

LSC Use Only Proposal No. \_\_\_\_\_ LSC Action-Date: \_\_\_\_\_  
 UWUCC Use Only Proposal No. **14-125** UWUCC Action-Date: **App 3/17/15** Senate Action Date: **App 3/31/15**

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) <b>Luke Faust</b>	Email Address <b>Luke.Faust@iup.edu</b>
Proposing Department/Unit <b>Developmental Studies</b>	Phone <b>724-357-2729</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: **DVST 281: Transition Seminar**

Proposed course prefix, number and full title, if changing: **DVST 200: Academic Transition Seminar**

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

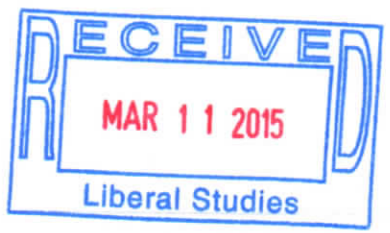
**4. Program Proposals**

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Auden B. Hamer</i>	<b>1-29-2015</b>
Department Chairperson(s)	<i>Malapue</i>	<b>1-29-2015</b>
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	<b>3/17/15</b>



## Course Analysis Questionnaire

### DVST 200 Academic Transition Seminar

**A1** How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The mission of the Department of Developmental Studies (DVST) is to help undergraduate students prepare, succeed, and excel in their college curriculum. The majority of courses offered by the department include:

- developmental courses in mathematics and reading,
- learning enhancement courses in mathematics and critical reading, and
- college success courses in introduction to higher education, college learning strategies, and career development.

This proposed course aligns closely with the mission and courses of the department.

Current research suggests an emerging category of developmental student – students in transition, that is, students moving from a smaller satellite or regional campus to a larger main campus, as well as students transferring from another institution (Clausen, 2014; D’Amico, Dika, Elling, Algozzine, & Ginn, 2014; Jefferson, Steadman, & Laier, 2014). The proposed course will specifically address the process of change and transition as students relocate to IUP’s Indiana campus from the two satellite campuses, Punxsutawney and Northpointe. The proposed course is not for students new to college; instead, it is for students transitioning from their first-year to their second or sophomore year at IUP.

**A2** Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

N/A

**A3** Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).

Fall term 2010: This course was introduced as DVST 281 for students transitioning from regional campuses of Punxsutawney and Northpointe. Nine sections were offered and enrollment was between 5 and 21 students per section, totaling 101 students.

Fall term 2011: One section was offered with 16 students (from Punxsutawney) enrolled.

Fall term 2014: The course was revamped as part of the campus-wide Student Success initiative. Two sections were taught with 14 students in one and 17 in the other. These students were from both Punxsutawney and Northpointe.

**A4** Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

N/A

**A5** If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

N/A

**A6** Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Many institutions offer similar courses, including:

- Rutgers: Students in Transition Seminar
- McDaniel College: Transfer Student Seminar
- Illinois State University: Transfer Student Seminar
- University of North Carolina Wilmington: Transfer Seminar
- University of California: Transfer Seminar
- The University of Pittsburgh: Transfer Seminar

**A7** Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

N/A

### **Section B: Interdisciplinary Implications**

**B1** Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

N/A

**B2** What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

The noted overlap with CHSS 121 will not be an issue as it will no longer be offered at the Punxsutawney campus. These curricular changes are part of larger initiatives to improve retention of transitioning students. In order to improve retention, the college acclimation style course will more logically be offered in the second year for these populations.

**B3** Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No.

**B4** Will seats in this course be made available to students in the School of Continuing Education?

Yes.

### **Section C: Implementation**

**C1** Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Current faculty resources are adequate. The faculty member who previously has taught the course (as DVST 281), will continue to teach.

**C2** What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following: \*Space \*Equipment \*Laboratory Supplies and other Consumable Goods \*Library Materials \*Travel Funds

All of the above are adequate.

**C3** Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No.

**C4** How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Since this course is most effectively offered the first term of transfer, it will be offered Fall term. The course will not be mandatory, but will be strongly encouraged for students who are transitioning with grade point averages under a 2.5.

**C5** How many sections of this course do you anticipate offering in any single semester?

Two or three.

**C6** How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

A 25 seat limit is recommended. Best practices in developmental education suggest that smaller class sizes are needed to best address individual student need. The rationale for this seminar is for transfer students to find desirable support and resources and to avoid feeling lost and overwhelmed by main campus; thus the need for a smaller-sized class.

**C7** Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

N/A

**C8** If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

N/A

**Section D: Miscellaneous: Include any additional information**

The rationale for this course is in response to the retention rates of students from IUP's regional campuses (Punxsutawney and Northpointe). Data from the past 5 years shows an increase in students' retention to years three and four when this course was offered as DVST

281. The course is not the lone reason for this spike in numbers. While the course was a part of the equation, it also involved a different first year experience which will also be restored in the fall of 2015. Roughly 60% of students who transitioned from Punxsutawney in the fall of 2010 took the course. Currently data is being evaluated on the most recent offering of DVST 281 in 2014.

Attached you will find the data charts from institutional research.

**In direct response to your questions:**

DVST 200 is a part of a new curricular plan. This is modeled after the experience cohorts in 2009 and 2010 had at the Punxsutawney campus. It is DVST centered to better prepare students for their transition to main campus. This approach was where DVST 200 was first piloted as a 281. In 2010 these efforts were replaced by CHSS 121 because of a reduction in grant funding in DVST. The phasing out of the DVST model was complete in 2012 and third and fourth year retention declined. CHSS 121 will not be a part of the first year curriculum beyond this current semester. Rationale for this decision came from the provost's office and from the UPC subcommittee for transition student initiatives. New curricular changes will not be grant based for DVST efforts in Punxsutawney, and instead will be supported by the administration. The course is not the lone reason for increase in retention of past cohorts, but it was part of the model. See the attached data charts for justification. While DVST 200 will remain optional, it will be strongly encouraged for students who are below a 2.5 cumulative grade point average. Attached you will also find letters of support from the UPC subcommittee for Student Success and from Terry Appolonia.

## I. Catalog Description

### DVST 200 Academic Transition Seminar

1 class hour

0 lab hours

1 credit

(1c-0l-1cr)

**Prerequisite:** Recommended for students from regional campuses

Designed to acclimate the student to the curricular and co-curricular experience of the main campus of IUP. The course will emphasize campus systems and resources, the application of theories of change as related to transition, and major and career planning as lifelong learners. Recommended for transfer students, particularly targeting students moving from a satellite campus to the Indiana campus.

## II. Course Outcomes

Upon completion of this course students will be able to:

1. Describe how to navigate and use the campus systems and resources that are vital to student success.
2. Apply theories of change and transition to success as a student.
3. Compare the benefits and value of selected campus activities that foster student involvement and/ or leadership development.
4. Incorporate knowledge of active learning to the tasks and assignments associated with college coursework.
5. Create a working resume that will continue to be developed through journey as a lifelong learner.
6. Examine the various opportunities at IUP for career and major preparation and the steps necessary to achieve success.

## III. Course Outline

<u>Week</u>	<u>Topic Covered In Class</u>	<u>Time</u>
1	Syllabus class expectations Co-curricular/ outside of class activities Introduction to change theory and topics related to student transition	1 hour
2	Campus environment and culture Categorize challenges, social vs. academic Academic and social transition	1 hour
3	Self-exploration Active learning Necessity of lifelong learning From student to professional in training	1 hour
4	Campus learning resources Applying learning to goals "Transfer Shock"	1 hour

5	People you meet; diverse campus community Professors as resources Advisors Guest speaker from Office of Financial Aid	1 hour
6	Skills applied to interests Major explorations Resume building	1 hour
7	Guest speaker from Career & Professional Development Center Resources	1 hour
8	The Digital You Using the Internet to promote yourself Avoiding cyber suicide	1 hour
9	Introduction to online portfolio Final assignment handout *See attached rubric for things to include Areas of strength and weakness	1 hour
10	Experience college Connecting with campus Connecting with community Investing time in your future Select topic for Involvement Presentation	1 hour
11	Community Service Project The organization will be determined in the first 2 weeks of class	1 hour
12	Goals Goal networking Goals meet reality Building your plan	1 hour
13	Involvement Presentations Each student is responsible for a 3-4 minute presentation	1 hour
14	Involvement Presentations (cont'd.) Introducing Final Activity	1 hour

Final Activity: Each student presents their digital portfolio to the class

#### **IV. Evaluation Methods**

- 20% of grade      Academic Lab Requirement
- Students participate in academic support services and attend campus events, which can include any combination of the following:
- Supplemental Instruction for high-risk courses
  - Walk-in assistance for high-risk courses
  - Writing Center consultations for assigned papers (in this or any

other course)

- College Success Workshops
- Six O'clock Series
- Peer advisor-led workshops
- Tuesday night sessions in northern suites (attendance expected)

15% of grade	<b>In-Class Collaborative Work</b> The course is conversation-based; students are required to participate and model appropriate behavior. Students receive full credit if they participate and do not disrupt the group's momentum toward tasks.
15% of grade	<b>Assignments and Quizzes</b> Based on assigned readings from the textbook.
10% of grade	<b>Community Service Component</b> Student participation in an off-campus service site is mandatory. Examples are: Alice Paul House, Beacon Ridge, Humane Society, and YMCA.
15% of grade	<b>Involvement Presentation</b> Rubric attached. Students identify a campus organization that fits their interests, major, or career aspirations and give a brief presentation for the class. The instructor pre-approves topics in order to prevent duplicate presentations.
25% of grade	<b>Digital Presentation (Final Activity)</b> Rubric Attached. The culminating activity is a digital presentation that students give detailing their transition process and including the larger topics of the course. This includes: challenges, decision making, campus differences, resources, organizations, resources, and a look at the student's future plans as a professional in training.

## **V. Grading Scale**

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

## **VI. Attendance Policy**

The course follows the university attendance policy. See the Undergraduate Catalog for the Undergraduate Course Attendance Policy.

## **VII. Anticipated Required Textbook and Materials**

- 1) Downing, Skip. On Course: Strategies for Creating Success in College and in Life, 6 ed., Wadsworth: Boston, 2010.
- 2) Academic planner



## VIII. Special resource requirements

N/A

## IX. Bibliography

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## Involvement Presentation

Name: \_\_\_\_\_ Type of Involvement \_\_\_\_\_

Key: 5 = outstanding (A); 4 = above average (B); 3 = adequate (C); 2 = incomplete (D); 1 = poor (F)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Knowledge (student addresses questions & rationale for becoming involved) | 5 | 4 | 3 | 2 | 1 |
| 2. Clarity   | 5 | 4 | 3 | 2 | 1 |
| 3. Confidence in presentation style  | 5 | 4 | 3 | 2 | 1 |
| 4. Ability to engage class in discussion                                     | 5 | 4 | 3 | 2 | 1 |
| 5. Instructor comments:  |   |   |   |   |   |

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Final Digital Presentation Rubric

Category	Scoring Criteria	Total Points	Score
<b>Digital Aid: Prezi, Powerpoint, or other preapproved technology (35 Points)</b>	Information is well-organized and flows in a logical manner through the experience of a transitioning student.	10	
	Slides are well-designed, visually appealing, and without an abundance of text.	10	
	Digital aid provides evidence of effort from student.	15	
<b>Content (40 points)</b>	Introduction is attention-getting and outlines the purpose of the presentation.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to course content and covers topics covered in class.	10	
	Amount of material covered is appropriate.	10	
	Includes a conclusion summarizing the presentation.	5	
<b>Presentation (25 points)</b>	Speaker maintains eye contact with audience and employs appropriate verbal and nonverbal cues.	5	
	Speaker uses a clear, audible voice.	5	
	Speaker uses accurate grammar and pronunciation.	5	
	Length of presentation is within the assigned time limits.	10	
<b>Score</b>		<b>100</b>	

### Fall 2005 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	23	46%	17	34%	15	30%
	Not Retained	27	54%	33	66%	35	70%
	<b>Total</b>	<b>50</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>50</b>	<b>100%</b>
Indiana	Retained	1594	77%	1343	65%	1213	59%
	Not Retained	472	23%	723	35%	853	41%
	<b>Total</b>	<b>2066</b>	<b>100%</b>	<b>2066</b>	<b>100%</b>	<b>2066</b>	<b>100%</b>
Punxsutawney	Retained	165	70%	118	50%	91	39%
	Not Retained	71	30%	118	50%	145	61%
	<b>Total</b>	<b>236</b>	<b>100%</b>	<b>236</b>	<b>100%</b>	<b>236</b>	<b>100%</b>
Overall	Retained	1782	76%	1478	63%	1319	56%
	Not Retained	570	24%	874	37%	1033	44%
	<b>Total</b>	<b>2352</b>	<b>100%</b>	<b>2352</b>	<b>100%</b>	<b>2352</b>	<b>100%</b>

### Fall 2006 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	33	62%	24	45%	34	64%
	Not Retained	20	38%	29	55%	19	36%
	<b>Total</b>	<b>53</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>53</b>	<b>100%</b>
Indiana	Retained	1649	74%	1433	65%	1345	61%
	Not Retained	571	26%	787	35%	875	39%
	<b>Total</b>	<b>2220</b>	<b>100%</b>	<b>2220</b>	<b>100%</b>	<b>2220</b>	<b>100%</b>
Punxsutawney	Retained	175	68%	117	46%	100	39%
	Not Retained	82	32%	140	54%	157	61%
	<b>Total</b>	<b>257</b>	<b>100%</b>	<b>257</b>	<b>100%</b>	<b>257</b>	<b>100%</b>
Overall	Retained	1857	73%	1574	62%	1479	58%
	Not Retained	673	27%	956	38%	1051	42%
	<b>Total</b>	<b>2530</b>	<b>100%</b>	<b>2530</b>	<b>100%</b>	<b>2530</b>	<b>100%</b>

### Fall 2007 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	28	64%	18	41%	18	41%
	Not Retained	16	36%	26	59%	26	59%
	<b>Total</b>	<b>44</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>44</b>	<b>100%</b>
Indiana	Retained	1666	75%	1426	64%	1353	61%
	Not Retained	564	25%	804	36%	877	39%
	<b>Total</b>	<b>2230</b>	<b>100%</b>	<b>2230</b>	<b>100%</b>	<b>2230</b>	<b>100%</b>
Punxsutawney	Retained	156	66%	103	44%	98	42%
	Not Retained	80	34%	133	56%	138	58%
	<b>Total</b>	<b>236</b>	<b>100%</b>	<b>236</b>	<b>100%</b>	<b>236</b>	<b>100%</b>
Overall	Retained	1850	74%	1547	62%	1469	59%
	Not Retained	660	26%	963	38%	1041	41%
	<b>Total</b>	<b>2510</b>	<b>100%</b>	<b>2510</b>	<b>100%</b>	<b>2510</b>	<b>100%</b>

### Fall 2008 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	38	67%	30	53%	22	39%
	Not Retained	19	33%	27	47%	35	61%
	<b>Total</b>	<b>57</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>57</b>	<b>100%</b>
Indiana	Retained	2066	75%	1828	66%	1723	63%
	Not Retained	683	25%	921	34%	1026	37%
	<b>Total</b>	<b>2749</b>	<b>100%</b>	<b>2749</b>	<b>100%</b>	<b>2749</b>	<b>100%</b>
Punxsutawney	Retained	175	70%	117	47%	100	40%
	Not Retained	74	30%	132	53%	149	60%
	<b>Total</b>	<b>249</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>249</b>	<b>100%</b>
Overall	Retained	2279	75%	1975	65%	1845	60%
	Not Retained	776	25%	1080	35%	1210	40%
	<b>Total</b>	<b>3055</b>	<b>100%</b>	<b>3055</b>	<b>100%</b>	<b>3055</b>	<b>100%</b>

### Fall 2009 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	54	71%	41	54%	33	43%
	Not Retained	22	29%	35	46%	43	57%
	<b>Total</b>	<b>76</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	<b>76</b>	<b>100%</b>
Indiana	Retained	2056	77%	1782	67%	1678	63%
	Not Retained	601	23%	875	33%	979	37%
	<b>Total</b>	<b>2657</b>	<b>100%</b>	<b>2657</b>	<b>100%</b>	<b>2657</b>	<b>100%</b>
Punxsutawney	Retained	187	76%	145	59%	127	51%
	Not Retained	60	24%	102	41%	120	49%
	<b>Total</b>	<b>247</b>	<b>100%</b>	<b>247</b>	<b>100%</b>	<b>247</b>	<b>100%</b>
Overall	Retained	2297	77%	1968	66%	1838	62%
	Not Retained	683	23%	1012	34%	1142	38%
	<b>Total</b>	<b>2980</b>	<b>100%</b>	<b>2980</b>	<b>100%</b>	<b>2980</b>	<b>100%</b>

### Fall 2010 Cohort

Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	41	73%	27	48%	28	50%
	Not Retained	15	27%	29	52%	28	50%
	<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>
Indiana	Retained	2019	76%	1744	66%	1652	62%
	Not Retained	640	24%	915	34%	1007	38%
	<b>Total</b>	<b>2659</b>	<b>100%</b>	<b>2659</b>	<b>100%</b>	<b>2659</b>	<b>100%</b>
Punxsutawney	Retained	148	58%	104	41%	93	37%
	Not Retained	106	42%	150	59%	161	63%
	<b>Total</b>	<b>254</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>254</b>	<b>100%</b>
Overall	Retained	2208	74%	1875	63%	1773	60%
	Not Retained	761	26%	1094	37%	1196	40%
	<b>Total</b>	<b>2969</b>	<b>100%</b>	<b>2969</b>	<b>100%</b>	<b>2969</b>	<b>100%</b>



Fall 2011 Cohort							
Campus	Status	2nd Year Persistence		3rd Year Persistence		4th Year Persistence Preliminary	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	52	67%	42	54%	35	45%
	Not Retained	26	33%	36	46%	43	55%
	<b>Total</b>	<b>78</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>78</b>	<b>100%</b>
Indiana	Retained	1980	76%	1707	65%	1644	63%
	Not Retained	634	24%	907	35%	970	37%
	<b>Total</b>	<b>2614</b>	<b>100%</b>	<b>2614</b>	<b>100%</b>	<b>2614</b>	<b>100%</b>
Punxsutawney	Retained	154	74%	108	52%	96	46%
	Not Retained	55	26%	101	48%	113	54%
	<b>Total</b>	<b>209</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>209</b>	<b>100%</b>
Overall	Retained	2186	75%	1857	64%	1775	61%
	Not Retained	715	25%	1044	36%	1126	39%
	<b>Total</b>	<b>2901</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>

Fall 2012 Cohort							
Campus	Status	2nd Year Persistence		3rd Year Persistence Preliminary		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	43	62%	32	46%		#DIV/0!
	Not Retained	26	38%	37	54%		#DIV/0!
	<b>Total</b>	<b>69</b>	<b>100%</b>	<b>69</b>	<b>100%</b>		<b>#DIV/0!</b>
Indiana	Retained	1974	75%	1750	66%		#DIV/0!
	Not Retained	671	25%	895	34%		#DIV/0!
	<b>Total</b>	<b>2645</b>	<b>100%</b>	<b>2645</b>	<b>100%</b>		<b>#DIV/0!</b>
Punxsutawney	Retained	126	60%	99	47%		#DIV/0!
	Not Retained	84	40%	111	53%		#DIV/0!
	<b>Total</b>	<b>210</b>	<b>100%</b>	<b>210</b>	<b>100%</b>		<b>#DIV/0!</b>
Overall	Retained	2143	73%	1881	64%	0	#DIV/0!
	Not Retained	781	27%	1043	36%	0	#DIV/0!
	<b>Total</b>	<b>2924</b>	<b>100%</b>	<b>2924</b>	<b>100%</b>	<b>0</b>	<b>#DIV/0!</b>

### Fall 2013 Cohort

Campus	Status	2nd Year Persistence Preliminary		3rd Year Persistence		4th Year Persistence	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Armstrong	Retained	30	68%		#DIV/0!		#DIV/0!
	Not Retained	14	32%		#DIV/0!		#DIV/0!
	<b>Total</b>	<b>44</b>	<b>100%</b>		<b>#DIV/0!</b>		<b>#DIV/0!</b>
Indiana	Retained	1824	75%		#DIV/0!		#DIV/0!
	Not Retained	605	25%		#DIV/0!		#DIV/0!
	<b>Total</b>	<b>2429</b>	<b>100%</b>		<b>#DIV/0!</b>		<b>#DIV/0!</b>
Punxsutawney	Retained	118	68%		#DIV/0!		#DIV/0!
	Not Retained	56	32%		#DIV/0!		#DIV/0!
	<b>Total</b>	<b>174</b>	<b>100%</b>		<b>#DIV/0!</b>		<b>#DIV/0!</b>
Overall	Retained	1972	74%	0	#DIV/0!	0	#DIV/0!
	Not Retained	675	26%	0	#DIV/0!	0	#DIV/0!
	<b>Total</b>	<b>2647</b>	<b>100%</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>#DIV/0!</b>



Vice President for Student Affairs  
Sutton Hall, Suite 211-216  
724-357-2220//724-357-4977 (fax)

**DATE:** February 18, 2015

**SUBJECT:** DVST 200 Curriculum Proposal

**TO:** Curriculum Review Committee

**FROM:** Rhonda H. Luckey  
Vice President for Student Affairs

Mary E. Williams  
Dean's Associate, College of Health & Human Services

As co-chairs of the University Planning Council's Student Success Subcommittee (UPC-SSC), we are writing to support the new course proposal, DVST 200, Academic Transitions Seminar.

During the last several years, members of the UPC-SSC have been studying the persistence and retention rates for students who first matriculate to IUP as Punxsutawney Regional Campus admits. The data demonstrate that the Punxsutawney cohort of first-year students does not persist or graduate at rates as high as their Indiana peers. While persistence to the second year is lower by at least 10 percentage points, the Punxsutawney cohorts' 4 and 6 graduation rates are far lower (20-25 percentage points) than Indiana cohort of first-year students. These and other data sources led us to conclude that an academic transition course for those Punxsutawney students who attend the Indiana campus as sophomores could positively impact the persistence of sophomores to their junior year. This transition course was offered as DVST 281 since 2010. Retention of those students who enrolled in DVST 281 (2010 to 2013) increased by 10 percentage points, compared to those students who did not take the transition course.

This course will be offered to transitioning students who first enroll either at the Punxsutawney or the Northpointe Regional Campuses. While the UPC-SSC was focused exclusively on the performance of Punxsutawney students, we believe that assisting all transitioning students, regardless of campus, makes sense. This is supported by the review of the literature provided by the department and included in the course proposal.

The DVST 200 course is based upon experiential and co-curricular content, to foster achievement of learning outcomes which address Goal Two of the draft Strategic Plan, "...to help prepare IUP students for success in work and life, in addition to academic success."

The UPC-SSC strongly endorses the approval of this proposed course, to enable the success of this significant proportion of IUP's undergraduate student body. Given the diversity of students and their needs, a "one-size-fits-all model has not and will not be effective for a student body as diverse as IUP's. It is incumbent upon the University to develop curriculum to ensure that each segment of our freshmen class, from honors to lesser prepared students, has the best opportunity to achieve their academic goals and graduate.



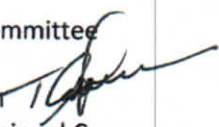
Indiana University of Pennsylvania  
PUNXSUTAWNEY

## Memorandum

Date: February 24, 2015

RE: DVST 200 Course Proposal

To: Curriculum Review Committee

From: Terry Appolonia, Dean   
IUP Punxsutawney Regional Campus

I heartedly support the adoption of the proposed DVST 200: Academic Transitions Seminar. The Punxsutawney campus continues its refinement of a first year experience dedicated to the developmental needs of its designated student body. Much work is recently completed and much more is underway and is planned for the near future. Evidence of success thus far is the annual 80-85% first year good academic standing completion rate and the 60-65% second year persistence rate to the Indiana campus. Given the traditional application credentials of the Punxsutawney cohort, these rates are commendable. A contributing factor to these success rates is the intimate environment and individualized attention afforded in the smaller campus environment.

A stark and unfortunate contrast arises as the traditional Punxsutawney cohort four and six year graduation rates are examined. The graduation rates, typically ranging from 25-35%, clearly indicate year two-four challenges that are difficult to negotiate. The Academic Transitions Seminar is a critical first step in better preparing transitioning students to meet these challenges and in better identifying these challenges for additional response on the part of the institution.

Identifying and locating personal and academic support resources at the mid-size Indiana campus is a reasonably minor yet nonetheless insurmountable hurdle for a number of transitioning students. As well, the institution is only beginning to identify and respond to the unsatisfactory progress-to-degree and ultimate loss of developmental students in years two-four. An Academic Transitions Seminar will not only support the progress and ultimate success of transitioning students but will also contribute to institutional graduation benchmarks through better understanding and addressing developmental student challenges.