

**Council on Retention and Graduation Steering Committee**  
**September 21, 2006—UC 3171**  
**Presiding: Scott Evenbeck**

**Present:** Scott Evenbeck, Megan Palmer, Gary Pike, Becky Porter, Frank Ross, David Sabol, Karen Whitney, Gayle Williams, and Marianne Wokeck

1. Evenbeck opened the meeting. Introductions were made.
2. Minutes of the August 17, 2006, meeting were approved.
3. Retention Data: Pike explained that Trudy Banta wanted information pertaining to our retention and graduation rates, particularly regarding minorities. The first memo to Banta is: "Retention and Graduation Rates for First-time Freshmen & Transfer Students by Ethnicity." Pike noted the difference between the graduation rates of full-time students and part-time students. This may reflect the difference in the orientation of students since full-time students are seeking a degree. Porter noted that part-time students often start and stop school and often do not graduate. Pike said that part-time students are not going to school full time for a reason and have other interests. Wokeck asked if the gap between the lower retention rates in African American students and white students has to do with income. Pike noted that we have incomplete information because we have income data on only 70 percent of our students. Pike believes the committee needs to focus on the first year because we are losing many students, with African American students having a disproportionate amount of trouble. The data shows we need to do something with the first-year transfer students because every year they fall further and further behind. Wokeck suggested we study retention data for ten years because six years may not be the best time frame to focus on student success. Pike explained that the federal government has set the standard at six years. Wokeck believes we could argue that using data for ten years may best fit our needs. Porter does not believe there is a vast difference between six years and ten years. Pike noted that factors such as socioeconomic status and high school preparation clearly affect African American students. Porter believes we need to focus on the most important factors. Whitney suggested that we focus on the causal connections, without being distracted by other things, and marshal our resources. Wokeck said that we should focus on clear issues, and then go to politicians to make a difference. For example, making the case for first generation students struggling in school will more likely be listened to rather than saying African American students are struggling in school. Palmer said she did not want cultural issues to be ignored because there are still problems on campus. Evenbeck suggested that we marshal our resources into getting 100 percent of our students involved in programs that we know help. How can we get these interventions adopted universally? Wokeck noted that some of our resources are at odds. Our learning communities are small, but the gateway classes have hundreds of students packed into large lecture halls. We need to be careful that we allocate our resources sensitively. Williams suggested that part of our problem is the curriculum because some students fall into majors that may be expected of them. Not all schools provide gateway courses and we cannot help those students. Wokeck said that we do not want to be

dictated to by other schools. We can make it a prerequisite that students must take certain courses in their first year. This is an issue that must be addressed across campus.

Pike's second memo to Banta is: "Retention and Graduation Rates for Transfer Students by Type of Sending Institution." Evenbeck asked what it will mean for IUPUI if more students are coming from Ivy Tech. The Ivy Tech campuses are uneven across the state and things are not as good now as they were a few years ago. Porter believes things are improving at Ivy Tech. Pike explained that students transferring from four-year institutions tend to be more prepared because they have taken gateway courses, unlike students transferring from two-year institutions. Whitney asked if students we send to Ivy Tech return to IUPUI. Porter explained that it is difficult to know right now, but they are working on collecting the data. Pike noted that this data reflects fall students, not spring students. Williams asked if transfer students tend to be older, and if so, are they better motivated. Evenbeck explained that the retention rate for students over twenty-five is much worse than for students under twenty-five. Students over twenty-five usually have jobs, children, or other things that interfere with school. Pike explained that one of the things they did at Missouri was to examine how many credit hours students came with because the more credit hours students arrive with, the better they do in school. Williams said we have tried that. If students go to Ivy Tech first, they are supposed to complete one year there, but many students try to come back to IUPUI earlier than that. Ivy Tech could not get a learning community together. Porter reported that Ivy Tech needs one more year to get settled. Do the number of students coming from Ivy Tech and going into the health professions throw off our statistics? Pike suggested we study that separately. Evenbeck stated that the number of credits students arrive with is irrelevant. The students need to know how many credits they need to finish. The PeopleSoft system will be very helpful for students to understand what they need to finish.

The third memo to Banta is: "Relationships Between Work and Grades for IUPUI Freshmen." After reviewing the results of this study, Pike noted that a disproportionate amount of work study money goes to students in the health fields. Nobody knew why, but Whitney suggested that it might have to do with the fact that research has a lot of money and labs are able to hire more students compared to administrative offices on campus. Wokeck noted that physical therapy students find careers closely related to their studies and student jobs, and many keep those jobs after graduating. Williams is concerned that our campus website listed only nine jobs when she checked. She does not want to refer students and parents to the website. There are more jobs available, but they are not being located in one central location. Students need to have the job information available in one place. Evenbeck would like to see a larger portion of the campus payroll going to students. We need to involve Human Resources to see that students get a larger share of the payroll. Porter noted that campus payroll is different than the work study funds. Evenbeck said that one JagJob received eighty-six applicants. Consequently, eighty-five students are going around campus telling other students not to use JagJobs. Whitney said this is a community issue and we need a commission to explore it. Evenbeck stated that many students are reluctant to take work study positions because it reduces the amount of student loans they can borrow. Essentially, many students feel they are shooting themselves in the foot if they participate in work study. Williams reported that Khalilah

Payne is suggesting students not work at all so they can take out bigger loans and get through school faster. Williams noted that many students come from parts of Indiana where there are cultural expectations that students work their way through school. Pike asked if we are using all of our work study money, but this information was not available at the moment. Evenbeck said data shows that many students are asked to work more hours than what they initially expected. Wokeck and Evenbeck pointed out that today's students spend less time studying compared to the past. Evenbeck noted that the average art student in Bloomington spends eight hours a week studying. Wokeck said that we have lower standards today and the academic demands are less than they were twenty years ago. It may be due to grade inflation, different standards, etc.

4. Retention Study: Palmer gave an update on her study. The goal is to interview twenty-five students who returned and twenty-five who did not. It has been difficult contacting the students who did not return. The study has been focused on issues that we can control. Thus far, students are reporting that their retention is based on one person who made a difference. For example, one student was walking to Cavanaugh Hall to drop his classes when he ran into his brother, who encouraged him to stay in school. Palmer wants to know if we have these people on campus who make a difference in students' retention. Some students are unable to identify the people on campus who make a difference; the students might say, "One of my professors," without knowing the professor's name. She hopes the study will be completed by the first of November.
5. ACT Study: Evenbeck distributed an article by Wesley R. Habley and Randy McClanahan, "What Works in Student Retention? Four-Year Public Colleges."
6. Action Plan: Evenbeck distributed handout, "Academic Plan for Implementing IUPUI's Mission—Action Items." Evenbeck stated that we need a "top ten" plan. We have made significant progress on the past top ten. We need a meeting in November to discuss the new top ten. This new group will be a part of the Action Plan, which will take a broad view and report back to campus.
7. AIR Presentation: Evenbeck distributed a hard copy of his presentation "Student Success in the 21<sup>st</sup> Century: How the Conflict Between Retention and Mobility Influences Who Graduates from a Large Public University." Evenbeck wants to know who our graduates are, where they are from, and what percentage of our graduates is in our cohort. He stated that 62 percent of our graduates had fifteen or more transfer hours and 22 percent of our graduates are in the cohort. The chart on page five illustrates how students move between campuses. We need to pay attention to intercampus transfers. Uday Sukhatme had the perception that our students transferred to Bloomington to finish their degrees, but we actually get a flow of students from that campus. Porter explained that we have started identifying intercampus transfers recently. Evenbeck said the campus where a student begins receives the credit for graduation. For example, if a student begins at Bloomington, and then transfers to IUPUI, Bloomington receives the credit for retention and graduation.

8. Tinto Article: Evenbeck distributed an article by Vincent Tinto, "Research and Practice of Student Retention: What Next?" (*Journal of College Student Retention: Research, Theory & Practice*). Evenbeck explained that we need to break down this issue of faculty involvement with students. We also need to tackle the low-income issue.
9. Upcoming Conferences: Evenbeck handed out "Important Conference Dates," which includes conference information for Twenty-first Century Scholars Postsecondary Support Network, National Academic Advising Association, Assessment Institute, Learning Communities and Collaboration, Retention, and National Learning Communities.
10. Evenbeck announced that he and Palmer are working on a major revision of the Gateway Group. A retreat will be held on November 1, at the Indiana History Center. Many people will be invited and Betsy Barefoot will be the facilitator.
11. Increasing Participation: Evenbeck distributed a memo from Monroe Little Jr. that includes a Sam Kean article ("Report Blames College Practices for Limiting Access of Minority and Low-Income Students"). Evenbeck stated that we need to look at proven programs that work. He is working on data and will make a chart to bring back to the council. Pike asked if there will be fields in PeopleSoft that will indicate if students are participating in certain programs, like honors or learning communities. Evenbeck explained that there are fields that can be used for that. In addition, students can get notations on their transcripts for such activities. Before graduating, all students will have participated in service learning, study abroad, or undergraduate research.
12. Meeting adjourned.

Submitted by:  
Anita Snyder  
University College