

Council on Retention and Graduation

November 4, 2011

UC 104

Presiding: Kathy Johnson

Present: Rob Aaron, Sara Allaei (for Sandra Lemons), Marsha Baker (for Chandra Dyson), Mary Jane Brown, Cathy Buyarski, Craig Campbell, Zebulun Davenport, Dan Drew, Andrea Engler, Gary Felsten, Mary Fisher, Sandy Flowers, John Gosney, Steve Graunke, Mikki Jeschke, Denise Johnson, Kathy Johnson, Shannon Kelley (for Amy Jones Richardson), Maureen Kinney, Claudette Lands, Doug Lees, Dawn Lipker, Amy Maidu, Kyle McCool, Janna McDonald, Mark Minglin, Teresa Molinder-Hogue, Kim Nguyen, Rebecca Porter, Jennifer Schott, Terri Talbert-Hatch, Joe Thompson, Regina Turner, Rick Ward, Jeff Watt, Ken Wendeln, Wanda Worley (for Stephen Hundley), and Robert Yost

Regrets: Bob Bringle, Julie Elkins, Chris Foley, Michele Hansen, Kathleen Marrs, Howard Mzumara, and Gary Pike

Guest: Hank Hernandez (School of Science)

1. Johnson opened the meeting and welcomed everyone. Deans and Student Life Services Council members were invited to the meeting. Johnson reviewed the charge the CRG was given when it was formed in 2004. The CRG is a way to share information with others about things that are working. She hopes committee members will take information back to their schools and units.
2. Division of Student Life:
 - Davenport gave a PowerPoint presentation about the Division of Student Life. He came to campus in July, but began working in April. From April to June they conducted a situational analysis. He interviewed every unit in the division and launched a self-study of the unit. They used that data to identify where the division is and what gaps exist.
 - In July, the Division of Student Life conducted a divisional realignment to maximize functional areas. They wanted to connect their division to the work of University College and wanted to create an intentional pathway to success.
 - In August, Davenport said they began a comprehensive strategic planning process. They began to draft a new vision, mission, and values. They also identified key stakeholders, campus constituents, etc. The entire division was part of this process and included students, stakeholders, and campus constituents.
 - Davenport said they found the Division of Student Life needs to be more intentional about connecting the curriculum to co-curricular programs and services. They need to emphasize student transitions and pathways to success. They are doing some good things on campus, but they want to pull together services for students and families. Davenport discussed some of the gaps, including student advocacy, comprehensive parent and family programs, intentional academic engagement and partnerships, off-campus student services, and connections to first-year programs.
 - Davenport gave a brief review of the division's staff structure and areas that were reorganized. He discussed the comprehensive strategic planning process that they have

been working on, including a focus on quality learning experiences that will facilitate intellectual and personal growth and that will create pathways for all students. Davenport identified five areas of focus: campus life, campus climate, campus partnerships, community partnerships, and division effectiveness.

- Davenport explained how student life is connected to retention. Most institutions around the country are talking about performance-based funding and retention, graduation, etc. Engaged students tend to persist and graduate at higher rates than students who are not engaged. We all have a responsibility for retaining our students.
 - The campus housing capacity is now at 122 percent (with Park Place). Davenport said they are trying to engage with the Park Place students.
 - The classroom is formal learning, and out-of-classroom learning provides formative learning to create a holistic experience for students. Retention is a global concern, but it is unique to every college campus. We can identify best practices, but each institution is made up of unique constituents.
 - Davenport told about his four-step process to improve student services. Two years ago, Division of Student Life programs and services were connected to the PULs. Davenport said they are doing a self-report to find out what students are learning. They are trying to improve programs and services based on data. He said student life is about social engagement and about what we want students to learn. Students need to have fun, but student life can be structured so students learn as well.
 - Davenport discussed the Steven Robbin model and three determinants to academic performance and retention: self-regulatory control, motivational control, and social control. Some college students around the nation are engaged in counterproductive behaviors; they need to be engaged in a productive way.
 - Wendeln asked a question about creating cultural pride on this campus. He also expressed concern about the lack of enforcement for the no smoking policy. Davenport acknowledged these are two challenges on campus. We need to create a culture of pride on this campus, with employees as well as students. This begins when students walk through the door. Davenport believes that if we have a no smoking policy, it should be enforced. There are people talking about this. There will be future conversations about this issue.
 - McCool discussed some of the challenges for school-based organizations. Sometimes, these organizations do not connect with the Division of Student Life. How can this be remedied? Davenport talked about the silos on campus. He said he would talk to McCool about this issue.
3. Departmental Strategies for Advising Juniors and Seniors:
- Jeschke distributed two handouts about an initiative for advising seniors in the Department of Psychology. The dean's office puts an academic hold on all seniors; these students are told they cannot register until they see an advisor. Three e-mails were sent out to seniors to explain this change.
 - Jeschke told about the advising staff in their office and how they developed an agenda for a 30-minute advising session, which included 10 to 15 minutes of a PowerPoint presentation. The presentation included an overview of questions that seniors should be asking before they graduate.
 - The psychology seniors range from needing several more semesters to going to graduate school the following year. After the PP, seniors were divided into groups (e.g., those going

to graduate school). The groups were able to have discussions. Some of the session time was spent answering students' questions.

- The sessions allowed some students who thought they were going to graduate to realize that they were behind. Some errors were caught as well. Jeschke told how they worked with students. Some students were able to take an extra class or change classes to graduate in May.
- The peer advisors helped with these sessions. All sessions were held before registration opened in October. Not all seniors showed up for the session. They have been getting calls from a few frantic students trying to get holds removed. These students are not forced to see a staff advisor, but they must at least see a peer advisor.
- Jeschke explained that when students log into Oncourse, they can see the hold, and they can also see who their advisor is. The department has about 500 psychology majors, and 250 are seniors. Jeschke said 81 percent of the students who completed the assessment would recommend the session to their peers.
- The department is going to have similar sessions in the spring for sophomores. Jeschke said they want to make sure the sophomores are on the right track. The peer advisors did a great job. The peer advisors gave Jeschke advice on the e-mails she sent out to seniors.
- In response to a question about students who work, Jeschke said she has only received three or four calls from students who said they could not attend a session due to work. Jeschke advises these students over the phone.
- When asked what types of problems these sessions were solving for students, Jeschke gave some examples of students not knowing they had to apply to graduate while others were not aware of steps necessary for graduate school (such as taking the GRE). Students have been very appreciative of this information.
- When Jeschke asked for suggestions about special advising sessions for sophomores, Porter said a prompt for students to think about how they are going to finance their education and where they can find resources would be helpful. Davenport said the Graduate School has workshops for students thinking about going to graduate school. Graunke said the National Resource Center has many resources for the sophomore experience.
- Jeschke distributed a checklist her department gives to psychology majors. While the department had four-year plans, their department found that students did not have good plans for what they needed to be doing with co-curricular activities. She reviewed some of the resources their department has for students. They use the checklist at orientation and in their orientation to the major sessions.
- The Department of Psychology sends an electronic newsletter to all psychology majors in University College. Jeschke shared a newsletter with the group. The newsletters have links so students can contact their office and find information about how to certify to the major, course changes, the advising office, etc. In 24 hours, 29 students opened the e-mail, and 15 students clicked through. The most popular link was how to certify to the major.

4. Office of Student Employment:

- McDonald told about the services offered by the Office of Student Employment. She explained that they help students find jobs, but the Office of Student Employment does not place students in jobs.
- McDonald distributed a handout with projects and initiatives her office is working on. They are getting ready to launch a program to educate all student employees on how to start

working. They will also work with supervisors. McDonald believes this will eliminate some performance issues.

- The Office of Student Employment will be doing an initiative to support offices that hire student employees. Some supervisors have had bad experiences with student employees and do not want to hire another student.
- In the last year, the Excellence in Professionalism series was launched. McDonald told about the pilot for this program. Students have been saying that they do not get enough professionalism training in the workplace. This program offers a certificate of completion. McDonald's office will work with academic units to offer the program to students.
- The Office of Student Employment has been working with Human Resources Administration on the policy for the use of background checks for undergraduate student employees. McDonald said the policy is now concise and easily understood. The policy will be placed on their website for on-campus employers.
- McDonald gave a brief update on the Skills Bridge Program. She said they received feedback that the program was too cumbersome, so they are looking for ways to fold the program into the e-portfolio. She also told about Student Employee Appreciation Week.
- Buyarski said students who are employed on campus have about a 10 percent higher retention rate. McDonald said about 70 percent of IUPUI students are working. Her office is trying to get more students to work on campus. In response to a question, McDonald said around 1,800 students are working on campus right now. This does not include students working in scholarship-based positions.

5. Updates:

- Johnson gave an update on the Summer Work Initiative. A task force is still working on this. Johnson will send committee members a plan when she has it.
- Watt gave an update on the curriculum in the Department of Mathematical Sciences and showed resources on their [website](#). He discussed students who are sent to Ivy Tech, the pre-algebra course, Core 40, and the routes certain majors would take for math courses. Many students who skip a year of math courses are having to back up and retake courses. Students should not wait until the last semester or so to take their math course(s).
- Buyarski gave a brief update about the early alert system. Overall, within the IU system, 71 percent of instructors are using the system. At IUPUI, over 23,000 students had some indicators. Most of the indicators were about attendance. About 9,000 students had some sort of flag, with 6,700 students having a flag that was of real concern. Buyarski told about a committee working on who should follow up with students who have flags. About 250 students were administratively withdrawn.

6. The meeting was adjourned.

Submitted by:
A. Snyder
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