

Report from the University Assembly Committee on Recruitment, Admissions, Retention, and Student Financial Aid
February 20, 2007

As part of regular business, the Committee continues to recommend and review retention efforts across the University of Missouri - St. Louis campus. This report is intended to update Faculty Senate and University Assembly of current Student Retention Efforts on the campus, report outcome data on the recently implemented Early Alert System, and provide a summary report on the Fall 2006 Retention Colloquium.

Student Retention at the University of Missouri – St. Louis

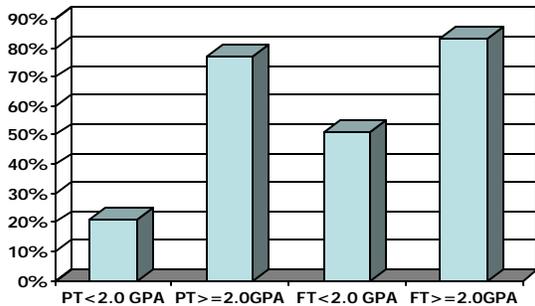
Within the Chancellor’s Action Plan is the goal :

Recruit and retain an outstanding and diverse undergraduate student body.

- Increase FT/FT freshmen retention from 74% to 80%
- Increase six-year graduation rate of FT/FT freshmen from 36% to 42%
- Target improvements on the National Survey of Student Engagement
- Goal Achievement : 2008

UMSL Retention Snapshot

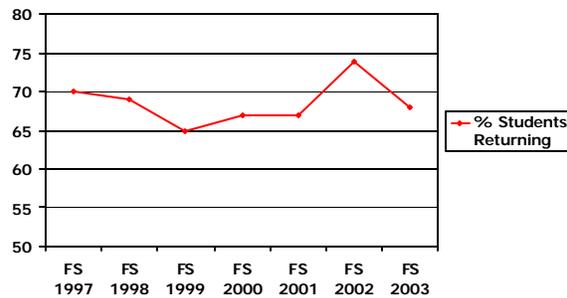
1997 Freshman Cohort – Retention to 2nd Year



Examining data on current UMSL students, there is a clear correlation between GPA and student retention. Students with 2.0 or higher GPA are much more likely to be retained for a 2nd year than those students who do not achieve at least a 2.0 GPA. This is true for FT/FT freshmen as well as transfer students. Academic success and faculty involvement in learning are key factors in retaining students and increasing graduation rates.

Students and the public commonly compare point colleges and universities based on the US News and World Report rankings. The University of Missouri – St. Louis is currently a 4th Tier school. A goal of the campus is to achieve Tier 3 status in the rankings. Retention accounts for 20% of the ranking score – improving our student retention rates would significantly impact our ability to achieve Tier 3 status.

FT/FT Freshman Retention Patterns

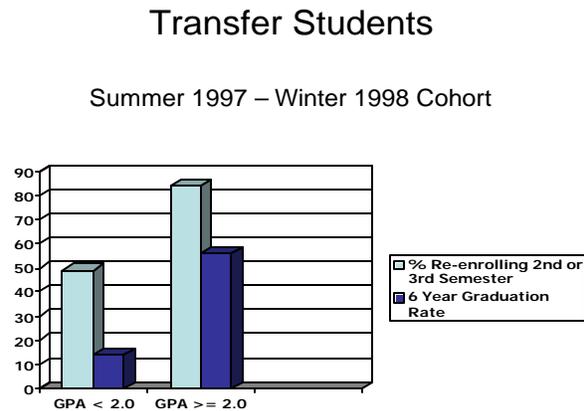


Currently, many initiatives are in place across the campus to achieve these goals.

- Center for Student Success
 - Collaborative effort with Career Services, Disability Access Services, Student Support Services, and the former University Advising Center
 - Assists students with academic concerns, connect students to campus resources, provides students with the tools to meet their educational goals, and supports students on academic probation
 - Hosts workshops to enhance students ability to learn and engage in the classroom
 - Student Solution – Oak Residence Hall satellite office to provide student support
- Welcome Center
 - Tour headquarters for the campus, answers questions, provides directions, and distributes information from departments, colleges, offices
 - 257 MSC across from the Bookstore
- “Our Student Success Workshops”
 - Connect faculty and staff with their role in reducing ‘run-around’ and improving Student Engagement across the campus
 - Offers info, updates, and introduction to campus changes and initiatives
 - Offered multiple times throughout academic year
- Office of Transfer Services and Articulation
 - Resources & support services for transfer students as they arrive at UMSL and provides “home” for transfer students as they complete their degrees
 - Coordinate transfer orientations and information events

A unique trend in transfer student enrollment is the process of “swirl”. Swirling is defined by :

- Trial enrollment
- Special programs enrollment
- Supplemental enrollment
- Rebounding enrollment
- Concurrent enrollment
- Serial transfer
- Independent enrollment



Students enroll in multiple institutions to get classes at more convenient times, finish their degree more quickly, and incur fewer expenses. For the FS 2005, there were 761 students at UMSL co-enrolled at competitor institutions. This co-enrollment led to a revenue loss of \$519,000 tuition dollars. Transfer students continue to perform well and in many cases exceed the performance of the UMSL native student. Academically, swirling does not hurt the student’s performance, but in many cases it does prolong the time to graduation. These students do tend to persist to graduation, but when 6-year graduation rates are the benchmark evaluation, longer degree completion times affect how we compare to other institutions. We are continuing to focus efforts on improving our programs to meet the needs of transfer students and keep them on the campus to complete their degrees.

Early Alert Outcome Data

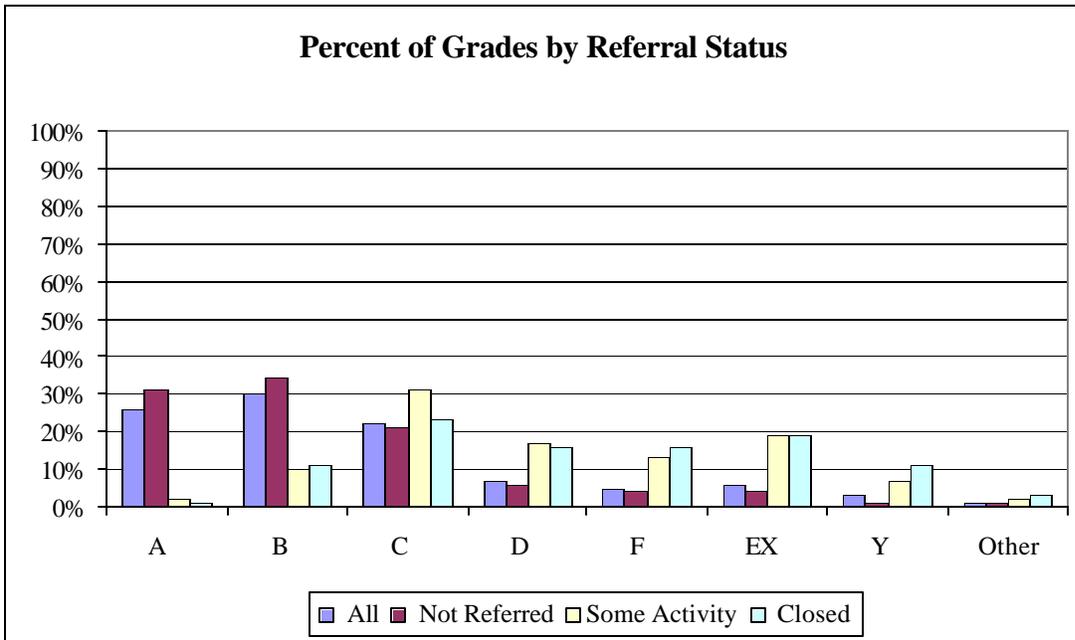
The Early Alert system was implemented across the campus in Fall 2006. The electronic system provides faculty with the opportunity to refer students early in the semester who are at-risk for course failure. The system is coordinated by the *Center for Student Success*. Students meet with Student Development Coordinators and can be referred on to other campus resources. The system is designed to provide feedback to faculty, students, and administration regarding referral response as well as promote student engagement in the process.

Fall 2006 Early Alert Outcome Detail by College

- College of Business Administration - 89 total referrals
 - 23 students followed up with the Center for Student Success
 - 39% achieved a course grade of C
 - 33% of students who did not respond to the referral achieved a C
 - Only 13% of the students who followed up received a grade of D or F
 - 32% of the students who did not follow-up received a D or F
- College of Fine Arts and Communications - 47 total referrals
 - 20 students followed up with the Center for Student Success
 - 10% achieved a course grade of C
 - 11% of those students who did not respond received a C
 - Only 20% of the students who followed received a course grade of D or F
 - 51% of those students who did not follow-up received a D or F
- College of Education - 15 total referrals
 - 3 students followed up with the Center for Student Success
 - 33% achieved a course grade of C
 - 42% of the students who did not respond to the referral received a C
 - None of the students who followed received a course grade of D or F
 - 25% of the students who did not follow up received a D or F
- College of Arts and Sciences - 348 total referrals
 - 114 students followed up with the Center for Student Success
 - 26% achieved a course grade of C
 - 16% of those students who did not respond received a C
 - 34% of the students who followed up received a course grade of D or F
 - 33% of the students who did not follow-up received a D or F rate
 - There was not an improvement in the rate of D and F grades among students who followed the advice of the Development Coordinator, but there was an improvement among those students in their ability to achieve a C.
- College of Nursing - 118 total referrals
 - 63 students followed up with Retention Coordinator for the College of Nursing
 - 38% achieved a course grade of C which is the same rate as those students who did not respond to the referral
 - 36% of the students who followed up received a course grade of D or F
 - 27% of the students who did not follow-up received a D or F
 - The results for the College of Nursing were not as successful as in the Winter 2006 pilot semester.

Overall Early Alert Summary

- 616 total referrals
- 224 followed up with full or partial completion
- 392 referrals were closed due to refusals
- Course Grade comparisons (A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0)
 - All students 3.00
 - Not referred 3.00
 - Referred/Complete 1.906
 - Referred/Closed 1.666
- Term GPA comparisons
 - All students 2.673
 - Not referred 2.841
 - Referred/Complete 1.906
 - Referred/Closed 1.666



Summary Report of Fall 2006 Retention Colloquium

In the Fall 2006 semester, the Committee co-sponsored a colloquium on student retention. The colloquium was built on the theme “Student Retention: The Partnership of Academic Affairs and Student Affairs” and focused on the faculty and staff role in engaging students and affecting student retention. Students were invited to lead small group discussions and relay the issues they face as they decide to continue their education. From these discussions came many practical suggestions for faculty and staff to implement in an effort to increase student retention across the campus.

- Increase the use of MyGateway, especially with course documents and resources
- Promote academics and student interaction with other students through positive classroom culture and more flexible office hours
- Mentoring, peer mentoring as well as faculty mentors
- Effort to reduce student “run-a-round”, especially with connecting to campus resources and services; focus on positive interactions
- Improve UMSL image through faculty and student involvement and engagement
- Advertise opportunities for students to get involved with organizations and departments
- Promote the variety of services offered to UMSL students