

THE UCF RETENTION PLAN

June, 1994

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STATEMENT OF THE PROBLEM

An effective program of academic development and retention is marked by a continual process of interaction and dedication to the students it serves. Commitment to students also generates a commitment on the part of the students to the institution. The active involvement of all members of the University of Central Florida (UCF) community in academic development and retention is essential to program effectiveness and student success. Importantly, better retention ensures a larger enrollment.

As a result of a new administrative focus on academic services and enrollment, many of the above concerns are being addressed and retention of students has been identified as a priority. Undergraduate Studies has been restructured and is now called the Division of Enrollment and Academic Services. Within this area, the Academic Development and Retention Unit has been created. Academic Development and Retention consists of Academic Advising Services, Academic Services for Student-Athletes, Minority Student Services, and the Student Academic Resource Center. More attention is now being given to improve the overall system of academic advising and support.

This proposal focuses on increased student retention at UCF. For the purpose of this proposal, students are categorized into three classifications: (1) First-Time-in-College (FTIC); (2) AA Transfers; (3) Other Transfers.

The current data available (see charts below) illustrate the attrition information for FTIC students, AA transfers and other transfers over a six-year period. Specific charts have also be utilized to identify FTIC and community college minority attrition rates taken from the overall University attrition tables listed below. Minority data follows the general data. Attrition at UCF is defined as voluntary/involuntary withdrawal, excluding graduation. It is important to note that although percentages are less for transfer students, they are, in fact, representative of a greater number of students and therefore just as critical in nature.

FTIC PERCENTAGE NOT ENROLLED

Year	87-88		88-89		89-90		90-91		91-92		92-93		Percent Average
	Low GPA*	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	
After One	1473 (393) 26.7%		1465 (356) 24.3%		1551 (379) 24.4%		1552 (410) 26.4%		1822 (499) 27.4%		1586 (425) 26.8%		26.0%
	(243) 16.5%	(150) 10.2%	(207) 14.1%	(149) 10.2%	(226) 14.6%	(153) 9.9%	(213) 13.7%	(197) 12.7%	(292) 16.0%	(207) 11.4%	(214) 13.5%	(211) 13.3%	
Two	(519) 35.2%		(495) 33.8%		(525) 33.8%		(570) 36.7%		(675) 37.1%				35.3%
	(310) 21.1%	(209) 14.2%	(274) 18.7%	(221) 15.1%	(281) 18.1%	(244) 15.7%	(282) 18.2%	(288) 18.6%	(363) 20.0%	(312) 17.2%			
Three	(567) 38.5%		(556) 38.0%		(629) 40.6%		(601) 38.8%						39.0%
	(323) 21.9%	(244) 16.6%	(289) 19.7%	(267) 18.2%	(305) 19.7%	(324) 20.9%	(273) 17.6%	(328) 21.2%					
Four	(598) 40.6%		(607) 41.4%		(647) 41.7%								41.2%
	(319) 21.7%	(279) 18.9%	(292) 19.9%	(315) 21.5%	(301) 19.4%	(346) 22.3%							
Five	(647) 43.9%		(611) 41.7%										42.8%
	(332) 22.5%	(315) 21.4%	(289) 19.7%	(322) 22.0%									

*Low GPA is less than a cumulative 2.0

AA TRANSFER PERCENTAGE NOT ENROLLED

Year	87-88		88-89		89-90		90-91		91-92		92-93		Percent Average
	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	
After One	2025		2388		2874		3094		2901		3370		18.9%
	(410)		(397)		(502)		(586)		(566)		(696)		
	20.2%		16.6%		17.5%		18.9%		19.5%		20.7%		
	(222)	(188)	(183)	(214)	(211)	(291)	(243)	(343)	(226)	(340)	(268)	(428)	
	11.0%	9.3%	7.7%	9.0%	7.3%	10.1%	7.9%	11.1%	7.8%	11.7%	8.0%	12.7%	
Two	(512)		(561)		(699)		(813)		(732)				24.9%
	25.3%		23.5%		24.3%		26.3%		25.2%				
	(272)	(240)	(262)	(299)	(294)	(405)	(322)	(491)	(302)	(430)			
	13.4%	11.9%	11.0%	12.5%	10.2%	14.1%	10.4%	15.95%	10.45%	14.8%			
Three	(548)		(629)		(801)		(866)						27.3%
	27.1%		26.3%		27.9%		28.0%						
	(276)	(272)	(296)	(333)	(331)	(470)	(350)	(516)					
	13.6%	13.4%	12.4%	13.9%	11.5%	16.4%	11.3%	16.7%					
Four	(558)		(671)		(804)								27.9%
	27.6%		28.1%		28.0%								
	(279)	(279)	(301)	(370)	(330)	(474)							
	13.8%	13.8%	12.6%	15.5%	11.5%	16.5%							
Five	(574)		(679)										28.4%
	28.3%		28.4%										
	(283)	(291)	(303)	(376)									
	14.0%	14.4%	12.7%	15.7%									

OTHER TRANSFER PERCENTAGE NOT ENROLLED

Year	87-88		88-89		89-90		90-91		91-92		92-93		Percent Average
	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	Low GPA	Other	
After One	1063 (400) 37.6%		853 (288) 33.6%		1215 (438) 36.0%		1061 (369) 34.8%		376 (139) 37.0%		675 (223) 33.9%		35.5%
	(120) 11.3%	(280) 26.3%	(76) 8.9%	(212) 24.7%	(124) 10.2%	(314) 25.8%	(102) 9.6%	(267) 25.2%	(30) 8.0%	(109) 29.0%	(47) 7.2%	(176) 26.8%	
Two	(470) 44.2%		(359) 41.8%		(538) 44.3%		(443) 41.8%		(173) 46.0%				43.6%
	(143) 13.5%	(327) 30.8%	(104) 12.1%	(255) 29.7%	(157) 12.9%	(381) 31.4%	(116) 10.9%	(327) 30.8%	(38) 10.1%	(135) 35.9%			
Three	(496) 46.7%		(368) 42.9%		(547) 45.0%		(458) 43.2%						44.5%
	(148) 13.9%	(348) 32.7%	(104) 12.1%	(264) 30.8%	(156) 12.8%	(391) 32.2%	(120) 11.3%	(338) 31.9%					
Four	(506) 47.6%		(367) 42.8%		(552) 45.4%								45.3%
	(154) 14.5%	(352) 33.1%	(107) 12.5%	(260) 30.3%	(161) 13.3%	(391) 32.2%							
Five	(504) 47.6%		(367) 42.8%										45.1%
	(155) 14.6%	(349) 32.8%	(108) 12.6%	(259) 30.2%									

AFRICAN AMERICAN
FTIC ATTRITION RATES
1987 – 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	70	73	79	99	180	124	
After 1	13 (18.6%)	13 (17.8%)	22 (27.8%)	34 (34.3%)	54 (30.0%)	32 (25.8%)	25.72%
After 2	27 (38.6%)	29 (39.7%)	30 (38.0%)	55 (55.6%)	75 (41.7%)		42.72%
After 3	31 (44.3%)	35 (47.9%)	33 (41.8%)	55 (55.6%)			47.40%
After 4	33 (47.1%)	36 (49.3%)	36 (45.6%)				47.33%
After 5	35 (50.0%)	39 (53.4%)					51.70%
After 6	36 (51.4%)						51.40%

HISPANIC
FTIC ATTRITION RATES
1987 – 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	98	118	147	187	278	236	
After 1	26 (26.5%)	36 (30.5%)	35 (23.8%)	57 (30.5%)	69 (24.8%)	67 (28.4%)	27.42%
After 2	40 (40.8%)	50 (42.4%)	53 (36.1%)	71 (38.0%)	106 (38.0%) (279)		39.06%
After 3	42 (42.9%)	54 (45.8%)	61 (41.5%)	75 (39.5%) (190)			44.93%
After 4	40 (40.8%)	58 (49.2%)	60 (40.8%)				43.57%
After 5	47 (48.0%)	57 (48.3%)					48.15%
After 6	48 (49.0%)						49.00%

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

ASIAN AMERICAN
FTIC ATTRITION RATES
1987 – 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	53	64	95	98	162	103	
After 1	12 (22.6%)	13 (20.3%)	16 (16.8%)	20 (20.4%)	30 (18.5%)	27 (26.2%)	20.80%
After 2	17 (32.1%)	23 (35.9%)	21 (22.1%)	29 (29.6%)	40/163 (24.5%)		28.84%
After 3	19 (35.8%)	27 (42.2%)	30 (31.6%)	34 (34.7%)			36.07%
After 4	20 (37.7%)	26 (40.6%)	33 (34.7%)				37.67%
After 5	21 (39.6%)	20 (31.2%)					35.40%
After 6	18 (34.0%)						34.00%

FTIC ATTRITION RATES
1987 - 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	1	2	2	6	5	6	
After 1	1 (100%)	0 (0%)	1 (50%)	1 (16.6%)	1 (20%)	2 (33.3%)	36.7%
After 2	1 (100%)	1 (50%)	1 (50%)	2 (33.3%)	0 (0%)		46.7%
After 3	1 (100%)	1 (50%)	1 (50%)	3 (50%)			62.5%
After 4	1 (100%)	1 (50%)	1 (50%)				66.7%
After 5	1 (100%)	2 (100%)					100%
After 6	1 (100%)						100%

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

AFRICAN AMERICAN
 FTIC ATTRITION RATES
 BY CATEGORY
 1987 - 1993

Year	Attrition	87-88	88-89	89-90	90-91	91-92	92-93
Total Entrants		70	73	79	99	180	124
After 1	Low GPA Other	11 (15.7%) 2 (2.9%)	9 (12.3%) 4 (5.5%)	16 (20.3%) 6 (7.6%)	24 (24.2%) 10 (10.1%)	39 (21.7%) 15 (8.3%)	21 (16.9%) 11 (8.9%)
After 2	Low GPA Other	21 (30.0%) 6 (8.6%)	22 (30.1%) 7 (9.6%)	21 (26.6%) 9 (11.4%)	37 (37.4%) 18 (18.2%)	47 (26.1%) 28 (15.6%)	
After 3	Low GPA Other	23 (32.9%) 8 (11.4%)	27 (37.0%) 8 (11.0%)	24 (30.4%) 9 (11.4%)	38 (38.4%) 17 (17.2%)		
After 4	Low GPA Other	23 (32.9%) 10 (14.3%)	26 (35.6%) 10 (13.7%)	23 (29.1%) 13 (16.5%)			
After 5	Low GPA Other	24 (34.3%) 11 (15.7%)	27 (37.0%) 12 (16.4%)				
After 6	Low GPA Other	25 (35.7%) 11 (15.7%)					

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

HISPANIC

FTIC ATTRITION RATES

BY CATEGORY

1987 - 1993

Year	Attrition	87-88	88-89	89-90	90-91	91-92	92-93
Total Entrants		98	118	147	187	278	236
After 1	Low GPA Other	19 (19.4%) 7 (7.1%)	27 (22.9%) 9 (7.6%)	24 (16.3%) 11 (7.5%)	39 (20.9%) 18 (9.6%)	55 (19.8%) 14 (5.0%)	41 (17.4%) 26 (11.0%)
After 2	Low GPA Other	25 (25.5%) 15 (15.3%)	36 (30.5%) 14 (11.9%)	32 (21.8%) 21 (14.3%)	46 (24.6%) 25 (13.4%)	73 (26.2%) 33 (11.8%)	
After 3	Low GPA Other	26 (26.5%) 16 (16.3%)	38 (32.2%) 16 (13.6%)	34 (23.1%) 27 (18.4%)	42 (22.1%) 33 (17.4%)		
After 4	Low GPA Other	21 (21.4%) 19 (19.4%)	41 (34.7%) 17 (14.4%)	34 (23.1%) 26 (17.7%)			
After 5	Low GPA Other	24 (24.5%) 23 (23.5%)	38 (32.2%) 19 (16.1%)				
After 6	Low GPA Other	23 (23.5%) 25 (25.5%)					

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

AFRICAN AMERICAN

CC TRANSFERS ATTRITION RATES

1987 - 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	62	66	91	95	107	130	
After 1	14 (22.6%)	11 (16.7%)	20 (22.0%)	22 (23.2%)	28 (26.2%)	36 (27.7%)	23.05%
After 2	20 (32.3%)	20 (30.3%)	32 (35.2%)	33 (34.7%)	39 (36.4%)		33.80%
After 3	21 (33.9%)	29 (43.9%)	40 (44.0%)	30 (31.6%)			38.35%
After 4	23 (37.1%)	32 (48.5%)	37 (40.7%)				42.10%
After 5	26 (41.9%)	30 (45.5%)					43.70%
After 6	27 (43.5%)						43.60%

HISPANIC
CC TRANSFERS ATTRITION RATES
1987 - 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	77	87	117	155	162	216	
After 1	16 (20.8%)	19 (21.8%)	21 (17.9%)	24 (15.5%)	26 (16.0%)	43 (19.9%)	18.67%
After 2	20 (26.0%)	26 (29.9%)	28 (23.9%)	36 (23.2%)	41 (25.3%)		25.64%
After 3	22 (28.6%)	30 (34.5%)	32 (27.4%)	35 (22.6%)			28.25%
After 4	18 (23.4%)	30 (34.5%)	30 (25.6%)				27.83%
After 5	20 (26.0%)	29 (33.3%)					29.65%
After 6	20 (26.0%)						26.00%

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

ASIAN AMERICAN
CC TRANSFERS ATTRITION RATES
1987 - 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	48	50	77	75	62	89	
After 1	6 (12.5%)	7 (14.0%)	9 (11.7%)	15 (20.0%)	9 (14.5%)	18 (20.2%)	15.45%
After 2	10 (20.8%)	14 (28.0%)	13 (16.9%)	18 (24.0%)	18 (29.0%)		23.74%
After 3	14 (29.2%)	15 (30.0%)	11 (14.3%)	19 (25.3%)			24.70%
After 4	14 (29.2%)	18 (36.0%)	13 (16.9%)				27.37%
After 5	13 (27.1%)	16 (32.0%)					29.55%
After 6	13 (27.1%)						27.10%

NATIVE AMERICAN
CC TRANSFERS ATTRITION RATES
1987 – 1993

Year	87-88	88-89	89-90	90-91	91-92	92-93	Average Percentage
Total Entrants	5	8	9	5	5	9	
After 1	1 (20.0%)	0 (0%)	2 (22.2%)	1 (20.0%)	1 (20.0%)	2 (22.2%)	17.40%
After 2	2 (40.0%)	1 (12.5%)	1 (11.1%)	2 (40.0%)	2 (40.0%)		28.72%
After 3	2 (40.0%)	1 (12.5%)	4 (44.4%)	3 (60.0%)			39.23%
After 4	2 (40.0%)	2 (25.0%)	3 (33.3%)				32.77%
After 5	2 (40.0%)	2 (25.0%)					32.50%
After 6	2 (40.0%)						40.00%

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

AFRICAN AMERICAN
CC TRANSFERS ATTRITION RATES
BY CATEGORY
1987 – 1993

Year	Attrition	87-88	88-89	89-90	90-91	91-92	92-93
Total Entrants		62	66	91	95	107	130
After 1	Low GPA Other	10 (16.1%) 4 (6.5%)	4 (6.1%) 7 (10.6%)	14 (15.4%) 6 (6.6%)	14 (14.7%) 8 (8.4%)	19 (17.8%) 9 (8.4%)	23 (17.7%) 13 (10.0%)
After 2	Low GPA Other	14 (22.6%) 6 (9.7%)	13 (19.7%) 7 (10.6%)	21 (23.1%) 11 (12.1%)	16 (16.8%) 17 (17.9%)	28 (26.2%) 11 (10.3%)	
After 3	Low GPA Other	16 (25.8%) 5 (8.1%)	19 (28.8%) 10 (15.2%)	25 (27.5%) 15 (16.5%)	18 (18.9%) 12 (12.6%)		
After 4	Low GPA Other	19 (30.6%) 4 (6.5%)	20 (30.3%) 12 (18.2%)	23 (25.3%) 14 (15.4%)			
After 5	Low GPA Other	21 (33.9%) 5 (8.1%)	18 (27.3%) 12 (18.2%)				
After 6	Low GPA Other	22 (35.5%) 5 (8.1%)					

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

HISPANIC
CC TRANSFERS ATTRITION RATES
BY CATEOGY
1987 – 1993

Year	Attrition	87-88	88-89	89-90	90-91	91-92	92-93
Total Entrants		77	87	117	155	162	216
After 1	Low GPA	15 (19.5%)	12 (13.8%)	7 (6.0%)	11 (7.1%)	14 (8.6%)	19 (8.8%)
	Other	1 (1.3%)	7 (8.0%)	14 (12.0%)	13 (8.4%)	12 (7.4%)	24 (11.1%)
After 2	Low GPA	17 (22.1%)	15 (17.2%)	11 (9.4%)	16 (10.3%)	26 (16.0%)	
	Other	3 (3.9%)	11 (12.6%)	17 (14.5%)	20 (12.9%)	15 (9.3%)	
After 3	Low GPA	18 (23.4%)	18 (20.7%)	11 (9.4%)	17 (11.0%)		
	Other	4 (5.2%)	12 (13.8%)	21 (17.9%)	18 (11.6%)		
After 4	Low GPA	14 (18.2%)	18 (20.7%)	10 (8.5%)			
	Other	4 (5.2%)	12 (13.8%)	20 (17.1%)			
After 5	Low GPA	16 (20.8%)	16 (18.4%)				
	Other	4 (5.2%)	13 (14.9%)				
After 6	Low GPA	14 (18.2%)					
	Other	6 (7.8%)					

Source: Office of Institutional Research

Prepared by: the Office of Minority Student Services

As can be noted from the previous charts, the University of Central Florida has a problem with student attrition. The attrition rate of FTIC students for the six academic years from 1987-88 through 1992-93 averaged 26% after the first year. In both 1988-89 and 1989-90, first-year attrition was actually down to slightly over 24%. In the succeeding three-year period, however, it has increased between 2% and 3%. In assessing the data from the FTIC chart, it is clear that serious attrition occurs after the second year. UCF loses slightly over 35% of its FTIC class after 2 years. This is an increase of 9% between the first and second years. Thus, at the end of the second year, one in every three FTICs admitted is no longer enrolled.

Data from the 1993 ACT “Dropout and Graduation Rate Tables,” as compiled through institutional data files, show that the attrition rate for public, commuter, four-year and Ph.D. granting institutions, ranges from a low of 19.6% to a high of 27.5%. The lower end of the range comes from institutions which admit FTICs with SAT scores between 931 and 1099. At the

higher end are those which admit students with scores between 830 and 930. UCF is at the high end of the scale with a 26% attrition rate after the first year. What is just as problematic is the fact that UCF SAT scores average 1000, and UCF should, according to the above data, be several percentage points below 26%. Our problem is extremely serious after two years when the attrition rate climbs to 35%.

AA transfer students have long been a bulwark of undergraduate enrollment at the University of Central Florida. During the 1993-94 academic year, 4,100 AA transfers entered UCF. In addition, 1,500 non-AA degree transfers also entered UCF.

Over the same six-year period during which FTICs were tracked (1987-88 through 1992-93), the average attrition rate for AA transfer students was 19% after the first year. After two years, the attrition rate increased to 25%, an increase of 6%. While the percentages tend to level off after the second year, UCF consistently loses a quarter of its AA transfer students after two years. The role of the community college in the Florida higher education system is somewhat unique and therefore, no comparable national figures are available for a national comparison of AA transfer student attrition. The 25% attrition rate of AA transfer students after two years, however, seems unsatisfactory.

Somewhat surprisingly, the category of “Other” (non-AA) transfer students exhibits an attrition rate of 35.5% after one year and 43.6% after only two years. Through a six year period, high attrition was due to other factors and not due to low GPA’s. It is apparent that of the three categories studied in this plan, the “Other” category is less apt to stay at UCF from the very beginning.

The following suggests that specific courses need to be targeted so that attrition rates may be reduced. Each college identified specific course(s) where significant difficulty rates were experienced.

- For example, in the **College of Arts and Sciences**, students earning the grades of “D,” “F,” or “W” totaled 36% for College Algebra (MAC 1104), 24% for Finite Mathematics (MGF 1203), and 40% for Principles of Statistics (STA 2014).

- In the **College of Business Administration**, students earning the grades of “D,” “F,” or “W” totaled 57% for Principles of Financial Accounting (ACG 2001).
- In the **College of Education**, Instruction in Elementary Mathematics (MAE 2801), demonstrated a 5% “D,” “F,” or “W” rate.
- In the **College of Engineering**, students earning the grades of “D,” “F,” or “W” totaled 41% for Engineering Analysis-Dynamics (EGN 3321), and 56% for Thermodynamics (EGN 3343).
- In the **College of Health and Public Affairs**, students earning the grades of “D,” “F,” or “W” totaled 32% for Human Physiology (PCB 3703), 29% for General Microbiology (MCB 3013) and 44% for Human Anatomy (ZOO 3733).

Fall 1993, data indicate that 2,338 students had some form of academic action initiated against them (“Excluded,” “Disqualified,” “Placed on Probation,” or “Continued on Probation”). Based on 18,530 fully-admitted undergraduate students, 12.3% fell into one of these categories. Specific academic action taken by the university is illustrated in the following chart. These students have been and continue to be “**At Risk.**”

ACADEMIC ACTION TAKEN ON
FULLY ADMITTED UNDERGRADUATE STUDENTS
FALL 1993

College	n	Excluded		Disqualified		Place on Probation		Continued on Probation		Total n Academic Action	Overall %
		n	%	n	%	n	%	n	%		
A&S	6,207	55	.9%	103	1.7%	466	7.5%	200	3.2%	824	13.3%
Business	4,202	21	.5%	66	1.6%	362	8.6%	144	3.4%	593	14.1%
Education	1,591	0	0	5	.3%	22	1.3%	3	.2%	30	1.9%
Engineering	2,619	27	1.03%	58	2.2%	253	9.6%	90	3.4%	428	16.3%
Health & Public Affairs	2,847	11	.4%	28	1.0%	169	5.9%	52	1.8%	260	9.1%
Undecided	1,064	2	.2%	19	1.8%	157	14.8%	25	2.3%	203	19.0%
Total	18,530	116	.63%	279	1.5%	1,429	7.7%	514	2.8%	Average:	12.3%

The following charts are an expansion of the data in the previous chart. The data presented show “At-Risk” students (“Excluded,” “Disqualified,” “Placed on Probation,” or “Continued on Probation”) by college, entry status, and classification.

COLLEGE OF BUSINESS

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		-		-		-	-
2S	-		-		-		-	-
3J	4		-		-		4	19.1%
4R	17		-		-		17	80.9%
	21	100.0%	0	0	0	0	21	100.0%
DISQUALIFIED								
1F	-		2		1		3	4.5%
2S	-		4		2		6	9.1%
3J	37		1		2		40	60.6%
4R	16		-		1		17	25.8%
	53	80.3%	7	3.8%	6	11.6%	66	100.0%
PLACED ON PROBATION								
1F	3		68		4		75	28.6%
2S	4		12		3		19	7.3%
3J	120		3		11		134	51.1%
4R	27		1		6		34	13.0%
	154	58.8%	84	32.0%	24	9.2%	262	100.0%
CONTINUED ON PROBATION								
1F	1		3		-		4	2.8%
2S	1		3		1		5	3.5%
3J	44		3		3		50	34.7%
4R	79		2		4		85	59.0%
	125		11	7.6%	8	5.6%	144	100.0%

J = any transfer from a Florida public community college

B = Native UCF students.

U = Transfers from any institution other than Florida public community colleges.

SOURCE: UCF Academic Action Report, Fall Term, 1993

COLLEGE OF ENGINEERING

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		-		-		-	-
2S	-		2		-		2	7.4%
3J	2		3		-		5	18.5%
4R	-		20		-		20	74.1%
	2	7.4%	25	92.6%	0	0	27	100.0%
DISQUALIFIED								
1F	1		14		2		17	29.3%
2S	1		5		1		7	12.1%
3J	8		3		1		12	20.7%
4R	22		-		-		22	37.9%
	32	55.1%	22	37.9%	4	6.9%	58	100.0%
PLACED ON PROBATION								
1F	-		81		3		84	33.2%
2S	2		9		2		13	5.1%
3J	84		3		14		101	39.9%
4R	50		2		3		55	21.8%
	136	53.8%	95	37.5%	22	8.7%	253	100.0%
CONTINUED ON PROBATION								
1F	-		9		1		10	11.1%
2S	2		3		-		3	3.3%
3J	18		1		-		19	21.2%
4R	55		-		3		58	64.4%
	75	83.3%	11	12.2%	4	4.4%	90	100.0%

COLLEGE OF HEALTH AND PUBIC AFFAIRS

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		1		-		1	9.1%
2S	1		2		-		3	27.2%
3J	5		-		-		5	45.5%
4R	2		-		-		2	18.2%
	8	72.7%	3	27.3%	0	0	11	100.0%
DISQUALIFIED								
1F	-		7		-		7	25.0%
2S	-		2		1		3	10.7%
3J	12		-		2		14	50.0%
4R	4		-		-		4	14.3%
	16	57.1%	9	32.1%	3	10.7%	28	100.0%
PLACED ON PROBATION								
1F	1		55		2		58	36.5%
2S	5		4		1		10	6.3%
3J	62		2		11		75	47.1%
4R	16		-		-		16	10.1%
	84	52.8%	61	38.4%	14	8.8%	159	100.0%
CONTINUED ON PROBATION								
1F	-		3		-		3	5.8%
2S	-		1		-		1	1.9%
3J	15		3		3		21	40.4%
4R	25		2		-		27	51.9%
	40	76.9%	9	17.3%	3	5.8%	52	100.0%

COLLEGE OF ARTS AND SCIENCES

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		1		-		1	1.8%
2S	-		4		-		4	7.3%
3J	17		1		-		18	32.7%
4R	28		2		2		32	58.2%
	45	81.8%	8	145.0%	2	3.6%	55	100.0%
DISQUALIFIED								
1F	-		11		1		12	11.6%
2S	1		13		-		14	13.6%
3J	44		1		4		49	47.5%
4R	26		1		1		28	27.3%
	71	68.9%	26	25.2%	6	5.8%	103	100.0%
PLACED ON PROBATION								
1F	3		175		7		185	39.6%
2S	7		17		11		35	7.5%
3J	157		3		22		182	39.2%
4R	53		-		11		64	13.7%
	220	47.2%	195	41.8%	51	10.9%	466	100.0%
CONTINUED ON PROBATION								
1F	1		12		-		13	61.5%
2S	1		7		2		10	5.0%
3J	78		1		-		79	39.5%
4R	84		4		10		98	49.0%
	164	82.0%	24	12.0%	12	6.0%	200	100.0%

COLLEGE OF EDUCATION

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		-		-		-	-
2S	-		-		-		-	-
3J	-		-		-		-	-
4R	-		-		-		-	-
	0	0%	0	0%	0	0%	0	0%
DISQUALIFIED								
1F	-		2		-		2	40.0%
2S	-		-		-		-	-
3J	2		-		-		2	40.0%
4R	1		-		-		1	20.0%
	3	60.0%	2	40.0%	0	0%	5	100.0%
PLACED ON PROBATION								
1F	1		6		-		7	31.8%
2S	-		-		-		-	-
3J	13		-		1		14	63.7%
4R	1		-		-		1	4.5%
	15	68.2%	6	27.3%	1	4.5%	22	100.0%
CONTINUED ON PROBATION								
1F	-		-		-		-	-
2S	-		-		-		-	-
3J	2		-		-		2	66.7%
4R	1		-		-		1	33.3%
	3	100.0%	0	0%	0	0%	3	100.0%

UNCLASSIFIED

FALL 1993

EXCLUDED								
	J		B		U		TOTAL	
	N	%	N	%	N	%	N	%
1F	-		-		1		1	50.0%
2S	-		-		-		-	-
3J	-		-		-		-	-
4R	1		-		-		1	50.0%
	1	50.0%	0	0%	1	5.0%	2	100.0%
DISQUALIFIED								
1F	-		7		1		8	42.1%
2S	-		2		-		2	10.5%
3J	3		-		-		3	15.8%
4R	6		-		-		6	31.6%
	9	47.4%	9	47.4%	1	5.3%	19	100.0%
PLACED ON PROBATION								
1F	1		113		2		116	73.9%
2S	3		5		2		10	6.4%
3J	24		-		3		27	17.2%
4R	1		-		3		4	2.5%
	29	18.5%	118	75.2%	10	6.4%	157	100.0%
CONTINUED ON PROBATION								
1F	-		7		-		7	28.6%
2S	1		3		-		4	16.0%
3J	4		1		-		5	20.0%
4R	7		-		2		9	36.0%
	12	48.0%	11	44.0%	2	8.0%	25	100.0%

As an example, for fall 1993 in the College of Business, 53 transfer students from Florida public community colleges (“J” designation) were disqualified. That represents 80.3% of the 66 students disqualified. Seven native UCF students (“B” designation), represents 3.8% of the 66 disqualified students. Transfers from institutions other than Florida public community colleges (“U” designation) represent 11.6% of the disqualified students, or 6 students out of 66 total. Of the 66 total students disqualified, 3 students (4.5%) were freshmen, 6 students (9.1%) were sophomores, 40 students (60.6%) were juniors, and 17 (25.8%) were seniors.

There are a number of concerns identified from the data on these charts:

1. In every college, an alarmingly large number of transfer students from Florida public community colleges were placed on probation. These students are identified in the “J” category on the charts.
2. A high number of FTICs are placed on probation at the end of their first semester. If history repeats itself, a large percentage of these students will be disqualified at the end of their second semester.
3. There is a wide variation in the number of students at academic risk in a college-by-college comparison. This is of concern as students seek another major when they no longer qualify for the restricted-entry or limited-access major they are currently pursuing.

Current retention literature concerning student attrition indicates that there are various factors causing attrition, among which are low GPA’s, undecided or ill-defined goals, academic deficiency, adjustment to college life (in the case of the transfer student – “transfer shock”), the lack of a feeling of belonging to a campus community and financial hardship.

Among the problematic attrition areas at UCF are limited academic advising and support services, a lack of sufficient classes, the perception of a university attitude that is not student centered, non-centralized academic support facilities, limited on-campus housing, lack of diversity, cost, a lack of campus affiliation, academic under-preparedness, to name a few. More difficult to measure, but clearly evident in attrition, are family/personal background and initial commitment to the goal of college completion.

Most importantly, however, is that the critical nature of the present situation at UCF makes it imperative that programs and activities be developed and enhanced which are effective and that the support and participation of the entire campus community be sought in this effort.

Retention is the result of the cumulative effect of the policies and practices of the university...from the president to the groundskeepers. Each has the ability to impact the retention or attrition of students. The need for a central focal point which can assist in the identification of those factors which lead to the attrition and/or retention of students is essential. Leadership and coordination for a university-wide integrated retention effort should be provided by the Academic Development and Retention Unit with the support of the provost and associate vice president of Enrollment and Academic Services.

THE PLAN

In consideration of the foregoing, the following Retention Plan is presented as the most appropriate direction for this university at this time. The Plan endorses eleven specific programs and a proposal dedicated to improving student retention. The following are recommended as the initial steps in the development and implementation of the university's retention plan.

I. The Retention Board

To provide oversight and energize this crucial task, the president will establish a University Retention Board. The director of Academic Development and Retention will serve as chair and membership will include the following: an associate or assistant dean responsible for academic and/or student services from each of the five colleges and other representatives from other key effecting agents from academic and student affairs.

The Board will provide university-wide support to the director of Academic Development and Retention. Identification and insight regarding retention issues will be among the continuous responsibilities of the Board.

The Board will focus its activities on the issues of:

- Faculty development
- Orientation
- Academic advising
- The development of peer programs
- Career exploration and assistance programs
- The learning support centers and activities
- The general campus environment

II. A Comprehensive Orientation Plan

An effective orientation plan is critical to the retention of all categories of students. The administration of the orientation plan will be under the direction of the orientation coordinator in Student Affairs. The coordinator will:

1. Provide for involvement of all academic units, including faculty, staff and peer advisors, to explain academic programs, help students develop educational plans and familiarize them with the support services available on campus.
2. Promote inter-office cooperation by communicating the orientation process to all campus units.
3. Contract with faculty advisors to provide advising services during orientation. The advisors will participate in a series of in-service training sessions.
4. Work with deans, department chairs, and directors to provide information-sharing sessions about college programs and requirements.
5. Oversee programs for minorities that meet their unique needs, orient them to the culture of UCF and promote an awareness and appreciation of cultural differences.

A. The director of Academic Development and Retention will serve as the Academic Affairs liaison. Academic Affairs and Student Affairs will collaborate on developing a university mission statement for student orientation. The goals and objectives will focus on processes to assist new students in their transition to UCF, expose new students to the broad scope of educational opportunities and integrate new students to campus life. The guiding principles of this mission statement will be:

- Orientation programs will be mandatory for all students.
- Specific attention will be given to special needs students such as athletes, minorities, non-traditional, international, etc.
- Orientation must be the first step in creating a strong faculty-student relationship in order to integrate student life and academic programs and services.

B. FTIC Orientation

1. The Academic Affairs contribution and participation in the FTIC Orientation will be designed to:
 - a. Provide structured opportunities for the integration of new students with faculty, staff and continuing students.
 - b. Provide an initial introduction to the university's academic programs, which will enable students to develop appropriate academic plans for the first year.
 - c. Administer placement or diagnostic measures to assist students in the selection of appropriate level courses.
 - d. Enable students to register during the orientation program after appropriate advising.

2. In order to accomplish these stated objectives, the following will be implemented:
 - a. Consolidate peer advisors and the orientation team into one group. These students will be cross-trained in academic and student-life matters. This consolidation will increase the amount of assistance available to advise students. As an integrated group, they will serve and support all aspects of student adjustment within a more fully-integrated process.
 - b. Provide group and individual advising by peer and faculty advisors for each new student. Peer advisors will provide group advising on general UCF academic policies and procedures and instruction on the registration process. Faculty advisors will describe academic programs and recommended programs of study. Faculty, with the assistance of peer advisors, will help students develop a preliminary schedule. Faculty advisors will be available for individual consultation as needed.

C. Transfer Student Orientation

1. The Academic Affairs contribution and participation in the Transfer Student Orientation will be designed to:
 - a. Provide structured opportunities for the integration of new students with faculty, staff and continuing students.
 - b. Provide a comprehensive introduction to state and university policies, academic programs, major, and the registration process. It will also provide an introduction to the differences between academic policies at UCF and previously attended institutions.
 - c. Provide advising by faculty in the student's selected department of major.
 - d. Provide an evaluation of the distribution of transfer courses into UCF requirements, an introduction to the general education program (GEP) and the requirements of the selected majors. This is especially important for the non-AA transfers.
 - e. Provide for the recognition of Florida AA degree transfers as specified under the statewide articulation agreement.
2. In order to accomplish these stated objectives, the following will be implemented:
 - a. Provide faculty advisors to describe major programs of study and to evaluate the distribution of transfer courses for major requirements.
 - b. Provide faculty, staff and peer advisors to discuss the general education program and to evaluate transfer courses for the GEP for non-Florida AA transfers.

D. Parent/Spouse Orientation

1. The Academic Affairs contribution and participation in the Parent/Spouse Orientation will be designed to:
 - a. Provide an overview of university policies, procedures and programs to better understand the experiences that their sons, daughters or spouses will have at UCF.
 - b. Provide an opportunity for parents/spouses to ask questions about specific concerns, such as financial aid, academic advising, conflict between class schedule and job, co-curricular activities, choice of major and career goals transportation, campus security, housing, etc.

2. In order to accomplish these stated objectives, we will implement the following:
 - a. The director of Academic Development and Retention will assist the coordinator of Orientation by providing faculty and staff with the necessary expertise to respond to the concerns of parents and spouses.
 - b. Provide peer advisors to work with the orientation team in providing campus tours.

III. College Preparatory Testing

An integral component of student retention is the placement of students in the appropriate level of college courses. Through appropriate testing, students may be placed in preparatory courses in math, English, and/or reading so that they may develop the necessary skills to be successful in college-level course(s).

Success in college-level courses is based on a student's ability to utilize literal and critical reading comprehension skills, basic mathematical skills and critical thinking/problem solving skills.

Placement in math, and/or reading will be accomplished by the following:

- A. Selected entering freshmen will be given mandated entry-level tests in math and reading. Individual student test scores will be made available to academic advisors and counselors during orientation so that the student will be placed in the appropriate college prep and/or college level course(s).
- B. Implementation of the testing program is scheduled for the summer orientation programs beginning in 1995.
- C. Development of normative data which will be collected for the use and placement of students.

IV. Orientation Seminar

A required **Orientation Seminar** should be established to assist and support FTIC students through the critical period of transition to college life. The material covered in this credit seminar should be far more extensive than a traditional "University 101" orientation course.

1. The course should include the following objectives:
 - a. FTIC students adjust to university life, understand the learning process and develop positive attitudes toward UCF.
 - b. It should provide students with tools to help clarify goals and make effective academic decisions.
 - c. It should provide an understanding of the purposes of higher education in general and the university in particular.
 - d. It should serve a wide spectrum of objectives, including GEP requirements; career exploration, heightened awareness of technology on contemporary society; cultural awareness, etc.
 - e. It should allow students to work closely with a faculty member, in their field of study, early in their academic

career at UCF. The focus will be on knowledge over information. A faculty member will serve as an academic advisor for the students enrolled in the seminar. This will give the students some significant interaction with their advisors and will give the advisor information about the student and his/her capabilities.

- f. Allow for experiences and exercises that will heighten each student's awareness of the nature of the university and its services. The course should include study skills workshops and other services provided by SARC, the Health Center, the Library and the Computer Center.
2. It is recommended that the following steps be taken to develop and implement the course:
 - a. The provost should appoint a task force of faculty, administration, staff and students to develop the course content and an appropriate pedagogy. Once established, the provost will appoint an oversight committee to monitor the effectiveness of the course.
 - b. The College Student Inventory (CSI) should be administered to gather information about student abilities, motivation, dropout potential, educational stress, demographics, willingness to seek assistance, etc. This Inventory will be given during orientation or early in the freshman orientation seminar. The information gathered from this Inventory will be made available to the director of Academic Development and Retention who will then take action to ensure that appropriate program directors and faculty advisors are given the data. Directors and advisors will then contact the identified at-risk students and refer them to the support services available.

V. **Course Retention**

Earlier (page 5), student difficulties in mathematics were noted. The University of Central Florida TQM Task Force on Mathematics recommended the establishment of a fully-staffed and equipped Multimedia Mathematics Laboratory to address the retention of students in the high-risk courses of College Algebra (MAC 1104) and Finite Math (MGF 1203). This Lab will:

- A. Serve those students taking precalculus mathematics courses (MAC 1104 and MGF 1203) and will help to ensure that all students are given the maximum opportunity to succeed. The laboratory will be a good-faith effort by the Mathematics Department to offer a wider access to mathematical knowledge and multiple levels of instruction to meet individual learner differences.

- B. Offer a wide array of support opportunities for students in precalculus courses. Lab materials will be correlated to specific sections of the precalculus courses. Multiple levels of instructions and varied pedagogical approaches would be employed to meet the differences in learning styles. It would incorporate the latest technology available, using interactive multimedia instructional material. The capability for distance learning will also be a feature of the laboratory.

Sample Activities

- a. Diagnostic testing
- b. Special seminars on selected difficult concepts will be offered to supplement classroom instruction
- c. Computer-based interactive tutorials and other interactive software packages
- d. Video tapes of UCF precalculus course and other tapes such as the Annenberg series, College Algebra: In Simplest Terms
- e. Weekend and evening sessions will be offered to accommodate the many varied student schedules

VI. Academic Advising

In light of the vital importance of a sound academic advising program to the retention of UCF students, an **expanded academic advising program** will be developed and implemented.

The Council on Academic Advising will be created and coordinated by the director of Academic Development and Retention. Membership of this Council will consist of the advising coordinators of the five colleges, the director of Academic Advising Services, the director of Academic Services for Student-Athletes, a representative from the area campuses, a representative from Student Affairs and Student Government.

This Council will:

- A. Develop a university-wide statement or definition of the purposes, goals and visions of academic advising.
- B. Provide support for academic advising which will encourage the faculty to become involved with lower-division students.
- C. Encourage staff development or training for faculty and professional advisors.
- D. Develop an administrative model for the delivery of academic advising services which clearly designates authority, establishes accountability and promotes coordination and integration of campus-wide advising into an integrated system of academic support from orientation to graduation.
- E. Develop a system to continually assess academic advising needs.

F. Recommend advising services for subgroups of students who have special advising needs (i.e., non-traditional, part-time, academic probation, under-prepared, learning disabled, etc.).

G. Strengthen the follow-up to the orientation/advising programs by involving faculty in the FTIC and transfer orientation/advising programs. Follow-up after the initial summer orientation/advising programs is critical. This need can be addressed in one of two ways:

1. Select a core of faculty members who have a professional commitment to the concept of advising. This core will be comprised of faculty members from all colleges who will be dedicated to working with students in the lower division. These students may or may not be committed to a specific major.

or

2. Create a campus-wide lower-division advising center staffed primarily by professional academic advisors. These professionals will utilize a core of faculty members in all colleges as resource people for information about specific majors. Faculty and College Advising Offices will be responsible for upper-division advising within majors. These advising professionals will be funded through an Advising/Retention Service Fee or from Increased I&R Funding.

H. Coordinate the administration of a university-wide Academic Advising Survey that can be localized against national survey research.

VII. Focused Graduation Program

Historically, students have experienced some difficulty securing appropriate classes for their baccalaureate degree at UCF within a reasonable time. There appears, therefore, an opportunity to devise a **focused graduation program**. The five colleges and their respective departments are encouraged to develop such an

educational option. Initially, this program will be opened to new FTIC and AA transfer students only. It should be recognized that there will be variances in preparation and curricular requirements between and within each college. Any **focused graduation program** requirements must be worked out in the beginning between student and advisor. The Focused Graduation Program is available within specific programs, or majors, at the university. Students should check with their respective college academic advisors for further information. The components of the program are:

- A. Develop a contract with selected individual students and the university that would outline the responsibilities of the student and the university. This will be done during the recruitment period for new students or during FTIC and AA transfer student orientation.
- B. Require that students meet with their academic advisor prior to each registration to develop a class schedule. Eligible students will be “overridden” into specifically designated sections of classes by the Registrar’s Office, but only with the proper signatures from the appropriate college academic advising/departmental office.
- C. Verify that the student’s schedule presented has been approved by the college advising/departmental office. The Registrar’s Office will register students throughout the days and times the designated course sections are offered.
- D. In the event that a conflict should arise in classes and/or times, the Registrar’s Office will attempt to resolve the conflict with the student’s college academic advisor/departmental office. If a solution to the problem cannot be reached between these units, students will be notified and a second meeting with the college academic advisor/departmental office will be held.

- E. Confirm the registration by mailing a copy of it to the students and appropriate college academic advisor/departmental offices. Changes in student schedules will be permitted with the approval of the academic advisor/departmental office.

- F. A student who enrolls in this contractual program should be able to obtain a baccalaureate degree in no more than two years for AA transfers or four years for FTIC students. Student responsibilities include:
 - 1. Agreeing to successfully complete a minimum of 30 to 36 semester hours of credit per academic year in a degree program by enrolling in the fall, spring and summer semesters, or some combination thereof, for the duration of the contract and
 - 2. Agreeing to take courses at the time designated.
 - 3. Meeting all requirements for graduation as set by the university.

- G. Students may cancel their contract at any time by notifying their academic advising/departmental office and the Registrar's Office. The departments and/or the university may cancel the contract at any time by notifying the student, the student's academic advisor and the Registrar's Office.

VIII. Academic Intervention Programs

Develop proactive **Academic Intervention Programs** which will intercede prior to a student being placed on probation, being disqualified or being excluded.

To address the academic difficulties experienced by the at-risk students, several programs are proposed:

A. "At-Risk" FTIC Students

A program for **"At-Risk" students** who have been identified by the College Student Inventory (CSI) will require a report of mid-term grades of all FTICs during their first two semesters. Academic advisors will, in turn, be responsible for referring at-risk students to appropriate on-campus

support services. It is understood that the academic advisors will be the faculty advisors from the freshman seminar.

B. Probationary Students

A program will be developed to provide special services to meet the identified needs of probationary students. These services will include:

1. SARC: Provide tutoring, mentoring, study skills workshops, CLAST preparation, etc.
2. Counseling and Testing: Address personal and emotional concerns that may be the cause of poor academic performance, test anxiety, career exploration and placement testing.
3. Student Disability Services: Address testing and support programs for physical and learning disabled students.

In order to accomplish the above tasks, it will be necessary to identify and train a group of mentors (coordinated by SARC) to assess each student's problem areas and either provide direct services or referrals to other appropriate resources on campus. These mentors will supplement advising activities by providing this specialized service.

C. Readmission after Exclusion or Disqualification

A program will be implemented to address the needs of students who apply to be **readmitted** to the university after exclusion or disqualification. (During the fall 1993 term, there were approximately 400 students in these two categories.) The following program is proposed for students who apply for readmission:

1. Students, who apply for readmission after exclusion or disqualification, will be required to participate in a mandatory workshop prior to being readmitted to the university. Information on the workshops will be given to students in the readmission application packet.

2. In the mandatory workshops, students will:
 - a. Be given information on time management, study skills, tutoring, mentoring, CLAST, etc.
 - b. Be informed of possible alternatives to their current major, strategies to be used to determine if another major is more appropriate and, if indicated, the steps to follow to change majors.
 - c. Be directed to their respective college/department advisor to develop an academic plan of action.
 - d. Complete the above steps and obtain a recommendation from a representative from the Student Academic Resource Center, which is charged with the responsibility of administering the program.

3. Upon completion of the workshop, the Student Academic Resource Center will submit the completed Readmission Form and supporting documentation to the Registrar's Office for an admission decision.

IX. ACT Withdrawing/Non-Returning Study Survey

The **ACT Withdrawing/Non-Returning Study Survey** will be mailed to all students who have withdrawn to identify the possible reasons for attrition at UCF. The data gathered from this survey will yield valuable information on aspects of the institution relative to student satisfaction and/or dissatisfaction.

This information will be compiled and provided to academic advisors, counselors, and other interested parties.

X. University Activity Hour

- A. Current retention literature concerning student attrition indicates various factors causing attrition. Among these factors is a lack of a feeling of

belonging to a campus community. As a means of addressing this issue, a university activity hour is proposed.

- B. Beginning with the spring semester of 1995, a proposal has been made to begin classes at 7:30 a.m. on Tuesdays and Thursdays. If this proposal is implemented, then the following daytime schedule will be utilized:

7:30 – 8:50 a.m.	1:30 – 2:50 p.m.
9:00 – 10:20 a.m.	3:00 – 3:50 p.m. “Activity Hour
10:30 – 11:50 a.m.	(Tuesday/Thursday)
12:00 – 1:20 p.m.	4:00 – 5:20 p.m.

- C. During this “**Activity Hour,**” clubs, organizations, committees, departments and colleges will be able to meet during a time when no classes are scheduled. This will allow more students to participate in a variety of university options and provide them an opportunity to begin to form vital linkages to the UCF community, develop networks with faculty and fellow students with similar interests, and provide open forums for dialogue with university faculty and administration and participation in other aspects of personal development.

XI. Academic Exploration Program

In order to provide assistance to students who are classified as FTIC “undecided” (unclassified) majors, a program will be developed called the Academic Exploration Program (AEP). In 1993-94, UCF enrolled 505 FTIC students who were “undecided” about an area of study and profession. The thrust of the AEP is to assist students in defining their educational goals relative to academic major choice and professional goals.

The Academic Exploration Program will provide individualized guidance to students as they sample disciplines in the five colleges at UCF. The program will include carefully monitored diagnostic testing, specially designed non-credit AEP

seminars and academic and personal advising by selected faculty members who have an interest in working with this distinctive market segment.

Students who are unclear about their educational plans, programs and direction are strong candidates for attrition. Joining the AEP can give them time to focus their interests.

A primary goal of AEP will be to strengthen a student's ability to declare a major within a reasonable period of time. Delaying choosing a major, or continually changing majors, can mean potential attrition problems and delaying graduation.

XII. Retention Pilot Proposal

At this point, there is very little existing data at UCF regarding retention at the junior level where transfer students enter a particular discipline. UCF data does show, however, that the sciences and certain other programs such as mathematics, accounting and statistics report high attrition rates at the junior level.

It is proposed that funding be set aside for a three-year period to fund retention-related projects. Departments and colleges will be asked to submit proposals for pilot projects which involve the study of attrition and the development of intervention programs. These projects will incorporate mechanisms of evaluation to be used in assessing whether further funding is necessary or helpful in addressing the needs of students in these areas.

In year one, each of the five colleges will receive funding, with the approval of the RETENTION BOARD, to conduct these studies. In years two and three, the RETENTION BOARD will solicit proposals for continuation of projects and for new projects. Experience with a pilot retention project in mathematics indicates that a sum of \$5,000 is a typical award.

OUTCOMES AND EVALUATION

The projected outcomes of the Retention Plan are as follows:

A. FTIC: The long-term objective (4 years), based on 2,000 students, is:

1. To decrease the FTIC attrition from 26% to 20% after one year of enrollment. This represents an annual increase in retention of 120 students after one year of enrollment (26% = 520; 20% = 400). Compounded over four years, this would equate to retaining 480 students that would have left the university at the end of the freshman year.
2. To reduce FTIC attrition from 35% to 30% after two years of enrollment. This represents an annual increase in retention of additional 100 students retained at the end of the sophomore year (35% = 700; 30% = 600). Compounded for the four year course of study a total of 300 students would have been retained.

FTIC RETENTION (Projected Outcomes)

	1	2	3	4
Year	Freshman	Sophomore	Junior	Senior
1	120			
2		220		
3			220	
4				220

NOTE: Student credit hours for 780 students would be saved over a four-year period for each new freshman class. These figures are based upon entering FTIC classes of 2000.

B. AA Transfers: The long-term objective (4 years), based on 4,100 students, is:

1. To decrease AA transfer attrition from 19% to 17% after one year of enrollment. This represents an annual increase in retention of 82 students. (19% = 779; 17% = 697)
2. To decrease attrition from 17% to 15% after two years of enrollment. This represents an overall increase in retention of 164 AA transfer students over a two-year period (17% = 697; 15% = 615).

AA TRANSFER RETENTION (Projected Outcomes)

Year	Junior	Senior
3	82	
4	82	82

NOTE: Student credit hours for 164 students would be saved for each AA class over a two-year period. Actual savings would be greater since most students do not complete the degree in four semesters. These figures were based on an AA transfer group of 4,100.

Due to historically high attrition rate of **other transfer students**, it is necessary to set retention goals which more accurately reflect this specific student population. In a six-year study of this category, reasons for attrition are consistently for non-academic reasons rather than for academic reasons.

C. Other Transfers: The long term objective (4 years), based on 1,500 students is:

1. To decrease other transfer attrition from 35.5% to 33% after one year of enrollment. This represents an increase in retention of 38 students. (35.5% = 533; 29% = 495)
2. To decrease attrition from 33% to 29% after two years of enrollment. This represents an overall increase in retention of 60 other transfer students. (33% = 495; 20% = 435)

NOTE: 60 after two years.

Clearly, the greatest revenue opportunities exist with the FTIC student over a period of four years.

Evaluation

An on-going evaluation to determine the effectiveness of the overall Retention Plan is necessary. Various criteria to judge the effectiveness of such a Plan will be drawn up by the director of Academic Development and Retention and other appropriate persons prior to the first year of implementation of the Plan and/or parts thereof.

FUNDING/BUDGET

Funding is essential for the successful development of the Retention Plan. Funding may come from various sources. As an example:

An **Advising/Retention Service Fee** could be assessed all undergraduate students. Each student would be assessed a fee each semester on an on-going basis. An alternative source of monetary support for the retention plan could come from monies generated by I&R Funding. The following is an estimated implementation and cost schedule:

I. The Retention Board

- a. Cost: \$500
- b. Implementation Date – fall 1994

II. Orientation

- a. FTIC and Transfer – summer only - \$36,000 (faculty) 30 faculty at \$1,200 per person (to be paid for by the Orientation fee)
- b. College Student Inventory (CSI)
Cost: \$13,800 (based upon 2,000 FTIC's)
\$1,800 – scoring machine (one-time purchase)
\$4.25 – per student (answer sheets) Total: \$8,500 (recurring)
\$1.50 – per students (test booklets) Total: \$3,000 (booklets last several years)
- c. Date of Implementation – June 1994

III. College Preparatory Testing

- a. Math and Reading Diagnostic Tests
- b. Date of Implementation – June 1994
- c. Cost: \$6,000

Budgetary Needs

IV. Staffing

Technician	\$18,000
Laboratory Director	\$30,000
Student Assistants	<u>\$18,000</u>
Total:	\$66,000

V. Equipment

30 multimedia stations	\$ 90,000
Software	\$ 10,000
Furniture	\$ 8,000
Other Materials	<u>\$ 5,000</u>
Total:	\$113,000
GRAND TOTAL:	<u>\$179,000</u>

Date of Implementation – fall 1995

VI. Academic Advising

- a. Evaluation - \$2,500 per year for ACT Survey of Academic Advising
- b. Implementation Date – to be determine by Advising Council

VII. Focused Graduation Program

- a. Cost – minimal (should be absorbed in present budget)
- b. Implementation Date – fall 1995

VIII. At-Risk and Probation Intervention Program

Identified by College Student Inventory (CSI) and “On-Probation” students. Generate FTIC – mid-term grades (data processing, materials, etc.) \$7,500 per year

Probationary Students – 1,500 students per semester (postage \$1,100) per year; supplies \$1,000 per year. 800 additional students per year needing services of SARC (10 additional employees for mentoring and tutoring at 20 hours per week) - \$36,000 per semester. Space will remain a major issue.

- a. Implementation Date – January 1995
- b. Readmission Workshops – staffing and materials - \$3,000
- c. Implementation Date – January 1995

IX. ACT Withdrawing/Non-Returning Survey

- a. 1,500 surveys per year at postage cost (mail and return) of \$800
- b. Cost of Survey and Analysis - \$1,500
- c. Implementation Date – December 1994

X. University Activity Hour

- a. No fees required
- b. Implementation Date – fall 1995

XI. Academic Exploration Program

AEP Seminar Development Costs – 1/3 release time for faculty/staff member to be replaced by an adjunct at \$2,500. Faculty/staff member will prepare course.

Instructional costs for course will be determined. Two new counselors to serve Academic Exploration client base.

- a. Cost: \$64,000 including clerical
- b. Operations Budget - \$5,000

XII. Retention Pilot Proposal

- a. Cost: to be determined with \$5,000 as typical award
- b. Implementation Date – fall 1995