

Council on Retention and Graduation Steering Committee

April 15, 2010

UC 3171

Presiding: Scott Evenbeck

Present: Cathy Buyarski, Scott Evenbeck, Mary Fisher, Chris Foley (for Rebecca Porter), John Gosney, Steve Graunke, Michele Hansen, Kathy Johnson, Sarah Lang, Gary Pike, and Rick Ward

Regrets: Sarah Baker, Zephia Bryant, Susan Montgomery, Frank Ross, David Sabol, and Marianne Wokeck

Guest: Howard Mzumara

1. Evenbeck opened the meeting.

2. Placement Testing:

Mzumara used a PowerPoint presentation. He discussed guided self-placement for first-year writing courses. This is in line with what other models are doing. Placement testing is one of the elements of communicating with students as they enter IUPUI. We want to make their entrance to our campus a pleasant one. Mzumara described the three-step placement process. After Mzumara told how some institutions use self-directed placement, he talked about the IUPUI three-step model, which includes reflection, course information, and course selection. After the three steps, students report how they went about the selection process. Mzumara shared the guided self-placement survey, which is a short questionnaire. Survey results were from the fall 2009 cohort. Mzumara review the results from the survey. Most students do not talk to anyone about which course to take. The vast majority of students selected ENG W131. The majority of students reported being satisfied with the process. Mzumara reviewed the placement distributions for first-year writing courses. Students can only place into W132 if they had another writing course elsewhere. Ward clarified how this process works of placing into W131 and W132. These students are all first-year students. Mzumara discussed the placement distributions for English courses prior to the guided self-placement test. He reviewed the success rates and the DFW rates for first-year writing courses. For the most part, students who go through the guided self-placement have similar DFW rates compared to other IUPUI students. There was discussion about using data and the survey instrument. Fisher believes the guided self-placement is working with fewer resources. Mzumara agreed with this. He told about remote testing. We can place students appropriately without a written essay. Remote testing allows students to have more options. Mzumara said they have redesigned the Testing Center Web site. IUPUI has an agreement with Ivy Tech where they use our placement tests for foreign languages. This depends on the individual facility. The Testing Center asks students to contact the center so staff can help students find the best option to meet their needs. Mzumara said they are still following up with selected high schools. They are using ACT testing centers. Mzumara showed the Testing Center's registration screen for remote testing. Everything is computerized except for the chemistry placement test. Mzumara told how the American Chemistry Society is developing their own test. Evenbeck noted that the placement process includes a survey that is very useful to us.

Hansen agreed with this and said that we can add local items, which we have done in the past. Mzumara said most testing sites are beginning to charge fees. The Testing Center does not charge a fee for our tests; other people are charged \$15. Mzumara told how they are going out to high schools. There was discussion about comparable data on placement tests. Ward said that one concern is students going through orientation without taking the placement tests. He thinks it is a good idea to do placement tests in the high schools. Buyarski explained that students who go through Ivy Tech go through CRM. She told about messages that go out to students if they have to go to Ivy Tech because of their placement scores. The system works very well if students take their placement tests at least three days before orientation. Buyarski said they are working to find out how many students are testing in that time frame. There was discussion about a remote Ivy Tech classroom nearby and students enrolling in math. Evenbeck said many campuses have threshold requirements that students must complete math requirements within a certain time period. Upon Fisher's request, Evenbeck agreed to send that information to her office. Buyarski talked about the data they have, which is for one year. Evenbeck said we need the means of helping students take math earlier. Ward told about liberal arts students and how many of them struggle with math. There was discussion about other options for these students. Evenbeck said Mzumara did a very good delegation study on math. On Evenbeck's request, Mzumara said he would share the delegation study and one about validation. Evenbeck talked about the Summer Preparatory Academy, honors students and placement tests, and Jag 4.0. Ward asked if there was a solution about parking for students taking placement tests in the summer (due to construction). Mzumara said they are working on this.

3. Supporting Retention and Graduation in the Departments:

Johnson gave a summary of a presentation she made to the deans. She said there are three main points that she focuses on as chair of her department to support retention and graduation: administrative structure, scheduling, and academic and career counseling. At every department meeting, they spend time on undergraduate issues. Johnson explained how her department approaches course scheduling, which is a little more challenging. They try to reduce teaching loads on non-tenure track faculty. She told how they do this at the graduate level and the undergraduate level. They made some courses available in the summer and added a 12-week course. They look at the course schedule hour by hour to see if there are courses that should not be competing with others. Johnson discussed teaching loads and how she works with faculty. They are trying to match teaching loads to student needs. Johnson talked about academic and career counseling along with academic and support services. Johnson talked to her dean, and they created a career counseling position for psychology students. She told about one student in the Step It Up program. This has been a very successful program. Johnson said they have also created a Psychology Resource Center. They are working with the Center for Teaching and Learning on this project. Johnson discussed the work the academic advisors are doing in her department. Evenbeck asked if we can extend this great work across campus. We need to use more peer advising. Johnson said this is challenging from a resource issue. She told how this works in her department. There was discussion about advisors, mentors, and what terminology should be used. Evenbeck suggested that if the PDP moves into the sophomore year, we have to think about how advisors and peer advisors will drive this effort in the schools. Buyarski said she will send out an article about how to help people do what they do best. Fisher said the important thing

is intentionality. She is galvanizing and moving her faculty as a whole into being more student oriented and into meeting students' needs. Johnson promised to send her PowerPoint presentation to the committee.

4. Other Business:

There was discussion about the increased enrollment in the fall. Ward expressed concern about resources such as classroom space, parking, etc. The committee discussed the possibility of moving to a five-day week on campus and a transparent three-year degree. There was discussion about getting the large group of fall students through orientation. Foley said Andrea Engler reported that they have capacity for a larger group. There was discussion about how this will affect advising and Summer Bridge. Pike told about a study that looked at increasing enrollments and decreasing state funding. Evenbeck reviewed the handouts he distributed electronically before the meeting. He asked the committee for agenda items for future meetings. Suggestions included Jag 4.0, summer orientation, increasing enrollment, and the enrollment deposit. Fisher believes the committee should make a recommendation about the enrollment deposit. When Evenbeck asked for volunteers to draft a statement, Foley said he had been working on a statement and agreed to bring this to the committee. The committee discussed transportation issues on campus, including the parking fee and a transportation fee. Lang told about the University of Texas (in Austin). Faculty, staff, and students get free usage of public transportation. All they have to do is swipe their campus ID cards. Evenbeck said the four-year deans group is working on student employment. Fisher told about the new pilot program where students get a second summer course for fee (courses must be required for their majors). Buyarski added that 58 students were eligible for this program. The students must be sophomores and Twenty-first Century Scholars with unmet need. Over half of these students took courses during the previous summer through the Gear Up program. It was suggested that in future meetings the committee discuss SSACI awards and the changes in requirements to get a teaching degree in Indiana.

5. The meeting was adjourned.

Action Items:

- Mzumara will send his studies about delegation and validation to the committee.
- Evenbeck will send Fisher information about threshold requirements where students must complete math requirements within a certain time period.
- Buyarski will send an article about how to help people do what they do best to the committee.
- Johnson will send the committee her PowerPoint presentation.
- Foley will bring a draft statement about an enrollment deposit to the committee for discussion.

Submitted by:
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