RETENTION COMMITTEE
2008-2009 ANNUAL REPORT
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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 2008-09 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 2008-09 meeting minutes and summarized in the 2008 Institutional Self Study Report.

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 procedure; (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.

2008-2009 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:
Amy Gillman, Assistant to the Vice Provost, Office of Undergraduate Studies
Jay Goff, Vice Provost and Dean for Enrollment Management
Dr. Larry Gragg, Curators’ Teaching Professor, Chair, History & Political Science
Sunnie Hughes, Director, Student Diversity & Academic Support Programs
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
Barb Prewett, Director, Student Affairs
Dr. Stephen Raper, Assoc. Professor, Engineering Management & Systems Engineering
Suzanne Schroer, Student Representative
Kristi Schulte, Assistant 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 2008, Missouri S&T enrollments had increased in every major except chemistry, and female student enrollment increased by 369 students since the fall 2000. 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 87 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 62 percent in 2008. 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 61 percent, with a goal of 65 percent by 2011. The six-year graduation rate represents a significant improvement in recent years.

The strategic plan outlines additional goals for continued recruitment and retention of Missouri S&T students. The second objective of Missouri S&T’s strategic plan, “Manage the Academic Portfolio and Increase Enrollment” includes the goals “Grow overall enrollment to 6,550 by 2012 with diversity that reflects the State of Missouri and the global environment in which we compete” and “Increase the overall graduate enrollment to 1,750.” First-to-second year student retention and second-to-third year student retention are progress indicators for this strategic goal. (FY2008-FY2012 Strategic Plan)

The specific FY2009 Tactical Plan action items related to this goal include:

- Devise and implement a plan to improve 2nd to 3rd year retention by 2% over Fall 2008 in Fall 2009.
- Devise and implement a plan to recruit and increase graduate enrollment to 1,570 in fall 2009.
- Increase total female enrollment to 1,425 students in fall 2009.
- Increase the total minority enrollment to 727 students by fall 2009.
• Increase undergraduate enrollment by 47 students (to 4,800) by fall 2009 and maintain the enrollment through 2012 through increases in retention rates and attracting more out-of-state and international students.

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. Plans for improving first and second year students retention are included as Appendix D.

Figure 1- Total Enrollment 2000-2008

Figure 2- Freshmen Retention and Graduation Rates
Key Issues Addressed by the Committee
In 2008-09, the Retention Committee evaluated the results from the following surveys:

- Fall 2008 Entering Student Survey
- Fall 2008 Non-Returning Student Survey
- Spring 2008 Senior Survey
- Spring 2008 Student Satisfaction Survey
- 2007-08 Academic Alert System Report
- National Survey of Student Engagement (NSSE)
- Student Success Predictors (HPI)
- Spring 2009 Non-Returning Student Survey

In addition, the Retention Committee reviewed the following documents:
- Cumulative Retention & Graduate Rates of First-Time, Full-Time Degree Seeking Freshmen (Appendix A)
- First and Second Year Retention Plans (Appendix B)
- Critical Consideration for University At-Risk Students
- Retention Statistics/Missouri S&T Standing
- Draft Guidelines for Advising Probationary and Deficient Students

The results of these evaluations indicate the primary retention issues identified by students include:

1. Financial issues
2. Personal and family issues
3. Academic readiness
4. Engagement inside and outside the classroom
5. Classroom learning environment

A full evaluation of survey results is included as Appendix C of this report.
**Recommended Actions**

The 2008-09 Retention Committee minutes reflect five 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. Centralize the parent and family support/outreach services to improve communication and campus engagement.
4. Establish a central information center for student academic support services, staffed with trained professionals.
5. Reconsider the development of a One-Stop-Shop facility for enrollment and advising services.
6. Continue and enhance academic advising support and training.
7. 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.
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Cumulative Retention & Graduate Rates of
First Time, Full Time Degree Seeking Freshmen
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APPENDIX B
Retention Strategies and Tactics
2000-2008
Retention Strategies and Tactics, 2001-2008

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
- 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
• 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
Evaluation of Survey Results and Other Documents

Fall 2008 Entering Student Survey

- Average ACT score: 27.4 (upper 10% in nation)
- Average high school GPA: 71% (have a 3.5 GPA or higher)
- 34% are first generation students
- 23% have not chosen a specific major
- 22% plan to go to graduate school
- 31% would like to study abroad
- 75% are receiving scholarships & financial aid
- 24% qualify for low income Pell grants
- 74% plan to work while enrolled (increase of 2% from 2007)
- 25% already have a credit card
- 86% plan to participate in a co-op or internship
- 45% studied less than 2 hours per week in high school
- 51% expect to earn a GPA of over 3.5 at S&T
- 93% plan to meet with faculty outside of the classroom/lab
- 53% feel faculty should be very involved in their career development
- 95% plan to bring a PC
- 66% have new computers
- 83% have laptops
- 99% plan to bring a Cell Phone
- 79% use online social networks (Facebook, MySpace) (increase 11% from 2007)
- 13% spend more than 11 hours per week video gaming
- 28% spend more than 11 hours per week on the internet (increase of 4% from 2007)
- 67% plan to complete their degree in 4 years
- 92% plan to join a student organization
- 53% would like to assume a student leadership position
- 56% plan to be involved in recreational athletic activities (4% increase from 07)
- 19% plan to be involved with a Service/Volunteer org. (3% increase from 07)
- 54% plan to be involved in S&T student design teams
- 24% plan to join a fraternity or sorority
- Students who attended every day of opening week earned a first semester avg. GPA of 3.4
- Students who attended 3 or more days of opening week earned a first semester avg. GPA of 3.3
- Students who did not attend opening week earned a first semester average GPA of 2.9
Fall 2008 Non-Returning Student Survey
First Year-Non-Returning Survey
13% of first time full time degree seeking students enrolled fall 2007 did not return for fall 2008:

- 78% were from Missouri - 25% of these students were from St. Louis
- 80% were initially engineering majors, 20% were non-engineering
- 87% were male, 13% were female
- The largest group (40%) had cumulative GPAs between 0.000-1.999
- 85% submitted a FAFSA (application for federal financial aid)
- 28% are eligible for a Pell grant
- The largest group (22%) reported an expected family contribution of $0

60% of the fall 2008 non-returning students participated in a phone survey:

- 89% of these students said they were transferring to another school
- 27% said it was because they did not want to be an engineer/wanted to change their major
- 17% reported financial reasons
- The largest group reported there was “nothing” that would have kept them at S&T and “nothing” they could tell us that needs to be improved

Spring 2008 Senior Survey

- 56% of students attributed success to their specific academic department and/or faculty member
- 60% of students held a leadership position on campus (51% of freshman planned to assume a leadership position)
- Student/faculty engagement does not appear to be a problem

Spring 2008 Student Satisfaction Survey

- 85% respondents’ college experience was about or better than what expected.
- 86% respondents were neutral or satisfied with their overall satisfaction with their experience here thus far.
- 83% respondents would enroll here again if they had to do it over.
- The following students are more likely to plan to transfer (statistically significant):
  - Students who are at lower class level
  - Students who receive lower GPA
  - Students who are NOT enrolling STEM programs
- The following students are less likely to enroll here again if they had to do it over (statistically significant):
  - Students whose first institution’s choice is not Missouri S&T
  - Students who receive lower GPA
Students who are NOT enrolling STEM programs
- Male students
- International students
- Minority students

Strengths (items with high importance and high satisfaction):
- Registration process and procedures are convenient.
- The campus staff is caring and helpful.
- My academic advisor is available when I need help.
- Career Opportunities Center services.
- The campus is safe and secure for all students.
- The university's expectations on academic integrity.
- Computer labs are adequate and accessible.
- This campus provides online access to services I need.
- Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).
- Online student self-service program (Joe'SS).
- My academic advisor is knowledgeable about requirements in my major.

Challenges (items with high importance and low satisfaction or large performance gap):
- Student activity fees are put to good use.
- Student health services.
- I seldom get the "run-around" when seeking information on this campus.
- Billing and payment processes.
- There are sufficient courses within my program of study available each term.
- I am able to register for classes I need with few conflicts.
- Tuition paid is a worthwhile investment.
- The quality of instruction I receive in most of my classes is excellent.
- The content of the courses within my major is valuable.

2007-08 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 2007-08, 1,815 alerts were issued to 1,102 individual students
- Freshmen received 32% of the academic alerts issued, sophomores 29%, juniors 20% and seniors 18%.
- The majority of alerts were issued due to “lack of attendance” or “poor performance” in the class.
- Since 2005-06, the percentage of “closed” alerts has decreased. In 2007-08, only 26% of all academic alerts were closed.
- “Enroll in On-Track Academic Success Program” was recently added as a recommended action.
The majority of students who received an academic alert made improvements in the course. (The majority of students had a D or F before mid-term and a C or better as a final grade.) The following examples were given:

a. History-75% of all students who received an academic alert (and reviewed it) made improvements in the course.
b. Metallurgical Engineering- 59% of all students who received an academic alert (and reviewed it) made improvements in the course.
c. Mathematics-68% of all students who received an academic alert (and reviewed it) made improvements in the course.

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).

National Survey of Student Engagement (NSSE)

- Foreign students are generally withdrawn and alienated. African-American students are either highly engaged or academically engaged, but interpersonally fragmented.
- Part-time and transfer students are generally less engaged and interpersonally fragmented. However, transfer status has no effect on their overall educational experiences. ACT scores have no effect on student engagement.
- Students staying in a fraternity or sorority are more engaged and collaborative than the students staying in dormitories or other campus housing.
- Students in disciplines such as education, social sciences, business and physical sciences are more collaborative and homogeneous.
- Academic advising has a positive correlation to student engagement and their intentions to return to the same institution.
- Students in all groups rate their educational experiences as good to excellent. Students who rate their educational experiences as poor or fair do not intend to return to Missouri S&T.
- Students who stay on campus tend to return to the school even if they are withdrawn and alienated. However, staying off campus has a negative impact on student retention.
- Student retention is more tied to student engagement than their academic achievement (Ex: Grades). Study abroad and senior experience do not necessarily contribute to student engagement.
- Students who are withdrawn and alienated or academically engaged, but interpersonally fragmented believe that the institution provided less support in their academic success.
- Students who are withdrawn and alienated or collaborative and homogeneous think less positive of general education.
- Students at Missouri S&T prepare two or more drafts of a paper less often, before turning it in. A sizable proportion of students in all categories did not write a paper of 20 pages or more.
• Seniors, except for the highly engaged, think less positively of S&T’s contribution to their writing and speaking abilities. In contrast, they are highly positive of S&T’s contribution in thinking critically and analytically, and working effectively with others.
• Despite a sizable proportion of minority students on campus, most seniors believe that S&T’s contribution to their understanding of students from other racial and ethnic backgrounds is significantly small.

**Student Success Predictors (HPI)**
• HPI has been given to Missouri S&T freshmen for the last 9 years.
• Dr. Kumar covered the 2005-06 results with the committee. (His presentation was for 41% of 2005 students, 59% of 2006 students.)
• Likeability - most of our students score high.
• Prudence - large variation in our students overall and among clusters.
• Intellect - all of our students score high.
• School Success - high scores for all clusters except cluster 5. (Students in cluster 5 are described as Middle of the road, friendly, sociable, low school success)
• The most significant single factor for staying for the next year = prudence.
• Statistically, “Sociability” is a strong factor that relates to student retention. It is the most important factor when predicting if a student will leave- if a social science or science student isn't sociable, they may leave, but engineering students will stay even if they are not sociable

**Spring 2009 Non-Returning Student Survey**
[Insert summary]

**Critical Considerations for University At-Risk Students**
1. Intrusive Advising- Intrusive advising strategies are typically used with at-risk students, and are special techniques based on prescriptive, developmental, and integrated advising models. ([http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770?tag=content;coll](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770?tag=content;coll))
2. College Transition Programs- The utilization of the LASSI pre and post-college transition program support reduction in the number of scores falling below the 50th percentile. ([http://findarticles.com/p/articles/mi_qa4116/is_200504/ai_n13502868?tag=rbxcr.a.11](http://findarticles.com/p/articles/mi_qa4116/is_200504/ai_n13502868?tag=rbxcr.a.11))
3. College Student Retention- Formula for Student Success- College students successfully completing their education is based on early, intensive, and continuous intervention. ([http://findarticles.com/p/articles/mi_m0QLO/is_3_20/ai_n15399905?tag=rbxcr.a.11](http://findarticles.com/p/articles/mi_m0QLO/is_3_20/ai_n15399905?tag=rbxcr.a.11))
4. Admission’s Identification of At-Risk Students- How significant are high school GPA, class rank, standardized test scores, student involvement, emotional and social variables as predictors of student success?
5. Roles of Academic Departments- What roles should academic departments actively take to enhance student success and retention?

**Spring 2009 Non-Returning Student Survey**
[Insert summary]
Retention Statistics/Missouri S&T Standing

- Missouri S&T is ranked among the Top 50 Public Colleges and Universities for highest first-to-second year retention rate (we are in a six-way tie for 49th).
- At 87%, we can definitely claim to be among the top public universities in the Midwest.
- Education Trust ranks us 1st among public schools in the “Plains” region. (Plains states include Iowa, Kansas, Minnesota, Missouri, North Dakota, Nebraska and South Dakota.) When adjusted for number of STEM graduates, we are number 1.
- Overall Retention Rates in Missouri 2006-07; Missouri S&T again second to Washington University overall, #1 public.
APPENDIX D
First and Second Year Retention Plans
First & Second Year Retention Plan

Hit the Ground Running - Continue to provide an excellent academic precursor to university expectations.
Voyager - Continue to provide an active living and learning community. Develop complementary living-learning community for second-year students building on current Voyager foundation.
Academic Alert System - Notifies students they are at risk for poor grades via an alert. Increase the number of faculty using the AAS.
New Student Honors Seminar - NSHS introduces first-year students to the resources and opportunities that the campus has to offer.
Honors Academy - Ensure a smooth transition from NSHS to the Honors Academy.
Student Success Center - Consider implementing a center that houses all student academic support services (LEAD, JAM, Tutoring, Mentoring, Writing Center, etc.). Rather than being referred between various programs/departments, students could find collection of academic resources in one place.
Parent Programs - Create a parent-oriented website featuring student services so that parents will feel connected and have a resource to help them support their students.
Success Chain - Send periodic emails to new students to help them become aware of the resources available on campus. Target second-year students with emails that describe resources/events to help combat the “sophomore slump.”
On Track - On-Track is a personal and academic success course designed to increase student’s self-management, motivation and study skills. This program incorporates seminars, campus resources, success workshops, advising conferences and peer mentors to empower students to become self-directed and motivated learners.
Department Focused Retention - Work one on one with department chairs to develop retention strategies unique to department.
Sophomore Dinner Series - Establish monthly or bi-monthly small dinners at the Havener Center with representatives of academic departments. Invitees: sophomores. Hosts: department faculty member, graduate student, senior undergraduate student.
Letters to Parents & Second-Year Students - (summer after first year) Describe SYE programming, increase awareness of second-year issues, invite to returning student programming at beginning of fall semester.
Welcome Back Reception/Programming - Fall semester welcome reception/programming targeted at second-year students.
Major Planning Form - Require that second-year students complete a major planning worksheet/booklet.
“Sophomore Surge” Conference - (over weekend during fall? week before spring semester begins?) Programming to help second-year students with career planning, leadership/work style evaluation, and self-management. Possibly include service project and opportunities fair.
APPENDIX E
2008-09 Meeting Minutes
Missouri S&T Retention Committee Meeting
May 7, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Jay Goff, Larry Gragg, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Barb Prewett, Kristi Schulte, Laura Stoll
Members Absent: Sunnie Hughes, C.R. Thulasi Kumar, Stephen Raper, Suzanne Schroer, Carol Smith, Brad Starbuck, Lynn Stichnote, Summer Young

I. Approval of Minutes: The committee reviewed the minutes from the April 30, 2009 meeting, and approved the minutes as written.

II. Retention Committee Recommended Actions- Dr. Collier presented a copy of the revised draft recommended actions. The committee reviewed the draft recommendations and suggested a few changes. Following are the revised recommendations:

   Primary retention issues identified by students
   6. Financial issues
   7. Personal and family issues
   8. Academic readiness
   9. Engagement inside and outside the classroom
   10. Classroom Learning Environment

   Retention Assessment Instruments Reviewed
   1. New Student Survey
   2. CIRP
   3. NSSE
   4. HPI
   5. Opening Week Survey
   6. Freshman Success Chain
   7. Student Satisfaction survey
   8. Retention Audit and Phone Survey
   9. ACT/AIM factor analysis
   10. COC Survey
   11. Senior Survey
   12. Freshman retention by department
   13. Exit Survey (from Registrars and Counseling office)
   14. Academic Alert

   2008-09 Retention Committee minutes reflect five common themes relative to improving student retention:
   7. Financial Issues
   8. Need to Increase Student Interactivity and Campus Engagement
   9. No Central Unit focusing on Promoting Parental Engagement
   10. Improving Academic Advising
   11. Scattered Student Support Services creates Problems
   12. Continue Promotion of Student-Faculty Engagement Activities

   2008-09 Retention Committee Recommended Actions
   8. Focus new financial aid resources to increase need-based student financial aid availability.
9. 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.)

10. Centralize the parent and family support/outreach services to improve communication and campus engagement.

11. Establish a central information center for student academic support services, staffed with trained professionals.

12. Reconsider the development of a One-Stop-Shop facility for enrollment and advising services.

13. Continue and enhance academic advising support and training.

14. Enhance programs that promote student-faculty interactions.

III. New Business:

A. **Non-Returning Student Report** – Carol Smith and Summer Young presented the *Non-Returning Student Survey Results* for spring 2009. Following is a summary of the report:

Non-Returning Student Breakdown
- 88 students
- 53 Freshmen/35 sophomore
- 67 in state 21 out of state
- 80 from MO and neighboring states
- AVG ACT of 25.85
- AVG GPA 2.14
- 77 White, 2 Asian, 2 Black/African American, 2 Hispanic/Latino and 5 not specified

Students Surveyed
- 43 (49%) students reached by Phone or Email
- 22 First Year Students
- 21 Second Year Students
- 35 transferring
- 26 transferring in state, 9 transferring out of state 13 transferring to community colleges

First Year Student Survey Results
- 53 Non Returning Students
- 43 male 10 female
- 46 in state 7 out of state
- 51 from MO and surrounding states, 6 from Phelps County and surrounding counties
- AVG ACT 25.94
- AVG GPA 1.78
- 49 White, 1 Asian, 1 Black/African American, 4 not specified

First Year Students Surveyed
- 22 students were surveyed
- 17 Transferring
- 14 Transferring in state 3 Transferring out of state
- 11 of the 22 Transferring to community colleges

Second Year Student Survey Results
- 35 Non Returning Students
- 29 Male 6 Female
- 25 In State 10 Out of State
- 33 from Missouri and surrounding states, 7 from Phelps county and surrounding counties
- AVG ACT 25.71
- AGT GPA 2.69
- White 31, Asian 0, Black/African American 1, Hispanic/Latino 2, not specified 1

Second Year Students Surveyed
- 21 Students Surveyed
- 18 Transferring
- 12 Transferring In State
- 6 Transferring out of State
- 5 of the 18 Transferring to a community college

B. HGR Student Survey – Due to time constraints, this report was not made. A copy of the report will be distributed to the committee via email.

C. 2008-09 Retention Committee Annual Report - The DRAFT copy of the Retention Committee annual report will be distributes to the committee via email for review. Once approved, the report will be presented to the Chancellor at the beginning of the fall semester.

The meeting was adjourned
MISSOURI S&T RETENTION COMMITTEE MEETING

April 30, 2009
8:15-9:15 AM

**Members Present:** Harvest Collier, Amy Gillman, Jay Goff, Larry Gragg, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Barb Prewett, Kristi Schulte, Carol Smith, Lynn Stichnote, Laura Stoll, Summer Young

**Members Absent:** Sunnie Hughes, C.R. Thulasi Kumar, Stephen Raper, Suzanne Schroer, Brad Starbuck

I. Review and Approve Minutes - The committee reviewed the minutes from the April 9, 2009 meeting and approved the minutes as written.

II. Academic Alert System report – Dr. Collier gave the following Academic Alert System report for the 2007-08 academic year:

- 1,815 alerts were issued to 1,102 individual students
- Freshmen received 32% of the academic alerts issued, sophomores 29%, juniors 20% and seniors 18%.
- The majority of alerts were issued due to “lack of attendance” or “poor performance” in the class.
- “Enroll in On-Track Academic Success Program” was recently added as a recommended action.
- The majority of students who received an academic alert made improvements in the course. (The majority of students had a D or F before mid-term and a C or better as a final grade.) The following examples were given:
  a. History-75% of all students who received an academic alert (and reviewed it) made improvements in the course.
  b. Metallurgical Engineering- 59% of all students who received an academic alert (and reviewed it) made improvements in the course.
  c. Mathematics-68% of all students who received an academic alert (and reviewed it) made improvements in the course.
- 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).

III. Draft guidelines for advising probationary and deficient students – Dr. Collier presented the draft Guidelines for Advising Probationary and Deficient Students document. He gave a general description of its implementation, but focused the discussion on item #8: “Academically deficient students who have been enrolled as a UGS undecided student for 3 or more regular semesters and who will not achieve an S&T and department 2.0 GPA at the end of their current semester will not be readmitted as UGS undecided.”
The draft document was reviewed by the Provost’s cabinet. Dr. Collier was asked to provide data describing the potential impact of implementing these draft guidelines.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
April 9, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Jay Goff, Larry Gragg, Mary Ellen Kirgan, C.R. Thulasi Kumar, Rance Larsen, F. Scott Miller, Rachel Morris, Lynn Stichnote, Laura Stoll

Members Absent: Sunnie Hughes, Barb Prewett, Stephen Raper, Suzanne Schroer, Kristi Schulte, Carol Smith, Brad Starbuck, Summer Young

I. Review and Approve minutes
The committee reviewed and approved the minutes from the 3-12-09 meeting with the corrections noted below:

a. Remove bulleted items #3 and #4 from section II.
b. Include a summary definition of cluster 5 in bullet #8
c. Make 2 minor grammatical corrections in bullet #10

II. Old Business:

A. Action Items/Committee Recommendations
The committee reviewed the draft recommended actions. Lynn Stichnote suggested revising the wording of item #4 to say “Improve availability of student financial resources”. Additionally, Lynn recommended the campus seek ways to provide unrestricted scholarships for incoming freshmen. Jay Goff suggested further revisions and indicated he would provide those revisions at a later date.

III. New Business:

A. Academic Alert System Report
This report will be presented at the next meeting.

B. Retention Statistics/ Missouri S&T Standing
Jay Goff presented the following new retention success benchmarks (1st to 2nd year retention rates). He distributed handouts containing the actual data and rankings.

1. Missouri S&T is ranked among the Top 50 Public Colleges and Universities for highest first-to-second year retention rate (we are in a six-way tie for 49th).
2. At 87%, we can definitely claim to be among the top public universities in the Midwest.
3. Education Trust ranks us 1st among public schools in the “Plains” region. (Plains states include Iowa, Kansas, Minnesota, Missouri, North Dakota, Nebraska and South Dakota.)
4. When adjusted for number of STEM graduates, we are number 1.
5. Overall Retention Rates in Missouri 2006-07; Missouri S&T again second to Washington University overall, #1 public.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
March 12, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Larry Gragg, C.R. Thulasi Kumar, F. Scott Miller, Rachel Morris, Barb Prewett, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll

Members Absent: Jay Goff, Sunnie Hughes, Mary Ellen Kirgan, Rance Larsen, Stephen Raper, Suzanne Schroer, Summer Young

IV. Review and Approve Minutes
The committee reviewed the minutes from the 1/29/09 meeting. The committee approved the 1/29/09 minutes with two minor spelling corrections. The committee reviewed the minutes from the 2/26/09 meeting and approved the minutes as written.

V. Hogan Personality Inventory (HPI) Presentation
Dr. Kumar presented the Missouri S&T HPI data report. He distributed hard copies of the report and handouts illustrating the HPI Scales and Interpretations and a definition of the five “cluster” groups. (The definitions were developed by Institutional Research and Assessment)

• HPI has been given to Missouri S&T freshmen for the last 9 years.
• Dr. Kumar covered the 2005-06 results with the committee. (His presentation was for 41% of 2005 students, 59% of 2006 students.)
• Likeability - most of our students score high.
• Prudence - large variation in our students overall and among clusters.
• Intellect - all of our students score high.
• School Success - high scores for all clusters except cluster 5. (Students in cluster 5 are described as- Middle of the road, friendly, sociable, low school success)
• The most significant single factor for staying for the next year = prudence.
• Statistically, “Sociability” is a strong factor that relates to student retention. It is the most important factor when predicting if a student will leave- if a social science or science student isn't sociable, they may leave, but engineering students will stay even if they are not sociable.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
February 26, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Larry Gragg, Mary Ellen Kirgan, Rance Larsen, F. Scott Miller, Rachel Morris, Kristi Schulte, Carol Smith, Brad Starbuck

Members Absent: Jay Goff, Sunnie Hughes, C.R. Thulasi Kumar, Barb Prewett, Stephen Raper, Suzanne Schroer, Lynn Stichnote, Laura Stoll, Summer Young

Agenda Items:

I. Preliminary NCA Report: Dr. Collier gave an overview of the February 23-25, 2009 HLC/NCA accreditation site visit. He reported the NCA Team will recommend Missouri S&T for full accreditation for the next ten years. In 2011, Missouri S&T must provide a report to the HLC describing the improvements it has made with the assessment of student learning outcomes.

II. At Risk S&T Students: What do we do for Missouri S&T students who are “at-risk”? Dr. Collier presented the following best practices for student success. Committee discussion items are also included below.

Critical Considerations for University At-Risk Students:

1. Intrusive Advising- Intrusive advising strategies are typically used with at-risk students, and are special techniques based on prescriptive, developmental, and integrated advising models. (http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770?tag=content;col1)

Discussion: What triggers intrusive advising? To some extent, our Academic Alert System serves as an intrusive advising tool. Illinois State has a GPA predictor that allows them to contact students early and inform them they are at risk for being placed on probation.

2. College Transition Programs- The utilization of the LASSI pre and post-college transition program support reduction in the number of scores falling below the 50th percentile. (http://findarticles.com/p/articles/mi_qa4116/is_200504/ai_n13502868?tag=rbxcr2.a.11)

Discussion: Low LASSI scores may serve as a predictor for at-risk students. Pre and post LASSI scores may be beneficial. Other possible predictors: Math placement scores combined with high school class rank, GPA and high school course scores. A suggestion was made to give the LASSI to HGR students. Also- look at all incoming freshmen, identify characteristics/indicators in groups of students, and offer targeted programming to help them.

3. College Student Retention- Formula for Student Success- College students successfully completing their education is based on early, intensive, and continuous intervention.
Discussion: Early intensive intrusive intervention- this is difficult to do.

4. *Admission’s Identification of At-Risk Students*- How significant are high school GPA, class rank, standardized test scores, student involvement, emotional and social variables as predictors of student success?

Discussion: Financial issues are predictors. Look at these closely and consider options for intrusive financial assistance.

5. *Roles of Academic Departments*- What roles should academic departments actively take to enhance student success and retention?

Discussion: Consider looking at retention by departments.

III. **Next Meeting**: March 12, 2009, 8:15 AM, Silver & Gold, Havener Center. Dr. Kumar will give a presentation on the Hogan Personality Inventory (HPI) data.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
January 29, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Jay Goff, Larry Gragg, Mary Ellen Kirgan, C.R. Thulasi Kumar, Rance Larsen, F. Scott Miller, Rachel Morris, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Sunnie Hughes, Barb Prewett, Stephen Raper, Suzanne Schroer

Agenda Items:

I. Review and Approve Minutes: The committee reviewed the minutes from the 1/15/09 meeting and approved the minutes as written.

   Dr. Gragg commented on Item II from the 1/15/09 minutes—(“Suzanne Schroer asked if a new question could be included in the senior survey to determine if students feel their course content is valuable.”) He indicated this information is available in the CET evaluations.

II. Committee Assignment from the last meeting: The committee was asked to continue evaluating the survey results and to share suggestions for improving student retention.

   Discussion items:

   A. Dr. Collier indicated some students are not comfortable engaging with faculty outside the classroom. He surveyed freshmen Chem. I students and learned that the majority of students prefer on-line/virtual resources, rather than face to face communication.

   B. Dr. Miller suggested we need a better formal advisor training program developed through the Undergraduate Advising Office. We need a one-stop student/parent information center to guide students to the academic resources and engagement opportunities that are available. We could provide all the information on one web site and call it “Ask Joe Miner”.

   C. Regarding student social skills: Dr. Morton said the COC survey results confirm the senior survey findings. Of the five pillar weaknesses, our students are weak in “verbal/oral communication” skills and “engagement”.

   D. Mary Ellen Kirgan commented that appropriate and inappropriate conduct/communication with faculty impacts student success.

   E. Jay Goff mentioned if you look at the demographics of our students, there is not a high degree of communication sophistication. If we focused on communication, would it help us retain more students? The survey data tells us no-and it may cause more anxiety in students.
F. Dr. Collier said approximately 21% of our students are undecided and already do not feel owned because they have not declared a major or a home department. How does this impact student retention?

G. Jay Goff said if we did a gap analysis of our retention services we would find that our Family/Parent Association is a major weakness. Our weakness is not that we are not engaging the student- it is that we are not engaging the parents.

H. Amy Gillman indicated our discussions and meeting minutes reflect five common themes relative to student retention: 1) Financial Resources, 2) Parental Involvement, 3) Developmental Advising, 4) One-Stop-Shop for student/parent information, and 5) Student-Faculty Engagement. She suggested we discuss action items for each of these.

In closing, Dr. Collier asked for ideas and suggestions from the committee. Dr. Gragg suggested we share the survey results with the academic advisors. Due to time constraints, the committee was asked to email their suggestions to Amy Gillman so they can be discussed at a future meeting.

III. HLC/NCA Accreditation Site Visit: Dr. Collier announced the dates for the upcoming NCA accreditation visit on February 23-25, 2009. He provided a copy of the Self Study At-A-Glance document to the committee for their review.

IV. Next Meeting: February 12, 2009, 8:15 AM, Silver & Gold, Havener Center

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
January 15, 2009
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, Amy Gillman, Larry Gragg, Rance Larsen, F. Scott Miller, Rachel Morris, Suzanne Schroer, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll

Members Absent: Jay Goff, Sunnie Hughes, Mary Ellen Kirgan, C.R. Thulasi Kumar, Barb Prewett, Stephen Raper, Kristi Schulte, Summer Young

Guests: Jia Ren, Institutional Research and Assessment

I. Review and Approve Minutes: The committee reviewed the minutes from the 12/18/08 meeting and voted to approve the minutes as written.

II. Evaluation of Survey Results: The committee reviewed a document summarizing the survey results from the 2008 Non-Returning Student Survey, Fall 2008 Entering Student Survey, Spring 2008 Senior Survey, 2007-08 Academic Alert System report, National Survey of Student Engagement (NSSE), and 2008 Student Satisfaction Survey.

Discussion:
Suzanne Schroer asked if a new question could be included in the senior survey to determine if students feel their course content is valuable.

Dr. Gragg noticed that one of the common threads was “engagement”. It appears student-faculty engagement is connected to student success. The committee discussed- What does engagement mean? Does it mean in-class or out-of-class engagement?
- Suzanne Schroer said she interprets engagement as “engagement with peers”. The students she knows that leave the campus indicate they do so because they did not engage with their peers (did not feel S&T was a good fit for them).
- Dr. Collier indicated formal advising is done well but developmental advising could be improved. The committee discussed the different interpretations/definitions of “developmental advising”. Dr. Gragg mentioned in his department, he asks students about the quality of advising they receive. He lets the students define what advising means to them.

The committee discussed the practicality of including an advising question on Joe’S S enrollment, surveying students through Hobson’s after advising week and conducting voluntary mid-term evaluations.

Dr. Collier made the following assignment:
a. Continue reviewing the summary document.
b. Bring back two suggestions to share with the group at the next meeting. Suggestions should include things we can do to improve student retention.
III. **Next Steps**
   A. Discuss assignment
   B. Look at Hogan Personality Index (HPI) data
   C. Discuss student-faculty engagement

IV. **Announcement:** The HLC/NCA Accreditation Site Visit is February 23-25, 2009. The full report is available at: accreditation.mst.edu.

V. **Next Meeting:** January 29, 2009, 8:15 AM, Silver & Gold, Havener Center

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
December 18, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Jay Goff, Sunnie Hughes, Rance Larsen, F. Scott Miller, Rachel Morris, Barb Prewett, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Kim Frazier, Amy Gillman, Larry Gragg, Mary Ellen Kirgan, C.R. Thulasikumar, Stephen Raper, Suzanne Schroer

VI. Review and Approve Minutes:
The committee reviewed the minutes from the 12/4/08 meeting and approved the minutes as written.

VII. Old Business

A. Senior Survey
Dr. F. Scott Miller presented the results of the 2008 Graduating Senior Survey.

In summary, he concluded:

1. 56% of students attributed success to their specific academic department and/or faculty member.
2. 60% of students held a leadership position on campus (51% of freshman planned to assume a leadership position).
3. Student/faculty engagement does not appear to be a problem.

I. New Business

A. Evaluation of Survey Results
This item will be discussed at the next meeting on 1/15/09.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
December 4, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, C.R. Thulasi Kumar, F. Scott Miller, Rachel Morris, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Kim Frazier, Jay Goff, Larry Gragg, Sunnie Hughes, Mary Ellen Kirgan, Rance Larsen, Barb Prewett, Stephen Raper, Suzanne Schroer, Kristi Schulte

Guest(s): Jia Ren, Institutional Research & Assessment

I. Review and Approve Minutes: The committee reviewed the minutes from the 11/6/08 meeting. The minutes were approved with two minor corrections.

Additional Data from the Student Satisfaction Survey (C.R. Thulasi Kumar)

Dr. Kumar presented additional information from the student satisfaction survey. In summary, he indicated the college experience has a positive relation with student retention.

The two most important factors for students who said they would return to the university are: 1) students are made to feel welcome at the university, and 2) tutoring services are readily available.

Dr. Kumar compared students’ transfer plans with the college experience and there was a split response. The data indicates that students who decide to transfer have made up their mind. (Most of these students are in-state-freshmen.)

Dr. Kumar related it is not the students’ overall satisfaction that determines retention- it is the college experience that makes the difference. Dr. Collier asked, “How do those students (who leave Missouri S&T) describe their college experience?” Dr. Kumar indicated he could provide a few bulleted items to summarize the overall presentation.

Lynn Stichnote said we can do a better job sharing information about financial reserves. She would like to develop and implement a financial aid communication plan for students.

II. Senior Survey (F. Scott Miller) Due to time constraints, this topic will be presented at the next meeting.

III. Next Meeting: December 18, 2008: 8:15-9:15 AM, Silver & Gold, Havener Center

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
November 6, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, Amy Gillman, Jay Goff, C.R. Thulasi Kumar, Rance Larsen, F. Scott Miller, Stephen Raper, Kristi Schulte, Carol Smith, Brad Starbuck, Laura Stoll, Summer Young

Members Absent: Larry Gragg, Sunnie Hughes, Mary Ellen Kirgan, Rachel Morris, Barb Prewett, Suzanne Schroer, Lynn Stichnote

VIII. Welcome Guest(s): Jia Ren, Institutional Research and Assessment

IX. Review and Approve Minutes: The committee reviewed the minutes from the 10/23/08 meeting and approved the minutes as written.

X. New Business:

A. Survey Sample Size & Significance: Dr. Kumar distributed handouts that demonstrate the importance of sample size in survey results. Dr. Kumar discussed ways to determine how many people you need to survey in order to get the results that reflect the target population as needed. He also provided the committee a sample size calculator tool.

B. Student Satisfaction Survey Results: Jia Ren presented the results of the Student Satisfaction Survey. (Survey results attached.)

Dr. Collier asked: What does the survey data tells us relative to student retention? He suggested we look closer at the students who responded to the following questions and see how they responded in other areas.

1. If you had to do it all over again, would you come back?
2. Are you planning to transfer?

Dr. Kumar indicated that he would analyze the data further and present it to the committee at a future meeting.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
October 23, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Amy Gillman, Mary Ellen Kirgan, F. Scott Miller, Rachel Morris, Barb Prewett, Stephen Raper, Brad Starbuck, Lynn Stichnote, Laura Stoll

Members Absent: Kim Frazier, Jay Goff, Larry Gragg, Sunnie Hughes, Rance Larsen, Suzanne Schroer, Kristi Schulte, Carol Smith, Summer Young

I. Welcome New Members: Dr. Collier welcomed Rance Larsen, Director of Admissions to the committee.

II. Review and Approve Minutes The committee reviewed and approved the minutes from the 10/9/08 meeting. The minutes were approved as written.

III. New Business

A. Dr. Kumar presented the results of the National Survey of Student Engagement (NSSE), titled “Student Engagement Typologies”. Only the results from senior student surveys were presented.

NSSE Conclusions:

a. Foreign students are generally withdrawn and alienated. African-American students are either highly engaged or academically engaged, but interpersonally fragmented.

b. Part-time and transfer students are generally less engaged and interpersonally fragmented. However, transfer status has no effect on their overall educational experiences. ACT scores have no effect on student engagement.

c. Students staying in a fraternity or sorority are more engaged and collaborative than the students staying in dormitories or other campus housing.

d. Students in disciplines such as education, social sciences, business and physical sciences are more collaborative and homogeneous.

e. Academic advising has a positive correlation to student engagement and their intentions to return to the same institution.

f. Students in all groups rate their educational experiences as good to excellent. Students who rate their educational experiences as poor or fair do not intend to return to Missouri S&T.

g. Students who stay on campus tend to return to the school even if they are withdrawn and alienated. However, staying off campus has a negative impact on student retention.

h. Student retention is more tied to student engagement than their academic achievement (Ex: Grades). Study abroad and senior experience do not necessarily contribute to student engagement.
i. Students who are withdrawn and alienated or academically engaged, but interpersonally fragmented believe that the institution provided less support in their academic success.

j. Students who are withdrawn and alienated or collaborative and homogeneous think less positive of general education.

k. Students at Missouri S&T prepare two or more drafts of a paper less often, before turning it in. A sizable proportion of students in all categories did not write a paper of 20 pages or more.

l. Seniors, except for the highly engaged, think less positively of S&T’s contribution to their writing and speaking abilities. In contrast, they are highly positive of S&T’s contribution in thinking critically and analytically, and working effectively with others.

m. Despite a sizable proportion of minority students on campus, most seniors believe that S&T’s contribution to their understanding of students from other racial and ethnic backgrounds is significantly small.

n. S&T’s contribution to developing a deepened sense of spirituality is also insignificant.

**Next Meeting:** November 6, 2008: 8:15-9:15 AM, **203 Library**
Missouri S&T Retention Committee Meeting
October 9, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, Amy Gillman, Mary Ellen Kirgan, C.R. Thulasi Kumar, F. Scott Miller, Rachel Morris, Barb Prewett, Suzanne Schroer, Kristi Schulte, Carol Smith, Lynn Stichnote, Laura Stoll, Summer Young
Members Absent: Jay Goff, Larry Gragg, Sunnie Hughes, Stephen Raper, Brad Starbuck
Guests: Patty Frisbee and Trish Watson, New Student Programs

I. Welcome: Dr. Collier welcomed Patty Frisbee and Trish Watson of New Student Programs.

II. Review and Approve Minutes: The committee reviewed the minutes from the 9/25/08 meeting. One minor correction was noted. The committee voted to approve the minutes as corrected.

III. Fall 2008 Entering Student Survey: Patty Frisbee presented the results of the Fall 2008 Entering Student Survey. 939 students completed the survey during PRO, before testing.

Students want to be more involved. Fewer discipline issues were observed during Opening Week. Students realize there is an adjustment period and they are ready to learn and participate.

Approximately 50% of all new students are undecided majors. (23% have not chosen a specific major/22% change majors during their freshmen year.) Faculty connection is important. Communication of non-engineering programs is important for student retention.

The Entering Student Survey tells us 31% of students want to study abroad. However, the graduating senior survey indicates that only 3% actually study abroad. Students perceive it as “getting off track”. We need to advertise study abroad programs to students earlier in their academic careers.

75% of students receive scholarships and financial aid. 74% plan to work while enrolled.

67% of students expect to complete their degree in 4 years; however, the Missouri S&T average is 6 years. Only 7% of students understand this. We need to work with the academic departments to ensure we are all sending the same message to new students and their families.

93% of students expect to be engaged with the faculty outside the classroom.

IV. Next Meeting: October 23, 2008.
Dr. Collier and Dr. Kumar will draft a strategy for evaluating survey results.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
September 25, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, C.R. Thulasi Kumar, Rachel Morris, Barb Prewett, Stephen Raper, Suzanne Schroer, Kristi Schulte, Carol Smith, Lynn Stichnote, Laura Stoll

Members Absent: Amy Gillman, Jay Goff, Larry Gragg, Sunnie Hughes, Mary Ellen Kirgan, F. Scott Miller, Brad Starbuck, Summer Young

I. Review and Approve Minutes The committee reviewed the minutes from the 9/11/08 meeting. A motion was made to approve the minutes. The committee voted to approve the minutes as written.

II. First & Second Year Retention Strategies- Carol Smith and Summer Young of the Office of Undergraduate Studies continued their presentation from the previous meeting.

The following proposed first and second year retention strategies were discussed:

A. Success Chain- Send periodic emails to new students to help them become aware of the resources available on campus. Target second-year students with emails that describe resources/events to help combat the “sophomore slump.”

B. On-Track Academic Success Program- On-Track is a personal and academic success course designed to increase student’s self-management, motivation and study skills. This program incorporates seminars, campus resources, success workshops, advising conferences and peer mentors to empower students to become self-directed and motivated learners.

Kim Frazier commented that students who attend four or more On Track sessions do better academically than students who attend fewer than four seminars. This year, more On-Course principles are being used. The student surveys indicate the students do not enjoy the participatory activities, however, the Undergraduate Advising Office is hopeful that this approach will result in improved academic performance. The survey also indicates the mentoring program is making a positive contribution.

C. Department Focused Retention- Work one on one with department chairs to develop retention strategies unique to departments.

D. Sophomore Dinner Series- Establish monthly or bi-monthly small dinners at the Havener Center with representatives of academic departments. Invite sophomores to attend. Ask department faculty members, graduate students, and senior undergraduate students to serve as hosts.
E. Letters to Parents & Second-Year Students- Send letters to parents and second-year students (during the summer after their first year). Describe SYE programming, increase awareness of second-year issues, invite to returning student programming at beginning of fall semester.

F. Welcome Back Reception/Programming- During the fall semester, hold a welcome reception and informational program targeted at second-year students.

G. Major Planning Form- Require second-year students to complete a major planning worksheet/booklet.

H. “Sophomore Surge” Conference - Programming to help second-year students with career planning, leadership/work style evaluation, self-management. Possibly include service project and opportunities fair.

III. Retention Rates versus Graduation Rates - Dr. Kumar distributed a chart, titled “Retention Rates versus Graduation Rates”. He indicated we should be more concerned with increasing the graduation rate than the first year retention rate. It is hurting us on national surveys. With our 1st year retention rate, we should be graduating 73%, but we are at 61%. If you are under, you don’t get points in the US News and World report. Peer institutions are all around 87-88%. Georgia Tech is at the top. We are in the middle of our peers.

Non-Returning Freshman Report - Amy Cracraft presented the attached Non-Returning Freshmen Report.

Next Meeting: October 9, 2008: 8:15-9:15 AM, Silver & Gold, Havener Ctr.

The meeting was adjourned.
Missouri S&T Retention Committee Meeting
September 11, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, Amy Gillman, Mary Ellen Kirgan, C.R. Thulas Kumar, F. Scott Miller, Rachel Morris, Barb Prewett, Stephen Raper, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Larry Gragg, Sunnie Hughes, Suzanne Schroer

Agenda Items:

I. Review and Approve Minutes- The committee reviewed the minutes from the 8/28/08 meeting. A motion was made to approve the minutes. The committee voted to approve the minutes as written.

II. Approve 07-08 Annual Report- A motion was made to approve the 2007-08 annual report. The committee voted to approve the report and to provide a copy to the Chancellor’s office.

III. First and Second Year Retention Strategies- Carol Smith and Summer Young of the Office of Undergraduate Studies shared a list of first and second year retention strategies with the committee. (See full list attached) The following items were discussed:

A. Hit the Ground Running (HGR)-Consider adding a second HGR session during the month of June.
B. Voyager Learning Community-Consider developing a complimentary learning community for second year students.
C. Academic Alert System-Increase the number of faculty using the Academic Alert System.
D. Honor’s Academy/New Student Honors Seminar- New Student Honors Seminar helps students adjust to the campus community. Honor’s Academy gives participating students a sense of community beyond their first year.
E. Student Success Center- Consider developing a center that houses information about all the academic support services available on the campus. The proposed center should be centrally located and visible to students, parents and visitors.
F. Parent Programs- Create a parent-oriented web site featuring student services to help parents feel connected to the campus. Integrate information from the existing Family Guide, a publication parents receive at PRO.

Due to time constraints, Carol and Summer will finish presenting the information at the next meeting.

IV. 2008-2009 Retention Committee Goals: A motion was made to establish the following goal for the 2008-09 academic year. The committee voted to approve this goal.
In 2008-09, the Retention Committee will review and evaluate the following reports:

Non-Returning Student Survey
Fall 2008 Entering Student Survey
Spring 2008 Senior Survey
2007-08 Academic Alert System Report
NSSE Results
Spring 2008 Student Satisfaction Survey
Student Success Predictors

First & Second Year Retention Plan

Hit the Ground Running- Continue to provide an excellent academic precursor to university expectations.

Voyager- Continue to provide an active living and learning community. Develop complementary living-learning community for second-year students building on current Voyager foundation.

Academic Alert System- Notifies students they are at risk for poor grades via an alert. Increase the number of faculty using the AAS.

New Student Honors Seminar- NSHS introduces first-year students to the resources and opportunities that the campus has to offer.

Honors Academy- Insure a smooth transition from NSHS to the Honors Academy.

Student Success Center- Consider implementing a center that houses all student academic support services (LEAD, JAM, Tutoring, Mentoring, Writing Center, etc.). Rather than being referred between various programs/departments, students could find collection of academic resources in one place.

Parent Programs- Create a parent-oriented website featuring student services so that parents will feel connected and have a resource to help them support their students.

Success Chain- Send periodic emails to new students to help them become aware of the resources available on campus. Target second-year students with emails that describe resources/events to help combat the “sophomore slump.”

On Track- On-Track is a personal and academic success course designed to increase student’s self-management, motivation and study skills. This program incorporates seminars, campus resources, success workshops, advising conferences and peer mentors to empower students to become self-directed and motivated learners.

Department Focused Retention- Work one on one with department chairs to develop retention strategies unique to department.

Sophomore Dinner Series- Establish monthly or bi-monthly small dinners at the Havener Center with representatives of academic departments. Invitees: sophomores. Hosts: department faculty member, graduate student, senior undergraduate student.

Letters to Parents & Second-Year Students- (summer after first year) Describe SYE programming, increase awareness of second-year issues, invite to returning student programming at beginning of fall semester.

Welcome Back Reception/Programming- Fall semester welcome reception/programming targeted at second-year students.

Major Planning Form- Require that second-year students complete a major planning worksheet/booklet.

“Sophomore Surge” Conference - (over weekend during fall? week before spring semester begins?) Programming to help second-year students with career planning, leadership/work style evaluation, self-management. Possibly include service project and opportunities fair.
Missouri S&T Retention Committee Meeting
August 28, 2008
8:15-9:15 AM

Members Present: Harvest Collier, Kim Frazier, Amy Gillman, Larry Gragg, Sunnie Hughes, Mary Ellen Kirgan, C.R. Thulasi Kumar, F. Scott Miller, Rachel Morris, Stephen Raper, Suzanne Schroer, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll, Summer Young

Members Absent: Jay Goff, Barb Prewett

I. Dr. Collier welcomed the committee and thanked them for serving this academic year. New committee members were introduced, including Rachel Morris and Brad Starbuck of the Enrollment Management office and Carol Smith and Summer Young of the Office of Undergraduate Studies.

II. The committee reviewed a draft copy of the 2007-08 Retention Committee Annual Report. Laura Stoll suggested one minor revision to page 6 of the report. Dr. Collier asked all committee members to review the report and email comments or suggested revisions to Amy Gillman.

III. The committee held a general discussion on the following issues that impact student retention:

- Gaming addiction
- Communication
- Motivation
- Time management
- Personal responsibility (going to class)
- The value of peer mentors

Lynn Stichnote suggested we categorize and quantify these issues and turn the information into data that can be used for planning purposes.

The committee discussed the benefit of the On Track Academic Success program and discussed ways we can promote the program to more students, particularly freshmen. In addition, it was recommended we incorporate more On Course principles into freshmen classes. Dr. Miller explained that the instructors of FE10 are conducting an experiment this semester. They are incorporating On Track into FE10 and assigning students an On-Track mentor.

IV. The Committee reviewed the Cumulative Retention & Graduate Rates of First-Time, Full-Time Degree Seeking Freshmen and looked specifically at the rates of males, females and under-represented minorities. Committee members commented that we should consider ways to focus retention efforts on male students or perhaps consider departmental-specific retention strategies. The committee will use this information as a
basis for establishing the 2008-09 Retention Committee goals at the next meeting.


Upcoming Agenda Items:

Non-Returning Freshmen Report (Cracraft/Stoll)
2008 Entering Student Survey (Frisbee)
Scholastic Action – Probation and Deficiency Forms Update (Frazier/Stoll)
On-Track Update/Assessment Report (Frazier)
2008 Graduating Senior Survey Results (Goff/Morris/Starbuck)
Student Satisfaction Survey Results (Kumar)

The meeting was adjourned.