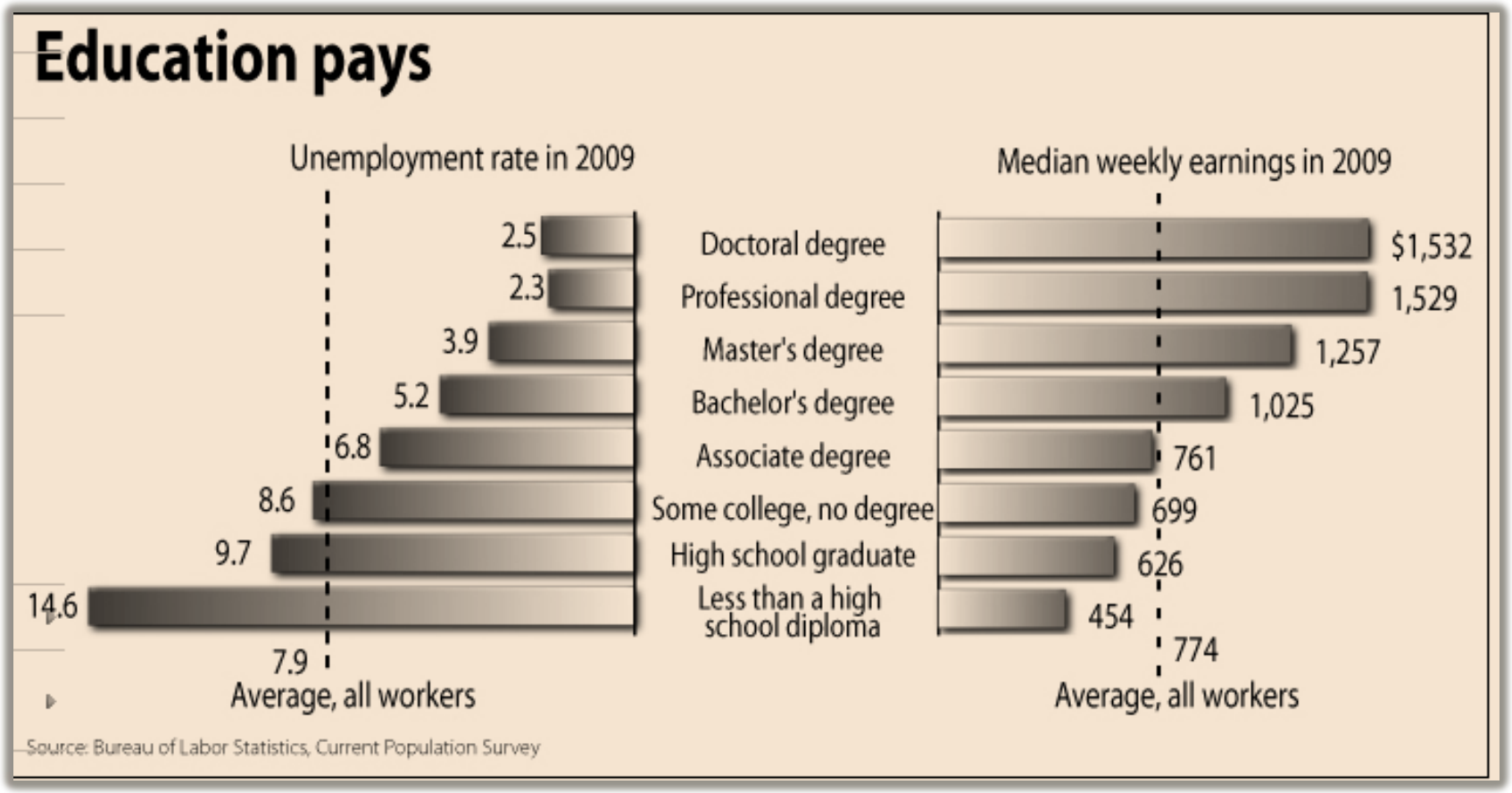
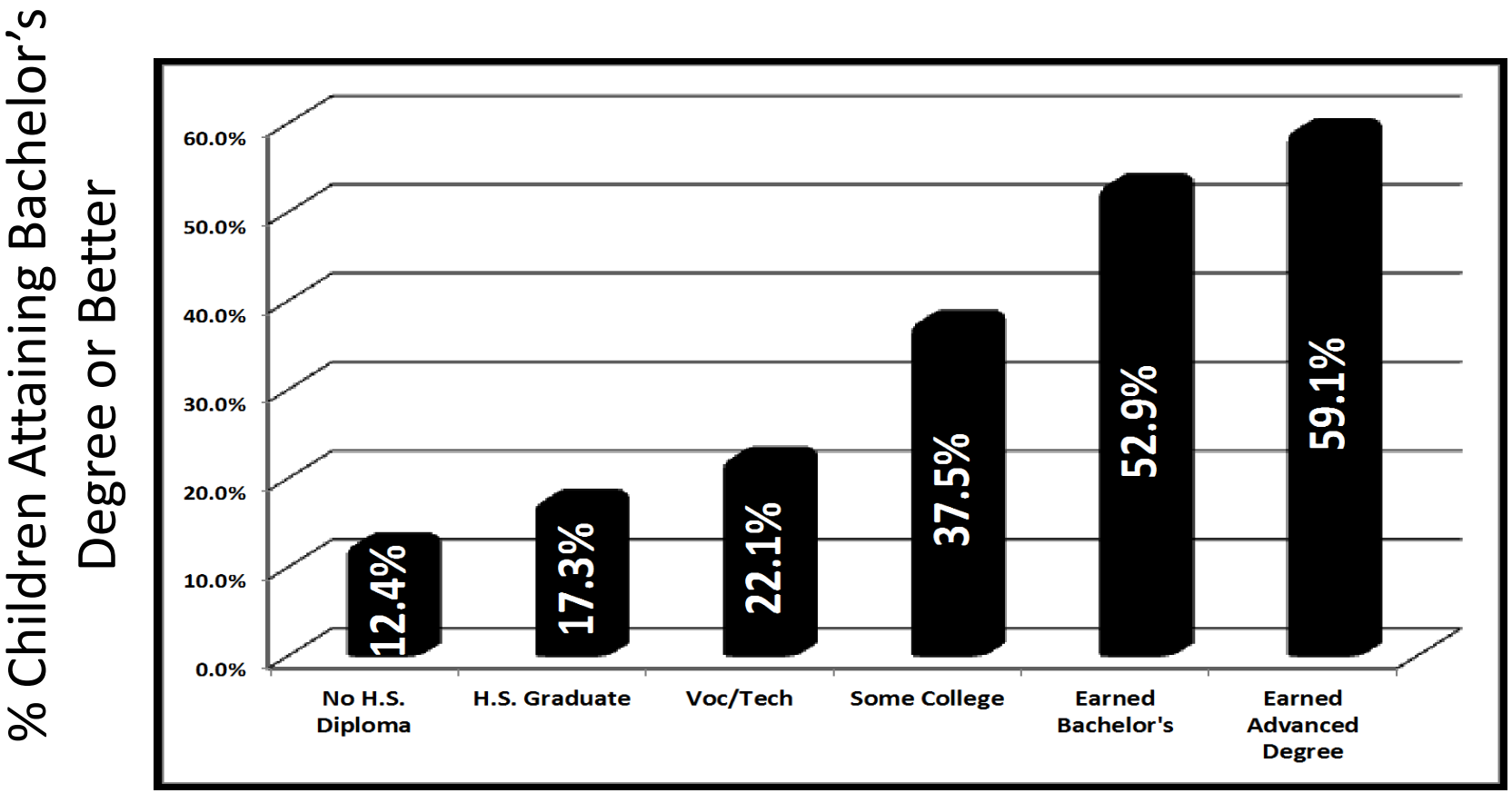
GRADUATION IS EVERYONE’S BUSINESS

In the midst of a recession education remained a huge advantage



The advantages of parents' education are transferred to their children



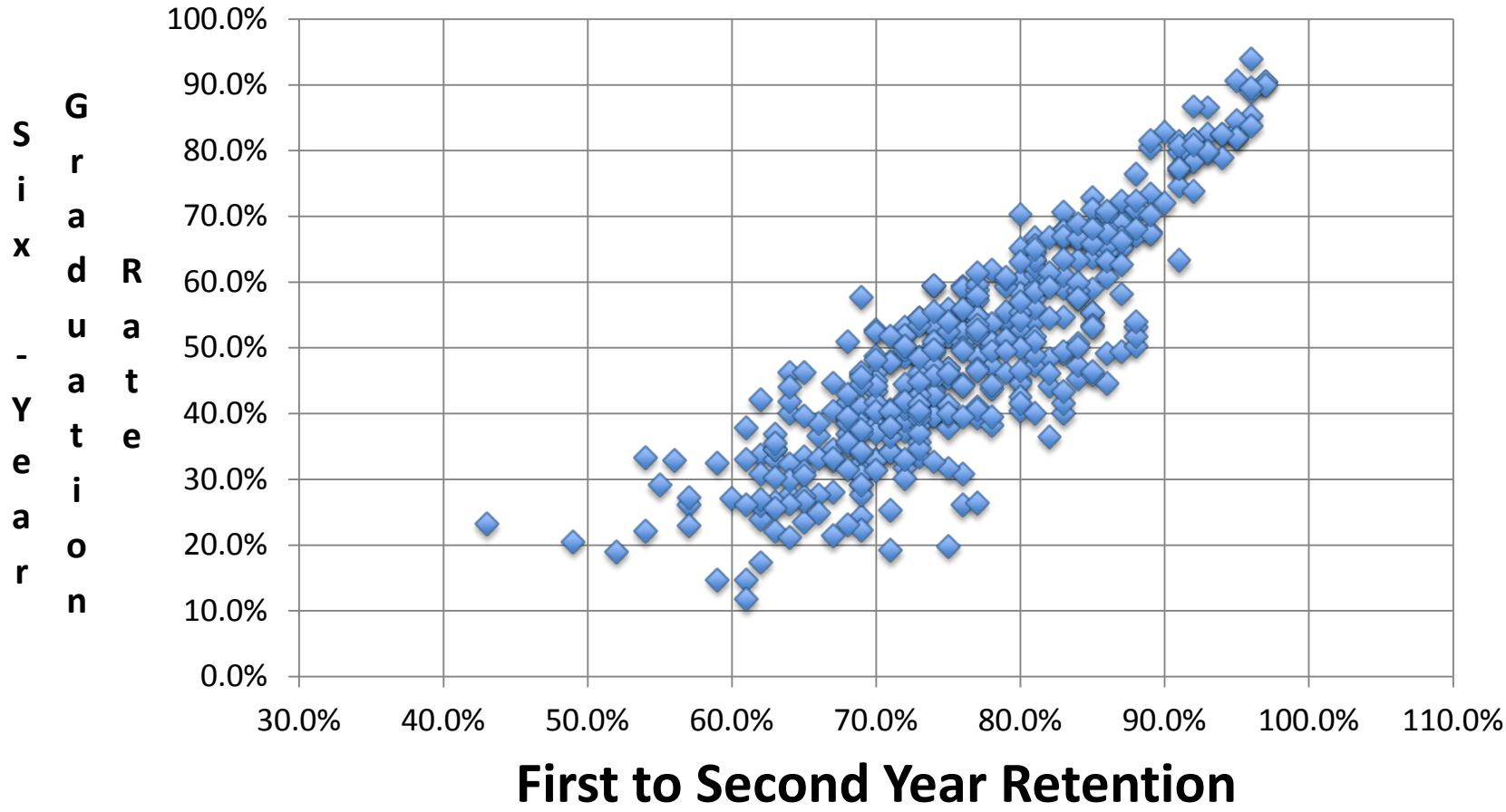
Source: Chronicle of Higher Education, August 27, 1999

Educational Level of Parents

OUR CHALLENGES

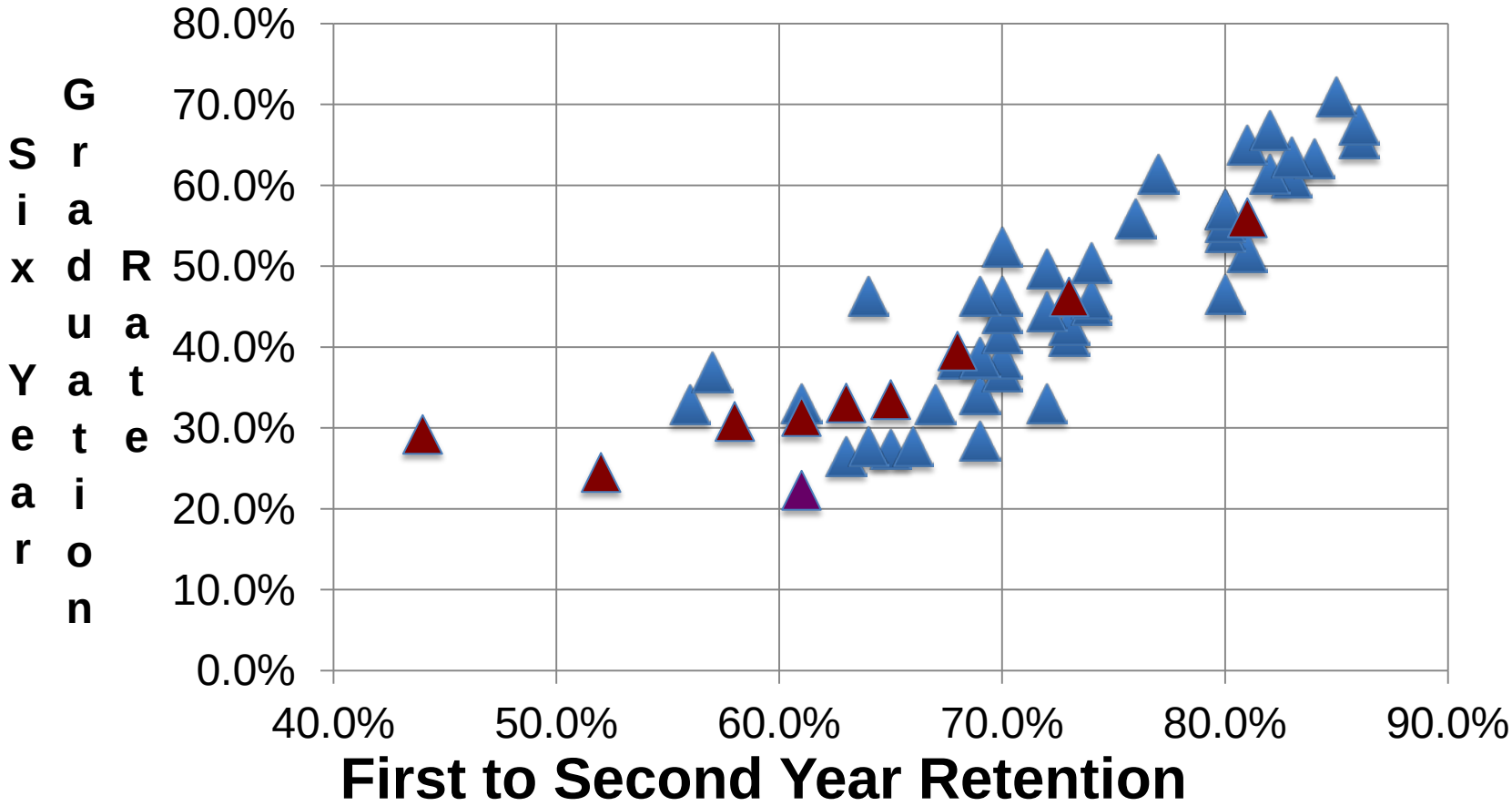
- LOW GRADUATION RATE
- TOO MUCH TIME TO A DEGREE
- EXCESS HOURS
- HIGH COSTS
- TOO MUCH DEBT

Institutions Have a Large Effect on Graduation Rates*



- 2011-IPEDS retention and graduation rates for public universities with an entering class >200, n=525

Similar institutions can differ in student success



*Eleven West Virginia Institutions compared to 46 other public Institutions, based on SAT/ACT, % Pell, % URM, High School gpa, Size, Expenditures, and Setting.

Why are Attrition Rates High and Graduation Rates Low?

Lack of Policy Focus or Attention:

- Almost all states funded enrollment or student credit hours in the past; even today performance funding is often a small percentage of the budget.
- Rankings either do not include graduation rates or give them little weight.
- Focusing on Retention/Graduation has not been part of our culture.

Why Students SAY They’re Withdrawing

“My sister is going to have a baby and I want to get to know my nephew.”

“I’m going surfing in California.”

“I should have waited to come to FSU for my Master’s, the Bachelors was just too much.”

“I want to follow my boyfriend; he is going to a Christian college in Texas and we want to live together.”

“I need to go back to my high school; I had a lot more friends there.”

“You aren’t Green enough.”

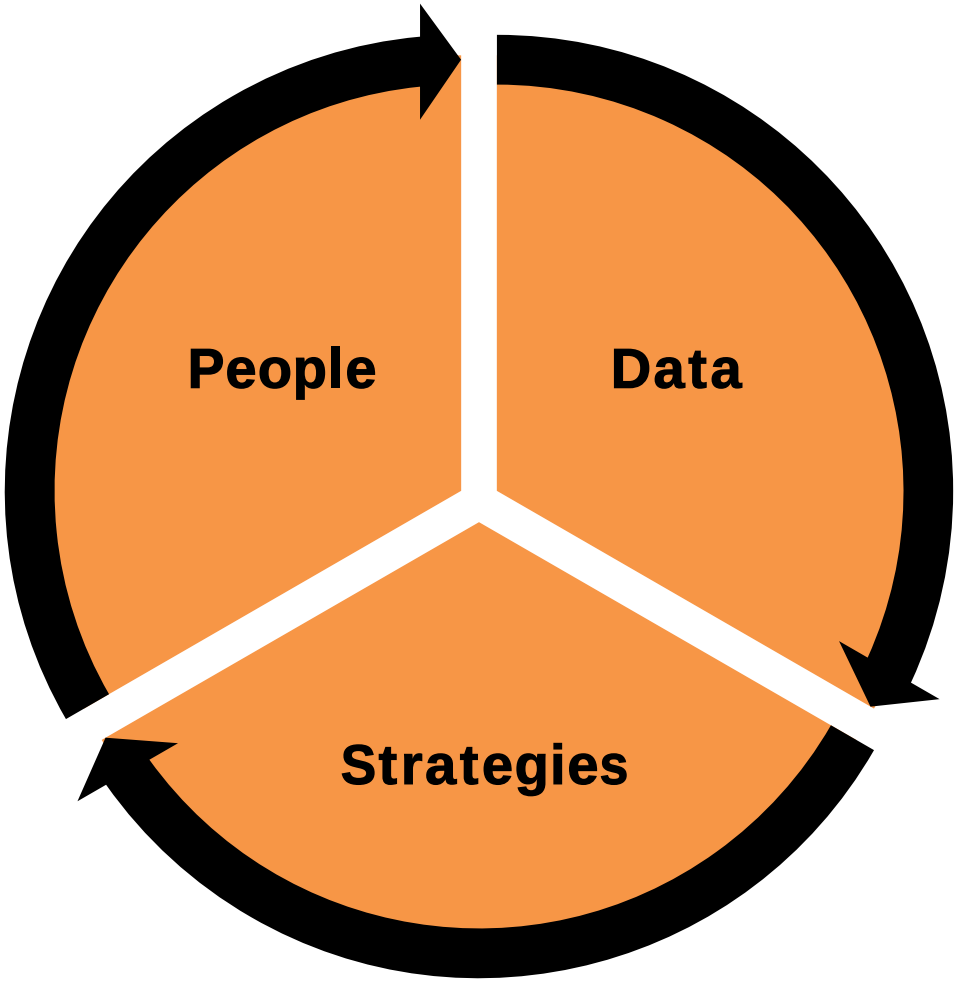
“I am in debt and am going to Alaska to prospect for gold.”

Three Critical Elements of a Retention/Graduation Program
(Creating a Culture of Success)

1. An individual, by status or personality, must drive the process and have access to human and financial resources.

2. A process based on **detailed data** must be established and **maintained for at least five years.**

3. There must be a team of individuals from across campus committed to student success who meet **weekly** to assess progress.


People
Data
Strategies

We established a cross-campus team to dig into the data, identify opportunities, shape strategies and actions, and assess results.

- **Understand the myriad pathways** that students follow as they move through the institution and determine where their progress stalled
- **Define what the university had the power to change** or do differently for its students
- **Shape the strategies and actions** they would take to help students; and
- Continually **monitor and refine** their efforts.

Cross-Campus Success Team

Chief Academic Officer convenes the group and participates

Supported by Institutional Research

Core Services:
admissions, registration, financial aid, career services, housing, health center, institutional research, and withdrawal services

Cross-Campus Success Team:
A group of approximately 20 professionals from these areas convenes weekly to talk about data and the students within the data. The group makes detailed action plans with specific tasks, responsible parties, and concrete deadlines.

Academic Programs:
undergraduate studies, honors program, undergraduate research, library services, and fellowships

Support Programs:
orientation, advising and coaching, tutoring and study skills courses, and special programs for underserved populations

Student Representation:
Student government representative. Brings student voice to table and leverages additional support for success programs

Example of Team Role and Responsibility

Office	Registrar
Individual	Susan Someone
Role	Student and course records
Responsibility	Several: e.g., List of High D/F courses each term List of students who did not register when they should have
Why	(1) List of high D/F courses will be given to the Dean of Undergraduate Studies who will coordinate an analysis of the data, e.g., what is the gpa of students who did not pass; is the course syllabus accurate; did all students have the right prerequisites? Should the course be considered for re-engineering? What was the result of a discussion with the Dean of the college and the department Chair? Note: It was discovered that the course syllabus for "Introduction to Foreign Films" was highly misleading. The students thought they were going to be watching films while the faculty member was expecting discussions and essays on symbolism and meaning in the films. (2): The list of students who have not registered will be distributed to academic advisors in the college who will contact each student to find out why they did not register. Each advisor will report back next Friday. Note: We often discovered that the university had placed a "hold" on the student who might owe a parking fine or a library fine, etc. After examining the data we dropped all library fines as causing more harm and cost than benefits. We also made sure that all holds were also sent to the academic advisor for that student.

The team met weekly to address key questions, make decisions, and sustain momentum

Diagnose Problems

- Which students are progressing as planned? Which students are not? Why?
- What seems to be impeding student progress or performance?

Problem-Solve

- Where should we intervene?
- What can we do that might make a difference?

Plan

- What additional supports can we put in place?
- What changes to our policies, programs or practices might we make that would be helpful?

Evaluate

- Are our efforts having the impact we intended?
- Do we have the right strategies and supports in place?

Report

- What have we accomplished since our last meeting?
- What achievements or accomplishments can we celebrate?

Followed by an **ACTION**-oriented line of questioning

WHO will take responsibility for intervening?

WHEN will that happen?

HOW will our progress be assessed?

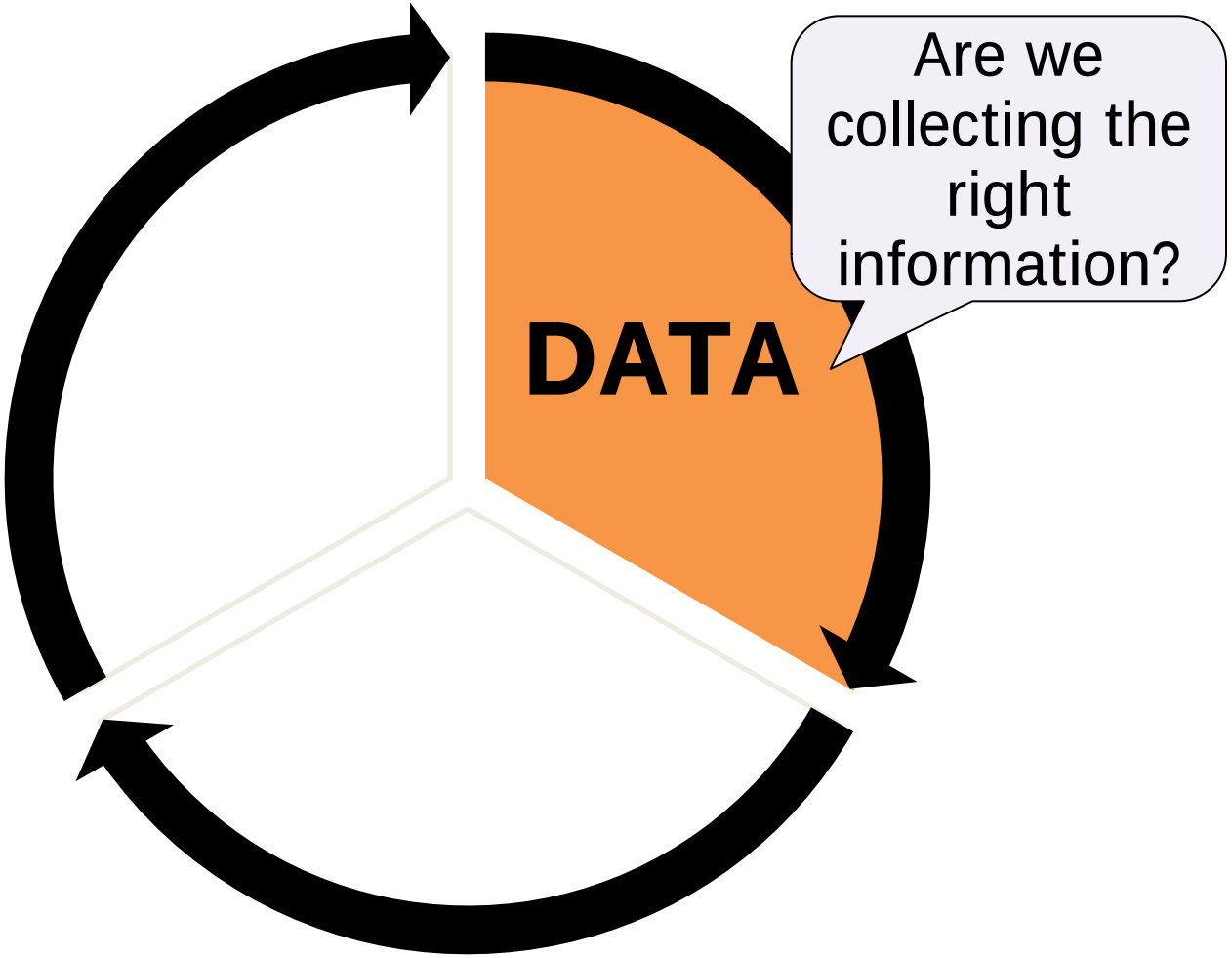
WHERE we will see results?

Our team developed a series of 93+ action steps aligned with every month of the academic calendar

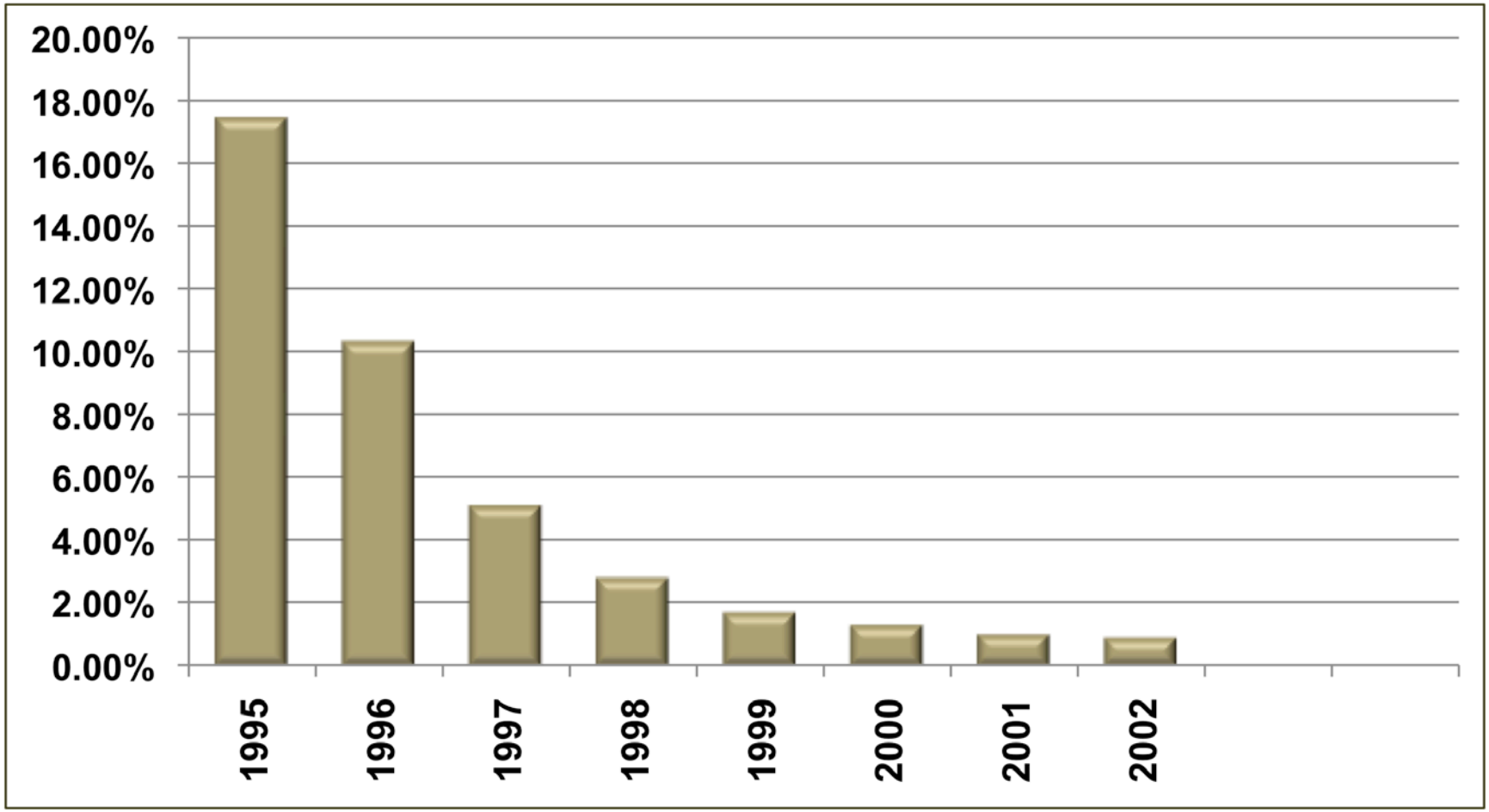
Month	Timeframe	Action	Responsibility
January	By end of January	Emails to students with 30 attempted hours who have not been accepted into a major	Individual Responsible
January	Ongoing	Update department Degree Audit reports	Individual Responsible
January	Ongoing	Individual contact with students who have been placed on probation	Academic Section
January	Ongoing	Individual contact with students who have been placed on warning	Academic Section
February	1st week	Offer Workshop: Students Taking Exploratory Paths to Success Review Financial Aid	Advising First
February	1st week in the month	Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans	Individual Responsible
February	6th week of term	New transfer—How are you doing— deadlines	Individual Responsible

Effective student success efforts are also dependent on having the right information

- **Elements to Increase Student Success**



TYPICAL ATTRITION TABLE

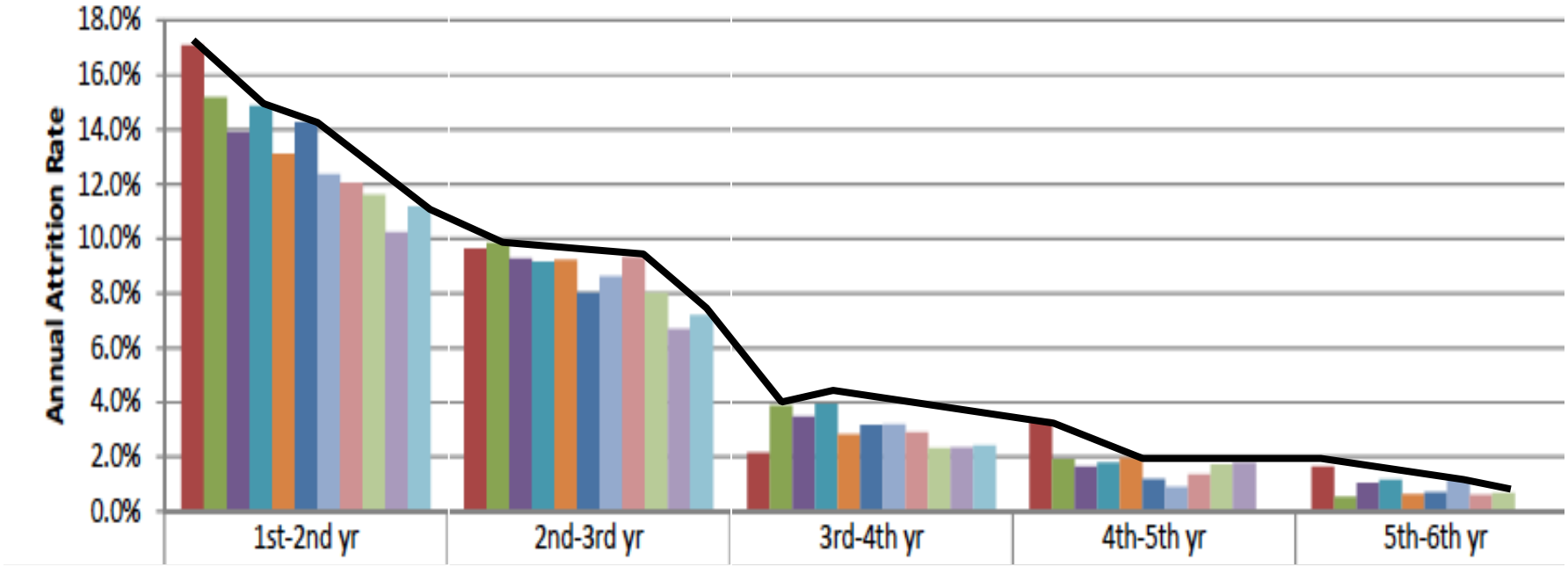


LOSS OF STUDENTS OVER NINE YEARS

In looking at attrition rates, there is a range of rates at different points in time related to student background characteristics.

Yearly Attrition Rates by Cohort: White, Female, First-Time In-State Students

- 1995-2005

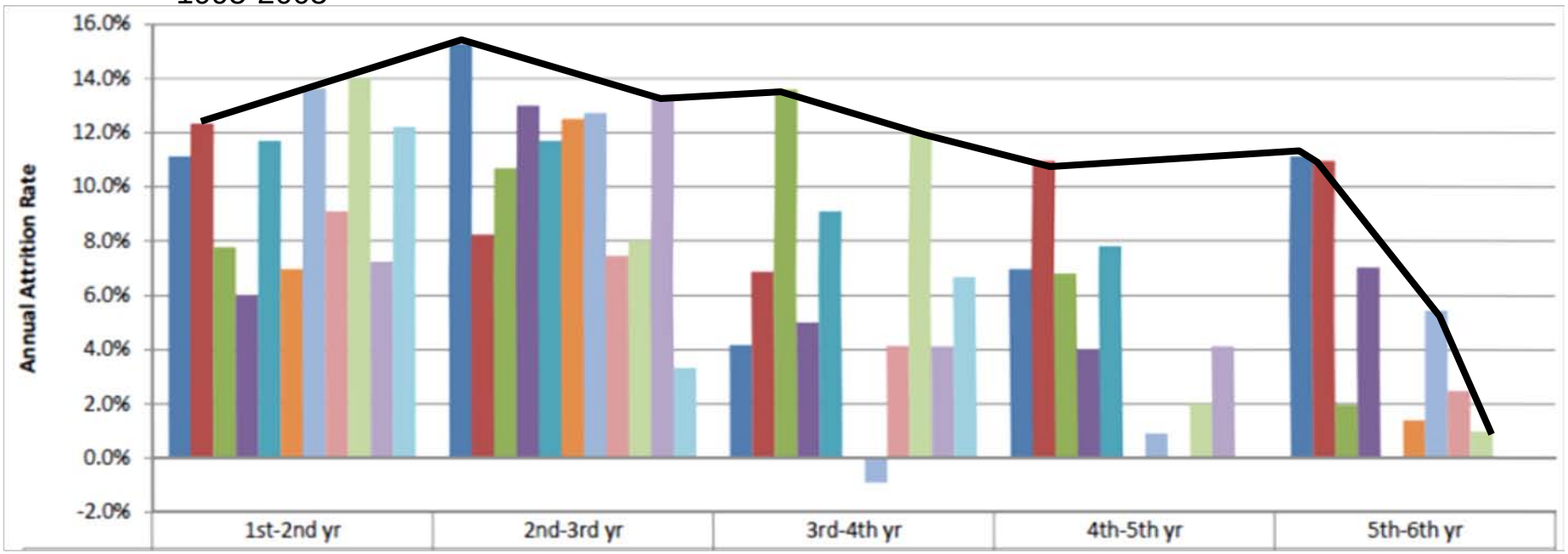


MIN	10.2%	6.7%	2.1%	0.9%	0.5%
MAX	17.1%	9.8%	3.9%	3.3%	1.6%

Black male Pell recipients exhibited very different attrition rate patterns, suggesting the need for continued support over time to avoid dropouts.

Yearly Attrition Rates by Cohort: Black, Male, Pell Recipient, First-Time In-State Student

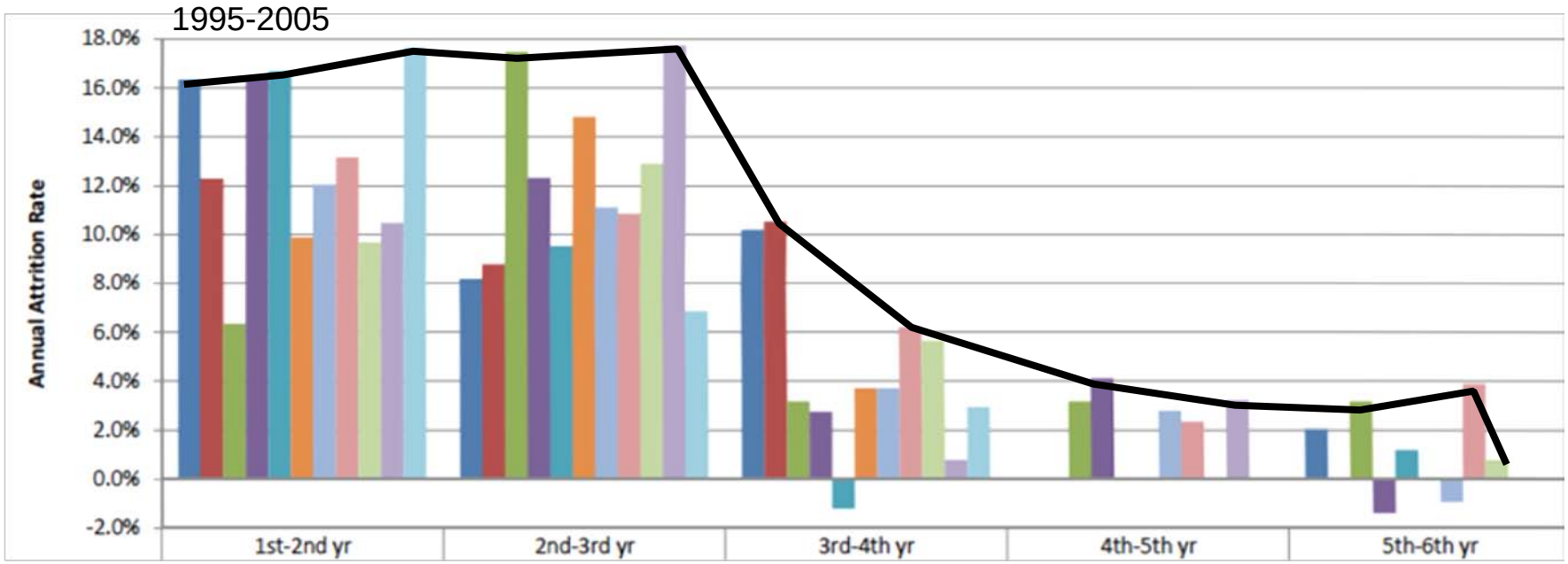
1995-2005



MIN	6.0%	3.3%	-0.9%	0%	0%
MAX	14.0%	15.3%	13.6%	11.0%	11.1%

Hispanic female Pell recipients exhibited another attrition pattern, suggesting the need for close interaction with the students and their families.

Yearly Attrition Rates by Cohort: Hispanic, Female, Pell Recipient, First-Time In-State Students



MIN	6.3%	6.9%	-1.2%	0%	-1.4%
MAX	17.6%	17.7%	10.5%	4.1%	3.9%

Status of students six years after withdrawing*

GPA	No Record	AA/Cert.	BA/BS +	Cohort %
0-1.99 n=1137	66.1%	23.2%	10.7%	NA
2.0-2.99 n=1136	46.4%	16.1%	37.5%	67%
3.0-4.0 n=842	16.3%	9.7%	74.0%	82%
Total n=3115	45.4%	16.9%	37.5%	74%

*2004, 2005 Entering Cohorts, Student Data Clearinghouse, n=3115

It is important to know when, where and how much contact advisors had with students

Advising First ~ William Johnston Building/Epps

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Appointments/Walk-Ins	256	186	484	358	736	978	523	467	100	150		275		626
Phone Calls	319	204	399	44	535	461	584	277	113	8				121
Email	1492	963	17745	67	40740	21247	6766	16198	2592	137				2448
TOTAL	2067	1353	18628	469	42011	22686	7873	16942	2805	160				3195
monthly difference		714		18159		19325		-9069		119				3195

Section Tot

Advising

HCB (appts/
HCB phone
HCB email
Library (app
Library phor
Library emai
other
TOTAL
monthly dif

Section Tot

Satellites

Biology (AS
Biology (DL
Business (D
Business (R

Longitudinal Advising Tracking Report 2009-2010

Aug-to-Date Summary Total 483,667

Office of Undergraduate Studies/Appointments/Walk-Ins

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-09	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Academic Dean (GB)				56	63	107	62	80	99	112		133		42
Academic Coordinator (EC)				33	69	90	69	83	109	82		94		69
Transfer Evaluations				74	122	148	61	375	51	37		181		183
Academic Records				435	399	1173	507	1141	36	57		384		425
TOTAL				598	653	1518	699	1679	295	288	0	792	0	719
monthly difference				-302		-865		-980		7		-792		-719
Section Total		553												

Center for Academic Retention and Enhancement

(exludes AF advisor)	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-09	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Appointments/Walk-Ins	4322	1639	1412	1860	4077	1862	8494	3297	2279	1281		1526		3950
Tutorial Lab	1130	2214	7404	6450	1435	5963	3554	3627	2042	1067		1220		2259
Phone Calls	1654	854	1412	980	2211	984	3317	1111						1896
Email	15129	12598	6724	16875	25791	18396	19612	12737						11302
TOTAL	22235	17305	16952	26165	33514	27205	34977	20772					0	19407
monthly difference		4930		-9213		6309		14205						-19407
Section Total	122512													

Advising First ~ University Center Building A

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Advisor Assignment	325	106	391	371	11070	412	314	413	145			507		232
Appointments/Walk-Ins	269	487	167	192	209	473	118	112	74	184		252		36
Phone Calls	765	1055	269	348	413	531	220	177	388	587		908		127
Email	135	202	778	11958	181	440	101	128	51	163		183		100
TOTAL	1494	1850	1605	12869	11873	1856	753	830	658	934	0	1850	0	495
monthly difference		-356		-11264		10017		-77		-276		-1850		-495
Section Total	16383													

Extent of advising outreach activity per month

Advising activity and where it took place on campus

Number of student contacts made by advisors

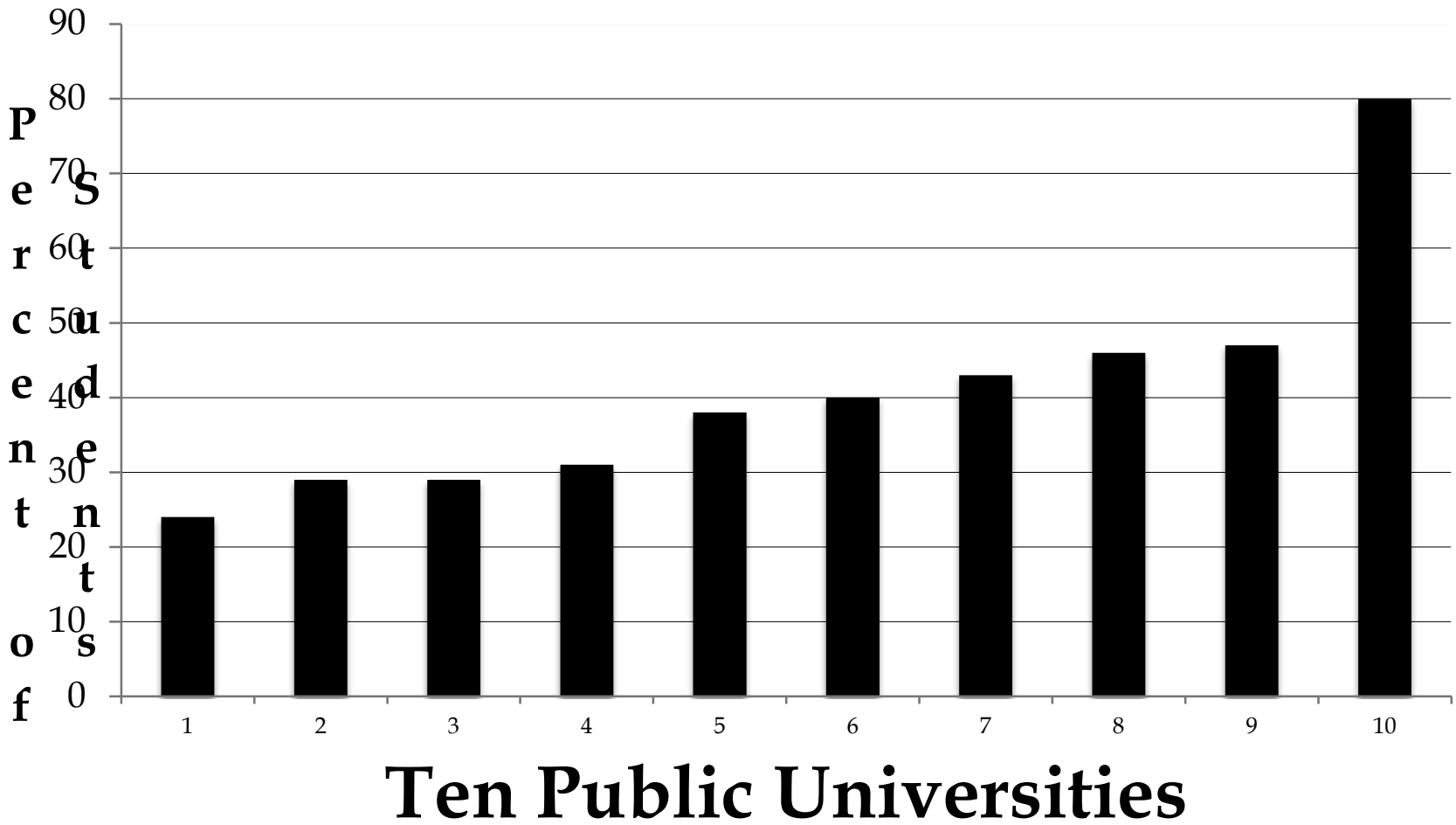
Top Ten Enrolled Courses

Course Number	Course Ind	Course Name	Dept Name	Hours
MAC1105	★	COLLEGE ALGEBRA	Mathematics	5,094.00
HUM3321	★	MULTICULT FILM	Humanities	4,683.00
ECO2013	★	PRIN OF MACROECON	Economics	4,485.00
ENC1101	★	FRESH COMP & RHETRC	English	4,392.00
BSC1005	★	GEN BIO NON-MAJORS	Biological Science	4,305.00
AMH2097	★	RACE/ETHNICITY IN US	History	4,302.00
PSY2012	★	GEN PSYCHOLOGY	Psychology	4,272.00
CGS2060		COMPUTER FLUENCY	Computer Science	3,645.00
ENC1102	★	FRESH WRITING RESRCH	English	3,510.00
FAD2230		FAM RELSHP LIFE DEV	Family and Child Sciences	3,387.00

★ Courses with High D/F Grades

Focus on high enrollment low success courses

Institutions Have a Large Effect on Excess Hours and the Cost to Students is Huge*



*~54,600 students graduating from the SUS in 2011, ~1 million excess hours at a cost of > $200 million to students in tuition, at 2011 rates.

Source of Excess Hours*

Source	Percentage of Total (n=21.5 excess hours)
Withdrawals	20.2%
Course Failed	11.2%
Course Repeated	7.0%
Upper Level Course not Required	19.3%
Lower Level Course not Required	31.1%
Transfer Course not Required	11.1%
Change of Major	????

*n=~39,989 students graduating in the State University System of Florida includes all undergraduate students, FTIC, AA, etc.: Source SUS Reports

Why Students Drift

- Insufficient advising
- Catalogs are difficult to understand
- General Education requirements are confusing
- Cannot enroll in the required class: not offered, time conflicts with other classes, etc.
- Do not understand course prerequisites and/or course sequencing
- Course withdrawals, repeats and failures
- Changing majors late in academic career

GENERAL EDUCATION REQUIREMENTS

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D) , 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

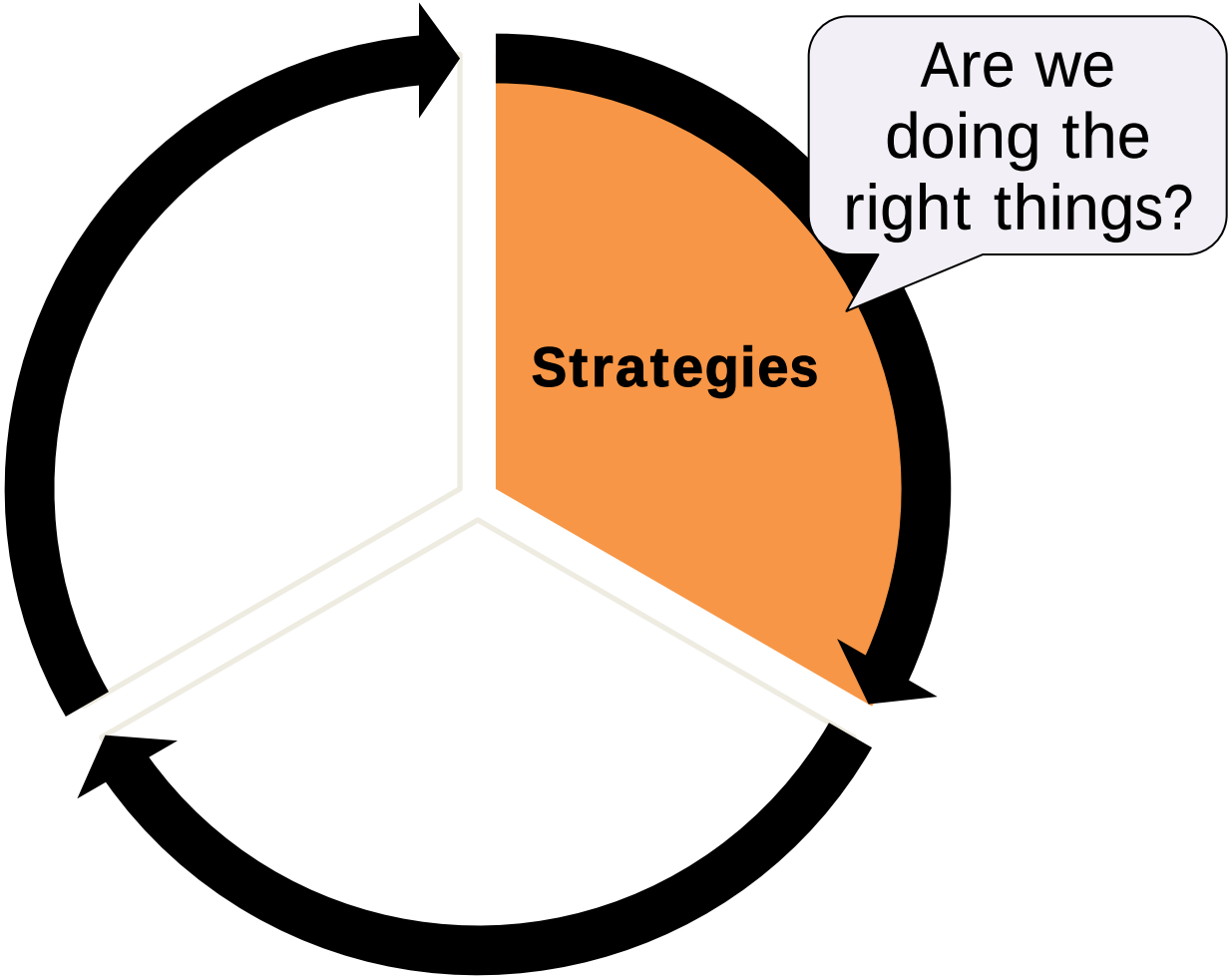
AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

Effective student success efforts are also dependent on the right institutional strategies

•**Elements to Increase Student Success**



There is no silver bullet.
You increase retention literally one student at a time.

A successful implementation of academic maps required a series of steps to achieve the desired results

Challenge	Solution	Results
Students **could not enroll** in the courses they needed	Built **Demand Analysis** to monitor need and open sections for students	Small improvement in retention and graduation; **little to no reduction** in excess hours
Students **lack a clear path** to graduation	**Introduced maps** for all majors	Slight improvement in retention and graduation; **no reduction** in excess hours
Students continued to take courses that were **not "on map"**	Added **Milestone courses** with hold on registration and required students to select **area of interest or major** upon entering	**6%** point increase in retention rate and almost **17%** point increase in 4-yr. graduation rate; number of students with >120 hours decreased from **30%** to less than **5%**

Academic maps: four essential components – the narrative, sample schedule, milestones and employment opportunities

The narrative explains the **use of academic maps** and any specific information about **degree requirements**, including admissions requirements

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

The sample schedule outlines **which courses** should be taken in **which specific term** in order to **satisfy all requirements**

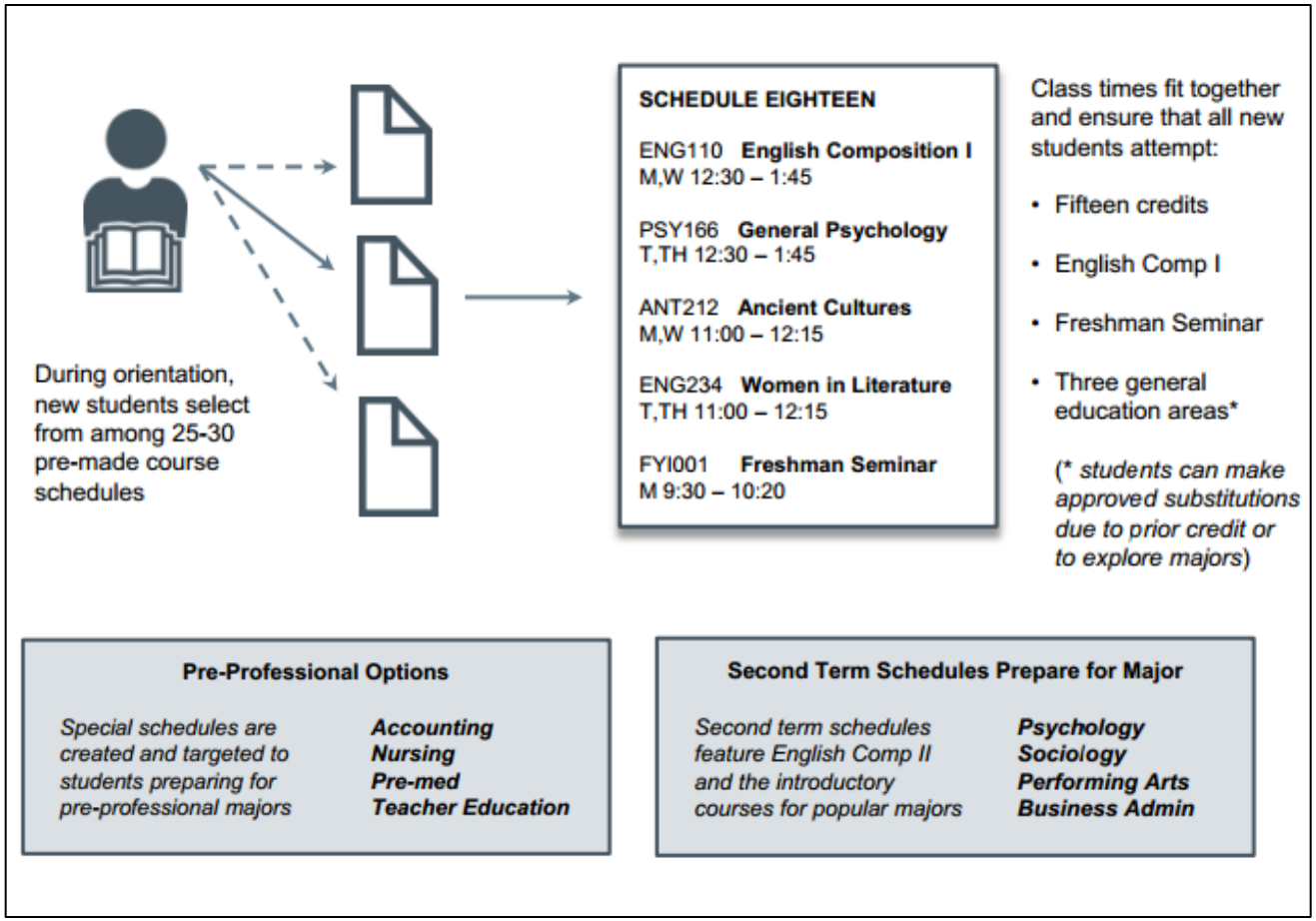
Sample Schedule	
TERM 1	Hrs.
ENC1101	3
LS Math	3
LS Natural Science w/Lab	4
Elective/minor	3
Elective	1
Total hours	14
TERM 2	Hrs.
ENC1102 or other second English	3
LS Math (STA1013/2122)	3
LS History/Humanities/Fine Arts	3
CGS2060	3
Elective/minor	3
Total hours	15

Milestones
TERM 1
Complete ENC1101
GPA ≥ 2.0 and in good academic standing
Complete LS Mathematics course
GPA ≥ 2.0 and in good academic standing

The **milestones** identify **critical courses** for timely progress and the last semester in which they can be completed for **on-time graduation. Critical grades for Milestone courses may be included.**

List of Representative Job Titles and Potential Employers

At CUNY Lehman College, entering students are required to choose from pre-built course schedules



Students register during orientation for a pre-made schedule that satisfies a number of GE requirements

Students continue to enroll in blocks of courses together for the second term

Students can opt out and register for other courses, to explore majors

Credit: CUNY Lehman College, "Building Guided Pathways to Success," Education Advisory Board

Florida International University Milestone Courses with Critical Grades

Spring Term 2013

Term Hours: 14
Cum GPA: 2.000

Course Group	Course Required	Course Description	Credit Hours	Critical Indicator	Course Notes
Common Prerequisites	CHM 1046	Gen Chemistry II	3.00	B	
Common Prerequisites	CHM 1046L	Gen Chem Lab II	1.00	B	
UCC English Composition	ENC 1102	Writing and Rhetoric II	3.00		
Common Prerequisites	MAC 2312	Calculus II	4.00	B	Also satisfies UCC Second Quantitative Reasoning course. (1) See endnotes
UCC Social Inquiry - Foundations of Social Inquiry			3.00		(1) See endnotes

Note Critical Grade Based on Predictive Analytics

Source:http://mymajor.fiu.edu/browse?area=PHSCEN&campus=MMC&go=Browse

PLACE MAPS TOGETHER IN A CONSPICUOUS LOCATION TO ALLOW STUDENTS TO BROWSE AND COMPARE

DIVISION OF UNDERGRADUATE STUDIES

UNDERGRADUATE
ACADEMIC PROGRAM GUIDE
(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2013-2014

Program Guide Legend

- P Program Description
- M Academic Map
- D Department URL
- C Learning Compact

Academic Degree Programs:

To use this resource, first find your program of interest and then select P for a detailed program description, M to view the academic map, D to link to the department's webpage, or C to access the Academic Learning Compact. The program descriptions are also available in PDF format at Academic Programs. Download the most recent version of Adobe Acrobat Reader at Adobe.

Links: Suspended/Closed Programs | Minors | Certificates/Specialized Studies | Other Programs | Bachelors/Masters Programs | Liberal Studies

P	M	D	C	**Accounting ***
P	M	D	C	**Actuarial Science**
P	M	D	C	**Advertising (Communication)**
P	M	D	C	**African American Studies**
P	M	D	C	**Anthropology**
P	M	D	C	**Applied Mathematics**
P	M	D	C	**Art, Studio BA**
P	M	D	C	**Art, Studio BFA**
P	M	D	C	**Art History**
P	M	D	C	**Asian Studies**

Milestone Courses by Major and by Term

Major	Lower Division Students	Term 1	Term 2	Term 3
Accounting	26	Algebra	Calculus	Statistics
Biology	1307	Algebra	Calculus	Statistics
Chemistry	188	Algebra	Calculus	Finite Math
Criminology	405	Algebra	Mathematics	Statistics
Dietetics	617	Algebra	----------	Statistics
Economics	93	Algebra	Statistics	Trigonometry

Policies MUST Accompany Academic Maps

Academic Policies

- ✓ Early declaration of major or meta-major
- ✓ Establish and offer Milestone courses
- ✓ Rationalize General Education requirements

Advising Policies

- ✓ Offer Choosing a Major workshops
- ✓ Monitor student progress and intrude when necessary
- ✓ Meet with every student who is “Off Map”

Communication Polices

- ✓ Earning a degree is a four year process
- ✓ Maps must be integrated into every aspect of the academic experience

Providing Students with a clear Path to Graduation Reduces Excess Hours, Significantly Reduces Costs and Improves Time to Graduation

Year	Students with Excess Hours	4-year Graduation Rate
2000	7,382	44.2%
2006	3,011	-------
2009	1,540	61.1%*

*2008 cohort 4 year graduation rate

The team used data to identify strategies ensuring they covered students from the time they entered until they graduated

•Overview of Student Success Strategies

Bridge-Building	Programs that help students successfully make the transition from high school to college	1st year of college	▪ Living Learning Communities ▪ Freshmen Interest Groups
Charting a Course	Efforts that help students successfully navigate the process of declaring a major in a timely manner	1st year to 2nd year of college; sophomore status	▪ Academic Mapping ▪ Choosing a Major Workshop
Consistent Support	Support services that aid students in continuing to meet academic requirements of the institution	On-going basis, throughout time in college	▪ Advising & Tutoring ▪ CARE ▪ Success Coaching

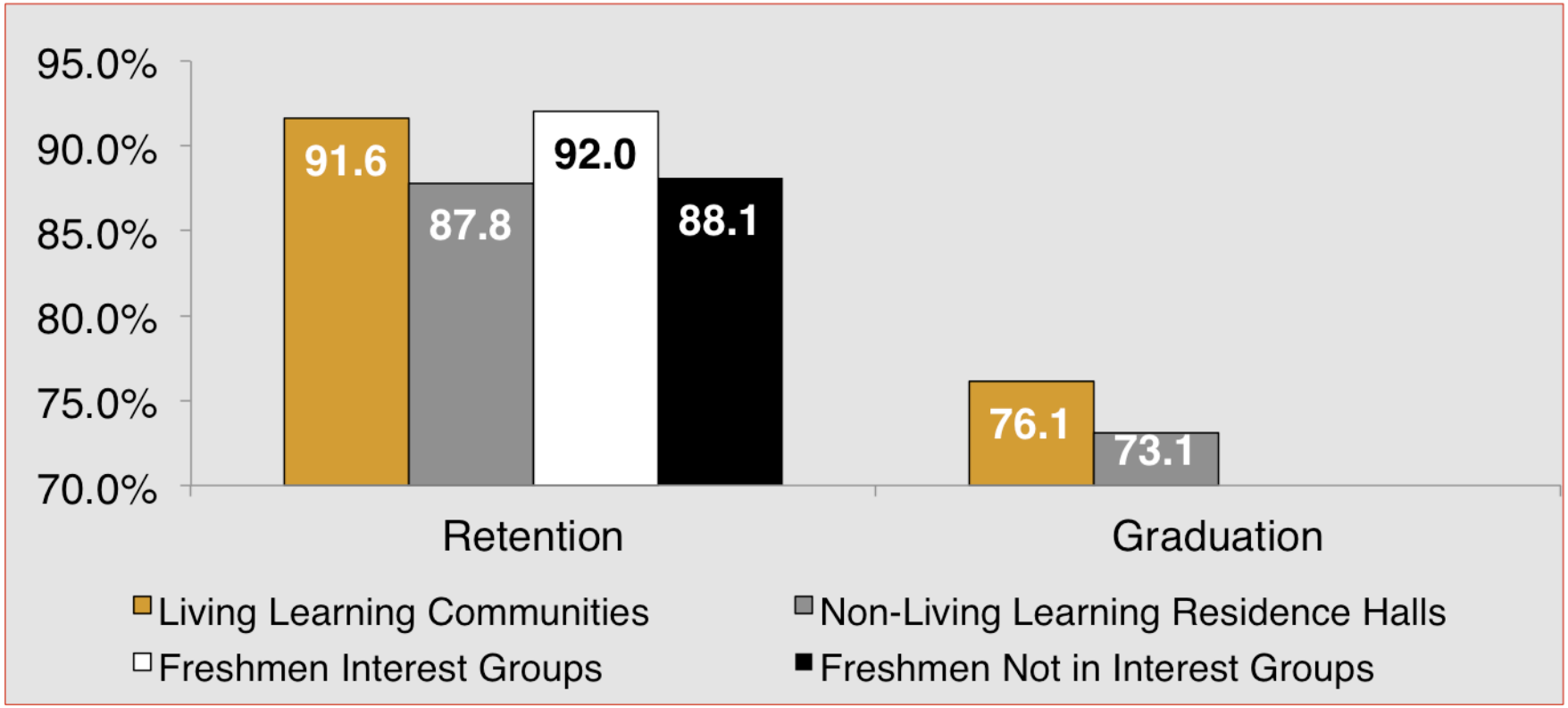
Benefits of first year residence on campus persist to graduation

	High risk living on campus	Low Risk living off campus
First Year Retention	93.3%	83.4%
Four-year Retention/ Graduation	81.1%	73.9%
Grade Point Average	2.82	2.62

Avg of 2004,05,06,07 cohorts; Housing Study

Every strategy was regularly monitored and evaluated for its overall impact on student success.

Living Learning Communities & Freshman Interest Groups Improve Student Retention & Graduation



Every strategy was measured against important progress metrics such as term-to-term attrition, grade point average, and major selection rate

•Impact of a Success Coaching Program

Program Description

Program that provides support for students around these 7 "soft" factors that influence retention and graduation:

- Commitment to graduation
- Managing commitments
- Finances
- School community
- Academics
- Effectiveness
- Health & Support

Overall Impact

Success Measure	Fall 2009 Results[1]			
	Coached	Non-Coached	Improvement	Condition
Spring-to-Fall Attrition	8.8%	11.2%	2.3 pts (23%)	
Average GPA	3.24	3.19	0.05 pts (1.6%)	
Loss of Bright Futures Eligibility[2]	16.1% (64)	17.5% (70)	1.4 pts (8%)	
At-Risk Students	3% (12)	5% (20)	2 pts (40%)	
Major Selection Rate[3]	63%	58%	5 pts (8%)	
Students Off Map[4]	10.5%	10.6%	-	-

Source: Florida State University

Low Cost Effective Strategies - I

- Academic Mapping for each Degree: term by term course schedule with must take Milestone courses and/or actions required.
- Action steps with student contact aligned with the academic calendar.
- Moving Advisors to where the students are at the time when they are there, recording all interactions/questions by time-of-day by day-of-week.

Low Cost Effective Strategies - II

- Place High Risk Students in Residence Halls
- Hire students for on-campus jobs
- W.E.B. Du Bois Honor Society
- Oscar Arias Honor Society
- Freshmen Interest Groups (FIGS)
- Learning Communities in Residence Halls
- Use technology to monitor attendance and to develop Early Alerts

Higher Cost Effective Strategies

- Re-engineer Low Success Courses
- Add programs for High Risk students
- Add Advisors
- Purchase/utilize Predictive Analytics to guide students in course selection and in selecting a major
- Add Tutors in selected courses
  - Drop in tutoring
  - Tutoring by appointment
- Add “Successful Learning Strategy” course
- Add Success Coaches

Strategies for at-risk students

- Recruit First Generation students primarily of low socioeconomic status
- Operates Summer Bridge Program
- Early arrival a week before classes
- Mandatory activities
- On-campus housing with CARE counselors as well as traditional RAs
- Tracks, assists and mentors students

Strategies for High End Students

- Expanded Honors Program
- Expansion of Undergraduate Research
- Undergraduate Research Symposia
- Competitive Grants Program
- Office of National Fellowships
- Campus Lecture Series Run by Students

The Florida State University Return on Investment

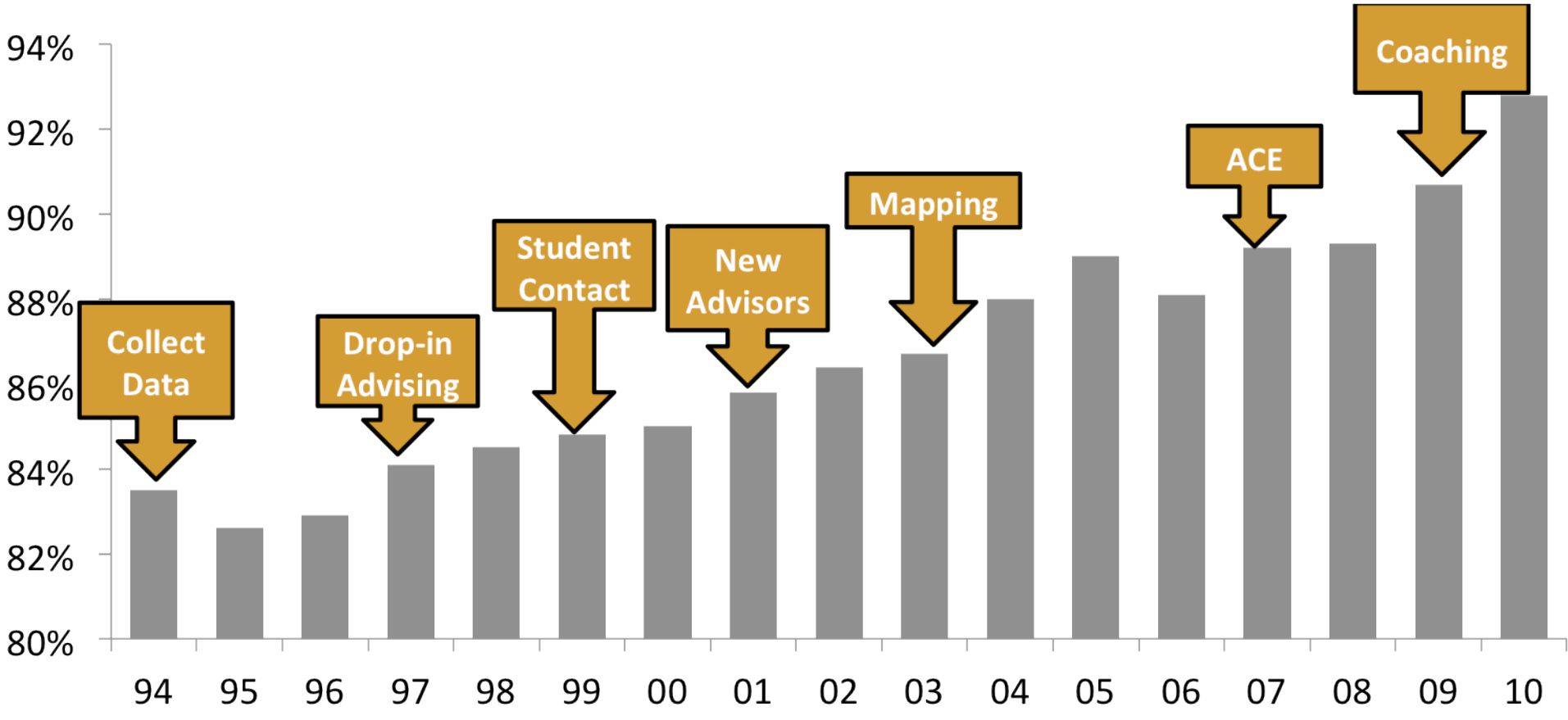
- First Time in College 6000
- 1994 attrition 16.5% (990)
- 2010 attrition 8.0% (480)
- Gain in students over four years ~2040
- Total investment $2,600,000

- Gain in tuition alone* $6,120,000
- Net gain $3,520.000

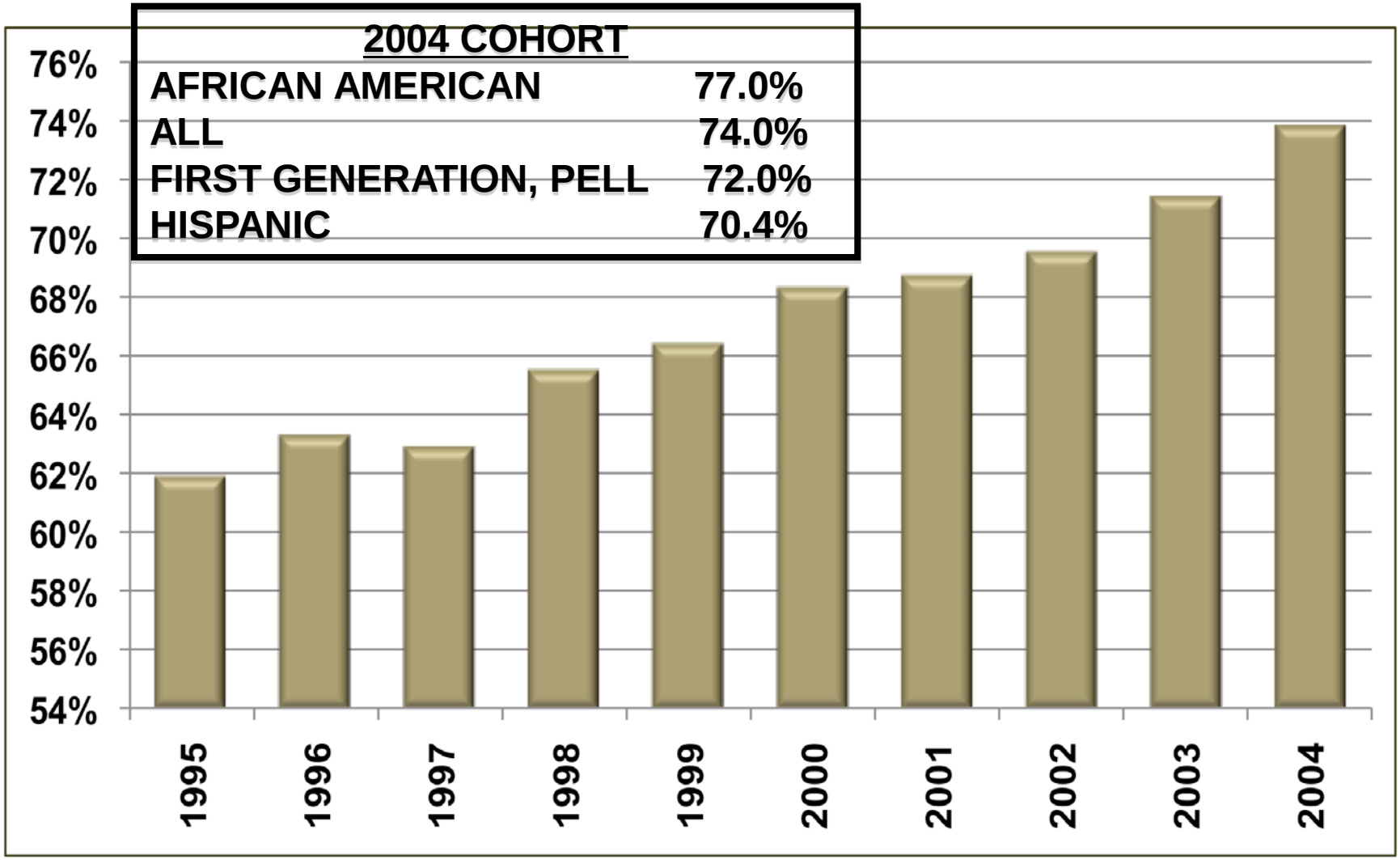
*Calculated at $3000 per student, excluding fees of ~$1500.

Significant Improvements in Student Retention Can be Achieved with Focused Efforts

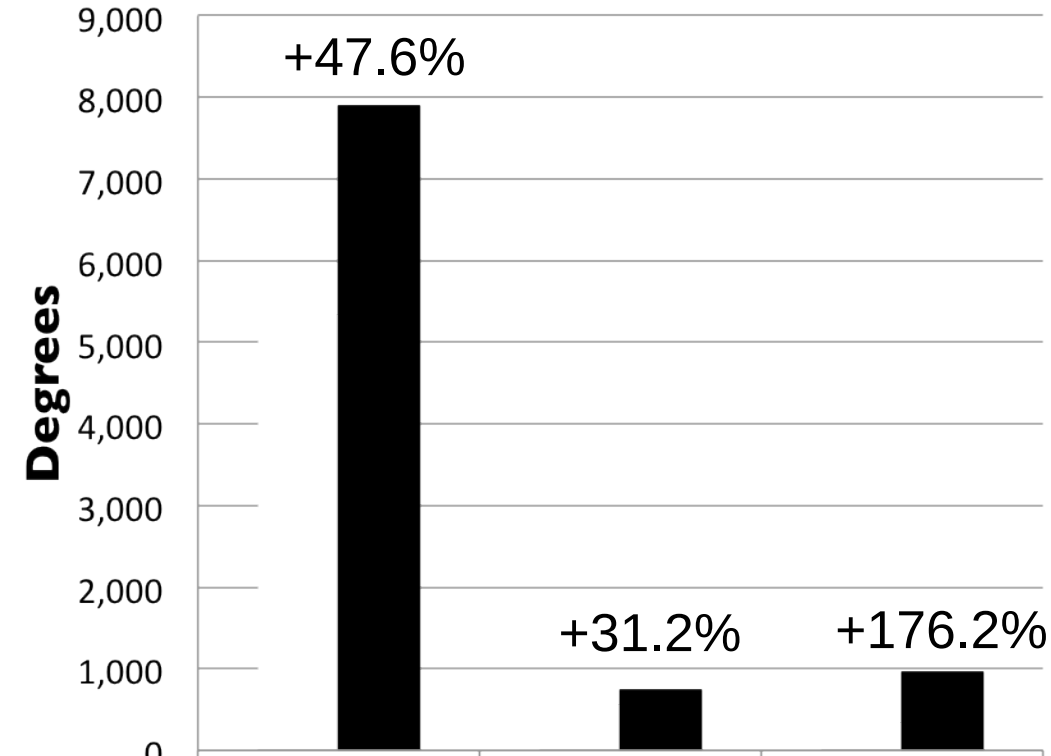
Implementation Timeline of Strategies



GRADUATION RATES INCREASED



Improving Retention Will Yield a Significant Increase in Degrees



	Total Bachelors'	Black Students	Hispanic Students
1999-2000	5342	567	344
2010-2011	7886	744	950

Additional degrees =

2,544

Additional minority degrees =

783

Questions?