

Council on Retention and Graduation Steering Committee

August 20, 2009

UC 3171

Presiding: Scott Evenbeck

Present: Sarah Baker, Cathy Buyarski, Scott Evenbeck, Mary Fisher, John Gosney, Michele Hansen, Kathy Johnson, Gary Pike, Rebecca Porter, Mary Price, Rick Ward, Gayle Williams, and Marianne Wokeck

Regrets: Susan Montgomery, Frank Ross, David Sabol, Uday Sukhatme, and Pratibha Varman-Nelson

Guest: Matt Wade

1. Evenbeck welcomed members to the meeting.

2. Retention Top Ten:

Ward explained how the original list was started about three or four years ago. He revised the list, in part, as a result of the work from the Retention Action Team. He distributed the revised list. The first three items on his list were on the original list; he recommended that we continue doing these things. There are a couple of things that have not been addressed very well. For example, financial literacy is more important now than when the original list was written four years ago. Perhaps the campus could develop a course where students get the basics in financial literacy, similar to a first-year seminar. This could give the students a better handle on what they need to be doing now and what will happen later. Work remains an issue for our students. Ward told about students who work for him and what is happening in the School of Liberal Arts. We need to push harder to connect students with employers off campus. Ward told about the success of the Summer Preparatory Program. He attended the final ceremony where students presented their projects. The students had very thoughtful projects. He hopes the program will be expanded. The program was about students learning, about knowing how to read, etc. The students seemed very appreciative. Ward continued with his revised list. First-year success strategies need to be continued. Pre-orientation and Jag 4.0 is a great way to connect with students. He reviewed other programs that work well. They are working on gateway class attendance. The campus needs more second-semester interventions. One thing that came out of the retreat last spring is the need to transition students to their majors. He discussed this. Ward recommended making a ceremony when students move out of University College into their majors. He discussed advising notes and the schools having access to University College advising notes. He recommended that the campus begin a systematic review of the undergraduate curriculum and suggested that it be on the CRG agenda. There was a brief discussion on coordinating the PULs and RISE. Ward told how his school is working to build career counseling, which should be part of students graduating and moving on with their degrees. University College has been cross-training their advisors and career counselors. He told what other schools are doing with career counseling. When the campus addresses these issues, students are more likely to be retained and to be happy alumni. Ward told how the School of Liberal Arts has a second writing course (W 132), but if students transfer in with a certain amount of credits, they can opt out

of this course. Fisher told how the School of Nursing has a cluster model, which allows flexibility. Of course, certain courses are required. Wokeck told about a structured model. There was additional discussion on this. Porter called attention to terminology. The issue is not about IUPUI accepting transfer credits, but it is in applying credits for major requirements. There was discussion about students changing majors, how many credits students graduate with, and running programs like Bridge according to majors. Does the campus need to be more flexible? Porter noted that we encourage students to graduate in four years, but some baccalaureate programs have expanded and graduation in four years is not practical. Ward said some students have a lot of credits in remedial subjects (such as math), but these credits do not count toward majors. Fisher pointed out the national movement to have three-year baccalaureate programs. Wokeck said Europe does this. She reviewed some models of education and discussed how Europe is changing. There was more discussion on this. Ward resumed reviewing the Top Ten list. He discussed strengthening ties with Ivy Tech. There are still bottlenecks in some programs. We are making it difficult for some types of students to finish. For example, there are not enough courses offered at night. Wokeck noted that there is an issue of classroom availability. Ward suggested that independent study may work well for some students. A number of students run out of financial aid or they think they have run out of financial aid. He told about the Kokomo campus and how they contracted to have their stop-out students contacted. One of the themes for campus marketing next year will be for 24 to 54 year olds to come back. Gosney asked where online courses fit into this situation. Ward believes online courses will help students, especially those who need one or two more courses to finish their degrees. Evenbeck suggested the committee look at Ward's document and make suggestions for revisions. Ward said he would work on this. There was discussion about the easiest way for the committee to review and revise the document.

3. Early Warning System:

Buyarski said that traditional early warning used to involve paper rosters, which was a long process. The students were not notified until midterm. She said that early warning is now a number of initiatives. She explained what is happening on this campus. UITS has been involved in this process. There will be an IU system to outline functional requirements, etc. Anything that is in the system must meet the needs for all schools. Buyarski told about an initiative at South Bend. Buyarski feels that progress is being made. This fall, an attendance tracker will be available in three types of classrooms. Early warning will be automated through Oncourse rosters. Early on, faculty will get notification that there is a roster available for early warning. They changed the grading in the early warning system to represent behavioral patterns. She explained how this will work and how the administrative withdrawal process works. Gosney explained how Oncourse would work in this process. There was discussion about students swiping JagTags for attendance in classrooms. Gosney said students will not be charged a fee for the use of their cards when used for attendance. Buyarski told about a new instrument called "Survey Strengths," which is a 48-question survey. They may administer it to students in four or five learning communities this fall. Buyarski told how the survey will work and how it can be customized. There was discussion about this survey and similar instruments.

4. Advising Notes:

Buyarski reviewed how the advising notes work in University College. A lot of money was used to build OnBase. They will probably be paperless in three years. Buyarski said they were told that they could never have advising notes in SIS. Now the University College advising notes do not “talk” to SIS. Even now, using SIS for advising notes is very limiting. Thanks to the generosity of Enrollment Services, every school has access to University College advising notes in OnBase. This license can be expanded at a cost of \$2,000 per person. Gosney told about an analysis that is taking place. He will bring up this issue about a university-wide enterprise system. Porter said the problem is that OnBase is not a UITS product. There was discussion about this. Buyarski told how the advisors used to spend a great portion of their time doing paperwork. OnBase has moved advisors into the face-to-face business. This is an issue of retention and helping students. Ward suggested doing a handoff with advising notes. Buyarski said that the person in each school who has an OnBase license can print off the portions for each student (that are appropriate for printing). She explained that there have been problems in the past with sending schools information. They send everything they have on each student to the schools, but she is not sure what is happening to that information. Porter suggested that faculty advising would benefit from using OnBase to eliminate so much time with paperwork. Buyarski said the PDP will provide an overarching framework for much of this. There was discussion about using the PDP and how it will work with advising.

5. Jag 4.0:

Williams introduced Matt Wade, a student who runs the Jag 4.0 program. He told about a presentation they saw at the University of Louisville. Wade and Andrea Engler took several mentors to this. Wade explained that Jag 4.0 has four modules. The first module is social. Each mentor makes a video, and the students meet their mentor through the video. The faculty and instructors did videos as well. Students meet their instructional teams before classes start. Wade told about the blogs that are part of this module. The second module is about resources at IUPUI. He gave an example of mentors writing about how they used the Mathematics Assistance Center. The third module is academic, and the fourth module is about civic engagement. They did the civic engagement module off campus to connect students to the city. The students had a chance to explore downtown. They have 107 members in the program now. There was discussion about service learning and the Bridge program. Wade told about the traffic they have had. Williams explained that one of the goals was to see what the interaction would be. Another goal was to connect this to the pre-orientation committee. Ward, who is on this committee, told about some of the work the committee is doing. Fisher warned that some students would not be interested in online stuff. Evenbeck told how some students in the Class of 2013 formed a group on Facebook all on their own. Price said she has students available to connect with the Jag 4.0 work.

6. Task Forces:

Diversity

Evenbeck explained that this task force met for the first time over the summer. The primary outcome from the meeting is the need to get a profile of who is participating in various programs. Hansen is going to use NSSE for this. Jillian Kinzie makes the point that minority

students are disproportionately impacted by being engaged. The task force wants to move toward a profile of student participation in certain programs. Over time, we need to figure out what is going on with RISE. These students would be served particularly well by participating in RISE. Ward told about a pilot program they have in the School of Liberal Arts. They sent a team to Michigan for a workshop. A new course aimed at entering students will be credit bearing and will be facilitated by a mentor. It is about Muslim-Christian dialog in class. Williams suggested that diversity be its own number on the Top Ten list. Wokeck said one issue that is circulating is not to talk about diversity but to talk about intergroup dialog. Diversity is a contentious issue. Fisher told about a book she read, *A Hope in the Unseen*. There was additional discussion about diversity dialog in the learning communities and how budget issues may affect retention and graduation.

Seniors

Evenbeck said that the issue for the task force is to find out how many credits our seniors have when they graduate.

Transfers

Buyarski said this task force is looking at how transfer students contact the campus. They are focusing on data.

7. Other Business:

Evenbeck believes the retention rate will be up this year. Janice Childress has been working with the data through the summer. The graduation rate looks like it will be up. He will share the report when it becomes available. The campus is part of a four-university project with P-20 funding. Having more baccalaureate degrees enhances a community. Someone from the KnowledgeWorks Foundation is the coordinator for the project. Evenbeck will send out more information. This confirms the data we have. It brings the community in as a strong partner. This attention by the community to the issue will bring more resources to campus. Evenbeck shared comments from Bridge students. Williams told about the upcoming Bridge celebration. Evenbeck distributed the Not-Yet-Registered Report. There was discussion about it. The fall Lumina retention conference will be October 23. Jane Wellman will be presenting at the assessment conference in the fall. There will also be workshops for first-year programming and return on investment.

8. Adjourned.

Action Items:

- Rick Ward will get the Top Ten list out to the committee for revision suggestions.
- Evenbeck will send out more information about baccalaureate degrees enhancing communities.

Submitted by:
A. Snyder
University College