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Special thanks to the following offices as sources of information:

- College of Arts, Sciences, and Business
- College of Engineering and Computing
- Enrollment Management
- Graduate Studies
- Institutional Research and Assessment
- Educational Technology
- Student Affairs
- Undergraduate Studies (Academic Support)
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 2016-2017 academic year, the Student Success Committee met every other week under the direction of two chairs: the Vice Provost for Academic Support and the Vice Provost and Dean for Enrollment Management. This report includes a summary of the primary issues addressed by the Student Success Committee, as reflected in the 2016-2017 meeting minutes.

Committee Background and Charge

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, advising, 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.

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 Academic Support website and upon request.
Executive Summary

Accomplishments from the November 2016 Recommendations

- Formed subcommittee to study the nature of the 4% drop in 1st-2nd year retention for the fall 2015 cohort and possible factors contributing to that drop (URM subcommittee was formed as well as First Year Experience subcommittee).
- Continued to improve compensation and workload of graduate assistants to attract the best students.
- Developed an Advising Council to make recommendations to S&T leadership regarding academic advising of undergraduates.
- Completed the hiring of a professional staff advisor for the Freshmen Engineering Program.
- Time/Hours to Graduation study has continued.

Recommendations by the Student Success Committee in October 2017

- Determine an institutional definition for the first year experience, components within the experience, owners for said components and contributing partners. Begin an evaluation of all components of the program. Similarly, re-examine the meaning and importance of traditional grade levels as they relate to graduation rates, since data will become skewed by changes in class standing (freshman, sophomore, etc.). Similarly, the nomenclature does not capture the actual student experience, which reflects a five-year time-to-graduation.
- Explore opportunities for retention enhancement surrounding commuter students or lower retention residential facilities.
- Develop a more robust system for tracking involvement on campus.
- Reframe the conversation on campus regarding student involvement as a contributing factor to success, which can be a component of achieving academic success.
- Work to assist faculty advisors with ways to mentor and guide graduate students.
- Improve and promote graduate education culture and improve support structures for success of graduate students.
  - The Office of Graduate Studies should continue to create awareness or a list of non-academic services/resources already available such as graduate student programs/events, technical editing resources, etc.
  - Offices and resources on campus should make a significant effort to reach out to graduate students to let them know they are included.
  - Create a new Graduate Success and Resource Center.
- Make the Graduate Student Experience Subcommittee a standing subcommittee devoted to improving and promoting graduate student success.
- Conduct a focus group interview of International graduate students and domestic graduate students. Also, consider focus groups to determine differences between on-campus and off-campus students.
• Develop a provost appointed advisor council (similar to that of University of Missouri-Columbia and Missouri State University).
  • http://provost.missouri.edu/about/committees/advising-council.php
  • https://www.missouristate.edu/advising/83845.htm
• Provide consistent and efficient training of new academic advisors, as well as ongoing professional development.
• Hire at least one more professional advisor for the Undergraduate Advising Office.
• Advisor recognition and awards.
• Added professional advisor in FEP.
The Student Success Committee reviewed the following documents

Appendix A
- Cumulative Retention & Graduation Rates of First-Time, Full-Time Degree Seeking Freshmen.

Appendix B
- Retention Strategies & Tactics.

Appendix C
- Success Mentor Program-Student Success Plan and Agreement Form.
- The Outcomes and Impact of the Success Mentor program on Academic Performance and Retention.
- Residential Life Living-Learning Community Overview.
- Proposal for a Missouri University of Science and Technology Advising Council.
2016-2017 Student Success Committee Members

Co-Chairs:
Dr. Jeff Cawlfield, Vice Provost for Undergraduate Studies (Academic Support)
Tim Albers, Vice Provost and Dean for Enrollment Management

Committee Members:
Bridgette Betz, Director, Student Financial Assistance, Enrollment Management
Dr. Carl Burns, Vice Chancellor of Student Affairs (retired Spring 2017)
Dr. Steven Clark, Chair, Mathematics
Tyrone Davidson, Director, Academic Advising, Office of Undergraduate Studies (Academic Support)
Dr. Kate Drowne, Ph.D., Associate Dean, College of Arts, Sciences, and Business
Cecilia Elmore, Director, Student Diversity, Outreach and Women's Programs, Enrollment Management (retired December 2016)
Patty Frisbee, Director, Student Success Programs, Enrollment Management (retired July 2017)
John Gallagher, Director, Student Life
Dr. Larry Gragg, Curators Professor, History (retired May 2017)
Dr. Eddie Grover-Bisker, Vice Chancellor of Student Affairs (replaced Dr. Carl Burns)
Deanne Jackson, Registrar, Registrar's Office, Enrollment Management
Kayla Klossner-Thompson, Interim Director, Student Success Programs, Academic Support (replaced Patty Frisbee)
Dr. Oyebanjo Lajubutu, Assistant Vice Provost, Institutional Research & Assessment
Dr. Doug Ludlow, Director, Freshman Engineering
Rachel Morris, Assistant to the Vice Provost, Undergraduate Studies (Academic Support)
Dr. John Myers, Ph.D., Associate Dean, College of Engineering and Computing
Dorie Paine, Director, Residential Life
Julie Pittser, Associate Director, Career Opportunities and Employer Relations
Dr. Stephen Raper, Associate Professor, Engineering Management & Systems Engineering
Dan Reardon, Assistant Professor, English and Technical Communications
Tyler Reyes, Student Diversity, Outreach and Women’s Programs Representative, Enrollment Management (replaced Cecilia Elmore, February 2017)
Lynn Stichnote, Director, Admissions, Enrollment Management
Dr. Klaus Woelk, Associate Chair, Chemistry
John Easter, Student Representative
Geoffrey Kline, Student Representative
Current Status of Missouri S&T Retention

In 2008, Missouri S&T achieved a record high first to second year retention rate of 88%. Since 2008 the figure has fluctuated irregularly between 81% and 87% (over the last 5 years, the median first to second year retention rate is 84%). For the fall 2016 cohort, the first year retention rate was 81%; this is 2% below the rate for the fall 2015 cohort. A subcommittee is studying URM (underrepresented minority) first to second year retention and its initial findings are a part of this report. The significant drop in the first to second year retention for all students for the 2015 and 2016 cohorts is troubling and a subcommittee will investigate possible reasons for this drop and will make recommendations to address this two-year trend in the 2018 annual report.
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 2016-2017, the Student Success Committee focused on four priority goals deemed critical to retention issues. The committee organized itself into four subcommittees to coordinate the implementation of recommended actions. Action items were pursued as tactical planning items where practical.

Subcommittee #1: First Year Experience
   Members: John Gallagher (co-chair), Larry Gragg, Angie Hammons (ex officio), Douglas Ludlow, Dorie Paine

Subcommittee #2: Graduate Student Experience
   Members: Sudharshan Anandan (ex officio), Bridgette Betz, Kate Drowne, Oyebanjo Lajubutu (co-chair), John Myers, Adrienne Neckermann (co-chair), Julie Pittser

Subcommittee #3: Student Advising
   Members: Tim Albers (chair), Geoffrey Cline, Tyrone Davidson, John Easter, Erica Long (ex officio), Douglas Ludlow, Amy McMillen (ex officio), Rachel Morris, Stephen Raper, Daniel Reardon

Subcommittee #4: Time to Graduation/Credit Hours
   Members: John Gallagher, Angela Hammons (ex officio), Oyebanjo Lajubutu, Rachel Morris, Stephen Raper (chair), Katie Tucker (ex officio)

Subcommittee #5: Transfer Student Success and Engagement
   Members: Deb Anderson (ex-officio), Kate Drowne, Rachel Morris, Lynn Stichnote (chair)

Subcommittee #6: Under Represented Minority Student Trends (ad hoc)
   Members: Tim Albers, Bridgette Betz, Jeff Cawlfield (chair), Larry Gragg, Deanne Jackson, Suzie Long (ex officio), Rachel Morris, Dorie Paine, Stephen Raper, Tyler Reyes
Subcommittee #1: First Year Experience

Charge
Identify and evaluate components of the first-year experience (FYE) as they may relate to student retention and student success, and recommend opportunities for future evaluation.

Summary
As the college student experience has changed, particularly over the last two decades, various relationships and roles have become prominent in such a manner that some university FYE programs encompass contacts and efforts from the point of acceptance through the conclusion of the first year of college, almost a two-year span for some institutions. In doing so, comprehensive programs may include admission programs aimed to increase yield, summer advising or orientation days, fall orientation programs, academic seminars and their co-curricular counterparts, first year experience classes, both credit and non-credit, coaching and mentoring of first year students, and even parent and family programming. The committee has explored in the past several of these components, leading this subcommittee to explore some of the available data regarding the non-academic components of the first-year experience, namely those which fall under community engagement.

Vincent Tinto, through a body of research spanning over forty years, has focused upon those institutional factors that contribute positively to student retention. Through the growth of the business of student retention and development of various models that address the diversity of the student body and their retention, Tinto’s earliest findings still hold true, that involvement – or engagement – is the factor which matters most in student retention, and it is most critical during a student’s first year of college (College Student Retention, 2006-2007).

In particular, this group examined freshman retention by living community with FS14, FS15, and FS16 students, retention tied to Peer Involvement Advisor program participation, and overall participation rates with student organizations to identify potential trends.

There is a large body of research that suggests living in on-campus housing contributes positively to persistence and completion (Pascarella & Terenzini, 2005). This group was interested in exploring the various types of housing available for first year students and whether there were obvious differences in retention amongst students in these various types of housing. Attached is a graph showing the retention rates of students living in the various university approved housing options for the first year.

Overall, the retention rates for students living in most residence halls, Greek Houses, and Campus Christian Housing (CCH) are similar ranging in the 80-90% range. In all three years, students who received approval to commute from home had a much lower retention rate (71-74%). This certainly begs the question of whether there are additional services or interventions needed for commuter students that might provide additional support and contribute to their success at the university. Also, a couple of notable differences appeared on the analysis of residence hall students. Students that were assigned to areas that normally hold upper class students (Miner Village and Downtown) or to a “temporary” facility (Altman Hall) tended to have lower retention rates than other halls in the FY14 and FY15 years. It is likely that students placed in these areas applied for housing late in the process and were placed where space was available at the time. There may be some correlation between students who complete their enrollment tasks late in the summer and being less likely to persist and
complete their degrees. The Department of Residential Life took notice of this and made a concerted effort to avoid assigning first year students to these facilities in FY16. The retention rate for the sixteen student assigned to these halls in FY16 was much higher (81%).

The Peer Involvement Advisor (PIA) program is a one-on-one consultation available to any student with the express purpose of assisting students in identifying a pathway to engagement with the campus, establishing personal and professional goals, and presenting means to begin connections in non-threatening manners. In AY15 and AY16, 96 student consultations were recorded. Of those students, 98% made at least one connection to campus via a recognized student organization. A loss of records has only allowed for the comparison of 47 participants, of which 83% have continued their enrollment or have graduated.

While findings involve a smaller data set, the results also encouraged a re-organization of the program. In the initial years, students entered the program through PIA group marketing efforts, through presentations to other organizations and in FE1100 courses, student conduct referrals and word of mouth traffic to generate consultations. Academic year 2017 involved a re-tooling of the program with a focus on intentional programmatic efforts to engage students in initial conversation and preparation work for the current year. Current year efforts have included intentional early interactions with first year students through PRO days, participation in Miner Move-In, and Opening Week Project X roadblocks prior to classes beginning. Since the start of classes, PIAs have conducted office hours in high-yield areas on campus such as the Student Success Center, Student Veteran Resource Center, and Southwestern Bell Cultural Center. Early efforts have yielded a doubling in consultations over AY17, with a pace of 100 consultations for the year in total.

Peer Involvement Advisor consultations matter, as they aim to address an issue presented in the 2017 Campus Climate Survey results. Of the top seven reasons students considered leaving the University, three involved their integration within campus (Climate Study for Learning, Living and Working 2017). Within the first year, nearly half of freshmen have considered leaving the University. An analysis of student choices in involvement or engagement, as recorded via the OrgSync platform, reveals a trend of delayed participation in student organizations.

Over the course of six years, just over half of freshmen join an registered student organization (RSO); the trend increases significantly over the second year and tends to hold steady through senior status, as noted below.

<table>
<thead>
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<th>Percent involved by class year:</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
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<tr>
<td>Freshmen</td>
<td>52</td>
<td>51</td>
<td>*</td>
<td>*</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Soph</td>
<td>63</td>
<td>61</td>
<td>*</td>
<td>*</td>
<td>73</td>
<td>68</td>
</tr>
<tr>
<td>Juniors</td>
<td>60</td>
<td>65</td>
<td>*</td>
<td>*</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>Seniors</td>
<td>63</td>
<td>66</td>
<td>*</td>
<td>*</td>
<td>69.5</td>
<td>72</td>
</tr>
<tr>
<td>Graduates</td>
<td>40</td>
<td>40</td>
<td>*</td>
<td>*</td>
<td>57</td>
<td>34</td>
</tr>
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The data regarding involvement does have significant limitations. It captures unique instances of membership in a recognized student organization, which people may join with a click of a button and without ever attending a meeting. It does not capture numerous other means by which a student
integrates with campus, including, but not limited to varsity athletics, intramural participation, undergraduate research, campus employment, Learning Enhancement Across Disciplines (LEAD) session engagement and study group participation. Likewise, the data is skewed by class standings, which change somewhat inconsistently. Class standing changes starkly between a typical fall and spring semester, most likely due to factors such the number of credits a student brings into the institution.

**Recommendations**

- Determine an institutional definition for the first year experience, components within the experience, owners for said components and contributing partners. Begin an evaluation of all components of the program. Similarly, re-examine the meaning and importance of traditional grade levels as they relate to graduation rates, since data will become skewed by changes in class standing (freshman, sophomore, etc.). Similarly, the nomenclature does not capture the actual student experience that reflects a five-year time-to-graduation.
- Explore opportunities for retention enhancement surrounding commuter students or lower retention residential facilities.
- Develop a more robust system for tracking involvement on campus.
- Reframe the conversation on campus regarding student involvement as a contributing factor to success, which can be a component of achieving academic success.
Subcommittee #2: Graduate Student Experience

Charge
The sub-committee was established to examine how to improve graduate student experience at Missouri S&T. The sub-committee charge:

• Examine the quality of life issues (funding, housing, community, etc.) affecting graduate students.
• Examine the academic experiences of graduate students.
• Explore how non-academic resources (professional and educational) are provided to graduate students.
• Make recommendations to improve graduate student experience.

Available Resources for the Subcommittee

1. Access to graduate student data available through the Office of Graduate Studies or the Office for Institutional Research and Assessment.
2. Resources and expertise from across campus.
3. Information and data regarding best practices in graduate education.

Summary
In 2016, the subcommittee administered its first ever graduate student focus group, which provided an in-depth look at the educational experiences of graduate students. However, the focus group was comprised of only graduate students from the College of Engineering and Computing (CEC). In 2017, the subcommittee initiated a focus group to gather similar rich qualitative data from the College of Arts, Sciences, and Business (CASB) graduate students.

The subcommittee first met on February 21, 2017 to begin organizing its work and from that to focus attention on two primary activities. First, analyze the doctoral retention, completions and time to degree (TTD) by entering cohorts so that informed data-driven decisions can be made. Second, conduct a focus group interview with a selected sample of CASB graduate students.

Our premise was that graduate students that are well taken care of will be productive students and perhaps resourceful alumni whom the university can turn to for support.

We spent most of the spring and summer of 2017 analyzing the TTD data and conducting and analyzing the results of the focus group interview.

1. Analysis of Doctoral Retention, Completions and Time to Degree

Two analyses were undertaken to show trends in the progression of our doctoral students. First is the doctoral student retention analysis, and second is the doctoral completions and time to degree. The universes of reference for each of the analyses are students entering a doctoral program during the academic years 2004-2005 through 2015-2016. The analyses were broken down by campus summary, by college divisions, and by degree entry.

Doctoral Retention (Campus Summary)
An analysis of retention and graduation rates for doctoral students entering in academic years 2004-2005 through 2015-2016 was performed. Based on five-year averages, 86 percent of all entering doctoral students were retained after the first-year; 20 percent graduated within four years; 37 percent graduated within five years; 54 percent graduated within six years, and 59 percent graduated within seven years. Details for each incoming class can be found in Table I.

Students who entered into a doctoral program with a master’s degree show similar retention and graduation pattern as the overall campus averages. Based on five-year averages, 86 percent students were retained after the first-year; 21 percent graduated within four years; 37 percent graduated within five years; 55 percent graduated within six years, and 59 percent graduated within seven years. Details for each incoming class can be found in Table II.

Students who entered the doctoral program with a bachelor’s degree show significant differences when compared to their master’s degree cohorts. Based on five-year averages, 70 percent were retained after the first-year; 9 percent graduated within four years; 19 percent graduated within five years; 34 percent graduated within six years, and 45 percent graduated within seven years. Details for each incoming class can be found in Table III.

**Doctoral Retention by College**

Within the College of Arts, Sciences, and Business, based on five-year averages, 83 percent of entering doctoral students were retained after the first-year; 10 percent graduated within four years; 30 percent graduated within five years; 62 percent graduated within six years, and 64 percent graduated within seven years. Details for each incoming class can be found in Table IV.

Within the College of Engineering and Computing, 73 percent of entering doctoral students were retained after the first-year; 19 percent graduated within four years; 40 percent graduated within five years; 54 percent graduated within six years, and 58 percent graduated within seven years. Details for each incoming class can be found in Table V.

**Doctoral Completions and Time to Degree**

Similar to the doctoral retention, an analysis of doctoral completions and time to degree for students entering in academic years 2004-2005 through 2015-2016 was performed. The analysis shows the average time to degree as well as how many students left the program with no degree, how many left with Master’s degrees and the number of degrees awarded within ten years after entry.

For the entering cohort of 2004-2005 through 2008-2009, the time to degree ranges from a low of 4.0 years for the 2004-2005 cohort to a high of 4.7 years for the 2005-2006 cohort. Based on five-year averages, 1.6 percent of entering doctoral students are still currently active, 18.8 percent left the program with no degree, and 22 percent left with Master’s degrees. See details in Table VI.

Within the College of Arts, Sciences, and Business, for the entering cohort of 2004-2005 through 2008-2009, the time to degree ranges from a low of 4.8 years for the 2004-2005 cohort to a high of 6.0 years for the 2005-2006 cohort. Based on five-year averages, 1.2 percent of entering doctoral students are still currently active, 16.6 percent left the program with no degree, and 20.6 percent left with a Master’s degree. See details in Table VII.

Within the College of Engineering and Computing, for the entering cohort of 2004-2005 through 2008-2009, the time to degree ranges from a low of 3.8 years for the 2004-2005 cohort to a high of 4.5 years for the 2005-2006 cohort. Based on five-year averages, 1.4 percent of entering doctoral students are still
currently active, 20.6 percent left the program with no degree, and 20.6 percent left with a Master’s degree. See details in Table VIII.

2. **Graduate Focus Group Interview**

The focus group interview, moderated by a skillful committee member, was held on April 26, 2017 in the conference room of the College of Arts, Science, and Business. Since this was the second focus group administered, simply with a different student subset, the subcommittee decided to use the same pre-questions used during the summer 2016 focus group with College of Engineering and Computing graduate students. These questions are attached in Appendix III. The environment for the focus group interview was comfortable with circular seating and the interview was tape recorded. The entire transcript is available online and in Appendix IV.

Overall, four students were recruited to participate, two female and two male. Two were Master’s degree students and two were doctoral degree students. One doctoral student was from mathematics and the other from chemistry. The Master’s students were from Technical Communication and Business Administration. Also, the two Master’s students were part-time students and were also full-time employees of Missouri S&T.

**Three areas of concern came out of the focus group interview:**

**Advisor availability and direction:**
Students discussed that their advisor did not regularly respond to emails. Also, students talked about how the advisors did not give much advice on which classes to take; they mainly just lifted holds from accounts. The students wished that there were more direction from the advisor. Additional issues were cited with advisors and pushing students to publish. Students said that some advisors didn’t care about publications till the end of their doctoral career, while others kept the students moving along with publications early. The ones that delayed would subsequently stress students out because they were suddenly pushed to publish a lot with only a small amount of time remaining.

**a. Perceived favoritism:**
One student said that the academic department only notified certain students of opportunities like fellowships, research opportunities, etc. Also, students were concerned that GTAs are rated and awarded based on evaluations, but some GTAs teach small classes with little to no evaluation response, and others teach sections with many students, and have lots of evaluations so are rewarded based on the information in the evaluations. The student indicated that the GTA evaluation system did not seem fair.

**b. Graduate student specific resources:**
The students wished that there were some form of daycare available on campus that had longer hours than what is available with the local daycares. They also requested more technical editing and writing resources available to them. One student mentioned that a Student Success Center type of resource would be helpful to graduate students.
Appendix 3: Focus Group Questions

- How did you learn about S&T?
- Think back to when you first enrolled as a graduate student at S&T. Tell me about your first impressions.
- We have talked a little bit about the Admissions experience already so my next question is what was the admissions experience like for you?
- Can you talk a little bit about your advisor’s communication style and the level of support that they provide? I am thinking of your current advisor.
- What would you say is your biggest non-research challenge impacting your degree completion pace?
- What would make life as graduate students easier? What barriers are you experiencing now that if they were removed might help you to complete your degree earlier?
- How long do you think it should take to complete a Master’s Degree? And the same question for PhD.
- What resources would you like to be available for graduate students that are not currently provided by S&T or the Rolla community?
- Is there anything I missed? Is there anything you came here to say but haven’t had the chance?
- Any final thoughts?
Appendix 4: CASB Graduate Student Focus Group  
April 26, 2017

This focus group was made up of two full-time PhD students, one in mathematics and the other in chemistry, as well as part-time students who are also full-time employees. One is an MBA student and the other is a technical communications student studying for her Masters.

This is the CASB Graduate Student Focus Group in support of the Student Success Committee’s Graduate Student Experience Subcommittee. Although we had five students who said that they were coming, we have two students who are with us now, which is fine and we are glad that you are here. I’m going to use the same questions that were given to me from the last time there was a focus group. These questions are about your own personal experience. If you know things though that you know to be true from other departments or from friends of yours I think that is all OK. I mean you know what you know and the goal of this is to try and identify ways to improve graduate student experiences and to figure out what might be the biggest problems or the things that we could help the most by solving or what the priorities are for you, so feel free to share anything that you would like to share. There will be a transcription of this meeting made but we will redact your names so you don’t have to feel that you are revealing something that someone might see and feel vulnerable because you said something. Fair enough.

**Our first question is about whether you think your advisor is preparing you enough and sets reasonable expectations?**

I haven’t, I don’t think because I’m part-time and because I’m on staff, I think that sometimes my advisor believes I know more than I do and he tends to just leave it to me, which is fine, but I wish that there was a little more feedback about it, instead of him just saying your hold has been released. Sign up. I mean I didn’t even know how to enroll in classes when I first started, because when I was in school I started 12 years after I graduated with a bachelors. We didn’t do it on a computer, we did it by hand, so I had no idea.

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My interaction with my advisor is pretty cursory, but I’m sort of self-advising. I’m a self-starter and that works for me. My interactions are about getting the advising hold removed and stating what classes I want to take. And then there were some sort of pro forma questions about the registration process. I haven’t really met with her but I think that is as much on me and not any kind of criticism of the system.

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I have no problem with my advisor. He is preparing us for the job market. My advisor is kind of old thinking so sometimes he doesn’t reply to emails so I have to go talk to him. He doesn’t like to read emails especially from students.

Well and anywhere that you were, no system is like any other system. So that’s helpful right? Advisors shouldn’t make assumptions necessarily about a student’s level of understanding.
From my point, in terms of academic things, my advisor was always helpful in terms of mathematics or in terms of our research. But when it comes to administration and this kind of problems, like how to enroll I never got any help. And actually, I asked a couple of times and he would say that he wasn’t very good at these types. So I tried to get help from my friends and I tried to enroll in classes because I didn’t even know what an advising hold was when I first came here. I didn’t even go to college in the United States so it was a whole new thing for me as an international student. But other than that, in terms of mathematics he is really helpful, he is always there and he is helping me with my research. We had our regular research meetings every time. I was meeting with my advisor a lot, but administration things maybe I can use more help, but I just taught myself or I asked friends, other professors or other people I know. Mostly I got the help from other friends or other students. So that is my experience.

What is the biggest non-research challenge that keeps you from completing your degree earlier? Other than research, are there other things about the program that you feel that maybe have slowed you down or made you not progress as quickly as you would have liked to.

I don’t know if teaching counts but I am also a Graduate Teaching Assistant at the same time and teaching at the university level is a different experience. So in the beginning I had to spend a good amount of time to get used to it. I think that was it, until I get used to the program, the students, the teaching, and the class that I teach actually, it was taking a lot of time.

I mean for me since I was working it went about as fast as it could be especially since Tech Com only does the 2-year cycle.

For me it is just time. I don’t think it’s an external thing. I don’t think there is any department obstacles. I’m just trying to do it simultaneously while trying to work full-time. There have been a couple of times that I have been frustrated in terms of the lack of a more robust course availability, but I realize it’s a numbers game and if you don’t have enough students in any given semester you have to balance the teaching load and enrollments and stuff like that. But at least I know that in my program that if you don’t take this class now, it might not be available for another year. I think generally, there is few if any, MBA classes where you have the option of taking them in the fall and spring. I think all of them are fall or spring. I know there are external factors that drive that.

Graduate students who have family and kids, there should be something like daycare for kids. Because sometimes, like in my case, my wife and I are both studying here. One of us has to sacrifice because it is time to get your son from school or daycare is closing. On Good Friday all day cares were closed. On that day I was having a presentation, my wife was having a presentation. So I talked to my friend and they took care of our kids. That takes your time to complete your degree on time. That is true for married students who have kids. Especially if both husband and wife are working for school. The school should provide that kind of facility, not free, but provide that opportunity.

Discussion followed regarding the possibility of day care.
So even if you hadn’t been working full-time at the same time, if the courses were running faster, presumably that could’ve changed the pace a little bit.

What would make your life as a graduate student easier, aka what barriers are you experiencing now, that if removed, might help you complete your degree earlier?

I am kind of atypical so I don’t know if I necessarily speak for the whole graduate student population at large because I am part-time and non-traditional and this is my second masters and I’ve had some informal conversations with ______________ one of my professors that was mostly about marketing and just my experience so I guess you can take it with a grain of salt that this is more anecdotal and is more qualitative than quantitative. My experience has been pretty smooth thus far but being in my position and somebody who kind of is, my job is about getting information, being a former journalist, I think a lot of direction was self-imposed in terms of advising and class selection and things of that sort. Not because of the absence of any resources I could have had through the department that’s just how I operate. When I thought about how that experience might be navigated by someone who perhaps wasn’t as adept as myself. One thing that I noticed in the process is that I thought it would be greatly helpful to have more access to actual course content such as the syllabi. Some professors would post their syllabus and would be current and other ones not. Now at this point since I am in the program I am able to do an end around and by reaching out to other students who have already taken the class and have gotten it from them directly. But then again I think, especially now, and it sort of dovetails with my other hat being marketing there is so much information when we are talking about recruiting, not just current students, but perspective students, sort of looking at what’s available, I sort of err on the side of more is better. That would be my one emphasis of what I would like to see more of.

When you are doing a PhD in technical subjects you need a certain amount of publications. You have to publish before you can graduate. The thing is that some professors really work hard to get publications out for a student. But sometimes they are full professors or they have their job to do, they don’t care about publications for the first three or four years. At the end they push the students, and at that time the students are really stressed because they need to get a job, they need to graduate and they need publications and thesis and all those things. Sometimes it is written in the curriculum in some departments that you have to complete this thing in 3rd year, you have to complete your competency, you have to select your committee members up to second year. You have to complete your comprehensive at the end of 3rd year. It is written over there but nobody cares about that. Some students are in their 6th year and they didn’t complete and sometimes I found that some students are in their 6th or 7th year, haven’t completed things to graduate on time and still they are getting Outstanding Graduate Research Assistant awards. In terms of money it is a little amount of money, $2,000 from the department. And the thing is the department is sending out emails to only those people who are getting awards not to all the people in the department. All graduate students should know that their colleague got an award so that other students should get __________. When someone asks on what basis did they deserve the award these are based on the student’s evaluation. But the thing is one student is teaching 80 students and another student may be only teaching 10 students. You can’t compare. And you know that not all students are evaluating. So what is the basis? So that is not always clear to graduate students. So yeah,
everybody wants to graduate, but nobody cares. But sometimes it hurts. You are working, all are in the same boat, but there should be some transparency. As much as the pressure is on the graduate student there should be some pressure on the professor as well. This is your student, if he is ready you should help him to get publication and at the end of third year he should get publication but at that time some professors will say no, he is a good student he will do it and the student will graduate. And after that they don’t get publication outside in the job market. The professors are here. It is written in the curriculum but nobody, the point is that it is written. When a student comes here, it’s a good thing, they see in the third year I will do this, in the fourth year I will do this and in fifth year I will graduate with this much publication. Professors are friends and in committees they will say he will do it, he will do it but when they graduate they don’t have. Some professors will push. Only new professors will push because they need tenure. Tenured professors don’t push. Guidelines are not evenly applied.

Do you publish in math? I already have two publications. I didn’t have any problems like that. Even with our schedules, we get emails about you should do this, you should have your comprehensive. But I agree that some of the things are not very clear because I heard that other graduate schools you have to first finish your classwork and then you start research. We don’t have that. I don’t know if it is good or bad, both have pros and cons I think, but here you do research at the same time as you take classes. It’s good, you start your research early but you also overwhelm yourself a lot. You’re taking classes, you’re teaching classes, you’re doing research and afterwards you feel so under pressure. Also, when I first came here we didn’t have this tuition waiver, this big savings for ourselves. It was harder, you’re making just a little money and we were working hard. I was teaching two sections, like a regular professor, and not making a lot of money. So that was really good for the graduate students. But I didn’t have any major issues in terms of transparency. We have also teaching and worked for the GTAs. We don’t know the details about it, how the students are selected. It is not explained to us. I didn’t feel like some specific people are getting it or nobody gets it twice, for example, in our department. I cannot think of anything really serious about our department at least.

How long do you think it should take to finish a Master’s Degree? How long should it take to complete a Doctoral Dissertation?

A Master’s should take 2.5 if you are doing thesis in Chemistry, and a PhD no more than 5.5 total. It shouldn’t take more than 7 from beginning to end, but most people finish around 5 years, some in 6. It depends if their professor is working or not.

Full-time and part-time makes a difference as well.

I will say that since I am going part-time in Tech Com, I don’t know for myself, but it does seem that most of the students seem to finish in 2-2.5 years. So it clearly is doable, and that’s teaching assistants.

In terms of our department I think the average is about 5 years but I know people that have been here for 7 years for PhD because in mathematics it is totally up to the subject that you work on. For example for some subjects, it happened to me for example when I started.
start a problem, you work on it for 1.5 – 2 years and you get no results. So you take a
different problem and start kind of from the beginning. So I think it is totally up to what you
are working on, who you are working with also affects the time. I think on average maybe 5
years for PhD in math, but for Masters we have thesis and non-thesis, with thesis 2.5 and
without 2 years.
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I think 2 years is standard for the MBA right?

What additional resources would you like to be available for graduate students that are
currently not being provided by the S&T or Rolla communities?

I had trouble hearing.
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Also, working in the Writing Center I think there is a big need for more technical editing. I'm
sure you are all aware of that, but we get requests all the time in the Writing Center, and we
can't help them. And they say well they can't help us them for things that are not thesis or
dissertation or article type related issues, there is nowhere for them to get help. There is a
need. Technical editing needs to be expanded.
---------
I am working on my dissertation right now and we have some help with dissertation writing.
Also I think another problem is as graduate students we are not very of the opportunities. We
don't know and maybe it's our fault because we are so buried in our offices working on our
research so we don't know about the outside world. So maybe we are not very aware of the
opportunities, so maybe more advertising or informing of the students.
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I don't think advertising is the problem, they just send emails every time.
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I'm not talking about events, but opportunities like what the Student Success Center is
presenting to students for example. What can they get from them? You don't know the
details. Not the events, but what kind of resources we have for the graduate students, like
what are the duties of the Technical Editing department, for example. Maybe we are not very
aware of these kind of things.
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Yeah, the thing is, say you tell your advisor that you are taking it to the department, Technical
Editing, they say it is a waste of time you read a lot of papers, you can edit it yourself, you know
better, you can show me I can edit. I heard from some student that some professors don't like
the students to go to Technical Editing because they don't want to expose the things that they
are doing. That's also a problem. That's what a friend told me. I told him that he can take his
article or paper to Technical Editing they will help you. My advisor says no, we can't do that.
That's a problem, there is a competition between professors and students. Before publishing,
the professor doesn't want the research exposed to the general public.
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Just as a point of clarity, the documents that are given to the technical editor are kept on
a secure drive, so they are not given to anyone else. And while she reads for grammar
and punctuation and such, she is not a chemist nor is she an engineer or a mathematician
or anything, so while she is reading it to make sure everything reads properly, she is not
reading it for content and she is not probably internalizing much of it. Just so everyone is aware of what she does or anyone in that capacity would do.

Adrienne, I’m just curious, I had somebody approach me about helping them edit a paper and I didn’t want to say “no”, but I really can’t say yes, so is this a resource that is available to all?

Yes, we have a full-time technical editor available to all graduate students for theses, dissertation, journal articles, and one or two other smaller things. She won’t do a term paper necessarily, but she will do scholarly publication. She does work full-time but we only do have one technical editor and she is very busy. A lot of students will use this technical editing service right before they turn in their thesis or dissertation for a final format check before submission. She got so backed up so we had to hire a couple of student workers to get her through the busy season. We have had student workers helping her before but again, it is a funding issue. So at this point we officially only have one technical editor and occasionally some student assistants who are Tech Com or English majors assisting with it as well.

So the Writing Center, by contrast, is strictly for undergrads?

Yes. She does not do Statement of Purpose or resumes or anything. That is all referred up to COER. Generally speaking if it is a scholarly publication, she can assist with it.

My observations are a lot more nebulous, and I think sort of speaks to one of the points you made. Part of me would like to see, it seems like the graduate and undergraduate worlds are like two ships passing in the night, and admittedly very different experiences and different stages of life and different goals and that sort of thing. I guess most undergraduates if they are exposed to graduate students it will be as TAs or in that position of authority figure as opposed to a colleague. I know we do some pretty good stuff in terms of undergraduate research experience. And again I don’t know, I think a lot of that needs to be initiated by the individual or by the groups rather than something you mandate from above. I think in my pie in the sky world I think both communities can learn and benefit from the other and again a graduate student who is married and has kids and working as opposed to an undergraduate in the dorms these are in very different places in life but I think there might be some places where those worlds can interact a little bit more. I don’t have any specific suggestions on what those would be.

Discussion about how to get information out to graduate students. Timing of the information for when they need it. Graduate specific resources for COER, orientation, Technical Editor, etc.

Appendix 5: List of Data Sources Available to the Sub-committee

- CGS: Analysis of Baseline Demographic Data from the Ph.D. Completion Project.
- CGS Report: Survey of Graduate Enrollment and Degrees.
- S&T Strategic Plan (http://strategicplan.mst.edu/).
- S&T Graduate Student Charges (fees, tuition).
- Student Debt Article (The Economist, 2015).
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**Note:** The table represents the academic progression of students from Year 1 to Year 10 in the context of their degree status (Continuing, Earned Doctorate, Withdrew) and the academic year (Year). Each row shows the status of students for each academic year.
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**Note:**

- The data presented reflects the percentage of students in each category for the academic years given.
- The categories are based on time to degree (in years) with specific breakpoints for different milestones.

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**Campus Summary**

Academic Years 2004-05 through 2015-16

Doctoral Candidates and Time to Degree by Entering Status

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*Note: Data includes students who received degrees in the designated fields.*
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<td>2020-21</td>
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<td>2021-22</td>
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</tbody>
</table>
Recommendations

Recommend encouraging faculty to graduate doctoral students within 6 years. Increase doctoral second-year retention. Reduce number of students graduating in years seven or higher. Analysis by department plus “starting degree” should be undertaken.

Overarching recommendations:

To improve graduate student experience as well as retention and recruitment the subcommittee suggests three overarching recommendations:

- **Work to assist faculty advisors with ways to mentor and guide graduate students.**
- **Improve and promote graduate education culture and improve support structures for success of graduate students.**
  - The Office of Graduate Studies should continue to create awareness or a list of non-academic services/resources already available such as graduate student programs/events, technical editing resources, etc.
  - Offices and resources on campus should make a significant effort to reach out to graduate students to let them know they are included.
  - Create a new Graduate Success and Resource Center.
- **Make the Graduate Student Experience Subcommittee a standing subcommittee devoted to improving and promoting graduate student success.**

Areas of Further Study:

- Conduct a focus group interview of International graduate students and domestic graduate students. Also, consider focus groups to determine differences between on-campus and off-campus students.
Subcommittee #3: Student Advising

Charge
The Student Advising Subcommittee will review the work of this subcommittee from previous years, measure results, and make a recommendation for continued improvement of academic advising at Missouri University of Science and Technology.

Activity
The committee reviewed previous years’ work and discussed options to most quickly and effectively improve advising. It was decided that the development of a proposal to create a new provost appointed advising council would make the advising effort on campus more permanent. This council could also facilitate the improvement of advising across the various models for advising that are in place on campus and facilitate sharing of best practices across campus as well.

Review of Previous Years’ Work

2013-2014 Subcommittee on Freshman Engineering
Recommendation
- This subcommittee recommended adding three to four professional advisors to manage the large number of freshmen in the Freshman Engineering Program (FEP).

Result
- Four professional advisors have been hired in FEP.

2014-2015 Subcommittee on Advising for Student Success
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.

Results
- Advisor training added to Institutional Strategic Plan.
- Work on creating framework added to 2015-2016 Student Success Committee activity.

2015-2016 Advising Center Models and Best Practices
Recommendations
- Develop a higher administrative appointed advisor council (similar to that of University of Missouri-Columbia and Missouri State University).
- [http://provost.missouri.edu/about/committees/advising-council.php](http://provost.missouri.edu/about/committees/advising-council.php)
- [https://www.missouristate.edu/advising/83845.htm](https://www.missouristate.edu/advising/83845.htm).
• Provide consistent and efficient training of new academic advisors, as well as ongoing professional development.
• Hire at least two more professional advisors, one for the Undergraduate Advising Office and one for the Freshman Engineering Office.
• Advisor recognition and awards.

Results
• “Develop Advising Council” placed on 2016-2017 Student Success Agenda.
• Added professional advisor in FEP.

Summary
The primary accomplishment of the committee is the completed proposal for the Missouri University of Science and Technology Advising Council to be charged by the provost of the university. The committee considered several models from other universities as templates, and added variations to make the proposed council fit the needs of S&T.

2016-2017 Recommendations
The Committee recommends that Missouri S&T create a permanent Advising Council to be charged by the provost. The description and makeup of the proposed Council is attached in Appendix C. It is to be presented to the provost for approval at the conclusion of the year’s business of the Student Success Committee.
Subcommittee #4: Time to Graduation/Credit Hours

Charge
Continuation of 2016 study to determine the time to degree completion under defined categories with 120 credit hours as the base line for all programs. However this study sought to determine differences, if any, between programs that required 120 credit hours for graduation, versus those with 128 credit hours required for graduation. In addition, programs with secondary and elementary education certifications, and Technical Communications were evaluated separately.

Summary
*indicates verbatim from 2016 study

Motivation*

Average credit hours at graduation was discussed as an agenda item of the General Officers meeting on July 8, 2015. For the 2013-2014 graduating class, the average number of credit hours students graduate with at:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MU</td>
<td>134</td>
</tr>
<tr>
<td>UMKC</td>
<td>138</td>
</tr>
<tr>
<td>Missouri S&amp;T</td>
<td>147</td>
</tr>
<tr>
<td>UMSL</td>
<td>141</td>
</tr>
<tr>
<td>System Average</td>
<td>137</td>
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</tbody>
</table>

Credit hour graduation requirements*

Bachelor of Arts (BA) and Bachelor of Science (BS) programs at Missouri S&T specify the required and elective courses and set the minimum number of credit hours required for each degree program. BA programs typically require a minimum of 120 credit hours but may be higher. Biology, Business and Management Systems, Chemistry, Economics, English, History, Information Science and Technology, Multidisciplinary Studies, and Philosophy require a minimum of 120 credit hours. Programs that offer the secondary education emphasis require additional hours ranging from 124-135 credit hours. Technical Communications requires a minimum of 126 credit hours.

BS programs typically require a minimum of 128 credit hours. However, Geology and Geophysics requires a minimum of 127 credit hours. Mathematics requires a minimum of 128 credit hours, however the minimum increases to 135 credit hours with the secondary education emphasis. All engineering programs require a minimum of 128 credit hours with the exception of Chemical and Petroleum Engineering, which require 129 credit hours.

Reasons minimum credit hours for graduation requirements may be exceeded*

There are a wide variety of known reasons the minimum credit hours for graduation can be exceeded. These reasons cross the entire spectrum, positive, negative and neutral. Positive reasons, or those which might be considered “value-adding” from the student’s perspective include obtaining minors, dual majors or second BA/BS degrees. There are two examples that could be considered negative that
are actually a very positive outcome. The first is that students change their majors. This means that they are persisting with the university but will subsequently have more credit hours. The second example concerns students that start in a lower math course. Because they are in the lower math course they will have to take more math courses to be able to continue through their degree requirements. This may seem negative but in actuality these students have a deeper understanding of the math needed for the engineering degrees. Some students may consider starting in a prerequisite mathematics class or a change of major as a negative due to attitude or perception. Those which might be considered more negative include failing courses or not passing with a required grade, and readmit students who needed to increase their GPA for readmission to the university or program. Neutral reasons may include transferring in courses taken during their high school years, through AP, Dual Enrollment, IB, or CLEP which will not apply to their chosen degree program, and ROTC credit obtained after enrollment. Transfer students may also transfer in credits which do not apply to their chosen program. However for purposes of this study, transfer or TRE students are evaluated separately.

Data used for this analysis

The Institutional Research and Assessment office generated several data sets for this analysis. The categories included, Technical Communications, programs which require 120 credit hours for graduation (BA), programs that require 128 or 129 credit hours for graduation (BS), and programs that included secondary and elementary teacher certification (BA and BS). The data sets included students who graduated during the 2010-2011, through 2015-2016 academic years. The data was separated for FTC and TRE students and specific tabulated information was generated. Some additional data was generated for each academic year such as gender and ethnicity. However, no subdivisions using those categories was undertaken in this study. The major categories of data include the following:

- General
  - Total Number of Graduates, Average Credit Hours, Median Credit Hours, Avg. GPA, Time to Degree (TTD)
- Gender
  - Number of Male, Number of Female
- Ethnicity
  - URM and Non URM in various categories
- Graduated with 12X credit hours
  - Number, TTD, Median Credit Hours, Average Credit Hours
- Graduated with greater than 12X credit hours
  - Number, TTD, Median Credit Hours, Average Credit Hours
- Graduated with greater than 12X Credit Hours with minor(s)
  - Number, TTD, Median Credit Hours, Average Credit Hours
- Graduated with greater than 12X Credit Hours with dual major(s)
  - Number, TTD, Median Credit Hours, Average Credit Hours
- Graduated with greater than 12X Credit Hours and changed major(s)
  - Number, TTD, Median Credit Hours, Average Credit Hours
- Graduated with greater than 12X Credit Hours with co-op(s)
Data statistics

FTC (2010-2011 --- 2015-2016)
Bachelor of Arts Programs

Graduate 120 credits: 4.67 TTD, 140.5 Avg, 137.7 median (N = 63 – 75, median range 6, average range 4)

Graduate with 120 credits: 9.6%, TTD 4.03
Graduate > 120 credits:
  • 90.4%, TTD 4.67, 139.1 Avg, 135.8 median
Graduate > 120 credits with minor:
  • 76.7%, TTD 4.7, 139.3 Avg, 134.0 median
Graduate > 120 credits with dual:
  • 21.5%, TTD 4.65, 141.5 Avg, 138.3 median
Graduate > 120 credits change major:
  • 4.95%, TTD 5.0, 140.5 Avg, 136.0 median
Graduate > 120 credits with co-op:
  • 8.5%, TTD 4.73, 137.3 Avg, 136.2 median
Graduate > 120 credits not in other group:
  • 14.6%, TTD 4.7, 138.4 Avg, 134.6 median

**The last four academic years TTD was 5.0 years
**Average and Median credit hours at graduation remains stable (noise)

TRE (2010-2011 --- 2015-2016)
Bachelor of Arts Programs

Graduate 120 credits: 3.00 TTD, 145.83 Avg, 143.0 median (N = 17– 65, median range 19, average range 23)

Graduate with 120 credits: 31.25%, TTD 2.22
Graduate > 120 credits:
  • 68.75%, TTD 3.07, 144.2 Avg, 141.5 median
Graduate > 120 credits with minor:
  • 42.3%, TTD 3.1, 141.8 Avg, 140.3 median
Graduate > 120 credits with dual:
  • 4.8%, TTD 3.03, 144.5 Avg, 142.2 median
Graduate > 120 credits change major:
  • 7.2%, TTD 3.4, 142.5 Avg, 140.5 median
Graduate > 120 credits with co-op:
  • 13.0, TTD 3.0, 147.0 Avg, 147.0 median
Graduate > 120 credits not in other group:
• 16.8%, TTD 3.0, 141.5 Avg, 138.3 median

**FCT (2010-2011 --- 2015-2016)**
Engineering, Mathematics, and Science Programs

Graduate 128 credits: 4.8 TTD, 148.0 Avg, 144.6 median (N = 583 – 756, median range 2, average range 2) (Eng/Math)

Graduate with 128 credits: 16.96%, TTD 4.07
Graduate > 128 credits:
  • 82.04%, TTD 4.68, 145.2 Avg, 142.0 median
Graduate > 128 credits with minor:
  • 26.16%, TTD 4.58, 145.16 Avg, 145.16 median
Graduate > 128 credits with dual:
  • 13.8%, TTD 4.72, 147.5 Avg, 144.83 median
Graduate > 128 credits change major:
  • 8.75%, TTD 5.0, 148.7 Avg, 148.7 median
Graduate > 128 credits with co-op:
  • 18.56%, TTD 4.93, 144.67 Avg, 140.83 median
Graduate > 128 credits not in other group:
  • 34.3%, TTD 4.62, 145.0 Avg, 141.83 median

**The last five academic years TTD was 5.0 years**

**Average and Median credit hours at graduation remains stable (noise)**

**Appears to be an increasing trend in those graduating with greater than 128 credit hours**

**TRE (2010-2011 --- 2015-2016)**
Engineering, Mathematics, and Science Programs

Graduate 128 credits: 3.24 TTD, 155.6 Avg, 152.8 median (N = 214– 350, median range 7, average range 9) (Eng/Math)

Graduate with 128 credits: 21.4%, TTD 2.25
Graduate > 128 credits:
  • 78.6%, TTD 3.01, 157.7 Avg, 153.0 median
Graduate > 128 credits with minor:
  • 24.8%, TTD 3.23, 162.3 Avg, 157.2 median
Graduate > 128 credits with dual:
  • 18.2%, TTD 3.03, 159.8 Avg, 155.3 median
Graduate > 128 credits change major:
  • 18.2%, TTD 4.0, 159.8 Avg, 156.8 median
Graduate > 128 credits with co-op:
  • 12.4%, TTD 3.28, 150.2 Avg, 148.0 median
Graduate > 128 credits not in other group:
  • 48.1%, TTD 2.98, 157.2 Avg, 152.2 median
FTC (2010-2011 --- 2015-2016)
Secondary, Elementary, Teacher Certification

Graduate varied credits: 4.17 TTD, 148.3 Avg, 145.3 median (N = 43 – 68, median range 22, average range 11) Data runs based on greater than 120

Graduate with 120 credits: 10.46%, TTD 3.82
Graduate > 120 credits:
  • 89.5%, TTD 4.4, 142.2 Avg, 137.0 median
Graduate > 120 credits with minor:
  • 60.75%, TTD 4.42, 142.5 Avg, 139.2 median
Graduate > 120 credits with dual:
  • 117.4%, TTD 4.38, 143.7 Avg, 137.0 median
Graduate > 120 credits change major:
  • 43.8%, TTD 4.5, 143.2 Avg, 141.2 median
Graduate > 120 credits with co-op:
  • 3.2%, TTD 5.32, 149.75 Avg, 148.5 median
Graduate > 120 credits not in other group:
  • 32.6%, TTD 4.3, 142.7 Avg, 137.0 median

TRE (2010-2011 --- 2015-2016)
Secondary, Elementary, Teacher Certification

Graduate varied credits: 3.00 TTD, 141.33 Avg, 135.5 median (N = 18– 79, median range 6, average range 13) Data runs based on greater than 120

Graduate with 120 credits: 11.31%, TTD 2.2
Graduate > 120 credits:
  • 88.7%, TTD 2.72, 142.83 Avg, 137.3 median
Graduate > 120 credits with minor:
  • 31.8%, TTD 2.92, 147.0 Avg, 143.3 median
Graduate > 120 credits with dual:
  • 13.8%, TTD 2.70, 142.8 Avg, 136.3 median
Graduate > 128 credits change major:
  • 25.8%, TTD 3.33, 142.8 Avg, 142.5 median
Graduate > 120 credits with co-op:
  • Negligible – only 2 in 2012-2013 academic year
Graduate > 120 credits not in other group:
  • 27.3%, TTD 2.68, 140.7 Avg, 135.0 median

FTC (2010-2011 --- 2015-2016)
Technical Communications
Graduate 126 credits: 4.40 TTD, 132.0 Avg, 132.0 median (2, 2, 1, 1—6 total)

Graduate with 126 credits: 1/6, TTD 4.0
Graduate > 126 credits:
  • 5/6, TTD 5, 4, 4, 5, 132.0 Avg, 132.0 median
Graduate > 120 credits with minor:
  • 2/6, TTD 5.0, 150.0 Avg, 127.0 median
Graduate > 126 credits with dual:
  • 2/6, TTD 5, 4, 172 and 128 Avg, 157 and 128.0 median
Graduate > 126 credits change major:
  • None
Graduate > 126 credits with co-op:
  • 1, TTD 5.0, 172 Avg and 172 median
Graduate > 120 credits not in other group:
  • None

TRE (2010-2011 --- 2015-2016)
Technical Communications

Graduate 126 credits: 3.20 TTD, 144.8 Avg, 144.2 median (N 3, 4, 2, 0, 7, 1)

Graduate with 126 credits: 1/17, TTD 3.0
Graduate > 126 credits:
  • 16/17, TTD 3.1, 144.0 Avg, 141.4 median
Graduate > 120 credits with minor:
  • 7/17, TTD 3.7, 147.2 Avg, 147.2 median
Graduate > 126 credits with dual:
  • 3/17, TTD 3.03, 144.7 Avg, 139.0 median
Graduate > 126 credits change major:
  • None
Graduate > 120 credits with co-op:
  • None
Graduate > 120 credits not in other group:
  • 6/7, TTD 2.88, 144.75 Avg, 140.75 median

Positive observations
• Significant number of students obtained additional “value-added” credentials.
• Increasing number of FTC and TRE graduates engaging in co-op which provides a positive marketing opportunity.
• Observable differences between FTC and TRE statistics.
• Provides data-driven opportunity to articulate why Missouri S&T is different and why it makes sense that students often exceed minimum credit hours.
Comparison observations (typical 120 credit hour programs (BA) and 128 credit hour programs (BS))

- Higher percentage of co-op for engineering and math.
- Higher percentage of minors and dual majors for BA programs.
- Roughly 8 credit hour difference on average.
- Almost double the percentage of major changes for engineering and math.
- Higher percentage of engineering and math (21.4%) graduate with minimum hours than H/SS (9.6%).

Confirming observations and other observations

- Average credit hours matches System data with FTC students.
- Time to degree confirmed as 4.5 – 5.0 years as was generally believed and appears to be increasing.
- Average credit hours appear to be stable.
- 7075 graduates across all categories (4935 FTC and 2140 TRE)

General discussion and recommendations for future study

This follow-up study to the 2016 study essentially sought to determine what differences, if any, appear between programs with similar minimum degree hour requirements. It appears that in general, time to degree completion is trending up to an average of 5.0 years, whereas the average and median hours at graduation remain stable with slight movement in both directions over the academic years. TRE student’s time to graduation is slightly higher than FTC, which is not an unreasonable observation. As noted in comparisons above, the engineering and math, and educational programs have expected differences in average and median degree hours at graduation. It should be noted that while the average hours at graduation are at least similar to other systems school, there are still a large number of students with extensive credit hours beyond the minimum required. As stated in the 2016 study, there will be differences in how many additional hours are required for dual majors or minors in non-engineering and math programs. In rare instances it is possible to obtain dual majors with the minimum 120 credit hours. Clearly, the overwhelming majority of students do not graduate with the minimum number of hours nor graduate in “4” years. Is this a problem that can be addressed, or the “natural order of things” that has progressed over the years? Should the major focus be on average hours at graduation, or time to degree? While it may be interesting to dive deeper into individual cases, thus requiring transcript or degree audit evaluations, is the investment in time and resources worth the cost for perhaps minimal improvement? For 128 credit hour programs, is it reasonable or possible to decrease required hours to 120 credit hours? What challenges, such as accreditation (ABET for Engineering and Computer Science) would the reduction in credit hours create? What level of faculty resistance could be expected?

Final Recommendations

No further study is recommended.
Subcommittee #5: Transfer Student Success and Engagement

Charge
The Transfer Student Engagement and Success Subcommittee charge was to analyze current data to evaluate success of transfer students, to determine if current programs, policies and processes need improvement, as well as to begin investigation of the level of involvement (engagement) at S&T.

Summary
Transfer students are an important part of the Missouri S&T undergraduate student population. Fall 2017 fourth week census indicates a total of 6,920 undergraduate students. 1,387 of those (20%) first enrolled at S&T as transfer students. We have a total of 1,964 graduate students and of those, 166 (8%) first enrolled as a transfer student. The total number of new transfer students for the fall semesters have ranged from 266-286 in 2006-2008 and averages around 375-401 for 2011-2016. We typically enroll around 100 new transfers each spring semester. The primary source of these students are the domestic “partner schools”. These are primarily community colleges but also four-year schools, with whom we have had transfer articulation agreements for over 40 years.

These relationships are based on mutually beneficial policies and processes, thus encouraging active recruitment of students for both S&T and the partner schools. We encourage prospective students to
engage with us early in their enrollment at their partner school, but also encourage them to remain with their sending school for four full semesters to achieve completion rate goals for the sending school and to ensure our faculty experience academically-mature and successful transfer students upon enrollment at S&T. S&T has been a leader in the “Reverse Transfer” initiative promoted by MDHE. This process helps transfer students who enroll at S&T without an Associate of Arts or Science, to have automatic transfer of coursework back to the sending school, thus achieving an Associate credential for the student and completion criteria for the sending school, with no cost or administrative burden on the student. Admissions and International Affairs have also collaborated successfully to develop similar partner school relationships for international transfer students. Our analysis indicates that transfer students demonstrate strong academic success upon enrollment at S&T.

Transfer Student Performance
Change in GPA from Sending Institution GPA to S&T Graduation GPA

(This chart reflects average GPA and standard deviation, # of students in parentheses.)

While there is some deviation in GPA at S&T compared to sending GPA, depending on quality of sending school program, on average our partner school transfer students achieve a GPA at S&T very close to the GPA achieved at their sending school. While not a part of official retention data since they are not “first time college” upon enrollment at S&T, our graduation data indicates that overall graduation rates for transfer students are over 66%, and for the partner school engineering students who complete the recommended four semesters at a sending school and arrive at “junior level”, graduation rates exceed 88%.
Transfer Student Graduation Rates

The subcommittee has also created a Transfer Student Engagement survey and will begin administering that survey to our enrolled transfer students during the 2017-2018 academic year. Our goal is to determine if we can improve transfer involvement in activities that we know positively impact academic success, job placement, access to internships and co-ops, and other criteria that encourage graduation and lifetime success for our graduating students.

The processes currently in place to enhance engagement include small changes to Transfer Advising Day. These include a pilot program of using Schedule Planner for and providing more Student Life and Activities information. Student Success Programs created the “Transfer Transitions” orientation day for transfers. Currently between 20-25% of transfers are participating. A goal of our engagement survey will be to find ways to collaborate to improve that level of involvement. Another key issue related to transfer student graduation rates and satisfaction has been very proactive cooperation among Admissions, the Registrar’s Office and department chairpersons to identify and address course capacity issues. This, however, continues to be a challenge, especially for the Transfer Advising Days which occur more near the beginning of semesters. Finally, S&T is a member of the MDHE Pilot
Project of Concurrent Enrollment programs. The new East Central College/Missouri S&T Campus Connections program promotes concurrent enrollment at both institutions for those students for whom this is a financial or academic advantage.

**Recommendations**

Current programs and processes are achieving academic success and graduation for transfer students. More data is needed to evaluate current level of engagement, the impact of engagement upon graduation and satisfaction and whether additional work is needed to enhance that engagement.
**Subcommittee #6: Under Represented Minority Student Trends (ad hoc)**

**Charge**
- Investigate significant decline in first to second year retention of underrepresented minority (URM) students that occurred with the F2015 to F2016 cohort (from 88% to 77%).
- Analyze trends (if any) in 6-yr graduation rate for URM students.
- Evaluate whether strategic plan and dashboard goals are appropriate.

**Summary**
Definition of Under Represented Minority (URM) at Missouri University of Science and Technology:

- African American
- American Indian / Alaska Native
- Hispanic / Latino
- Multiple Race
- Pacific Islander
- Not Included: Asian, International, Not Specified and White

The graph below shows URM retention and graduation rates from 1988 through the fall 2016 cohorts.
As can be seen, there is a significant amount of noise around a trend line for any of the measures. This noise may be partly due to the small size of the sample for each entering cohort [there have been approximately 100 URM students with each entering freshmen class in the last five years or so; therefore, one URM student represents about 1% in the first to second year retention numbers]. A 5-year moving average hovers in the 80% retention range for most of this period. Between 2000 and 2008 there was a period of significantly higher first to second year retention except for 2003 when retention dropped dramatically for one year.

The 6-year URM graduation rate shows a lot of noise as well. There is a 5-year moving average of about 40% in the late 1980’s and early 1990’s which steadily increases to about 60% until 2002 and then the moving average decreases down to 45% to 50% over the last eight or nine years.

In the “Rising to the Challenge” Strategic Plan there is no specific goal for URM retention or graduation rate. There is a specific goal for overall first to second year retention of 88% by the year 2020.

The S&T Dashboard of performance metrics does include baseline numbers and goals for URM retention and graduation rates, female retention and graduation rates, and overall undergraduate retention and graduation rates. Those metrics are as follows:

- First to second year retention goal for URM  
  (Baseline = 80%, 2020 goal = 90%)
- 6-year graduation goal for URM (baseline = 63%, 2020 goal =65%)
- First to second year retention for female  
  (Baseline = 87%, 2020 goal =92%)
- 6-year graduation goal for female (baseline = 70%, 2020 goal = 71%)
- First to second year retention for all under graduates (this goal is from Strategic Plan)  
  (Baseline = 83%, 2020 goal = 88%)
- 6-year graduation goal for all under graduates (baseline = 65%, 2020 goal = 67%)

It is unclear how these goals and baselines were set. Typically in the “Rising to the Challenge” Strategic Plan the baseline numbers were the 2012 numbers. However, for URM retention and graduation those numbers do not exactly match.

It is interesting to note that a decision was made to strive for a 10% increase in first to second year retention for URM students by 2020, while the decision was to strive for a 5% increase for female and for the undergraduate population as a whole.

Significant events that may have impacted URM retention and graduation rates for 2015 cohort:
- The Ferguson, Missouri issues began in August of 2014 and carried through into 2015.
- October 2015 began the “Concerned Students 1950” protests at Mizzou (Melissa Click incident, football team controversy, Mizzou Chancellor and UM System President resign).
Missouri S&T student makes threat on Yik Yak during Fall 2015 semester.

Black Men's Think Tank and Let's Talk series at S&T to address some of the concerns.

Changes at S&T that may have impacted URM retention and graduations rates:

- S&T Enrollment Management was directed by President Wolfe and then-Chancellor Schrader to admit all students meeting the minimum admissions requirements starting with the Fall 2015 cohort (previously, some students were denied admission if their overall record did not indicate they were ready for S&T; even if they met minimum admission requirements) – there are 60 to 70 FTC admitted now each Fall that would not have been admitted previously [note: we are working on determining which of these “conditionally” admitted students were actually enrolled and how they were retained].

- Ongoing increases in fees and tuition coupled with decreases in federal, state and local financial help (this is true for all students but particularly a challenge for URM).

- Exit interviews of FTC freshman students from fall 2015 who did not return to S&T for fall 2016 did not reveal any specific issues that might apply to URM students who did not return.

What research exists that might shed light on URM retention and graduation at S&T?

1. Dr. Larry Gragg’s research and interviews with URM former students at S&T (part of his work on the history of MSM/UMR/S&T).

   Former UMR students cite relationships with someone on campus as extremely important, and they named a few key people who they connected with and who helped them succeed:

   A. Interview with Leila Flagg (1st African American female to graduate from Rolla – graduated in 1960)

      i. She repeatedly heaped praise on Professor J. Kent Roberts in Civil Engineering for being her champion at a time when she was the only minority female student and only one of five minority students on campus.

   B. Larry George and Alpha Phi Alpha fraternity (1960’s through 1980’s).

   C. Floyd Harris and the Minority Engineering Program (1970’s through 1990’s).

   D. Harvest Collier and the Master Student Class (1980’s through 2013).

   Dr. Gragg notes: The opportunity to “connect” with someone who pushes them, supports them, challenges them, and has their back seems very important to URM students.

2. 1993 Paper by Dr. Riordan based on University of Missouri Rolla campus climate research and experience of minority students

   Conclusions focused on faculty-student relationships. Such relationships are very important to minority students and yet many obstacles exist:

   A. Faculty were perceived to have lower expectations of minority students

   B. Minority student insecurity may exaggerate negativity of some interactions with faculty (e.g. stereotype threat)
C. Minority students and alumni place much more emphasis on faculty socio-emotional qualities like sensitivity and fairness than did non-minority students and alumni who were more likely to rate faculty on content-related qualities like knowledge and organizational ability.

NOTE: more recent campus climate surveys/research have been much broader and have not been focused specifically on minority students and alumni

3. Subcommittee Discussion with Dr. Harvest Collier (former VP of Undergrad Studies at S&T).

Dr. Collier developed the Master Student class for URM students at S&T in 1990 and has taught that class for 27 years. He estimates he has interacted with about 1,600 URM students in the Master Student class and outside of class over that time.

Dr. Collier cites the following from his review of his records, discussions and interactions with those students:

A. Campus environment is an issue that is repeatedly brought up (“them vs. us” feeling --- uneasiness and lack of comfort interacting with faculty).
B. Level of preparation of URM students is a challenge (especially at a STEM university). LASSI survey data outcomes for Master Student Class indicated a majority of URM students were not prepared in terms of attitude, handling anxiety, information processing, and ability to concentrate.
C. Hit the Ground Running summer bridge program seemed to have a definitive positive impact on URM students.
D. Stereotype threat and its manifestations is real and has repercussions for URM students.
E. Transition fatigue is a particularly strong negative outcome that occurs for many URM students.
F. Financial concerns tend to weigh more heavily on URM students – a larger percentage of them come from disadvantaged socio-economic backgrounds.

4. A major outcome mentioned by Dr. Sue Rankin from the recently completed 2017 S&T Campus Climate Survey is the following:

#1 reason students say they have considered leaving S&T → “sense of belonging”.

This is a result for all students that responded to the climate survey, but as previously mentioned, this sense of belonging is a particularly important issue for URM students.

Conclusion

Some recent changes here at S&T may help with financial concerns of URM students.

Due to campus reorganization, diversity scholarship awarding will now fall under Student Financial Assistance.
1. SFA staff will be able to pair diversity scholarship awards with other awards to more completely address a student’s financial needs.
2. Diversity scholarship renewals will be handled on the same schedule as other merit award renewals therefore reducing possible confusion or concerns about future year’s aid availability.

Other changes in structure may help
New campus Chief Diversity Officer at the Vice Chancellor level will provide for more possibility of targeted programming and close coordination between Enrollment Management, Academic Support, Student Affairs and the Chief Diversity Office in developing effective strategies to assist our URM students and improve retention and graduation rates.

Concluding remark about the big issue
The evidence indicates the most important issue in URM retention and graduation is this “sense of belonging” and making deep and meaningful one-on-one connections with faculty and staff. In an environment of more students on campus, larger class sizes, less money and resources from the state, and pressures to increase research productivity; how do we best facilitate making more one-on-one connections and more meaningful and in-depth relationships between URM students and the faculty (and the staff)?
APPENDIX A

Cumulative Retention & Graduation Rates of First-Time, Full-Time Degree Seeking Freshmen
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Female Freshmen Retention and Graduation Rates

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## Under Represented Minority Freshmen Retention and Graduation Rates

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</table>
Hispanic Freshmen Retention and Graduation Rates

1st year  2nd year  3rd year  4th year  5th year  6th year
APPENDIX B
Retention Strategies and Tactics
2001-2017
Retention Strategies and Tactics, 2001-2017

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
- Created graduate student focus groups and conducted interviews, 2016

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
• Implemented Student Success Mentor Program for probationary admits, 2013
• Implemented Reconnection I & II, 2013
• Implemented Sophomore Summit, 2014
• Hired three professional staff advisors for FEP department, 2015
• Implemented Half-Way to Graduation event, 2016
• Hired Starfish staff member in Registrar’s office, 2016
• In process of creating advising council based on current recommendations (2017)

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, 2011-2012

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, 2014-2015
• Secured $100,000 in funding for Hit the Ground Running and Institutional Work Study based on a proposal submitted to the UM System Comprehensive Retention Initiative (CRI), 2015-2016
APPENDIX C
Other Documents
The Higher Education Core Curriculum Transfer Act (SB 997)

Core Curriculum Advisory Committee (CCAC) to the Missouri Department of Higher Education (MDHE)

Klaus Woelk
Missouri S&T Representative

SB 997
Higher Education Core Curriculum Transfer Act

PRIMARY GOALS (TO BE COMPLETED BY JANUARY 1, 2018)
1. Develop a recommended lower division core curriculum of 42 semester credit hours
2. Approve a common course numbering equivalency matrix.

INSTITUTIONAL RESPONSIBILITIES
1. Adopt 42 credit hour block, include in the equivalency matrix in catalog, implement for 2018-19 AY.

STUDENTS’ RIGHTS AND BENEFITS
1. 42-hour block at one IHE transfers to all other public IHEs.
2. Not required to take additional core curriculum courses at the receiving institution.
3. Receive credit from the receiving IHE for each course successfully completed.
   (May have to satisfy further course requirements in the core curriculum of the receiving institution)

ADDITIONAL TASKS
1. Evaluate the transfer practices of each public institution
2. Resolve disputes concerning credit transfer.
3. Promulgate rules

CAVEATS
• Provisions not apply to native students.
• Not affect an IHE’s authority to adopt its own admission standards or its own grading policies.
• Students in professional programs shall complete the core required for accreditation or licensure.
Core Curriculum Advisory Committee (CCAC)

- One representative from each public IHE
- Majority must be faculty
- Full roster sent to all committee members
- Guide development of core curriculum
- Lead work groups in specific areas

Core Curriculum Defined

- “...the basic competencies to be met, which shall include communicating, higher-order thinking, managing information, valuing, and includes the knowledge areas of social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences”
Core Curriculum Defined

• “... the basic competencies to be met, which shall include communicating, higher-order thinking, managing information, valuing, and includes the knowledge areas of social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences”

• Added: U.S. and Missouri Constitution and American history

Core Curriculum Defined

• “... the basic competencies to be met, which shall include communicating, higher-order thinking, managing information, valuing, and includes the knowledge areas of social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences”

• Added: U.S. and Missouri Constitution and American history

• Added: Communications
Missouri Code of State Regulations
(6 CSR 10-3—Department of Higher Education)

- A. Communication skills in the English language, three (3) courses—at least two (2) of which must be written; one (1) oral communication course is recommended;
- B. Humanities, three (3) courses from at least two (2) disciplines;
- C. Physical and/or biological sciences, two (2) courses including at least one (1) with its associated laboratory component;
- D. Mathematics, one (1) course—college algebra, an alternative course that includes a significant component of college algebra, or a course which has college algebra as a prerequisite; and
- E. Social and behavioral sciences, three (3) courses from at least two (2) disciplines.

Draft Template
FORTY-TWO CREDIT HOUR BLOCK

<table>
<thead>
<tr>
<th>SOCIAL &amp; BEHAVIORAL SCIENCES</th>
<th>COMMUNICATIONS</th>
<th>LIFE &amp; PHYSICAL SCIENCES</th>
<th>MATHEMATICS</th>
<th>HUMANITIES &amp; FINE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 9 CREDIT HOURS</td>
<td>At least 9 CREDIT HOURS</td>
<td>At least 6 CREDIT HOURS</td>
<td>At least 3 CREDIT HOURS</td>
<td>At least 9 CREDIT HOURS</td>
</tr>
<tr>
<td>From at least two disciplines.</td>
<td>At least three credit hours in written and three credit hours in oral communication course.</td>
<td>From at least two disciplines, one of which must have an associated lab component.</td>
<td>From any of the following math pathways including STEM, Mathematical Reasoning and Modeling, and Statistical Reasoning.</td>
<td>From at least two disciplines.</td>
</tr>
</tbody>
</table>

The remaining six credit hours are to be allocated in fulfillment of the above knowledge areas and competencies.
Missouri S&T
FORTY-TWO CREDIT HOUR BLOCK

Valuing, Managing Information, Communicating, Higher-Order Thinking, U.S. and Missouri Constitution and American history shall be fulfilled in any of these knowledge areas.

<table>
<thead>
<tr>
<th>SOCIAL &amp; BEHAVIORAL SCIENCES</th>
<th>COMMUNICATIONS</th>
<th>LIFE &amp; PHYSICAL SCIENCES</th>
<th>MATHEMATICS</th>
<th>HUMANITIES &amp; FINE ARTS</th>
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<tbody>
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<td>At least 9 CREDIT HOURS (9)</td>
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<td>ENGL 1120 or ENGL 1160 or SP&amp;M 1185</td>
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<td>ENGL 1211 or ENGL 1212 or ENGL 1221 or ENGL 1222 or PHIL 1115 or ART 1180</td>
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Seamless Transfer

SHOW-ME COMMUNITY COLLEGE
42-CREDIT HOUR CORE CURRICULUM

SHOW-ME STATE UNIVERSITY
42-CREDIT HOUR CORE CURRICULUM
Challenges

- Credit hour discrepancies between lab and non-lab courses
- Sequential course transfer issues (e.g. Foreign Language, Sciences)
  - science and foreign language, if there is a certain sequence, may
    not accept beginning sequence from other institution
- Evaluations for courses other than those listed
  - accepts another course in transfer as equivalent, but that’s not
    the course we asked about...example public speaking vs. oral
    communication. We asked for public speaking, only transfers at
    about ½ institutions because other half are oral communication.
- Not all institutions offer all courses, nor do they accept
  courses from other institutions
### Sample Template: Core Curriculum Course Matrix

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<th>Institution</th>
<th>Course Title</th>
<th>Course Number</th>
<th>Credits</th>
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<td>American Government</td>
<td>PSC 0200</td>
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<tr>
<td>Lincoln University</td>
<td>American National Gov't. or American Political Institutions</td>
<td>PSC 203 or PSC 201</td>
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<tr>
<td>Missouri Southern State University</td>
<td>Govt: U.S. State and Local or Intro to Political Science</td>
<td>PSC 120 or PSC 201*</td>
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<td>Missouri State University</td>
<td>American Government</td>
<td>PLS 101</td>
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<td>Missouri University of Science &amp; Tech.</td>
<td>American Government</td>
<td>POLSCI 90</td>
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<td>Missouri Western State University</td>
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<tr>
<td>Northwest Missouri State Univ.</td>
<td>U.S. Political Systems</td>
<td>PS 101</td>
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<tr>
<td>Truman State University</td>
<td>American Government</td>
<td>POL 161</td>
<td>3</td>
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<td>University of Central Missouri</td>
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<td>POL 1510</td>
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<td>American Government</td>
<td>POL 1100</td>
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<td>PS 1203</td>
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<td>Jefferson College</td>
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<td>American Political Systems</td>
<td>POL 1180</td>
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<td>American Government</td>
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<td>Nothern Missouri State Univ.</td>
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<td>Non-course equivalent course**</td>
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<td>HIST 122</td>
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<td>American History from 1865</td>
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<td>American History Since 1877</td>
<td>HIST 112</td>
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### Course Equivalency Matrix

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<th>Missouri &amp; History II</th>
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<td>Harris-Stowe State University</td>
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<td>Lincoln University</td>
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<td>History of the U.S. from 1877</td>
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<td>University of Central Missouri</td>
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<tr>
<td>University of Missouri-St. Louis</td>
<td>American Civilization</td>
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<td>State Fair Community College</td>
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<tr>
<td>Three Rivers Community College</td>
<td>American History Since 1877</td>
<td>3</td>
</tr>
</tbody>
</table>
Success Mentor Program | Student Success Plan and Agreement Form

Student Name: ___________________________________________________________________
Student Number: ___________________________ Phone Number: __________________

By signing below, I express my understanding that Missouri S&T is committed to my academic and professional success and that the Success Plan below is designed to help me achieve my goals. I agree to follow the Success Plan and my academic advisor’s recommendations. I understand that the programs below were designed based on extensive research and faculty experience in assisting Missouri S&T students.

Student Signature: ________________________________ Date: ___________________________
Success Coach/Success Advisor Signature: _____________________________________________

Your Required Programs for the 2017-2018 Academic Year
(Check-off when completed)

☐ Fully participate in Opening Week programs (Academic Workshop, Mentor Group and Project X).
☐ Participate in Reconnection I & II Mentoring Programs. Contact the Burns & McDonnell Student Success Center (B&MSSC) Advisor if there is a conflict to make other arrangements before the programs.
☐ Schedule one “in person” meeting within the first five weeks of the semester with the B&MSSC Advisor or your Student Success Coach.
☐ Read messages, participate, & respond to the B&MSSC’s emails/text messages organization.
☐ Meet with your department academic advisor when needed.
☐ The Monday after mid-term/semester contact and schedule a meeting time with your department academic advisor to discuss your academic progress and plan your next semester’s schedule.
☐ Attend LEAD (Learning Enhancement Across Disciplines) sessions for at least one course per semester. LEAD sessions are available for most freshman and sophomore level courses. Contact Undergraduate Studies or the B&MSSC for more information, if necessary.
☐ Join one campus organization of your choice or meet with a Peer Involvement Advisor (PIA) in the department of Student Life.

Recommended Programs

☐ Attend the Math Learning Center as needed (provided at no charge by the Math department).
☐ Meet with a Writing Center peer tutor as needed for writing intensive courses (provided at no charge by the Writing Center).
☐ Use the B&MSSC’s individualized tutoring program (provided at no charge by the B&MSSC).
☐ Connect with your Success Coach at the B&MSSC throughout the semester to help guide you and answer any of your questions.
☐ Attend Hit the Ground Running (HGR) (There is a charge for this three week residential summer academic enhancement session and therefore this is NOT a required program. Contact Student Financial Assistance if you would like to explore possible federal loan program assistance for HGR).

Faculty Advisor Comments/Recommendations (optional): ______________________________________
____________________________________________________________________________________

For more information on your Student Success Plan contact:
Burns & McDonnell Student Success Center; 198 Toomey Hall
Phone: 573-341-7596; Email: success@mst.edu
Web: studentsuccess.mst.edu Facebook: facebook.com/sandtssc Twitter: @sandtssc
The Outcomes and Impact of the Success Mentor Program on Academic Performance & Retention

Patty Frisbee, Director
Student Success Programs
- Developing intellectual & academic competence
- Establishing & maintaining relationships
- Exploring identity
- Deciding on a career
- Maintaining health and wellness
- Considering faith & spiritual dimensions of life
- Developing multicultural awareness
- Developing civic responsibility

Source: Upcraft, Gardner, & Barefoot

What Does Success Look Like the First Year

- Disconnect on being college ready
- Weak academic skills
- Struggle to persist to their second year
- Not fitting in
- Not getting involved
- Not connecting with others
- Finances
- Lack of academic and social support
- Not understanding the importance of setting goals
- Not deciding on a major/career

KEY ISSUES THAT HINDER STUDENT SUCCESS
1. Connect
2. Guide students to success
3. Retain students

ADMISSIONS

- “Conditional Admission” evolved to Success Mentor Program
- Students meet published admission standards
- Academic record suggests student may have barriers to succeed at S&T
- Early intervention to help in persistence and academic success
Student Success Plan

Canvas Updates
Goal Setting
Self-Management
Careers/Majors
Guidelines/Agreement

Student Name: ___________________________ Home Number: ____________

By signing below, I express my understanding that USU is committed to my academic and professional success and that the Success Plan below is designed to help maximize my goals. I agree to follow the Success Plan and my academic advisor’s recommendations. I understand that the programs below were designed based on economic research and family experience in assisting USU/FIT students.

Student Signature: __________________ Date: _________________

Success Coordinator/Advisor Signature: __________________

-------------------------------------------------------------

Success Coordinator/Advisor: ____________________________
Phone: ___________________ Email: __________________________

University of Denver
Samnay Hall
3200 E. 14th Ave.
Denver, CO 80208

www.westerra.com

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Student Success Plan

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Phone: ___________________ Email: __________________________

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Denver, CO 80208

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-------------------------------------------------------------
COLLABORATE

The Future
Sustain – Data – Evaluate - Evolve
Success Mentor Program Participation
PS2015; N=1118; 1st to 2nd semester
GPA/HS-ACT/Return Rate

Success Mentor Program Participation
PS2016; N=1394; 1st to 2nd semester
GPA/HS-ACT/Return Rate

Attended: 2.46, 2.63, 2.09, 1.92, 2.36
Meetings & Reconnection: 22.88, 22.7, 23.36, 24.22, 23.41
No Meeting but one Reconnection: 2.09, 2.36
Did not attend Anything: 24.17, 24.09, 25.38, 24.5
All SAP students: 2.38, 2.54, 2.4, 1.99, 2.22

GPA, ACT, Retention
SUCCESS
Because you too can own this face of pure accomplishment

CHALLENGES

- Sustained commitment to funding
- Success Coach salaries and training
- Administrative oversight
- Freshmen and sophomore retention activities
- Data Analysis
- Student and family buy-in
- Campus buy-in
- Faculty advisor training
- Promote program
What is Offered....

- Advisor
- Veteran Consuls (support)
- New Student Veteran Orientation
- Student Veteran Guidebook
- Lunch Counsels/roundtables
- Corporate Reception
- Night to Network
- Therapy Dogs
- Family Night
- Senior graduating reception
- Graduation sash/recognition
- Dead Week/Finals Week support
- Welcoming atmosphere
- Family Accommodations
- List-serves
- Suggestion box
- Heroes’ Field
- Major and Minor program
- First Generation program
- Sophomore Summit program
- Net Tutor
- Peer to Peer Tutoring
- Seeds of Hope
- CAC readers
- Semester Newsletter
- Website, Facebook, pamphlet
- Free ID’s for student veterans and their families
Testimonials

- FS 16: “Probably the best resource for veterans on the entire campus.” – Anonymous

- SS 16: “You [the SVRC and me] act as that “focal point” for the bureaucracy. You can get us [student veterans] through when we may not be able to normally.” – Anonymous

- “The SVRC was instrumental in my success during my first semester at MS&T”... “As a veteran and old man (30+ years old) I felt very out of place and had a hard time relating to the other students. I felt quite hopeless for the first part of the semester, that changed around the time I discovered the SVRC. For me the greatest value of the SVRC was that it gives us a place to congregate and connect.” – Anonymous (excerpts)

Future

- Maintain positive and effective programs/events
- Advisory Committee (annual meeting)
- Evaluate to ensure student satisfaction & success
- Transfer Credit recognition
- Course Sharing Class in Veterans Studies Course
- Collaborate with Alumni veterans
- Recognition/Awards
- Commencement Program
- Continue to increase awareness on campus
- Build relationships on campus and local community
"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."
Chinese Proverb
Residential Experience

Educational Priority: *Students will discover themselves and their impact.*

Learning Goals & Outcomes
Each student will understand how to develop self-awareness.
Each student will be able to:
- Articulate their identities
- Practice self-care
- Demonstrate resilience
- Learn through self-reflection

Each student will understand how to communicate across differences
Each student will be able to:
- Effectively listen across differences
- Respectfully articulate thoughts and feelings across differences
- Celebrate differences

Each student will understand how to engage in communities
Each student will be able to:
- Identify with a community
- Explore impact within communities
- Demonstrate leadership in communities

2017-2018 Living Learning Community Overview

Thomas Jefferson Hall
Voyager (First Year Experience)
Programming focused on transition to college

Anticipated Strategies
- “Red Zone” – alcohol education with Joe’s PEERS
- Career Fair Boot Camp
- Study Groups by course
- Variety of social programs (RA driven); October Voyager Trip
- Midterm bounce back
- Rolla Con – Con themed diversity program

University Commons
Honors
Unifying students who are pursuing the Honors experience on campus.

Anticipated Strategies
- Incentive program (personal development, social engagement, academic focus) – RAs helping develop
- Cutting Loose with Cawfield (1X/semester)
Promote Sophomore Summit & Reconnect 1/2
Social Engagement monthly community tradition
Group study by course
Promote undergraduate research conference

Global Connections
   Develop intercultural awareness and leadership skills; adopted by
   Audra Merfeld-Langston
Anticipated Strategies
   Conversation partners
   Celebration of Nations
   Faculty game & food night
   Taste of Culture with RA (monthly)
   Martinique study abroad trip

Entrepreneurship & Innovation
   Think creatively and develop innovative solutions to problems
Anticipated Strategies
   Residence Hall design project (laundry app)
   Campus Maker’s space with University Innovation Fellowship
   Venture Café on Thursdays
   Wash-U Startup Connection
   Bilicon Valley (February) @ SLU
   Innovation Space in University Commons

Downtown Campus
Sophomore Year Experience
   Emphasizes career planning, professional development and
   maximizing the academic experience
Anticipated Strategies
   Strengthsquash
   Voyager mentor program (leadership)
   Sunday dinner series (various topics: goal setting)
   Resume reviews – CF prep
   TedX – resiliency, personal development
   Last Week Tonight discussion series
Proposal For A  
Missouri University of Science and Technology  
Advising Council  
Charge

The Missouri University of Science and Technology Advising Council will make recommendations to the provost, undergraduate deans, and vice provosts regarding academic advising of undergraduates at Missouri S&T, including

- definition, interpretation, implementation and coordination of university policies
- identification of inconsistencies in the application of those policies
- identification of current advising practices that are successful and encouragement of those practices among more advisors
- recommendations regarding improvement of advising policies and procedures
- assessment of existing and development of new information about undergraduate advising and make recommendations on delivering this information to faculty, staff, and students through appropriate media, including the institutional website

Composition

- Director of Undergraduate Advising, who will serve as council chair.
- One faculty advising representative of each undergraduate academic advising unit, to be appointed by the dean of that division. As of 2017, these units are the College of Engineering and Computing and the College of Arts, Sciences, and Business.
- One “at-large” faculty advising representative
- Director of FEP (Freshman Engineering Program as of July 2017).
- One representative of the University Registrar
- One representative of the Career Opportunities and Employer Relations (COER) Office
- One representative from The Division of Academic Support
- One representative from the Office of Student Financial Assistance
- One representative from the Office of the Chief Diversity Officer
- One student representative of the Missouri S&T Student Council
- The Official Advisor of the Student Success Center
- One professional advisor from the Freshman Engineering Program
- One at-large professional advisor from any academic or advising unit on campus

All representatives must have both the knowledge and the authority to speak for their academic units on undergraduate advising and policy issues.

Representatives will be appointed for a three-year term, with no more than half the membership being renewed each year.

At the end of each representative’s three-year term, the chair of the committee will contact the dean, associate dean, or director of the division and ask him/her to appoint a representative for the next
term. Deans and vice provosts of represented divisions or colleges should be encouraged to reappoint the same representative when possible to maintain consistency.

Activities

The Advising Council will create an annual list of activities to be pursued in each academic year. These activities will include (but will not be limited to):

- Convening a campus wide advising forum at least once each academic semester, not including summer sessions
- Appoint subcommittees as needed for items of particular interest to the council
- Create and present to the provost or a representative of the provost an annual report of activities and recommendations regarding advising at Missouri University of Science and Technology
APPENDIX D
2016-2017 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 20th, 2015-2016 Presentation to Chancellor Schrader
  October 27, 2016
  December 8, 2016
    Winter Break
  January 26, 2017
  February 9, 2017
  February 23, 2017
  March 9, 2017
  March 23, 2017
  April 6, 2017
  April 20, 2017
  May 4, 2017
  June 15, 2017
  July 20, 2017
  August 10, 2017
  September 7, 2017
  September 21, 2017
  October 5, 2017
  October 19, 2017

November 9, 2016-2017 Presentation to Interim Chancellor Maples
Missouri S&T Student Success Committee Meeting Minutes

October 20, 2016
8:15 am – 9:45 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Steve Clark, Tyrone Davidson, Kate Drowne, John Easter, Cecilia Elmore, Patty Frisbee, John Gallagher, Larry Gragg, Oyebanjo Lajubutu, Rachel Morris, Dorie Paine, Stephen Raper, Lynn Stichnote, Laura Stoll

Ex Officio Members Present
Deb Anderson, Richard Brow, Joni Burch, Angie Hammons, Erica Long, Robert Marley, Caprice Moore, Adrienne Neckermann,

Members Absent:
Carl Burns, Deanne Jackson, Douglas Ludlow, John Myers, Julie Pittser, Klaus Woelk

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

II. Presentation to the Chancellor
   a. Laura Stoll gave an overview of freshmen retention and graduation rates and undergraduate and graduate enrollment.
   b. Oyebanjo Lajubutu presented the recommendations for the Graduate Student Experience subcommittee.
      i. Improve compensation and workload of graduate assistants to attract the best students.
      ii. Improve support structures for success of graduate students.
      iii. Improve and promote graduate education culture.
   c. Lynn Stichnote presented the recommendations for the Transfer Student Success and Engagement subcommittee.
      i. Create an annual or biannual report on transfer student success and retention.
      ii. Develop and administer a comprehensive survey of entering transfer students’ attributes and expectations. Then measure these students’ level of engagement to learn if their expectations have been met.
      iii. Facilitate engagement for transfer students.
   d. Tyrone Davidson presented the recommendations for the Advising Center Models and Best Practices subcommittee.
      i. Develop an Advisor Council to be appointed by the chancellor.
      ii. Consistent and efficient training of new academic advisors and ongoing professional development.
      iii. Hire at least two more professional advisors, one for the Freshman Engineering Program and one for the Undergraduate Advising Office.
iv. Advisor recognition and awards.
e. Stephen Raper presented observations and recommendations for the Time to Graduation/Credit Hours subcommittee.
i. 51.8% of FTC students obtained additional “value-added” credentials.
ii. Increasing number of FTC and TRE graduates engage in co-op, which provides a positive marketing opportunity.
iii. There are observable differences between FTC and TRE statistics.
iv. Results provide data-driven opportunity to articulate why Missouri S&T is different and why it makes sense that students often exceed minimum credit hours.
v. Time to degree confirmed as 4.5 – 5.0 years as was generally believed.
vi. Conduct the same study comparing common degree hour programs. Then focus more heavily on the categories “Graduated with greater than minimum hours and changed major” and “Graduated with greater than minimum no other category” to include transcript or degree audit review.
f. Jeff Cawlfield presented final recommendations for the Student Success Committee.
i. Reset schedule for an academic-year cycle with the final annual report and presentation to the chancellor in May or June.
ii. Form a subcommittee to study possible reasons for the 4% drop in 1st to 2nd year retention from the FS2014 cohort to the FS2015 cohort.

III. Announcements
a. There were no announcements.

IV. Next Meeting – October 27, 2016
8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

October 27, 2016
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Carl Burns, Jeff Cawlfield, Steve Clark, Tyrone Davidson, Cecilia Elmore, Kayla Klossner-Thompson for Patty Frisbee, John Gallagher, Larry Gragg, Deanne Jackson, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Lynn Stichnote

Ex Officio Members Present
Angie Hammons, Donna Luechtefeld

Members Absent:
Kate Drowne, John Easter, Oyebanjo Lajubutu, John Myers, Klaus Woelk

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

II. Debrief the Presentation to the Chancellor
   a. Jeff Cawlfield facilitated a discussion about the presentation to Chancellor Schrader on October 20, 2016.

III. Discuss the Schedule for Next Presentation to the Chancellor
   a. Possible schedules were discussed. Jeff Cawlfield and Tim Albers will follow up with Provost Marley to develop a schedule that is more effective for committee work.

IV. Subcommittee Topics
   a. The committee discussed the following topics for the next cycle.
      i. First year experience. Possible topics are listed below.
         1. Possible causes for the 4% drop in 1st to 2nd year retention rate from the FS2014 cohort to the FS2015 cohort.
         2. Review the student experience from the time of admission to completion of the first year.
         3. Research changes in Freshman Engineering Program to determine impact.
      ii. Transfer Student Experience (continuation).
      iii. Time to Graduation/Credit Hours (continuation).
        1. Steve Raper, chair.
      iv. Graduate Student Experience (continuation).

V. Announcements
   a. Steve Raper – There was a 13.9% response rate for the Campus Climate Survey.
   b. Deanne Jackson – Working with Provost Marley on changes to the CRR regarding use of preferred or primary name. Students will be able to use preferred name on
transcript. Will use primary name where legally bound, such as Student Financial Assistance, student ID card. Currently trying to capture the integration points.

c. Tim Albers – Strategic Plan summit and mid cycle review events will be held on Nov 3, 10, and 11. Future enrollment goals may be discussed during these events. Please participate if your schedule allows.

d. Steve Raper – A recent visit to another institution as an ABET evaluator made it apparent what a great campus S&T is.

e. Lynn Stichnote – Thank you to everyone who attended the St. Louis Showcase.

f. Bridgette Betz – There is an 8% increase in 2017-2018 FAFSAs compared to 2016-2017 FAFSAs as of the same date in January 2016.

g. Tyrone Davidson – Plan to hire four mentors. If you would like to recommend a student, they must be a 2nd semester sophomore with GPA 2.5 or higher.

h. John Gallagher – Miner Challenge cookie dough fundraiser is underway.

VI. Next Meeting – December 8, 2016
8:15 am – 9:45 am, Havener Center, Silver & Gold
Missouri S&T Student Success Committee Meeting

December 8, 2016
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Jeffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, Cindi Guess, John Gallagher, Larry Gragg, Deanne Jackson, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Lynn Stichnote

Ex Officio Members Present
Debbie Anderson, Richard Brow, Angie Hammons, Erica Long, Donna Luechtefeld, Adrienne Neckermann

Members Absent:
Carl Burns, Steve Clark, Patty Frisbee, Oyebanjo Lajubutu, John Myers, Klaus Woelk

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

II. Finalize Subcommittee Structure and Topics
   a. First Year Experience.
      i. John Gallagher and Dorie Paine, co-chairs.
      ii. Subcommittee members: Geoffrey Cline, Larry Gragg, Cynthia Guess, Angie Hammons, Doug Ludlow.
   b. Graduate Student Experience (continuation).
      i. Oyebanjo Lajubutu and Adrienne Neckermann, co-chairs.
   c. Student Advising
      i. Tim Albers, chair.
      ii. Subcommittee members: Tyrone Davidson, John Easter, Erica Long, Doug Ludlow, Rachel Morris, Steve Raper, Dan Reardon.
   d. Time to Graduation/Credit Hours (continuation).
      i. Steve Raper, chair.
      ii. Subcommittee members: Geoffrey Cline, John Gallagher, Deanne Jackson, Rachel Morris. Angie Hammons, if needed.
   e. Transfer Student Experience (continuation).
      i. Lynn Stichnote, chair.
      ii. Subcommittee members: Deb Anderson, Kate Drowne, Rachel Morris. Angie Hammons, if needed.
   f. Under Represented Minority Student Trends (ad hoc subcommittee).
i. Jeff Cawlfield stated a committee will examine the downward trend of the six-year graduation rate of URM students per Chancellor Schrader’s request. This committee will be housed as an ad hoc subcommittee under the Student Success Committee.


III. Discuss Committee Timeline
   a. Chancellor Schrader and Provost Marley want committee recommendations by January 1st for budget planning purposes.
   b. Jeff Cawlfield suggested we maintain current schedule.
   c. Tim Albers suggested bulk of subcommittee work be complete by end of spring semester.

IV. Student Panel
   a. The student panel is scheduled for February 9, 2017 in the Carver-Turner Room.
   b. Jeff Cawlfield will invite nominees to participate.

V. Announcements
   a. Doug Ludlow – FE1100 redesign will be offered next year with an early launch this year.
   b. Erica Long – $3 key chains and $12 mugs are available as part of the Mechanical Engineering Centennial Celebration.
   c. Jeff Cawlfield – HLC Assessment Week kickoff is Monday, Dec 12. There will be a guest speaker from Missouri Southern State University.
   d. Steve Raper – Response rate for climate survey was 15.1%. Meetings regarding diversity audit last week went well. Information should be released in eConnection in near future.
   e. Bridgette Betz – HLC review is underway. Required to meet certain requirements such as celebrating Constitution Day. Hope to organize a campus-wide master list of activities that may meet HLC requirements.
   f. John Gallagher – Participation in MLK Day of Service on January 16 and Gonzo Give Back Program on March 30 will count toward wellness incentive program requirements.
   g. Adrienne Neckermann – Graduate Studies is offering a thesis writing boot camp January 9-13, 2017.
   h. Donna Luechtefeld – Please submit ideas for presentations or guest speakers.

VI. Next Meeting – January 26, 2017
   8:15 am – 9:15 am, Havener Center, Silver & Gold
January 26, 2017
8:15 am – 9:15 am
Havener Center, Silver and Gold

Members Present:
Tim Albers, Jeff Cawlfield, Geoffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, Patty Frisbee, John Gallagher, Larry Gragg, Tyler Reyes for Cindi Guess, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Debbie Anderson, Angie Hammons, Erica Long, Donna Luechtefeld, Katie Tucker

Members Absent:
Bridgette Betz, Steve Clark, John Myers*

*Teaching conflict

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

II. Concurrent Enrollment
   a. Jeff Cawlfield stated that Deb Anderson submitted a proposal to MDHE for a pilot program for concurrent enrollment with East Central College. Students must meet admissions requirements for both institutions. The A+ program will be in effect for courses through East Central College. Both institutions are interested in proceeding with the proposal even if it is not accepted by MDHE.
   b. Lynn Stichnote stated that concurrent enrollment will be a good opportunity to grow in areas where we have infrastructure.
   c. Tim Albers stated that there may be some challenges related to record keeping, reporting, and student financial assistance, but these will be surmountable with effort.

III. Student Panel
   a. The student panel is scheduled for February 9, 2017 in the Carver-Turner Room.
   b. Jeff Cawlfield thanked everyone for nominating students. He sent ten to twelve invitations after Tim Albers, Rachel Morris, and Donna Luechtefeld narrowed the list in order to obtain a diverse panel.

IV. Enrollment Update
   a. Deanne Jackson gave an enrollment update for the first week of school.
       i. 8,061 students were enrolled at the end of the first week of classes. This is a 0.1% decrease from spring 2016.
       ii. On-campus enrollment is up 1.6% overall.
iii. Distance enrollment is down 12.8%. This could be due to phasing out the Sri Lanka program.
iv. Fall to spring retention rate is 94%.
v. Official fourth week numbers will be released on February 14.
b. Deanne Jackson introduced Katie Tucker, who will be serving as an ex officio member of the Student Success Committee. Katie is the degree completion advisor in the Registrar’s Office.

V. **Finalize Subcommittee Structure and Topics**
   a. First Year Experience.
      i. John Gallagher stated that the subcommittee co-chairs will meet with Tim Albers and Jeff Cawlfield to clarify the subcommittee charge.
   b. Graduate Student Experience.
      i. Oyebanjo Lajubutu stated that the co-chairs are working on logistics for the subcommittee.
   c. Student Advising.
      i. Tim Albers stated that Donna Luechtefeld sent a when2meet yesterday. Please complete this as soon as possible so that a meeting can be set prior to the next Student Success Committee meeting on February 9.
   d. Time to Graduation/Credit Hours.
      i. No update.
   e. Transfer Student Experience.
      i. Lynn Stichnote stated that Deb Anderson is working on the engagement pieces and Lynn needs to work with Institutional Research and Assessment on the reporting piece.
   f. Under Represented Minority Student Trends (ad hoc subcommittee).
      i. Jeff Cawlfield stated this committee will examine the downward trend of the six-year graduation rate of URM students per Chancellor Schrader’s request. This committee will be housed as an ad hoc subcommittee under the Student Success Committee. Jeff Cawlfield invited Tyler Reyes to serve on this ad hoc subcommittee.

VI. **Budget Cut Scenarios and Impact on Retention**
   a. Committee members discussed the possible ramifications of budget cuts.

VII. **Announcements**
   a. Angie Hammons – The tenth annual Teaching and Learning Technology (TLT) Conference will be held March 16-17, 2017. The theme is Celebrating Excellence and Larry Gragg will be the closing keynote speaker.
   b. Tim Albers – 28 of 30 students in the 2014 Institutional Work Study cohort have returned for a third year. 15 of 17 students in the 2015 cohort have returned for a second year. The 2015 cohort was much smaller due to lack of funding.
students are in the current cohort. This program is labor intensive for the sponsoring departments but is proving to be very successful.

c. Klaus Woelk – Klaus Woelk is the S&T representative on the Common Curriculum Advisory Committee (CCAC) at MDHE. The committee will discuss common curricula as required by SB977. SB977 passed requiring Missouri public institutions of higher education (including community colleges) to establish a mutually transferable common curriculum of 42 hours of general education credits. Institutions will have until FS2018 to implement the common curriculum.

d. Donna Luechtefeld – The following announcements were shared via email following the meeting.
   i. A Professional glass artist demonstration will be held in the hot glass shop on Jan 27.
   ii. All faculty and staff members of student success committee should have received the registration link for the Advisor Summit at MU on Feb 7. If you have not received this, please contact Donna. Doug Ludlow will drive a 15-passenger van, and there are plenty of seats remaining.

VIII. Next Meeting – February 9, 2017 (Student Panel)

8:15 am – 9:15 am, Havener Center, Silver & Gold
February 9, 2017
8:15 am – 9:15 am
Havener Center, Silver and Gold

**Members Present:**
Tim Albers, Bridgette Betz, Jeff Cawfield, Steve Clark, Geoffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Lynn Stichnote, Klaus Woelk

**Ex Officio Members Present**
Debbie Anderson, Richard Brow, Angie Hammons, Erica Long, Donna Luechtedfeld, Katie Tucker

**Members Absent:**
Patty Frisbee, Larry Gragg, Deanne Jackson, John Myers*

*Teaching conflict

**Student Guests Present:**
Paul, Katelyn, Nick, Paige

I. **Review and Approval of Minutes**
a. Will review the January 26, 2017 minutes at the February 23, 2017 meeting.

II. **Student Panel**
a. Members of the Student Success Committee asked four students questions regarding success and retention.
   i. What school did you attend before transferring to Missouri S&T? (Tim Albers)
      1. Katelyn – Transferred from East Central College, Rolla. Considered both S&T and Missouri State. Chose S&T because she can live at home to save money. All classes transferred because ECC is a partner school
   ii. Did you choose classes intentionally to transfer? (Klaus Woelk)
      1. Katelyn – Yes, S&T provides a list of classes that will transfer.
   iii. How did you find S&T? (Tim Albers)
      1. Nick – His sister moved from Baltimore, MD to St. Charles, MO, and her clients suggested Nick look at Missouri S&T.
   iv. What brought you to S&T? (Klaus Woelk)
      1. Paul – S&T’s reputation. It was natural to select S&T since I am from St. Joe.
   v. Do you remember your visit? Does it match your experience here? (Lynn Stichnote)
1. Nick – Visited in winter and the geothermal project was in progress so everything was a big mess. There were lots of locked buildings.

vi. What has been your biggest challenge? (Angie Hammons)
1. Paige – Balancing academics and activities.

vii. How was your PRO experience? (Doug Ludlow)
1. Paige – Awesome. Played soccer, so first tour was with the soccer coach and they went to only one building. At PRO, felt like tour had already been done. Perhaps students could opt-out?
2. Nick – Advising was a mess, expected individual attention. Understands that this is a huge undertaking now that he helps at PRO.

viii. How has your advising experience been? (Lynn Stichnote)
1. Nick – Previous departmental advisor provided information about courses, but did not provide emotional support. New advisor is better.
2. Paul – Feels hectic. The classes are large, but it is easy to find help if you just reach out. A fifth year is required if just one class is missed. Would like that more clearly mapped out from the beginning.
3. Paige – Phyllis in the teacher education program is wonderful. Any biology professor would help if asked.
4. Katelyn – Great advisors in the business department. All professors are extremely knowledgeable and helpful. Dr. Stanley goes out of her way to help with anything. Same for Dr. Chiu.
5. Geoffrey (Student success committee member) – Had a lot of trouble in the computer science department freshman year. Advisor complained about number of advisees. His advisor left and was assigned a new one. By the time he figured this all out, he was late to register. New advisor berated him for being late. Mother, an advisor at MU, helped navigate the system and process.

ix. Why were you successful? (Klaus Woelk)
1. Paige – Community! Whole identity changed when she left soccer. RA suggested she get involved in residential life.

x. How do you help others build community? (Klaus Woelk)
1. Paige – RAs reach out to help build connections with students and then help those students find connections with other individuals, clubs, etc.

xi. What has been your most challenging semester so far? Why? (Geoffrey Cline)
1. Nick – Second semester. Dad had a heart attack the weekend before classes began, so returned home for a time, dropped two classes. Fraternity was supportive and took classes at Columbia College to get caught up.
2. Katelyn – First semester. It was challenging to meet people as a transfer student from a small college. There are a lot of nice students in the
business department, but had to step out of comfort zone, join committees, and get involved.

3. Paul – First semester of junior year. It was difficult to balance academics with extra-curricular activities.

xii. What are you post-graduation plans? (Oyebanjo Lajubutu)

1. Paul – A job and maybe graduate school. Will hopefully work for a company that will help pay for grad school. Would like some experience before choosing an emphasis.
3. Paige – Getting married, moving to Texas. Will begin teaching and eventually work on a master’s degree in education.
4. Katelyn – Will finish two bachelor’s degrees and maybe an MBA. Will get a job.

xiii. What has your experience as a non-engineering student been? (Kate Drowne)

1. Paige – Was in chemical engineering to please parents. Felt friends treated her differently after she changed her major to bio-sci. There seems to be a culture shift on campus. Freshmen non-engineering majors do not seem to feel they are treated differently.
2. Katelyn – Very proud to be majoring in business and IST. Likes being different, non-engineering. Parents are proud of her. Brothers are alumni, non-engineering, and successful.

xiv. Have you gone on co-op? (Steve Raper)

1. Paul – Would go on co-op if offered, but having trouble finding one. Co-op would also delay graduation. Aero friend have struggles with co-ops, too.
2. Nick – Work with HGR and SDOWP. Not a co-op, but very valuable.
3. Paige – Res life has been valuable. There are slim opportunities for teaching co-ops.
4. Katelyn – Would like to co-op or intern.
5. Geoffrey – Interned this past summer with a law firm. Workday was 9 am – 4 pm with 60 minute lunch. It was difficult to return to a school schedule.

xv. Did you participate in Transfer Advising Day? (Steve Raper)

1. Katelyn – Was out of country on transfer advising day. Visited as a senior.

xvi. What has your experience been with student financial assistance? (Bridgette Betz)

1. Nick – Has taken loans for three years. Gets advice from Valerie. Loves going there!
2. Paige – Experience has not been that great. When in the office and asking questions at the counter, usually they hand out a pamphlet. Did not know she had an advisor. It is difficult to find non-engineering scholarships in the database.

3. Katelyn – Brother sent her the link for the scholarship database. Works three jobs and tries to pay as she goes.

4. Paul – Went to financial aid office more often during freshman year. Search results good in the database.

xvii. What do you think would be the ideal structure or vision for academic advising? What could we do right now to improve advising? (Tyrone Davidson)

1. Paul – Map out full, four-year plan in declared major immediately so that students have a better idea from the very start what will be required to complete degree.

2. Paige – Phyllis in teacher education program does that for us. Dr. Frank (biology) is awesome. He answers questions via email if he cannot meet with students immediately.

3. Nick – There have been no hiccups in major/department. Freshman advisor didn’t seem as certain what was needed, resulting in an extra history class.

4. John (Student success committee member) – Thought there would be conversation with advisor during freshman year, but received a list of classes via email from advisor and was told to select. There was no guidance.

5. Geoffrey – Had same experience (as John). Was told to get 2-ply carbon copy form from the registrar’s office to be signed by professor. Mother was advisor at MU (health) and she ran my degree audits and guided me.

xviii. Has anyone taught you how to read the degree audit? (Katie Tucker)

1. Paige – Phyllis in teacher education program.

2. Nick – FEP advisor before I left for department.


4. Paul – No one taught me how to read my degree audit.

xix. What are your best and worst experiences as a student at S&T? (Steve Raper)

1. Nick – S&T is a unique community. Many of us were social outcasts in high school and there is something for everyone here.

2. Katelyn – There are so many things to get involved in. We are other things besides engineering. This could be an opportunity or a downfall, depending on point of view.
3. Paige – Culture is the best and worst thing. There is great culture for freshmen in communities/residential life, but it can break down. RA's see drinking culture around St. Pat's. Sometimes it seems like drinking equals status.

4. Paul – The size is just right. Never feel lost. Different cultures, majors, ethnicities. Design teams are the major reason I came to S&T. Our school does amazing things. There is a combination of business majors to engineering majors on teams.

xx. Were there consequences or backlash for switching majors? (Tyrone Davidson)

1. Paige – It was tedious getting electives switched over from chemical engineering to bio-sci and teacher education. Had to reframe my persona with my friends, social aspects. Fought with parents for approximately a year, but they were eventually okay with the change. Began by hinting that I wanted to change. Parents did not go to college, so they didn’t understand.

xxi. How would you help students who are not as strong or brave as you are change majors? (Lynn Stichnote)

1. Paige – Kayla Klossner advised me for the journey ahead.

III. Subcommittee Updates - None

IV. Announcements - None

V. Next Meeting – February 23, 2017

8:15 am – 9:15 am, Havener Center, Silver & Gold
February 23, 2017  
8:15 am – 9:15 am  
Havener Center, Silver and Gold

**Members Present:**  
Tim Albers, Bridgette Betz, Jeff Cawlfield, Geoffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, Patty Frisbee, John Gallagher, Larry Gragg, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Lynn Stichnote, Klaus Woelk

**Ex Officio Members Present**  
Joni Burch, Julie Phelps for Angie Hammons, Erica Long, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

**Members Absent:**  
Steve Clark, Deanne Jackson, Rachel Morris, John Myers*

*Teaching conflict

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

**II. Student Panel Debriefing**  
 a. Tim Albers stated that there was a good mix of students ranging from CASB, CEC, out of state, transfer student living at home.
 b. Jeff Cawlfield stated that successful students tend to respond to the invitation to the participate on the student panel but those still struggling tend to no respond or do not attend.
 c. Patty Frisbee stated that often times these students never struggled in high school and are embarrassed. They don’t want to talk about it.
 d. Larry Gragg stated that he finished his first round of interviews with seventy students following exams. These students were incredibly honest about how they prepared for the exam. A student who earned a D said he was cocky and prepared the night before. A student who earned an F said he did nothing because he thought he knew history from high school.
 e. Geoffrey Cline suggested having a one-on-one interview with student panel members before the panel.

**III. Academic Advisor Summit Debriefing**  
 a. The Summit was held Feb 7 at MU.
 b. Tim Albers stated that presenter Bill Johnson, Student Success Navigator, Life Design Catalyst Facilitator/Coach, Instructor at the School of Health and Human Sciences,
c. University of North Carolina at Greensboro, facilitated a good values exercise.
d. Jeff Cawlfield stated that the first question the presenter asks a student is, “Why are you here”? Once students know their “why,” their “what” will follow.
e. Resources used by presenter
   i. Life Design Catalyst: https://lifedesigncatalyst.wordpress.com/presentations/
   ii. The Dream Dean: https://thedreamdean.wordpress.com/design-your-life-program/

IV. Student Advising Committee
   a. Tim Albers stated that a Student Advising Committee was recommended in the 2016 Student Success Committee presentation to the Chancellor.
   b. Provost Marley has approved formation of a Student Advising Committee.
   c. The Student Advising Subcommittee chaired by Tim Albers will develop the proposal/charge for the Student Advising Committee.

V. FE 1100 Restructuring Update
   a. Doug Ludlow and Julie Phelps presented an update on FE 1100
      i. A blended format was introduced FS 2016
      ii. A variety of topics are covered including study skills, academic integrity, honor code.
      iii. Students have access to recordings of guest speakers.
      iv. Students have access to recordings of departmental informational videos.
      v. Students receive due date reminders via Canvas.

VI. Subcommittee Updates
      i. The subcommittee met and is gathering data to hone in on a focus.
   b. Graduate Student Experience – Oyebanjo Lajubutu.
      i. The subcommittee developed charge. Will focus on CASB and streamline surveys to graduate students.
   c. Student Advising – Tim Albers.
      i. Subcommittee met and is reviewing data.
   d. Time to Graduation/Credit Hours – Steve Raper.
      i. Received data from Institutional Research and Assessment.
   e. Transfer Student Experience – Lynn Stichnote.
      i. Subcommittee is comparing results of National Survey of Student Engagement (NSSE) and the engagement survey.
   f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
      i. No update.

VII. Budget Cut Scenarios and Impact on Retention
   a. Committee members discussed the possible ramifications of budget cuts.

VIII. Announcements
   a. None.
IX. **Next Meeting — March 9, 2017**

8:15 am – 9:15 am, Havener Center, Meramec Gasconade
March 9, 2017
8:15 am – 9:15 am
Havener Center, Meramec Gasconade Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Steve Clark, Geoffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Larry Gragg, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Joni Burch, Angie Hammons, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

Members Absent:
Patty Frisbee, John Myers*

*Teaching conflict

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

II. SIS-ERP
   a. Deanne Jackson provided an update of the SIS-ERP.
      i. Campus leads are Deanne Jackson, Bridgette Betz, and Jerry Hammons.
      ii. The current People Soft system is at the end of its lifecycle.
      iii. Will continue with People Soft system-wide. There will be a major upgrade.
      iv. Business processes will be reviewed and prioritized to determine if they are necessary and if they can be common across campuses or if modification will be required.
      v. Campus leads will seek input and feedback from campus user groups about wants and needs.
      vi. Current version supported through 2018.
      viii. New version will be supported through 2027.

III. Estimated Cost of Attendance
   a. Bridgette Betz gave an overview of the estimated cost of attendance.
      i. Cost of attendance will be finalized after the Board of Curators approves tuition and fees.
      ii. Cost of attendance includes tuition and fees, room and board, books and supplies, and personal expenses.
iii. There will be separate cost of attendance for freshman, sophomore-seniors, and out of state students.

iv. Must follow Department of Education rules and regulations when computing the cost of attendance.

IV. Missouri Income Tax Credit

a. Tim Albers provided an overview of the Missouri Income Tax Credit
i. Discontinuing the tax offset credit, which gives dollar-for-dollar credit to nonresident students who pay Missouri income tax, effective spring 2018 semester.
ii. Current students and students admitted for fall 2017 semester will receive the credit throughout their tenure at S&T.

V. Subcommittee Updates

   i. Meeting scheduled.

b. Graduate Student Experience – Oyebanjo Lajubutu.
   i. Work in progress.

c. Student Advising – Tim Albers.
   i. Subcommittee is reviewing data from previous reports.

d. Time to Graduation/Credit Hours – Steve Raper.
   i. Work in progress.

e. Transfer Student Experience – Lynn Stichnote.
   i. Deb Anderson will evaluate student success in key courses taken at S&T as a measure of preparation received at sending schools.
   ii. Will compare grades in key courses/prerequisites taken at sending school to GPA.

f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
   i. Committee is reviewing economic data and retention data.

VI. Announcements

a. Deanne Jackson – Commencement set for Saturday, May 13 at 10 am and 3:30 pm. Undergraduate and graduate students will attend the same ceremony based on department.

b. Deanne Jackson – Preferred name policy adopted. Student will have option to use preferred name on transcript.

c. Steve Raper – Campus climate survey results will be available in September, a whole year after the survey was done.

d. John Gallagher – Brett Watson leaving S&T. Reception will be held March 21 from 1-3 pm.

e. Angie Hammons – TLT conference is March 16-17. Larry Gragg will give the closing keynote March 17 at noon.
f. Adrienne Neckermann – Awarded nine PhD students with Chancellor’s Distinguished Fellowship and five Doctoral Student Recruitment grants to faculty.

g. Lynn Stichnote – Heavy visit traffic is expected throughout March. Thank you to everyone in advance for your help.

VII. Next Meeting – March 23, 2017

8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

March 23, 2017
8:15 am – 9:15 am
Havener Center, Silver and Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Geoffrey Cline, Tyrone Davidson, Kate Drowne, Patty Frisbee, John Gallagher, Larry Gragg, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Debbie Anderson, Joni Burch, Erica Long, Donna Luechtefeld, Katie Tucker

Members Absent:
Steve Clark, John Easter, John Myers*, Dorie Paine,

*Teaching conflict

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

II. Core Curriculum Advisory Committee
      i. Primary Goals of SB997
         1. Develop a recommended lower division core curriculum of 42 semester credit hours.
         2. Evaluate the transfer practices of each public institution.
         3. Develop Core Curriculum Course Matrix.
         4. Resolve disputes concerning credit transfer.
      ii. Definition of Core Curriculum
         1. Meet basic competencies: communicating, higher-order thinking, managing information, valuing.
         2. Include knowledge areas: social and behavioral sciences, humanities and fine arts, mathematics, life and physical sciences.
      iii. CCAC plans to recommend adding the following
         1. U.S. and Missouri Constitution and American history as Core Competency.
         2. Communications as Knowledge Area.
      iv. Missouri Institutions of Higher Education are requested to provide draft template for 42-hour block which must include
1.9 credit hours each in social and behavioral sciences, communications, humanities and fine arts.
2.6 credit hours in life and physical sciences.
3.3 credit hours in mathematics.

v. For students who did not complete 42-hour block, a Core Curriculum Course Matrix will apply

III. Subcommittee Updates
   i. Meeting scheduled for April 25.
b. Graduate Student Experience – Oyebanjo Lajubutu.
   i. Questions are complete for the CASB focus group to be held mid-April.
   ii. Reviewing draft report of doctoral graduation rates.
   iii. Developing exit interview for nonreturning PhD students.
c. Student Advising – Tim Albers.
   i. Meeting is scheduled for tomorrow.
d. Time to Graduation/Credit Hours – Steve Raper.
   i. Reviewing data file received from Jerry Hammons.
e. Transfer Student Experience – Lynn Stichnote.
   i. Deb Anderson will evaluate student success in key courses taken at S&T as a measure of preparation received at sending schools.
   ii. Will compare grades in key courses/prerequisites taken at sending school to GPA.
f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
   i. Work in progress.

IV. Announcements
a. Steve Raper – Kate Drowne, John Myers, and I worked to replace the “Approved List of Humanities/Social Science Courses for Engineering degrees” with a statement in the catalog.
b. Tim Albers – The Health Occupations Student Association (HOSA) conference will be on campus Monday and Tuesday. Approximately 1500 high school students are expected.
c. Tim Albers – The Student Success Committee will meet June 15, July 20, and August 10.
d. Lynn Stichnote – There is a lack of parking at Havener Center for Discover Days. Admissions is working to resolve the issue.

V. Next Meeting – April 6, 2017
8:15 am – 9:15 am, Havener Center, Silver and Gold
Missouri S&T Student Success Committee Meeting

April 6, 2017
8:15 am – 9:15 am
Havener Center, Silver and Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Steve Clark, Geoffrey Cline, Kate Drowne, John Easter, Patty Frisbee, John Gallagher, Larry Gragg, Deanne Jackson, Douglas Ludlow, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Debbie Anderson, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

Members Absent:
Tyrone Davidson, Oyebanjo Lajubutu, John Myers*

*Teaching conflict

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

II. Meal Plan Structure
   a. Dorie Paine presented information about dining services.
      i. Number of meal plans reduced from eight to five.
      ii. Meals will be purchased in semester blocks.
      iii. Guest meals can be charged to the meal plan.
      iv. All access meal plan will be available at Thomas Jefferson dining hall.
      v. Chick-Fil-A will be added to the Havener Food Court
      vi. Thomas Jefferson dining hall will undergo renovation this summer.

III. Success Mentor Program and Student Veterans Resource Center
   a. Patty Frisbee presented information about the Success Mentor Program.
      i. Students meet with a success coach during PRO.
      ii. Students are given a Student Success Plan and Agreement that contains a list of required and recommended programs are listed on the form.
      iii. Students who complete the required and recommended programs have higher retention and success rates.
      iv. Goals include developing a sustainable funding model, improve data analysis, and increase training.
   b. Patty Frisbee presented information about the Student Veterans Resource Center.
      i. A wide variety of programs and events planned annually.
      ii. Daily visits have steadily increased since the center opened.
IV. Subcommittee Updates – No updates were given
   b. Graduate Student Experience – Oyebanjo Lajubutu.
   c. Student Advising – Tim Albers.
   d. Time to Graduation/Credit Hours – Steve Raper.
   e. Transfer Student Experience – Lynn Stichnote.
   f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.

V. Announcements
   A. Donna Luechtfeld – Dr. Terrell Strayhorn is scheduled to speak at S&T on April 11.
      Dr. Strayhorn spoke at the Advising and Retention Summit at UMSL October 2015,
      and was very inspiring. Please attend if your schedule permits.
   B. Donna Luechtfeld – Please send suggestions for presentation ideas at future
      meetings to one of the co-chairs or Donna.

VI. Next Meeting – April 20, 2017
    8:15 am – 9:15 am, 208 Norwood Hall
Missouri S&T Student Success Committee Meeting  

April 20, 2017  
8:15 am – 9:15 am  
Norwood Hall, Room 208

**Members Present:**  
Tim Albers, Bridgette Betz, Jeff Cawfield, Geoffrey Cline, Tyrone Davidson, Kate Drowne, John Easter, Patty Frisbee, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Lynn Stichnote, Klaus Woelk

**Ex Officio Members Present**  
Donna Luechtefeld, Angie Hammons, Adrienne Neckermann, Katie Tucker

**Members Absent:**  
Steve Clark, Larry Gragg, Rachel Morris, John Myers*

*Teaching conflict

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

II. **Registration Update**  
   a. Deanne presented information about registration.  
      i. Fall 2017 registration is down slightly down compared to fall semester 2016.  
      ii. Summer 2017 registration is up 1.2% compared to summer 2016 registration.  
      iii. Freshman retention rate appears to be down at present.  
          a. 58 students are on the wish list but have not registered yet.  
          b. Doug Ludlow and Jeff Cawfield still have many students to advise.  
          c. Registrar’s Office and Student Financial Assistance will review holds on student registration.  
          d. Dorie Paine said housing registration for returning students is up 20 compared to this time last year.

III. **Campus Visit Update**  
   a. Lynn Stichnote presented information about campus visits.  
      i. Recruiting cycle is July 1 through June 30.  
      ii. July, October, and March are busiest months for high school students to visit.  
      iii. Increased number of Discover Days to decrease the number of daily visits.  
      iv. Admissions gives prospective and future students all basic information about the university. Departments should focus on giving students specific information about the department and a tour if possible.
v. Admissions currently hosts 40-60 group visits annually for elementary students, elderly groups, etc. These visits do not directly contribute to immediate admissions goals. The number of requests increased significantly since 2014-2015, and visits are now limited to Tuesday and Wednesday.

vi. Showcase for elementary students.
   a. Offered once each spring and fall.
   b. 300-350 students accepted for each event.
   c. Admissions staff developed hands-on activities.

IV. Hit the Ground Running
   a. Jeff Cawlfield presented information about Hit the Ground Running (HGR), which was started approximately twelve years ago by Harvest Collier to help students transition to college life and pace and rigor of course work.
   b. Students take courses in chemistry, math, English, and student success.
   c. Students participate in team building activities and learn about research and leadership opportunities.
   d. HGR will be held July 9-28, 2017.
   e. Currently 40 students are registered and program is on track to reach full capacity of 90-100 students.
   f. Lynn Stichnote asked if it would be possible to partner with UMKC or UMSL to offer this type of program for students in those areas.

V. Subcommittee Updates – No updates were given
   b. Graduate Student Experience – Oyebanjo Lajubutu.
      i. CASB focus group is scheduled for next week.
      ii. Examining PhD retention and graduation rates by entry degree (bachelors or masters).
   c. Student Advising – Tim Albers. No update.
   d. Time to Graduation/Credit Hours – Steve Raper.
      i. 120 degree hour programs averaged 67 grads per year with 140 credit hours average and 5 year average time to graduation.
      ii. 128 degree hour programs average 675 grads per year with 148 credit hours average and 5 year average time to graduation.
      iii. Students who go on co-op earn starting salaries approximately 7% greater than students who do not go on co-op.
   e. Transfer Student Experience – Lynn Stichnote. No update.
   f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.

VI. Announcements
   C. Steve Raper – Three candidates for the dean for the College of Engineering and Computing will be coming to campus.
D. Doug Ludlow – Currently looking for associate director. Have received limited response.

VII. Next Meeting – May 4, 2017
8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

May 4, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Steve Clark, Geoffrey Cline, Tyrone Davidson, Patty Frisbee, John Gallagher, Larry Gragg, Eddie Grover-Bisker, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Klaus Woelk

Ex Officio Members Present
Deb Anderson, Joni Burch, Erica Long, Donna Luechtefeld, Katie Tucker

Guest Present
Alicia Caruso, Residential Life intern

Members Absent:
Kate Drowne, John Easter, John Myers*, Dorie Paine, Lynn Stichnote

*Teaching conflict

I. Retirements and Graduation
   a. Jeff Cawlfield congratulated Patty Frisbee and Larry Gragg on their retirement and thanked them for their service to the Student Success Committee and Missouri S&T. Larry Gragg stated that he joined the committee when it was formed by Jay Goff and Harvest Collier. Both men were committed to focusing on student success.
   b. Jeff Cawlfield congratulated Geoffrey Cline on his graduation from S&T and thanked him for his service to the committee.

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

III. Career Opportunities and Employer Relations (COER) Update
   a. Julie Pittser presented information about Career Opportunities and Employer Relations.
      i. Knowledge Rate refers to the “knowledge” COER has about any particular student’s post-graduation plans regarding further study, employment, military service, still seeking, etc.
      ii. The 2015-2016 Knowledge Rate is 68% at graduation and 75% six months post-graduation.
      iii. Only known student outcomes are included in the knowledge rate.
      iv. Career Outcomes Success Rate refers to the percentage of students who have reported anything other than “seeking,” meaning they have a positive outcome.
v. The 2015-2016 Career Outcomes Success Rate is 80% at graduation and 82% post-graduation.

vi. COER uses several methods to collect data.
   a. Contact students by email and phone.
   b. Department chairs and professors may collect information from students and submit to COER.
   c. Research Facebook and LinkedIn
   d. Students may self-report at the Grad Fair, Grad Finale, and Commencement.

IV. Student Life Update
   a. John Gallagher presented information about Student Life.
      i. The more involved a student is on campus, the more likely that student is to persist.
      ii. The staff in Student Life help students make connections that will make S&T their home.
      iii. Student Life works with every student organization on campus.
   iv. There are approximately 230 student organizations, 26 non-varsity club sport teams, and 27 active fraternities and sororities.
   v. Approximately 70% of students are involved in something by the end of their sophomore year. The goal is to increase the involvement rate for freshmen and sophomores, especially those who experience difficulty getting involved.
   vi. Opportunities to Volunteer.
       a. Miner Challenge.
       b. Second Saturday of Service.
       c. Alternative weekend break program.
   vii. Training Seminars.
       a. Student Life presents seminars on topics such as marketing student organizations and fund raising.
   viii. Greek Academy.
       a. Alumni work with students to make their chapters more successful.
   ix. Peer Involvement Advisors.
       a. Peer involvement advisors offer one-to-one consultations to help students navigate how to get involved and find an organization or group that suits them. Success rate is 98% over two years.
       b. Patty Frisbee said the Success Mentor Program requires students to get involved and asked if Student Life or OrgSync could confirm involvement. John responded that it could be confirmed if a student joined an organization, but not their level of involvement. Also, students could be involved in an activity not offered through Student Life. An example is varsity sports.
c. Deanne Jackson said there is a trend among registrars to move away from an academic transcript to a student experience transcript and wanted to know if there was any effort underway to capture level of involvement in OrgSync. John said OrgSync can track events; there were 500 last year. It might be possible to offer a survey following an event or swipe attendees in/out of an event.

V. Committee Timeline
   a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
      September 7, 2017  Subcommittee presentations to the Student Success Committee
      September 21, 2017 Subcommittee presentations to the Student Success Committee
      October 2, 2017  Subcommittee reports due to Rachel.
      October 9, 2017  Rachel to send draft report to committee.
      October 15, 2017  Final edits due to Rachel.
      October 19, 2017  Rachel to send final report to committee.
      October 26, 2017  Rachel to send report to Chancellor.
      November 9, 2017  Presentation to Chancellor.

VI. Subcommittee Updates
      i. Subcommittee is focusing on social engagement and getting students involved as early as possible.
   b. Graduate Student Experience – Oyebanjo Lajubutu. No update.
   c. Student Advising – Tim Albers.
      i. In the 2016 report to the Chancellor the Student Advising Subcommittee recommended the development of an Advising Council charged by the Provost.
      ii. Developing a charge and make up of the council.
      iii. Will work on procedural items for the council.
      iv. Will present to the committee on September 7, 2017.
   d. Time to Graduation/Credit Hours – Steve Raper.
      i. Continuing to examine data. Will conduct random sampling of categories with no other classification.
      ii. Data supports the time to graduation and the credit hours.
      iii. Will present to the committee on September 7, 2017.
   e. Transfer Student Experience – Deb Anderson.
      i. Jerry Hammons is running reports to compare student success in key courses with prerequisite courses.
      ii. Will explore how to better use data to measure success.
      iii. Will examine graduation rates.
      iv. Will look at online advising and registration.
f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
   i. A meeting is scheduled for Friday. Larry Gragg requested data from Harvest Collier.

VII. Announcements
   a. Larry Gragg – An article in the Columbia Daily Tribune stated enrollment for first time freshman at the MU campus is down 40% compared to 2014. He commended Tim Albers and his team for their work to maintain steady enrollment at S&T.
   b. Steve Raper – Surveys due today for the candidates for the dean for the College of Engineering and Computing. The third candidate withdrew.
   c. Geoffrey Cline – Student position on the Board of Curators is currently vacant. According to Board of Curators secretary Cindy S. Harmon, the position will be filled by a student from MU. S&T will have the next Student Representative to the Board appointment. Student leaders at S&T will begin a nomination and application process in the fall.

VIII. Next Meeting – June 15, 2017
   8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

June 15, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Tyrone Davidson, John Gallagher, Kayla Klossner-Thompson, Rachel Morris, John Myers, Dan Reardon, Tyler Reyes, Klaus Woelk

Ex Officio Members Present
Angie Hammons, Erica Long, Adrienne Neckermann, Katie Tucker

Members Absent:
Steve Clark, Kate Drowne, John Easter, Eddie Grover-Bisker, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, Dorie Paine, Julie Pittser, Steve Raper, Lynn Stichnote

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

II. Dual Credit/3 Year Degree Initiative
   a. Tim Albers, Jeff Cawfield, and Klaus Woelk attended a telepresence with members of each campus on June 13, 2017 facilitated by Steve Graham to discuss ways to reduce the amount of time to graduation. Iowa State has a guaranteed 3-year and 4-year degree plan on the website. System is looking at it as a good model.
   b. Underlying reason for this effort is that Dr. Choi is trying to improve relationships with legislators who are pushing the time to graduate issue.
      i. Dan Reardon stated that humanities and social science would be a possibility for shorter degree time. Catalogs are already laid out in four-year degree programs.
      ii. We are not under pressure for dual credit since we do not offer dual credit.
      iii. Klaus Woelk stated that advising is needed on the high school side so students don’t take dual credit or AP classes when they don’t need it for a degree program.
      iv. Bridgette Betz asked if there was any discussion about 15 to Finish. Jeff Cawfield said there was not.
      v. Flat rate tuition for students taking a certain number of hours was discussed.
      vi. The number of underserved students in urban areas taking dual credit classes but cannot afford to pay for the credit was discussed.

III. Freshman Engineering Discussions with Chancellor Maples
   a. Tim Albers, Jeff Cawfield, Doug Ludlow, and Lynn Stichnote met with Chancellor Maples to discuss Freshman Engineering on June 1, 2017. Chancellor Maples is thinking about options for the College of Engineering and Computing.
      i. Students should be in Freshman Engineering for only four or five semesters.

Missouri S&T Student Success Committee Meeting
Minutes
ii. Considering changing the name of Freshman Engineering since many of the students are not freshmen.

iii. Would like a first-year experience for computer science majors.

b. John Myers stated that students are caught in Freshman Engineering because they have a GPA of 2.0 or greater, but they 2.5 or greater is required to enter an engineering department. They take classes to try to improve their GPA. Should we consider offering an engineering tech degree similar to SEMO?

c. The committee discussed the study mechanical engineering is looking at / conducting?
   i. What does success mean for mechanical engineering majors?
   ii. Coursework and timeline.
   iii. GPA.

IV. Committee Timeline

a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
   
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
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<td>Presentation to Chancellor.</td>
</tr>
</tbody>
</table>

V. Subcommittee Updates

   i. Looking at programs to engage the students with GPA of 3.6 or greater who leave.

b. Graduate Student Experience – Oyebanjo Lajubutu. Adrienne Neckermann
   i. Held CASB focus group in April.
   ii. Students seemed fairly happy.
   iii. Issues similar to those of students in CEC.
   iv. Next meeting is June 20.

c. Student Advising – Tim Albers.
   i. Meetings are scheduled for June 21, July 10, and July 28.

d. Time to Graduation/Credit Hours – Steve Raper.
   i. No update.

e. Transfer Student Experience – Klaus Woelk.
   i. Analyzed data.
   ii. Transfer students on average do just as well as “native” students.

f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
i. Harvest Collier will be asked to join next meeting to be held in near future.

VI. Announcements
   a. Jeff Cawlfield – Tomorrow is a PRO day.

VII. Next Meeting – July 20, 2017
     8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

July 20, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawfield, Tyrone Davidson, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Rachel Morris, Dorie Paine, Julie Pittser, Steve Raper, Dan Reardon, , Lynn Stichnote

Ex Officio Members Present
Deb Anderson, Richard Brow, Donna Luechtefeld, Caprice Moore, Katie Tucker

Members Absent:
Steve Clark, Kate Drowne, John Easter, Oyebanjo Lajubutu, Douglas Ludlow, John Myers, Tyler Reyes, Klaus Woelk

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

II. Student Design Experiential Learning Center (SDELC)
   a. Chris Ramsay presented information about the Student Design Experiential Learning Center.
      i. There are 18 design teams.
      ii. Each team operates as a small business unit.
      iii. Approximately 1235 individual students registered on design teams.
      iv. Some students participate on more than one team, so there are approximately 1360 team members.
      v. Difficult to measure engagement, but approximately 900 students are active participants.
      vi. Extensive training is required for access to the SDELC, tools, and machinery.
      vii. Students have 24-7 access to the SDELC.
      viii. The SDELC receives 5000-6000 visitors annually.
      ix. Design teams promote the university at special events nationwide.

III. Opening Week Preview
   a. Kayla Klossner-Thompson gave a preview of Opening Week.
      i. New students will move in on Saturday, August 12.
      ii. Official kickoff is Sunday evening with Party at the Puck.
      iii. Math review and lab safety sessions are the most important part of Opening Week. Students may retake the math placement test on Friday.
      iv. Students will attend a variety of workshops Tuesday, Wednesday, and Thursday.
      v. Project X competition is Friday.
vi. Eddie Grover-Bisker asked if the Project X cars will be auctioned off again this year. Kayla said each team mentor is responsible for finding a buyer of their team’s car. All proceeds go to the Spirit of Change.

vii. Lynn Stichnote asked how the challenge of course availability would be addressed at the August 12 PRO session, especially for out of state students. Kayla said the online room would be in use. This will alleviate frustration because students will only see class options if seats are available.

IV. Committee Timeline
a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
   - September 7, 2017: Subcommittee presentations to the Student Success Committee
   - September 21, 2017: Subcommittee presentations to the Student Success Committee
   - October 2, 2017: Subcommittee reports due to Rachel.
   - October 9, 2017: Rachel to send draft report to committee.
   - October 15, 2017: Final edits due to Rachel.
   - October 19, 2017: Rachel to send final report to committee.
   - October 26, 2017: Rachel to send report to Chancellor.
   - November 9, 2017: Presentation to Chancellor.

V. Subcommittee Updates
   i. Moving forward.

b. Graduate Student Experience – No update.

c. Student Advising – Tim Albers.
   i. Developing content for the Student Advising Council proposal to the provost.

d. Time to Graduation/Credit Hours – Steve Raper.
   i. Working on draft report to send to subcommittee.

e. Transfer Student Experience – No update.

f. Under Represented Minority Student Trends (ad hoc subcommittee) – Jeff Cawlfield.
   i. Met with Harvest Collier via WebX on Monday, July 17.

VI. Announcements
a. Jeff Cawlfield asked Dorie Paine if Residential Life had space for everyone. She replied that there will be plenty of space.

b. Jeff Cawlfield – At the July 18-19 Board of Curators meeting, President Choi asked the general officers at each campus how they planned to participate in opening week. Staff at S&T are developing options for their participation.

c. Caprice Moore – Objectives outlined in the new Missouri Compact for Student Success were discussed at the Board of Curators meeting held July 18-19.
   i. Increase academic quality & diversity.
   ii. Increase Affordability.
   iii. Enhance learning experiences.
iv. Increase professional development.

v. Increase graduation rates.

vi. Boost career outcomes.

vii. Reduce debt at graduation.

d. Bridgette Betz – A retirement reception will be held for Tracy Wilson today at 1:30 pm.

VII. Next Meeting – August 10, 2017

8:15 am – 9:15 am, Silver and Gold Room, Havener Center
August 10, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

**Members Present:**
Tim Albers, Bridgette Betz, Jeff Cawfield, Stephen Clark, Tyrone Davidson, Kate Drowne, Eddie Grover-Bisker, Deanne Jackson, Oyebanjo Lajubutu, Douglas Ludlow, John Myers, Julie Pittser, Stephen Raper, Dan Reardon, Lynn Stichnote, Klaus Woelk

**Ex Officio Members Present**
Deb Anderson, Joni Burch, Donna Luechtefeld, Chris Maples, Caprice Moore, Adrienne Neckermann, Katie Tucker

**Members Absent:**
John Easter, John Gallagher, Kayla Klossner-Thompson, Rachel Morris, Dorie Paine, Tyler Reyes

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

II. **Living and Learning Community Programming Plans for 2017-2018**
   a. Joni Burch provided an overview of residential life living-learning communities.
      i. Learning goals and outcomes.
         1. Understand how to develop self-awareness.
         2. Understand how to communicate across differences.
         3. Understand how to engage in communities.
      ii. Thomas Jefferson Hall.
         1. Voyager (First Year Experience).
      iii. University Commons.
         1. Honors.
         2. Global Connections.
         3. Downtown Campus.
         4. Sophomore Experience.

III. **Presentation and Subcommittee Topics for Next Cycle.**
   a. Committee discussed possible topics.
      i. Jeff Cawfield – President Choi’s initiatives or Excellence in Student Success (Missouri Compact).
      ii. Debbie Anderson – Course capacity issues.
      iii. Tim Albers – Strategic awarding of student financial assistance.
   b. Submit ideas via email to Donna Luechtefeld.

IV. **Committee Timeline**
   a. Jeff Cawfield outlined the schedule for the presentation to the chancellor.
September 7, 2017  Subcommittee presentations to the Student Success Committee
September 21, 2017  Subcommittee presentations to the Student Success Committee
October 2, 2017  Subcommittee reports due to Rachel.
October 9, 2017  Rachel to send draft report to committee.
October 15, 2017  Final edits due to Rachel.
October 19, 2017  Rachel to send final report to committee.
October 26, 2017  Rachel to send report to Chancellor.
November 9, 2017  Presentation to Chancellor.

V.  Subcommittee Updates – None.

VI.  Announcements
   a.  Klaus Woelk – Emma Schmittzehe accepted a position at Montana Tech to implement course redesign.
   b.  John Myers – Just received email announcing Walt Branson’s resignation.
   c.  Doug Ludlow – FE11 redesign fully implemented August 11, 2017.  1,190 students enrolled in the class.
   d.  Adrienne Neckermann – New Graduate Student orientation scheduled for Friday, August 18 from 8:30 am – 3:00 pm.
   e.  Jeff Cawlfield – New student convocation will be held Monday, August 14.

VII. Next Meeting – September 7, 2017
     8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

September 7, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Tyrone Davidson, John Gallagher, Deanne Jackson, Kayla Klossner-Thompson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, Julie Pittser, Stephen Raper, Tyler Reyes, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Deb Anderson, Erica Long, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

Members Absent:
Stephen Clark, Kate Drowne, John Easter, Eddie Grover-Bisker, John Myers, Dorie Paine, Dan Reardon

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

II. Subcommittee Presentations
   a. Underrepresented Minority Student Trends preliminary findings presented by Jeff Cawlfield.
      i. Subcommittee collaborated with Harvest Collier and Larry Gragg to obtain data.
      ii. Committee discussed the origin of the goal for URM and female enrollment and retention.
      iii. Students with personal connections to individuals seem to do better than students without those connections.
      iv. It is possible to be engaged in too many activities.
   b. Time to Graduate / Credit Hours preliminary findings presented by Steve Raper.
      i. Time to degree completion is trending up to an average of 5.0 years.
      ii. Average and median hours at graduation remain stable with slight movement in both directions.
      iii. Transfer student (TRE) time to graduation is slightly higher than first time college (FTC).
      iv. Engineering and math and teacher education programs have expected differences in average and median degree hours at graduation.
      v. Majority of students do not graduate with the minimum number of hours nor graduate in four years.
   c. Student Advising preliminary findings presented by Tim Albers.
i. Proposal for an Advising Council will be submitted to Provost Marley for approval.
ii. Committee discussed representation on the Council.

III. **Subcommittee Updates - None.**
   a. First Year Experience.
   b. Graduate Student Experience.
   c. Transfer Student Success and Engagement.

IV. **Committee Timeline**
   a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
      - September 7, 2017  Subcommittee presentations to the Student Success Committee.
      - September 21, 2017 Subcommittee presentations to the Student Success Committee.
      - October 2, 2017  Subcommittee reports due to Rachel.
      - October 9, 2017 Rachel to send draft report to committee.
      - October 15, 2017 Final edits due to Rachel.
      - October 19, 2017 Rachel to send final report to committee.
      - October 26, 2017 Rachel to send report to Chancellor.
      - November 9, 2017 Presentation to Chancellor.

V. **Announcements**
   a. Julie Pittser – Career Fair is September 26. Volunteers are needed. 295 employers currently registered. 310-315 employers are expected.
   b. Doug Ludlow – Freshmen may receive extra credit for attending career fair, but they are not required to go.
   c. Steve Raper – Campus Climate Survey results will be presented on September 14 from 11:30 am – 1:00 pm in St. Pat’s A-B. President Choi wants a lot of activity and would like all administrators, students, staff, and faculty to attend. There will be a live stream of the event.
   d. John Gallagher – Applications for Miner Challenge staff advisors are open through September 21. There are four domestic trips planned.
   e. John Gallagher – Peer involvement advisors (PIAs) are available for individual consultations to help students get involved on campus.

VI. **Next Meeting – September 21, 2017**
   8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

September 21, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Oyebanjo Lajubutu, Rachel Morris, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon Tyler Reyes, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present
Deb Anderson, Angie Hammons, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

Members Absent:
Stephen Clark, Douglas Ludlow, John Myers

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

II. Subcommittee Presentations
   a. First Year Experience preliminary findings presented by John Gallagher and Dorie Paine.
      i. Subcommittee recommended continuation of work and discussed future directions and focus.
         1. Bridgette Betz suggested researching the tipping point for over involvement versus success.
         2. Jeff Cawlfield stated Provost Marley approved a subcommittee to examine PRO Week activities.
   b. Graduate Student Experience preliminary findings presented by Oyebanjo Lajubutu and Adrienne Neckermann.
   c. Transfer Student Success and Engagement preliminary findings presented by Lynn Stichnote.

III. Subcommittee Updates - None.
   a. Under Represented Minority Student Trends.
   b. Time to Graduate / Credit Hours.
   c. Student Advising.

IV. Committee Timeline
   a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
      September 7, 2017  Subcommittee presentations to the Student Success Committee.
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      October 19, 2017  Rachel to send final report to committee.
      October 26, 2017  Rachel to send report to Chancellor.
      November 9, 2017  Presentation to Chancellor.
V. Announcements
   a. Tim Albers – Census date was Monday. Total enrollment is 8,884. 1,426 freshmen are enrolled. There is record enrollment for on-campus and undergraduate students.

VI. Next Meeting – October 5, 2017
   8:15 am – 9:15 am, Silver and Gold Room, Havener Center
I. Review and Approval of Minutes
   a. Minutes were approved.

II. University Police
   a. Police Chief Doug Roberts presented information about the University Police Department. Chief Roberts joined the Missouri S&T Police department in June 2016.
      i. Police department operates 24 hours a day, 7 days a week and is staffed by 12 commissioned police officers, 6 security guards, 3 administrative staff, and 18 campus security officers.
      ii. Each officer is required to foot patrol 2 hours per day. Officers park patrol cars in various locations across campus to increase police visibility.
      iii. Implemented the Rave Guardian app.
      iv. Installed 24 security cameras.
      v. Installed security camera in each of the tunnels. Alarm will sound if an individual is in the tunnel for more than 45 seconds. Will install speakers in each tunnel. Plan to install cameras in parking areas and out buildings. Cameras not monitored by police can be installed for internal use.
      vi. Fred Stone is evaluating card access/keyless entry for every building on campus.
         1. Increased safety.
         2. After hours access upon request.
         3. Lock down entire campus and open specific doors remotely.
         4. Monitor or identify who is entering or attempting to enter a building.
      vii. Police department offers training.
         2. CPR Training.
3. Rape Aggression Defense

III. Subcommittee Updates - None.

IV. Committee Timeline
   a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
      1. September 7, 2017 Subcommittee presentations to the Student Success Committee.
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      6. October 19, 2017 Rachel to send final report to committee.
      7. October 26, 2017 Rachel to send report to Chancellor.

V. Announcements
   a. Donna Luechtefeld – Subcommittee reports were due to Rachel October 2. Please send your report as soon as possible if you haven’t done so already.
   b. Lynn Stichnote – Open House is Saturday. CEC faculty are needed for the information fair.
   d. Kayla Klossner-Thompson – PRO registration went live. 58 registrations received in the first 24 hours.
   e. Deanne Jackson – The spring 2018 schedule should be live tomorrow.
   f. Lynn Stichnote – Admissions directors from MU, UMKC, S&T, and UMSL attended dinner hosted by President Choi for community college presidents. MU chancellor and deans also attended.
   g. Julie Pittser – Etiquette dinner is next Thursday. 314 employers and more than 3800 students attended the career fair.
   h. Dan Reardon – Thanked COER staff for their efforts. Microsoft is hiring English and Technical Communications majors.

VI. Next Meeting – October 21, 2017
     8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

Minutes

October 19, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members Present:
Tim Albers, Bridgette Betz, Jeff Cawlfield, John Easter, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Oyebanjo Lajubutu, Douglas Ludlow, Rachel Morris, John Myers, Dorie Paine, Julie Pittser, Dan Reardon, Lynn Stichnote, Klaus Woelk

Ex Officio Members Present:
Deb Anderson, Angie Hammons, Erica Long, Donna Luechtefeld, Adrienne Neckermann, Katie Tucker

Members Absent:
Stephen Clark, Tyrone Davidson, Kate Drowne, Stephen Raper, Tyler Reyes

Guests Present:
Alex Cristea, Rose Horton, Dave Westenberg

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

II. Presentation to the Chancellor on November 9
   a. Tim Albers and Jeff Cawlfield reviewed guidelines for the presentation.
      i. Each subcommittee will have ten minutes to present their report.
      ii. Donna Luechtefeld will serve as timekeeper.
      iii. Presenters are encouraged to rehearse and time their presentations.

III. Subcommittee Topics for 2018 Presentation
   a. The committee discussed possible topics for subcommittees to examine.
      i. Jeff Cawlfield – The student “intake process” from time of admission to the second week of class.
      ii. Tim Albers – Course capacities.
      iii. Tim Albers – Strategic awarding of student financial assistance.
      iv. Tim Albers – Comprehensive overview of retention to determine if there are differences between the students who persist and the students who leave.

IV. Presentation Suggestions for 2018 cycle.
   a. The committee discussed possible topics for subcommittees to examine.
      i. John Gallagher – Patti Fleck to speak about student health and wellness.
      ii. Klaus Woelk – Results of Core Curriculum work.
iii. Tim Albers – Joe Stanley and Stuart Baur to discuss their PLTW study.
iv. Jeff Cawlfield – Annual student panel.
    Deb Anderson suggested hosting this presentation to a wider audience than this committee.
vi. Doug Ludlow – Paul Runnion to present math update.
vii. Klaus Woelk – Open education resources.
viii. Dan Reardon – Neil Outar to speak about diversity.
ix. Alex Cristea – Disability services.
x. Alex Cristea – Freshman Engineering Program.
xi. Dan Reardon – Campus arts – what do we have? What's available?
xii. Dan Reardon – One Book Program.
xiv.

V. Committee Timeline
   a. Jeff Cawlfield outlined the schedule for the presentation to the chancellor.
      1. September 7, 2017 Subcommittee presentations to the Student Success Committee.
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      6. October 19, 2017 Rachel to send final report to committee.
      7. October 26, 2017 Rachel to send report to Chancellor.

VI. Announcements
b. John Gallagher – Miner Challenge is selling cookie dough.
c. Dave Westenberg – Open House at the Field Station in Newburg, Saturday, October 28.
d. Dave Westenberg – First basketball and volleyball teams will be recognized.

VII. Next Meeting – November 9, 2017 Presentation to Chancellor Maples
   a. 8:15 am – 9:45 am, Silver and Gold Room, Havener Center