



PENSACOLA STATE COLLEGE

2016 – 2017

Performance Funding Improvement Plan

August 30, 2016

Executive Summary

Guided Pathways to Success Initiative



Pensacola State College's 2016-2017 Performance Funding Improvement Plan is focused on activities that will impact the measures of Retention and Completion. The College will continue with the majority of the activities undertaken last year and will expand upon those activities to further improve student success.

This improvement plan is based upon the national model of Guided Pathways. From this model, the College has developed the Pensacola State College Guided Pathways to Success (GPS) model to meet the needs of the students served by the College. Two major components of the national model of Guided Pathways are intrusive advising and step-by-step program maps; both of these strategies will assist the student in progressing toward on-time completion. These two components of the Guided Pathways model are being adopted by Pensacola State College to increase student success, thereby increasing retention rates and completion rates.

Below are the two major strategies, along with the continuation of the majority of last year's strategies that will be undertaken over the year to improve retention and completion rates.

Strategy 1: Implement Intrusive Advising.

Activity: Redesign the intake and advising requirements and processes to align them with the intrusive advising model.

Intrusive advising will include requiring orientation and advising for first-time-in-college (FTIC) students, requiring completion of a career assessment tool as a part of advising, expanding the eStudent Success Module developed last year to include additional alerts to this dashboard, and creating a FTIC Student Advising Center as well as a Call Center to assist with follow-up with students.

Strategy 2: Provide Guided Pathways to completion.

Activity: Develop My Academic Pathway (MAP) for each program to assist students with on-time completion.

Creation of each My Academic Pathway (MAP) will assist the student in staying on track to completion. MAP2 will be a plan for two-year completion of an associate or baccalaureate degree for a full-time student and MAP3 will be a plan for three-year completion of an associate or baccalaureate degree for a part-time student. Additionally, improvement of the current degree audit tool will assist advisors with ensuring each student stays on track to completion.

These two strategies are expected to have a positive impact on retention rates over the next year. Completion rates are measured over a longer term; however, increases in retention rates and other student success measures will lead to increased completion rates. The College will provide statistical data in December and May as indicated in this improvement plan to show the impact of these planned strategies.

**2016-17 Florida College System
Performance Funding Improvement Plan**



August 2016

College: Pensacola State College

Report completed by (Name and title): Ed Meadows, President

Erin Spicer, Vice President, Academic Affairs

Strategy 1	Implement Intrusive Advising.		
Activity	Redesign the intake and advising requirements and processes to align them with the intrusive advising model.		
Description of Activity	<ul style="list-style-type: none"> - Require orientation for first-time-in-college students. - Develop parts of orientation as online modules beginning with Financial Aid and Campus Safety. - Require advising prior to registration until the student has successfully completed 18 college credit hours. - Require the Kuder Journey career assessment prior to the completion of 18 college credit hours. - Require advising prior to a student-initiated withdrawal from a course. - Expand the eStudent Success Tracking Module developed last year to include additional dashboard alerts. - Develop a FTIC Advising Center and develop a Call Center for intrusive interventions with students. 		
Start Date	August 2016	End Date	May 2017; ongoing
Anticipated Outcomes and Evidence of Successful Implementation			
September 2016 Baseline	<ul style="list-style-type: none"> o No incoming first-time-in-college students (Fall 2016 cohort) have been assigned to a Student Success Coach or Student Success Mentor. o No interventions have occurred thus far this fall. o 530 students were assigned to Student Success mentors in the 2015-2016 academic year. o There were 1138 alerts addressed through interventions in the 2015-2016 academic year: 258 addressed in Fall 2015, 573 addressed in Spring 2016, and 307 addressed in Summer 2016. 		
December 2016	<ul style="list-style-type: none"> o At least 50% of incoming first-time-in-college students (Fall 2016 cohort) will be assigned to a Student Success Coach or Student Success Mentor. o There will be an increased number of interventions for Fall 2016 compared to Fall 2015. o There will be a lower student-initiated course withdrawal rate for Fall 2016 compared to previous fall semesters. 		
May 2017	<ul style="list-style-type: none"> o 100% of incoming first-time-in-college students (Fall 2016 cohort) will be assigned to a Student Success Coach or Student Success Mentor. o There will be an increased number of interventions for fall and spring compared to last year. o There will be a lower student-initiated course withdrawal rate for Fall and Spring semesters compared to the 2015-2016 academic year. o There will be an increase in the fall-to-spring retention rate compared to previous years. 		

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Strategy 2	Provide Guided Pathways to completion.		
Activity	Develop My Academic Pathway (MAP) for each program to assist students with on-time completion.		
Description of Activity	<ul style="list-style-type: none"> - Develop MAPs including critical pathway(s) and milestone courses for each degree program. - MAP2, MAP3 will be developed. - MAP2 will be a plan for two-year completion of an associate degree or baccalaureate degree for a full-time student. - MAP3 will be a plan for three-year completion of an associate degree or baccalaureate degree for a part-time student. - Each student will be required to follow his or her personal MAP to completion. - Intrusive Advising will assist each student in navigating his or her MAP. - MAPs will assist the College in scheduling courses and ensure on-time completion. - Each MAP will require early enrollment in first required mathematics course. - Advising will be required prior to a change in major and approval for the change is required. - A change in major will require a new MAP. - Improve the current degree audit to be more student friendly. - Review degree audit software packages. 		
Start Date	August 2016	End Date	May 2017; ongoing
Anticipated Outcomes and Evidence of Successful Implementation			
September 2016 Baseline	<ul style="list-style-type: none"> ○ No MAPs have been developed. 		
December 2016	<ul style="list-style-type: none"> ○ MAPs will be developed for at least 50% of the programs offered. 		
May 2017	<ul style="list-style-type: none"> ○ 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. 		