



# Florida's Postsecondary Institutions Employ a Variety of Support Services for Students

## *at a glance*

As is the case in other states, many students, including 29% of those in Florida's state university baccalaureate degree programs, 36% of those in Florida community college associate degree programs, and 47% of those in Florida private, non-profit university baccalaureate degree programs, do not graduate or remain in school within six years for university students or four years for community college students. Although some of these students transferred to another institution, others simply dropped out.

Florida's public and private universities and community colleges employ a number of strategies to increase their student graduation and retention rates. These include proactive advising, co-locating student support services, implementing strategies to engage students and parents with the institutions, and providing opportunities such as freshman learning seminars to improve students' skills. Research shows that these strategies can be effective in helping students remain in school and graduate.

## Scope

As requested by the Legislature, this report provides information on the strategies Florida's institutions of higher education use to facilitate timely degree completion and increase graduation and retention rates. The report answers two questions.

- What percentage of university students do not graduate within six years and what percentage of community college students do not graduate within four years?
- What support services do institutions of higher learning use to encourage students to stay in school and graduate?

In addition, an appendix to the report shows the student support services provided by Florida's public and private universities and community colleges.

## Background

Florida's postsecondary education system comprises the state university system, the community college system, and independent colleges and universities.

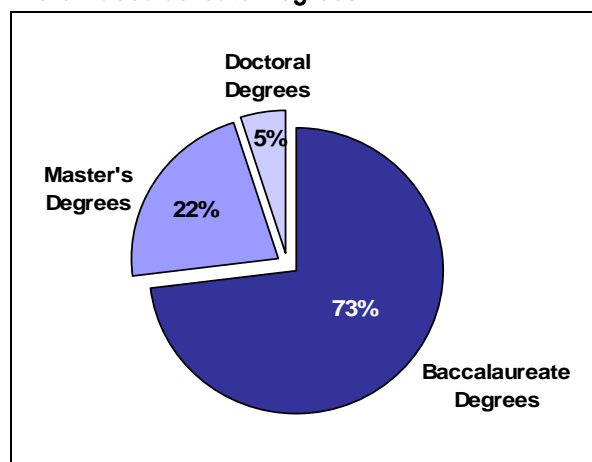
**The State University System.** The State University System consists of 11 public universities.<sup>1</sup> The Board of Governors is the chief implementing body of the State University System. Individual boards of trustees oversee each university.

<sup>1</sup> In addition, the State University System includes two fiscally autonomous campuses of the University of South Florida—the University of South Florida - St. Petersburg and the University of South Florida - Sarasota/Manatee—as well as eight branch campuses and seven centers.

Universities receive funding for their educational programs primarily from legislative appropriations and tuition and fees students pay. For Fiscal Year 2005-06, the university system received \$1.84 billion from general revenue and lottery funds. This funded approximately 69% of the costs for university students. The remaining 31%, or approximately \$885 million, came from student tuition and fees and other sources.

In fall 2005, Florida's 11 state universities served approximately 287,000 students. They awarded 61,538 undergraduate and graduate degrees to 59,771 graduates in academic year 2004-05. As shown in Exhibit 1, 73% of these degrees were awarded at the baccalaureate level, 22% were at the master's level, and 5% were at the doctoral or professional level.

**Exhibit 1**  
**In Academic Year 2004-05, Most of the Degrees State Universities Awarded Were Baccalaureate Degrees**



Source: Florida Board of Governors, Number of Degrees Awarded by the State University System.

**The Community College System.** Florida's community college system consists of 28 community colleges. The Florida Board of Education is the chief implementing and coordinating body of the public K-12 and community college school systems in Florida. Individual boards of trustees oversee each community college.

Community colleges receive funding from legislative appropriations and tuition and fees students pay. For Fiscal Year 2005-06, the community college system received approximately \$990 million in general revenue and lottery funds to community colleges. These appropriations funded 68% of the costs for community college students. The remaining 32%, or approximately \$465 million, came from student tuition and fees.

Community colleges have diverse missions, providing education to approximately 800,000 students in two-year associate degree, workforce and certificate, life-long vocational learning, and recreation and leisure programs. In Fiscal Year 2004-05, approximately 241,000 students were enrolled in associate in arts degree programs and approximately 32,000 students earned an associate in arts degree.

**Independent Colleges and Universities.** Florida's independent colleges and universities include 28 private, non-profit educational institutions. These institutions serve diverse student populations and offer a wide variety of undergraduate programs. The private institutions include liberal arts colleges; universities emphasizing technology, aerospace, and health programs; three historically black institutions; an art school; and colleges with strong religious orientations. These institutions serve more than 120,000 students and are primarily funded through student tuition. The private colleges and universities generally do not receive direct state appropriations, but they indirectly receive state funding from the Florida Resident Access Program, which provides tuition assistance to Florida residents attending Florida non-profit, private colleges and universities. For Fiscal Year 2005-06, the Legislature appropriated about \$94 million for this program.

## What percentage of college students do not graduate within a reasonable time?

Many students in Florida's universities do not graduate within six years and a large percentage of community college students do not graduate in four years. As shown in Exhibit 2, 62% of students in Florida's public universities graduate within six years of their initial enrollment, as do around half of the students attending private non-profit institutions. The graduation rate for students attending a community college is lower—35% of these students earn their degrees (generally a two-year course of study) after being in school for four years. About 10% of the students attending a state university are still working towards their degree after six years (the retention rate), as are 29% of students attending a community college, but only 3% of the students who enrolled in a private institution. Around 29% of the students who attend a state university, 36% of the students attending a community college, and 47% of the students who enrolled in a private institution drop out or transfer to another school before graduating.<sup>2</sup> Appendix A shows the graduation and retention rates of each of Florida's public and private, non-profit institutions of higher education.

The problem with college students who do not graduate within four or six years is not unique to Florida institutions. A 2004 report by the Education Trust says that . . . “far too many students who enter our higher educational system fail to get a degree.”<sup>3</sup>

<sup>2</sup> The four- and six-year graduation rates are performance measures for the community college and state university systems during the years addressed by this study. Some students who do not graduate or remain in school may transfer to another institution to receive their degrees.

<sup>3</sup> Carey, Kevin. *A Matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities*. Education Trust (May 2004).

**Exhibit 2**  
**Many Students Do Not Graduate from Public and Private Institutions of Higher Education Within a Four- or Six-Year Time Frame**

	Statewide Graduation Rate <sup>1</sup>	Percentage of Students Remaining in School <sup>2</sup>	Did Not Graduate or Stay in the Same School
State University, within six years	61.6%	9.5%	28.9%
Community College, within four years	34.5%	29.1%	36.4%
Private, Non-Profit Institution, within six years	50.0%	3.0%	47.0%

<sup>1</sup> The graduation rates for state universities are measured for a cohort of students who first entered the institution in 1999 and graduated within six years. The rates for students in private, non-profit institutions are based on a cohort of students who first entered the institution in 1998. The rates for community colleges are for a cohort of Associate in Arts students who first entered the institution in 2001, completed 18 credit hours, and graduated, were in school, or left within four years. Students who left include drop outs as well as transfer students.

<sup>2</sup> This is the commonly reported retention rate minus students who graduated.

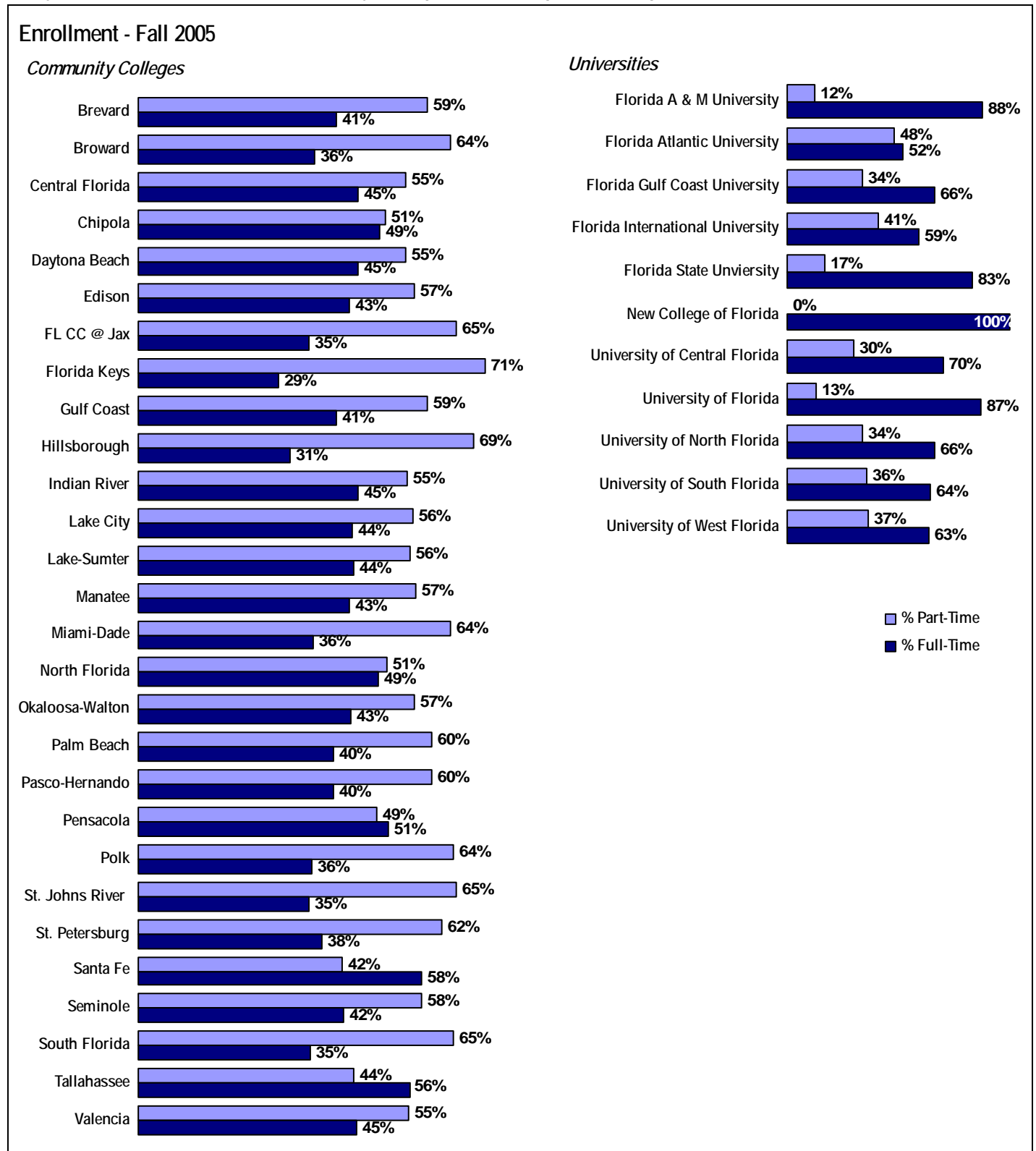
Source: Board of Governors, Department of Education, and Independent Colleges and Universities of Florida.

Students may not graduate from colleges and universities for several reasons. Research shows that students who are not well prepared academically, delay entry into college, are the first in their families to attend college, or attend school on a part-time basis are at risk of not graduating. For example, of the first-time-in-college students entering a state university in 1998, 29% of those taking classes full-time did not graduate or remain in school six years later, compared to 49% of the students taking classes part-time.

As shown in Exhibit 3, many state universities and community colleges serve a high percentage of part-time students. In particular, over half of the student population in community colleges is enrolled part-time. This likely decreases their four- and six-year graduation rates.

### Exhibit 3

### Many Florida Universities and Community Colleges Serve Large Percentages of Part-Time Students



Source: Florida Department of Education Community College Full-Time/Part-Time Report, Fall 2005. *Board of Governors Fact Book*, Fall 2005.

## What support services do institutions of higher learning use to encourage students to stay in school and graduate?

Florida's public and private institutions of higher learning are using several strategies to encourage their students to stay in school and graduate. To identify these strategies, we visited all 11 universities and selected community colleges and private institutions. The primary strategies most institutions have implemented include

- proactive student advising,
- co-locating support services and/or cross-training support service staff,
- implementing activities and programs to engage students and their families with the institution,
- offering learning skills courses for first-year students,
- providing tutoring services, and
- changing instructional practices.

Appendix B shows the specific strategies each institution reported having implemented.

### *Proactive student advising*

In the recent past, Florida's postsecondary institutions often provided limited direction to their students regarding what courses they should take and when to take them. As a result, some students, especially those who were at risk or had not selected their majors, took courses they did not need or failed to take the courses they did need to meet graduation requirements. This increased the chances they would drop out or take more courses than needed to graduate.

In recent years, most institutions have taken steps to better help their students develop academic plans. For example, public and private universities now generally require incoming students to meet with academic advisors upon entering. Institutions typically encourage students to select a major as soon as possible, although some allow students to choose a broader area of interest for the first few semesters.

This approach makes it easier for the students to prepare for majors they are likely to select later in their academic careers. Another approach used by some private institutions and community colleges is to survey incoming students' interests and then determine their first semester course schedule for them. In January 2006, the Community College Council of Presidents adopted a guideline requiring that degree-seeking students enrolled in associate of arts degree programs declare a major or pre-major that aligns with a university program by the time they have accumulated 24 college credit hours.

Most institutions also are now providing course sequence lists to students who have selected a major. These lists identify the required core courses, prerequisite courses, and the appropriate sequence for taking the required courses. These course sequence lists are often available online as well as in hardcopy formats such as tracking sheets provided in the course catalog. Students use these materials as well as advising by their professional advisors or their professors when picking the courses they will take each semester.

Nearly all institutions also are now targeting students they believe are at risk of not completing their degrees in a timely manner and are requiring these students to see an advisor before registering for classes. Students considered to be at risk include athletes and those who come into the institution with low grade point averages, need two or more remedial courses, are not performing well, and have not selected majors.

Smaller colleges and universities also often require all freshmen to consult with academic advisors before registering for classes in their first and second semesters. Research shows that this freshman advising is critical to helping students get started in their academic careers and remain in school. In addition, some institutions have established early warning systems that identify students who have a low grade point average or who are often absent from classes; advisors then contact these students and attempt to help them overcome these problems.

Larger universities often do not have the resources to require all freshmen to see advisors during their first and second semester. Some of these institutions, such as the University of Florida, have established computerized systems in recent years that track the progress of all students and identify those who are not adhering to their academic plans. These students are then required to consult with an academic advisor before registering for their next semester's classes. (See [Report No. 06-48](#) for more information about these systems and related methods Florida's postsecondary institutions are using to track student progress.)

### ***Co-locating support services***

It can be difficult and confusing for students to access support services at large universities and community colleges. Co-locating critical services such as registration, financial aid, and academic advising can make it easier for students to receive this assistance. Some institutions have taken steps to co-locate these services and have reported positive outcomes. For example, academic advisors in one institution that had recently co-located student support services reported that they were able to accompany students to related services such as career counseling and financial assistance and thereby ensure that students actually received these services. Before the services were co-located, the advisors were unsure that these students found and received the service they needed.

### ***Promoting student and parent engagement with the institution***

Students who become involved with more than one aspect of their school are more likely to remain in and graduate from the institution. In addition to traditional activities such as athletics, fraternities and sororities, and student plays and concerts, some institutions are using orientation sessions and learning communities to engage students and their families. Some schools also are returning to the historical practice of mandating on-campus housing for subgroups of students.

- Orientation. Student orientation sessions can play a critical role in engaging students and familiarizing them with academic policies, institutional services, and social and

recreational opportunities. Most institutions now require entering freshmen to attend an orientation session and require or encourage transfer students to attend orientation either in person or online. Many institutions also are inviting parents to come to orientation and hold special sessions for parents.

During orientation, institutions inform students about the physical layout of the campus, academic policies, and wide array of support services, including career counseling, psychological counseling, health services, and financial aid. They also usually ask students to select majors and register for classes. In addition, institutions try to familiarize students with opportunities they will have to get involved in campus activities.

- Promoting Learning communities. Some institutions are helping students gain a sense of community by enrolling groups of students in a linked set of classes and/or housing them in the same residence hall. These groups of students may be pursuing the same major or may have similar at-risk characteristics. Learning communities are used in a variety of situations. These groups of students will live and/or take several courses together, making it easier for them to form study groups and a learning community. Some institutions target groups of students such as those pursuing honors work or intensive programs, as well as students who are identified as being at risk.
- Requiring on-campus housing. Research has shown that isolating students from non-academic distractions can help improve retention and graduation rates. Some institutions are seeking to do so by requiring certain students to either live with their families or in dormitories. For example, most of the private colleges and universities that we visited require freshmen students to live in dormitories, and some state universities are building new dormitories to increase the numbers of students who live on campus.

### ***Offering freshman learning skills courses***

Many community colleges and universities have developed learning skills courses to help ensure that new students have the tools needed to succeed in college. These courses typically

address such topics as study skills, time management, academic and career exploration, social diversity, survival and life skills, and even financial management. Some institutions are now requiring all freshmen to take these courses, and others mandate the course for students who need remediation, have not yet declared a major, or are otherwise believed to be at risk of academic failure. Students who attend freshman learning skills courses are more likely to remain in school than students who do not attend these courses.

### ***Providing tutoring services***

Many students, particularly those who are academically unprepared for college work, need additional instructional assistance to successfully complete their course work and graduate. Nearly all institutions are now providing tutoring services for students who are at risk of failing courses or not graduating. In addition, many institutions have identified courses that students find most challenging and are offering supplemental instructional services such as organizing study groups and tutoring sessions for these courses. Some institutions also have developed on-line tutoring services using graduate students in chat rooms to help part-time and working students get assistance without coming on campus.

### ***Changing instructional practices***

Some institutions are working with their instructors to change the way that difficult courses are taught to facilitate student learning. These changes have included more frequent testing, collecting and grading homework, and adopting varying teaching methods to suit different learning styles. For example, one university has required instructors who speak with heavy accents to take an accent reduction course. Another institution is changing how it teaches courses, such as preparatory mathematics, that frequently are difficult for students to master by increasing the number of instructional hours from three to six to provide students more time to master the material.

### ***Summary***

In summary, public universities and community colleges and private, non-profit colleges and universities are implementing similar strategies to improve student graduation rates. Many of these strategies have been implemented relatively recently, so their effect on graduation and retention rates cannot yet be evaluated. However, studies on factors affecting graduation and retention rates suggest that the strategies institution are using will increase the number of students who stay in school and graduate. Appendix B lists some of the specific strategies each institution we visited reported implementing.

## Appendix A

# Retention and Graduation Rates Vary Among Institutions of Higher Learning

Florida's public and private universities and community colleges have varying student graduation rates, which reflect both the characteristics of their students and the mix and success of support services they provide to help students to stay in school and graduate in a timely manner. The following exhibits show the six-year graduation and retention rates for the state universities and private non-profit institutions and the four-year graduation and retention rate for community colleges. For universities, graduation and retention rates are broken out by full- and part-time students. Comparable data for full- and part-time students was not available for the private institutions and the number of full- and part-time students graduating from some community colleges was too small to make such percentages reliable.

**Table A-1**

**The Percentage of First-Time-In-College, State University Students Who Graduate Within Six Years Is Higher for Full-Time Students While Part-Time Students Are More Likely to Remain in the Same School After Six Years**

	Percentage of Students Who Graduated Within Six Years			Percentage of Students Still in the Same School After Six Years <sup>2</sup>		
	All	Full-Time	Part-Time	All	Full-Time	Part-Time
<b>All Universities</b>	<b>61.6%</b>	<b>63.3%</b>	<b>35.3%</b>	<b>9.5%</b>	<b>9.1%</b>	<b>16.2%</b>
University of Florida	78.5%	78.7%	56.4%	3.2%	3.1%	12.8%
Florida State University	65.7%	65.9%	34.3%	2.5%	2.5%	2.8%
University of Central Florida	55.3%	56.2%	34.5%	6.3%	6.2%	9.5%
University of North Florida	47.1%	48.5%	24.7%	7.6%	7.3%	12.4%
University of South Florida	45.4%	47.5%	35.1%	9.7%	9.5%	9.9%
Florida International University	44.1%	47.8%	25.4%	16.4%	14.8%	24.1%
Florida A&M University	43.7%	43.8%	35.7%	14.2%	14.2%	14.3%
New College of Florida <sup>1</sup>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
University of West Florida	39.2%	40.9%	23.6%	9.5%	9.3%	11.1%
Florida Gulf Coast University	36.9%	37.4%	30.0%	5.7%	5.7%	5.0%
Florida Atlantic University	35.7%	36.2%	31.8%	9.5%	9.4%	10.8%

<sup>1</sup> Because New College of Florida had not been an independent institution in 1999, six year graduation and retention rates for this college are not available.

<sup>2</sup> After removing student graduation rates.

Source: 1999 cohort of FTIC students graduating in 2004-05 supplied by the Board of Governors' Office.

**Table A-2**  
**At Community Colleges 35% of AA Students Who Complete 18 Credit Hours Graduate**  
**Within Four Years and 29% Are Still Enrolled**

	Percentage of Students Who Graduated Within Four Years	Percentage of Students Still in the Same School After Four Years
<b>All Community Colleges</b>	<b>34.5%</b>	<b>29.1%</b>
Chipola	58.5%	10.5%
North Florida	56.5%	8.7%
South Florida	54.7%	7.0%
Pensacola	51.2%	26.2%
Gulf Coast	50.8%	27.3%
Brevard	45.2%	21.7%
Santa Fe	44.3%	19.9%
Daytona Beach	44.1%	19.3%
Indian River	42.3%	17.2%
Palm Beach	42.1%	21.3%
Pasco-Hernando	42.1%	22.4%
Tallahassee	42.0%	27.0%
St. Johns	40.3%	18.0%
Manatee	39.7%	24.1%
Seminole	39.6%	29.0%
Central Florida	38.6%	24.3%
Lake City	37.5%	20.1%
Valencia	37.3%	24.1%
Polk	36.4%	26.5%
Okaloosa-Walton	36.3%	22.3%
St. Petersburg	35.3%	35.0%
FL CC at Jacksonville	35.1%	33.1%
Lake-Sumter	34.9%	21.1%
Broward	28.4%	34.3%
Florida Keys	28.3%	21.7%
Miami-Dade	24.5%	38.8%
Edison	24.2%	21.1%
Hillsborough	19.0%	38.3%

Source: Division of Community Colleges and Workforce Education, Florida Department of Education: Fall 2001 community college FTIC student cohort who completed 18 credit hours and are seeking an Associate in Arts (AA) degree. This likely overstates the percentage of all community students who graduate or remain in school.

**Table A-3**  
**The Percentage of Private, Non-Profit University Students Who Graduate With Baccalaureate Degrees or Remain in School Within Six Years Varies by Institution**

		Percentage of Students Who Graduated Within Six Years	Percentage of Students Still in the Same School After Six Years
<b>Institutions Offering Associate's and Bachelor's Degrees</b>	Beacon College	100%	0%
	Florida College <sup>1</sup>	4%	0%
	Bethune-Cookman College	39%	5%
	Clearwater Christian College	43%	1%
	Eckerd College	65%	0%
	Edward Waters College	15%	6%
	Flagler College	53%	0%
	Ringling School of Art & Design	67%	0%
<b>Institutions Offering Bachelor's and Master's Degrees</b>	Embry-Riddle Aeronautical University	58%	2%
	Florida Memorial University	22%	12%
	Florida Southern College	58%	1%
	International College	15%	8%
	Jacksonville University	37%	2%
	Rollins College	65%	1%
	Saint Leo University	39%	1%
	Southeastern University	36%	2%
	University of Tampa	37%	14%
	Warner Southern College	45%	5%
	Webber International University	46%	0%
<b>Institutions Offering Bachelor's, Master's, and Doctoral Degrees</b>	Barry University	39%	2%
	Florida Institute of Technology	54%	3%
	Lynn University	34%	2%
	Nova Southeastern University	45%	2%
	Palm Beach Atlantic University	39%	1%
	Saint Thomas University	26%	0%
	Stetson University	63%	0%
	University of Miami	71%	1%
<b>ICUF Totals</b>		<b>50%</b>	<b>3%</b>

<sup>1</sup>Florida College is primarily an AA granting institution and a large proportion of its students transfer to four-year institutions.  
Source: Integrated Postsecondary Education Data System Fall 1998 Enrollment Surveys. These are students who entered college in 1998 and graduated in 2004.

## Appendix B

# Public and Private Universities and Community Colleges Have Implemented Strategies to Increase Student Retention and Graduation Rates

Florida's public and private postsecondary institutions have generally implemented similar strategies to help students progress toward their degrees. The following exhibits identify the major strategies used by each institution. These strategies were reported by the institutions and/or were identified during our site visits to the universities and community colleges. Institutions did not necessarily report all of the strategies they employ. For example, Chipola College identified intramural sports, intercollegiate athletic programs, and music and theater programs as strategies it uses to foster student engagement. Most other colleges and universities offer these activities but few specifically mentioned them.

## Public Universities and Colleges

### *Florida Agriculture and Mechanical University*

One-stop shopping	Cross-trains student services staff to help students with a variety of support services.
Proactive advising	Requires first-year-in-college and transfer students to meet with academic advisors and create individual learning plans. Tracks progress during subsequent advisement meetings, which are required for all freshman students. Advises freshmen and sophomore students through the school of general studies. Transfers advisement function for juniors and seniors to departments. Most departments have lists of the courses students should take each year to graduate on time. Requires continuing students to meet with academic advisors if their GPA falls below a certain point.
Student/family engagement with institution	Requires first-time-in-college students to attend a two-day orientation that includes academic advising and career counseling. Invites parents to separate programs of the orientation. Has a freshman/sophomore year experience program that includes activities such as motivational guest speakers, training in survival and life skills such as financial planning and the credit card trap, encouraging student involvement in extracurricular academic pursuits such as essay contests and talent shows, and peer mentoring in which at-risk students are paired with older, more successful students.
First-year learning skills course	Implemented a freshman/sophomore year experience program to improve student retention, academic progression, and graduation rates. Offers an optional student learning skills course.
Skill development strategies to ensure student success	Has a study skills center that provides workshops to students who experience difficulty with coursework. Has received a grant to provide academic support for gateway courses.

### *Florida Atlantic University*

One-stop shopping	Co-locates registrar, financial aid, career counseling, and academic counseling and other support services. Provides career counseling information to academic advisors.
Proactive advising	Requires first-time-in-college students to see academic advisors during their first and second semesters. Requires incoming transfer students to see advisors at least once. Has a special orientation program for undecided students. Encourages students to declare majors after three semesters; requires declaration after 72 hours. Places registration holds for academic difficulty and prerequisite problems. Upper division advising handled by departments. Advisors have access to degree audits.

Student/family engagement with institution	Requires on-campus orientation for first-time-in-college students and some transfer students. Other transfer students may go through on-line orientation. Encourages parents to participate in academic decisions. Communicates with parents as much as possible through an interactive listserve. Is enrolling students in learning communities. Requires freshmen from more than 50 miles away to live on campus. Involves students in campus activities.
First-year learning skills course	Requires students in learning communities and athletes to take a first-year learning skills course, which includes a component on career development, assessments, and resources. Makes course optional for other students.
Skill development strategies to ensure student success	Has an early warning system for students with low class attendance or poor grades on tests. Has a student success center that provides testing, skill development and tutoring for at-risk students. Identifies frequently failed prerequisite courses and increased tutoring for those courses.

### ***Florida Gulf Coast University***

One-stop shopping	Co-locates first-year advising, financial aid, and the registrar's offices. Features all major support services on its website.
Proactive advising	Requires freshmen to see an advisor through a workshop or one-on-one meeting before they can register. Has mapped the courses freshmen and sophomores should take each semester. Uses first-year advisors to manually track progress for undecided students during the freshman and sophomore years. Requires students to declare majors by their junior year and transfers advisement function for students with majors to departments. Has fact sheets laying out the upper division courses students must take for each major but has not developed a semester-by-semester sequence for these courses. Establishes an action plan for students in academic trouble.
Student/family engagement with institution	Requires first-time-in-college and transfer students to attend a two-day orientation. Has a one-day parent orientation and provides a parent handbook. Has established a parent liaison position. Requires first-year students to meet with advisors three times during orientation. Requires first-time-in-college students to complete an 80-hour (40 hours for transfer students) service learning component. Has learning communities for honors, and health-related programs. Is looking at other academic learning communities.
First-year learning skills course	Requires first-time-in-college students to take a semester-long learning skills course.
Skill development strategies to ensure student success	Provides supplemental instruction for courses that students have trouble completing successfully. Led by students who have already taken the course, weekly supplemental instruction sessions augment regular classroom work. Has data showing that supplemental instruction has improved student performance.

### ***Florida International University***

One-stop shopping	Has co-located student services at the at Biscayne Bay campus and is working toward co-locating support services at the University Park campus.
Proactive advising	Has developed course maps showing required core courses, prerequisites, and recommended course sequences. Requires first-year and undecided students and students experiencing academic difficulty to meet with advisors before registration. Uses SAS to plan and track student progress toward degrees. Uses departments to advise students who have selected majors. Encourages students to declare majors after 30 hours.
Student/family engagement with institution	Requires incoming students (freshman and transfer) to attend orientation. Includes a parent orientation in conjunction with the required freshmen orientation. Has established living/learning communities in residential halls. Groups freshmen according to their interests or intended majors into cohorts that take three courses together.
First-year learning skills course	Requires all first-year students to take a one-hour freshman success class.
Focus on at-risk students	Has identified "gateway" courses that give students difficulty and provides students extra tutorial help with those courses. Has established a live, on-line system using graduate students as tutors for freshman math courses and writing. Is planning an on-line virtual learning community to give students access to tutoring and personal help and allow them to form on-line study groups.

<b>Florida State University</b>	
One-stop shopping	Has co-located student support services and crossed-trained support staff. Merged the admissions and registrar's offices into one student records office to improve communication and coordination.
Proactive advising	Started semester-to-semester academic mapping in fall 2005 to project demand for courses based on student needs, give students a guide for academic planning, and track students from admission to graduation. Does not allow students who go off course or do not maintain a certain grade point average to register until they see an advisor. Is considering requiring all students to see advisors every semester (some departments already require this). Helps students select majors through exploratory sessions during orientation, an exploratory center, and follow-up phone calls. Makes academic advising available to students during nights and weekends and places centrally trained advisors in departments and other convenient locations across campus. Students must declare a major by the third semester.
Student/family engagement with institution	Requires all incoming students to attend orientation, which includes academic advising and informational sessions for both parents and students. In 2005, piloted a program of freshman interest groups that enroll small groups of students in clusters of liberal studies courses and in a one-hour colloquium focused on academic engagement.
First-year learning skills course	Offers a voluntary freshman learning skills course, which reportedly has had a positive impact on student retention.
Skills development strategies to ensure student success	Reviews the schedules of first-time-in-college students for appropriateness. Compares performance of all first-year students to high school record and test scores; when marked variations occur, contacts students and informs them of services such as tutorial labs, study skills, time management, and stress and anxiety workshops. Has a math help center for students seeking help with college-level math. Has a reading/writing center that provides individualized instruction in reading and writing to students at all levels. Has a center for teaching and learning that provides faculty and teaching assistants instructional support services designed for all types of teaching formats.
<b>New College</b>	
One-stop shopping	Although academic advising is provided by faculty contract sponsors, the Registrar and Financial Aid offices work together to offer guidance on academic and enrollment related issues.
Proactive advising	<p>Assigns each student an advisor at the beginning of the freshman year. Students stay with the same advisor for the rest of their college careers. Advisors responsible for working with students to develop an individualized contract that lays out the student's requirements for that semester and to meet with students each semester to track their progress and discuss future academic plans. Requires students to choose an area of concentration by the fifth contract period. Uses an area of concentration agreement to specify the work the student must complete to fulfill their area of concentration. Conducts a degree audit at beginning of the senior year and forwards results to the student and the advisor.</p> <p>For each course, gives students a satisfactory or unsatisfactory evaluation accompanied by a detailed narrative evaluation of the student's performance in the course. Uses these evaluations to determine whether the student's contract is complete. Students receiving an unsatisfactory evaluation must appear before a committee that reviews the record and determines whether the student will continue enrollment at New College, and, if possible, how to fix problems the student may have encountered..</p>
Student/family engagement with institution	Requires students to attend a week-long orientation.
First-year learning skills course	Offers an integrative learning course, which is similar to a first-year learning skills course.
Skill development strategies to ensure student success	Disciplines offer introductory courses focusing on content and skills for inquiry in the discipline. Has a writing resource center that provides and peer support. Offers training in basic software applications.

**University of Central Florida**

One-stop shopping	Has co-located the registrar's office, academic services, student financial aid, and student accounts. Encourages information sharing and cross-training between offices such as advising and registrar's. Provides on-line information, services and forms processing.
Proactive advising	Course catalog shows courses and program requirements by semester for each major. For selective disciplines, has an academic alert program that informs advisors of students exhibiting behavior that puts them at risk for failure. Assigns all new freshmen to a professional academic advisor; expects them to see their advisors. Mandates advisement for students identified as at-risk or on academic probation. Encourages transfer students to use the degree audit or the transfer services website before enrolling at UCF. Has a voluntary program that guarantees students the courses they will need to graduate in four years if they follow a prescribed plan of study and attend 15 hours each semester.
Student/family engagement with institution	Requires freshman and transfer students and encourages parents to attend orientation where academic advising and registration are major components. Holds a New Student Convocation each fall for students and parents. Offers a freshmen year experience program, which engages students in academic and developmental programs. Conducts research to identify characteristics of students who are likely to leave school prior to graduation and designs interventions to encourage them to stay and finish their degrees. Has an intensive alcohol awareness program
First-year learning skills course	Offers student success course each term. Has special sections for athletes and at-risk populations, including freshman on academic probation. The course focuses on connection to campus resources, career planning and exploration, academic advising, study skills, academic career goals, time, financial and health management. Offers an additional career planning course each term.
Skill development strategies to ensure student success	Has a student academic resource center, math lab and writing center to provide academic support. Has supplemental instruction, tutoring, learning enhancement workshops, mentoring, a learning skills specialist, and summer bridge programs to assist students in courses that have been identified as high risk. Charges a newly created Office of Undergraduate Studies to help undergraduate students to graduate in an expeditious manner.

**University of Florida**

One-stop shopping	Has located the offices of admissions, financial aid, and the registrar in one building and student services in an adjacent building. Has a strong cross-referral system between academic advising and career counseling. Has a student information system that allows students to access registration and financial services online.
Proactive advising	Requires incoming students to choose majors or one of three primary study areas. Has a detailed, semester-by-semester enrollment plan for students to follow. Uses a universal tracking system to monitor student progress. Notifies students each semester on their progress toward degree completion. Requires students who are off track to see an academic advisor before they can register for the next semester. May require students who are off-track for more than one semester to change majors.
Student/family engagement with institution	Requires students to attend orientation. Offers parent sessions as part of the orientation.
First-year learning skills course	Has an optional student learning skills course for freshmen. Class discussions and projects focus on student skills, social diversity, career decisions, and financial management. Uses the course to familiarize students with the resources and services available at the university.
Skill development strategies to ensure student success	Has several programs for first-year, at-risk students. Provides additional help in courses that typically give students problems. Offers mentoring and tutoring services.

**University of North Florida**

One-stop shopping	Has a one-stop student center and is training staff to assist students regarding financial aid, admissions, and records/registration from one central location. Is planning to locate one stop and academic center for excellence in the same building.
Proactive advising	Requires first-time-in-college students to see advisors before registering for first and second semester classes. During the first advising session, gives all students a program of study outlining the courses they need to fulfill degree requirements by major. Makes this document available on-line, and updates it automatically each semester. Requires students to declare a major after 60 hours. Is instituting a curriculum and academic program planning tool that will be also be used as a degree audit. Uses mid-term grades and has an early warning system in which faculty identify students who are doing poorly, not coming to class, etc., and refer them to advisors.
Student/family engagement with institution	Holds a "week of welcome" orientation for parents and first-time-in-college students. This eases their transition to college and orients them to the campus and to the community. Has residential and non-residential learning communities for first-semester first-time-in college students. Faculty serve as advisors during summer orientation sessions.
First-year learning skills course	Requires first-time-in-college, at-risk students to attend a one-credit seminar focusing on socialization and problem-solving skills.
Skill development strategies to ensure student success	Has an academic center for excellence providing tutoring and academic support skills workshops to all students. Is piloting supplemental instruction courses. Has a student retention office.

**University of South Florida**

One-stop shopping	Has co-located most student services (career, admissions, registrar and financial aid) with offices, such as orientation, university experience, advising and tracking, that serve first-year students.
Proactive advising	Provides mid-term grade reports to freshmen prior to the withdrawal deadline to give them feedback on their academic performance. Contact students in academic jeopardy to inform them of the importance of seeing their advisor. Encourages students to print and review degree audits prior to scheduling advising sessions. Mandates academic advising for all new students. Requires transfer students with 75 hours and native students with 36 hours to declare majors. Has initiated a program to track the academic progress of students for first-time-in-college students and plans to expand the program to accommodate transfer students. The tracking program presents incoming students with a complete degree plan and guarantees them the courses they need if they stay on track to graduate in four years.
Student/family engagement with institution	Mandates orientation for freshmen and transfer students. Encourages parents to attend orientation. Will incorporate a mandatory overnight stay during orientation for freshmen in 2006. Is planning to develop freshmen interest groups of 25 students each for certain required courses.
First-year learning skills course	The freshman learning skills course is voluntary for most students, but required for students with undeclared majors. The course enrolls 1,800 students per year and includes components of advising, career planning, study skills, and time and money management.
Skill development strategies to ensure student success	Has newly appointed assistant dean for Undergraduate Studies and Student Academic Success to supervise all first-year activities and programs including special retention/tutoring programs. Will implement new general education curriculum that emphasizes communication skills, inquiry, and critical thinking in fall 2007.

**University of West Florida**

One-stop shopping	Has co-located major student services including admissions, registration, financial aid, freshman and sophomore advising, and student success programs
Proactive advising	Monitors freshman progress each semester through an early warning system that gives students and advisors a mid-term progress report on attendance, test scores, participation and other assignments. Requires all freshmen and sophomores to see advisors prior to registration. Also requires advising for students with a cumulative grade point average under 2.00 and many students in the Colleges of Arts and Sciences and Professional Studies. Mails degree audits to all new and readmitted students prior to their arrival on campus. Routinely reviews degree audits each semester during advising appointments. Encourages students to select majors when they enter college, requires students to declare majors when they become juniors.
Student/family engagement with institution	Has many programs to engage students and families including the counseling center, career center's outreach program, health and wellness education, student activities, recreation, and student transition programs. Requires student orientation for all freshmen and plans to require all new students to attend orientation in 2005-06. Encourages parents to attend orientation sessions.
First-year learning skills course	Has an optional three-hour freshman learning skills course that includes topics such as college goals, study skills, career/major exploration, diversity, decision making, time management, technology, and learning resources. Includes a service learning (volunteer) experience in the course.
Skill development strategies to ensure student success	Offers a variety of skills development services to special student populations and the campus at large. These services include a learning center, which offers a wide variety of free tutoring, national test preparation (GRE, etc.), and programs for students identified as being at risk of not graduating.

**Private Universities****Barry University**

One-stop shopping	Has co-located the admissions and financial aid offices in one building.
Proactive advising	Tracks degree progress through the advisors in individual schools. Most have a degree audit process, some automated, some manual. Uses mid-term deficiency reports, which advisors and students receive just before the drop and add period closes. Requires undergraduates to attend a face-to-face advisement each semester. Encourages incoming students to declare majors; requires all students to declare majors after 60 credit hours.
Student/family engagement with institution	Has three early registration sessions in the summer, one of which occurs right before the beginning of fall term. During these sessions, gives students and their parents information about academic ABC's, support services, financial services. Then breaks out by academic school, where academic advisement occurs and students are enrolled in their first semester courses. Holds new student orientation, including a service component, during the weekend before fall classes begin and includes a service component. Looked at housing and found that students in dormitories do better. Constructed two more dormitories. Has a university retention committee with three subcommittees (curriculum, advising, and data).
First-year learning skills course	Some schools require students to take a student learning skills course, others provide a foundation course. Found that students taking these courses have higher retention and graduation rates.
Skill development strategies to ensure student success	For students at high risk of dropping out, uses the intrusive model of advising: stay close, keep tabs on them, and involve them in two activities per semester. Requires these students to check in with their advisors via email every other week and meet with advisors at least two times during the semester.

**Bethune-Cookman College**

One-stop shopping	Has a centrally located student support complex.
Proactive advising	Assigns all first-year student to a schedule of classes based on their test scores and chosen majors or interests. Requires all students to see advisors before registering for classes. Uses professional advisors for first-year students, faculty advisors for sophomores and upper division students. Has training seminars for advisors. Uses curriculum guides (each student has four-year program) to help students plan. Sends a list of students receiving mid-term grades of D and F to all advisors.
Student/family engagement with institution	Requires all students to attend orientation. Has established voluntary learning communities for freshmen in which cohorts of students take classes together, teaching is across the curriculum, and teachers share plans. Assigns students who perform on the borderline on placement tests to learning communities. Requires freshmen, except those living with their families, to live in dormitories.
First-year learning skills course	Requires all freshmen to attend two semesters of a learning skills course.
Skill development strategies to ensure student success	Has a special program for at-risk students. Components include summer bridge program, mentoring, supplemental instruction, and progression. Has seen improvement in retention of these students. Provides tutoring through the individual schools.

**Florida Institute of Technology**

One-stop shopping	Has co-located admissions and financial aid offices.
Proactive advising	Requires students to meet with advisors each semester. Has mapped out academic programs to help students schedule classes. Has mid-term evaluation reports for freshmen and is developing an early-alert/intervention system. Has a web tool students can use to access their academic histories and plan their courses. Uses faculty to advise students, updates advising manual regularly; advisement is part of faculty evaluations.
Student/family engagement with institution	Most students live on campus.
First-year learning skills course	Requires first-year students to take a one-hour university experience course.
Skill development strategies to ensure student success	Provides on-line placement tests to help assure that incoming students are placed in appropriate courses. Provides mid-term grades to determine which courses with which new students are having difficulties. Has tutoring center for math; internal research found that math was biggest predictor of student success. Has a retention committee. Has an academic support center that focuses on students at-risk.

**Nova Southeastern University**

One-stop shopping	Has a 'one-stop shop' consisting of staff from the Office of Student Financial Assistance, the Bursar's and the Registration offices. Makes trained personnel available to answer questions, check on the status of students, assist in the completion of required documentation and forms, and perform related services.
Proactive advising	Requires entering students to see academic advisors before registering for classes. Also requires advising for students who are experiencing academic difficulties, off-track, not taking appropriate class, or athletes. Tracks student progress and is obtaining software that will facilitate its ability to do so.
Student/family engagement with institution	Requires incoming freshman and transfer students to attend a two-day orientation with an overnight stay. Uses lectures and intramural sports to engage students in college life. Is building a new university center to serve as a convention center, student wellness center, student union, and performing arts center.
Skill development strategies to ensure student success	Provides tutoring.

***Rollins College***

One-stop shopping	Has a one-stop shop in its evening division.
Proactive advising	Requires all students to meet face to face with an advisor to get their schedule approved. Has an on-line system faculty use to report any students they are concerned about (grades, attendance, participation, completion of assignments, tests, quizzes, etc.) early in the semester. Warning goes to student and central advising office. Intervenes with tutoring, writing center, and other resources as needed. Has course maps for some majors, such as education. Requires students to complete a preference/interest form before arriving on campus from which faculty build students' first-semester schedules. Students have a full day of advising during orientation. Requires students to meet with advisors before registering for classes.
Student/family engagement with institution	Has an orientation for students and parents. Has learning communities. Also has a summer reading program (all first-year students read a common book). Currently expanding first-year learning course into second semester. Has a retention task force, which has identified indicators of students dropping out, including students requesting transcripts, undeclared majors, and students needing financial aid. Formalized the stop-out process with a form allowing students to take a leave of absence rather than dropping out. Continues to provide these students registration materials and other communications. Also works with them to ensure other colleges' courses will transfer back to Rollins. About one-third return.
First-year learning skills course	Enrolls all students in a one-semester learning skills learning course in their first semester. Their instructor for this course is also their advisor. Has seen this course's positive impact on first-year retention.
Skill development strategies to ensure student success	Designed the advising process to maximize students' educational experience. First-year student advisors work with all aspects of skills development, including exploring majors, academic planning, assisting struggling students with time management, and learning strategies. Has a writing center and tutoring center to help students improve their academic performance.

***Saint Leo University***

One-stop shopping	Student services staff is cross-trained to help students with a variety of support services. Plans to house the academic advising and career services departments in one building that is under construction.
Proactive advising	Builds a course schedule for first-year students and requires those with fewer than 30 hours to meet with advisors. Has an early warning system for students who miss assignments, have poor attendance, are not participating in class, etc., as well as a mid-term warning system. Places students with a GPA less than 1.6 on probation and requires them to meet with an academic advisor and to comply with certain conditions, such as going to the library. Failure to comply results in athletes not being allowed to compete, and students being denied admission to fraternities and sororities. Gives students who have not declared their majors academic advising and career counseling. Is in the process of developing a mapping tool that would lay out a four-year graduation plan, showing when courses should be taken.
Student/family engagement with institution	Does not require but strongly encourages students to attend orientation. Requires first-time-in-college students to meet with advisors.
First-year learning skills course	Requires students to take two learning skills courses. One is designed as an advising experience in which students are encouraged to bond with their advisors and career counselors. It exposes students to the core values of the institution, registration, the library, academic advising, student goals, and study and writing skills. The second course involves life skills, time management skills, note taking, test taking, stress management, and a three-week career development component.
Skills development strategies to ensure student success	Has a campus retention committee, which has made several recommendations including developing an academic advising committee, revamping the academic advising process, revamping summer orientation to include more time to engage parents in the process of understanding the college, and developing a proactive process to work closely with undeclared students and students who are at risk of leaving after their first year.

**Stetson University**

One-stop shopping	Has admissions, financial aid, and registrar's office located in the same building.
Proactive advising	Has incoming students complete a preference form and uses it to develop a preliminary schedule for first semester classes and to assign faculty advisors to students. Uses degree audits to keep students on track. Requires students to see advisors before registering. Has early warning system for students who have less than a C in a course at mid-term. Emails students with excessive absences. Has a discovery program for undecided students.
Student/family engagement with institution	Requires students and parents to attend orientation. Requires all first- and second-year students to live on campus. Is developing an extended orientation program through use of residence halls. Has learning communities for freshmen. Has a dean of Freshmen and a first-year student center.
First-year learning skills course	Has a first-year student program that builds components of learning skills courses into linked classes.
Skill development strategies to ensure student success	Has small classes. Has recently increased tutoring and time-management training for students. Offers intensive advising and course selection services to students with weak academic records. Discusses students in trouble at faculty meetings. Develop individual strategies for keeping students on track. Follows up with students who do not come back to school.

**University of Miami**

One-stop shopping	Has located the admissions office and financial assistance advisory center in the same building.
Proactive advising	Requires incoming freshman to see advisors before registering for classes. Encourages students to select schools and clusters of courses to take. After first semester, assigns students to departments, which take over the advisement function. All schools except Arts and Sciences monitor student progress each semester and require advisement for students who are not meeting performance standards. Arts and Sciences officially checks progress toward graduation in the senior year. Has a system students can use to track their own progress towards degrees. Has an early-alert system in which faculty are asked to check in at mid-term if a student is experiencing academic difficulty.
Student/family engagement with institution	Has a mandatory orientation for incoming students. Has special orientation for parents. Mails provosts', key administrators', and deans' phone numbers to parents. Requires freshmen (except those from Dade County) to live in dormitories. Assigns three resident faculty members and a resident housing specialist to each dormitory. Two dormitories also have resident academic advisors. Has a special fund professors use to pay for meals with students.
First-year learning skills course	Has an optional course with special sections for student-athletes, psychology majors, undecided students, etc.
Skill development strategies to ensure student success	Has two full-time staff to catch students who are falling between the cracks. Has tutoring, a writing center, and a math laboratory students can use to get extra help. If applicable, requires new faculty to go to attend an accent reduction program. Requires teaching assistants to attend orientation and training sessions. Does not permit first-year graduate students to be teaching assistants. Has a culture of students graduating in four years.

**University of Tampa**

One-stop shopping	Has a one-stop information station for students. Regularly identifies and implements new strategies to assist students.
Proactive advising	Requires all students to meet with a faculty advisor before course registration. Requires first-year students to meet weekly with their faculty advisor who is also one of their instructors. Completes four- and eight-week progress reports on all first-year students. Mandates additional advising for students with low GPAs. Targets students in academic or administrative distress and refers them to appropriate campus services. Has a 90-credit hour review process to ensure timely degree completion. Has a degree audit that gives all students continuous information about their progress toward degree. Does not require students to declare majors until the end of their sophomore year but provides them career guidance in both major and first-year courses. Conducts testing to align students with majors that match their interests and skills.
Student/family engagement with institution	Provides new student and family orientation for all students (undergraduate and graduate). Mandates orientation for undergraduates and integrates the academic and social programs, including initiation of first-year learning communities that meet throughout the first year. Gives transfer students a separate orientation focused on their special needs. Family members of all new students participate in two days of events and programs targeted to support their students. Registration occurs prior to orientation so that orientation time can be used to assist with acclimation to the academic environment.
First-year learning skills course	Enrolls all first-year students in a learning community that consists of a learning skills course, a global issues course, and a linked English course. The learning skills instructor also serves as the student's academic advisor for his/her first year, and advising and career development are integral to course content. Topics such as time management, goal setting, wellness, and other life skills are included in this course.
Skills development strategies to ensure student success	Skills development strategies include data-driven course placement, tracking high-risk students, tutoring, mentoring, and student support services such as the testing, counseling, and a writing center. Monitors the academic and career progress of transfer students through a seven-week ongoing orientation program for those students.

**Community Colleges****Broward Community College**

One-stop shopping	Locates academic advising, registrar's office, career counseling, and financial aid in the same building. Has cross-trained academic advisors in career counseling. Has cross-trained staff in district offices to assist with other duties as needed.
Proactive advising	Creates an educational plan for the academic careers of students who go through the first-year learning skills course. Uses an automated system to allow students to track their progress toward a degree. Requires incoming and at-risk students to see an advisor before registering for classes. Has an on-line advisement system that disseminates information to students and allows students to email questions to advisors. Requires students in academic trouble to see an advisor before registering for classes. Has an early warning alert for students who are not doing well in their classes.
Student/family engagement with institution	Requires incoming students to go through orientation. Is piloting a learning community approach for nursing and at-risk students.
First-year learning skills course	Has developed an optional one-hour learning skills course for all students and a mandatory three-hour course for at-risk students. These courses address academic and career selection, planning and goal setting, study skills, time management, and financial health.
Skill development strategies to ensure student success	Has done research to determine specific courses in which students have difficulty. Has implemented supplemental instructional strategies to help students succeed. Supports faculty professional development activities to assist faculty in developing new instructional approaches in the classroom. Prescribes a course of study for students who place into three or more college preparatory courses, requires them to go to advisement before registering for classes, and tracks their progression. Makes a 24/7 on-line tutoring service available to all students. Has received grants to provide intensive services to minority and at-risk students.

**Chipola College**

One-stop shopping	Has cross-trained student services staff to help students with a variety of support services. Admissions, testing, counseling/advising, registration, and financial aid are all in one, centrally-located building.
Proactive advising	Provides academic advising via a faculty-based advising system. Mandates face-to-face advising prior to registration for all students to track their progress. Publishes about 150 curriculum guides for the majors that Chipola students most often choose. Articulates these guides with the universities to which most students transfer. Uses the guides during each registration period to advise students and keep them on track. Flags students who are absent from class, on academic probation or suspension, and without a declared major at the end of the second semester. Notifies these students to schedule a face-to-face meeting with their advisor. Requires students to see advisors when they change their schedules.
Student/family engagement with institution	Provide outreach to middle and high schools through weekly visits to district high schools, a federal grant program, and co-hosting an annual career fair with district school systems. To engage students already on campus, provides a campus intramural program, four intercollegiate athletic programs, over 20 active organizations that meet interests of currently enrolled students, a music and theatre program, and a wide range of student activities.
First-year learning skills course	Requires incoming freshmen and transfer students with fewer than 12 credits to take a one-hour learning skills course that covers the academic requirements and rules and regulations of the college, study skills, goal setting, time management, career and academic planning, articulation to upper division, introduction to the FACTS system, and introduction to the college library. In fall 2005, began a pilot program requiring students who enroll in three college preparatory courses to take a two semester hour college success skills course, designed to include an in-depth look at study skills, time management, career and academic planning, goal setting, etc.
Skill development strategies to ensure student success	Has several computer labs staffed with faculty and/or student tutors, to provide assistance in the areas of mathematics, English composition, and science.

**Edison Community College**

One-stop shopping	Has linked advising, career counseling and a student learning skills program.
Proactive advising	Uses a computer system to conduct two degree audits: a voluntary check after students complete 24 hours and a mandatory check after students complete 45 hours. Uses mandatory degree audit to prevent students who are off track from registering without seeing an academic advisor. Gives entering students placement tests and uses the results to recommend courses or develop educational plans. Sends undecided students to career counseling. Requires students on HOPE scholarships to see advisors twice a semester before they can register for classes. Requires students on academic suspension or probation to see an advisor.
Student/family engagement with institution	Has a voluntary orientation, which about 75% of students attend.
First-year learning skills course	Has a strongly recommended but not mandatory (except for HOPE scholarship students) three-hour learning skills course for first-year students. Requires students experiencing academic difficulties to take a one-hour learning skills class.
Skill development strategies to ensure student success	Has a student success program, which offers career counseling and workshops on a number of factors that affect student success, such as note taking, time management, and study skills. Has math tutorial labs staffed by volunteer faculty. Made unsatisfactory course completion part of faculty contractual obligation. If 33% of students do not satisfactorily complete the course, faculty teaching the course must engage in remedial professional development or implement improvement plans. Evaluates faculty annually on to their success in the classroom and requires those who do not meet expectations to participate in remediation.

**Florida Community College**

One-stop shopping	Has cross-trained employees in enrollment services, financial aid, and counseling and advising. Offers one-stop, one-employee student services.
Proactive advising	Requires first-time-in-college students to meet with advisors before registration. Requires students whose grade-point averages fall below 2.0 or who withdraw from 50% of their classes and most athletes and ESOL students to see advisors. Urges students to declare majors. Develops individualized education plans for students who declare majors and identify the institutions to which they wish to transfer. Sends students letters with reply cards every fall and spring to verify major. Strongly encourages undecided students to seek advising or career development. Registration system warns students attempting to register for classes that will not count toward their program of study and asks for verification.
Student/family engagement with institution	Is developing a comprehensive student communication plan that will deliver the right message at the right time to the right students. Is splitting orientation into two components: a pre-advising orientation on college processes (admissions, testing, registration, etc.) and a post-advising orientation on classroom expectations and success behaviors.
First-year learning skills course	Has a learning skills course that is mandatory for students who must take two or more preparatory courses and voluntary for others. The course trains students in successful behaviors applicable to both the classroom and the workplace. Also provides an additional class in career planning. Publishes a career planning guide "Career Goals" and is developing a web component for both college and high school students. Requires internships for AS degrees.
Skill development strategies to ensure student success	Checks whether students are on track at certain benchmarks of program completion such as when they complete about 75% of the requirements to graduate. Provides mentoring and face-to-face advising for college preparatory students who need one-on-one attention. Has a writing center and provides tutoring, both on-line and in person tutoring for a wide variety of subjects.

**Hillsborough Community College**

One-stop shopping	Has cross-trained student services staff to help students with a variety of support services. Is moving from the 'silo' approach to a full-services model. Has co-located all student services (registration, advising, financial aid) on each campus to facilitate student access to these services.
Proactive advising	Requires entering students to see an academic advisor before registering. Makes academic advising guides available to students via the on-line student services web portal. Uses the system to put registration hold on students who have grade-point averages equal to or less than 2.0, missing prerequisites, or have not completed college preparatory courses. Has on-line degree audit that allows advisors to review credits students need to meet degree requirements. Requires these students to see advisors before registering. Requires follow-up meetings if a student's grade point average continues to be equal to or less than 2.0. Asks students to get degree audits a semester before graduating. Makes academic advisors available to look at students' academic history, test scores, family/disability-related issues and make recommendations. Is piloting an early-alert program (notification of faculty when students are at risk) for students enrolled in the first year-learning skills program.
Student/family engagement with institution	Mandates orientation, which includes academic advising and career counseling, for first-time-in-college students. Requires on-line orientation for transfer students. Is piloting a new telephone communication system to improve contact between students and professors. Plans to develop an electronic "community of learners" in which every student will have his or her own home page. Expects this to strengthen every initiative on campus as it will increase the capacity of students, faculty and administrators to communicate with one another.
First-year learning skills course	Offers three optional classes: college study skills, student life skills, and career decisions. Also offers an optional first-year learning skills course and a five-hour career-directed individual study program. Assigns students enrolled in the first-year learning skills course to faculty mentors who help them become more fully integrated into the college community.

Skills development strategies to ensure student success	Requires students needing college preparatory courses to attend first-year learning skills course. Has three data-driven academic initiatives to investigate methods to ensure increased student success in courses that traditionally have had high student failure rates.
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### **Lake City Community College**

One-stop shopping	Has organized academic advising and career services into one unit.
Proactive advising	Requires students to declare majors within 12 credit hours and flags those that do not meet this requirement. Has a system students use to see what courses they need to graduate. This system links students to baccalaureate degree requirements at state universities. Requires students to seek advising in the first semester. Starts incoming students with central advising and refers them to academic or faculty advising, except for preparatory students, who stay with central advising. After the first semester, allows students to bypass personal advising and register for courses online. Requires students to meet with advisors after they complete 45 credit hours. Plans to set up a comprehensive system to track student progress. Will include a retention plan in the system to make staff play an active role in student progression. Electronically will flag students who take a course that does not meet the requirements for their majors.
Student/family engagement with institution	Holds numerous orientations throughout the calendar year where students can meet with advisors and register. Holds cohort classes in which students are paired with a student success course and a preparatory course. Cohort classes allow students to form educational networks and provide an easier transition into a college lifestyle.
First-year learning skills course	Requires all students testing into preparation courses to take a student learning skills course, which is a readiness course designed specifically for first-year students. A component in this course allows for the career services coordinator and academic advisors to introduce career exploration.
Skill development strategies to ensure student success	Conducts exit survey on a term-by-term basis and maintains data on credit hours-to-graduation, retention and remediation. Offers learning labs and tutoring software.

### **Miami Dade College**

One-stop shopping	Locates student service close to one another and cross-trains personnel.
Proactive advising	Requires all students who need remediation (81%) to have a degree plan. Requires all entering students to see an advisor. After that, mandates advising for students who have grade point averages below 2.0 or who have not successfully completed 67% of their courses. Records courses advisers recommend on-line to prevent students from shopping for advisors. Uses degree audit system to allow students and advisors to track progress against their degree plans. The degree audit reflects courses that will not count toward the currently declared major. If advisors sense that a student is avoiding a course, they can prevent students from registering in courses other than those recommended. Has an advising call center and on-line center to help students seeking assistance. Encourages students to declare majors.
Student/family engagement with institution	Requires orientation for new students. On-line orientation is available. Uses learning community concepts in some courses. Has a number of activities to connect students to the school. These include professional organizations such as Florida Future Educators, the book fair, film festival, and study abroad program. Faculty and staff mentor freshmen students. Has a college-wide open house and new student orientation for students and their families.
First-year learning skills course	Requires all students needing preparatory courses to take either a one- or three-credit-hour student learning skills course (depending on the preparatory courses the student needs to take) during their first semester. Student learning skills courses teach study skills, time management, career exploration.
Skill development strategies to ensure student success	Has a quality enhancement steering committee. Identified math as a stumbling block for most students. Divided first-year algebra course into two semesters to give students more time to absorb the material. Identified teaching techniques professors, adjunct, and tutors can use to improve student performance and trained them in those techniques (this is part of an on-going quality enhancement project). Established a student success center housing library, computers, tutors, and quiet places on each campus. Has intensive advising and

	tutoring program for students who do not successfully complete 67% of their classes or have grade point averages below 2.0. Has an internal competitive grant program with mandated evaluation component to award grants to professors and support staff who wish to try innovative techniques to improve performance. Disseminates evaluation results to professors and adjuncts. Plans to use results to identify best practices and transfer them throughout the college.
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### ***North Florida Community College***

One-stop shopping	Locates enrollment services (admissions, advising, registration, records, and registrar) in one building. Has cross-trained staff in the areas of admissions, records, and advising.
Proactive advising	Requires students to see an advisor prior to registering for classes during their first year. Tracks academic progress, students falling below standards must see an advisor. Also tracks student absences and notifies students that they will be dropped from a course if the absences continue. Checks transcripts of students with 35 or more hours, and requires the students to come in for advising if they are off track. Moving toward proactive advising.
Student/family engagement with institution	Orientation encouraged but not required. Pairs courses to provide learning communities with a focus on reading skills. Very small school allows for personal interaction between faculty, students, and staff.
First-year learning skills course	Offers a learning skills course that is required for students needing remediation.
Skill development strategies to ensure student success	Offers an information skills course, which is required for students who test poorly on research skills. Works closely with a group of students who are at greatest risk of not completing their degrees.

### ***Okaloosa Walton College***

One-stop shopping	Has at all campus locations enrollment services staff that provide students one-stop services, including admissions, entry-level testing, advising, financial aid, registration and the payment of student fees.
Proactive advising	Uses advisors and counselors to serve new, undecided and location-bound students, uses faculty, department chairs, and division directors to work with students in their respective program areas. Focuses educational advisors on certain student groups including student athletes, allied health students in limited admission programs, baccalaureate students, students in college preparation course, students deemed to be at risk of not graduating, special needs students and displaced homemakers. Tracks student progress by course and GPA. Intervenes with in-person advising and offers degree planning. Notifies students of deficiencies at various trouble stages and require them to get counseling in-person prior to continued enrollment. Makes an on-line degree audit system accessible to both students and staff. Enforces successful completion of course pre-requisites and required remedial preparation via the computerized registration system.
Student/family engagement with institution	Mandates on-line or face-to-face orientation for all new, degree- and certificate-seeking students. During orientation, stresses advising, support services, student success strategies, and graduation issues. Gives students who participate in orientation earlier access to course registration than those who do not participate.
First-year learning skills course	Has a first-year skills course that provides the student with learning tools for effective study skills, career and self-assessment, health issues, drug education and community resources. Part of the activities required include developing with an academic advisor a program of study, which sets up an academic path based on the student's career choice. Makes the course available to all students, requires it for at-risk students.
Skill development strategies to ensure student success	Has educational advisors visit each college preparatory class early in the semester to discuss free support services. Sends students enrolled in college preparatory classes letters offering encouragement and study skills tips at the beginning, middle and end of term. Requires students enrolled in college preparatory classes to meet with a counselor/advisor before withdrawing from a preparatory class.

**Pasco Hernando Community College**

One-stop shopping	Has cross-trained student services staff to answer basic questions at all of the campuses. Has one-stop centers at the north and east campuses. The west campus has district and campus functions.
Proactive advising	Requires students registering for the first time to see advisors, who provide them with individual planning guides for degree completion. Requires students to declare majors after 12 hours. Does not require returning students to see advisors. Monitors students' grade point averages each term. Some academic programs have early intervention assistance for students. Notifies students who do not meet academic standards and requires them to meet with an advisor prior to each subsequent registration. Has a degree audit system that students can use when they sign up for courses to see what they still need to take to fulfill their major.
Student/family engagement with institution	Requires orientation for first time and transfer students. Currently has no learning communities, but is considering them for registered and practical nursing programs. Identifies actions to engage students within the classroom and outside the classroom.
First-year learning skills course	Offers an elective learning skills course that addresses career goals, study skills, time management, and financial resources. Recommends the course students who need to take college preparatory courses. Encourages all students to enroll in it.
Skill development strategies to ensure student success	Discontinued mid-term grades because they did not represent how well the student was likely to do for the course. All faculty and advisors focus upon at-risk students. Has conducted program and course reviews to analyze courses in which student success is not achieved at a satisfactory level. Provides tutors and special workshops assisting students who are having difficulty in areas such as mathematics. Has initiated alternative instructional strategies such as mathematics lab classes, blended classes, mathematics lab coordinator and tutoring.

**Pensacola Junior College**

One-stop shopping	Has cross-trained student services staff with more training in progress. Has located all student services near each other on all campuses, with common waiting areas on two campuses, and co-located at the downtown center.
Proactive advising	Monitors student progress every semester. Tracks attendance and gives students "early alerts" and identifies interventions. Considers student test scores, grades, and career goals to match students to courses. Helps students with transfer applications. Restructured advising to involve more faculty. Has a warning/probation system based on grade point average. Requires students on suspension to meet with advisors and complete career planning. Has an on-line degree audit system. Allows students to self-advise on the web after they have 30 credit hours. Counselors visit developmental and selected other classes, encouraging students to plan and enroll early. These presentations describe habits of effective scheduling to balance school and life.
Student/family engagement with institution	During orientation encourages students to connect with members of college community. Invites family members to orientation and has a separate family orientation session to discuss how to support the student and issues relevant to the parent or spouse. Academic advising and registration occurs during orientation. Has an on-line orientation for students who cannot attend a scheduled orientation on campus. Has implemented an improved advising and mentoring system.
First-year learning skills course	Is designing a first-year learning skills course for at-risk students and perhaps all FTIC students. Requires all students who must take two or more college preparatory courses to take a learning skills success class.
Skill development strategies to ensure student success	Focuses on at-risk students. Has analyzed courses with the lowest success rate and is targeting those courses and faculty for additional interventions.

***Santa Fe Community College***

One-stop shopping	Has implemented a call center using staff and resources from admissions, academic advisement, financial aid, etc. serving as a “one-stop” information center to all students on and off campus. Academic advisors and career counselors work closely together since there is a lot of overlap in their jobs. Has located the career center near the advising office and has set up a satellite operation in the office. Student services personnel are centrally located and refer students to the appropriate place when necessary.
Proactive advising	Requires students to declare majors upon completion of 24 hours. Uses the major to develop a list of courses each student should take to graduate. Uses an automated degree audit to inform students of the requirements. Requires students to see an advisor or access the degree audit prior to registering for classes, which they can do directly from the degree audit. Is establishing academic tracks and interfacing them with the registration system to prevent students registering if they are off-track. Requires all AA students to indicate a major upon completion of 24 college level hours. Will use the statewide 2+2 tracking system being developed by FACTS to keep students on track for their anticipated major. Requires students to either access their online degree audit or meet with an academic advisor in order to register each semester.
Student/family engagement with institution	Requires all incoming students to participate in on-campus or on-line orientation. Has developed learning communities for incoming freshmen to improve retention and graduation rates.
First-year learning skills course	Offers an elective learning skills course, which 70% to 75% of students take. The course helps students with study skills, career choices, time management, and goal setting and incorporates academic advisement. During the course, academic advisors work with students to help them develop and complete their two-year plan according to their desired major.
Skill development strategies to ensure student success	Has a comprehensive, guided educational planning process focused on enhancing student success through targeted support and practical intervention strategies. The plan incorporates services and initiatives such as a sample goal worksheet that guides students in setting and achieving specific educational goals. At the core of this process is helping students accomplish specific short-term goals that will empower them to achieve more long-term goals. The process includes, but is not limited to regular follow-up, structured counseling, and academic monitoring.

***Tallahassee Community College***

One-stop shopping	Has co-located student services and cross-trained staff to help students with a variety of support services.
Proactive advising	Is considering providing mid-term progress reports to students and faculty advisors. Would develop a remediation plan to students with two or more unsatisfactory reports. Works with students to develop customized semester-to-semester enrollment plan through online advising. Hold advising workshops during students’ first semester familiarize them with the advising system. Has a resolution room to assist students in resolving advising, course scheduling, and other issues. Provides access to student transcripts online, thus allowing students to compare degree audits for old and new major. May release first-time-in-college students from the requirement of meeting with an advisor per faculty discretion. Does not require transfer students to meet with an advisor before registering for courses.
Student/family engagement with institution	Requires all incoming, degree-seeking students to attend orientation, which includes academic advising and registration-related components. Focuses on establishing learning communities to enhance student retention rates.
First-year learning skills course	Requires students who are enrolled in two or more college preparatory courses to take the college success skills course within the first two semesters. The course curriculum includes career planning and study skills among other related issues.
Skills development strategies to ensure student success	Has learning centers to provide tutoring and other academic support in English, math, and writing. Has a center for teaching excellence to improve faculty teaching skills.

**Valencia Community College**

One-stop shopping	Recently moved from a traditional 'silo' approach to providing services to a more centralized approach. The main service center has staff who are cross-trained in admissions, records, financial aid and advising students in learning comprehensive enrollment processes.
Proactive advising	Has an automated comprehensive advising system that focuses on students developing career and educational plans early in their college experience. Makes on-line degree audits for students to chart their progress to their degree. Gives students check-up phone calls when they complete 15, 30, and 45 credit hours to offer planning assistance. Places students whose grade point averages are below 2.0 on academic probation and places a hold on their ability to register for courses until they meet with an advisor and develop an educational plan. Has separate academic advisors for AS programs.
Student/family engagement with institution	Requires all degree-seeking students to attend orientation during which they receive a catalog and other educational materials, course placement information and educational advising, and leave ready to select a class schedule. Uses learning communities and has plans to expand these.
First-year learning skills course	Has an elective, three-credit-hour student success course, which incorporates career and educational planning, academic skills, and institutional resources, such as degree audit tools, tutoring, and library. Strongly encourages new students to enroll in this course. Research reportedly consistently shows that students who complete this course persist at higher rates than students who do not take it.
Skill development strategies to ensure student success	Has implemented initiatives that have improved the course completion rates, such as the student success course, college placement test preparation materials and workshops, required assessment procedures, required college preparatory course enrollment and sequencing, and student academic support centers,. Is focusing on increasing the percentage of students who successfully complete math courses. Strategies include increasing supplemental instruction, expanding learning communities by including six courses that currently have high student enrollment, and increasing enrollment in and completion of the student success course.

## *The Florida Legislature*

# *Office of Program Policy Analysis and Government Accountability*



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