Council on Retention and Graduation Meeting  
October 1, 2015  
AD 1006  
Presiding: Stephen Hundley

**Present:** Sara Allaei, Alison Bell, Cathy Buyarski, Andrea Engler, Gary Felsten, Gina Sanchez Gibau, John Gosney, Steve Graunke, Michele Hansen, Julie Hatch, Stephen Hundley, Kathy Johnson, Susan Kahn, Melissa Lavitt, Howard Mzumara, Nicole Oglesby, Matt Pistilli, Rebecca Porter, Matt Rust, Kristina Sheeler, Jennifer Thorington Springer, Terri Talbert-Hatch, Kate Thedwall, Regina Turner, Pratibha Varma-Nelson, Matt Wade, Jeff Watt, Eric Williams, and Jane Williams

**Regrets:** Zebulun Davenport, Margaret Ferguson, and Khalilah Shabazz

1. Hundley opened the meeting and welcomed everyone.

2. The minutes from the September 3, 2015, meeting were approved.

3. Buyarski and Gibau used a PowerPoint presentation to give an update on the Foundations of Excellence (FOE) project, which is focused on transfer students. They also distributed an infographic about IUPUI transfer students and a handout about the FOE action teams. The following points were discussed:
   - On average, about a third of the incoming classes at IUPUI are transfer students. They tend to be very good students academically.
   - Transfer students bring diversity to campus. About 28% of transfer students are students of color.
   - About 25% of transfer students leave IUPUI. This is similar to the first-year cohort.
   - About 43% of IUPUI’s undergraduate degrees are transfer students.
   - The FOE committee developed a philosophy statement, which was endorsed by the CRG last year. The self-study of the IUPUI transfer student experience involved nine dimensions. Each dimension subcommittee gave a grade for their area as well as a status update.
   - Buyarski and Gibau shared the final report of the FOE committee. The final report was vetted by the John N. Gardner Institute for Excellence in Undergraduate Education. The report has recommendations, which are grouped by dimensions. The recommendations were given priority areas, depending on time and resources required to achieve the recommendation.
   - Buyarski and Gibau reviewed a few of the recommendations in the report. Recommendations were either delegated to units or offices while others were assigned action teams for further study or implementation.
   - Small groups were formed for discussion and feedback. After a short discussion period, the groups shared the following feedback:
     - Some data is kept in specific offices. It would be helpful if data were made available.
     - Can we identify internal campus transfers?
     - We should find out why students are leaving IUPUI.
     - Do schools need to go back and reconsider their admission policies?
     - In an ideal situation, transfer students would know how their credits articulate well before coming to IUPUI, particularly in 100- and 200-level courses.
     - Can we look at the transfer students who are graduating? Are there any patterns? Are they coming from Ivy Tech? Graunke said his office would look into this. Porter
suggested that Graunke’s team also look at how many credits the graduating transfer students are bringing with them.

○ Could the flow of information to transfer students be changed? Perhaps some of the information that transfer students receive at orientation could be put online, and then they could do other things at orientation? Orientation could be used to address reasons why students transfer. For example, transfer students could explore the urban community. Or make transfer student orientation a two- or three-week process.

○ Only 4% of transfer students live on campus. Could there be a dedicated living space for transfer students? An off-campus housing advocate could direct transfer students to housing where transfer students tend to go. Could there be a map system to help transfer students connect?

- Anyone interested in working with an action team to help transfer students should contact Buyarski or Gibau.

4. Hansen used a [PowerPoint presentation](#) to give an update on the structure of the new Institutional Research and Decision Support (IRDS) office. After Hansen reviewed the IRDS vision, the following points were discussed:

- IRDS is designed to give faculty, staff, and administrators unprecedented data for decision making.

- The main key strategies that guide IRDS include:
  ○ Develop a comprehensive integrated data infrastructure to provide unprecedented access to data for decision makers across IUPUI.
  ○ Optimize the use of enabled technology (e.g., Tableau) to put data in the hands of decision makers. The technology-enabled data reports will allow users to explore, interact with, and analyze information that is actionable and tailored to specific decisions.
  ○ Build evaluation and assessment capacity across IUPUI so that information exploration, interpretation, and analysis are used to support evidence-based decision making and to improve student success, learning, and institutional effectiveness.

- IRDS engages in the following activities and reports to support decision making: institutional research, strategic enrollment management, assessment of student learning and development, survey research methods, program evaluation and review, and institutional and strategic planning decision support.

- IUPUI is participating in a project for the Association of Institutional Research to develop statements of aspirational practice to help push data down to people in the trenches and to those who are making decisions about their work with students.

- IRDS does all university-wide surveys. The office is looking at current surveys and deciding which surveys are necessary to help decision makers. IRDS may develop surveys that are based on events, such as certifying into a school.

- Hansen gave a brief overview of the [IRDS website](#). There many reports available on the website. Hundley asked all council members to explore the resources and interactive tools on the website before the next meeting.

5. Porter gave updates from the Division of Enrollment Management and discussed the following:

- The summer tuition discount will be discontinued for summer 2016. The campus will likely implement some type of program to get students to enroll in summer courses.

- Pending approval of the trustees, banded tuition will be coming for fall 2016. There will be one tuition amount set for 12–18 credit hours.
• IUPUI will participate in the Midwest Student Exchange Program beginning in fall 2016. Undergraduates who are residents of participating states (Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin) can attend IUPUI and pay 150% in-state tuition. A few graduate programs will participate in program, too.

• A task force has been created to study the success of African American students. Demographic groups will be studied separately. There is also a new task force to help develop a comprehensive student record. An IUPUI task force has been invited by the Lumina Foundation for a special project.

• The Division of Enrollment Management is looking at issues related to transfer credit. They know there are challenges to this. She explained the process when a student makes an appeal on whether a transfer course meets a general education competency. This process takes time and depends on the school making a decision quickly.

6. Announcements:
   • Felsten announced that the one-year retention rate for IUPUC is 61.7%, which is up from 59.4% the previous year.
   • Thorton Springer reminded everyone of RISE Day, which is November 6, 10:30 a.m.–2:30 p.m., in the Lilly Auditorium of the library. She distributed handouts with more information and told about a few events for that day. She asked for help in getting the word out to students, faculty, and staff.

7. The meeting was adjourned.

**Next Meeting:** November 5, 8:30–10:00 a.m., University Hall 1006