

Activity: Identify strategies that your department/office/committee could consider to do to achieve 1-2 goals of the 4 AMP goals. Fill in the following table using one row per strategy showing the goal that the strategy is linked to and the approximate timeframe (2013-2014, 2014-2015, etc.) for implementing each strategy.

Strategy linkage to AMP Goal/Objective

AMP Goal/Objective	Strategy	Approximate Timeline
<i>Retention (2.2)</i>	<i>Pilot Interest Groups</i>	<i>Spring 2013 for Fall 2013</i>
<i>Retention (2.2)</i>	<i>Identify Milestones for programs</i>	<i>Spring 2013</i>

For one strategy (one row of information in the table above), answer the following questions:

1. AMP goal that is being addressed (What are we trying to do?)
 - a. Which goal is the department/office addressing?
Support strategies that enhance student persistence and retention. (AMP Goal 2.2: student persistence)
 - b. What will success look like for the department/office?
The percentage of students retained from the fall semester 2013 to spring 2014 will be larger than for fall 2012 to spring 2013; likewise the fall to fall retention (percentage) for 2013 to 2014 will be larger than for 2012 to 2013.

2. The plan (How are we planning to do it?)
 - a. How will the department/office plan to do it?
A pilot will be developed spring 2013 and implemented for fall 2013.
 - b. What is the strategy and who is assigned responsibility for making sure each strategy is undertaken, assessed, and changed based on assessment?
The strategy will be to adapt the interest group concept use by Florida State University for programs that wish to pilot this for fall 2013. Sarah Stokely (Dean of Academic Success and Student Engagement) will lead the strategy. Some of the elements of freshman interest groups (FIG) are: groups of 20-25 freshman students schedule into the same sections of 2-4 classes that are linked by a theme or an academic program (such as environmentalism, computer science, etc.); students get together outside of class to reflect on the FIG topic and develop an understanding for pursuing it within the SU scholarly community; learn how to identify and reflect on in-class and out-of-class learning experiences and how to utilize reflections for learning and planning for the future; to reflect on out-of-class experiences during first semester and to learn how to connect identities and interests with the people and places of the SU community; to learn how to interact with instructors and fellow students in ways which support the student’s goals and the values of the SU community.
 - c. Are others needed to carry out the strategy and if so, how will they interact with the leader of the strategy?
Individual faculty and departments are needed. An advisory group will also be helpful to determine the specifics of the pilot.

- d. What is the cost of the strategy? Does this need to be part of the next budget request?
There are anticipated costs to developing and implementing FIGs so that there can be out-of-class meetings that may require transportation or speakers. An estimated cost is ~\$300/FIG.
3. Assessment (At any given moment, how will we know whether we are on track?)
- a. How will the department/office know whether it is on track with the goal at any given moment?
During the semester, the withdrawal rate from the courses that are in the FIGs can be monitored and compared to previous data. If the withdrawal rates are less, then this strategy is having an impact. The retention rate of the students who are in FIGs will be determined for Fall to Spring and then Fall to Fall and compared to other year's data. Early warning grades can also be compared.
- b. When will the results of the assessment be shared, reviewed and results used to make changes if necessary? What is the "routine", that is, when will the department/office systematically review the information to determine if any impact is being made on the goal and what changes to make?
The early warning grades of those in FIGs will be compared to those who are not in FIGs once EWG are available. Once fall grades are due (early January), the grades of students in FIGs will be compared to those not in FIGs as well as the retention rate of students from fall to spring. In early September, fall to fall retention will be compared.
4. Results not as expected (If not on track, what are we going to do about it?)
- a. What possible shortcomings of the strategy can be identified at this point in the process?
The reporting structure of Banner may not be sufficiently developed for the first cohort of FIG students for tracking purposes and a database outside of Banner may be needed. Time needed to develop a pilot is short so this may limit the number of students who may be able to sign up for the interest groups. Training of peer leaders for interest groups is needed.
- b. How might the department/office respond to the shortcomings?
Meetings with IT and IR will need to occur early in the development of the pilot to determine how best to track students in order to assess the program as per the draft plan. A draft call for interest groups needs to be written soon so that there is time during the spring semester for meetings to occur with those who are interested. The parallel development of peer leaders needs to occur during the spring semester also; it may not be possible to offer these students a course for credit as is done elsewhere.
5. What help can the AMP committee provide? Are there others outside of the department/office whose assistance would be helpful?
Provide feedback on action plan and steps that will be taken during the development of the pilot.