

Council on Retention and Graduation Steering Committee

February 25, 2010

UC 3171

Presiding: Scott Evenbeck

Present: Cathy Buyarski, Scott Evenbeck, Mary Fisher, Steve Graunke, Kathy Johnson, Sarah Lang, Gary Pike, Frank Ross, Rick Ward, and Marianne Wokeck

Regrets: Sarah Baker, Michele Hansen, Susan Montgomery, Becky Porter, and Uday Sukhatme

Guest: Janna McDonald

1. Evenbeck welcomed committee members.

2. Office of Student Employment:

Evenbeck explained that Sukhatme has appointed a deans' group to think about pathways to graduation. The group centered in on three concrete steps. One of those steps is a task force on student employment. The charge given to the task force is to see if the schools can help student employment come to life more than it is. The second step is the creation of an informal group, headed by Ward, for people on campus to have a conversation about the need for a common core, which would not be in opposition to the PULs. Fisher recommended getting someone from the School of Nursing for Ward's group. Wokeck suggested getting people from the School of Engineering and Technology and the Kelley School of Business. After additional discussion about a common core, Evenbeck announced the third step is the capital campaign, which will feature scholarships prominently. The plan is to suggest to donors that they could "buy into" an existing scholarship. Evenbeck hopes they will highlight need-based scholarships with support for IPS.

Evenbeck introduced Janna McDonald, director of the Office of Student Employment. She distributed two handouts. One handout explains the status of student employment today and things her staff are working on. McDonald said her purpose in coming to IUPUI is to make student employment academically relevant. She and her staff are building on what has happened prior to her arrival to the campus, which includes the Skills Bridge program. McDonald explained the program. The Office of Student Employment is working with Human Resources Administration to take Skills Bridge to Oncourse to help connect students with their supervisors. This is a module-based program, and they hope to test it this summer. They are also working to have more face-to-face contact with transfer students, who come in at a different level with skills to offer. McDonald's office has plans to start a blog for student employees and a blog for student supervisors. They hope to roll this out in July. McDonald reviewed the information in her handouts. She explained that when they pulled the data for the reports, it was for students who earned a paycheck at that time. They took out students on academic scholarships because they do not earn paychecks. Evenbeck said he was surprised that the numbers were not larger given the 30,000 students on this campus. Buyarski noted that for fall 2009, 8.2 percent of the student population was employed on campus. This number has been consistent since 2003. Pike said that number is usually far

higher on most campuses of a similar size. Fisher believes there is another element that is not captured in these numbers—students who work in the hospitals. McDonald said federal work-study is a limited pool with around 800 students who have work-study awards. The data in her handout showed about 650 students with work-study actually working. McDonald explained how the work-study program functions and what happens if students do not use it. Johnson asked if the campus can communicate with students who are not using their work-study awards. McDonald said some of those students have graduated, and other students have already used their maximum amount in aid. Williams said that staff in financial aid have explained that a greater number of students applying results in less money to give out. Buyarski discussed the pool of students who apply. The Office of Student Financial Aid Services has agreed, for the first time, to give out a list of students who are packaged with work-study. Buyarski said she and her staff want to get students actively engaged in the work-study program. Financial aid is allowed to take 10 percent of the work-study allocation to give as grants. The committee decided to discuss this issue at another time when Becky Porter was in attendance. Pike reminded the committee that national research shows substantially higher retention rates for students who work on campus for 20 hours per week. The more students who can be brought in under this umbrella, the better. McDonald said the higher percentage is students who are not in the work-study program; they are the larger population. Many of these students are in at-risk groups. One thing we know about national data is that more and more students are working. Things are better for students if they have jobs on campus, but we cannot find positions for 30,000 student employees. Fisher said many units want to hire students who already have skills rather than first-year students. McDonald said it seems that academic units should hire first- and second-year students and let the upper-division students do programs such as study abroad and internships in order to get first-rate jobs. She explained why this would work well. There was discussion about how much student employees should be paid. Most units on campus cannot afford to pay student employees market price. Many students work off campus to make more money. Lang noted another issue is transportation. She knows some students who wanted to work in labs on campus, but without cars, they could not apply for the jobs. Transportation is a big issue for many students. When Evenbeck asked how many work-study students were working in the community, McDonald said of the approximate 650 students in work-study, 188 are in community work-study. These numbers were from before February 19. McDonald noted an upward trend in hiring in the past three weeks. Evenbeck said he would like to get more students in the Skills Bridge program. McDonald gave more details about the program and explained their plans for the future. Supervisors need additional training to make this program more meaningful. Buyarski added that students take their job descriptions and map them to the PULs; they map their jobs to the skills needed in their career field. Students are mapping their jobs to learning and to the future. Supervisors need to have conversations about the students' work to help make this fit. Ward suggested collaborating with the Solution Center. The schools have career counselors; they can work with the Skills Bridge program. McDonald explained that the Office of Student Employment is part of the Career Council, which is tied to the Solution Center. At this time, the Career Council is more focused on career fairs and internships. Ward and Wokeck brought up the issue of research grants. Often, a research grant goes against what a student is already receiving; it goes against their aid package. This can reduce a student's incentive to work despite the value of doing research. The committee discussed how students deal with this often confusing system.

Johnson said her unit does not have many first- or second-year students. Could this be an optional assignment in the learning communities? Buyarski told about a module available for learning communities. The idea is for students to make good choices about jobs and to get them to be thoughtful about making their jobs complement their academics. Ross believes we need to bring this module back. McDonald noted HR is doing this for student employees. Buyarski said the advisors are working to relaunch this module. Ross told how the Division of Student Life works with student employees to match students with their interests. Someone would have to train his staff in how to have these conversations (such as with Skills Bridge). McDonald said her staff is willing to do this. Williams explained family members are interested in these issues, but there is a gap between that high level of interest and an actual job. We are missing a readiness point. Buyarski believes there are two problems. One problem is that student employment is not on the radar of most people in the summer. Employers have to post the jobs. McDonald's staff is at summer orientation, and they are overwhelmed with inquiries about jobs on campus. The students are ready, but there are no jobs. The other problem is employers are not required to post jobs on JagJobs. Most of these jobs are advertised on various bulletin boards around campus. After the committee discussed this, Evenbeck agreed to take this issue to the deans' group. McDonald discussed the discrepancy between the number of students who want a job and the number who have a job. Ross told how his unit asks students about their interests, and 60 percent expressed an interest in working on campus. Williams suggested that the university report on this issue. McDonald pointed to one of the charts in her handout that shows where students are employed on campus. The information is a couple of years old, but it does show which schools are hiring. Wokeck suggested the campus set benchmarks and move forward with student employment. Evenbeck believes this is the time to take on this issue. Fisher said we need to take advantage of Clarian and Wishard since they hire a lot of students. We need to get credit for that. Williams brought up the issue of required paperwork involved in hiring a student. She told about her own experience. There was more discussion about this. Evenbeck talked about the association between on-campus student employment and retention. There was discussion about who should serve on the campus task force on student employment. At Evenbeck's request, Pike said he would serve on the task force.

3. General Education:

Wokeck distributed a handout about a general education project. As the result of a project in 2006 to work on general education, people from IUB and IUPUI sat down together. She explained how they thought within the course framework. It may be time to talk about CLAS (Council of Liberal Arts and Science) again and what courses we should be offering. Fisher said it is clear the campus is moving toward a structure for that. There was discussion about who should take on this issue (e.g., faculty, deans, curriculum committee, a governance committee). The committee also discussed showcasing transfer students from Ivy Tech. Kathy Johnson said they have such a student in her department. She gave the name to Evenbeck. Williams suggested putting together a brochure featuring such students. Evenbeck said we should give these examples to Sukhatme and Amy Warner. Fisher said they are working with Warner to feature students and their RISE experiences. Williams said they are ready to launch a Web site for Jag 4.0. She explained how this will work as students move from admissions to Jag 4.0. Wokeck suggested we archive all of these.

4. Top Ten Update:
Ward said he is updating the Top Ten list and will give a progress report.
5. Agenda for Full Council:
The committee approved the agenda. Pike said he will give a tour of the IMIR Web site. Ross suggested adding Julie Lash to talk about CAPS. These changes were approved.
6. Other Business:
Ross said he is putting together a working group to discuss academic and career planning for sophomore students. He is looking for people to serve on the committee. Suggestions were given, including Joan Pederson, Jennifer Schott, and Sloan Thompson. Buyarski gave an update on the e-port.
7. Adjournment.

Action Items:

- Evenbeck will take the issue of student employment (and employers posting jobs on JagJobs) to the deans' group.
- Pike will serve on the campus task force for student employment.

Submitted by:
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