

The background of the poster is a photograph of a brick building, likely a student center, with green trees and bushes in the foreground. Several stalks of blue lupine flowers are in sharp focus in the foreground, with some in bloom and some as buds. The text is overlaid on this scene.

SMU

in

FOUR

YEAR-TWO PROGRESS

October 12, 2023

Hughes-Trigg Student Center – Ballroom A

Agenda

- **Welcome**
- **Overview & Background**
 - Quality Enhancement Plan
 - SMU in Four Overview
- **Pillar Updates & Goals**
 - Early Alert Pillar
 - Advising Pillar
 - First Year & Gateway Courses Pillar
- **Team & Steering Committee Highlights**
 - Technology Team
 - Faculty Steering Committee
 - Student Steering Committee
 - School Implementation Teams
- **Progress Towards SMU in Four Outcomes**
 - Data: SMU in Four Outcomes
- **Questions & Answer**
- **Call to Action**

The logo for Southern Methodist University (SMU) is displayed in white, bold, sans-serif capital letters. A registered trademark symbol (®) is located at the bottom right of the letters 'U'. The logo is set against a dark blue background that features a faint, stylized image of a building with a clock tower, overlaid with a grid of fine white lines.

Welcome



Overview & Background

Dr. Molly Ellis

Director of Strategic Initiatives, Office of Faculty Success

SMU[®]





What is a Quality Enhancement Plan (QEP)?

Accreditation

- » **SACS – COC** is a third-party accrediting body
- » Signals that the quality and integrity of SMU meets an acceptable, peer-reviewed standard
- » Re-affirmation every 10 years



Quality Enhancement Plan

- » A QEP is a component of the reaffirmation process
- » Carefully designed 5-year course of action that addresses a goal/or issue related to enhancing student learning or student success
- » SMU's QEP is branded as SMU in Four
- » Main focus = improve student success at SMU by increasing the four-year graduation rate for incoming first-year students



SMU

in

FOUR

Start Smart. Finish Strong.

SMU in Four is a comprehensive plan to improve our efforts to successfully help students move through their academic journeys at SMU.

Thus, discrete parts of the University will need to engage and collaborate with one another as we seek to increase our understanding of and eliminate obstacles to student success while enhancing communication across offices that offer support.

SMU in Four Organization

Strategy Team

Determine overall direction, scope, assignment of responsibilities, and ensure successful completion of the SMU in Four

Faculty Steering Committee

Offer faculty perspective, guidance, and recommendations to ensure the academic scope and focus is appropriate

Early Alert Pillar

Design and implementation of the enhanced practices of the Early Alert Pillar

Advising Pillar

Design and implementation of the enhanced practices of the Advising Pillar

First Year & Gateway Pillar

Design and implementation of the enhanced practices of the First Year Pillar

Student Steering Committee

Offer student perspectives, guidance, and recommendations to ensure the academic scope and focus is appropriate

School Implementation Team

Tasked with identifying the school specific needs and requirements to ensure successful implementation of enhanced practices for each pillar and completion of SMU in Four

Technology Team

Support the technological needs of pillar enhanced practices necessary for the successful implementation and completion of SMU in Four

Assessment Team

Develop, execute and manage the assessment efforts of pillar enhanced practices and overall goals of SMU in Four

SMU in Four Pillars

Early Alert Pillar

- » Some students leave SMU after their first year looking for a more challenging and engaging academic experience, while other students struggle to do well in their first-year courses. Through this pillar we will focus on identifying, intervening, and supporting students individually who fall into either category.
- » Improve the collection and use of early and midterm progress reports to identify students who need additional support during the semester.
- » Support faculty through the implementation of technological solutions such as Drop-Out Detective to quickly evaluate student engagement.
- » Support advising and academic support staff in knowing which students need academic support or additional opportunities for engagement.

Advising Pillar

- » Students and Student Senate have indicated that SMU does not provide sufficient and equitable advising support across campus. Differences in the advising experience across majors often makes it more challenging for students to meet all of their academic goals in four years. Through this pillar we will improve the student experience with academic advising and developing four-year academic plans.
- » Implement improvements to academic advising through the integration of technology solutions and changes to academic policies.
- » Empowering advisors to require at-risk students to meet with advising staff.
- » Make sure that students have a more consistent advising experience as they move from a pre-major to a major.

First Year & Gateway Courses Pillar

- » Improve the design and instruction in first-year and gateway courses to promote student engagement and success and reduce any unintended equity gaps that might exist
- » Expand faculty information on the best practice research on strategies to engage students in class
- » Encourage department chairs to support and strategically assign faculty to first-year and gateway courses to ensure a strong academic foundation for undergraduate students.

SMU in Four Goals



First Year Retention

- » We want to increase from 91% to 94%
- » We need to reduce gaps by race/ethnicity, Pell eligible in first semester, and first-generation status



Four Year Graduation

- » We met the 2025 strategic goal of 74% graduating in four years so now we must sustain that achievement
- » We need to achieve this rate for all race/ethnicity, Pell eligible in first semester, and first-generation students
- » We want to close the graduation gap with our aspirational peers which is closer to 80%

Early Alert Pillar

Improve the collection of early and midterm progress report data to support student interventions to promote student success.

Dr. Dustin Grabsch

Assistant Provost for Undergraduate Education & Academic Success

SMU[®]



Early Alert Pillar: Year-Two Initiatives

01

Improve the reporting of early and midterm progress report data by faculty to support early student interventions.

02

Improve distribution of early progress reports (EPR) and midterm progress reports (MPR) data while emphasizing to faculty the importance of providing students this feedback to increase chances of student success in the course.

03

Increase student and faculty awareness of resources available to students who earn deficient grades.

04

Utilize partnership with residence life and student housing (RLSH) and academic affairs early in the semester to promote services and best ways to respond to reports indicating deficiencies.

05

Determine the effectiveness of current outreach methods.

Early Alert Pillar: Year-Two Progress

Faculty/Staff Collaboration

- » Recorded a faculty-led video demonstrating the importance of submitting EPR/MPRs and outreach impact across campus
- » Dashboards for Early Progress Reports (EPR)/Midterm Progress Reports (MPR) deadline – reminders
- » Contacted all groups on campus who outreach to students with deficiencies to determine best practice recommendations
 - » Preliminary responses indicate that this requires further university evaluation

Residence Life and Student Housing Partnership

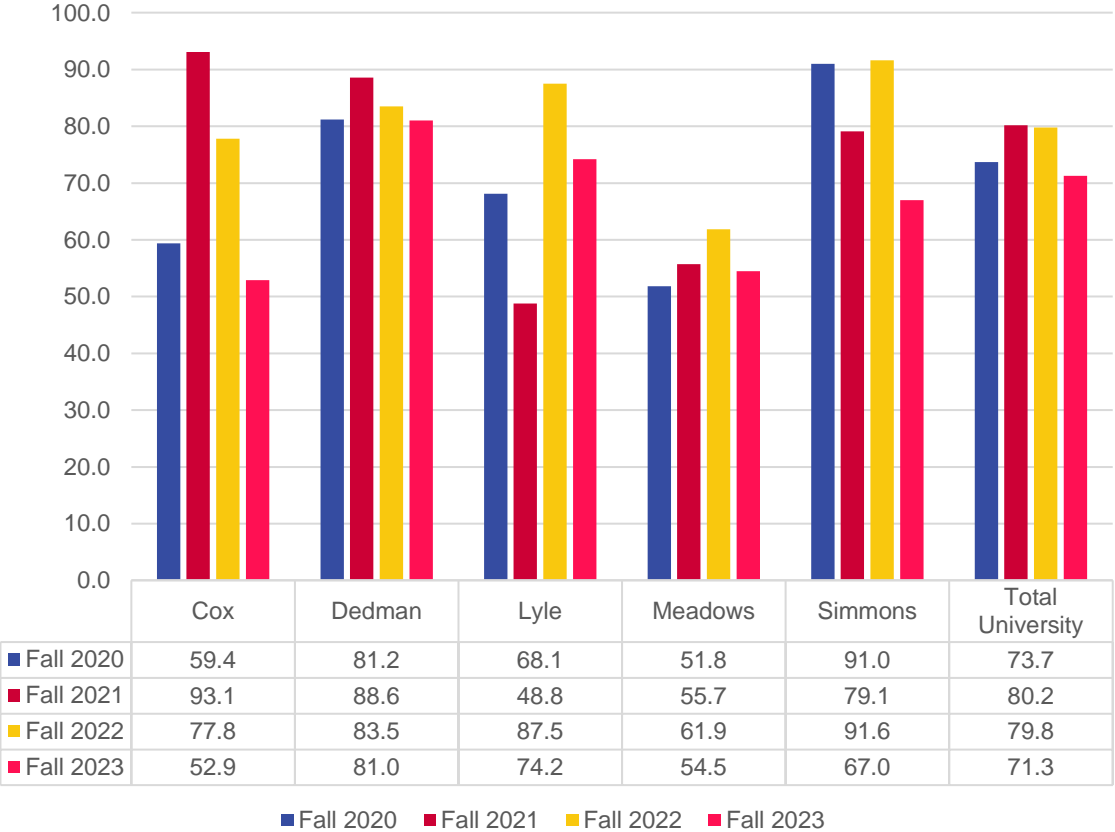
- » Faculty in Residence (FiRs) & Residential Community Directors (RCDs) EPR training
- » Rebranded micro-assessment to “Mid-Semester Check-in” resulting in a participation increase from 11% to 12.76% in spring 2022

Reviewed Data Results

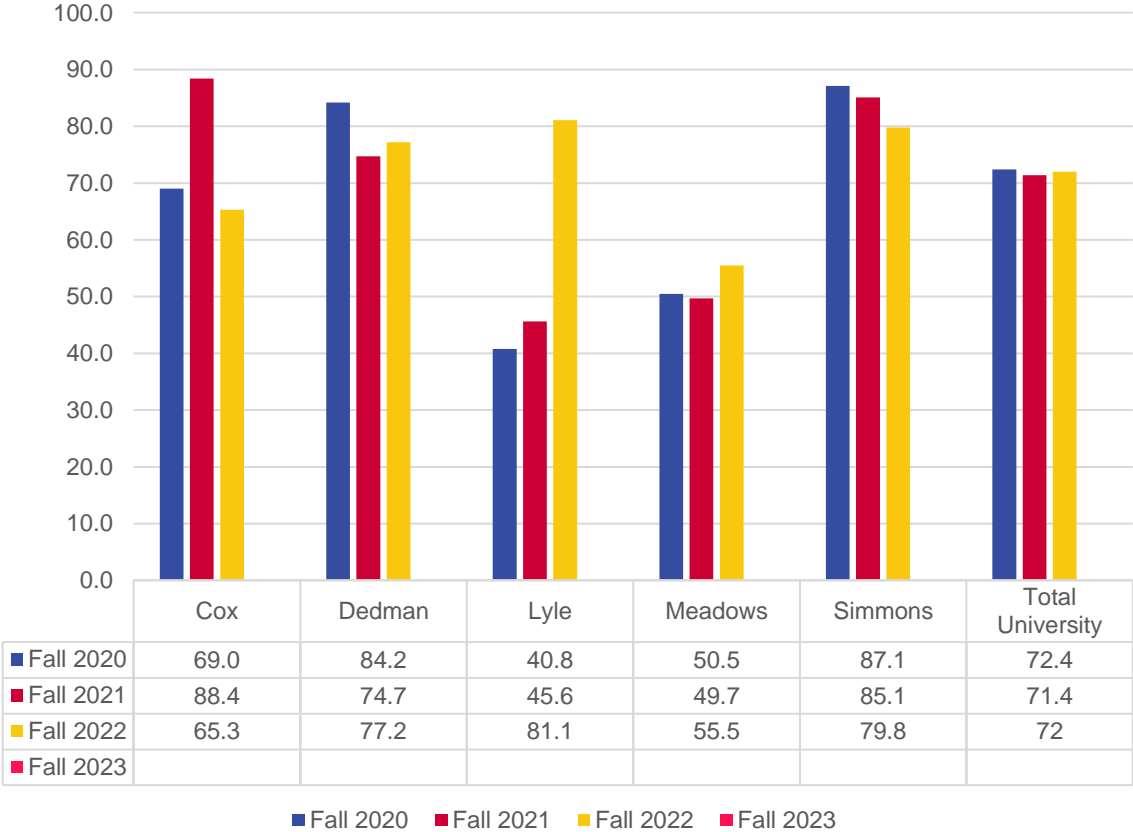
- » After EPRs are sent, students with deficiencies demonstrated less service usage in the A-LEC; however, after MPRs, students with deficits showed more A-LEC service usage
- » Observed a 15% increase in the number of students with all MPR grades reported from fall to spring semester
- » Peer and aspirant institutions primarily concentrate efforts and outreach around mid-semester grades
 - » Any early alert outreach, it is related to attendance only
- » Percentage of DFW grades received in the fall is a significant predictor of retention the following semester
 - » Higher the percentage of DFW grades = less likely the student will return to SMU
- » Percentage of deficient grades on EPRs/MPRs did not significantly affect the retention from fall to spring

EPR/MPR Participation Rates

Fall EPR Reports



Fall MPR Reports



Early Alert Pillar: Plans for Year Three



Enhance initial EPR/MPR notifications from registrar's office (RO)



Facilitate focus groups inclusive of staff who outreach to students with deficient grades to assess



Facilitate focus groups inclusive of the student population with students from Honors, Scholars, and RLSH student leadership programs



Determine future needs of maintaining data and responsible parties



Host a series of meetings about outreach automation, particularly for large groups

Advising Pillar

Implement changes to the advising experience so that students view their assigned advisors as important resources on campus who care about their situation.

Josh Beaty

Associate Director for the University Advising Center

SMU[®]



Advising Pillar: Year-Two Initiatives

01

Identify the challenges that advisors and students face that prevent timely communications, meetings, and enrollment, hamper retention and graduation efforts.

02

Utilize technology to automate rote processes, connect faculty advisors to students, and share information among advisors.

03

Standardize processes and policies across schools and departments to manage undergraduate student advising expectations and experiences more effectively.

Advising Pillar: Year-Two Progress

Degree Planner Tool

- » Integrating the tool into existing advising workflows
- » Year three will serve as a pilot for broader integration of the tool into pre- and declared-major advising

The screenshot displays the my.SMU Degree Planner interface. On the left is a navigation sidebar with options: Dashboard, Schedule, Enrollment, Academics, Advisor Information, Programs, Degree Planner (selected), Degree Progress, Course List, What-If, Grades, and Advising Notes. The main content area shows a progress summary: 5/5 Courses and 15/15 Units. Below this is a table of enrolled courses:

COURSE	COURSE TITLE	UNITS	ENROLLMENT STATUS	ACTION
Course; 3 Un... MATH 1309	Calculus Busi-Social Sci	3	ENROLLED	Eye icon
; 3 Units Req... WRTR 1312	Introduction Academic Writi...	3	ENROLLED	Eye icon
BLI 1210	Business Communications	2	ENROLLED	Eye icon
MNO 3370	Management	3	ENROLLED	Eye icon
SPAN 1401	Beginning Spanish I	4	ENROLLED	Eye icon

At the bottom of the table is a button labeled "Add An Elective Course".

Degree Planner

Pre-Major Students

- » Plan courses until major declaration
- » Usually two to four semesters
- » Advisor initiates and promotes Degree Planner activity
- » Attend PAL workshops and office hours to learn tool

Declared Major Students

- » Plan courses through graduation
- » Typically four to six semesters
- » Discuss Degree Planner revisions with advisor

The Degree Planner "Ritual"

- » Communication to students that complete or revise their degree path by semester deadline (October 1st and March 1st, for example)
- » Expectation that Degree Planner completion a first step before advising for next semester
- » Week of programming in September and February centered around Degree Planner and other advising prep

Advising Pillar: Year-Two Progress

Degree Planner Tool

- » Integrating the tool into existing advising workflows
- » Year three will serve as a pilot for broader integration of the tool into pre- and declared-major advising

Repairing disconnect within student transition from pre- to declared major

- » Pre-major advisors used school-specific templates to inform students of their declaration and school-specific resources
- » School-specific email communications to students were created and tested this year and will be implemented more widely next year
- » University Advising Center plans a pilot presentation for newly declared Economics majors reminding students of important resources and major requirements
 - » These presentations could be expanded to other departments if successful

Changes to Faculty Advising

- » Faculty advisor survey results demonstrated a strong sentiment toward making changes to declared major advising
- » Benchmarking study of peer/aspirant advising models
- » Survey results and benchmarking study were presented to the Faculty Steering Committee in April 2023 and will inform plants for year three

Advising Benchmarking Study

Different advising structures

- » Centralized Structure (University of Tulsa, Saint Louis University)
- » Decentralized Structure (Loyola Marymount, TCU)
- » Shared Structure
 - » Supplementary Model (Carnegie Mellon, Creighton, Pepperdine, Syracuse, Villanova)
 - » Split Model (**SMU**, Baylor, USC, Boston University, Fordham)

How to assess SMU advising

- » Clarity for students
- » Accessibility to students
- » Advisor preparation
- » Communication and collaboration

Discussions this year will focus upon...

- » How to increase the number of students assigned to professional advisors as declared majors.
- » Determining which students would benefit from a four-year advising model (e.g. engineers, performing artists, student athletes).
- » Increasing the coordination and consistency of advising across the 5 undergraduate schools.

Advising Pillar: Plans for Year 3



Renew the effort for widespread use of advising notes among faculty advisors.



Provide advisors with resources to increase communication with students.



Help advisors and students integrate Degree Planner into the advising workflow.



In spring 2024, a new advisor survey will help the pillar evaluate the year's progress and identify any needs for the 2024-2025 year.

First Year & Gateway Courses Pillar

Improve the design and instruction in first-year and gateway courses to promote student engagement and success and reduce any unintended equity gaps.

Dr. Paige Ware

Associate Provost for Faculty Success and Professor for the Department Teaching & Learning

SMU[®]



First Year & Gateway Courses Pillar: Year-Two Initiatives

01

Improving large introductory course design and wrap-around supports to support student success.
Improving large introductory course design and wrap-around supports to support student success.

02

The Student Engagement Institute (SEI) is a workshop-based initiative designed to support faculty in the generation and implementation of ideas for successful pedagogical approaches for first-year courses that support greater student engagement and success.

03

“Faculty-in-four analysis” provides a term-by-term report to faculty leadership listing faculty who address four key pillars of increasing student engagement:

- 1) Timely ordering of course books
- 2) Utilizing canvas
- 3) Submitting progress reports
- 4) Timely final grade submissions

First Year & Gateway Pillar: Year 2 Progress



Course Redesign

- » Continued conversations and support for Year-One Course Redesign participant, the Department of Economics.
- » Launched Year-Two of a two-year Course Redesign initiative with the Department of Chemistry.
 - » Obtain data from students to allow for the design of data-driven initiatives to improve undergraduate education in the general chemistry series and to provide a more rigorous base of knowledge regarding previous anecdotal and formal complaints regarding the curricula.
 - » Develop resources and procedures to aid in advising students to enroll in a preparatory chemistry course (e.g. CHEM1302), to improve student success in the CHEM1303/1304 series.
 - » Create a uniform platform for CHEM1303/1304 with the purpose of maintaining a uniform and equitable educational experience.
 - » Develop a platform that can improve student success via an increase in class engagement and instruction.
 - » Develop assessment tools to track student success across all sections to verify equity in student outcomes.

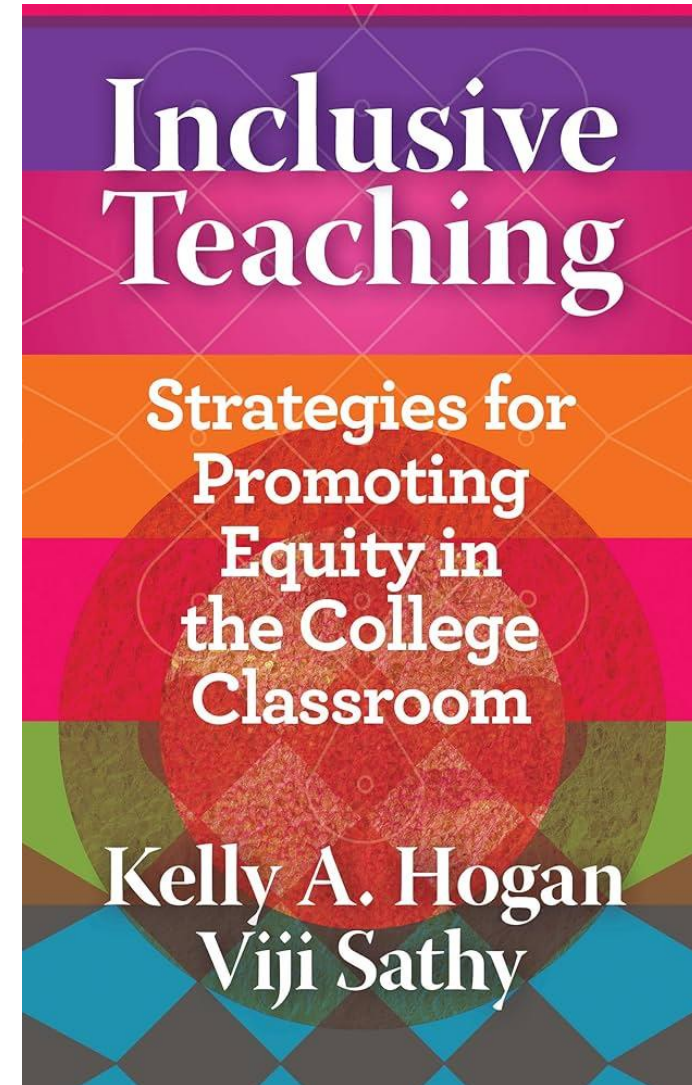


Student Engagement & Inclusion Institute (SEI)

Second iteration of SEI

- » The SEI Initiative focuses on support for first-year students enrolled in introductory and gateway courses. Only a small number of faculty teach high enrollment first-year courses, so we envision the Initiative as a powerful first step in bringing faculty together who have this shared experience.
- » Cohort members bring forward the challenges and opportunities they have accrued through their experiences and share ideas with colleagues across different disciplinary areas.
- » The goal is to build a strong infrastructure to support undergraduate students in having a successful first year and to support faculty through peer support and space to collaborate.
 - » 14 faculty joined for a full-day planning retreat at the Dallas Arboretum on Monday, May 15, 2023
 - » In 2023-24, faculty are gathering in small groups for a series of monthly, one-hour cohort conversations.
 - » To acknowledge additional time contribution, participants receive a \$1,500 stipend.

Inclusive Teaching: Strategies for Promoting Equity in the College Classroom, by Kelly A. Hogan, and Viji Sathy, published in 2022



First Year & Gateway Pillar: Plans for Year-Three



Support and track progress of Year-Three Pedagogical Improvements to Large Courses cohort.



Continue with the second year of the Chemistry course redesign objectives on time.



Launch Year-Three Course Redesign work with courses that satisfy the Critical Reasoning Foundation requirement of SMU's Common Curriculum.



Invite the CR course instructors as the participants to the Year-Three Student Engagement Institute to reinforce continuity across pillar objectives.

Team & Steering Committee Highlights



Technology Team

Curt Herridge

Associate Chief Information Officer for OIT

SMU®



Technology Team

Year-Two Activities

Completed the deployment of the suite of products that culminated in the Degree Planner tool.

Degree Planner tool suite now:

- » Supports mobile devices
- » Informs students which semester a course should be taken
- » Helps students plan their courses within a semester
- » Secure message center has proven to be a solid call to action for students compared to email

Year-Three Plans

The technology team continues to explore the array of datasets that may be valuable for course planning, student retention, throughput, early warning, and time to degree.

Potential future datasets include:

- » Recreation center usage
- » Canvas logins
- » my.SMU logins
- » Student group participation

Degree Planner Student View

▼ Spring 2024  4/4 Courses 13/13 Units Max Units 15  Open

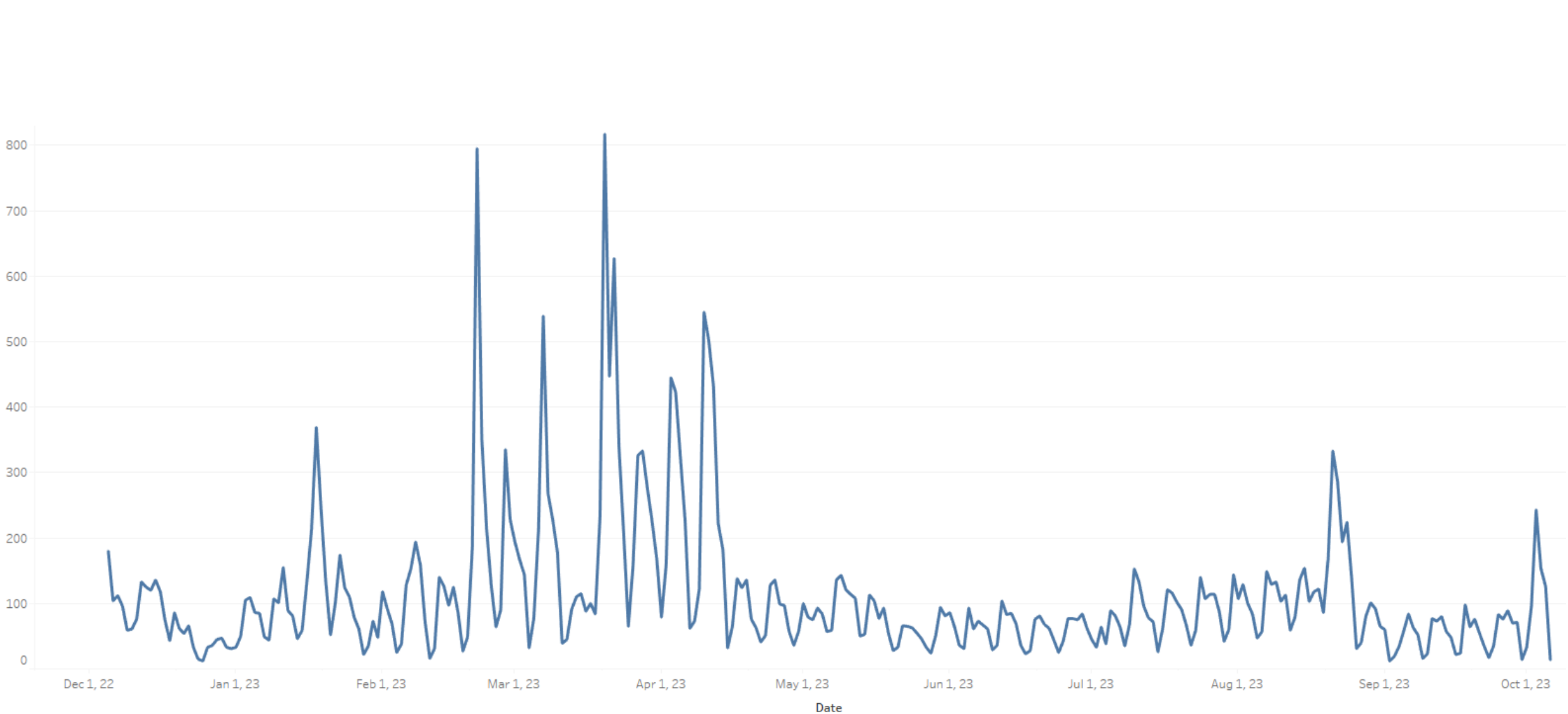
REQUIREMENT	COURSE	COURSE TITLE	UNITS	
Elective Course  	HIST 3310	Problems in American History (THE SE...	3	 Edit Course 
FINANCE CORE (20 Units Required)	FINA 4327	Derivatives	3	  Edit Course 
FINANCE CORE (20 Units Required)	FINA 4329	International Finance	3	  Edit Course 
FINANCE ELECTIVES (2-4 Units Required)	FINA 4441	Alternative Assets	4	  Edit Course 

Add An Elective Course

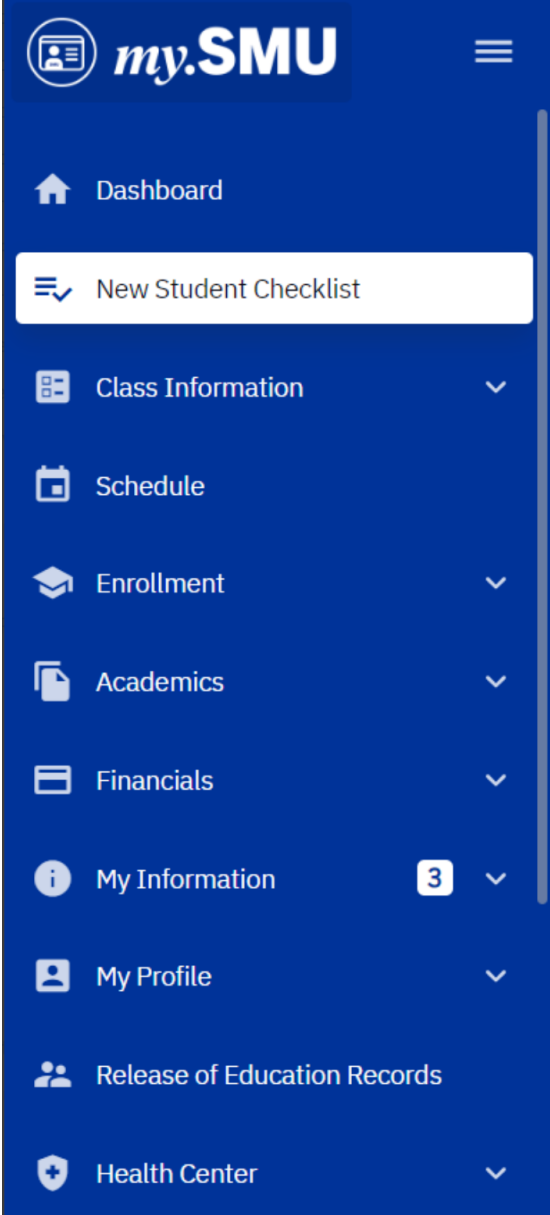
Degree Planner Tool

#	COURSE NUMBER ▼	COURSE TITLE	ACADEMIC ORGANIZATION	SCHEDULED	DEMAND	SEAT DIFF.
> 856	FILM 5315	Critical Studies Seminar (POST 9/11 FILM & MEDIA)	Film & Media Arts	10	0	10
> 857	FINA 3320	Financial Management	Finance	160	189	-29
> 858	FINA 4125	Advanced Corporate Finance Lab	Finance	60	77	-17
> 859	FINA 4126	Quantitative Financial Modeling Lab	Finance	80	77	3
> 860	FINA 4241	Quantitative Trading and Strategies	Finance	40	4	36
> 861	FINA 4244	Special Topics in Energy Finance	Finance	30	6	24
> 862	FINA 4325	Advanced Corporate Finance	Finance	60	73	-13
> 863	FINA 4326	Investment Analysis and Portfolio Management	Finance	80	76	4
> 864	FINA 4327	Derivatives	Finance	60	85	-25
> 865	FINA 4329	International Finance	Finance	80	86	-6

Degree Planner Usage



New Student Checklist



The navigation menu for my.SMU includes the following items:

- Dashboard
- New Student Checklist (highlighted)
- Class Information
- Schedule
- Enrollment
- Academics
- Financials
- My Information (3 items)
- My Profile
- Release of Education Records
- Health Center

New Student Checklist

May take 24 hours for checklist to reflect updates after completing task.

To Do ...

Submit Pre-Enrollment Survey

← Qualtrics

Submit Meningitis A and Health History Form

Submit Housing Application (if required)

← StarRez

Submit Photo ID for SMU ID Card

Enrolled in 12 hour minimum

Submit High School Final Transcripts

Completed

Campus Life Modules Complete

The PACC (Pre-Advising Canvas Course)

← Canvas

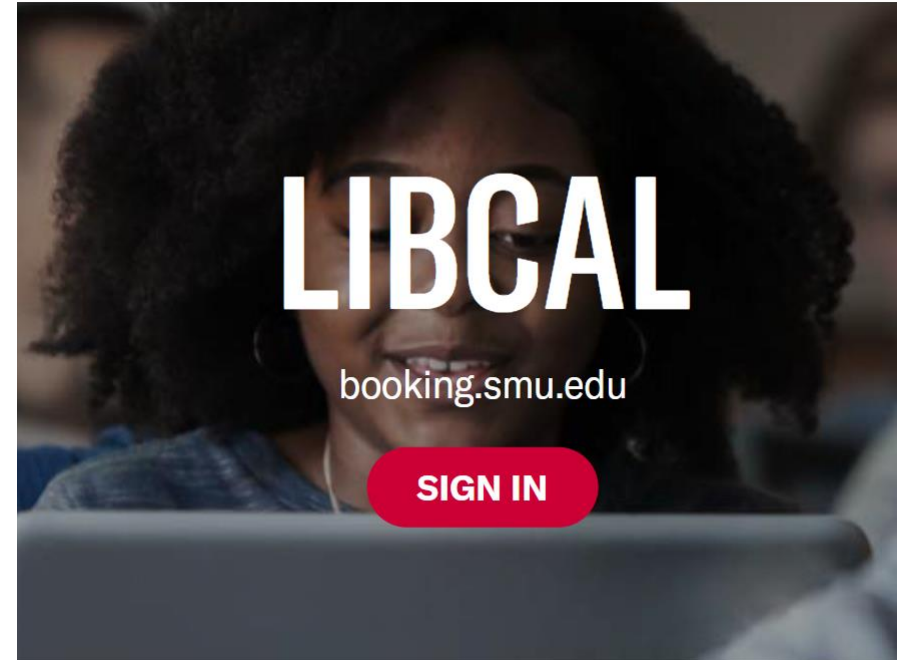
Meet with Advisor (post PACC completion)



The Bumps and Issues

- » Migration to Office 365
- » Availability Incorrect on Public Site
- » Thank You for Grace

- » Degree Planner Speed



Faculty Steering Committee

Dr. Paige Ware

*Associate Provost for Faculty Success and Professor for the Department
Teaching & Learning*

SMU[®]



Faculty Steering Committee

Year-Two Initiatives

The committee consisted of 14 full-time faculty members from across undergraduate schools, who met three times each semester to offer faculty perspectives and guidance towards pillar efforts.

Leads and team members from each of SMU in Four's three pillars were invited once a term to share their progress and receive feedback towards their respective goals.

Year-Two Activities

The following topics were discussed during Year-Two:

- » Opportunities to increase faculty participation in EPR/MPRs
- » Referral options and opportunities to close the loop with students needing wrap-around services
- » Benchmarking on peer/aspirant efforts related to Early Alert
- » Strategies to engage, communicate, and train faculty major advisors
- » Advising Note adoption barriers and successes
- » Revisiting the structure of advising at SMU
- » Degree Planner roll-out and adoption
- » Economics and Chemistry course redesign efforts showcase
- » Revised plan and format for the SEI

Year-Three Plans

Given the success and benefits afforded by the format of the Faculty Steering Committee meetings in Year-Two, a similar format will be followed for Year-Three.

Student Steering Committee

Dr. Dustin Grabsch

Assistant Provost for Undergraduate Education & Academic Success

SMU[®]



Student Steering Committee

Year-Two Initiative

Ensure that both student needs and areas for improvement are identified, acknowledged, and prioritized when creating new policies, procedures, and expectations across all levels of university decision-making.

Year-Two Activities

In fall 2022, students were invited to join one of three sub-committees:

- » HighPoint Degree Planner
- » SMU in Four Marketing & Awareness
- » General Education Catalog

The Fall 2022 team focused on collecting feedback and building an understanding of various resources and initiatives.

The spring 2023 team worked to operationalize these findings by creating new resources, suggesting concrete changes and reaching out to the SMU community.

SMU Peer Academic Leaders (PALS)

After two years of working with the SMU in Four Student Steering Committee we have determined the best way to understand the student experience and to effect change is to expand and invest in the SMU PALS program previously operated as a collaboration between the UAC and RLSH.



School Implementation Teams

Dr. Sheri Kunovich

Associate Provost for Student Academic Engagement and Success

SMU[®]



School Implementation Teams

Year-Two Initiative

- » Improving faculty understanding and engagement with all three pillars.
- » Improving the data to facilitate understanding and identification of students at risk for leaving or not graduating on time.
- » Continue discussions around aligning academic policies across the schools.

Highlights

- » Increased the number of courses and seats that satisfy common curriculum requirements to improve student progress.
- » Increased the number of students working with a professional advisor in Lyle and Simmons.
- » Implemented changes to the academic calendar to allow students to have more time to declare pass/fail and changed the residency requirement for students transferring from four year colleges.

Progress Towards SMU in Four Outcomes



Data: SMU in Four Outcomes

Dr. Sheri Kunovich

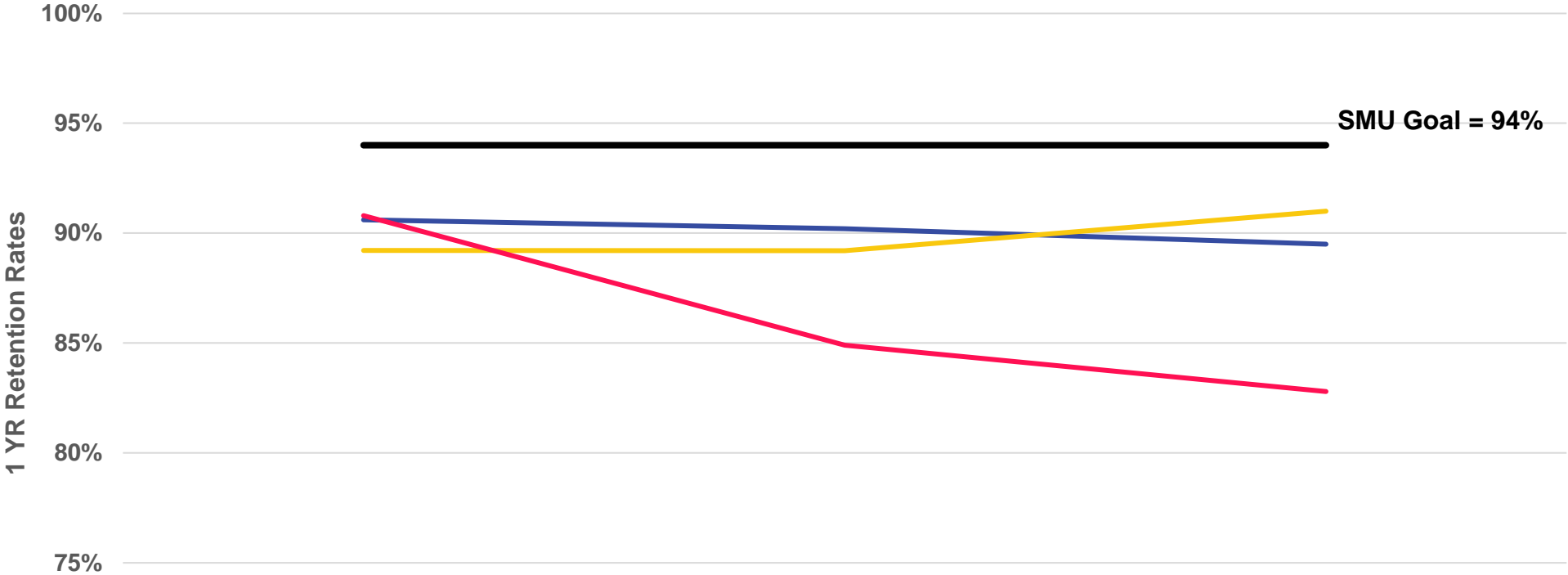
Associate Provost for Student Academic Engagement and Success

SMU[®]



SMU First-Year Retention

SMU First-Year Retention Rates for Entering Cohorts 2020-2022
and Subcohorts for Pell Recipients and First Generation

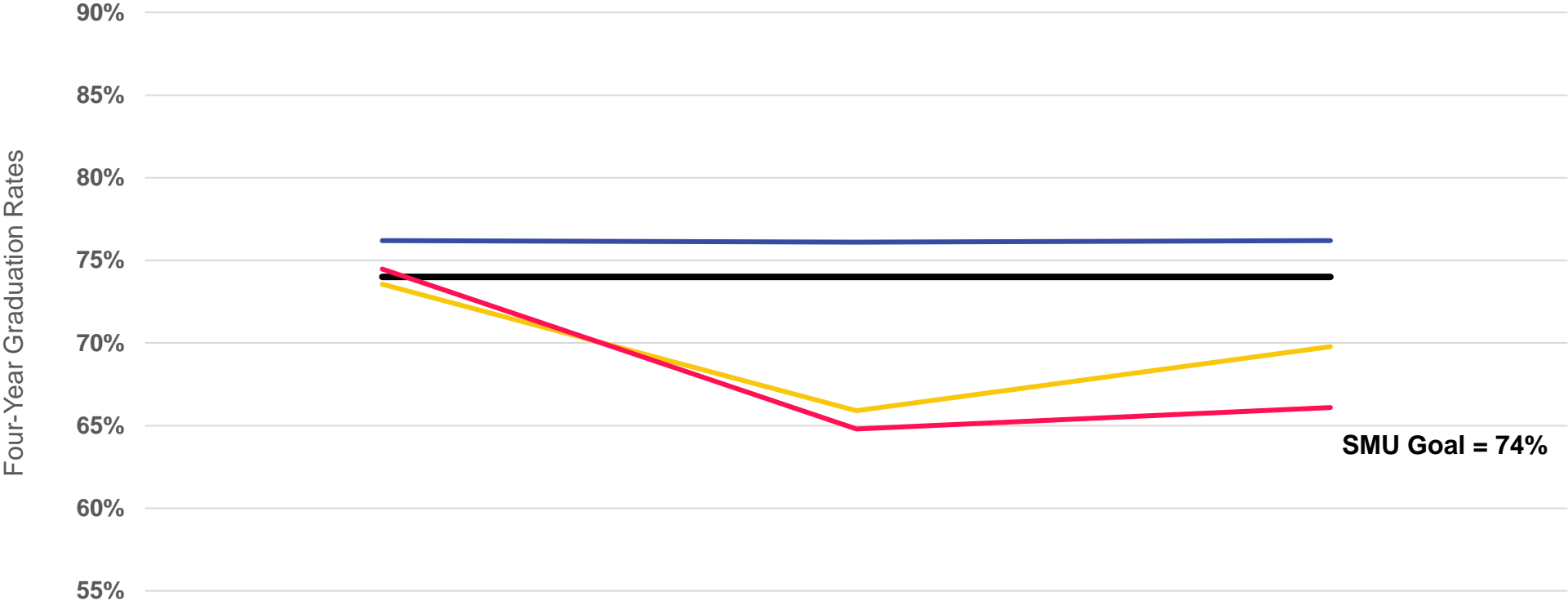


Entering Cohort Year

	2020	2021	2022
GOAL	94.0%	94.0%	94.0%
All	90.6%	90.2%	89.5%
PELL	89.2%	89.2%	91.0%
FGENT	90.8%	84.9%	82.8%

SMU Four-Year Graduation Rates

SMU Four-Year Graduation Rates for Entering Cohorts 2017-2019
and Subcohorts for Pell Recipients and First Generation

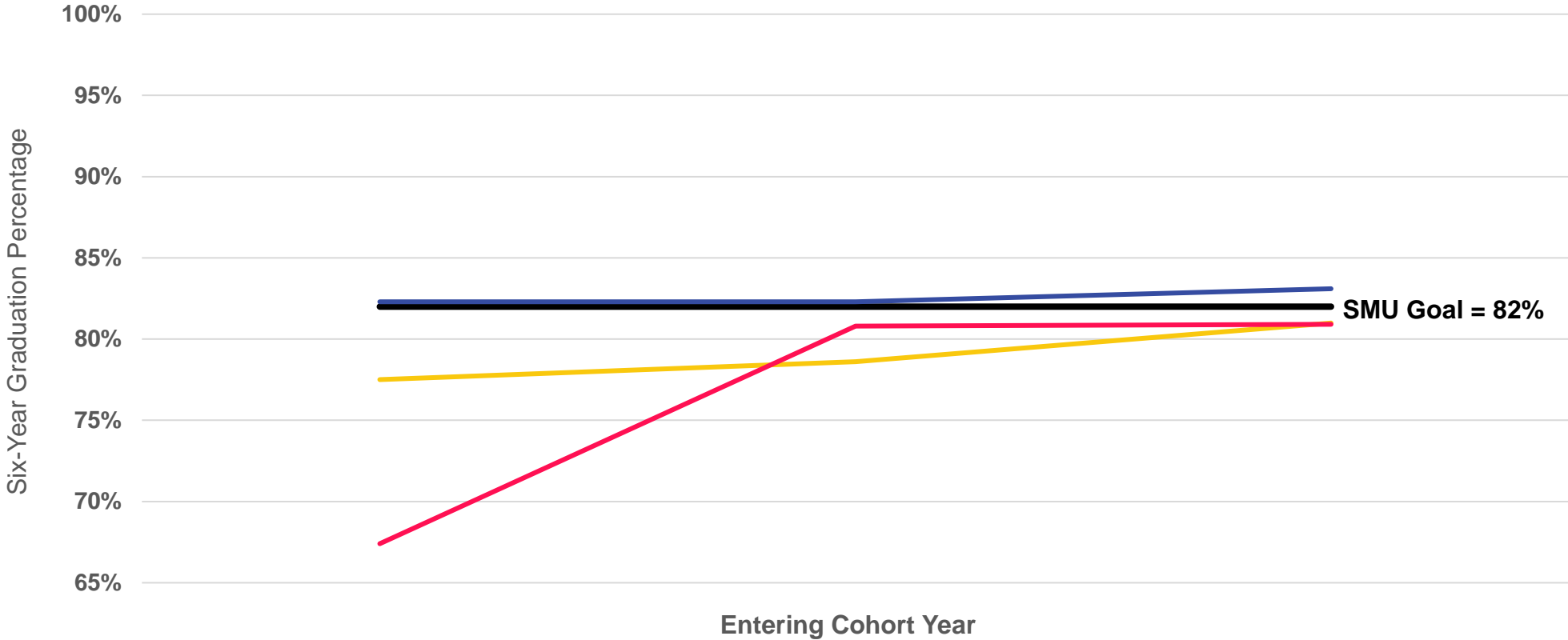


Entering Cohort Year

	2017	2018	2019
GOAL	74.0%	74.0%	74.0%
All	76.2%	76.1%	76.2%
PELL	73.6%	65.9%	69.8%
FGEN	74.5%	64.8%	66.1%

SMU Six-Year Graduation Rates

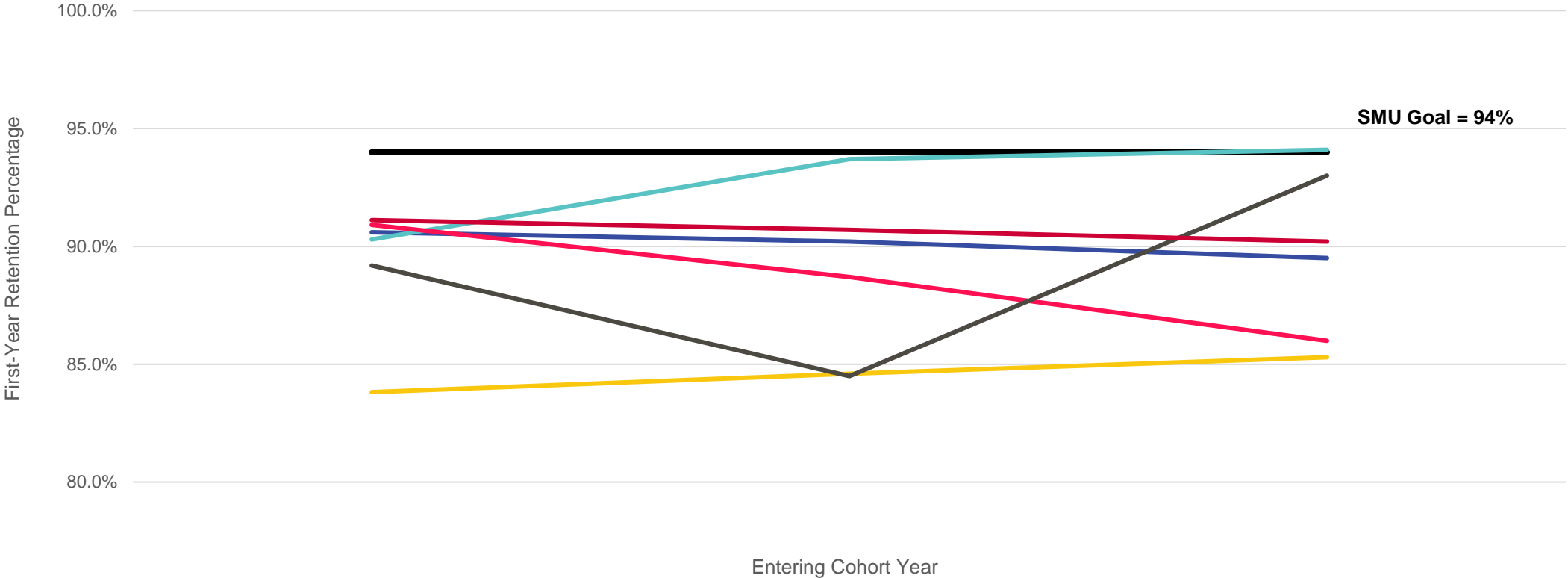
SMU Six-Year Graduation Rates for Entering Cohorts 2015-2017
and Subcohorts for Pell Recipients and First Generation



	Fall 2015	Fall 2016	Fall 2017
GOAL	82%	82%	82%
All	82%	82%	83%
Pell	78%	79%	81%
FGEN	67%	81%	81%

SMU First-Year Retention

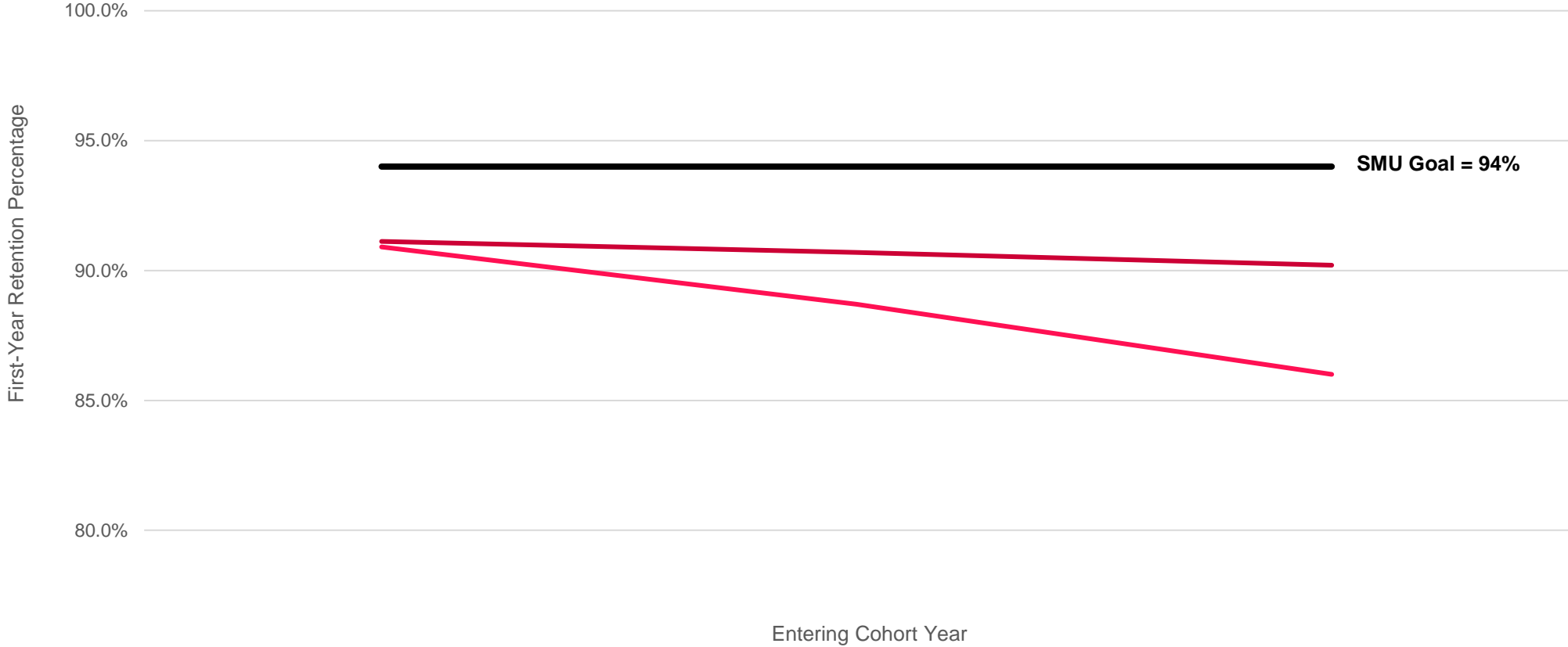
SMU First Year Retention Rates for Entering Cohorts 2020-2022 and Specific Race/Ethnicity Subgroups



	Fall 2020	Fall 2021	Fall 2022
GOAL	94.0%	94.0%	94.0%
All	90.6%	90.2%	89.5%
Asian	90.3%	93.7%	94.1%
Black/African American	83.8%	84.6%	85.3%
Hispanic/Latino	90.9%	88.7%	86.0%
Two or More	89.2%	84.5%	93.0%
White	91.1%	90.7%	90.2%

SMU First-Year Retention

SMU First Year Retention Rates for Entering Cohorts 2020-2022
and Specific Race/Ethnicity Subgroups



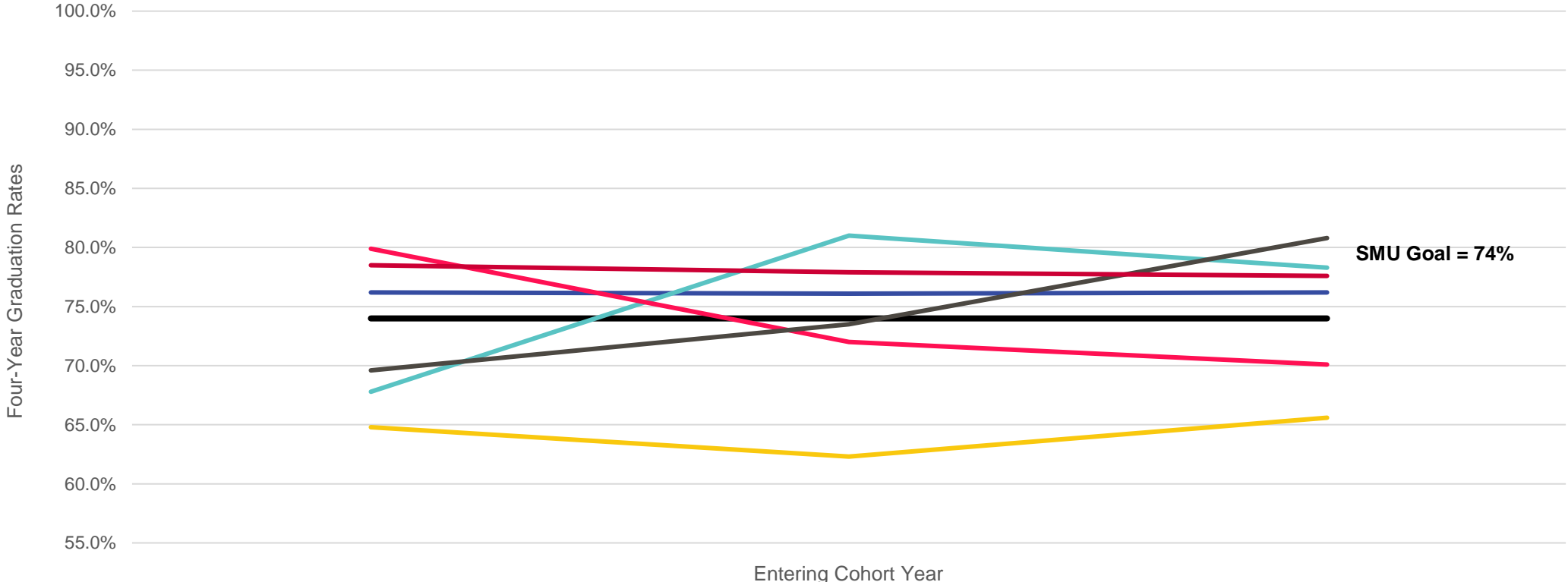
	Fall 2020	Fall 2021	Fall 2022
GOAL	94.0%	94.0%	94.0%
Hispanic/Latino	90.9%	88.7%	86.0%
White	91.1%	90.7%	90.2%

Differences Among Hispanic American Students

	Fall 2020		Fall 2021		Fall 2022	
	Number	% Retained	Number	% Retained	Number	% Retained
Overall	188	91.0	223	88.8	243	86.0
Male	95	89.0	102	90.0	108	88.0
Female	93	88.0	121	88.0	135	84.0
Pell Recipient	41	93.0	53	85.0	57	82.0
First Generation	22	91.0	56	84.0	31	77.0
Student Athlete	7	86.0	8	88.0	5	60.0
Not Interested in Greek	106	89.0	123	81.0	101	78.0
Interested Not Successful	39	92.0	33	100.0	48	90.0
Affiliated	43	95.0	67	97.0	66	98.0

SMU Four-Year Graduation Rates

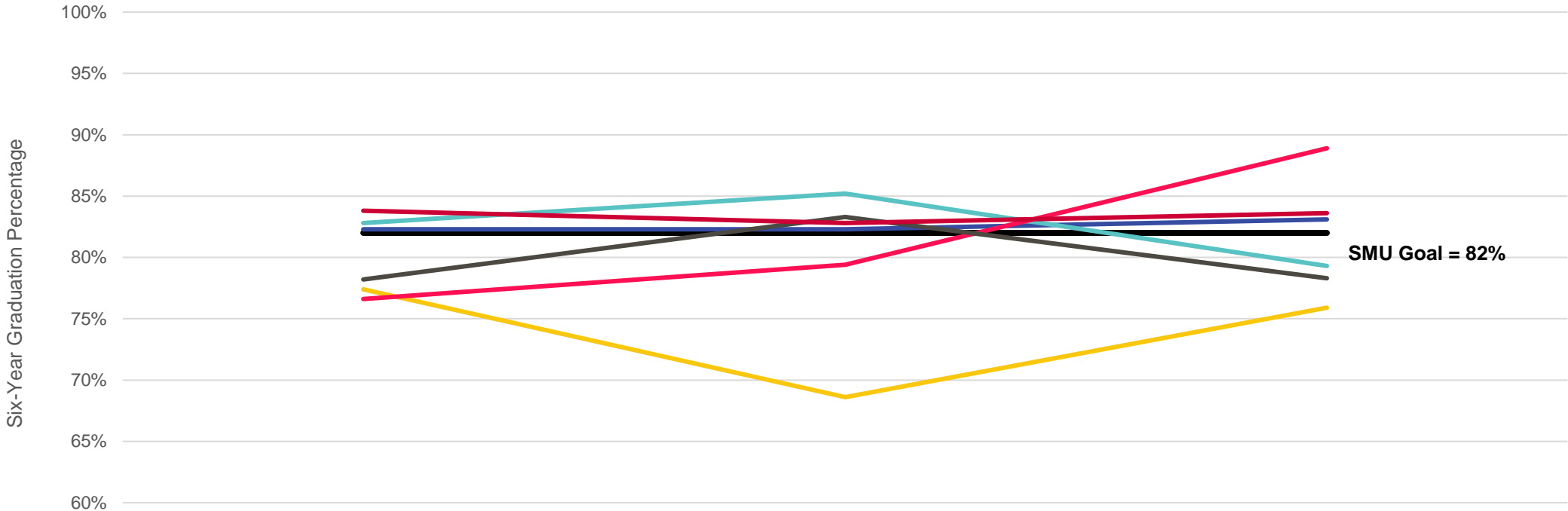
SMU Four-Year Graduation Rates for Entering Cohorts 2017-2019
and Specific Race/Ethnicity Subgroups



	Fall 2017	Fall 2018	Fall 2019
GOAL	74.0%	74.0%	74.0%
All	76.2%	76.1%	76.2%
Asian	67.8%	81.0%	78.3%
Black/African American	64.8%	62.3%	65.6%
Hispanic/Latino	79.9%	72.0%	70.1%
Two or More	69.6%	73.5%	80.8%
White	78.5%	77.9%	77.6%

SMU Six-Year Graduation Rates

SMU Six-Year Graduation Rates for Entering Cohorts 2015-2017
and Specific Race/Ethnicity Subgroups



	Entering Cohort Year		
	Fall 2015	Fall 2016	Fall 2017
GOAL	82%	82%	82%
All	82%	82%	83%
Asian	83%	85%	79%
Black/African American	77%	69%	76%
Hispanic/Latino	77%	79%	89%
Two or More	78%	83%	78%
White	84%	83%	84%

Key Take-Aways

First year retention declined modestly with the most substantial declines among Hispanic and First-Generation students. On the other hand, we achieved substantial improvements among our Pell cohort from Texas and outside of Texas.

Four-year graduation rates remained steady. We further closed the gaps in four-year graduation rates among Pell and First-Generation students.

Six-year graduation rates improved to 73% with minimal gaps between Pell and First- Generation students.

We continue to see substantial differences by race and ethnicity and across cohorts. Declining first year retention among Hispanic students needs particular attention at this point.



How you can support SMU in Four



You can support retention

Everyone can help with retention on the Hilltop. Various mechanisms exist based on your role on campus.

Faculty:

» SMU-in-Four for Faculty-in-Four

Advisors:

» Advising Notes

Faculty, Staff, Students, and Families:

» Retention Alert





Faculty in Four



Submit textbooks and materials at the [SMU bookstore portal](#) (AIP).



Help students manage assignments and due dates by setting up course details in Canvas and [Simple Syllabus](#).



Keep your [Canvas gradebook](#) up to date and [submit progress reports](#) at the 6- and 10-week marks (EPR/MPR).



[Enter final grades](#) on time.

Advising Notes

Advisors, we need your assistance in communicating retention concerns about SMU undergraduate students through Advising Notes.

1. Open my.SMU and navigate to Advising Notes
2. Click "Create a Note"
3. Under "Category", select "Student Considers Leaving SMU"
4. Choose the most appropriate "Subcategory"
5. Provide a brief description





Retention Alert Form

- » A way for faculty/staff and parents/families to share information about undergraduate students who may want to leave SMU.
- » Allows student support personnel from SSR to attempt intervention with students at risk.
- » You can submit a Retention Alert:
 - » smu.edu/retentionalert



Question & Answers



SMU in Four Contributors (Second Year)

SMU in Four Committee	Name
Advising Pillar	Josh Beaty
Advising Pillar	Prisna Virasin
Advising Pillar	Barbara Mohrle
Advising Pillar	Ellen Richmond
Advising Pillar	Meghan Budig
Advising Pillar	Janet Stephens
Advising Pillar	John Georges
Advising Pillar	Megan Murphy
Advising Pillar	John Easton
Advising Pillar	Randall Griffin
Advising Pillar	Scott Norris
Advising Pillar	Larry Winnie
Assessment Team	Yan Cooksey
Assessment Team	Adam Cebulski
Assessment Team	Caroline Kirschner
Early Alert Pillar	Sue Bierman
Early Alert Pillar	Adreana Julander
Early Alert Pillar	Cori Middleton
Early Alert Pillar	Lauren O'Brien
Early Alert Pillar	Jennifer Post
Early Alert Pillar	Melissa Stanford
Faculty Steering Committee	Greg Sommers
Faculty Steering Committee/Early Alert	Don Vandewalle
Faculty Steering Committee/Early Alert	Stephanie Amsel

SMU in Four Committee	Name
Faculty Steering Committee	Libby Russ
Faculty Steering Committee/Early Alert	Brandi Stigler
Faculty Steering Committee/Advising	Larry Winnie
Faculty Steering Committee/FY Courses	Brian Zoltowski
Faculty Steering Committee/Advising	Randall Griffin
Faculty Steering Committee	Sid Muralidharan
Faculty Steering Committee/Advising	Megan Murphy
Faculty Steering Committee	Ginger Alford
First Year Courses	Jonathan McMichael
First Year Courses	Addy Tolliver
First Year Courses	Faye Walter
Implementation Teams	Jim Bryan
Implementation Teams	Tom Carr
Implementation Teams	John Georges
Implementation Teams	Renee McDonald
Implementation Teams	Jie Sun
Implementation Teams	Kelyn Rola
Implementation Teams	Dick Barr
Implementation Teams	Elena Borzova
Implementation Teams	Jim Dees
Implementation Teams	Misti Compton
Implementation Teams	John Easton
Implementation Teams	Ginger Alford
Implementation Teams	Kathy Hubbard

SMU in Four Contributors (Second Year)

SMU in Four Committee	Name
Implementation Teams	Duncan MacFarlane
Implementation Teams	Volkan Otugen
Implementation Teams	Behrouz Peikari
Implementation Teams	Dinesh Rajan
Implementation Teams	Sheila Williams
Implementation Teams	David Willis
Implementation Teams	David Sedman
Implementation Teams	Gretchen Smith
Implementation Teams	Corinna Nash-Wnuk
Implementation Teams	Tim Jacobbe
Implementation Teams	Scott Davis
Implementation Teams	Marilyn Swanson
Strategy Team	Molly Ellis
Strategy Team	Dustin Grabsch
Strategy Team	Curt Herridge
Strategy Team	Sheri Kunovich
Strategy Team	Peter Moore
Strategy Team	Dayna Oscherwitz
Strategy Team	Paige Ware
Technology Team	Susan Flanagan
Technology Team	Bobby Lothringer
Technology Team	Cassidy Porter
Technology Team	Michael Rossi

SMU in Four Contributors (Third Year)

SMU in Four Committee	Name
Advising Pillar	Josh Beaty
Advising Pillar	Prisna Virasin
Advising Pillar	Barbara Mohrle
Advising Pillar	Ellen Richmond
Advising Pillar	Meghan Budig
Advising Pillar	Janet Stephens
Advising Pillar	John Georges
Advising Pillar	Megan Murphy
Advising Pillar	John Easton
Advising Pillar	Randall Griffin
Advising Pillar	Scott Norris
Advising Pillar	Larry Winnie
Assessment Team	Yan Cooksey
Assessment Team	Aishwary Pawar
Early Alert Pillar	Adreana Julander
Early Alert Pillar	Cori Middleton
Early Alert Pillar	Jennifer Post
Early Alert Pillar	Melissa Stanford
Early Alert Pillar	Brittaney Wilson
Early Alert Pillar	Audryanna Reed
Early Alert Pillar	Kelyn Rola
Early Alert Pillar	Dallas Forbes
Faculty Steering Committee	Greg Sommers

SMU in Four Committee	Name
Faculty Steering Committee	Don Vandewalle
Faculty Steering Committee/Early Alert	Stephanie Amsel
Faculty Steering Committee	Libby Russ
Faculty Steering Committee/Early Alert	Brandi Stigler
Faculty Steering Committee/Advising	Larry Winnie
Faculty Steering Committee/FY Courses	Brian Zoltowski
Faculty Steering Committee/Advising	Randall Griffin
Faculty Steering Committee	Sid Muralidharan
Faculty Steering Committee/Advising	Megan Murphy
Faculty Steering Committee	Ginger Alford
First Year Courses	Addy Tolliver
First Year Courses	Faye Walter
Implementation Teams	Jim Bryan
Implementation Teams	Tom Carr
Implementation Teams	John Georges
Implementation Teams	Renee McDonald
Implementation Teams	Jie Sun
Implementation Teams	Misti Compton
Implementation Teams	Kathy Hubbard
Implementation Teams	Dinesh Rajan
Implementation Teams	Gretchen Smith
Implementation Teams	Tim Jacobbe
Implementation Teams	Samia Siddiqui
Implementation Teams	Corinna Wnuk-Nash

SMU in Four Contributors (Third Year)

SMU in Four Committee	Name
Strategy Team	Molly Ellis
Strategy Team	Dustin Grabsch
Strategy Team	Curt Herridge
Strategy Team	Sheri Kunovich
Strategy Team	Peter Moore
Strategy Team	Dayna Oscherwitz
Strategy Team	Paige Ware
Technology Team	Susan Flanagan
Technology Team	Bobby Lothringer
Technology Team	Cassidy Porter
Technology Team	Michael Rossi

SMU in Four Call to Action



Sign Up for Blog

- Subscribe for a weekly digest of SMU in Four happenings at blog.smu.edu/saes/subscribe



Goals

- Get to know our goals and approach. Visit smu.edu/smuinfour



Engage In Campus Events & Activities

- Periodically we offer events and activities to collect feedback or provide updates. We hope to see you there.



Volunteer Your Time

- SMU in Four relies on volunteers to move our important work forward. Consider joining a pillar or team.

SMU in Four Contact

Molly Ellis, Ph.D.

(214) 768-3983

mkellis@smu.edu

Dustin Grabsch, Ph.D.

(214) 768-4887

dgrabsch@smu.edu

smu.edu/smuinfour

