

Council on Retention and Graduation Steering Committee

November 19, 2009

UC 3171

Presiding: Scott Evenbeck

Present: Zephia Bryant, Scott Evenbeck, Mary Fisher, Steve Graunke, Michele Hansen, Kathy Johnson, Gary Pike, Mary Price, Frank Ross, Rick Ward, Gayle Williams, and Marianne Wokeck

Regrets: Sarah Baker, Cathy Buyarski, Susan Montgomery, Uday Sukhatme, and Pratibha Varma-Nelson

1. Evenbeck welcomed the committee.

2. New Metrics:

Pike distributed three handouts (via e-mail). After he explained how he combined the goals of the university and the campus Action Plan, Pike reviewed his handouts. He asked the committee to look at the handout with goals, objectives, and performance indicators. He would like feedback about these. There was discussion about reports showing students who apply rather than students who actually come to campus. Should we have both? Pike believes that we do need this information. He plans on compiling a quick profile of enrolled students, including first-time college students, the different abilities of students, etc. Pike noted that a great deal of information is available on the IMIR Web site. He described a project he is going to work on at the beginning of the year where he will look at students who graduate. Pike explained how he will do this research. There was discussion about this. Pike asked for feedback on the handout with goals, objectives, and performance indicators by the holiday break in December. Pike reviewed a handout about fall 2008 full-time beginners; the retention rate went up substantially. He discussed whether the increased retention rate was a product of better students or better programs. What would have been the retention rate if the fall 2007 students were like the fall 2008 students? Pike explained how he did his analysis to address this question. He reviewed his handout. The biggest gains in retention were for the highest ability groups. He explained that when better students come to campus, faculty change the way they teach. Changing the makeup of the student body will energize the high-ability students. There was discussion about challenging students. Williams believes the information is positive, but noted the economic impact, which is a reality for students. Wokeck believes that the campus concentrates on students who need extra attention and that we sometimes forget or ignore the students at the top. Ward explained how some faculty believe they are still teaching the same type of students they were 10 years ago. He discussed expectations and reality. Wokeck told about a meeting she attended recently with government officials. We need to be clear about what we are doing and why we are doing it. This message is not obvious to others outside of campus. The committee thanked Pike.

3. Undergraduate Curriculum:

Ward discussed reviewing the undergraduate curriculum. Some people do not believe this is a good time to look at the curriculum. We should consider looking at how we deal with gateway courses and transfer students. We should try to identify courses so that students do

not wander around. For example, we should broaden what we count in gateway courses. This may not solve the problem of students wandering around, but it would help with students not losing so many credits. Wokeck told about a project she was involved with—the ICHE/Lumina Foundation Pilot Project on Tuning. There was discussion about how this campus relates that project to the PULs. It was agreed to put this item on the agenda for December. Williams said there should also be a conversation about bringing students into the university with courses that will engage them at a higher level. Some gateway courses do not accomplish that. She gave an example of a history course. Ward told about CLAS (Classes in Liberal Arts and Sciences). He explained how they tried to implement that project, and why it did not work. There is reluctance to do this type of project again. There was discussion about the types of courses available to entering students and the demands on faculty. Evenbeck said we need to have these tough conversations. No degree should require more than 120 credit hours. We need to broaden the net on what we are counting for credit. Johnson suggested it would be helpful to involve the undergraduate education committees since these decisions are being made at the school level. Ward suggested seeing if there is support to reconstitute CLAS. Wokeck suggested getting the Honors College involved since it is involved in all schools. There was additional discussion on this. Evenbeck told about a project by Emily Lardner and Gillies Malnarich. Faculty worked out common assignments, which had a powerful impact. Evenbeck is trying to get Lardner and Malnarich to come to IUPUI in the spring to talk about this project. Pike noted that one area our campus does not do well is getting students to work together outside of class. They do great working together in groups in the class. There was discussion about this. When Ward asked what the plan was to get schools to work together on curriculum projects, Evenbeck said the School of Science, School of Liberal Arts, University College, and Honors College should be having conversations. Ward agreed to set up a meeting for the schools to get together (with Evenbeck's help). There was additional discussion about transfer credits, dual credits, and AP credits.

4. Task Forces:

Diversity

Evenbeck explained that Hansen and Janice Childress are working on getting a better idea of which students (and student ethnicities) are participating in programs on campus.

Sophomores

Ross discussed a survey that was administered to the schools. The task force is looking at the data now. He told about a national survey that the University of South Carolina did. The survey had a low response rate, but it appears that schools are not doing things to help sophomore students. Ross talked about the PDP and how it follows students through all four years. The survey that the task force administered asked the schools if they had any sophomore initiatives. He reviewed the results of the survey. He said 29 percent of the schools that reported having no sophomore initiatives are thinking about starting such initiatives. The top reason for not having such initiatives is lack of money. Lack of time was an issue as well. The task force will be analyzing the results of the survey. There was discussion about giving class gifts and hosting class events. Hansen told about a journal article that looked at the sense of belongingness. Class gifts can increase this sense of belongingness.

Seniors

Ward and Varma-Nelson will meet soon. When Ward asked for volunteers, Wokeck and Johnson said they would serve on the task force.

5. Other Business:

Hansen discussed some of the reports that were distributed via e-mail. The chart about the Summer Bridge Program is a draft report and should not be distributed. She will update this information and provide an update to the committee. There was discussion about the chart on baccalaureate degrees conferred. Hansen said the campus needs to increase the number of graduates by five percent every year to reach our goal. There was discussion about this. Ward noted that many students have stopped out. We need to reach this group. Fisher said Sukhatme has asked deans to look at the number of credits that are required for graduation. Ward expressed concern that if general education and liberal arts courses are cut, the campus will be training rather than educating. There was discussion about this. Evenbeck reviewed the Lumina Foundation report. Fisher gave an update on the dashboard project; the new Web site is now working. There was discussion about the dashboard. Wokeck suggested sending this to legislators. Evenbeck recommended adding it to the chancellor's newsletter.

6. Adjourned.

Action List:

- Committee members will give Pike feedback on the handout with goals, objectives, and performance indicators by the holiday break in December.
- Ward will set up a meeting for the School of Science, School of Liberal Arts, University College, and Honors College (with Evenbeck's help) about CLAS, common assignments, etc.
- Ward and Varma-Nelson are working on the task force for seniors. Wokeck and Johnson volunteered to serve on this task force.

Submitted by:
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