Brainstorming Task Summary – New Strategies to Improve Student Retention

More connection between student services programs and faculty
Make resources widely known
Institutional finances
Facebook/Twitter
Create student counsel
Create office for non-traditional students
Create space in new student union for non-traditional students
Child care drop off; affordable
Night classes; team projects
Activities geared toward instructional technology
Engagement in virtual programming
Pay students for A’s and B’s
Mentor’s program to address “not feeling connected”
Cross training so staff learn more about students needs – not get the “run around”
Motivational speakers – campus wide – “gift to students”
Eliminate or lesson class closures due to smaller classes
Expand class offerings
Formalize tutoring for sciences/math/chemistry/algebra
Student information fair
Continue to extend Pathway options
First year experience office/program
Peer mentoring program

Page 1 of 1
Expand Roo camp to other types of students and allow more students

Do better with first time transfer students orientations – required?

Recognize Dean’s list students – academic recognition

Vary time/expand times for communication and events – evenings and weekends

Break up orientations to focus on specific things

Have sporting events at Swinney and other events such as receptions

Encourage faculty involvement and encouragement

Faculty-student interaction/communication – introductory email from professors before class begins

Early alert – mid-term grades/early tests alert students with low grades early on and recommend services on campus

Information desk – central location for students to get information and for student services referrals

Advising – more collaboration

Advising – mandatory – put “holds” on accounts until students meet with an advisor

Communicating program specifications to high school counselors – make counselors aware early on so that students enter programs with a better chance of success

Creating a structure to allow faculty, student organizations, support services (e.g., Coaching) and administrative units to communicate; should be a physical place with staff to facilitate two-way communication; Facebook style social network for faculty – button on UMKC main page

Student mentor program

Ask students for their input to these issues, especially groups that are less invested and less represented

Re-assess policies that impede access to learning, e.g., expelling students from classes for late payment of tuition; registration/records; admissions; inflexibility about computer errors; get faculty input on these policies- student centered services and policies

Build peer mentorship programs into the curriculum

Page 2 of 2
Build relationships from the beginning and continue

Midterm grades and reporting for all students – offering feedback from faculty-document communication with students

Getting to know your students in class from the beginning – spend first class building relationships

Training programs for administrative staff to help understand role as front line staff member at UMKC – student support centered

Study skills in the specific major or content area – work application/practical application

Connections after admissions – provide admissions officers, who get to know students through recruitment, the opportunity to connect those students with other staff

“Social work” department students available to everyone – Each academic unit funding interns/coaches etc.

Provide training for higher education and counseling students

Course in financial management for students (budgeting, ramifications for financial aid, savings, financial literacy) offered and required for all students – 1 hour/twice ea semester

Reality expectations – esp with first generation students – Admissions? Orientation? Units?

How do students receive information – what do they absorb – how to identify those that are used – try not to overload students

Recognition from students on who makes impact on them

Midterm grades available to students and to advisors

Midterm grades (non-transcripted) available for students and advisors

Early warning system for attendance and grades, etc.

Peer mentors within students’ academic unit development opportunity for mentors - community building for mentees

Improved communication between students/faculty/advisors of programs/orientations across campus leading to orientations for units

Emphasize to faculty and students the importance of developing ties early

Page 3 of 3
Advising systems need to provide ease of visualization of progress through degrees, esp. when changing majors, programs, degree audits need to be consistent and done early

Student Buddy Program – connect new students with upper classmen – make mandatory – once/twice a month

Brown Bag lunches (monthly) with faculty and students – pizza with the Dean

Expand undergraduate research opportunities for students build it into the curriculum so students get academic credits

Identify your personal strength as an administrator, faculty member, staff/student and determine one thing you can do within your comfort zone to aid and assist one student

Collaborative agreement with local communities to remediate students (math, writing, ESL)

Forums such as FACET to allow schools the opportunity to share their success and lessons learned

Gathering space for non-traditional students offer contacts and resources

When a student doesn’t show up for several days, there is an alert system to different programs/units

Work study programs to create the connection between campus and student supervisor/mentor

Child care as an affordable rate for students – operated by students

Mentorship between seniors and freshmen

Mandatory meeting one/one with each student in every class – faculty outreach with student picture to each class

Web site for students/advisors with site click with rating/review  5*Roo view rating and comments

Faculty to faculty engagement across departments more consistently or some 24 hour student response with bubble sheet evals vs not in class today - clickers show absent and follow up to student with personalized response

Office for non-traditional student – military and older students hard to connect

Office for transfer students – orientation mandatory
Mentoring from start (faculty and staff volunteers) freshmen – not one on one but one to 10 students then they meet with others

Utilizing our technology as a communication tool

More engagement (both inside and outside of the University) between faculty, staff and students for outreach and communication

Have a mandatory advising policy for all units – including traditional and non-traditional students

Have everyone (faculty, staff, students) take responsibility and ownership of our commitment to student retention

Offer a mandatory “orientation” course for all students

Connect with the city – we’re an urban campus and have much available

Scavenger hunt – small businesses involved

Student organizations for students from St.L.; or non-traditional students, etc.

More engagement with faculty and use of creativity within department – how can we connect them with the community?

KC- community projects – students get satisfaction by being part of solutions – giving back

Need more capacity for undergraduate faculty interaction like research – not enough meetings to go around

4th hour of A&S 100 to make it a required engagement project (community engagement) and/or – make student aware of our service offerings and make them a requirement

Early warning system – identify students who are struggling in first year experience courses. Partner with advisors to contact the student

Orientation – longer orientation with more time for advising, support services, student organizations. Put a face to all services, schools and organizations. Mandatory transfer orientation. Mid year follow up of some sort

Find a way to make advising more personal and proactive. Make it individualized and less general. Across the board have more advising and recognize that it is a retention tool.

Make connections with students at organized events like residential life meetings. Advising night at the residence halls – targets freshmen but open to all
Available office space (satellite) for faculty who have offices far away that they can sign out for some time to see students

Departments could think of community building events to connect with students. Allows you time to give the major some meaning where they can talk about careers

Engage staff who “typically” don’t have student contact. Can provide mentorship to those in similar majors, those interested in that profession, etc.

This type of event (getting together as a large campus) allows us to share and learn about each other. Allows us to build community. Get to know each other and know what UMKC can provide

Teach supervisors of student workers about retention topics. Do we train these supervisors beyond how to fill out timesheets and hiring paperwork for these student workers? They should be trained to talk with students about retention related issues. Ask them how is going? How are you doing? This is a point of contact we need to utilize

Every academic unit should have programs like the School of Education, Nursing and Medicine shared. Students should have this help regardless of major. We have graduate students on campus who would be great GA’s for these programs – graduate students in Coun. Psy., Social Work, College Administration would be great in these roles

Implement early alert campus wide. It should be a centralized process not individualized units

Utilize campus ambassadors for current students

Create a motto or thought that all staff and faculty are here to help students. “What can I do to help a student today?” Spread this campus-wide at all levels of staff from maintenance staff to deans so we’re all on the same page and present a united front and brand

Clear funnel system from admissions to advisors (GER & Major) – need to know who is responsible for providing and maintaining information on curriculum requirements – need consistent information regardless of turnover

Increased understanding of access and navigation through financial aid. Increased awareness of scholarships for continuing students

Clear point person in each academic unit or department where students can be directed to for information on campus resources. Faculty need to have knowledge of and access to information on these resources
Mandatory class meetings per academic unit or department – freshmen, sophomore, junior, senior – classes meet at least once per semester. Information on next steps in curriculum, career planning and campus resources could be discussed.

Increased student awareness of non-academic resources. Identification of the University as a more complete resource and not just a place to receive academic training – use classroom as awareness vehicle.

Early warning system – week 5, 8, 12 – students performing below 70%

Survey of XXX profession (1 cr. hr. course) - involves in community.

Improve classroom facilities to make them student friendly (get them out of the stoneage).

Promote “party” events where all UMKC students are going to be.

Financial aid – make our financial aid information more easily available/disernable.

Promote /market things that are happening on campus, in the area.

Include financial aid implications of academic decision (eg, dropping classes) in advising sessions.

Make it clear that there is a hot line – help page- central resource for help.

Understanding, approachable faculty – consistent interaction with faculty.

Point person for each department.

Bring academic advisors into halls.

Educate faculty on student affairs services (referrals).

One stop shop for student success (place or website).

Employment opportunities for jobs on campus (career exec) – specifically for non-work study.

Trap them with their schedule (i.e., Law School) – schedule courses in blocks so less likely students will leave campus.

Daytime programming/activities for commuter students.

Student organization “check” survey to be done at orientation.

Study groups led by upperclassmen.
Build a culture of trust with students in us as a first responder/source of assistance

Non-match mentoring – “knock and get a friendly face” (Texas A&M)

Improve campus attitudes – avoid the “students are just too needy, handholding students”

Use orientation to build connections

Create an environment in academic areas where you can hang out

Meet students where they are (Facebook) – offer Facebook and Twitter training

ID ways to match students & job or faculty researchers who are a good fit

Way to identify students who want to be involved in research

Help students find “fits” on campus into campus jobs

Create early alert system

Require faculty to use mid term grades – make it part of their contract that had to do mid term grades and call student if miss 1 or more classes

FYE program or office

Get to where the students are

Look at accessibility of services (particularly for commuting students) when and where students need it

Access to integrative learning space

“Make the Buck Stop”

Central person responsible for getting students to the right advisor

Person that exiting students have to meet with before leaving

Coaching or mentoring in each unit

Make more requirements to engage student

Targeted activities for non-traditional students (e.g., mom support group)

Select major early – deciding students program

Freshman interest group program – using cohorts

Page 8 of 8
Daycare for non-traditional students or networking opportunities

Staff training on informational and referral

One stop shop

Wrap around services

Computer program of all student services

Frequently asked questions by students

Specialized program for non-traditional student organization

Faculty and student interaction opportunities (matching students and professors)

Support team available to every student composed of faculty, staff and senior students

Universal design in teaching

Welcome week activities