Chancellor’s Town Hall Meeting

STUDENT SUCCESS & RETENTION
History & Projections of MN High School Graduates

UMD Retention Rates

- 2nd Year
- 3rd Year
- 4th Year

Entering First-time, Full-time Cohort

- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
Institutional Context

• Aligned with UMD’s commitment to student success

• Ever increasing component of enrollment and tuition revenue

• Source to support low-enrollment programs

• External measure of institutional success, including with the Legislature and with donors
Retention: What’s in it for us?

Greater critical mass and vitality within your department and college/school.

Greater student success.

More tuition revenue funding.

Employment for our term colleagues.

We’re curricularly entwined: gains for each of our colleges/schools are gains for all of us.
Retention: Misperceptions

Retention is about lowering standards. *It’s really about engaging students and finding opportunities for success*

Most students leave because they’re academically dismissed. *Academic dismissal is only 5% of first-year attrition*

Retention is the job of professional advisors and service areas. *A network of engagement and support includes all of us: faculty, advisors, staff and administrators.*

Student success is everyone’s concern.
Retention: High Impact Practices

First-year seminars  
Common intellectual experiences  
Learning communities  
Service learning  
Writing-intensive courses  
Collaborative assignments & projects  
Undergraduate research  
Study abroad  
Experiences with diversity  
Internships  
Capstone courses

Results?  
Better retention and GPA  
Deeper learning  
Higher rates of student/faculty interaction  
Increased critical thinking and writing skills  
Greater appreciation for diversity  
Higher student engagement

(Kuh, 2008; Nat’l Survey of Student Engagement, 2007)

(AAC&U, 2007)
UMD NSSE Analysis:

The quality of interactions between students and faculty and with other students, effective teaching practices, and a supportive campus environment are strongly associated with higher levels of student satisfaction. (OIR, 2015)

Higher levels of satisfaction are positively associated with higher first-to-second-year retention.
The 4-Pros Framework

www.d.umn.edu/vcaa/sem

• 2014-15 SEM subcommittee
  David Kalsbeek, DePaul University

• Provides a tool for identifying actions aligned with improved student success

• Focus on both persistence as well as progress

• Challenges us to consider how all students engage with the UMD experience
The 4-Pros Framework

1. **Profile**: Work to elevate both the entering student profile and our institutional profile.

2. **Progress**: Ensure students’ initial academic success and continuous progress toward timely degree completion.

3. **Process**: Improve and integrate student services, processes, and experiences.

4. **Promise**: Ensure all students’ experiences are consistent with the promise expressed in UMD’s mission, value statements, and brand.
Action Items

Chem 1153 DFW Rate, Bilin Tsai

Mentor Program, Jordon Moses

One Stop Student Satisfaction, Brenda Herzig

Grad-Undergrad Mentoring Program, Erik Brown
Table Activity

Using one or more of the guiding questions, share what is currently taking place in your department/program and identify at least one potential action item for further consideration.

Write on the table paper to record themes in your conversation as well as potential action items. Mark action items with a bold capital A.
Next Steps:

SEM subcommittee will review and share notes from today’s conversation.

Ongoing unit and department/program conversations and identification of action items.

SEM subcommittee available for consultation and/or presentations related to the framework and action item development.

Submit Action Items

www.d.umn.edu/vcaa/sem

select Retention Framework

November 20 goal for submissions