Retention Committee Meeting
November 9, 2017 / 12-1 p.m.

Present: Tina Edwards, Pam Sharma, Kristi Aulick, Tami Becker, Hope Coffield, Kim Patterson, Jill Loveless, Joyce Britt, Claire Blatt, Pat Roper, CJ Farnsworth

Absent: N/A

_____

T.Becker reported on district consortium discussion to revise/resurrect COLL 101; the course will continue to be offered in area high schools as a hybrid course so that high school students aren't removed from their classes; this also allows students to receive training and familiarity with online courses through Blackboard

K Loci has been through Blackboard training and is currently working on course development

Some discussion followed regarding orienting high school students to Blackboard; it was reported that campus counselors currently go into the high schools to orient students

An MCG for COLL 101 was discussed – it's believe the state provided one initially, but the MCG should be updated to match the WVNCC format/requirements

Additionally, an in-person workshop, perhaps at a convenient time (in-service days) was suggested

P. Sharma suggested we consider Fall Satisfaction Survey data for the last 3 years so that trends could be identified and considered

H. Coffield indicated this would be provided and added that Student Clearinghouse Data regarding students who don't come back (dating back to 2008) will soon be available (Jan 2018)

P. Sharma responded to a question regarding CCCSE conference by providing a suggested list of recommendations she has already discussed with administrators, including: mandatory orientation, advising, attendance, career counseling. She added that it seems important for the institution to decide what practices lead to student success and then commit to those requirements.

T. Becker and others expressed interest in how registration numbers this semester compare with previous semesters. Discussion continued regarding what appears to be successful implementation of new advising and registration processes as well as the "Schedule Planner" tool.

J. Britt mentioned interest in assessing student experience and response to "Schedule Planner" – J. Loveless added some form of student assessment would be valuable and needed for grant reporting.

J. Britt inquired about communicating the change to year-round PELL funding to students. Unclear what FA has communicated. Service Center is communicating as students show for registration ticket.

J. Loveless shared that "Schedule Planner" should inform schedule planning for fall 2018.

K. Aulick shared an example of issues that sometimes occur for students who are "off path" or "out of sequence"

K. Aulick expressed a desire to put a structured plan in place to assist truly 'at-risk' students, or students who are "on the bubble"…she used the phrase "Academic Recovery Program" that would allow students to choose elements of support to build a plan

Regarding retention, math faculty have reported they would like to hire "embedded tutors"

The idea of embedded tutors and academic alert program as retention strategies were suggested

C. Farnsworth mentioned that math instructors previously had what they called "TAs" who staffed the computer lab so that students could complete "flex hours" that were then part of the developmental math model…she also shared that currently we do have a tutor embedded in ENG supplement w/ C. Baker and have previously had a tutor embedded in tech. math with P. Sharma. She emphasized that we have the staff available, in many cases, we just need someone to come forward for collaboration

P. Sharma suggested we look at strategies for special populations, including part-time students…perhaps a needs analysis to determine why part-time students are part-time. Are there factors within our control that could allow more students to be full-time?

T. Becker gave an example of ECCE students who are unable to take classes due to scheduling conflicts

P. Sharma shared a strategy of using work study students to meet with 101/101S students in small groups for additional support

C. Farnsworth said that staff in the ASC are available for this kind of collaboration, we just need faculty to come forward and support such an initiative

A discussion of tutors/tutor availability occurred…P. Roper suggested we look to WLU and WJU to recruit tutors

C. Farnsworth shared that ASC staff have, and continue to use, many different methods to find and attract tutors…they are difficult to find…word-of-mouth is one of the best recruiting tools. C. Farnsworth encouraged everyone to refer and recommend.

Discussion continued on the topic of withdrawals …is there some way to track and reach out to these students to get them back? What's the withdrawal process? Who meets with these students? Is a plan of return made? Currently it is not a requirement to see an advisor before dropping or withdrawing…so advisors don't know, can't reach out.

Discussion shifted to dropping classes, administrative withdrawals vs. "F" It was suggested that finding some way to tie drops to the academic alert system would alert advisors and support staff so that outreach could be done.

H. Coffield requested that approximately 30 minutes of the next meeting be devoted to a demo of Blackboard analytics

The meeting was brought to a close at 1:02 p.m.