

Council on Retention and Graduation

April 20, 2012

CE 405

Presiding: Kathy Johnson

Present: Robert Aaron, Jan Aycock, Zephia Bryant, Cathy Buyarski, Craig Campbell, Sarah Childs, Lauren Chism, Zebulun Davenport, Ken Durgans, Chandra Dyson, James Eckerty, Andrea Engler, Gary Felsten, Mary Fisher, Chris Foley, Gina Sanchez Gibau, Beth Haggenjos, Michele Hansen, Amanda Helman, Tere Molinder Hogue, Linda Houser, Denise Johnson, Kathy Johnson, Susan Kahn, Danny King, Pam King, Maureen Kinney, Andy Klein, Sarah Lang, Doug Lees, Sandra Lemons, Amy Maidu, Kathleen Marrs, Shawne Mathis, Kyle McCool, Janna McDonald, Mark Minglin, Khaula Murtadha, Howard Mzumara, Denise O'Grady, Jennifer Pease, Melissa Pohlman, Rebecca Porter, Jennifer Schott, Marvin Smith, Jason Spratt, Kim Stewart-Brinston, Regina Turner, Jeff Watt, Ken Wendeln, and Marianne Wocek

Regrets: Steve Graunke, David Sabol, and Kate Thedwall

1. Johnson opened the meeting and welcomed members of the Council on Retention and Graduation, Enrollment Management Council, and Student Life Services Council. Introductions were made.
2. Molinder Hogue gave an update on the University Writing Center (UWC). A handout was distributed, and the following points were discussed:
 - The UWC works to create a friendly environment. There is a myth that only bad writers go to writing centers, but this is not true. Many experienced and great writers use the UWC.
 - Faculty should not treat the UWC as a punishment. Required visits to the UWC can create problems, such as a horde of students showing up the day before the paper is due.
 - One misconception is that the UWC is a drop-off service. The UWC is not a proofreading service. Molinder Hogue gave an example of how they teach writing concepts to students. Students can apply the concepts they learn at the UWC to other projects and classes.
 - The UWC uses formative assessment, not summative assessment. They try to get students to be better thinkers and communicate on paper what they know in their heads. Many students are better writers than what they convey in their papers. The UWC is a place where students can work one on one with tutors.
 - In the fall, the UWC will move to the basement of Cavanaugh Hall. The UWC location in the library will remain open. Both locations use the same tutors.
 - The UWC tutors all students from all schools. The UWC works a lot from assignment sheets.
 - The UWC believes writing is a process, which is documented in national literature. Good writing does not just happen. Good writers do not just wave their fingers across the keyboard and produce great writing. Good writing takes a lot of work.
 - Experienced faculty work in the UWC, and there are classes to train the student tutors.

- Molinder Hogue gave tips on how to help students get the most out of their UWC visit, such as making an appointment, planning ahead, coming prepared, bringing a draft in progress, having realistic expectations, and being prepared to work with tutors.
 - Numerous handouts are available on the UWC website (<http://www.iupui.edu/~uwc/>).
 - If faculty want students to go to the UWC for a project, faculty should encourage students to go to the UWC two or three weeks ahead of the deadline.
 - Molinder Hogue wants students to see the UWC as a positive experience.
3. Foley gave an update on dual enrollment and AP/IB examinations. The following points were discussed:
- Foley reviewed the concept of academic rigor. The assumption is made that a little is good, and more is better. For example, if two courses are good, then 10 or 25 are better. Many private foundations are proposing that secondary students take more courses to prepare for college.
 - The Indiana superintendent of public instruction has a goal for all students in the state to take at least one AP examination. The state has funding incentives for priority dual credit courses. A growing number of Indiana high schools are offering early college courses, and a growing number of Indiana high school students are pursuing larger numbers of courses. The state has limits on the amount that a student can be charged for dual credit courses.
 - Students have been coming to campus with AP credits and dual enrollment courses for years, but now the population and the numbers of students coming with these credits are changing. This blurs the line of who is a college freshman. Foley explained the significant consequences for financial aid, transfer credits, etc. Many of the dual credit students are 18 years old and have never been on a college campus.
 - Foley explained the differences between AP exams and IB exams, as well as the different types of dual enrollment. The AP exams cost about \$80 while the dual enrollment courses are \$25 per credit unless the student is eligible for free or reduced lunches (then there is no cost).
 - Foley reviewed data for retention by credit hours of dual enrollment and retention by AP/IB credits.
 - Many schools are pushing more low-income and first-generation students into dual enrollment as a means to improve their academics. Many students with low class rank about taking these courses as well.
 - Foley said that in general, dual enrollment helps students, but this does not mean they will persist any better. He told about differences between dual enrollment students and students with AP/IB exams. Dual enrollment is growing at both the system and campus level. Students with AP/IB exams generally persist to the second semester better than dual enrollment students. There are a growing number of students who attempt the AP exams, but do not pass.
4. O'Grady gave a presentation about the holistic support they provide student athletes. Two handouts were distributed, and the following points were discussed:
- O'Grady gave a brief overview about her unit. There are approximately 230 student athletes on campus. With the recent addition of track and field, those numbers are expected to increase.

- Student athletes participate in a special summer orientation, which has additional programming to help them be successful as students and as athletes.
 - The Jaguar Jump-Off program is part of the CHAMPS/Life Skills program, which IUPUI sponsors in conjunction with the NCAA. The program is designed to support student athletes in five areas: academics, athletics, personal development, career development, and community service. The program is mandatory for all student athletes.
 - Summer academic workshops are conducted every Friday during the Summer II session. These workshops are mandatory for freshman men's and women's basketball players. Workshop topics include time management, note taking, test preparation, and learning from textbooks.
 - The Study Table Program requires a certain number of hours that freshmen, two-year college transfers, and select other student athletes must complete in the library each week. Time spent using other campus academic resources may count (e.g., Math Assistance Center, University Writing Center, meetings with faculty, mentoring, private tutoring). O'Grady explained the number of hours students are assigned and how the study table hours are documented.
 - Student athletes are required to use selected campus resources. This is determined by each student's advisor and is documented.
 - The Athletics Advising Office uses progress reports for each student athlete. Progress reports are sent to each faculty member for each student. Depending on the faculty member's preference, the progress report may be electronic or hard copy. O'Grady said they use these reports to address any problems the students may be having. She explained how they have used FLAGS this year. They run a FLAGS report every day. All progress reports go to the coaches. The department also uses intrusive advising.
 - Any student athlete with a GPA below 2.6 must have a mandatory weekly meeting with someone in the Athletics Department, such as an advisor, intern, fifth-year student athlete, or Bepko Learning Center mentor. Students with GPAs between 2.6 and 2.9 may have to do this as well, depending on the decision of the athletic director.
 - Random checks are conducted to make sure students are attending their classes when they are not traveling for sports.
 - O'Grady shared additional things her department does to support student athletes, such as communicating with faculty, using NCAA funding for academic enhancement programs, testing students for learning disabilities, creating a partnership with Academic and Career Development in University College, and establishing a contact person in different departments across campus for student athletes.
 - Coaches have a lot of leverage with students. Other programs need to figure out what leverage they have. The focus should be on incentives for students.
5. Johnson gave a brief update on general education. The latest report from the General Education Task Force was distributed, and the following points were discussed:
- A website (<http://gened.iupui.edu/>) has been started by the General Education Task Force. The website has numerous documents, including draft reports, minutes, and national literature.
 - The proposed general education core curriculum has been endorsed by the Faculty Council.

- There is still work to do on general education, and there is a tight time line. Johnson gave an update on recent laws that were passed (HB 1220 and SB 182). Each university is free to design its own general education core. Now public universities in Indiana are trying to agree on what each other have determined to use as the general education core. There has been agreement on 30 credits in the core. Other institutions around the state have already determined what they are going to do.
- The new general education core curriculum has general domains of competency. The task force tried to capitalize on the fact that the campus has used the PULs since 1998. They also wanted latitude and flexibility. Despite having the PULs, each school determined its own general education in the past. Johnson reviewed the new general education core curriculum.
- The Faculty Council Executive Committee has been asked to organize an ad hoc curriculum committee. The Faculty Council recommended that the new committee begin with two representatives from each unit, which will be approximately 40 people. The committee will include a liaison to state leadership.
- There will need to be faculty development over the summer. There will also need to be a process in place to identify courses that satisfy the areas in the general education core curriculum. Assessment will be important. Johnson told how she envisions this falling together.
- Watt discussed the Core Transfer Library (see <http://www.transferin.net/CTL.aspx>), math requirements, and courses that came off the state list because they did not meet minimum requirements. With the Core Transfer Library, some of the dual credit issues may begin to improve.

6. Other Business:

- The Access and Success Conference, which will be on September 21, will address dual credit issues. Johnson encouraged anyone interested in this topic to attend the conference. If anyone has ideas about topics for breakout sessions, they should contact Johnson.

7. The meeting was adjourned.

Submitted by:
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