Council on Retention and Graduation Meeting
February 4, 2016
AD 1006
Presiding: Stephen Hundley

Present: Sara Allaei, Alison Bell, Cathy Buyarski, Andrea Engler, Gina Sanchez Gibau, John Gosney, Steve Graunke, Michele Hansen, Stephen Hundley, Susan Kahn, Howard Mzumara, Matt Pistilli, Rebecca Porter, Matt Rust, Kristina Sheeler, Terri Talbert-Hatch, Kate Thedwall, Regina Turner, Eric Williams, and Jane Williams

Regrets: Sarah Baker, Gary Felsten, Margaret Ferguson, and Jennifer Thorington Springer

Guests: Terrel Brown (21st Century Scholars Support Program), Janna McDonald (Office of Student Employment), and Craig Pelka (Office of Student Employment)

1. Hundley opened the meeting and welcomed council members and guests.

2. The minutes from last month were approved with one abstention.

3. Brown used a PowerPoint presentation to give council members an update on the 21st Century Scholars Support Program. The following points were discussed:
   - Two new positions were created with grant money: scholarship coordinator and program coordinator. They also have a graduate assistant, who is a peer mentor, and a social work intern, who directs students to resources in the community when needed.
   - Since 1990, the 21st Century Scholar program has helped over 30,000 low-income Indiana residents earn their college degrees. Today, more than 110,000 students are enrolled in the program.
   - The 21st Century Scholars Success Program is a support program that promotes academic success and helps students articulate their goals, including personal development and growth. The program helps motivate students to achieve a timely graduation.
   - The office, which is in the lower level of Taylor Hall, has an open door policy. All council members are invited to visit.
   - The 21st Century Scholars Success Program offers academic and tutorial support, a first-year mentoring program, personal enrichment workshops, career exploration and development, financial literacy, scholarship maintenance and financial aid preparation, community service activities, social and cultural events, and individual success coaching.
   - All peer mentors have been through the program. Peer mentoring provides positive role models and helps students transition into the academic culture. Students in the program attend two group mentoring sessions per month, one to two individual mentoring sessions per month, and two 21st Century Scholars activities (e.g., financial literacy workshop or community engagement).
   - The 21st Century Scholars Success Program started in 2003 with 34 students and 14 mentors. In fall 2014, the program had grown to over 450 students and 20 mentors.
   - ScholarCents is a year-round financial literacy program that is facilitated by the program coordinator. In addition to financial literacy education, the program provides assistance with the state appeals process and one-on-one meetings with students.
• Kaleidoscope is a personal enrichment program that is facilitated by the program coordinator. Students who are participating in the peer mentoring program must attend at least two Kaleidoscope events per semester.

• In fall 2013, the state implemented a credit hour minimum (30 credits per year). Students must also maintain a minimum GPA of 2.0. Students who fall below these standards will either receive a reduced award or no award at all. If students lose their scholarship, they must go through an appeals process with the state. Brown and other staff try to encourage students to meet those requirements to keep their award money. Porter told about support available for students in the spring semester who have not successfully met the credit hour requirements. Brown explained that students who complete AP or dual courses in high school can use those credits toward the 21st Century Scholars credit hour requirement.

• The IUPUI 21st Century Scholars Pledge Grant helps students meet their financial need. 21st Century Scholars who are eligible for the grant are given the grant automatically without an additional application. Eligibility requirements for this grant include having a minimum GPA of 2.5 and participating in either the Summer Bridge Program or the 21st Century Scholars Peer Mentoring Program. The grant is renewable each year.

• Of the fall 2014 first-time, full-time IUPUI 21st Century Scholars:
  • The average one-year retention rate was 67.1% for all 21st Century Scholars, whether they received money or were eligible to receive money but didn’t.
  • The average one-year retention rate was 73.7% for 21st Century Scholars who received money and participated in Summer Bridge.
  • The average one-year retention rate was 78.0% for 21st Century Scholars who participated in the 21st Century Scholars Peer Mentoring Program and Summer Bridge.

• In 2009, the number of first-time 21st Century Scholars receiving state funds was 226, and in 2015, it was 740. Porter warned that these numbers will likely go down because of additional requirements the state has added to the program to control costs.

• In 2007, the one-year retention rate of 21st Century Scholars was 65% and 71% for students who were not 21st Century Scholars. In 2014, the one-year retention rate of 21st Century Scholars was 72% and 75% for students who were not 21st Century Scholars.

• In 2014–2015, 100 students were selected for the InsideTrack program. Hansen explained how students were selected. IUPUI also received over $206,000 from the Indiana Commission for Higher Education to fund the development and expansion of programs to support student success for 21st Century Scholars and Frank O’Bannon Scholars.

4. Rust used a PowerPoint presentation to share data from the spring 2015 CARLI (Collegiate Advising-Related Learning Inventory). He also distributed a handout with additional information about CARLI. The following points were discussed:

• Rust gave a brief review of the campuswide advising outcomes and how they were refined from 2008 through 2013. Of the six domains in the outcomes, CARLI was focused on the fourth domain, academic planning and progress.

• A pilot survey was done in spring 2014, and the full survey was done in spring 2015. Results from the spring 2015 CARLI will be shared at NACADA events.

• The spring 2015 CARLI was focused on sophomores and juniors to avoid competition with freshmen and seniors taking NSSE at the same time. However, freshmen and seniors were not excluded from taking CARLI.
The spring 2015 CARLI had 1,069 unique responses from eligible students. The overrepresented response populations included females, full-time, white, sophomores, juniors, and native-to-IUPUI students.

The CARLI assessment team met with four schools (ET, PETM, Science, UCOL) that had over 100 respondents and had more than one advisor to review the school responses.

The survey questions were placed into five categories: seeking assistance from an advisor, feasibility of a four-year degree, goal setting, degree requirements, and use of advising technologies.

The five items of most agreement were:
- I understand how to drop or add a course.
- I understand how to access and use the shopping cart in OneStart/One.
- I regularly set grade-related goals in particular courses.
- I have developed a degree plan that suits my personal goals and interests.
- I understand how to check for prerequisites to courses I plan to take.

The five items of least agreement were:
- I find the courses within my major to be more difficult than the courses outside my major.
- I regularly refer to my planner/degree map in OneStart/One.
- I can identify courses that count toward the RISE initiative.
- I regularly refer to my Academic Advisement Report (AAR) in OneStart/One.
- After finishing my undergraduate degree, I plan to attend graduate or professional school.

Transfer students had a lower understanding of the feasibility of a four-year degree and degree requirements. They also had less frequent usage of advising technologies.

Advisors were frequently cited as a source of advising knowledge. First-year seminars were also ranked high as a source of advising knowledge.

Students are not relying on advising technologies. With a decentralized campus, technology is one of the best ways to get information to students, so this is disconcerting.

Council members broke into small groups to discuss questions on Rust’s handout related to the CARLI survey. Topics discussed by the groups included students planning ahead while in financial difficulty, students not knowing how to use the AAR and advising technologies, benefits of service learning, resources and use of advisors, and students relying on their peers for information.

The Campus Advising Council is planning the following actions based on the survey: possible mandatory transfer student advising, transfer student seminar, forum on transfer credit, tutorial on degree maps, better marketing of RISE, and helping students understand that advising is more than scheduling courses.

School reports from CARLI are available in Box (iu.box.com/CARLI).

5. Graunke shared a report from Institutional Research and Decision Support about student employment. This report has information about students working on campus. The following points were discussed:
   - About 9% of the IUPUI undergraduate population works on campus. The report showed 1,952 students working on campus, and 410 of those students working in multiple positions. One student was employed in five positions, and 21 students had student employee positions as well as regular positions.
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• For the most part, students (61%) are working about 10 hours or less per week. Most students make $10 to $11 per hour. About 27% are working less than 10 hours per week.
• About 39% of student employees attempted 15 or more credit hours while about 30% of students not working on campus attempted 15 or more credit hours.
• Biology is the major with the largest number of student employees (110 student employees). This is partly due to the Biology Resource Center and the Biology Freshman Work Program.
• About 14% of undergraduate African American students are employed on campus compared to about 11% of the undergraduate general population. African American students are more likely to be employed on campus, but they also report they have trouble finding work on campus. When asked why African American students have a higher rate of working on campus, McDonald replied that some of the support programs they participate in encourage on-campus employment. Also, some of the neighborhoods the African American students live in have few options for employment, so they find employment on campus.
• The one-year retention rate for fall 2013 first-time, full-time undergraduates who worked on campus was 75% and 67% for those who did not work on campus.
• McDonald shared information about a pilot program the Office of Student Employment is doing. The Hire Achievers Program is a campuswide career and professional readiness program that will strengthen the experience of student employees in on-campus positions and will enhance preparation for professional work by connecting student employment to the IUPUI Principles of Undergraduate Learning competencies. This pilot model ensures consistent integration of the core competencies and provides structure for implementation and requires specific interventions between supervisors and their student employee staff.

6. The following announcements were made:
• Hundley explained that the CRG agendas for the year are filling up. Anyone who has an agenda item should contact him soon.
• Kahn said they have a deadline for an e-portfolio showcase. Anyone working on e-portfolios should contact her for more information.

7. The meeting was adjourned.

Next Meeting: March 3, 8:30–10:00 a.m., University Hall 1006

Submitted by:
A. Snyder
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