

MINUTES

Missouri S&T Retention Committee Meeting

November 4, 2010

8:15-9:15 AM

Members Present: Harvest Collier, Gayatri Bhatt, Anna Gaw, Jay Goff, Larry Gragg, Katie Jackson, Zongmin Kang, F. Scott Miller, Rachel Morris, Kristi Schulte, Carol Smith, Brad Starbuck, Lynn Stichnote, Laura Stoll and Melanie Wulf (sub for Will Perkins).

Members Absent: Tyrone Davidson, Cecilia Elmore, Mary Ellen Kirgan, Rance Larsen, Lee-Ann Morton, Stephen Raper, Stephanie Rostad, Michael Schwartz, and Summer Young.

I. Review and Approval of Minutes

The committee members reviewed the minutes from the 10-21-10 meeting. A motion was made (R. Morris) and seconded (C. Smith) to approve the minutes. The minutes were unanimously approved.

II. Old Business

Reminder of Dec. 2nd presentation to the Chancellor

--Harvest Collier reminded members the approved report will be sent to the Chancellor with an executive summary. A brief presentation will then be given Dec. 2 covering what took place last year and the focus for this year.

--Collier requested that with five work groups, that there would be three slides for each group and the following framework be used:

Slide 1) Share what we were committed to

Slide 2) Share what we learned

Slide 3) Share where there is opportunity for continual improvement.

--Gayatri Bhatt requested slides be sent to her by Wednesday, Nov. 17

Work Groups and Schedule for Presentations

--The schedule for the remainder of this semester would be:

▶ Nov. 18th—Stichnote

▶ Dec. 2nd--Chancellor presentation segmented by each work group from 2009 – 2010

▶ Dec. 16th—Stoll

III. New Business

--Intrusive Presentation by Dr. Larry Gragg and Dr. Harvest Collier

--Larry Gragg explained he has been involved with Intrusive Lite, talking to 90 students at least 10 min each and it is effective, as students are sometimes willing to talk to him before their advisors.

--Collier shared his presentation covers four sections of General Chemistry. Students are offered credit towards their Chem 1 grade by going to LEAD. Attendance is monitored through student id swipes, with 100+ students attending each week. If students had a D or F by the 5th week, then students were issued an academic alert and then administered the LASSI. When reviewing the results of the LASSI, if the student's result is below the 50 percentile of the national benchmark, then it should be a three alarm for them.

--Collier explained when reviewing the results, the typical response has been, "I didn't have to do that in high school," revealing that 90% of the students would not have participated in a learning culture of practicing with rigor.

--Gragg commented that much of what students did in high school was intuitive. The hard part is making the leap to analysis. It is not just reading and memorization and a data dump. It is a task of answering the question.

Discussion from the presentation

--Jay Goff expressed that with over 75% of the students getting a 3.75 gpa in high school and studying less than five hours a week that the information is not surprising.

--Collier shared he wants the not surprising percentage to be lower. After the results of the LASSI are reviewed, a note is sent to the students to utilize academic resources. Students responses are "too much," "too hard," and Collier witnesses only half the students are taking notes in class for Chem I. LEAD sessions help them study together.

--Gragg shared one way he tries to motivate students to take notes is that he conducts surprise quizzes and students can use their notes. Among required courses students feel "they have to be here" when they rather get on to what they really want to do in their major, so it impacts motivation.

--Lynn Stichnote asked, "How are LEAD people trained to respond to the statement--*it doesn't relate to my major*--?"

--Scott Miller shared he spends time in FE10 explaining why General Chemistry is important, as well as other introductory courses built into the curriculum. It might be helpful to share with students how their skills compare/ranked with other incoming S&T students, vs. what they are use to—which is being compared among their high school peers.

--Stichnote suggested perhaps providing bookstore incentives for students to fill-out the incoming survey ahead of time on-line with New Student Programs, to incorporate it into a centralized survey similar to the cost of attendance survey. Perhaps tie it somehow to PRO registration.

--Anna Gaw commented perhaps a better option is to do it during Opening Week, as students will not remember what the resources will be at PRO.

--Gragg shared he challenges students with the question, "Why are you here?" and explains to students the traits companies are looking for in 21st century jobs.

--Goff shared the experience students are bringing with them from high school is that most of them do not have access to Blackboard and PowerPoint with limited internet access and computer access in the classroom.

--Stichnote announced that Pell Grant monies and university loan monies will be available for Summer 2011 to participate in HGR.

--Goff confirmed that on average students are graduating in 14 semesters of the 18 semesters offered through Pell Grant.

--Collier concluded the meeting by stating what he hopes to glean from students is

"What made things change for you?"

"How did you go about that change?"

IV. Next Meeting: November 18, 2010 at 8:15 am and Lynn Stichnote and the Financial Aid Group will present.

The meeting was adjourned.