Council on Retention and Graduation Meeting  
May 7, 2014  
UC 104  
Presiding: Kathy Johnson

**Present:** Angel Anderson, Sarah Baker, Cathy Buyarski, Craig Campbell, Tom Davis, Andrea Engler, Margaret Ferguson, Yvonne Fitzgerald, Chris Foley, Gina Sanchez Gibau, Steve Graunke, Michele Hansen, Amanda Helman, Mikki Jeschke, Kathy Johnson, Danny King, Maureen Kinney, Claudette Lands, Melissa Lavitt, Doug Lees, Sandra Lemons, Tralicia Powell Lewis, Chris Maroldo, Kathleen Marrs, Kyle McCool, Shannon McCullough, Howard Mzumara, Melissa Pohlman, Matthew Rust, Lauren (Chism) Schmidt, Jennifer Schott, Khalilah Shabazz, Marvin Smith, Kate Thedwall, Regina Turner, Ken Wendeln, Winnie Wilson, Wanda Worley, Amy Wylie, and Lin Zhu

**Guests:** Sara Allaei, Wendy Crandall, Brandi Derrick, Jim Fiddler, Rachel Fulton, Shannon Kelley, Marilyn Mangin, Terry O’Brien, Allison Spillane, Jon Steinbach, and Matthew Wade

**Regrets:** Julie Hatcher and Gary Pike

1. Johnson opened the meeting and welcomed committee members. After introductions, she announced that the meeting was the kickoff for the Foundations of Excellence study to work on transfer student issues at IUPUI.

2. Hansen gave a [PowerPoint presentation](#) about transfer students and their success and retention rates. After she discussed her data sources and national studies on transfer students, the following points were discussed:
   - About 18% of new students (Indianapolis only) were external transfer students, and 4% were intercampus transfers.
   - Hansen reviewed the campus graduation and retention rates. These numbers have been increasing, but IUPUI is still well below its peers. For new external transfers, the pattern is very similar. If students transfer in as a junior or senior, they tend to have higher graduation rates. Of all bachelor degrees conferred in 2012 (Indianapolis only), 37% went to external transfers.
   - Most new external transfer students enter IUPUI through University College. The largest proportion of external transfers enter as sophomores. The top transfer institutions were Ivy Tech Indianapolis, Ball State, Purdue West Lafayette, Indiana State, Vincennes, University of Indianapolis, Ivy Tech Lafayette, University of Southern Indiana, and Ivy Tech Muncie. Hansen showed data about the academic performance and retention of students who transfer from these institutions.
   - Hansen reviewed the top 10 reasons why new beginning students choose IUPUI. These reasons have been fairly consistent over the past 10 years. She also discussed the top 10 reasons why new transfer students choose IUPUI. Transfer students are more focused on getting good jobs and living closer to home, but cost and social opportunities are more important to beginning students.
   - Hansen talked about the top major choices of external transfer students and their expectations compared to reality. Transfer students are more likely to enroll in summer
courses, but are less likely to get tutoring or take advantage of mentoring opportunities. Also, they do not intend to participate in high-impact practices as much as beginning students. Transfers feel it is important to graduate from IUPUI, but do not feel as much Jag pride. They are also less committed to IUPUI than beginning students.

- Transfer students have significantly more resilience than beginning students and are usually more optimistic. They tend to remain calm in the face of adversity and are less likely to think something will go wrong. Hansen does not believe that “transfer shock” holds true.

- Hansen used the National Student Clearinghouse data to look at transfer students who were not retained. About 66% of them stopped out, 22% transferred in two-year public institutions, 7% transferred to four-year public institutions, and 5% transferred to private schools. She reviewed the institutions students transferred to and the academic performance of students who left.

- Hansen looked at transfer students from underrepresented populations, including their one-year retention rates.

- Transfer students tend to spend less time working for pay on campus and more time working for pay off campus. They spend less time participating in co-curricular activities, more time providing care for dependents, and more time taking care of household responsibilities.

- The first-generation rate is slightly slower for transfer students. Transfer students are more concerned about their finances than beginning students. Far more transfer students are over the age of 25 than beginning students. Fewer transfer students live on campus.

- After reviewing the lights of data on transfer students, Hansen gave recommendations on what IUPUI can do to help transfer students be successful.

- When asked if there is a difference in the course loads that transfer students take, Hansen said transfer students tend to take heavier course loads than beginning students.

- Buyarski suggested looking at the gap in graduation rates. Students who transfer in as juniors or seniors should graduate in two years. Why are they not graduating? Is it a lack of credits, outside commitments, etc.?

- Council members discussed students who swirl between IUPUI, IUPUC, and Ivy Tech.

- King would like to know about undistributed credits that transfer students bring with them. Does this affect their graduation rate? Foley said his office is working on this.

3. Wade and Fulton gave a PowerPoint presentation about the transfer-year experience. The following points were discussed:

- Transfer students receive pre-semester correspondence before orientation and transition programming after orientation.

- Wade and Fulton work with the Passport office to ensure a smooth transfer experience for students coming from Ivy Tech.

- Certain groups of transfer students are invited to participate in programming, such as 21st Century Scholars, or groups of majors.

4. Wade gave an overview of the Foundations of Excellence (FoE), which is an action planning process that will be focused on transfer students. Wade discussed the nine FoE dimensions. The process will take about 18 months to complete, with the final report due in July 2015. To
kick off the FoE process, council members were divided into three groups and asked to give feedback in three areas. The feedback includes the following:

• What is IUPUI doing well for transfer students?
  o IUPUI is the number one transfer destination in the state, so there is something good already happening.
  o Transfer students are more committed to getting a degree from IUPUI than beginning students.
  o IUPUI has started to recognize transfer students and has been developing initiatives to help them.
  o About 25% of transfer students are nontraditional students. We do some things well for nontraditional students, and we have things in place for that group of students.
  o IU Online will work well for many transfer students. In some cases, academic advising is available online.
  o IUPUI has a good relationship with Ivy Tech. There are a lot of positive steps in this area, including the Passport office, credit articulation, and 2 + 2 program. The Passport office targets cohorts of students, such as students in TRIO programs, to help them transition to IUPUI. Also, IUPUI shares a data person with Ivy Tech.
  o International transfer students are well served by the Office of International Affairs.
  o IUPUI has Tau Sigma, a national honor society for transfer students.
  o Campus participation in the Foundations of Excellence is a positive step to increase the success of transfer students.
  o IUPUI has the campuswide Council on Transfer Students.
  o Scholarships are available for transfer students (but we need more).
  o The general culture on campus is that we want to count as much transfer credit as we can. IUPUI also has the Transfer Credit Task Force.
  o We have been using data from the National Student Clearinghouse to learn more about transfer students and how their previous experiences influence what we see at IUPUI.
  o The Office of Transfer Student Services is helping transfer students transition to campus and to their programs.
  o IUPUI is beginning work on prior learning assessment.
  o The Student Success Collaborative will soon have data on transfer students.
  o Orientation for transfer students is separate from orientation for beginning students. This helps meet the needs of transfer students and helps them form a community of like students.
  o The Office for Veterans and Military Personnel helps veterans transition to IUPUI.
  o The Kelley School of Business has a seminar for transfer students (BUS-X 103).

• How can IUPUI improve in serving transfer students?
  o We need to find a way to get transfer students to engage with academic advisors, career counselors, RISE initiatives, etc.
  o There needs to be a person in undergraduate admissions who deals only with transfer student issues. Transfer students want a contact person for specific transfer issues rather than a person who deals with general admissions issues.
  o We need to improve how transfer students connect to campus.
  o IUPUI needs to find a way to connect with advisors at other institutions.
  o We need to bring more faculty into this conversation.
There should be space on campus for transfer students.

There is a disconnect between where the Passport office and the Office of Transfer Student Services (OTSS) are located. Hine Hall is for first-year students, so Passport and OTSS should be in an area where transfer students frequent.

We need to improve services for veterans.

Our list is too long. The campus needs to decide on one overriding goal for transfer students.

We need to find a way to integrate transfer students.

Instead of saying “transfer” students, we should say “transition” students.

- What are the obstacles in helping transfer students?
  - We need to find a way to communicate with transfer students. They do not read e-mail.
  - Transfer students don’t think they need help. Is this because they are familiar with resources or because they are not asking?
  - Transfer students are not knowledgeable about technology on campus.
  - Scholarships for transfer students are only for those who complete an associate degree. Some majors at Ivy Tech cannot do this (e.g., music majors).
  - We need to educate high school students about starting at Ivy Tech.
  - Transfer students have time commitments, but we need to find a way to get them to engage and participate.
  - Our programming for transfer students is diverse, but we need to address their needs in a more personalized way.
  - Communication about credit distribution needs to be improved.
  - Do faculty attitudes about transfer students need to be addressed? Many have preconceived notions about transfer students. Faculty need to view transfer students as an asset.
  - We need to be aware that academic advising and interventions at a community college are based on different philosophies than what we have at this campus.
  - We need to help transfer students understand the differences between the types of courses they may take at other institutions and the types of courses they will take here.
  - Transfer students have concerns about costs and financial aid.
  - We need to be aware of the language we use with transfer students.

5. Other business was address as follows:
   - Johnson said she will contact the council again in August.
   - Anyone interested in serving on the Foundations of Excellence subcommittee should contact Andrea Engler.
   - Baker gave an update on the FACET group.

6. The meeting was adjourned.