

MINUTES

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- a. Foreign students are generally withdrawn and alienated.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- g. Students who stay on campus tend to return to the school even if they are withdrawn and alienated.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- i. Students who are withdrawn and alienated or academically engaged, but interpersonally fragmented believe that the institution provided less support in their academic success.
- j. Students who are withdrawn and alienated or collaborative and homogeneous think less positive of general education.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.

IV. Next Meeting: November 6, 2008: 8:15-9:15 AM, **203 Library**