UMKC Retention Retreat

presented by the Divisions of Academic Affairs and Student Affairs and Enrollment Management

August 1, 2011
“Why are we here again?”

Dr. Gail Hackett
Mel Tyler
Dr. Cindy Pemberton
Jennifer DeHaemers
Campus wide Retention Plan

- Comprehensive, campus-wide approach to addressing student success and retention
  - Build on current initiatives
  - Involve everyone on campus, including staff and students

- Institutional commitment to put student welfare first and educate all, not just some, students
  - UMKC students are qualified for the University, but have a wider range of preparedness than other research Universities, consistent with our mission as an Urban research institution

- Commitment to develop supportive social & intellectual communities that attempt to integrate all students
Why is Retention Important?

- UMKC has a responsibility to our students to help them succeed
- When students are successful it benefits both the student and the community; earning potential and career opportunities increase with level of education
- Departments are losing top performing students
- Retaining students is less expensive than recruiting new students
- First year persistence and gradation rates are standard (although imperfect) measures of academic quality and institutional effectiveness.
- The state may be moving to a performance-based funding model
Academic Unit Retention Plans:

- What has been started?
- What has been accomplished?
Retention and Student Success: Back to Basics
What does the Research Suggest?

- Get students engaged and connected upon arrival on campus
  - Teach year one students as early as possible how to use college resources (College success courses, etc.)
  - Intrusive advising
  - First year seminars, cohorts and learning communities
  - Social events, sports, etc.

- Emphasis on quality undergraduate teaching & learning
  - Placement testing
  - Require attendance
  - Supplemental Instruction, tutoring and coaching
  - Identify gateway courses and improve, require prerequisites, and/or redesign course
  - Improve teaching evaluations and use to improve instruction
  - Make the classroom the center of community, especially for commuting students
If a program works, require it. “Freshmen don’t do optional”

Connect every student to campus in some significant way
- Expand undergraduate research program and expand or create other high impact educational experiences (internships, service learning, volunteer experiences, etc.)

Monitor progress and share successes
- Early warning system, feedback, intrusive advising

Involve the campus in student success and retention efforts
Students are more likely to persist & graduate who:

- Participate in co-curricular activities
- Attend class
- Spend more time preparing for class
- Report more financial support from parents and/or have 100% of financial need met
- Live on campus
- Express an intention to graduate
- Complete at least 12 credits per semester
Students who persist generally:

- Go full time vs. part time (i.e., fewer than 20 credits during the first year)
- Work with faculty outside the classroom
- Work on-campus vs off-campus
- Maintain continuous enrollment
- More later...
UMKC Students: Myths and Realities
Myth #1: UMKC students are not “good” students or not as good as students at other urban institutions.

Reality: Incoming UMKC freshmen have high school performance and standardized test profiles similar to peer institutions.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Top 10%</th>
<th>HS GPA</th>
<th>ACT 25th- 75th</th>
<th>Acceptance Rate</th>
<th>Persistence Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC</td>
<td>31%</td>
<td>3.3</td>
<td>21-28</td>
<td>62%</td>
<td>72%</td>
<td>45%</td>
</tr>
<tr>
<td>SUNY at Buffalo</td>
<td>28%</td>
<td>3.3</td>
<td>23-28</td>
<td>52%</td>
<td>88%</td>
<td>66%</td>
</tr>
<tr>
<td>Temple</td>
<td>21%</td>
<td>3.4</td>
<td>21-27</td>
<td>61%</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
<td>Illinois - Chicago</td>
<td>28%</td>
<td>--</td>
<td>21-26</td>
<td>63%</td>
<td>79%</td>
<td>54%</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>22%</td>
<td>3.4</td>
<td>22-27</td>
<td>67%</td>
<td>83%</td>
<td>55%</td>
</tr>
<tr>
<td>George Mason</td>
<td>21%</td>
<td>3.6</td>
<td>22-28</td>
<td>63%</td>
<td>85%</td>
<td>63%</td>
</tr>
<tr>
<td>UAB</td>
<td>27%</td>
<td>3.5</td>
<td>21-27</td>
<td>84%</td>
<td>78%</td>
<td>39%</td>
</tr>
<tr>
<td>Louisville</td>
<td>25%</td>
<td>3.5</td>
<td>21-28</td>
<td>73%</td>
<td>78%</td>
<td>48%</td>
</tr>
<tr>
<td>USF</td>
<td>35%</td>
<td>3.7</td>
<td>23-28</td>
<td>48%</td>
<td>84%</td>
<td>48%</td>
</tr>
<tr>
<td>VCU</td>
<td>16%</td>
<td>3.4</td>
<td>21-26</td>
<td>59%</td>
<td>83%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Source: 2010 US News and World Report
Myth #2: A large proportion of UMKC students are admitted to the university by exception.

Reality: On average, UMKC admits 28% of an incoming class by exception.
Freshmen Students Admitted by Exception

72% Admitted Without Exception
28% Admitted by Exception

Source: UMKC Institutional Research, Assessment & Planning (FS10 data)
## Summary of Deficiencies

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total</th>
<th>(a) Not Meeting Core Course Criterion</th>
<th>(b) Not Meeting ACT/Class Rank Criterion</th>
<th>Both (a) and (b)</th>
<th>(a) Not Meeting Core Course Criterion</th>
<th>(b) Not Meeting ACT/Class Rank Criterion</th>
<th>Both (a) and (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU</td>
<td>5,638</td>
<td>671</td>
<td>362</td>
<td>130</td>
<td>11.9%</td>
<td>6.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>UMKC</td>
<td>820</td>
<td>86</td>
<td>69</td>
<td>73</td>
<td>10.5%</td>
<td>8.4%</td>
<td>8.9%</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>1,075</td>
<td>107</td>
<td>24</td>
<td>3</td>
<td>10.0%</td>
<td>2.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>UMSL</td>
<td>379</td>
<td>100</td>
<td>42</td>
<td>32</td>
<td>26.4%</td>
<td>11.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>System</td>
<td>7,912</td>
<td>964</td>
<td>497</td>
<td>238</td>
<td>12.2%</td>
<td>6.3%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Source: UMKC Institutional Research, Assessment & Planning (FS10 data)
### Percentage of Students Missing HS Core Courses

<table>
<thead>
<tr>
<th>Campus</th>
<th>English</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU</td>
<td>2.0%</td>
<td>3.5%</td>
<td>3.6%</td>
<td>6.5%</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>UMKC</td>
<td>2.3%</td>
<td>2.6%</td>
<td>8.2%</td>
<td>11.1%</td>
<td>1.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>2.4%</td>
<td>2.8%</td>
<td>5.4%</td>
<td>2.9%</td>
<td>0.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td>UMSL</td>
<td>17.7%</td>
<td>6.1%</td>
<td>6.6%</td>
<td>24.3%</td>
<td>3.4%</td>
<td>6.1%</td>
</tr>
<tr>
<td>System</td>
<td>2.9%</td>
<td>3.4%</td>
<td>4.5%</td>
<td>7.3%</td>
<td>1.1%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Source: UMKC Institutional Research, Assessment & Planning (FS10 data)
Myth #3: UMKC freshmen are working too many hours.

Reality: UMKC freshmen do NOT work significantly more than the national average for freshmen in urban institutions.
UMKC Freshmen Who Work >10 hours – Comparison to Urban Universities

Source: National Survey of Student Engagement (NSSE).
Freshmen Who Work On-Campus
UMKC vs. Urban Universities

Source: National Survey of Student Engagement (NSSE).
Freshmen Who Work Off-Campus
UMKC vs. Urban Universities

Source: National Survey of Student Engagement (NSSE).
Myth #4: UMKC freshmen do not perform well academically; most non-retained students receive academic disqualification.

Reality: Well over half of the freshmen who leave UMKC leave in good standing.

56% leave with an overall GPA of 2.0 or above. 28% leave with an overall GPA of 3.0 or above.
GPAs of First-time, Full-time Freshmen Who Left UMKC in 2009

Source: UMKC Institutional Research, Assessment & Planning
Access 2 Success Data
FTC Student Enrollment

- Fall 2009 (1,004)
  - Non-Low Income: 668
  - Low-Income: 336
  - Non-URM: 234
  - URM: 256

- Fall 2010 (1,144)
  - Non-Low Income: 706
  - Low-Income: 438
  - Non-URM: 262
  - URM: 256

Transfer Student Enrollment

- Fall 2009 (1,442)
  - Non-Low Income: 923
  - Low-Income: 519
  - Non-URM: 618
  - URM: 310

- Fall 2010 (1,550)
  - Non-Low Income: 1180
  - Low-Income: 932
  - Non-URM: 1240
  - URM: 310
FTC Student Retention—Students Who Completed 12 Hours

Completed 12 Hours
- Low-Income: 87.0%
- Non-Low Income: 90.2%
- URMLI: 85.7%
- URMNLI: 52.2%
- NURMLI: 45.5%
- NURM-NLI: 41.7%

Did Not Complete 12 Hours
- Low-Income: 85.7%
- Non-Low Income: 90.6%
- URMLI: 85.1%
- URMNLI: 51.5%
- NURMLI: 61.2%
- NURM-NLI: 53.1%
Transfer Student Retention—Students Who Completed 12 Hours

Completed 12 Hours
- Low-Income: 84.3%
- Non-Low Income: 85.1%
- URM-LI: 83.3%
- URM-NLI: 82.4%
- NURM-LI: 84.5%
- NURM-NLI: 85.3%

Did Not Complete 12 Hours
- Low-Income: 51.8%
- Non-Low Income: 58.4%
- URM-LI: 56.8%
- URM-NLI: 65.5%
- NURM-LI: 47.8%
- NURM-NLI: 57.2%
Access 2 Success Data

FTC Student Retention—Students Who Completed 80% of Hours

Completed 80% of Hours  Did Not Complete 80% of Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Completed 80%</th>
<th>Did Not Complete 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-Income</td>
<td>85.3%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>82.4%</td>
<td>64.4%</td>
</tr>
<tr>
<td>URM-LI</td>
<td>88.2%</td>
<td>61.5%</td>
</tr>
<tr>
<td>URM-NLI</td>
<td>83.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>NURM-LI</td>
<td>83.8%</td>
<td>50.6%</td>
</tr>
<tr>
<td>NURM-NLI</td>
<td>82.3%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>
Access 2 Success Data

Transfer Student Retention—Students Who Completed 80% of Hours

<table>
<thead>
<tr>
<th>Completed 80% of Hours</th>
<th>Did Not Complete 80% of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-Income</td>
<td>Non-Low Income</td>
</tr>
<tr>
<td>82.9%</td>
<td>47.7%</td>
</tr>
<tr>
<td>80.4%</td>
<td>52.5%</td>
</tr>
<tr>
<td>79.6%</td>
<td>52.6%</td>
</tr>
<tr>
<td>83.5%</td>
<td>53.2%</td>
</tr>
<tr>
<td>80.2%</td>
<td>44.0%</td>
</tr>
<tr>
<td>52.5%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

URM-LI: URM-Low Income
URM-NLI: URM-Non-Low Income
NURM-LI: NURM-Low Income
NURM-NLI: NURM-Non-Low Income
FTC Student Retention—Students Who Completed College Level Math

Completed College Level Math
- Low-Income: 92.3%
- Non-Low Income: 87.1%
- URM-LI: 92.0%
- URM-NLI: 94.7%
- NURM-LI: 92.5%
- NURM-NLI: 86.1%

Did Not Complete College Level Math
- Low-Income: 42.5%
- Non-Low Income: 59.2%
- URM-LI: 65.2%
- URM-NLI: 30.0%
- NURM-LI: 11.8%
- NURM-NLI: 66.7%
Access 2 Success Data

Transfer Student Retention—Students Who Completed College Level Math

- Completed College Level Math:
  - Low-Income: 85.6%
  - Non-Low Income: 80.9%
  - URMLI: 88.9%
  - URMNLI: 82.4%
  - NURMLI: 80.1%

- Did Not Complete College Level Math:
  - Low-Income: 59.4%
  - Non-Low Income: 59.5%
  - URMLI: 60%
  - URMNLI: 60%
  - NURMLI: 58.8%
  - NURMNLI: 59.3%
FTC Student Retention—Students Who Completed College Level English

- Completed College Level English:
  - Low-Income: 79.1%
  - Non-Low Income: 81.3%
  - URML: 81.3%
  - URM-LI: 79.4%
  - URM-NLI: 77.4%
  - NURML: 81.6%
  - NURM-LI: 81.6%
  - NURM-NLI: 81.6%

- Did Not Complete College Level English:
  - Low-Income: 19.5%
  - Non-Low Income: 40.0%
  - URML: 21.7%
  - URM-LI: 25.0%
  - URM-NLI: 16.7%
  - NURML: 47.1%
  - NURM-LI: 47.1%
  - NURM-NLI: 47.1%
Access 2 Success Data

Transfer Student Retention—Students Who Completed College Level English

<table>
<thead>
<tr>
<th></th>
<th>Completed College Level English</th>
<th>Did Not Complete College Level English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-Income</td>
<td>73.1%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>80.3%</td>
<td>42.3%</td>
</tr>
<tr>
<td>URM-LI</td>
<td>75.0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>URM-NLI</td>
<td>75.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>NURM-LI</td>
<td>81.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>NURM-NLI</td>
<td></td>
<td>42.9%</td>
</tr>
</tbody>
</table>
Retention & Graduation Goals
What does it take to reach our retention goals?

<table>
<thead>
<tr>
<th>FTC Retention</th>
<th>2009 Cohort</th>
<th>Percent Retained</th>
<th>Number to Increase 1%</th>
<th>Number to Reach 75%</th>
<th>Number to Reach 80%</th>
<th>Number to Reach 85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC</td>
<td>979</td>
<td>74.9%</td>
<td>10</td>
<td>0</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>457</td>
<td>70.0%</td>
<td>5</td>
<td>23</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>Conservatory of Music &amp; Dance</td>
<td>60</td>
<td>83.3%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School of Biological Sciences</td>
<td>92</td>
<td>67.4%</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Bloch School of Management</td>
<td>66</td>
<td>77.3%</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>School of Computing &amp; Engineering</td>
<td>57</td>
<td>70.2%</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>School of Education</td>
<td>50</td>
<td>68.0%</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>101</td>
<td>98.0%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>60</td>
<td>71.7%</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>36</td>
<td>94.4%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- If every Unit reached 75%, the University rate would be 78.9%
- If every Unit reached 80%, the University rate would be 82.7%
- If every Unit reached 85%, the University rate would be 88.4%
Retention Goals

What does it take to reach our retention goals?

<table>
<thead>
<tr>
<th>Transfer Retention</th>
<th>2009 Cohort</th>
<th>Percent Retained</th>
<th>Number to Increase 1%</th>
<th>Number to Reach 75%</th>
<th>Number to Reach 80%</th>
<th>Number to Reach 85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC</td>
<td>1,080</td>
<td>75.5%</td>
<td>11</td>
<td>0</td>
<td>49</td>
<td>103</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>554</td>
<td>73.3%</td>
<td>6</td>
<td>10</td>
<td>37</td>
<td>65</td>
</tr>
<tr>
<td>Conservatory of Music &amp; Dance</td>
<td>14</td>
<td>92.9%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Biological Sciences</td>
<td>57</td>
<td>73.7%</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Bloch School of Management</td>
<td>131</td>
<td>84.7%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Computing &amp; Engineering</td>
<td>76</td>
<td>72.4%</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>18</td>
<td>83.3%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School of Education</td>
<td>88</td>
<td>67.0%</td>
<td>1</td>
<td>7</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>2</td>
<td>100.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>69</td>
<td>68.1%</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>71</td>
<td>91.5%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- If every Unit reached 75%, the University rate would be 77.8%
- If every Unit reached 80%, the University rate would be 81.6%
- If every Unit reached 85%, the University rate would be 85.6%
Graduation Goals

What does it take to reach our graduation goals?

<table>
<thead>
<tr>
<th>FTC Graduation</th>
<th>2004 Cohort</th>
<th>Percent Retained</th>
<th>Number to Increase 1%</th>
<th>Number to Reach 45%</th>
<th>Number to Reach 50%</th>
<th>Number to Reach 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC</td>
<td>903</td>
<td>46.0%</td>
<td>9</td>
<td>0</td>
<td>37</td>
<td>82</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>472</td>
<td>33.7%</td>
<td>5</td>
<td>53</td>
<td>77</td>
<td>101</td>
</tr>
<tr>
<td>Conservatory of Music &amp; Dance</td>
<td>89</td>
<td>55.1%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Biological Sciences</td>
<td>46</td>
<td>47.8%</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>64</td>
<td>50.0%</td>
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</table>

- If every Unit reached 45%, the University rate would be 51.9%
- If every Unit reached 50%, the University rate would be 55.0%
- If every Unit reached 55%, the University rate would be 58.5%
Graduation Goals

What does it take to reach our graduation goals?

<table>
<thead>
<tr>
<th>Transfer Graduation</th>
<th>2004 Cohort</th>
<th>Percent Retained</th>
<th>Number to Increase 1%</th>
<th>Number to Reach 45%</th>
<th>Number to Reach 50%</th>
<th>Number to Reach 55%</th>
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<tr>
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</tr>
</tbody>
</table>

- If every Unit reached 45%, the University rate would be 62.1%
- If every Unit reached 50%, the University rate would be 66.4%
- If every Unit reached 55%, the University rate would be 70.6%
Why does this matter?

- For each undergraduate student retained, when accounting for the tuition discount rate of 20% only, we net approximately $5000 per year in tuition revenue.
  - A&S: retaining 85 FTC students (85%)
    - $425,000 net tuition revenue for one year
    - $1,275,000 over three years
  - SCE: retaining 8 FTC students (85%)
    - $40,000 net tuition revenue
    - $120,000 over three years
Role of Academic Units & Faculty

- Provide quality instruction
  - Challenge students academically but also ensure that students receive needed support

- Awareness, commitment, & attitudes
  - Enlist more of the faculty in student success and retention efforts
  - More faculty need to work with academic support units to connect students to needed support resources
  - Attitudes and behaviors towards students should be examined (*Examples*)

- Examine high DFW courses; identify and address issues, including potentially redesigning or adding courses

- Participate fully in Early Alert system – need feedback mechanisms, faculty to take attendance, etc.
  - Give students timely feedback about their performance
  - Develop plans for follow-up with students who are struggling
Role of Academic Advising

- Academic advising is the only structured activity on campus where every student has the opportunity to develop an ongoing, one-to-one relationship with a concerned representative of the institution. (W. Habley)
- The quality of academic advising is the single most powerful predictor of student satisfaction with the campus environment. (G. Kuh)
- Good advising may be the single most underestimated characteristic of a successful college experience (R. Light)
Role of Student Affairs and Enrollment Management

- Our Mission: to enrich the lives of students through quality educational services and purposeful co-curricular programming.
- The Division facilitates campus-wide collaborations in order to promote and support student success.
Research conducted by Steve Robbins, Vice President of ACT, shows that Academic and Non-Academic Factors together play an important role in student retention.

Top 5 factors effecting retention are:

- **Academic-Related Skills**: level of time management skills, study skills, and study habits.
- **Self-Confidence**: level of confidence in being successful in the academic environment.
- **Academic Goals**: level of commitment to obtain a college degree.
- **Commitment to Institution**: level of confidence in and satisfaction with institutional choice.
- **Social Support**: level of social support a student feels the institution provides.
Successful retention planning requires close collaboration between all areas of the university.

The most successful retention strategies are those that:
- Focus on students’ formal and informal contacts with the institution
- Increase level of academic competence and confidence
- Create social supports and inclusive academic environments

Programs that provide opportunities to develop students’ academic and non-academic factors include:
- Bridge programs
- Orientation
- First Year Experience
- Living Learning Communities
- Supplemental Instruction
- Early Warning System
- Academic Advising
Retention and Student Success: Back to Basics

- **DFW Rates at UMKC**
  - 17.3% of Lower Division courses with 10+ students had DFW rates above 25% in Fall 2010
    - More than 1/3 of students received a grade of D, F, or W in 14 courses
  - 15.4% of Lower Division courses with 10+ students had DFW rates above 25% in Spring 2011
    - More than 1/3 of students received a grade of D, F, or W in 14 courses
  - Most of these courses have consistently exhibited high percentages of DFW grades
Retention and Student Success: Back to Basics

Best practices—how are other Universities addressing high DFW rates?

- **Texas State University**
  - Implemented Early Alert System
  - Contact students that do not advance register

- **Southeastern Louisiana University**
  - Developed a university-wide academic advising model
  - Reconfigured class schedule to accommodate student demand
  - Track student progression

- **Portland State University**
  - Added Placement Exam
  - Redesigned course to make it more learner-centered and interactive
Retention and Student Success: Back to Basics

Best practices—how are other Universities addressing high DFW rates?

- **Florida Atlantic University**
  - Added mandatory Placement Exam
  - Added Supplemental Instruction
  - Added three-day boot camp prior to start of classes

- **West Virginia University**
  - Implemented Pre-assessment Gateway Exam
  - Track attendance through participation activities
  - Made exam reviews mandatory
  - Implemented weekly grade posting
Retention and Student Success: Back to Basics

Best practices—how are other Universities addressing high DFW rates?

- **IUPUI**
  - Implemented course redesign
  - Organized a University College
  - Implemented early warning notices
  - Established learning communities
  - Utilized supplemental instruction and peer mentoring
We need to create a climate of support for students at UMKC. This includes:

- A commitment to helping end “run-arounds” and helping students get the assistance and support they need
  - Finding ways to help students get connected and stay connected to people and programs at UMKC
  - Treating each student interaction with the diligence, care, and professionalism that you would want for yourself or a family member.
What’s in Place?
Supplemental Instruction (SI)

- SI model was developed at UMKC in 1973 and is grounded in cognitive science research:
  - Learning is a continuous and active process
  - New knowledge must be tied to existing knowledge
  - Students should utilize several styles and strategies to increase their level of learning
- SI helps students fully engage in and understand how they learn so they can successfully master course content.
- Students who regularly attend SI earn a half to a full letter grade better than students who do not attend SI.
What’s In Place

Tutoring

- Drop in tutoring is available for students enrolled in Math courses (pre-Algebra through Calculus II and Statistics), as well as General Sciences courses (General Chemistry I & II, General Biology I & II, and General Physics I & II).
- Fall 2011 will introduce support for Organic Chemistry I & II, and Physics for Science & Engineering I & II.
- The Coaching Program offers one-on-one tutoring to students in the program on a wide range of subjects.
What’s In Place

- **Major Maps**
  - Piloted Spring 2009, Major Maps provide current and prospective students with a four-year completion guide for each undergraduate major at UMKC.
  - Designed to assist students in planning for courses and major requirements, ultimately freeing up advising time to allow for more career exploration and professional development.
  - Used in conjunction with Degree Audit Reports to gauge where a student is in his or her program.
UMKC Advantage Grant – Need-Based Aid Program

- Integral part of UMKC’s A2S Plan to increase access and success of our low-income undergraduate students.
- Designed to cover the gap between an eligible student’s gift aid and cost of attendance.
- Implementing Fall 2011.
- Students must be Pell-eligible, Missouri residents, maintain full-time enrollment, and maintain a 2.5 GPA.
- Transfer students must have already received their Associate’s Degree.
Early Alert System

- Piloted Fall 2009, the Early Alert System was designed to assist with students’ academic and social transition to college and to connect them with the support services they may need to be academically successful.
- Utilized feedback from students and intervention by faculty, academic advisors, and student support staff.
- Starting Fall 2011, we will utilize a BlackBoard module to obtain input from faculty on academic behavior.
What’s In Place

- Pre Content Math Mastery Screening
  - Online, mastery approach
  - Blocked enrollment
  - Significant impact on D, F, W rates
Coaching Program

- The Coaching Program provides a welcoming environment to help students be successful
- Serves incoming freshmen on trial admission through Peer Mentoring & engaging programming
  - Peer Coaches meet with students weekly to help them transition to UMKC
  - The Peer Coaches help them develop time management, study skills, & adapt to their new social setting
- Serves current students who are on contract with the Financial Aid Office for not meeting Satisfactory Academic Progress by matching them one-on-one with a Coach
- Serves any student who needs development in the areas of time management, money management, study skills, or learning strategies
Residential Life—Living Learning Communities

- First-year students who have experience with a LLC exhibit "higher levels of academic effort, academic integration, and active and collaborative learning” (Zhao & Kuh, 2004).
- Additionally, these students “more frequently interact with faculty members, engage in diversity-related activities, and have classes that emphasize higher order thinking skills” (Zhao & Kuh, 2004).
- LLCs are associated with enhanced academic performance, integration of academic and social experiences, and overall satisfaction with the college experience" (Zhao & Kuh, 2004).
- Students in LLCs reported "statistically higher scores on a range of intellectual outcomes, including critical thinking/analysis abilities, application of knowledge abilities, and enjoyment of challenging intellectual pursuits" (Inkelas et al., 2006).
- Living learning programs allow for easier transitions for some underrepresented groups. For instance, "first-generation college students in L/L programs were more likely to perceive an easier academic and social transition to college than first-generation college students who were living in a traditional residence hall setting" (Inkelas, Daver, Vogt, & Leonard, 2007).
Specifically at UMKC:

- Students who live on-campus achieve almost a half-point higher GPA than those who don’t (3.10 vs. 2.68 GPA).
- 76% of residential students surveyed said that living on campus has increased their ability to succeed academically.
- Students who live on campus their first two years are 25% more likely to graduate.
What is Planned?
What is Planned

- Analyzing Data for Courses with High DFW Rates and Developing Interventions
What is Planned

- **Campus Match / Learning Communities**
  - Learning Communities – courses linked, thematic, students in cohorts
  - Living Learning Communities – courses linked, students live together (Res Life), thematic (non)
  - Campus Match – students in cohorts
    - New draft recommendations – General Education
What is Planned

- Online Tutoring
  - This will provide additional evening and weekend hours to complement on-campus tutoring
  - Students will be able to access the online tutoring services from on or off campus
  - Appointment-based and virtual “walk-in” services are planned for a later date
What is Planned

- Tracking A2S Data Over Time
  - Data are currently available.
  - Building reports in COGNOS, which will be available on regular and on-demand basis.
  - Will become part of UM System reporting.
  - Should use for all students.
  - Use data to develop interventions for students.
What is Planned

- Precursor student success behavior
  - Taking Attendance in Class
    - Tied to the Early Alert System
    - Technology:
      - Clickers
      - ID swiping
      - NCAT redesign
What is Planned

- **Student Success Center (opening Fall 2012)**
  - The mission of the Student Success Center is to provide high-quality, integrated, and responsive services that promote students’ academic and personal success in support of our retention and graduation goals. The renovated space will provide for a more collaborative and effective delivery of academic advising, tutoring, career counseling, transfer support, and other services to meet the diverse needs of our students now and in the future.
  - Offices include: Welcome Center, Transfer Center, University College, Center for Academic Development, Writing Center, Career Services, SEARCH, ISAO, One-Stop, Disability Services, MindBody Connection, One Card, and Medical Advising for Years 1 and 2.
What is planned

- University College: Result of the strategic planning process
  - Home for undergraduates “in transition”: Deciding students; students changing majors; transfer students
  - Advisors specializing in cross-college advising, working closely with career services and academic units to assist students in exploring options and making decisions
  - Will help coordinate cross-college academic and academic support programs and initiatives
  - Search underway for leader
  - Goal: Choice of major, help students move to academic unit and succeed in chosen major
Data collected at other institutions indicates that students who begin as “undeclared” in a UC or similar unit, and who receive expert advising and assistance in major exploration, are:

- much less likely than students who begin as declared majors to change their major and
- if they change majors, change fewer times than students who begin with a declared major
- graduation rates are highest for students who do not change majors
What is Planned

- General Education Reform
  - General Education Oversight Committee (GEOC)
  - Fall ‘10- Spr ‘11 – General Education Learning Outcomes
  - Fall ‘11 – Curricular Model Approved
  - Spr ’12- Dev Implementation Plan
  - Fall ‘12 – Rev courses and assessment plans – approval
  - Fall ‘13 – Implementation of new General Education Program
What is Planned

- **NCAT Math Course Redesign**
  - Increase student achievement – current and future (decrease DFW rates, increase retention and graduation)
  - Decrease the cost of delivery of instruction
  - Utilize technology where appropriate
What is Planned

**Major Maps**
- Updating the majors maps
- Include course sequencing
- Connect with career opportunities
- Creating maps for minors
What Else Could We Do?
Summer Bridge Program

- An experience for incoming students that will help them prepare academically and socially for the collegiate experience.
- Will provide students with the opportunity to work on their English/Writing and Math skills and earn up to 6 general education credits.
- Help students “learn the ropes” about UMKC.
- Non-residential “commuter” program.
What Else Could We Do?

- Exploring for Fall 2011
  - English Placement Testing
  - English Stretch Course
  - Other strategies to improve student success in beginning English composition courses
What Else Could We Do?

- **Peer Mentoring**
  - Undergraduates assist in courses
  - Effective intervention to increase persistence and student satisfaction
  - Incorporate into freshmen seminars, general education courses – NCAT
  - Additional benefit- student leadership experience
What Else Could We Do?

- Professionalize Advising (Faculty and Staff)
  - Intrusive, developmental advising approach using “best practices” – NCADA – advising load
  - Clear performance expectations and performance evaluation system
  - Training, Evaluation, Recognition/Reward
Guidelines for a university-wide retention plan (Handout with Best Practices)
Discussion

- Group discussion:
  - Opportunities
  - Other ideas

- Report Out
Wrap Up