

Council on Retention and Graduation

Meeting Minutes

November 5, 2009

CE 409

Presiding: Scott Evenbeck

Present: Linda Brothers, Mary Jane Brown, Zephia Bryant, Cathy Buyarski, Craig Campbell, Judy Carley, Lauren Chism, Ken Durgans, Scott Evenbeck, Sarah Glener-Bales (for Ted Mullen and Jane Luzar), John Gosney, Steve Graunke, Michele Hansen, Julie Hatcher (for Mary Price), Amanda Helman, Stephen Hundley, Mikki Jeschke, Kathy Johnson, Danny King (for Nancy Lamm), Claudette Lands, Doug Lees, Amy Maidu, Sheila Morris-Watson, Jennifer Pease, Gary Pike, Fred Rees, Ingrid Ritchie, Frank Ross, Jennifer Schott, Beth Spears, Kate Thedwall, Regina Turner, Suzanne Vick, Rick Ward, Jeff Watt, Gayle Williams, Marianne Wokeck, and Robert Yost

Regrets: Sarah Baker, Barbara Christe, Chris Foley, Andrew Klein, Bill Kulsrud, Jane Lambert, Susan Montgomery, Kenneth Rennels, David Sabol, Uday Sukhatme, Mark Urtel, Pratibha Varma-Nelson, Kathryn Wilson, and Oner Yurtseven

1. After Evenbeck opened the meeting, introductions were made. Evenbeck reviewed what the CRG Steering Committee has been working on this year.
2. NSSE:
Pike introduced Steve Graunke, who is new to IMIR and to the council. Graunke distributed a handout about NSSE. He told about the NSSE; the main point to understand is significant differences, which he reviewed. Graunke reviewed his handout. Evenbeck noted that IUPUI has more active and collaborative learning than other campuses. Graunke agreed with this, and he said IUPUI students, particularly first-year students, tend to make more class presentations. He reviewed a handout about benchmarks by ethnicity. After Graunke reviewed the information in this handout, Helman asked why African Americans were in one group and all other ethnic classifications were in one group. Graunke and Pike explained that there were not enough survey responses from other ethnic groups to break them out into separate categories. Pike noted that IUPUI first-year students reported substantially lower interactions with people who are different compared to students from other urban institutions. This did not apply to seniors as much. This is an opportunity to get first-year students to interact with students who are different than they are. Ward told about a project they are working on in the School of Liberal Arts, the Intergroup Dialog Project. They put students with different backgrounds into groups to have conversations. They hope to make more progress in the fall. When Williams asked if the populations at the other urban institutions are the same as our campus, Pike replied that some have more diversity (such as Wayne State) and others have less (such as the University of Utah). Evenbeck believes the NSSE data are positive. We cannot declare victory yet, but things are moving in the right direction. Watt pointed out the data about international students. He told about challenges they have been facing in his school. Some international students do not understand about academic misconduct, such as doing your own homework. He sees this issue reflected in the data. Pike agreed with this. Pike told how Kuh, as head of NSSE, had funding from the Lumina

Foundation to look at relationships between student engagement and outcome measures such as GPA and retention. Many institutions in that study were liberal arts colleges. It is uncertain how well that translates to an urban research university with a primary commuter population. Pike explained that out of 33 different comparisons, there was one statistical significant difference—the relationship between support for student success and GPAs. The more that students perceive we support student success, the lower their GPAs. Pike discussed the reasons why. This does not mean that student engagement is not important. He explained that students were retained at higher rates and with better GPAs if they perceive that their courses are more challenging. He gave examples of this. This suggests that one of the keys of success is student expectations. Ward added that not only should we have high expectations but we should support students to meet those expectations. Pike agreed; we should have reasonable expectations that stretch students. Evenbeck noted the importance of this work and thanked Pike and Graunke.

3. Data Reports:

Hansen distributed a handout and used a PowerPoint presentation to share her data. She reviewed her data sources. She explained the University College three-phase assessment framework. The retention rate (for Indianapolis only) is 73.5 percent, and the graduation rate is 33 percent. Hansen discussed the graduation rate, GPAs, the retention rate, and African American students. She reviewed the information in her handout. In response to a question by Durgans, Hansen said the retention rate for all students who live on campus (not just African American students) is higher at 78 percent. Durgans requested information about the retention rates for diverse groups of students living on campus. Hansen said she would get this information. Durgans also requested information about students who live at home versus those who live in apartments. Hansen reviewed information about students who are 25 or older, part-time students, work commitments, and time commitments. In response to a question by Durgans, Pike told about a study done a couple of years ago. A student's financial need has a substantial negative effect on retention. If students must meet financial need with loans, this compounds the problem. There was discussion about this. Hansen returned to her presentation. She discussed educational goals, reasons students attend college, reasons they attend IUPUI, their commitment to IUPUI, academic preparation, student resources, living arrangements, students' finances, risk factors for low levels of academic achievement and persistence, and factors related to academic success. Vick asked about the graduation rates for males versus females. The council discussed this gender issue. Pike told about information available on the IMIR Web site. Hansen told about the redesign of the University College Assessment Web site. When Helman asked about the percentage of the student population for the cohort, Hansen said the cohort represents about one third of the student population. Evenbeck noted that this is students who start in a given year. Pike said this is higher now because of transfer students. Evenbeck thanked Hansen.

4. Early Warning:

Buyarski distributed a handout and reviewed the information. She explained how the old early warning system used to work. This year, the registrar's office worked above and beyond to modify SIS to do the early warning system. They were able to mail out the rosters faster and mail them to everyone (not just for University College courses). Buyarski explained that some faculty saw an early warning roster for the first time. She hopes this will

become part of the institution's culture in all courses. The new process is much quicker. The other benefit is that the data is in IUIE and available to all schools. There will be more information coming in the future on educating people on how to get to that data. Our campus has made improvement and we are headed down the right track, however, the registrar's solution is temporary. Buyarski explained what is coming in the future for a robust early warning system. The system will have to work for all campuses, so there will have to be compromises. There was discussion about tracking faculty who participate in the system and if students are performing better. Buyarski said it was disturbing to receive e-mail from faculty who said they had nothing to give feedback on after four weeks of class. When Maida asked about access to the data, Buyarski said she would check on it. Thedwall reminded the council of the importance of taking this information back to the units. Faculty need to have a graded assignment within the first two weeks. Faculty can predict who will fail within two weeks of classes starting. Ward suggested upper-level courses might be able to use the same metrics as the gateway courses. Buyarski reviewed more information on her handout. She discussed using early warning to help students find resources and get help. This might have deeper implications. For example, if every student gets referred to the MAC, the staff there might get overwhelmed. Watt said students should be able to see the information on the early warning system. Buyarski told about a pilot program, the Student Strengths Inventory, to look at some pre-entry, noncognitive measurements. They tried this in five first-year seminars. The program is designed to give those students who need help early. Evenbeck told about early warning letters that go out to students. Mothers are opening letters for their students. Spears does a fantastic job helping with problems that arise from these letters. Evenbeck thanked Buyarski.

5. Top Ten List:

Ward explained how he and others have been revising the Top Ten list. He noticed that some things that were recommended a while ago are now happening. He told about the campus retention action team, and how they focused on the whole pipeline. The Top Ten document has been about the relationship between the retention rate and the graduation rate. Ward reviewed a handout he distributed. If we are going to be successful, we have to focus on what happens after the first year. He mentioned the high number of veterans on this campus. We need to approach retention more holistically. We want to support programs that we know work, such as Twenty-first Century Scholars, Norm Brown Scholars, etc. We know that one issue is students who work. The chancellor has been talking about hiring students on campus to fill staff positions. They have been encouraging Chartwells to hire more students. Ward reviewed more of the handout. He discussed the Summer Preparatory Program and second-semester learning communities. It has been a long time since the campus has done a thorough review of the curriculum. Ward told about the review process last time. There is some good stuff coming out of the Center for Research and Learning. We need to do more with transfer students and increase support for the Passport Program. Ivy Tech is IUPUI's largest source of transfer students. We need to look at bottleneck courses for juniors and seniors and financial problems that students have. Ward said 50 percent of students in the School of Liberal Arts are seniors. Many of those students say they have run out of financial aid money. The chancellor stated that 250,000 people in Indiana are stopped-out students with college credit. We need to look at students who have stopped out. Ward asked the council for feedback on the Top Ten list. Evenbeck said he would like to see the Top Ten list made into a chart and

put on the Web site. People can fill in what progress has taken place. Ward agreed to do this with Snyder's assistance. Pease said she would like to do a separate section on the stopped-out students. She discussed transfer students and the work her unit is doing to help stopped-out students and transfer students.

6. Task Force Updates:

Diversity

Evenbeck reported that the diversity task force met. They have been looking at the participation of diverse students in various programs, such as Student Support Services, etc. The task force will report further at the next meeting.

Metrics

Pike explained that this group has been working with the CRG Steering Committee. He told about integrating campus goals. In some cases, the old performance indicators do not apply any longer.

Seniors

This task force will report to the council at the next meeting.

Sophomores

Ross had to leave early, but he left a written report for the council. Evenbeck reviewed Ross's report. Evenbeck told about a new book from Jossey-Bass about sophomores. IUPUI plays a strong role in the book. The deans' group is looking at pathways to graduation. We need to spend more attention on the middle years. If we look at our peers, and if there were a stable relationship between the retention rate and the graduation rate, our graduation rate would be nine points higher.

Transfer Students

Buyarski said that one of the recommendations that came out of this group was to develop a transfer support center. Andrea Engler (University College) has been working on this.

7. Other Business:

Evenbeck said that Teresa Lubbers, Indiana Commissioner for Higher Education, spoke at a conference a couple of weeks ago. She called attention to metrics in higher education. Evenbeck told about a report from the ICHE about accountability. Snyder will send this to the council. Evenbeck told about Ivy Tech graduates receive scholarships from IU East for \$1,200. If a student graduates from a two-year institution, it is more likely that they will graduate from a four-year institution. Hatcher suggested that in addition to looking at scholarships, we look at programmatic elements. There is not enough staff to coordinate scholarship programs. Evenbeck said we need to further this idea with deans and central administration. When we raise scholarship dollars, we need to tell donors that we need programs to go with the scholarships. The Mathematics Assistance Center (MAC) will be moving to the lower level of Taylor Hall; the math lecturers on Indiana Avenue will be moving to Taylor Hall. This will probably be completed by the end of the calendar year. After the MAC renovation, the renovation for the Multicultural Center will begin; the bust of Dr. Taylor will be located in that space permanently. Evenbeck said the Gateway to

Graduation Program will try to foster common work. He told about Emily Lardner and Gillies Malnarich and the powerful effects of interdisciplinary work. He explained what he hopes will happen, such as two classes doing a common assignment. Thedwall added that a community of practice is coming soon. Evenbeck discussed veterans on campus. He reviewed some programs that are planned for the week of Veterans' Day. Jim White from SPEA will be involved. We need to pay attention to the veteran and military population. He hopes we can start a learning community for veterans, but is unsure if it will work. We need to think outside the box. Snyder will send out the program for Veterans' Week. Pease said that the veterans' office is located in admissions right now; their staff are working at capacity. They hear on a daily basis from veterans what a difference it makes to have space. Evenbeck explained that they will be moving to the lower level of the Campus Center. Vick said this is the first year that IUPUI has had a campaign of "Class of 2013." There was an article in the *Indianapolis Star* about the clocks they handed out to students. There was also a piece on NPR. A clock will not make students graduate, but it has people talking about graduating within a certain time frame.

8. Adjournment

Submitted by:
A. Snyder
University College