



**Task Force on Undergraduate Retention and Graduation:  
Meeting Documentation  
March 24, 2011**

**Part 1. Attendance**

<b>Committee Numbers:</b>	Lisa Axe, John Bechtold, John Cays, Barry Cohen, Perry Deess, Norbert Elliot, Ian Gatley, Jack Gentul, Margo S. Gilchrist, Theodore Johnson, Judith Redling, Henry Ross, Cheickna Sylla
<b>Meeting Aim:</b>	“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
<b>Meeting Date:</b>	March 24, 2011; minutes revised April 27 <sup>th</sup> to incorporate John Bechtold’s correction – item 8, part 3 was wrongly attributed to John Bechtold.
<b>Meeting Time:</b>	3:00 pm
<b>Meeting Location:</b>	398 Fenster Hall
<b>Chair:</b>	Ian Gatley
<b>Vice Chair:</b>	Jack Gentul
<b>Meeting Purpose:</b>	To review the ViSTA model for the task force; to focus on systems of advisement at NJIT

**Part 2: Agenda**

<b>Agenda Items</b>	
1	Approval of minutes from March 17
2	Review of ViSTA model report for end of March, 2011
3	Discussion of models for advisement

### Part 3: Discussion of Agenda

Discussion on Agenda Items	
1	With Objectives 1 and 2 underway, the committee attention should now turn to items 3,4, and 5 of the ViSTA model
2	There are three models of academic advising: preemptive advising (what we presently do in a large extent as a form of warning); developmental advising (what we do when, for example, we challenge students to think about changing majors); and intensive advising (what we do when we anticipate changes in student performance)
3	NJIT has no central model of advisement at the present time, although there are programs that work quite well.
4	One way to form that central model is to have advisors conference across the disciplines
5	Consistent exposure of students to advisement is also important.
6	In NCE, there is a full-time advisor
7	A potential goal for advisement is to have common advisement across all colleges and schools, to have continuity across the entire undergraduate curriculum, and to have the advisors meet together across the disciplines
8	While we should recall that there is a vast literature on advisement, we might begin with a brief analysis: What is being done in your school or college? What would you like to see done in the future? How do you network on advisement across college and school boundaries?
9	It is important that a consistent advisement system be developed for first-year students, regardless of major.
10	The new merit system might be a good way to reward advisement within the major.
12	How much revenue are we loosing from students who do not return to NJIT after the first year?
13	The sophomore cohort is vulnerable.
14	The Learning Communities are focusing on a coherent advisement model for first-year students. In the sophomore year, faculty advisors within the major will be brought into the communities.
15	We really need to focus on issues of advisement.

#### **Part 4: Action Items from Agenda**

<b>Action on Agenda</b>	
1	Report on advisement systems in each college and school by next meeting
2	Report on economic gains from retention of first-year students

#### **Part 5: Remaining Questions for Resolution at Next Meeting**

<b>Questions to be Answered</b>		<b>Individual Best Able to Provide Answers</b>
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