

## **Council on Retention and Graduation Steering Committee**

**October 27, 2011**

**UC 3171**

**Presiding: Kathy Johnson**

**Present:** Sarah Baker, Cathy Buyarski, Zebulun Davenport, Julie Elkins, Gary Felsten (via Polycom), Margaret Ferguson, Mary Fisher, Steve Graunke, Michele Hansen, Kathy Johnson, Susan Kahn, Howard Mzumara, Gary Pike, Rebecca Porter, Khalilah Shabazz, Regina Turner, Pratibha Varma-Nelson, and Rick Ward

**Regrets:** Bob Bringle and David Sabol

1. Johnson opened the meeting. She welcomed committee members, and introductions were made.
2. Continuing Student Satisfaction and Priorities Survey:
  - Graunke used a PowerPoint to share results of the 2011 Continuing Student Satisfaction and Priorities Survey. All results are available on the IMIR website.
  - About 1,270 students responded. Graunke told about the demographic and academic characteristics of the responding students. This survey had a typical response in terms of demographics for our campus.
  - Graunke discussed how students responded to the questions on the survey. Overall, students are happy with academics, but unhappy with their social experiences on campus. He reviewed a series of graphs he created that put everything on a standardized scale. In general, students are not happy with things going on outside of their majors. They are happy with the registration process. Students said academic advising in University College had low importance and low satisfaction. After Graunke gave reasons why this may be the case, the committee discussed this issue.
  - Graunke showed data for RISE participation. There were great differences between the schools. There was discussion about what information for RISE would be helpful to committee members. Pike noted that most students say they plan on doing a RISE course or experience, but many of them do not participate in RISE.
  - Two other reports were highlighted by Graunke, including one for underrepresented minorities and student employment. About 40% of underrepresented students said they tried to find a job on campus, but were unable to do so. Over 56% of the students are working less than 10 miles from campus, which suggests the students are trying to find a job on campus, but when they cannot find a job on campus, they find one nearby. Graunke has shared this information with the director of the Office of Student Employment. Underrepresented students are also reporting more negative experiences.
  - Graunke told about a report on transfer students (using the IPEDS definition of transfer students, which are students that started in fall 2010 with at least 15 credit hours of transfer credits). They looked at RISE items and transfer students, but it appears that the students have not been here long enough to learn about RISE. The results suggest that students are not hearing about the general concepts (such as internships) at previous institutions.
  - Graunke also looked at transfer students and employment. The transfer students looked different from all other respondents. Fewer transfer students said their employers were

supportive of their college studies. Results indicate that transfer students are struggling with work-life issues. Pike noted that this does not include all transfer students, just new transfer students. IUPUI gets more transfer students from other four-year institutions than from Ivy Tech.

- Graunke showed how to find the reports on the [IMIR website](#). Only schools that had at least 20 respondents have a report. The committee discussed tracking data over time.

3. Update on Campus Advising Council:

- Buyarski explained that all schools have representatives on the Campus Advising Council. Their goal is to have one advisor and one faculty member from each school, but some schools do not have faculty representatives.
- Buyarski distributed a handout about the 2011 IUPUI Academic Advising Survey. This report was sent to all deans and to all advisors on the Campus Advising Council. Buyarski told about the response rate and sampling technique.
- The survey shows that over half of the students are meeting with the same advisor. Buyarski said that University College students who saw the same advisor had much better outcomes.
- For the satisfaction items, the top five and bottom five items were compared to 1999 responses. Buyarski discussed these items. Hansen did a detailed analysis in a University College survey. They are working on tying academic behavior to higher levels of academic hope. Students with higher academic hope have higher GPAs. Hansen noted that academic hope means hope in terms of cognitive hope—having goals and being persistent. There was discussion about academic hope.
- Buyarski said that, overall, students are satisfied with advising and the percentage is going up. She hopes schools are looking at this data. The Campus Advising Council is working on a general set of guidelines for schools. Some schools want specific recommendations, but this is difficult because each school is so different. The campus has a set of stated learning outcomes for advising for the entire campus, and now they are developing a set of process outcomes.

4. Summer 2012:

- Johnson told about the committee working on the Summer 2012 initiative. The focus for this year seems to be aiming strategically at a cohort of students. The committee is considering targeting the Twenty-first Century Scholars. They have a marketing campaign planned for next semester.
- The committee discussed the new program of reduced tuition in the summer. Johnson believes schools and departments should think strategically about courses that tend to be bottlenecks. It does not make sense to offer a large number of sections of courses that are already being offered at Ivy Tech. Pike said courses are still cheaper at Ivy Tech even with the summer tuition discount.
- Porter said that students should not assume that they cannot get financial aid in the summer. There was discussion about work-study in the summer and how to get information out to students. Students who work under the Summer 2012 initiative cannot be eligible for work-study. The financial commitment for schools or departments is \$5 per hour.

5. Update on General Education/CLAS 2 Review in the School of Liberal Arts and the School of Science:
  - Johnson reminded the group that the CRG Steering Committee approved the CLAS 2 committee a while back.
  - Baker said Ward did some preliminary work on this, and Johnson met with several individuals about it. Baker told how AAC&U's LEAP closely aligns with the PULs. The group has drafted a working document, which has an infusion of LEAP and a holistic approach. This document should not be distributed at this point in time.
  - The first major event for CLAS 2 is a combined meeting with the curriculum committees from the two schools. University College faculty will be part of the meeting. Baker said the numerous advising sheets for different majors show the number of silos that exist on campus.
  - The group is meeting again later in November to work on the draft document. Johnson added that the key problem is that the curriculum is very competency based.
6. Draft ITCC-IU Transfer General Education Core Articulation Agreement:
  - Porter told about the draft articulation agreement. This was prepared with the regional campuses in mind. She shared concerns she has about some of the wording. Course to course transfers work better for this campus. She shared the example of a student transferring a history course. What if the student completed the history class as a humanities course, but this campus believes it belongs in the social science area?
  - The committee discussed the articulation agreement. Ward asked about the impact on degree audits. There is a considerable amount of staff time required in doing this. Porter believes that if the campus must accept large categories rather than course by course transfers, it will be more problematic. This would require that all degree audits be redone.
  - Porter told about the process for this draft and when the legislature wants something in place. She would be happy to speak to any groups on campus that may have an interest in this issue.
7. Retention Reporting:
  - Johnson shared information she received from Chris Foley at a meeting yesterday. She distributed handouts with graphs that reflect the admissions and enrollment and where the students are coming from. There was discussion about reaching out to nonresident students. For example, do we need to offer activities for nonresident students during fall break?
  - Hansen distributed a draft report with information comparing retained students to not retained students. She explained how retention is reported. This report was for Indianapolis only.
  - Hansen reviewed the data in her handout. There was discussion about how the economy is impacting the retention of students. Pike believes some of the students dropping out are going to institutions closer to their homes. Davenport suggested investigating students who have goals but lack motivation. If we knew about these students, we could get them services to help. The committee also discussed high DFW courses, one-year retention rates, and policies that impact students.

8. Full Council Meeting:

- Johnson gave a brief update on the agenda for the full council meeting on November 4. Davenport's Student Life Services Council will join the meeting.

9. The meeting was adjourned.

Submitted by:  
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