2016-17 Florida College System
End of Year Report
Performance Funding Improvement Plan
April 2017

College: Pensacola State College
Report completed by (name and title): Erin Spicer, Vice President, Academic and Student Affairs
Include a one page Executive Summary for End-of-the-Year Accomplishments

Pensacola State College is pleased to report that all end-of-year goals included in the improvement plan approved by the State Board of Education were met.

For Strategy 1, Implement Intrusive Advising, the end-of-year goals have been met.
- 100% of incoming first-time-in-college students have been assigned to an advisor.
- There was a 332.33% increase in the number of interventions for Fall and Spring semesters compared to the previous academic year. There were 4,466 alerts addressed this year compared to 1,033 addressed last year.
- There was a 6.5% decrease in student-initiated withdrawal rate for the Fall and Spring semesters compared to the previous academic year. Of particular note, for the part-time first-time in-college students, there was a 21.1% decrease in the student-initiated withdrawal rate for this year compared to the previous academic year.

Additionally, for Strategy 1, Pensacola State College has continued development of the eStudent Success module to assist advisors with tracking student retention and completion by programming additional alerts and reporting capabilities.

For Strategy 2, Provide Guided Pathways to completion, the end-of-year goals have been met.
- My Academic Pathways (MAPs) were developed for 100% of the programs offered.
- There was a 2% increase in the percentage of Fall 2016 cohort students enrolled in the first required mathematics course resulting in an overall increase of almost 92% and over 93% for Associate in Arts degree seeking students.
- While it is expected that the goal of an increase in the progress toward completion will be met, this data will not be finalized and available until grades for the Spring 2017 semester are submitted.

Additionally, for Strategy 2, Pensacola State College is partnering with EduNav to implement dynamic software that includes academic pathways to completion for each student.

Further evidence of Pensacola State College's commitment to increasing student success includes the College's acceptance into the 2017 cohort of Achieving the Dream National Reform Network as well as membership in the Educational Advisory Board Community College Executive Forum which provides access to research on nation-wide best practices.

We are excited to announce that Pensacola State College's Virtual Tutoring project was awarded the prestigious national Bellwether award in the Instructional Programs and Services category by the Community College Futures Assembly sponsored by the Institute for Higher Education at the University of Florida.

Additional student success data will be provided following the end of the Spring semester.

Strategy 1	Implement Intrusive Advising.
Activity	Redesign the intake and advising requirements and processes to align them with the intrusive advising model.
Evidence of Completion (150 words or less) **Supporting documentation may be attached.**	100% of the fall 2016 FTIC students were assigned to an advisor (previously referred to as a Student Success Coach or Student Success Mentor). There was a 332.33% increase in the number of interventions for Fall and Spring semesters compared to the last academic year. There was a 6.5% decrease in the student-initiated withdrawal rate for Fall and Spring semesters compared to the last academic year. Of particular note, for the first-time in-college part-time students, there was a 21.1% decrease in the student-initiated withdrawal rate for this year compared to the previous academic year. There was a 7.6% decrease in the student-initiated withdrawal rate for Fall 2016 compared to the previous academic year.

Outcomes and Evidence of Successful Implementation	
May 2017 Anticipated Outcomes	• 100% of incoming first-time-in-college students (Fall 2016 cohort) will be assigned to a Student Success Coach or Student Success Mentor. • There will be an increased number of interventions for fall and spring compared to last year. • There will be a lower student-initiated course withdrawal rate for Fall and Spring semesters compared to the 2015-2016 academic year. • There will be an increase in the fall-to-spring retention rate compared to previous years.
May 2017 Data	• ___100%___ of incoming first-time-in-college students (Fall 2016 cohort) assigned to an advisor. • ___332.33%___ increase in number of interventions for fall and spring compared to last year. • ___6.5%___ decrease in student-initiated course withdrawal rate for Fall and Spring semesters compared to the 2015-2016 academic year. • ___7.6%___ lower student-initiated course withdrawal rate for Fall 2016 compared to previous fall semesters.

Status (check one)	Accomplished	X
	Not Accomplished	

Strategy 2	Provide Guided Pathways to completion.
Activity	Develop My Academic Pathway (MAP) for each program to assist students with on-time completion.
Evidence of Completion (150 words or less) **Supporting documentation may be attached.**	MAPs were developed for 100% of the programs offered. There was a 2% increase in the percentage of Fall 2016 cohort students enrolled in the first required mathematics course increasing the percentage enrolled in the first required math course to almost 92% overall and to over 93% for Associate in Arts degree seeking students. The increase in progress toward completion for the Fall 2016 cohort compared to previous cohorts cannot be accurately calculated until grades have been submitted for Spring semester. Data on this goal will be submitted in a follow-up report following the submission of grades; however, an increase in progress toward completion is expected.
**Outcomes and Evidence of Successful Implementation**
May 2017 Anticipated Outcomes	• MAPs will be developed for 100% of the programs offered. • There will be an increase in the percentage of Fall 2016 cohort students who have enrolled in the first necessary mathematics course. • There will be an increase in progress toward completion for Fall 2016 cohort compared to previous cohorts.
May 2017 Data	• MAPs were developed for <u>100%</u> of the programs offered. • <u> 2% </u> increase in the percentage of Fall 2016 cohort students who enrolled in the first necessary mathematics course. • <u>Data available on May 15 following the submission of grades</u> increase in progress toward completion for Fall 2016 cohort compared to previous cohorts.

Status (check one)	Accomplished	X
	Not Accomplished	

QEP Steering Committee

October 11, 2016

I. Call to Order – Dr. Meadows called the meeting to order at 2 p.m.
II. Introductions

Name	Department	Contact Information
Lisa Bartusik	Department Head, Libraries	lbartusik@pensacolastate.edu/484-2007
Debbie Douma	Dean, IEG	ddouma@pensacolastate.edu /484-1705
Sheila Nichols	Director, PR & Marketing	snichols@pensacolastate.edu /484-1428
Hikmat BC	Associate Professor, Physics	hbc@pensacolastate.edu /484-1115
Katie Lewis	Instructor, Psychology	kwlewis@pensacolastate.edu /484-2536
Mike Johnston	Director, Institutional Research	mjohnston@pensacolastate.edu /484-1717
Gean Ann Emond	VP, Business Affairs	gemond@pensacolastate.edu /484-1728
Wendy Carden	Instructor, Mathematics	wcarden@pensacolastate.edu /484-1123
Tom Gilliam	VP, Administrative Services	tgilliam@pensacolastate.edu /484-1500
Monique Collins	Director, Center for Advising & Career Services	mcollins@pensacolastate.edu /484-1552
Erin Spicer	VP, Academic & Student Affairs	espicer@pensacolastate.edu /484-1706
Kathy Dutremble	Dean, Student Services	kdutremble@pensacolastate.edu /484-2706
Kaitlin Santiago	Student	KIS1011@students.pensacolastate.edu /602-5147
Haley Schipper	Student	HMS1092@students.pensacolastate.edu /982-6319
Blaine Richardson, Jr.	Student	BAR1103@students.pensacolastate.edu /760-7423

III. Dr. Meadows gave an overview of SACSCOC and Regional Accreditation
IV. QEP statement in SACSCOC Comprehensive Standards
    The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.
V. Began work a year ago to identify key issues
    A. Surveys, and retention and graduation data discovered:
        1. Low achievement in mathematics success; and,
        2. Lack of mandatory advising and mandatory orientation, as identified as key success strategies in Guided Pathways.
    B. Subcommittees were formed to research #1 and #2:
        1. It was determined that all issues could be addressed by adapting the Guided Pathways model, focusing on a mandatory intentional advising process that

identifies Pensacola State College's largest at-risk student population (First Time in College).

   i.   Requires orientation;
   ii. Requires career assessment;
   iii. Requires advisement;
   iv. Tracks retention and completion with intentional advising; and,
   v.   Provides support for retention (e.g., financial aid, tutoring, and mentoring).

C. Specific at-risk target populations (e.g., veterans, minorities, etc.) were discussed
   1. 1st time in College
   2. Future: Veterans, minorities, etc.
D. Fall 2016 48 advisors/1500 students
E. A motion was made by the QEP Steering Committee to develop and pilot the GPS Model of intentional advising, folding in the other initiatives (math & orientation).
   1. Motion to Accept
      a. 1st – Tom Gilliam
      b. 2nd – Katie Lewis/Mike Johnston

   Discussion:
      o Dr. Meadows: FTIC Center designed and is a work in progress
                        IR/MIS developing Dashboard to flag student issues (e.g. financial, tutoring, family issues).
      o Intentional advisement can be via phone, email, text, in-person, or social media
         • Student requirements –
            Attend meeting with advisor;
            Attend orientation; and,
            Take Kuder Assessment.
         • Advisor responsibilities
            Advisor must contact student "intentionally" and periodically
            (Advisors as generalists or specific to discipline) – must be determined
      o QEP must be "researched based," data driven, and measurable
         • This year (2016-2017) "pilot" to build program and facility infrastructure
            FTIC Center;
            Advisors trained;
            Mentor role expanded so all are advisors;
            Baseline measurements; and,
            Dash board, map-curriculum guide, etc.
      o Vote
         • Unanimous to accept task of developing and implementing QEP topic.

The QEP topic, GPS (Guided Pathways to Success), has been approved by the President's Cabinet, the College Executive Committee, the President's Council, and the QEP Steering Committee.

VI.   Subcommittees (*Chair)
        A. Marketing: Sheila Nichols*
                                                   Haley Schipper
                                                   Tom Gilliam
                                                   Debbie Douma

        B. Assessment: Erin Spicer
                                                   Mike Johnston*
                                                   Kaitlin Santiago
                                                   Lisa Marie Bartusik
                                                   Wendy Carden

        C. Development/Implementation: Kathy Dutremble*
                                                   Monique Collins
                                                   Erin Spicer
                                                   Hikmat BC
                                                   Blaine Richardson
                                                   Gean Emond

VII.   First order of business
        A. Development
            1. Conceptually expand model into activities; and,
            2. Timeline for implementing activities.
        B. Marketing
            1. Decide on additional members for committee; and,
            2. Understand primary goal to ensure an effective marketing plan.
VIII.   QEP to be submitted in early August 2017
IX.   Steering Committee
        A. Meet once a month; and,
        B. Tuesday afternoons; next meeting November 8th @ 2 pm.
X.   Subcommittees take notes and attendance records at each of their meetings
XI.   Budget needs
        A. Marketing;
        B. Renovation plan; and,
        C. Advisors.
XII.   Office of 1st time in College Advising Center
XIII.   How should focus groups be organized?
        A. Random?
        B. Student organizations?
        C. Student led?
XIV.   What questions?

Meeting adjourned at 3:00 pm.