

DEDICATE To GRADUATE

Retention and Persistence Committee Meeting Minutes

October 1, 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

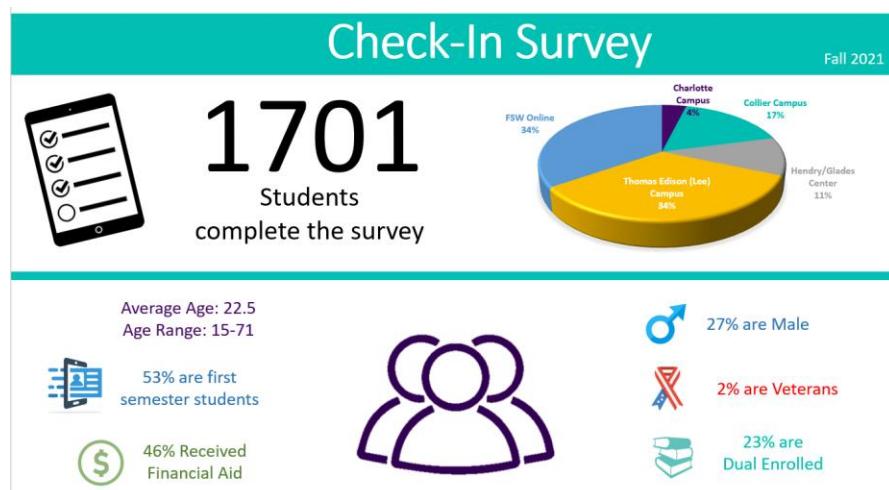
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Committee Members

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

FSW Check-In Survey

Whitney Rhyne thanked the committee for their support of FSW's Start of Term survey. This fall, FSW saw a 73% increase in survey completion. General information about survey completers found below was shared with the committee.



Student Access

Strategies to support student completion of the survey this semester included the support of Dr. April Ring and the Cornerstone Experience professors who incentivized SLS students to complete the survey. Amanda Lehrian invited Whitney to share survey data specific to Hendry/Glades with her team at their start of term meeting and encouraged H/G faculty and staff to encourage students to complete the survey. On Charlotte Campus, Mk Baker incentivized completion of the survey at Student Engagement events. Whitney asked the assessment team to change the email address the survey is delivered from; previously, the survey was delivered from an individual staff member's email address; now, the survey appears to come from DedicateToGraduate@fsw.edu. All of these efforts helped to increase the number of students who completed the start of term check-in survey.

Student Outreach

The survey allowed for the following outbound communication.

- 808 outbound communications related to academic preparedness, motivation, and wellness
- 262 outbound communications related to technology and course materials
- 4371 outbound communications regarding departmental information

67% of survey completers stated yes, someone from FSW could contact them based on their survey feedback. However, that number decreased slightly among students who noted lower academic preparedness, motivation, and wellness.

- Academic Preparedness

176 students noted lower levels of academic preparedness, and 61% said FSW could contact them. Monica Moore and the Academic Support staff reached out to 108 students who reported lower levels of academic preparedness; Monica noted that she heard back from five of them. Monica shared that over 1,500 unique students have already utilized the Academic Support services.

- Wellness

971 students noted lower levels of wellness (confidence, determination, stress, physical and mental health, sustained focus). 643 or 66% of these students stated that FSW could contact them. Angie Snyder sent these students a general BUCS CARE email and included information about FSW's mental health groups. Angie noted BUCS CARE service utilization has increased.

- Motivation

99 students noted lower motivation, 57 of these students (58%) said FSW could contact them based on their feedback. A message went sent through the Advise platform on behalf of the student's assigned advisor.

- Access to course materials & technology

The majority of survey completers noted yes, they had access to the technology needed for their selected modality (93%), and yes, they had the assigned course materials (86%). FSW's Office of Strategic Initiatives provided an overview of the many technology resources to the 89 students who noted they did not have the required technology (2%) or were still trying to secure technology (5%) and stated yes FSW could contact them.

173 students noted they did not have the required course material (4%) or were still trying to secure it (10%). FSW's Office of Strategic Initiatives provided information related to eReserves at the library, utilizing financial aid funds, accessing support via FSW's IT Helpdesk, and details on contacting the BUCS CARE office for students who may have trouble affording course material. Prof. Sabine Eggleston worked

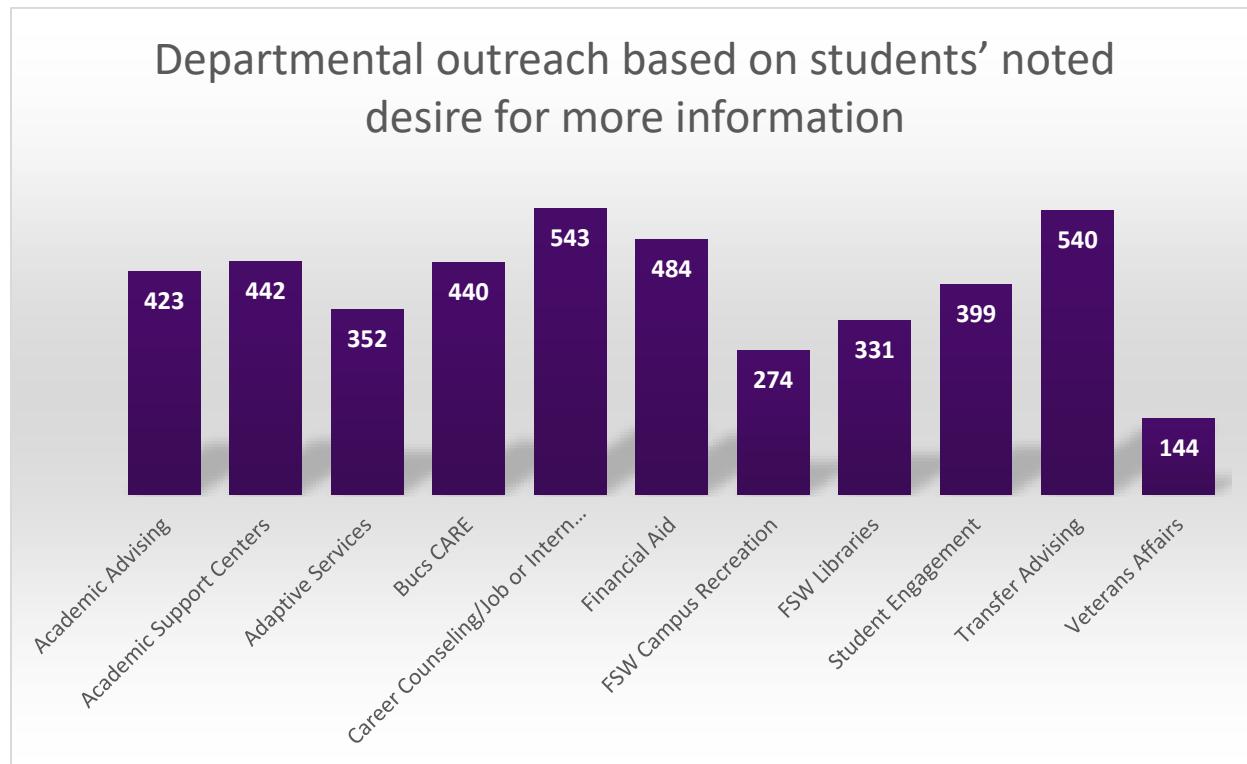
with Pearson to secure My Math Lab access code for students unable to purchase the access. Angie Snyder noted the access codes have been very popular, that students are vetted through Bucs CARE, and then Prof. Eggleston provides the student with the access code.

Interestingly 32% of the students noting a need for technology were dual-enrolled, and 15% of students who reported not having course material are dual-enrolled. Dual-enrolled students are provided with required course material free of charge.

Dr. Brian Page asked if we knew what course materials were needed. Moving into next semester, we will add elements to this question to gain this information.

- Desire for program/departmental information

The chart below shows departmental outreach based on students' noted desire for more information. Students were most interested in receiving information on career counseling/job or internship placement, transfer advising, and financial aid. Dr. van Gaalen commented that students might think Career Counseling/job or internship placement refers to student employment at FSW. He suggested adding a question to determine if the survey participants are interested in student employment. Dr. Wendy Chase noted the information from this survey was helpful for the recruitment of students to the Honors Scholar Program.



Student Withdraw: Academic Difficulty & ASC Usage

At a previous meeting, this committee reviewed student withdrawals during the Fall of 2020. 38% of students withdrew for personal reasons, 30% withdrew due to academic difficulty. Looking at students who noted academic difficulty as their reason for withdrawing, we found that of the 247 students who withdrew from MAT 1033, MAT 0057, MAC 1105, and STA 2023 due to academic difficulty, only 11 of those students utilized the Academic Support Center and 15 of those students used tutor.com. Only 10.5% of students noting academic difficulty for their reason for withdrawing from the math courses used the free academic supports provided at FSW.

In reviewing the space information for ENC 1101 and ENC 1102, 78 students noted academic difficulty as their reason for withdrawing. Seven of these students used the Academic Support Centers, and five used tutor.com. Only 15% of students reporting academic difficulty for their reason for withdrawing from their Comp I or II class used the free academic supports provided at FSW. The group wanted to view this information by course modality. The group also mentioned sharing QR links to academic supports with the high school to better support Dual Enrolled students. Whitney noted that Amber McCown regularly sends communications to the high school counselors and that this could be a good avenue to disseminate this information.

Mid-term Grades Idea

Whitney shared the committee's mid-term grades idea with FSW's Provost. Provost DeLuca was in support of the idea and invited Whitney to share the idea with Faculty Senate and Union leadership. Faculty Senate and Union leadership shared their thoughts. Prof. Bunting volunteered to participate. Dr. Tawil invited Whitney to share the idea at a Faculty Senate meeting. At the Senate meeting, faculty did not voice any questions, and one faculty member texted Whitney to volunteer to participate even without a call to volunteer. Monica Moore remarked that this is a big step forward and a best practice to support student success. The mid-term grades can serve as a wake-up call for students. Prof. Eggleston noted the idea was well-received, but people had questions about what it is, what we would do with this information, and why. There was discussion about students already knowing their grades in Canvas, but that a mid-term grade date could encourage faculty to update their grade book, there was discussion about just doing mid-term for students in jeopardy of not succeeding. However, others noted that the mid-term grade could also serve pat on the back for a job well done. The committee discussed wanting a mid-term grades date before the withdrawal date. Ideas included adding the mid-term date to the academic calendar and making it part of FSW's culture. Whitney noted that this would be a pilot for faculty who volunteered for the pilot and would not be a requirement for all faculty.

Sharing of Ideas - Retention Strategies

The group discussed various retention ideas. Dr. van Gaalen suggested an outreach at the end of the term noting the student's progress so far. Dr. Page said these discussions are occurring in the Pathway meetings at pathway benchmarks. Amanda Lehrian talked about the benefits of students getting connected and joining clubs and organizations as a way to build confidence. SLS and GPS were noted as ways FSW encourages students to get connected. Dr. Chase emphasized the importance of targeted communications and professors announcing relevant campus events. Dr. Trogan noted the importance of qualitative research and suggested focus groups with pizza to learn what works well for our students. Dr. van Gaalen mentioned surveys on the beat as more of a conversation as a way to get qualitative data.

Whitney noted she sent Deloitte's [Assessing Student Success Maturity Diagnostic](#) out to this group; a handful of people completed the assessment and that we can discuss it at our next meeting.

Minutes respectfully submitted by Whitney Rhyne