if anyone from the committee would like to join a meeting with Dr. Jester to explore opportunities. Amanda Lehrian said she would be happy to join the conversation.

FSW Retention Rates

Term-to-Term

Dr. Joseph van Gaalen shared graphs showing term-to-term, year-to-year retention rates and three-year graduation rates for first-time full-time Associate seeking freshman over an eight-year period. When looking at term-to-term retention by race during Fall 2020, Hispanics had the highest term-to-term retention rates at just under 85%. The term-to-term retention rates of White and Black/African American students are around 80% in the most recent fall. Again, looking at the most fall, Females have a higher term-to-term retention rate of 85% with males at about 76%. In the most recent fall, students

under 18 were retained at the highest rates 90%, We retained about 80% of students age 18-21 and over 25. Students between 22 and 25 in age had the lowest term to term retention rates at about 77%.

Year-to-Year

Hispanic students again had the highest year-to-year retention rate at just above 65%, followed by White students at just above 60% and Black/African American students just under 60%. Females again are retained at higher rates than males. Interestingly,

Three-Year Graduation Rate

The trend line for 3-year graduation rates of FTFT Associate seeking freshman is about 35% for Hispanic students and above 30% for White students both of which have remained steady. While the 3-year graduation rates for Black/African American students has dropped below 25%. Younger students' trend to graduate at higher rates. Upwards of 35% of FSW FTFT students who started in Fall 2018 graduated within three years. 33% of students age 18-21 graduated in three years while only 19% of students over the age of 25 graduated.

- Dr. April Ring noted it would be interesting and useful to see retention rate by course modality.
- Amanda Lehrian was interested in seeing retention rates by Pell Grant status and FGIC.
- Dr. Brian Page commented on the downward slope of 3-year graduation rates of black students. The committee talked about economic influences that may impact students of various races/ethnicities differently. The committee talked about services offered and making students feel comfortable at FSW.

Assessing Student Success Maturity Diagnostic

Whitney thanked the individuals who completed Deloitte's Assessing Student Success Maturity Diagnostic. Respondents were asked to assess the maturity of our institution in seven different categories: High-impact learning, comprehensive student services, student-focused operations, strategic external partnerships, leadership and strategy, measurement and evaluations, and transformational readiness, using the scale from aware to leading below.

Aware	Develop	Practice	Optimize	Leading
Student success initiatives are implemented sporadically and lack formal infrastructure	Student success pilot projects are launched and basic infrastructure is put in place	Student success initiatives and infrastructure are continuously refined and central to the organization	Student success strategy and capabilities are at the core of the institution's function	Student success drives all major institutional decisions and initiatives

It was interesting to see even among our committee the differences in responses. A summary report is attached for below. Members of the committee who completed the survey noted it was difficult to answer as we don't have a strong understanding of the work going on within different areas of the college.

Sharing of Ideas

Dr. April Ring reminded the committee of her suggestion to add a question related to housing insecurity to the start of term survey noting that community resources are thinner than ever.

Another committee member noted a goal of trying to identify barriers within each of our service regions that may be impacting our black/African American students.

Minutes submitted by Whitney Rhyne