

**MIAMI-DADE COMMUNITY COLLEGE
KENDALL CAMPUS RETENTION PLAN
2002-2003**

I. Introduction

The Kendall Campus is committed to providing programs and support services that enhance student success. The implementation of initiatives that improve student retention are essential for student success as well as to the survival and growth of the college. The primary goal of this Retention Plan is to provide a more meaningful educational experience where students needs and goals are met. This plan recognizes the critical roles of the first year of college, academic planning, early advisement and registration and consistent communication with students. It also recognizes the need for a campus wide approach to delivering and implementing retention programs and that no one program will alleviate all retention problems.

While this plan outlines strategies that target three distinct groups of students, it also includes several initiatives that impact all students at the Kendall campus. Those initiatives are geared to improving retention through enhancing long-term advisement and academic planning for students, developing a consistent communication plan for students and promoting early registration for students. In addition, many of the strategies can have a positive impact on retention if implemented college-wide. This plan also seeks to obtain information that will assist in the development of future initiatives to enhance student success and retention.

II. Student Target Groups

The targeted student groups identified in this retention plan are First-Time-In-College Credit students, students who have earned 46 or more credits, and students enrolled in MAT 1033.

Target Group 1. First Time In College Students

Rationale

The first year of college is critical, the key to retention and success and the foundation of everything that follows. On the Kendall Campus, in a longitudinal study from 1996 to 2000, Institutional Research found the retention of FTIC students from Fall to Spring to be between 77.4% and 80.5% (*Report, No. 2000-11C*). In another study, the Fall 2000-1 to Spring 2000-2 retention rate of FTIC students was 77.8% (*Report No. 2001-10C*). In both reports, the retention rate of Kendall students was slightly below the college's overall rate. A study of the Fall to Spring retention rates of successful SLS students indicates that new students who take and pass the SLS courses in their first term had retention rate equal or better than college ready students (*Report No 2001-1C*).

Although the college has implemented a variety of learner-centered programs, there is no mechanism that systematically connects these programs to provide a more comprehensive and cohesive support system for the new college student. Therefore, this plan includes a program that emphasizes enhanced support for FTIC students centered around SLS enrollment. Currently, only those students scoring below the cutoff are required to enroll in SLS courses.

Goal: Increase the Fall to Spring Retention rate by 3% for First Time in College students.

Activities:

Activity - Pilot a Freshman Year Experience Program (FYE) to provide a comprehensive program of services and activities that support FTIC student success. This program will focus on providing the college freshman with the resources, courses and support that will assist in their transition to the college and provide them with the skills needed to increase the opportunity for retention. The FYE program will enhance the partnership between Student Services and Academic Affairs. Major FYE program components include: Pre-Admission Counseling, Orientation, Student Life Skills courses, Career Planning, Mentoring, and Peer Leaders. Many of the activities developed will be centered around enrollment in Student Life Skills courses. The Chair of Social Science has reviewed, provided feedback and agreed to the proposed activities involving the Student Life Skills courses. However, the Director of Retention and Transition will monitor the progress of all activities of the FYE and provide direct supervision of the Career Planning, Peer Leaders and the Mentor Programs. Information will be developed and provided to students, faculty and staff about program components, activities and opportunities.

Major Program Components

- A. Pre-Admission Counseling** -The first point of contact for prospective and new students will be the New Student Center where they can obtain overall information about the College/Campus regardless of their educational goals. The goal of the New Student Center is to assist prospective students to navigate smoothly through the admissions and registration process, ensuring that their first contact with the campus/college is a customer friendly experience and facilitating the beginnings of their social integration.

Taking a proactive and inclusive approach, prospective students will be provided the opportunity to meet with a pre-admission counselor. The pre-admission counselor will assist students with decisions regarding program choice by inquiring about the prospective students' career goals and interests, and informing them about the different academic programs accordingly; conduct a needs-assessment identifying and referring students to the academic and student support services that will enhance their success. The pre-admission counselor will assist students with the college or vocational credit application and will provide them with simple step-by-step instructions on the financial aid, testing, advisement and registration processes. Students will be encouraged to seek their pre-admission counselor for assistance or inquiries as needed throughout their first semester.

B. Orientation - All new degree-seeking students will be required to participate in an orientation program. The objective of the new student orientation sessions is to provide general information to assist new students in transitioning to college life without overwhelming them. Two types of orientation sessions are offered:

- **On-Going Orientations** – a series of short sessions, lasting approximately 2 hours, are scheduled prior to the start of each semester through the first week of class. Student appointments for the orientation sessions are issued by the Testing Department after the CPT test is concluded. The purpose of these sessions is to provide incoming students with enough information to assist them in becoming acquainted with the college, program options, how to get around the campus, support services, terminology, important deadlines, how to read their schedule; types of financial aid; student life, the importance of selecting a major and where to obtain assistance with career services; Academic Advisement and the development of an academic plan; study habits and the importance of the Student Life Skills courses and exposure to the MDCC web registration. Representatives from Academic Advisement, students from the Student Life Department, Career Services and Financial Aid are invited to assist the New Student Center staff with the presentation and/or to answer students' questions. Students are provided with options for advisement services and/or a campus tour at the conclusion of the session.
- **Fall Term New Student Orientation** – an orientation session, lasting approximately 5 hours, is scheduled on a Saturday several weeks prior to the start of the Fall Term. This orientation session is aimed at new incoming students who have recently graduated from high school. Students and their parents are invited to attend via correspondence and are provided with a telephone number to RSVP. The purpose of this session is both promotional and practical in nature. This orientation begins with a breakfast and a general opening session with a welcome from the Campus President, Dean of Students and Dean of Academic Affairs. Representatives from the various schools are table hosts, thus providing students with an opportunity to sit at a table where they can meet someone (i.e., chairperson, faculty or staff) from their area of interest. The opening session provides students and parents with general information about the Campus, academic program, student services, Honors College, alternative learning programs and Student Life. Breakout sessions are provided for parents and

another set of breakout sessions are provided for students. Breakout sessions include topics such as financial aid, strategies for parents to help students succeed, learning the ropes: from the students' perspective, student success strategies. Lunch is provided with entertainment and raffles. The day concludes with options for a campus tour and advisement services.

C. Student Life Skills Courses – SLS 1535 and SLS 1505 These courses are a central part of the Freshman Year Experience program. Currently the campus offers five Student Life Skills courses two of which are specifically designed for Freshman (new first time in college) students.

Several new activities will be implemented within several sections of the SLS 1535 and SLS 1505 sections. The Mentor Program will match students from 3 sections of SLS 1535 and 1 section of SLS 1505. Students enrolled in SLS courses will also develop Individual Advisement Plans. Utilizing information from the Degree Audit, Program Requirements, and students' personal commitments (i.e. work, community involvements, family), students will develop an academic plan to complete their degree requirements.

SLS competencies will be further developed during 2002-2003. The Chair of the Social Science Department will coordinate with Chairs and Faculty from other Campuses for the completion of competencies project.

- ***Instructor Training*** - The Director of Retention and Transition and the Chairperson of the Social Science Department will coordinate Instructor training workshops for all Instructors who are interested in teaching Student Life Skills courses. These workshops will be held twice a year. These workshops will cover innovative teaching techniques and heighten participants awareness of the needs of first-year college students. These workshops will be open to other faculty, staff and administrators who are interested in increasing student retention.

D. Student Follow-Up – At the end of the term, FTIC students will receive a call and datamailer utilizing the automated call system congratulating them for completing their first term at the college and reminding them of resources available. Students completing SLS 1535 or 1505 with a grade lower than a C will be contacted during the next term to discuss their academic progress and any concerns that they feel will impede their academic success. FTIC students who do not return the following term will be contacted the next term by phone to

determine the reason they are no longer at the college and address any needs that may assist their return to the college. The Director of Retention and Transition will coordinate this effort utilizing members of Advisement Services, Peer Leaders and the automated call system.

- E. Peer Leaders Program** - This component involves the recruitment and selection of successful MDCC students who will serve as role models for the incoming first year students. Each Peer Leader will be selected after a challenging selection process. Peer Leaders must have a minimum GPA of 3.50 and must demonstrate leadership in other areas of college life. Peer Leaders must complete a training workshop to be accepted into the program. Peer Leaders are expected to relate well to the first-year student, and to excel academically and as student leaders.

Peer Leaders will make presentations in SLS courses by Faculty invitation to share their perspectives about college success. Peer Leaders will present and assist in the Success Lectures Series; they will be available for student support; they will contact SLS teaching faculty on an ongoing basis to identify students with attendance problems and/or in need of peer support; and participate in Career Center activities designed for first-year students.

Peer Leaders will receive a small stipend and are expected to work 15 hours per week. Student Life Skills course fees will provide a funding source for one Peer Leader position. In addition to course fees, a request will be made to Financial Aid to provide Work Experience slots for this program. Additional part-time monies will be requested to hire from 4-7 Peer Leaders. The Director of Student Retention will coordinate the Peer Leaders Program.

- F. Mentors** –Students enrolled in Student Life Skills courses will be encouraged to participate in the campus' mentor program. However, students in four sections will be targeted and assigned a mentor. Mentors will consist of faculty, staff and administrator volunteers who are committed to goals of the program. Each mentor will participate in a Mentor Training workshop before being matched with a student mentee.

A pilot program has been developed and implemented during the Summer Term (2001-3) in which approximately 30 faculty, staff and administrators have participated in a Mentor training session facilitated by CTD. Thirty students have been identified and matched with Mentors. The mentors and students will be required to meet and/or communicate with each other at least twice a month. During the Fall term, additional Mentors will be recruited and trained. New students

enrolled in selected sections of SLS 1535 courses will be assigned mentors. A social activity such as a luncheon or reception will be held during the Fall and Spring term for the participants in the Mentor Program. The Director of Student Retention will supervise this program and follow-up with the mentors and mentees to verify the participants are working with each other.

- G. Career Planning** - A major factor resulting in student attrition is a lack of clearly defined career goals. There is a significant percentage of Miami-Dade Community College students who are Undecided or who identify themselves as Pre-Bachelor of Arts majors and are really Undecided. The Director of Retention and Transition will meet with the Director of Student Employment and the Coordinator of the Career Center to develop and facilitate bi-monthly Career Decision Making workshops. These will be held in the Career Center for students enrolled in SLS 1535 and SLS 1505 courses. The Career Center will publish workshop calendars every term.

Students with undecided majors will be advised to register in SLS 1401- the Psychology of Career Adjustment - for one elective credit during their second term at MDCC. The Chair of the Social Science Department will schedule some sessions of SLS 1401 every term.

- H. Student Life Activities/Success Lecture Speakers Bureau** - The Director of Student Retention and Transition will work with The Student Life Department, the Academic Enhancement Committee, (a campus committee composed of students, faculty and staff who recommend, schedule and fund workshops, speakers and other programs that supplement student learning and success), and the Center for Training and Development to provide targeted workshops (Workshop Series) for faculty and students with specific topics addressing needs identified by students and faculty in FYE programs. A Success Lecture series will provide speakers who will address the topic of success. The Director of Student Retention will develop a list of faculty, staff, administrator, community leaders, etc. who are interested and available to speak in classes or during special scheduled programs. The list and contact information will be distributed to SLS Instructors as a resource for guest speakers.

Description of Population

The population includes all first time in college students who score below the cutoff on the Computerized Placement Test (CPT) and enroll in SLS 1535 and SLS 1505 courses. During the Fall Term, 2877 FTIC students took the CPT of which 40.9% (1177) needed remediation in 2 or more areas, 24.1% (692) scored below the cutoff on one area, 26.6% (766) were college ready. On the Kendall Campus, enrollment for the two SLS aforementioned courses was 1046 students in 2001-1, and 615 students in 2001-2.

The mentor program will be piloted with 3 sections of SLS 1535 and 1 section of SLS1505; the pool will include approximately 100 students.

College-wide Application

These strategies can be used college-wide. However, since the majority of Medical Center Campus students are not FTIC and transfer from other campuses, application of the suggested strategies will be limited.

Evaluation

The number of FTIC students will be documented and tracked throughout the Fall and Spring Terms 2002-1 and 2002-2. The Fall to Spring retention rates of students will be analyzed. The rates will be compared to the Fall to Spring retention rates of students during the 2001-1 and 2001-2 terms to determine if involvement in the aforementioned activities improved retention rates.

Student records will also be reviewed to determine student enrollment in SLS courses as well as to assess students' reenrollment, retention and completion rates for subsequent terms.

In addition, the Fall to Spring retention rates of FTIC students participating in the Mentor Program will be compared to the Fall to Spring retention rates of FTIC students who do not participate in the mentor program to determine the program's effectiveness. A survey will be developed and distributed to mentors and mentees to assess participant satisfaction of the program.

Personnel Involved

The Director of Student Retention and Transition Services will meet regularly with the Chairperson of the Social Sciences Department to implement components and activities of the FYE program that involve students enrolled in SLS courses. The Director of the New Student Center will coordinate the Orientation Sessions and the Directors of Retention and Transition Services and Advisement will schedule advisors to assist in presentations during orientation sessions. The Chair of Social Science has reviewed, provided feedback and agreed to the proposed activities involving the Student Life Skills courses. However, the Director of Retention and Transition will monitor the progress of all activities and provide direct supervision of the career planning, Peer leaders and the Mentor Programs. The Director of Student Retention will work with the Director of the New Student Center to assist students with the development of their Individual Advisement Plans during Orientation sessions. Coordination is needed with Faculty and Instructors of Student Life Skills courses to insure that students participate in FYE activities. The Directors of Retention and Transition Services and the Student Life Department, members of the Academic Enhancement Committee and the Center for Training and Development will be involved in providing speakers/presenters for the Success Workshop Series/Speakers Bureau.

Institutional Research will be utilized to assist in gathering retention rate data and with.

Resources Needed

Funding is needed to cover the cost of booklets or other printed materials developed for the Freshman Year Experience Program. Funding is required to pay for presenters/speakers for the Success Workshops Series. Funding will also be needed to cover the cost of the luncheon (or other social activity) held for mentors and mentees. Additional part-time funding will be needed to cover the cost of Peer Leaders.

Target Group 2. Students With 46 - 60 Credits Earned

Rationale

There are a substantial number of students that attended Kendall Campus, earned 46-60 credits but have subsequently left the college. Institutional Research indicates that in Fall 2001, 330 students earned 46-60 credits but did not reenroll the following term. During that same period, 1526 students re-enrolled. These numbers are up from Fall 2000 with totals of 303 and 1330 respectively. By providing more proactive advisement to the targeted students, it is expected that these students will receive the assistance that will enable them to persist towards meeting graduation requirements without stopping out or dropping out.

Goal: Reduce the Fall-to-Spring attrition rate by 10% among students who have 46-60 credits and are in good academic standing.

Activities

1. Target students who have earned 46-60 credits to facilitate successful progress toward graduation. Immediately after the 100% refund period of the Fall Term 2002-1, a report from Institutional Research will be ordered that lists the students enrolled during the Fall 2002-1 who are in good standing and who have 46-60 credits earned. Their academic records will be analyzed by advisors and Intervention Specialists.
2. Advisors and Intervention Specialists will be assigned a case load of 50 students in the targeted population. They will analyze each student's academic records to determine what he/she needs to meet graduation requirements. This information will be documented and forwarded to students by mail.
3. A follow-up phone call will be conducted to verify that the students have received the information and to set-up appointments to develop an academic plan for degree completion. Students with appointments made during the Spring registration period will also be advised and registered for the Spring Term.
4. During the next term, a follow-up mailer/phone call will be conducted to remind the targeted students to continue progress toward completion of requirements as

developed in their academic plan. Students will also be invited to campus for advisement assistance.

Description of Population

Based on IR report for 2001-1, there are 1800 students who have 46-60 credits enrolled in the Fall 2001-1.

Evaluation

The Fall to Spring attrition rate for the target population will be compared to the Fall to Spring attrition rate of the prior year. The records of the target population enrolled during the will be reviewed to determine the rate of reenrollment. This rate will be compared to the Fall to Spring reenrollment rate of the previous year.

Personnel Involved

Advisement Services staff, Institutional Research and the Registrar to identify students that fall into the target group.

Resources Needed

Human resources and the time commitment will be needed to review student records, make telephone calls and/or send e-mails. Additional funding will be needed for part-time Advisors to assist with Advisement services and follow-up communications with target population. Monies for postage will also be needed.

Target Group 3. Improve Retention and Success for Students Enrolled in MAT 1033

Rationale

In a report dated March 2, 2001 by Cathy Morris on High Risk courses, MAT 1033 (Intermediate Algebra) was identified as one of the courses that can be a “stopping point” in the curriculum for students. A high-risk course was defined as one with an enrollment of at least 300 students where fewer than 60% received A, B, or C grades. MAT 1033 has 44% of students receiving an A, B, or C grade. Even though the Mathematics Discipline Committee is presently working on a plan to re-vamp the present college prep courses, this plan recommends several campus-based activities to enhance student retention and success in this course.

Goals: Increase the percent of students receiving grades of A, B, or C in MAT1033 by 5% and reduce the withdrawal rate by 3%.

Activities:

1. The Mathematics faculty and Advisement services personnel will meet regularly to discuss and develop advisement strategies that will enhance math advisement practices (i.e. probing background and experience, confidence level of student with math, advising early and continuous enrollment in math courses especially

- when beginning in college prep math, etc.) Mathematics Advisement Guidelines will be developed and distributed to all campus personnel involved with advising students.
2. Student attendance in five sections of MAT 1033 will be monitored. After one class absence students will receive a call utilizing the automated call system to convey a concern for their absence and to express the importance of class attendance. In addition to advising students to return to class, the advisor will address other concerns identified by students as well as emphasize math success strategies.
 3. During the third and eighth week of the term MAT 1033 instructors will be asked to forward the names of those students they feel are experiencing some academic difficulty in class. Advisors will contact students those by telephone conveying the colleges concern with their academic success and provide them with several alternatives if experiencing academic difficulties. Students will also be referred to various resources i.e. Advisement Services, math lab, etc.
 4. Measures will be taken to ensure that students have met the appropriate prerequisite for enrollment by screening student records to ensure that students enrolled in MAT 1033 have met required prerequisites and having instructors announce in class during the first week the required prerequisites for enrolling in course. A list will be generated of students who are did not pass MAT 0024 or MAT 0020 at the end of each term. These students scheduled will be reviewed to insure they are not subsequently enrolled in MAT 1033. If enrolled students will be contacted via the Math instructor and advised to drop the course.
 5. A student handout will be developed with specific suggestions to increase student awareness of math success strategies and the importance of assuming personal responsibility for academic success (i.e. spend at least 3 hours per week in math lab, attend all classes, complete homework assignments and practice additional problems, ask questions fearlessly, etc). This handout will be distributed during the first week of classes by instructor as well as made available for distribution in New Student Center Orientation and Advisement Services.
 6. A pilot with 2-3 MAT 1033 classes will be conducted utilizing mathematics software designed to provide additional tutorial support for students and instructional resource for the instructors. The Chairperson of Mathematics will review and identify appropriate software and coordinate MAT 1033 sequences whose curriculum will include use of software.
 7. Math success/math anxiety reduction workshops for students will be offered. These workshops will be developed by the Director of Retention and members of the campus math faculty. The workshops will address both the academic and affective strategies designed to enhance success in math courses.

Population

On the Kendall Campus, there were 50 sections of MAT 1033 in 2001-1 term and 40 sections in the 2001-2. These strategies will be aimed at all students enrolling in MAT 1033 courses on campus.

College-wide Applications

These strategies can be used college-wide.

Personnel Involved

Advisement Services Advisors and Intervention Specialists would participate in the advisement training sessions with Math Faculty and Department Chairperson. Advisement Services will coordinate training with other departments to include information on math placement of students. The Mathematics Department Chairperson will select MAT 1033 sections to be monitored for attendance as well as sections that will utilize the supplemental math software. Mathematics faculty, the Director of Retention and Transition Services, and members Advisement Services will develop and distribute handouts. Members of Advisement services will contact absent students. The Assistant Registrar will assist with utilizing the campus' automated call system.

Evaluation

The overall goal will be evaluated by analyzing the success rates and withdrawal rates of students completing MAT 1033 courses. The success and withdrawal rates of students enrolled in sections in which attendance was monitored and absent students called as well as the sections utilizing selected math software will be analyzed and compared to the rates of students not enrolled in those sections.

Resources Needed

Funding will be needed for printing of handouts and workshop materials, math support software and to hire Presenter/Facilitator for math success workshops. Additional PT funds needed to hire Advisors that will contact students regarding absences and other academic concerns.

III. LONG TERM ADVISEMENT AND ACADEMIC PLANNING FOR STUDENTS

Goal: Forty percent 40% of first-time-in-college degree seeking students will develop an Individualized Advisement Plans (IAP) during their first semester.

Activities:

1. The Directors of Retention and Transition Services and Advisement Services will develop a form to be distributed during Orientation Sessions to new students that will be used to develop their individualized long-term advisement plan. Students will receive instructions on how to complete the form with information from their Advisor, Program Outlines, and degree audit. This form will also be available in the Advisement Services Office and academic departments.

Business, Education, Psychology, etc. A team consisting of members from Advisement Services, the College Prep Department, Natural and Social Sciences and Arts and Letters will review templates to add college prep and general education requirements to templates. As forms are developed they will be printed, distributed to the appropriate department, placed with program outlines and linked to the appropriate Kendall Campus website.

- During the Spring Term, additional majors will be targeted based upon enrollment.
4. Development and facilitation of on-going Advisement training sessions for faculty and advisors. These sessions will include information to assist faculty and advisors with assisting students with completion of IAP.
- The Director of Retention and Transition services will collaborate with the Center for Training and Development to offer Advisement training workshops for faculty twice during the academic year.
 - A web based instructional program will be developed by The Director of Advisement, the Director of Retention and Transition Services for faculty and advisors for training on completion of IAP's.

Description of Population

First time in college degree-seeking students

Evaluation

The number of students in SLS 1535 and SLS 1505 and the number of FTIC students completing Individualized Advisement Plans (IAP) in the Advisement Services department will be compared to the total number of FTIC students to determine the percent of FTIC students who completed an IAP.

Personnel Involved

Student Life Skills faculty and instructors will be responsible for insuring that all SLS students complete IAP's before the end of the term. Department Chairs, faculty and staff from Academic Affairs and Student Services will provide the information needed to develop the handouts with the breakdown of courses by semester. Director of Advisement will be responsible for the coordination of advisement training sessions. All faculty and professional advisement staff will have shared responsibility of academic advisement.

Resources Needed

Funding for printing of IAP forms and "Recommended Course by Semester" document. Additional Part-time funds needed to hire advisors and web designer.

IV. DEVELOPING A CONSISTENT COMMUNICATION PLAN FOR STUDENTS

Goal: Create and implement a communication system that provides timely and accessible information to students enrolled in credit programs.

Activities

1. Utilize the automated telephone call system and the new e-communication delivery system currently under development that maintains current e-mail address or provides/assigns credit students with an e-mail address. Registration deadlines, advisement information, special campus programs will be communicated to students on a regular basis using these delivery systems.
 - Three weeks prior to first day of registration, use call center or send e-mail notices to students encouraging them to see an Academic Advisor or an advisor in their major.
 - Utilize automated call system to inform all currently enrolled students of the beginning of self registration. These calls will be made two days prior to the beginning of registration each term.
 - One week prior to dates on academic calendar for last day to withdraw with a grade of W, send an e-mail reminder notice to currently enrolled credit students.
 - One week prior to selected Student Life sponsored activities, utilize automated call center to send a telephone or e-mail notice to currently enrolled students.
2. Establish timelines for each semester to publicize registration/advisement information utilizing posters in the classrooms, banners, postcards/flyers and announcements.
 - Three weeks prior to the beginning of registration, posters will be placed in classrooms informing students of the beginning date of the next term registration period and encouraging students to be advised and register early. Posters will be removed at the end of finals week.
 - During the third week of the registration period, currently enrolled SOAP students who have not registered will be contacted via the automated call system reminding them need and importance of meeting with their advisors and registering early.
3. Modify student schedules to print payment deadline dates more prominently.

4. Develop a credit card size information card (two-sided) that can be easily carried and/or placed in Student ID card jacket. This card will include key registration dates and registration tips that enhance academic success (i.e. register and be advised early, meet with advisor and develop and academic plan for graduation, etc.) This will be distributed to students receiving ID cards. It will also be available for distribution in Advisement Services and at the New Student Information Center.

Description of Population

Currently enrolled students or specific student groups will be targeted for e-mail messages.

Evaluation

A random sample of students will be surveyed by phone to determine if they found it helpful to receive phone calls and/or datamailers reminding them of key registration dates and activities. A survey will be conducted to determine if students find the distribution of posters and flyers helpful as reminders to be advised and register early.

Obtain through the Campus Registrar's office confirmation of date and delivery of targeted telephone messages initiated by the automated call system after each promotion. Obtain from the campus registrar confirmation of date of mailing of datamailers to target populations. Student schedules will be reviewed to determine if changes were made to highlight the payment deadline date.

Personnel Involved

College Registrar and Network Services Administrator would be involved with collecting and/or assigning e-mail addresses to all admitted students. Registrar would also collaborate with Odyssey personnel to modify student schedules to highlight payment deadlines. The Assistant Registrar will assist with utilizing the campus' automated call system. The Director of Advisement Services and the Director of Retention and Transition will be responsible for ensuring that the Advisement signs are printed and distributed on campus.

Resources Needed

Additional monies to hire part time advisors and clerical staff will be needed. Funding for postage and the printing of materials.

V. PROMOTION OF EARLY REGISTRATION

Overall Goal: Ninety percent (90%) of credit students will register prior to the 1st day of class. This will be accomplished through the following goals and activities:

Goal: To encourage early registration among the students of Kendall Campus.

Rationale: Currently, the Kendall Campus has no consistent system in place to promote early registration. Promotion of early registration often occurred as a response to low registration rates close to the beginning of a term. It has only been during the prior two semesters that signs promoting early registration were placed prominently in classrooms on campus. This appears to have a positive impact towards this effort. The activities proposed, though somewhat routine in nature, will be the first time an early registration plan will be established that includes a time table for proactive promotion of early registration and follow-up with targeted students who have not registered prior to the first day of classes.

Activities

1. Develop a timeline to Advertise Registration Dates and promote early advisement and registration.
 - Posters encouraging students to be advised and register early will be placed in classrooms and high traffic areas that clearly state the registration deadline at least three weeks before the start of registration. Posters will remain in classrooms until the end of the term.
 - Utilize automated call system to inform all currently enrolled students of the beginning of self registration. These calls will be made two days prior to the beginning of registration each term.
 - Place announcements in the Catalyst and Campus TV Network at least one month prior to the start of registration.
 - Have faculty make announcements and/or distribute postcard type flyers to students enrolled in their classes at least one week.
2. Establish a system to actively promote early registration to SOAP Students.
 - Three weeks prior to self registration, telephone calls utilizing the campus automated call system will be made to SOAP students encouraging them to contact their major department or Advisement Services for early advisement.
 - A registration reminder datamailer will be sent to SOAP students one week prior to Walk-Up registration.

- The Director of Advisement Services will coordinate with staff to provide brief presentations to students enrolled in SLS 1125 (the course required for students under SOAP) explaining the importance of being advised registering early. These presentations will begin at least three weeks prior to the beginning of the registration period and be completed at least three weeks before the end of the term.
3. The importance of early advisement and registration will be addressed to students enrolled in SLS 1535 and SLS 1505.
- The Director of Retention and Transition services will contact the Instructors of these courses to request an opportunity to allow a brief “Advisement Promotion” presentation or to request that a handout be distributed promoting early advisement and registration. The presentations conducted by Peer leaders and/or members of advisement services will begin at least two weeks prior to the start of registration and be completed at least three weeks after registration begins. Handouts promoting early registration will be provided to instructors two weeks prior to registration for those instructors preferring to distribute handouts only.
 - One month prior to the beginning of the next term the records of students enrolled in these courses will be reviewed to determine if they have enrolled for the next term. A reminder notice will be provided to the instructors for delivery to those students who have not registered
4. Work with collegewide committee to develop a system to provide and enhance online advisement support such as Web Advisement.

Description of population: All currently enrolled college credit students. Based on data obtained from Institutional Research, Kendall Campus credit student enrollment (headcount) for 2000-1 and 2000-2 was 17,861 and 16,904 respectively. There was an increase in headcount to 19,873 for 2001-1. Enrollment for the next Fall and Spring terms is expected to remain the same or increase slightly.

Evaluation: To evaluate the overall goal the enrollment figures of students who registered before the first day of class as well as the enrollment figures of students enrolled the day after the 100% refund will be analyzed to determine the percentage of students who registered before classes have begun. In addition, the enrollment figures of students enrolled in SLS 1535 the previous term and the enrollment data of students in SOAP categories will be analyzed to determine the number who registered early.

Personnel Involved: The Advisement Chairperson will be responsible for working with Media Services, Web Developer, Registrar and Network Services Administrator for the development of the posters, postcards, Website and e-mails. The Director of Student Life will work with SGA and/or other student organizations to place posters in the classrooms. The Assistant Registrar will assist with utilizing the campus' automated call system. Department chairs will assist with requesting faculty announcements and distribution of postcards.

Resources Needed: Human resources and time commitment required to present advisement announcements to classes. Printing costs of marketing materials (posters and postcards) and funding for Web Designer. Additional part-time funds to cover the cost of hiring part-time advisors and Peer Leaders