Retention Summit Planning Meeting
Monday, March 26, 2007
B1 Morrill Hall
12:00-4:00 p.m.

1. **Present:** Jennifer Goodnaugh (UMM), Bryan Herman (UMM), Pam Holsinger-Fuchs (UMC), Sara Kaiser (UMC), Laura Coffin Koch (UMTC), Ron Matross (UMTC), Paul Treuer (UMD), Kendra Weber (UMR), Leslie Zenk (UMTC)

2. **Introductions**

3. **Purpose of our meeting today:** Plan a University-wide retention summit that would bring together our collective expertise regarding retention and assist each other in achieving our goals. We might also consider bringing in external experts to assist us in targeting groups and focusing on key issues related to retention.

4. **Where does the responsibility of retention lie with each campus?**
   - Should retention be organized as 1) a retention team that implement initiatives or 2) incorporated into existing academic advising models?
   - **UMM** -- Enrollment Management has overarching responsibility, and there is an existing Retention Work Group. Graduation rates however fall under the responsibility of Academic Affairs.
   - **UMD** -- Associate Deans of each college have graduation rate responsibility; retention efforts cross lines of Enrollment Management, Student Affairs and Academic Affairs.
   - **UMTC** -- Also has diffused responsibility
   - **UMC** -- Student Affairs has overarching responsibility, and there is a Retention Steering Committee (comprised of mostly faculty and department chairs)
   - **UMR** -- Still determining their model

5. **Sharing of retention information and materials**
   - **UMR**
     Is looking forward to learning through this process
   - **UMC** (see handouts 1,2)
     UMC is in the process of gathering data and assessing where they are at. Through their information gathering they determined that nearly 58% of their students are first-generation students. They have created a number of subcommittees to address various retention-related areas including: Weekend Programming, Advising, Academic Majors, First Year Seminar, and Cultures and Traditions. Highlights of their summary include:
     - Making an intentional change not to be a suitcase college
     - Offering expanded academic majors
     - Looking towards expanded markets for recruitment
**UMD** (see handouts 3, 4, 5, 6, 7)
Link to UMD’s wiki site: https://wiki.umn.edu/twiki/bin/view/UMDRetentionAndGraduation

Paul Treuer was asked to chair an ad-hoc committee on retention and graduation, the results of which were shared with the group. UMD’s process included the assistance of Matt Larson from the Office of Continuing Improvement and identified the need for a systematic approach to retention initiatives. UMD defined their Core Process Areas as: Fit, Financial, Learning, Support, and Culture; Ron Matross suggested the term ‘Core Action Areas’. While the UMD Strategy Map can act as a template for the other campuses, data collection will need to be campus specific. Highlights of UMD’s process include:

- Used Ron’s model to survey students who have left
- Created the framework that will be used for data collection and communication plans
- Executive Leadership will determine which areas UMD will focus on each year and what new initiatives will be developed

**UMM** (see handout 8)
UMM is in the middle of the pack for peer institutions (COPAC – Council of Public Liberal Arts Colleges); first-year retention rates are not that dissimilar, but graduation rates are lower. There seem to be three distinct types of students who leave UMM and who may have different reasons/needs: high-achievers, low-achievers, middle students. Highlights of UMM programmatic initiatives include:

- Self-designed majors (“Areas of Concentration”)
- Academic Alert – similar to Mid-Term alert, geared towards first- and second-year students
- Probation Project – do you know what you need to do to NOT get suspended?
- Academic Enrichment Center – one-stop location for: study abroad, national scholarships, undergraduate research, service learning, etc.

**UMTC** (see handouts 9, 10, 11, 12)
There have been several recent interventions that have made a difference in retention (13 credit rule, increasing profile of the entering class); the next step in retention efforts is predicting the needs of individuals. Ron shared the Public Health Model of Student Retention which seeks to take retention efforts to the next level by identifying individual students at risk and taking strategic initiatives to make an impact. This model systematizes what advisers are already doing in the various colleges. Four components:

1. Identification of risk indicants – advisers and AAN are helping to identify potential indicants (e.g. not registering for classes, mid-term alerts)
2. Identification of best practices and metrics – standardize interventions that will allow for assessment
3. An advising support system – Customer Relations Management will allow easy access to information about students across campus
   i. There is a CRM pilot in place using RightNow
4. Development of an outcome based culture

Discussion

**How do you get at attitudinal issues?** Use of check-in surveys, ask the student in the residence halls

**Positive wellness checks might be used as well:** “A’s in Spanish? Try study abroad/tutoring, etc.”

**What to do with high achievers who leave?** Track by group (National Merit, Honors, etc.)

6. Planning steps for University-wide Retention Summit

**Why?**
We all have retention targets to hit; deemed a goal in Strategic Positioning Process

**When?**
Either late summer (early-mid August) or late fall (October)

**Timing**
One-day, drive in summit with the potential for a follow-up meeting in one year

**Location**
One of the campuses of the University

**Who/Participants?**
Possible participants might include:
- Deans, assoc deans, administrators
- Faculty
- Chancellors
- Student affairs
- Retention committees/task groups
- TLP project leaders
- Program directors/advisers/administrators
- Vice provosts

**What aspects should be addressed or included?**
- Diversity of institutional types/campuses
- Various workshops for particular relevant groups (data, faculty, administration)
- Campus specific groups with facilitator
- Roundtables across campuses
- Concurrent sessions
• How can we work together to retain across the University? How do we get students to the right campus?
• Are there other institutions that we can learn from?
• Speaker that can motivate and can show that retention matters and can be done
• Demonstration of tools that are taking place – CRM, portal, GradPlanner

Possible framework for event:
• Have Executive Leadership address the group and explain goal rationale, vision, set charge, etc. and state the goal (campus-specific)
• Consider professional facilitator (OCI) that would introduce the framework
• Each campus is asked to prepare information in advance, and will come away from Summit with action steps

What will we ask for each campus to prepare?
• Determine who will be on their team
• Determine what resources are available and what data is collected
  o Note: Student Experience Survey/Senior Survey - will be available mid-May
• What has each campus done/what do you need to do?
• Major barriers to retention

Next Meeting
Week of May 7-11: Please send preferable dates to Laura

Handouts
1. Retention Information for Campus Compact (UMC)
2. Minnesota Campus Compact: A Peer Mentoring Initiative and Retention Summit
3. Retention and Graduation Rates for New UMD Students
4. Best Practices (UMD)
5. Idea Brainstorming (UMD)
6. Literature Review (UMD)
7. Strategy Map for Increasing UMD’s Graduation Rates
8. Retention Summit Meeting (UMM)
9. Graduation Rates of Minnesota colleges and universities
10. Graduation Rates of UMTC peer colleges
11. Next Steps in Improving Retention and Graduation Rates: A Public Health Approach (UMTC)
12. Retention Intervention Checkpoints and Strategies (UMTC)