

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



April 2017

College: Polk State College **Report completed by: Reginal T. Webb, Vice President for Student Services**

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

Throughout the spring semester, the College has continued to follow through on student success initiatives outlined in the *Polk State College Performance Improvement Plan*. The strategies and activities implemented have already paid dividends to the College's overall performance in the areas of retention and completion. By continuing these strategies and activities beyond the scope of this year's improvement plan, the College has positioned itself to begin a new tradition of excellence in these areas.

To improve retention, the College has focused on high-touch strategies to contact students and intervene, as necessary, to facilitate student persistence and address issues before they become barriers to retention. For example, the College's previous fall-to-spring retention was 74%. By focusing efforts on one-to-one phone calls, emails, pre-advising sessions, and the new *SLS 1122 First-Year Seminar* course, Polk State immediately improved its fall-to-spring retention by 6% to 80%.

A key component of the *SLS 1122 First-Year Seminar* course is the completion of an educational plan. During the course's first semester in fall 2016, 63% of students completed educational plans, below the 80% goal. Polk State addressed this matter by engaging academic advisors directly with SLS 1122 faculty and students in the course. As of April 4, 2017, 90% of students enrolled in SLS 1122 in spring 2017 completed an educational plan – well ahead of the College's 80% goal.

To bolster completion, the College continues to contact students who are within reach of graduation to facilitate the final steps to degree completion. Moreover, Polk State's partnership with USF in the FUSE program is in full swing with a USF recruiter on campus once a week and information sessions held at least once a semester. With the signing of the Online Connect agreement with UCF on March 6, 2017, even more opportunities will be available to Polk State students who wish to continue their education at the university level.

Polk State is proud of what has been accomplished throughout the duration of this *Performance Improvement Plan*. By continuing these efforts, Polk State will continue to serve students and the Polk County community. As the College explores ways to implement these strategies and activities across the entire student body of well over 15,000 students, Polk State has positioned itself to assume a place of prominence within the system and will soar to new levels of success.

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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)	By the end of add/drop for all sessions in spring 2017, 80% of the 1,461 students who completed orientation in the fall 2016 semester have registered for spring courses.		
See Attachment RS1.A1	An email was sent to all students on April 17, 2017 informing them of key dates for fall 2017 registration beginning in June. Throughout the month of May, staff will make one-to-one phone calls to this population to remind them personally of fall 2017 registration dates.		
	Finally, the College will host “Registration Celebration” events for all FTICs in June at the Lakeland and Winter Haven campuses and the JD Alexander Center. These events will celebrate students’ successful completion of their first year of college and will provide direct access to financial aid, advisors, and career development services.		
Outcomes and Evidence of Successful Implementation			
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">90% of FTIC students who completed fall 2016 orientation will be contacted by staff/faculty and reminded of the dates of fall 2017 registration.Note: Previous Academic Boot Camp concept was replaced by “Registration Celebration” event.		
May 2017 Data	<input checked="" type="checkbox"/> <ul style="list-style-type: none">100% of students who completed orientation in fall 2016 were contacted by staff/faculty and reminded of the dates of fall 2017 registration.		
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)	As of April 4, 2017, 91% of the first-time-in-college students have attended the pre-advising session for the spring 2017 semester, and 84% of first-time-in-college Associate in Arts degree-seeking students have registered for SLS 1122.	
See Attachment RS1.A2/3	For first-time-in-college students beginning in the summer 2017 semester, pre-advising sessions started in April 2017 and will continue through the start of the summer 2017 semester in May. An email was sent to all students on April 17, 2017 informing them of key dates for fall 2017 registration beginning in June. Throughout the month of May, staff will make one-to-one phone calls to this population to remind them personally of fall 2017 registration dates.	
Outcomes and Evidence of Successful Implementation		
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">• 90% of FTIC students who completed pre-advising in fall 2016 will be contacted by staff/faculty and reminded of the dates for fall 2017 registration.• 90% of new students will attend a pre-advising session prior to the first day of classes in summer 2017.• 85% of first-time-in-college Associate in Arts degree-seeking students who attend pre-advising sessions will register for SLS 1122 and/or staff will reach out personally to them over the summer.	
May 2017 Data	<input checked="" type="checkbox"/> • 100% of FTIC students who completed pre-advising in fall 2016 were contacted by staff/faculty and reminded of the dates for fall 2017 registration <input checked="" type="checkbox"/> • To date, 94% of new students have attended a pre-advising session prior to the first day of classes in summer 2017. <ul style="list-style-type: none">• Academic Success Coaches will reach out to FTICs over the summer to assist with their educational plans and onboarding to the College.	
Status (check one)	Accomplished	2 accomplished, 1 in progress
	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 SLS 1122</i> , for all declared Associate in Arts degree-seeking, first-time-in-college students (approximately two-thirds of FTIC students).	
Evidence of Completion (150 words or less)	This is the second semester of the new First-Year Seminar course, SLS 1122. As of April 4, 2017, 84% of new first-time-in-college students in the spring 2017 semester have registered for the course.	
See Attachment RS1.A2/3	In the fall 2016 semester, 63% of students in SLS 1122 completed an educational plan. As of April 4, 2017, 90% of first-time-in-college students in SLS 1122 during the spring 2017 semester have completed their educational plan. This is a testament to collaboration between advising staff, faculty teaching the course, and first year experience staff.	
	An email was sent to all students on April 17, 2017 informing them of key dates for fall 2017 registration beginning in June. Throughout the month of May, staff will make one-to-one phone calls to this population to remind them personally of fall 2017 registration dates.	
Outcomes and Evidence of Successful Implementation		
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">90% of FTIC students who completed SLS 1122 in fall 2016 will be contacted by staff/faculty and reminded of the dates for fall 2017 registration.85% of first-time-in-college Associate in Arts degree-seeking students in spring 2017 will register for SLS 1122.80% will successfully complete the SLS 1122 course in the spring 2017 semester.	
May 2017 Data	<input checked="" type="checkbox"/> <ul style="list-style-type: none">100% of FTIC students who completed SLS 1122 in fall 2016 were contacted by staff/faculty and reminded of the dates for fall 2017 registration.84.3% of first-time-in-college Associate in Arts degree-seeking students in spring 2017 registered for SLS 1122. (Expect update 5/5/17 end of term.)(TBD on 05/03)% who successfully completed the SLS 1122 course in the spring 2017 semester (the spring semester does not end until Tuesday, May 2, 2017).	
Status (check one)	Accomplished	in progress
	Not Accomplished	

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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)	Who's Next has been implemented throughout Student Services and within the College's libraries and tutoring centers. Additional training for Student Services staff with regard to Who's Next will take place June 2017. STARS will rollout to more courses in the fall 2017 semester. (Currently, STARS serves gateway ENC, MAT, and SLS courses.)	
See Attachment RS2.A1	<p>An email was sent to all students April 17, 2017 informing them of key dates for fall 2017 registration beginning in June. Throughout the month of May, staff will make one-to-one phone calls to this population to remind them personally of fall 2017 registration dates.</p> <p>Additionally, the College will host "Registration Celebration" events for all FTICs in June on the Lakeland and Winter Haven campuses and the JD Alexander Center. These events will celebrate students' successful completion of their first year of college and will provide direct access to financial aid, advisors, and career development services.</p>	
Outcomes and Evidence of Successful Implementation		
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">Over the summer, students active in spring 2017 will be prepared for and informed of registration activities for fall 2017 courses.	
May 2017 Data	<input checked="" type="checkbox"/> <ul style="list-style-type: none">100% of FTIC students who completed pre-advising in fall 2016 were contacted by staff/faculty and reminded of the dates for fall 2017 registration	
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)	Activity was completed in fall 2016. 56% of fall 2015 FTIC students – 770 out of 1,380 students – registered for fall 2016.	
Supporting documentation may be attached.	Staff will continue to reach out to students to aid in persistence to graduation.	
Outcomes and Evidence of Successful Implementation		
May 2017 Anticipated Outcomes	Activity is already complete.	
May 2017 Data	N/A	
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 April 4, 2017, 1127 students have been contacted to discuss graduation readiness via email and a mailed letter.		
Outcomes and Evidence of Successful Implementation			
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">80% of students who are contacted will have graduated or will be registered or have a plan for registration for the final courses necessary for graduation.		
May 2017 Data	<input checked="" type="checkbox"/> <ul style="list-style-type: none">100% of students who were contacted will have graduated or will be registered or have a plan for registration for the final courses necessary for graduation.		
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)	In addition to signing the FUSE agreement with USF in October 2016, the College has continued to rollout this opportunity via information sessions and weekly visits from USF recruiters.		
See Attachment CS2.A1	Additionally, the College signed the Online Connect agreement with UCF March 6, 2017. The College plans to market this new opportunity to our students over the coming months.		
Outcomes and Evidence of Successful Implementation			
May 2017 Anticipated Outcomes	<ul style="list-style-type: none">Marketing of Online Connect and FUSE will have been incorporated into all on-campus media channels and programs including online orientation, SLS 1122, and Student Activities and Leadership Organization activities.		
May 2017 Data	<input checked="" type="checkbox"/> • FUSE agreement with USF signed October 2016. <input checked="" type="checkbox"/> • Online Connect agreement with UCF signed March 6, 2017.		
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)	The College personally contacted students who changed from full-time to part-time status and those who did not return. Data gathered (using the attached form) from this effort showed that the majority of these students' changes in enrollment status were due to either employment/job obligations and/or an inability to handle the full-time course load successfully. Of those who indicated the course load concern, they elaborated that they changed their enrollment status to set themselves up to be successful and not further jeopardize their GPA or financial aid eligibility.	
CS3.A1		
Outcomes and Evidence of Successful Implementation		
May 2017 Anticipated Outcomes	Data is analyzed to determine behaviors and reasons likely to affect enrollment status change. Results are incorporated into the predictive enrollment modeling.	
May 2017 Data	<div><input checked="" type="checkbox"/> • As of April 4, 2017, data for this cohort revealed that 746 of the 1461 students enrolled for the fall term were full-time. Of the 746 full-time students, 405 (54%) have enrolled full-time for the spring term, 247 (33%) enrolled part-time, and 94 (13%) have not enrolled.</div> <div><input checked="" type="checkbox"/> • Data collected from students who changed their enrollment load were most consistently due to employment or an inability to handle the full-time course load.</div>	
Status (check one)	Accomplished	X
	Not Accomplished	

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ATTACHMENTS

Good Morning!

We hope that you had a restful Spring Break and are gearing up for a strong, successful finish to the semester. As you prepare to complete the term, we wanted to take this opportunity to remind you about key registration dates for the Fall 2017 Semester.

Priority Registration (for students with 50% or more of a degree completed) begins on June 5.

Open Registration (for all students) begins June 12.

Last fall semester more than half of the available seats in courses were filled by July 1. By August 1, almost 75% of seats were filled. With tuition, fees, and financial aid arrangements not due until July 28, there's really no reason to wait to register. Signing up for classes early helps ensure you get the classes and times that you want!

You can register yourself via PASSPORT, or you can stop by any of Polk State's Student Services locations for assistance. The Lakeland Campus, Winter Haven Campus, and the JD Alexander Center are open Monday through Thursday from 8:00 a.m. to 7:00 p.m., and on Friday from 8:00 a.m. to 5:00 p.m. The Airside Center West is open Monday through Friday from 8:00 a.m. to 5:00 p.m. To assist those of who are working or have family obligations, the Winter Haven and Lakeland campuses will be open from 9:00 a.m. to 1:00 p.m. on Saturdays during June, July, and August.

By registering early, you will be able to make the most efficient schedule for your needs -- with all the courses, locations, dates, and times that you want. We encourage you to put a reminder on your calendar, in your phone -- or even ask Siri, Alexa, or your Google Assistant to do it for you!

See you in June! Soar Eagles!

Reginal T. Webb
Vice President, Student Services
Polk State College

2016-17- Pre-Advising Review

Results %	Metric	Goal %
91%	The percentage of new students attending a pre-advising session prior to the first day of classes in the Spring 2017 Semester.	90%
84%	The percentage of new first-time-in-college Associate in Arts degree-seeking students attending a pre-advising session and registering for the SLS 1122 <i>First-Year Seminar</i> course during the Spring 2017 Semester.	85%
90%	The percentage of new first-time-in-college Associate in Arts degree-seeking students attending a pre-advising session, registering for the SLS 1122 <i>First-Year Seminar</i> course, and completing an Education Plan during the Spring 2017 Semester.	80%
94%*	The percentage of new students attending a pre-advising session prior to the first day of classes in the Summer 2017 Semester.	90%

*as of April 4, 2017



Registration Celebration

June 5 | 5-7PM
Lakeland Campus

June 6 | 10AM-12PM
Winter Haven Campus

June 7 | 2-4PM
JD Alexander Center

Financial aid, advising, career services, and other student services will be on hand to assist students with gearing up for their next year at Polk State.



**POLK
STATE
COLLEGE**

polk.edu

Polk State College is committed to equal access/equal opportunity in its programs, activities, and employment. For additional information, visit polk.edu/equity.

Dear [FIRSTNAME LASTNAME]

Our records indicate that once you successfully complete this semester, you may qualify to graduate from Polk State College. Congratulations! This is exciting news! To begin the graduation process and finalize this amazing milestone, please fill out a *Graduation Application* in PASSPORT. Polk State College holds two graduation ceremonies a year: one in the spring and one in the fall. Summer graduates are welcome and encouraged to participate in the fall ceremony. We strive to make it a joyous and memorable event for both you and your family.

To apply to graduate, please complete these THREE simple steps:

Step 1: WHEN

- Please sign into PASSPORT to complete the application immediately!
- To be eligible to apply online for graduation, students must have 75% of a degree completed (this includes the current term).

Step 2: WHERE and HOW

- Log in to PASSPORT, and then select ADVISING in the gray banner. Choose GRADUATION APPLICATION from the drop-down menu and follow the steps.
- Read all of the instructions on each page carefully.
- If you applied for graduation during a previous term, you may need to update your record.

Step 3: CAP and GOWN

- The campus bookstore sells caps and gowns starting in the first week of April.
- Prior to clearance for graduation, students must satisfy any obligations they have at the College: If you have any holds, they are listed below. All holds and obligations must be satisfied to receive a diploma or order transcripts. Other requirements that are outstanding are also listed below. Remember, you can still walk in the graduation ceremony even if these requirements have not been met, but you will not receive a diploma.

[MERGE HOLDS AND OBLIGATION HERE]

GRADUATION INFORMATION

Polk State College maintains a website with helpful tips and information for graduates. Please take a look at: polk.edu> Academics>Graduation. This site announces any changes in graduation requirements, times, or locations, and provides information in the case of an emergency.

NEED HELP?

Information and assistance is merely a phone call or email away. If you have any questions, please contact Bernadette Albrecht via email at graduation@polk.edu, or by phone at 863-298-6815.

As always, please remain watchful for future email communication from Polk State College regarding important graduation information.

Sincerely,

Kathy Bucklew

Director, Student Enrollment

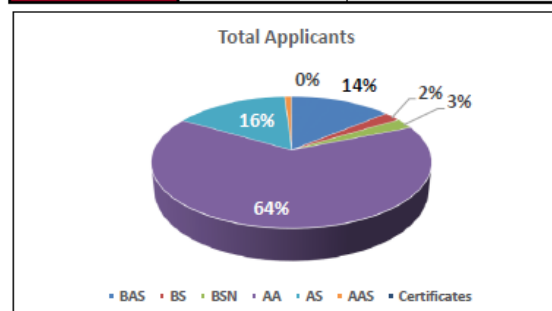
Services/Registrar

Polk State College

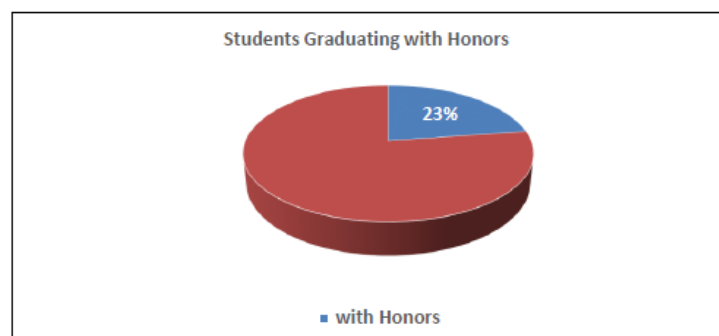
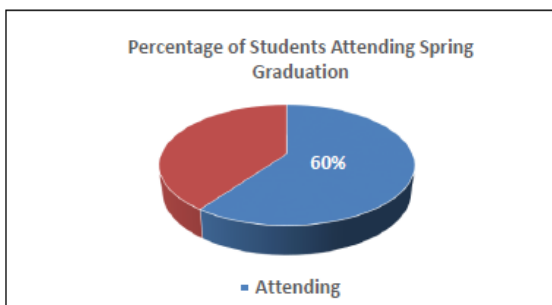


Graduation Statistics May 4th, 2017 as of 04/05/2017

Total Applicants	Degree/Program	Number of Students
	BAS	142
	BS	27
	BSN	30
	AA	737
	AS	176
	AAS	1
	Certificates	14
	ATD	5
	Total	1127



Total Attending Ceremony	690
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with Honors	Honor	Number of Students
	***Summa Cum Laude	45
	**Magna Cum Laude	78
	*Cum Laude	132
	Total	255

***3.9-4.0, **3.75-3.89, *3.5-3.74

Honors Program	Number of Students
	26

4.0 GPA	Number of Students
	33

Gender	Criteria	Number of Students
	Male	320
	Female	761
	Undeclared	46
	Total	1127

Age	Criteria	Number of Students
	Oldest applicant	76
	Youngest applicant	17

States Represented	Number of Students
Florida	1122
*Out-of State	5

*States Represented: AL,GA,NJ,TN,TX.

*Be an Eagle ...
be a Bull.*

fuse

*By enrolling in FUSE,
Polk State students are guaranteed a seamless transition
to specific programs at USF Tampa.*



UNIVERSITY OF SOUTH FLORIDA
INFORMATION SESSIONS

Monday, April 10

Polk State Lakeland

12–1 pm

LAC 1133 (Student Center)

&

Tuesday, April 11

Polk State Winter Haven

12–1 pm

Library (Learning Lab)



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Polk State College is committed to equal access and equal opportunity in its programs, activities, and employment. For additional information, visit polk.edu/equity.



University
of
South Florida
(Tampa)



visits Polk State College
Winter Haven Campus:

April 4, 2017	9:00 – 1:00 PM
April 11, 2017	9:00 – 1:00 PM
April 18, 2017	9:00 – 1:00 PM
April 25, 2017	9:00 – 1:00 PM
May 2, 2017	9:00 – 1:00 PM

Stop by the Advising Center to speak with a
transfer advisor!

Memorandum of Understanding

February 10, 2017

BETWEEN

The University of Central Florida (UCF), Board of Trustees.

AND

Polk State College (PARTNER INSTITUTION).

OBJECTIVE

This Memorandum of Understanding (MOU) sets forth the expectations between UCF and PARTNER INSTITUTION relative to their partnership in the UCF Online program.

UCF ONLINE BACKGROUND

The University of Central Florida is launching **UCF Online**, an online learning initiative specifically intended to serve place bound transfer students. Graduates with an Associate of Arts or articulated Associate of Science degree can pursue one of UCF's fully online Bachelor's programs without having to relocate to Orlando. Further, with articulated 2+2+2 pathways, an online Master's degree is also achievable.

Because UCF Online students will not be accessing campus-based services, they will not be charged the fees associated with those services, resulting in significant student savings. In addition, students can declare their intention to transfer into UCF Online while still pursuing an Associate's degree and be connected with a UCF Online Student Success Coach, who will work with them to help them progress toward graduation and make the best choices to be admitted into UCF.

With 20 years of online-learning leadership and nearly 80 online degrees and certificates, UCF has one of the most well-established and well-respected distance learning programs in the country. UCF has been recognized with multiple awards and national rankings, and online students are taught by the same world-class faculty as on-campus students. For more information, visit www.ucf.edu/online.

PROGRAM GOALS

The primary goals of UCF Online are to:

- Increase student access, especially for non-traditional and underserved students.
- Reach place bound students who still desire access to a UCF education
- Reduce student costs
- Promote improved student success and associate's degree attainment through enhanced advising services
- Increase statewide baccalaureate degree attainment

RESPONSIBILITIES

Each party will be responsible for the activities listed below:

UCF

- Offer online undergraduate degrees, graduate degrees, and graduate certificates
- Offer online programs with reduced fees. Waived fees are listed at <http://www.ucf.edu/online/services/>.
- Offer online student success coaching to PARTNER INSTITUTION's students both before and after a student transfers to UCF
- Collaborate with PARTNER INSTITUTION's advising office on the best strategies for assisting students in earning an associate's degree
- Contact students and alumni of the PARTNER INSTITUTION to make them aware of the UCF Online opportunity
- Provide informational and marketing material about UCF Online

PARTNER INSTITUTION

- Communicate the UCF Online opportunity to current and prospective students
- Communicate the UCF Online opportunity to alumni
- Collaborate with UCF Online Success Coaches on student advising
- Provide student and alumni contact information to UCF

ADDITIONAL INFORMATION

Because UCF Online students are not charged fees for certain campus-based services, they are not permitted to access those resources or activities. These include:

- Enrollment in campus face-to-face classes
- Student Health Services (including Counseling and Psychological Services)
- Recreation and Wellness Center services and programs
- UCF Athletics services and discounts
- Certain services from the Student Government Association

UCF intends to invest significant resources in working with the PARTNER INSTITUTION's students prior to them transferring to UCF. These resources are intended to help support the students in the best way possible through coaching, referrals, or other services, to be as prepared as they can be to be accepted by UCF and successfully transfer. However, UCF cannot offer *guaranteed* admission to UCF.

ADMINISTRATION OF MOU

PARTNER INSTITUTION will designate a point of contact to coordinate the activities associated with this partnership. The UCF Associate Vice President of Distributed Learning will serve as UCF's designated point of contact. Any issues, concerns, or questions will be raised in a timely fashion so that mutually-accepted solutions can be implemented.

Partner Institution Contact

Name: ~~Kenneth S. Ross~~ Donald Painter, Jr., Ph.D.
Title: Vice President for Academic Affairs
Phone: (863) 292-3605
Email: ~~KRoss@polk.edu~~ dpainter@polk.edu

CONFIDENTIALITY

Both parties agree that information obtained in carrying out the objectives shall be kept confidential, unless disclosure is required by applicable law or court order or unless decided otherwise by mutual agreement.

DURATION OF TERM

This MOU shall remain in effect for five years from date that the agreement is executed. This agreement will automatically renew in one year increments unless terminated in writing by either party. Either party may terminate this MOU upon thirty days' written notice.

DISPUTES

Should disputes arise while fulfilling this MOU, they shall be resolved by mutual consultation.

MISCELLANEOUS

Each party agrees to coordinate promotional activities and publicity with the other so that consistent messaging and branding conventions can be ensured.

SIGNED

For UCF

Signature

John C. Hitt
 Name

President
 Title

Date

2/16/17
 Date

For Polk State College

Signature

Eileen Holden
 Name

President
 Title

Date

3-4-17
 Date



FTIC Change in Enrollment Documentation Form

Student Name: _____ Polk State ID # _____

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

- | | |
|--|--|
| <input type="checkbox"/> Change in employment (or increased hours) | <input type="checkbox"/> Previous course load was too rigorous |
| <input type="checkbox"/> Family obligations | <input type="checkbox"/> Unable to pay for more courses |
| <input type="checkbox"/> Loss of Financial Aid | <input type="checkbox"/> Other <u>(list the reason in the comments below)</u> |

Comments
