

Council on Retention and Graduation Steering Committee

May 10, 2012

UC 3171

Presiding: Kathy Johnson

Present: Sarah Childs, Gary Felsten (via Polycom), Mary Fisher, Gina Sanchez Gibau, Steve Graunke, Michele Hansen, Kathy Johnson, Kathy Marrs, Khaula Murtadha, Howard Mzumara, Gary Pike, Rebecca Porter, Regina Turner, Pratibha Varma-Nelson, and Jeff Watt

Regrets: Rob Aaron, Sarah Baker, Cathy Buyarski, Zebulun Davenport, John Gosney, and Marianne Wokeck

Guests: Janice Childress, Jane Luzar, and Kim Stewart-Brinston

1. Johnson welcomed committee members and guests as she opened the meeting. Introductions were made.
2. Johnson distributed a report about Summer I enrollment. The following points were discussed:
 - A recent Pulse Survey, which will be released this fall, indicates that students are around in the summer. The primary reason they do not enroll in summer courses is because of money. Many students have to work or do not have financial aid. Student life was also an element for not enrolling.
 - We need to develop a culture where students enroll in the summer. When asked if anyone had ideas to plan for next summer, Watt suggested looking at some of the schools and their specific numbers to figure out what is going on. Johnson said advisors and peer mentors will continue to remind students and parents in orientation and first-year seminars about using summers. There were discussions about placement testing and the summer discount in tuition.
 - In University College, peer mentors in the Bepko Learning Center contact students who have not yet registered for fall. There is a report to show why students have not registered yet. Johnson asked if there is anything University College can do to help other schools contact their students. Watt and Gibau gave updates on what their schools do to get students to register.
 - The committee discussed how changes in marketing have impacted enrollment and retention. It was agreed that a subcommittee would draft a statement on behalf of the CRG Steering Committee. Johnson, Porter, Murtadha, and Fisher volunteered to do this.
3. Childress (University College) distributed two handouts and gave a follow-up report about students in the top 25% of their high school classes who are not in Honors College. The following points were discussed:
 - Back in January, Childress reported on fall 2010 full-time, first-time freshmen who were in the top 25% of their high school classes who are not in Honors College. Students in this group with GPAs below 2.0 had a significantly lower retention rate. Childress concluded this was due to students being overcommitted, particularly with working and commuting.

- Childress reviewed her data. African American students were statistically more likely to be in this group. They were also more likely to be working and commuting.
 - Childress looked at a group of courses that this group were most likely to take. She discussed the DFW rates in this group of courses.
 - When asked what the campus can do, Johnson suggested we can control employment better than commuting. We have to let students know that on-campus employment is an option.
 - Stewart-Brinston suggested the problem is not only about student employment being available to students, but it is also about how students structure their lives. Diverse students need more intentional messages when they come to campus.
 - The committee discussed financial literacy, students living within their means, socioeconomic factors, and early interventions. Instead of pushing students to graduate in four years, do some students need to be told to slow down? Watt said students working more than 15 hours per week should not be enrolling in more than 15 credit hours per semester. He would like Childress to look at how many credit hours students in the study group attempted.
 - The committee also discussed what courses students should be taking in the first year, recognition of employers who hire IUPUI students (and helping them to encourage students), orientation, second-semester support for entering students, culturally relevant pedagogy, and support for minority students. When Johnson suggested a retreat with the Division of Student Life to continue the discussion, the committee agreed to this.
4. Luzar gave the committee an update about Honors College. She gave a brief history of Honors College, and the following points were discussed:
- Honors College is part of the Enrollment Shaping Initiative. Honors College admissions began in 2010; those students are now sophomores.
 - Luzar told about portfolio scholarships and admission-based scholarships. She gave a brief review of the requirements and processes for these scholarships.
 - Approximately 200 students will be admitted to Honors College in fall 2012. The goal is to have 800 students in Honors College. By comparison, IUB has about 2,500 students in their Hutton Honors College. Purdue is launching a residential-based honors program.
 - About 13.8% of students in Honors College come from diverse ethnicities. One goal of the college is to increase diversity. Luzar told about their recruiting process.
 - Honors students are expected to graduate in four years. Many could graduate earlier than four years since they arrive with so many credits. Many honors students graduate with double majors. They do not enroll in summer courses because their scholarships do not cover summers. An increasing number of honors students are participating in study abroad.
 - Honors students have a high retention rate, and many are attached to this campus. They are engaged in campus activities and participate in RISE. Many faculty report that they enjoy having honors students in their classes.
 - Luzar explained the difference between honors classes on this campus and how they work at institutions like private liberal arts colleges. She also told about honors programs in Kelley School of Business, School of Nursing, and SPEA.
 - Approximately 52% of honors students are women. The majority of the students are majoring in business, engineering, and science.

- Luzar told about outreach efforts. They are happy to work with any school or program on campus to reach out to middle or high school students. Some honors students started research here as high school students in outreach programs and came to campus as college students to continue their research.
5. Mzumara distributed a handout and gave an update on the Testing Center. The following points were discussed:
- Mzumara reviewed the number of math placement tests that were taken for fall 2011.
 - The Testing Center is working on a new application system. There will be a single application with integrated placement testing. This should be up and running by the fall.
 - Mzumara told about the School of Science and testing. Almost all of the testing is taking place in BS 3000.
 - Mzumara explained how Ivy Tech is changing their placement testing.
 - Time was short, so the committee agreed to have Mzumara give a full report at the August meeting.
 - Marris said there are ongoing discussions about schools using the Testing Center for classroom testing. She explained how the funding will work for this. Johnson and Marris agreed to develop a draft statement on behalf of the committee to advocate flexible testing, which helps with retention.
6. Other Business:
- Johnson told about two math classes that will be taught by Ivy Tech this summer, but will be held in the residence halls for the convenience of IUPUI students.
 - A new documentary about first-generation students will be shown in the Campus Center Theater on May 16 at 1:15 p.m. The film is 90 minutes long.
 - Hansen thanked the committee for their feedback about the Entering Student Survey. They are getting ready for the pilot this summer.
7. The meeting was adjourned.

Action Items:

- Johnson will lead a subcommittee to draft a statement about changes in marketing for this campus and the resulting effects on retention and graduation. Porter, Murtadha, and Fisher will work on this with Johnson.
- Johnson will talk to Davenport about holding a joint retreat to discuss culturally relevant pedagogy, second-semester support for students, and support for minority students.
- Johnson and Marris will develop a draft statement on behalf of the committee to advocate flexible testing, which helps with retention.

Submitted by:
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University College