

**Agenda**  
**Council on Retention and Graduation**  
**March 31, 2005**  
**11:30 a.m.**  
**UL 1126**

1. Welcome and introductions
  2. Review of minutes
  3. Reconceptualization of the Council and Subcommittees
    - a. Entering Students
      - i. Gateway Group
      - ii. Committee Dimensions Assignments
    - b. Transfers
      - i. Transfer Task Force (Evenbeck coordinating)
    - c. Seniors
      - i. Financial Aid (Whitney coordinating)
      - ii. Faculty and Professional Advising (Johnson coordinating)
      - iii. Red/Green Report on Seniors (Souch & Borden—key measures)
  4. Enrollment Management Update
  5. Integration of Academic Advising and Career Counseling (Buyarski)
  6. Other Business
  7. Next Meeting
  8. Adjournment
- 

Members of the Council are asked to volunteer for one of the following:

1. Transfer
2. Advising
3. Seniors

NOTE: We are doing “fact finding” on financial aid to start with and may later have a group.

---

We expect the full Council to meet once a semester to hear reports from the task groups.

**Council on Retention and Graduation**  
**March 31, 2005**  
**UL 1126**

**Present:** David Bivin; Vic Borden; Nancy Chism; Scott Evenbeck; Mary Fisher; Sharon Hamilton; Amanda Helman; Sara Hook; Steven Jones; Susan Kahn; Bill Kulsrud; Nancy Lamm; Stacy Morrone; Ted Mullen; Becky Porter; Beth Spears; Mark Urtel; Michelle Verduzco; Rick Ward; Jeff Watt; Gayle Williams; Kathryn Wilson

**Regrets:** Renee Akins; Melissa Biddinger; Linda Brothers; Garland Elmore; Susanmarie Harrington; Jay Howard; Stephen Hundley; Pamela Jeffries; Kathy Johnson; Erin Killbride; Andrew Klein; Claudette Lands; Stephen Leapman; Fred Rees; Ken Rennels; Ingrid Ritchie; Catherine Souch; Karen Whitney; Robert Yost

**Special Guest:** Cathy Buyarski

1. The minutes from the March 10 Steering Committee meeting were distributed. Evenbeck explained that the Steering Committee recommended having the council divide into action groups who will then report back at full council meetings, which will take place once a semester. Invitations to join working groups will be handled via e-mail.
2. Porter gave an update on the Enrollment Management Council, which is working on a process to project enrollments. Borden explained that we are asking units what their credit hour projections are *and* how they arrived at those projections. We are also now asking what is going on in their program that might affect other programs, and that might affect their enrollments in the future. Porter commented that there has been no way to communicate among units, so often we don't know when a major gets dropped, for example, because there is no way for the information to get circulated. We all want more credit hours, more students, but we're not looking at market share impact. Borden said that he and John Sharp are looking at information from all the campuses, and IUPUI has the most comprehensive, if not the most sophisticated, system. We are looking beyond counting heads to how those heads move through the system, generate credit hours, etc. We can look at various components more in-depth. Porter said this is the first in a long series of processes that will make us more sophisticated in our approach. Borden added that the model needs to take different parameters of different units into account. The reports are due from the units around April 10.
3. Evenbeck introduced Cathy Buyarski, Assistant Dean and Director of Academic Advising. She has been working with the task force led by Drew Appleby charged with integrating academic advising with career counseling. They're looking at the career focus as a means to help retention. Buyarski distributed copies of *STEP Ahead to Your Future*, which is the textbook for the career-focused learning community taught by Joan Pedersen. She distributed a handout

outlining the work the task force has done: The first page is Buyarski's thoughts on what exists currently on campus to get students thinking about careers: K-12 programs get kids excited about careers in order to inspire them to think about continuing their education. A big step has been the creation of joint appointments of advisors/career counselors. More schools now have internship/placement programs—for example, Psychology B103 is an introduction to both majoring in psychology *and* career options, and students are required to think through both areas in the course. The task force met for about a year. We know that having a concrete plan, a goal, increases the likelihood that students will graduate. Not having a goal doesn't keep students from graduating; they can be exploratory and still make progress, but this tends to happen only when they are truly engaged in exploring and working toward having a plan. The task force has talked about how to expand the support we already give students academically to include careers, and how to motivate students to take advantage of the resources available to them. The recommendations of the task force begin with University College-specific changes, but we are ready to expand the work to the schools. Borden commented that recommendation #4 looks like Kathy Johnson's group on faculty advising could be the mechanism to make that happen. Buyarski agreed and added that the Advising Center has been piloting Instant Advising, which works like Instant Messaging. It is for basic questions, and students needing in-depth advising still need to come in, but we've found that students who are looking for advising hours, or basic questions that could be answered on the web site, are logging on and trying this out, when if they took another couple minutes to look around they would have found the information anyway. So far the students using it are those who were on the web anyway, so we'll need to do some assessment to see if it's adding value.

Wilson suggested moving transition to grad school up to at least sophomore on the matrix, and work with the grad school on all areas. It's true that we need to get them done, but it's also true that four years is not enough. Buyarski commented that part of the work is helping students devise a plan, and that plan can include grad school. However, every student is ready developmentally at different times, so our job is to push them to be ready or be there for them when they are ready to plan either for work or grad school. Wilson countered that our goal should be to change their thinking about credentials. Borden responded that you have to start from where students are, and work with what they think they're here for. Buyarski gave an example of how entering freshmen are such concrete thinkers that they tend to want to register for courses based on a list of what they have to take—they're often not ready to even think about electives yet.

Helman said she went to school for the education, but after working with adult learners she realized that we need to serve Central Indiana. Would the next step of the task force be to work with career changers? Some of these students have a very clear idea of why they're back in school, and others don't know and are as confused as some of our 18 year olds. Buyarski said yes, we're looking at what groups of students are ready for developmentally: there are career changers, but

then there is the changing nature of work—it's becoming more interdisciplinary and doesn't always fit neatly into the majors that we offer.

Ward commented that the disconnect seems to occur between the 2<sup>nd</sup> and 4<sup>th</sup> years, but that's a resource issue. Faculty don't have the skills to do the kind of advising students need, nor do they want to have the skills if there is no reward for them. As long as there is no reward system and no assessment in place, we won't be able to make a difference. Key things happen during these years, and we need more resources to work on that. Evenbeck said Johnson talked about this, and the subgroup can look for models/best practices. Ward added that we need resources, too—the campus needs to decide this; if some of the bigger programs had advisors, that would help. Helman said part of the challenge for faculty advisors is keeping abreast of what is going on in the local and national economy. For example, it's easier for a nursing faculty to talk about nursing in Central Indiana, but what about the bigger picture career stuff? Buyarski said a model integrating the best of both worlds would be the ideal. I can be happy for a student who decides to major in biology, but I can't get them excited about the study of biology the way a faculty member can—we need to work on how to make that connection. Evenbeck commented that this is what the instructional team does in the first year seminars.

Hamilton said that the discussion reminds her of the Greater Expectations report, and how we're empowering learners. She recently went to eleven universities in the UK. The UK universities used to be elitist, but have recently opened up and have been encouraging many high school students to apply. They're having similar challenges. They require students to have a Personal Development Plan (this is an unfunded mandate), and many are using e-portfolios to create this. They're in the process of trying to create partnerships and make students write their plans. Faculty in the major and staff share the responsibility to review these at different points, but it puts an equal onus on the student to think this through. Hamilton will share literature on this process.

Borden commented that when we did the phone surveys, a lot of students who didn't come back didn't have a plan. It is helpful to think of in terms of points of transition/crisis rather than freshman, sophomore, etc. How do we get to students at these points and take advantage of that need? Buyarski agreed—often when students are not admitted to a degree program it represents an identity crisis. On the other hand, Donna Boland has expressed concern that nursing is admitting high academic performers, but are they truly committed to nursing? Lots of students don't know themselves well enough or the world of work well enough to make these decisions when they do. We need to create a Plan B for students early. Borden wonders if there is writing on the wall for some students before they get to the courses that take them out of the running. Helman wonders how to get them to take those courses early. For example, some students in elementary education realize when student teaching that they don't like children—it's important to get to that course early as possible. Buyarski said we're working on

curriculum for second semester and beyond that will involve externships, job shadowing, etc. Verduzco said some students can't commit to an entire course, so that type of opportunity should be open and people can come and go as necessary. It would also be good to bring in alumni. Buyarski said that the Career Center has developed an alumni database of over 300 alumni who are willing to do job shadowing, talk to classes, etc.

Williams commented that getting students connected early is a goal of learning communities, and the problem we run into is that we don't have enough seats in certain school-specific learning communities, so students wind up registering for a generic UCOL learning community, and they miss out on that opportunity to connect with a faculty member in their school.

Jones commented that earlier Buyarski used the word "mentoring," and that using that word might resonate more with faculty than "advising," which they may find connotes "staff responsibility." Getting students to reflect is key; Jones asks students about personal outcomes from course work, and finds he can give them better guidance when he gets their reflections—so the trick is teaching faculty how to get students to do deep reflection. Evenbeck recommended Buyarski take the matrix to the faculty/professional advising group and figure out how to fill in the blanks.

4. Borden distributed a summary of fall-to-spring retention. Across the IU system in general there has been a slight decline in retention, but overall fall-to-fall retention went up last year in spite of a similar fall-to-spring pattern. The Full-Time Beginners are the numbers we use for national reporting purposes. African-American student retention was higher than for European-American students for the first time. Fall to fall there has been an increase for minority student retention. Retention increased among those with a 3.0 and higher, but decreased for those below a 2.0—and the number of below-2.0 students also increased, so this is a double hit. Why? We will look at the DFW rates and see if there are certain courses that are having an impact. Williams suggested this could be due to teaching to the test in high school, but Borden maintained that that is more of a problem in elementary and middle schools. Porter added that the SAT is no longer the definitive admissions tool here or at other universities—we look at grades, too. Fisher shared that her experience teaching undergrad seniors over the past year revealed a lack of effort—these students were choosing not to prepare for class, and it seemed to be a lifestyle for them. Maybe the grades are getting more realistic because they're not getting As because they're not doing the work.
5. Evenbeck shared the good news that Student Support Services, a TRIO program, has been re-funded, this time for five years for \$1.5 million. He distributed Barbara Browning's retention report for SSS, which was more good news. There are 300 students in the program.

6. Evenbeck distributed the Indianapolis *Star* article that reports Indiana is 46<sup>th</sup> in the number of adults over 25 with a baccalaureate. Borden took issue with the report and clarified that we are #16 in the number of students getting BAs, but we have an issue of out-migration and this report is only adults over 25. Even when one looks at percent of age cohort, we compare favorably. Helman commented that there are 250,000 undereducated adults in Central Indiana, and we should work on getting these students into our system. Watt commented that we got good marks for the number of junior high students going on to college, but they're not well-prepared. They also shot down our AP results. We need to ask if it's our economy that is so bad that they go to college just because they can't get a job. Then when they're here, there is no longer any social promotion and they're actually graded on their performance. Borden added that the *Star* report references a sample survey, and there is error; if others above us have error too, we might not actually be 46<sup>th</sup>. These are statistics, not census numbers. Besides—if one looks at Marion County, we have about 35% of adults over 25 with a bachelor's, and Hamilton County has 50%.
7. Williams distributed a report comparing adjusted gross income for students at each campus over the last ten years. National literature says that the #1 predictor for graduation is socio-economic status. The gap between the average income for IUPUI resident students and IUB resident students grew considerably between 1993 and 2003. Borden recommended discounting the non-resident figures, because it is more likely that affluent non-residents will apply for aid, and these numbers are only those students who applied for financial aid. He added that in the Mortenson report about serving low-income students, IUB got an F.
8. Evenbeck said he was on an accreditation team to UAB last week, and they use a scorecard that is on the web that tracks the number of students involved in powerful pedagogies. (<http://main.uab.edu/show.asp?durki=64642>) The council might want to think of items we want to count. Borden said it would already be accounted for in the Performance Indicators of the Foundations project. Evenbeck said we could hold them up as goals to increase the numbers of students participating. Borden said we will be doing this with the doubling numbers—we will package those items specifically. Borden doesn't like the idea scorecards connote that it is a game.
9. Evenbeck reminded the Council that there will be a statewide retention conference next week, and we have room for more IUPUI folks. President Herbert will come in the morning, and Randy Swing from the Policy Center will come talk about the Foundations project. It will be at the new ICTC. Then April 11 there will be a conference for all campuses to discuss what we're doing for Twenty-First Century Scholars once they're in college.
10. Meeting adjourned.