

**Retention Council**  
**Meeting Notes**

1/31/2018  
3:00-5:00pm NHE 106

**Attendees:**

- Tracy Smith (co-chair)
- Mary Virnoche (co-chair)
- Rich Boone
- Adrienne Colegrove-Raymond
- Leena Dallasheh
- Alison Holmes
- Clair Knox
- Kyle Leitzke
- Janessa Lund
- Brian Mistler
- Dan Saveliff
- Kathy Thornhill
- Joshua Smith (support)

**Invitees not in Attendance:**

- Rosamel S. Banavides-Garb
- Matt Johnson
- Clint Rebik
- Stephen St. Onge
- Kim Vincent Layton

**I. Discussion of process and procedure**

- a. Timeline: Jan-Feb set goals, Feb – March set strategies and tactics; April produce strategic enrollment management plan
- b. Not scoped to allocate / re-allocate resources
- c. AACRAO continues to play a role and will be returning to HSU later in the semester
- d. Desire to dig deeper, be more intentional, innovate and change a pattern of not following through at HSU.
- e. Our goals are driven, in part, by GI2025 goals.
- f. Enrollment target of 7,603 resident FTES
- g. How to determine reasonable but aggressive endpoints for goals as well as milestones?
  - i. Utilize expertise from grant writing (e.g. EOP, TRIO, HSI, HHMI etc)
  - ii. Look at trends to arrive at reasonable goals.

**II. Setting Goals: Segments**

- a. [Whiteboard Pictures Link](#)
- b. Students who end up on Academic Probation
  - i. More a symptom than a segment
  - ii. Identify those most at risk of Academic probation
- c. First year at HSU Students
  - i. Focus on Segments who we have already started to build infrastructure
  - ii. Finish out and fully develop current project (e.g. Degree Planner)
  - iii. Learning communities, professional advising, and other programs focused on this segment
- d. First Generation
  - i. Need to validate data
  - ii. Consider intersectionality between multiple categories (URG, Academic readiness, first generation, low-income, etc.)
- e. Native Students
- f. Beyond the first year
  - i. Drop in retention from sophomore to junior level.
  - ii. What happens the third semester
- g. Students with untreated mental health needs
  - i. <http://wellbeing.humboldt.edu/data>
- h. Transfers students third and fourth year

### III. Strategies (brainstorm)

- a. Interrupt super seniors
- b. Need to focus on / push for graduation
- c. Interventions to avoid academic probation
- d. FTF support during first 6 weeks (e.g. organizational skills, college navigation etc)
- e. Build capacity to address students unmet mental health needs
- f. Target interventions: review successful practices from ITEPP, EOP, others
- g. Ability get early assessment and data to identify students who can be better supported.
- h. Infrastructure underway
  - i. Freshmen cohort experiences
  - ii. Professional advising
  - iii. Degree planner with updated MAPS

### IV. Data needs

- a. Understanding the predictive variables for academic probation
- b. What students do after leaving HSU – where they go and how soon they start at new institution (specifically – why do so many go to CR?)
- c. Intent to transfer rates
- d. Data on identified segments including sub-segment (URG, First Gen, Academic Preparedness, Low-Income, etc.)
  - i. First time, freshmen students
  - ii. Transfer students – first year at HSU (including Lower Division Transfers?)
  - iii. 2nd year students who started at HSU

iv. Consider patterns/data on a term basis, not just academic year

**V. Next Steps**

- a. Cancelling 2/7 meeting
- b. Check in with Deans re: current efforts
  - i. Create central list of current activities and past plans
- c. M & T create draft goals for review at 2/14 meeting with the following segments:
  1. First time, freshmen year students
  2. Transfer students – first year at HSU (including Lower Division Transfers?)
  3. 2<sup>nd</sup> year students who started at HSU