

**Council on Retention and Graduation Steering Committee**  
**August 19, 2010**  
**UC 3171**

**Presiding: Scott Evenbeck and Rick Ward**

**Present:** Scott Evenbeck, Mary Fisher, John Gosney, Steve Graunke, Michele Hansen, Kathy Johnson, Howard Mzumara, Gary Pike, Rebecca Porter, Rick Ward, Jeff Watt, and Marianne Wokeck

**Regrets:** Sarah Baker, Cathy Buyarski, Susan Montgomery, David Sabol, and Gayle Williams

**Guests:** Linda Houser (School of Education) and Fatema Alkandari

1. Evenbeck greeted committee members and commenced the meeting. He extended a welcome to Mzumara, a new committee member. Introductions were made. Fisher introduced her guest and former student, Fatema Alkandari, who is on sabbatical from Kuwait.
2. Evenbeck announced that when he leaves the university to accept a new position in New York, a new person will be working with the committee. Ward, as interim dean of University College, will be working with the committee until a new dean is selected by the search committee. Evenbeck and Ward will be partners for CRG work until Evenbeck leaves. At that time, Ward will preside over CRG affairs. Evenbeck emphasized the importance of the CRG to retention and success for IUPUI students.
3. Update from School of Education:  
Houser explained that with all of the dialogue about changes in education, there has been some misinformation. She appreciates the opportunity to explain the changes that have taken place recently. Houser gave a PowerPoint presentation about Revisions for Educator Preparation and Accountability (REPA). There were many changes proposed, but not all were passed into law. Some things have stayed the same. Houser said there are particular areas that we need to address, such as elementary education majors having an institutional minor or a minor in a core area. She explained this change and told how it works for students studying elementary education. She also discussed dual content areas. There was discussion about proposing new minors and certificates for education majors. Houser said the intent is to allow elementary education majors to have depth in an area. Watt suggested looking at minors that are already established in other schools. Are specially designed certificates for education majors the way to go? Houser said some minors that are already established may not be a good fit for education majors. She discussed the needs of elementary education majors and what they need in a minor program. The committee discussed ESL/ELL/ENL. Houser said different names are being used, but the state calls it ENL (English as a New Language). She discussed the secondary education program in science. The math program should parallel the math major, but social studies is different. The secondary programs in social studies and English are designed to give students a depth of content. There has been some miscommunication about this, but schools of education are allowed to offer secondary degrees. They design it around a licensure area. Houser gave an example of history and

government. She discussed this. Wokeck said information about this on the school's Web site would be helpful. All students are not familiar with terminology and need information about how programs work. When Evenbeck asked if all IU schools would have the same set of requirements, Houser explained that would not necessarily be the case. Committee members expressed concern about transfer students. Houser told how the schools are moving to be similar. She also told about the Education Council and its efforts to come up with a core curriculum so schools know what has been covered in courses when students transfer in. Houser reviewed admission requirements and the PRAXIS. As of July 1, 2011, PRAXIS will be an admission requirement rather than a licensure requirement. It will no longer be reported to the federal government as it has been in the past. Mzumara said the PRAXIS is available in the Testing Center. Houser reviewed cut off scores. At one point, the state said the ACT and SAT could be accepted in lieu of the PRAXIS, then the state said schools cannot do that, but now they are talking about it again. The committee discussed these tests. Houser discussed the program approval process. All programs will be approved at the national level by the NCATE SPA process. She believes our campus is in good shape for this. A memo from the Indiana Department of Education said IUB, IUPUI, and IUPUC will be accredited as one unit this time, but in the future the three campuses must be accredited individually. Schools of education can be approved by the state, but they have not determined what that process will look like yet. Houser told about the NCATE SPA and accreditation processes. Houser discussed changes in licensure renewal. Students can now renew their licenses without taking a graduate-level course. There are other ways to renew a license now. One way a school of education can still be a part of this process is to offer professional development through the school systems. It used to be that universities processed all renewals, but now school principals determine if a teacher is eligible for licensure renewal. Watt told about his experience working with Eli Lily. We must find ways to be efficient and to be competitive. We have to find ways to offer professional development. Pike believes the Higher Learning Commission will be looking at this process very carefully. Wokeck said we need to develop relationships with principals, students, and community leaders. We should also involve the Solution Center. The committee discussed how these changes will affect enrollment in all schools. Houser talked about new testing. Pedagogy testing will be required as of August 31, 2013. There will also be a new content test for elementary education majors. She discussed proposed cut off scores. The PRAXIS II is not required for graduation. Students could graduate without taking it, but they could not get a license. Houser explained how her school reports data, School of Education programs, and the multiple approaches to get a license. Houser said her school would appreciate feedback on their Web site. They want students and advisors to be able to find information easily. The committee thanked Houser.

4. CRG Retreat:

Ward told about his transition to University College as interim dean. In doing this work, he realized how much the work of the CRG parallels the work that University College does. He distributed a handout about the CRG and future work. Ward said he and Evenbeck have discussed the future of the CRG, including rethinking how the task forces are constituted and the Top Ten list. Some of the work goes beyond the first year. The first-year cohort is only one third of our students. We need to look beyond the first year. Evenbeck suggested the committee plan a retreat. Instead of the usual fall council meeting, we could have a retreat for the entire council to work on some of these issues. Porter suggested we invite the Enrollment

Management Council (EMC). Ward outlined some questions to begin formulating the work of the retreat. When a guest speaker was suggested, Evenbeck recommended Lee Knefelkamp. Ward told about some of the work Knefelkamp has done. She really understands the developmental nature of education. She could help us think through some of these issues. Porter suggested the CRG and EMC work together. There needs to be a continuum. When we conceptualize this work, it needs to be a seamless process. Porter talked about bringing together a lot of information. What can we bring in from a degree audit? The more we think about and bring these conversations together, we should not be duplicative in effort. There was discussion about the PDP in connection to this. Fisher emphasized that students need advisement and reflection because many of them do not know what they want to do. The committee discussed pre-online orientation, transparency, orientation, communication, learning communities, and transition from the first year to the major. Ward asked the committee if the CRG and EMC had a retreat, how might we frame the work that gets done? Fisher suggested starting with the end. What goal do we want to achieve? Ward talked about framing questions for the retreat work. Fisher discussed the task forces and integration. We need to include the units. Porter used the metaphor of a GPS. You have to tell it where to go and how (fastest route, least miles, etc.). We need to get students to graduation in a timely fashion. Retention comes automatically. Porter asked about barriers for students. Wokeck mentioned Houser's example of education being highly specialized. If we want to cut across campus, we need to do so with colleagues and students. We have to know where this leads. We should examine our goals. Evenbeck discussed the Foundations of Excellence (FOE) project that took place several years ago. The FOE project was a yearlong process. We still follow up and look at what we are doing. One possibility is to look at the retreat as a beginning for graduation. This would be about graduation. Look at the first year. How do we translate graduation to the whole undergraduate experience? Fisher asked about structural issues. Students have a good experience in the first year. Is there a structural issue? Ward talked about efforts to reconstitute CLAS. When he proposed October 8 as a date for the retreat, the committee agreed. Evenbeck suggested forming a planning committee. Johnson, Wokeck, Hansen, Porter, and Pike volunteered. Snyder will organize a meeting for the planning committee and will send out an e-mail to save the date.

5. Updates:

Enrollment

Porter distributed a handout. The Indianapolis campus is up by 2.7%, which will be around 750 students by census. She reviewed a breakdown of information about University College. The new beginning student enrollment will be smaller than last year. There has been an increase in SAT scores higher than 1,300. This is a reflection of students earning scholarships and entering the Honors College. Porter reviewed the other levels of SAT scores. She reviewed dual admits, regular admits, diversity, international students, and students leaving IUPUI for Ball State and Indiana State. Porter said more analyses will be done after census.

IMIR

Graunke told about the most recent Student Satisfaction and Priorities Survey (available at [http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU\\_CSSPS/66/3/2010](http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU_CSSPS/66/3/2010)). He discussed the survey. Within the next few weeks, he will have reports for the schools. Pike noted that electronic copies are sent to the deans. Pike distributed a handout about retention

and graduation rates at peer institutions. Fisher noted that IUPUI is behind by at least 10 points. Evenbeck told about a calculation he does every year. If the ratio between retention and graduation were the same as our peer institutions, our graduation rate would be 10 points higher. This highlights the graduation piece. Pike discussed modeling and changes in our retention. If you look at the size of our sophomore class to freshman class, 20% of our freshman remain there; they do not progress. Approximately 25–30% of our sophomores were sophomores last year. There was discussion about this. Porter said the critical thing about this issue is that students are not progressing with credits. Evenbeck noted that University College put a limit on the number of withdrawals students can make.

#### University College Assessment

Hansen discussed her efforts to design program evaluations to be useful in guiding strategic planning. She tries to distribute results of program evaluations to faculty and those who work with students. She will be spending a lot of time working with Susan Kahn, Buyarski, and those who are working on the PDPs. Hansen talked about student learning outcomes, a study for the Summer Success Academy, and evaluations for themed learning communities and first-year seminars. There have not been a lot of changes over the years, but there is a lot of variation between sections. Hansen is trying to identify the sections that show a high impact on students. Wocke noted it is important to get this information to faculty and advising committees in the schools. Hansen agreed to do this. She told about receiving notification from NSSE. IUPUI has been identified as an institution that has shown substantial improvement for all five benchmarks. Hansen reviewed the five benchmarks. IUPUI was invited to participate in a study, which Hansen explained. Hansen told about updating the University College assessment Web site and about the Summer Bridge Program report that she distributed. In the report about the Summer Bridge Program, Hansen said the program helps students with academic and social connections. Students report the program helps them make a more successful transition to college. The report also helps faculty to understand the areas that need improvement. Hansen said the data about the Summer Success Academy is also very positive. She is trying to do this type of analysis for all programs. Hansen will present more information at the September meeting.

#### 6. Other Business:

Evenbeck announced that Student Support Services (a TRIO program) received funding again. The program has the highest retention rates of any program on campus. He said positive things are happening with the early warning system. This year, *U.S. News & World Report* ranked IUPUI fifth for “up and coming” universities. The Summer Bridge Program’s celebration is at 3:00 in the afternoon. The New Student Welcome is on Sunday with the opening convocation at 2:00. Evenbeck invited committee members to attend.

#### 7. Meeting adjourned.

Submitted by:  
A. Snyder  
University College