

Council on Retention and Graduation Steering Committee

Meeting Minutes

February 28, 2008

UC 3171

Presiding: Scott Evenbeck

Present: Cathy Buyarski, Scott Evenbeck, Kathy Johnson, Gary Pike, Rebecca Porter, Frank Ross, Marianne Wokeck

Regrets: Sharon Hamilton, David Sabol, Gayle Williams

1. Evenbeck welcomed everyone.

2. Task Force Action:

Sophomores

Ross updated the committee on what the task force has been working on. They will send out invitations this week for people to serve on the task force. They are trying to determine who the sophomores are. Ross discussed some of the plans they have for the task force and some of the people they will be inviting to work on this. Wokeck suggested inviting someone from the School of Engineering and Technology. Evenbeck told about a chapter on sophomores he is writing for Jossey-Bass. He discussed his research and some of the things that other schools are doing. He sees several possibilities for IUPUI, such as the personal development plan (PDP) that Cathy Buyarski is working on. The PDP will set the stage for the RISE Initiative. Evenbeck discussed research that Kuh has done. We also need to strengthen the learning communities and the themed learning communities. We need to lay the groundwork for RISE and require everyone to be in one of the RISE Initiatives. We need to be really creative and think about the sophomore year. We do not want to do more of the same. Perhaps with the new campus center we will have new opportunities, such as having out-of-classroom experiences and getting student organizations involved. We do not want to turn our backs on academics, but students say they want more involvement on campus. Wokeck noted that when she attended the master planning committee meeting, there was no student representative. We should involve students in this so they have a voice. We can make connections to the classroom. It would be nice to include students in that conversation. Buyarski said that they have been talking about career sampler courses. They could use themes in these courses and include the master plan. It could involve multiple disciplines. There was additional discussion on this point. Evenbeck said that if we find other institutions that are really good with sophomores, we ought to send people there. We need data. Everyone agreed on this.

Seniors

Johnson discussed the senior survey. There have been a couple of glitches. The survey has been difficult to implement in reality. She discussed some of the difficulties they have been experiencing, including the capstone group wanting to add additional items, transfer issues, tweaking items, and administering the survey. There was discussion about the best way to send the survey out. Johnson said they hope to get the survey out before spring break. Pike discussed the survey situation on campus.

Transfer Students

Evenbeck told about Bonita Jacobs from the University of North Texas (UNT) coming to campus last fall to discuss financial literacy centers. They discovered that she is also a guru on transfer students; they have an annual conference on transfer students at UNT. Buyarski attended the conference and gave a report on what she learned. She said it was a very interesting conference. She recommends that we send a team to the conference next year. We really need someone from Ivy Tech there next year because they talk about collaboration between schools. Buyarski said they discussed the different types of transfer students. We need to look at these different groups because they are very unique. We have a good foundation with the work that Pike's office does, such as the passport breakfast. Nearly 80 percent of the graduates from UNT are transfer students. Since transfer students are their base, they make it a priority to hold themselves accountable for transfer students. We need to raise awareness. Buyarski reviewed other things she learned at the conference, including resources that are available, models, and three institutions in Arizona that collaborate. There was a discussion at the conference about online orientation for transfer students. They think they know it all because they are transfer students, so they do not want to attend orientation sessions. Buyarski told about centers in Texas where they reach out to people in the community. UNT also offers research grants and has a transfer student honors society. There is an assumption that transfer students are transferring for a specific degree program; the schools are incredibly important in this. Another issue for transfer students is credit evaluation and how to make that process smoother for students. There was discussion about developing this task force and who to ask. It was agreed that the task force should include people from the schools. Pike will get information about which schools have the greatest number of transfer students. Evenbeck suggested that Chris Foley should be involved in this task force. Wokeck believes Foley should help in deciding on the definitions and descriptions of transfer students. The data show that University College has a lot of transfer students. Buyarski said she believes there is a misunderstanding between the schools and the admissions office. There needs to be a discussion on this. Many times a student will lack one course, so they are sent to University College and wait here to complete one course. Wokeck said we should go to faculty governance about this. We need a description in the admissions policy about who students can go to for help. Buyarski said that one thing that is a challenge is for students to meet with someone in their schools. Most of them come to campus on transfer day during the summer when many faculty members are not around. This is an important connection for students. We are slowly working with schools to get them on board so there will be someone available for the students to talk to. Wokeck said it would be helpful to know that this is part of a campus initiative; we need a campus conversation about it. We also need to know what the options are. It would be a way to pull people into the bridge program. Buyarski believes it may be difficult getting this issue on the radar screen because everyone is so focused on the cohort. Evenbeck discussed interventions. The right cut off is 17 credit hours. If students have less than 17 credit hours, they will be treated like a first-year student. The graduation rate would be soaring if we were reaching transfer students. Perhaps we could do a mini-first-year seminar online. Buyarski said this is an area that everyone is struggling with. There has not been much discussion about what happens after transfer students get in the door. Pike said he has seen evidence that transfer students are incredibly disciplined. The number one issue is evaluation of transfer credits. The second

issue is deciding if we will do an intervention. If so, the intervention needs to be school based. If transfer students do not succeed in their major, they leave the university; they do not just change majors. Evenbeck believes we need to solve the degree audit problem. Buyarski pointed out that students cannot complete a degree audit until they have an evaluation of transfer credits. There was discussion about resources to do this. It was agreed that the work of this task force would move forward. Pike will give Buyarski information about which schools have the most transfer students.

3. Agenda for Full Council Meeting:

At the last CRG Steering Committee meeting, there was a discussion about having the entire meeting for students working on campus. It was agreed that this should still take place. Pike discussed some of the information he would be sharing. He said Trudy Banta wants to engage members of the committee in a discussion about what we can do to increase student employment. There was discussion on this. Buyarski said she would work with Pike and his office. Evenbeck asked Pike if he would also tell what the retention rate is when the clearinghouse data is included. Pike said that he would do it, but he has reservations. Porter expressed her concern too. There was additional discussion about this.

4. IUPUI-Youngstown State Comparisons:

Pike discussed the information on this handout and talked about his research.

5. Update on Graduation Rates:

Evenbeck said the good news is that our graduation rate is now at 32 percent. When Wockeck asked if we know why the graduation rate increased, Evenbeck said that Michele Hansen is researching this. Porter noted that the admissions profile is changing.

6. Personal Development Plan:

Evenbeck explained that a major effort that is underway is the personal development plan (PDP). This will set the stage for the RISE Initiative. Buyarski distributed two handouts about the PDP. She explained that in fall 2008, University College will require the PDP. In 2009, it will be highly recommended for all learning communities. The idea behind the PDP is that all students need a goal commitment. Buyarski said they were surprised by the number of students who viewed the first semester as a trial semester. They know students will change their PDP as they progress through school, which is fine. The point is to get students to make commitments. Buyarski said they need to do a learning profile, which is probably where RISE will fit in. Buyarski reviewed her handouts, including a sample PDP that she used in her learning community as a trial. The goal is that every student, at the end of the first semester, will have a plan. Ultimately, they hope to find an electronic way to do this. They have discussed the possibility of connecting the PDP to the e-port. They would like for the PDP to follow students through the university. Wockeck noted that it would be possible to connect skills and education. Also, if the PDP is linked to SIS, it would be protected as part of a student's record. There was discussion about protecting students' records and protecting the PDP. Buyarski explained that one challenge of connecting the PDP to SIS is that students do not have access. She discussed other challenges they are facing with the PDP. Pike said it is important to have a policy that defines the PDP as part of a student's record. Buyarski noted that a lot of the work on the PDP was done by Joan Pedersen. Evenbeck discussed how

the PDP connects to recommendations by the AAC&U. Wokeck said the schools can take the PDP and follow up with the academic sequence. Buyarski believe connecting the PDP to RISE will provide many opportunities. Evenbeck said that transfer students need to be a part of this.

7. Structures and Leadership for Experiential Education:
Evenbeck discussed this handout and where he got the information.
8. Report on Undergraduate Retention Rate:
Evenbeck reviewed this report.
9. High-Impact Practices:
Evenbeck said this information came from work by Kuh. Evenbeck hopes this is something we can do for IUPUI. The handout identifies high-impact practices. He reviewed the information. This would work well with RISE. Porter said that IUPUI needs to decide on a metric to measure ourselves. Wouldn't it be nice if we decided what key performance indicators we wanted rather than changing what it is we want. Evenbeck said the high-impact practices by Kuh is as good as he has seen. Porter believes we need to come together and have a discussion to determine the markers that are most important. She suggested we have a task force. It could be a collaborative project. Pike agreed to do this. Evenbeck and Porter pledged their support.
10. Action Team Summary Reports:
Evenbeck distributed summaries from some of the action teams that he thought would be helpful to the committee. Johnson noted that there is a brief version of the action team work that is written for an audience outside of the university. There is also a longer version of the report with more details. She agreed to circulate the information she has.
11. CSUN Gateway Courses:
Evenbeck discovered recently that California State University at Northridge has gateway courses for transfer students. He discussed this.
12. Other Business:
March Agenda: It was agreed that the next agenda for the CRG Steering Committee would include sophomores, seniors, transfer students, and the metric.

Ross gave an update on the 21 Club. They will have data in May. Evenbeck said that the schools seem to be picking up on this. They are interested in the information coming out of this effort. One thing being discussed is honoring the people nominated at the fall convocation.

Access and Success Conference (also known as the Retention Conference) will be on Friday, April 4. Clifford Adelman will be the keynote speaker. The Lumina Foundation will be presenting work they have done. The conference will be in the new campus center. Evenbeck will distribute the agenda.

13. Adjourned.

Action Items:

- Pike will get information about which schools have the greatest number of transfer students.
- Pike agreed to organize a task force to discuss a campus metric for setting benchmarks and measuring success.
- Johnson will distribute the action team report.

Additional Handouts:

- Article: “Engaging High School Sophomores” by Catherine Stover
- Article: “Metropolitan Universities: Serving the Needs of Adult Students?” by Charlynn Miller and Lynne Gleeson
- Article: “Demography Is Not Destiny: Increasing the Graduation Rates of Low-Income College Students at Large Public Universities” by Jennifer Engle and Colleen O’Brien
- Article: “Not All College Attendance Is Linear: Comparing Lateral Transfer Students, Reverse Transfer Students, and Non-Persisting Students”

Submitted by:
A. Snyder
University College