



**Task Force on Undergraduate Retention and Graduation:
Meeting Documentation
April 14, 2011**

Part 1. Attendance

Committee Numbers:	Lisa Axe, John Bechtold, John Cays, Barry Cohen, Ian Gatley, Jack Gentul, Sharon Morgan, Theodore Johnson, Judith Redling, Cheickna Sylla; Perry Deess, Joel Bloom, Tony Howell, Hank Ross
Meeting Aim:	“It is the purpose of the Task Force on Undergraduate Retention and Graduation to complete an analysis of undergraduate retention and graduation and to recommend tactics for implementation that will yield improvements on both areas.” President Altenkirch Charge to the Committee, February 3, 2011
Meeting Date:	April 14, 2011; minutes are revised to incorporate John Bechtold’s comments (items 4, 12, 14 in part 3)
Meeting Time:	3:00 pm
Meeting Location:	398 Fenster Hall
Chair:	Ian Gatley
Vice Chair:	Jack Gentul
Meeting Purpose:	To review the ViSTA model for the task force; to focus on systems of advisement at NJIT

Part 2: Agenda

Agenda Items	
1	Approval of minutes from April 7, 2011
2	Review of ViSTA model report from April 7, 2011
3	Assessment of what remains to be done by Task Force by May 15,2011
4	Discuss implementation strategy for Learning Communities such that they embrace flexibility and exploration without extending time to graduation. Include in this discussion, a model for advisement that best supports this strategy.
5	Define intervention strategies for at risk students in Learning Communities.

Part 3: Discussion of Agenda

Discussion on Agenda Items	
1	In placing engineering, math and science students in Math 111, we need to be prepared to intervene. Judy Redling will provide some background and discuss ideas for interventions for students in the Learning Community pilot.
2	As far as placement strategies, we should consider the ramifications of placing too high versus too low. Movement will mostly likely involve movement down.
3	One consideration is a slower-paced calculus course that could merge the curricula of Math 110 and Math 111. Students could complete the course over the winter session.
4	I support block scheduling to allow for movement to a more appropriate course, but large-scale movement would be disruptive.
5	As far as a summer intervention is concerned, we have encouraged students by offering courses at a community college rate.
6	We can offer to pay for the summer intervention course. We have done this in the past.
7	We must also consider the ramifications on Physics placement, which is tied to math.
8	The most logical sequence is to begin with calculus, and then follow with physics. ABET standards call for a “calculus-based” physics. This would mean more meaningful enforcement of prerequisites and remove the concept of placeholders.
9	Students take too many credits in the first semester; 18 credits should be the exception, not the rule. A motion is made to recommend this – all vote in favor.
10	Michigan Tech’s model of Calculus+ works well. Let students build an academic plan around this.
11	How will we be able to recognize at risk students before week 3?
12	Week 3 is too late too late to measure pre-requisite skills, it needs to be done <i>before</i> the semester.
13	If we sees “B’s” or better in senior math classes, along with a SAT math score ≥ 600 , there should be a level of confidence. Students not in this category should take summer course or take placement exam.
14	A math SAT score of 600 is too low for placement into calculus.
15	For next meeting, Lisa and Judy should present strategy for NCE students accepted to Learning communities – How do we prepare engineering students to begin with Math 111, and what are interventions for at risk students placed in Math 111.

Part 4: Action Items from Agenda

Action on Agenda	
1	Develop strategy for NCE Learning Communities such that students accepted to programs requiring Math 111 begin with calculus, are assessed early in semester, and an appropriate intervention is put in place for at risk students.

Part 5: Remaining Questions for Resolution at Next Meeting

Questions to be Answered		Individual Best Able to Provide Answers
1	What sections of the ViSTA model are at the three levels of evaluation?	IG, JG, JR
2	What work remains before the committee before the final report is due to the president on May 15, 2011?	IG, JG, JR
3	How may we increase our web presence for the task force, its processes, and its findings for all shareholders, including MSCHE?	JR, NE