

Page	Existing Opportunities	Potential Opportunities
1		Communication between student & faculty advisor
		Create "toll gate" for student to make it mandatory to meet with financial aid, faculty advisor, and bursar.
		Identify students that are just here for 1 or 2 classes and not degree seeking so retention numbers aren't skewed.
2	FA Success Plans w/SSS	Identify OCCC students to determine who needs intervention verses OU students taking a course
	New Student Orientation	Utilize TV screens across campus to feed short spills of information
	Email Alerts	Staff training for students intervention strategies
	Phone outreach	
	In-person conversations	
3	Faculty connecting w/students for advising	Faculty advisors be more proactive through action plan; issue w/faculty advisor-none assigned-i.d these students & assign
	Faculty follow-up w/students	When student is absent, contact student to follow-up, use "Star" system-make mandatory for faculty/adjunct also require employee training through current online employee training educating faculty how to use by creating videos for faculty to show students in class information on advising, financial aid, bursar bill; create toll gates that require students to meet with academic advising.
		Not enough advisers for current student population, employ more or utilize resources better; pass off process to faculty advisors need to be more defined; also include parent education.
	Overall theme of issues-communication needs to be strengthened	
4	Academic/faculty advising	Statements reflective of graduation in syllabus
	Shorter schedule 4wk/8wk	Emphasis on graduation and not job preparation
	More and intensive intervention and advising	Call prospect or leads
	Office hours of faculty to advise	
	Too easy to drop, add, enroll even exchange-any or no cost	
	No change without talk to advisor or faculty	
	Referral bonus \$ for students	
	I would like to see the course times/schedules for Odessa and	
	Texarkana overlaid over OCCC to see if scheduling had any variance.	
5	Converting to more 8 week sections	More time with students

	More training for faculty advisors	Identify reasons for withdrawal
	More student contact by faculty advisors	
6	Look at classes to determine which delivery format is most appropriate (8 or 16 weeks)	Number of 8 week courses when applicable
		Add picture (color) on Moodle attendance to make it easier to get to know the student's name while taking attendance
		Require a consultation with Academic Adviser before student is able to withdraw from a course-instead of being about to click a button on a computer - student might not be aware of all their options
7	8 wk classes more of them----	Allows faculty to "make a difference" particularly 1st eight week courses
	Faculty in the advising office: 1) Early intervention by Profs; 2) Better attitude about advising	Select Professors asked to do advising downstairs instead of office hours.
	Intrusive Intervention	Registrar asks student who withdraw from a class why they are withdrawing?
		Certain issues trigger interventions before withdrawal is final.
		Intervention could be:
		a) faculty; b) faculty advisor's; c) academic advisors; d) counselors
8	Academic advising at the program level	Mentoring Programs
	High touch advising	Coaching Program
	High tech informing	
	Shorter terms	
	Exit interview (when withdrawing) - why are they withdrawing	
9	Labs	Texting in place of call or email
	Moodle Retention	Mid term check in/conference about attendance
	Star Fish	24 hr access to computer & wif on campus-coffee shop (revenu)
		Determine why people drop
10		14 wk sections
11	Student labs	Conncting students with faculty advisors early. (per division?)

	Student services	Mandatory meeting with faculty advisor before registering for classes in FA & SP
	Academic advising	Eight-week courses
	Student planning soft-ware	Make SCL a mandatory first semester course-Everyone doesn't have to take it, but if they do it has to be taken in the first semester or first-year
12	Labs	Text alert system message opportunities
	Star Fish	Hot spots check out a 24 hr access place
	Social Media Engagement	Different textbook access options
13	Labs	Texting to connect with students - must optout
	Student strategies	Midterm check in
	Moodle attendance tracking w/alert	24 hr access (scan student ID for access) -computer, scanner, printer, childcare
	Track why students are dropping	Institutional loan - \$500 max
		Alternative textbook options
14	Labs - existing	Having a designated department to address attendance
	Student Services	Using more social media
	Retention alerts	Sending automatic texts and email
		Extended Library hours
15	Student Labs	Monitoring attendance using student ID cards, on their phones, as a check-in for class
	Social Media	Social services on campus
	Talent	Making sure students know their class grade before the withdrawal deadline
	8 week classes	Curriculum that allows students to "recover" if life gets in the way.
	Opportunities for staff to take a community college class - to gain perspective	Text messages
		Institutional loan
		If every staff and faculty was responsible for 5 students each semester - to contact 3x in the semester - like we wrote it in their job descriptions.
16		Intensive intervention

		8-weeks terms
		(16 week) Mandatory 8 week check-in
		Personalized touch/attention
17	Full use of Moodle Rooms by all faculty & adjuncts	All 8 wk classes or more 8 wk classes
		Personalized contacts: calls; texts; emails
		No robo calls
		No canned emails
18	Hybrid courses	Evening Hybrid
		8 week mandatory
		8 week courses marketed
		Check-in make more personalized
		Moodle Task-template percentage - Get w/CLT
19	Learning Labs/Writing Center	Technology Proficiency Assessment
	Advertising	Text notification for email/course updates
20	8 week classes!! Yes. On campus 8 weeks too first semester!	
		Give faculty HELP with implementing this invasion & compensation
		Require students to go through career choice software to pick a major in the beginning. If there is a major change, require them to go back.
		Use Tweets for communication - not email - students don't use
		No more than one online course enrollment until you succeed in the first one.
		Add computer proficiency requirement before online class allowed. Proficient at phone/apps does not mean students are able to succeed at other computer skills.
21	8 week classes - in class	Communicate beyond emails
	Buy into programs-get students committed	Intrusive engagement shows benefits for athletes at large universities
		Hold faculty with poor attrition accountable
22	Marketing	Text Alerts/Tweets

	Student engagements	
	Student advising - mandatory	
	Capacity challenges	
23		Text students
		Trigger texts to students based on attendance
		Combine Bursar, Financial Aid, and Scholarship Services in one - Student Financial Success Center
		FaceTime type of requirement for online courses per student also video discussion in lieu of threaded discussion - optional w/online
24		More mentorship
		Better training across campus for transfer advisement - from 1st step to last
		Better customer service across college
25	Be aware of students' class load. Don't take certain difficult classes together/same semester	Engage more students through clubs and organizations
	Customer service: provide more 8-week short track courses	Put upon faculty and staff advisors, to pay closer attention to club attendance dropoff by individual students
	Hire friendly front of house staff	Put upon faculty and staff advisors to be more personally involved with club members
		Create more opportunities to engage students with clubs and programming
		Make concerted effort to be on first name base's with students as soon as they come into SL office
		Bring in more alumni to present career programs and engage with current students
26	Using existing data to help advise students on success-don't take or do specific course grouping	(All Employees) serve as mentors
	Strong customer service focus	Survey/questions of students dropping/failing/NA all classes
		Cultural acceptance
27	Starfish	Transfer agreements - make it more accessible to students, advising, faculty
	Retention Alerts	Mentoring for students

	Employment Referrals	Better opportunities to educate first generation students (minority students)
		Peer mentorship groups
		A new way of communicating with students (text messages)
		Access more information of what students wants or needs
		Staff - college greeters to help students throughout the semester to engage them
28	Student Service	Better customer service
	Welcome Week tables	Greeters year round at tables
	Mentoring	College-wide mentoring/targeted mentoring
	Student Life engagement	Flagging students who miss clubs/activities
	Remediation	Peer mentoring; co-requisite
	Communication	Testing students
	Data	More specific course alert/data flags
29	Expand mentoring-employee connection to include Hispanic & International students	Informing on transer student services faculty and staff
	Early alert	We all need to mentor
	Peer to peer mentoring	Engaging Hispanic students and their families
	Need to be able to text student because this is what they use	Assign every faculty and staff person five students to mentor
	Testing when arriving on campus	More engagement at students with student to student or student to faculty or student to staff in clubs activities. Contact students who have dropped clubs
	Tap into alumni to come back to help some of this is happening, but we need to expand	Research develop reports to assist such as identifying areas that may be unsuccessful if students take several difficult courses in one semester
	People who would be available in the hallways, engage with students in every way	
30	One to one calling for overdue accounts	Overall onboarding process
	Personalized emails	Improve pass off process for advising/faculty member
		Require New Student Orientation
		Input" Hold Tollgates" to force student to meet with
		Properly assign advisors to students per degree
31	Smaller programs have one-on-one conversations ex: DMD/Automotive	Improving knowledge for faculty/staff
		Changing culture to be approachable and communicate with students

		Touch points on campus items with classes-campus online
		Mini video to provide faculty: advisor-faculty-bursar-graduation
		Workplace answers: policy and procedures that faculty/staff need to know
		Using existing systems were robust by - ex: Starfish
		No waste in extra classes: Programs making sure their program offers pathway for certificates and degree
32	Workplace answers: Utilize for students, faculty and staff	We must clean up the faculty advisor assignment process
	Early intervention with information from Matt Eastwood	Improve pass-off process from AA (Academic Advising) to Faculty Advisor
	Work with faculty to encourage the use of Starfish/student planning software	How does this happen? Is communication from faculty advisor required?
	Faculty Advisor intervention in addition to Academic Advisor intervention	Call campaign for non-enroll list
	Improve process for faculty that are not approachable	Student who are taking 1-2 classes to transfer back to another school for a 4 year can be encouraged to graduate with a 2 year degree from OCCC
		Informational video out to faculty and staff with vital information
33	Intrusive Intervention - Individual and as a college	
	Starfish Early Alert System - college department	
	Mandatory check-in at 8 weeks - Individual	
	Communication meetings - meet students/customers where they are - Individual college departments	
	Hybrid classes - college department	
	Social Media groups for courses - Individual departments	
	Online students, encourage to meet with professor - Individual	
34	Faculty advising	More frequent meetings
	Faculty advisor awareness	
	Improve pass-off process	
	Financial Aid awareness (procedure)	
	Communication to students, faculty, and staff	
35	Involve adjuncts in Starfish	More intrusive intervention
	Use of AI i.e. spear fishing	More 8 week offerings
	FaceTime, Skype	(finally) develop Hybrid MA

	More text; more Facebook & Twitter	Hands on vs. email
	Team advising	What is your preferred method of contact?
	Humanities (AAS) Music Emphasis	

Eight Week Courses

Shorter terms

Shorter schedule 4 wk/8 wk/16 wk

Study to see appropriate 8 wk vs 16 wk courses

On campus 8 wk vs on-line

Limit on-line courses for new students

Evening hybrid and more hybrid courses

Market 8 wk courses

Advising

Assign faculty advisors for continuity/work on this process

Add more advisors

More training for faculty advisors

Faculty advising in lieu of office hours

High touch advising/intrusive/hands-on (no robo calls or emails)

Program advisors/division advisors

Major election software

Create "toxic" course list = cannot take in 1st semester

Improve advisor/faculty advisor hand off process

"Gate Keeping"

Mandatory meetings with advisors/faculty advisors: Bursar & Financial Aid

Advising before drop/withdrawal: Exit interviews; interviews to find reasons for withdrawal; interventions designed

Online student requirements: computer proficiency; online success before; limit new students in on-line enrollment

Require NSO in first semester or 1st year

Create on-boarding process

Non-degree seeking students

Students at OCCC for 1 or 2 courses only: skew retention; do not need interventions

Outreach/Communication

Texting

Tweeting/social media

Email alerts

Phone outreach/in-person conversations

High tech informing

Moodle Rooms - maximum use of this tool

Personalized touch/attention

Proactive Outreach and Advising

Faculty advisor action plan

Starfish - mandatory training and use by faculty/adjuncts

Faculty follow-up with students

Early interventions by faculty

Labs - promote use of existing labs

Mid term check-in with faculty/advisor

Mid term follow up after 8 weeks

Monitoring attendance: Moodle Rooms attendance - alerts/texts; ID scanners

Moodle Rooms training for faculty/use templates

Mentoring and Customer Service

Employees serve as mentors and greeters

Peer mentoring groups

Friendly front staff

Staff and student engagers

Computer service focus

Welcome week tables year around

from information withdrawl; must know grad before withdrawl