

Minnesota State University, Mankato

# Strategic Enrollment Management Plan

2018-2023



Jones, David P  
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## **I. Introduction and Focus**

The purpose of a strategic enrollment management plan is to provide an intentional approach to the identification, recruitment, retention, and completion of students in order for Minnesota State University, Mankato to fulfill its mission and goals. The following strategic enrollment management plan will owe much of its success to the institution's ability to refine current recruitment and retention practices, while developing new strategies to achieve our goals. Where the last Strategic Enrollment Management (SEM) Plan focused strictly on measures of retention, graduation, and enrollment growth, the new SEM will have a similar focus, however it will be framed through the lens of Student Success.

The SEM Plan contains three Goals targeting undergraduate and graduate students:

1. Increase student success of first-year students.
2. Increase the number of students completing a degree.
3. Increase total student enrollment.

## **II. Reason for a Minnesota State University, Mankato Plan**

Like any journey with a clear destination, our SEM plan identifies enrollment goals and the strategies to help us get there. Since the creation of the past SEM plan, Minnesota State Mankato has tackled many enrollment-related challenges through intentional planning efforts, specific initiatives, and the adoption of a new University Strategic Plan. These documents, projects, and efforts include the Integrated Academic Master Plan, AASCU's Reimagining the First Year Experience Project, the International Student Enrollment Plan, and the University's Strategic Goals and Objectives 2016-2021. Additionally, our campus has increased our focus on enrollment through formal meeting agendas, informal conversations, and our re-titled Enrollment Operations Group. The Enrollment Operations Group consists of experts in their fields who work in enrollment related offices and departments.

Enrollment Operations Group:

Director of Undergraduate Admissions, Brian Jones (Convener)

Vice President for Student Affairs and Enrollment Management, Dr. David Jones

Assistant Vice President for Undergraduate Education, Dr. Ginger Zierdt (Dr. Teri Wallace)

Director of Student Financial Services, Jan Marble

Registrar, Marcius Brock

Director of New Students and Family Programs, Nikki Stock

Director of the Career Development Center, Pam Weller

Director of Financial Aid, Tyler Heu

Director of Graduate Studies, Chris Mickle

Director of the Kearney Center for International Student Services, Jacy Fry

Interim Director of O.A.S.I.S., Sergio Aguilar

Director of Residential Life, Cindy Janney

Director of Advising, Dr. Allen Thompson

In the Spring of 2018, President Davenport, with the support of the collective bargaining units on campus, created a Summer Enrollment Management Group to tackle big questions related to our University's overall enrollment challenges. This workgroup consisted of the following members of our collective bargaining units, the Provost and Senior Vice President, the Interim Associate Vice President of Research & Dean of Graduate Studies, and a representative from Information Technology Solutions. The Provost and the Vice President for Student Affairs & Enrollment Management served as co-conveners.

Dr. David Jones, Vice President for Student Affairs & Enrollment Management, Co-Convener

Dr. Marilyn Wells, Provost and Senior Vice President, Co-Convener

Dr. Stephen Stoyhoff, Interim Associate Vice President of Research & Dean of Graduate Studies

Dr. Emily Stark, Psychology, Faculty Association

Dr. Rama Mohapatra, Geography, Faculty Association

Craig Sanderson, Student Financial Services, MSUAASF

Mike Altomari, Concurrent Enrollment and PSEO, MSUAAASF

Jill Krosch, University Extended Education, AFSCME

Patsy Lueck, International Student Office, AFSCME

Cathy Hughes, Information Technology Solutions

In addition to the Enrollment Operations Group and the Summer Strategic Enrollment Management Group, the creation of this plan included input or consultation with members attending the Classified Meet and Confer, MSUAASF Meet and Confer, Faculty Association Meet and Confer, Planning Sub-

Meet, Assessment and Evaluation Sub-Meet, G-CAP, Council of Deans, table attendees as the President's 2018 Retreat at Gustavus Adolphus College, and the President's Cabinet.

### III. Environmental Enrollment Changes and Opportunities Environment

The state, national, and international higher education continues to be impacted by demographic shifts, shrinking public support, a healthy economy, and geopolitical politics. Any one of these changes has an independent impact on institutions of higher education, but the collective has the power to significantly change the landscape of higher education.

According to the Minnesota Office of Higher Education, the state of Minnesota continues to experience a decline in the enrollment of collegiate students. From 2010 (309,319 undergraduates) to 2017 (244,449 undergraduates) there has been a 21% decline in enrolled undergraduates in Minnesota postsecondary institutions. Over this same period, there has been a decline of 3,592 graduate students in Minnesota. There is significant growth in the number of high school students taking college credits over this same period. From 2010 (23,591 high school students) to 2017 (44,435 high school students) there has been a 47% increase in enrolled high school students in higher education, further reinforcing that higher education may be entering a period of significant change.

On a national level, the Western Interstate Commission for Higher Education (WICHE) 2017 annual report *Knocking at the College Door*, projects a period of stagnation in the overall number of high school graduates produced in the U.S. from 2018-2025. The U.S. Department of Education projection mirrors the WICHE projection over this same time period. This period will also reflect a decline in the White student population and growth in the number of non-White high school student graduates. Hispanics and Asian/Pacific Islanders will drive the greatest growth nationally. Add these changes to a nation experiencing a prolonged period of economic growth, a bull market since March, 2009, and a jobless rate close to an 18-year low, and you have a populace that is not in need of immediate retraining. The nation's, including Minnesota's, two-year institutions experience declines in enrollment during economic growth periods.

Higher education in the U.S., continues to be a focus of impassioned headlines regarding its value and support. Terry Hartle, Senior Vice President for Government Relations and Public Affairs for the American Council on Education (ACE) recently identified, "that the public is looking for four outcomes: that students can complete their degree, they can do so timely, with a minimum of debt, and find success afterward." From the shifting of the cost of public higher education from the state to the family, to the growth of new delivery methods like fully online programs, the U.S. higher education institutions are in period of turbulence.

Beyond the U.S., there have been changes in the international market and our nativist political approach to certain countries has continued a slight decline in international student enrollment. The growth of Australian and United Kingdom institutions in the international market, as well as the growth of national education systems in developing nations, has directly affected partnerships and international student enrollment in the U.S. According to the Associated Press, international enrollment figures for 2017-2018 suggested a decline of almost

7% from the peak year of 2016-2017 (900,000 international students). The decline in the number of Visas is just shy of 40% over the same period.

*Minnesota State University, Mankato Strategic Directions 2016-2021*

In 2016, Minnesota State Mankato put forth six strategic action steps to transform our University. These are:

1. Enhancing Student Success and Completion
2. Elevating Distinction and Academic Achievement
3. Advancing a Culture of Evidence and Innovative Organizational Designs
4. Expanding Regional and Global Impact
5. Leading Equity and Inclusive Excellence
6. Leveraging the Power of Partnerships and Collaboration

*Minnesota State Colleges and Universities (Minnesota State) Strategic Framework*

Devinder Malholtra, Chancellor of the Minnesota State Universities and Colleges System, introduced new aspirations for the system in March, 2018. These include:

- Focus on student success
- Focus on diversity, equity, and inclusion in delivering education
- Ensure long-term financial sustainability of our colleges and universities

*Summary of Changes and Opportunities*

The environment in which we recruit and retain students is changing. The number of high school graduates is declining, this declining population is growing more diverse, and our traditional out-of-state markets are experiencing the same. The enrollment figures and demographic shifts shared above will be significant factors in enrollment management planning.

*Asking the Big Enrollment Questions*

As referenced earlier, President Davenport identified our need to ask the big questions. The Summer Strategic Enrollment Management Group asked the big questions about student success through the student lens. As a campus, we wish to move from an interventionist model, which assumes that students have characteristics, which predisposes them to a certain level of performance, to a student analytics model that focuses on improving existing processes for student success. When you look at our performance over the past twelve years, it is readily apparent that we need to think and act differently, if we wish to have different results.

	<u>Fall '02</u>		<u>Fall '16</u>
First-Year Student Retention Rate	76%		73%
4-Year Graduation Rate	16%		22%
6-Year Graduation Rate	51%		50%

*“When a flower doesn’t bloom you fix the environment in which it grows, not the flower.”*

-Alexander Den Heijer,

These big questions spurred great discussion and debate. The ideas raised informed the strategies for this strategic enrollment management plan. The Big Questions we asked:

1. What are our systems and processes that produce at-risk students?
2. How do you think students view our registration and advising processes?
3. How do we better match the needs, desires, and expectations of our students?
4. What do successful students do at MSU?

The results of these questions can be found in Appendix A.

## IV. Elements of an Enrollment Management Plan

### *Goals*

Goals are the overall conclusion or accomplishment that the plan is hoping to achieve. Goals should be specific, quantifiable, and measurable.

### *Strategies*

Strategies are the overall methods that we will use to accomplish the goals.

### *Action Plans*

Action Plans describe how the strategies will be accomplished. Actions Plans include who is responsible, what the action is, a cost for the action, a timeline for the action, and a measurable outcome.

## V. Strategic Enrollment Management Measures

Where the last SEM Plan drew upon statewide competitors for numerical goals for measures and aspirational goals for improvement and growth, this SEM Plan will root its goals based on the University's Strategic Goals and Objectives 2016-2021 of *Enhancing Student Success and Completion* and *Advancing a Culture of Evidence and Innovative Organizational Designs*. More specifically, this SEM Plan will set to surpass the 75<sup>th</sup> percentile of our Integrated Postsecondary Education Data System (IPEDS) Peer Group [<https://nces.ed.gov/ipeds/>] for the following three goals. This would place us in the top quartile of our peers. Not all of our measures have comparable data with our IPEDS Peer Group. In cases where that exists (noted with \*), an improvement over the most recent five-year average for that measurement is the goal. The 10 IPEDS Peers listed below were selected by the University's Assessment and Evaluation Sub-meet from the 30 Peers suggested by IPEDS by virtue of the similarities among the institutions in 2012.

Our IPEDS Peer Group from the 2016 IPEDS Data Feedback Report included:

- California State University-Chico (Chico, CA)
- Eastern Kentucky University (Richmond, KY)
- Grand Valley State University (Allendale, MI)
- Missouri State University-Springfield (Springfield, MO)
- Saint Cloud State University (Saint Cloud, MN)
- Southern Illinois University-Edwardsville (Edwardsville, IL)
- University of Northern Iowa (Cedar Falls, IA)
- Western Illinois University (Macomb, IL)

- Western Kentucky University (Bowling Green, KY)
- Western Washington University (Bellingham, WA)

## VI. Enrollment Management Goals

Minnesota State University, Mankato has identified the following three goals based on our University Strategic Plan, Integrated Academic Master Plan, Re-Imagining the First Year of College AASCU project, Minnesota State System Strategic Framework, shifting state demographics, historical trend data, and our aspirations. The following goals and measures will use 2016 graduation, retention, persistence, and enrollment rates reported in FY2017 as the foundation for measurement.

*Goal One—Increase Student Success of First Year Students.*

1.1 Increase the retention rate of new students from first fall to second fall (first-time)

First Time Full Time Student Retention Rate at 75<sup>th</sup> Percentile = 84% (Mankato 74%)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Mankato	73.4%	73.0%	73.6%	72.0%	74.3%
Peer 75th	83%	83%	84%	84%	84%

Transfer Full Time Student Retention Rate \*

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
71.3%	74.1%	76.1%	75.9%	70.3%

1.2 Increase course completion rate in the first term of enrollment (first-time and transfer)

First Time Student Course Completion Rate \*

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
88.8%	87.9%	88.6%	87.7%	90.3%

Transfer Student Course Completion Rate \*

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
85.8%	85.8%	88.5%	87.2%	86.0%

1.3 Increase the percentage of students in academic good standing after first term of enrollment (first-time and transfer)

First Time Student Good Academic Standing Rate \*

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
82.2%	81.5%	81.1%	81.4%	85.6%

Transfer Student Good Academic Standing Rate \*

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
80.9%	79.4%	82.9%	82.4%	80.0%

1.4 Decrease first fall to second fall retention rate gap between historically underrepresented and White students (first-time and transfer)

First Fall to Second Fall First Time Full Time Retention Rate Gap \*

Mankato	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Gap	7.7	11.3	4.5	13.3	6.9
SoC	67.0%	63.3%	69.4%	60.6%	69.0%
White	74.7%	74.6%	73.9%	73.9%	75.9%

First Fall to Second Fall Transfer Full Time Retention Rate Gap \*

Mankato	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Gap	9.1	7.6	1.4	7.3	5.2
SoC	62.6%	67.3%	74.4%	69.9%	65.3%
White	71.7%	74.9%	75.8%	77.2%	70.5%

*Goal Two—Increase the number of students completing a degree.*

2.1 Increase the four-year completion rate (first-time and transfer)

First Time Full Time Student 4 yr. Completion Rate at 75<sup>th</sup> Percentile = 34% (Mankato 25%)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Mankato	22%	21%	22%	22%	25%
Peer 75th	31%	33%	31%	37%	34%

Transfer Full Time Student 4 yr. Completion Rate at 75<sup>th</sup> Percentile = 58% (Mankato 53%)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Mankato	51%	49%	54%	49%	53%
Peer 75th					58%

2.2 Increase the six-year completion rate (first-time and transfer)

First Time Full Time Student 6 yr. Completion Rate at 75<sup>th</sup> Percentile = 66% (Mankato 51%)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Mankato	52%	49%	50%	49%	51%
Peer 75th	66%	66%	64%	67%	66%

Transfer Full Time Student 6 yr. Completion Rate at 75<sup>th</sup> Percentile = 66% (Mankato 61%)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Mankato	63%	62%	64%	61%	61%
Peer 75th					66%

2.3 Decrease the four-year completion rate gap between historically underrepresented and White students (first-time)

First Time Full Time Student 4 yr. Completion Rate Gap at 75<sup>th</sup> Percentile = 9% (Mankato 16%)

Mankato	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Gap	8.2	15.5	15.8	16.1	15.5
SoC	10.8%	7.9%	6.8%	9.8%	10.4%
White	19.0%	23.4%	22.6%	25.9%	25.9%

Transfer Full Time Student 4 yr. Completion Rate Gap \*

Mankato	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Gap	2.9	12.1	6.4	7.4	17.3
SoC	46.8%	40.4%	47.0%	42.9%	36.4%
White	49.7%	52.5%	53.4%	50.3%	53.7%

2.4 Decrease the six-year completion rate gap between historically underrepresented and White students (first-time)

First Time Full Time Student 6 yr. Completion Rate at 75<sup>th</sup> Percentile = 7% (Mankato 25%)

Mankato	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Gap	10.8	14.2	18.1	25.4	24.7
SoC	38.9%	37.5%	33.0%	29.5%	26.4%
White	49.7%	51.7%	51.1%	54.9%	51.1%

Transfer Full Time Student 6 yr. Completion Rate \*

Mankato	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Gap	9.8	4.5	3.2	13.1	3.5
SoC	52.2%	60.0%	58.1%	50.9%	59.8%
White	62.0%	64.5%	61.3%	64.0%	63.3%

2.5 Decrease average time to degree completion (first-time and transfer)

First Time Student Average Time to Degree Completion (years) \*

2012-13	2013-14	2014-14	2015-16	2016-17
4.8	4.8	4.8	4.7	4.7

Transfer Student Average Time to Degree Completion (years) \*

2012-13	2013-14	2014-14	2015-16	2016-17
3.3	3.4	3.4	3.5	3.4

*Goal Three—Increase total student enrollment.*

3.1 Increase total student headcount enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
15,426	15,387	15,313	15,165	14,742

## 3.2 Increase undergraduate student enrollment/New student enrollment (first time and transfer).

Undergrad	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	13,467	13,395	13,269	13,192	12,796

New Student	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time	2,452	2,287	2,400	2,433	2,267

New Student	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer	1,091	1,099	1,078	1,072	1,020

## 3.3 Increase graduate student headcount enrollment.

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1,959	1,992	2,044	1,973	1,946

## 3.4 Increase historically underrepresented student enrollment. (Students of Color)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
2,066	2,121	2,292	2,375	2,372

## 3.5 Increase international student enrollment (undergraduate and graduate).

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
881	1,004	1,110	1,173	1,358

## 3.6 Increase Post-Secondary and Concurrent Enrollment student enrollment.

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
722	808	757	786	572

## 3.7 Increase summer enrollment (undergraduate and graduate).

Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
5,530	5,432	5,608	5,442	5,617

## 3.8 Increase 100% online degree program enrollment (undergraduate and graduate)

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
205	244	280	259	281

## 3.9 Increase continuing education program enrollment (undergraduate and graduate).

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
2,053	1,100	2,478	4,466	7,053

## 3.10 Increase certificate program enrollment (undergraduate and graduate).

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
227	244	241	302	300

## VII. Enrollment Management Strategies

Within the structure of Minnesota State Mankato, there is no individual team, group, committee, task force, sub-meet, or other body tasked with the role of receiving, discussing, exploring, and making recommendations on University efforts, policies, practices, and issues that directly affect student success. With the adoption of this SEM Plan, it is recommended to create a formally recognized group to serve as the body to address issues related to student success. In Appendix B is a suggested approach to creating the Student Success Roundtable, patterned after the existing Technology Roundtable.

With established goals for our strategic enrollment management plan, we must turn towards the specific strategies to improve our student success measures. Our University has recently identified new Strategic Directions which will provide a focus on our specific efforts.

## VII. Enrollment Management Action Plans

Goal	Objective	Lead(s)	Start	End	Notes
1. Increase Student Success of First Year Students	Revise major declaration credit requirements to match semester system.	TBD			
	Implement results of the New Student Communication Audit completed in 2017-2018	Director of University Admissions and Assistant Director for Student Success & Communications	September, 2018	In Progress.	
	Create process to package students for financial support.	Director of Financial Aid			
	Provide preliminary financial aid award letters earlier.	Director of Financial Aid			
	Implement the Academic Advising Task Force Report recommendations in the Integrated	Associate Vice President for Undergraduate Education	September, 2018	In Progress.	Implement the Academic Advising Task Force Report recommendations in the Integrated

	Academic Master Plan.				Academic Master Plan.
	Create student success behavioral and/or credit expectations of students who receive University scholarships.	Director of Scholarships			
	Increase usage of MavConnect (Starfish) among advisors, professors, and students.	Assistant Director for Student Success & Communications	August, 2018	In progress.	
	Create a solely online student orientation.	Assistant Director of Orientation	August, 2018	In progress.	
	Improve speed of course equivalency decisions for Transfer students.	Registrar?			
2. Increase the Number of Students Completing a Degree	<b>Objective</b>	<b>Lead(s)</b>	<b>Start</b>	<b>End</b>	<b>Notes</b>
	Implement a common bell schedule.	Vice President for Finance and Associate Vice President for Institutional Research, Strategy, and Effectiveness	September, 2018	In Progress.	
	Develop a universal Major Declaration, Change, and Recording process.	Registrar			
	Review and confirm or revise curriculum barriers to completion like program GPA	TBD			

	requirements, minimum graduation GPA, etc.				
	Implement Reimagining the First Year Experience Task Force recommendations.	Associate Vice President for Undergraduate Education	September, 2018	In Progress.	
	Automate dynamic student degree maps.	Minnesota State System			Using D2L as a solution.
	Expand high-impact learning practices like honors, research, global experiences, study abroad, internship, cooperative externships, etc.	TBD			
	Leverage information in the learning management system (D2L) to drive interventions for students at risk.	Institutional Research, Data, ITS, Assistant Director for Student Success & Communications			
	Provide afterhours student support services.	TBD			
	Increase staff support for veteran and active military students.	Dean of Students	October, 2018	In Progress	
	Provide support services like counseling, accessibility resources, tutoring, etc. to match the demand and needs of students.	Director of the Counseling Center, Director of Accessibility Services, and Director of the Tutoring Center			

	Provide mobile-friendly information on student support services to students.	ITS			
<b>3. Increase Total Student Enrollment</b>	<b>Objective</b>	<b>Lead(s)</b>	<b>Start</b>	<b>End</b>	<b>Notes</b>
	Create a Graduate Enrollment Plan.	Associate Vice President for Research and Graduate Dean	January, 2018	In Progress	
	Implement recommendations of the University's Diversity and Inclusion Plan to support student enrollment growth.	Dean of Institutional Diversity	August, 2018	In Progress	
	Review tuition rates including: tuition band, international, non-resident, and online at the undergraduate and graduate levels.	Vice President for Finance & Administration and Vice President for Student Affairs & Enrollment Management	November, 2018		
	Review financial practices and policies that affect our ability to register, keep students registered and enrolled.	TBD			
	Establish a retention scholarship pool of funds for recruit back efforts.	Vice President for University Advancement and Director of Scholarships			
	Develop a Post-Secondary Enrollment Option (PSEO) and	Assistant Director for PSEO and Concurrent			

	Concurrent Enrollment enrollment plan.	Enrollment Programs			
	Apply best practices to student recruitment and retention	Director of University Admissions, Director of New Student & Family Programs, and Director of Advising	August, 2018	In progress.	

## Appendix A. Big Enrollment Questions

### Our Big Questions:

1. What are our systems and processes that produce at-risk students?
2. How do you think students view our registration and advising processes?
3. How do we better match the needs, desires, and expectations of our students?
4. What do successful students do at MSU?

### What are our systems and processes that produce at-risk students?

- Professional development for better advising
- Too many course choices
- Hard to find information on MSU website
- Advisors need training:
  - General Ed
  - Transfer Students
- Broader use of Starfish to retain student communication
- What is an appropriate advising load to have successful advising?
- Burden is on student to apply to graduate/if missing credits
- Catch students who commence and don't graduate
- Incongruence between MNTC and MSU requires "C" in math and English
- Need better student resources/expectations of learning strategies
- Math 98 delays progress
- Grading policy allows for inconsistency
- General Ed is tough to understand across goal areas
- "8-2" rule
- Adjuncts and Teaching Assistants teach lots of 100 and 200 courses
- Increase knowledge of resources for students (faculty and staff also)
- Courses switched from traditional class to online
- Courses offered in enough sections, right times and right semester
- Lack of common bell schedule
- International students can't take online courses
- Truth in Advertising on program admission (major declaration)
- Non-academic challenges (alcohol, hunger, money, etc.)
- Opportunities in Learning Communities
- Campus vs legal behavioral sanctions
- SIS allows student choices that deter successful progress

## Strategic Enrollment Management Planning Table Topic

### President's 2018 Retreat at Gustavus

#### First Rotation

#### What are our systems and processes that produce at-risk students?

- Loss of Agile Grad
- Limited Nursing major opportunities
- Intentional early advising
- Class availability impacts what a full load is
  - Look at changing full banded tuition to promote taking 15 credits
- What is the role of a gap year?
- Mavericks Success Program
  - Do advisors see Starfish info?
- Hall Directors follow up on "D" and "F" grades
- Does Residential Life terminate contracts too fast?
- Timely tuition decisions

#### How do you think students view our registration and advising processes?

- Culture of sink or swim (no worries on roadblocks)
- Student quit at roadblocks
- Campus nomenclature can be confusing
- Lack of useful information for parents to support students {order a meal for 3 (package)}
- Maximize student data to influence changes in process
- Send Deans on a run to have a have course transfer transcript request
- Tough to apply for graduation
- Students can learn our bureaucracy
  - Should they?
- Look at deposits. Really needed?
- Too many silos
- Be more efficient to benefit students
- Can maintain program quality and eliminate roadblocks
- A secret student shopper experience
- Catalog needs to reflect course offerings and timing
- Can take students up to three semesters to get ENG 101
- Need mandatory Advising
- Registration – change to favor lower class students first
  - Late admits end up with writing intensive courses
- MSU needs to initiate transfer evaluation

- More responsibility from students
- Substitutes come late in their junior/senior year
- Changing majors puts students behind on degree paths
- Maps aren't being used
- Develop a student contract with tasks to graduate in four years

### **How do we better match the needs, desires, and expectations of our students?**

- Delay in financial aid awards
  - Are students getting the right advice at the right time
- Student challenge to pay for school
- Students don't always know when they have financial aid
- Need better adherence to degree map
- Need a common bell schedule
  - Tough for students to navigate times
- How to get student help/information when they need it
- How to maximize information fair during Orientation
- Systems need to be more protective
  - Partner with K-12 and community college
- Create an IMLI (Intensive Math Learning Institute)
- More Counseling Center
  - Triage approach
  - Online form for intake and scheduling?
  - Confidential

### **Second Rotation**

#### **What are our systems and processes that produce at-risk students?**

Removing barriers – the risk is not coming up with new ideas; it is what do we let go of?

Advising and registration issues

- Need earlier advising for students, especially for students who apply to competitive programs such as Nursing.
- Students aren't able to get into the classes they need so may only take 12 credits.
- MSP advising – good program, but do the GA advisors have access to grades, etc.? This should improve as D2L moves to the cloud.

Family responsibilities sometimes get in the way of student success and completion – students sometimes take time off to help with family stuff. For example, a student may go back to get a job if someone else in the family gets laid off.

Tuition is decided by the system office and is uniform for all Universities rather than based on what each University is trying to accomplish.

### **How do you think students view our registration and advising processes?**

There is a culture of “sink or swim” on campus. Culture change is important to removing obstacles. Every time a student hits a block, it’s an opportunity for them to stop out.

Institutional Intelligence – knowing all of the processes and procedures and they work (or don’t work) together and how that impacts the student experience. We need to break down silos because some of us are doing the same things and we don’t know it; we could streamline or learn from each other. As a result, students are learning how to navigate bureaucracy rather than the skills we really want them to learn, like critical thinking.

Idea was shared to put a staff person through the process to see what it takes to be successful.

#### Advising and registration issues

- ENG 101 availability. Some students can’t get into it until their 3<sup>rd</sup> or 4<sup>th</sup> semester.
- Courses are not offered in the order that they’re showing on the academic maps.
- We should have mandatory advising – don’t let students “opt in” to advising.
- We should reserve specific courses for new 1<sup>st</sup> year and transfer students. Often, the last students coming to Orientation are the most vulnerable populations yet they get the last choice in courses. Some end up enrolling in writing intensive courses before taking ENG 101—this sets them up for failure.
- The student has to initiate course substitution/equivalency process. When onboarding, we should have a dedicated staff person to do that for students. There is a lot of run-around for the students in this process.
- Question asked about student expectation/plan to graduate in 4 years vs 5 years? Reasons for not being able to graduate in 4 years includes course availability and students changing major (by choice or because they couldn’t get into their chosen major).
- We need to allow Gen Ed to BE Gen Ed. Many majors are very prescriptive in which Gen Eds their students can take. Gen Ed should allow students to explore.

### **How do we better match the needs, desires, and expectations of our students?**

Are we designed to be student-centered? No.

Students not getting their FAFSA in on time or not getting the award they had expected. Some students have to schedule classes around off-campus jobs (need the \$).

Move the resource fair during Orientation. Early morning is not ideal. Maybe move it to lunch time.

Does every student need a college-level Math? Maybe we need to have a basic Math course. Put more pressure on K-12 to prepare students for college level Math (we could eliminate Dev Ed Math). How about creating a program similar to IELI but for Math? A 6-week crash course for Math.

Counseling Center issues – they're not able to see students in crisis right away. Mental health is consuming our students. The Counseling Center is growing their groups and are getting creative with scheduling. Can their intake forms be made available online? Could scheduling be available online? (They could use MavCONNECT for scheduling appointments!!)

Are there things that are inherent upon a majority of our students that are feeding the numbers (retention and graduation rates)? Personal reasons, like they don't have the finances, for example?

Appendix B. *Proposed Student Success Roundtable*

***Student Success Roundtable – Roles and Responsibilities***

**A. Purpose of the Roundtable**

The purpose of the Student Success Roundtable is to support the execution of the University's Strategic Enrollment Management Plan by improving student success through problem identification, monitoring data, policy recommendations, resource advocacy, and recommending solutions.

**B. Role and Responsibilities of Members**

The Roundtable members will address the following areas:

**1. Coordination and communication on Student Success issues**

- Facilitate communication to/from academic and support units
- Provide/share ongoing student, faculty, and staff feedback (including gathering information via surveys, focus groups, open sessions, etc.)

**2. Student Success framework infrastructure, products, and services**

- Provide feedback and recommendations to the Academic Affairs and Student Affairs Divisions.
- Make Student Success recommendations to the Provost, Vice President for Student Affairs & Enrollment Management (VPSA), and/or the University's Submeets as requested. These may include:
  - Advising solutions on student success priorities and issues as requested
  - Providing feedback to other university groups (i.e., Planning Submeet, Budget Submeet, Extended Education Submeet, Assessment and Evaluation Submeet, Strategic and Priority Funding Committees, UCAP, Common Curriculum, GCAP) on campus student success initiatives
  - Advocating for adequate funding for university-wide student success needs (infrastructure, staffing, software, and equipment)
  - Providing feedback to student success recommendations

**3. Evidenced-Based Practices for Student Success**

- Identify best student success practices and showcase them.
- Use partnerships (Advising, Extended Education, Financial Aid, Career Development Center, Center for Excellence and Innovation in Teaching and Learning, Library Services, Continuing Education, Professional Development, etc.) to promote effective alignment and integration of student success and support for university programs

### C. Role and Responsibilities of the Faculty Co-Chair

The Student Success Roundtable faculty members nominate a continuing member of the committee to serve as Co-Chair every year. The nomination is forwarded to the FA Executive Committee for confirmation. The selection process occurs at the end of the spring semester for the following academic year. The name of the incoming Co-Chair is given to the FA Administrative Assistant. The Faculty Co-Chair assumes the following responsibilities:

- Brief the FA Executive Committee as appropriate
- Attend FA Executive Committee or FA/Administration Meet and Confer meetings as appropriate
- In conjunction with the Administration Co-Chair and Provost, develop the agenda, disseminate the agenda and notes, and facilitate meetings.

### D. Role and Responsibilities of the Administration Co-Chair

The Provost will appoint a member of the Council of Deans to serve as Co-Chair and may appoint other administrators to represent Academic Affairs. The Administration Co-Chair assumes the following responsibilities:

- Brief the Provost and Council of Deans as appropriate
- Attend Meet and Confer meetings as appropriate
- In conjunction with the Faculty Co-Chair, develop the agenda, disseminate the agenda and notes, and facilitate meetings.

### E. Student Success Roundtable Meetings

The duties of the Student Success Roundtable include meeting monthly (usually on the \_\_\_\_\_ of the first \_\_\_\_\_ of the month) to discuss issues of student success as described above and address the annual charge from the Provost.

The Roundtable may create subcommittees or ad-hoc groups that may meet separately to address specific issues as appropriate.

### F. Membership

The membership of the Student Success Roundtable will include the following:

- 7 Faculty (representing the six colleges and unaffiliated – 3-year term)
- Representatives from AFSCME, MAPE and MSUAASF (one each – 3 year)
- 2 Students representing Student Government (one undergraduate and one graduate, appointed annually)
- 2 Student Relations Coordinators from the colleges or divisions
- Director of University Admissions
- Director of New Student & Family Programs
- Associate Vice President for Undergraduate Education
- Associate Vice President for Research & Dean of Graduate Studies

- Vice President for Finance and Administration appointee
- Vice President for Information Technology Solutions appointee
- Dean of Global Education appointee
- Dean of Institutional Diversity appointee
- Administrative co-chair and/or other Provost appointee(s)
- Vice President of Student Affairs & Enrollment Management
- Ex-officio non-voting members from Academic Affairs and Student Affairs