Council on Retention and Graduation Steering Committee Meeting  
February 12, 2015  
UL 1116  
Presiding: Kathy Johnson

**Present:** Sara Allaei, Alison Bell, Cathy Buyarski, Zebulun Davenport, Tom Davis, Andrea Engler, Gina Sanchez Gibau, Steve Graunke, Michele Hansen, Julie Hatcher, Kathy Johnson, Susan Kahn, Melissa Lavitt, Tralicia Powell Lewis, Howard Mzumara, Rebecca Porter, Terri Talbert-Hatch, Regina Turner, Pratibha Varma-Nelson, Rick Ward, Jeff Watt, and Eric Williams

**Guest:** Morgan Johnson

**Regrets:** Sarah Baker, Margaret Ferguson, Nasser Paydar, and Jennifer Thorton Springer

1. Johnson opened the meeting and welcomed committee members. She reviewed the revised agenda.

2. Bell used a PowerPoint presentation to share information about the new Degree Completion Office (DCO). The following points were discussed:
   - DCO is focused on adults who are independent learners, are on their own, work full time or have other significant responsibilities, have earned some college credit but do not have their degrees yet, or have been away from school for two or more years.
   - Adult learners often worry about financial aid and the reenrollment process. They want flexibility in scheduling classes and alternative delivery (e.g., online classes) methods. They also want credit for prior learning.
   - Some of the needs of adult learners include an adult concierge or a one-stop resource, programming that fits their schedules, clear expectations, feedback from instructors, and acknowledgement of prior learning assessment.
   - DCO fits well with the IUPUI Strategic Plan. In Indiana, one in five adults has some college credit, but no degree. The United States has a 40% postsecondary degree attainment rate. In comparison, South Korea has 60%. There is an increasing demand for a skilled workforce.
   - The DCO vision is: The Degree Completion Office at IUPUI is a hub for individualized support that serves as a catalyst for returning students to fulfill their promise and complete their degree, regardless of where they started, positively impacting Indiana’s economic and workforce needs one graduate at a time.
   - The current DCO services include:
     - Pre- and post-admission advising and coaching. All DCO advisors have been general studies advisors because they understand the adult learner population.
     - General intake, which includes a look at prior learning and credit to see where they fit.
     - Concierge service that connects students to resources.
     - DCO has identified 13 degree programs that are relevant for adult learners. These programs are largely online or a hybrid and have job availability in Indiana. If students are interested in other programs, DCO works with them to achieve their goals.
     - Once students select a major and move to a school, DCO continues to serve those students in a coaching capacity.
     - Career services coming soon. A career consultant will be hired. This position will be split with the School of Liberal Arts.
   - Bell showed the committee the DCO website.
• The committee gave Bell the following feedback:
  o There are many students who stop out because they owe the university money. Bell said DCO is collecting data to understand why students stopped out from 2010 until the present. They are aware of this issue. Johnson said the initial effort to bring students back is to target students with a minimum GPA of 2.0 and no financial holds. Porter explained the complications that exist with getting students back who have financial holds. The committee discussed allowing students to withdraw retroactively.
  o How will degree programs accept prior learning assessment? Some departments are resistant to allowing 30 credits for prior learning. Can there be discussions about which courses are appropriate for that? Johnson told about a grant that will include professional development for prior learning assessment.
  o Can we link prior learning assessment to a rubric or a signature assignment (e.g., capstone final project)? The advantage of this is that faculty could grade it (not just a department chair). It may also be easier for faculty to accept.
  o Some faculty do not understand the philosophy of prior learning assessment, especially portfolios. Some faculty think students who do not sit in classrooms should not be granted credit for the course. Buyarski told about a discussion in another meeting and how an inventory can be established to determine prior learning assessment credit. Each department can determine the best way to do this.

3. Steve Graunke gave an update on NSSE, which is administered at IUPUI as part of the IU system. He discussed the following:
   • NSSE data has been used at IUPUI to make improvements, such as the RISE initiative, veterans groups, and assessment of the critical thinking program in engineering.
   • Data is only as good as the number of people who take the survey. Participation has been declining, so we need to encourage first-year students and seniors to take the survey. They need to understand that the information from NSSE is used to improve the student experience.
   • Students who complete the survey can go to Taylor Hall to get a coupon for a free soda at the Campus Center.
   • NSSE officially rolls out on Feb. 23 with an email from Chancellor Bantz (for IUPUI students) and Vice Chancellor Wafa (for IUPUC students).
   • A NSSE pilot is taking place this year with individualized campus pages on Oncourse. Graunke’s office is working with TLC instructors to have students watch for the link on Oncourse.
   • Graunke needs help from faculty teaching capstone courses to encourage seniors to participate. Student organizations are also being targeted to help spread the word.
   • Graunke distributed a NSSE flier and a blurb for committee members to share with faculty and staff in their units.
   • NSSE officially closes in May. Survey invitations will take place through the end of March.

4. Graunke used a PowerPoint presentation to share preliminary results from the RISE survey. The purpose of the survey was to understand what students gain when they take part in a RISE experience. After Graunke explained how the survey was designed, the following points were discussed:
   • The survey was sent to all students in courses tagged as RISE at the end of the fall 2014 semester. The survey had 284 full responses and 314 partial responses.
• Survey participants were broken down into the type of RISE course they were in: R (11.6%), I (2.8%), S (38.7%), E (25.7%), S and R (11.3%), I and S (0.4%), and other (9.5%).
• High-impact practices (HIP) characteristics for the RISE courses were addressed. Most students seem to view their RISE course as an E experience. When looking at the outcomes of HIP (e.g., career goals), E was a little ahead of the other categories.
• Most students said they were not aware that they had signed up for a RISE course. Some students found out they were in a RISE course when they took the survey.
• Graunke reviewed the next steps, including a deeper dive (such as finding out why students in E courses are more satisfied), more data on study abroad, help with course design, and exploration of “other.”
• Johnson discussed some of the work they hope to do with RISE in the future, including improving how courses are tagged as well as the process of building a schedule that is better integrated with course integrity. The Division of Undergraduate Education (DUE) website has information on RISE for faculty.
• The committee gave the feedback below:
  o It would be interesting to do a survey for faculty who teach RISE courses. Do all faculty know they are teaching RISE courses? How are they integrating it into the curriculum?
  o One issue that keeps coming up is faculty not knowing how to tag courses. Johnson said there are steps for tagging on the DUE website.
  o If all RISE tags are removed and the process started over, will we be in the same place in four or five years that we are now?
  o A discussion about how to properly document learning is needed.
  o Does RISE have to be documented on the transcript? Is credentialed learning the only type of learning that takes place? Should there be 0 credit transcript experiences?
  o Are there ways to recognize learning without it being on the transcript? Perhaps a supplemental transcript? How would that learning be evaluated? Will there be rigor?
  o Can the co-curricular experience be used? What about an education agent?

5. In other business, Johnson distributed a report with action steps in response to the 2014 retention report via a link on the agenda and asked that any feedback be sent to her.

6. The meeting was adjourned.