

## **Council on Retention and Graduation Meeting Minutes**

April 1, 2010

CE 309

Presiding: Scott Evenbeck

**Present:** Cathy Buyarski, Craig Campbell, Judy Carley, Lauren Chism, Scott Evenbeck, Mary Fisher, Steve Graunke, Michele Hansen, Amanda Helman, Mikki Jeschke, Andrew Klein, Nancy Lamm, Claudette Lands, Sarah Lang, Doug Lees, Sandra Lemons, Dawn Lipker, Amy Maldi, Jennifer Pease, Gary Pike, Rebecca Porter, Fred Rees, Ingrid Ritchie, Frank Ross, Jennifer Schott, Beth Spears, Regina Turner, Suzanne Vick, Jeff Watt, Gayle Williams, and Marianne Wokeck

**Regrets:** Sarah Baker, Robert Bringle, Mary Jane Brown, Zephia Bryant, Ken Durgans, Angela Espada, Chris Foley, John Gosney, Stephen Hundley, Kathy Johnson, Jane Lambert, Jane Luzar, Susan Montgomery, Sheila Morris-Watson, Ted Mullen, Marti Reeser, Frank Ross, David Sabol, Uday Sukhatme, Kate Thedwall, Mark Urtel, Rick Ward, Kathryn Wilson, and Oner Yurtseven

**Guests:** Keith Anliker, Jonika Hudson, Charlie Johnson, Julie Lash, Susan Scott (for Susan Kahn), and Phyllis Washington

1. After Evenbeck welcomed council members to the meeting, introductions were made.

2. Tuning:

Evenbeck said the president of Lumina Foundation believes a very important thing happening in higher education right now is tuning. Indiana was invited to participate in the project, and Evenbeck wanted council members to receive an update on tuning. Keith Anliker, who served on the chemistry team, distributed a handout that explains tuning. He said that when he went to Chicago to begin work on this project, he was confused; he did not know what tuning was. Many people today have heard about tuning, but do not completely understand it. Tuning is a faculty-driven process that seeks to define and demystify degree programs. It is the new big idea in education; it is a way to think about reforming higher education. The tuning process is a way of making higher education more transparent. Tuning is a reflective and forward-thinking process that also seeks to improve the quality of teaching and learning in higher education. Anliker said his team looked at how chemistry fits in with other disciplines from the students' perspective. It is important to think of stakeholders and what the degree will teach students. What will they learn? What will they do? Anliker's team looked at learning outcomes in discipline-specific areas. They also looked at generic competencies. Chemistry contributes to those. Fisher asked if these would become discipline standards. Anliker said they could be, but do not have to be. The Commission for Higher Education states that standards that are not course specific allow for easier transferability between institutions. As a side benefit, tuning helps institutions to communicate. Anliker explained that when all the chemists sat down together, they agreed on everything. Yet, they have trouble agreeing on whether courses transfer. In reference to tuning, Fisher said the professional schools have had this concept for a long time. Wokeck said the tuning project came about because of what Europe is doing with the Bologna Process. She distributed a

handout with Web links for more information. Europe is confronted with many different educational systems. They want students to be able to go from one country to the next. They want to assess how degrees are organized. The Bologna Process is government driven and government supported. In Europe, institutions are supported by the government. There are few private institutions. She discussed some of the conclusions of the Bologna Process. People began asking how the Bologna Process translates to other continents, which is the point where Lumina Foundation picked up the tuning project. Wokeck distributed a handout about tuning in her field, one about tuning and the PULs, and one with information from Hart Research Associates. Anliker acknowledge that critics of tuning argue professional accreditation organizations have already been doing this (such as ABET for engineering). Many disciplines have such structures, including chemistry, but tuning is a bit different. One of the differences is the ability to compare degree programs. Parents and students can compare disciplines or professions. They can see how the degree programs are different. Tuning allows for broader transparency. Wokeck said it was surprising to those working on the pilot. The three disciplines in the pilot (history, chemistry, and education) had a template from Europe, but they were told they did not have to do things exactly like Europe. The three groups met and discussed general education. Europeans go to universities to get a specialized degree, so they do not have a concept of general education like we do here. This is why the groups started with the general education component. All three disciplines came out of the project with the same principles, which are aligned with the PULs. Wokeck reviewed her handouts. As part of the pilot, they discussed credentials. What do credentials mean? What can we learn from this project statewide and nationally? This was the beginning of a conversation. Anliker said they reflected on outcomes, gathered data, and developed documents. It has not made big changes yet because it was only a pilot. Wokeck explained how the historians looked at competencies; they looked at all levels of the academy, just as the Europeans had done. She told how her discipline is going to have a meeting of all institutions in Indiana that offer baccalaureate degrees. This project is content driven and will help the institutions to talk amongst themselves. Anliker announced that he is giving a workshop on tuning at the FACET retreat this spring if anyone would like more information. Evenbeck believes this campus is perfect for a tuning project given IUPUI's interest in the PULs and learning outcomes. When he asked Wokeck about another grant cycle, she replied that they are working on it. Wokeck said they are working with Lumina Foundation to broaden the conversation. The commission wants to include two more disciplines. Anliker explained how they are using their remaining grant money. Wokeck gave an update on what her discipline is doing to have a broader discussion and to work with colleagues in Utah.

3. Data on African American and Latino Students:

After Hansen acknowledged the help of Janice Childress and Barb Dobbs with this project, she reviewed her data sources. Hansen used a PowerPoint presentation to share her data. She reviewed the IUPUI student profile and the undergraduate enrollment. She discussed the enrollment trends of African American and Latino students. She explained structural diversity and the importance of making sure students have positive experiences both inside and outside the classroom. Hansen reviewed fall-to-fall retention rates. There has been a notable gap between the overall retention rate and that of African American students. Last year, that gap closed. The retention rate of Latino students has been a little above the overall retention rate. Hansen discussed the six-year graduation rate. The graduation rate of African

American students is below the overall graduation rate, but Latino graduation rates have been higher. Hansen discussed the most recent cohort and the importance of earning a good GPA in the first fall semester. We are making progress in that area. Hansen looked at students who earned a GPA below 2.0. She also reviewed the characteristics of the African American cohort; African American males have lower retention rates than females. Hansen looked at program participation for this cohort. The African American Perspectives themed learning community has positive outcomes for participants. Fisher asked if there is a breakdown for high schools that our students come from (such as IPS). Hansen said she is working on this. Hansen looked at the characteristics of the Latino cohort. She shared a quote from a Lumina Foundation report: "The number one reason many young adults drop out of college is an inability to juggle school, work, and basic living expenses." Hansen discussed data about the time commitments of students. She reviewed the places the cohort students come from, including IPS, surrounding counties, out of state, etc. Fisher expressed surprise that so few students come from IPS. Pike said many students who graduate from IPS do not have a Core 40 diploma. In accordance with a new state law, students without a Core 40 diploma will not be admitted to state universities in the future. Hansen looked at low-income students by Pell Grant offers. Helman cautioned that we should take into account those low-income students who did not apply. Hansen noted that 89% of cohort students apply for financial aid. She looked at the 2009 Pell Grant offers. Latino and African American students were more likely to receive a Pell Grant if they completed the financial aid application process. Hansen discussed data about students who live on campus. These students tend to do better, but they select to live on campus. They tend to work less hours for pay. She discussed students who earned baccalaureate degrees who also earned credits in the summer. There is a big difference between African American students who take no summer credits and those who do. Porter noted that Pell Grants will now cover summer enrollment, which will be helpful to students. Hansen looked at the percentage of students retained based on summer credits. She also discussed summer learning loss. Fisher announced that they will start a pilot program this summer. If students pay for the first summer course, IUPUI will pay for the second. Students must be successful in the first course in order to have the second course paid for. Buyarski added that the students must be Twenty-first Century Scholars with unmet need. This year, only sophomores are eligible for the pilot program. First-year students are eligible for funding from the state through the Gear Up program. She explained how the program works. Fisher said the pilot program will be for courses that are for four-year degrees. They are using Enrollment Shaping Initiative money. Hansen looked at the top five majors for African American students (nursing, biology preprofessional, exploratory, business and accounting, and pre-dental hygiene) and for Latino students (nursing, exploratory, biology preprofessional, business BSB, pre-fine arts Herron). Hansen discussed research that supports having diverse environments, factors that threaten persistence and graduation, factors related to academic success, and major changes that are expected to continue. Evenbeck believes this is very helpful information. We need to decide what we can do with this data. How can this information be used in our schools and departments to help students? Can we use the data for more housing and summer programming? Lipker asked if anyone is tracking African American and Latino students who remain on campus and get degrees. Helman said the Latino Faculty and Staff Council is trying to do this through the national clearinghouse. Helman explained how our campus has been doing a good job of capturing students from northern Indiana. Enrollment Services is trying to build relationships with

some of the high schools from that area. They want to build those same types of relationships with IPS schools.

4. Low-Income, First-Generation Students and Scholar Support:

Evenbeck introduced Charlie Johnson (Nina Scholars), Phyllis Washington (Twenty-first Century Scholars Success Program), and Jonika Hudson (Twenty-first Century Scholars). Evenbeck believes these programs are making a difference. Johnson gave a brief description of the Nina Scholars program. In any given year, around 50% of the Nina Scholars are African American. The first-to-second year retention rate for Nina Scholars is 92% to 100%. Johnson distributed a handout about the nine needs of lower-income, first-generation college students. The Nina scholarship money provides access for this group of students. In order to support the success of low-income, first-generation students, there must be intrusive, high-engagement programming. The Nina Scholars program is a small model of what we can do at IUPUI. Johnson told how entering college is a cultural transition for many students. Colleges are a middle-class institution. Johnson said they refer a lot of their students to CAPS, which helps many students deal with the anxiety of transitioning to the university. He also discussed financial literacy as a need of many of their students. Hudson distributed a handout. She announced that next year the Twenty-first Century Scholars program will be 21 years old. This program is run by the state. Hudson told about support sites in Indiana. Her office covers central Indiana. Students enroll in the program in grades six, seven, and eight. Hudson told about the pledge that students take when they enroll in the program. She tells students that they need to do two things: watch their grades and be a good citizen (no drinking, drugs, etc.). Hudson reviewed the requirements of the program. They ask students to take part in the program, but it is not required. Last year, they were able to get over 1,000 students on college campuses. Not only do students get programming from Hudson's office during these visits, but they also receive information from the college campuses. Hudson said they also work with parents, who appreciate the opportunity to hear and learn the information. She discussed Core 40 and what they tell their students. The Commission for Higher Education reports that 25% of students who enter college must take a remedial course. Hudson said the Twenty-first Century Scholars program does not require Core 40, but they encourage it. As of 2011, students cannot get into a public college in Indiana without Core 40. Hudson told about a number of students who completed the program, the affirmation process, etc. She reviewed the student profile for her program. The hope is that students in her program will go to college and connect with someone like Washington. Washington distributed a handout. IUPUI has over 1,400 Twenty-first Century Scholars on campus. Washington gave an overview of her program and told about the workshops they offer to students. Many Twenty-first Century Scholars drop out of school because of the challenges of working full time. This past year, the Twenty-first Century Scholars Success Program offered financial management workshops to students. Washington told how they assess the needs of their students at the beginning of the academic year. One of the requirements for Twenty-first Century Scholars is to complete a FAFSA by the deadline. Washington said they bombard their students with messages about completing the FAFSA. They also emphasize community service to their students. Washington told about the academic advising they offer students in the program. They refer students out to other resources on campus when necessary. They also maintain an Oncourse site for Twenty-first Century Scholars. Since students in the program are so spread out, Oncourse is a way to communicate with them. At the end of each academic year, they

have an award and recognition ceremony for the scholars. Washington told about the program Jaguar Journey, which requires students to participate in the Summer Bridge Program or the peer mentoring program. Some students participate in both programs. Washington described how the mentoring program works with their students. They have grown to serve over 90 students in the program, including STAR (Students Taking Academic Responsibility) students. Fisher said participation in these success programs is crucial for success. How can we serve more students? Washington said they need additional staff to do this. Johnson discussed the importance of social capital. These programs require developing relationships with students, which means more peer mentors and staff. Evenbeck said that when Purdue started the Purdue Promise program, they hired 4.5 staff members. We have had no new staff and three advisor positions cut. Buyarski added that there is no formal institutional support for the Twenty-first Century Scholars Success Program. She explained how they have struggled to scrape by. For example, the Bepko Learning Center provides the mentors for the program. Evenbeck invited council members to stop by the lower level of Taylor Hall to see the Nina Scholars program and the Twenty-first Century Scholars Success Program in action.

5. Counseling and Psychological Services:

Lash gave an overview of the services offered by Counseling and Psychological Services (CAPS), which provides mental health services to students. Their primary services are crisis response, counseling, assessment, and referral. Lash explained why people go to CAPS. The biggest reason is to receive individual counseling. The most common diagnosis is depression, followed by anxiety and relationship problems. Lash told about some of the things they see; they deal with a wide range of issues. CAPS is more like an outpatient mental health service. She talked about the number of students served, which has continually increased over time. She reviewed the number of clinical sessions. This number is flat because they are maxed out due to budget issues. Lash told about the psychiatric services that CAPS provides. They use student fee money to help cut the cost of these services to students. In other words, they underwrite the fee that psychiatric services would normally cost. Lash discussed the student profile of the population they serve, including class status, gender, and race and ethnicity. She explained the process of initial assessments. Many students struggle with functioning through a day; many others report academic impairments. Lash discussed the relationship between counseling and persistence. She reviewed the CAPS satisfaction survey and the retention and graduation rates of students who use CAPS after two years, four years, and six years. The CAPS students have a slightly better graduation rate than the overall IUPUI population. Lash told about the wait list. For many years, students did not have to wait for services, and Lash wishes they did not have one at all, but last year the number of students on the wait list was the highest ever. This year will be much worse. In the fall, there were 87 people on the wait list. As of the spring semester, 17 of those people still had not received services. Lash told about the national recommendations for counselors per student; IUPUI is not even close to those recommendations. Faculty and staff are the biggest referral services on campus. Lash realizes it is frustrating for faculty and staff when they refer a student and the student is placed on a wait list. She discussed how they do a triage; if students can function fairly well, they will probably be placed on the wait list. Lash talked about the limitations they are facing with the budget situation. They are understaffed and maxed out.

CAPS will move when the Union Building closes. Evenbeck said he has sent students to CAPS, and he has high praise for the work they do.

6. IMIR Web Site:

Pike said with the retirement of Kathy Burton, he has been able to make up that staff (mostly). With new staff, they are not quite as fast as they used to be. They are working on the new IMIR Web site. Pike said requests for information might take four to six weeks. He asked council members to give his office advance notice when requesting information. Pike gave a demonstration of the IMIR Web site, showing how to find information. He gave an example of Purdue calling for information, which was available on the new Web site. He showed how to find survey results, including NSSE. The Web site is updated annually. Pike said they follow IPEDS rules for how they count things. Their goal is to distribute as many of their functions as they can to give faculty and staff more functionality.

7. Other Business:

Evenbeck asked council members to let him know if there are items they want on the agenda. Fisher announced a new PULs Web site (<http://faa.iupui.edu/pul>). Evenbeck said Honors Day is on April 11 at 3:00 p.m. at the Scottish Rite Cathedral.

8. Evenbeck thanked council members for attending, and the meeting was adjourned.

Submitted by:  
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