

Council on Retention and Graduation Steering Committee

September 29, 2011

UC 3171

Presiding: Kathy Johnson

Present: Sarah Baker, Robert Bringle, Cathy Buyarski, Janice Childress (for Michele Hansen), Zebulun Davenport, Julie Elkins, Margaret Ferguson, John Gosney, Steve Graunke, Denise Johnson (via Polycom), Kathy Johnson, Howard Mzumara, Rebecca Porter, Regina Turner, and Pratibha Varma-Nelson

Regrets: Gary Felsten, Mary Fisher, Michele Hansen, Susan Kahn, Kathleen Marrs, Gary Pike, David Sabol, Rick Ward, and Jeff Watt

Guest: Janna McDonald (Office of Student Employment)

1. Johnson opened the meeting and welcomed committee members. She noted that several members were involved in the Higher Learning Commission meetings that were taking place on campus. Introductions were made.
2. Full Council Meeting:
 - Johnson asked members to let her know if there were things in their schools or departments relevant to retention and graduation. The full council meeting is a good place to talk about what is new this year.
 - When Johnson asked for new things to put on the agenda, Gosney suggested the early alert system. Buyarski said she thought it would be a good idea to talk about the early alert system so people can see that their feedback has been heard.
 - Hank Hernandez will be giving an update on the Mathematics Assistance Center. Watt has volunteered to give an update on changes in his department, specifically MATH 15300.
3. Transfer Support Services:
 - Buyarski told about a group of people that has been meeting about transfer support services. Andrea Engler is working with Enrollment Services. They are looking forward to trying to conceptualize the idea of a transfer center. Once transfer students are enrolled, we need to support their success. The group is awaiting data and will then make permanent decisions.
4. Update on Office of Student Employment:
 - Buyarski reviewed how the Student Employment Task Force met last year to increase the number of students working on campus. Students need more opportunities to work on campus, but as budgets have gotten tighter, many departments are cutting back on student employees. Some departments are requiring that any student employee be on work-study. Buyarski explained why this is getting more difficult to do as more students are using work-study funds.
 - Buyarski said their goal is to make student employment academically relevant to students. This could be connecting jobs to academics or helping students gain general workplace skills.

- A copy of the Student Employment Task Force final report was distributed. Buyarski reviewed the report. The data indicate that students who work on campus have higher GPAs, level of engagement, etc. This has been very consistent for the past six years. Seniors are more likely to work on campus. The average pay is \$9 to \$10 per hour. There is no way to compare this to students who work off campus because we do not have a way to get that data.
- There are successful student employee programs on campus. Buyarski said UITS does a great job with their student employees. They have training programs, offer support, etc.
- All student employee jobs must be posted in JagJobs. Buyarski told about the process in listing a job. One challenge is getting information to students. Not all students know about jobs on campus.
- Buyarski reviewed the recommendations in the task force report. Some of the recommendations were made to make the administrative process easier for departments. Janna McDonald (Office of Student Employment) explained that her office has already started working on some of the recommendations.
- McDonald described the new website for her office. There is a page for supervisors to share ideas and get tips. There is a similar page for student employees. The office also has a short message system through Twitter and an RSS feed for JagJobs.
- The Office of Student Employment offers the Excellence in Professionalism series. The program was piloted with international students. McDonald said the program was a success, and it is being offered this fall. There were 190 students who applied for the program with 150 showing up at orientation. McDonald told about plans to expand the program.
- McDonald gave an update on the new background check policy. The new policy will make it easier for departments in the hiring process. She also gave an update on community work-study and student employment appreciation week.
- The Office of Student Employment is working with Chris Maroldo's STAR (Students Taking Academic Responsibility) program. Many of these students have work-life issues.
- The committee discussed job skills. McDonald said employers can build a job description based on the skills they are teaching the employee. On the student side, students learn the skills they may already have if they have worked in certain jobs.
- Davenport suggested the student employees on campus should be learning a core set of job skills or competencies, similar to the PULs for courses. The competencies could include things like how to dress professionally, leadership skills, etc. The committee discussed using LEAP, working these job skills or competencies into the e-PDP, implementing this in a meaningful way for students, getting additional funding, participating in community work-study, and allocating work-study funds. The committee agreed to put this issue on the agenda for the full council meeting.

5. e-Text Initiative:

- Gosney gave a PowerPoint presentation. He discussed some of the challenges with traditional textbooks. Electronic textbooks will drive down costs, provide quality materials, enable new tools, and shape the terms of sustainable models. The e-texts will have a watermark with the buyer's name and will only print 30 pages at a time.
- Gosney explained how the e-texts will work for faculty. The deadline for spring is October 15. The committee discussed the website that faculty use for e-texts.

- The software used for the e-texts is made by an Indiana company. Students do not have to be online to read the material, but they must be online to do the initial download. It must be updated every few days. At this point, faculty can see everything, including highlights and annotations made by students in their e-texts. There was discussion about student privacy issues. Faculty will be able to tell if students have read the e-texts. The software assumes that a student read a page if the page stays up for 10 seconds, it also assumes that the reader left if the page stays up for five minutes.
- Gosney discussed the fee model. When students sign up for a course that is using e-texts, they are charged an e-text fee. This is part of the agreement with the publishers. Students cannot opt out of this fee.
- Students are not able to keep the e-texts indefinitely unless they print it out. Students will not have access to the e-texts once they leave the university.
- Gosney told about research at IU, which included 1,700 students in 22 courses using e-texts. Approximately 60% of the students preferred e-texts to paper textbooks. Less than 19% printed more than 50 pages, and 68% printed zero pages. Half of the students made no annotations, and 18% made 1 to 20 annotations. Approximately 22% reported making more annotations with e-texts, and 57% reported annotating less. Approximately 22% reported reading more of an e-text compared to what they would have read in a paper text, and 55% reported reading less.

6. New Business:

- Johnson explained that people who are coordinating student support centers (like the Mathematics Assistance Center and the Bepko Learning Center) are unable to see when a student has been referred to these centers by the new early alert system. They want to be able to e-mail students to get them the help they need. Johnson asked if the committee should nominate a group from these student support centers to give feedback to people working on the early alert system. The committee agreed that this should be done. Johnson agreed to work on this.

7. The meeting was adjourned.

Submitted by:
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