STUDENT SUCCESS COMMITTEE
2017-2018 ANNUAL REPORT
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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 2017-2018 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 2017-2018 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 2017 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, which reflects a five-year time-to-graduation (continual work).
- Make the Graduate Student Experience Subcommittee a standing subcommittee devoted to improving and promoting graduate student success.
- Develop a provost appointed advisor council
- 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.
- Added professional advisor in FEP (currently interviewing for 2 positions-November 2018).

Recommendations by the Student Success Committee in November 2018
- Revise language in our admittance letter for first year students.
- Develop a website detailing entrance requirements for all majors.
- Establish a central advising center.
- Establish a strict policy that states all students must be accepted into a degree program by the time they have earned 60 credit hours or by the end of their fourth semester on campus (whichever advantages the student).
- Suspend use of the term “Freshman Engineering” for the program and 1100 course.
- All students will enroll in a first year seminar.
- A campus-level communication plan to address Graduate Research Assistant and Teaching Assistant duties.
- Look into how the SDI programs are impacting the student experience, persistence, and retention rates.
- Conduct focus groups in an attempt to get feedback and gather qualitative data to begin measuring the climate, social integration on campus, sense of belonging, and academic success among URM students.
- Student Intake committee will shift focus to communication plans with incoming students.
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.
2017-2018 Student Success Committee Members

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

Committee Members:
Bridgette Betz, Director, Student Financial Assistance, Enrollment Management
Dr. Steven Clark, Chair, Mathematics (Paul Runnion sits in)
Alexandre Cristea, Student Representative
Tyrone Davidson, Director, Office of Undergraduate Advising
Dr. Kate Drowne, Ph.D., Associate Dean, College of Arts, Sciences, and Business
John Easter, Student Representative
Dr. Patty Fleck, Director, Counseling Services (joined summer 2018)
John Gallagher, Director, Student Life
Dr. Eddie Grover-Bisker, Vice Chancellor of Student Affairs
Rose Horton, Institutional Research & Assessment (left summer 2018)
Deanne Jackson, Registrar, Registrar’s Office, Enrollment Management
Kayla Klossner-Thompson, Director, New Student Programs
Dr. Doug Ludlow, Director, Freshman Engineering
Rachel Morris, Assistant Vice Provost, Student Support
Dr. John Myers, Associate Dean, College of Engineering and Computing
Adrienne Neckermann, Assistant to the Vice Provost, Graduate Studies
Dorie Paine, Director, Residential Life
Julie Pittser, Associate Director, Career Opportunities and Employer Relations (left summer 2018)
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 (left spring 2018)
Anitra Rivera, Director, Student Diversity Initiatives
Lynn Stichnote, Director, Admissions, Enrollment Management
Dr. Dave Westenberg, Associate Professor, Biological Sciences
Dr. Klaus Woelk, Associate Chair, Chemistry
William Zwikelmaier, Director, COER
**Ex Officio**

Joni Burch, Associate Director, Residential Life  
Angie Hammons, Director, Educational Technology (left fall 2018)  
Dr. Oyebanjo Lajubutu, Director, Institutional Research & Assessment (left summer 2018)  
Erica Long, Senior Academic Advisor, Mechanical & Aerospace Engineering  
Donna Luechtefeld, Executive Assistant, Enrollment Management  
Dr. Robert Marley, Provost and Executive Vice Chancellor, Academic Affairs  
Dr. Caprice Moore, Associate Provost of Administration, Office of the Provost  
Dr. Stephen Roberts, Vice Provost and Dean, College of Arts, Science and Business  
Katie Tucker, Degree Completion Advisor, Registrar  
Richard Wlezien, Vice Provost and Dean, College of Engineering and Computing
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 83%). For the fall 2017 cohort, the first year retention rate was 83%; this is 2% above the rate for the fall 2016 cohort. The current Missouri S&T strategic plan goal is to achieve a first to second year retention of 85% by 2023.
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 2017-2018, 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: Kate Drowne (co-chair), John Myers (co-chair), Tim Albers, Jeff Cawfield, Yu-Hsien Chiu, Steve Clark, John Gallagher, Deanne Jackson, Doug Ludlow, Steve Raper, Dan Reardon, Lynn Stichnote, Daniel Tauritz, Jeff Winiarz*

**Subcommittee #2: Transfer Student Success**
*Members: Lynn Stichnote (chair), Kate Drowne, Erica Long, Rachel Morris, Katie Tucker, Dave Westenberg*

**Subcommittee #3: Graduate Student Experience**
*Members: Adrienne Neckermann (chair), Kate Drowne, Angie Hammons, Deanne Jackson, Oyebanjo Lajubutu, John Myers, Klaus Woelk*

**Subcommittee #4: Under Represented Minority Students**
*Members: Anitra Rivera (co-chair), John Easter (co-chair), Bridgette Betz, Jeff Cawfield, Caprice Moore, Adrienne Neckermann, Julie Pittser, Steve Raper, Dan Reardon*

**Subcommittee #5: Student Intake Process**
*Members: Kayla Klossner-Thompson (co-chair), Dorie Paine (co-chair), Tim Albers, Bridgette Betz, Angie Hammons, Eddie Grover-Bisker, Doug Ludlow, Steve Raper, Paul Runnion, Lynn Stichnote, Dave Westenberg*
Subcommittee #1: First Year Experience

Charge
Coordinated as a continuation of the 2016-2017 reporting cycle’s first-year experience sub-committee, this group had a specific charge from Interim Chancellor Maples to review the University’s Freshman Engineering Program (FEP) and make recommendations on how S&T might improve its first-year experience model.

Summary
The committee provided the Chancellor’s office with six recommendations to improve first-year student experience, with intent to create a visible plan for success to enter any degree program and expand some of the resources which have positively impacted student persistence.

Recommendations were provided in May 2018, with some already acted upon; others awaiting official charge.

Recommendations
The recommendations below are contained within Appendix A.2, the ad-hoc committee’s official recommendations to the Chancellor. Summarized here, they include the status of recommendations as of October 1, 2018.

1. **Revise language in our admittance letter.**
   Prior admittance letters created an impression of direct admittance to an engineering degree program. Language has been revised to clarify student’s intended major.
   Action owner: Enrollment Management/Admissions
   Status: Approved and enacted for FS19 admitted students

2. **Develop a website detailing entrance requirements for all majors.**
   Admittance letters will direct students to a comprehensive easy-to-navigate website which lists all degree programs at S&T, their individual entrance requirements and timeframe for admittance.
   Action owner: Registrar
   Status: Requires directive to implore departments to complete.

3. **Establish a central advising center.**
   A central advising center combining an expanding resources of undergraduate advising and the FEP program, with the addition of at least two additional professional advisors, would allow every undergraduate student the opportunity to have a professional advisor who will meet individually at least twice per semester, until such time the student is accepted to a department/major. Simultaneously, a faculty mentor from the intended degree program may be assigned.
   Action owner: Vice Provost for Academic Support
   Status: two positions posted; co-directors established in temporary space at Campus Support Facility

4. **Establish a strict policy that states all students must be accepted into a degree program by the time they have earned 60 credit hours or by the end of their fourth semester on campus (whichever advantages the student).**
An impetus for the committee’s charge was the lack of a process through which students would need to declare a major. The committee finds this recommendation fair as it captures the vast majority of students and allows sufficient time to enter a degree program.

Action owner: Faculty Senate (to take up for AY20) or a directive from the Chancellor (for AY19)
Status: being developed through Deans and Vice Provosts

5. **Suspend use of Freshman Engineering for the program and 1100 course.**
   The committee provided a list of recommended names desiring Chancellor input and approval.
   Action owner: Chancellor
   Status: planned for implementation in FS19

6. **All students will enroll in a first year seminar.**
   Establish a hybrid course with goal of connecting and engaging first-year students with the university and other students as well as introducing topics of universal importance (LEAD, library, tech management, COER, diversity/inclusion info, bystander intervention, citizenship skills, etc.). The course should fulfill graduation requirement, and be centrally organized for reasonable equivalence. Initial student feedback suggested some enthusiasm and potential benefit of peer facilitators.
   Action owner: Faculty committee (needs charge)
   Status: pilot program committee needs to convene; ad hoc committee to evaluate needs to be formed.
Subcommittee #2: Transfer Student Success

**Charge**

**Summary**
This subcommittee was put on hold.

**Recommendations**
Charge
The sub-committee was established to examine how to improve graduate student experience at Missouri S&T. This is the third year of this subcommittee. The sub-committee charge for 2018:

- 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 are provided to graduate students.
- Make recommendations to improve graduate student experience

Summary
The Graduate Student Experience Subcommittee started in 2015 to address student success issues at the graduate level. The first year, the subcommittee initiated its first Graduate Student Experience Survey to gauge satisfaction with Missouri University of Science and Technology, including admission processes, funding, working conditions, developmental opportunities, and more. The committee planned to re-survey every three years. In 2016, the subcommittee administered its first ever graduate student focus group which provided an in-depth look at the education experiences of graduate students. This first focus group was comprised solely of graduate students from the College of Engineering and Computing (not by design, simply by chance). In 2017, the subcommittee administered a second focus group with graduate students from the College of Arts, Sciences, and Business. Also in 2017, the subcommittee assessed time-to-degree for doctoral students.

In 2018, the subcommittee had three different tasks at hand: to re-administer the Graduate Student Experience Survey, to administer a focus group for distance graduate students, and to assess time-to-degree in more detail.

a. Administer the Graduate Student Experience Survey (GSES)
   i. This was originally administered in 2015 with the expectation of re-administering it every three years. The survey was sent in February 2018. 393 graduate students responded to the survey from 30 different graduate programs. 9% were graduate certificate respondents, 39% were master’s level respondents, and 52% were doctoral level respondents.
   ii. The general tone of the responses of the GSES was favorable. Most students indicated they were happy with the courses being taught, the expertise of the faculty teaching, and facilities. Students were mostly favorable in the areas of funding and teaching preparation, but these areas stood out as areas for improvement. Student respondents indicated general satisfaction with faculty advising services, however they sited areas for improvement including feedback toward degree and research progress and more time spent with the advisor. When given the opportunity to provide comments about their experience at S&T, students highlighted the following areas:
      1. Organized social activities in order to build a community and create opportunities for inter-disciplinary collaboration.
      2. Coordinated reference websites for suggested learning materials
3. Regulation of the relationship between students and faculty advisors as experiences are inconsistent. Some students reported poor interactions with faculty in relation to teaching and research assistantships.

b. Assess time-to-degree for doctoral students in more detail
   i. Time to degree for doctoral students was assessed by the Office of Institutional Research and Assessment in 2017. On average, it was determined that it took doctoral students 4.7 years to complete. The subcommittee intended to examine this number more closely, however with the closure of the Institutional Research and Assessment office, this was not pursued. Ultimately, the subcommittee determined that an average time-to-degree across doctoral disciplines of 4.7 years was not necessarily a problem.

c. Conduct a distance student focus group
   i. In August, representatives from the Office of Distance and Continuing Education and the Office of Graduate Studies conducted a focus group via Zoom meeting. Three distance students participated in the focus group; one was certificate student, one a Master’s student, and one a doctoral student. The students all indicated general satisfaction with the faculty, courses, and graduate program they were enrolled in. They highlighted a few issues:
      1. Technology sometimes didn’t work properly.
      2. Faculty teaching asynchronous courses often expected real-time participation from distance students in class.
      3. Difficulty participating in required group work, and not necessarily needing this component any longer as all were in the workforce with regular collaboration with coworkers.

Recommendations

1. Communication Plan

The subcommittee recommends a campus-level communication plan to address Graduate Research Assistant and Teaching Assistant duties. This communication plan would be established to provide a cohesive message to both graduate students and advisors. This communication will be multifaceted, with messages going out for “just in time” communication throughout the semester. Examples will include messaging about appropriate work and workload for graduate students on appointment. For instance, students being provided with a 15 hour appointment should not be expected to work 80 hours per week; GRA/GTA students should not be expected to completed non-field related work such as babysitting, leaf raking, etc.; international students should not be afraid to report inappropriate work requirements for fear of retaliation in the form of loss of funding. Conversely, messaging should also include expectations that students keep their own lab/desk space safe and clean. These communications should be sent each semester to graduate students and faculty from the Chancellor’s Office and/or Provost’s Office. It is important for the communication to be from top down. Such a plan would not require significant funding or time commitments.

2. Advising Statement between Faculty Advisor and Graduate Student Advisee
Encouraging faculty advisors to provide graduate student advisees with an advising statement at the beginning of the student’s career would be beneficial in outlining research expectations, work environment, work-life balance, career aspirations, and more. This would not replace face-to-face interaction or weekly advising meetings, but would supplement communication, clarify expectations, and provide a reference point for the student and advisor to refer back to throughout the student’s career at S&T.

3. Graduate Student Resource Center

A Graduate Student Resource Center would be a place for graduate students to access resources and would also provide a space for social/networking events to spur collaborative and inter-disciplinary work. This would increase creativity and ultimately research.
Subcommittee #4: Under Represented Minority Students

Charge
Highlight Student Diversity Initiatives (SDI) programs and if they are appropriate to the mission of fostering a welcoming and inclusive campus and increasing success and retention of URM students at Missouri University of Science and Technology.

Summary
Definition of URM at Missouri University of Science and Technology:
African American
American Indian/ Alaska Native
Hispanic / Latino
Multi Race
Pacific Islander
Not including: Asian, International, not specified and White
According to a review of research, literature reviews, and informal conversations with students many well-known and common factors that contribute to a URM student’s success or failure on a college campus are social integration—feeling included, sense of safety, having a sense of belonging, a student’s cultural capital, and financial security. Student Diversity Initiatives addresses many of these factors through student advising of professional student organizations and newly launched initiatives.

Student Diversity Initiatives
Student Diversity initiatives became a new department September 2017. The office is staffed with a director, senior assistant director, an operations manager, three programming coordinators, a part time temporary administrative staff member, and student workers. The mission of the SDI office is to foster diversity and inclusion in the Missouri S&T community by providing a welcoming climate for all students. The department aims to support students considered underrepresented on Missouri S&T’s campus (African American, American Indian/ Alaska Native, Hispanic / Latino, Multi Race, Pacific Islander, self-identifying members of the LGBTQIA community), first generation, women, and low income students from all walks of life through programming, retention, and mentoring initiatives.

Through programs and partnerships, Student Diversity Initiatives supports diversity-related programming and promotes awareness about female and multicultural related issues; first generation and low-income student support; SDI helps foster an academic and professional environment that supports the students of Missouri S&T and strengthens the campus community.

SDI is open 8:00 am to 7:00 pm, Monday through Friday. These hours are an extension from the previous hours of 8:00 am to 4:30 pm. There are several advantages of having longer hours and access to our facilities. At SDI students have access to a computer lab, study spaces, meeting room, kitchen and a central gathering place in a safe and inclusive environment? We foster social and cultural development through community spaces, event management, and collaborative relationships, while creating a lasting positive impression. The SDI house is an inclusive space.
SDI Programs
SDI has three new initiatives to help increase the academic success, persistence, and retention of our URM students. The programs are Commuter’s Commodities, Closets are for Clothes, and Miner Evolution Peer Mentor Program.

Commuter’s Commodities food pantry
Many students find it difficult to support themselves while also paying for college. Hunger is a real problem for far too many of today’s students. One issue they are faced with is food insecurity - not having reliable access to sufficient, nutritious food. According to a research students experiencing food insecurity spend money on things other than food. They spend time trying to find food and have lower success in their academics. Studies also show that circumstances such as living off campus increases the prevalence of food insecurity.

Commuter’s Commodities is a food and supply pantry to help minimize the financial burden of obtaining good quality food, small household goods, cleaning supplies and hygiene products. Students using this resource may shop our pantry at no cost to them twice a month and obtain food and supplies that will last 7-10 days. SDI’s food pantry is stocked with food and supplies from The Food Bank for Central & Northeast Missouri, and the generous donations of those contributing from the S&T community. Currently 56 individuals are using our pantry since we have launched in September 2018. Six students have others in the household they are financially responsible for and 80% of students use the pantry twice per month.

Closets are for Clothes
Several universities across the nation have opened closets on their campus for their Transgender, Non-Binary and Gender Nonconforming student population. According to the Campus Climate survey administered in 2016 a small percentage of students self-identified their gender identity and non-binary. Impressions from the survey were that the campus should be more inclusive to members of the LGBT community. The closet is one way that SDI helps members of this community feel more included.

SDI’s clothes closet is stocked with quality clothing the closet provides free clothing for Transgender, Non-Binary and Gender Nonconforming students allowing them access to gently used or new gender affirming clothing, shoes and accessories in a safe space. The purpose of this service is to alleviate the often heavy financial burden of transitioning or coming out. While Transgender, Non-Binary and Gender Nonconforming S&T students are given priority access to this resource, all S&T students who have a need for this service may use it accordingly.

Donations of gently used and new casual clothing, shoes, and accessories are accepted from the campus and local community. Items must be clean with no tears, rips, missing buttons, or broken zippers. Monday - Friday, 8:00 am – noon by private appointment only and Monday - Friday, 1:00pm - 6:00pm on a walk in basis. This ensures that students who would like privacy to try on the various items have the space to do that.

Miner Evolution Peer Mentor Program
The Miner Evolution Peer Mentor Program is an opportunity for students in their first year at Missouri S&T to receive support from successful returning students through mentoring. First-year students engage with student mentors and the S&T community through participation in Student Diversity
Initiatives events and campus events throughout the year. This program is a requirement for incoming students receiving diversity scholarships and will help ease the transition to S&T for these students.

The scholarships are administered through student financial assistance and SDI facilitates the mentor program. Currently there are 101 students in this program.

**Recommendations**

Next year look into how the SDI programs are impacting the student experience, persistence, and retention rates. Metrics to consider: GPA, utilization, and experience within the programs as noted through surveys and focus groups.

Conduct focus groups in an attempt to get feedback and gather qualitative data to begin measuring the climate, social integration on campus, sense of belonging, and academic success among URM students.
Subcommittee #5: Student Intake Process

Charge
This subcommittee was established to examine the student intake process for incoming Missouri S&T freshmen from the time of admission through the end of the second week of classes. Throughout early discussion amongst the subcommittee, this charge was deemed too wide and was narrowed to examine only freshman orientation programming that takes place during Opening Week.

Summary
Early in the fall semester of 2017, concerns arose regarding the large increase in student conduct and UCARE incidents that were reported during the Opening Week period. Early conversations on campus centered around the possibility of shortening Opening Week to provide less time on campus for students to be involved in these incidents. After an initial review of the Opening Week schedule, it was determined that shortening the week was not feasible with the current freshmen math placement process and desire to provide an opportunity for students to test into a higher math class during Opening Week. With that in mind, the committee chose to focus on ways to positively alter the schedule and offerings to address these conduct concerns.

Analysis and Research
The committee began its work by reviewing some best practices in Orientation programming specifically articles by Cynthia Hernandez, former President of NODA and Joe Cuseo, educational advisor and consultant and author of “What All First-Year Students Should Know: The Most Potent, Research-Based Principles of College Success”. We also brainstormed desired outcomes of our program which included the following:

- Exposing students to the history and traditions of S&T
- Establishing academic skills for S&T success
- Availing students of campus resources
- Assisting with the transition to the social climate of S&T (choices & consequences)
- Educating on issues of civility (Title IX, hazing, diversity & inclusion)
- Exposing students to professional development opportunities
- Beginning the formation of peer connections
- Facilitating student and faculty/staff interactions
- Promoting engagement in the community

Following these general conversations, we reviewed some of the data regarding campus concerns. Details of this research are as follows:
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<th>2017 Incident Data</th>
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<tr>
<td><strong>Total Incidents</strong></td>
<td>40</td>
<td>6**</td>
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<td>First Year Students</td>
<td>12</td>
<td>5</td>
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<td>Upper-class Students</td>
<td>30</td>
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<th>2017 Incident Data</th>
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<td>Dean of Student Referrals</td>
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<td>UCARE Referrals</td>
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Notes:
*Equity cases are not included in totals for 2017
**S&T had a new Police Chief in 2016 and reporting was not conducted in the same manner as previous/future years.
***Depending on the time of year the data is pulled, the numbers can vary. Some incidents are reported at a later time (this would mostly be true regarding equity cases).

In addition, because of the large number of incidents involving upper-class students, the committee wanted to look at how many upper-class students were actually on campus at this time. While it is nearly impossible to account for the students who live off campus or even in Greek houses who move in prior/during Opening Week, the numbers of residence halls students who move in early are shown below:
<table>
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<th>Reason</th>
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<tr>
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Based on this research we took action to address the following concerns:

1. Upper-class students on campus: Our desire was to reduce the number of upper-class students who were on campus with little or nothing to do, as well as communicate expectations to campus leaders who came back early to assist with orienting our first-year students.

2. Gaps in schedule with nothing to do: There were some days and evenings during Opening Week where there were few activities offered for students. Our desire was to offer some activities during these times. Leadership also made the decision to shorten Opening Week by moving the residence hall check-in day which assisted in this goal.

3. Continuing to meet our identified goals: Some changes were meant to continue to improve the orientation experience and meet the identified goals as listed on Page 1.

**Changes Implemented in 2018:**

- Changed move-in day to Sunday, eliminating the first Saturday of this time period.
- A redesigned ‘convocation’ program called Miner Values was presented to all freshmen and focused on identity and community. This program was coordinated by the office of the Chief Diversity Officer, Neil Outar J.D.
• Dr. Jim Murphy and Dr. Jeff Cawlfield hosted brunch for upperclass students on campus with content focused on responsibility and leadership. This took place on Monday morning of Opening Week.

• A new leadership focused workshop, “Leading by Digging Deeper” was hosted by Student Diversity Initiatives

• Opening Week Mentors participated as move-in volunteers, eliminating the need to bring approximately 63 upperclassmen students back to campus early.

• Newly designed programming on Saturday following Opening Week included a half day of service, “Miners Lend a Helping Hand,” and evening programming with St. Pat’s Board/SUB, “Miner Jamboree”.

• Redesigned Parent Orientation “Miner Adjustment” took place on Sunday afternoon.

• Additional questions were added to evaluations in order to compare responses by colleges.

Outcome in 2018
By all accounts, it appears that these changes were successful in beginning to address some of our concerns. The change from a Saturday to Sunday move-in day went well and did not produce any complaints from students or parents in terms of time crunches. Additionally, having the Opening Week Mentors serve as greeters and helpers at move-in was a great way to reduce the number of early move-ins to the residence hall and provide an even higher level of customer service to our new students.

New programs were well received and will continue to be tweaked to improve their impact and increase participation. However, all new programs are planned to be repeated in 2019.

Conduct records from Opening Week 2018 reflect a decrease in the number of incidents that took place. Details are listed below:
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**Recommendations**

**Changes to be implemented in 2019**

Additional changes have been recommended and approved for the 2019 Opening Week. These changes include the following:

- The Academic Workshop schedule will be shifted ½ day forward to allow for better processing of test results and higher satisfaction for students, faculty, and staff on the latter end of the week. Workshops will begin first think Monday morning.
- The “Miner Values” program for all freshmen focusing on identity and community will be continued. In addition a national speaker will be invited to campus to address all students, focusing on responsibility and respect. The goal will be to have the speaker immediately follow the Miner Values program.
- Dr. Jim Murphy and Dr. Jeff Cawlfield will continue to host brunch for upperclass students on campus with a content focused on responsibility and leadership.
- New Math workshop study sessions for freshmen will be hosted by LEAD and will offered in the residence halls and other key campus locations.
- The Residence Hall Association (RHA) will host new celebratory, Thursday night activities for freshmen following Math Placement testing which moves from Friday morning to Thursday afternoon. Additionally we hope to identify a corporate sponsor (potentially AT&T) to host a late night breakfast after the Thursday event.
Next Steps
This committee will shift its focus away from Opening Week and towards our communications with incoming students for the coming academic year. However, New Student Programs has created an Orientation Advisory Council made up of faculty, staff, and students who will meet for a closed session every September and an open campus session every March. This council will allow an outlet for all of the campus community to voice their comments, ask questions, or make recommendations to the department of New Student Programs to ensure that our orientation programs continue to excel in the future.
APPENDIX A
Cumulative Retention & Graduation Rates of First-Time, Full-Time Degree Seeking Freshmen
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<th>Entering Class</th>
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*Underrepresented minorities include: American Indian, African American, Hispanic, Native Hawaiian, Multi and Pacific Islander
Under Represented Minority Freshmen Retention and Graduation Rates

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All Other Freshmen Retention and Graduation Rates
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African American Freshmen Retention and Graduation Rates

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Hispanic Freshmen Retention and Graduation Rates
Retention Strategies and Tactics, 2001-2018

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
Student Academic Survey

Spring 2017

Q1 - What is your current academic level?

- 21% Freshman
- 21% Sophomore
- 21% Junior
- 21% Senior (includes fifth year students and above) (119)
- Graduate Student (45)
Q2 - What is your gender?

- 59% Male
- 40% Female

Q2 - What is your gender? CEC

- 63% Male
- 35% Female

Male (253) - Female (172) - Prefer not to answer (8)
Q2 - What is your gender? CASB

- 34% Male
- 62% Female

Q3 - Do you attend classes on the Rolla Campus?

- 98% Yes

Yes (426) | No (7)
Q4 - What is your major?
Q46 - Do you know what college your degree program belongs to? The colleges are College of Arts, Sciences, and Businesses or the College of Engineering and Computing.

Q8 - Are you working towards a minor or emphasis area?
Q8 - Are you working towards a minor or emphasis area? CEC

- 40% Yes
- 41% No
- 19% Do not know

Q8 - Are you working towards a minor or emphasis area? CASB

- 60% Yes
- 25% Yes
- 15% Do not know

Legend:
- Yes (number)
- No (number)
- Do not know (number)
Q7 - What department is your minor/degree emphasis in? CEC

Q7 - What department is your minor/degree emphasis in? CASB
Q10 - What is your preferred method to monitor your degree progress?

- **29%** Degree audit
- **59%** Degree map and/or course curriculum plan

- Degree audit (115)
- Degree map and or course curriculum plan (238)
- Ask your advisor (41)
- Other (8)
Q42 - Have you used a degree map or course planner from your department? These are usually found on-line, or in your departments home office and list all the courses required for you to graduate in order with prerequisites listed.

80% Yes
13% No

Yes (320)  Maybe (38)  No (54)
Q11 - How do you use your degree map?

- 35% Monitor degree progress
- 59% Help schedule courses

- Monitor degree progress (167)
- Help schedule courses (285)
- Other (3)
- I don't use it (8)
Q12 - How would you rate your degree map as a resource?

Q13 - What elements of your degree map or course planner are in most need of improvement, or prevent you from using it more frequently?
Q15 - What do you use Joe’sS for? Select all that apply

19% Pay Bill
27% Schedule/register classes
16% Degree Status
17% Academic Standing

Pay Bill, Schedule/register classes, Degree Status, Academic Standing
Q16 - How would you rate Joe'sSS as a resource?

![Chart showing the rating of Joe'sSS as a resource by different groups.](chart_image)
Q17 - Are there any features you would like to have on Joe’Ss that are currently not offered?

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<tr>
<th>No (78)</th>
<th>Yes (96)</th>
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<td>74%</td>
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Q19 - How would you rate canvas as a resource?

- Extremely useful: 20.00%
- Very useful: 36.70%
- Moderately useful: 17.00%
- Slightly useful: 17.00%
- Not at all useful: 3.89%
- 1.29%
Q19 - How would you rate canvas as a resource?

Q20 - Are you currently or have you ever been a part of the freshman engineering program?
Q20 - Are you currently or have you ever been a part of the freshman engineering program? CEC

75% Yes
25% No

Yes (250) No (84)

Q20 - Are you currently or have you ever been a part of the freshman engineering program? CASB

27% Yes
73% No

Yes (13) No (35)
Q21 - Respond to the following statements regarding the freshman engineering program. (FEP)

The FEP enhanced my experience at S&T

[Bar chart showing responses by class year]

[Pie chart showing responses]

Legend:
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
Q21 - Respond to the following statements regarding the freshman engineering program. (FEP)

The FEP gave me a broader perspective of what engineering jobs are available

![Bar chart showing responses for different academic years]

Q21 - Respond to the following statements regarding the freshman engineering program. (FEP)

The FEP gave me a broader perspective of what engineering jobs are available

![Pie chart showing responses]

- Strongly agree: 10.09%
- Somewhat agree: 26.39%
- Neither agree nor disagree: 17.89%
- Somewhat disagree: 38.30%
- Strongly disagree: 12.00%
Q21 - Respond to the following statements regarding the freshman engineering program. (FEP)

The FEP helped me understand what I wanted of my future profession

![Bar Chart]

![Pie Chart]

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
Q21 - Respond to the following statements regarding the freshman engineering program. (FEP)

My FEP advisor helped me figure out what I needed to accomplish to be accepted into a degree program.
Q23 - Respond to the following statements regarding your current academic advisor.

My academic advisor is easy to communicate with

![Chart showing communication ease with academic advisor by year.]
Q23 - Respond to the following statements regarding your current academic advisor.

I can easily schedule an appointment with my advisor

![Bar Chart and Pie Chart](chart.png)
Q23 - Respond to the following statements regarding your current academic advisor.

My advisor has a manageable amount of advisees

- Freshman
  - Strongly agree
  - Somewhat agree
  - Neither agree nor disagree
  - Somewhat disagree
  - Strongly disagree

- Sophomore
  - Strongly agree
  - Somewhat agree
  - Neither agree nor disagree
  - Somewhat disagree
  - Strongly disagree

- Junior
  - Strongly agree
  - Somewhat agree
  - Neither agree nor disagree
  - Somewhat disagree
  - Strongly disagree

- Senior (includes fifth-year students and above)
  - Strongly agree
  - Somewhat agree
  - Neither agree nor disagree
  - Somewhat disagree
  - Strongly disagree

- Graduate Student
  - Strongly agree
  - Somewhat agree
  - Neither agree nor disagree
  - Somewhat disagree
  - Strongly disagree
Q23 - Respond to the following statements regarding your current academic advisor.

My advisor is very knowledgeable of my degree requirements

![Chart showing responses to the statement for different academic years.]

Q23 - Respond to the following statements regarding your current academic advisor.

My advisor is very knowledgeable of my degree requirements

![Chart showing responses to the statement with a pie chart.]

Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Strongly disagree.
Q23 - Respond to the following statements regarding your current academic advisor.

My advisor gives me sufficient time during our advising appointments

![Bar chart showing responses by academic year.]

Q23 - Respond to the following statements regarding your current academic advisor.

My advisor gives me sufficient time during our advising appointments

![Pie chart showing responses.]

- Strongly agree: 52.27%
- Somewhat agree: 24.27%
- Neither agree nor disagree: 14.21%
- Somewhat disagree: 5.36%
- Strongly disagree: 3.71%
Q24 - Would you prefer to have a professional advisor or a faculty advisor?

- 26% Professional
- 36% Faculty
- 35% Indifferent

Q24 - Would you prefer to have a professional advisor or a faculty advisor?

- Freshman: 27 Professional, 22 Faculty, 2 Indifferent
- Sophomore: 20 Professional, 26 Faculty, 2 Indifferent
- Junior: 30 Professional, 20 Faculty, 2 Indifferent
- Senior (includes fifth year students and above): 33 Professional, 29 Faculty, 2 Indifferent
- Graduate Student: 6 Professional, 6 Faculty, 6 Indifferent
Q22 - Have you had multiple advisors?
Q26 - Rate your academic advising experience at S&T as a whole

- 24% Extremely good
- 40% Somewhat good
- 18% Neither good nor bad
- 15% Somewhat bad

Q28 - How many times have you been wait-listed for a course?

- 29% Never
- 21% Once
- 20% Twice
- 13% Three times
- 16% Four times or more
Q29 - What reasons have caused you to be wait-listed?

- Class was not large enough: 228
- Available sections did not fit my schedule: 101
- I could not obtain a permission number: 19
- Waits too long to register: 9
- Registration holds: 27
- Other: 49

Q30 - How many times have you needed to acquire a permission number to enroll in a course?

- 57% Never
- 23% Once

Legend:
- Never (222)
- Once (90)
- Twice (45)
- Three times or more (35)
Q31 - How would you rate the effectiveness of obtaining and using the permission number system?

7% Very effective
17% Moderately effective
12% Slightly effective
9% Not effective at all

Legends:
- Extremely effective (4)
- Very effective (23)
- Moderately effective (65)
- Slightly effective (47)
- Not effective at all (34)
Q32 - How often do you order your textbooks at the S&T Bookstore as compared to an outside vendor such as Amazon or Chegg?

**Bar Chart:**
- Freshman: [Bar Chart Data]
- Sophomore: [Bar Chart Data]
- Junior: [Bar Chart Data]
- Senior (includes fifth-year students and above): [Bar Chart Data]
- Graduate Student: [Bar Chart Data]

Legend:
- Always at the bookstore
- Usually at the bookstore
- Evenly
- Usually an outside vendor
- Always an outside vendor

Q32 - How often do you order your textbooks at the S&T Bookstore as compared to an outside vendor such as Amazon or Chegg?

**Pie Chart:**
- 13% Evenly
- 36% Usually an outside vendor
- 27% Always an outside vendor

Legend:
- Always at the bookstore (43)
- Usually at the bookstore (52)
- Evenly (50)
- Usually an outside vendor (142)
- Always an outside vendor (104)
Q34 - Respond to the following phrases regarding the Missouri S&T Bookstore

The S&T Bookstore always has the materials that I need

- Freshman
- Sophomore
- Junior
- Senior (includes 5th-year students and above)
- Graduate Student

![Bar Graph]

Q34 - Respond to the following phrases regarding the Missouri S&T Bookstore

The S&T Bookstore always has the materials that I need

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

![Pie Chart]
Q34 - Respond to the following phrases regarding the Missouri S&T Bookstore

The S&T Bookstore always has reasonable prices for my textbooks and class materials

![Bar Chart]

![Pie Chart]
Q35 - How do you prefer to purchase textbooks?

- Freshman: New (5), Used (30), Rental (20)
- Sophomore: New (1), Used (15), Rental (10)
- Junior: New (2), Used (10), Rental (5)
- Senior (includes fifth year students and above): New (1), Used (20), Rental (112)

Overall preferences:
- 66% Used
- 29% Rental

Legend:
- New
- Used
- Rental
Q36 - Respond to the following phrases regarding campus infrastructure.

Classrooms offer a comfortable learning environment

35% Agree
31% Somewhat agree

- Strongly agree (33)
- Agree (39)
- Somewhat agree (123)
- Neither agree nor disagree (26)
- Somewhat disagree (45)
- Disagree (17)
- Strongly disagree (9)
Q36 - Respond to the following phrases regarding campus infrastructure.

Classrooms have adequate technology for my classes

- Freshman
- Sophomore
- Junior
- Senior (includes fifth-year students and above)
- Graduate Student

13% Strongly agree
39% Agree
24% Somewhat agree

- Strongly agree (50)
- Agree (154)
- Somewhat agree (92)
- Neither agree nor disagree (28)
- Somewhat disagree (40)
- Disagree (16)
- Strongly disagree (11)
Q36 - Respond to the following phrases regarding campus infrastructure.

Computer Learning centers are available when I need to use them

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Freshman
Sophomore
Junior
Senior (includes off-campus students and above)
Graduate Student

21% Strongly agree
33% Agree
21% Somewhat agree

Strongly agree (83) Agree (131) Somewhat agree (82) Neither agree nor disagree (25)
Somewhat disagree (30) Disagree (14) Strongly disagree (21)
Q36 - Respond to the following phrases regarding campus infrastructure.

Computer Learning centers have all of the software need to complete classwork and extracurricular activities

- Freshmen
- Sophomores
- Juniors
- Senior (includes 5th-year students and above)
- Graduate Students

Legend:
- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

18% Strongly agree
37% Agree
16% Somewhat agree

Q36 - Respond to the following phrases regarding campus infrastructure.

Computer Learning Centers offer a positive working environment

Q36 - Respond to the following phrases regarding campus infrastructure.

Computer Learning centers offer a positive working environment

16% Strongly agree
43% Agree
18% Somewhat agree

Strongly agree (64)  Agree (669)  Somewhat agree (68)  Neither agree nor disagree (55)
Somewhat disagree (20)  Disagree (9)  Strongly disagree (6)
Q36 - Respond to the following phrases regarding campus infrastructure.

Classroom laboratories are well maintained

31% Agree
22% Somewhat agree

[Bar chart showing distribution of responses by class year]
Q36 - Respond to the following phrases regarding campus infrastructure.

Study areas are readily available

- Freshman
- Sophomore
- Junior
- Senior (includes fifth-year students and above)
- Graduate Student

[Bar chart showing percentages of responses for each year level, with green bars indicating strongly agree, yellow bars indicating somewhat agree, and red bars indicating strong disagree]

Q36 - Respond to the following phrases regarding campus infrastructure.

Study areas are readily available

- 35% Agree
- 23% Somewhat agree

[Bar chart showing percentages of responses, with different colored bars indicating different levels of agreement]
Q36 - Respond to the following phrases regarding campus infrastructure.

Study Areas provide a positive working environment

16% Strongly agree
43% Agree
20% Somewhat agree

- Strongly agree (63)
- Agree (167)
- Somewhat agree (78)
- Neither agree nor disagree (33)
- Somewhat disagree (18)
- Disagree (6)
- Strongly disagree (4)
Q37 - Do you generally fill out instructor evaluations

90%
Yes

Yes (350)  No (41)
Q38 - Why do you not fill out evaluations?

- 38% Evaluations take too long to complete
- 33% Prefer not to answer
- 2 I do not feel like my responses are taken seriously
- 2 I only respond if I have something positive to say
- 8 I only respond if I have something negative to say
- 15 Evaluations take too long to complete
- 13 Prefer not to answer

Q39 - Respond to the following statement: I feel that my responses to instructor evaluations are taken into consideration.

- Freshmen
- Sophomores
- Juniors
- Seniors (includes fifth-year students and above)
- Graduate Students

Colors:
- Green: Strongly agree
- Yellow: Somewhat agree
- Orange: Neither agree nor disagree
- Red: Somewhat disagree
- Black: Strongly disagree
Q39 - Respond to the following statement: I feel that my responses to instructor evaluations are taken into consideration.

- **38%** Somewhat agree
- **21%** Somewhat disagree

Q40 - How would you prefer to fill out instructor evaluations?

- Freshman
- Sophomore
- Junior
- Senior (includes fifth-year student and above)
- Graduate Student

- **On-line, in-class**
- **On-paper, in-class**
- **On-line, out of class**
- **On-paper, out of class**
Q40 - How would you prefer to fill out instructor evaluations?
Counseling Services
COUNSELING and CARE COORDINATION

We promote self-awareness and skill development to support individual success and well-being.

COUNSELING
204 Norwood Hall | (573) 341-4211
counsel@mst.edu | counseling@mst.edu

Let us help you with
> Stress management
> Depression
> Family concerns
> Clarifying interests
> Conflict resolution
> Grief
> Motivation
> Selecting a major
> Self-esteem
> Anxiety
> Test anxiety
> Career planning
> Assertiveness
> Social connections
> Procrastination
> Changing a major

Services
Our professionally licensed counselors/psychologists provide free, confidential brief treatment to students and benefit-eligible staff and faculty.

> Individual & group counseling
> Crisis intervention for immediate, pressing, and/or life threatening issues
> Consultation to bring productive change
> Referrals
> Presentations by request
> Van Matre Resource Library (lending library)
> Faculty & Staff Assistance Program

CARE COORDINATION
202 Norwood Hall | (573) 341-4211
care@mst.edu | carecoordination@mst.edu

Services
> Identify needs, resources, and support systems
> Assistance navigating campus and community resources for mental health or physical health concerns
> Referrals to on- or off-campus resources
> Coordination and follow-up during and after hospitalization and/or leaves of absence
> Help managing complex medical needs
> Crisis management
> Problem solving
> Strengthening support systems and self-advocacy skills
> Provide support, monitoring, and follow-up services

Student Emergency Fund
> Financial crisis or need? Apply at carecoordination@mst.edu/emergencyfund/

Refer a Student
> If you are concerned about a student visit ucare.mst.edu for more information

CONTACT US!
8:00 A.M. to 4:30 P.M.
204 Norwood Hall, 300 W. 12th St.
Rolla, MO, 65409
Counseling: (573) 341-4211
Care Coordinator: (573) 341-4211

AFTER HOURS CONTACTS
Emergency: 911
Phelps County Regional Medical Center (PERMC): (573) 438-8899
Missouri S&T Police: (573) 341-4300
If calling after normal business hours, please listen to the entire recording for all information.

Missouri S&T | Student Affairs
COUNSELING SERVICES

STUDENT EMERGENCY FUND

WAYS TO GIVE

The Missouri University of Science and Technology Student Emergency Fund was established by Counseling Services in 2016. The fund assists S&T students by providing financial support with unexpected emergency expenses. Students sometimes have unforeseen circumstances that greatly impact their lives. The fund allows students to meet their needs and continue their education. One-time funding of $25-$500 that does not have to be repaid.

- GROCERIES
- MEDICAL
- UTILITIES
- SAFETY NEEDS
- PERSONAL BELONGINGS
- TRAVEL

WAYS TO GIVE

Monetary donations accepted at giving.mst.edu (choose Other and write in Student Emergency Fund), or contact University Advancement at 800-392-4112. All donations are tax deductible.

In-kind donations such as store gift cards.

Tangible items such as toiletries, laundry detergent, non-perishable food, and other goods based on student needs.

For more information visit carecoordination.mst.edu

In-kind donations and tangible items can be dropped off at 204 Norwood Hall, 320 W. 12th Street, Rolla, MO 65409
GENERAL GUIDELINES FOR DOCUMENTATION OF A DISABILITY
Missouri University of Science and Technology

In order to fully evaluate requests of accommodations or auxiliary aids, the Missouri University of Science and Technology will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodations request.

As appropriate to the disability, documentation should include:

1) A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.

2) A description of the diagnostic criteria and or diagnostic test used.

3) A description of the current functional impact of the disability in the educational environment.

4) Treatments, medications, assistive devices/services currently prescribed or in use.

5) A description of the expected progression or stability of the impact of the disability over time should be included.

6) Recommendations for effective academic accommodations to equalize the student's educational opportunities at the post-secondary level.

7) The credentials, address, phone and fax number of the diagnosing professional(s).

Documentation can be sent to:

Student Disability Services
Connie Arthur, Manager
Teresa Stratman, Advisor
203 Norwood Hall
320 W. 12th St.
Rolla, Mo 65409
Phone: 573-341-6855
Fax: 573-341-4172
TTY: 573-341-8647
Email: dss@mst.edu

An equal opportunity institution
Accommodation Notification

Date: Thursday, January 1, 2018
Semester: Spring 2017
Course: EDUMINE 1001.1A - SAMPLE FN1 COURSE (CRN: 12344)

**Joe Miner**, a student enrolled in the course listed above, has a disability and has established eligibility for accommodative services with our office. Accommodations are designed to ensure equal access making it possible for students with disabilities to participate fully in their education.

Accordingly, Joe is eligible to receive the following accommodations:

1. **Accessible Materials**
   - *Course materials provided in advance (e.g. one week), if available*

2. **Classroom Access**
   - *Preferential seating*

3. **Exam Access**
   The accommodations listed below are applicable for any timed assessments including exams and quizzes (on-campus and online), and in-class assessments (i.e. dicker, etc.).
   - *Extended time - 1.50x (time and one-half)*
   - *Reduced Distraction Environment*

4. **Notetaking Assistance**
   Please allow and assist student with one or more methods listed below.
   - *Provision to audio record lectures*
   - *Use of peer note-taker*

**Additional Notification(s):**

- *SDS staff may add notes for instructors in this space. This note will pertain to this specific student.*

---

In certain courses or programs, students with disabilities may experience barriers related to their disabilities. The responsibility for implementing accommodations to address those barriers is shared among the student, the instructor, and Student Disability Services (SDS). The following information is intended to help you and the student to implement accommodations appropriately.

**Rights and Responsibilities:**

- **Students** - Students have the right to request accommodations at any point during the semester; however, they are responsible for providing you with information about accommodations as soon as possible after the
accommodations have been approved by our office, and for discussing the implementation of the accommodations with you. The discussion should focus on implementing the accommodations so that they are appropriate to both the student's needs and the design of your course.

- **Faculty/Instructor** - You have a responsibility to ensure that the approved accommodations are implemented in your course. If an accommodation seems unreasonable given the nature of the course (e.g., it is likely to fundamentally alter the essential course requirements), please contact SDS as soon as possible. You are not obligated to provide accommodations retroactively.

- **Faculty/Instructor** - Please respect Joe's privacy. Students are not required to disclose the nature of their disabilities to faculty, classmates, or staff beyond those in SDS. The fact that Joe has a disability and receives accommodations is information protected by the Family Education Rights and Privacy Act (FERPA), the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If necessary, this information may be shared with individuals who are assisting in teaching the course or in providing the requested accommodations. Also, please be mindful that people with disabilities can be subject to discrimination. By treating this information as confidential, you will help us ensure that your student is not singled out on the basis of disability.

- **Student Disability Services** - Our primary responsibility is to facilitate accommodations for eligible students, but we are also a resource for you, and anyone else who teaches, supports, or works with students with disabilities. Please do not hesitate to call on us for help in the implementation of accommodations, as well as in other aspects of disability.

**Implementation of Accommodations:**

It is Joe's responsibility to arrange a time to discuss using the accommodations(s) in your course. If you have received this letter but Joe has not approached you to discuss, you may initiate a conversation if you wish to do so.

**SDS strongly encourages instructor and student to set predetermined expectations regarding the provision of accommodative services.**

If you have concerns regarding the accommodations or how best to facilitate them in your course, please contact a Student Disability Services staff member at dss@mst.edu or (573) 341-6655.

Sincerely,

Connie Arthur
Coordinator

**Student Disability Services**
320 W. 12th St.
203 Norwood Hall
Rolla, MO. 65409
Phone (573) 341-6655 Fax (573) 341-4172
dss@mst.edu
Study Abroad
Globalminers.mst.edu

Where do we send students?

S&T has more than 100 active exchange opportunities
40 Countries in 8 Regions on 5 Continents
At a Glance

Quick Facts
- Students remain enrolled at S&T in a holding course
- Students participating in an exchange program pay the resident tuition rate (UG 15 CR, Grad 9 CR)
- Students generally remain eligible for financial aid and scholarships (coordinated by Financial Assistance office)

Why Study Abroad?
- To prepare for a global work environment
- Gain independence
- Expand your networks
- The opportunity to travel within the region where you study abroad
- Exposure to foreign language
- Experience new culture
- Change your perspective
- Increase marketability to prospective employers

Who are our partners?

Consortiums
- Global E3 - Global Engineering Education Exchange
  - 71 Universities world-wide; 35 US, 36 Abroad
  - https://globale3.studioabroad.com/
- Magellan
  - 36 Universities world-wide; 16 US, 20 abroad
  - Semester/Year long, Summer/Short term programs
  - http://www.magellanexchange.org/
- MAUI - Mid-America Universities International - 14 members
  - Exchanges with Utrecht - 28 Universities Abroad
  - http://www.midamericauniversities.org/
- MOCON - Missouri Consortium
  - Study Abroad Consortium (only send - do not receive students)
  - UK, Greece, South Africa, Portugal
Who are our Partners? Continued

Independent Agreements
> Initiated by faculty with a connection to the university
> University to University

![Image of HKUST campus](image1)

Hong Kong University of Science & Technology (HKUST)

Who are our Partners?

Faculty-led
> Short-term program, 2 - 4 weeks
> Designed and led by S&T faculty
> S&T courses for credit, generally 3-6 credit hours

![Image of faculty-led program](image2)
What do we tell students?

➢ The optimal time to study abroad is the Sophomore year, or 1st semester of Junior year
➢ Any degree plan can study abroad
➢ Are you looking for an experience or are you looking for something that fits with your degree?
➢ Identify three locations; do the research
➢ Talk to your Academic Advisor
➢ Create a budget
➢ Contact the Office of Financial Assistance

What is the process?

➢ Attend one of the weekly information sessions
➢ Go to Globalminers.mst.edu
  – Select your choices
  – Begin your research (courses, housing, area interests)
➢ Apply
  – Courses for credit
  – Budget
  – Health clearance
  – Request recommendations
➢ Complete Consortium and or Host School application
What is the Faculty & Advisor's Role?

Review & Guidance
- Review the student’s study plan
- Will courses selected by student fit in their degree plan?
- Help in determining the S&T corresponding course
- Are there courses at the host university you would recommend the student consider?
- Sign the student’s application for credit form

Application for Credit

Applicant's Signature

MINERS DIG DEEPER
How many Missouri S&T students study abroad?

In May 2015 Chancellor Schrader signed a commitment to double the number of students who study abroad for credit by 2020. Goal: 78 students studying abroad for a semester or on a faculty-led program.

How can you help fulfill the commitment our campus has to Study Abroad?

> Encourage students to study abroad
> Host an information session in your department/area
> Help review and get approval for a set of courses which will automatically transfer as credit
> Identify an international partner institution with which to collaborate.
> Plan a faculty-led course
Questions?

Contact Information:
Robin Ziegler
zieglert@mst.edu
573-341-6237
Studyabroad@mst.edu
Website: studyabroad.mst.edu
Globalminers: globalminers.mst.edu
Facebook: Missouri S&T Study Abroad
Overview of Missouri S&T undergraduate admission criteria and application of criteria to undergraduate admission applications

Lynn Stichnote (Director) and Cathy Tipton (Associate Director), Missouri S&T Admissions

Presentation to the S&T Student Success Committee
August 23, 2018
Managed Enrollment Growth

Average Act score has remained at 28.0 or above
Average high school GPA has remained around 3.80

Who sets S&T undergraduate admission criteria?

First-time College (new freshmen)
- 1997: UM System Board of Curators implemented core high school curriculum requirements and use of MDHE “test percentile + rank percentile criteria” of at least 120 after extensive evaluation of incoming freshmen persistence compared to various possible admission standards
- Individual UM campuses determine which MDHE selectivity level to adopt
  - Campuses allowed a 10% exception to criteria
  - UM System runs annual exception evaluation (or used to)

Transfer Students
- S&T Faculty Senate sets the 2.0 minimum for admission to S&T (not to particular majors)
- Academic departments set criteria for admission to the academic department
Coordinating Board of Higher Education (CBHE) Selectivity Levels

• **Highly selective:**
  – Test score (ACT or SAT) percentile + High school class rank percentile = 140 OR minimum ACT of 27

• **Selective:**
  – Test + rank = 120 OR minimum test score of 24

• **Moderately selective:**
  – Test + rank = 100 or ACT of 21

• **Open Admission:**
  – No criteria except high school diploma or equivalent

“Message” on Highly Selective category

Please do not refer to the ACT of 27 when asked about admission requirements and never include in any materials; please refer admission criteria questions to Admissions

• We had a Chicago student visit campus with ACT of 26 and near-4.0 GPA at a top Chicago High School who heard the “27” somewhere on campus during his visit, and was convinced he should not apply

• Please emphasize to prospective students that we have a holistic review of grades, test scores and rigor of coursework and that we prefer to not state a particular “test minimum”

• No matter how explicit the explanation, once a student or parent hears “ACT of 27” in any context, they associate that with being the minimum
Admission Review Process-Freshmen

Admissions Operations Team members: 2 full-time evaluators, one part-time evaluator, one coordinator (approximately 6,700 FTC, TRE and Grad apps/year)

**Step 1.** Calculate sum of test + rank percentile.
   - If above “140” move on to standardized test score (ACT or SAT) and core coursework grade review
   - If test + rank below 140 or other “red flags” per notes below, refer to Coordinator, and then to Associate Director

**Step 2.** Review ACT or SAT score above 24, do grade review
   - If test below 24 or comparable SAT, typically refer to Associate Director for review

**Step 3.** Review transcript for grades in core courses

**Step 4.** If grades B or above in core courses, “test + rank” =140, and ACT above 24, admit the student to major of choice
   - If multiple C or below grades in core courses refer to Associate Director for review

Admission Review Process for freshman applicant with weak credentials

Admissions Associate Director Review of freshman applicants with weak credentials

- Review SAT or ACT score AND sub scores-each ACT has an English (usage & grammar), Math, Science Reasoning and Reading sub scores: evaluate as they relate to major of choice
- Review grades in core high school courses as they relate to major of choice
- Consider rigor of the high school and chosen coursework (Honors? AP? IB?)
- Review/request student personal statement
- Review/request high school teacher or counselor recommendations (we do not usually review external recommendations from non-academic sources)
Admission Decisions

Admissions Associate Director admission final decisions for freshman applicants with weak credentials

- Admit to major of choice with Success Mentor designation

  OR

- Admit to alternate major (IST instead of Comp Sci for instance if math shows weakness, or to Undecided Undergraduate Studies)

  OR

- Deny and send name to transfer team for follow-up

“Success Mentor” Admission Decisions

The student has a “flag” on their record which initiates the following:

- Admit letter has an extra paragraph about Success Mentor admission expectations

  AND

- When they attend PRO, they are given an appointment to meet with a representative from the Student Success Center

- The actions recommended by Success Center are recommendations; completion is not tracked at this time
Example of “test + rank”

**Test score percentile:** ACT or SAT composite scores are assigned a percentile based on comparison to other test takers. Examples:

- ACT of 21 = 55% (55% + 85% class rank = 140)
- ACT of 27 = 87% (87% + 53% class rank = 140)
- ACT of 31 = 97% (97% + 43% class rank = 140)

**Class rank percentile:** If high school includes class rank on transcripts, we use the 6th semester class rank as a percentile. If we receive a 7th semester transcript, we recalculate GPA for sixth semester if not listed by semester on transcript.

**GPA conversion:** For those schools which do not rank (becoming more common), we have a GPA conversion chart based on historical data on S&T students with both GPA and rank. Examples:

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.75</td>
<td>69%</td>
</tr>
<tr>
<td>3.00</td>
<td>75%</td>
</tr>
<tr>
<td>3.50</td>
<td>88%</td>
</tr>
<tr>
<td>3.75</td>
<td>94%</td>
</tr>
</tbody>
</table>

Admission Review Process-Transfer

**Admissions Transfer Team members:** 2 full-time admission counselors

Step 1. Calculate total GPA from all graded, college-level coursework (including Dual Enrollment credit).

Step 2. Review grades in courses related to major of choice.

Step 3. If cumulative GPA and grades in key courses strong, admit to major of choice. If 24 or more credits, review for scholarship eligibility.

Step 4. If GPA below 2.5 but above 2.0, evaluate items in step one and two, for admission based on major.

Step 5. Directly admit, or refer to academic department or Assistant Director for recommendations.
Admission Decisions-Transfer

Admissions final decisions for transfer applicants with weak credentials

• Admit to major of choice per department approval
  OR
• Offer alternate major for which student is eligible-student must request change to alternate major (typically via email)
  OR
• Deny
  – Recommend they remain at home school and repeat courses or demonstrate success on additional coursework & reapply
  – Recommend they pursue another institution

Messages to prospective first-time college (freshmen) students

Admissions counselors provide guidance to prospective high school students or high school counselors regarding candidates with weak academic credentials

• Inquire about improving trends in performance or recommend they “re-test” before applying if appropriate
• Inquire about their A+ status-perhaps recommend use of A+ for transfer or discuss quality of transfer program in their area
• Encourage they demonstrate another semester of strong high school coursework academics before applying
• Recommend they submit personal statement or recommendations from “core curriculum” teachers or counselor
Messages to prospective transfer students

Transfer Admissions counselors provide guidance to prospective students with weak academic credentials

- Recommend they repeat courses if appropriate and educate them about our grade replacement policy on courses they repeat at their home institution
- Educate them on specific academic department requirements and recommend alternate majors if necessary (Ex: Mechanical Engineering specific course grade requirements along with cumulative GPA)
- Encourage they demonstrate another semester or two of strong academics before applying

Messages to prospective transfer students

Transfer Admissions counselors provide guidance to prospective students with weak academic credentials

- Recommend they repeat courses if appropriate and educate them about our grade replacement policy on courses they repeat at their home institution
- Educate them on specific academic department requirements and recommend alternate majors if necessary (Ex: Mechanical Engineering specific course grade requirements along with cumulative GPA)
- Encourage they demonstrate another semester or two of strong academics before applying
Changes to the First-time college (freshman) admit letters

Freshman Year Experience Ad Hoc committee recommended clarifying “admission to S&T” vs “admission to an academic department” in the freshmen admit letter

- Admit letter for CASB remains the same “you are admitted to_______”
- Admit letter for CEC has changed to reflect process of general coursework before moving to department of choice

Admissions 2018-2019 Recruitment & Communication Activities

- Communication Plan will include about 40 “contacts” with entire prospective freshman group and about 35 “contacts” with Transfer prospects
- Additional contacts with key segments (OOS, URM, female, CASB)
- Segmented marketing to target specific groups
- More focus on publications & other communications with less “wordiness”, and more texting, videos, and social media
- Expanding number of prospects (“cold name buys”) to generate enhanced numbers of inquiries (express interest), applicants, admits, PRO deposits and enrolled students—all based on the conversion rate from one part of the “funnel” to the next
- Fully executing a Diversity Recruitment & Communication Plan
Admissions 2018-2019 Recruitment & Communication Activities

- Segmented marketing
  - Search Postcards and Search Emails have multiple market segments
    - Science
    - Biology (featured female)
    - Out of State Engineering & Computing
    - In-state Engineering & Computing
    - Humanities
    - Education
    - Business

Admissions 2018-2019 Recruitment & Communication Activities

- Continue personalized activities like “Meet & Greets”
- Implement “drip” marketing that ensures continuous contact with prospects
- Family Fly In Visit Opportunity-3x per year (Fall, Spring, Summer)
- Diversity Communication Plan
  - Two emails per month with student or alumni profiles
  - Implementing Diversity Showcase with Nov 10 Open House
  - Collaboration with Stu Fin Assistance to craft attractive scholarship packages quickly
  - Engage alumni in recruitment
Response to competition & demographic challenges which impact yield

- Expand CASB communication plan & direct recruitment in targeted “local” schools in the 30 mile radius
- Improved photography and video with clear messages
- Female communication plan
- Higher attention level to Admits: “Congrats text” along with admit packet, Department chair contact?,
- Higher attention level to PRO Deposits: gift?, Chancellor or Dean contact?
- Special attention for Honor’s group: special text or email from admissions counselors, updates on Honor’s housing?

Collaborative Efforts

Continue to work with other offices to improve recruitment and retention

- Student sharing program with Student Diversity Initiatives-share cost of student salaries and student workers perform both recruitment and mentoring activities for URM students
- Collaborate with International Affairs on recruitment & admission materials, email plans and other activities (meet monthly)
- Recruitment Team meetings bi-weekly: Admissions recruiting team, and reps from: Alumni Relations, ROTC, Student Financial Assistance, COER, Business & Mining recruiting staff, International Affairs
Thank You to all who support recruitment!

Dozens of staff and faculty from other offices support recruitment throughout the year

- Representation at Open House Information Fair
- Academic, administrative and athletic department staff, faculty and students who provide department visits for Daily Visits, Discover Days and Open House as well as ad hoc groups such as Counselor Fly In, Family Fly-in and many other events
- Dedicated faculty and staff Transfer Advisors for Transfer Advising Day
- Last year Special Events + Transfer Advising brought roughly 3,500 prospective students and a total of about 8,900 prospects, guests and others on campus for events, group visits, etc.
# RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q1--Please indicate your program of study.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Aerospace Engineering</td>
<td>4.83%</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>Applied &amp; Environmental Biology</td>
<td>0.76%</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>Applied Mathematics</td>
<td>0.51%</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Business Administration</td>
<td>3.56%</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Ceramic Engineering</td>
<td>0.25%</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Chemical Engineering</td>
<td>5.60%</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>Chemistry</td>
<td>4.07%</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Civil Engineering</td>
<td>6.87%</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Computer Engineering</td>
<td>2.04%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Computer Science</td>
<td>7.89%</td>
<td>31</td>
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<tr>
<td>6</td>
<td>Electrical Engineering</td>
<td>7.63%</td>
<td>30</td>
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<tr>
<td>7</td>
<td>Engineering Management</td>
<td>5.34%</td>
<td>21</td>
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<tr>
<td>3</td>
<td>Environmental Engineering</td>
<td>0.76%</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Explosives Engineering</td>
<td>1.27%</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Geological Engineering</td>
<td>3.82%</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Geology &amp; Geophysics</td>
<td>4.07%</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>Geotechnics</td>
<td>1.02%</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Industrial Organizational Psychology</td>
<td>3.05%</td>
<td>12</td>
</tr>
<tr>
<td>24</td>
<td>Information Science &amp; Technology</td>
<td>3.31%</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>Manufacturing Engineering</td>
<td>1.53%</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>Materials Science &amp; Engineering</td>
<td>2.04%</td>
<td>8</td>
</tr>
<tr>
<td>29</td>
<td>Mathematics</td>
<td>1.02%</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>Mechanical Engineering</td>
<td>11.96%</td>
<td>47</td>
</tr>
<tr>
<td>15</td>
<td>Metallurgical Engineering</td>
<td>1.78%</td>
<td>7</td>
</tr>
<tr>
<td>20</td>
<td>Mining Engineering</td>
<td>1.78%</td>
<td>7</td>
</tr>
<tr>
<td>21</td>
<td>Nuclear Engineering</td>
<td>1.27%</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Petroleum Engineering</td>
<td>4.83%</td>
<td>19</td>
</tr>
</tbody>
</table>
# RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

<table>
<thead>
<tr>
<th>#</th>
<th>Program</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Physics</td>
<td>0.51%</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Systems Engineering</td>
<td>5.34%</td>
<td>21</td>
</tr>
<tr>
<td>26</td>
<td>Technical Communication</td>
<td>1.27%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>393</strong></td>
</tr>
</tbody>
</table>

**Q2--What is the degree level you are working toward?**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduate Certificate</td>
<td>9.09%</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Masters</td>
<td>39.39%</td>
<td>156</td>
</tr>
<tr>
<td>3</td>
<td>Doctoral</td>
<td>51.52%</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>396</strong></td>
</tr>
</tbody>
</table>

**Q3--What was your primary activity immediately prior to enrolling in this program?**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduate student</td>
<td>31.31%</td>
<td>124</td>
</tr>
<tr>
<td>2</td>
<td>Volunteer or community service</td>
<td>1.26%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Cared for a family member</td>
<td>1.26%</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Employed in a field related to that of current study</td>
<td>29.55%</td>
<td>117</td>
</tr>
<tr>
<td>5</td>
<td>Undergraduate student</td>
<td>26.01%</td>
<td>103</td>
</tr>
<tr>
<td>6</td>
<td>Employed in a field unrelated to that of current study</td>
<td>8.59%</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>Travel</td>
<td>0.25%</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Other (please specify)</td>
<td>1.77%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>396</strong></td>
</tr>
</tbody>
</table>

Other (please specify) - Text

U.S. Army Engineer Captain's Career Course at Fort Leonard Wood

step one to do masterdegree
### RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Unemployed, but searching

Junior College Faculty

Took a gap year after undergraduate

Internship in a field related to that of current study

#### Q4--How satisfied are you with the following?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The intellectual caliber of the faculty in your program</td>
<td>205</td>
<td>143</td>
<td>8.40%</td>
<td>2.04%</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Program’s ability to keep pace with recent developments in your field</td>
<td>160</td>
<td>157</td>
<td>14.03%</td>
<td>3.32%</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Adequacy of facilities (classrooms, labs, etc.)</td>
<td>126</td>
<td>151</td>
<td>18.88%</td>
<td>8.16%</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Quality of graduate level teaching by faculty</td>
<td>147</td>
<td>170</td>
<td>12.50%</td>
<td>4.85%</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Training in research methods</td>
<td>118</td>
<td>127</td>
<td>26.15%</td>
<td>7.44%</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Amount of financial support</td>
<td>102</td>
<td>104</td>
<td>30.59%</td>
<td>8.74%</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Teaching and TA preparation offered by your academic program</td>
<td>100</td>
<td>137</td>
<td>27.04%</td>
<td>6.63%</td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>

### Additional Table

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The intellectual caliber of the faculty in your program</td>
<td>205</td>
<td>143</td>
<td>8.40%</td>
<td>2.04%</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Program’s ability to keep pace with recent developments in your field</td>
<td>160</td>
<td>157</td>
<td>14.03%</td>
<td>3.32%</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

<table>
<thead>
<tr>
<th>developments in your field</th>
<th>32.14%</th>
<th>38.52%</th>
<th>151</th>
<th>13.68%</th>
<th>74</th>
<th>8.16%</th>
<th>32</th>
<th>2.30%</th>
<th>9</th>
<th>392</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of facilities (classrooms, labs, etc.)</td>
<td>37.50%</td>
<td>43.37%</td>
<td>170</td>
<td>12.50%</td>
<td>49</td>
<td>4.85%</td>
<td>19</td>
<td>1.79%</td>
<td>7</td>
<td>392</td>
</tr>
<tr>
<td>Quality of graduate level teaching by faculty</td>
<td>30.26%</td>
<td>118</td>
<td>32.56%</td>
<td>127</td>
<td>25.15%</td>
<td>102</td>
<td>7.44%</td>
<td>29</td>
<td>3.59%</td>
<td>14</td>
</tr>
<tr>
<td>Training in research methods</td>
<td>26.22%</td>
<td>102</td>
<td>26.74%</td>
<td>104</td>
<td>30.59%</td>
<td>119</td>
<td>8.74%</td>
<td>34</td>
<td>7.71%</td>
<td>30</td>
</tr>
<tr>
<td>Amount of financial support</td>
<td>25.51%</td>
<td>100</td>
<td>34.95%</td>
<td>157</td>
<td>27.04%</td>
<td>106</td>
<td>6.63%</td>
<td>26</td>
<td>5.87%</td>
<td>23</td>
</tr>
<tr>
<td>Teaching and TA preparation offered by your academic program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5—How satisfied are you with the following?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of academic advising and guidance</td>
<td>39.03%</td>
<td>38.52%</td>
<td>151</td>
<td>13.68%</td>
<td>74</td>
<td>392</td>
</tr>
<tr>
<td>2</td>
<td>Professional relationship with your faculty advisor</td>
<td>50.51%</td>
<td>32.14%</td>
<td>126</td>
<td>10.45%</td>
<td>41</td>
<td>392</td>
</tr>
<tr>
<td>3</td>
<td>Helpfulness of staff members in your school or program</td>
<td>48.21%</td>
<td>39.23%</td>
<td>153</td>
<td>8.72%</td>
<td>34</td>
<td>390</td>
</tr>
<tr>
<td>4</td>
<td>Faculty effort in helping you find employment</td>
<td>26.22%</td>
<td>24.16%</td>
<td>94</td>
<td>38.32%</td>
<td>151</td>
<td>389</td>
</tr>
<tr>
<td>5</td>
<td>The opportunity to interact across disciplines</td>
<td>25.61%</td>
<td>29.20%</td>
<td>113</td>
<td>34.11%</td>
<td>132</td>
<td>387</td>
</tr>
<tr>
<td>6</td>
<td>Overall satisfaction with your program</td>
<td>32.56%</td>
<td>48.21%</td>
<td>188</td>
<td>12.31%</td>
<td>48</td>
<td>390</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q6--To what extent do you agree or disagree with each of the following statements?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students in your program are treated with respect by faculty</td>
<td>51.15%</td>
<td>43.73%</td>
<td>4.35%</td>
<td>0.77%</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Faculty members are willing to work with students</td>
<td>50.51%</td>
<td>45.92%</td>
<td>2.81%</td>
<td>0.77%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Rapport between faculty and graduate students in your program is good</td>
<td>44.87%</td>
<td>49.74%</td>
<td>4.62%</td>
<td>0.77%</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Your own relationships and interactions with faculty are good</td>
<td>50.51%</td>
<td>44.90%</td>
<td>3.57%</td>
<td>1.02%</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>There are tensions among faculty that affect students</td>
<td>14.91%</td>
<td>20.31%</td>
<td>42.16%</td>
<td>22.62%</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>Staff in your program are knowledgeable about rules and regulations that affect graduate students</td>
<td>32.13%</td>
<td>56.81%</td>
<td>9.25%</td>
<td>1.80%</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>You receive ongoing, constructive feedback on progress toward your degree from your advisor</td>
<td>38.76%</td>
<td>39.02%</td>
<td>16.80%</td>
<td>5.43%</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>You are satisfied with the amount of time spent with your advisor</td>
<td>39.74%</td>
<td>41.28%</td>
<td>14.36%</td>
<td>4.62%</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>Your advisor keeps track of your research progress and will help determine when you have accomplished enough work for your degree</td>
<td>42.34%</td>
<td>39.74%</td>
<td>13.25%</td>
<td>4.68%</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>Overall, the climate of your program is positive</td>
<td>42.71%</td>
<td>49.62%</td>
<td>6.59%</td>
<td>1.28%</td>
<td>5</td>
</tr>
</tbody>
</table>

Q7--How would you rate your experience on each of the following?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of courses needed to complete your program</td>
<td>31.28%</td>
<td>40.26%</td>
<td>15.7%</td>
<td>8.05%</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Quality of instruction in your courses</td>
<td>41.28%</td>
<td>44.10%</td>
<td>12.05%</td>
<td>2.56%</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Encouragement to take cross-disciplinary courses as appropriate</td>
<td>27.58%</td>
<td>45.88%</td>
<td>17.8%</td>
<td>6.88%</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>Overall quality of course work in your program</td>
<td>34.62%</td>
<td>50.51%</td>
<td>12.31%</td>
<td>2.56%</td>
<td>31</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q8--Please indicate how frequently you used the following services during your most recent year's experience in graduate school at Missouri S&T.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library Facilities</td>
<td>44.07%</td>
<td>39.95%</td>
<td>155</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>On-campus computer facilities</td>
<td>48.46%</td>
<td>31.79%</td>
<td>124</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Office of Graduate Studies</td>
<td>15.96%</td>
<td>57.22%</td>
<td>222</td>
<td>104</td>
</tr>
<tr>
<td>5</td>
<td>Student Health Center</td>
<td>13.40%</td>
<td>49.74%</td>
<td>193</td>
<td>143</td>
</tr>
<tr>
<td>6</td>
<td>Financial Aid Office</td>
<td>6.43%</td>
<td>32.90%</td>
<td>128</td>
<td>256</td>
</tr>
<tr>
<td>7</td>
<td>Career Opportunities and Employer Relations</td>
<td>8.70%</td>
<td>41.34%</td>
<td>160</td>
<td>193</td>
</tr>
<tr>
<td>8</td>
<td>Counseling, Disability Support, and Student Wellness</td>
<td>6.43%</td>
<td>21.09%</td>
<td>82</td>
<td>282</td>
</tr>
<tr>
<td>10</td>
<td>Cashier's Office</td>
<td>10.00%</td>
<td>63.08%</td>
<td>246</td>
<td>105</td>
</tr>
<tr>
<td>11</td>
<td>University Police</td>
<td>5.14%</td>
<td>28.28%</td>
<td>110</td>
<td>259</td>
</tr>
<tr>
<td>13</td>
<td>Registrar's Office</td>
<td>17.18%</td>
<td>57.18%</td>
<td>262</td>
<td>61</td>
</tr>
</tbody>
</table>

Q9--Please rate the quality of your experience with each of the following:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[QID9-ChoiceDescription-1]</td>
<td>56.54%</td>
<td>36.93%</td>
<td>5.23%</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>[QID9-ChoiceDescription-2]</td>
<td>41.84%</td>
<td>43.54%</td>
<td>13.61%</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>[QID9-ChoiceDescription-4]</td>
<td>42.16%</td>
<td>46.27%</td>
<td>10.82%</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>[QID9-ChoiceDescription-5]</td>
<td>44.54%</td>
<td>38.43%</td>
<td>13.54%</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>[QID9-ChoiceDescription-6]</td>
<td>35.00%</td>
<td>38.57%</td>
<td>20.00%</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>[QID9-ChoiceDescription-7]</td>
<td>36.07%</td>
<td>42.08%</td>
<td>20.22%</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>[QID9-ChoiceDescription-8]</td>
<td>42.42%</td>
<td>37.37%</td>
<td>18.18%</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>[QID9-ChoiceDescription-10]</td>
<td>30.34%</td>
<td>42.32%</td>
<td>18.73%</td>
<td>50</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>[QID9-ChoiceDescription-11]</td>
<td>44.44%</td>
<td>47.86%</td>
<td>6.84%</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q10—How often do the following social activities occur on campus? (Frequently is defined as more than once a month and occasionally is defined as once a month or less).

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not At All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organized university-wide social activities</td>
<td>24.29%</td>
<td>51.14%</td>
<td>24.57%</td>
<td>350</td>
</tr>
<tr>
<td>2</td>
<td>Organized social activities within your school</td>
<td>21.71%</td>
<td>51.14%</td>
<td>27.14%</td>
<td>350</td>
</tr>
<tr>
<td>3</td>
<td>Organized social activities within your research group</td>
<td>18.62%</td>
<td>49.86%</td>
<td>31.52%</td>
<td>349</td>
</tr>
</tbody>
</table>

Q11—To what extent do you agree with the following statements about organized social activities on campus?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organized social activities allow you to meet graduate students outside your graduate group</td>
<td>24.37%</td>
<td>58.42%</td>
<td>12.19%</td>
<td>5.02%</td>
<td>279</td>
</tr>
<tr>
<td>2</td>
<td>Organized social activities help build a Missouri S&amp;T community of graduate students</td>
<td>26.76%</td>
<td>55.99%</td>
<td>11.27%</td>
<td>5.99%</td>
<td>284</td>
</tr>
</tbody>
</table>

Q12—How would you rate the quality of:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your academic experience at Missouri S&amp;T</td>
<td>43.33%</td>
<td>45.28%</td>
<td>9.44%</td>
<td>1.94%</td>
<td>360</td>
</tr>
<tr>
<td>2</td>
<td>Your student life experience at Missouri S&amp;T</td>
<td>26.84%</td>
<td>45.48%</td>
<td>22.32%</td>
<td>5.37%</td>
<td>354</td>
</tr>
<tr>
<td>3</td>
<td>Your graduate program at Missouri S&amp;T</td>
<td>37.88%</td>
<td>44.85%</td>
<td>14.21%</td>
<td>3.06%</td>
<td>359</td>
</tr>
<tr>
<td>4</td>
<td>Your overall experience at Missouri S&amp;T</td>
<td>36.59%</td>
<td>47.77%</td>
<td>12.85%</td>
<td>2.79%</td>
<td>358</td>
</tr>
</tbody>
</table>

Q13—Please rate the extent to which these factors are or have been an obstacle to your academic progress:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A major obstacle</th>
<th>A minor obstacle</th>
<th>No obstacle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work/financial commitments</td>
<td>26.05%</td>
<td>42.58%</td>
<td>31.37%</td>
<td>357</td>
</tr>
<tr>
<td>2</td>
<td>Family obligations</td>
<td>15.69%</td>
<td>35.01%</td>
<td>49.30%</td>
<td>357</td>
</tr>
</tbody>
</table>
## RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

<table>
<thead>
<tr>
<th></th>
<th>Availability of faculty</th>
<th>Program structure or requirements</th>
<th>Thesis topic/research</th>
<th>Course scheduling</th>
<th>Immigration laws or regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7.54%</td>
<td>11.24%</td>
<td>15.56%</td>
<td>9.80%</td>
<td>13.75%</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>40</td>
<td>48</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>27.09%</td>
<td>36.24%</td>
<td>27.40%</td>
<td>36.97%</td>
<td>17.37%</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>129</td>
<td>97</td>
<td>132</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>65.36%</td>
<td>52.53%</td>
<td>59.04%</td>
<td>53.22%</td>
<td>68.91%</td>
</tr>
<tr>
<td></td>
<td>234</td>
<td>187</td>
<td>209</td>
<td>190</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>358</td>
<td>356</td>
<td>354</td>
<td>357</td>
<td>357</td>
</tr>
</tbody>
</table>

### Q14—How likely are you to stay in your program until you receive your ultimate degree objective?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Likely</td>
<td>82.27%</td>
<td>297</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat likely</td>
<td>11.36%</td>
<td>41</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat unlikely</td>
<td>2.22%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Highly unlikely</td>
<td>1.99%</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Uncertain</td>
<td>2.77%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>361</td>
</tr>
</tbody>
</table>

### Q15—Please answer the following questions about the university and your program. If you were to do it again:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Definitely would</th>
<th>Probably would</th>
<th>Probably would not</th>
<th>Definitely would not</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Would you select this same university?</td>
<td>38.12%</td>
<td>41.44%</td>
<td>15.19%</td>
<td>5.25%</td>
<td>362</td>
</tr>
<tr>
<td>2</td>
<td>Would you select the same field of study?</td>
<td>53.59%</td>
<td>35.64%</td>
<td>8.29%</td>
<td>2.49%</td>
<td>362</td>
</tr>
<tr>
<td>3</td>
<td>Would you recommend this university to someone considering your graduate program?</td>
<td>44.48%</td>
<td>37.02%</td>
<td>19.54%</td>
<td>4.97%</td>
<td>362</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q16—Please rate your overall satisfaction level in the following areas:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Fellowships/Awards</td>
<td>24.62%</td>
<td>64</td>
<td>35.00%</td>
<td>91</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Forms (ease of use)</td>
<td>21.69%</td>
<td>72</td>
<td>43.37%</td>
<td>144</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>Appointments (GRA/TA)</td>
<td>29.62%</td>
<td>85</td>
<td>38.68%</td>
<td>111</td>
<td>109.91%</td>
</tr>
<tr>
<td>5</td>
<td>Academic Services processes (advancement to candidacy/change of major, etc.)</td>
<td>23.02%</td>
<td>61</td>
<td>43.40%</td>
<td>115</td>
<td>28.30%</td>
</tr>
</tbody>
</table>

Q17—Which of the following best describes your expectation for professional plans immediately after completing your education at Missouri S&T.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Academia-Teaching &amp; Research</td>
<td>18.18%</td>
<td>66</td>
</tr>
<tr>
<td>1</td>
<td>Academia-Teaching</td>
<td>3.86%</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>Academia-Research</td>
<td>4.68%</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Industry-Production</td>
<td>23.42%</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>Industry-Research</td>
<td>23.97%</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>Information Systems</td>
<td>2.75%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Postdoctoral Appointment</td>
<td>3.58%</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>Pursue another graduate degree (at Missouri S&amp;T)</td>
<td>2.48%</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Pursue another graduate degree (NOT at Missouri S&amp;T)</td>
<td>1.93%</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>Management</td>
<td>6.61%</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>Government</td>
<td>5.23%</td>
<td>19</td>
</tr>
<tr>
<td>15</td>
<td>Other (please specify)</td>
<td>3.31%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>363</td>
</tr>
</tbody>
</table>

Other (please specify)

Other (please specify) - Text

already employed

No specific plan at this point - just learning.
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q18—How would you categorize the type of employer you expect to work for after you complete your final graduate degree?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4-year college or university</td>
<td>23.55%</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Community or junior college</td>
<td>0.55%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Elementary, secondary or special focus school</td>
<td>0.28%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Industry or business</td>
<td>53.74%</td>
<td>194</td>
</tr>
<tr>
<td>5</td>
<td>Non-profit organization or foundation</td>
<td>1.94%</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>U.S. (federal) government or your home country if not the U.S.</td>
<td>8.31%</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>State or local government</td>
<td>0.55%</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>2.77%</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Self-employed</td>
<td>1.94%</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Unknown</td>
<td>6.37%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>361</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q19--What is your age?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt; 20</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>20-21</td>
<td>0.54%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>22-23</td>
<td>12.53%</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>24-26</td>
<td>31.06%</td>
<td>114</td>
</tr>
<tr>
<td>5</td>
<td>27-30</td>
<td>24.52%</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>31-40</td>
<td>21.53%</td>
<td>79</td>
</tr>
<tr>
<td>7</td>
<td>41 or older</td>
<td>9.81%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>367</td>
</tr>
</tbody>
</table>

Q20--What is your race (select all that apply)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>White</td>
<td>40.05%</td>
<td>147</td>
</tr>
<tr>
<td>2</td>
<td>Black or African American</td>
<td>2.72%</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Hispanic</td>
<td>3.54%</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Asian</td>
<td>41.14%</td>
<td>151</td>
</tr>
<tr>
<td>5</td>
<td>American Indian or Alaska Native</td>
<td>0.54%</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Two or more</td>
<td>3.27%</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Prefer not to answer</td>
<td>8.72%</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>367</td>
</tr>
</tbody>
</table>
# RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q21—Where do you currently live?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Off-campus (with family)</td>
<td>22.34%</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>Off-campus (independently)</td>
<td>72.75%</td>
<td>267</td>
</tr>
<tr>
<td>3</td>
<td>On-campus</td>
<td>2.72%</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Prefer not to answer</td>
<td>2.18%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>367</td>
</tr>
</tbody>
</table>

Q22—What is your gender?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>71.58%</td>
<td>262</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>28.42%</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>366</td>
</tr>
</tbody>
</table>

Q23—What is your U.S. Citizenship status?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>U.S. citizen</td>
<td>41.26%</td>
<td>151</td>
</tr>
<tr>
<td>2</td>
<td>Permanent resident of the U.S.</td>
<td>2.73%</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>International student living in the U.S.</td>
<td>56.01%</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>366</td>
</tr>
</tbody>
</table>
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

Q24—Please provide any comments or questions you have about the graduate program at Missouri University of Science and Technology.

Please provide any comments or questions you have about the graduate program at Missouri University of Science and Technology.

The program should have more activities to involve graduate students in activities other than research to relieve their stress.

I didn’t answer any questions about on-campus activities or facilities because I’m a distance student.

I love it.

I would like to have a TA opportunity, but this very hard to get in our department (EE). Some professors have no idea how hard is being an international student here with different difficulties, and I had some experience that just annoyed me. Participating in social activities for international graduate student that has to do research, some times is hard and time consuming. I hardly ever participate. However, I need to. Consulting fr me was not that much helpful.

First advisor was awful. Lost thousands of dollars in time and wasted courses. Second advisor was pretty good. No issue.

I am pleased with everything for the most part. My on-campus adviser has been incredible to work with, the adviser I had before him who left had definitely left something to be desired with respect to some items.

For a distance student, the dissertation process seems isolating. No opportunity to interact with other distance students working on the dissertation.

I think it would be a good idea to coordinate any suggested learning or topics that can’t be explained in detail during class. Many topics (math, calculus, statistics) I haven’t visited for 10+ years. A coordinated reference with websites like khan academy would be helpful. Would also suggest a partnership with wolfram alpha rather than relying on limited access programs like maple for mathematical evaluations.

The graduate program at MST is very nice and very helpful.

Finding any sort of semblance of degree requirement criteria is borderline impossible and sometimes straight up infuriating. Also the link for the graduate catalog is broken on mst.edu.

Students should be able to enroll for classes after the first week of the semester. It is not good to enroll in classes before the semester starts because I would like to go to the first lecture to see if I like the class or not.

Overall, I’ve felt largely ignored by my department. I have no opportunity to take advantage of what I feel is the graduate experience (ie research or assistantships) and don’t even know any other masters students in my program.

My biggest concern: 1. Advisor’s overall ability to motivate, monitor, and mentor students towards completion of their graduate degree. 2. Department’s effort in monitoring graduate students’ (particularly Ph.D. students) progress and to motivate BOTH advisor and students.

I am a direct PhD student, if I am not satisfied with my current research project and current adviser and even felt depressed when I am doing research with him/her, is it possible to quit the program and get my master degree if I have met the graduation requirements for master (thesis).

They covered the tuition, but they increase the fee and the mandatory health insurance. At the end it does not help that much financially!

I would comment on the lack of academic advisement when selecting classes. There was info put out to describe what levels of classes needed to be taken to meet the graduate degree requirement. There was no one-on-one brief to describe how difficult the classes could be individually and therefore collectively. The U.S. Army Engineer officers have to take 18 credits in a semester to graduate on time and attain the graduate degree. This applies to those specifically taking Civil or Environmental Engineering master’s. This is difficult because many have not been in school for a while, have competing demands with family life, have to make coordination to move to the next duty station, and/or even study to take the Professional Engineering exam all while tackling the academic demands. There is also
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

I had an exceptional experience with my graduate student coordinator, Erica Bay. She was engaged, responsive and committed, and I would not be attending MS&T if not for her efforts to see the application process through. My advisor, Dr. Gertsch has also been stellar - from the first email we exchanged when I was considering MS&T to this very day. They deserve praise for their efforts.

As a distance student, I would like to be able to see the camera follow the instructor to the board/screen to point out something from the slide power point.

The slave driver in the slave group should go die.

Change the travel grant award to just an application, not an award procedure. Students should be encouraged to go and not reviewed by some panel.

There should be more regulation on the relationship between advisers and grad students. And advisers should treat sponsored students the same way they treat funded students, and they should not force their students to take their classes simply because they want high enrollment in them!

The costs per credit is too expensive for non-Missouri Resident as international, almost I have to paid more than 2 times residents pay, and we don’t have any grant, no jobs, no meal plans, no residents for us, it means you invite international students but do not help to continue here, really it looks you do not like us.

Some of the rooms have crap chairs and crap lighting of the blackboard esp in bottom of McNut. I can’t see the board from 15 feet away. Not joking. I have 2020 vision.

One of the most important issues here for international graduate students is the money every semester they have to return to university for insurance and... Every month we have to pay a money of 1700 $ to university that is beyond our capability. Many of my friends at other US universities do no pay such money. The typical feeling of a graduate student here is that everything at MST is against the students. You are treated as worker and there is no feeling of being a graduate. The facilities like dining facilities, recreational facilities are awful here. How many graduate students use the awful dining service at MST? Students feel that dining service is to serve university not serve students; it is here as a income for MST. The faculty do not have good experience in teaching. Some of them have English language problem and they do not know how to run their classes.

The requirement of the program not fair with the benefit for graduate student for example the request many requirement such as passing qualify exam even if you are get the master from same department which in other college at MS&T they remove the exam requirement for you if you graduate from the same department. The student wasting almost one year or more for pranging for the exam which can be used for this time for research I understand if the student come from out site but why for the student how graduate from same department? In other hand the student the not get big benefit of passing the exam because they don’t have allot of project or labs to involve the student in research or support him by fund or chance to be TA position specially if they have own scholarship.

Innovative

I did not have an office in the past six months, and I was sitting in a laboratory filled with acids and bases and furnaces, and even my side was these things. The department’s secretary prefers to leave some unused seats to those who do not, but unwilling to assign me such a person to work 40 hours a week. The secretary said that because of the unequal number of office and graduate students, I had to wait for a seat. I just want to know if I had any accident in the laboratory, who will be responsible for me?
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

While the university is wonderful for the most part, the administration is possibly one of the worst I’ve seen. Vague rules with unbearable bureaucracy make any work a tiresome experience. Changing a major is one of the most irritating things to do and have a lot of hidden rules that they don’t tell you during the decision making process. I think it is a disservice to distance students to not consider distance students needs in evaluations like this, which are different than local students. Things like proctoring services and collaboration tools need to be considered from a distance standpoint. Even this survey is strongly slanted towards on campus students.

Include more courses related to Business Analytics, Data Science. Mainly related to Text analytics, Video Analytics, Big data, and also related to SAS programming.

I find that there is very little support for graduate students with families or who have familial concerns. Like not being able to get reasonably priced health insurance, not being able to direct deposit a check into more than one account, not being able to get Rec center access for my fiancee even once we get married.

Interaction between grad students seems not to be thought of very importantly.

PhD students should not be treated as students. PhD student’s main work is research. The courses have too much homework, eating up my time for research. I recommend the grading policy for PhD students should be different from undergraduate students or graduate students not doing research. PhD students should be allowed to spend much less time on courses than no research students and still be graded an A. Course requirement for PhD students should be reduced. Four courses is very enough for PhD students. Many PhD students in MST already have a master degree and really don’t need to have classes any more. When people judge PhD students, they won’t care about your courses. They only care about your research. Course requirement for PhD students should be reduced greatly.

My biggest gripe is that my adviser is strongly against multi-disciplinary research. I would like to collaborate with other disciplines to learn new topics and understand potential applications of my research. Working in a bubble of Computer Science is unfulfilling.

No

Distance students should be provided with advising sessions and academic guidance. University to set a program to make use of Grad students specially those with industrial experience (me &gt; 35 years of oil and gas experience) to pass it on to young students.

I wish there was a separation in the emails sent to ALL Graduate Students and DISTANCE Graduate Students, as I receive at least 10 emails per day that do not apply to me. It is so bothersome that I gloss over or miss the important emails that do apply to me. Additionally the summary calendar that gets emailed out doesn’t include the important dates and deadline for DISTANCE Graduate Students, so I’ve missed a number of deadlines with the school because the dates I saw were for on-campus students and the Distance Student deadlines were much sooner or different in general. It is preferred to ONLY receive emails that apply to DISTANCE Graduate Students, with maybe a single weekly summary of on-campus emails. I’ve only had one professor who drop all the related scores to a “good” or less, because his class material was geared towards 35 level learning and testing. He had no real world experience or understanding of the Civil/Structural Engineering profession or industry as he is of a Mechanical Engineering background. The lectures left me feeling as though I should have found a few books, read them, and taken a few exams, because teaching myself would have been a better experience. The professor take out of Springfield, MO which was even weird and awkward for me as a Distance Student. Additionally, when real-world discussions or considerations were brought up which resulted in a different answer he just glossed over it as "yeah, well I wish you better luck on the next exam". It was a terribly structured course, the material and format was terrible for working professionals. He had no lecture notes/outlines for students to use as a guide, and overloaded his 60 minute exam time with too many trivia question like problems. He basically set Professionals up to struggle to get a B or C at best. Certain sections of this survey don’t apply as I am a distance graduate student and therefore not apart of or can see/participate in any on campus activities. More parts should have a non-applicable option for us. I was annoyed to not see Structural Engineering as an option on this survey as that is the degree I am pursuing.

The field is interesting, and the instructors knowledgeable. The online format (Canvas) can be confusing, and is often not well described. Also, I cannot describe my level of frustration in attempting to stop getting emails about programs, activities, and occurrences on campus that, as a distance student, have absolutely nothing to do with me.
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

The only thing that I wish was different for my program is either: (1) not having to take so many mechanical engineering courses (specifically) in order to complete my degree course requirements, so there are very few classes that are relevant to my research thesis within the department, or (2) that there were more courses in mechanical engineering (or at least co-listed courses) that were relevant to my research thesis, so that I could satisfy my degree program’s course requirements while advancing my knowledge in my research field. Broadly, my research focuses on nanomaterials and energy materials.

I am having difficulty planning my class/course schedule out 2-3 years for my Form 5, when I can only see ahead 1-2 semesters in the Schedule of Classes. It would be helpful if there was a way to look forward 4-6 semesters to know when particular classes are scheduled.

I hope they could cancel the rule that graduate students must enroll one required course each semester.

There needs to be more classes available to make graduate degrees more appealing. I do not want to do my PhD at Missouri S&T because I feel like I would have to take a lot of classes I am not interested in so that I can meet the degree requirements.

The admissions process is horrible. You apply and not given a POC to follow-up and are just left waiting. There is no follow-up for ability to be proactive in the admissions process. My advisor was not open to visiting, just instructed me to do what ever I wanted. The Financial Aid office, Academic Office, Business Office were all very helpful. There are alot of fees associated with attending S&T. I only wish I was more versed on the fees associated with different courses. It would be easier to just roll the fees into tuition. My professors, Dr. Nah and Dr. Berry are very responsive to my inquiry and questions.

So far I have been in 4 courses with 4 different professors. My first two were rather disappointing. content was fine but overall the course was basically useless and was an easy A. These second two seem much better. More organized and the content is interesting and relevant. Right now I am 50/50 on my opinion but hope that my remaining classes are similar to my recent two courses.

None.

I think the option of distance education (DCE) is a great idea. A good number of MBA students are distant, so it would only make sense that the the BIT department has more distance education classrooms instead of throwing us all over campus, wherever a distance education room is available. Moreover, MBA students pay more than other masters level students on campus so a little more pampering would not be a bad idea.

More money should be invested to improve the research and educational facilities.

Unfortunately, the life of international graduate students highly depend on the financial support they receive. This is something that most faculties know and take advantage of. I had a really bad experience and stressful time here at Missouri S&T and unfortunately didn’t gain much in the end. My advisor forced me to resign from a position I was doing voluntarily at the chemical engineering department and threatened me that I would have to quit my current program if I didn’t. I have not shared this with any of the school authorities as I was afraid that my advisor would not let me graduate. So if by any chance you are reading this, I hope this information stays confidential until after my complete graduation.

Rather than getting to select a research topic I was interested in, I was assigned to a topic which I’m extremely dissatisfied with but am unable to change away from. Further, my department (computer science) has an extreme lack of high-level classes in the field that I intend to study (reinforcement learning), which is very disappointing. I would probably not have continued to attend here without the fellowship that I received, but it sounds like the fellowship I currently have is no longer offered in its current form (only in much lower stipend amounts) to new students.

Monthly stipend at 37.5% should be at least $200-300$ more than what students get.

Overall it’s very good. We aspect more social gathering among the graduate students and faculties.

I feel that a lot of the faculty here are too busy with obligations to be involved in research; as such, even though I have a committee, it feels like I’m primarily working on my own with occasional input from my advisor. Much of my
RESULTS OF THE SPRING 2018 GRADUATE STUDENT SURVEY

dissatisfaction with my experience here stems from my previous department, Computer Science. The inter-faculty politics is severe enough that I felt it prudent to change degree programs rather than risk it affecting me further. (Examples: sudden disappearance of grant funding; uncertainty over getting GTA appointments; leaving me in a position where I’d need special paperwork for my advisor to continue advising me.) There’s one class that I have wanted to take that is only offered in distance form. The distance fees are, frankly, absurd. Before the PhD tuition waiver, taking that class plus 6 other credit hours would have cost me my entire GTA stipend, even with the tuition waiver the fees are still unaffordably high.

N/A

The total lack of response from the distance education office is appalling. I’ve asked several questions regarding my future plans at MST. On my first interaction I had to illicit assistance from the provost office. The second occasion I had to forward copies of previous emails to re-iterate the fact that I indeed did ask a question of a certain subject month prior with no response (finally taken care of). To the current situation of taking summer courses to fulfill pre-req’s for upcoming classes. I’m quite sure things would be much different (sense of urgency) if I weren’t a distance student.
Strategic Use of Scholarships and Financial Aid to Assist in Meeting Enrollment and Revenue Objectives

Derek Flynn
Associate Vice President

FY Quality Groups
Students are divided into quality groups for analysis.

<table>
<thead>
<tr>
<th>Missouri University of Science &amp; Technology</th>
<th>RUFFALO NOEL LEVITZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level Summary</td>
<td>Total First-Year Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Number</th>
<th>% of total</th>
<th>Number</th>
<th>% of total</th>
<th>Yield</th>
<th>SAT Comp</th>
<th>ACT Comp</th>
<th>HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Academic Data by Academic Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calc_index: 94 and above</td>
<td>672</td>
<td>16%</td>
<td>251</td>
<td>17%</td>
<td>34%</td>
<td>1448</td>
<td>33.1</td>
<td>4.24</td>
</tr>
<tr>
<td>Calc_index: 89 - 93</td>
<td>692</td>
<td>19%</td>
<td>274</td>
<td>21%</td>
<td>40%</td>
<td>1358</td>
<td>30.5</td>
<td>4.13</td>
</tr>
<tr>
<td>Calc_index: 81 - 88</td>
<td>1191</td>
<td>33%</td>
<td>482</td>
<td>36%</td>
<td>40%</td>
<td>1257</td>
<td>27.0</td>
<td>3.95</td>
</tr>
<tr>
<td>Calc_index: 71 - 80</td>
<td>694</td>
<td>19%</td>
<td>267</td>
<td>20%</td>
<td>38%</td>
<td>1161</td>
<td>24.4</td>
<td>3.49</td>
</tr>
<tr>
<td>Calc_index: 70 and below</td>
<td>406</td>
<td>11%</td>
<td>80</td>
<td>6%</td>
<td>20%</td>
<td>1157</td>
<td>24.2</td>
<td>3.35</td>
</tr>
<tr>
<td>Totals</td>
<td>3655</td>
<td>100%</td>
<td>1334</td>
<td>100%</td>
<td>36%</td>
<td>1301</td>
<td>28.2</td>
<td>3.92</td>
</tr>
</tbody>
</table>

Fall to Fall retention rate: 83.2%
INSIGHT. INNOVATION. EXPERIENCE.

RNL wrote the book (2 editions) on Strategic Enrollment Planning

6 million records of RNL partner students provide real-time, industry-leading insights, benchmarking, segmentation and comparisons

$2 billion in managed financial aid awards

150+ experts in higher education with thousands of years of combined experience

Innovator in higher education market

Personalized 1-to-1 service with a full account team

Key Industry Trends
SNAPSHOT OF TODAY’S LANDSCAPE

1. Enrollment growth slowing
2. Changing demographics
3. Affordability is a significant concern
4. Focus on retention and completion
Key Challenges

INSTITUTIONS FACE IN THE MARKET

1. Number of high school graduates will stagnate or decline over the next five years
2. Minority students will be 46% of college enrollment by 2025
3. College costs continue to increase as aid decreases
4. More than a quarter of schools have no written retention plan (27% of four-year privates and 34% of four-year publics)
Total U.S. Public and Private High School Graduates

- Record-high 3.47 million high school graduates in 2014
- Overall decline in high school graduates from 2013-23, with the greatest drop coming in 2017

Projected 2017 decline: 2.3%
(81,000 graduates)

Projected Change in High School Graduates
Public and Non-public, 2017-18 to 2022-23
'17 and '18 Admitted and Enrolled by State
While yield eroded on MO admits, it significantly eroded on domestic out-of-state admits.

### Missouri University of Science & Technology
#### Year-By-Year State Comparison

<table>
<thead>
<tr>
<th>State</th>
<th>Academic Year 2018-19</th>
<th></th>
<th>Academic Year 2017-18</th>
<th></th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>admitted</td>
<td>enrolled</td>
<td>admitted</td>
<td>enrolled</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>2316</td>
<td>1126</td>
<td>2278</td>
<td>1205</td>
<td>4%</td>
</tr>
<tr>
<td>Illinois</td>
<td>408</td>
<td>89</td>
<td>379</td>
<td>103</td>
<td>22%</td>
</tr>
<tr>
<td>Foreign country</td>
<td>237</td>
<td>29</td>
<td>59</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Texas</td>
<td>145</td>
<td>19</td>
<td>120</td>
<td>26</td>
<td>13%</td>
</tr>
<tr>
<td>California</td>
<td>75</td>
<td>12</td>
<td>57</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Kansas</td>
<td>69</td>
<td>11</td>
<td>54</td>
<td>15</td>
<td>16%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>40</td>
<td>4</td>
<td>35</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>35</td>
<td>7</td>
<td>26</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>28</td>
<td>5</td>
<td>21</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Colorado</td>
<td>33</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>28</td>
<td>7</td>
<td>15</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Florida</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Indiana</td>
<td>11</td>
<td>3</td>
<td>19</td>
<td>1</td>
<td>27%</td>
</tr>
<tr>
<td>Iowa</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>Michigan</td>
<td>10</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>New York</td>
<td>16</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>20%</td>
</tr>
</tbody>
</table>

Where do college freshmen in Missouri come from?

<table>
<thead>
<tr>
<th>Rank</th>
<th>From Where?</th>
<th>How many?</th>
<th>Share of total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Missouri</td>
<td>34,773</td>
<td>76.6%</td>
</tr>
<tr>
<td>2</td>
<td>Illinois</td>
<td>3,817 ('18 = 89)</td>
<td>8.4%</td>
</tr>
<tr>
<td>3</td>
<td>Kansas</td>
<td>865 ('18 = 11)</td>
<td>1.9%</td>
</tr>
<tr>
<td>4</td>
<td>Foreign Countries</td>
<td>645 ('18 = 29)</td>
<td>1.4%</td>
</tr>
<tr>
<td>5</td>
<td>Texas</td>
<td>582 ('18 = 19)</td>
<td>1.3%</td>
</tr>
<tr>
<td>6</td>
<td>California</td>
<td>431 ('18 = 12)</td>
<td>0.9%</td>
</tr>
<tr>
<td>7</td>
<td>Nebraska</td>
<td>397 ('18 = 5)</td>
<td>0.9%</td>
</tr>
<tr>
<td>8</td>
<td>Iowa</td>
<td>385 ('18 = 3)</td>
<td>0.8%</td>
</tr>
<tr>
<td>9</td>
<td>Arkansas</td>
<td>326 ('18 = 4)</td>
<td>0.7%</td>
</tr>
<tr>
<td>10</td>
<td>Oklahoma</td>
<td>224 ('18 = 7)</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Sum (of top 10) | 42,445 | 93.5%
Missouri

The Competition Factor

68,681 high school seniors / 2017-18*

125 institutions of higher education**

61.4% college continuation rate (42.170)***
(ranks 31st among states)

16.9% leave the state to go to college (7,118)****
(ranks 28th among states)

<table>
<thead>
<tr>
<th>Three Largest Institutions</th>
<th>Number of In-state Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Missouri - Columbia</td>
<td>3,923</td>
</tr>
<tr>
<td>Saint Louis Community College</td>
<td>2,717</td>
</tr>
<tr>
<td>Metropolitan Community College - Kansas City</td>
<td>2,455</td>
</tr>
</tbody>
</table>

25,957 students + 122 institutions = 213 students per institution

---

*Western Interstate Commission for Higher Education, Knocking at the College Door, 2016
**The Chronicle of Higher Education, 2017
***Postsecondary Education Opportunity, Chance for College by Age 19 by State, 1986-2010, 2013
****Postsecondary Education Opportunity, Interstate Migration of College Freshmen 1986-2012, 2014
*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)
Missouri U S&T Reach

https://www.mapdevelopers.com/draw-circle-tool.php

An Overview of Top 10 Student-planned Educational Majors: 2008-17

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*2013 is the first year data has been captured for this category.
Public Institution First-year Student Discounting Benchmarks
MO S&T resident and non-resident overall discount for 2017 is 18.8% and 29.8%, respectively.

MO S&T Yield and Discounting Compared to National Benchmarks

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Average Overall Discount Rate for Freshman</th>
<th>Average Tuition &amp; Fee Discount Rate for Freshman</th>
<th>Average Overall Net Revenue for Freshman</th>
<th>Average Tuition &amp; Fee Revenue for Freshman</th>
<th>Average Overall Change in Net Revenue</th>
<th>Average Overall Change in Institutional Gift Aid for Student</th>
<th>Average Tuition Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Private</td>
<td>42.6%</td>
<td>55.2%</td>
<td>1.6%</td>
<td>$23,415</td>
<td>$14,218</td>
<td>1.4%</td>
<td>$17,739</td>
</tr>
<tr>
<td>Midwest</td>
<td>42.2%</td>
<td>54.3%</td>
<td>3.0%</td>
<td>$22,565</td>
<td>$13,667</td>
<td>4.1%</td>
<td>$18,903</td>
</tr>
<tr>
<td>New England</td>
<td>44.4%</td>
<td>57.3%</td>
<td>1.5%</td>
<td>$21,365</td>
<td>$13,078</td>
<td>1.3%</td>
<td>$17,796</td>
</tr>
<tr>
<td>South</td>
<td>39.9%</td>
<td>53.2%</td>
<td>1.7%</td>
<td>$24,369</td>
<td>$15,316</td>
<td>0.4%</td>
<td>$20,569</td>
</tr>
<tr>
<td>Southwest</td>
<td>45.4%</td>
<td>57.9%</td>
<td>1.9%</td>
<td>$22,141</td>
<td>$13,228</td>
<td>0.4%</td>
<td>$18,781</td>
</tr>
<tr>
<td>West</td>
<td>39.3%</td>
<td>50.7%</td>
<td>1.0%</td>
<td>$27,424</td>
<td>$17,729</td>
<td>1.0%</td>
<td>$16,300</td>
</tr>
<tr>
<td>Public Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Public</td>
<td>15.9%</td>
<td>32.6%</td>
<td>0.4%</td>
<td>$18,077</td>
<td>$8,880</td>
<td>-0.1%</td>
<td>$4,274</td>
</tr>
<tr>
<td>Public Residents</td>
<td>13.2%</td>
<td>30.2%</td>
<td>0.5%</td>
<td>$15,658</td>
<td>$6,794</td>
<td>1.9%</td>
<td>$2,895</td>
</tr>
<tr>
<td>Public Non-Resident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri University of Science &amp; Technology Total First-Year Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>22.2%</td>
<td>40.9%</td>
<td></td>
<td>$18,401</td>
<td>$8,175</td>
<td>11.9%</td>
<td>$5,312</td>
</tr>
<tr>
<td>2016-17</td>
<td>20.9%</td>
<td>37.7%</td>
<td>-3.1%</td>
<td>$19,745</td>
<td>$9,132</td>
<td>11.9%</td>
<td>$5,211</td>
</tr>
</tbody>
</table>
2017 Freshmen T&F Discount Rate by Region or Type

Benchmark Snapshot
Four-year Public Institutions

The need for strategic financial aid allocations has never been greater

Discounting continues to climb

+3.4% increase in overall first-year student average discount rate for RNL client institutions over the last five years

+7.8% increase in non-resident first-year student average discount rate over the last five years

Fafsa filing rises for freshmen

+8.5% increase in overall first-year student FAFSA filers in 2017 vs. 2014

+9.8% increase in non-resident first-year student FAFSA filers in 2017 vs. 2014
Benchmark Snapshot
Four-year Public Institutions

The need for strategic financial aid allocations has never been greater

NEED IS UP, WITH FAMILY INCOMES FLAT FOR FRESHMEN

+33% INCREASE OVERALL
IN NEED FOR FRESHMEN
OVER THE LAST 4 YEARS,
2017 VS. 2014, WHILE FAMILY
INCOMES ROSE ONLY 5%

+5.3% INCREASE
IN NON-RESIDENT
FAMILY INCOMES OVER
THE LAST 4 YEARS, WITH
AN 11% INCREASE IN NEED

MELT RATES REQUIRE VIGILANCE

10.6% FRESHMAN OVERALL
“MELT” AVERAGE
THE AVERAGE PERCENTAGE OF
FRESHMAN DEPOSITORS WHO
DID NOT ENROLL IN 2017

16.0% AVERAGE MELT
FOR NON-RESIDENT FRESHMEN

What does this mean?

1. From where will future MO S&T students come for the next 5 years?

2. Competition will continue to increase as institutions attempt to grow in the “zero-sum market”.

3. Public institutions continue to increase discounting levels to compete.

4. MO S&T “bread and butter” enrollments are not showing increases. How will MO S&T strategically grow the admit pool while not sacrificing yield or creating “soft” applications?
2 College Pricing

Average Tuition and Fee Charges in Constant Dollars
2010-11 to 2017-18 (enrollment weighted)

Source: Data derived from 2017 Trends in College Pricing. Copyright © 2017, the College Board. www.collegeboard.org. Reproduced with permission. This data may not be posted, published, or distributed without permission from the College Board.
## Price Changes (1996-2016)

Selected Consumer Goods and Services

---

### Purchasing Power of Federal Pell Grant and Direct Loan

Four-year Public

<table>
<thead>
<tr>
<th>Year</th>
<th>Maximum Pell</th>
<th>Maximum Direct</th>
<th>Pell + Direct</th>
<th>Average Tuition and Fees</th>
<th>P+S Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>$5,350</td>
<td>$3,500*</td>
<td>$8,850</td>
<td>$7,020</td>
<td>126%</td>
</tr>
<tr>
<td>2010-11</td>
<td>$5,550</td>
<td>$3,500*</td>
<td>$9,050</td>
<td>$7,605</td>
<td>119%</td>
</tr>
<tr>
<td>2011-12</td>
<td>$5,550</td>
<td>$3,500*</td>
<td>$9,050</td>
<td>$8,244</td>
<td>110%</td>
</tr>
<tr>
<td>2012-13</td>
<td>$5,550</td>
<td>$3,500*</td>
<td>$9,050</td>
<td>$8,655</td>
<td>105%</td>
</tr>
<tr>
<td>2013-14</td>
<td>$5,645</td>
<td>$3,500*</td>
<td>$9,145</td>
<td>$8,893</td>
<td>103%</td>
</tr>
<tr>
<td>2014-15</td>
<td>$5,730</td>
<td>$3,500*</td>
<td>$9,230</td>
<td>$9,139</td>
<td>101%</td>
</tr>
<tr>
<td>2015-16</td>
<td>$5,775</td>
<td>$3,500*</td>
<td>$9,275</td>
<td>$9,410</td>
<td>99%</td>
</tr>
<tr>
<td>2016-17</td>
<td>$5,815</td>
<td>$3,500*</td>
<td>$9,315</td>
<td>$9,650</td>
<td>97%</td>
</tr>
<tr>
<td>2017-18</td>
<td>$5,920</td>
<td>$3,500*</td>
<td>$9,420</td>
<td>$9,970</td>
<td>94%</td>
</tr>
</tbody>
</table>

* Dependent students eligible for $2,000 unsubsidized Direct Loan so long as parents were not denied a PLUS loan.

Source: Data derived from 2017 Trends in College Pricing. Copyright © 2017, the College Board. www.collegenet.org. Reproduced with permission. This data may not be posted, published, or distributed without permission from the College Board.
MO S&T PELL % (and Melt)

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Average Program Yield</th>
<th>Percent Living in Campus Housing</th>
<th>Percent Embolded Pell Eligible</th>
<th>Percent Deposited Buffalo Not Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Private</td>
<td>24.9%</td>
<td>83.0%</td>
<td>39.4%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Middle States</td>
<td>21.7%</td>
<td>77.8%</td>
<td>40.3%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Midwest</td>
<td>24.1%</td>
<td>84.4%</td>
<td>38.9%</td>
<td>10.5%</td>
</tr>
<tr>
<td>New England</td>
<td>19.8%</td>
<td>85.9%</td>
<td>37.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td>South</td>
<td>28.5%</td>
<td>85.9%</td>
<td>41.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Southwest</td>
<td>27.4%</td>
<td>84.6%</td>
<td>39.5%</td>
<td>13.9%</td>
</tr>
<tr>
<td>West</td>
<td>22.3%</td>
<td>81.1%</td>
<td>36.4%</td>
<td>12.0%</td>
</tr>
<tr>
<td>CCCU</td>
<td>30.8%</td>
<td>84.6%</td>
<td>40.7%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Public Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>30.6%</td>
<td>82.7%</td>
<td>38.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Public Residents</td>
<td>37.6%</td>
<td>77.8%</td>
<td>41.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Public Non-Resident</td>
<td>20.5%</td>
<td>89.6%</td>
<td>28.4%</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

| Missouri University of Science & Technology Total First Year Students |
|--------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 2017-18   | 43.7%            | 100.0%           | 23.0%            | 20.0%            |                  |                  |                  |                  |
| 2018-19   | 26.6%            | 99.9%            | 25.0%            | 20.0%            |                  |                  |                  |                  |

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3345</td>
</tr>
<tr>
<td>2018</td>
<td>3655</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2015</th>
<th>2018</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>PELL Admits</td>
<td>595</td>
<td>743</td>
</tr>
<tr>
<td>PELL Enrolled</td>
<td>356</td>
<td>323</td>
</tr>
<tr>
<td>PELL Yield</td>
<td>59.8%</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

Net Price and Selectivity Comparison

<table>
<thead>
<tr>
<th>Institution</th>
<th>SAT</th>
<th>ACT</th>
<th>2016-17 Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO School of Mines</td>
<td>1330</td>
<td>25.0</td>
<td>9.1</td>
</tr>
<tr>
<td>MO State</td>
<td>1120</td>
<td>15.0</td>
<td>9.1</td>
</tr>
<tr>
<td>Missouri U of S&amp;T</td>
<td>1062</td>
<td>21.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Purdue U</td>
<td>1195</td>
<td>20.0</td>
<td>9.1</td>
</tr>
<tr>
<td>Truman State U</td>
<td>1130</td>
<td>27.0</td>
<td>8.7</td>
</tr>
<tr>
<td>U of AR</td>
<td>1150</td>
<td>25.0</td>
<td>8.2</td>
</tr>
<tr>
<td>U of MO-Columbia</td>
<td>1150</td>
<td>26.0</td>
<td>8.6</td>
</tr>
<tr>
<td>UI Urbana-Champaign</td>
<td>1150</td>
<td>26.0</td>
<td>8.6</td>
</tr>
<tr>
<td>Pardee U</td>
<td>1110</td>
<td>24.3</td>
<td>7.5</td>
</tr>
</tbody>
</table>

National Center for Education Statistics, U.S. Department of Education

148
Changes in Demographics

Enrollment gap is closing for minorities but graduation parity remains a challenge.

Minority students will comprise 46% of enrollment by 2025

First institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions

Graduating within 6 years after start

National Center for Education Statistics, U.S. Department of Education. Fall 2002 and Spring 2007 through Spring 2015, Graduation Rates component, and IPEDS Fall 2009, Institutional Characteristics component. (This table was prepared December 2015)
2014 Graduation Rates for Four-year Public Colleges, by State

MOS&T = 64% in '16

With Hispanic enrollment on the rise, how many campuses have specific strategies for recruiting these students?

Yes, our office currently has specific strategies for recruiting Hispanic students. 30% 30%

No, we don’t have specific strategies, but we are currently studying strategies to recruit Hispanic students. 26% 38%

No, we are not currently considering specific strategies for this market. 44% 32%
Juniors: Importance of Financial Aid in College Search

- Quite important, 80%
- Somewhat important, 17%
- Not important, 4%
The Importance of Establishing an Effective Financial Aid and Scholarship Strategy

- Makes the program affordable to students who are willing to pay without spending more than is necessary to enroll or retain each student
- Contributes directly to enrollment goals
- Maximizes net revenue so the college can maintain or improve the quality of programs and services

Important Considerations
Three Elements Must be Present for a Student to Enroll

Students’ ability to pay + Students’ willingness to pay + Strategic financial aid plan = Enrolled students
RNL Class Optimizer

**BALANCE YOUR YIELD**

- RNL Price Sensitivity Study
- RNL Organizational and Operational Review
- RNL Advanced FinAid Solutions
- RNL Yield Campaign with Digital Dialogue
  - Display Advertising
- RNL TrueCost Calculator™

---

Build an Effective Aid Awarding Strategy

**RNL Advanced FinAid Solutions**

1. Historical research and competitive benchmarking
2. Retention analysis
3. Econometric modeling
4. Revenue optimization and simulation
5. Annual plan development
6. 4-year enrollment and net revenue projection model
7. Regular tracking reports and ongoing consultation
We Test Multiple Measures of Academic Preparation/Performance as Well as Various Academic Boundaries

FY Quality Groups

Students are divided into quality groups for analysis.
MO S&T Retention Rate is 83% (Fall 2017 Cohort)
First- to Second-year Retention Rates for Public Institutions

Source: Compiled from ACT Institutional Data File, 2017. ©2017 ACT, Inc. All Rights Reserved.

MO S&T FY Retention (AFAS)
FY retention is reporting its highest mark in 3 years.

Missouri University of Science & Technology: Total First-Year Students
Fall-to-Fall Retention by Academic Levels
ACT Range and Distribution
2017 High School Graduating Class

MO S&T Strategic Framework
With quality groups defining the horizontal axis and financial boundaries defining the vertical axis, a roadmap for awarding aid is built.

<table>
<thead>
<tr>
<th>Ability To Pay</th>
<th>QG 1 (33.1/4.2)</th>
<th>QG 2 (30.5/4.1)</th>
<th>QG 3 (27/3.9)</th>
<th>QG 4 (24/4/3.5)</th>
<th>QG 5 (24/2/3.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC 0</td>
<td>Cell 1</td>
<td>Cell 2</td>
<td>Cell 3</td>
<td>Cell 4</td>
<td>Cell 5</td>
</tr>
<tr>
<td>(c. $20K Avg. PTI) EFC $1-5,468</td>
<td>Cell 6</td>
<td>Cell 7</td>
<td>Cell 8</td>
<td>Cell 9</td>
<td>Cell 10</td>
</tr>
<tr>
<td>EFC $5,487-18,499 (c. $48K Avg. PTI) EFC $18,500-24,499</td>
<td>Cell 11</td>
<td>Cell 12</td>
<td>Cell 13</td>
<td>Cell 14</td>
<td>Cell 15</td>
</tr>
<tr>
<td>EFC $24,499-25,500 &amp; Above (c. $125K Avg. PTI) EFC $25,500 &amp; Above</td>
<td>Cell 16</td>
<td>Cell 17</td>
<td>Cell 18</td>
<td>Cell 19</td>
<td>Cell 20</td>
</tr>
<tr>
<td>(c. $150K Avg. PTI) Merit Only</td>
<td>Cell 21</td>
<td>Cell 22</td>
<td>Cell 23</td>
<td>Cell 24</td>
<td>Cell 25</td>
</tr>
<tr>
<td>(c. $200K Avg. PTI)</td>
<td>Cell 31</td>
<td>Cell 32</td>
<td>Cell 33</td>
<td>Cell 34</td>
<td>Cell 35</td>
</tr>
</tbody>
</table>
Subpopulations are Identified Based on Statistical Analysis and Your Enrollment Goals

IN-STATE
OUT-OF-STATE
ATHLETES
TRANSFERS

TOTAL ENROLLMENT

Strategic Populations for Analysis
Different Groupings Have Unique Characteristics
MO S&T Parent Incomes and EFCs
Since 2014, parent incomes and EFCs have increased 10% and 6%, respectively (resident direct charges have increased 12%).

MO S&T FY Student Population
The admit pool grew by 10% but its composition (and competition) shifted resulting in yield erosion.
2016 FTIC Conversion and Yield Rates by Type of Application

Four-year Private Institutions

<table>
<thead>
<tr>
<th>Median Conversion Rates</th>
<th>Online Application</th>
<th>Paper/Mail Application</th>
<th>Third-Party Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit rate from application to admit (all applications)</td>
<td>57%</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>Yield rate from admission to enrollment</td>
<td>32%</td>
<td>28%</td>
<td>18%</td>
</tr>
<tr>
<td>Capture rate from deposited/confirmed to enrollment</td>
<td>87%</td>
<td>88%</td>
<td>91%</td>
</tr>
</tbody>
</table>

In-state vs. Out-of-state Freshmen Recruitment Conversion and Yield Ratios

Four-year Public

© 2016 Buffalo Noel Levitz, LLC
2016 Recruitment Conversion and Yield Rates for Four-Year Institutions
MO S&T FY Student Population
Avg. NTR/student increased 12% while institutional gift remained flat.

Goal = $8,442
Goal = $5,753

MO S&T FY Student Population
Despite fewer enrollments, net tuition and fee revenues are at one of their highest marks in 5 years.
**Missouri University of Science & Technology**

**Executive Summary**

Total First-Year In-State CEC Students Excl. Athletes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC: $0</td>
<td>150 / 10%</td>
<td>86 / 10%</td>
<td>1480 / 16.6%</td>
<td>977 / 16.6%</td>
<td>-11 / -7.7%</td>
</tr>
<tr>
<td>EFC: $1 - $5,486</td>
<td>250 / 15%</td>
<td>142 / 15%</td>
<td>373 / 28%</td>
<td>251 / 25%</td>
<td>103 / 23%</td>
</tr>
<tr>
<td>EFC: $5,487 - $18,499</td>
<td>411 / 24%</td>
<td>221 / 25%</td>
<td>467 / 40%</td>
<td>241 / 29%</td>
<td>55 / 24%</td>
</tr>
<tr>
<td>EFC: $18,500 - $24,999</td>
<td>127 / 8%</td>
<td>79 / 9%</td>
<td>190 / 62%</td>
<td>72 / 62%</td>
<td>63 / 46%</td>
</tr>
<tr>
<td>EFC: $25,000 and above</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
</tr>
</tbody>
</table>

**Distribution by Need Level**

<table>
<thead>
<tr>
<th>Need Based students</th>
<th>Number</th>
<th>% Total</th>
<th>Yield</th>
<th>Number</th>
<th>% Total</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC: $0</td>
<td>150 / 10%</td>
<td>86 / 10%</td>
<td>1480</td>
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<td></td>
</tr>
<tr>
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<td>79 / 9%</td>
<td>190 / 62%</td>
<td>72 / 62%</td>
<td>63 / 46%</td>
<td></td>
</tr>
<tr>
<td>EFC: $25,000 and above</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td></td>
</tr>
</tbody>
</table>

**Impact Was Felt on the Lowest EFC’s**

**Missouri University of Science & Technology**

**Need Level Summary**

Total First-Year In-State CEC Students Excl. Athletes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC: $0</td>
<td>161 / 10%</td>
<td>98 / 10%</td>
<td>181 / 9%</td>
<td>102 / 9%</td>
<td>20 / 19%</td>
</tr>
<tr>
<td>EFC: $1 - $5,328</td>
<td>254 / 15%</td>
<td>157 / 17%</td>
<td>294 / 17%</td>
<td>167 / 17%</td>
<td>40 / 15%</td>
</tr>
<tr>
<td>EFC: $5,329 - $18,499</td>
<td>431 / 25%</td>
<td>259 / 27%</td>
<td>470 / 30%</td>
<td>268 / 30%</td>
<td>39 / 15%</td>
</tr>
<tr>
<td>EFC: $18,500 - $24,999</td>
<td>122 / 7%</td>
<td>70 / 7%</td>
<td>132 / 57%</td>
<td>72 / 57%</td>
<td>10 / 8%</td>
</tr>
<tr>
<td>EFC: $25,000 and above</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
</tr>
</tbody>
</table>
Impact Was Felt on the Lower EFC's
### Missouri University of Science & Technology

#### Total First-Year Out-of-State CEC Students Excl Athletes

<table>
<thead>
<tr>
<th></th>
<th>2016 Actual</th>
<th>2018 Actual</th>
<th>Change / % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total admitted students</td>
<td>791</td>
<td>1120</td>
<td>40.4%</td>
</tr>
<tr>
<td>Total enrolled students</td>
<td>312</td>
<td>320</td>
<td>2.6%</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>17.0%</td>
<td>26.0%</td>
<td>+9.0%</td>
</tr>
</tbody>
</table>

#### Distribution by Need Level

<table>
<thead>
<tr>
<th>Need-Based Students</th>
<th>Number</th>
<th>% Total</th>
<th>Yield</th>
<th>% Total</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>104</td>
<td>44%</td>
<td>41%</td>
<td>39%</td>
<td>37%</td>
</tr>
</tbody>
</table>

#### Distribution by Academic Level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Number</th>
<th>% Total</th>
<th>Yield</th>
<th>% Total</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>24</td>
<td>10%</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>49</td>
<td>20%</td>
<td>27%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Junior</td>
<td>57</td>
<td>24%</td>
<td>33%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Senior</td>
<td>133</td>
<td>56%</td>
<td>75%</td>
<td>56%</td>
<td>46%</td>
</tr>
</tbody>
</table>

#### Test scores, GPA, and class rank

<table>
<thead>
<tr>
<th>Test Scores, GPA, and Class Rank</th>
<th>Number</th>
<th>Average</th>
<th>Number</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>24</td>
<td>1375</td>
<td>64</td>
<td>1308</td>
</tr>
<tr>
<td>ACT</td>
<td>144</td>
<td>29.1</td>
<td>537</td>
<td>29.1</td>
</tr>
<tr>
<td>High School GPA</td>
<td>149</td>
<td>4.02</td>
<td>144</td>
<td>4.02</td>
</tr>
</tbody>
</table>

#### Financial aid summary

<table>
<thead>
<tr>
<th>Financial Aid Summary</th>
<th>Amount</th>
<th>% of total</th>
<th>Amount</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total financial aid</td>
<td>$407,959</td>
<td>4.0%</td>
<td>$477,243</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

#### Institutional Gift Aid Summary

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Percentage of Aid Given</th>
<th>Number of Students</th>
<th>% of Total</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>45.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
<tr>
<td>Sophomore</td>
<td>34.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
<tr>
<td>Junior</td>
<td>22.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
</tbody>
</table>

#### Tuition and fees

<table>
<thead>
<tr>
<th>Tuition and fees</th>
<th>Percentage of Aid Given</th>
<th>Number of Students</th>
<th>% of Total</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>45.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
<tr>
<td>Sophomore</td>
<td>34.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
<tr>
<td>Junior</td>
<td>22.0%</td>
<td>145 students</td>
<td>27%</td>
<td>$11,991</td>
</tr>
</tbody>
</table>

#### Greater Impact on Higher EFC's

### Missouri University of Science & Technology

#### Need Level Summary

<table>
<thead>
<tr>
<th>Need Level</th>
<th>Number of Students</th>
<th>% of Total</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC: $0</td>
<td>39</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>EFC: $1</td>
<td>52</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>EFC: $5,486</td>
<td>145</td>
<td>18%</td>
<td>31%</td>
</tr>
<tr>
<td>EFC: $18,500</td>
<td>67</td>
<td>9%</td>
<td>19%</td>
</tr>
<tr>
<td>EFC: $25,000 and above</td>
<td>131</td>
<td>17%</td>
<td>38%</td>
</tr>
</tbody>
</table>

#### Academic Data By Need Level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Number of Students</th>
<th>% of Total</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFC: $0</td>
<td>39</td>
<td>5%</td>
<td>4%</td>
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<td>131</td>
<td>17%</td>
<td>38%</td>
</tr>
</tbody>
</table>
## Missouri University of Science & Technology
### Executive Summary: Total First-Year Out-of-State CASB Students Excl Athletes

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual</th>
<th>2018 Actual</th>
<th>Change / % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total enrolled students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yield Rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Distribution by Need Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need-based students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average financial need</td>
<td>$10,159</td>
<td>$12,434</td>
<td>+22.4%</td>
</tr>
<tr>
<td>Average family contribution</td>
<td>$11,215</td>
<td>$13,182</td>
<td>+17.2%</td>
</tr>
<tr>
<td>No-need merit *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-price</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Distribution by Academic Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calc Indx: 94 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>1390</td>
<td>1399</td>
<td>+0.6%</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.71</td>
<td>3.10</td>
<td>-20.5%</td>
</tr>
</tbody>
</table>

### Net Tuition Revenue Summary

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual</th>
<th>2018 Actual</th>
<th>Change / % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net tuition &amp; fee revenue</td>
<td>$164,572</td>
<td>$186,725</td>
<td>+13.5%</td>
</tr>
<tr>
<td>Average net tuition &amp; fee revenue</td>
<td>$14,581</td>
<td>$17,413</td>
<td>+15.9%</td>
</tr>
</tbody>
</table>

### Institutional Gift Aid Summary

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual</th>
<th>2018 Actual</th>
<th>Change / % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average institutional gift aid</td>
<td>$10,400</td>
<td>$12,000</td>
<td>+15.3%</td>
</tr>
</tbody>
</table>

### Discount Rate Summary

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual</th>
<th>2018 Actual</th>
<th>Change / % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; fee discount rate *</td>
<td>46.7%</td>
<td>39.3%</td>
<td>-7.4%</td>
</tr>
<tr>
<td>Unextended overall discount</td>
<td>31.8%</td>
<td>28.8%</td>
<td>-3.0%</td>
</tr>
</tbody>
</table>

---

**What does this mean?**

1. **Enrollment declines in top 3 groupings in most populations.**
2. Is the yield decline driven by an increase in external app sources where students are considering many options?
3. Declines occurred in need-based cells. Should a targeted need-based strategy be deployed?
4. Out-of-state interest grew (more apps), but MO S&T needs to reinforce its excellence; your competition won't do it for you!
5 Econometric Model and Optimization

In-state

Out-of-state

Effect of $1000 Change in Net Charges
Net Charges/Tuition and Relation to Yield

In-state

<table>
<thead>
<tr>
<th>Value</th>
<th>Total Number</th>
<th>Number Enrolled</th>
<th>Enrollment Rate (%)</th>
<th>Lift</th>
</tr>
</thead>
<tbody>
<tr>
<td>12000 or Less</td>
<td>1075</td>
<td>598</td>
<td>55.6%</td>
<td>2.21</td>
</tr>
<tr>
<td>15217 to 18216</td>
<td>329</td>
<td>648</td>
<td>49.0%</td>
<td>0.99</td>
</tr>
<tr>
<td>12389 to 15216</td>
<td>170</td>
<td>555</td>
<td>50.8%</td>
<td>0.95</td>
</tr>
<tr>
<td>18217 or Greater</td>
<td>89</td>
<td>405</td>
<td>45.4%</td>
<td>0.94</td>
</tr>
<tr>
<td>Total</td>
<td>2039</td>
<td>2206</td>
<td>50.1%</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Out-of-state

<table>
<thead>
<tr>
<th>Value</th>
<th>Total Number</th>
<th>Number Enrolled</th>
<th>Enrollment Rate (%)</th>
<th>Lift</th>
</tr>
</thead>
<tbody>
<tr>
<td>14303 or Less</td>
<td>1403</td>
<td>117</td>
<td>17.2%</td>
<td>2.21</td>
</tr>
<tr>
<td>14034 to 15000</td>
<td>612</td>
<td>119</td>
<td>99.3%</td>
<td>3.14</td>
</tr>
<tr>
<td>16697 to 27196</td>
<td>574</td>
<td>117</td>
<td>10.7%</td>
<td>1.03</td>
</tr>
<tr>
<td>27197 or Greater</td>
<td>515</td>
<td>54</td>
<td>10.1%</td>
<td>0.61</td>
</tr>
<tr>
<td>Total</td>
<td>2260</td>
<td>299</td>
<td>12.8%</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Core Variables Used for Optimization

Enrollment headcount

Quality/credentials

Finances (cost, net revenue/discount rate)
Scenarios Produced by the Optimization Tool – In-state Students

Ideally, scenarios (net revenue) would grow larger (more NTR) as they get higher (greater enrollment).

Scenarios Produced by the Optimization Tool – Out-of-state Students

Out-of-state students is similar. The bubbles (net revenue) get smaller as enrollment increases.
**Optimization**

Optimization runs several scenarios with scholarship variations (in-state).

Diagram showing scholarship variations with line and bar graphs.

Optimization is not able to distinguish the timing of when money was awarded.

---

**Optimization**

Optimization also runs several scenarios with scholarship variations (out-of-state).

Diagram showing scholarship variations for out-of-state scenarios.

Optimizer is not able to distinguish the timing of when money was awarded.
What does this mean?

1. Optimization is built upon the econ model results and the relationship of net charges and yield.
2. The tool “optimizes” aid among students in the pool based on the parameters provided.
3. It should be interpreted as a guide for planning session.
4. It doesn’t discriminate by aid type. It provides guidance as to merit levels and general packaging.
5. It suggests that recovering enrollment using scholarship/aid only would be the most expensive strategy you could deploy.

A View of Scholarship History

Since ’13, in-state direct charges have increased more than $3,000 (14%) and out-of-state direct charges have increased nearly $6,000 (15%).
Tracking Report Review

Questions
APPENDIX D
2017-2018 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.

November 9, 2016-2017 Presentation to Chancellor Maples
   November 30, 2017
      Winter Break
   January 18, 2018
   February 1, 2018
   February 15, 2018
      March 1, 2018
      March 15, 2018
      March 29, 2018
   April 12, 2018
   April 26, 2018
   May 10, 2018
      June 7, 2018
      July 19, 2018
   August 23, 2018
   September 6, 2018
   September 20, 2018
   October 4, 2018
   October 18, 2018

November 29, 2017-2018 Presentation to Interim Chancellor Maples
Missouri S&T Student Success Committee Meeting

Minutes

November 30, 2017
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfield, Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Announcements
   a. John Gallagher – Miner Challenge fundraiser. All-you-can-eat pancake breakfast at Delta Sigma Phi House, Sunday, December 3, 10 am – 1 pm.
   b. Klaus Woelk – There will be a Christmas tree lighting ceremony, Friday, December 1 at 7:30 pm at Pine and 7th Streets. There will be a Christkindl Market Saturday, December 2 following the parade.
   c. John Myers – Approximately 100 students will take the Order of Engineers Oath tonight at 7 pm.
   d. Lynn Stichnote – There is a Christmas tree in Toomey Hall featuring paper rockets and other interesting ornaments.
   e. Jeff Cawlfield – The HLC accreditation kickoff will be held December 11. Patricia Okker, Dean of Arts & Science at MU will talk about their recent accreditation process.
   f. Rachel Morris – The deadline to respond for the HLC luncheon was November 27. If you would like to attend, RSVP immediately.
   g. Anitra Rivera – Student Diversity Initiatives will be decorating the SDI House tomorrow from 9 am – 4 pm. The theme is Winter Wonderland, and there will be cookies, hot cocoa, and crafts.
   h. Lynn Stichnote – Scholars Day will be held January 27. Contact Sarah Baggett if you’d like to be an interviewer.
   i. John Gallagher – You can sign up for MLK Day of Service via Orgsync. There will be free lunch and you can earn Wellness Incentive points.
   j. Adrienne Neckermann – Three Minute Thesis competition is today at 5 pm.
   k. Lynn Stichnote – A retirement reception for Deb Anderson and Sherry Vance will be held December 8 from 2 pm – 4 pm at Hasselmann Alumni House.

III. Desired Features on Next Version of People Soft – Deanne Jackson
   a. The PS 9.2 upgrade will be implemented in 2019 and the cloud version is scheduled for 2027.
   b. The new version will be cloud-based with minimal modifications available.
c. Oracle wants to build student success features into the cloud-based version, and is seeking input via their Business Process Experts Committee.
d. Dave Westenberg – Ali Hurson and Sahra Sedighsarvestani may have some interest in providing input.
e. Lynn Stichnote – It might be useful to build in ability to look at standardized test scores and sub scores for predictive modeling.

IV. Subcommittee Work Session

a. First Year Experience
   i. John Gallagher will chair the subcommittee.
   ii. Will collect information about FYE models.
   iii. Will examine how curriculum aligns with proposed model.
   iv. Will examine how professional advisors fit in the model.
b. Graduate Student Experience
   i. Adrienne Neckermann will chair the subcommittee.
   ii. Will examine the credit hours to PhD.
   iii. Will repeat the survey given to graduate students.
   iv. Will examine the time to degree from BS or MS to PhD.
   v. Will examine lower level required courses for PhD.
c. Student Intake Process
   i. Dorie Paine and Kayla Klossner-Thompson will co-chair the subcommittee.
   ii. Will cover timeframe from time of admission to second week of class for traditional freshmen.
   iii. Will examine benchmarks of success.
   iv. Lynn Stichnote suggested Cathy Tipton could serve as ad hoc committee member.
   v. Tim Albers would like a faculty member from the Math Department on the subcommittee.
d. Transfer Student Success and Engagement
   i. Lynn Stichnote will chair the subcommittee.
   ii. Will administer the engagement survey.
   iii. Erica Long suggested doing some focus groups to explore why students stop out or leave.
e. Under Represented Minority Students
   i. Anitra Rivera and John Easter will co-chair the subcommittee.
   ii. Will begin by exploring “sense of belonging’ and see where that leads.

V. Next Meeting – January 18, 2018
   8:15 am – 9:15 am, St. Pat’s B Ballroom, Havener Center
Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfield, Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
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I. Review and Approval of Minutes
   a. Minutes were approved.

II. Student Panel
   a. Jeff Cawlfield requested student nominees be sent to Donna Luechtefeld for Student Panel on February 15, 2018. Would like diverse panel of 6-10 undergraduate students representing in state, out of state, under represented minorities, and all majors.
   b. Jeff Cawlfield will extend invitation to selected students to participate in panel.
   c. May extend meeting time to 90 minutes.

III. First Year Experience Discussion
   a. Tim Albers stated that Chancellor Maples has formed an ad hoc committee to examine the first year experience. Committee to make recommendations by May 31 regarding Freshman Engineering Program and possible academic tracks.
   b. The Student Success Committee's First Year Experience subcommittee will not proceed with their work this cycle. Jeff Cawlfield encouraged members to join other subcommittees.

IV. Announcements
   a. Tim Albers – The Academic Advisor Summit will be held at MU on February 6. Donna Luechtefeld will forward the registration link when it is available. The planning committee has requested advisor success stories and photos taken during the NACADA conference. If you have a story or a photo, please send to Donna Luechtefeld.
   b. John Gallagher – Minder Leadership Weekend is February 2-4, 2018. Alumni will present. There will be free food for those who register.
   c. Bridgette Betz – Scholars Day is January 27. They have enough interviewers at this time.
   d. Anitra Rivera – SDI has started a gender-affirming closet for students who are transitioning.
   e. Anitra Rivera – SDI will host weekly Taboo Talks to engage in positive dialogue around topics of interest to students.
   f. Anitra Rivera – SDI will begin a Commuters Commodities Pantry for students in need.
g. Anitra Rivera – SDI is planning to build/plant raised bed gardens this spring and summer.
h. John Gallagher – 140 staff and students volunteered at the MLK Day of Service on January 15. Some community partners cancelled due to the weather.
i. John Gallagher – The Gonzo Give Back is scheduled for March 15.
j. Alex Cristea – Will present findings during February 1 meeting from a survey Student Council conducted last year.

V. Subcommittee Work Session

a. First Year Experience
   i. John Gallagher will chair the subcommittee.
   ii. Will collect information about FYE models.
   iii. Will examine how curriculum aligns with proposed model.
   iv. Will examine how professional advisors fit in the model.

b. Graduate Student Experience – Deanne Jackson
   i. Will repeat the survey given to graduate students 3 years ago.
   ii. Will examine the time to degree from BS or MS to PhD.
   iii. Will review time to degree information listed on the web/catalog for accuracy.
   iv. Conduct focus group for graduate students.

c. Student Intake Process – Dorie Paine
   i. Will narrow focus to cover the time between orientation and PRO week.
      1. Communications.

d. Transfer Student Success and Engagement – Lynn Stichnote
   i. Will revisit the survey and administer spring semester.
   ii. Will gather more detailed data regarding students who withdraw, examine for trends, and recommend possible interventions.

e. Under Represented Minority Students – Anitra Rivera
   i. Will explore students’ sense of belonging and connectedness.
      1. Mentor programs.
      2. Master Class.
      3. Student groups for all majors.
      5. How to connect existing resources.

VI. Next Meeting – February 1, 2018

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

February 1, 2018
8:15 am – 9:15 am
Havener Center, Silver and Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfield, Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Announcements
   a. Tim Albers – The VEX robotics competition will be held February 17. The FIRST Robotics competition will be held February 24. Approximately 700 students and 1600 guests will be on campus for this event. Contact Linda Bright if you would like to volunteer. Open House will be held February 19. Thank you for those who help with any of these events.
   b. Klaus Woelk – Science Olympiad and Merit Badge University will be held on campus in March.
   c. Julie Pittser – Currently 208 employers are registered for the career fair and 220 are expected. Last year 204 employers attended career fair.
   e. Tyrone Davidson – The first events in the Advising Series will be February 5. Dr. Patti Fleck will present “Understanding and Engaging Today’s Students.”
   f. Alex Cristea – February is Residential Hall month. There will be a mental health info booth the second week.
   g. Bridgette Betz – February is National Financial Aid Awareness month.
   h. Anitra Rivera – February is Black History Month, and the kickoff will be in the Havener Atrium today from 11 am – 1 pm. The Black Renaissance will be held Friday, February 23 and the Dinner to Jazz will be held Saturday, February 24.
   i. Jeff Cawlfield – The Student Panel will be held during our next meeting on February 15.
   j. Jeff Cawlfield – The chancellor’s taskforce on the first year experience has met. John Gallagher is the liaison to this committee.
   k. John Gallagher – There is a very aggressive timeline for the chancellor’s taskforce on the first year experience. The next meetings are on February 5 and 19.
III. **Student Academic Survey**
   a. Alex Cristea presented results of an academic survey conducted by Student Council February-March 2017. Student Council would like to run the survey again in the near future.

IV. **Next Meeting – February 15, 2018**
V. 8:15 am – 9:45 am, Missouri Ozark, Havener Center
Missouri S&T Student Success Committee Meeting

February 15, 2018
8:15 am – 9:15 am
Havener Center, Missouri Ozark Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Announcements
   a. Angie Hammons – The TLT Conference is March 15. Vince Bertram will give the keynote.
   b. Tim Albers – The VEX robotics competition will be held February 17. Thirty-six teams, mostly from small towns and rural areas are expected. The next Open House will be Monday, February 19, and 210 prospective students are expected. The FIRST Robotics competition will be held February 24. Forty-eight teams and approximately 2000 guests will be on campus for this event. Contact Linda Bright if you would like to volunteer.
   c. Kayla Klossner-Thompson – The next PRO session is February 24, and 175 students are expected.
   d. Lynn Stichnote – Student fly-in begins today, and 43 out-of-state students are expected.
   e. Julie Pittser – Currently 240 employers are registered for the career fair on Tuesday, February 20. Expect 245 employers to attend. Last February 204 employers attended. The record is 230 employers in February 2015.
   f. Lynn Stichnote – The CAC AARR meeting is February 24.
   g. Anitra Rivera – Neil Outar will lead a discussion about the Black Panther movie tonight at the SDI house from 5 – 5:45 pm. Then he and 24 students will go see the movie. The discussion is open to all.

III. Student Panel
   a. Eight students attended the student panel and answered questions asked by committee members.
      i. Tyler C. – Senior in geological engineering from O’Fallon, IL.
      ii. Anthony * - Computer science major from Houston, TX.
      iii. Lizzie P. – Participated in Student Leadership Conference. Currently serving as vice president of National Society of Black Engineers (NSBE).
v. Kole T. – Senior in computer and electrical engineering from Raytown, MO. Active in design teams.
vi. Kaysi * - Freshman in Chemistry. Participates in First Year Research Experience (FYRE).
vii. Kaelyn * - Junior in chemical engineering from Willard, MO. Serving as president of Resident Hall Association, and the second solo female to hold that position. Participated on the IGEM team for 2.5 years. Active in Phi Sigma Rho.
viii. Ravon L. – Transfer student from Spellman College majoring in computer science and engineering management. Originally from St. Louis, MO.

b. Kayla Klossner-Thompson – What has been most beneficial in terms of academic success?
i. Lizzie – As a freshman I went to my advisor’s office hours just once to introduce myself. My advisor said that most students don’t that. A week later he emailed me to ask when I was going to come back. Now I utilize office hours a lot.

c. Doug Ludlow – Have any of you changed your major?
i. Kole T. – I was a chemical engineering major because I didn’t know undecided was an option.
ii. Tyler G. – I was a chemical engineering major and switched to applied math after researching my options.
iii. Tyler C. – I switched from petroleum engineering to geological engineering. I had a professor who showed passion for the field. It was the first class I ever sat in the front of the room.
iv. Lizzie P. – I learned more about what different types of engineers do in the freshman engineering class. Then I switched from architectural engineering to civil engineering.

d. Lynn Stichnote – What message did you get during the recruitment process? Did you get the message that S&T is rigorous?
i. Kaysi * - The environment I saw around campus on my PRO day was similar to what I wanted. People were at their laptops studying super hard. The people looked motivated.
ii. Ravon - The transfer orientation felt very rushed. I had to reach out a lot to get info. I figured things out on my own, but I would have liked more support.

e. Lynn Stichnote – Were you in our transfer data base?
i. Ravon – Yes.

f. Kayla Klossner-Thompson – Did you hear about the Transfer Transitions?
i. Ravon – No.

g. Kate Drowne – What is the perception of STEM majors regarding non-STEM majors?
i. Kaelyn Y. – Non-STEM majors are looked down upon, but they are here because the want to be here.
ii. Anthony Y – Non-STEM majors are hidden from view. As an RA, they are not visible.
iii. Kole T. – They are definitely a minority. My roommate is an English major. Their professor knows their name!
iv. Tyler G. – The course work is just as rigorous for non-STEM majors.

h. Klaus Woelk – Kaysi and Tyler G, as on the only CASB majors, do you feel looked down upon by engineering majors?
i. Tyler G. – They ask why I'm majoring in math at S&T. It is not a big issue for me, but it does come up.
ii. Kaysi L. – I relate more to engineering majors. When I say I am a chemist, people say, “Oh, cool.” If the school offers the program, I have a right to be here. We are still all in the same classes.

i. Kayla Klossner-Thompson – What is the biggest issue facing you?
   i. Kaysi L. – I struggle with the fact that I am the only black female in the five classes I’m taking. The school gives demographics, but I don’t see it. The classes are difficult, but it is even harder when I don’t see anyone who looks like me. The thought that maybe I don’t belong here creeps in.
   ii. Kaelyn * - Safety, walking alone at night. The self defense classes are publicized, but if there was a mass threat, I have no idea where I’d go, what I’d do, or how I am supposed to react.
   iii. Anthony – There are not a lot of minority professors. It would be nice to get advice or mentorship from a minority professor.

j. Dorie Paine – How was your adjustment to the university? How did you connect?
   i. Ravon L. – NSBE creates a community. I would like to see more inclusive spaces, not just diverse spaces.
   ii. Kole T. – I made connections during O-week. Then I joined the concrete canoe team and other student organizations.
   iii. Kaelyn * - Hall government, residential life.

k. Tim Albers – Kaysi, how did you get involved in research as a freshman?
   i. Kaysi L – The FYRE program. I went to Dr. Woelk and asked if he knew of any projects I’d be interested in. It would be useful to get the information out there about this program. The skills are useful at career fair.
   ii. Kate Drowne – FYRE is a new CASB program that is like an apprentice program for OURE to learn the basics. It pairs a student with a mentor. Last year there were nine teams. This year there are 18 teams. We could handle 24 teams. A couple of teams have published their work.

l. Katie Tucker – What keeps you from graduating?
   i. Kole T. – Certain classes. I have a dual major, and I’m taking things slow.

m. Lynn Stichnote – A current issue of interest to the Missouri Legislative is to shorten the time to graduation. Is there anything we can do to help you graduate sooner?
   i. Kole T. – My twin sister has the same major at UMKC. She will graduate in May.
   ii. Lizzie P. – I thought I would graduate in 3.5 years. I’ve been here 5 years. I’m learning at my own pace.
   iii. Kaelyn * - Some advice in the chemical engineering department is not consistent. You have to take certain classes in certain semesters or you are automatically behind.
   iv. Ravon L. – They told freshmen to look at the matriculation in math, but there could be bigger communication about this. If you don’t take calculus your first semester, there is not possible to graduate in 4 years. If I had realized this, I might have worked harder over summer to be ready for calculus.
   v. Kaysi L. – Some friends in college algebra don’t understand that they cannot take physics. They say they will be fine because their advisor signed their paperwork.
   vi. Kole T. – Advisors are focused less on where I’m going than where I’m at. There are 3 minute meetings.
vi. Erica Long – Try going to see your advisor during the first few weeks of the semester instead of pre-registration week.

vii. Doug Ludlow – In freshman engineering, the professional advisors should give you a spreadsheet of the coursework and pre-requisites.

ix. Kole T. – I have issues because I added a dual major late.

n. Dave Westenberg – Does anyone else meet with their advisor regularly?
   i. Lizzie P. – When I get a new advisor, I add their schedule to my calendar. I don’t feel like they have advice for me. It would be nice if the advisor knew the course load.
   ii. Kole T. – I’m on my fifth advisor.
   iii. Ravon L. – I have an unofficial advisor. I go see a professor I like.

o. Klaus Woelk – Ravon, why not make that professor your official advisor?
   i. Ravon L. – I like multiple perspectives. I see my official advisor to approve my schedule. I ask my unofficial advisor for advice. Then I am informed when I go see my official advisor. It’s like getting a second opinion.

p. Klaus Woelk – Have you dropped a class? What makes you stay/persist in a class?
   i. Tyler C. – I don’t want a mark on my transcript. I considered dropping a class that was hard and not needed for my degree. My dad said dropping that class could be a blemish on my record.
   ii. Anthony Y. – I’m a dual major. I have to keep going so I am not here longer.
   iii. Ravon L. – The relationship with the teacher. One teacher couldn’t decipher his own writing, so I dropped.
   iv. Tyler G – Pride. I don’t want to feel like a failure. I don’t my family or friends to think I couldn’t do it.

q. Caprice Moore – Do you feel confident utilizing the available resources to alleviate stress?
   i. Tyler G. – The student wellness center is not advertised enough.
   ii. Kole T. – I used the counseling center. I had no idea how easy it was.

r. Doug Ludlow – Do you use the resources at the Student Success Center? Do you ever just go to chat with the faculty who hold office hours there?
   i. Lizzie P. – I had no idea it was open to anyone. I thought it was just for specific classes.
   ii. Klaus Woelk – I hold office hours there and a few students come to see me regularly. None of them are chemistry students!

s. Lynn Stichnote – We talk about available resources during the admissions process, PRO, Opening Week. How do we need to reconnect with you once you are here? How do we reach you/market these resources to you during your first, second, or third semester?
   i. Tyler C. – Food! I like interactive things. High traffic areas like Havener at lunch time or outside the library. Flyers.
   ii. Anthony Y. – The new generation likes more interactive things. It is important to include all sectors. I don’t want to be talked to. I like to move around.

t. Erica Long – How do we tell you?
   i. Kaelyn * - Meet us where we are. Organization meetings like the Resident Hall Association meetings. They’re are open, and approximately 80 people usually attend.

u. Dave Westenberg – What is the best mechanism for communicating?
   i. Tyler G. – Other students. Someone who was in the situation I’m in now.
ii. Tyler C. – Departments can utilize student leaders to share a message. Recruit leaders early. Students are getting lazier – even going from TJ to Havener is a big deal. Reach people on a small group scale.

iii. Ravon L. – A student resource fair to show case things like invite mental health, diversity, safe spaces. Make things part of student leader training so that they can help spread your message. Reach out to student organizations. Incentivize them to participate or collaborate. An app for resources.

v. Tim Albers – We do have an app. How do we tell you about that? (no responses)

w. Kayla Klossner-Thompson – Do you read the eConnection? Do you read emails from your supervisor? Would it help to have a supervisor email list serv?
   i. All students read emails from supervisor. Some students read the eConnection.
   ii. Kaysi L. – It would help to decrease the number of emails in my inbox.
   iii. Lynn Stichnote – Would it help if Kayla would have you load the app during PRO?

x. Julie Pittsger – Employers want to connect with students. What would get your attention?
   i. Anthony Y. – Scholarships.
   ii. Ravon L. – Offer “day in the life of an engineer” or “bowling with the bosses”. We struggle with employer involvement with NSBE. Natural hair is an issue.
   iii. Kaelyn – Game night at Emerson in St. Louis.

y. Dave Westenberg – I see many emails with subjects like “meeting tonight”. Do you have ideas for making the subject line more useful?
   i. Kole T. – Canvas mobile app. Students love it.

z. Lynn Stichnote – Do student leaders of various organizations combine efforts to bring people in?
   i. Lizzie P. – NSBE, SHPE, and SWE collaborate. I don’t see a lot of collaboration outside of those groups.
   ii. Kole T. – The design teams work together.

aa. Katie Tucker – Are any of you athletes? Do you receive info via Athletics?
   i. Tyler C. – I participate in intramurals. I do not receive info from Athletics.

bb. Tim Albers – How does it feel to be an out of state student at Missouri S&T?
   i. Anthony Y. – I went to boarding school in St. Louis and loved the diversity there. Rolla is not the same. Many people come here from small towns. This environment does not feel like a family. People come and go with different friend groups, but those groups don’t intermingle.
   ii. Kaelyn * - I am very private. I avoid eye contact. This feels like an overgrown version of my hometown.
   iii. Kole T. – I’m from the KC area, and Rolla feels like the middle of nowhere.
   iv. Ravon L. – I could use swipes at the Waffle House in Atlanta. In Rolla, there is not a lot of interaction with the community off campus.

cc. Tyrone Davidson – Do you feel like you fit or belong here? What can we do?
   i. Anthony Y. – Lots of students don’t feel like the administration cares. They don’t see/know about this panel. The need to know about this! It is of vital importance to make sure students know. Reach out to students about resources.
   ii. Ravon L. – Today I am meeting with the chancellor and Neil Outar about the recent snapchat. There needs to be a more inclusive environment/space. Many students are not invited to these kinds of conversations.
dd. Tim Albers – Where do those spaces need to be?
   i. Ravon L. – Havener, the library.
   ii. Tyler G. – The Puck.
   iii. Kole T. – The library. The last time I was at Havener was when I had a meal plan.
ee. Kayla Klossner-Thompson – What can staff do to help you? Has there been a particularly helpful staff member?
   i. Ravon L. – Knowing how staff contribute will help students navigate the space. Students have no idea what people in offices do.
ff. Kayla Klossner-Thompson – Do you have any questions for the committee members?
   i. Kaelyn * - What is the most eye opening thing you’ve heard today?
   ii. Doug Ludlow – Students don’t know about the app.
   iii. Klaus Woelk – We learn a lot at the student panel and appreciate your openness and honesty.
   iv. Tyrone Davidson – Meeting you where you are to establish a connection.
   v. Eddie Grover-Bisker – I handed out Valentine’s candy at Havener and the library yesterday and was not well received. Students refused the candy, treated me like I was scary, mocked me.
   vi. Lizzie P. – Don’t go alone. Go with a group, dress alike so that students know you’re together and something is going on.

gg. Tim Albers – How often does this happen? (random interaction with staff)
   i. Anthony Y. – Rarely. Sometimes the chancellor sits with students at Chick Fil A.
hh. Katie Tucker – Do you attend athletic events? There are fun freebies and interactions. Cheerleaders throw stuff to the crowd.
   i. Ravon L. – We are taking PCI to the basketball game.
   ii. Lizzie P. – Maybe a video of what happens at a game could be posted to the home page.
   ii. Lynn Stichnote – Are athletic events viewed as social events?
      i. Kaelyn * - No, we go with parents when they are in town. It is so hard to get people out of their rooms.
      ii. Tyler G. – STEM majors, quiet events. We enjoy different social activities and have different interests.
      iii. Ravon L. – Sports events are not well advertised here.
      iv. Kole T. – Punch cards are not well advertised either. Where do they come from?

IV. Jeff Cawlfield thanked the students for their time.
V. Next Meeting – March 1, 2018
VI. 8:15 am – 9:15 am, Silver and Gold, Havener Center
Missouri S&T Student Success Committee Meeting

March 1, 2018
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Tyler Reyes, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Debrief Student Panel held February 15
   a. Lynn Stichnote – Would like more humanities/social science majors at our next panel.
   b. Tim Albers – Perhaps we could focus on particular topics and invite students who have experience in those areas.
   c. Klaus Woelk – Learned so much from Kaysi this semester. Students don’t feel included.
   d. Dorie Paine – Communication is an issue with no solution. Students do not want texts for fear of spam.
   e. Erica Long – At a meeting with mechanical engineering majors, students indicated they do not want to communicate via social media and would prefer email.
   f. Dave Westenberg – Students seem to read email based on the sender and subject line.
   g. John Gallagher – As we evaluate OrgSync, it appears students would prefer to not have one more thing to log into.
   h. Lynn Stichnote – We announce during PRO day that email is the official form of communication. Perhaps we could develop a skit showing the consequences of not reading email.
   i. John Easter – I always read emails from RAVE, the chancellor, and Student Financial Assistance. Usually I think I can look at all other emails later.

III. Debrief PRO Day Held Saturday, February 24 – Kayla Klossner
   a. 171 students and 284 family members attended.
   b. The structure for the parent social worked well.
   c. 110 parents completed the survey. Someone suggested having a map of tables at the resource fair. All but four people rated the day as useful or very useful.
   d. 20 students completed the survey with similar results.
   e. Finished the day 45 minutes earlier than last year.

IV. Suggestions for Future Meeting Topics
   a. Dorie Paine – Krista Morris-Lehman, UCARE, emergency fund, etc.
b. Lynn Stichnote – Do our students understand the academic rigor and climate at S&T based on our communications during the recruitment process? As we begin working on communications for 2019, Cathy Tipton could show the committee our publications and messaging to future students.

c. Doug Ludlow – Update on the FE1100 redesign.


e. Anitra Rivera – Neil Outar, Diversity and Inclusion.

V. Subcommittee Updates

a. First Year Experience – Jeff Cawlfield
   i. Chancellor’s ad hoc committee meets every other Monday.

b. Graduate Student Experience – John Myers
   i. Discussed examining data and repeating survey.

c. Student Intake Process – Kayla Klossner-Thompson

d. Transfer Student Engagement – Lynn Stichnote
   i. No update.

e. Under Represented Minority Students – Anitra Rivera
   i. Watch email for meeting announcement.

VI. Announcements

a. Bridgette Betz – Financial aid award letters were sent.

b. Dave Westenberg – Planning a biology seminar on Monday, April 9. A guest speaker from Miami of Ohio will present from 3-4 pm on closing the gap for under- and fully-resourced students.

c. Donna Luechtefeld – Per Angie Hammons, the TLT conference is Thursday, March 15.

d. Erica Long – The Rolla High School basketball team plays in district finals tomorrow.

e. Deanne Jackson – Graduation numbers for May are currently 100 greater than last May.

f. Lynn Stichnote – Admissions hosted 16-17 counselors for Fly-In. Comments were very positive. Counselors applauded the use of open educational resources. We should market this to prospective students.

g. Klaus Woelk – There will be a System-level meeting to decide steps to incentivize participation in affordable open educational resources.

h. Anitra Rivera – Women’s History Month will begin today with breakfast at 9:30 at the SDI house followed by a march to Havener.

   i. Bridgette Betz – The preliminary draft default rate is 3.4%, down from 4.3%.

VII. Next Meeting – March 29, 2018

VIII. 8:15 am – 9:15 am, Silver and Gold, Havener Center
March 15, 2018
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. UCare and Care Coordination
   a. Krista Morris-Lehman presented information about UCare and care coordination.
   b. Works with 60-90 students per month and 2-5 psychiatric hospitalizations per month. Some students have complex medical and mental health issues.
   c. Can submit concerns about students via UCare.
   d. Training for staff and faculty includes Ask, Listen, Refer and RESPOND. Red Folders contain useful information for working with students of concern and are available electronically.
   e. Student Emergency Fund is available to assist students in crisis. Committee reviews requests for assistance, pays vendors directly, and helps student find long-term solutions. Funds raised through donations.

III. Student Disability Services – The University’s Commitment to Diversity and Disability
   a. Teresa Stratman and Connie Arthur presented information about Student Disability Services.
   c. Students must self-advocate to receive services, and documentation from a licensed care provider is required.
   d. 675 students are currently registered with Student Disability Services office.
   e. Students with disabilities are in a protected class, but they don’t want to be singled out. They want a similar experience. Most students just need assistance demonstrating their knowledge.
   f. 80% of high school students with disabilities plan to continue their education.
   g. The main focus of Student Disability Services is to help students attain the knowledge needed for the workplace. The Americans with Disabilities Act supports employees in the workplace.


V. Subcommittee Updates – None.
VI. Announcements – None.
VII. Next Meeting – March 29, 2018
VIII. 8:15 am – 9:15 am, Silver and Gold, Havener Center
March 29, 2018
8:15 am – 9:15 am
Havener Center, Silver & Gold Room

Members:
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Tim Albers, Bridgette Betz, Jeff Cawlfied, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

Guest:
Lauren Hatfield will represent Career Opportunities and Employer Relations following Julie Pittser’s resignation from the university at the end of April

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

II. February Enrollment Projections
   a. Tim Albers announced the February projection for first time freshman for Fall Semester is 1475-1525.
   b. Many factors influence the projection.
      i. Use of the Common Application. Suspect more students are double depositing.
      ii. Changes in international student recruitment.
      iii. Rate of no shows at the first PRO sessions slightly higher than usual.
      iv. New Student Programs is trying to increase the number of seats to 175 at each of the remaining PRO sessions so that students can register before June or August.
   c. Lynn Stichnote – Cathy Tipton spoke to five families who said that MU offered a full refund of deposit if student does not go to Mizzou, so these students deposited there and at S&T.
   d. Lynn Stichnote – Admissions will advertise the available seats at PRO to the California students.
   e. Lynn Stichnote – There is a 200% increase in international freshman admits. Offered small scholarships, but yield is uncertain. These students are full pay, not sponsored.

III. Announcements
   a. Kayla Klossner-Thompson – Would like to have suggestions and ideas for the 2019 Opening Week in place by April or May of this year to present to leadership.
   b. Dave Westenberg – Dr. Kelly Cowan of Miami University will present Closing the Gap between Under-Resourced and Fully Resourced Students on April 9 at 3 pm in 139 Schrenk Hall.
c. John Gallagher – Miner Challenge Trivia Night will be held April 21 at Havener Center.
d. Tim Albers – The next Open House will be Friday, April 6. HOSA (Health Occupations Student Association) conference was held Monday. Approximate 1400 high school students attended. MAS (Missouri Academy of Science) will be held Friday, April 27 and Saturday, April 28. Judges are needed for posters and presentations.
e. Rachel Morris – Twenty students will showcase their research at the Capitol on Thursday, April 5.
g. Lynn Stichnote – Trying new format at the April 6 Open House. The whole group will stay at Havener as opposed to going to Leach Theater. There will be two Admissions and Student Financial Assistance presentations. Will run a slide show in place of the Academic spotlight. If the format works, will implement for all Open Houses.
h. Rachel Morris – The Honors Banquet will be held Tuesday, April 17 at 5:30 pm at the Hasselmann Alumni House. Danny White will speak on Lead with Liberty. RSVP to Rachel if you wish to attend.
i. Angie Hammons – TLT and TEDx events were successful. Presentations will be available online.
j. John Gallagher – The First Year Experience ad hoc committee is meeting regularly to define what a common first year experience would look like. Discussing centralized advising. Committee believes an in-person class is more valuable than an online class.
k. Angie Hammons – Please declare if you are using open educational resources. The university should get credit for things we are already doing to meet the Open and Affordable Educational Resources Initiative.

IV. Subcommittee Work Sessions
   a. There was no time for subcommittee work sessions.

V. Subcommittee Report Out
   a. There was no time for subcommittee updates or reports.

VI. Next Meeting – April 12, 2018

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

April 12, 2018
8:15 am – 9:15 am
Havener Center, Meramec Gasconade Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Subcommittee Updates
   a. First Year Experience – John Gallagher
      i. No update.
   b. Graduate Student Experience – Adrienne Neckermann
      i. Survey had a 25% response rate. Reviewing survey results.
   c. Student Intake Process – Dorie Paine
      i. No update. Will meet later today.
   d. Transfer Student Success and Engagement – Rachel Morris
      i. No update.
   e. Under Represented Minority Students – Anitra Rivera
      i. No update.

III. Diversity and Inclusion
   a. Neil Outar, interim chief diversity officer (CDO) shared information about diversity and inclusion.
   b. The CDO role was created eight months ago.
   c. Equity and Title IX and Student Diversity Initiatives report to the CDO.
   d. Office of CDO provides major coordination of all diversity efforts on campus.
   e. Federal compliance.
      i. Unemployment.
      ii. Title IX.
      iii. Civil rights.
f. Climate.
   i. What current efforts are working well.
   ii. Identify areas for improvement.

g. Student Diversity Initiatives.
   i. Department formed as part of reorganization of the former Student Diversity,
      Outreach, and Women’s Programs (SDOWP).
   ii. Focus is on all currently enrolled students.
      1. Underrepresented minorities.
      2. LGBTQ.
      3. First generation.
      4. Food insecurity.
      5. Peer-to-peer and professional-to-student mentoring.
      6. Any student who needs extra support.
   iii. Diversity scholarships moved to Student Financial Assistance.
   iv. Diversity recruitment moved to Admissions.

IV. Announcements
   a. Jeff Cawfield – The honors banquet is Tuesday, April 17.
   b. Rachel Morris – The undergraduate research conference is Tuesday, April 17.
   c. Tim Albers – Technology Student Association (TSA) competition is April 22-24. Approximately
      700 high school students will attend.
   d. Tim Albers – Missouri Academy of Science (MAS). Middle school and junior high school
      students will present their research on Friday, April 27. High school and college students will
      present their research on Saturday, April 28.
   e. Bridgette Betz – Student Financial Assistance and Admissions operations team will be moving to
      the library the first week of May for stabilization work on the west side of Parker Hall.
   f. Lynn Stichnote – Thank you to everyone who helped at Open House. Keeping everyone in
      Havener Center the entire morning worked well. The evaluations for academic departments
      are outstanding.
   g. John Gallagher – The fourth annual Miner Challenge Trivia night is April 21. Registration fee is
      $100 per team.
   h. Alex Cristea – The fitness center groundbreaking is today at 6 pm.
   i. Katie Tucker – The Red Door fashion show to benefit local charities will be held at Benton
      Square on Tuesday.
   j. Anitra Rivera – Day of Science for high school students is April 28.
   k. Tim Albers – Increased available seats from 155 to 175 at remaining PRO sessions.
   l. Dan Reardon – Fiddler on the Roof opens tonight and runs the next three weekends.

V. Next Meeting – April 26, 2018

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

April 26, 2018
8:15 am – 9:15 am
Havener Center, Meramec Gasconade Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfeld, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Julie Pittser/Lauren Hatfield, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

I. Review and Approval of Minutes
   a. Minutes for April 12 will be approved at the May 10 meeting.

II. Subcommittee Updates
   a. First Year Experience – John Gallagher
      i. Gathering feedback from faculty and students.
   b. Graduate Student Experience – Adrienne Neckermann
      i. No update.
   c. Student Intake Process – Dorie Paine
      i. Focusing on opening week. Meet with chancellor on May 14 to review recommendations.
   d. Transfer Student Success and Engagement – Erica Long
      i. No update.
   e. Under Represented Minority Students – John Easter
      i. Subcommittee will meet soon.

III. Announcements
   a. Bridgette Betz – Student Financial Assistance will close Monday, April 30 for move to G6 Library (previously KMST). Will reopen Tuesday, May 1.
   b. John Gallagher – Thank you to all who participated in the fourth annual Miner Challenge Trivia night on April 21. The chancellor’s team won.
   c. John Gallagher – Dunk tank tomorrow at 11 am.
   d. John Myers – Chancellor for a Day program was announced yesterday. A CASB student will be chancellor for a day during fall semester. A CEC student will be chancellor for a day during the spring semester. Applications will be available to all undergraduate students.
   e. Deanne Jackson – Online grade changes are live.
   f. Deanne Jackson – Official transcripts are issued via the Clearinghouse. Request transcripts in JOE'ss.
g. Tyrone Davidson – The UM System CRI Academic Advisor Summit was held Tuesday, April 24 in Columbia, MO. S&T will host the next summit fall semester.

h. Tim Albers – Brooke Durbin is the new director of Recruitment Marketing & Enrollment Development. She will have a seat on this committee.

i. Tim Albers – PRO numbers are up 5.5%.

j. Tim Albers – Admissions criteria will change to highly selective for fall 2019. This could have a positive effect on retention and graduation rates.

k. John Gallagher – There will be a name change for the Office of Student Life. Effective July 1, 2018, the new name will be the Office of Student Involvement. The offices will be located in the Student Involvement Center in the Havener Center.

l. Deanne Jackson – Cross campus enrollment is scheduled to go live on May 7. This will fulfill the president and board of curators’ initiative for fluid, seamless enrollment at any UM System campus. Students must be degree seeking and in good standing at their home campus. Holds at their home campus will affect registration at other campuses.

m. Alex Cristea – Student council resolved the issue of some students paying the distance fee for a course even though they were in-seat.

n. Alex Cristea – Faculty reviews for previous five years will be available in JOE’s.

o. Dave Westenberg – CAFÉ group trying to address possible bias resulting from lower student response rate for the faculty reviews.

p. Tim Albers – The committee has a certificate of appreciation for Julie Pittser. She has resigned her position at the university.

IV. Next Meeting – May 10, 2018

V. 8:15 am – 9:15 am, Silver and Gold, Havener Center
May 10, 2018
8:15 am – 9:15 am
Havener Center, Meramec Gasconade Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Lauren Hatfield for Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

I. Review and Approval of Minutes
   a. Minutes for April 12 and April 26 were approved.

II. Miner Athletics and Academics: A Winning Combination
   a. Dave Westenberg presented information about the S&T athletics program and student success.
   b. The 2008-2011 men’s and women’s cohorts exceeded the Federal Academic Success Rate for all sports.
   c. The most recent data shows a graduation rate of 80% for student athletes compared to 65% for the general student body.
   d. All teams as well as the M-Club and Student Athlete Advisory Committee (SAAC) organize/sponsor community service projects. Student athletes also participate in the following community service opportunities organized by student life.
      i. MLK day of service.
      ii. Gonzo Giveback day of service.
      iii. Earth Day.
      iv. Alternative weekend breaks.
      v. Greek service days.
      vi. Celebration of Nations.
      vii. Make a Wish Foundation.
   e. Athletes attend training.
      i. Leadership.
      ii. Alcohol abuse prevention.
      iii. Sexual violence prevention.
      iv. STEP UP Bystander Intervention program.
      v. Academy of Miner Athletics Life Skills.
f. Athletes complete a Student-Athlete Wellbeing and Fair Treatment survey annually to gauge the effectiveness of the coaches.

g. Athletes complete a Life Skills Survey.
   i. Citizenship.
   ii. Sportsmanship.
   iii. Goal setting.
   iv. Time management.
   v. Work ethic.
   vi. Teamwork.
   vii. Importance of academic performance.

h. Graduation sash, ceremony, and reception.
   i. All graduating student-athletes for the December and May commencements are invited to a reception.
   ii. Presented with a graduation sash to wear in commencement.
   iii. Identifies them as student-athletes.
   iv. Includes athletic logo and “Miners for Life.”
   v. Coaches present the sashes to their teams

III. Subcommittee Updates
   a. First Year Experience – John Gallagher
      i. Will send draft report to Chancellor Maples at end of the week.
      ii. Presentation to the chancellor on May 30.
   b. Graduate Student Experience – Adrienne Neckermann
      i. There were no outliers in the survey data.
      ii. Will work with Angie Hammons to analyze the distance piece.
   c. Student Intake Process – Kayla Klossner-Thompson
      i. Last subcommittee meeting will be held today.
      ii. Presentation to the chancellor on May 14.
   d. Transfer Student Success and Engagement – Lynn Stichnote
      i. Subcommittee will not make a report this cycle. Will begin work this summer for the 2019 cycle.
   e. Under Represented Minority Students – Anitra Rivera
      i. No update.

IV. Announcements
   a. Deanne Jackson – Two items will be presented at the June 14 Faculty Senate meeting. The first item involves implementing a plus/minus grading scale from C- to A. The second item involves removing transfer grades from GPA for any school Missouri private or out-of-state school. Please encourage your faculty senate representative to attend this meeting.
   b. Steve Raper – Adrienne Neckermann, Hope Smalley, and Steve Raper attended a two-day meeting to review the Diversity, Equity, and Inclusion funding requests. S&T did extremely well. Funds awarded to S&T will go directly to the chief diversity officer.
   c. John Gallagher – Miners Lend a Helping Hands is a new day of service set for August 18. Contact John if interested in being a site leader.
d. Dave Westenberg – Dave Westenberg attended a seminar on Tuesday about digital badges. People can earn certificates for IT competencies that employers might want.

e. Dave Westenberg – There will be an open forum on June 19 at 6:30 pm in the Carver Turner Room. The topic will be editing human evolution and the ethics of editing our genome.

f. Klaus Woelk – Harvest Collier will be honored by CAFÉ and CERTI for his initiatives that led to the creation of Educational Technology, CERTI, and the Student Success Committee. The surprise event will take May 11 at the Hasselmann Alumni House.

V. **Next Meeting – June 7, 2018**

VI. 8:15 am – 9:15 am, Silver and Gold, Havener Center
June 7, 2018
8:15 am – 9:15 am
Havener Center, S Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfie, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, John Gallagher, Eddie Grover-Bisker, Rose Horton, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Lauren Hatfield for Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

VII. Study Abroad
   a. Robin Ziegler presented information about the S&T Study Abroad program.
   b. S&T has more than 100 active exchange opportunities in forty countries in eight region on five continents.
   c. In the 2017-2018 academic year, 29 students enrolled in semester-long study abroad and 36 students enrolled in faculty-led programs.
   d. Students remain enrolled at S&T in a study abroad holding course.
   e. Students participating in an exchange program pay the resident tuition rate.
   f. Students generally remain eligible for student financial assistance.
   g. Consortium Agreements.
      i. Global E3 – Global Engineering Education Exchange
      ii. Magellan
      iii. MAUI – Mid-America Universities International
      iv. MOCON – Missouri Consortium
   h. Partners.
      i. Independent agreements.
         1. Initiated by faculty with a connection to the other university.
         2. University to university.
      ii. Faculty led programs.
         1. Short term programs lasting 2-4 weeks.
         2. Designed and led by faculty.
         3. S&T courses for credit, generally 3-6 credit hours.
   i. Informational sessions presented to students.
      i. Sophomore year or first semester of junior year is optimal time to study abroad.
ii. Any degree may study abroad.

iii. Students must create a budget and meet with their academic advisor and student financial assistance.

j. Application process.
   i. Attend an information session.
   ii. Go to globalminers.mst.edu to select choices and begin researching courses, housing, area interests.
   iii. Complete the application.

k. Advisor’s Role.
   i. Review the students study plan.
   ii. Determine if selected courses will fit degree plan.
   iii. Sign the student’s application for credit form.

VIII. Subcommittee Updates

a. First Year Experience – Kate Drowne
   i. Met with Chancellor Maples a week ago.
   ii. Fast tracking the professional advisor plan for Fall 2018 semester so that all incoming freshmen will have a professional advisor.
   iii. Potential for the Undergraduate Advising Office and Freshman Engineering to be more closely aligned.
   iv. Developing plans to better communicate the expectation that students will declare a major/be admitted to an academic department by the time they earn 60 credit hours.
   v. Discussion regarding common first year class is ongoing and may be ready for Fall 2019 semester.

b. Graduate Student Experience – Adrienne Neckermann
   i. Meeting with Angie Hammons to organize a distance student focus group.

c. Student Intake Process – Kayla Klossner-Thompson
   i. Presented to Chancellor Maples on May 14.
   ii. Recommendations were well received.

d. Transfer Student Success and Engagement – Work has been tabled for this cycle.

e. Under Represented Minority Students – Anitra Rivera
   i. Subcommittee met May 31. Will work with Harvest Collier and Institutional Research and Assessment to research the Master Student Class and the impact of lost funding. Steve Raper requested data for 2006-present from Jerry Hammons in Institutional Research.

IX. Announcements

a. Kayla Klossner-Thompson – 167 students are expected for PRO day tomorrow.

X. Next Meeting – July 19, 2018

8:15 am – 9:15 am, Silver and Gold, Havener Center
July 19, 2018
8:15 am – 9:15 am
Havener Center, Silver and Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Paul Runnion for Steve Clark, Alexandre Cristea, Tyrone Davidson, Kate Drowne, John Easter, Patti Fleck, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Lauren Hatfield for Julie Pittser, Stephen Raper, Dan Reardon, Anitra Rivera, Tyler Johnson for Lynn Stichnote, Dave Westenberg, Klaus Woelk

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Announcements
   a. Tim Albers welcomed Patti Fleck, director of Counseling Services to the committee.
   b. John Gallagher – The name change for Student Life to Office of Student involvement was effective July 1. The web address is involvement.mst.edu.
   c. Tim Albers – The Office of Institutional Research and Assessment was closed effective July 2.
      i. A committee will review current reporting needs.
      ii. Current IRA responsibilities will be handled by other units on campus or UM System.
      iii. Ashley Berry is monitoring the IRA website for information requests.
      iv. Please notify Tim Albers and/or Cuba Plain if you know of critical rankings or surveys that need to be completed.
   d. Deanne Jackson – Use email address decisiondata@mst.edu for data requests sent to the Registrar.
   e. Patti Fleck – Counseling, Disability Support, and Student Wellness was reorganized into three separate departments – Counseling Services, Student Disability Services, and Miner Wellness - effective January 1, 2018. The new mission statement for Counseling Services is Counseling Services provides services and leads initiatives to promote a mentally healthy Missouri S&T Community.
   f. Patti Fleck – In the process of hiring a director to lead Student Disability Services and Testing Services.
   g. Bridgette Betz – The first tuition bill was due last Sunday. Worked with the Cashier’s Office to resolve issues before students were dropped from classes for nonpayment. New transfer students and new freshman will not be dropped for nonpayment. Students will incur fees for late payments. There is a 1% finance charge for payment plans.
h. Katie Tucker – 950 advanced placement scores were entered as of last Tuesday.

i. John Gallagher – There will be an ice cream social tomorrow in front of the library from noon-1 pm.

III. Subcommittee Work Session
   a. Due to number of members absent and length of discussion during announcements, subcommittee updates were given instead of having a work session.

IV. Updates
   a. First Year Experience – No update.
   b. Graduate Student Experience – No update.
   c. Student Intake Process – Dorie Paine
      i. Presented to Chancellor Maples on May 14. There will be a few changes to Opening Week. Kayla Klossner-Thompson will set up an Opening Week Advisory Committee that will meet twice per year.
   d. Transfer Student Success and Engagement – Work has been tabled for this cycle.
   e. Under Represented Minority Students – No Update

V. Committee Timeline
   a. Bi-Weekly Meetings Resume August 23

VI. Presentation Timeline
   October 25   Final Subcommittee Reports to Rachel
   November 1  First Draft of Final report out to the committee
                Subcommittee presentations to committee
   November 8  Final updates/corrections from committee to Rachel
   November 15 Final-Final report sent to committee from Rachel
                 Subcommittee presentations to committee
   November 22 Report sent to the chancellor
   November 29 Presentation to the chancellor

VII. Next Meeting – August 2, 2018
     8:15 am – 9:15 am, Silver and Gold, Havener Center
I. Review and Approval of Minutes 5 Minutes

II. Fall Enrollment Update – Tim Albers 10 Minutes

III. Admissions Process Overview – Lynn Stichnote and Cathy Tipton 25 Minutes

IV. Committee Presentation Timeline Review – Rachel Morris 5 Minutes

V. Subcommittee Updates – Jeff Cawfield/Tim Albers 10 Minutes
   a. First Year Experience – John Gallagher
   b. Graduate Student Experience – Adrienne Neckermann
   c. Student Intake Process – Kayla Klossner-Thompson and Dorie Paine
   d. Under Represented Minority Students – John Easter and Anitra Rivera

VI. Announcements 5 Minutes

VII. Next Meeting – September 6, 2018

VIII. 8:15 am – 9:15 am, Silver and Gold Room, Havener Center

IX. Presentation Timeline
   October 25 Final Subcommittee Reports to Rachel
   November 1 First Draft of Final report out to the committee
   Subcommittee presentations to committee
   November 8 Final updates/corrections from committee to Rachel
   November 15 Final-Final report sent to committee from Rachel
   Subcommittee presentations to committee
   November 22 Report sent to the chancellor
   November 29 Presentation to the chancellor
Missouri S&T Student Success Committee Meeting
Minutes

September 6, 2018
8:15 am – 9:15 am
Havener Center, Silver and Gold Room

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Alexandre Cristea, Tyrone Davidson, Kate Drowne, Brooke Durbin, John Easter, Patti Fleck, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Stephen Raper, Dan Reardon, Anitra Rivera, Paul Runion, Lynn Stichnote, Dave Westenberg, Klaus Woelk, Will Zwikelmaier

Ex Officio Members:
Those whose names are grayed out below were absent.

Guest:
Cathy Tipton

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

II. Introduction to Research on First Year Experience Program
   a. Susan Murray requested input from committee members for research she and Beth Cudney will conduct on the First Year Experience Program.
      i. Susan Murray has experience assessing programs and Beth Cudney is editor of a journal.
      ii. Research conducted by investigators not affiliated with the program eliminates bias.
      iii. What is assessed will be determined by what is hoped to change.
      iv. Can compare current year data to data under the new model.
   b. Tim Albers – Hopefully there will be a positive influence from contact with professional academic advisors.
   c. Dorie Paine – Will the research focus on academics only or a broader range of factors? Susan Murray responded that they will look at as much as makes sense.
   d. Lynn Stichnote – Has a literature review been conducted? Susan Murray responded that they have reviewed literature but will do more.
   e. Patti Fleck – Would like researches to include to what degree students feel connected to someone or something on campus.
   f. Patti Fleck – Have heard consistently over the years that students say their advisor gave them wrong information and suggested the research team investigate a change in the number of advising errors.
   g. Klaus Woelk – Do smaller groups of students or programs, psychology for example, experience better connections?
h. Anitra Rivera – Sense of belonging and cultural demographics. Susan Murray asked Anitra to send her the groups she like the researchers to look at.
   i. Susan Murray said the next step will be to speak with Tyrone Davidson and Doug Ludlow, co-directors of the yet-to-be-named department of professional academic advisors. All committee members are welcome to offer input on this project via email to Susan Murray at murray@mst.edu.

III. Association of Public & Land-Grant Universities (APLU)
   a. Jeff Cawlfield said that Chancellor Maples has joined a national initiative funded by the Gates Foundation.
      i. 140 universities will be grouped in clusters based on similar traits. Other members of our cluster are Michigan Tech, New Jersey Institute of Technology, Alabama-Huntsville, and possibly Colorado School of Mines.
      ii. Clusters will share data related to student success including retention and graduation rates.
      iii. This is expected to be a multi-year program.
      iv. There has been one telepresence meeting and a face-to-face meeting will be held in November in New Orleans.
      v. Activities of this initiative may influence the work of Student Success Committee subcommittees for the 2019 presentation cycle.
   b. Lynn Stichnote expressed concern that Colorado School of Mines may be a member of our cluster because they are allowed to restrict freshman enrollment.

IV. Committee Presentation Timeline Review
    a. Rachel Morris discussed changes to the timeline.

V. Subcommittee Updates
   a. First Year Experience – John Gallagher
      i. Will work on presentation details at the September 20 work session.
   b. Graduate Student Experience – Adrienne Neckermann
      i. Met yesterday to outline the presentation.
      ii. The distance student focus group will be held tomorrow.
   c. Student Intake Process – Dorie Paine
      i. Will be ready to present on October 4.
   d. Transfer Student Success and Engagement – Work has been tabled for this cycle.
   e. Under Represented Minority Students – Anitra Rivera
      i. Reviewed data with John Easter, regrouped and have a plan.

VI. Announcements
   a. Tim Albers – The Ruffalo Noel Levitz (RNL) consultant will present to this committee on November 1. The consultant helps us identify high school populations and effectively award scholarships. Chris Pesotski of RNL presented at the Academic Affairs retreat in August in place of the consultant assigned to us. Chris Pesotski said that S&T could do a better job of marketing as he had never heard of S&T until he prepared for his presentation. Our California admissions recruiters report the same situation.
   b. John Gallagher – Miner Challenge is recruiting advisors. Applications are available online.
c. Will Zwikelmaier – A record 320 employers are registered for career fair on September 25 and ten employers are on the waitlist.
d. Doug Ludlow – There will be an open house today from 10 am to 2 pm in the new offices located in Campus Support Facility.
e. Angie Hammons – The keynote speaker for the TLT conference is Claire Howell Major from the University of Alabama.

f. Lynn Stichnote – Admissions is holding a Diversity Showcase in conjunction with Open House on Saturday, October 6. Transportation will be provided from St. Louis to Missouri S&T. Each student may bring one guest. Registration fee is $10.
g. Will Zwikelmaier – COER is holding a Suit Up event at JC Penney on September 16 from 6:30 pm-9:30 pm. Career clothing will be 40% off.
h. Will Zwikelmaier – TedX Missouri S&T is set for April 11, 2019. Speaker applications will be accepted for the next month.
i. Anitra Rivera – Student Diversity Initiatives has arranged for a shuttle to St. Robert hair salons for students to get natural hair care services and services like fades and relaxers not available locally.
j. Anitra Rivera – NSBE is starting a Junior NSBE chapter for students in 6th-12th grades.
k. Anitra Rivera – 75 students attended the monthly breakfast held yesterday. Counseling Services and Student Financial Assistance were invited. Each month different departments will be invited to attend.

VII. Presentation Timeline
    September 20 Subcommittee work session
    October 4 Student Intake subcommittee presentation to committee
    October 25 Final Subcommittee Reports to Rachel
    November 1 Ruffalo Noel Levitz presentation
        First Draft of Final report out to the committee
    November 8 Final updates/corrections from committee to Rachel
        Subcommittee presentations to committee
    November 15 Final-Final report sent to committee from Rachel
        Subcommittee presentations to committee
    November 21 Report sent to the chancellor
    November 29 Presentation to the chancellor

VIII. Next Meeting – September 20, 2018
    a. 8:15 am – 9:15 am, St. Pat’s C, Havener Center
September 20, 2018
8:15 am – 9:15 am
Havener Center, St. Pat’s C Ballroom

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Alexandre Cristea, Tyrone Davidson, Kate Drowne, Brooke Durbin, John Easter, Patti Fleck, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Stephen Raper, Dan Reardon, Anitra Rivera, Paul Runnion, Lynn Stichnote, Dave Westenberg, Klaus Woelk, Will Zwikelmaier

Ex Officio Members:
Those whose names are grayed out below were absent.

Guest:
Cathy Tipton

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

II. Announcements
a. Lynn Stichnote – First Open House will be held October 6. All events will be held in Havener Center. Cathy Tipton will send a schedule. The second Open House will be held November 10. A Diversity Showcase will also be held November 10. There will be bus transportation for underrepresented minority students and one guest.
b. Doug Ludlow – Freshman Advising Office/Freshman Engineering Program will be closed today for training. The academic advisors will the NACADA conference September 30-October 1.
c. Tim Albers – Census date was Monday. Total enrollment is 8,607, which is down 3% from last year and is the fifth largest enrollment in the history of the university. Total freshman enrollment is 1,334 compared to 1426 last year. First to second year retention rate is 83-84% compared to 81% last year. International enrollment is down nationally and down at S&T. There are 318 new transfer students compared to 350 transfer students last year.
d. The committee discussed the Load to Finish Scholarship, the Finish Line Scholarship, and the application fee waiver Chancellor Maples announced this week.

III. Subcommittee Work Session
a. Subcommittees worked on their presentation for this cycle.
   i. First Year Experience
   ii. Graduate Student Experience
   iii. Student Intake Process
   iv. Under Represented Minority Students
IV. **Presentation Timeline**

- September 20  Subcommittee work session
- October 4  Student Intake subcommittee presentation to committee
- October 25  Final Subcommittee Reports to Rachel
- November 1  Ruffalo Noel Levitz presentation
  - First Draft of Final report out to the committee
- November 8  Final updates/corrections from committee to Rachel
  - Subcommittee presentations to committee
- November 15  Final-Final report sent to committee from Rachel
  - Subcommittee presentations to committee
- November 21  Report sent to the chancellor
- November 29  Presentation to the chancellor

V. **Next Meeting – October 4, 2018**

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

Minutes

October 4, 2018
8:15 am – 9:15 am
Havener Center, St. Pat’s C Ballroom

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawlfield, Alexandre Cristea, Tyrone Davidson, Kate Drowne, Brooke Durbin, John Easter, Patti Fleck, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Stephen Raper, Dan Reardon, Anitra Rivera, Paul Runnion, Lynn Stichnote, Dave Westenberg, Klaus Woelk, Will Zwikelmaier

Ex Officio Members:
Those whose names are grayed out below were absent.

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

II. Announcements
   a. Patti Fleck – Mental Health Week is October 7-13. There will be various events during the week including Checkups from the Neck Up in the Havener Atrium and mental health assessments online.
   b. Kate Drowne – The HLC accreditation team will be on campus Oct 8-9. Please attend open forums, especially if invited.
   c. Jeff Cawlfield – The HCL committee has been busy finalizing documentation and details for the visit.
   d. Jeff Cawlfield – Open enrollment for benefits begins soon. Remember that you must select benefits each year.
   e. Rachel Morris – Subcommittee reports are due October 25. Will send slide template for final presentation. Limit slides to 4-5.
   f. Jeff Cawlfield – Asked for presentation ideas and suggestions. Forward to Donna Luechtefeld.

III. Subcommittee Presentation
   a. Student Intake Process findings presented by Kayla Klossner-Thompson and Dorie Paine.
      i. Narrowed focus from time of admission through second week of classes to Opening Week.
      ii. Met with faculty and staff to discuss current structure of Opening Week and possible changes.
      iii. Examined length of orientation. An entire week is required for current math placement process.
iv. Subcommittee presented to Chancellor Maples in May 2018 for implementation in August 2018.

v. Move in day was changed from Saturday to Sunday. Opening Week mentors assisted with move in, eliminating the need for additional upper classmen to be on campus for that sole purpose.

vi. Miner Values training replaced Convocation. Next year a national speaker will be invited as part of the values training.

vii. Number of incident reports reduced from 40 in 2017 to 23 in 2018.

viii. Formed Opening Week advisory council and plan to hold open annual meeting.

ix. The committee would like to focus on communications first time freshmen receive from S&T during the next presentation cycle.

x. Tyrone Davidson – Regarding the values training, there are murmurs that some students felt singled out or stereotyped. Might be useful to review the identity piece for next year.

xi. Lynn Stichnote – Invite Neil Outar to discuss the survey results from the Miner Values training.

xii. Patti Fleck – The information about Opening Week is excellent. Would be useful for many members of the larger campus audience.

IV. Presentation Timeline

- September 20 Subcommittee work session
- October 4 Student Intake subcommittee presentation to committee
- October 25 Final Subcommittee Reports to Rachel
- November 1 Ruffalo Noel Levitz presentation
  - First Draft of Final report out to the committee
- November 8 Final updates/corrections from committee to Rachel
  - Subcommittee presentations to committee
- November 15 Final-Final report sent to committee from Rachel
  - Subcommittee presentations to committee
- November 21 Report sent to the chancellor
- November 29 Presentation to the chancellor

V. Next Meeting – October 18, 2018

a. 8:15 am – 9:15 am, Silver and Gold Room, Havener Center
I. Review and Approval of Minutes

Minutes were approved.

II. Committee Presentation Timeline Review

Rachel Morris reported that she will send the first draft of the report after she receives all subcommittee reports.

There will not be a meeting/subcommittee presentations to the committee on November 8 as previously stated in the Presentation Timeline. There will be three subcommittee presentations on November 15.

III. Announcements

Tim Albers – Expressed appreciation for Angie Hammons’ service to this committee. Angie has accepted a position with MU.

Patti Fleck – Tuesday, Nov 6 is election day. There will also be a fundraiser at Price Chopper to benefit the Student Emergency Fund.

Lynn Stichnote – The Diversity Showcase and Open House will be held November 10. More than 50 URM students and 8 alumni are expected to attend the Diversity Showcase. More than 200 students are registered for Open House. 600-700 visitors are expected on November 10 for these events.

Lynn Stichnote – Today is Counselor Day. We are hosting twelve counselors from all over the state.

Bridgette Betz – Student Financial Assistance moved back to Parker Hall yesterday.

Erica Long – The gym dedication will be held Saturday, November 17.

Caprice Moore – Ten families are hosting 47 international students for Thanksgiving. There is still time to participate. Refer to the email from Chancellor Maples for more information.

Caprice Moore – There will be a celebration in honor of Meg Brady’s 35 years of service to S&T at 9:30 this morning. Stop by for refreshments and congratulate Meg.
IV. Strategic Use of Scholarships and Financial Aid in Meeting Enrollment and Revenue Objectives
Derek Flynn, S&T’s Ruffalo Noel Levitz (RNL) consultant presented information to the committee. The consultant helps the Enrollment Management Division identify high school populations and effectively award scholarships to yield the best possible class.

V. Presentation Timeline
- September 20 Subcommittee work session
- October 4 Student Intake subcommittee presentation to committee
- October 25 Final Subcommittee Reports to Rachel
- November 1 Ruffalo Noel Levitz presentation
- First Draft of Final report out to the committee
- November 8 Final updates/corrections from committee to Rachel
- November 15 Final-Final report sent to committee from Rachel
- Subcommittee presentations to committee
- November 21 Report sent to the chancellor
- November 29 Presentation to the chancellor

VI. Next Meeting – November 15, 2018
8:15 am – 9:15 am, Silver and Gold Room, Havener Center
Missouri S&T Student Success Committee Meeting

Minutes

November 15, 2018
8:15 am – 9:15 am
140 Toomey Hall

Members:
Those whose names are grayed out below were absent.
Tim Albers, Bridgette Betz, Jeff Cawfield, Alexandre Cristea, Tyrone Davidson, Kate Drowne, Brooke Durbin, John Easter, Patti Fleck, John Gallagher, Eddie Grover-Bisker, Deanne Jackson, Kayla Klossner-Thompson, Douglas Ludlow, Rachel Morris, John Myers, Adrienne Neckermann, Dorie Paine, Stephen Raper, Dan Reardon, Anitra Rivera, Paul Runion, Lynn Stichnote, Dave Westenberg, Klaus Woelk, Lauren Hatfield for Will Zwikelmaier

Ex Officio Members:
Those whose names are grayed out below were absent.

Guest:
Amy McMillen

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

XII. Announcements
   a. Deanne Jackson – President Choi announced Project Unify for Student Success will be a unifying presence for People Soft, Canvas, Starfish, and Slate across UM System by October 2019.
   b. Dave Westenberg– The grand opening for the new gym will be held this Saturday with a ceremony during halftime of the men’s basketball game.
   c. Lynn Stichnote – Fifty URM students attended the Diversity Showcase and 225 students attended Open House on November 10. Thank you to everyone who assisted with these events.

XIII. Subcommittee Presentations to the Committee
   a. First Year Experience – Kate Drowne presented for John Gallagher.
   b. Graduate Student Experience – Adrienne Neckermann presented.

XIV. Presentation Timeline
   September 20  Subcommittee work session
   October 4    Student Intake Subcommittee presentation to committee
   October 25   Final Subcommittee Reports to Rachel
   November 1   Ruffalo Noel Levitz presentation
                 First Draft of Final report out to the committee
   November 8   Final updates/corrections from committee to Rachel
November 15  Final-Final report sent to committee from Rachel
           Subcommittee presentations to committee
November 21  Report sent to the chancellor
November 29  Presentation to the chancellor

XV. Next Meeting – November 29, 2018 – Presentation to the Chancellor
     8:15 am – 9:45 am, Silver and Gold Room, Havener Center