

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

**September 17, 2009**

**UC 3171**

**Presiding: Scott Evenbeck**

**Present:** Cathy Buyarski, Scott Evenbeck, Mary Fisher, John Gosney, Michele Hansen, Kathy Johnson, Susan Montgomery, Gary Pike, Rebecca Porter, Mary Price, Frank Ross, David Sabol, Pratibha Varma-Nelson, Rick Ward, Gayle Williams, and Marianne Wokeck

**Regrets:** Sarah Baker and Uday Sukhatme

**Guest:** Drew Appleby and Julie Lash

1. Evenbeck welcomed committee members to the meeting.
2. **Material to Help IUPUI-Bound Ivy Tech Students:**

Appleby explained that he enjoys working with students in transition. He tries to help students understand that there are cultural shifts in higher education. He distributed two handouts—one with a quote from Joe Cuseo’s visit. The second handout was information for Ivy Tech students (and their advisors) who are planning to transfer to IUPUI. Appleby wants these students to know about the School of Science requirements. He reviewed what he wants these students to know before coming to IUPUI. If the students choose their courses carefully, they will not lose courses when they transfer. Appleby highlighted courses that are problematic for students. Certain courses do not count for credit. Wokeck observed that the PULs and RISE were not included in this document. There was discussion about whether this information should be included. Appleby said he is preparing to present this information to the advisory board. He will let them suggest the best way to convey information about the PULs and RISE. Appleby said that he is willing to work with any department or program to put together a similar document. Ward noted that many people still do not know about the articulation agreement between IUPUI and Ivy Tech. Evenbeck suggest that if the advisory board found Appleby’s document helpful, then it would be a good template for all departments. Appleby said he has found that students want to know what courses will work for their major rather than what will transfer to IUPUI. The information must come from the departments. Ward agreed with this. He told about a retreat that he attended over the summer; the retreat included people from other institutions. Something that came to light from the Ivy Tech perspective is that other schools do not value what they do. Other transfer students are not held to the same type of scrutiny. Ward recommended getting staff from the two institutions together to share philosophies, etc. Fisher told about the School of Nursing. On occasion, students come to upper-level courses unprepared. Rather than point fingers, they talk to students in terms of competencies. When Ward asked about Appleby’s department regarding Ivy Tech transfers, Appleby said there are three courses in his department that articulate. He reviewed these courses. He said that he has some concerns, such as how introductory courses transfer to IUPUI. There was discussion about this. The committee thanked Appleby.

3. Counseling and Psychological Services:

Lash reviewed what services Counseling and Psychological Services (CAPS) provides. CAPS is focused on the psychological needs of students. Mostly, CAPS does one-on-one counseling. Students have a wide range of concerns, including adjusting to college, stress management, etc. Depression and anxiety are big issues for students. CAPS also works with issues such as bipolar disorder; autism is a growing area. Lash explained how the clinic works, how the waitlist is managed, how they help students use resources in the community, and how they do evaluations for learning disorders. They do some assessment for substance abuse. She discussed how they do a lot of first-time diagnoses for learning disorders. CAPS does outreach and consultation. They also do presentations in learning communities and work with scholarship programs. Part of the CAPS strategic plan is to reach out to the underserved population on campus. Lash distributed two handouts and reviewed the data. When Price asked about the issues of students in terms of wellbeing, Lash replied that in addition to anxiety and depression, students dealt with sleep issues and eating disorders. A wide range of problems contribute to these issues, such as financial problems, work, and relationships. Porter suggested doing a survey of the campus veteran population. Williams asked about financial problems affecting students. Lash explained that financial issues do affect students, especially in the spring. She discussed how the current economic situation affects students and how CAPS deals with this. Lash said CAPS has additional staff this year so they expect to serve more students. She reviewed data about student enrollment, the graduation rate, and the cohort as they relate to CAPS. The graduation rates of students who go to CAPS is higher than those who do not. There was discussion about the diversity of students who use CAPS and the diversity of the CAPS staff. Lash believes CAPS is making an impact. The services CAPS provides is close to a community outreach mental health facility. The vast majority of students go to CAPS because faculty or staff tell the students to go. Fisher noted it is important to know that CAPS helps student retention. Lash reviewed how long students stay with CAPS to receive services. Ward said he would like to see the campus develop some mechanism to deal with crises. He told about a situation with a student in his school. Lash agreed with this; they use the student advocate to deal with many crises. Fisher asked if we could engage the School of Social Work. Buyarski told about her experience in looking for a graduate student to work with the Nina Scholars. There was more discussion about serving students in crises. Lash said CAPS does serve students in crises, but warned the committee that if a student ever has a gun, the police should be called immediately (not CAPS). Lash said she would revised her data graphs and send them to the committee. The committee thanked Lash.

4. College Board Retention Study:

Pike told about the Don Hossler article, the College Board Pilot Study on Student Retention. Pike discussed the chart about the survey response and demographics. He explained how to interpret the numbers. When Fisher observed that students under 21 were more persistent, Pike said this is a change. There was discussion about academic support and persistence. Pike reviewed the partial regression results. If students receive positive encouragement from family, they are more likely to persist, which makes a strong case for family orientation. Buyarski explained how the role of the family works and how families place demands on students. There was discussion about students who perceived discrimination, transition support, making connections with other students, the negative relationship between hours

worked off campus and retention, class absences, and gender. Pike told how the survey was administered. The committee thanked Pike.

5. Top Ten Update:

Ward gave a brief update on the revision process of the Top Ten list. He is working to clean up the draft he presented at the committee meeting in August. Rather than sending the revisions to the entire group, Ward will work with Porter and Williams. When they have revised the document, Ward will distribute to the group again. At that time, he will ask for additional comments. The committee agreed to this.

6. Task Force Updates:

Diversity

Evenbeck said the task force is working on a template for the diversity of groups who participate in programs. AAC&U recommends that institutions look at the powerful pedagogies. Minorities are disproportionately impacted by engagement. The task force is working with Hansen to look at NSSE. Pike agreed that NSSE can be helpful, but he warned that Kuh's study was done at predominately private liberal arts colleges. There was a discussion about this. Williams talked about the work SAAB (Student African American Brotherhood) is doing. Varma-Nelson suggested the task force look at Elaine Seymour's book, *Talk about Leaving*. She told how the book would be helpful to the work of the task force.

Sophomores

Ross distributed a handout about a survey of schools on campus and discussed the data. After looking at the data, the task force realized they needed to look at transition activities in the schools. They found that sophomores are not satisfied with the degree requirement information they receive from the schools. There was discussion about the handout and about RISE. Evenbeck said Jossey-Bass is publishing a book in November about sophomore students. IUPUI plays a big role in the book.

Seniors

Evenbeck distributed a handout with a summary of credit hours completed by students. There was discussion about students graduating with excessive hours needed beyond degree requirements. Buyarski explained that very few programs have many elective hours. If students want to explore majors, there is no room for this. The lack of electives is a problem. The schools say they do this because of accreditation issues. Evenbeck believes that if we want to move students to a timely graduation, we need to figure out how to move students to graduate in four years. The task force needs to figure this out. There was more discussion about adding minors or certificates. Pike discussed what is happening in Florida. They tried to address the programs that required excessive credit hours. One thing Florida pushed for was making sure courses were available when students needed them. Evenbeck said Florida places sanctions on students when they get out of sequence. Fisher said this is done the School of Nursing. There was discussion about what is happening in Florida. Ward believes we should be looking at best practices. Are we trying to produce degrees or educate students? Evenbeck believe the Indiana General Assembly will mandate a solution if the campus does not solve this problem. Ward said a timely graduation does not mean four years. Porter

believes we will know more at the end of the academic year with the personal development plan (PDP). She said we are on the verge of having a better understanding. Buyarski discussed this further and explained what will happen this year with the PDP. Evenbeck asked for volunteers to serve on this task force. Varma-Nelson, Ward, Wokeck, and Porter volunteered.

#### Transfer Students

Buyarski explained that the task force is working on the data they have collected. Williams discussed transfer centers. Andrea Engler will be the new director of the University College Transfer Center. It is now important that schools identify who their transfer students are. Porter said the number of students coming from Vincennes has been decreasing. She is unsure why, but her office is sorting out the data.

#### Metrics

Pike explained that there is a new mission and vision statement on the Web. It can be found by going through the chancellor's Web site (see <http://iport.iupui.edu/iupui/visionmission>). Wokeck said faculty do not go to these Web sites due to lack of manpower. There was discussion on this. Pike said the task force has taken ten goals and merged them into the campus action plan. We need to look at performance indicators. Fisher explained that the dashboard project is getting ready to go online. It will be available soon. This follows what many universities are doing now. It is for potential students, their families, and IUPUI faculty and staff. Pike and Fisher believe this complements the Institutional Report. Pike would like to add performance indicators, similar to the State of Indiana. Indiana University has chosen not to report its performance based on those indicators. It would be nice for IUPUI to have data for some of those indicators on the Web; if legislators asked why the campus does not have information about affordability, etc., we can say that we do make that information available online. Wokeck told about a pilot project with Ken Sauer. Pike discussed the indicators. Fisher said that many of these indicators are in the new dashboard project.

#### 7. Other Business

Evenbeck asked for suggestions for the full council meeting in November. The following suggestions were offered: Michele Hansen's data highlights, degree spreads, Ward's Top Ten list, NSSE, and the early warning system.

#### 8. The meeting was adjourned.

#### **Action Items:**

- Varma-Nelson, Ward, Wokeck, and Porter volunteered to serve on the CRG Seniors Task Force.

Submitted by:  
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