Table of Contents

Introduction 4
Committee Background and Charge 4
Executive Summary 6
2014-2015 Student Success Committee Members 8
Current Status of Missouri S&T Retention and Graduation Rates 9
Key Issues Addressed by the Committee 11
Advising for Student Success 12
Beyond First Year Experience 14
Transfer Student Engagement for Success 17
Graduate Student Experience 19

APPENDIX A- Cumulative Retention & Graduation Rates of First Time, Full Time Degree Seeking Freshmen 21
APPENDIX B- Retention Strategies and Tactics 36
APPENDIX C- Evaluation of Survey Results and Other Documents 39
APPENDIX D- 2014-2015 Meeting Minutes 69
Special thanks to the following offices as sources of information:

- Department of Mathematics
- Enrollment Management
- Graduate Studies
- Institutional Research & Assessment
- Library
- Student Affairs
- Undergraduate Studies
Introduction
The Student Success 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 2014-15 academic year, the Student Success Committee met every other week under the direction of two chairs: the Vice Provosts for Enrollment Management and Undergraduate Studies. This report includes a summary of the primary issues addressed by the Student Success Committee, as reflected in the 2014-15 meeting minutes.

Committee Background and Charge [note: this is a tentative, new Charge that is in draft form prior to finalization]

The Student Success Committee is charged with investigating and recommending to the Provost and the Chancellor specific programs, processes, and services that will serve and support all Missouri S&T students in achieving their educational, professional, and personal life goals.

In completing these tasks the Student Success Committee will:

1. Focus on undergraduate and graduate student success within the context of the mission and vision of Missouri S&T. The committee will emphasize in its work the S&T values of life-long success, creativity, integrity, sustainability, partnerships, and inclusion.

2. Take into account the diverse nature of the students we serve at Missouri S&T, the diverse nature of the majors and minor programs we offer, and the increasingly complex blend of modalities in communications and delivery that are used in instruction, advising and research.

3. Investigate best practices in serving a broad profile of students ranging from traditional students (18 to 24 years of age), to adult/older students, transfer students, and diverse populations that may include underrepresented minorities, international students, first-generation students, low-income students, veterans, full- and part-time students, etc.

4. Keep the university community informed through publication of an annual report.

5. Research best practices in supporting all students so that they persist to graduation such as the following:

   - Best practices in student transitions from high school or from another higher educational institution to a university including, but not limited to, summer bridge programs, incoming freshmen placement exam policies, residential life policies and programming, learning/living communities, freshmen and sophomore seminars, honors programs, freshmen or university-wide common reading projects, peer mentoring, at-risk student monitoring (i.e. student success mentoring), etc.
• Best practices aimed at increasing retention of both new and returning students including, but not limited to, intrusive advising, early warning systems, academic mapping and planning tools, financial aid policies, etc.

• Best practices aimed at improving student success in key academic courses that have high rates of students dropping out or receiving grades of D or F.

The student success committee members are appointed by the Chancellor and will typically include a broad range of representation including faculty, staff, and students from a wide range of offices and disciplines at Missouri S&T.

The Student Success Committee meets every other week (during the academic year) to discuss issues related to improving student retention and student academic success, and to implement new programs and processes that impact student retention. In November, the Student Success Committee presents its findings and recommendations to the Chancellor. A copy of the annual report is available on the Undergraduate Studies website and upon request.
Executive Summary

Changes in 2014-15

- Adopted a new committee timeline to align the submission of the final report each year with the timeframe in which new proposals for Strategic Initiative Funding could be submitted.

Accomplishments from the May 2014 Recommendations

- Hire 3-4 staff advisors to help with the large numbers of FEP students.—we are in the process of hiring 2 staff advisors
- Reconsider the decision to not offer credit to students participating in M*A*S*H program. [students now receive some credit toward their class grade for attending M*A*S*H sessions]
- Continued interactive instruction of Math 2 [1120].
- Departments becoming more transparent concerning their admission policy for students.
- Continued support for the Math 1214 & 1215 initiatives.
- Implementing prerequisite process to use Joe’Ss delivered functionality [pre-registration during October/November of 2015 for Spring enrollment].
- Purchased Academic Mapping Planner (AMP).
- Funding secured for Student Success Center mentors.

Recommendations by the Student Success Committee in November 2015

- Develop a unified approach by faculty and professional advisors across campus.
- Provide a consistent framework for advisor training.
- Consistent and efficient training of new academic advisors, as well as ongoing professional development.
- Continue targeted hiring of professional advisors to help reduce faculty advising caseloads.
- Advisor recognition and rewards.
- Assessments of advising should be an ongoing process.
- Continue MASH program for Math 1120 students.
- Sponsor ‘Half Way to Graduation’ event starting in spring 2016.
- Fund a position dedicated to student success beyond their first year.
- Implement a Transfer Survey to determine characteristics of successful new transfer students.
- Continue to enhance campus involvement during Transfer Advising Days.
- Graduate student survey to be launched every 2-3 years.
The Student Success Committee reviewed the following documents:

- Cumulative Retention & Graduation Rates of First-Time, Full-Time Degree Seeking Freshmen (Appendix A)
- Retention Strategies & Tactics (Appendix B)
- Calculus Redesign Presentation (Appendix C)
- Library Presentation (Appendix C)

The results from the following survey were evaluated and are included as Appendix C of this report:
2014-15 Student Success Committee Members

Co-Chairs:
Dr. Jeff Cawlfield, Vice Provost for Undergraduate Studies  
Laura Stoll, Vice Provost and Dean for Enrollment Management

Committee Members:
Timothy Albers, Director, Recruitment Marketing and Enrollment Development, Enrollment Management  
Bridgette Betz, Director, Student Financial Assistance, Enrollment Management  
Dr. Carl Burns, Vice Chancellor of Student Affairs  
Dr. Steven Clark, Chair, Mathematics  
Tyrone Davidson, Director, Academic Advising, Office of Undergraduate Studies  
Cecilia Elmore, Director, Student Diversity, Outreach and Women’s Programs, Enrollment Management  
Patty Frisbee, Director, Student Success Programs, Enrollment Management  
Dr. Larry Gragg, Curators Professor, History  
Angela Hammons, Manager, Educational Technology  
Deanne Jackson, Registrar, Registrar’s Office, Enrollment Management  
Dr. Katie Jackson, Assistant Director, Miner Alumni Association  
Erica Long, Senior Academic Advisor, Mechanical & Aerospace Engineering  
Dr. Oyebanjo Lajubutu, Director, Institutional Research & Assessment  
Dr. Doug Ludlow, Director, Freshman Engineering  
Rachel Morris, Assistant to the Vice Provost, Undergraduate Studies  
Dorie Paine, Director, Residential Life  
Dr. Mark Pottorff, Assistant Director, Career Opportunities & Employer Relations  
Tracy Primich, Director, Library  
Dr. Stephen Raper, Assoc. Professor, Engineering Management & Systems Engineering  
Lynn Stichnote, Director, Admissions, Enrollment Management  
Dr. Klaus Woelk, Associate Chair, Chemistry
Current Status of Missouri S&T Retention
In 2008, Missouri S&T achieved a record high first-second year retention rate of 88%. Since then, the figure has fluctuated. In fall 2014, that rate was 87%. While it is likely that the economic downturn largely explains the dip in the retention rate, other factors are contributing to the drop. There was an allocation of $285,000 of need-based aid to the Fall 2012 first-year students which did not produce the anticipated increase in the retention rate. In fall 2014, an Institutional Work-Study Program pilot was funded by the UM System Comprehensive Retention Initiative (CRI). There was a 90% return rate for these 30 students in Fall 2015.
A metric of Theme 4 in the Missouri S&T 2013-2020 Strategic Plan is “first-to-second year undergraduate student retention rate (Baseline: 85%, Target 2020: 88%)”. As the Student Success Committee moves forward with its charge, the measurement of the committee’s achievement of success will be this metric.

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.
**Key Issues Addressed by the Committee**

In 2014-15, the Student Success Committee focused on four priority goals deemed critical to retention issues. The committee organized itself into five subcommittees to coordinate the implementation of recommended actions. Action items were pursued as tactical planning items where practical.

**Subcommittee #1: Advising for Student Success**
*Members*: Jeff Cawlfield, Tyrone Davidson (chair), Patty Frisbee, Larry Gragg, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Dorie Paine, Stephen Raper, Lynn Stichnote

**Subcommittee #2: Beyond First Year Experience**
*Members*: Bridgette Betz (Chair), Jeff Cawlfield, Tyrone Davidson, Patty Frisbee, Deanne Jackson, Katie Jackson, Rachel Morris, Dorie Paine, Mark Potterff

**Subcommittee #3: Transfer Student Engagement for Success**
*Members*: Deb Anderson (ex-officio), Cecilia Elmore, Oyebanjo Lajubutu, Doug Ludlow, Mark Potterff, Lynn Stichnote (Chair)

**Subcommittee #4: Graduate Student Experience**
*Members*: Steve Clark, Oyebanjo Lajubutu, Adrienne Neckermann (ex-officio), Tracy Primich (Chair), Laura Stoll, Klaus Woelk

**Subcommittee #5: Charge & Vision Executive Subcommittee**
*Members*: Jeff Cawlfield, Rachel Morris, Laura Stoll
Subcommittee #1: Advising for Student Success

Charge:
A. Identify and improve weak areas in current campus advising model.
B. Develop a unified approach by faculty and professional advisors across campus.
C. Provide a consistent framework for advisor training.

Needs, goals and purpose

Evaluating the effectiveness of academic advisors and advisement programs sends a strong and explicit message to all members of the campus community that advising is an important professional responsibility.

Students are seeking and expecting to make a connection with academic advisors whenever they enroll at Missouri S&T. It takes time to advise correctly and with the increase in student enrollment it is becoming more challenging to find faculty members to advise holistically. Unless we consider making advising apart of the tenured process, to some faculty member it will just be an additional time commitment for them that is interfering with teaching and research. If we are unable incorporate advising in the tenured process, we have to provide additional incentive to encourage faculty members to embrace advising. Advising cannot be viewed as an additional burden, but should be viewed as a form of teaching. The National Academic Advising Association (NACADA) recognizes academic advising as teaching. Our institutions goal is to retain and graduate our students, and advising is a critical component to the process of retention and graduation.

Our current advising structure cannot effectively support the increase in student enrollment. Our current advising model has faculty performing the logistics of academic advising and visiting with each of the students, each semester, to sign up for classes.

Should we consider hiring staff advisors to handle the registration and program of study logistics and only have faculty provide professional career advice? Could we have a central hub with professional advisors for advising students during their first two years of their undergraduate career with faculty members serving as mentors? If we did these things, it could allow faculty members to not feel as overwhelmed, and would allow them to focus more on teaching and research.

When looking at estimated cost of attendance for perspective students, the cost of an international student, as well as that of an out of state student is significantly higher than that of an instate student. It would be favorable to invest in academic advisors who would be able to contribute to the retention and graduation of our students.

- Estimated International student cost of attendance for 1 year $ 40,000
- Estimated Non-Missouri resident cost of attendance for 1 year 38,000
- Estimated Missouri resident cost of attendance for a year $ 23, 000
- Average academic advisor salary $38,000
Two undergraduate advising assessments surveys were conducted between Fall semester 2012 and Spring semester 2015 on the Missouri S&T campus. We received 955 in '12 and 638 responses in '15 respectively.

What we have learned from the comparisons of both surveys:

In the 2015 survey it was evident that student’s expectations and the overall quality satisfaction of advising have decreased slightly.

A. The 2015 advising experiences from the student perspectives were not as positive as the first survey.
B. There is a slight decrease of approval of advising by students in almost every instance.
C. Advising on campus is fairly decent, but there is definite room for improvement.
D. It appears that the student impression of advising has declined somewhat when comparing 2012 with 2015. Critically, it is apparent that students view advising as mediocre at Missouri S&T.

Recommendations
- Develop a unified approach by faculty and professional advisors across campus.
- Provide a consistent framework for advisor training.
- Consistent and efficient training of new academic advisors, as well as ongoing professional development.
- Hiring of professional advisors to help reduce faculty advising caseloads.
- Advisor recognition and rewards
- Assessments of advising should be an ongoing process.
Subcommittee #2: Beyond First Year Experience

Charge
This is a growing concern on campus that we are not providing enough programming and resources for undergraduate students who move on to their second year and beyond. Most programming for undergraduate students is focused on first year students. First year, first semester students have Opening Week to get them started and have a Reconnection I and a Reconnection II in order to reconnect with their Opening Week mentors and reconnect with campus information. This subcommittee’s focus was to determine what could be offered to students after their first semester.

Best Practices
Currently our comparator schools aren’t doing much for sophomores or beyond and most aren’t doing anything for second semester first year students either. Typically private institutions are better at programming and identifying resources for students beyond their first year.

Subcommittee member, Katie Jackson, provided an article that she co-authored at a previous institution that focused on the Sophomore Year Experience (SYE) (http://tech.sa.sc.edu/fye/resource/files/ES_6-5_May09.pdf). The College of Saint Benedict performed a needs assessment in 2006-2007 and conducted focus groups and surveys and sophomores were able to express what they felt was missing in their experience which contributed to new events such as a Sophomore Getaway which allowed students to focus on their goals and values and a ‘Sophomore Formal Halfway-There Dinner’ for a celebratory black-tie event.

After reviewing what other institutions are doing and attending the First Year and Second Year Experience conferences, the subcommittee reviewed information provided about programming that is currently being done at Belmont University in Nashville, TN which is held as the example in support for students beyond their first year. They have established on campus the GPS office; or Growth and Purpose for Students. They have coaches and tools available to students to explore career options, create a four-year academic plan, as well as tutoring and accountability resources (all similar to S&T’s Student Success Center). The GPS program originally started with a focus on sophomores; specifically students in their second, third and fourth semesters. Belmont had determined that sophomores were at a pivotal point in their college career; questioning their decisions, looking forward, preparing to dig deeper into their major, and a lot of times it is their first real year without their parents holding their hand and walking them through the process.

Subcommittee members who attended the Second Year Experience Conference (Institute of Sophomore Student Success) learned that students in their sophomore year are looking for more meaningful contact with faculty and staff and they want to have a sense of their institution’s integrity (do they deliver on their promise). In fact, Laurie A. Schreiner, a speaker from Azusa Pacific University, pointed out that there were four significant pathways to ‘sophomore thriving’:

- Campus involvement
- Student/Faculty Interaction
- Spirituality (sense of meaning and purpose)
- Sense of community
Current S&T Programming/Resources
These pathways have continuously been a focus of the Student Success Committee, but were not necessarily geared to those in their second, third, or fourth semesters. Currently, there are a variety of departments across campus that contributes to these pathways for all students.

The Student Life office coordinates MinerRama, which is an involvement fair to encourage students to find their place on campus and become more involved in activities that suit their interests. This type of involvement contributes to student’s sense of meaning and purpose and their sense of community if they feel like they can contribute something bigger than themselves and that their institution welcomes their involvement.

The Student Life office also hosts the Miner Challenge and MLK Day of Service programs which calls students to serve in a different atmosphere which also contributes to the student’s spirituality and sense of community. Students are able to participate in new experiences and discover the importance of social responsibility and civic engagement while participating in these programs.

Residential Life has created a Sophomore Year Experience Program Plan for the 2015-2016 aid year. This plan focuses on programming for academic success, career development, experiential learning, and personal development.

The Majors & Minors event, sponsored by the Student Success Center, has been held for the last several years and is set up like a resource/academic fair that students can attend and learn about other majors and/or minors that S&T offers. This event is generally held in the fall semester of their sophomore year around the time of midterms when students might be considering a change in major/minor.

The Student Success Center has also hosted the Sophomore Summit event (now it’s third year) in which students attend a conference style event where they can listen to various speakers and panels the help guide them through their sophomore year. This has also been held during the first semester of their sophomore year (or third semester of their college career).

For the fall 2015 semester, advertisements were sent to students in their third semester to attend a group of events that was called the “Sophomore Jump” (sponsored by Residential Life, Undergraduate Studies, and the Burns & McDonnell Student Success Center). These individual events were open to all students; however, students in their third year were the targeted group.

● Trivia Night (September 28, 2015)
● “Together We Can” - Sexual Violence Discussion (Keynote - Jeff Bucholtz) (October 1, 2015)
● Majors & Minors (October 7, 2015)
● Sophomore Summit (Keynote - Dr. Stephen Raper) (October 8, 2015)

Missouri S&T would like to have a stronger focus on the second, third, and fourth semester students moving forward. We know that these semesters are critical for students as they are transitioning into a more independent adult, and it is important that we have timely resources available to those students. However, efforts related to this goal are spread across the campus and are not necessarily
executed in a coordinated effort because there is not currently an office or person responsible for moving the needle forward.

Future programming and resources for students in their second, third and fourth semesters will need to follow a roadmap of success and will supplement current campus resources available:

- **Second Semester**
  - Freshman sendoff (Proposed)

- **Third Semester**
  - Sophomore Jump
  - Trivia Night
  - Majors & Minors
  - Sophomore Summit

- **Fourth Semester**
  - ‘Half Way to Graduation’ Celebration (In progress for spring 2016)

**Recommendation**

1. **Sponsor ‘Half Way to Graduation’ event starting in spring 2016.** This new event will take quite a bit of planning and will require funding. This is not currently in anyone’s budget. This could be an opportunity in the future for the two colleges to be more involved and welcome students into the colleges as they move more into their degree programs.

2. **Fund a position dedicated to student success beyond their first year.** This position would be responsible for programming during the second, third, and fourth semesters.
Subcommittee #3: Transfer Student Engagement for Success

The recommendations of the subcommittee are included below. A number of these will require that the subcommittee remain in place for the 2015-2016 year, and the group is in agreement to ask that the subcommittee be continued for 2015-2016.

Transfer Student Success:
The subcommittee recommends that the campus conduct a regular Transfer Success report (either annually or at two year intervals). The goal would be to determine what characteristics promote success for new transfer students, and would allow the Success Committee to consider solutions for the issues that challenge Transfer student success. The report would gather data on each cohort of TRE students who enroll any of the three semesters in an academic year, beginning with the Fall semester (Fall, Spring, Summer) and also focus on data of all enrolled transfer students in a particular year and then be kept in an aggregate report for reports on several cohorts. The report can be patterned after the example provided by Deb Anderson of the Admissions Transfer Team. The items the subcommittee would like to measure are:

For the new incoming transfers in a particular academic year:
- Average number of credit hours brought in
- Breakdown of numbers of new TRE by major, by College (CASB and CEC), by gender, by ethnicity, geographic origin, sending school (most recent institution they attended before transferring to us)
- Info on four categories of transfer hours (0-29, 30-59, 60-89, and 90+transfer) including:
  - Total number of students in each category
  - GPA at time of entry
  - Graduation rate within four years
  - Average time to graduate
  - GPA at graduation

For all currently enrolled transfer students
- Total enrolled who started as first-time TRE students
- Numbers for incoming new transfers: average GPA, number of credit hours, ethnicity, gender, major, College, US or domestic, total enrollment by Partner school or other institution divided by international and domestic (we may have to have admissions pull this data as I don’t think partner schools have a designation on Peoplesoft)
- Success data in aggregate, by College, and by four “number of transfer hour” categories noted above: GPA after first semester, after first year, graduation rates, time to graduation (or measurement of three year post-transfer graduation rate), final GPA upon graduation

Transfer Student Engagement: The committee was not able to find a national survey or local survey currently administered at Missouri S&T which effectively measure the issues unique to Transfer Student engagement. The first recommendation is to develop and administer a survey during the Spring 2016 and Fall 2016 semesters to measure engagement of transfer students. Another
recommendation is to continue to enhance involvement of various campus offices within Transfer Advising Days to enhance engagement. The Transfer Transitions program is very helpful for those transfer students that attend, however currently less than 55% of new transfers participate. The factors related to choice to participate in Transfer Transitions should be one of the survey questions to determine what barriers exist to participation. The subcommittee’s final recommendation is campus financial support for a group of current transfer students who can be trained and deployed as Mentors at Advising Days and Transfer Transitions.
Subcommittee #4: Graduate Student Experience

In the last few years, there has been a strategic focus on graduate education. The Chancellor’s Distinguished Fellowship began during the spring semester of 2015, as well as the Dissertation Completion Fellowship. In addition, the strategic plan calls for an increase in Missouri S&T’s Ph.D. enrollment by 200-400 by 2020.

With these changes in mind, the sub-committee was charged to examine the experience for graduate students at S&T. The committee viewed the task holistically. A graduate student experience is academic, professional, social, and personal. What insights could we gain into the challenges, barriers, and successes of our cohort of graduate students? What differences can we discern between the experience of a PhD candidate, for instance, and a student enrolled in a terminal Master’s program? The first realization by the committee is that nationally normed data is not available. Unlike undergraduate students, graduate students are not surveyed with a common instrument. There are some institutions that survey graduate students, and there are some professional societies that collect data. However, there is a lack of longitudinal data about graduate students, as well as graduate student success, at Missouri S&T and nationally.

The committee reviewed available survey instruments, with special attention paid to the American Chemical Society Graduate Student Survey and the Graduate Student Survey conducted at UC Merced. A survey for Missouri S&T was developed and then released in April, 2015, with 554 respondents.

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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>554</td>
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<tr>
<td><strong>Masters</strong></td>
<td>268</td>
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<tr>
<td><strong>Doctoral</strong></td>
<td>239</td>
</tr>
<tr>
<td><strong>Certificate</strong></td>
<td>47</td>
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</table>

Table 1 serves a summary of the survey data. The data is a summary of all 554 respondents. Data was divided in a variety of ways, by cohort and by program. However, there was little different in the responses between the part and the whole.
Questions were asked about services on campus, social support, and academic programs and relationships. Students demonstrated strong commitment to completing their degree objective (76% answered “very likely” to stay in the program until degree completion), as well as satisfaction with S&T (74.56% answered “definitely would” or “probably would” in response to a question regarding selecting S&T again). However, students also identified a variety of challenges. The most significant challenge, clearly identifiable in the quantitative data as well as in the comments, related to financial support. Students responded that the most significant obstacle to academic progress is “work/financial” commitments. The cost and lack of tuition waivers are noted in the open-ended comments. The strategic programs for financial support of graduate students are new. In addition, the staff of Graduate Studies is recently expanded. The programs to boost professional and social involvement of graduate students are in a nascent stage. The survey found evidence to support the need for such activities. The strategic plan of Graduate Studies dovetails nicely with the findings of the survey. The lack of nationally normed data remains a challenge. The sub-committee recommends that the survey be repeated every two to three years. The survey can mark progress on a variety of prioritized actions in the strategic plan, as well as encourage a culture for a graduate student experience that is academic, professional, social, and personal.

Table 1: Summary of Responses, All Respondents

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your academic experience</td>
<td>32.04%</td>
<td>47.57%</td>
<td>15.34%</td>
<td>5.05%</td>
<td>515</td>
<td>3.07</td>
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<td>Your student life experience</td>
<td>21.04%</td>
<td>47.49%</td>
<td>26.25%</td>
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<td>2.84</td>
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<td>Your graduate program</td>
<td>31.13%</td>
<td>44.75%</td>
<td>18.48%</td>
<td>5.64%</td>
<td>514</td>
<td>3.01</td>
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<tr>
<td>Your overall experience</td>
<td>26.21%</td>
<td>50.10%</td>
<td>19.22%</td>
<td>4.47%</td>
<td>515</td>
<td>2.98</td>
</tr>
</tbody>
</table>

(advancement to candidacy/change of major, etc.)

**Question**

- Fellowships/Awards
  - Excellent: 31.99%
  - Good: 21.51%
  - Fair: 19.41%
  - Poor: 23.92%
  - Responses: 372
  - Mean: 3.53

- Forms (ease of use)
  - Excellent: 16.95%
  - Good: 41.10%
  - Fair: 28.81%
  - Poor: 13.14%
  - Responses: 472
  - Mean: 3.62

- Appointments (GRA/TA)
  - Excellent: 26.04%
  - Good: 37.59%
  - Fair: 19.41%
  - Poor: 16.95%
  - Responses: 407
  - Mean: 3.73

- Academic Services processes
  - Excellent: 20.24%
  - Good: 41.46%
  - Fair: 26.34%
  - Poor: 11.95%
  - Responses: 410
  - Mean: 3.7
APPENDIX A
Cumulative Retention & Graduation Rates of First Time, Full Time Degree Seeking Freshmen
# Freshmen Retention and Graduation Rates

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<thead>
<tr>
<th>Entering Class</th>
<th>% Returned or Received Degree After</th>
<th>% Returned or Received Degree After</th>
<th>% Returned or Received Degree After</th>
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<td>88</td>
<td>79%</td>
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APPENDIX B
Retention Strategies and Tactics
2001-2014
Retention Strategies and Tactics, 2001-2015

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, 2001
• Revised and re-launched the faculty and student advising survey, 2012

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 (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
• Updated the online Missouri S&T Advising Handbook, 2011
• Implemented Majors & Minors, 2012
• Opened Burns and McDonnell Student Success Center, 2013
• Student Success Mentor Program for probationary admits, 2013
• Implemented Reconnection I & II, 2013
• Implemented Sophomore Summit, 2014

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
• Academic Forgiveness Policy, 2011-12

Financial Assistance
• $285,000 additional need-based funding for first-time college students, 2012
• $80,000 institutional work study grant, 2014
• Spirit of Success Scholarship for high ability minority students, $264,500 was spent in new students and renewals, 2014-15
APPENDIX C
Evaluation of Survey Results and Other Documents
### FTC Non Returning Summary

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### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>White</td>
<td>123</td>
<td>76.9%</td>
<td>168</td>
<td>86.2%</td>
<td>133</td>
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<td>African American</td>
<td>11</td>
<td>6.9%</td>
<td>7</td>
<td>3.6%</td>
<td>9</td>
</tr>
<tr>
<td>Not Specified</td>
<td>13</td>
<td>8.1%</td>
<td>5</td>
<td>2.6%</td>
<td>2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>0.6%</td>
<td>4</td>
<td>2.1%</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>8</td>
<td>5.0%</td>
<td>6</td>
<td>3.1%</td>
<td>8</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3</td>
<td>1.9%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---</td>
<td>-------</td>
<td>---</td>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>Nonres Alien</td>
<td>1</td>
<td>0.6%</td>
<td>2</td>
<td>1.0%</td>
<td>0</td>
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<tr>
<td>Multi Race</td>
<td>N/A</td>
<td>N/A</td>
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<td>1.5%</td>
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</table>

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th>158</th>
<th>100%</th>
<th>193</th>
<th>100.0%</th>
<th>158</th>
<th>100.0%</th>
<th>192</th>
<th>100%</th>
<th>174</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5-4.0</td>
<td>13</td>
<td>8.2%</td>
<td>13</td>
<td>6.7%</td>
<td>19</td>
<td>12.0%</td>
<td>16</td>
<td>8.3%</td>
<td>17</td>
<td>9.8%</td>
</tr>
<tr>
<td>3.26-3.49</td>
<td>9</td>
<td>5.7%</td>
<td>8</td>
<td>4.1%</td>
<td>11</td>
<td>7.0%</td>
<td>14</td>
<td>7.3%</td>
<td>5</td>
<td>2.9%</td>
</tr>
<tr>
<td>3.0-3.25</td>
<td>19</td>
<td>12.0%</td>
<td>14</td>
<td>7.3%</td>
<td>15</td>
<td>9.5%</td>
<td>13</td>
<td>6.8%</td>
<td>11</td>
<td>6.3%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>20</td>
<td>12.7%</td>
<td>45</td>
<td>23.3%</td>
<td>23</td>
<td>14.6%</td>
<td>34</td>
<td>17.7%</td>
<td>22</td>
<td>12.6%</td>
</tr>
<tr>
<td>2.0-2.49</td>
<td>25</td>
<td>15.8%</td>
<td>32</td>
<td>16.6%</td>
<td>23</td>
<td>14.6%</td>
<td>25</td>
<td>13.0%</td>
<td>36</td>
<td>20.7%</td>
</tr>
<tr>
<td>0.1-1.99</td>
<td>72</td>
<td>45.6%</td>
<td>81</td>
<td>42.0%</td>
<td>67</td>
<td>42.4%</td>
<td>90</td>
<td>46.9%</td>
<td>83</td>
<td>47.7%</td>
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<table>
<thead>
<tr>
<th>Composite ACT</th>
<th>153</th>
<th>100%</th>
<th>189</th>
<th>100.0%</th>
<th>154</th>
<th>100.0%</th>
<th>184</th>
<th>100%</th>
<th>172</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35</td>
<td>22</td>
<td>14.4%</td>
<td>32</td>
<td>16.9%</td>
<td>21</td>
<td>13.6%</td>
<td>32</td>
<td>17.4%</td>
<td>27</td>
<td>15.7%</td>
</tr>
<tr>
<td>27-30</td>
<td>52</td>
<td>34.0%</td>
<td>69</td>
<td>36.5%</td>
<td>58</td>
<td>37.7%</td>
<td>67</td>
<td>36.4%</td>
<td>61</td>
<td>35.5%</td>
</tr>
<tr>
<td>24-26</td>
<td>42</td>
<td>27.5%</td>
<td>66</td>
<td>34.9%</td>
<td>55</td>
<td>35.7%</td>
<td>56</td>
<td>30.4%</td>
<td>56</td>
<td>32.6%</td>
</tr>
<tr>
<td>&lt;24</td>
<td>37</td>
<td>24.2%</td>
<td>22</td>
<td>11.6%</td>
<td>20</td>
<td>13.0%</td>
<td>29</td>
<td>15.8%</td>
<td>28</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

### 2nd Year FTC Non Returning Statistics

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Cohort (First time-Full time-Degree Seeking Freshmen)</th>
<th>% non returning</th>
<th>Of non returning-# in Good Standing (GOOD/REMP/GDPR/REMD)</th>
<th>Of non returning-% in Good Standing</th>
<th>Of non returning-Ave ACT</th>
<th>Of non returning-Ave GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>*298/1116</td>
<td>27%</td>
<td>53</td>
<td>17.80%</td>
<td>27</td>
<td>2.17</td>
</tr>
<tr>
<td>2011</td>
<td>250/1090</td>
<td>23%</td>
<td>44</td>
<td>17.6%</td>
<td>27</td>
<td>2.27</td>
</tr>
<tr>
<td>2010</td>
<td>285/1140</td>
<td>25%</td>
<td>29</td>
<td>10.2%</td>
<td>27.1</td>
<td>2.16</td>
</tr>
<tr>
<td>2009</td>
<td>242/1104</td>
<td>22%</td>
<td>25</td>
<td>10.3%</td>
<td>26.4</td>
<td>2.2</td>
</tr>
<tr>
<td>2008</td>
<td>231/1038</td>
<td>22%</td>
<td>29</td>
<td>12.5%</td>
<td>26.3</td>
<td>2.2</td>
</tr>
</tbody>
</table>

*Waiting on verification*
<table>
<thead>
<tr>
<th>Conditionally Admitted Students that Returned for 2nd year</th>
<th>Cohort (First time-Full time-Degree Seeking Freshmen)</th>
<th>%</th>
<th>Probation/Deficient</th>
<th>%</th>
<th>Average ACT</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 returned 2014</td>
<td>91/127</td>
<td>71.7%</td>
<td>39/91</td>
<td>42.9%</td>
<td>23.96</td>
<td>2.51</td>
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</tbody>
</table>

**FS2014 S&Tconnect Survey Summary**

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Survey Date</th>
<th>Surveys Announced</th>
<th>Surveys Sent</th>
<th>Surveys Viewed</th>
<th>Surveys Reminders (1st)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Week Progress Survey</td>
<td>9/11/2014</td>
<td>2873</td>
<td>2873</td>
<td>346</td>
<td>2764</td>
</tr>
<tr>
<td>8 Week Survey</td>
<td>10/17/2014</td>
<td>3064</td>
<td>3064</td>
<td>612</td>
<td>2768</td>
</tr>
<tr>
<td>Final Semester Survey</td>
<td>11/21/2014</td>
<td>3071</td>
<td>3071</td>
<td>313</td>
<td>2904</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Survey Date</th>
<th>Surveys Completed</th>
<th>% Surveys Completed</th>
<th>Tracking Items Created</th>
<th>Alerts Raised</th>
<th>Kudos Sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Week Progress Survey</td>
<td>9/11/2014</td>
<td>210</td>
<td>7.31%</td>
<td>2366</td>
<td>367</td>
<td>1999</td>
</tr>
<tr>
<td>8 Week Survey</td>
<td>10/17/2014</td>
<td>482</td>
<td>15.73%</td>
<td>4073</td>
<td>999</td>
<td>3074</td>
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<tr>
<td>Final Semester Survey</td>
<td>11/21/2014</td>
<td>228</td>
<td>7.42%</td>
<td>1242</td>
<td>189</td>
<td>1053</td>
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</table>
## Non Returning FTC Survey

### Non Returning FTC Survey Results FS2014

<table>
<thead>
<tr>
<th>2012 Cohort</th>
<th># of Students</th>
<th>percent</th>
<th># of Students</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS2012 FTC students who were not registered for Fall 2014 phoned or contacted between 12/15/2014-01/16/2015</td>
<td>116</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not returning</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coming back for Spring 2015</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
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</table>

### Students Leaving Responses

<table>
<thead>
<tr>
<th>Race</th>
<th># of Students</th>
<th>percent</th>
<th>Left Messages</th>
<th># of Students</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>88%</td>
<td>37</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>13%</td>
<td>13</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Missouri Residents</td>
<td>32</td>
<td>67%</td>
<td>33</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Non-Missouri Residents</td>
<td>16</td>
<td>33%</td>
<td>17</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Engineering Majors</td>
<td>39</td>
<td>81%</td>
<td>38</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>7</td>
<td>15%</td>
<td>4</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>2</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IST/Business</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Geology/Geophysics</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td>White</td>
<td>43</td>
<td>90%</td>
<td>42</td>
<td>84%</td>
</tr>
<tr>
<td>Non-Specified</td>
<td>1</td>
<td>2%</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Hispanic-Latino</td>
<td>2</td>
<td>4%</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>2</td>
<td>4%</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Race</td>
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<td></td>
</tr>
<tr>
<td>International (non res)</td>
<td></td>
<td></td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Average Cum. ACT</td>
<td>27</td>
<td></td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Cum. GPA</td>
<td>2.368</td>
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<td>2.318</td>
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<td></td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>3</td>
<td>6%</td>
<td>4</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>GPA Range</td>
<td>Yes</td>
<td>No</td>
<td>No Response/Don't Know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>----</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>9</td>
<td>19%</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5-2.9</td>
<td>9</td>
<td>19%</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0-2.49</td>
<td>11</td>
<td>23%</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 and below</td>
<td>16</td>
<td>33%</td>
<td>15</td>
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</tr>
</tbody>
</table>

Would you recommend Missouri S&T

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No Response/Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>10</td>
<td>21%</td>
</tr>
</tbody>
</table>

Extracurricular activities

<table>
<thead>
<tr>
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<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>19</td>
<td>25</td>
</tr>
</tbody>
</table>

Reasons for leaving

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
<th>No Response/Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>financial</td>
<td>18</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>changing major</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>not a fit</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>transfer/gen ed out of the way</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>medical</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>grades/lack of preparation</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>family/closer to home</td>
<td>6</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>personal reasons</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>no response/don't know</td>
<td>4</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>
FS2012 Students Not Registered for FS2014
116 students were on the list of students who had not registered for FS2014.
Of the students I spoke to 41 students transferred, 7 were not returning, and 2 were completing paperwork to come back Spring 2015.

Students Transferring or Not Returning
Of the students that transferred, 9 said they are planning/considering returning to S&T in the future. 6 of these students said they left because of cost/financial reasons, 1 wasn’t focused/ready for S&T, 1 left for personal reasons, and 1 is getting general credits out of the way. Of these students, 7 are attending a community college and 2 are attending another 4 year institution.
7 students said that they are not attending another university and will not be returning to S&T.
Of the 41 students who transferred, 12 responded that they transferred to a community college and 29 are attending another 4 year institution.
39 of the students who transferred were engineering majors, 7 were computer science, 1 was business, and 1 was geology and geophysics.
Of the students transferring, 11 said they are pursuing the same program. 9 are pursuing engineering, 1 is pursuing computer science, and 1 is pursuing geology.
4 students responded that they were in extracurricular activities.
38 students said they would recommend S&T.
Reasons for recommending include the following:
- Campus and people
- S&T was a great experience
- S&T is a good engineering school
- S&T is challenging, but rewarding

Reasons for leaving include the following:
- Financial reasons (better scholarships elsewhere, community college is cheaper, other university is cheaper, unable to receive grants)
- Change of major
- Not a fit
- Transfer to get general education out of the way
- Medical
- Grades/lack of preparation
- Family/to be closer to home
- Personal reasons

Additional Comments
- Student said she had some issues with some of her teachers. She said the teachers didn’t seem to care or help. She didn’t really talk to anybody about it because she felt that that’s just the way it is.
- Student struggled in his calculus course and tried to get help. He said the first couple of times he tried to get help were okay, the instructor would go over some problems, but after that the student felt he was left on his own. He learned he’s not cut out for the engineering program.
Enjoyed his time here, but faculty doesn’t seem to care. Is now attending Drury and says they care more for their students. Said S&T only go so far.

- Student had an issue with his Circuits I course. He said if you fail the final you fail the class. He was contacted a month after the final was over to see if he would like to retake the final. He was given the next day or sometime later in the future to retake the final. He replied that he could not the next day because of the drive but could later in the future and would have liked more notice. He received a snarky reply back and that’s what broke the camel’s back.

- Student said the courses are not offered well. He said he felt like he had to stay on a specific path that didn’t allow for flexibility. Felt he had to take 15-18 hours one semester then didn’t have enough hours to be full-time the following semester because of the lack of courses he needed being offered. He couldn’t keep up with the course load and felt if he did not take a full load and got off track then he would fall behind. He said he has a friend here now who is dual majoring because some semesters only 1 course may be offered for his major program. He said his friend is filling the gap by dual majoring.

- Student said he didn’t like the fraternity life at S&T and heard that dorm life is not much better and is more expensive. He felt required courses for his Computer Science degree were irrelevant to what he was pursuing. Ex: Finite math and engineering statistics.

- Student said he left because of grades. Said he tried to talk to his advisor and instructors about it, but doesn’t fell like he got any help.

- Student said he had professors and TA’s struggling to speak English. He couldn’t understand what they were saying and they couldn’t explain themselves. He believes he voiced his concerns, but it has been some time. He said lots of other students have said the same thing. He thinks in one class the professor taught the class, but the TA wrote the test because the test was different than what the professor taught. Feels tests should reflect what students were taught.
Background

- Based on recommendations from the Student Success Committee
- Received $80,000 from the UM System Comprehensive Retention Initiative (CRI) for 14-15 aid year
- Funded 30 low income students to work in ‘Champion’ departments on campus
- The purpose was to achieve a 1st to 2nd year retention rate at, or greater than the rate of Pell eligible and/or the overall rate for the campus
Student Requirements

- Fully participate in Opening Week Programs
- Participate in Reconnection I and II
- Keep a reflective journal during the first year
- Schedule at least one “in Person” meeting per semester with the Student Success Center Coordinator

Student Requirements (cont)

- Choose one of the following:
  - Attend one Miner Money Management session
  - Enroll in the Masters Student Class (Chem 2100)
  - Schedule a minimum of two meetings per month with their academic advisor to discuss their academic progress
  - Attend LEAD sessions for at least one course per semester
  - Join one campus organization of their choice during the first year
- And together, the department and the student agreed upon one more activity, either from the previous list or another activity which would enhance the student’s campus/college experience
‘Champion’ Department Requirements

- Meet with student on a regular basis (at least quarterly) and touch base about work and school
- Encourage student to journal and provide resources when they need help
- Provide a performance evaluation that covered both work and IWP program activities

1st to 2nd Year Retention Rates

- Pell Eligible: 80%
- Campus Overall: 87%
- Institutional Work Program: 90%
‘Champion’ Department Comments About Students

Generally very positive!

- “...gives excellent customer service and is friendly to the campus community”
- “…is very receptive to feedback. Doing good for his first ever job.”
- “She’s doing a great job at work, just wish there were heftier assignments for her.”

Quarterly Evaluations

<table>
<thead>
<tr>
<th>STUDENT WORKER PERFORMANCE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Worker Performance Evaluation</td>
</tr>
<tr>
<td>Name: [Redacted]</td>
</tr>
<tr>
<td>Department: S&amp;T</td>
</tr>
<tr>
<td>Job Title: Student Worker Reg</td>
</tr>
<tr>
<td>Period Appraised: 9/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Job Performance</th>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carries out assigned duties and responsibilities.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates ideas and activities.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses work time effectively.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly reports to work on time.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents a professional appearance.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a positive attitude towards work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quarterly Evaluations

II. Strengths and Weaknesses: [Illegible handwriting]

III. Student Section (to be completed by the student and supervisor rated above)

A. What has been your most significant accomplishment and your least satisfying moment in your work position?

B. What would you change about yourself and/or your work assignment to make this experience more beneficial?

C. List four skills you have used in this work assignment:
   - [Illegible handwriting]

COMMENTS

Employee: [Illegible handwriting]

Supervisor: We look forward to working with [Illegible handwriting] for many years and will continue to use resources and recognition to put academics at high priority. Don't sell yourself short!

Future

- Funding available as of this week to continue this program for the 15-16 year
- We have 36 low-income FTC students we are contacting to determine if they would still like to work this aid year
- Looking for ‘Champion’ Departments!
- Will need to look for alternative funding in the future.
Questions?
Calculus Redesign at Missouri S&T
A Brief Update

Four Core Components

Redesigned, interactive labs

Enhanced departmental training for GTAs

Extensive online video library

A new program for underperforming students
Traditional Labs

Timeline for Lab Redesign

<table>
<thead>
<tr>
<th></th>
<th>FS 14</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>SP 17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calc I</td>
<td>Pilot 1</td>
<td>Pilot 2</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calc II</td>
<td></td>
<td>Pilot 1</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calc III</td>
<td></td>
<td></td>
<td>Pilot 1</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall 2014 – Calculus I Lab Pilot

Four lectures
- Three lectures with traditional labs
- One lecture with redesigned labs
  - Labs run by faculty

Spring 2015 – Calculus I Lab Pilot

Three lectures
- One lecture with traditional labs
- Two lectures with redesigned labs
  - Labs run by TAs
Structure of Redesigned Labs

- Activity Worksheet provided at start of class
  - Not graded
  - Separate from online homework
- Students work on problems in groups of 4-5 at the board
- Individual students present solutions

Redesigned Labs in Action
Redesigned Labs in Action

[Image of students working on a whiteboard]

Redesigned Labs in Action

[Image of students working on a whiteboard]
Calculus I (Math 1214) Success Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>468</td>
<td>358</td>
<td>428</td>
<td>1254</td>
</tr>
<tr>
<td>Passed (A, B, C)</td>
<td>303 (64.7%)</td>
<td>237 (66.2%)</td>
<td>297 (69.4%)</td>
<td>837 (66.7%)</td>
</tr>
<tr>
<td>Failed (D, F)</td>
<td>127 (27.1%)</td>
<td>108 (30.2%)</td>
<td>116 (27.1%)</td>
<td>351 (28.0%)</td>
</tr>
<tr>
<td>Withdrew</td>
<td>38 (8.2%)</td>
<td>13 (3.6%)</td>
<td>15 (3.5%)</td>
<td>66 (5.3%)</td>
</tr>
</tbody>
</table>

Can Underperforming Students Be Identified?

Math 1214
- Fall 2013 – 468 students
- Fall 2014 – 428 students

Grades compared from two dates:
- After Exam 2 (Week 8)
  - Excludes online homework
- End of Semester
  - Includes online homework
Can Underperforming Students Be Identified?

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>A, B, C after E2</th>
<th>D after E2</th>
<th>F after E2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>364</td>
<td>49</td>
<td>55</td>
<td>458</td>
</tr>
<tr>
<td>Passed</td>
<td>299</td>
<td>4</td>
<td>0</td>
<td>303</td>
</tr>
<tr>
<td>Failed</td>
<td>63</td>
<td>33</td>
<td>31</td>
<td>127</td>
</tr>
<tr>
<td>Withdrew</td>
<td>2</td>
<td>12</td>
<td>24</td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>A, B, C after E2</th>
<th>D after E2</th>
<th>F after E2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>342</td>
<td>35</td>
<td>51</td>
<td>428</td>
</tr>
<tr>
<td>Passed</td>
<td>292</td>
<td>3</td>
<td>2</td>
<td>297</td>
</tr>
<tr>
<td>Failed</td>
<td>48</td>
<td>32</td>
<td>36</td>
<td>116</td>
</tr>
<tr>
<td>Withdrew</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

Success for Calculus

- 4 credit hours (3 lecture, 1 lab)
  - Same as Math 1214 (Calculus I for Engineers)
- Only offered pass/fail
- Course Description:
  This course focuses on the use of college algebra and trigonometry skills within the context of calculus, providing students with the opportunity to improve their preparedness for future calculus coursework.
Success for Calculus

- Calculus I students with a grade below 70% after Exam 2 will be strongly encouraged to take the success course.
  - Will not be mandated
- Replaces Calculus I on schedule and transcript.
- Begins in Week 8 or 9 (depending on term)

Enhanced GTA Training

- We are revising our departmental GTA training
- Model: University of Michigan
- Implementation begins Fall 2015
Extensive Online Video Library

- We are re-evaluating the structure and goals of the video library to maximize effectiveness.
  - Possible intercampus collaboration

Another Look at Calculus I Success Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013 – All</th>
<th>Fall 2014 – All</th>
<th>Fall 2014 – New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>468</td>
<td>428</td>
<td>271 (63.3%)</td>
</tr>
<tr>
<td>Passed (A, B, C)</td>
<td>303 (64.7%)</td>
<td>297 (69.4%)</td>
<td>225 (83.0%)</td>
</tr>
<tr>
<td>Failed (D, F)</td>
<td>127 (27.1%)</td>
<td>116 (27.1%)</td>
<td>41 (15.1%)</td>
</tr>
<tr>
<td>Withdrew</td>
<td>38 (8.2%)</td>
<td>15 (3.5%)</td>
<td>5 (1.9%)</td>
</tr>
</tbody>
</table>

Fall 2014 – 46.3% of incoming freshmen started at Calculus I or higher
Any questions?
What does a reference librarian do?

And why does it matter?

NO
Information Literacy

“Recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Information Literacy Competency Standards for Higher Education
ACRL Standards Committee

Lipitor

\[
\text{Chemical structure of Lipitor}
\]
Chemistry Story

The Biological Synthesis of Cholesterol Konrad Bloch
Science 1 October 1965: 19-28


US patent 4681893, Roth BD, “Trans-6-[2-(3- or 4-carboxamido-substituted pyrrol-1-yl)alkyl]-4-hydroxy-2-oxo-4-pyrimidinone inhibitors of cholesterol synthesis”, issued 1987-07-21

Intellectual Property Story

“Approval of prospective drugs are years away, and Lipitor, the blockbuster statin with annual sales of $13 billion, loses patent protection in 2011.”

Sources: Mergent, Investor's Business Daily
US patent 4681893, up close

Google it?

Use Google Patents?

How about Espacenet?
Why does it matter?

*It is problematic that what is written consistently portrays librarians as ancillary to the academic enterprise. This omission is difficult to rationalize.*


Is there data?


Analysis of the data suggests first-time, first-year undergraduate students who use the library have a higher GPA for their first semester and higher retention from fall to spring than non-library users.
General Criterion 3. Student Outcomes

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams
(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Thank you
APPENDIX D
2014-2015 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.

October 23, 2014
November 6, 2014
November 20, 2014
December 4, 2014
December 18, 2014
Winter Break
January 22, 2015
February 5, 2015
February 19, 2015
March 5, 2015
March 19, 2015
April 2, 2015
April 16, 2015
April 30, 2015
May 14, 2015

Subcommittees continue meeting through summer months
October 15, 2015
October 22, 2015
November 5, 2015

November 12, 2015-Presentation to Chancellor Schrader
October 23, 2014
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Jeff Cawlfield, Stephen Clark, Tyrone Davidson, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Dorie Paine, Mark Pottorff, Tracy Primich, Lynn Stichnote

Members Absent:
Bridgette Betz, Carl Burns, Cecilia Elmore, Patti Fleck, Patty Frisbee, Erica Long, Stephen Raper, Laura Stoll, Klaus Woelk

Guest Present:
Harry Djunaidi, Office of Institutional Research and Assessment

I. Introduction of members / co-chairs
   a. Attendees introduced themselves

II. Review and Approval of Meeting Summary
   a. A summary of the presentation of the 2013-2014 report to Provost Marley, VPD Roberts, and VPD Ferguson was given on October 9, 2014. Summary was approved.

III. Review of October 9th meeting with Provost / Vice Provost and Deans/ subcommittee chairs
   a. The Chancellor and Provost suggested:
      i. The committee make recommendations in November/December for budget consideration in February/March.
      ii. The scope of the committee encompass the total student experience, not just academic success.
      iii. The Dean or Associate Deans of CASB and CEC to be members or ex-officio members.
      iv. There be student representation on the committee.
         1. Lynn Stichnote said she would cover payroll if one of her student ambassadors were selected to join the committee.
      v. The Chancellor’s charge be refreshed.
   b. Ideas for subcommittees.
      i. Lynn Stichnote suggested studying the second year experience.
      ii. Larry Gragg said it will be important for each subcommittee topic to address one or more levers of the Strategic Plan.

IV. Starfish / S&T Connect
   a. Rachel Morris stated that all professors have access to Starfish Connect and that both the early Alert System and Starfish Connect will work through December.
   b. Some professors are using the system to send kudos to students, which has received a positive response.
   c. Students are using S&T Connect to set up appointments with their advisor.
Missouri S&T Student Success Committee Meeting

V. Institutional Work Study
   a. Lynn Stichnote and Tracy Primich said there were issues with the hiring processes that delayed student start dates.
   b. Lynn said the program is time-intensive for her staff, but is very effective in helping the students do what they should be doing. The program is working well.

VI. Announcements
   a. Lynn Stichnote said she is traveling to China October 25 – November 7.
   b. The next open house will be November 1. Lynn Stichnote and Debbie Anderson will be absent.
   c. Donna Luechtefeld said calendar requests for meetings would be sent on a per meeting basis until the Chancellor signs off on the committee roster.

VII. Next Meeting – November 6, 2014
     8:15 am – 9:15 am, Havener Center, Silver and Gold
November 6, 2014
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Debbie Anderson (for Lynn Stichnote), Carl Burns, Jeff Cawlfield, Stephen Clark, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Douglas Ludlow, Rachel Morris, Mark Pottorff, Tracy Primich, Laura Stoll, Klaus Woelk

Members Absent:
Tim Albers, Bridgette Betz, Patti Fleck, Oyebanjo Lajubutu, Erica Long, Dorie Paine, Stephen Raper, Lynn Stichnote

Ex-Officio Member Present:
Stephen Roberts

I. Review and Approval of Meeting Summary
   a. Minutes were approved.

II. Review / Confirm Timeline
   a. May 2015 - Subcommittees turn in reports to Rachel.
   b. November 2015 - Presentation to the Chancellor before Thanksgiving break.
   c. August / September 2015 – Begin work for the November 2016 report to the Chancellor.

III. Subcommittees
   a. Advising for Student Success.
      i. Members: Tyrone Davidson (Chair), Jeff Cawlfield, Patty Frisbee, Larry Gragg, Doug Ludlow, Rachel Morris.
   b. Transfer Student Engagement for Success.
      i. Members: Lynn Stichnote (chair), Debbie Anderson (ex-officio), Cecilia Elmore, Doug Ludlow, Oyebanjo Lajubutu, Mark Pottorff.
   c. Graduate Student Experience.
      i. Members: Tracy Primich (chair), Steve Clark, Oyebanjo Lajubutu, Adrienne Neckermann (ex-officio), Klaus Woelk.
   d. Beyond First Year Experience.
      i. Members: Bridgette Betz (chair), Jeff Cawlfield, Tyrone Davidson, Patty Frisbee, Deanne Jackson, Katie Jackson, Rachel Morris, Mark Pottorff.
   e. Innovation Summit on Experiential Learning and Student Success.
      i. Steve Roberts, Ian Ferguson, Angie Hammons, Laura Stoll, and Jeff Cawlfield will serve on the steering committee.

IV. Announcements
   a. Patty Frisbee handed out copies of reviews of Student Success Programs & Preview, Registration, and Orientation Programs and the Burns and McDonnell Student Success Center.
b. Patty Frisbee said that approximately 430 students attended the Sophomore Summit on October 7. Students provided useful feedback that will enhance the event next year.

V. Next Meeting – November 20, 2014
8:15 am – 9:15 am, Havener Center, Silver and Gold
November 20, 2014
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Bridgette Betz, Carl Burns, Jeff Cawfield, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, Angie Hammons, Deanne Jackson, Nancy Hatch (for Katie Jackson), Oyebanjo Lajubutu, Erica Long, Rachel Morris, Dorie Paine, Mark Pottorff, Tracy Primich, Stephen Raper, Lynn Stichnote, Klaus Woelk

Members Absent:
Tim Albers, Stephen Clark, Larry Gragg, Douglas Ludlow, Laura Stoll

Ex-Officio Members Present:
Deb Anderson, Robert Marley, Adrienne Neckermann

I. Review and Approval of Minutes
   a. Minutes were approved.

II. Preliminary Analysis of Returning and Non-returning Student Characteristic Data
   a. Rachel Morris distributed a report listing returning and non-returning students for the past five years by gender, geographic origin, academic plan, ethnicity, cumulative GPA, and composite ACT. Data was reviewed and discussed. Updates to the current report were suggested. The Advising for Student Success subcommittee will review those recommended updates as one of their action items.

III. Financial Literacy Presentation
   a. Bridgette Betz presented Miner Money Management: Tackling Financial Literacy and Default Prevention, an overview of programs offered to students.
      i. Events and presentations cover budgeting, credit basics, investing, loan repayment, financial aid.
      ii. 2012-2013: 3 events and 41 attendees.

IV. Subcommittee Updates
   a. Advising for Student Success – Tyrone Davidson.
      i. No update.
      ii. Dorie Paine, Steve Raper, and Lynn Stichnote joined the subcommittee.
   b. Transfer Student Engagement for Success – Lynn Stichnote.
      i. Meeting scheduled for December 10.
      ii. Steve Raper joined the subcommittee.
   c. Graduate Student Experience – Tracy Primich.
      i. Researching graduate student needs and issues.
      ii. Subcommittee will meet in December.
   d. Beyond First Year Experience – Bridgette Betz.
      i. Subcommittee will meet after the Thanksgiving holiday.
e. Charge and Vision Executive Subcommittee.
   i. Jeff Cawlfield, Rachel Morris, and Laura Stoll will refresh and revise the charge and vision of the Student Success Committee.
   ii. No update.

V. Announcements
   a. Deanne Jackson said that transfer student registration on November 14 was held in a CLC using Schedule Builder.
      i. Received positive feedback.
      ii. Deanne expressed thanks to the advisors who loaded schedules for their advisees. This was very helpful.
      iii. Klaus Woelk stated that many advisors do not understand how useful Schedule Builder is.
   b. Bridgette Betz stated that 93% of the departments are in Academic Works. Two departments still need to be added.
   c. Bridgette Betz stated that all scholarships are in scholarships.mst.edu

VI. Next Meeting – December 4, 2014
   8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

December 4, 2014
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Carl Burns, Jeff Cawlfeld, Stephen Clark, Tyrone Davidson, Cecilia Elmore, Larry Gragg, Angie Hammons, Deanne Jackson, Nancy Hatch (for Katie Jackson), Erica Long, Douglas Ludlow, Rachel Morris, Dorie Paine, Mark Pottorff, Tracy Primich, Lynn Stichnote, Laura Stoll, Klaus Woelk

Members Absent:
Patty Frisbee, Oyebanjo Lajubutu, Stephen Raper

Ex-Officio Members Present:
Deb Anderson

I. Review and Approval of Minutes
   a. Minutes were approved.

II. Student Success Mentor Program
   a. Patty Frisbee was absent, so Laura Stoll provided an update on CRI.

III. Comprehensive Retention Initiative
   a. UM system initiative.
   b. Funding provided for:
      i. S&T Connect and Schedule Builder.
      ii. $80,000 Institutional Work Study grant.
   c. Retention Summit and Advising Summit to be held on each campus.
      i. Sylvia Hurtado is possible speaker at S&T.

IV. S&T Connect Update
   a. Rachel Morris provided a handout showing data for faculty use of S&T Connect at 3 weeks, 8 weeks, and final semester.
   b. S&T Connect will replace the Academic Alert system, which will not be available next semester.

V. Subcommittee Updates
   a. Bridgette Betz said the Beyond First Year Experience subcommittee will meet December 8.
   b. Tyrone Davidson said the Advising for Student Success subcommittee will meet December 10.
   c. Lynn Stichnote said the Transfer Student Engagement for Success subcommittee will meet December 10.

VI. Announcements
   a. None.

VII. Next Meeting – December 18, 2014
   8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

December 18, 2014
8:15 am – 9:15 am
Havener Center, Silver and Gold

**Members Present:**
Tim Albers, Bridgette Betz, Carl Burns, Jeff Cawfield, Patty Frisbee, John Gallagher, Larry Gragg, Nancy Hatch (for Katie Jackson), Erica Long, Douglas Ludlow, Rachel Morris, Dorie Paine, Mark Pottorff, Tracy Primich, Stephen Raper, Laura Stoll, Klaus Woelk

**Members Absent:**
Stephen Clark, Tyrone Davidson, Cecilia Elmore, Angie Hammons, Deanne Jackson, Oyebanjo Lajubutu, Lynn Stichnote

**Ex-Officio Members Present:**
Deb Anderson, Adrienne Neckermann, Stephen Roberts

**Guest Present:**
Katie Mansell, Career Opportunities and Employer Relations

I. **Review and Approval of Minutes**
   a. Minutes were approved.

II. **Student Success Mentor Program**
   a. Patty Frisbee presented information about the Student Success Mentor Program.
      i. Early intervention program for at-risk students focuses on self-advocacy, seeking and obtaining assistance and resources, academic readiness and success, health & wellness, etc.
      ii. Students are identified using a series of metrics.
           1. High ACT test scores, low GPA.
           2. Low grades in key courses.

III. **First-Time College End of Semester Phone Calls Summary**
    a. Patty Frisbee distributed the results from the survey calls made to fall 2013 FTC students that did not register for fall 2014.
       i. 142 students not returning. Contact was made with 53 students.
       ii. There was general discussion and review of results.

IV. **Subcommittee Updates**
    a. None.

V. **Announcements**
    a. Laura Stoll said there were 250 applications for the Chancellor’s Scholarship. The top 100 were invited to campus on December 6, 2014.
       i. Of the top 16 finalists
          1. 50% female
          2. 3 URM
3. 3 CASB majors
4. 1 perfect score of 36, undecided major
   b. Patty Frisbee said that Kayla Klossner will begin duties as the coordinator of the Student Success Center on December 29.

VI. Next Meeting – January 22, 2015
    8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

January 22, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Carl Burns, Jeff Cawfield, Stephen Clark, Cecilia Elmore, Larry Gragg, Deanne Jackson, Katie Jackson, Oyebanjo Lajubutu, Erica Long, Douglas Ludlow, Rachel Morris, Dorie Paine, Tracy Primich, Stephen Raper, Lynn Stichnote, Laura Stoll, Klaus Woelk

Members Absent:
Tyrone Davidson, Patty Frisbee, John Gallagher, Angie Hammons, Mark Pottorff

Ex-Officio Members Present:
Deb Anderson, Adrienne Neckermann

I. Review and Approval of Minutes
   a. Minutes were approved.

II. First Year Experience Presentation
   a. Rachel Morris and Kristi Schulte presented *Beyond Orientation Week – Reconnecting Students at Critical Success Points*, which they and Patty Frisbee will present at the First Year Experience conference in Dallas on February 10.

III. Reference Library Presentation
   a. Tracy Primich presented *What does a reference librarian do? And why does it matter?*

IV. Subcommittee Updates
   a. None.

V. Announcements
   a. Laura reminded everyone that the first session of the President’s UM System-wide Retention and Advising Summit will take place at UMKC on Feb 2-3, 2015.

VI. Next Meeting – February 5, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
February 5, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Carl Burns, Jeff Cawlfield, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Erica Long, Douglas Ludlow, Rachel Morris, Dorie Paine, Mark Pottorff, Stephen Raper, Lynn Stichnote, Laura Stoll, Klaus Woelk

Members Absent:
Stephen Clark, Oyebanjo Lajubutu, Tracy Primich

Ex-Officio Members Present:
Debbie Anderson, John Bowers, Kate Drowne, Austin Lohr, Alyssa McCarthy

I. Review and Approval of Minutes
   a. Minutes were approved.

II. Introduction of new student committee members
   a. John Bowers, Senior, Engineering Management, transferred from Mineral Area College
   b. Austin Lohr, Junior, Business & Management Systems
   c. Alyssa McCarthy, Sophomore, Engineering Management, from Illinois

III. Review of Retention and Advising Summit held at UMKC, Feb 2-3, 2015
   a. Speakers Steven Robbins and Wes Habley were unable to attend due to weather.
   b. Breakout sessions were held on day two based on attendee comments on day one.
      i. Laura Stoll facilitated a session on Special Population Support.
      ii. Jeff Cawlfield and Donna Luechtefeld facilitated a session on Student Success Committees.
      iii. Other sessions included Assessment of Advising, Student Resiliency, Policy Development, and Early Intervention.
   c. Dates have not been set for Summits at other campuses.

IV. Subcommittee Updates
   a. Advising for Student Success – Tyrone Davidson.
      i. Developing charge.
   b. Beyond First Year Experience – Bridgette Betz.
      i. Subcommittee has met twice.
      ii. Developing charge.
   c. Transfer Student Engagement for Success – Lynn Stichnote.
      i. Oyebanjo Lajubutu could not find a measure of transfer student success. Considering using NSSE.
   d. Graduate Student Success – Klaus Woelk.
      i. Subcommittee has met twice.
ii. Developing a graduate student survey.

V. Announcements
   a. Steve Graham, Senior Associate Vice President for Academic Affairs at the University of Missouri System, initiated the production of a video about online and out-of-the-classroom learning to be presented at the Board of Curator’s meeting on February 5 in Columbia. The video features scenes from Missouri S&T’s DELTA (Delivering Experiential Labs To All) initiative including testimonials from Amy Skyles (EdTech), Jeff Schramm (History) and Klaus Woelk (Chemistry).
   b. Laura Stoll said that enrollment will exceed 8000 for the spring semester
      i. Other campuses have not experienced the same growth.
   c. Lynn Stichnote said that President Wolfe wants to ensure that all students meeting requirements are being admitted.
      i. Will reach out to students denied acceptance to Freshman Engineering about entering another major or beginning at a community college and transferring to S&T.
   d. Jeff Cawlfield said that advertising has begun for one full time professional staff advisor for Freshman Engineering.
   e. Tyrone Davidson said that he will be happy to visit departments to tell them about Undergraduate Studies and the On Track Program.
   f. Mark Portoff said that 215 employers will be at career fair and that there will be 50 brand new employers. This may be the largest spring career fair ever.
   g. Angie Hammons said that there will be an event on Wednesday of the TLT (Teaching and Learning Technology) conference. They are considering an event for female students.
   h. Tyrone Davidson said there will be a webinar on advising today in the Mark Twain room.

VI. Next Meeting – February 19, 2015
    8:15 am – 9:15 am, Havener Center, Silver and Gold
February 19, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Bridgette Betz, John Bowers, Carl Burns, Jeff Cawfield, Tyrone Davidson, Patty Frisbee, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Austin Lohr, Erica Long, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Tracy Primich Stephen Raper, Lynn Stichnote, Laura Stoll, Klaus Woelk

Members Absent:
Tim Albers, Stephen Clark, Cecilia Elmore, John Gallagher, Oyebanjo Lajubutu, Dorie Paine, Mark Pottorff

Ex-Officio Members Present:
Debbie Anderson, Kate Drowne, Adrienne Neckermann, Stephen Roberts

I. Review and Approval of Minutes
   a. Minutes were approved.

II. Results of phone calls to non-returning students
   i. Deanne Jackson presented results of phone calls made to FS 2014 freshmen who did not return in SP 2015 and FS 2012 students who did not return in FS 2014.
   ii. Suggestions.
       1. Plan second semester events to help keep students involved.
       a. Send invitations from the department or Dean’s offices.
       2. Create a checklist for registration and what to do if student has questions or issues regarding registration.
       a. Distribute checklist through ParentConnect.

III. Ideas for S&T Retention Summit and Advising Summit
   a. Doug Ludlow and Tyrone Davidson would like to schedule the Advising Summit for March 2016.
   b. Laura Stoll suggested inviting Steve Robbins to be the keynote speaker for the Retention Summit either the week of May 25, 2015 or Fall 2015.
   c. Angie Hammons volunteered to serve on the planning committee for the Retention Summit.

IV. Math 2 Mentor M*A*S*H Update
   b. Began offering a small grade incentive to attend in SP 2015.
   c. Attendance has increased compared to SP 2014.
   d. Klaus Woelk suggested the M*A*S*H program be combined with LEAD, a recognized, funded, campus-wide program.
   e. Patty Frisbee said that not all students are comfortable seeking assistance in a group setting. There have been more than 700 individual tutoring sessions in the Student Success Center this academic year.
   f. Angie Hammons noted that the students who need the most advising probably think they should have been in a more advanced math course and so don’t put forth their best effort.
g. Deanne Jackson asked if research has been done on an online math placement test. Perhaps low scoring students could take a summer math course at a community college.

h. Lynn Stichnote said that low ability students usually attend one of the last PRO sessions, and by that time it is too late to take a summer math course.

i. Doug Ludlow asked what would be involved in implementing an online math placement course.

j. Laura Stoll said that this topic is part of Lever 4.6 of the strategic plan, which will become an active committee in the near future.

V. Subcommittee Updates
   a. None.

VI. Announcements
   a. None.

VII. Next Meeting – March 5, 2015
     8:15 am – 9:15 am, Havener Center, Silver and Gold
March 5, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

**Members Present:**
Tim Albers, Bridgette Betz, Jeff Cawlfield, Stephen Clark, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Oyebanjo Lajubutu, Erica Long, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Dorie Paine, Tracy Primich, Stephen Raper, Lynn Stichnote, Laura Stoll, Klaus Woelk

**Members Absent:**
John Bowers, Carl Burns, Austin Lohr, Mark Pottorff

**Ex-Officio Members Present:**
Debbie Anderson, Kate Drowne, Ian Ferguson, Adrienne Neckermann

I. **Review and Approval of Minutes**
   a. Minutes were approved.

II. **UM System Retention Summit – Jeff Cawlfield and Laura Stoll**
   a. Rolla will host a one-day event on May 28, 2015
      i. Dr. Steve Robbins will be the keynote speaker.
      ii. Chancellor Schrader will give the welcome.
      iii. Chancellor Schrader and Chief of Staff Elizabeth Smith will attend the lunch.
      iv. Laura Stoll will reach out to UM System representatives.
      v. Format will be keynote speaker, breakout sessions, group discussion.
   b. St. Louis event scheduled for October 29-30.

III. **Subcommittee Updates**
   a. **Beyond First Year Experience – Bridgette Betz**
      i. Still gathering information about programs that could be implemented with and without funding.
      ii. Jeff Cawlfield said that he or Rachel Morris will attend a Sophomore Experience conference in April. Staff from Residential Life will also attend.
      iii. Jeff Cawlfield said the Belmont University GPS program is held as an exemplar of second year experience programs.
   b. **Graduate Student Experience – Tracy Primich**
      i. There is lack of longitudinal data on graduate students.
      ii. Obtaining feedback on proposed survey. Follow link to view recent draft. [http://mst.qualtrics.com/jfe/form/SV_BcsxqS9zLudKz3v](http://mst.qualtrics.com/jfe/form/SV_BcsxqS9zLudKz3v)
      iii. Goal is to distribute the survey to graduate students April 5-11.
   c. **Transfer Student Engagement for Success – Lynn Stichnote**
      i. Will review historic data sorted by sending institution, number of credit hours prior to enrollment at S&T, time to graduation, GPA, major.
      ii. Will compare requirements for admission with departmental requirements.
iii. Strength of relationship with sending schools is the data we provide regarding the success of their students.
iv. Will begin surveying students at Transfer Advising.
v. Mark Potorff of COER will attend Transfer Advising to connect students to services offered at COER.
vi. Transfer scholarship amounts have not changed in 12 years.
d. Advising for Student Success – Tyrone Davidson
   i. Approximately 20 students attended a focus group.
   ii. Advisor and advisee typically meet only 1-2 times per year.
   iii. Planning survey and will compare results to survey done 2 years ago.
   iv. Considering faculty/staff focus group to compare with results of student focus group.
e. Charge and Vision Executive Subcommittee – Jeff Cawlfield
   i. Researched charge/vision of similar committees at other universities.
   ii. Will review rough draft with subcommittee.

IV. Announcements
   a. Angie Hammons said that the TLT conference is scheduled for March 12-13.
   b. Klaus Woelk said that Angie Hammons’ group will receive Online Learning Consortium Award for DELTA Labs during the TLT conference on Friday at 10:00 am in the atrium of Butler Carlton Hall. CHEM 1319 will be fully deployed in the fall using DELTA and will accommodate twice as many students as a traditional lab.
   c. Laura Stoll said the fall to spring retention rate is 96.1%, the highest in 7-8 years. 6.6% of students have a secondary major and 27% of students graduate with a minor. This may indicate students want to be well rounded.
   d. Tim Albers said the Missouri FTC Robotics competition will be held Saturday, March 7. 48 teams will compete. 110 volunteers are registered and there is space for approximately 10 more student volunteers. Everyone is invited to attend the event.
   e. Lynn Stichnote said March is one of the busiest months with student visits, PRO days, Transfer Advising Days, Miner Days. She thanked everyone for visiting with prospective students. Students say that faculty contact is the single most important factor in decision to attend S&T.
   f. Ian Ferguson said that he served on the FIRST board in North Carolina and that ultimately the competition is not about robotics but about the relationships between the people to make the robots work.

V. Next Meeting – March 19, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
March 19, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, John Bowers, Carl Burns, Jeff Cawlfield, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Deanne Jackson, Katie Jackson, Austin Lohr, Oyebanjo Lajubutu, Erica Long, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Dorie Paine, Mark Pottorff, Lynn Stichnote, Laura Stoll, Klaus Woelk

Members Absent:
Stephen Clark, Angie Hammons, Tracy Primich, Stephen Raper

Ex-Officio Members Present:
Debbie Anderson, Kate Drowne, Adrienne Neckermann

I. Review and Approval of Minutes
   a. Minutes were approved.

II. UM System Retention and Advising Summit s – Jeff Cawlfield and Laura Stoll
   a. S&T will host a one-day retention summit on May 28, 2015.
      i. Dr. Steve Robbins will give the keynote speech with a STEM focus.
   b. There will be a Starfish meeting April 23-24 for heavy end-users.
      i. Five people from each campus may attend. S&T has one seat available.
   c. UMSL will host a two-day retention/advising summit on October 29-30, 2015.
   d. S&T will host a one-day advising summit on March 17, 2016.

III. On-line Laboratory Educational Design
   a. Angie Hammons described the process of redesigning a traditional laboratory course to a DELTA (Delivering Experiential Labs to All) lab course, which includes online, blended, or flipped components. A handout/flowchart was distributed.
   b. CHEM 1319 will fully implement the DELTA model FS 2015.
   c. Currently working with Physics department to redesign the lab for PHYS 1135.
   d. Ability to redesign more courses is limited by available personnel.

IV. Subcommittee Updates
   a. Beyond First Year Experience – Bridgette Betz
      i. No update.
   b. Graduate Student Experience – Adrienne Neckermann
      i. Survey was presented to the Council of Graduate Coordinators and Staff (CGCS).
      ii. Survey will be mailed to the Graduate Faculty Council and CGCS members for feedback from faculty.
      iii. Received IRB approval.
   c. Transfer Student Engagement for Success – Lynn Stichnote
      i. Want to rejuvenate past report. Will share data with sending institutions.
ii. Planning a student survey.

d. Advising for Student Success – Tyrone Davidson
   i. Will finalize survey next week. Subcommittee will review after spring break.

e. Charge and Vision Executive Subcommittee – Jeff Cawlfield
   i. Rough draft sent to Dr. Marley for review and input.

V. Announcements

a. John Gallagher said 70 students will be on Miner Challenge over spring break and thanked everyone for their support. Students will be in Nicaragua, Pittsburgh, PA, Hattiesburg, MS, Detroit, MI, and Little Rock, AR. John will be happy to talk to anyone who would like to learn more about Miner Challenge for next year.

b. Lynn Stichnote said the next Open House will be March 23. Lynn thanked COER and the Associate Deans for their presence at the Transfer Advising Day.

c. Laura Stoll said that State Treasurer Clint Zweifel was on campus yesterday. He is very supportive of higher education. He met with first generation students who represented us well.

d. Jeff Cawlfield noted that individuals across campus work very well together. Units and divisions are very integrated.

e. Tyrone Davidson said that UGS and the Student Success Center are partnering to present the Mid-Term Recovery workshop on April 1 from 5:30-7:30. Please refer struggling students to Tyrone or the Student Success Center. Klaus Woelk added that two years ago a subcommittee of the Student Success Committee determined that midterm is the crucial point for reaching students who are struggling.

VI. Next Meeting – April 2, 2015
8:15 am – 9:15 am, Havener Center, Silver and Gold
April 2, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, John Bowers, Carl Burns, Jeff Cawfield, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Angie Hammons, Deanne Jackson, Oyebanjo Lajubutu, Erica Long, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Dorie Paine, Mark Pottorff, Tracy Primich, Lynn Stichnote, Klaus Woelk

Members Absent:
Stephen Clark, Katie Jackson, Austin Lohr, Stephen Raper, Laura Stoll,

Ex-Officio Members Present:
Kate Drowne, Ian Ferguson, Adrienne Neckermann

Guest:
Diane Hagni

I. Review and Approval of Minutes
   a. Minutes were approved.

II. UM System Retention and Advising Summit – Donna Luechtefeld
   a. Contract with keynote speaker Dr. Steve Robbins is complete.
   b. Reservations with Havener are confirmed.
   c. Website is nearly complete.
   d. Donna Luechtefeld will send a calendar request to save the date, but registration will be required.

III. Review of Math Success Date and M*A*S*H Mentoring Update
   a. Carl Burns presented data on the Math 1120 and 11-3 DFW trends.
      i. FS 2014 Math 1120 DFW rate is 38%.
      ii. FS 2014 Math 1103 DFW rate is 22.5%.
      iii. FS 2006 Math 2 and Math 3 cohorts achieved 50% six-year graduation rates.
   b. Diane Hagni presented a M*A*S*H update.
      i. Trained mentors facilitate exam review, present success strategies, and assist with online homework assignments.
      ii. Students who attend at least once weekly (at minimum, four times a semester) achieve the best results from MASH.
      iii. SP 2015 Math 1120 changes include one large lecture section instead of three smaller sections, three meetings per week instead of five, mandatory one-hour recitation once a week.
      iv. During SP 2015 semester, 54% of students have attended MASH at least once, average of 42 student attend per week for the first seven weeks of the program, and the instructor reported that 58% of students were passing the class at midterm and 8-10 students had high D’s.
IV. Subcommittee Updates
   a. Beyond First Year Experience – Bridgette Betz
      i. No update.
   b. Graduate Student Experience – Tracy Primich
      i. Committee meeting at 9:15 today
      ii. Received constructive feedback from faculty last week.
      iii. Will launch survey next week.
   c. Transfer Student Engagement for Success – Lynn Stichnote
      i. Meeting is scheduled for next week. Hope to move on initiatives.
   d. Advising for Student Success – Tyrone Davidson
      i. Will meet tomorrow and hope to finalize the survey.
   e. Charge and Vision Executive Subcommittee – Jeff Cawlfield
      i. No update.

V. Announcements
   a. Lynn Stichnote said the April 3 Open House may be the largest ever. Approximately 900 people are expected.
   b. Patty Frisbee said 50 students attended the Midterm Bounce Back on April 1. The previous record attendance was 32 students.
   c. Doug Ludlow said that he received an e-mail from a student thanking him for suggesting he attend the Midterm Bounce Back.
   d. Bridgette Betz said that she, Gena Boling, and Sara Lewis presented the MDHE Default Prevention Grant yesterday and it was well received.

VI. Next Meeting – April 16, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
MISSOURI S&T STUDENT SUCCESS COMMITTEE MEETING

April 16, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

MEMBERS PRESENT:

MEMBERS ABSENT:
Jeff Cawlfield, Larry Gragg, Katie Jackson, Dorie Paine, Tracy Primich, Klaus Woelk

EX-OFFICIO MEMBERS PRESENT:
Kate Drowne

GUEST:
Paul Runnion

I. REVIEW AND APPROVAL OF MINUTES
   a. Minutes were approved.

II. UM SYSTEM RETENTION AND ADVISING SUMMITS
   a. Laura Stoll gave the following update for the Retention Summit on May 28, 2015.
      i. Chancellor Schrader will give the welcome.
      ii. Keynote speaker Dr. Steve Robbins specializes in STEM students.
      iii. President Wolfe has been invited to speak at lunch.
   b. Doug Ludlow gave the following update for the Advising Summit on March 18, 2016.
      i. Summit will dovetail with the TLT conference.
      ii. Planning breakout sessions and a session for campuses to work together.
      iii. Day will conclude at 3 pm.

III. CALCULUS COURSE REDESIGN UPDATE – PAUL RUNNION
   a. Paul Runnion presented an update on the calculus course redesign.
      i. FS 2014 Calculus I Lab pilot.
      ii. SP 2015 Calculus II Lab pilot.
      iii. Structure of redesigned labs.
         1. Students receive activity worksheet at start of class that is not graded and is separate from online homework.
         2. Students work on problems in groups of 4-5 at the board.
         3. Individual students present solutions.
      iv. Success for Calculus Course
         1. Four credit hours offered pass/fail.
         2. Recommended for Calculus I students with a grade below 70% after Exam 2.
         3. Replaces Calculus I on the schedule and the transcript.
4. Begins in week 8 or 9 (depending on the term).
   b. FS 2015 Freshman Enrollment Predictions – Laura Stoll
      i. There is a 25% increase in Master's degree students graduating in May 2015, so the FS 2015 numbers will be down.
      ii. There is an increase in undergraduate student retention.
      iii. There is an increase in first time freshman for FS 2015. Enrollment projection is between 1357 and 1414.
      iv. There is no increase in applications, but there is an increase in yield.
      v. Possible factors influencing enrollment include:
         1. MU School of Engineering cutting freshman scholarships.
         2. Student Financial Assistance awards made early. This year 17 departments awarded aid before March 1. In past years, awards were made in summer.
      vi. Angie Hammons asked if blended learning would be an option for courses that fill up. Send her a list of courses that could be targeted for blended learning.

IV. Announcements
   a. Oyebanjo Lajubutu – Graduate Student Experience Survey has been extended. Currently have only a 22% response rate and would like to double. He has asked department chairs to make announcements to graduate students.
   b. Doug Ludlow – Undergraduate Research conference held yesterday was successful.
   c. John Bowers – The human powered vehicle competition will be held in San Jose next week.
   d. Lynn Stichnote – The Rolla reception will be held tonight and will especially target CASB recruitment.
   e. Laura Stoll – Dean Roberts is reaching out to students in FEP who may need or want to change their major.
   f. Rachel Morris – The Honors Academy banquet will be held on April 26 from 6-8 pm at Havener. Dean Roberts is scheduled to speak.

V. Subcommittee Updates
   a. No updates.

VI. Next Meeting – April 30, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

April 30, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Stephen Clark, Tyrone Davidson, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Angie Hammons, Deanne Jackson, Katie Jackson, Oyebanjo Lajubutu, Erica Long, Austin Lohr, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, Dorie Paine, Tracy Primich, Katie Mansell for Mark Pottorff, Stephen Raper, Laura Stoll, Lynn Stichnote, Klaus Woelk

Members Absent:
John Bowers, Carl Burns

Ex-Officio Members Present:
Adrienne Neckermann

VIII. Review and Approval of Minutes
a. Minutes were approved.

IX. UM System Retention Summit
a. Laura Stoll confirmed that President Wolfe will speak at lunch.
b. Angie Hammons said 29 people are registered, 11 from S&T
c. Laura Stoll reminded every to register so that we know how many seats will be available for others.

X. Committee Charge
a. Jeff Cawlfield said that he has not received input from Provost Marley.
b. A draft of the committee charge was distributed. Please email input or suggestions to Jeff Cawlfield.

XI. S&T Connect Retreat
A. Rachel Morris attended April 23 and Erica Long attended April 24.
   i. Attendees shared best practices.
   ii. MU has a staff member dedicated to the Starfish project. Progress on the S&T campus is limited by Rachel Morris’ other priorities.
   iii. Bridgette Betz asked if a subcommittee could research staff needed for optimizing software.
   iv. Larry Gragg suggested that programs must be easy to learn and use otherwise people won’t use them.

XII. Timeline
a. Subcommittees should continue to work through summer.
b. Presentation to the Chancellor is scheduled for November 12, 2015. Donna Luechtefeld will send a calendar request to the committee.

XIII. Subcommittee Updates
a. Beyond First Year Experience – Bridgette Betz
   i. Subcommittee member Jeff Cawlfield attended a second year experience conference. Current trend is to focus on second, third, and fourth semesters. Begin with a small, targeted approach.
   ii. Subcommittee will invite Dean Roberts to co-pilot a program for SP 2016 for students of all majors in their second semester.

b. Advising for Student Success – Tyrone Davidson
   i. Have received 235 survey responses so far. Survey will close May 8.

c. Graduate Student Experience – Tracy Primich
   i. Survey received 28% response rate. Will begin looking at data soon.

d. Transfer Student Engagement for Success – Lynn Stichnote
   i. Regular transfer student success report be prepared on an annual basis (possibly use to examine admission requirements).
   ii. Examine the efficiency of the orientation activities currently in place and discuss whether more engagement and/or orientation should be built into Transfer Advising.
   iii. Propose an annual survey of transfer student engagement/satisfaction once they are on campus for a reasonable time.

e. Announcements
   i. John Gallagher - The students from Nepal are collecting donations following the earthquake and there will be a candlelight vigil. Tracy Primich said that all of the students’ families are safe. Angie Hammons said that some faculty are still waiting to hear from their families.
   ii. Lynn Stichnote - Letters were sent on CASB letterhead and signed by Dean Roberts to all incoming freshmen with the major of “Undecided Undergraduate Studies” and to students leaving FEP. Kate Drowne is willing to meet with each student to discuss options. Jeff Cawlfield is meeting with some students leaving FEP.
   iii. Austin Lohr said that IFC, Panhel, and RHA partnered to raise $19,000 for St. Jude’s.

XIV. Subcommittee Updates
   a. No updates.

XV. Next Meeting – May 14, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
I. Review and Approval of Minutes
   a. Minutes were approved.

II. UM System Retention Summit
   a. Laura Stoll reminded everyone to register so that we know how many seats will be available for others.
   b. Agenda for the day includes breakout sessions by topic in the morning and campus action item development sessions after lunch.

III. Subcommittee Updates
   a. Beyond First Year Experience – Jeff Cawlfield
      i. Subcommittee is working on final recommendations to pilot a program for second, third, and fourth semester students.
   b. Advising for Student Success – Tyrone Davidson
      i. Received 630 survey responses.
   c. Graduate Student Experience – Tracy Primich
      i. Received 533 survey responses. Subcommittee will meet today to review data.
   d. Transfer Student Engagement for Success – Lynn Stichnote
      i. Will develop a survey to be used next year.
      ii. Possible enhancements for transfer orientation include advising sessions, resume review by COER, IT assistance with user ID and password setup, and Student Life.
      iii. Would like to improve transparency of admission requirements.
   e. Committee Charge – Jeff Cawlfield
      i. Received some feedback from committee members. Will continue working on charge through summer and use it as the operating document pending feedback from Provost Marley.

IV. Announcements
a. John Gallagher - The students from Nepal collected over $6000 over two days. Ninety people attended the candlelight vigil. The Nepalese students report feeling very supported and are closer to beginning a student organization.

b. Laura Stoll – Enrollment projections for FTC Freshmen are 1467, and increase of 176 students are 13.7%. Total enrollment projection is 8988, an increase of 4%.

c. Deanne Jackson – Commencement update: 663 diplomas will be awarded Friday evening and 555 will be awarded Saturday morning. There is a 35% increase in master’s degrees awarded (an increase of 100 students over last year), which will affect total enrollment for fall.

d. Dorie Paine – Will consider tripling some rooms at Residential College to accommodate students FS15. A new 450-bed facility is scheduled to open for FS16. Residential Life plans to keep some leased buildings in the downtown housing area.

e. Klaus Woelk – Every student will get a chemistry lab spot due to course redesign.

f. Kate Drowne – Physics is converting some space to lab space in advance of increasing numbers. Lab space may be ready for fall semester.

g. Larry Gragg – Condoleezza Rice lecture is scheduled for this evening.

h. Steve Raper – The Human Powered Vehicle team earned a national championship.

i. Angie Hammons – The TLT Conference is March 17, 2016. The theme is Learning to Learn. The keynote speaker is Linda Nilson, founding director of the Office of Teaching and Innovation at Clemson University.

V. Next Meeting – August 20, 2015
8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

October 15, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Carl Burns, Stephen Clark, Tyrone Davidson, Kate Drowne, Patty Frisbee, John Gallagher, Larry Gragg, Angie Hammons, Katie Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, John Myers, Mark Pottorff, Kristi Schulte, Lynn Stichnote, Laura Stoll, Klaus Woelk

Ex Officio Members Present
Robert Marley, Adrienne Neckermann

Members Absent:
Jeff Cawlfield, Cecilia Elmore, Deanne Jackson, Austin Lohr, Stephen Raper

XVI. Review and Approval of Minutes
   a. Minutes were approved.

XVII. Institutional Work Study
   a. $80,000 grant served 30 low income or URM students with a retention rate of 90%.
   b. Students worked in champion departments and received mentoring and support, employee evaluations, and frequent feedback from their supervisor and other departmental staff. Lynn Stichnote said her participating staff spent 80+ hours on the program, and that it required a huge emotional and time investment.
   c. Klaus Woelk commented that in order to improve faculty advising, it must be part of the reward structure.
   d. Doug Ludlow commented that this provides further support for professional staff advisors.

XVIII. Beyond First Year Experience Subcommittee Presentation
   a. Bridgette Betz presented the subcommittee report and distributed a copy of the narrative report.
   b. There is a need for expanded programming for second, third, and fourth semester students.
   c. Funding is needed to support programming.

XIX. Graduate Student Experience Subcommittee Presentation
   a. Klaus Woelk presented the subcommittee report.
   b. The committee found limited information and studies regarding graduate student satisfaction.
   c. The subcommittee developed a survey and received a 30% response rate.
   d. The subcommittee should continue studying the issue.

XX. Announcements
   a. Kristi Schulte – The Reconnection Program was recognized as the Innovative Program of the Year by the Missouri College Personnel Association.

XXI. Next Meeting – October 22, 2015
   8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

October 22, 2015
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Tyrone Davidson, Kate Drowne, Cecilia Elmore, John Gallagher, Larry Gragg, Douglas Ludlow, Alyssa McCarthy, Rachel Morris, John Myers, Dorie Paine, Kristi Schulte, Laura Stoll, Klaus Woelk

Ex Officio Members Present
Deb Anderson, Adrienne Neckermann

Members Absent:
Carl Burns, Stephen Clark, Patty Frisbee, Angie Hammons, Deanne Jackson, Katie Jackson, Oyebanjo Lajubutu, Austin Lohr, Mark Pottorff, Stephen Raper, Lynn Stichnote

XXII. Review and Approval of Minutes
a. Minutes were approved.

XXIII. Transfer Student Engagement for Success Subcommittee Presentation
a. Deb Anderson presented the subcommittee report.
b. Subcommittee working to identify data required to measure transfer student success and engagement.
c. GPA required for admission to S&T is 2.0, but higher GPA is required for admission to some academic departments. Improved transparency regarding GPA would be useful.
d. Expanded Transfer Transitions to include IT and setting up computer access and COER for resume review and Miner Jobs registration.
e. This subcommittee should continue studying the issue and develop survey.

XXIV. Advising for Student Success Subcommittee Presentation
a. Tyrone Davidson presented the subcommittee report.
b. Two surveys were conducted by UAO (2012 & 2015).
c. In the 2015 survey it was evident that student’s expectations and the overall quality satisfaction of advising have decreased slightly.
d. There needs to be advisor recognition and reward.
e. There needs to be consistent and efficient training of new academic advisors, as well as ongoing professional development.

XXV. Charge and Vision
a. Jeff Cawlfield presented the Charge and Vision.
b. The revised Charge and Vision is a working document pending final approval.

XXVI. Announcements
a. The prerequisite process is a two-step process designed to promote student success. Four percent of students do not have pre-requisites.
b. CAC AARR meeting is Sunday, October 18.
XXVII.  Next Meeting – November 12, 2015
8:15 am – 9:45 am, Havener Center, Silver and Gold (presentation to the Chancellor).