

**Council on Retention and Graduation Steering Committee**  
**September 20, 2007—UC 3171**  
**Presiding: Scott Evenbeck**

**Present:** Cathy Buyarski, Scott Evenbeck, Mary Fisher, Chris Foley, Sharon Hamilton, Kathy Johnson, Steve Jones, Gary Pike, David Sabol, Uday Sukhatme, Michelle Verduzco, Gayle Williams, Marianne Wokeck

**Guest:** Richard Turner

**Regrets:** Michele Hansen, Stacy Morrone, Megan Palmer, Rebecca Porter, Frank Ross

1. Welcome and Introductions
2. Review of Minutes from August 16, 2007  
The minutes were approved after revisions were made concerning students who are administratively withdrawn and financial aid.
3. AAC&U Report  
Evenbeck introduced Turner and the work his team did at the AAC&U Summer Institute. Turner explained that his team thought IUPUI was doing well with the PULs and thought they could build on what the AAC&U had done. PULs do not often show up in the upper division courses. They wanted to increase awareness of the PULs and extend the promise of the PULs right up to graduation.

Turner and his team believed the primary audience would have to be the faculty. The team wanted to make this engaging for the faculty members. It would be important to talk to their colleagues about the PULs in order to make the PULs part of a larger conversation. The PULs match very well with things that the AAC&U have developed.

Turner distributed a copy of his team's report (previous to the meeting). He reviewed items in the report for the committee. The PULs map against the essential learning outcomes pretty easily. The Principles of Excellence enable us, as a diverse faculty, to define principles that we share across schools. Turner and his team have organized the report around the Principles of Excellence, which offer a framework for pursuing an undergraduate education. In the report, each team member examined the principles.

Turner and his team made recommendations. He distributed a copy of these recommendations. Turner hopes the team's report will have some kind of impact. Many of the recommendations involve changing behavior, which will help retention and graduation. Many of the recommendations address things faculty can do inside their courses, such as connecting some of the course goals to the PULs. Turner reviewed the recommendations.

Evenbeck asked if the committee should talk about where these recommendations would go. Should they be sent to the academic affairs committee? Wokeck suggested the recommendations should not be sent to PRAC right away. PRAC should work with the

recommendations, but should not be the first step. Turner indicated that this may already be in progress. Concerns were expressed about faculty review, incorporating the recommendations with Hamilton's work, priorities of campus and the PULs, and getting everyone involved.

Jones would like to see accountability, including student accountability. What is there to hold students accountable for the PULs? If students really have to worry about accumulating credits, why would they worry about the PULs? In terms of encouraging faculty to take ownership and leadership of the PULs, it is a mapping exercise. Jones told of a study done in Kansas (or a Midwestern state). One of the conclusions is that parents do not respond to generic arguments, such as Americans are not competitive in math and science. However, they do respond if math and science are framed in terms of career potential. This makes sense to them. Jones believes the same logic applies in this situation with students seeing a practical application for mastering the PULs. We need to make it concrete for faculty and students.

Additional discussion took place about going to PRAC and academic affairs, having an undergraduate curriculum committee, and faculty roles. Johnson stated that she feels like there is a missing piece of infrastructure within the university. She likes Jones's idea of mapping. She believes that may have been done already, but no one knows about it. There is a problem with getting information out to make faculty more aware of these things. Hamilton added that Johnson did a study of the capstone courses at IUPUI. Johnson has interesting data on how the PULs are addressed in the capstone courses. Wokeck would like for all of these pieces of information to be connected in some way. Hamilton said a PUL Web site is in the works. Also, they are looking for a webmaster to redesign the academic affairs Web site. She welcomes all ideas.

After reviewing more recommendations on his handout, Turner suggested advisors begin to shape their advising sessions with students according to the PULs. In a larger sense, this would help give students a compass so when students run into the PULs in a course, they will see how the PULs fit with their degree requirements.

Hamilton said the next step is the academic affairs committee. The problem is that when a rubric (or something similar to a rubric) is shown to people, they do not see what they do in the rubric. Perhaps there can be a default set of rubrics, but if they do not fit, the school could have their own set. All such rubrics should go through academic affairs.

Turner brought up the advertising campaign with the PULs. If we talk about impact, we should ask how we will measure that impact. Buyarski told about a new program. They are working with 12 good supervisors of student employees. Buyarski and her team help the supervisors reframe the jobs to what the students are learning in terms of the PULs. The students will reflect on their learning; this is in addition to getting their usual work done in the office, etc. Buyarski is developing a plan to launch this program campuswide so that all students working on campus will participate in the program.

Evenbeck believes we have people on the committee who can take these ideas back to their areas, such as Buyarski with advising and Pike with IMIR, etc.

Evenbeck suggested Turner add another line to his recommendations for students to include the learning aspect. Buyarski gave an example of a student learning about the PULs and how the student got excited. The students are eager to have a framework to make meaning of their academic experience. Buyarski told how the PULs can lead to the e-port fairly easily.

Wokeck expressed concern that students do not arrive “getting it.” Jones believes there is more we can do. There are staff who know how to integrate the PULs. Some faculty have a difficult time seeing how things are integrated; they see the PULs as an add-on. Part of supporting faculty is teaching them how to integrate the PULs. There was additional discussion about the role of the faculty.

Turner reviewed more of the team’s recommendations for administration. Turner explained that talking about the PULs does not capture all that IUPUI does, but it is important to the undergraduate experience. Talking about the PULs is something that is not hard to do. Student evaluations should incorporate the PULs. The PULs are useful when there is broad application.

Jones said they have pre- and post-survey forms that are framed around the PULs. These are on their Web site. There was discussion about the difficulty in finding information in a central location.

Evenbeck said there is an action team looking at how we may want to define the undergraduate experience at IUPUI. Williams said the message we sometimes give students is that they come to the university for the purpose of getting a job. Sometimes students have certain expectations; what students want is not always what students should get. We need to be very focused in making connections.

Buyarski said she appreciates what Williams is saying. In page nine of the AAC&U report, this is discussed. There is often a difference in language, but there is also a wide range of commonality. Williams said there is a tremendous emphasis on students getting jobs. She understands this with our student population. Wokeck pointed out a recent headline in the media: college graduates have better health. This is because they continue reading and thinking discriminately. This shows that lifelong learning is a skill that is carried through life.

Jones said he sees surveys of first-year students in his area. The students do not come to college because they value civic engagement, but in the senior surveys, they value that part of their experience. Students leave with different priorities than they came with. Turner noticed at an orientation session that the speaker was giving a beautiful speech about the value of a liberal education, but the parents were not paying attention.

Wokeck asked how we show the value of the PULs for students who come from other countries. We need to find ways to carry this message off campus. Jones believes bringing in alumni can send a powerful message. He told of about meeting a guy on the Monon Trail. The guy works for Lilly; he went to a liberal arts college and majored in history. Now he does technical writing for Lilly. He believes his degree helped him to learn to think critically, etc.

Evenbeck asked all committee members to review the recommendations (one page handout distributed by Turner).

Turner noted that the PULs are a way for students to see an attractive undergraduate experience at IUPUI. Students will be able to go anywhere to get an education, but if we have a distinctive undergraduate experience shaped by the PULs, this can draw students to our undergraduate programs. Wokeck suggested highlighting the Windows on Science program. This will demonstrate what we mean.

When the suggestion was made that IUPUI market the PULs to potential students, Foley expressed concern. Most of our students are first generation. Many have no idea what the college experience is like, and they will graduate severely in debt. Foley believes we can reinforce the PULs, but making the PULs the primary focus in marketing would be difficult. Turner said students come to college because it is the American dream, but while they are here we can work on the PULs. Williams is concerned that we would tell students to come to college so they can get a job, and then switch the message once students arrive. Buyarski said millennial students are not just about a job; they are interested in life satisfaction. Within days of Bridge starting, she noticed that students reframe what life satisfaction means to them. They want to be happy. We can be subtle with the PULs because the PULs are about life. There was additional discussion on this point.

Jones believes it would be useful if campus discussed the advantage of urban learning. Indianapolis is a city that is dynamic, a state capital, and has a lot of opportunities. This is a way to brand IUPUI and link the PULs in an implicit way. IUPUI is going to be featured in a national guide for service learning in college. Evenbeck asked Jones to send the committee members a copy; Jones agreed to do this.

Hamilton announced that IUPUI has been invited by AAC&U and BBC to make a video of the PULs. They will film eight hours and edit it into an five-minute video. This video will have national visibility at the AAC&U conference in January. Anyone will be able to use this video. It also fits with the administrative recommendations on Turner's handout. Wokeck would like for them to capture Windows on Science.

#### 4. CSRDE 2006-2007 Retention Report

This report was distributed before the meeting. Pike explained that he has found participating in this national consortium very useful. Pike reviewed the report. We do not fare particularly well against our group of peers. For retention purposes, this may not be the best group of peers. One of the nice things about the data we provide them is that there is not just one retention rate, but data for each year. For Hispanics and Asians, we are more

comparable to other less selective institutions. The group where we do surprisingly poor is with our white students. Evenbeck suggested we need to spend a lot of time with these data, with Pike's report, the Price study, the Borden report, and the Cruce report.

5. Peer Institutions Comparison Project

Evenbeck discussed the Peer Institutions handout. He explained IUPUI's relationship between retention and graduation compared to our peers. We are losing students between the first year and graduation. Evenbeck said he and Pike discussed the possibility of finding another set of peers who are more like us. When asked who selects our peers, Evenbeck explained that the trustees do. Pike suggested it would be beneficial for someone to visit Youngstown State.

Evenbeck reviewed the charts in the handout. He is hoping this will capture the deans' attention. Our biggest problem is between the first year and graduation. The schools would reap the benefit of keeping students. There was discussion about how much is spent on each IUPUI undergraduate compared to other schools, including IUB. Pike said we do spend more money on our undergraduates.

6. Calcagno Article

Evenbeck discussed this article briefly.

7. Follow-Up on Previous Business

- Hamilton said the Office of the Bursar has changed the amount to \$200 (from \$100).
- Evenbeck is hoping to get on the agenda for the deans' meeting. He is hoping for the next meeting and will discuss the administrative withdrawal policy.
- Pike is going to organize a meeting about data sharing and invite members of the Steering Committee. He asked for suggestions about what kind of data people need. Suggestions were offered.

8. Other Business

Evenbeck said we will be receiving the action team reports soon. Perhaps the campus needs to get more serious about the sophomore student experience.

Evenbeck distributed a handout for the "Cutting Edge Lecture Series" for fall 2007. He also handed out the Academic Background of New Undergraduates Report. He reviewed the report and believes the report is showing incredible increases.

Williams will share data on the Summer Bridge Academy Program next month. There was brief discussion on entering students, SAT scores, math, and those students who are underprepared.

Evenbeck reminded the committee about the Student Access and Success Conference on October 12. Charlie Nutt will be speaking. Williams told everyone about the people (from the University of North Texas) who will be speaking on financial literacy (not financial aid). Williams will send out more information to everyone.

Evenbeck announced that Dacota Stewart-Dick from the Star Academy at Brooklyn College will be coming here in September. He briefly discussed her schedule and encouraged everyone to spend time with her.

9. Adjourned.

**Actions to be taken:**

1. Everyone on the committee has been asked to review the list of recommendations distributed by Turner.
2. Jones will give committee members a copy of the national guide to service learning when it is available.
3. Williams will send out information about the financial literacy speakers (for the Student Access and Success Conference on October 12).
4. Pike will organize a meeting about data sharing and invite members of the Steering Committee.
5. Evenbeck will tell all deans the recommendation from the Council on Retention and Graduation about the administrative withdrawal policy.
6. Palmer will add students who transferred to IUPUI to her study.
7. Palmer will talk with the e-Port group about faculty involvement.

**Additional handouts:**

- Enrollment Trends Report
- “Stepping Stones to a Degree: The Impact of Enrollment Pathways and Milestones on Community College Student Outcomes” (by Calcagno, Crosta, Bailey, Jenkins)

Submitted by:  
A. Snyder