

## **Council on Retention and Graduation Steering Committee**

**January 28, 2010**

**UC 3171**

**Presiding: Scott Evenbeck**

**Present:** Scott Evenbeck, Mary Fisher, Steve Graunke, Michele Hansen, Sarah Lang, Susan Montgomery, Gary Pike, Becky Porter, Mary Price, Frank Ross, David Sabol, Jeff Watt, and Marianne Wokeck

**Regrets:** Sarah Baker, Cathy Buyarski, Kathy Johnson, and Gayle Williams

1. Evenbeck welcomed committee members and opened the meeting.

2. Data Reports:

After Hansen distributed a handout about first-year program evaluations for fall 2008, she reviewed the handout and explained her analysis. The committee discussed the handout. The four programs that are significant include first-year seminars, learning communities, themed learning communities, and Summer Bridge-TLC. The other programs are not making an impact or contributing to the students' GPAs. The committee discussed betas and deviations on GPAs and discontinuing programs that do not make an impact. Evenbeck said that the weekend bridge program has already been discontinued. There have been significant changes with the online first-year seminars. Sabol explained what changes have been made to the online first-year seminars. Fisher believes an analysis should be conducted with the revised program. Wokeck said themed learning communities should not be just a group of courses, but they must be integrated. Hansen explained how she is working with focus groups to look at the integrated component in themed learning communities. There was discussion about this. Watt told about online courses and a study his school did that showed nearly every student enrolled in an online course at the time did so for the wrong reasons. The committee discussed online courses, student who take the courses, and what schools offer the courses. Hansen discussed a report about the Summer Success Academy, which was distributed previously. She explained why they decided to do assessment, what the goals were, and how the assessment was designed. The students in the program seemed to be making connections. They feel more of a sense of belongingness and a stronger commitment to the institution. Hansen said the students also have an increased understanding of the PULs and were able to apply them to their academic experiences. Hansen discussed using rubrics. Sabol noted the things that were assessed in Hansen's report are only one part of the program; the program also included math and writing. He told how the program is changing this year. The assessment for the program this summer will include the math and writing components. Evenbeck explained this work is parallel to the work that is done in the Summer Bridge Program. We will be able to compare and contrast programs.

3. DFWs:

Evenbeck discussed DFWs; this is an issue that has been tagged by the committee for future discussion. Last year, University College implemented a new policy that limited the number of Ws a student is allowed to have. There was a sense that students were withdrawing too quickly, but concern that the new policy would increase the number of students who received

bad grades, etc. Instead, there was a reduction in the number of students who went on probation. Evenbeck reviewed what Pike had said in the full council meeting earlier in the semester about the importance of challenging students. University College advisors reported that the new policy changed the conversations they had with students. Evenbeck sent a report to the deans about the DFW rates in gateway courses. He gave examples of how the DFW rates have gotten worse in some courses. He has not received any feedback from that report yet. Watt discussed the DFW rate in MATH 153. They have a lot of new instructors. He explained how his department looks at the distribution of grades in courses and what the DFW rate should have been for that course. He believes grades should say something about the students. There should be certain characteristics for an A student, for a B student, etc. Wokeck agrees that we need to look at this issue in a more holistic fashion. There was discussion about part-time faculty. Fisher said she has been asked to look into this issue. Evenbeck told Fisher the committee would be willing to assist her in this effort. The committee discussed the undergraduate curriculum and general education. Wokeck will send the document she has about general education to Snyder, who will forward it to the committee. She agreed to be added to the agenda next month to discuss this.

4. Course Offerings/Summer and Off-Campus Sites:

Porter gave a PowerPoint presentation. She reviewed data from 2006 to 2009 about summer and off-campus sites. Fisher noted that some of these courses are connected to fellowships and scholarships. Wokeck explained that these courses must be planned for a year ahead of time. With summer course offerings becoming a focus, the Office of the Registrar is preparing a report for the deans. The committee discussed sustainability in terms of hiring more faculty and generating income. Porter said the deans are looking at this issue very carefully. Fisher said they have to justify a course if the attendance is not at a minimal number. Porter reviewed data about off-campus locations. Space on campus is not an issue in the summer. With full-time students, off-campus sites do not work well. Most students will not take classes on campus and then go offsite. We want students to stay on campus and get engaged. The campus has been marketing to returning adults. If the campus wants to develop off-campus sites, we need to think differently about who might work well and what courses they need. Pike said older students are generally close to graduation. They need senior-level courses, which makes the off-campus sites difficult. Evenbeck believes we need a completely different model. There was discussion about what model would work well, the closing of Glendale, and the use of high school locations. Porter said this raw data was sent to Sukhatme. Evenbeck said the new vision is for this campus to be a place where returning adults can go. We need to find the courses returning adults need as well as courses they find attractive. Wokeck discussed off-campus course offerings in her school. It is difficult to do this. The committee discussed sharing classrooms, finding good models for faculty peer reviews for online courses, using summer to help move students to graduation, viewing summer as a third semester, collaborating with the Honors College, and using lab space on campus.

5. Other Business:

Evenbeck reviewed the handouts that were distributed earlier. He told about the TLC retreat on March 4 and 5 with Emily Lardner and Gillies Malnarich. He discussed the work Lardner and Malnarich are doing at the Washington Center. The renovations in the Mathematics

Assistance Center (MAC) are completed. Evenbeck believes the new space will contribute to a measureable impact on students. Wokeck suggested that having the Writing Center and the MAC next to each other would be beneficial to students. The Access and Success Conference is on March 26. Evenbeck told about the keynote speaker who will discuss tuning at the conference. The committee discussed tuning.

6. Adjournment.

**Action Items:**

- Wokeck will send the document she has about general education to Snyder, who will forward it to the committee.
- Wokeck will be added to the agenda to speak at a committee meeting about general education and her document.

Submitted by:  
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