
Guests: Rachel Fulton, Karl MacDorman, and Matthew Wade

Regrets: Julie Hatcher and Lauren (Chism) Schmidt

1. Johnson opened the meeting and reviewed the agenda.

2. Johnson explained that 2014 is the 10th anniversary of the formation of the Council on Retention and Graduation (CRG). She reviewed the charge the CRG was given when it first began and told how council members share best practices. As higher education shifts attention to high-impact practices, the CRG will do the same. The CRG will continue to find ways to help IUPUI improve retention and graduation, particularly for transfer students and students of color.

3. Paydar gave an update on the strategic plan, and the following points were discussed:
   • Paydar reviewed how the strategic plan process began about 18 months ago with a SWAT analysis of IUPUI. Stakeholders were identified and committees were formed. Ten areas were chosen as the areas of focus for the strategic plan. After the areas of focus were selected, task forces made 60 to 70 recommendations, some of which will change the way we do business at IUPUI.
   • The question is now about how to implement the recommendations. Are there things that the university or campus can do to make the implementation easier? Some of the recommendations will require resources.
   • Paydar discussed some of the changes in the restructure of IMIR, a focus beyond the students’ first year, the need for more coordination with RISE, how to implement Career EDGE, and the use of predictive models (e.g., EAB).
   • Each area of the strategic plan has projection goals. What do we need to make these goals happen? We need to look at internal and external factors.
   • Paydar answered questions about getting faculty to adopt high-impact practices and developing goals and objectives. He would like feedback and suggestions from the council about the strategic plan.
4. Hansen told about the changes in her new office (Student Data, Analysis, and Evaluation) as a result of the restructuring of IMIR. The new office will provide data to assess and mark progress of undergraduates and will be focused on student success. She used a PowerPoint presentation to share data and information about student success. The following points were discussed:

- Hansen gave a theoretical framework based on Kurt Lewin’s work. Student behavior or success is a function of who students were before they entered college, what happens to them after they enroll, and the interaction of the person and the environment. She also reviewed some of the characteristics, dispositions, and attitudes students bring with them, as well as some of the institutional factors that can impact student success.
- Hansen discussed the retention and graduation rates of the first-time, full-time Indianapolis cohort for fall 2012. She used a graph to compare the current retention and graduation rates (71.9% one-year retention, 42.0% six-year graduation, and 14.6% four-year graduation) with the goals of the CRG (80% one-year retention, 50% six-year graduation, and 22% four-year graduation). She also compared IUPUI to peer institutions for retention and graduation rates.
- Using National Student Clearinghouse data, Hansen looked at 766 students (fall 2012 FTFT beginners) to see what happened to them after they were not retained at IUPUI. Most of them stopped out and did not continue at any institution (67%), but 18% enrolled at other two-year institutions, 15% enrolled at other four-year institutions, and 1% enrolled at an IU campus after census. She shared more data about the 766 students who left, including academic performance, average high school GPA, and average SAT scores.
- At orientation, most students (85%) report that they intend to graduate in four years. Hansen looked at the fall 2013 full-time students who intended to transfer. She also looked at the four-year graduation rates of students who participate in first-year programs (Summer Bridge Program, Themed Learning Communities, Summer Bridge-TLC combo, and first-year seminars). There is a self-selection factor to consider, but participants of these programs have higher one-year retention rates and four-year graduation rates.
- Hansen used National Student Clearinghouse data to look at students who had been academically dismissed in fall 2012. Those who do come back struggle, and 69% do not enroll at any institution. She also looked at students who attempted and completed 15 or more credit hours in the fall semester. There has been a major increase in the number of students who attempted 15 credit hours, and those who attempted 15 credit hours had a slightly higher retention rate than those students who did not.
- Hansen reviewed the retention rates of underrepresented students. The fastest growing population of underrepresented students is Latino students. The one-year retention rate of first-time, full-time beginning African American students is 66% compare to 73% for all other students, and the one-year retention rate of first-time, full-time beginning Latino students is 68% compare to 73% for all other students. First-time, full-time beginning African American students were more likely to work off campus for pay, and first-time, full-time beginning Latino students were more likely to attempt 15 or more credit hours.
- Hansen discussed the time commitments of students and the increasing number of 21st Century Scholars (660 in 2013 compared to 505 in 2012). The one-year retention rate of 21st Century Scholars has increased to 72%, compared to 74% of all other students. The gap is closing. She also shared data about students age 25 or older, who are now 1% of
the cohort (compared to 6% in 2005). The median age of first-time beginning IUPUI students is now about 18. She also shared data about first-generation students, students living on campus, and math placement results.

- After council members discussed some of the data, Hansen gave her conclusions and discussed factors positively associated with high levels of academic achievement and persistence for IUPUI students, which include being female, not being first generation, not working over 20 hours per week, having high levels of institutional commitment and academic preparation, living on campus, earning satisfactory academic performance in the first semester, reporting high levels of sense of belonging, participating in early interventions or academic support programs, having low levels of unmet financial need and not being low income, applying and enrolling early, and placing into credit bearing math.

5. Wade and Fulton, from Transfer Student Services, demonstrated a new online guide to IUPUI that will be used with students who are unable to attend orientation or who are waived from attending due to commitments (e.g., military students). If students are waived from orientation, they will receive an invitation to the guide. The guide helps students make a smooth transition to IUPUI and connects them to useful campus resources. The following points were discussed:

- Transfer Student Services will continue to work on the guide to improve it. The University of South Carolina uses a similar product.
- Wade and Fulton gave a demonstration of the guide and explained the resources students will be guided to while viewing it. Transfer Student Services has also made some videos to help students about topics such as credit articulation. There are many other resources that could have been included, but Wade said they did not want to overwhelm students.
- In addition to the online guide, Transfer Student Services sends out a newsletter. Features include returning students telling about resources they found useful, how to prepare for midterms, etc. They are working on incorporating more blogs to have students write about their experiences.
- In response to questions about the number of students using the office, Wade said the office’s foot traffic has been minimal, but students are clicking on links to electronic communications that are sent out. Porter does not believe it is fair to judge the success of the office by numbers. As the university gets better at getting students to come to this campus in the first place, the number of transfer students will go down. The pool of transfer students is also dwindling because other institutions are trying to recruit from that pool.
- When asked about how quickly students can see how their credits transfer from other institutions, Wade said transfer students have access to the CATS system.

6. Buyarski told the council about a major reorganization of academic and career advising in University College. She used a PowerPoint presentation to explain how advisors, career professionals, and peer advisors will be grouped into five major clusters in order to better serve students intending to major in degree programs that frequently share foundational course work. The following points were discussed:

- The goals of the new cluster model are to create a more integrated academic and career advising, support students in an early choice of a major and relevant degree planning,
facilitate a timely transition from University College to the degree-granting schools, improve communication with degree programs, and maximize the strengths of the Academic and Career Development staff.

- Buyarski explained how the service delivery will change. Students will be assigned to a major cluster based on their declared majors, and they will still be served by staff within that cluster. One cluster will be for exploratory students. Each cluster will have advisors, career staff, student employment staff, and a peer advisor. A team leader will supervise each cluster.
- The restructuring also helps to ensure that the advisor-to-student ratio aligns well with national standards and that students who are exploratory will be able to receive more intensive anticipatory counseling to help them to identify their strengths and interests and to select a major that they feel passionately about. The new model falls within NACADA guidelines.
- By April, everything should be finalized with the restructure, and the new model will be launched in June for orientation. Buyarski said they will assess the model in two years to see if it is working well.

7. Watt, Marrs, and Mzumara used a PowerPoint presentation to share recent outcomes from a project funded by the National Science Foundation (NSF) that IUPUI received to increase graduates in STEM fields. Their CI-STEP grant (Central Indiana STEM Talent Expansion Project) is aimed at propagating, expanding, and creating new evidence-based educational initiatives in undergraduate STEM education at IUPUI. The following points were discussed:

- Watt told about the people who were involved in the grant process. Before the grant, they had concerns about some students taking too long to graduate, bottleneck courses, gaps in math courses taken, and stop-outs. The $1.99 million NSF grant was awarded in September 2010. The goal was to increase the number of students receiving associate or baccalaureate degrees in established or emerging STEM fields by 10% per year for a total of 3,067 STEM graduates by 2015.
- Watt reviewed the STEP Type 1 activities they did, which were aimed at adapting and implementing best practices that lead to an increase in the number of students (U.S. citizens or permanent residents) obtaining STEM degrees. They also wanted to retain the students they already had and synergize all the little things they were already doing.
- Marrs explained four different initiatives they are doing as part of the grant: student-centered pedagogy, career services, student success, and articulation with two-year college. As part of their work, they invited faculty in departments to apply for curriculum enhancement grants. They also introduced peer-led team learning and peer mentoring into three courses.
- Watt spoke about the articulation with Ivy Tech. He reviewed the number of students who have been transferring successful to IUPUI from Ivy Tech. The number of credit hours students are bringing with them are increasing, and the retention of those students is increasing. Watt explained how they have been collaborating with the math department at Ivy Tech (e.g., both schools use same textbooks). He also told about resource centers that help students in math, biology, physics, and psychology courses.
- Mzumara reviewed assessment data for the grant. He explained the overall project assessment, which focuses not only on courses but also on outcomes. They had to meet the requirements of the NSF. Mzumara discussed direct measures and indirect measures
used in the assessment, as well as progress metrics and indicators of success in each area of the project.

- Watt explained the impact the grant has had. The number of graduates in STEM areas has grown from 417 in 2008–2009 to 587 in 2012–2013. They are expecting even more graduates this year.

8. After Johnson thanked everyone for attending, the meeting was adjourned.

Submitted by:
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