



RETENTION COMMITTEE
2009-2010 ANNUAL REPORT

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Special thanks to the following offices as sources of information:

- ☞ Department of Chemistry*
- ☞ Enrollment Management*
 - New Student Programs*
 - Office of the Registrar*
- ☞ Institutional Research & Assessment*
- ☞ Student Council*
- ☞ Undergraduate Studies*
 - First-Year Programs*
 - Second-Year Programs*
 - Undergraduate Advising Office*

Introduction

The Retention Committee serves as an advisory committee appointed by the Chancellor to address key issues related to improving student retention and student academic success. During the 2009-10 academic year, the Retention Committee met every other week. This report includes a summary of the primary issues addressed by the Retention Committee, as reflected in the 2009-10 meeting minutes.

Committee Background and Charge

The Missouri S&T Retention Committee is authorized and established by the Chancellor to:

- (1) Make a thorough study of attrition on the Missouri S&T campus;
- (2) Recommend specific steps which should be taken to increase the retention of Missouri S&T students; and
- (3) Implement approved specific steps which will enhance the retention of students, under the guidance of and with timely reports to the Chancellor.

The committee is responsible for its internal organization, i.e. (1) its own rules or procedures; (2) appointment of subcommittees; and (3) estimated costs, subject to Chancellor's approval prior to commitment.

The Retention Committee meets every other week (August through May) to discuss issues related to improving student retention and student academic success, and to implement new programs and processes that impact student retention.

2009-2010 Retention Committee Members

Co-Chairs:

Dr. Harvest L. Collier, Professor of Chemistry, Vice Provost for Undergraduate Studies

Dr. F. Scott Miller, Assistant Director, Freshman Engineering Program

Committee Members:

Gayatri Bhatt, Assistant to the Vice Provost, Office of Undergraduate Studies (January 2010 - present)

Lucretia Eaton, Administrative Assistant, Office of Undergraduate Studies (September 2009 – January 2010)

Amy Gillman, Assistant to the Vice Provost, Office of Undergraduate Studies (through September 2009)

Jay Goff, Vice Provost and Dean for Enrollment Management

Dr. Larry Gragg, Curators' Teaching Professor, Chair, History & Political Science

David Griffin, Student Representative

Sunnie Hughes, Director, Student Diversity & Academic Support Programs

Zongmin Kang, Associate, Institutional Research & Assessment

Mary Ellen Kirgan, Instructor, Mathematics & Statistics

Dr. C.R. Thulasi Kumar, Director, Institutional Research & Assessment

Rance Larsen, Director, Admissions

Rachel Morris, Programmer/Analyst-Specialist, Enrollment Management

Dr. Lea-Ann Morton, Director, Career Opportunities Center

Dr. Stephen Raper, Assoc. Professor, Engineering Management & Systems Engineering

Kristi Schulte, Associate Director, Residential Life
Carol Smith, Manager Student Experience Programs, Office of Undergraduate Studies
Brad Starbuck, Enrollment Management
Lynn Stichnote, Director, Student Financial Assistance
Laura Stoll, Registrar, Registrar's Office
Summer Young, Manager Student Experience Programs, Office of Undergraduate Studies

Current Status of Missouri S&T Retention and Graduation Rates

In September 2009, Missouri S&T had record breaking enrollment since implementing competitive admissions criteria. Since 2000 enrollments in non-engineering had grown 40% and female student enrollment increased by 435 students. The Missouri S&T enrollment management office reported that 60 percent of the enrollment growth since 2005 was due to increased student retention.

Since 2002, Missouri S&T has shown improvement in its first- to second-year retention rate (the measure of those first-time, full-time degree-seeking freshmen who enroll in a given fall semester and re-enroll the following fall), increasing it from 83 percent to 88 percent (achieving the 2000 strategic plan goal).

The six-year bachelor degree graduation rate has risen from 52 percent in 2000 to 64 percent in 2005 and 63 percent in 2009. Both rates are higher than the national average (approximately 53%) and are among the highest of all Missouri public universities. Missouri S&T's six-year graduation rate is currently 63 percent, with a goal of 65 percent by 2011. The six-year graduation rate represents a significant improvement in recent years.

Most of the 2006-2011 Strategic Plan's undergraduate goals for total enrollment, diversity and quality have been achieved or exceeded by Fall 2010. In Fall 2010, the graduate enrollment rose to 1702, just shy of meeting the goal of 1750 graduate students. The Strategic Planning committee is revising the new enrollment targets for the 2015 plan. The committee understands that new targets will need to consider and incorporate the following factors:

- The oncoming demographic downturn high that is expected to decrease high school graduates by 3% to 5% annually from 2011-2016
- The expected reductions in federal, state and private financial aid to the current economic downturn
- The UM systems agreement to join the Access to Success initiative (increasing the Pell Grant/low-income and under-represented minority (URM) student populations by 50%)
- The recommendations of the S&T Education Capacity Task Force to limit student body until additional faculty and facility resources can be secured

When the strategic tactical plan is approved, it will detail annual targets that could meet the overall strategic planning goals. The new strategic enrollment targets are expected to be approved by November 2011, but the general student success and diversity strategies are not expected to change. Specifically, the desired student profile developed by the Strategic Planning Committee in 2004 would include the following long-term targets:

▶ **Academic Preparedness:**

- 27 average ACT score (upper 10% in nation)
- 90% having completed the full Missouri college-prep curriculum
- 50% from the upper 20% of high school class

▶ **Geography:**

- 70% in-state
- 25% out-of-state
- 5% international

▶ **Gender:**

- 30% female
- 70% male

▶ **Ethnicity:**

- 13% under-represented minority students

▶ **Majors:**

- 70% Engineering (all programs)
- 9% Natural Sciences and Mathematics (biology, chemistry, physics)
- 8% Business, Information Technology and Economics
- 8% Computer Science
- 5% Liberal Arts (psychology, history, English, technical communication, philosophy)

▶ **Success Rate:**

- 90% first to second year retention rate
- 80% return for third year
- 65-70% graduate in six years

A full report of Cumulative Retention & Graduation Rates of First-Time, Full-Time Degree Seeking Freshman, is included as Appendix A of this report. A complete list of Retention Strategies and Tactics is included as Appendix B.

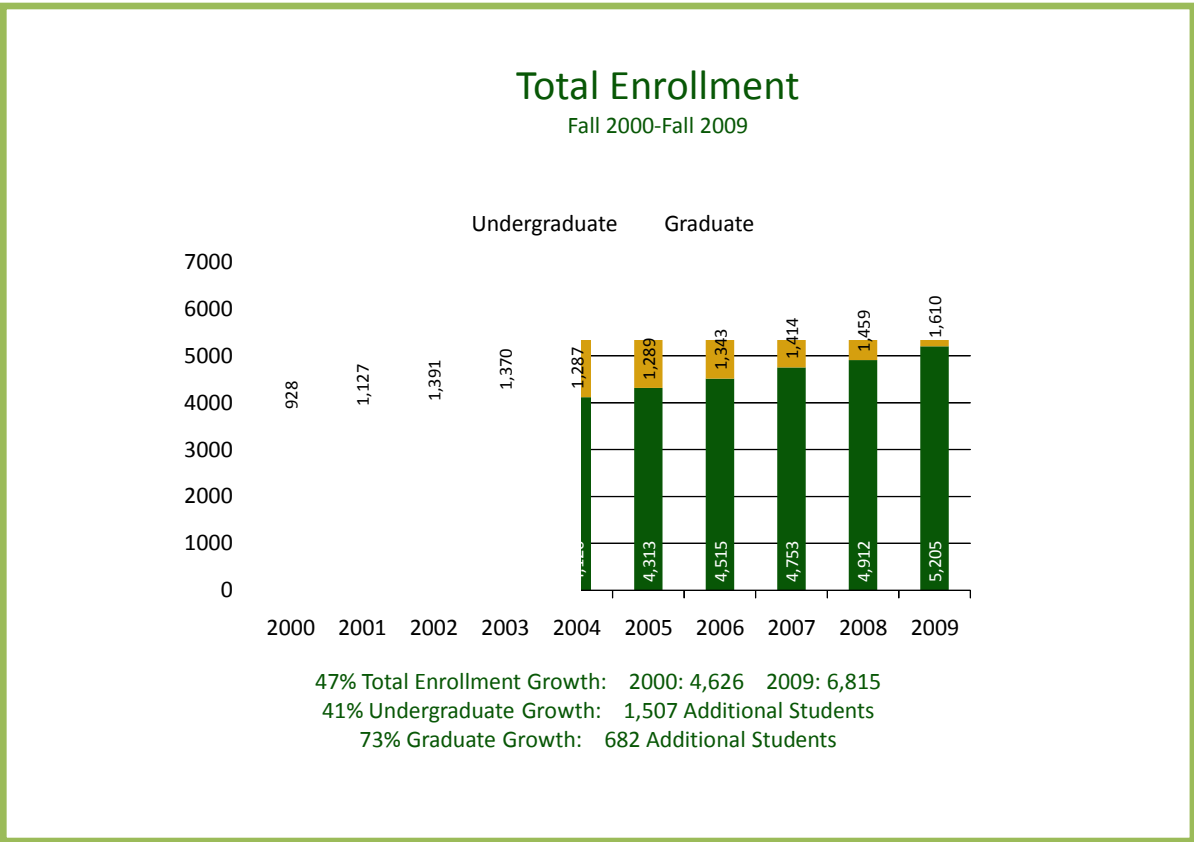


Figure 1- Total Enrollment 2000-2009

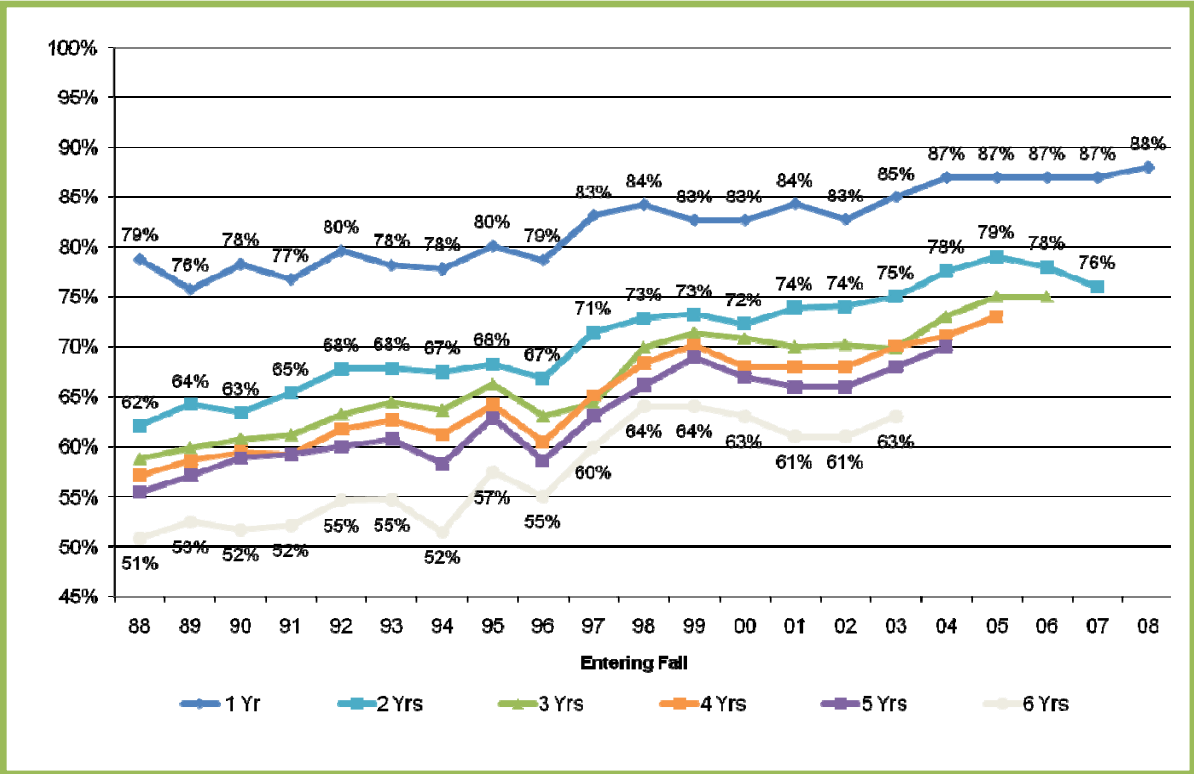


Figure 2- Freshmen Retention and Graduation Rates

Key Issues Addressed by the Committee

In 2009-10, the Retention Committee focused on top five priority goals. The committee organized itself into five working groups to coordinate the implementation of recommended actions. Action items were pursued as tactical planning items where practical.

Work Group 1--Improve strategies for early, intensive and continuous intervention for students. *(Student-faculty engagement, academic advising, academic support services, disability support services, peer mentoring, utilization of the academic alert system, etc.)*

Harvest Collier, Larry Gragg (Group Chair), Mary Ellen Kirgan, C.R. Thulasi Kumar, Rachel Morris, Kristi Schulte and Amiel Weerasinghe

Action Item:

1. Implement a model of early intervention to identify and engage academically "at risk" students.

Progress Indicator:

1. Reduced percentage of students earning a D or F in Chemistry I [and Mathematics 2 and 3, pending approval from the Mathematics Department].

Work Group 2--Centralize the parent and family support/outreach services to improve communication and campus engagement.

Rance Larsen, Lea-Ann Morton, Carol Smith, Lynn Stichnote and Laura Stoll (Group Chair)

Action Items:

1. Coordinate current efforts with a centralized structure that will more fully utilize the parent/guardian association and other advocacy activities on campus.
2. Centralized the responsibility, identifying a champion, would increase outreach services and communication to parent/guardians which does not seem to exist currently other than in small measure in various units.

Progress Indicators:

1. Parent engagement would be measured by participation in Family Day, parent survey of satisfaction/frustration, fund raising, and participation/enthusiasm of parents of board.
2. The results of a centralized support/outreach to parents/guardians and improving communications could be measured by the amount of parent frustrations voiced to various units such as Registrars, Financial Aid, and Advisors.

Work Group 3--Establish a central information center for student academic support services, staffed with trained professionals.

Jay Goff (Group Chair), Stephen Raper, Brad Starbuck and Summer Young

Action Items:

1. Short term: Identify a support-person/champion to develop and maintain a centralized website to help students locate and utilize academic support services. Maintain a blog where students can ask questions (and search the archived answers) about support services, academic needs and general issues.
2. Long term: Establish a plan for developing a centralized, student-focused facility for academic support services.

Progress Indicators:

- (1a) Site visits to the academic support website and increases in the numbers of students utilizing currently-existing academic support programs.
- (1b) Number of questions submitted-to and answered-by the blog.
- (2a) Conduct a survey of students and of faculty/staff to identify (if S&T was to develop the “perfect” academic support facility) what offices/units they see as part of this facility.
- (2b) Revisit the previous Centennial Hall re-deployment plan to incorporate space for the units identified by the surveys as important to include and establish a campus fundraising goal and development plan for achieving a one-stop academic support facility that could be constructed in future years if funding became available.

Work Group 4--Continue and enhance academic advising support and training.

Amy Gillman, Mary Ellen Kirgan, Scott Miller (Group Chair) and Summer Young

Action Items:

- 1. Develop a Missouri S&T Advising Handbook by Fall 2010.
- 2. Develop and implement a *New Faculty Advisor’s Forum* by Fall 2010.

Progress Indicators:

- 1. Faculty attendance at the Academic Advising Conferences
- 2. New faculty participation in the New Faculty Advisor’s Forum

Work Group 5--Focus new financial aid resources to increase need-based student financial aid availability.

Sunnie Hughes, C.R. Thulasi Kumar, Scott Miller, Carol Smith, Lynn Stichnote (Group Chair) and *Ad hoc member from Alumni Affairs*

Action Items/Progress Indicators:

- 1. Increase student access to \$150,000 more in low-interest university loans by review of and change to University Loan Endowments including but not limited to, an increase in outdated loan limits and changes to restrictive or outdated wording to expand access while respecting donor intent.
(Progress Indicator - Compare AY09, AY10 and AY11 University Loan numbers in student packages)
- 2. Menu of need-based university scholarship/grant/loan funding opportunities for provision to development officers and potential donors.
(Progress Indicator - Evaluate response by development officers and donors and Measure number of need-based endowments created)
- 3. Establish campus goal for 4.2 million in endowments for need-based scholarships and aid.
(Progress Indicator- Need-based aid gifts in dollar amounts)

The results from the following surveys were evaluated and are included as Appendix C of this report:

- Fall 2009 Entering Student Survey
- Student Satisfaction Inventory
- Non-Returning Student Survey Results for FS2007 & 2008 Cohorts
- 2009-10 Academic Alert System Report
- National Survey of Student Engagement (NSSE)

In addition, the Retention Committee reviewed the following documents:

- Cumulative Retention & Graduate Rates of First-Time, Full-Time Degree Seeking Freshmen (Appendix A)
- Retention Strategies & Tactics (Appendix B)
- Student Council Fall 2009 Survey Results on *What Students Expect from their Advisors*
<http://stuco.mst.edu/services/surveys-referendums>
- Presentation by Dr. Wes Habley, Ph.D.--*Director of Educational Practices for ACT (American College Testing)*

Recommended Actions

The 2009-10 Retention Committee minutes reflect six common themes relative to improving student retention:

1. Financial issues
2. Need to increase student interactivity and campus engagement
3. No central unit focusing on promoting parental engagement
4. Improving academic advising
5. Scattered student support services creates problems
6. Continue promotion of student-faculty engagement activities

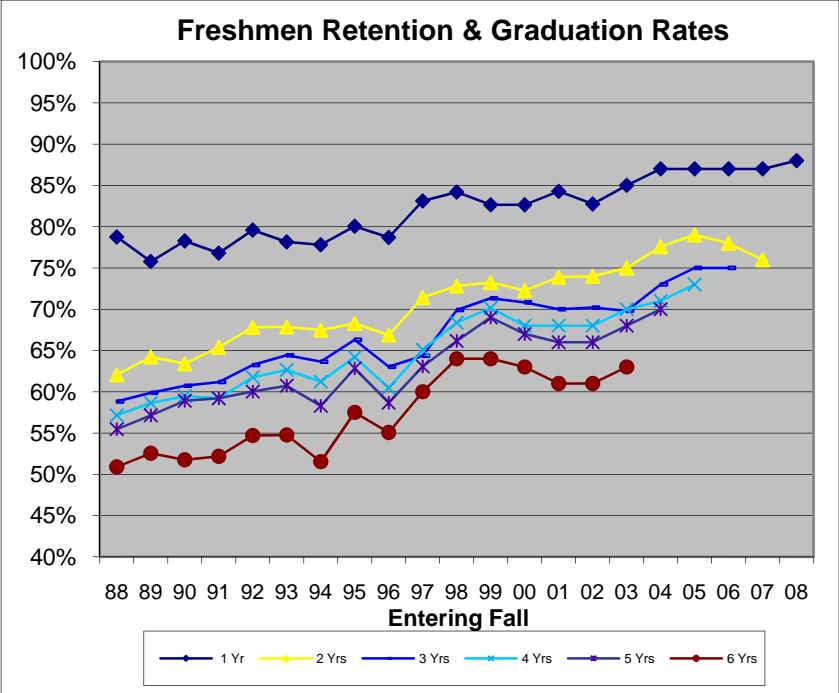
Based on the evaluation of survey results and other considerations, the Retention Committee recommends the following actions:

1. Focus new financial aid resources to increase need-based student financial aid availability.
2. Improve strategies for early, intensive and continuous intervention for students. (Student-faculty engagement, academic advising, academic support services, disability support services, peer mentoring, utilization of the academic alert system, etc.)
3. Continue and enhance academic advising support and training.
4. Enhance programs that promote student-faculty interactions.

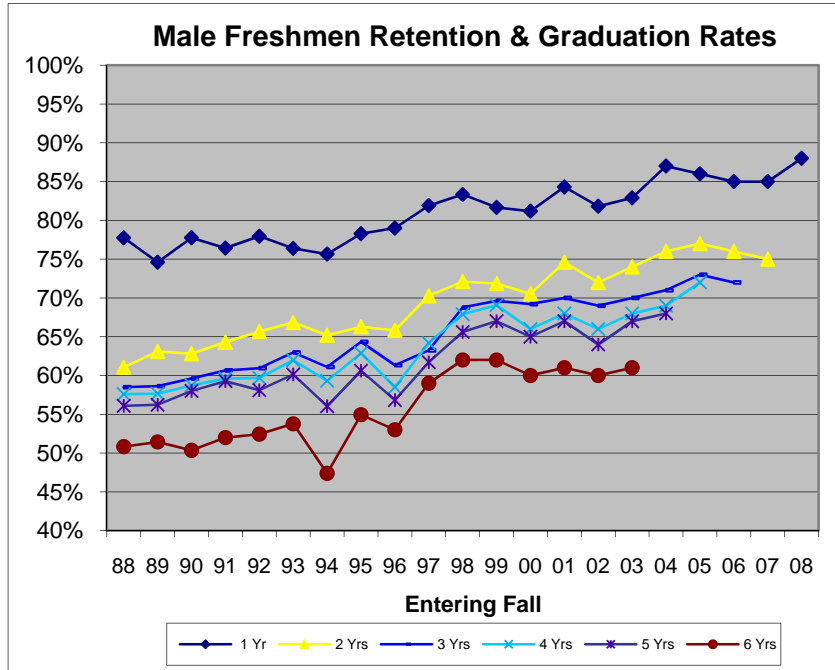
The Retention Committee will prioritize the recommendations above and establish action items around these recommendations. Action items will be pursued as Strategic/Tactical Planning items where practical. The committee will establish subcommittees to coordinate the implementation of recommended actions.

APPENDIX A

Cumulative Retention & Graduate Rates of First Time, Full Time Degree Seeking Freshmen

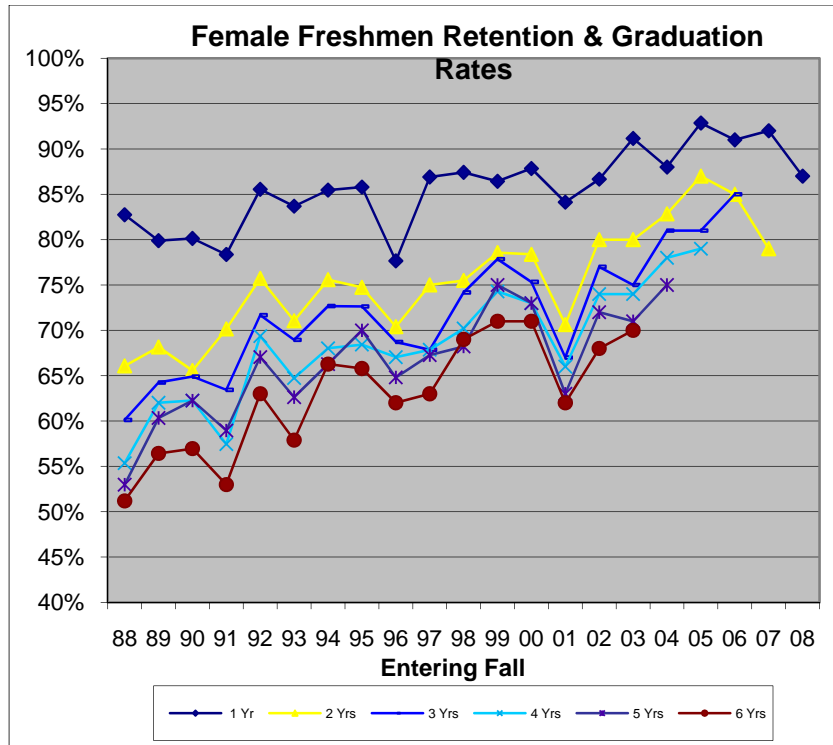


Class Entering	% Returned or Received Degree After					% Rec'd Deg After
	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	
TOTAL ALL						
88	79%	62%	59%	57%	55%	51%
89	76%	64%	60%	59%	57%	53%
90	78%	63%	61%	59%	59%	52%
91	77%	65%	61%	59%	59%	52%
92	80%	68%	63%	62%	60%	55%
93	78%	68%	64%	63%	61%	55%
94	78%	67%	64%	61%	58%	52%
95	80%	68%	66%	64%	63%	57%
96	79%	67%	63%	60%	59%	55%
97	83%	71%	64%	65%	63%	60%
98	84%	73%	70%	68%	66%	64%
99	83%	73%	71%	70%	69%	64%
00	83%	72%	71%	68%	67%	63%
01	84%	74%	70%	68%	66%	61%
02	83%	74%	70%	68%	66%	61%
03	85%	75%	70%	70%	68%	63%
04	87%	78%	73%	71%	70%	
05	87%	79%	75%	73%		
06	87%	78%	75%			
07	87%	76%				
08	88%					



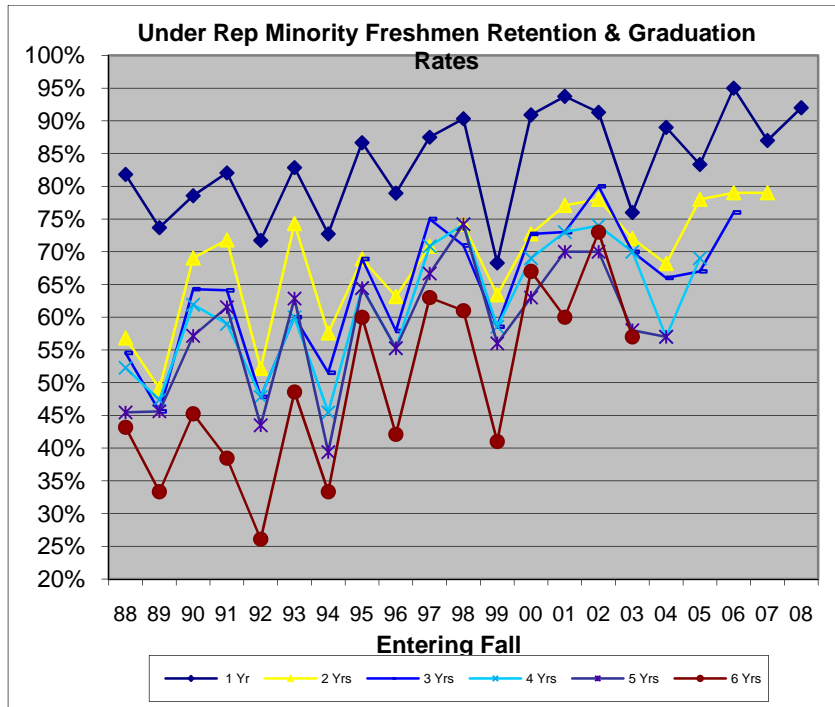
MALE

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
88	78%	61%	58%	58%	56%	51%
89	75%	63%	59%	58%	56%	51%
90	78%	63%	60%	59%	58%	50%
91	76%	64%	61%	60%	59%	52%
92	78%	66%	61%	60%	58%	52%
93	76%	67%	63%	62%	60%	54%
94	76%	65%	61%	59%	56%	47%
95	78%	66%	64%	63%	61%	55%
96	79%	66%	61%	59%	57%	53%
97	82%	70%	63%	64%	62%	59%
98	83%	72%	69%	68%	66%	62%
99	82%	72%	70%	69%	67%	62%
00	81%	71%	69%	66%	65%	60%
01	84%	75%	70%	68%	67%	61%
02	82%	72%	69%	66%	64%	60%
03	83%	74%	70%	68%	67%	61%
04	87%	76%	71%	69%	68%	
05	86%	77%	73%	72%		
06	85%	76%	72%			
07	85%	75%				
08	88%					



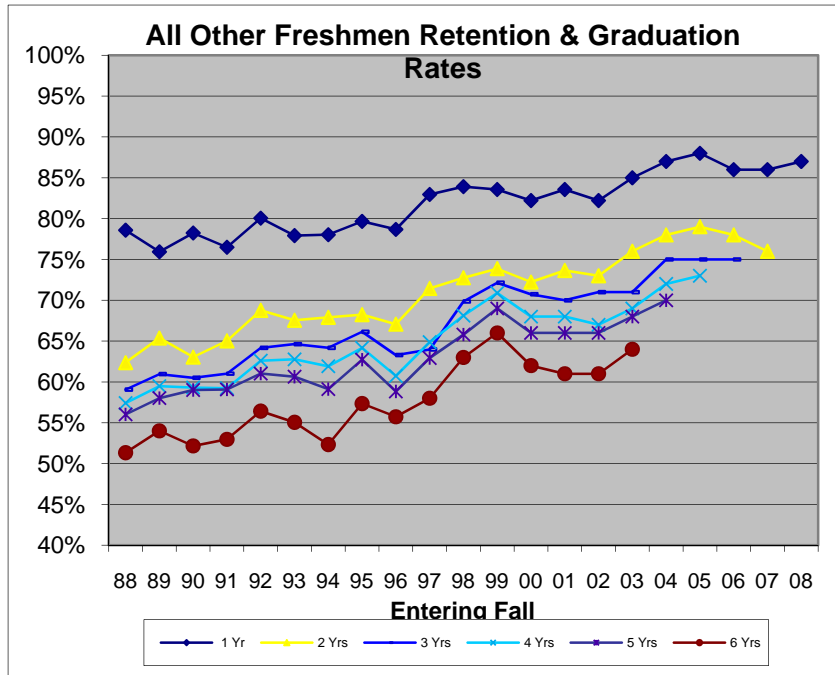
FEMALE

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
88	83%	66%	60%	55%	53%	51%
89	80%	68%	64%	62%	60%	56%
90	80%	66%	65%	62%	62%	57%
91	78%	70%	63%	57%	59%	53%
92	86%	76%	72%	69%	67%	63%
93	84%	71%	69%	65%	63%	58%
94	85%	76%	73%	68%	66%	66%
95	86%	75%	73%	68%	70%	66%
96	78%	70%	69%	67%	65%	62%
97	87%	75%	68%	68%	67%	63%
98	87%	75%	74%	70%	68%	69%
99	86%	79%	78%	74%	75%	71%
00	88%	78%	75%	73%	73%	71%
01	84%	71%	67%	66%	63%	62%
02	87%	80%	77%	74%	72%	68%
03	91%	80%	75%	74%	71%	70%
04	88%	83%	81%	78%	75%	
05	93%	87%	81%	79%		
06	91%	85%	85%			
07	92%	79%				
08	87%					



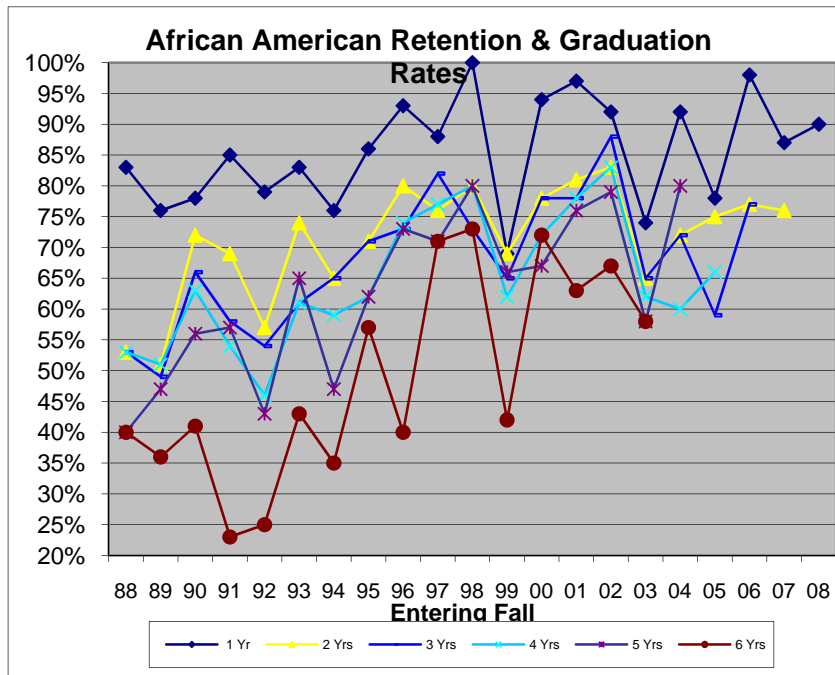
**Under Represented Minorities
(American Indian, Black & Hispanic)**

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
88	82%	57%	55%	52%	45%	43%
89	74%	49%	46%	47%	46%	33%
90	79%	69%	64%	62%	57%	45%
91	82%	72%	64%	59%	62%	38%
92	72%	52%	48%	48%	43%	26%
93	83%	74%	60%	60%	63%	49%
94	73%	58%	52%	45%	39%	33%
95	87%	69%	69%	64%	64%	60%
96	79%	63%	58%	55%	55%	42%
97	88%	71%	75%	71%	67%	63%
98	90%	74%	71%	74%	74%	61%
99	68%	63%	59%	59%	56%	41%
00	91%	73%	73%	69%	63%	67%
01	94%	77%	73%	73%	70%	60%
02	91%	78%	80%	74%	70%	73%
03	76%	72%	70%	70%	58%	57%
04	89%	68%	66%	57%	57%	
05	83%	78%	67%	69%		
06	95%	79%	76%			
07	87%	79%				
08	92%					



All Other (Asian/Pac Islander, Non-Res, Unknown, White)

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
88	79%	62%	59%	57%	56%	51%
89	76%	65%	61%	59%	58%	54%
90	78%	63%	61%	59%	59%	52%
91	76%	65%	61%	59%	59%	53%
92	80%	69%	64%	63%	61%	56%
93	78%	68%	65%	63%	61%	55%
94	78%	68%	64%	62%	59%	52%
95	80%	68%	66%	64%	63%	57%
96	79%	67%	63%	61%	59%	56%
97	83%	71%	64%	65%	63%	58%
98	84%	73%	70%	68%	66%	63%
99	84%	74%	72%	71%	69%	66%
00	82%	72%	71%	68%	66%	62%
01	84%	74%	70%	68%	66%	61%
02	82%	73%	71%	67%	66%	61%
03	85%	76%	71%	69%	68%	64%
04	87%	78%	75%	72%	70%	
05	88%	79%	75%	73%		
06	86%	78%	75%			
07	86%	76%				
08	87%					



African American

	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
88	83%	53%	53%	53%	40%	40%
89	76%	51%	49%	51%	47%	36%
90	78%	72%	66%	63%	56%	41%
91	85%	69%	58%	54%	57%	23%
92	79%	57%	54%	46%	43%	25%
93	83%	74%	61%	61%	65%	43%
94	76%	65%	65%	59%	47%	35%
95	86%	71%	71%	62%	62%	57%
96	93%	80%	73%	74%	73%	40%
97	88%	76%	82%	77%	71%	71%
98	100%	80%	73%	80%	80%	73%
99	69%	69%	65%	62%	66%	42%
00	94%	78%	78%	72%	67%	72%
01	97%	81%	78%	78%	76%	63%
02	92%	83%	88%	83%	79%	67%
03	74%	65%	65%	62%	58%	58%
04	92%	72%	72%	60%	80%	
05	78%	75%	59%	66%		
06	98%	77%	77%			
07	87%	76%				
08	90%					

APPENDIX B
Retention Strategies and Tactics
2000-2009

Retention Strategies and Tactics, 2001-2009

Assessment Enhancement

- Created standardized retention and graduation reports by gender and ethnicity and began measuring stop-out rate (students who withdraw and return), 2002
- Began annual retention audit of academic (cognitive) and demographic factors, 2001
- Instituted new-student survey in freshman Preview, Registration and Orientation (PRO sessions), 2002
- Re-instituted the Hogan Personality Index (HPI) assessment to track students by non-cognitive factors, 2002
- Revised withdraw surveys and interviews, 2002
- Started follow-up telephone surveys of non-returning students, 2002
- Began collection and campus-wide distribution of freshman academic profile, specifically new-student survey data about expectations, social activities, GPA, ACT/SAT scores, 2002
- Revised student satisfaction and engagement assessments, Cooperative Institution Research Program and National Survey of Student Engagement, 2001
- Identified classes with very low student success rates, grade of D, F or Withdraw in 2001

Programming: Advising, Tutoring, Learning Communities, Faculty Training and Support

- Learning Enhancement Across Disciplines (LEAD) tutoring program expanded beyond physics classes, Fall 2002
- Joint Academic Management (JAM) sessions established, 2004
- Online tutor request program implemented, 2003
- Opening Week activities restructured around a group project activity, 2002 and 2003
- Expectations of student success addressed in all recruitment and orientation speeches, 2002
- Group building (making friends) and study skills addressed in all orientation and Opening Week activities, 2002–2003
- A rapid response “Academic Alert System” initiated (2005) using an online student communication system, “Success Chain,” 2005–2006
- Advising program expanded with regular advisor training and awards, 2002
- Learning Communities and First-Year Experience Programs to address student academic skills development and social engagement through student life-oriented group events, 2002–2003
- Expanded freshman pre-college “Hit the Ground Running” program to address student academic expectations
- Created the Center for Pre-College Programs (CPCP) to expand the K-12 student workshops and science, technology, engineering, and mathematics (STEM) summer camps.
- Created the Center for Educational Research and Teaching Innovation (CERTI): to address improving the Missouri S&T learning environment and student learning outcomes through collaborative learning, experiential learning, technology enhanced learning, and educational research practices (September 4, 2003).
- Expanded experiential learning programs by promoting student engagement through student design teams, undergraduate research (OURE expansion) and service learning
- Implemented the Notification of Scholastic Probation Form, 2007

- Established the undergraduate advising office, 2007
- Developed the On-Track Academic Success Program to assist probationary and academically deficient students, 2007

Policy Changes

- Incomplete grade time limit change, 2002
- Repeat course GPA adjustment policy, 2002
- Scholarship Reinstatement Policy, 2002
- All BS degree programs reduced to fall between 124 and 128 hours, 2002–2003
- Four degree programs most often requested by exiting students added: business, information science and technology, technical communication, and architectural engineering, 2002–2003

APPENDIX C

Evaluation of Survey Results

Fall 2009 Entering Student Survey

- Average ACT score: 27.7 (*upper 10% in nation, four perfect ACT & one SAT scores*)
- Average high school GPA: 3.78. 71% have a 3.5 GPA or higher
- 29% are first generation students
- 46% plan to earn a graduate degree at S&T (*of those, 58% are likely to complete a graduate degree*)
- 44% would like to study abroad (*international experience*)
- +80% are receiving scholarships & financial aid
- 22% qualify for low income Pell grants
- 82% plan to work while enrolled
- 29% have/carry a credit card (*12 already have a monthly balance over \$1,000*)
- 93% plan to participate in a co-op or internship
- 84% studied less than 5 hours per week in high school
- 48% expect to earn a GPA of over 3.5 at S&T
- 98% plan to bring a personal computer to campus
 - 67% new computers
 - 78% Laptops
 - 11% Macs
- 99% plan to bring a cell phone
- 86% use on-line social networks (*Facebook, MySpace, Twitter*)
- 16% play video games 11 or more hours per week
- 21% spend more than 11 hours per week on the internet
- 67% plan to complete their degree in 4 years or less
- 94% plan to join a student organization
- 44% would like to assume a student leadership position
- 76% plan to be involved in recreational athletic activities
- 68% plan to be involved in S&T student design teams
- 34% plan to join a fraternity or sorority

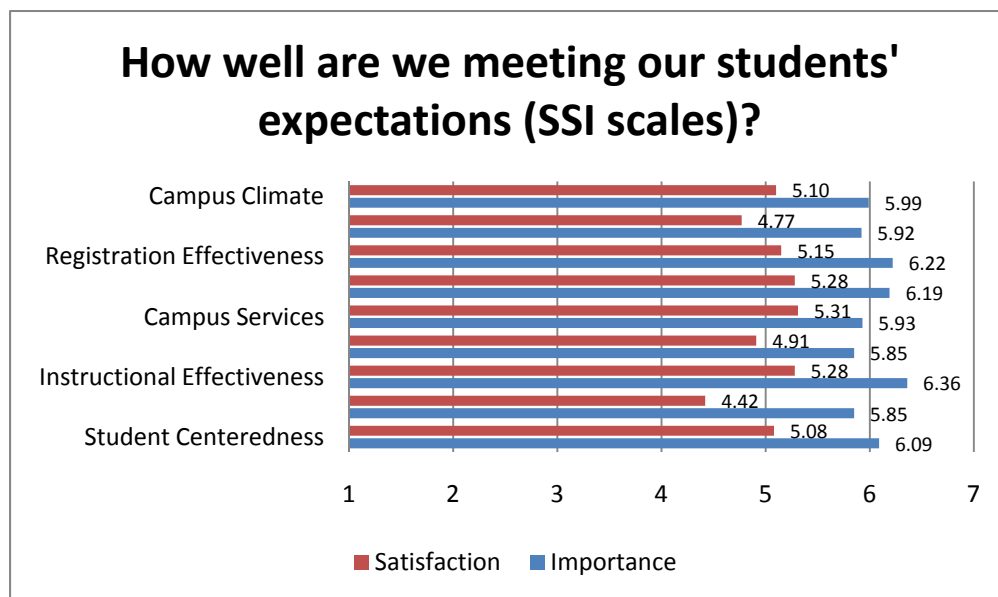
Student Satisfaction Inventory

The Student Satisfaction Inventory (SSI) measures student satisfaction and priorities, showing how satisfied students are, as well as what issues are important to them. It is developed by Noel-Levitz, Inc.

The SSI covers the following areas:

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Services
- Instructional Effectiveness
- Recruitment and Financial Aid
- Registration Effectiveness
- Safety and Security
- Student Centeredness

The student satisfaction survey was originated by the University's strategic plan and objectives and later incorporated into the university assessment plan. Missouri S&T started administering the SSI in spring 2008, and the next administration will be in the spring of 2011. All enrolled students are invited to complete the SSI. The results of the SSI are used to improve the quality of student life and learning.

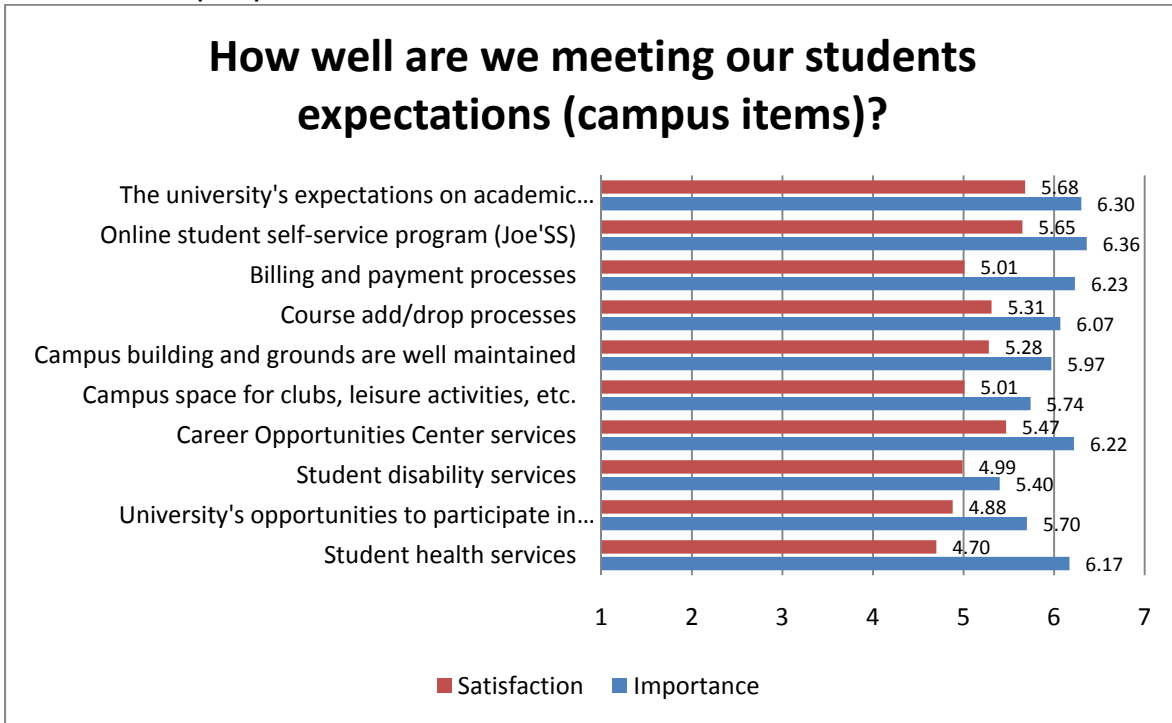


The above chart clearly indicates the Performance Gap (in decreasing order):

- Campus Life
- Safety and Security
- Instructional Effectiveness
- Registration Effectiveness
- Student Centeredness
- Recruitment and Financial Aid Effectiveness
- Academic Advising Effectiveness
- Campus Climate
- Campus Services

In addition to several items already in SSI, S&T also included campus specific questions to the survey. Strategic planning efforts focus on the areas that matter most to our students, where we are meeting their expectations, and where we have room for improvement.

The following chart shows the gap between the satisfaction and the importance of campus specific items from students' perspective.



Performance Gap (in decreasing order):

- Student health service
- Billing and payment processes
- University opportunities to participate in athletics & physical activities
- Course add/drop processes
- Career Opportunity Center services
- Campus space for clubs & leisure activities
- Online student self-service program (Joe'SS)
- Campus building & grounds maintenance
- Universities expectations on academic integrity
- Student disability services

Non-Returning Student Survey Results FS2007 & 2008 Cohorts

2008 COHORT		
	Number of Students	Percent
Non-Returners	113	
Respondents	34	30%
Male	25	74%
Female	9	26%
Missouri Residents	30	88%
Non-Missouri Residents	4	12%
Engineering Majors	30	88%
Non-Engineering Majors	4	12%
Race		
Asian	1	3%
Black/African American	0	0%
Hispanic-Latino	0	0%
Non-specified	0	0%
White	33	97%
Average ACT	26.2	
Average GPA		
3.5-4.0	7	21%
3.0-3.49	7	21%
2.5-2.9	5	15%
2.0-2.49	5	15%
1.9 and below	10	29%
Would Like to Return	2	6%
Would Recommend Missouri S&T		
unqualified yes	25	74%
yes, if...	7	21%
no/no response	9	26%
Extracurricular activities		
yes	16	47%
no	12	35%
no response	6	18%
Reasons for leaving		
financial	7	21%
changing major	11	32%
Transferring	26	76%

2007 COHORT		
	Number of Students	Percent
Non-Returners	80 (35 for FS 09) (45 for SPI0)	
Respondents	29	36%
Male	21	72%
Female	8	28%
Missouri Residents	20	69%
Non-Missouri Residents	9	31%
Engineering Majors	22	76%
Non-Engineering Majors	7	24%
Race		
Asian	1	3%
Black/African American	1	3%
Hispanic-Latino	2	7%
Non-specified	1	3%
White	24	83%
Average ACT	26.2	
Average GPA		
3.5-4.0	8	
3.0-3.49	7	
2.5-2.9	7	
2.0-2.49	6	
1.9 and below	1	
Would Like to Return	4	1%
Would Recommend Missouri S&T		
unqualified yes	12	41%
yes, if...	10	34%
no/no response	7	24%
Extracurricular activities		
yes	20	69%
no	6	21%
no response	3	10%
Reasons for leaving		
financial	7	24%
changing major	11	38%
other	11	38%
Transferring	27	93%

2009-10 Academic Alert System Report

- Since 2005-06, the total number alerts issued have increased. The total number of individual students receiving alerts has also increased.
- Since 2006-07, the total number of faculty using the system has decreased.
- In 2009-10, 1,544 alerts were issued to 1,005 individual students
- Freshmen received 37% of the academic alerts issued, sophomores 25%, juniors 18%, seniors 18% and MS degree seeking students 2%.
- The majority of alerts were issued due to “lack of attendance” or “poor performance” in class.
- Since 2005-06, the percentage of “closed” alerts has generally decreased. In 2009-10, only 32% of all academic alerts were closed.
- “Enroll in On-Track Academic Success Program” was added as a recommended action.
- A pilot Direct Intrusive Intervention project with the General Chemistry course reveals that Academic Alerts influenced the number of passing grades (please see chart below).

Challenges:

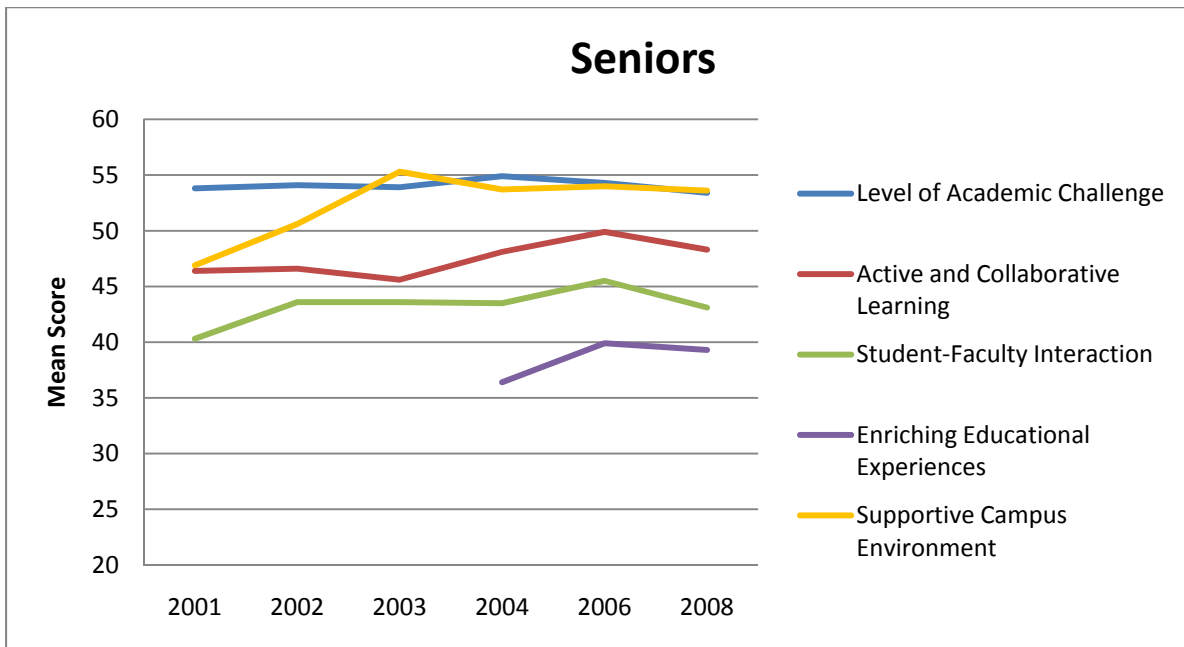
- a. How to gain consistent use by faculty?
- b. Reporting mid-term grades is essential for determining the value of academic alert.
- c. Gain direct student input on the impact of Academic Alert (testimonials).

Grade	Direct Intrusive Intervention F'09	Fall'09 Pool	'09/'10	'08/'09	'07/'08
A	0.6%	17.9%	22.3%	24.2%	24.9%
B	15.6%	28.8%	27.9%	31.2%	34.7%
C	36.9%	12.8%	24.3%	23.1%	22.9%
D	19.4%	2.5%	7.6%	8.2%	8.7%
F	27.5%	2.8%	7.9%	6.5%	6.2%
Number of Students	160	750	1018	939	888

**Grade percentages are for the pool of 750 students taking the General Chemistry course in Fall 2009. 213 of the 750 students received AA and/or LASSI intervention. 160 of the direct intervention students received A-F grades. 53 students took HR status or dropped the course.*

Student Engagement

The National Survey of Student Engagement (NSSE) obtains information about student participation in programs and activities that institutions provide for their learning and personal development. It is coordinated by the Indiana University Center for Postsecondary Research. Missouri S&T freshmen and seniors have completed the NSSE survey since 2001, every 2 years. Beginning 2010, OIRA survey will be administered every 3 year to accommodate other student satisfaction and experience surveys. The results of this survey provide a fair picture of lower-division and upper-division students' collegiate experience at Missouri S&T. The data from the five benchmarks of effective educational practices provided by the NSSE clearly indicates that the Missouri S&T's progress is consistent since 2001, except for the year 2008. The results of NSSE 2010 administration will be available in the fall of 2010.



The following table clearly indicates that students express gains in most areas of general education as they progress through their freshmen to senior years. All the items included in the NSSE survey are also tied to S&T's university-wide learning outcomes. Therefore, NSSE provides an indirect measure of understanding the learning outcomes at the senior level. The only area where the students seem to have no gains is in their ability to understand people of different racial backgrounds.

Table I. Educational and Personal Growth

2006-2008

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

1=very little, 2=some, 3=quite a bit, 4=very much

		2006	2008
Acquiring a broad general education	FY*	2.78	2.92
	SR	2.83	2.93
	Diff	0.05	0.02

Acquiring job or work-related knowledge and skills	FY	3.05	3.18
	SR	3.32	3.31
	Diff	0.27	0.13
Writing clearly and effectively	FY	2.43	2.47
	SR	2.56	2.53
	Diff	0.13	0.06
Speaking clearly and effectively	FY	2.34	2.44
	SR	2.57	2.57
	Diff	0.23	0.13
Thinking critically and analytically	FY	3.36	3.35
	SR	3.49	3.45
	Diff	0.13	0.10
Analyzing quantitative problems	FY	3.37	3.44
	SR	3.52	3.49
	Diff	0.15	0.05
Working effectively with others	FY	3.05	3.05
	SR	3.11	3.12
	Diff	0.06	0.07
Understanding people of other racial and ethnic backgrounds	FY	2.10	2.17
	SR	2.03	2.01
	Diff	-0.07	-0.17
Solving complex real-world problems	FY	2.88	2.98
	SR	3.10	3.05
	Diff	0.22	0.07
Developing a personal code of values and ethics	FY	2.22	2.34
	SR	2.31	2.33
	Diff	0.09	-0.01

*FY: First Year, SR: Senior

APPENDIX D

2009-10 Meeting Minutes



Meeting Schedule

The Retention Committee meets every other Thursday, from 8:15-9:15 AM in the Silver & Gold room of the Havener Center.

August 27, 2009

September 10, 2009

September 24, 2009

October 8, 2009

October 22, 2009

November 5, 2009

November 19, 2009

December 3, 2009

December 17, 2009

December 31, 2009 NO Meeting

January 14, 2010

January 28, 2010

February 11, 2010—CANCELLED

February 25, 2010—*Special Guest, Dr. Wes Habley*

March 11, 2010 NO Meeting (Spring Recess)

March 25, 2010

April 8, 2010

April 22, 2010—CANCELLED [*also Earth Day*]

May 6, 2010

MINUTES

Missouri S&T Retention Committee Meeting

August 27, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Larry Gragg, Mary Ellen Kirgan, C.R. Thulasi Kumar, Rance Larsen, F. Scott Miller, Rachel Morris, Lea-Ann Morton, Stephen Raper, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Amiel Weerasinghe, Summer Young

Members Absent: Jay Goff, Sunnie Hughes

I. Welcome New Members-Dr. Collier welcomed the new members to the committee and reviewed the meeting schedule for the 2009-10 academic year.

II. New Business

A. Preliminary Retention Report-

Laura Stoll reported the preliminary retention numbers for first year students is currently around 87.6%. However, second year student retention is down from last year.

Dr. Miller reported the Undergraduate Advising Office is actively working to correct this. He hopes the implementation of the new advising guidelines will positively impact student retention at the end of this coming year.

Dr. Collier briefly described the new advising guidelines to the committee and summarized the new requirements.

B. Top 5 Priority Goals for 2009-10

The Missouri S&T Retention Committee established five priority goals for the 2009-10 academic year. The committee organized itself into five working groups to coordinate the implementation of recommended actions.

Dr. Collier asked that each working group meet to discuss their specific goal, and establish recommended action(s) and related performance measures. Action items will be pursued as tactical planning items where practical. Dr. Collier will forward recommendations to the Strategic Planning Committee by September 17, 2009.

Goal 1 Working Group:

Harvest Collier

Larry Gragg (Group Chair)

Mary Ellen Kirgan

C.R. Thulasi Kumar
Rachel Morris
Kristi Schulte
Amiel Weerasinghe

Goal 2 Working Group:

Rance Larsen
Lea-Ann Morton
Carol Smith
Lynn Stichnote
Laura Stoll (Group Chair)

Goal 3 Working Group:

Jay Goff (Group Chair)
Stephen Raper
Brad Starbuck
Summer Young

Goal 4 Working Group:

Scott Miller (Group Chair)
Amy Gillman
Mary Ellen Kirgan
Summer Young

Goal 5 Working Group:

Scott Miller
Sunnie Hughes
C.R. Thulasi Kumar
Carol Smith
Lynn Stichnote (Group Chair)
Ad hoc member from Alumni Affairs

- I. **Announcements:** Fall 2009 Academic Advising Conference Series- "*Guidelines for Advising Probationary and Academically Deficient Students*", Monday August 31, 2009, 12:00-1:30 PM, Meramec/Gasconade room, Havener Center
- II. **Next Meeting:** A motion was passed to delay the Chancellor's visit until a later date. The work groups will meet next week and the committee will meet again on Sept. 10, 2009 to discuss recommended actions.

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

September 10, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Larry Gragg, Mary Ellen Kirgan, C.R. Thulasi Kumar, Rance Larsen, F. Scott Miller, Rachel Morris, Lea-Ann Morton, Stephen Raper, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Sunnie Hughes, Kristi Schulte, Amiel Weerasinghe

I. Review and Approve Minutes (from the 8-27-09 meeting)

The committee reviewed the minutes from the 8-27-09 meeting. One minor correction was made. A motion was approved to accept the minutes as corrected.

II. New Business

A. Working Group Reports

- 1) Larry Gragg reported for the Goal 1 working group. The goal is to improve strategies for early, intensive and continuous intervention for students. The proposed action is to implement a model of early intervention to identify and engage academically "at risk" students. The progress indicator is "Reduced percentage of students earning a D or F in Chemistry 1 [and Mathematics 2 and 3, pending approval from the Mathematics Department]". This action is driven by fall 2009 Chem. I pilot project, which is being led by Harvest Collier and the other Chem. I instructors in the Chemistry department. They will need the assistance of Institutional Research to gather data at the end of the semester. Dr. Collier will continue working with the Math department to identify willing participants.
- 2) Laura Stoll reported for the Goal 2 working group. The goal is to centralize the parent and family support/outreach services to improve communication and campus engagement. The working group met for discussion, then met with the Alumni Office and Student Life. They also researched best practices at other institutions. The proposed actions are:
 - a) Coordinate current efforts with a centralized structure that will more fully utilize the parent/guardian association and other advocacy activities on campus.
 - b) Centralized the responsibility, identifying a champion, would increase outreach services and communication to parent/guardians which does not seem to exist currently other than in small measure in various units.
Parent engagement would be measured by participation in Family Day, parent survey of satisfaction/frustration, fund raising, and participation/enthusiasm of parents of board. The results of a centralized support/outreach to parents/guardians and improving communications could be measured by the amount of parent frustrations voiced to various units such as Registrars, Financial Aid, and Advisors.

The group suggests we identify one office to champion the effort and make it happen. They

feel the most logical place for this is within Student Affairs. One person should be the main point of contact and serve as the “parent advocate” for the campus. Dr. Collier will talk to the Provost and bring a report back to the Retention Committee.

- 3) Stephen Raper reported for the Goal 3 working group. The goal is to establish a central information center for student academic support services, staffed with trained professionals. In order to accomplish this goal, the group feels there should be a central “facility” on the campus for student academic support. With further discussion, the group recommended the following actions:
 - a) Short term: Identify a support-person/champion to develop and maintain a centralized website to help students locate and utilize academic support services. Maintain a blog where students can ask questions (and search the archived answers) about support services, academic needs and general issues.
 - b) Long term: Establish a plan for developing a centralized, student-focused facility for academic support services.The group will email Dr. Collier further clarification, including performance measures.

- 4) Scott Miller reported for the Goal 4 working group. The goal is to continue and enhance academic advising support and training.

The proposed actions are a) Develop a Missouri S&T Advising Handbook by Fall 2010; and b) Develop and implement a *New Faculty Advisor's Forum* by Fall 2010. The performance measures are a) Faculty attendance at the Academic Advising Conferences; and b) New faculty participation in the New Faculty Advisor's Forum.

- 5) Lynn Stichnote reported for the Goal 5 working group. The goal is to focus new financial aid resources to increase need-based student financial aid availability. The proposed actions items and progress indicators are:
 - a) Increase student access to \$150,000 more in low-interest university loans by review of and change to University Loan Endowments including but not limited to, an increase in outdated loan limits and changes to restrictive or outdated wording to expand access while respecting donor intent / (Progress Indicator - Compare AY09, AY10 and AY11 University Loan numbers in student packages)
 - b) Menu of need-based university scholarship/grant/loan funding opportunities for provision to development officers and potential donors (Progress Indicator - Evaluate response by development officers and donors and Measure number of need-based endowments created)
 - c) Establish campus goal for 4.2 million in need-based scholarships and aid (Progress Indicator- Need-based aid gifts in dollar amounts)

B. Next Meeting:

Sept. 24, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center. The Chancellor visits from 8:15-8:45 AM on October 8, 2009.

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

September 24, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Larry Gragg, Sunnie Hughes, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Stephen Raper, Kristi Schulte, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, C.R. Thulasi Kumar, Lea-Ann Morton, Carol Smith, Amiel Weerasinghe

I. Review and Approve Minutes

The committee reviewed the minutes from the 9-10-09 meeting. A motion was approved to accept the minutes as written with a minor change from Lynn Stichnote.

II. New Business

A. Proposed Tactical Planning Action Items- Dr. Collier presented the proposed action items that have been presented to the Goal 1 strategic planning subcommittee. The committee discussed each action item and commented on the following:

Dr. Collier has encountered difficulty in identifying a department to champion the effort to establish a parent advocate point of contact and parent communication plan for the campus. Lynn Stichnote suggested diverting some funds to New Student Programs and assigning 0.25 or partial FTE position (temporarily) to the existing 0.75 FTE existing position to get it going. The University could supplement the funds to support the effort with money raised by the Alumni Association's fundraising activities. Dr. Collier asked the subcommittee to consider other ideas for implementation and to send the information via email.

Dr. Collier described the Chem I pilot project and the committee discussed student retention, and the reasons why students leave the university. Students have indicated the mentoring approach works. Many departments use peer mentors including Undergraduate Advising, Admissions and Student Diversity Programs.

B. Work Group Reports- Dr. Collier asked the subcommittees for additional recommendations and ideas. Due to time constraints, he asked the subcommittees to send the information via email

III. Next Meeting:

October 8, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center
(The Chancellor visits from 8:15-8:45 AM)

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

October 8, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Larry Gragg, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Sunnie Hughes, C.R. Thulasi Kumar, Lea-Ann Morton, Stephen Raper, Amiel Weerasinghe

Guests: Tyrone Davidson

I. Welcome and Introductions

The meeting opened with introductions and a request by Chancellor Carney to proceed first with the Retention Committee's annual report in order to accommodate his meeting schedule. Mary Ann Koen (not in attendance due to teaching class) was introduced as the new Advising Office Manager. Tyrone Davidson was introduced as the new Academic Advisor in the Advising Office. Committee members recommended that Mary Ann and Tyrone visit the offices of those represented on the committee in order for them become acquainted with the people and processes in those offices.

II. Annual Report Review

Harvest Collier provided an overview of the Retention Committee's assessment of the collection of student surveys conducted by the campus on a scheduled basis as the major focus of the committee's work during the past academic year. Please see previously distributed committee annual report.

Harvest Collier presented the proposed action items that have been shared with the Goal 1 strategic planning subcommittee as the Top 5 priority goals of the Retention Committee. These actions items resulted from the committee's deliberations on the lessons learned from its assessment of student surveys.

III. Review and Approve Minutes

The committee reviewed the minutes from the 9-24-09 meeting. A motion was made (Larry Gragg) and seconded (Laura Stoll) to approved the minutes as submitted.

IV. New Business

A. Proposed Tactical Planning Action Items

The committee held a discussion on the status of the proposed tactical plan action items relative to the ongoing strategic/tactical planning committee process for adopting this year's

tactical plan. With the understanding that the Retention Committee will still to pursue its 5 priority action items, Larry Gragg suggested that it would be appropriate to revisit our priority list after the strategic planning committee had established its tactical plan action items for this year.

It was confirmed that the retention committee's goal 5 work group action item relative to student loans be submitted as a recommended action item for strategic plan goal 2.5.

Action Items/Progress Indicators:

4. Increase student access to \$150,000 more in low-interest university loans by review of and change to University Loan Endowments including but not limited to, an increase in outdated loan limits and changes to restrictive or outdated wording to expand access while respecting donor intent /**(Progress Indicator - Compare AY09, AY10 and AY11 University Loan numbers in student packages)**

V. Next Meeting:

October 22, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

October 22, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Tyrone Davidson, Larry Gragg, Sunnie Hughes, Rance Larsen, F. Scott Miller, Rachel Morris, Lea-Ann Morton, Stephen Raper, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Mary Ellen Kirgan, C.R. Thulasi Kumar, Kristi Schulte, Amiel Weerasinghe

Guests: Alissa Fleck (for C.R. Thulasi Kumar)

I. Review and Approval of Minutes (from the 10-8-09 meeting)

The committee reviewed the minutes from the 10-8-09 meeting. Two minor corrections were made. A motion was approved to accept the minutes as corrected.

II. New Business

A. Tactical Plan Action Items Discussion

The committee continued its discussion of the tactical plan action items relative to the ongoing strategic/tactical planning committee process for adopting this year's tactical plan. Lynn Stichnote provided clarification of the proposed action item regarding student loans.

Harvest Collier provided an update on the "Intrusive Intervention" project. He shared that the project was moving forward and that students were responding to requests to take the LASSI. He related that students that took the LASSI were provided information on best practices to assist their needs relative to their LASSI results.

Scott Miller shared that Patty Frisbee/Trish Watson may have an interest to assist with the Retention Committee Working Group 2 action item to centralize the parent and family support/outreach services to improve communication and campus engagement. Their interest is predicated on the availability of resources to support the effort, however.

Larry Gragg reported that the Strategic/Tactical Planning Committee had adopted recommended objectives/goals/action items with revisions during the committee's October 21, 2009 meeting. He shared that a new goal was adopted by the Strategic Planning Committee to conduct a new capacity study by a committee led by Jay Goff.

There was general discussion about the recommended action item to establish a central information for student academic support services and the action item to enhance academic advising support and training.

Harvest Collier encouraged that the working groups continue to devise needs/strategies to move forward.

III. Next Meeting:

November 5, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

November 5, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Tyrone Davidson, Larry Gragg, Rance Larsen, F. Scott Miller, Rachel Morris, Kristi Schulte, Brad Starbuck, Lynn Stichnote, Laura Stoll, Amiel Weerasinghe, Summer Young

Members Absent: Jay Goff, Sunnie Hughes, Mary Ellen Kirgan, C.R. Thulasi Kumar, Lea-Ann Morton, Stephen Raper, Carol Smith,

Guests: Alissa Fleck (for C.R. Thulasi Kumar)

I. Review and Approval of Minutes (from the 10-22-09 meeting)

The committee members reviewed the minutes from the 10-22-09 meeting. One minor correction was made. A motion was approved to accept the minutes as corrected.

II. New Business

A. Tactical Plan Action Items Discussion

The committee reviewed the Tactical Plan action items adopted for Goal 1.2 by the campus Strategic Planning Committee.

Action 1.2.6: Implement a model early intervention to identify and engage academically “at risk” students. [OPR: **VPUS**]

Action 1.2.7: Establish a parent and family support/outreach services champion and document a plan to improve communication and campus engagement. [OPR: **VPUS, VCSA, and VCUA**]

Action 1.2.8: Establish a central information champion and document a plan for student academic support services. [OPR: **VPUS and VPGS**]

Action 1.2.9: Continue and enhance academic advising support and training by developing a Missouri S&T Advising Handbook and by developing and implementing a *New Faculty Advisor’s Forum*. [OPR: **VPUS and VPGS**]

Goal 2.5

Action 2.5.1: Raise \$4.2M in gifts and pledges for scholarship/fellowship support. [OPR: **VCUA**]

Harvest Collier shared the results of his meeting with the Parents/Guardians Association on October 31, 2009. He related that meeting attendees were informed about the University’s plan to

seek a champion for parent and family issues and improve communication. There was a lot of support by parents for this tactical plan action item. Parents also shared concerns about student advising (student change of major counseling and timely degree completion), emergency notifications, frequency of course offerings, and parental right (because they pay for the student's education) to have an I.D. and password to allow tracking of their students' academic progress.

Laura Stoll suggested that many of these issues are "information delivery" related. If parents could receive a newsletter with some of this information it would provide them better understanding than hearing about these issues secondhand.

Larry Gragg recommended that we begin immediately to work on the Tactical Plan action item related to parent and family support/outreach services.

Laura Stoll recommended that Patty Frisbee be invited to share her ideas about implementing the Tactical Plan action item 1.2.7 because of her indicated interest in the project.

Larry Gragg reported that the Capacity Study Committee's "charge of the committee" wording is being developed and meeting invitations would be going out next week. He also shared that the first committee meeting is planned for Nov. 16.

III. Next Meeting: November 19, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

November 19, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Tyrone Davidson, Larry Gragg, F. Scott Miller, Rachel Morris, Lea-Ann Morton, Kristi Schulte, Lynn Stichnote, Laura Stoll,

Members Absent: Jay Goff, Sunnie Hughes, Mary Ellen Kirgan, Rance Larsen, C.R. Thulasi Kumar, Stephen Raper, Carol Smith, Brad Starbuck, Amiel Weerasinghe Summer Young

Guests: Alissa Fleck (for C.R. Thulasi Kumar), Patty Frisbee

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 11-05-09 meeting. A motion was made (Larry Gragg) and seconded (Kristi Schulte) to approve the minutes as submitted. The minutes were unanimously approved.

II. New Business

A. Review of Strategic/Tactical Plan Action Items Adoption

The committee reviewed the Tactical Plan action item 1.2.7 that was adopted for Goal 1.2 by the campus Strategic Planning Committee.

Action 1.2.7: "Establish a parent and family support/outreach services champion and document a plan to improve communication and campus engagement." [OPR: *VPUS, VCSA, and VCUA*]

Patty Frisbee (New Student Programs Office) provided the following overview and discussion on parent and family support.

PROPOSAL OF IDEAS FOR A PARENTS AND FAMILY SUPPORT PROGRAM

FROM: PATTY FRISBEE

The following are ways we plan to support/outreach to families to improve communication and campus engagement. Most of the projects and programs below will be implemented and completed within 6 months and all activities within a year. (When I mention families I am all-inclusive – spouses, grandparents, siblings, step parents, partners, etc).

1. Change the name of New Student Programs Office to New Student and Family Programs Office.
2. Create a Mission and Vision statement to complement the S&T Campus Mission and Strategic

plan.

3. Create and Maintain a Family “Fan” Face-book page for family members of S&T students.
4. Create an on-line newsletter for families.
5. Develop a hard copy brochure for families about resources.
6. Maintain a central Family web-page with links to other parent information on campus and updates on
events (i.e. Campus calendar, Res Life, COC, Student Affairs, Admissions, etc – see <http://pro.mst.edu/family/Familyguidebook.html>)
7. Create and maintain a family a blog/Twitter.
8. Purchase and maintain and bulletin board outside family office area. (We may find a used board at surplus).
9. Be the central Family office for directed phone calls and visits on campus concerning family issues for families, faculty, staff, and students.

a. **Objectives for the above 1-6 projects and services:**

- i. To provide appropriate services in an intentional and purposeful way
 - ii. To educate families on ways to help students take responsibility for their own behaviors.
 - iii. To keep families informed of events and deadlines are coming up on campus (i.e. family day, advising week, registration, graduation, Career fairs, finals week, etc)
 - iv. To explain to families what programs, services, and resources are available for their student (i.e. academic alert, FERPA, LEAD, Library)
 - v. To update families on what their students might be experiencing at certain times in their college career – developmental phases (homesickness, health issues, career concerns, financial issues, etc.)
 - vi. Create short and/or one question survey questions to find out current concerns and/or expectations (i.e. After a critical event on our campus or another campus such as a shooting or health related concern – Do you feel your student safe at S&T? or Do you know what resources are available to assist your student’s health needs?)
 - vii. To update families on S&T students and campus bragging points. (i.e. Did you know that 29% of our students are first generation students?)
 - viii. To evaluate and assess family needs and wants. Analyze results and make changes to continuously improve.
10. Work collaboratively with Student Life on Family Day.
- a. Envision to include an academic component for families to experience(i.e. mini lecture; sit in on certain classes on Friday to experience a class (approved by faculty); let family see and learn about the research being done on campus by a mini lecture or visiting research labs)
 - b. Create a two hour program on family day to include siblings (i.e. meet the football players and have a contest of some sort, meet a faculty member, visit interesting labs)
These are our future miners.
11. Work collaboratively with the Parent and Guardian Association
- a. Participate and be an active member in the Association
 - b. Take advantage of volunteers
 - c. Envision to create family groups in large cities to offer receptions to our new students families who would like to hear what other S&T families have experienced.

- i. Recruit upper class families to sponsor receptions (no cost because it will be a family sponsor).
 - d. Listen to what families need and want for their student
 - e. Implement feasible ideas from discussion.
- 12. Work collaboratively with other departments on campus with family issues (i.e. Registrar's, Undergraduate Studies, Residential Life, etc.)
- 13. Create a campus Family Committee and include pertinent offices (i.e. Student Life, Residential Life, Admissions, Alumni, faculty member, staff member, student, etc.)
 - a. **Objective for the above:**
 - i. Discuss family needs
 - ii. Update on family issues and activities
 - iii. Keep up with research
- 14. Register for membership in the Association of Higher Education Parent/Family Program Professionals
 - a. **Objective:**
 - i. Keep up with trends and research in Higher Ed.
 - ii. Forums for Parent Councils/Associations/Boards
- 15. Communicate with families, students, faculty, staff, S&T and Rolla community.

The following are some interesting facts and evidence of parental influence on student behavior:

1. Parent involvement positively related to student's achievement (office of Educational Research and Improvement OERI, U.S. Department of Education)
2. 69% of S&T freshmen said it is very important or important to have family and friends involved in their college choice decision. (S&T New Student Entering Survey)
3. 73% of college students communicate 2-3 times a week with parents (College Parents of America, 2007)
4. 65% of students seek parental advice (Education Inc. 2006)
5. Indisputable evidence of parental influence on student persistence (Pope/NSSE, 2007).

The committee discussed the resource needs to conduct these activities. Patty Frisbee offered the web link, <http://www.universityparent.com/>, as a valuable resource to subscribe to. The committee also discussed the collaboration and resources sharing required in order to satisfy the desired outcomes of other parent/family related activities on the campus. The Retention Committee Work Group #2 provided the following statement relative to those activities.

The Retention Committee Work Group #2 - Parent and family support/outreach, enthusiastically supports the proposal to expand the role of the New Student Programs office as described by Patty Frisbee, and endorses the New Student and Family Programs Office concept. As outlined in her proposal, there would be a .25 FTE staff addition needed to accomplish these new ventures.

If it is determined that existing family activities/programs such as Family Weekend, Parent's Association, and the Parent's Association Board are to be centralized and moved to the New Student and Family Programs Office, the Retention Committee Work Group recommends Patty be asked to develop a budget for these activities/programs that are to be transferred, and the necessary funding for the activities/ programs be moved from the current office, to New Student and Family Programs. In some cases, it may be necessary to fund additional FTE, and that funding

may need to be split. For example, an additional part-time staff member may need to be hired to work with the Parent's Association and while that person would be in the New Student and Family Programs office, funding for that position may be from the Parent's Association account.

It was recommended that at the next Retention Committee meeting, Work Group #1 – Intrusive Intervention will present an update on the progress of its project.

III. Next Meeting: December 3, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

December 3, 2009

8:15-9:15 AM

Members Present: Harvest Collier, Tyrone Davidson, Larry Gragg, Rance Larsen, F. Scott Miller, Rachel Morris, Kristi Schulte, C.R. Thulasi Kumar (Alissa Fleck), Stephen Raper, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Sunnie Hughes, Mary Ellen Kirgan, Lea-Ann Morton, Carol Smith, Amiel Weerasinghe

Guests: N/A

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 11-19-09 meeting. A motion was made (Larry Gragg) and seconded (Laura Stoll) to approve the minutes as submitted. The minutes were unanimously approved.

II. New Business

The committee briefly discussed the outcome of the request to Provost Wray to provide resources to support a 25% FTE in staff position to address the Tactical Plan Action item: **Action 1.2.7:** "Establish a parent and family support/outreach services champion and document a plan to improve communication and campus engagement." [OPR: **VPUS, VCSA, and VCUA**]. Harvest Collier reported that, via Provost Wray, Chancellor Carney reviewed the request and declined to support it. Harvest Collier suggested to Group 2 to consider developing a "Plan B" to address pursuing the outcomes of Action item 1.2.7.

A. Review of Strategic/Tactical Plan Action Items Adoption

Harvest Collier provided an update on the progress of the Work Group #1 – Intrusive Intervention project.

Early Intrusive Intervention Project Update

Retention Committee Work Group #2

L. Gragg

R. Morris

K. Schulte

T. Kumar

A. Weerasinghe

Intrusive Intervention Strategy

Pilot Course: Chemistry 1

Total Number of Students: ~800

Students earning a grade of "D" or less after first 4-weeks of class were identified: 160 students

Students were invited to take the LASSI via Academic Alert System, direct email, and Blackboard
Students that took the LASSI: 154/160

Learning and Study Strategies Inventory

The LASSI Scales

ATT - Attitude Scale assesses students' attitudes and interest in college and academic success.

MOT - Motivation Scale assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirement.

TMT - Time Management Scale assesses students' application of time management principles to academic situations.

ANX - Anxiety Scale assesses the degree to which students worry about school and their academic performance.

CON - Concentration Scale assesses students' ability to direct and maintain attention on academic tasks.

Learning and Study Strategies Inventory

The LASSI Scales

INP - Information Processing Scale assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember.

SMI - Selecting Main Ideas Scale assesses students' skill at identifying important information for further study from among less important information and supporting details.

STA - Study Aids Scale assesses students' use of supports or resources to help them learn or retain information.

SFT - Self-Testing Scale assesses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information to be learned.

Test Strategies Scale assesses students' use of test preparation and test taking strategies.
Learning and Study Strategies Inventory

What Does the Scoring Mean?

Any score at or above the 75th percentile level indicates an area of relative strength. However, improving in any area of learning and studying can still be helpful.

Any score between the 50th and 75th percentile levels indicates an area where you may need to improve your strategies and skills. Consideration of participating in improvement strategies is strongly recommended.

Any score at or below the 50th percentile level indicates an area of relative weakness. Improving your strategies and skills in these areas should/must be your highest priority. **It is very likely**

that your strategies and skills in these areas are not sufficient to help you succeed in college

Intrusive Intervention Strategy

Students that took the LASSI were directed to “best practices” resource and encouraged to take action immediately.

Intrusive Intervention Strategy

BEST PRACTICES

ANX – Anxiety and Worry About School Performance

- √To reduce test anxiety, study enough to feel confident that you know the material.
- √Start studying early. The night before a test, review the material and get a good night’s sleep.
- √Mentally practice going through the testing experience. Close your eyes and see yourself answering the questions correctly, and receiving the grade you want.
- √If you act confident, you just may find that you feel more confident.
- √Take a deep breath. Then slowly release your breath, along with any tension. Do this until you feel your body relax.
- √Start at the top of your head, flex, and then relax each part of your body.
- √Think of a place where you feel relaxed and calm. Close your eyes and visualize being in that place.
- √The more you practice positive thinking and relaxation techniques, the better you’ll get at using them. If you continue to have problems with test anxiety, talk to your advisor or to a counselor.
- √Take time to relax. Schedule breaks each day. Allow a minimum of 1-2 hours a week for your stress relieving /preventing activity.
- √Try to get adequate sleep. Sleep deprivation can lead to anxiety.

Intrusive Intervention Strategy

ATT – Attitude and Interest

- √Participate in class. Whenever there are discussions, group projects, or labs, be an active participant. The class will be more enjoyable, and you’ll learn more. When you participate, you also show your instructor that you know the material and that you’re interested in class.
- √Choose a major that interest you. It’s going to be a long 4 years if you choose a major you don’t enjoy.
- √Have a positive attitude towards your assignments. First, you must want to do the assignment. You need to see the relevance, value, and importance of the task. Before beginning the task, think about how it will benefit you. Second, you must believe that you can do the assignment. Tell yourself you can successfully complete the task. Having a positive attitude will help you focus as you begin to study and will help sustain your focus as you work.

Intrusive Intervention Strategy

CON – Concentration and Attention to Academic Tasks

- √Take notes to help you pay attention. You can think much faster than anyone can talk. This is one of the reasons that your mind sometimes wanders when you’re listening to a lecture. When you take notes, however, your mind has something additional to do. Taking notes help you pay attention and stay focused.
- √Sit in the front of the class whenever possible. Research shows that sitting in the front of the class is directly related to higher grades. It’s easier to pay attention, easier to hear the instructor, and there are fewer distractions.

√Use a student planner. Take a student planner with you to every class. Record each assignment under the date it's due. When an assignment is completed, check it off. Also use your planner to keep track of test and quiz dates, appointments, etc.

√Eliminate distractions. You can dramatically improve your ability to concentrate by creating a positive learning environment.

Intrusive Intervention Strategy

INP – Information Processing, Acquiring Knowledge, and Reasoning

√Write down what you want to memorize and stare at it. Close your eyes and try to see it in your mind. Say it, and look at it again.

√Use flashcards to memorize terms, facts, formulas, and lists.

√Information is easier to remember if it's grouped or categorized. Use lists and diagrams to group related terms, facts, and ideas.

√Use acronyms to help you memorize information. For example the acronym HOMES can help you remember the Great Lakes (Huron, Ontario, Michigan, Erie, Superior)

√Look for a logical or simple connection.

√Be sure you understand the material you're trying to remember. It's very difficult to remember something that you don't understand.

√Review often. When you review, you move information from your short term memory into your long term memory. Review is the key to learning anything.

Intrusive Intervention Strategy

MOT – Motivation, Diligence, Self-discipline, and Willingness to Work Hard

√If you want to get good grades in college, you must attend every class.

√Do every assignment. Don't think of homework as something you should do. Think of homework as something you must do.

√Collect contact information from classmates. Make sure that you have a phone number or e-mail address for at least one person in each class.

√Getting started on your studying is often the hardest part. Don't put your studying off until "later," don't make excuses, and don't wait until you're "in the mood." If you have trouble getting started, begin with something simple or a subject that you like.

√Set goals and strive to accomplish them. Make a list of the courses you're currently taking. Then write down the highest grade you think you can earn in each course. Think of these grades as your academic goals for the term.

Intrusive Intervention Strategy

SFT – Self-testing, Reviewing, and Preparing for Class

√Read class material before going to class

√Review notes before and after lectures

√Keep returned papers, quizzes, and tests. Have a different color pocket folder for each class, and keep all returned papers, quizzes, and tests in these folders. Old tests can help you study for future tests, and they'll come in handy if there's ever a question about your grade.

√Learn how to adapt to different instructors. Part of your education is to learn how to adapt to different personalities, teaching styles, and expectations. At the beginning of each term, learn what each instructor expects with regards to homework, attendance, etc.

√Whenever possible, arrive early for class. You'll be more relaxed, and you can use the time to look over your notes, talk to classmates, or speak with your instructor.

Intrusive Intervention Strategy

Best Practices

SMI – Selecting Main Ideas and Recognizing Important Information

√Learn how to read a textbook. When you know how to read a textbook, you are able to comprehend and remember what you read.

√Scan. Scanning gives you a quick overview of the material that you're going to be reading. To scan, read the title, the subtitles, and everything in bold and italic print. Look at all of the charts, and graphs, and read the introduction, the review questions, and the summary. Scanning provides you with a great deal of information in a very short amount of time.

√Read. When your reading has a purpose, you have a reason to stay focused and your comprehension improves. To give your reading purpose, try turning each bold-faced subtitle into a question. Keep your question in mind as you read. At the end of the section, see if you can answer it. Your question will give you something specific to look for, and it will keep your mind from wandering.

√Review. Scan the material after you've read it to check your comprehension.

√Recognize important information in class. You can often hear a change in your instructor's voice when something important is being said. Anything your instructor takes the time to write on the board or overhead should be considered very important. In your notes, underline or put a star beside the most important information. That way you'll know to give it special attention when you're studying later.

Intrusive Intervention Strategy

Best Practices

STA – Use of Support Techniques and Materials

There are a wide variety of services provided to help students get the most out their college experience. Use them.

√Academic Advisor

√Career Opportunities Center

√Clubs/Activities

√Computer Learning Centers

√Counseling Center

√Financial Aid

√Student Health

√Library

√Recreation Center

√LEAD Academic Assistance

√Writing Center

√Math Help Room (click on "Current Courses" > "Math Help Room")

√Disability Support Services

Intrusive Intervention Strategy

TMT – Use of Time Management Principles for Academic Tasks

√With good time management, you have more free time.

√Don't overextend yourself. Don't commit to more than you know can handle.

√Be organized. When you're organized, you know exactly what you have to do and how much time you will need.

√Schedule 90-minute study sessions. During your study sessions, don't do anything else. Focus completely on your work.

- √Make efficient use of your time. You can study while you're doing your laundry. Use the time between classes to talk to an instructor, study or run an errand.
- √Learn to say no. There's so much to do and so much going on that it's easy to get sidetracked. Know what you need to do and don't let anything get in the way of your schoolwork.
- √Make "to do lists" and prioritize items. Make a list of everything you need to do. Then rate each item as an A(must do today), B(should do today), or C(would like to do today, but it can wait). Then, take all the As and rank them in the order of importance. Do the same with the Bs and Cs. When you accomplish a task, cross it off your list. At the end of the day, take the tasks that didn't get done and put them on the next day's list.
- √Do difficult assignments first while you're still fresh and alert.

Intrusive Intervention Strategy

Best Practices

TST - Test Strategies and Preparing for Tests

- √Find a good place to study. Your study area needs to be free of distractions. Don't study with friends, and if you're living in a dorm, go to the library or to your dorm's study area.
- √Organize your study time. Always allow more time than you think you'll need. Know when and how to take breaks.
- √Learn how to take tests. In order to do well on any test or exam, you must study hard and be prepared.
- √Get off to a good start. Have everything you need, and get to the test early. As soon as you get your test paper, write anything that you need to remember in pencil at the top of the test. Listen closely to any verbal instructions, and read the test directions carefully.
- √Mark the questions you want to return to. Put a check or a dot by any answer that you're not sure of. After you've gone through all of the questions, go back to the ones that you've marked and try them again. If you're not sure of an answer, go with your first instinct.
- √Increase your odds on multiple choice questions. When you're reading a multiple choice question, try to come up with the answer in your head before you look at the answer choices. Read all of the answer choices. Don't be tempted to mark the first one that sounds good. If two choices are similar or opposite, one of them is probably the correct answer. If you're not sure, make an educated guess.
- √When studying for an exam, go over old tests and quizzes.
- √Form a study group with three or four students who are doing at least as well as you are in the class. Review important concepts, formulas, etc. Ask each other questions, share notes, and go over difficult material.
- √Write down any names, dates, formulas, or facts that you need to remember on an index card. Carry this card with you as you prepare for the test, and go over it as often as you can before you take the test.

Harvest Collier reported that at least one Chem 1 instructor has agreed to continue this intervention strategy during the spring semester. A complete report of this semester's outcome for all 4 Chem 1 sections will be made at the end of the semester.

It was also mentioned that this semester, Chem 1 students got points for attending LEAD sessions and writing a statement about what they learned.

Laura Stoll expressed concern that students are not reading email, maybe communicating on Facebook or texting. Steve Raper commented that these students will have to communicate by email in industry, so we cannot go overboard on accommodating them. Larry Gragg agreed, that we give them plenty of ways to communicate with us.

It was recommended that at the next Retention Committee meeting, Work Group #3 and its action item to “Establish a central information center for student academic support services, staffed with trained professionals” present an update on the progress of its project.

III. Next Meeting: December 17, 2009- 8:15-9:15 AM, Silver & Gold room, Havener Center

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

January 14, 2010

8:15-9:15 AM

Members Present: Harvest Collier, Gayatri Bhatt, Tyrone Davidson, Larry Gragg, , Mary Ellen Kirgan, C.R. Thulasi Kumar (Alissa Fleck), Rance Larsen, F. Scott Miller, Lee-Ann Morton, Stephen Raper, Kristi Schulte, Carol Smith, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Sunnie Hughes, Rachel Morris, Brad Starbuck and Amiel Weerasinghe

Guests: A welcome was given to Gayatri Bhatt as the new Assistant to the Vice Provost of Undergraduate Studies.

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 12-17-09 meeting. A motion was made (S. Raper) and seconded (S. Young) to approve the minutes as submitted. The minutes were unanimously approved.

II. New Business

A. Discussed Strategic Planning Committee update and the Parent's action item. Family support person was NOT eliminated in tactical plan, despite the funding for 25%FTE being denied, the idea will carry forward. The decision is to give it an "R" (revised status) for now.

B. Review of Strategic/Tactical Plan Action Items Adoption

Mary Ann Koen provided an update of Action Item 1.2.9 part 1—"Developing the Advising Handbook" and copy of the PowerPoint is included in the e-file. **Committee Members** – Mary Ann Koen, Scott Miller, Mary Ellen Kirgan, Summer Young & Tyrone Davidson. A comparison was done between the components of the 35-page handbook from '92 – '93 and what is needed today. The goal is to update the practical information as an "on-line manual." Presentation's goal was to help answer the question, "Why advising and what is good advising from both an advisor and student viewpoint?"

Two-Prong Approach to help shift the culture to Advising as Teaching...

For students:	For advisors:
--Emphasize they must play an active role by demonstrating self responsibility to map out their path	--Realize advising is the single most important factor for retention and satisfaction
--Ask, what rewards do they want from their career?	--Know that advising carries a social responsibility to help meet the workforce needs of Rolla, our state and world.
--Partner with advisors, a "tag" team approach	--Partner with students, a "tag" team approach
	--Know that core values guide their work

NACADA. (2005). NACADA statement of core values of academic advising. Retrieved January 25, 2010 from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>

Harvest Collier indicated the approach of Advising as Teaching will also be beneficial for the work being done to re-establish the relationship with NSF LSAMP for alliance members.

Larry Gragg asked, "Is there something common with probation and deficient students?" Mary Ann Koen shared the lack of contact with an advisor and lack of relationship with the student.

Committee members discussed methods to begin the relationship between students and advisors: Lynn Stichnote asked, "Can anything be sent to the student or advisor in advance?" Perhaps a written inventory of questions would make introverted advisors more comfortable. There is also a concern about the disconnect between knowing what resources are available and where/how to best direct students for extra help across the various campus offices/services. The FE 10 assignment goes into the advisor's folder and could be a good starting point for relationship building. One tool that could be used is to establish early on what is the instructor's responsibility and what is the student's responsibility. A less intrusive question could be "What do you want me to know about you?" The hurdles are not always intellect or ability. Sometimes it's coping skills. If a student encounters something they didn't expect, sometimes they don't know how to recover.

Committee members discussed in a perfect world advising would be: The ultimate goal is to move to an electronic advising "folder." Perhaps some faculty should not be advisors and the campus should decide if there is an opt-in or a requirement by all. Missouri S&T is the only UM Campus that doesn't have a Professional Advising Model and part of what is currently being done is working and other parts are not. Summer Young shared this will be further impacted as enrollment increases and agrees with a hybrid model and approaching this as an "Advising Team"

Next steps for continuous quality improvements for advising: Will be informed by the January advising survey Student Council is conducting and results will be ready later this spring.

C. Shared The Delta Cost Project. Harvest Collier shared this calculator might be a way to measure ROI (return on investment) for student success programs, as mentioned in the Provost Cabinet's meeting. www.deltacostproject.org .

III. Next Meeting: January 28, 2010- 8:15-9:15 AM, Silver & Gold room, Havener Center
It was recommended that Work Group #5, under the leadership of Lynn Stichnote present an update on the progress of its project, "Focus new financial aid resources to increase need-based student financial aid availability."

The meeting was adjourned.

NOTICE

Missouri S&T Retention Committee Meeting

February 25, 2010

8:15-9:15 AM

From: Bhatt, Gayatri

Sent: Wednesday, February 24, 2010 9:13 AM

To: Collier, Harvest L.; Davidson, Tyrone H.; Goff, Jay; Gragg, Larry Dale; Griffin, David (S&T-Student); Hughes, Sunnie; Kirgan, Mary Ellen; Koen, Mary; Kumar, Thulasi; Larsen, Rance E.; Miller, F. Scott; Morris, Rachel; Morton, Lea-Ann; Raper, Stephen A.; Schulte, Kristi; Smith, Carol J.; Starbuck, Bradley Keith; Stichnote, Lynn K.; Stoll, Laura K.; Weerasinghe, Amiel Eraj (S&T-Student); Young, Summer N.

Cc: Barton, Cindy; Bodkins, Laura J.; Busch, Theresa K.; Collier, Robin L.; Eaton, Lucretia; Galarza, Monica L.; Gewinner, Kim M.; Jacobs, Judy A.; Okeefe, Adrienne Darby; Stites, Shannon R.; Winner, Priscilla; Winterburg, Nancy L.

Subject: REMINDER: Retention Committee Meeting Thursday, February 25, 2010

Good Morning,

REMINDER:

The Retention Committee meets Thursday, February 25 from 8:15-9:15 AM in the Havener Center's Silver & Gold room.

Dr. Wes Habley will be our special guest and will present ***“What Works in Student Retention: Four-year Public Colleges”***. It is the latest research project conducted by ACT in 2009. Dr. Habley is on the UMKC campus today with some of his colleagues to discuss student success, student retention, and the ways that ACT [the American College Testing Program] scores and skills impact enrollment, advising, and student support. We are pleased he will also be sharing his expertise with the Rolla campus.

Then from **10 – 11:45AM** (also on Thursday, February 25) please join us for an exciting and rare opportunity to engage a national expert on best practices in student advising. This open forum is designed to provide the S&T academic community a forum to learn and discuss the tactics and strategies found to be most effective in helping understand and meet degree requirements while also developing a perception of themselves and the professional relationship with the future. The open discussion session ***“Building an Ideal Advising Model for Technological Research Universities”*** with Dr. Habley will be in the Havener Center's St. Pat's Ballroom C. Any faculty or staff interested in the best practices and latest research surrounding effective student advising is welcome so feel free to forward this invitation to others. This has been shared with department chairs.

Wes Habley Bio:

Wes Habley, PhD., is Director of Educational Practices for ACT (American College Testing). Dr. Habley has been with ACT since 1985. Prior to that, Dr. Habley served as Director of the Academic and Career Advising program at the University of Wisconsin - Eau Claire and as Director of the Academic Advisement Center at Illinois State University. Dr. Habley has served as the Director of the Office of Educational Practices for American College Testing (ACT) since 1997. The office conducts

ACT's most important research on ACT assessment instruments, predictors of postsecondary education success, and student persistence and graduation.

Dr. Habley is the author of numerous articles, studies and books focusing on successful student advising and retention programs. Some of Dr. Habley's more recent publications include:

- Habley, W. R. (Ed.). (2004). *The Status of Academic Advising: Findings from the ACT Sixth National Survey* (pp.14-26) (Monograph Series No. 10). Manhattan, KS: National Academic Advising Association.
- Habley, W. R. (2004). *Legal Aspects of Academic Advising*. In G. Kramer (Ed.), *Faculty Advising Examined*. Bolton, MA: Anker Publishing.
- Habley, W. (2001). *Two Million Futures...* In V. Gordon & T. Minnick (Eds.), *Foundations: A Reader for New College Students*. Belmont, CA: Wadsworth Publishing.
- Habley, W. R. (2000). *Current Practices in Academic Advising*. In V.N. Gordon, W.R. Habley, & Associates (Eds.), *Academic Advising: A Comprehensive Handbook* (p. 42). San Francisco: Jossey-Bass.
- Habley, W. R., & Morales, R. H. (1998). *Advising Models: Goal Achievement and Program Effectiveness*. *NACADA Journal*, 18 (1), 35–41.
- Habley, W. R. and Morales, R. H. (eds.) (1998) *Current Practices in Academic Advising: Final Report on ACT's Fifth National Survey of Academic Advising*. National Academic Advising Association Monograph Series, no. 6. Manhattan, KS: NACADA.

Dr. Habley was a charter member of the National Academic Advising Association (NACADA). Founded in 1979, NACADA now has almost 8000 members from all 50 states and several foreign countries. He served as NACADA's President in 1986 and 1987 and has been the Director of the NACADA Summer Institute on Academic Advising since 1987. Dr. Habley founded the Academic Advising Summer Institutes in 1985.

Dr. Habley has delivered hundreds of workshops and presentations at national conferences, and he has served as a speaker or consultant at numerous universities including University of Arkansas-Fayetteville, Cal Poly at San Luis Obispo, University of North Texas, University of Pittsburgh, Michigan State University, University of Maine system, Arizona State University, DePaul University, and the Ohio State University.

Supporting Documents:

http://www.act.org/research/policymakers/pdf/college_retention.pdf

http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=jour_fac

http://www.csus.edu/acse/advising_background.pdf

<http://www.uvm.edu/president/transform/NACADA%20Org%20Structures%20for%20Advising.pdf>

<https://students.rice.edu/images/students/AADV/OWeek2008AADVResources/Current%20Practices%20in%20Academic%20Advising.pdf>

The Retention Committee will then have a regular agenda and review of meeting minutes at the March 25, 2010 meeting.

MINUTES

Missouri S&T Retention Committee Meeting

March 25, 2010

8:15-9:15 AM

Members Present: Harvest Collier, Gayatri Bhatt, Tyrone Davidson, Larry Gragg, David Griffin, Zongmin Kang, Stephen Raper, Carol Smith, Brad Starbuck, Lynn Stichnote and Summer Young

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 1-28-10 meeting. A motion was made (S. Young) and seconded (C. Smith) to approve the minutes, with a small correction of spelling at Washington University in the last sentence of page 3. The minutes were unanimously approved.

II. New Business

A. Dr. Gragg asked about the UM System's Access to Success Initiative and goals to 2015.

B. David Griffin provided a Presentation on Student Council Survey Results:

What Students Expect from their Advisors (covering Fall 2009).

<http://stuco.mst.edu/services/surveys-referendums>

III. Next Meeting: April 8, 2010- 8:15-9:15 AM, Silver & Gold room, Havener Center

It was recommended by Harvest Collier to provide an update by Group 1 and the Intervention Project done in Chem I.

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

April 8, 2010

8:15-9:15 AM

Members Present: Harvest Collier, Gayatri Bhatt, Tyrone Davidson, Jay Goff, Larry Gragg, David Griffin, Sunnie Hughes, Zongmin Kang, Mary Ellen Kirgan, Rance Larsen, Rachel Morris, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote and Laura Stoll.

Members Absent: C.R. Thulasi Kumar (Alissa Fleck), F. Scott Miller, Lee-Ann Morton, Stephen Raper, Amiel Weerasinghe and Summer Young.

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 3-25-10 meeting. A motion was made (J. Goff) and seconded (L. Stoll) to approve the minutes, The minutes were unanimously approved.

II. New Business

- A. Dr. Harvest Collier provided an Update from Goal 1 Working Group:** *Implement a model of early intervention to identify and engage academically "at risk" students.*
The pilot involved 750 students over four sections with 16% of the students doing poorly in the course. However, 200 Academic Alerts were given. It is important to look at the grade distribution over '07, '08 and '09. It is hard to say what is the impact of Academic Alert, but we keep tweaking it to meet students' needs.
The prevailing question from instructors to students is, "How can I hold you accountable?"

Sample of student responses:

- I would not pay attention unless I had an academic alert
- I had to experience not being academically successful first
- Yes, telling my mom would hold me accountable

Comments after the presentation included:

- Mary Ellen Kirgan suggested it might be important to look at what are the combinations of courses the students are taking.
- Larry Gragg suggested looking at the status of the students in the first four weeks.
- Jay Goff suggested looking at mid-term exams and Carl Burns' work from 7 – 8 years ago with the Jam sessions. He also shared that Ohio State University's retention rate is at 92%, while bringing in 15, 000 students. He explained their two-stage process.
First, electronic submission of ACT and this information is provided to advisors.

Second, written permission is secured from students to release information, including academic alerts.

--Lynn Stichnote expressed it is important to engage students through parents and the resource available through University of Missouri-Columbia's parent's website.

<http://mizzouparents.missouri.edu/>

--Laura Stoll indicated she is concerned with the move away from not having a Parent's Day or Parent's Weekend at Missouri S&T, as it seems to be in the opposite direction of goals of the Retention Comm.

--David Griffin indicated that sometimes students just need to have a good scare.

--Kristi Schulte shared students have to be ready for change. Sometimes it is a matter of confidence vs. competence.

--Tyrone Davidson shared conflict that arises, because students' expectations are that they want it solved and handled for them.

--Carol Smith explained this expectation is a carry-over of their experiences from high school.

Harvest Collier asked, "**Why do students not take surveys?**"

--David Griffin commented the students must some type of reward in connection with completing the survey for higher response rates.

Harvest Collier asked, "**Do we need a new name for Academic Alert?**" The committee did not have initial brainstorm on this idea, but will discuss it further.

III. Next Meeting: April 22, 2010- 8:15-9:15 AM, Library Room 203 with a presentation by either Group 2 or David Griffin.

The meeting was adjourned.

MINUTES

Missouri S&T Retention Committee Meeting

May 6, 2010

8:15-9:15 AM

Members Present: Tyrone Davidson, Jay Goff, Larry Gragg, David Griffin, Sunnie Hughes, Zongmin Kang, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Lee-Ann Morton, Stephen Raper, Kristi Schulte, Brad Starbuck and Laura Stoll.

Members Absent: Harvest Collier, Gayatri Bhatt, Carol Smith, Lynn Stichnote, Amiel Weerasinghe and Summer Young.

I. Old Business

Does the Retention Committee wish to rename the Academic Alert?

A motion was made (L. Stoll) and seconded (L. Gragg) to keep the current name. Motion was unanimously supported.

II. New Business

Which of our projects from last year have been tabled?

Parent advocate and centralized student services.

--Brad Starbuck suggested this was a budget constraint issue.

Priorities for next year:

--Jay Goff expressed the committee is at a place similar to ten years ago, when a list was developed and then acted. Now these efforts need to be kept and further developed.

--Jay reminded the group about Dr. Wes Habley's visit and asked if we should revisit?

Access Missouri

--Jay suggested that there will be a greater effort for Access Missouri, so should a tactical plan item be specifically developed?

--Larry Gragg shared that the sense from the Strategic Planning Committee is to have fewer tactical plan items.

First Generation

Look at retention and align with other efforts like shifting financial aid to need based.

Under-represented minorities

--Mary Ellen suggested some of the effort should be to retain under-represented minorities.

Information Dissemination

--Jay requested that we look at data, surveys, and audits. The committee previously received reports each semester on the students who did not return, but those were missing this year. The consensus was that this is important information, and the committee needs to hear more reports about the reasons possible.

Intervention Strategies

--Larry states goal 1 should be retained from last year.

- Stephen Raper shared he sees more poor grades in History or English.
- Larry confirmed with History that students don't come in for help.
- Mary Ellen shared she sees the poor grades in math and expressed that resources such as LEAD are not being utilized.
- Laura Stoll asked if this is specifically on Thursdays and Mary Ellen stated it varies.
- Lea Ann Morton asked if there is online help available.
- Tyrone Davidson shared that students see help sessions as a burden, not help.
- Mary Ellen stated she will promote help sessions as a ways to develop study groups
- Jay encouraged a "metacluster" approach by reviewing an old audit, then expand what that audit indicates are the problem areas. Should we include attendance at intervention activities, see if they correlate?

Best Practices

- Jay shared Ohio State, with 16,000 freshmen had a 92% retention rate and utilized social networking. <http://www.osu.edu/currentstudents/>
- Jay shared Mizzou, has had an office of three to contact parents, develop and revise a website. He requested looking into duplicating these resources at S&T. <http://parentrelations.missouri.edu/>
- Mary Ellen inquired if there are graduate students who might do this.

III. Next Meeting: Fall 2010.

The meeting was adjourned.