

Strategic Plan Committee Members and Facilitators (FY 19)

Academic Excellence

CHAIR: Ashley Ireland

Measure	Go-getter Facilitator
<p>Enhance national academic quality rankings with ranking in the top 20 among the Regional Universities in the South and the top 5 of the Top Public Universities in the South in <i>US News & World Report</i>.</p>	<p align="center">David Balthrop</p> <p><i>Deans and Chairs are prioritizing initiatives that assist with improving rankings for US News and World Report. For instance, each academic area has encouraged, nominated, and supported faculty to participate in the Road Scholar program, which should directly impact the impression of Murray State held by high school counselors. Deans and chairs work with Development and Alumni Affairs to maintain and increase the giving rates of alumni from the respective colleges and schools. Academic areas are also developing schedules that keep class sizes low, particularly for first time freshmen/transfers, but that do not increase the cost of instruction. Deans and Chairs prioritize retention by working with faculty to offer in-class and co-/extra-curricular events for students in their respective units. Deans and Chairs work to ensure faculty members in the colleges and schools meet high standards with regards to earning the highest degrees in their respective fields.</i></p>
<p>Retain Honors College students from first to third year</p> <ul style="list-style-type: none"> a. Within the Honors College at 55% b. Within the University at 85%. 	<p align="center">Warren Edminster</p> <p><i>2a) The Honors Counselor will meet with every student every year and meet with first year students twice. These half hour conferences will examine student objectives and obstacles they face. The counselor will schedule follow-up meetings with students who are struggling in school or in the Honors College. Students who don't feel they can complete the Honors Diploma will be encouraged to attempt to complete the Honors Focus. Two issues facing Honors College retention are the inconvenience of study abroad and students feeling intimidated by the senior thesis. The Honors College has appointed a faculty member to serve as Honors Experiential Learning Coordinator to work on helping develop more convenient study abroad options and on demystifying the undergraduate research process so more students engage in research earlier in their careers.</i></p> <p><i>2b) The Honors Counselor will meet with every student every year and meet with first year students twice. These half hour conferences will examine student objectives and obstacles they face. The counselor will schedule follow-up meetings with students who are struggling in school or in the Honors College. Even when students need to drop Honors because of grades, the counselor will follow up the next semester to see if guidance is needed to help those students succeed. Some Honors students initially struggle academically in college because they haven't learned to study in high school. Honors will encourage students to take manageable first semester course loads and will send out information on tutoring throughout the fall.</i></p>

<p>Promote an excellent student/faculty ratio of 17 to 1 or less.</p>	<p style="text-align: center;">Renae Duncan</p> <p><i>Because we have had a student/faculty ratio less than 17 to 1 for many years, we will set FY 19 as 16 to 1 based on current staffing, current enrollment, and the current budget situation.</i></p>
<p>Increase STEM-H degrees awarded to 1,091.</p>	<p style="text-align: center;">Claire Fuller</p> <p><i>The CPE list of CIP codes for STEM-H degrees was reviewed and updated with the CIP codes on file for all MSU academic programs. We are increasing awareness of which academic programs count for this particular metric. Additional programs are being explored to increase academic offerings in these areas.</i></p>
<p>Meet or exceed Kentucky Council on Postsecondary Education metrics for Murray State Diversity Plan.</p>	<p style="text-align: center;">Crystal Coel, Cami Duffy and S.G. Carthell</p> <p><i>Crystal Coel - The following reflects an update about the movement of the metric labeled as the “Diversity Development Initiative: Faculty Fellowship,” (hereinafter referred to as DDI:FF). This measure under Academic Excellence does meet and exceed the Kentucky Council on Postsecondary Education metrics for the Murray State University Diversity Plan.</i></p> <p><i>Since its inception in 2014, the DDI:FF program has had six Fellows representing five states and the University of Pennsylvania, Florida State University, Texas Southern University/University of Houston, Trident University and Murray State University. In 2016, upon the request of the sitting President, a five-page formal proposal outlining a clear plan to solidify the program, was submitted. There has been no movement with that proposal. However, based on informal communications with the current Interim President and current Provost/Vice President for Academic Affairs, Dr. Coel has been encouraged to still seek new Fellows for the 2019-2020 year. Although the current budget does not allow funding for this DDI:FF initiative, it has been articulated by these top two administrators, that funding will be provided should qualified applicants surface. Therefore, Dr. Coel has spent the Summer and Fall of 2018 reaching out to her constituents within the United States for prospective Fellows. Dr. Coel has also followed up with the Deans to identify current openings that could lead to permanent positions should Fellows be hired and seen as outstanding candidates for those vacancies. The DDI:FF initiative remains active.</i></p> <p><i>Cami Duffy - Background: CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE.</i></p> <p><i>As such, the CPE directed the CPE’s Committee on Equal Opportunities (CEO), in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education. In this new iteration of the Policy, CPE seeks to build on the strong 30+ year foundation and further integrate the new</i></p>

degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated.

This Policy identifies three (3) focus areas with the identical headings: (1) Opportunity (Recruitment and Enrollment), (2) Success (Retention, Graduation Rates and Degrees Conferred), and (3) Impact (Culturally Competent Campus Community and Diverse Employee base).

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric). Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

Update:

Since May 2017, annually each Vice President's direct reports have selected at least two distinct goals/objectives to guide their efforts for the year. Each direct report of the Vice President has provided information from the two objectives/goals that were established to be assessed each year of the Plan. The Vice Presidents supplied an annual report based on the selected goals for the year which also included specificity toward achievement of the selected goals for the year.

SG Carthell - We have had success with the Emerging Scholars Institute (ESI) which is the main retention and leadership develop program for the Office of Multicultural Initiative, Student Leadership & Inclusive Excellence. ESI has had a 3.0 cumulative GPA for the past 7 years and over a 3.2 cumulative for the past 2 years. The program averages 80-110 URM students. Currently 158 students are currently enrolled in the Emerging Scholars Institute, 70 are diversity scholarship recipients and 88 are non-scholarship students. We have instituted a three tier mentoring program for students in CONNECTED, phase one of ESI. All 58 Connected/MAAP students have been assigned Peer Mentor, Graduate Fellow Mentor and Faculty/Staff Mentor. We have expanded the Emerging Scholars Institute retention initiatives to include enrolling all fall 2018 URM/ESI first-time freshmen and transfer students into the Murray Academic Achievers Program (MAAP) to supplement their experience in Connected. We have also allowed students below a 20 ACT to enroll as first time freshmen in Connected. We have also had success with students who received the Blue Retention Scholarship as a result of their involvement in the ESI program 17 of the 20 students awarded in 2017-18 are still enrolled in ESI with a cumulative GPA of 3.11.

Goals:

	<p>1- Increase the number of URM students that are attaining sophomore status with a GPA above 2.5 within 4 semesters by 15% by 2022.</p> <p>2-Attain a six year graduation rate for the 15/16 Cohort URM students of 42% or higher</p> <p>Existing and projected budget and professional staffing challenges will affect the success of these goals.</p>
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Student Success

CHAIR: David Looney

Measure	Go-getter Facilitator
<p>Increase the six-year graduation rate of the first-time, full-time, freshman cohort to 54%.</p> <p>a. Have at least 2,482 degrees awarded in an academic year.</p> <p>b. Increase the graduation rate of under-represented minority and low-income students to 42%, respectively.</p> <p>c. Ensure the National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) for each Murray State sport is at least 930 and the NCAA federal graduation rate is at least as high as Murray State’s undergraduate graduation rate.</p>	<p>Mark Arant and Don Robertson (See Document on Student Success at end for general measure and low-income part b)</p> <p>a. Mark Arant <i>The following data reflect actual degrees awarded and the estimated degree production for this year. The significant drop in enrollment has and will affect degree production at Murray State for the short term. Turning the trend to meet the goal by 2021 will require increased enrollment of transfer and master degree-seeking students for the Fall 2019 semester and increased retention rates of juniors and seniors for the next two years. Should the estimate for this year materialize, the differential needed to meet the goal in two years would be 512. The per annum average would be 256.</i></p> <p>b. Peggy Whaley and S.G. Carthell <i>Located at end of document</i></p> <p>c. Matt Kelly <i>The 2017-2018 NCAA APR (which will not publicly release until December) does exceed the NCAA benchmark of 930 in all 15 Murray State varsity sports and the Federal Graduation Rate reported for the 2017-2018 year (2011-2012 cohort) exceeds the overall federally reported Murray State University graduation rate by greater than 10%.</i></p>
<p>Enhance academic aspects by increasing</p> <p>a. average composite ACT from 22.6 to 25 for</p>	<p>Shawn Smee and Maria Rosa</p> <p>a. <i>Providing additional ACTR testing dates throughout 2018-19 and organizing ACT prep workshops to be held in our 18 -ounty service region are concepts to advance the ACT average composite score.</i></p>

<p>undergraduate degree-seeking students and</p> <p>b. the percentage of first-time, full-time, freshman students in the top 25% of their class to at least 50%.</p>	<p>b. <i>Increased Communication Plan to Admitted Students (emphasis on CHA, GSP, GSA, etc.)</i> <i>This will need additional outreach from academic departments/Road Scholars to recruit high achieving students within certain degree areas.</i></p>
<p>Achieve the metrics in the Enrollment Strategic Plan.</p> <p>a. 1600 first-time, full-time freshmen students (Fall semester headcount),</p> <p>b. 700 first-time transfer students (Fall semester headcount),</p> <p>c. 500 international degree-seeking students (annual unduplicated headcount),</p> <p>d. 450 first-time graduate students (Fall semester headcount) and</p> <p>e. 8,600 undergraduate students and 1,700 graduate students (Fall semester headcount).</p>	<p style="text-align: center;">Strategic Enrollment Management Leader</p> <p>a. Charlotte Tullos <i>Murray State has worked on yield documentation and communication plan to better connect with applicants and admitted students. We had multiple actions to increase applicant pool to encourage submission for the Fall 2019 term earlier in Fall 2018. Financial Aid has developed protocols to provide certain information on December 1, 2018. Summer Orientation is supposed to open earlier this academic year as it is a strong predictor for those who matriculate.</i></p> <p>b. Maria Rosa <i>We continue to strive to reach a fall first-time transfer student enrollment goal of 700 students. We have implemented several programs to work towards this goal. Highlights are listed below.</i></p> <ul style="list-style-type: none"> • <i>Accelerate U! Program fostering first-time transfer (FTT) class for the following year</i> • <i>Enhancing VIP events & expanding location offerings both in KY and surrounding states</i> • <i>Adding additional presence and office hours in KCTCS system</i> • <i>Enhanced communication plan targeting students along the application funnel</i> • <i>International articulation agreements to further expand program transferability and ease</i> • <i>Partnering with academic departments in recruitment and articulation agreements</i> • <i>Increased opportunities to present in first year experience classes in KCTCS community colleges</i> • <i>Spring start transfer student scholarship availability</i> • <i>One to one recruitment appointments at community college sites</i> • <i>Campus bus-in event for transfer students</i> • <i>Enhancing/expanding MSU Showcase Day for community college advisors</i> • <i>Full launch of Transfer VIP Connect joint admissions program</i> • <i>Website audit and enhancements</i> • <i>Transfer student focus group research</i> • <i>MSU Alumni at community colleges partnership events</i> <p>c. Tyson Mannering <i>Initiatives include</i></p>

	<ul style="list-style-type: none"> • <i>Personalized communication and social media targeting prospective international students and their families</i> • <i>Implementation of scholarship grid and partner university scholarship which is being aggressively promoted</i> • <i>Outreach to alumni and education agents who promote MSU in their home country</i> • <i>Development of cooperative agreements with foreign universities in China, Taiwan, Colombia, and Japan.</i> <p>c. Matt Jones</p> <p><i>1. Attending additional graduate recruitment events. In years past, the graduate recruitment office would attend 16 - 18 events, per academic year. Now, we attend in excess of 60 events per year. These events occur across the states of Kentucky, Tennessee, Missouri, Illinois, Indiana, and Arkansas.</i></p> <p><i>2. Increased communication with prospective/admitted students. Prospective/admitted students are communicated with from both the graduate education office, and faculty within their program of interest. The multiple sources of communication has assisted in relationship development, and is helping to secure new graduate students.</i></p> <p><i>3. New programming for on-campus students. In October, we hosted the first Murray State Graduate Program Fair, in the atrium of Alexander Hall. This gave our students an opportunity to explore the graduate programs that are available to them at Murray State. There were 52 students in attendance at the event. Each student received an application fee waiver, which should help encourage them to submit an application for admission.</i></p> <p><i>4. Coming in Spring 2019, we will be reinstating the graduate student council. The council will be made up of students from across the graduate school. The representatives will come from on-campus and online students. There will be two to three meetings during the semester. This group will be used to help in addressing the needs of our graduate students.</i></p>
<p>Increase first-year retention of the first-time, full-time freshman cohort to 78%.</p>	<p style="text-align: right;">Peggy Whaley</p> <p>Current Retention Rates:</p> <ul style="list-style-type: none"> • <i>76.4% overall for students seeking a baccalaureate or associates degree. This includes students in Tiers 1-4.</i> • <i>79% for baccalaureate degree seeking students. This rate is reported to CPE. This includes only students in Tiers 1-3.*</i> <p>Current Efforts to reach the goal of 78% by 2020*:</p> <ul style="list-style-type: none"> • <i>The student success seminar is now in every 100T first-year transitions course and in ESS 130 (for tier 4 students). In the past, this seminar has only been in 10-12 transitions courses.</i> <ul style="list-style-type: none"> ○ <i>The retention and persistence rates for those in the seminar have been consistently higher than those only in 100T. In some cases</i>

	<p><i>the rates are five-seven percentage points higher for those in the seminar.</i></p> <ul style="list-style-type: none"> ○ <i>This is a collaborative instructional model where students have the opportunity to interact with faculty, student affairs professionals, library faculty, and graduate students.</i> ○ <i>This effort addresses the number one high impact practice, first-year experiences, as determined by the Association of American Colleges and Universities (found at https://www.aacu.org/resources/high-impact-practices).</i> <ul style="list-style-type: none"> ● <i>We changed the student referral processing procedure. In past, email communication was relied upon too heavily to reach students but now, we use a combination of email, text, phone, letters home, and earlier contact with academic advisors. We also use staff in the residential colleges to reach out to students more so than in the past. We have weekly team meetings to address referrals received and take appropriate action. Finally, we communicate more clearly with those submitting the referrals so they know their concerns are not being ignored.</i> ● <i>In September 2018, we started sending a monthly e-newsletter to campus to help faculty, staff, and administrators understand retention efforts and student needs.</i> ● <i>The Great Beginnings Leaders (GBL) were required to complete a much stronger 3-day training in the fall and we have seen many of them use these skills to help students or let us know about students who are struggling. An evaluation of the GBL program is being completed and changes will be implemented next fall to have a stronger impact on new students as they start their college experience on campus.</i> ● <i>We will have a new retention and early alert system in fall 2019, Starfish, which will help us reach our retention goals for all students, not only first-time freshman.</i> <p><i>* It is noted that if we use the retention rate reported to CPE, 79%, we have met the measure for 2020. Perhaps this measure needs clarification about whether or not FTF retention is based only on bachelorette degree-seeking students.</i></p>
<p>Every undergraduate student should complete an internship, service learning component, study abroad, practicum or clinical experience, research experience or other experiential learning opportunity.</p> <p>a. Involve 10% of the undergraduate degree-seeking student</p>	<p style="text-align: center;">Rena Duncan</p> <p><i>The University Studies program will be modified to include a mandate for all bachelor's degree seeking students to participate in an approved experiential education activity as part of their degree requirements. Implementation of this new requirement will begin in Fall 2020.</i></p> <p>a. Shawna Thomas <i>Since September 2017, we have been striving towards the measures that have been set for the Office of Service Learning. During this time, eight Service Learning Designation Applications have been received, all eight of these applications were positively received, and the courses have been designated as "service learning". Four Service Learning workshops were presented to faculty for their development. Two more workshops will</i></p>

<p>population in service learning designated courses.</p> <p>b. Promote options in high-quality study abroad programs and increase the number of students studying abroad to 246.</p>	<p><i>presented this semester. Meetings with Faculty and possible community partners have occurred to discuss how to incorporate service learning into course and into the community. Due to QEP funds, four stipends of \$500 each were granted to faculty who applied for a course to be designated as “service learning”. Students were reached out to by attending several Summer Orientations and the Non-profit Connections event. Each of these measures were taken to move service learning towards the goal of steady growth over the next several years</i></p> <p>b. Melanie McCallon Seib <i>This goal could be revised to indicate program accessibility across the curriculum, as requested during the revision process. The request is for every major to have at least one academic program available that allows usage of MSU scholarship funds for credit-bearing study abroad.</i></p>
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Research, Scholarship and Creative Activities

CHAIR: Nicole Hand

Measure	Go-getter Facilitator
<p>Ensure that 85% of tenure-track/tenured faculty are engaged in scholarly activity each year. (The definition of scholarly and creative activity follows the criteria designated by each individual college and department and is found in the <i>Murray State University Faculty Handbook</i>.)</p>	<p>David Balthrop <i>Deans of the respective colleges and schools reported the percentages of their faculty engaged in scholarly/creative activity. Colleges reporting data include The Jesse D. Jones College of Science, Engineering and Technology; Hutson School of Agriculture; School of Nursing and Health Professions; University Libraries; Arthur J. Bauernfeind College of Business; College of Education and Human Services; and, the College of Humanities and Fine Arts. The total percentage of faculty from all colleges and schools active in scholarly/creative activity is 90%.</i></p>
<p>Increase external grant submissions by 25%.</p>	<p>John Roark and Bob Pervine <i>For FY 18, John presented a total of 8 workshops. Four workshops covered how to find funding opportunities (given on Oct. 11 & 13, 2017 and March 7 & 9, 2018). The other four workshops covered proposal development (given Oct. 18 & 20, 2017 and March 28 & 30, 2018).</i></p>
<p>Increase the number of undergraduate and graduate student scholarly projects mentored by faculty by 20%.</p>	<p>A.J. Boston to collect data and Chairs to help move metric <i>The challenge with collecting this data has been where to collect the data and the possibility that scholarly projects could be counted twice. The QEP number is a strong indicator of the experiential learning taking place on campus, but it is not clear if each student impacted would constitute as a scholarly project. The ORCA number counts only the number of scholarly projects, not the number of participating students. Starting in the Spring 2019 semester, each project applying to collaborate with ORCA will be asked if any QEP funding is, or may be, involved. Therefore, future reporting from ORCA will include both a total number of projects, as well as that total number less the number of QEP involvement.</i></p>

Community Engagement

CHAIR: Matt Purdy

Members: John Rufli, Casey Henderson, Slone Cansler, Jennifer Walker, Jason Vincent, Tina Bernot, Heather Roy and Gerald Washington

Measure	Go-getter Facilitator
<p>Increase private funds raised annually by 5% per year.</p>	<p style="text-align: center;">Adrienne King</p> <p><i>It's important to note that due to tax law changes last year, new restrictions prevent us from counting some private support as "gifts" if it's related to athletic tickets. For example, this year (as of September), athletics has received approximately \$400,000 in private support as these funds are a stipulation for season ticket buyers. That said, it is still private funding supporting the University. With these funds included, total private support YTD is \$2,745,330.</i></p>
<p>Increase the number of cultural, creative and athletics activities offered to at least 250 annually.</p>	<p>Chris Wooldridge, Shawn Touney, Jeanie Morgan and Steve Harrell</p> <p><i>Our discussion touched on many topics which included the establishment of a common calendar for tracking cultural, creative and athletic activities across the university footprint. In looking back at the most available last year, athletics events, CFSB Center events and Lovett Auditorium events for a timeframe from July 1, 2017 to June 30, 2018, the university saw 457 Events with 284,716 recorded attendance. The committee is in the process of developing a shared document for key administrators to access and track the aforementioned activities. This document will track events on both the main campus, the regional campuses and other locations at which Murray State has an involvement or interest. The committee will work to develop a definition that defines a community event under this strategic plan item. The committee will review the tracking document once complete and make available for review and feedback from the appropriate University leadership. Following the document's approval, beta testing will be recommended with appropriate participants identified and a timeline to be put forth.</i></p>
<p>Increase by 5% annually the services provided to K-12 organizations and partnerships with industry in the 18-county service region.</p>	<p style="text-align: center;">Robert Lyons, Chris Wooldridge and Jordan Smith</p> <p><i>With regard to K-12 component, the college executed an environmental scan of the academic and support units to identify keys areas of outreach and engagement. Services range for P-12 direct from services to students such as the LEGO initiative, Fall on the Farm, Chemistry and History competitions to services to individuals for professional development such as Career College, Google Training and STEM Support. Quantifying the exact number of events and personnel involved in these initiatives, as well as other to be identified, will prove a challenge due to the number of events, the support staff involved and the attendance. Each event requires different level of individuals and time so reviewing the projects individually to set the baseline for this component will begin. Going forward the committee will consider a master record keeping tool for tracking such events. With regard to the Industry component, each college will be asked to identify the companies located within the 18 county footprint with which each department within that college has a relationship, Once the relationships</i></p>

	<p><i>are identified, the current level of with Murray State University will be determined focusing on areas such as internships, research and hiring. After learning the level of service engagement work will be done to determine if those services could be expanded or new ones provided. An example would of this would be the development of West Kentucky Tech Counsel which arose from the work done in the TSM program to address the need for IT technician graduates and the support service the university may able to provide the industry. Based on the information learned, a tracking process will be established as well and updated on a regular based, both of which are yet to be decided.</i></p>
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Student Success Update for Measure 1

Measure: Increase the six-year graduation rate of first-time, full-time freshmen cohort to 54%.

- The **Recapture Campaign** continues to be a positive collaborative effort between Student Affairs and Academic Affairs. This campaign supports the enrollment of students who have not yet registered for a future term.
 - The spring to fall 2018 Recapture Campaign, in collaboration with many faculty, staff, and offices on campus, supported the registration of students.

Undergraduate	Total Not Registered	% Change
4/16/18	1710	
8/6/2018	609	-64.4%
Graduate	Total Not Registered	% Change
4/16/18	672	
8/6/2018	252	-62.5%

- The **student success seminar** is now in every 100T first-year transitions course and in ESS 130 (for tier 4 students). In the past, this seminar has only been in 10-12 transitions courses.
 - The retention and persistence rates for those in the seminar have been consistently higher than those only in 100T. In some cases the rates are five-seven percentage points higher for those in the seminar.
 - This is a collaborative instructional model where students have the opportunity to interact with faculty, student affairs professionals, library faculty, and graduate students.

- This effort addresses the number one high impact practice, *first-year experiences*, as determined by the Association of American Colleges and Universities (found at <https://www.aacu.org/resources/high-impact-practices>).
- **Parent/Family Communication:**
 - E-newsletters are sent twice a month during the academic year. These newsletters contain information about campus, student affairs, and academic affairs events and student highlights.
 - Parent/Family referrals are received and processed quickly
 - Family Weekend is well attended and provides an opportunity for all students and their families to reconnect while on campus
- **Efforts to support the retention and graduation of the Low Income (LI) and Underrepresented Minority (URM) Students in the 2015-16 Cohort**
 - An evaluation of this cohort data in July revealed the following:
 - Retention numbers remain strong
 - There were 16 LI graduates and 1 URM graduate in 2018
 - There are more students in the junior and senior level than in the sophomore and freshmen level indicating positive progression towards a six-year graduation.
 - 45.20% of LI progressed into senior status
 - 38.02% of URM progressed into senior status
- We changed the **student referral processing procedure**. In past, email communication was relied upon too heavily to reach students but now, we use a combination of email, text, phone, letters home, and earlier contact with academic advisors. We also use staff in the residential colleges to reach out to students more so than in the past. We have weekly team meetings to address referrals received and take appropriate action. Finally, we communicate more clearly with those submitting the referrals so they know their concerns are not being ignored.
- We will have a **new retention and early alert system** in fall 2019, Starfish, which will help us reach our student success goals for all students.
- Overall, there is **better communication** to campus colleagues and **more collaboration** on efforts to support student success and graduation.

Additional Information specific to URM from SG Carthell for item SS1b

Office of Multicultural Initiatives has assigned responsibilities to two Minority Graduate Fellows and three students MAAP Unit leaders to connect with and provide support for 2015-16 URM students. We are developing a mentoring program, monthly student success meetings, conducting individualized support sessions and targeted programming to get them engaged and keep them focused and on track for graduation by 2021. We currently have 91 of 188 students left in the cohort. We conducted two surveys (Summer and Fall) to assess issues affecting 2015-16 URM students. Both surveys had a **68%** and **57%** response rate respectively which yielded good information that will assist us in supporting this group. We are identifying 1516 URM students who do not have a mentor and would like one. We are working with faculty/staff across campus to meet this need. We are also targeting 2015-16 URM students at the junior and sophomore level and providing them with additional guidance to develop a plan to graduate by 2021.