

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

**December 3, 2009**

**UC 3171**

**Presiding: Scott Evenbeck**

**Present:** Zephia Bryant, Cathy Buyarski, Scott Evenbeck, Mary Fisher, Steve Graunke, Michele Hansen, Kathy Johnson, Gary Pike, Becky Porter, Rick Ward, Gayle Williams, and Marianne Wokeck

**Regrets:** Sarah Baker, Susan Montgomery, Mary Price, David Sabol, Uday Sukhatme, and Pratibha Varma-Nelson

1. Evenbeck welcomed the committee.

2. ICHE/Lumina Foundation Pilot Project on Tuning:

Wokeck gave a background on this project and how it got started. In Europe, tuning was driven by politics. Education policy there is top down, and faculty in most European states are civil servants. The template for this project came out of Europe. Wokeck told about her team meeting in Chicago. She was part of the history team. Her team wanted to take the 31 competencies from the European model and make fewer groups. This is what the other two groups decided as well. First, they did the project by general education and then by degree level. History was the only team that had all four degrees available in Indiana. This project was a good opportunity for the team, with members from different institutions, to have these conversations. The group was mixed, not just representing four-year institutions. Wokeck discussed connections to Core 40, standards in other disciplines, and AAC&U rubrics. The report addresses competencies rather than standards. This report goes well with the PULs. Wokeck told about a conference she would be attending later that day. They want to have more input from institutions that were not a part of the original team. Fisher asked if the next step was to get other institutions to buy in to the project, to mesh, and to build? Wokeck agrees this is the next step. The history group will present this information at the national level. She explained how they plan to do this. There was discussion about this project blending with goals of state legislatures and the accreditation process. Wokeck suggested calling these competencies “Cambridge Measures” since Cambridge was the first place of education in this nation just as Bologna was the first place of education in Europe. This keeps in line with the tuning project, but makes it an American way of looking at it. Wokeck said she has more information for anyone who may be interested. Evenbeck told about Paul Gaston, former provost at Kent State, who has a new book coming out on tuning. Gaston will be the keynote speaker at the spring Lumina conference. Wokeck told about a new proposal she is working on. There was discussion about this, about students and their work ethic, about credit hours, and about what gains a degree gives person in the work force. Wokeck said she would send an e-mail from the conference to give an update. The committee asked Wokeck to be on the agenda to discuss tuning for the spring full council meeting. Wokeck suggested inviting people from education and chemistry. The committee agreed to this.

3. Data Reports:

Hansen distributed two handouts about the characteristics of the 2008 and 2009 first-time cohorts. She explained how she collected information about the students, including entering student surveys and institutional data. Hansen said she does not have a 10-year trend because the surveys have changed. She reviewed the information in her handouts about student characteristics. There are considerably fewer conditional admits and a decreased number of first-generation students. Most students are full time, female, and in the traditional age range. Very few students are 25 years of age or older. Hansen reminded the committee that the cohort is about one third of the undergraduate population. Most students live with family rather than other students; this is something that has changed over the last five years. Most students remain fairly committed to IUPUI, especially to the idea of graduating from IUPUI. There was discussion about using these points for marketing purposes. Williams pointed out that very few Latino and Hispanic students come to IUPUI. The demographics of the city have changed significantly over time, but we are not seeing that reflected in the student population. Hansen agreed that the Latino/Hispanic population is not proportionate to the city's growth. Pike noted that Latinos/Hispanics have the lowest college-going rate than any other group. There was discussion about Latino/Hispanic students, outreach to the community, and diverse faculty. Porter believes the campus needs to speak with one voice. Williams told about an experience she had with a community organization; the people in the organization were unaware of the many programs and services available at IUPUI. Evenbeck suggested this may be something the diversity task force can do—make an inventory of such programs and services. Pike explained to the committee about the low number of students in the cohort from IPS. The committee discussed this. Hansen returned to her data reports. She talked about academic commitment and how 96 percent of the incoming students believe they have an understanding about their programs and degrees. Hansen said this number is positively skewed. Buyarski agrees with this; students think they understand their programs and degrees, which is why the PDP is so important. The PDP helps students face reality. The committee discussed the PDP. Hansen reviewed the students' academic preparation, including honors diplomas and advanced placement. The committee discussed students completing assignments on time. Fisher noted that students are spending nearly as much time socializing and relaxing as they are studying. Hansen agreed with this. One reason students choose to come to IUPUI is location so they can live at home. Porter said other reasons students come to IUPUI include money and parents not being ready to send their children away to school. She said some students report that they do not want to attend a party school because they know their grades would suffer. Hansen reviewed students' finances, including 88 percent of students applying for financial aid (82 percent actually receive aid). Hansen said students have concerns about financing their college education. The committee discussed students' finances, financial aid, the FAFSA, and Twenty-first Century Scholars. Hansen said one characteristic that is not a risk factor is being 25 years old. Porter said the middle age group (21 to 24) is the group that has consistently performed poorly. Hansen said she will look at this group. Hansen distributed two handouts about the Summer Bridge Program. After explaining how she did her analysis, Hansen reviewed the data in her handouts. Hansen noted one thing that seems to be helpful to students is establishing connections on campus. She will do a more comprehensive analysis on this. Wokeck said this information would be helpful to department chairs who have faculty that teach in the program (as well as themed learning communities). Sometimes chairs do not know this information. The committee discussed DFW rates and agreed to put this issue on the agenda for further discussion.

4. Attendance Tracking:

Gosney explained that he will meet with pilot instructors one more time before a more formal report is prepared. Gosney discussed the pilot program, including courses, locations, and equipment. There were some issues with technology, such as not receiving the last update until the day before fall classes began, but the equipment worked okay in general. Gosney said 90 percent of the instructors took attendance; some did an oral roll call, and some did a written attendance. About half of the instructors said they would be willing to do a preclass setup to take attendance, and about one third would be willing to take manual attendance. Gosney explained API, which is a separate program that allows other programs to “talk” to the Oncourse grade book. Gosney told about the Lecture Hall pilot program, which had six kiosks. He explained how the technology was set up and how the system worked with the card readers. The kiosks were programmed to know what room they were in and what time the designated class started. It took about five seconds by the time the students swiped their cards and waited for the information to be sent to the system and back. This is problematic with classes of 200 or 300 students. Gosney explained other possibilities to track attendance such as RFID. The committee discussed privacy issues and if this is the wrong message to send to students. Should we make students responsible for their own attendance? Do we run the risk of driving away talented students? The committee discussed how this affects students and faculty. The committee agreed to put this issue on the agenda for further discussion.

5. Other Business:

Evenbeck distributed a chart about prerequisites for gateway courses. He will take this to the deans’ meeting. Sukhatme has asked the deans to re-engage with the use of summer classes and off-campus sites. We need to think about this. The committee discussed getting data. Porter believes the off-campus sites should be increasing. The committee asked her to discuss off-campus sites and summer usage at a future meeting. She agreed to do this. Porter noted that if any information is incorrect on the prerequisites chart, the academic units should be notified so they can make the correction in the information they give to the registrar. The committee discussed math placement scores. Evenbeck said he will invite Jeff Watt, who already serves on the full council, to join the steering committee. The committee agreed to table discussion about math courses and placement scores until Watt joins the group. Evenbeck announced that Sukhatme has agreed to fund 50 additional scholarships for the Summer Bridge Program.

6. Adjourned.

**Action Items:**

- Wokeck will send an e-mail to update the committee about the conference she is attending on tuning.
- Wokeck will present information about tuning at the spring full council meeting. She will invite her counterparts in education and chemistry.
- Hansen will look at age (21 to 24) as a risk factor for poor academic performance.
- Evenbeck will invite Jeff Watt to be on the CRG Steering Committee.

Submitted by:  
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