



**Florida College System  
Performance Funding Improvement Plan  
Preliminary End of Year Report  
May 2016**

**Submitted  
to the  
Florida Department of Education**

## EXECUTIVE SUMMARY

This executive summary outlines the results of major activities undertaken by Pensacola State College to improve retention rates, completion rates, and job placement or continuing education during the 2015-2016 academic year.

### Retention Rate Activities

#### 1) Student Orientation Advising Registration (SOAR)

The fall-to-spring retention rate for students who attended SOAR was over 90% and was approximately 15 percentage points higher than students who did not attend SOAR sessions.

Student evaluations showed that 76% of students attending SOAR rated the sessions as superior and 96% rated SOAR as either superior or above average.

#### 2) Mentoring

Pensacola State College exceeded its target of 42 e-student success mentors by recruiting and training 60 volunteers as mentors for first-time-in-college students. The College has assigned 530 full-time first-time-in-college students to trained mentors.

The fall-to-spring retention rate for students who were assigned mentors was over 84% and was approximately 11.5 percentage points higher than the retention rate for students who were not assigned mentors.

#### 3) Instructor Early Alert Warning System

The rate of successful course completion for Intermediate Algebra was 86% for sections in which Instructor Early Alerts were utilized compared to 82% for sections in which the alert system was not utilized.

#### 4) Virtual Tutoring

Analysis of grade information from the fall semester showed that students utilizing virtual tutoring successfully completed math courses at a rate of more than 6% higher than students who did not utilize virtual tutoring.

Spring semester comparisons will be available at the time of the State Board of Education Report.

### Program Completion and Graduation Rates

#### 1) Recruit-Back-Program

The College is currently contacting 271 students to re-enroll those students for completion.

Thus far, the College estimates an increase in the 150% time-to-degree completion rate of 7 percentage points for the 2014-1 cohort compared to the previous cohort.

#### 2) Auto-Graduation

The Auto-Graduation Policy was approved by the Pensacola State College District of Board of Trustees in January. Auto-Graduation will be implemented at the end of Spring Semester 2016. The number of students graduated through auto-graduation will be available at the time of the State Board of Education meeting.

Note: The numbers included in this executive summary are preliminary and will be adjusted when final numbers are received.

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

**College:** Pensacola State College

**Report completed by (Name and title):** Erin Spicer, Vice President, Academic Affairs

<b>Measure</b>	Retention Rate	
<b>Strategy 1</b>	Develop and implement model student orientation and registration processes for new students.	
<b>Activity 1</b>	<p>Student Orientation Advising Registration (SOAR)</p> <p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>• 1 additional session of SOAR offered for a total of 2 by May.</li> <li>• 6 sessions of SOAR scheduled for summer including one on each of the two branch campuses.</li> <li>• Fall-to-fall retention rate, as evidenced by pre-registration for the Fall 2016 semester, will be higher among SOAR students than the general student population.</li> </ul>	
	<p><b>Evidence of progress (150 words or less)</b></p> <p><b>Supporting documentation may be attached.</b></p>	<p>In addition to the pilot SOAR session held in July 2015 and the additional session held in December 2015,</p> <ul style="list-style-type: none"> <li>• An additional SOAR session was held April 28, 2016; and</li> <li>• Six SOAR sessions are scheduled to be conducted during the summer:</li> </ul> <p>Pensacola campus 07/11/16, 07/21/16, 07/26/16 , and 08/04/16</p> <p>Milton campus 07/19/16</p> <p>Warrington campus 07/28/16.</p> <p>Fall registration dates were revised and began May 2 to separate summer and fall registration; therefore, pre-registration for Fall is just getting underway. Preliminary numbers on pre-registration will be available at the State Board of Education meeting.</p> <p>The fall-to-spring retention rate for students who attended a SOAR orientation session was approximately 15 percentage points higher than the retention rates for students who did not attend a SOAR session.</p> <p>Student evaluations showed that 76% of students attending SOAR sessions rated the sessions as superior and 96% rated the sessions as either superior or above average.</p>
<b>Status (check one)</b>	On target for May completion	
	Not on target for May completion	
		X

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate	
<b>Strategy 1</b>	Develop and implement model student orientation and registration processes for new students.	
<b>Activity 2</b>	Expansion of group advising and registration sessions <b>May 2016:</b> <ul style="list-style-type: none"> <li>• 2 additional group advising and registration sessions held on the Milton campus.</li> <li>• 2 additional group advising and registration sessions held on the Warrington campus.</li> </ul>	
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<p>In addition to advising and registration (START) sessions held last summer and toward the end of fall,</p> <ul style="list-style-type: none"> <li>• 4 additional START sessions are scheduled to be held on the Milton campus: 2 in May, 1 in June, and 1 in July; and</li> <li>• 13 additional START sessions are scheduled to be held on the Warrington campus: 4 in May, 3 in June, 3 in July, and 3 in August.</li> </ul> <p>Student Transition with Advising &amp; Resource Training (START) provides early engagement for FTIC students by introducing the student to his or her personal student portal, the College email system, and other College resources. These sessions also allow time for completing the financial aid process as well as for receiving communication from department heads and faculty prior to classes beginning. Students also register for classes, receive a class schedule, and register to attend an in-depth SOAR orientation session.</p>
<b>Status (check one)</b>	On target for May completion	
	Not on target for May completion	
		X

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate		
<b>Strategy 2</b>	Develop and implement e-Student Success Mentoring Program		
<b>Activity 1</b>	e-Student Success Module <b>May 2016:</b> <ul style="list-style-type: none"> <li>• A total of 42 mentors will be identified.</li> <li>• A total of 28 identified mentors will be trained in the use of the e-Student Success Module.</li> <li>• A total of 28 identified mentors will be utilizing the e-Student Success Module.</li> </ul>		
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>• 60 mentors (Student Success Coaches) have been identified.</li> <li>• 60 mentors have been trained in the use of the e-Student Success Module through a variety of workshops held.</li> <li>• 60 mentors are currently utilizing the e-Student Success Module.</li> </ul> <p>In addition to advisors and department heads, faculty program coordinators and other faculty volunteers were added as mentors in the e-Student Success program during the fall and spring semesters.</p> <p>Additional workshops have been conducted to enhance utilization of the module. Additionally, follow up group discussions have been conducted for Student Success Coaching feedback. Best practices have been shared and enhancements were made to the e-Student Success Module based on feedback from the coaches.</p> <p>Moving forward, the intent is to identify at-risk FTIC students and ensure that these students are assigned Student Success Coaches before their first semester begins.</p>	
<b>Status (check one)</b>	On target for May completion		X
	Not on target for May completion		

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate	
<b>Strategy 2</b>	Develop and implement e-Student Success Mentoring Program	
<b>Activity 2</b>	Student Success Mentoring Program	
	<p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>• 420 out of 1411 students in the retention cohort will be assigned a mentor.</li> <li>• Of the 420 students assigned a mentor, mentors will have attempted to contact 100% of students having an alert in order to perform the appropriate intervention on the identified at-risk behavior(s).</li> </ul>	
	<p><b>Evidence of progress (150 words or less)</b></p> <p><b>Supporting documentation may be attached.</b></p>	<ul style="list-style-type: none"> <li>• 530 students in the retention cohort have been assigned a Student Success mentor.</li> <li>• Student Success mentors have attempted to contact 100% of students having any alert that indicates at-risk behavior(s).</li> </ul> <p>The fall-to-spring retention rate for students assigned a mentor was more than 11.5 percentage points higher than the retention rate for students who were not assigned a mentor.</p> <p>In assigning the Student Success mentors, the focus has been on full-time, first-time-in-college students, most of whom have declared the Associate in Arts degree as a major.</p> <p>An analysis of the alerts received by the Student Success Mentors shows that course withdrawals were the most common alerts received.</p>
<b>Status (check one)</b>	On target for May completion	
	Not on target for May completion	
		X

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate	
<b>Strategy 2</b>	Develop and implement e-Student Success Mentoring Program	
<b>Activity 3</b>	Instructor Early Alert warning system	
	<p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>Early Alert Warning System expanded for use by five additional faculty for a total of at least 39 faculty.</li> </ul>	
	<p><b>Evidence of progress (150 words or less)</b></p> <p><b>Supporting documentation may be attached.</b></p>	<ul style="list-style-type: none"> <li>During the 2016 spring semester, 44 faculty members participated in the Instructor Early Alert Warning System.</li> </ul> <p>These faculty members used this system in courses from the following disciplines: developmental reading, writing, and mathematics; composition; literature; college-level mathematics; speech; college success; and biological sciences.</p> <p>In the spring semester, a total of 2086 instructor early alerts were submitted. The most common reasons for the alerts were associated with classroom attendance issues.</p> <p>A review of grade data shows that in sections with early alerts utilized the course completion rates are increased. For Intermediate Algebra, for example, the rate of successful course completion was 86% for those sections in which Instructor Early Alerts were utilized compared to 82% for sections in which the alerts were not utilized. This increase is encouraging because the courses in which Instructor Early Alerts have been utilized have, until recently, been primarily developmental courses and associated gateway courses.</p>
<b>Status (check one)</b>	On target for May completion	
	Not on target for May completion	

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<b>Measure</b>	Retention Rate	
<b>Strategy 3</b>	Increase access to academic interventions	
<b>Activity 1</b>	Virtual tutoring pilot	
	<p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>• Further expand hours of virtual tutoring available to 40 hours per week.</li> <li>• Further expand number of tutors trained for virtual mathematics tutoring to ten.</li> </ul>	
	<p><b>Evidence of progress (150 words or less)</b></p> <p><b>Supporting documentation may be attached.</b></p>	<ul style="list-style-type: none"> <li>• During the spring semester, 41 hours per week of virtual mathematics tutoring were available to students enrolled in any mathematics course at the College.</li> <li>• Eleven tutors have been trained to offer virtual tutoring in mathematics.</li> </ul> <p>Analysis of grade information from fall semester showed that students who utilized the virtual tutoring had a lower course withdrawal rate, successfully completed the math courses at higher rates, and had higher course grades. For example, 70.11% of the students who utilized virtual tutoring successfully completed math courses compared to 64.90% of students who did not utilize virtual tutoring.</p> <p>Data for the spring semester will be analyzed following the end of the semester and will be available at the State Board of Education meeting.</p> <p>Student response to the virtual tutoring project has been extremely positive.</p>
<b>Status (check one)</b>	On target for May completion	
	Not on target for May completion	
		X



# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate	
<b>Strategy 3</b>	Increase access to academic interventions	
<b>Activity 2</b>	Expand virtual tutoring to additional disciplines	
	<p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>Expand virtual tutoring to two more additional disciplines.</li> <li>Hire and train four additional tutors to offer virtual tutoring in the two additional disciplines.</li> <li>Offer 25 hours per week of virtual tutoring in the additional disciplines.</li> </ul>	
<b>Evidence of progress (150 words or less)</b>	<b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>During the spring semester, virtual tutoring was offered in more than two additional disciplines: English Composition, all literature courses, and all other writing emphasis courses which includes a selection of Philosophy courses, History courses, Psychology courses, and other Humanities courses.</li> <li>Four tutors were trained in these disciplines.</li> <li>A total of 25 hours per week of virtual tutoring in the additional disciplines was offered.</li> </ul>
		<p>Analysis of grade information from fall semester showed that students who utilized the virtual tutoring had a lower course withdrawal rate, successfully completed the courses at a higher rates, and had higher course grades.</p> <p>Data for the spring semester will be analyzed following the end of the semester and will be available at the State Board of Education meeting.</p> <p>Student response to the virtual tutoring project has been extremely positive.</p>
<b>Status (check one)</b>	On target for May completion	X
	Not on target for May completion	

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Retention Rate		
<b>Strategy 3</b>	Increase access to academic interventions		
<b>Activity 3</b>	Develop a Virtual Resource Center to increase access to academic interventions.		
	<p><b>May 2016:</b></p> <ul style="list-style-type: none"> <li>• Development of Virtual Resource Center will be completed.</li> <li>• The Virtual Resource Center will include access to 10 academic intervention strategies.</li> </ul>		
	<p><b>Evidence of progress (150 words or less)</b></p> <p><b>Supporting documentation may be attached.</b></p>	<ul style="list-style-type: none"> <li>• Development of the Virtual Resource Center has been completed.</li> <li>• Currently, a total of 11 resources are available to students through the Virtual Resource Center.</li> </ul> <p>Because the Virtual Resource Center is an online resource located on the College website, information identifying specific students who utilized the resource is not available. In the spring semester, there were 189 visits to the Virtual Resource Center. The College will include information about the Virtual Resource Center in orientation sessions and registration sessions in order to increase awareness of the resource.</p>	
<b>Status (check one)</b>	On target for May completion		X
	Not on target for May completion		

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<b>Measure</b>	Program Completion and Graduation Rates	
<b>Strategy 1</b>	Develop and implement a recruit-back program	
<b>Activity 1</b>	Recruit-back program <b>May 2016:</b> <ul style="list-style-type: none"> <li>Attempts will be made to contact an additional 50 students in the Fall 2012, Fall 2013, and Fall 2014 cohorts in order to advise and assist those students toward completion of the degree for a total of 242 students contacted.</li> </ul>	
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>271 students in the specified cohorts who are close to completion have been identified.</li> <li>The College is in the process of contacting these students as a part of the recruit-back process.</li> </ul> <p>While students stop attending for a variety of reasons, the primary cause is related to finances. The College has dedicated scholarship funds for recruiting back students who are close to completion but have stopped attending.</p> <p>A review of recent data shows that of students contacted in the recruit-back completion campaigns, completion rates are significantly higher than for those students who were not contacted and significantly higher than overall completion rates.</p> <p>Thus far, the College is estimating an increase of approximately 7 percentage points thus far in the 150% time-to-degree completion rates for the 2014-1 cohort over the previous cohort group.</p>
<b>Status (check one)</b>	On target for May completion	X
	Not on target for May completion	

# 2015 Florida College System Performance Funding Improvement Plan March Update



Spring 2016

<b>Measure</b>	Program Completion and Graduation Rates	
<b>Strategy 2</b>	Develop and implement auto-graduation policy	
<b>Activity 1</b>	Auto-Graduation <b>May 2016:</b> <ul style="list-style-type: none"> <li>100% of students eligible for graduation in May who did not request an exception will be graduated through auto-graduation or graduation application.</li> </ul>	
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>The Auto-Graduation Policy was approved by the Pensacola State College Board of Trustees in January.</li> <li>A process has been developed to ensure that, effective with the end of the spring semester in May 2016, all eligible students who do not submit graduation applications will be graduated through auto-graduation.</li> </ul> <p>The number of students who graduated in May via auto-graduation will be available at the time of the State Board of Education meeting.</p>
<b>Status (check one)</b>	On target for May completion	X
	Not on target for May completion	

<b>Measure</b>	Job Placement or Continuing Education	
<b>Strategy 1</b>	Increase information and activities offered to encourage continuing education beyond the associate degree level	
<b>Activity 1</b>	College Fairs, University Tours, and Transfer Day Events <b>May 2016:</b> <ul style="list-style-type: none"> <li>An additional 20 students will participate in a campus tour at UWF.</li> <li>100 students will participate in a student transfer day event on campus to learn about transfer opportunities for continuing education.</li> <li>100% of Associate in Arts students will receive information about transfer opportunity events.</li> </ul>	
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>An additional 56 students participated in a campus tour at UWF.</li> <li>102 students attended transfer day events on campus.</li> <li>100% of Associate in Arts students have received information about transfer opportunities</li> </ul> <p>A Transfer Fair was held on March 31, 2016, on the Pensacola campus. Ten colleges and universities attended the fair.</p>
<b>Status (check one)</b>	On target for May completion	X
	Not on target for May completion	

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<b>Measure</b>	Job Placement or Continuing Education		
<b>Strategy 2</b>	Increase job placement information and opportunities		
<b>Activity 1</b>	Job fairs, internships and co-ops, jobs services presentations <b>May 2016:</b> <ul style="list-style-type: none"> <li>• Increase internship and co-op opportunities to 35.</li> <li>• Increase the program and company specific job fairs held to a total of 5 by May.</li> <li>• By May, there will have been 700 student participants in jobs fairs.</li> <li>• Total of 30 in-class presentations by Student Jobs Services.</li> <li>• By May, there will have been 4000 students utilizing Student Jobs Services.</li> <li>• 100% of students enrolled in Associate in Science or Vocational Certificate programs will be informed of job fairs or other employee recruiting opportunities.</li> </ul>		
	<b>Evidence of progress (150 words or less)</b>  <b>Supporting documentation may be attached.</b>	<ul style="list-style-type: none"> <li>• 51 internships and co-ops have occurred.</li> <li>• Thus far 13 job fairs and hiring events have been held this academic year.</li> <li>• 1759 students have participated in jobs fairs.</li> <li>• There have been 42 in-classes presentations by Student Jobs Services.</li> <li>• 4064 students have utilized Student Jobs Services.</li> <li>• All students enrolled at Pensacola State College as well as high school students are invited to the job fairs held at the College.</li> </ul>	
<b>Status (check one)</b>	On target for May completion		X
	Not on target for May completion		