

2016-17

MID YEAR
PERFORMANCE

IMPROVEMENT PLAN

January 6, 2017

2016-17 Florida College System Mid-Year Performance Funding Improvement Plan



January 6, 2017

College: Polk State College

Report completed by: Reggie Webb, Vice President for Student Services

Polk State College is committed to providing a high-quality, affordable, accessible education to Polk County students. Polk State has an exemplary track record of responding to community workforce needs. This has been reflected in the College's strong performance in two of the state's four performance measures: job placement and wages. Polk State's success in these two areas has galvanized the College's commitment to improvement in the areas of retention and completion.

Polk State's staff and faculty have worked tirelessly to develop and implement the strategies and activities in the *Performance Improvement Plan* – and these initiatives are working. The combination of high-touch activities and high-tech resources are improving student persistence and success.

In an effort to improve retention, Polk State developed intentional strategies that require students to participate in activities directly related to their success. This focused approach has driven collaboration between students and staff and has been effective in encouraging student engagement. Particularly, staff have noted that the pre-advising sessions have achieved commendable results in which 95% of new students attended, and 97% of those attendees selected a major. Maintaining a focus to drive the pace to achieve results has made a huge difference in the level of interaction between staff and students. Students have developed more personal, caring, and simple connections with the advising staff. This shared goal increases students' comfort levels and the likelihood they will reach out for help if they experience any challenges or barriers.

Additional feedback is gathered through the First Year Experience (FYE) Workgroup, which is a task force made up of staff and faculty who are charged with developing initiatives that facilitate the transition of first-time-in-college students to Polk State. The FYE Workgroup is responsible for the *First-Year Seminar*, SLS 1122, the College's new student success course. Student responses regarding the course have been positive. Also, in focus-group sessions, students report they enjoy the camaraderie in the class, and they appreciate the availability of the faculty members and the sincerity they express about their educational success and personal development. They also express a strong desire to succeed and confidence in their ability to help drive the pace. This early engagement and creation of a campus-wide network of support for students is critical to their persistence and success.

Polk State College is proud of the successes we have fostered with the implementation of this plan. This approach has enabled us to partner with students in order to learn how we can better serve the first-time-in-college student population. Additionally, it provides some insight into activities that can be expanded to benefit the College's entire population of over 15,000 students. Inspiring and energizing people to understand and achieve common goals are what continue to make Polk State College a great institution.

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Performance Measure: Retention Rate

Strategy 1	Mandate student engagement.	
Activity 1	Shift from voluntary to mandatory orientation for all incoming students, including first-time-in-college students.	
Evidence of Completion (150 words or less)	<p>As of December 9, 2016, 1,079 of 1,461 students (74%) who completed orientation in the fall 2016 semester have registered for spring courses.</p> <p>The College believes this success is a result of the foundation established by the orientation process, combined with frequent prompting of these students through phone calls from the Student Services staff and the face-to-face encouragement provided by the <i>First-Year Seminar</i> (SLS 1122) instructors.</p>	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	1. 65% of students who completed orientation in fall 2016 will register for spring courses by December 9, 2016.	
December 2016 Data	<input checked="" type="checkbox"/> 1. 74% of students who completed orientation in fall 2016 registered for spring courses by December 9, 2016.	
Status (check one)	Accomplished	X
	Not Accomplished	

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Performance Measure: Retention Rate

Strategy 1	Mandate student engagement.	
Activity 2	Implement mandatory pre-advising sessions for all students.	
Evidence of Completion (150 words or less) See Attachment RS1.A2.	<p>The College uses Eventbrite, an online registration program, to schedule and track registration of the pre-advising sessions for all first-time-in-college Associate in Arts degree-seeking students. Program reports can be viewed on demand, allowing staff to identify students who have not registered for a pre-advising session. These students receive a phone call from a staff member, prompting registration.</p> <p>As of December 15, 2016, 81% of the first-time-in-college students have attended a pre-advising session for the spring 2017 semester, and 89% of first-time-in-college Associate in Arts degree-seeking students have registered for SLS 1122.</p> <p>Students can generate degree audits through the student information portal. All Associate in Science degree-seeking students can access this information to determine remaining courses for degree completion.</p>	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	<ol style="list-style-type: none"> 1. 80% of first-time-in-college Associate in Arts degree-seeking students who attended pre-advising sessions in the fall will declare a major. 2. 80% of first-time-in-college Associate in Science degree-seeking students who attended pre-advising sessions in the fall will complete a degree audit and/or attend a program information session. 3. 90% of new students will attend a pre-advising session prior to the first day of classes in spring 2017 (January 6, 2017). 4. 85% of first-time-in-college Associate in Arts degree-seeking students who attend pre-advising sessions will register for SLS 1122. 	
December 2016 Data	<ol style="list-style-type: none"> <input checked="" type="checkbox"/> 1. 97% of first-time-in-college Associate in Arts degree-seeking students who attended pre-advising sessions in the fall declared a major. <input checked="" type="checkbox"/> 2. 100% of first-time-in-college Associate in Science degree-seeking students who attended pre-advising sessions in the fall completed a degree audit and/or attended a program information session. <input checked="" type="checkbox"/> 3. 90% of new students attended a pre-advising session as of January 5, 2017. <input checked="" type="checkbox"/> 4. 89% of first-time-in-college Associate in Arts degree-seeking students who attended pre-advising sessions are registered for SLS 1122. 	
Status (check one)	Accomplished	X
	Not Accomplished	

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Performance Measure: Retention Rate

Strategy 1	Mandate student engagement.	
Activity 3	Implement a mandatory student success course, <i>First-Year Seminar</i> , SLS 1122, for all declared Associate in Arts degree-seeking, first-time-in-college students (approximately two-thirds of all FTIC students).	
Evidence of Completion (150 words or less)	As of December 15, 2016, 63% of declared Associate in Arts degree-seeking, first-time-in-college students completed educational plans. Completion of the plan is part of SLS 1122 and comprises 10% of the grade. While this percentage falls short of the metric, the process has allowed the College to determine improvements that will facilitate student compliance in future semesters, including more faculty training; elevating the educational plan's importance within the SLS 1122 curriculum; and better promoting the need for an educational plan in marketing, communications, and recruiting items, as well as in the initial application process to the College. This was the first semester that the <i>First-Year Seminar</i> course was offered, and Polk State has confidence that this metric will improve in future semesters.	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	<ol style="list-style-type: none"> 1. 80% of first-time-in-college Associate in Arts degree-seeking students will successfully complete the SLS 1122 course by the end of the fall 2016 semester. 2. 80% of first-time-in-college Associate in Arts degree-seeking students will complete an educational plan by the end of the fall 2016 semester. 	
December 2016 Data	<input checked="" type="checkbox"/> <ol style="list-style-type: none"> 1. 90% of first-time-in-college Associate in Arts degree-seeking students successfully completed the fall 2016 SLS 1122 course. 2. 63% of first-time-in-college Associate in Arts degree-seeking students completed an educational plan by the end of the fall 2016 semester. 	
Status (check one)	Accomplished	1
	Not Accomplished	1

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Performance Measure: Retention Rate

Strategy 2	Proactive use of technology to strengthen engagement.	
Activity 1	Implement the Student Tracking, Advising, and Retention System (STARS) and Who's Next student tracking system.	
Evidence of Completion (150 words or less)	STARS allows for a centralized tracking of student accounts for early intervention and resolution of issues before they affect student persistence. College staff can enter "early alerts" for students who have academic or personal problems that may hinder academic success.	
See Attachment RS2.A1.	<p>As of December 12, 2016, 464 early alerts were entered into STARS, generating 1,429 interactions with students. Of these, 73% were favorably resolved or required no solution. More importantly, continued student outreach efforts reinforce the supportive network that strengthens retention.</p> <p>These efforts should be reflected in student retention from the fall to spring semesters. The College has seen positive results to date, with 74% of fall 2016 first-time-in-college students enrolled for spring 2017 as of December 9, 2016.</p>	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	1. 80% of first-time-in-college students will be retained from fall 2016 to spring 2017.	
December 2016 Data	1. As of January 6, 2017, 80% of first-time-in-college students were retained from fall 2016 to spring 2017.	
Status (check one)	Accomplished	x
	Not Accomplished	

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Performance Measure: Retention Rate

Strategy 3	Increase the 2015-16 fall-to-fall, first-time-in-college retention rate.	
Activity 1	Staff will perform activities, including high-touch phone calls, emails, and events throughout the semester, to retain a greater number of first-time-in-college students from fall 2015.	
Evidence of Completion (150 words or less)	<p>Polk State’s fall 2015 cohort of first-time-in-college students totaled 1,380. By the summer of 2015, only 38% of the cohort had registered for the fall 2016 semester. Thirty Polk State Student Services staff members made nearly 1,000 phone calls to encourage and facilitate reenrollment for those who had not yet registered. As a result of these calls, 245 students enrolled for the fall 2016 semester, boosting the retention rate for this cohort to 56%.</p> <p>Polk State is very encouraged by this result; the practice of more intense, personal interactions with students is being incorporated into a greater portion of College operations.</p>	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	1. At least 56% of fall 2015 FTIC students will register for fall 2016.	
December 2016 Data	<input checked="" type="checkbox"/> 1. 56% of fall 2015 FTIC students – 770 out of 1,380 students – registered for fall 2016.	
Status (check one)	Accomplished	X
	Not Accomplished	

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Performance Measure: Completion Rate

Strategy 1	Improve completion options for all students.	
Activity 1	Implement mandatory education planning activities to actively guide new students toward completion and facilitate the completion of existing students who are shown to have completed 45 credits or more.	
Evidence of Completion (150 words or less) See attachment CS1.A1.	As of November 14, 2016, 877 students have been contacted to discuss graduation readiness.	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	1. All (100%) students identified as having completed 75% or more of their degree requirements will be contacted to discuss graduation readiness.	
December 2016 Data	<input checked="" type="checkbox"/> 1. All (100%) students identified as having completed 75% or more of their degree requirements were contacted to discuss graduation readiness.	
Status (check one)	Accomplished	X
	Not Accomplished	

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Performance Measure: Completion Rate

Strategy 2	Improve transfer options for all students.	
Activity 1	Strengthen Associate in Arts transfer options.	
Evidence of Completion (150 words or less) See attachment CS2.A1.	<p>The College is in the process of planning the February 2017 Spring Transfer Fair, which will be modeled after the very successful 2016 Fall Transfer Fair hosted at the Lakeland Campus on October 12, 2016. It is estimated that 250 Associate in Arts degree-seeking students and 150 high school students attended this event; 27 institutions of higher education participated. For the 2017 Spring Transfer Fair, the College plans to invite just over 2,000 college and collegiate high school students.</p> <p>The FUSE agreement with the University of South Florida was signed on October 21, 2016. <i>First-Year Seminar</i> students were introduced to FUSE in mid-November as part of the course curriculum. The College provided students with interest cards and notified them regarding when USF/FUSE advisors would start regular appointments on the Winter Haven and Lakeland campuses. In addition, Polk State added information about the FUSE agreement to its website and recruitment materials.</p>	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	<ol style="list-style-type: none"> 1. The College will plan to host at least one College Transfer Fair in the spring term, with at least thirty institutions participating. All current students will be invited to attend. 2. Execute Online Direct Connect agreement with UCF and FUSE agreement with USF. 	
December 2016 Data	<input checked="" type="checkbox"/> 1. A College Transfer Fair is planned for February 2017 at the Winter Haven Campus; 2,100 students will be invited to attend. <input checked="" type="checkbox"/> 2. The Online Direct Connect Agreement with UCF is scheduled to be executed in the spring of 2017. The FUSE agreement with USF has already been executed.	
Status (check one)	Accomplished	X
	Not Accomplished	

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Performance Measure: Completion Rate

Strategy 3	Analyze data about students who change enrollment status between semesters.	
Activity 1	Collect and analyze data about the behaviors and reasons for changes in enrollment status.	
Evidence of Completion (150 words or less) See Attachment CS3.A1.	Polk State offers 16-week, 12-week, and 8-week (Fastrack) sessions, providing convenience for students and differences in add and drop deadlines. As a result, complete data reflecting the enrollment status of the fall 2016 semester first-time-in-college students will not be compiled until February and March of 2017. Those who have not enrolled in the Spring 2017 Semester, or who have changed their enrollment status from full-time to part-time, will be contacted by phone to discuss their change in status. Staff members will use the FTIC Change in Enrollment Documentation Form to gather as much information as possible regarding the motivation for these changes and to understand each student's situation. The Who's Next student tracking system will be utilized to record the information gathered during the contact efforts and to facilitate reporting.	
Outcomes and Evidence of Successful Implementation		
December 2016 Anticipated Outcomes	1. Data will be collected regarding the reasons for changes to student enrollment status.	
December 2016 Data	1. As of January 6, 2017, preliminary data for this cohort reveals 747 of the 1461 students enrolled for the fall term were full-time. Of the 747 full-time students, 439 (59%) have enrolled full-time for the spring term, 230 (31%) enrolled part-time, and 78 (10%) have not enrolled at this time.	
	Accomplished	In process
	Not Accomplished	

Supplemental Information

2016-17- Pre-Advising Review

Results %	Metric	Goal %
95%	Percentage of new students who attend a pre-advising session prior to the first day of classes in fall 2016.	90%
99%	Percentage of new first-time-in-college Associate in Arts degree-seeking students who attend a pre-advising session and register for SLS1122 in fall 2016.	85%
99%	Percentage of new first-time-in-college Associate in Arts degree-seeking students who attend a pre-advising session and declare a major.	80%
In Process	Percentage of new students who attend a pre-advising session prior to the first day of classes in spring 2017.	90%
100%	Percentage of new first-time-in-college Associate in Science degree-seeking students who attend a pre-advising session and complete a degree audit and/or attend a program information session.	80%

Report on First-Time-In-College Students

Transfer Majors

The 20171 cohort of FTIC students is 1,605 students, including all AA and AS students. Out of this group 1,259 are AA students, 97% of which have declared a transfer major. 20 students have not declared a transfer major and institution, and 18 have declared undecided. A transfer major is a bachelor degree offered at Polk State College or another Florida college or SUS university. Students pursuing an AA degree must declare the transfer major they intend to pursue after completing the AA degree at Polk State College by the 12th earned college credit hour. Students are encouraged to select the transfer institution, the institution they intend to enroll in after graduating from Polk State College. This practice is in compliance with F.S. 1007.23(3).

The following are samples of transfer majors selected by current AA FTIC students at Polk State.

Count	Transfer Major
7	Graphic Design
8	Music Teacher Education
8	Marketing, Other
8	Communication (Mass), Media Studies
8	Electrical, Electronics Engineer
9	Hospitality Administration/Management
9	Athletic Training
9	Music Performance
9	Animal Science
9	Forensic Science
10	Veterinary Technology (BAS)
13	Accounting
13	Criminology
14	Computer Engineering
15	Sport Management
16	Pharmacy (Pharm D)
16	Political Science & Government
16	Mechanical Engineering
17	Art, General
18	Radiography
18	Biomedical Sciences
19	Liberal Arts & Sciences
20	Dental Hygiene (BAS)
20	Social Work, General
20	Supervision and Management (BAS)
22	Business Marketing Management
22	Computer & Information Science
27	Business, General
39	Criminal Justice Studies
43	Biology, General
47	Psychology, General
57	Elementary Teacher Education
82	Business Administration & Management
96	Health Science
228	Nursing

Attachment RS2.A1

Data Related to Student Tracking, Advising, and Retention System (STARS)

This chart reflects Actions by Outcome:

- Column #1 indicates the **Outcome** assigned to alert upon closure. Those listed as (blank) are alerts that are still open.
- Column #2 indicates the number of alerts closed for each one of the four possible Outcomes. For example, 314 alerts were closed favorably.
- Column #3 indicates the number of Follow-up Assignments made by Success Coaches to other staff members.
- Column #4 indicates the total number of Interventions Success Coaches or other staff had with students associated to the alert filed.

# of Actions	Action Type			
Action Outcome	Early Alert	Follow Up Assignment	Intervention	Grand Total
(blank)		70		1359
No resolution required	27			27
Not Resolved	36			36
Resolved Favorably	314			314
Resolved Unfavorably	87			87
Grand Total	464	70		1359

This chart summarizes the types of Early Alerts filed. Faculty members counsel students before submitting the alerts:

- CHS, COL, Gateway – The student actively attends one of the Polk State College high schools and the associated Guidance Counselor handles the alert.
- Difficulty with Assigned Work – The student is struggling to complete assigned work due to academic challenges.
- Failed to Complete Homework/Assignments – The student has missed a significant number of homework or other types of assignments.
- Failing Grades in Assignment/Test – The student is in jeopardy of failing the class because of failing grades on individual tests or assignments.
- Frequent Absence/Tardiness – The student has missed more days than allowable on the course syllabus.
- Not Academically Prepared for This Course – The student failed the pre-test administered at the beginning of the term. The instructor is recommending the student consider ‘dropping down’ from the college-level class into a developmental course.
- Other – The student is struggling with some issue not adequately defined by one of the other Concern Types.
- Personal Problem – The student is struggling with a personal problem rather than an academic one.

Action Type	Concern Type	Count
Early Alert	CHS, COL, Gateway	8
	Difficulty with Assigned Work	9
	Failed to Complete Homework/Assignments	128
	Failing Grades in Assignments/Tests	76
	Frequent Absence / Tardiness	113
	Not Academically Prepared for This	39
	Other (Indicate Specific Reason)	81
	Personal Problem	10

Attachment RS2.A1

This chart reflects the number of Interventions (direct student contacts) related to each of the Concern Types.

Intervention		
	CHS, COL, Gateway	7
	Difficulty with Assigned Work	23
	Failed to Complete Homework/Assignments	385
	Failing Grades in Assignments/Tests	253
	Frequent Absence / Tardiness	319
	Not Academically Prepared for This	125
	Other (Indicate Specific Reason)	218
	Personal Problem	29

Performance Measure for Completion Rate Students at 75% Completion Rate

A communication plan is in place to reach out to students at 75% completion rate. There are three groups with targeted communication.

Stop-outs *(Not in attendance for three terms or more)*

Stop-outs receive an invitation to return with a list of outstanding requirements to graduate. Special recruit-back events are held for these students. They receive an invitation each semester for 2 years (9 invitations). These are colorful, professional marketing pieces.

Current But Not Enrolled

These students also receive an invitation to return with a list of outstanding requirements to graduate. Special recruit-back events are held for these students and are offered a scheduled readmit session with an Assistant Registrar. Students are directed to the website for program information, scholarship information, and financial aid information. Call campaigns have occurred with these students twice. Students receive 3 such communications and if they have not returned, they fall in the Stop-out category. These are colorful, professional marketing pieces also.

Current and Enrolled

Students will receive a personal call from the graduation coordinator or the information assistants who are assisting to inform students who have graduation issues what has happened and how it can be resolved. This occurs throughout the semester. Appointments are offered with the Registrar or Graduation coordinator to resolve issues.

Letter #1

Currently enrolled students receive a congratulatory invitation to apply to graduate through their Polk State email. We maintain a graduation website and direct students there for information in the letter.

Letter #2

Once applied to graduate, the graduation coordinator will generate a degree audit review which the student will get via email.

Letter #3

Students will receive a final degree audit review after grades are posted with a congratulatory message and information about ordering a transcript which now is available 24/7 365 days a year.

Letter #4

Students receive a notice from our diploma vendor letting them know that their diploma has been mailed out and providing them contact information at the college if they do not receive it.

Graduation Communication to Currently Enrolled Students - Statistics							
Letter	Delivery	Generated by	Sent to Students	Fall 2015 (20161)	Spring 2016 (20162)	Summer 2016(20163)	*Fall 2016 (20171)
1	Email/website	Graduation Coordinator	applied for graduation	1241	1085	576	877
2	Email	Genesis	Degree audit reviewed	1241	1085	576	378
3	Email	Graduation Coordinator	Degree Posted/ Diploma ordered	668	883	495	68
4	Email	Diploma Vendor	Diploma Mailed	668	883	495	68

Institutions that Attended the Polk State Fall Transfer College Fair

Polk State College
University of Central Florida
Johnson & Wales
University of Florida
Webster University
Nova Southeastern University
Warner University
Walden University
Florida Polytechnic University
Saint Leo University
Florida Southern College
Barry University
Troy University
Grand Canyon University
University of North Florida
Daytona State College
Florida Institute of Technology
Keiser University
Rollins College
Valencia College
Belhaven University
South University
Utica College
Southeastern University
University of Phoenix
Ashford University
Adventist University of Health Sciences
St. Pete College

**LETTER OF INTENT TO DEVELOP PARTNERSHIPS
BETWEEN
UNIVERSITY OF SOUTH FLORIDA,
HILLSBOROUGH COMMUNITY COLLEGE,
ST. PETERSBURG COLLEGE,
PASCO-HERNANDO STATE COLLEGE,
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA,
POLK STATE COLLEGE,
COLLEGE OF CENTRAL FLORIDA
AND
SOUTH FLORIDA STATE COLLEGE**

ESTABLISHING FUSE, AN INTER-INSTITUTIONAL GUARANTEED TRANSFER PROCESS

THIS LETTER OF INTENT is entered into effective the 1st date of October, 2016 (the “Effective Date”) by and between **The University of South Florida Board of Trustees, a public body corporate** on behalf of the USF System, including USF (in Tampa), USF St. Petersburg and USF Sarasota-Manatee, herein referred to as **USF**, and **Hillsborough Community College**, herein referred to as **HCC**, **St. Petersburg College**, herein referred to as **SPC**, **Pasco-Hernando State College Board of Trustees**, herein referred to as **PHSC**, **Polk State College**, herein referred to as **POLK** and **State College of Florida, Sarasota-Manatee**, herein referred to as **SCF**, **College of Central Florida**, herein referred to as **CCF**, and **South Florida State College**, herein referred to as **SFSC**, (collectively, **HCC**, **SPC**, **PHSC**, **POLK**, **SCF**, **CCF** and **SFSC** are referred to herein as **FCS** Institutions).

WHEREAS, the demand for higher education completion in Florida and in the Tampa Bay region is continually growing; and

WHEREAS, the availability of highly skilled technicians, scientists, professionals, and managers is a critical factor in the economic growth of the state; and

WHEREAS, a partnership of higher education institutions can be employed to improve inter-institutional articulation, enhance access to higher education opportunities for students, and create a deep pool of highly skilled and educated technicians, scientists, professionals, and managers to provide a competitive advantage for the regions served by the partnership institutions and Florida at large, and

WHEREAS, pursuant to the Florida Statutes, §1007.23, and the implementing State Board of Education Rule 6A-10.024, each FCS and SUS board of trustees shall adopt policies and procedures to provide articulated programs so that students can successfully progress towards their educational objectives as rapidly as their circumstances permit,

NOW, THEREFORE, the FUSE Partnership members agree to work together to expand the two-plus-two model as both the most effective and efficient system for producing quality graduates at all levels by implementing the FUSE program outlined below:

FUSE results in the creation of comprehensive academic “graduation paths,” created by FCS partners and USF System Institutions to map student pathways from matriculation at FCS institutions through

completion of baccalaureate degrees at one of the USF System Institutions. The grad paths include all necessary pre-requisite coursework, tests, application processes and any other program specific criteria. Students completing these criteria will be admitted to USF and will have met all necessary major requirements to continue in the curriculum of their major.

- I. Partnership Institutions will create joint admissions programs and processes whereby selected students will be admitted to one of the seven partner institutions with the understanding that they are guaranteed admission to USF upon completion of specific academic criteria established to further the objectives of this partnership.
 - A. Guaranteed admission to the USF System Institutions for the Associate of Arts (A.A.) graduates with 2.0 GPAs or with higher GPAs and other criteria that are established for limited access programs and defined in the Undergraduate Catalog of the USF System Institution offering that program, and who meet other university admission criteria.
 - B. Guaranteed admission for the Associate of Science (A.S.) graduates to the USF System Institutions that offer the Bachelor of Science in Applied Science (B.S.A.S.) degree or other options for A.S. graduates who meet the admissions criteria established in the Undergraduate Catalog of the USF System Institution offering that program, and who meet other university admission criteria.
 - C. FCS institutions will identify, recruit and admit students meeting the necessary requirements to join FUSE. Requirements include intent on transferring to USF and selecting a major for which a “graduation path” is developed, and agreeing to complete the A.A. in 3 years or less.
 - D. USF admissions will identify and refer applicants to their regional FCS institution who are not immediately admissible to USF and who demonstrate potential for successful transfer upon obtaining the A.A. degree from an FCS institution.
- II. Partnership members will continue to work together to develop procedures and practices that provide a reverse transfer arrangement to facilitate the awarding of the associate degrees by the institutions from which the students transfer to USF when the transfer occurs prior to earning their associate degree.
 - A. USF will identify students transferring without the A.A. from FCS institutions, track progression and, once appropriate coursework has been completed, share student data with the previous FCS institution to allow the A.A. degree to be awarded.
- III. Partnership members will develop a collaborative academic advising model to make student transfer seamless through such efforts as co-advising, regular joint professional development and cross training, ongoing regional workshop events, and other collaborative opportunities.
 - A. Within the FUSE program, USF’s responsibilities include attending and presenting at all FUSE orientations, organizing extracurricular activities on the USF campus for students, organizing college success workshops for students, providing the FCS institution with assistance completing progress checks during the semester, organizing group major advising sessions, and other duties as needed.

- B. Within the FUSE program, it is the FCS institution's responsibilities to attend and present at all FUSE orientations, assist the students with course planning and registration, complete progression checks during the semester, encourage students to take advantage of the USF extracurricular activities and group major advising, and other duties as needed.
 - C. FCS institution policies permitting, FUSE students may receive priority registration.
 - IV. Partnership members will establish a closer alignment of systems, policies, and procedures to ensure seamless transitions for students.
 - A. FCS institution's admissions offices will add a FUSE attribute to a student's account, provide information on FUSE enrollees to USF, and send final transcripts to USF when the student graduates.
 - B. USF applicants referred to enter FUSE will receive guidance for applying and becoming a FUSE student at the FCS institution.
 - C. USF will identify the student referrals as FUSE and utilize the attribute once student applies at the conclusion of their A.A.
 - D. Partnership members agree to share data on transfer students and prospective transfer students. Data sharing will improve the quality of processes and student learning, facilitate student success assessment efforts, and advance public accountability.
 - V. Partnership Institutions will work together to develop joint marketing and co-branding of FUSE.
 - VI. This Agreement may be modified only by mutual written consent. The Agreement will be in effect from the Effective Date for a period of three (3) years. It shall be renewed upon mutual written agreement. This Agreement may be terminated by any Partnership Institution at ninety (90) days written notice. If notice of termination has been given under this clause, the parties shall agree in writing a mechanism for ensuring that students registered for any program under this Agreement are able to complete it; and cease to promote or market the program and not register any new students.
 - VII. The Partnership Institutions have set forth the terms, conditions and responsibilities in the Agreement in the good faith belief that they are fully in compliance with all legal and accreditation requirements generally applicable to both Partnership Institutions; provided, however, in the event that either party determines in its sole discretion that the performance of any obligation herein is in violation of such legal or accreditation requirement, the Partnership Institutions agree that such obligation shall be promptly modified to the extent necessary to secure continued compliance with such legal and accreditation requirements. In the event either party determines in its sole discretion that such obligations cannot be modified in a manner to secure continued compliance, either party can terminate this Agreement effective immediately upon written notice.

The Partnership Institutions shall not use any Partnership Institutions trademarks, trade names, service marks, service names, brand names, domain names, URL's or Logo's or any other licensed mark or intellectual property in any manner without the prior written consent from such party of such use.

The Partnership Institutions agree to comply with all applicable federal and state laws and regulations regarding the protection of data security, including without limitation the Family Educational Rights and Privacy Act ("FERPA"), and to work together to facilitate the Partnership Institutions' obligations under those laws and regulations.

Application of Florida Law: This Agreement, and the application or interpretation hereof, shall be governed exclusively by its terms and by the laws of the State of Florida, without giving effect to any choice of law or conflict of law provision or rule (whether of the State of Florida or any other jurisdiction) that would cause application of the laws of any jurisdiction other than the State of Florida. Each of the Partnership Institutions to this Agreement agrees that a final judgment in such jurisdiction in any action shall be conclusive and may be enforced in other jurisdictions by suit on the judgment or in any other manner provided by applicable law. Each of the Partnership Institutions hereto waives any right to trial by jury with respect to any action related to or arising out of this Agreement or any transaction contemplated hereby. Notwithstanding the foregoing, any liability of the partnering institutions under this Agreement shall be subject to the provisions of the Florida Statutes, §768.28.

Severability: If any term or other provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other conditions and provisions of this Agreement nevertheless shall remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to any party. Upon such determination that any term or other provision is invalid, illegal or incapable of being enforced, the Partnership Institutions shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Partnership Institutions as closely as possible in an acceptable manner to the end that transactions contemplated hereby are fulfilled to the greatest extent possible.

Successors and Assigns: Each and all of the covenants, terms, provisions, and agreements contained in this Agreement shall be binding upon and inure to the benefit of the Partnership Institutions hereto and, to the extent permitted by this Agreement, their respective successors and assigns. No party may assign this Agreement (by operation of law or otherwise) to any Person without the prior written consent of the other party.


Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument and a facsimile or portable document format (PDF) document shall be deemed to be an original signature for all purposes under this Agreement.

Entire Agreement: This Agreement represents the entire understanding of the Partnership Institutions with reference to the matters set forth herein. This Agreement supersedes all prior negotiations, discussions, correspondence, communications and prior agreements among the Partnership Institutions relating to the subject matter herein.

VIII. APPROVALS

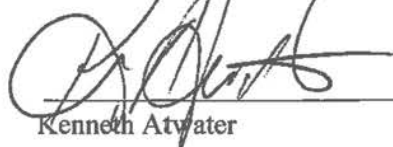
INDICATING THEIR AGREEMENT TO SUPPORT A REGIONAL STRATEGY FOR HIGHER EDUCATION DESIGNED TO EXPAND ACCESS, MEET THE EXTRAORDINARY DEMANDS FOR GROWTH, AND PROVIDE A BETTER COMPETITIVE AND SKILLED WORKFORCE IN THE REGION.

**University of South Florida System
Tampa, FL**



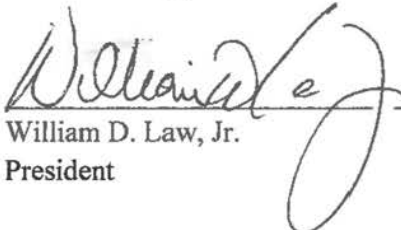
Judy Genshaft Date
President
USF and USF System

**Hillsborough Community College
Tampa, FL**




Kenneth Atwater Date
President

**St. Petersburg College
St. Petersburg, FL**




William D. Law, Jr. Date
President

**Polk State College
Winter Haven, FL**




Eileen Holden Date
President

**Pasco Hernando State College
New Port Richey, FL**



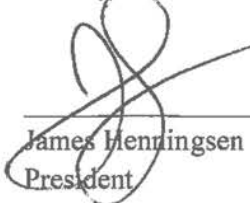
Timothy L. Beard Date
President

**State College of Florida, Manatee-Sarasota
Bradenton, FL**



Carol Probstfeld Date
President

**College of Central Florida
Ocala, FL**



James Henningsen Date
President

**South Florida State College
Avon Park, FL**



Thomas C. Leitzel Date
President

APPROVED AS TO FORM AND LEGAL SUFFICIENCY


Hilary Black, JD, M'01
Associate General Counsel - University of South Florida (For USF)



FTIC Change in Enrollment Documentation Form

Student Name: _____ Polk State ID # _____

Reason for change in enrollment status (*please check all that apply*):

- Change in employment (or increased hours) Previous course load was too rigorous
- Family obligations Unable to pay for more courses
- Loss of Financial Aid Other (list the reason(s) in the comments below) **Comments**
