

Strategic Theme Discussion: Investments to Achieve and Sustain Excellence in Student Success, Research and Engagement

UM Board of Curators

April 22, 2021



Update: Promotion and Tenure Policy and Procedures

- Reviewed approximately 50 peer institutions' policies to compare system and/or university-level guidelines to the UM System's policy and procedures.
- Policy and procedures
 - Peer's policies are similar to the UM policy and are crafted as high-level policy documents.
 - General policies then refer to the specific academic units to set more precise criteria.
 - Most of the policies, including UM System's require that the academic unit level criteria must align with the overall university and/or system level policy.
- Overall UM System's promotion and tenure policies and procedures and in line with our peers however there are some best practices that could be beneficial to our universities and our faculty.

Recommendations: Promotion and Tenure Policy and Procedures

- Ensure that every academic unit's criteria for promotion and tenure are reviewed and approved by the provost's office.
- Provide a list of all the academic unit promotion and tenure standards in the following locations:
 - On each of the Provosts' webpages so all faculty have equal access to the expectations across academic units
 - In the contract upon employment
 - In every P&T dossier so that the P&T reviewers. Can evaluate the dossier compared to the department's standards.
- Provide additional development opportunities for faculty around the promotion and tenure process.
- Consider requiring a multi-method approach to evaluate teaching to align with the Intercampus Faculty Cabinet policy paper on evaluating teaching.

Update: Instructional Workload Policy and Expectations

- Benchmarked instructional workload policies with almost 50 peers:
 - Policies are high-level policy documents that refer to the academic units to set specific instructional workload expectations
 - Unlike the majority of our peers, the UM policy sets explicit expectations
 - Alignment exists on the policy level
- Reviewed the comprehensive workload policies of a subset of individual departments
 - Policies align with the UM System policy yet vary greatly in specificity
 - Clarify expectations with specificity

Recommendations: Instructional Workload Policy and Expectations

- Benchmark workload expectations with national and AAU peers and provide specific details as to what is expected.
- Ensure that the Provost, Deans and Department Chairs are aligned in their expectations and provided tools needed to maintain standards.
- Continue to ensure that comprehensive workload assignments are appropriately matched to the talents of the faculty member.
- Examine the comprehensive workload of a faculty member from an equity perspective.

Panelists



MU
Jim Spain
Vice Provost,
Undergraduate
Studies



UMKC
Kristi Holsinger
Senior Vice Provost,
Student Success



Missouri S&T
Kathryn Northcut
Interim Vice
Provost, Academic
Support



UMSL
Elizabeth Eckelkamp
Vice Provost,
Student Success &
Academic
Innovation

System Investments in Student Success Yield Results

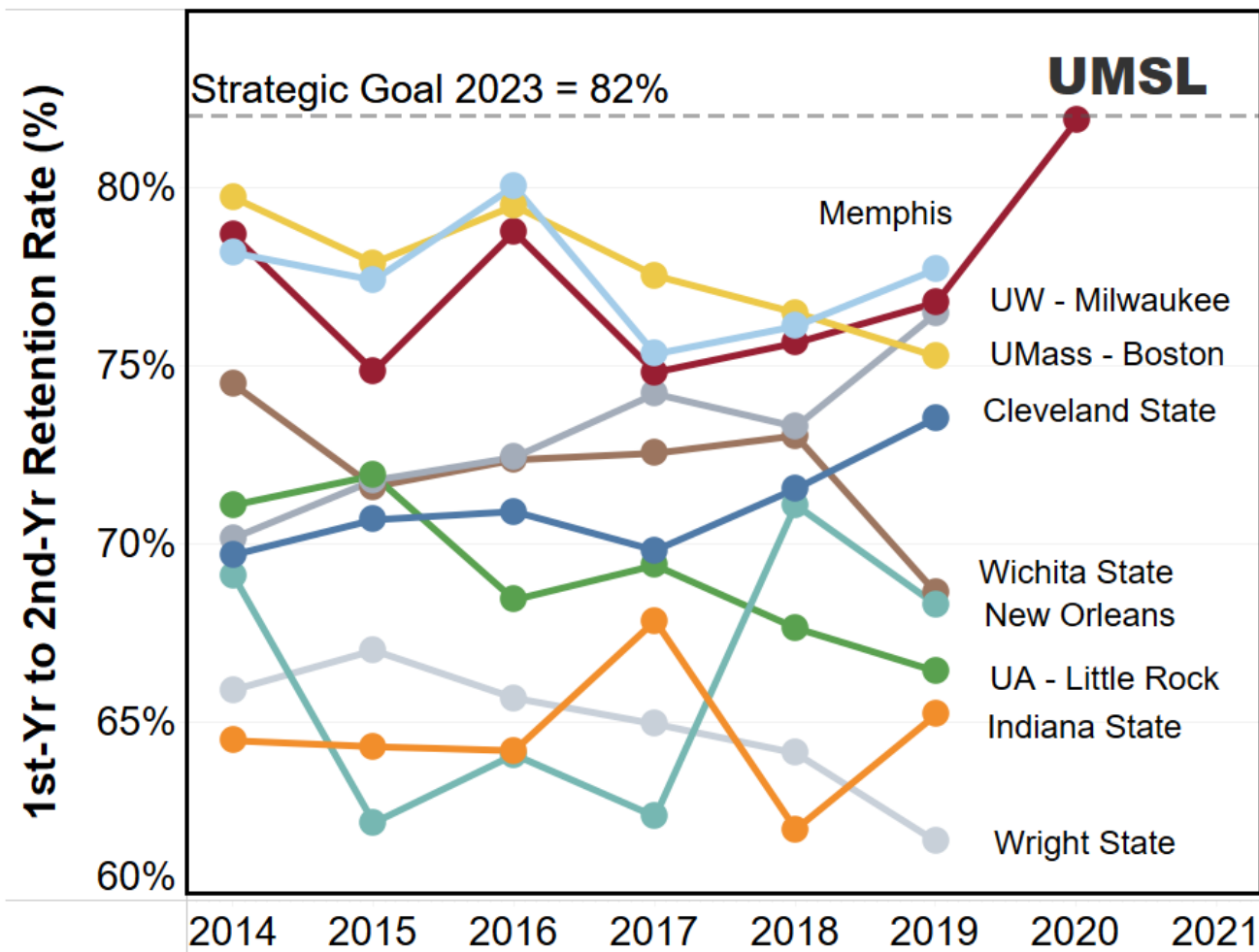
- Starfish unifies advising records, tracks student interactions, and matches students with resources
- Starfish Early Alert system triggers early intervention for struggling students
- Starfish Predictive Analytics provides data on success trends at the course and program level
- Degree audits performed frequently to ensure students are on track for completion
- Degree program maps outline the sequence of courses needed to complete the degree in four years
- Scheduling tools streamline the process of selecting courses to maximize the progress towards degree
- Professional development programs targeted toward increasing the skills of academic advisors

Student Profile

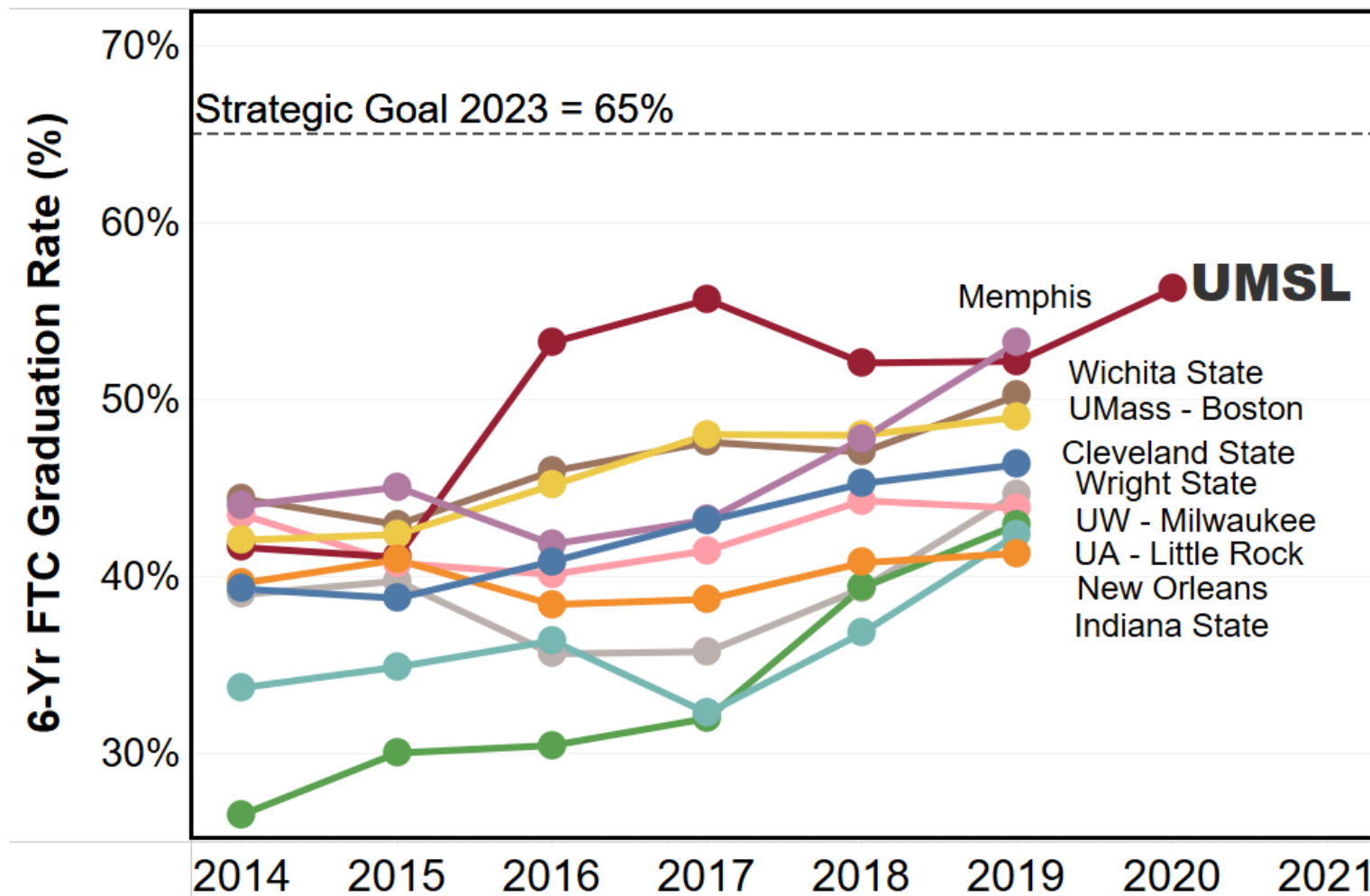
| Fall 2020 | | MU | S&T | UMKC | UMSL |
|--|-----------------------------|--------|-------|-------|-------|
| New Degree-Seeking, First-Time College, and Transfer Students | Total Number | 6,585 | 1,373 | 2,072 | 1,587 |
| | Transfer | 19% | 19% | 49% | 74% |
| | Pell | 22% | 21% | 39% | 36% |
| | Adult Learners (Age 24+) | 3% | 3% | 16% | 28% |
| Total Degree-Seeking Undergraduate Students | Total Number | 22,622 | 6,049 | 7,077 | 6,387 |
| | Female | 54% | 23% | 58% | 56% |
| | Missouri Residents* | 80% | 86% | 90% | 96% |
| | Underrepresented Minorities | 17% | 12% | 29% | 23% |

* Students paying in-state tuition and required fees

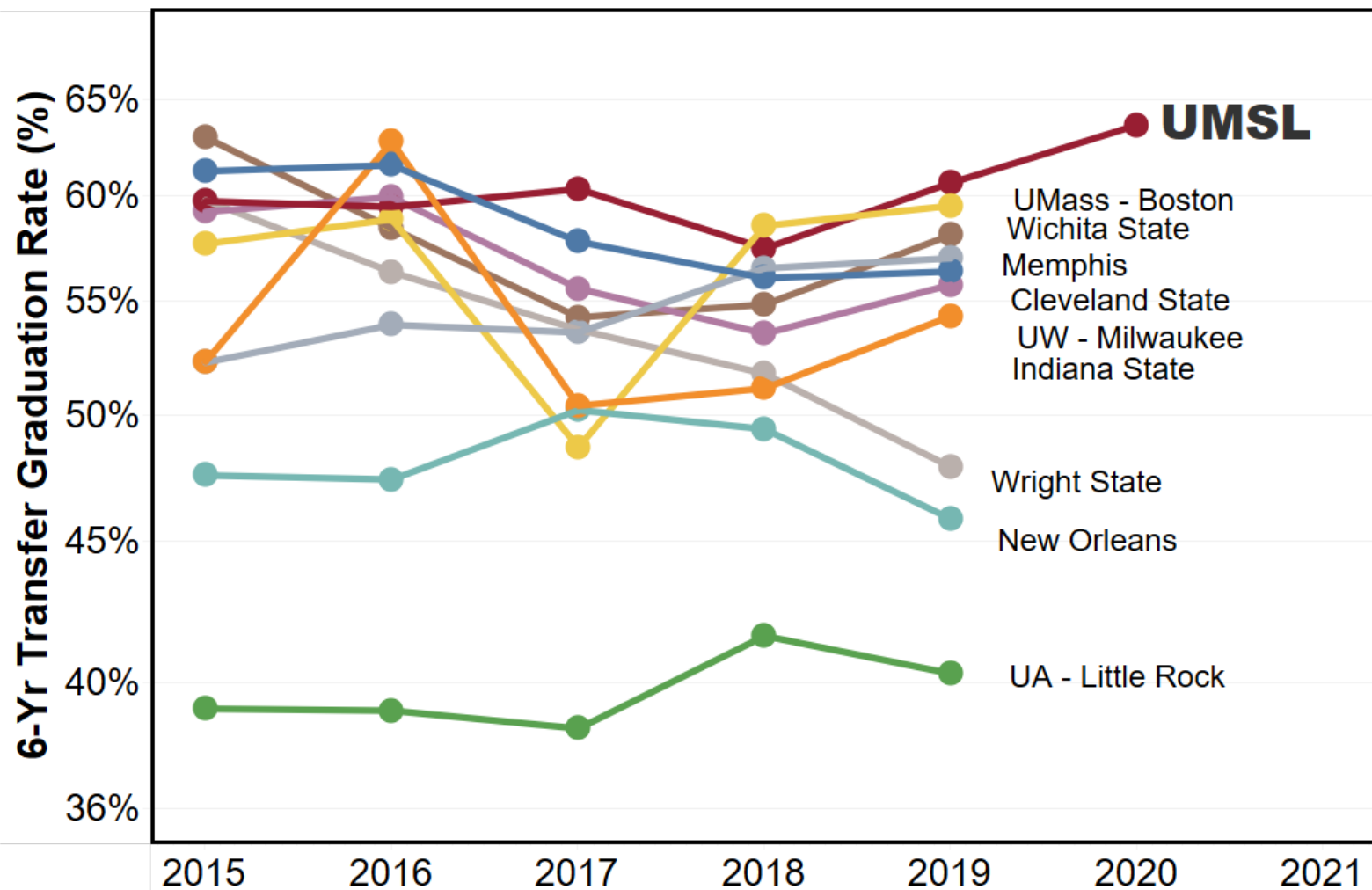
1st Year to 2nd Year Retention



First-Time College 6-year Graduation Rate



Transfer 6-year Graduation Rate



Removing Financial Roadblocks



- Family Income: Median 35K/Average 54K
- 75% Transfer students
- Innovative Financial Aid programs to assist with Degree Completion:
 - Finish Your Degree
 - Senior Degree Completion Scholarship
 - Emergency Microgrants
 - Triton Emergency Fund
- Next Steps: Financial Counseling for Student Life Cycle



Curriculum Alignment Process (CAP)

Decreasing Time to Degree and Cost of Degree

- Establishing streamlined degree pathways
 - Reducing risk of excess credits
 - Tying course outcomes to workforce skills
 - Sequencing and timing courses to reduce time to graduation
 - Providing course delivery modes that support all student types – traditional to fully online



- Next Steps: Quality Assurance Assessment Cycle

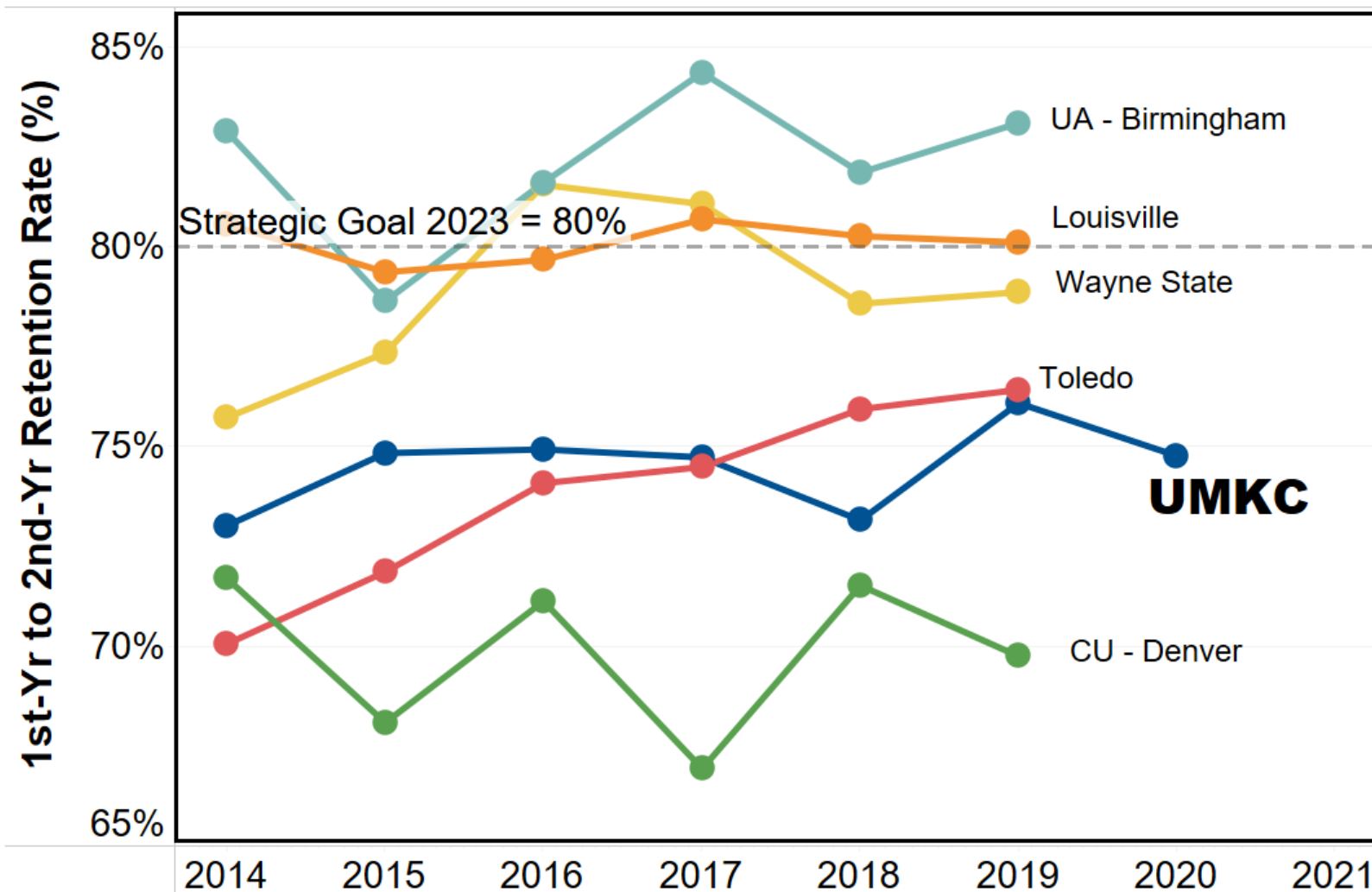
Adult Degree Completion Focus

- 300,000+ adults in St. Louis region with some college and no degree
 - Academic programs targeted to degree completers ie Organizational Leadership
 - Personalized advising and coaching for adult learners to streamline admission process
- Expanding Prior Learning Assessment options
- Maximizing *Fast Track Workforce Incentive Grant*
- Engaging in “Degrees When Due” national completion and equity initiative
- Partnering with St. Louis Graduates in the *Degrees with Less Debt: Effective Higher Education Strategies for Underrepresented Student Populations* initiative
- Next Steps: Transfer and Adult Support Center



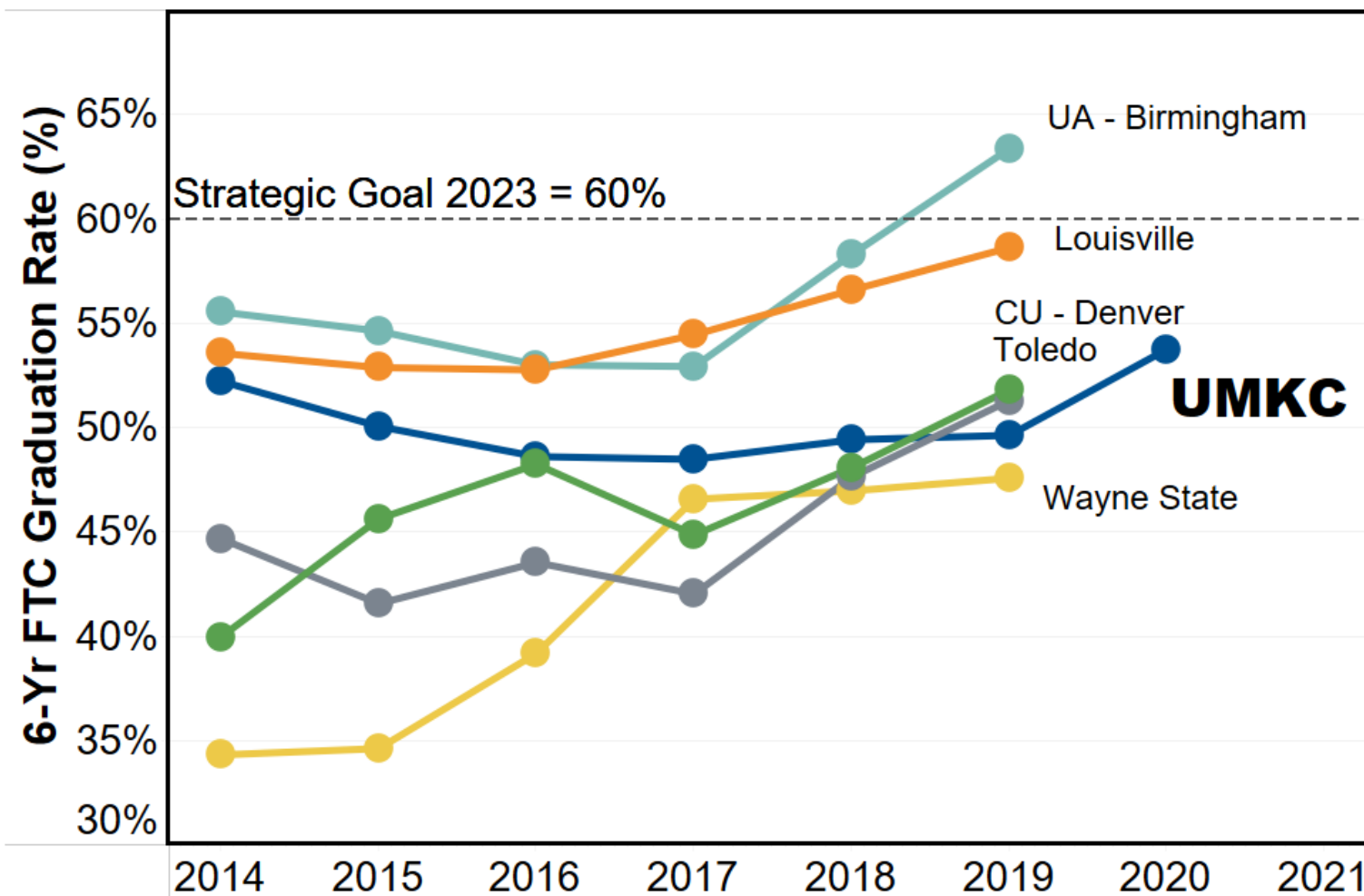


1st Year to 2nd Year Retention



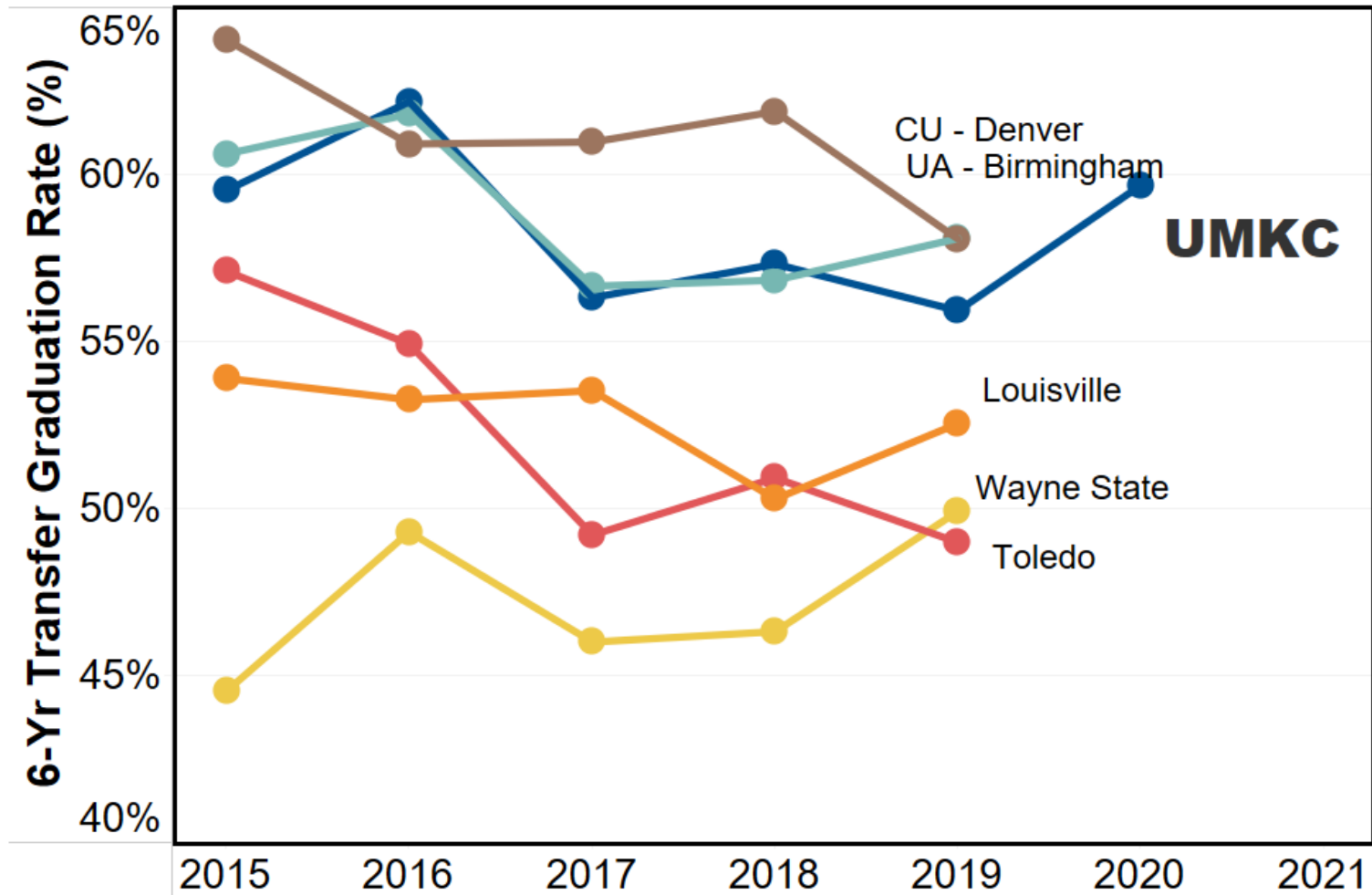


First-Time College 6-year Graduation Rate





Transfer 6-year Graduation Rate



UMKC Professional Mobility Escalators™



Entry at
Multiple Levels



Core Experiences
and Services



Professional Access
Preparation



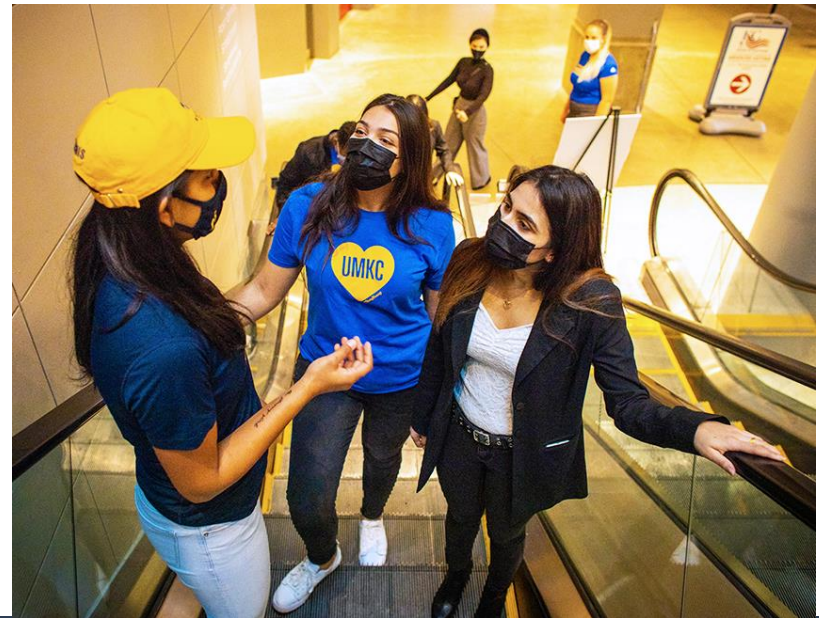
Signature Applied
Experiences



Leadership Badging/
Transcription

First 4 Professional Mobility tracks:

1. Health Care
2. Education
3. Engineering/Business
4. Law and Justice





Roo Advising

Launches June 1, 2021



- Delivered by professional academic advisors, faculty in new mentor role
- Initial “Getting to Know You” appointment & “Belonging Survey” provides individualized approach to addressing barriers & referral to services
- Student Milestones facilitate connections to Career, Social, and, Academic Support Services
- Established student success measures (student advisory board, advisor expectations and retention goals)



Centrally managed, collaborative model offering services to ALL UMKC students/degree programs

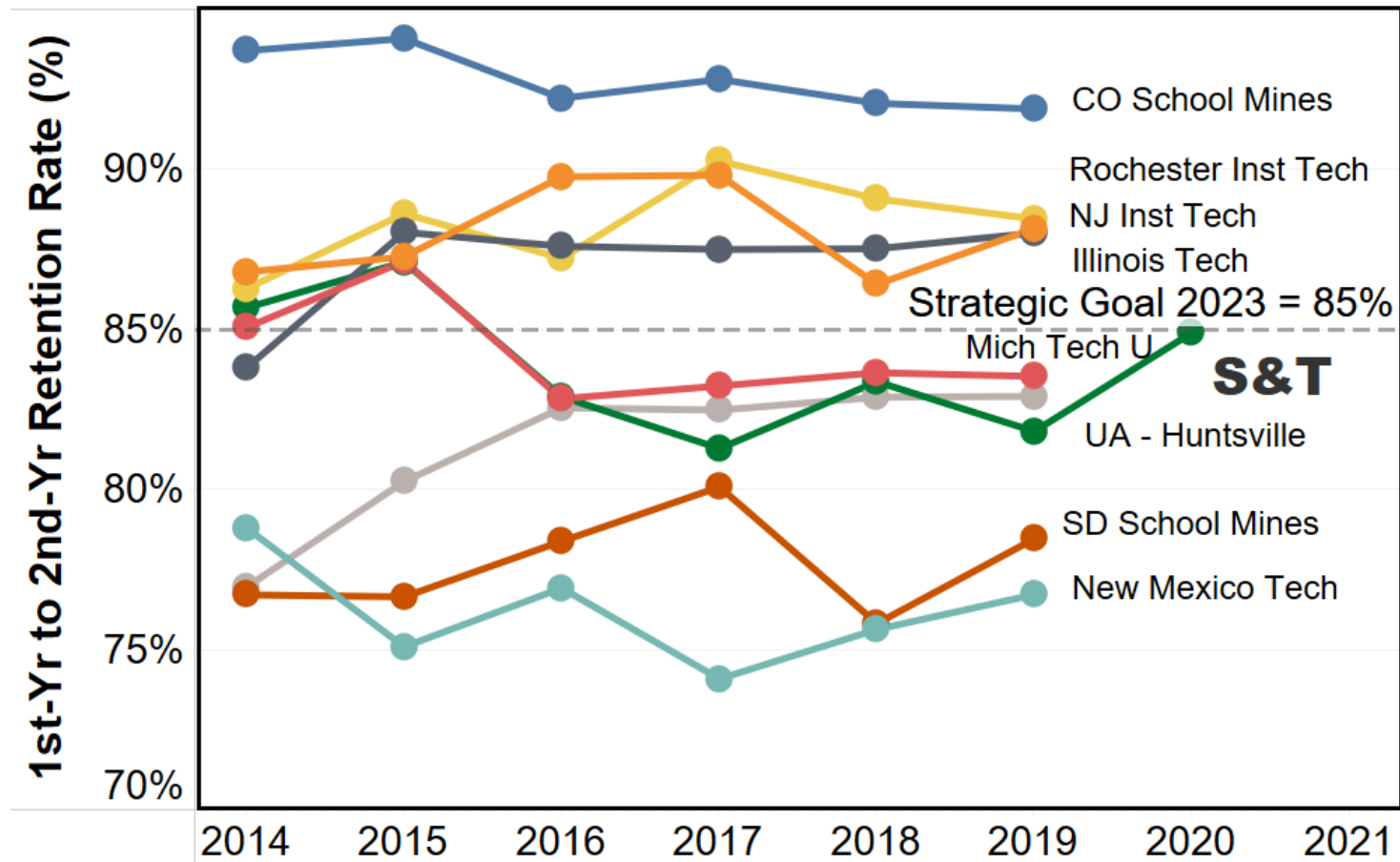
Increase community engagement, employer relationships, number of students served/employed in high quality positions



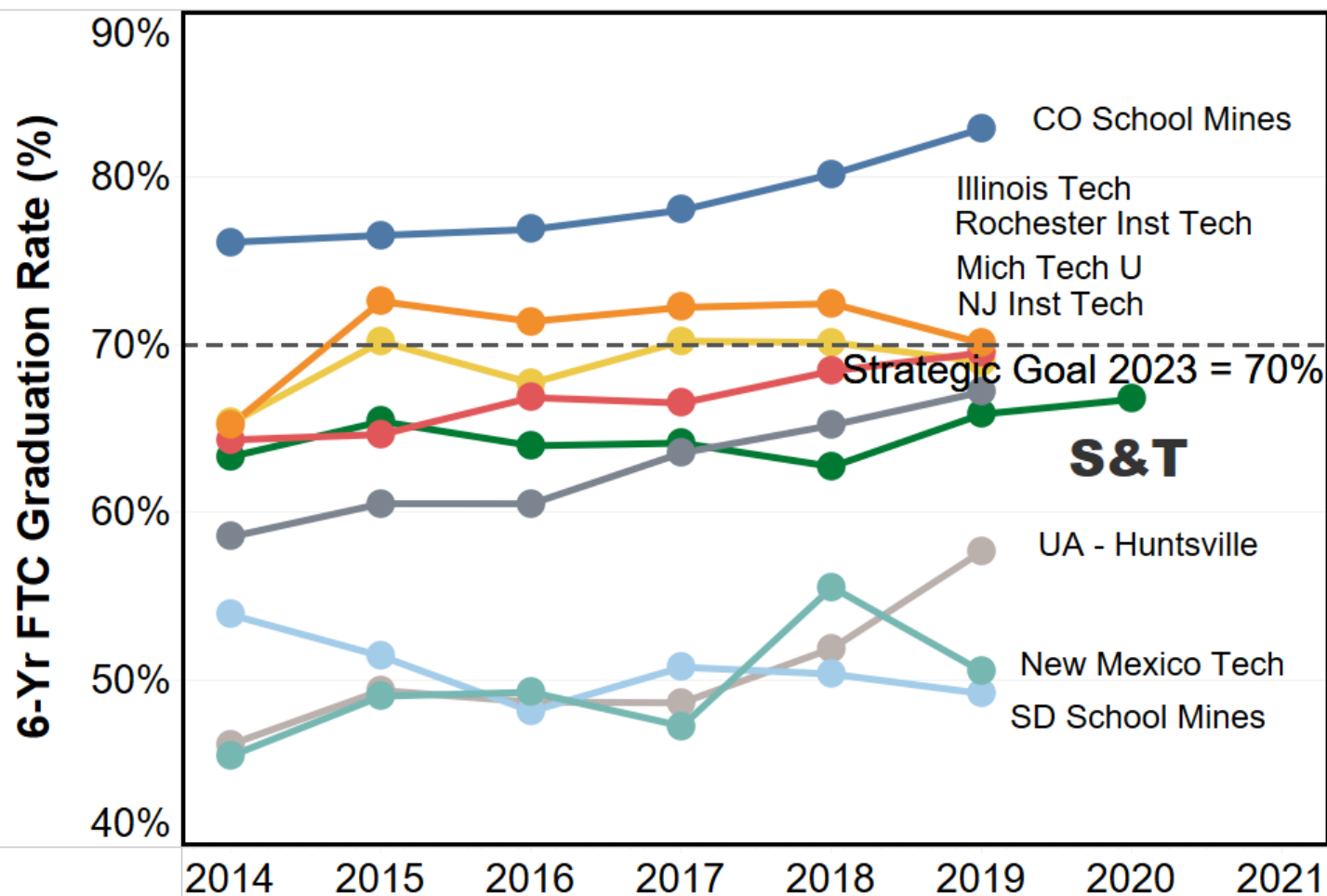
New Developments

- National Director Search Underway
- New Position: Asst. Director of Career Preparedness
 - Integrated into the *First Semester Experience*
- Plays a new, key role in Roo Advising (Fall 2021) & Professional Mobility Escalators (Fall 2022)

1st Year to 2nd Year Retention

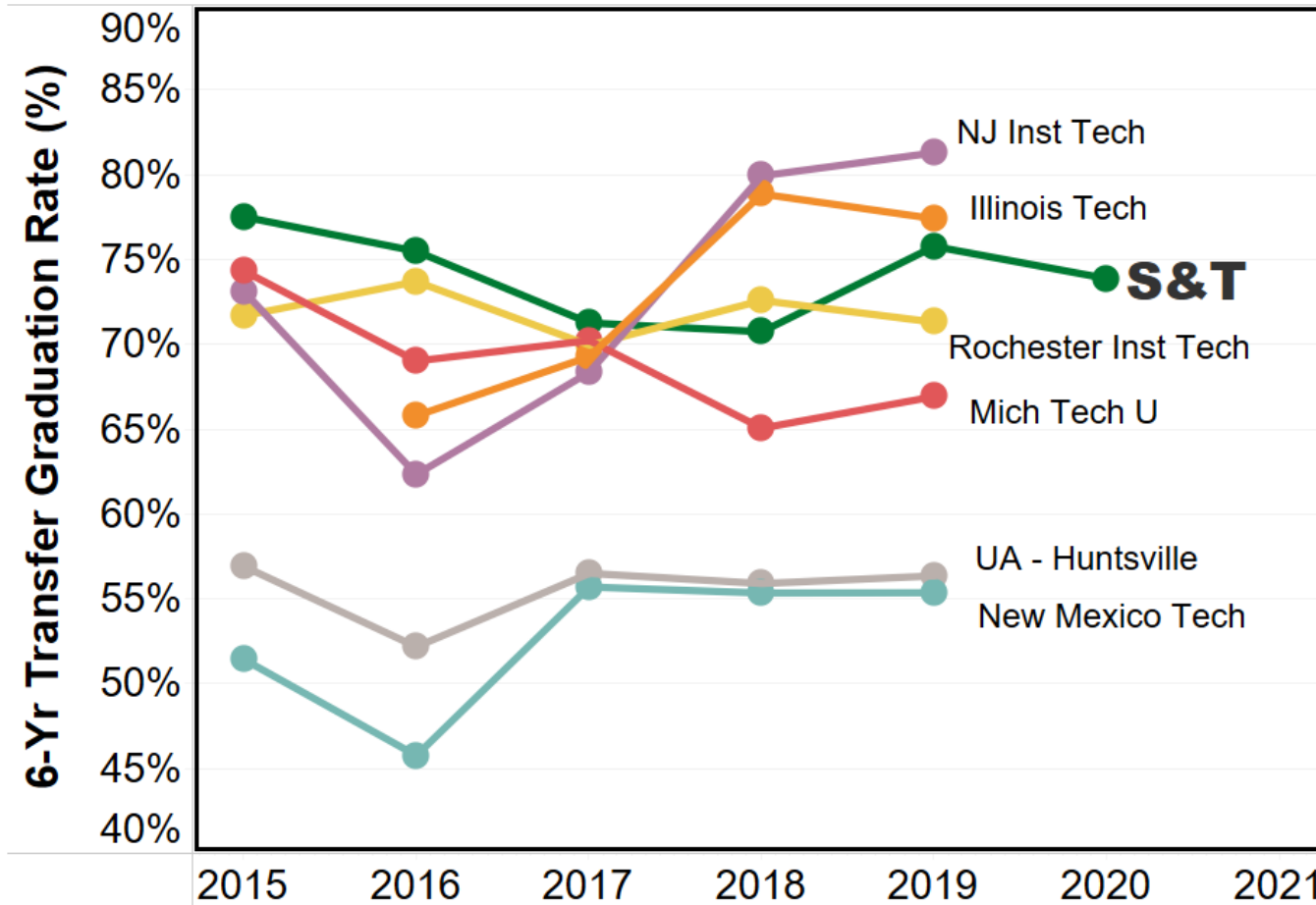


First-Time College 6-year Graduation Rate





Transfer 6-year Graduation Rate





Improve Student Experience

- Expand options for high-achieving students and respond to the growth of S&T Honors students (up 247% from 2017)

- Initiatives:

- Reinvent the honors program: events, seminars, and courses
- Formalize undergraduate co-curricular research
- Improve visibility of student accomplishments and opportunities





Further Increase Retention and Graduation Outcomes

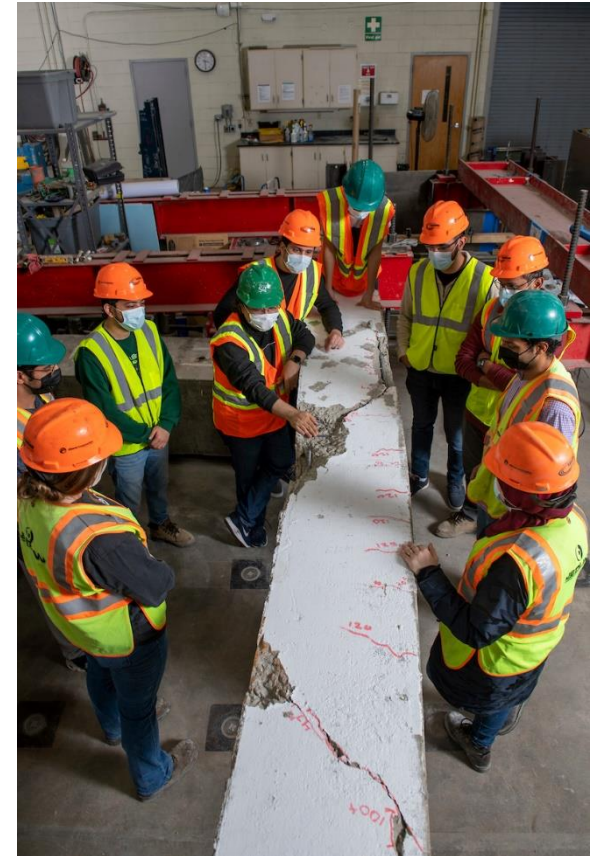
- Build on current successes in retention and graduation rates and set even higher goals
- Initiatives:
 - Focus attention on at-risk student populations
 - Monitor improvement in reduction of undecided majors
 - Train faculty advisors and mentors in high-impact advising practices
 - Improve system-wide outreach and integration of best practices





Recognize and Reward Teaching Excellence

- Incentivize additional student support through new programs
- Initiatives:
 - Create training and awards program for faculty champions of first-year student success
 - Organize best-practices pedagogical training
 - Formalize and assess co-curricular learning
 - Assess impact of expanded approach on outcomes





Vanguard Scholars Program

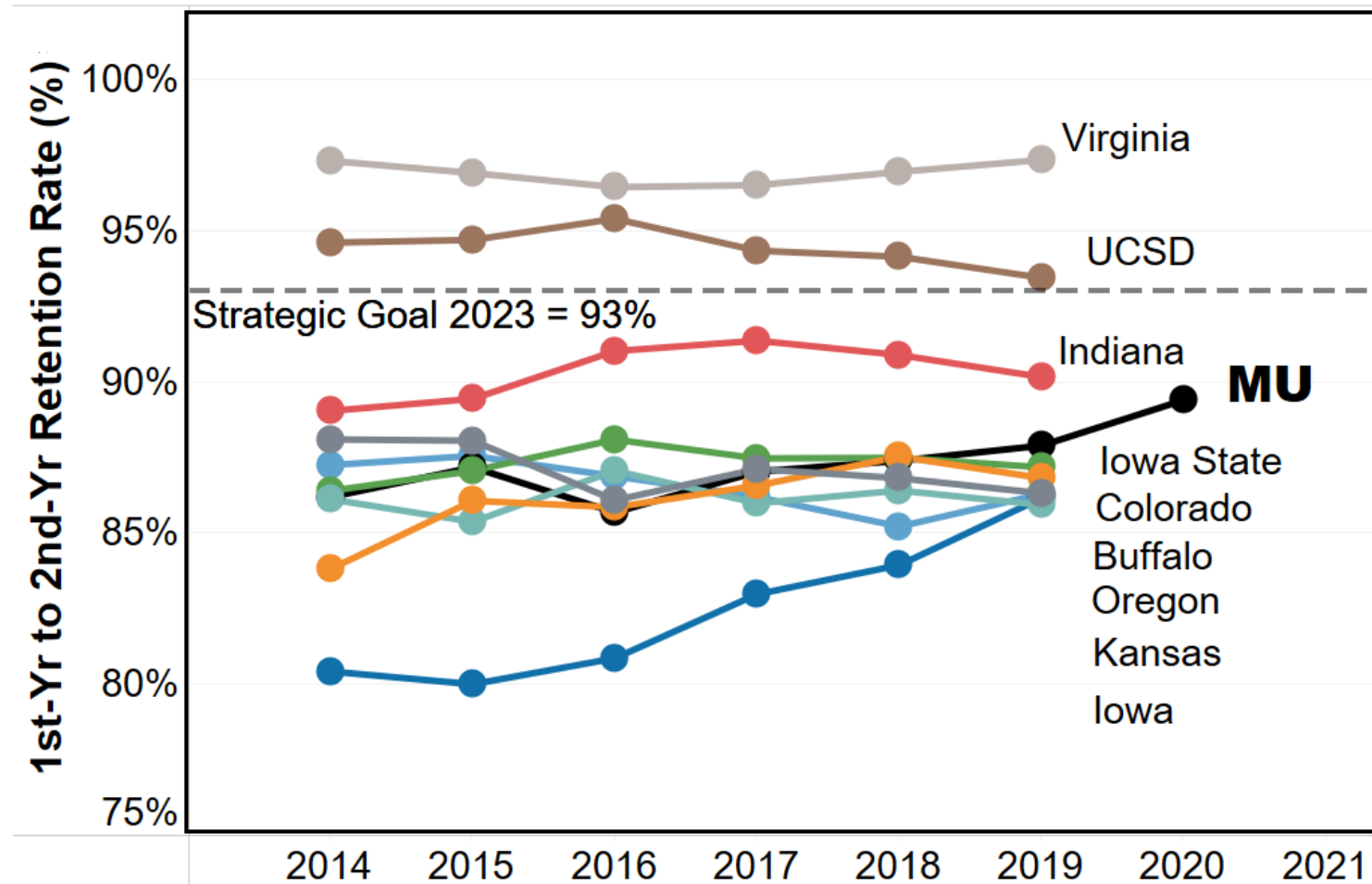
- Provide greater opportunities for qualified and deserving students to pursue college degrees in the STEM fields as envisioned by June and Fred Kummer

- Initiatives:
 - Provide financial support for four years
 - Offer special immersion learning events
 - Give leadership and mentorship opportunities



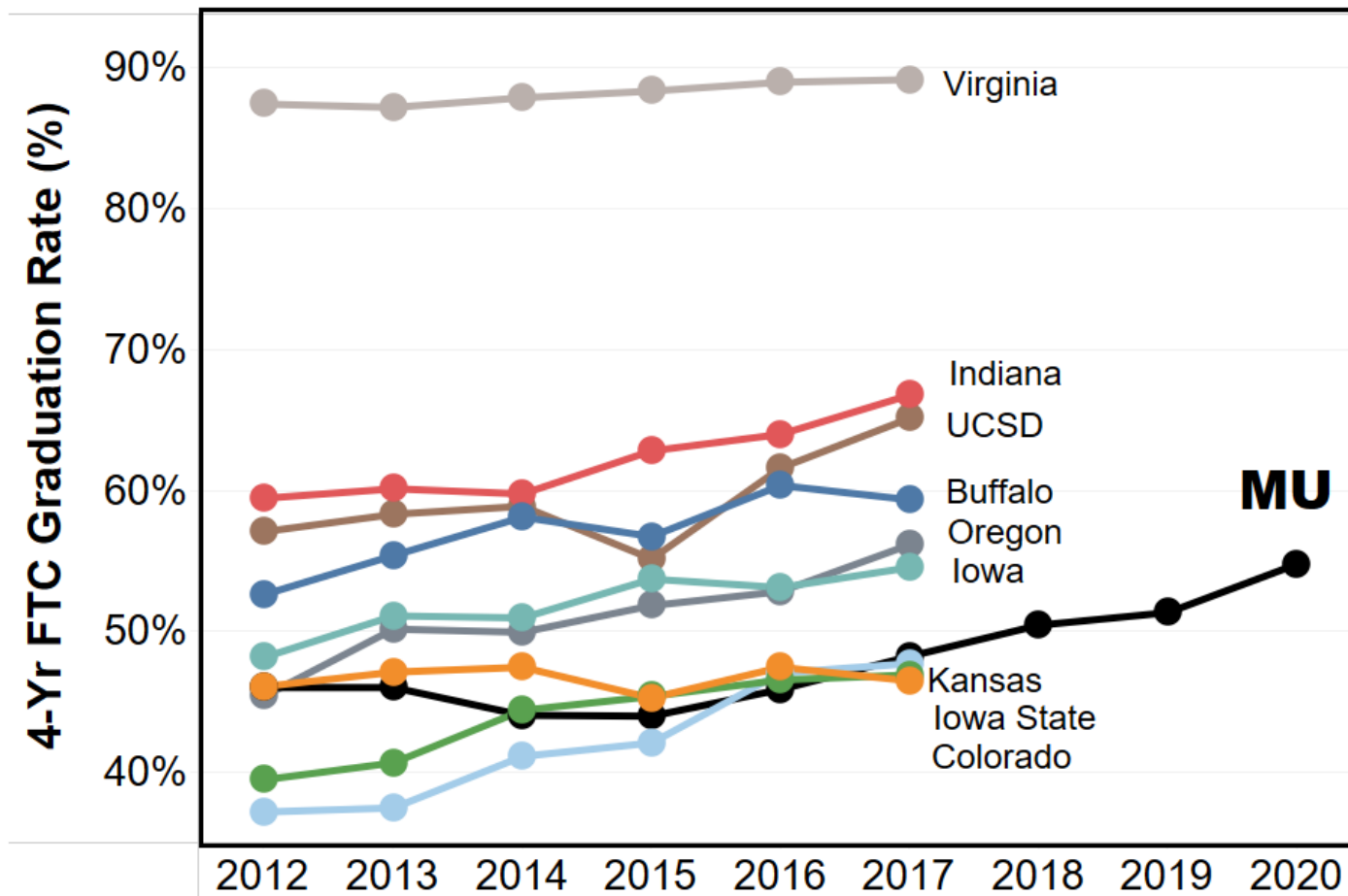


1st Year to 2nd Year Retention



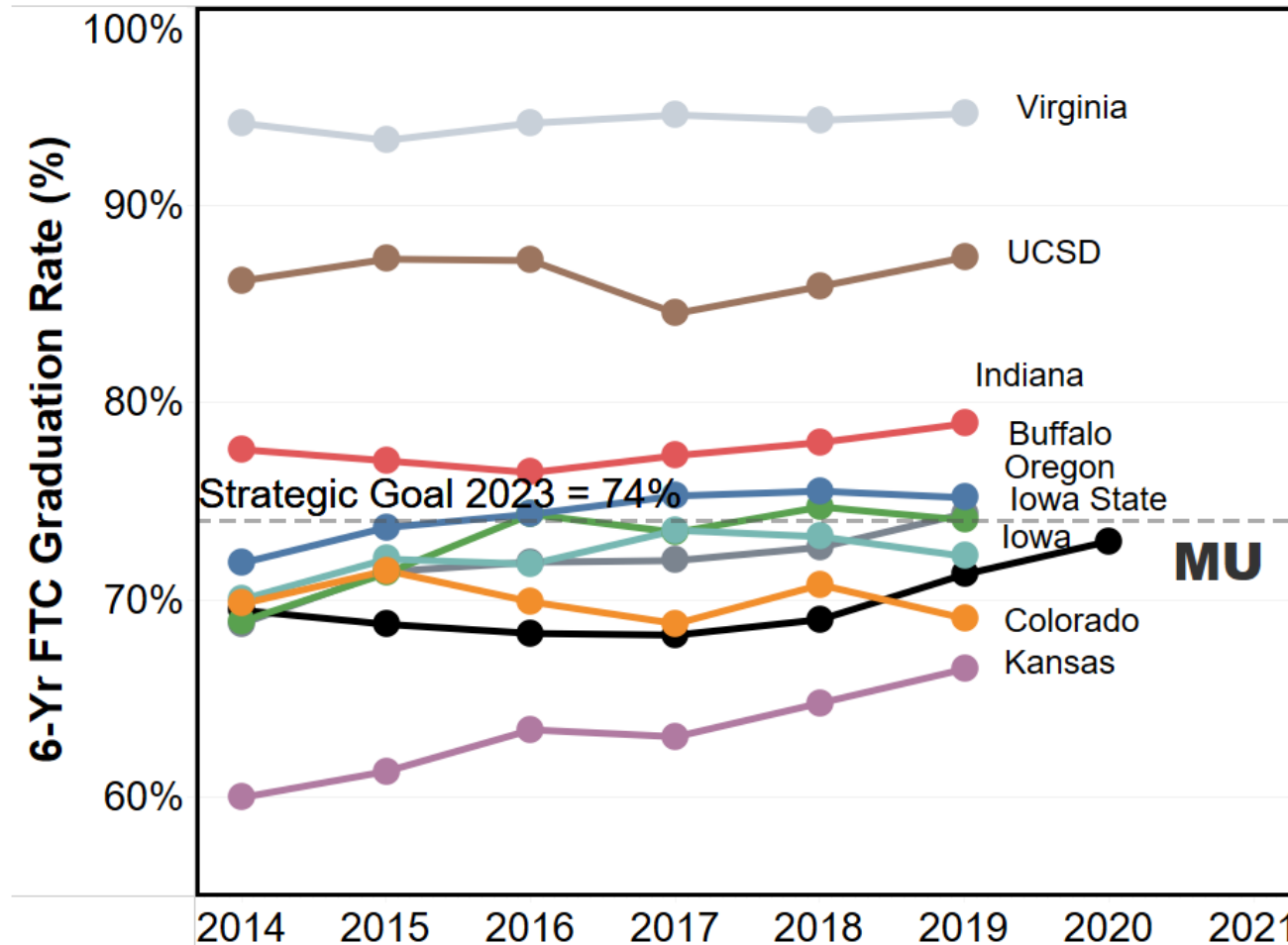


First-Time College 4-year Graduation Rate





MU First-Time College 6-year Graduation Rate





MU Career Outcomes

Goal – 95% by 2023

- Adopted single platforms for placement and tracking coordinated through MU Career Center
- 93.5% success rate in 2020; up from 90.6% in 2017*
- A rate 10 to 15% above comparison groups.
- More information:
 - <https://undergraduatestudies.missouri.edu/career-outcomes/>





New Student Check-in Survey Started in Fall 2019 FTC Retention to 93% by 2023

- Academic interventions retention: ⬆ 86% to 90%
- Financial interventions retention: ⬆ 82 to 85%
- Total interventions retention: ⬆ 85% to 87%
- Students with no concerns retention: 94%
- Flags raised within Early Alert System by MU Connect.
- Investment to support increased interventions.





Student Support Infrastructure

FTC Retention to 93% by 2023

- First Generation Student working group.
- Peer Mentoring Working Group
- Discovery Center centralizes advising for undecided students.
- Centralized Office of Financial Success to support financial literacy and financial wellness.
- Strategic investment to support and expand services focused on implementing and supporting new practices.





- (BORN) 9-21-1912

ENTRANCE CREDITS

UNITS

for admission to **COLLEGE OF ENGINEERING**

Admitted to _____ Date _____

Condition _____

Removed _____

Admitted to _____ Date _____

Condition _____

Removed _____

Admitted to _____ Date _____

Condition _____

Removed _____

| | | | | | | | |
|---|--|---------------------------------------|----------------------|-------------------|---------------|--|--|
| Credits from <u>Eldon (Pa) High School</u> | Grad <u>May 1931</u> | | | | | | |
| English <u>3</u> M & M His Latin _____ | Zoology <u>1</u> Agr. <u>1</u> Cum. Law <u>2</u> | | | | | | |
| Algebra <u>1</u> ^{Calculus} <u>1</u> Greek _____ | Botany _____ | Voc. Agr. _____ | Com. Geog. _____ | | | | |
| Pl. Geom. <u>1</u> Amer. His <u>1</u> German _____ | Gen. Biol. _____ | Man. Trgm. _____ | Bookkeep. <u>1</u> | | | | |
| Sol. Geom. _____ | Amer. Govt. French _____ | Gen. Sci. <u>1</u> Merch. Draw. _____ | Gen. & Typ. <u>1</u> | | | | |
| Trigonom. <u>1</u> Comp. Civ. <u>1</u> Spanish _____ | Ph. Geog. <u>1</u> | H. H. Art. _____ | Teach. Tr. _____ | | | | |
| Ad. Arith. _____ | Economics _____ | Physics <u>1</u> | Hygiene _____ | V. Ha. Ex. _____ | Medic. _____ | | |
| Anc. Hist. _____ | Sociology _____ | Chemistry _____ | Psychol. _____ | Com. Arith. _____ | Drawing _____ | | |

COURSE

Course No.

First Semester

Second Semester

Summer Session

REMARKS

Credit Hours

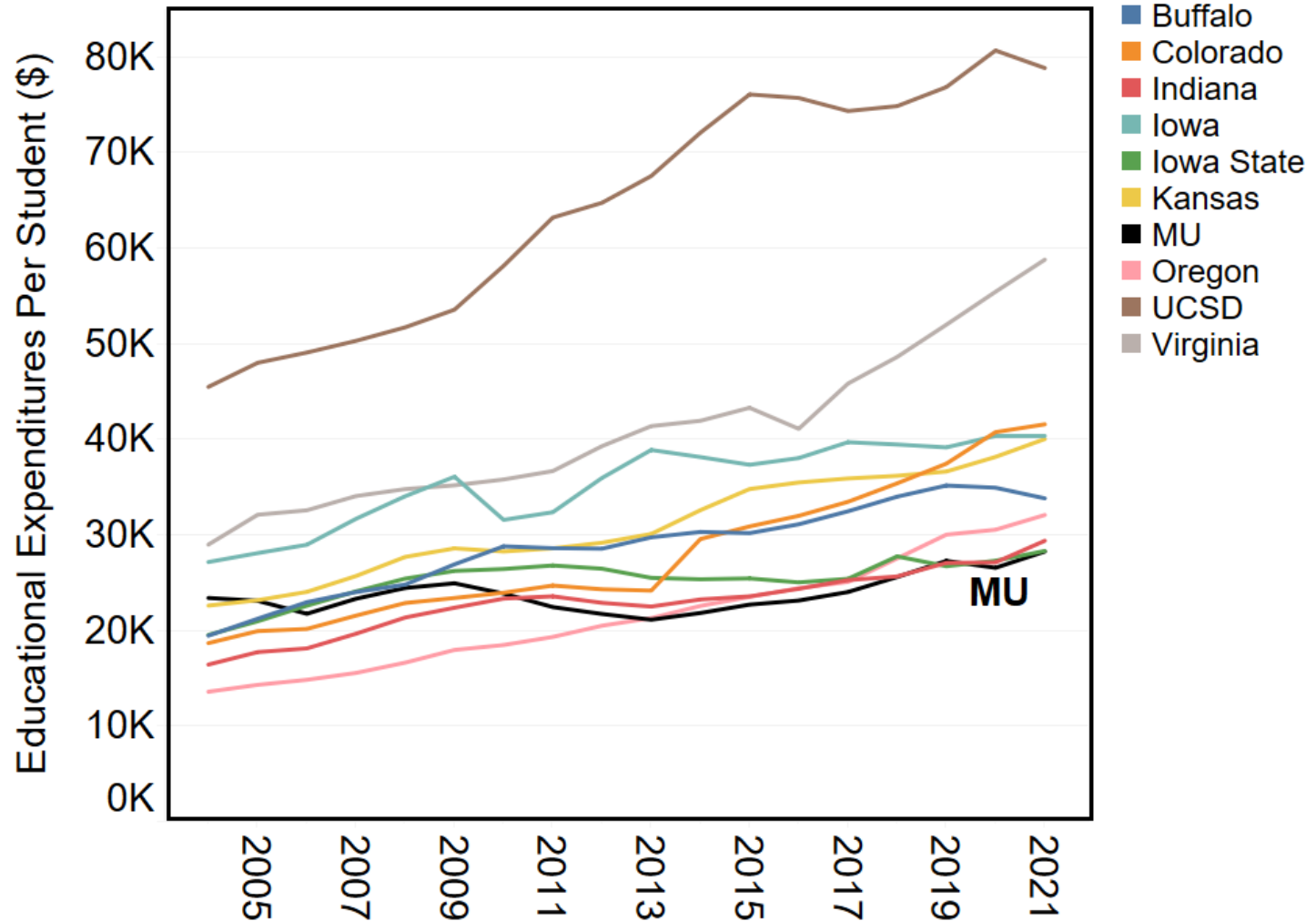
| | Year Taken | First Semester | Second Semester | Summer Session | REMARKS | Credit Hours |
|----------------------------------|--------------|----------------|-----------------|----------------|---------|--------------|
| | | Grade | Grade | Grade | | |
| Engl. Comp. & Rhetoric | 1/ 1932-33 | 3 | I | | | 6 |
| Math. - Introductory Course | 1/ | 3 | M | | | 3.00 |
| Gen. Zoology & Chemistry | 1/ | 3 | M | | | 5.00 |
| Arch. Eng. - Eng. Drawing | 1/ | 3 | M | | | 5.00 |
| Arch. Eng. - Eng. & Machine | 3/ | 2 1/2 | S | | | 2.50 |
| Math. Phys. & Inf. Inf. Inf. | 3/ | 1 1/2 | M | | | 1.50 |
| Math. - Alg. & Algebra | 2W | - | - | 5 | M | 5.00 |
| Eng. - Calc. & Statistics | 2W | - | - | 3 | I | 3.00 |
| M. Eng. - Eng. Drawing | 2W | - | - | 3 | E | 3.00 |
| M. Eng. - Pattern Making | 2W | - | - | 2 | S | 2.00 |
| Civil Eng. - Materials & Constr. | 2W | - | - | 3 | S | 3.00 |
| Mil. Eng. - Ed. - Inf. Inf. | 2W | - | - | 1 1/2 | M | 1.50 |
| TOTAL CREDIT | | | | | | 35.00 |
| General Ph. Phys. | 3/ 1933-34 | 5 | M | | | 5.00 |
| Math. - Analytical Geometry | 4/ | 5 | M | | | 5.00 |
| General Economics | 1/ | 5 | M | | | 5.00 |
| Math. Phys. - Ed. - Inf. Inf. | 3/ | 12 | M | | | 1.50 |
| Math. - Differential Calculus | 5/ | - | - | 5 | I | 5.00 |
| General Ph. Phys. | 4/ | - | - | 5 | S | 5.00 |
| Gen. Eng. - Elemt. Surveying | 2W | - | - | 3 | S | 3.00 |
| Arch. - Extens. - Sp. Sp. Sp. | 1934 | - | - | 3 | Etc. | 3.00 |
| Math. Phys. - Ed. - Inf. Inf. | 4/ | - | - | 1 1/2 | M | 1.50 |
| Arch. - Integral Calculus | 100/ 1935-36 | 5 | F | | | 5.00 |
| Arch. Eng. - Elemt. Surveying | 1937 | 3 | I | | | 3.00 |
| Arch. Eng. - Higher Surveying | 1947 | 2 | M | | | 2.00 |
| Arch. - Inf. Inf. | 1948 | - | - | 3 | M | 3.00 |
| Arch. - Hydrostatics | 1948 | - | - | 3 | E | 3.00 |
| Arch. - Roads and Structures | 1948 | - | - | 3 | E | 3.00 |
| Arch. - Business Relations | 1948 | - | - | 3 | E | 3.00 |
| Arch. - Technical Writing | 1948 | - | - | 2 | M | 2.00 |
| Arch. - Inf. Inf. | 1948 | - | - | 2 | S | 2.00 |



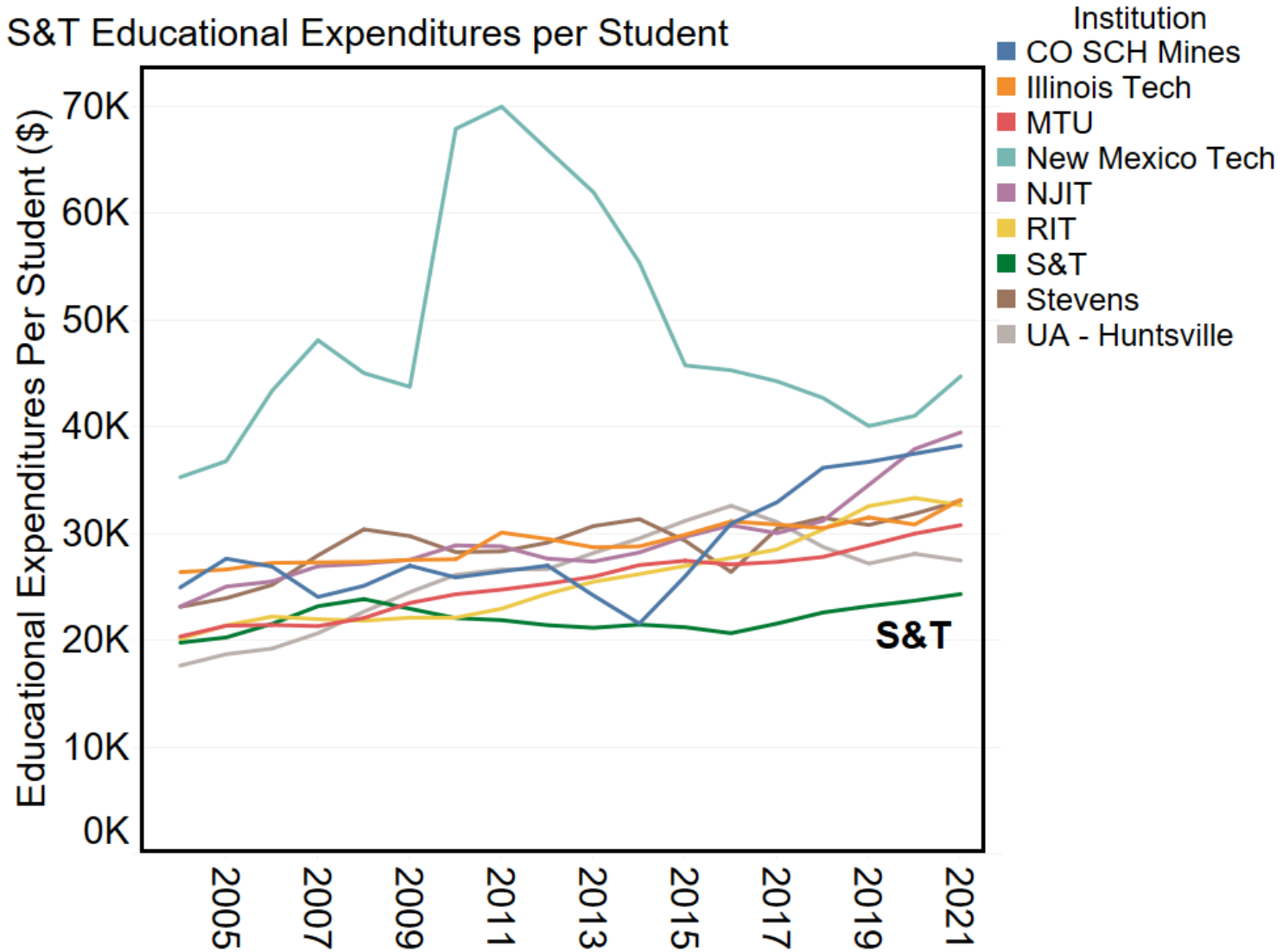
University of Missouri System

COLUMBIA | KANSAS CITY | ROLLA | ST. LOUIS

MU Educational Expenditures per Student:

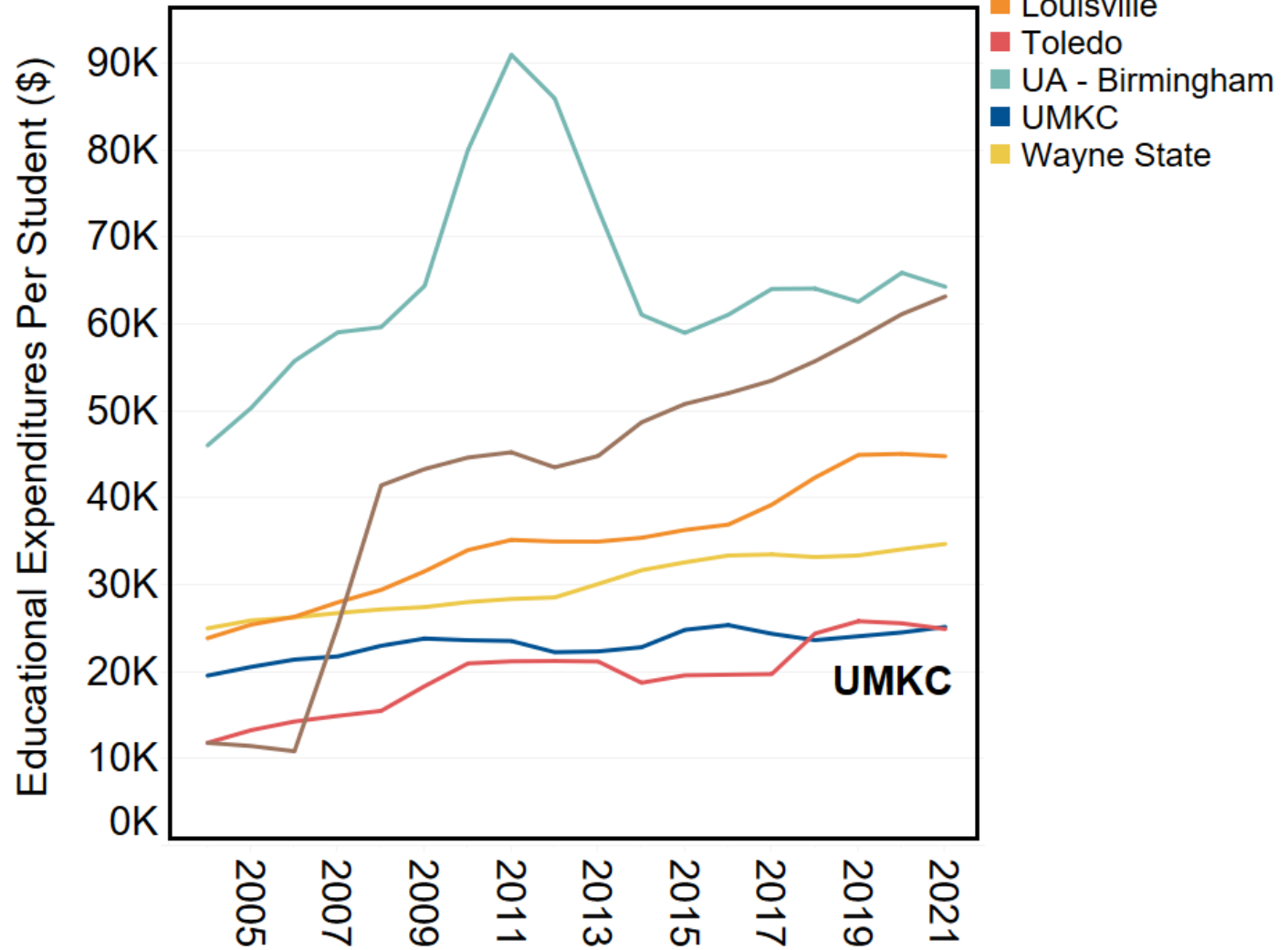


S&T Educational Expenditures per Student





UMKC Educational Expenditures per Student



UMSL Educational Expenditures per Student

