Minutes
• Approval of December minutes
  ➢ No changes were made.

Announcements
• Any additions to the agenda?
  ➢ No items were added. The order of the agenda was revised to permit Scott Evenbeck to attend at 2 pm to address the Retention Initiatives document distributed by email.

• Items from the Chair
  ➢ Update on development of website for minutes
    ▪ The website is now functional. The address is
      http://registrar.iupui.edu/appc/
      user id: appc
      password: appc

  ➢ Updates on Credit Transfer Issues
    ▪ Intercampus transfer
      (1) The compilation of the course descriptions of 100 and 200 level courses offered on more than one campus requested by the UFC Educational Policies Committee has not yet been completed. When this information is available, a process will be implemented to assure that courses with the same number are essentially equivalent on all campuses.
      (2) The UFC EPC will generate a policy/procedure related to the Master Course Inventory to assure that 300 and 400 level courses offered on more than one campus are essentially equivalent. As soon as the initial discussion occurs within the EPC, the draft document will be distributed to the APPC for comment.

    ▪ Transfer of credits from state supported institutions
      (1) A grid displaying the IU equivalents (each campus) of selected VU/CCI courses was prepared for the ICHE Transfer and Articulation Committee. This information will be distributed via the APPC listserve.
      (2) A major focus is the development of articulation agreements which establish that a CCI graduate with an AA/AS degree in the 8 areas of concentration can complete a degree at a 4 yr institution with 2 additional years of full-time study. At IU, it appears that this will be possible for a degree in General Studies. At IUPUI, we are in the process of determining the courses a student should take as a component of the CCI AA degree so that the related degree at IUPUI can be completed in 2 years.
Update on posting of evacuation route information in all campus buildings

Emily Wren responded to the comments forwarded from the discussion by APPC. “The Steering Committee for People with Disabilities as well as the Access Subcommittee of that group has been concerned about this issue for a long time. The info that was posted in JAGNEWS was a result of the interest in furthering the dissemination of the information. (CFS did not determine the content of the note; we merely facilitated its posting as a result of my involvement with the Steering Committee and as chair of the that Committee's Access Subcommittee. The information is directly extracted from the campus emergency plan. Therefore, I am forwarding your comments to John Mulvey, Director of Public Safety.)

I appreciate the idea of posting the Police phone # in the classrooms as no one had surfaced that idea yet. Regarding the evacuation route posting, as was explained effectively to the Steering Committee for People with Disabilities by emergency personnel, the omission of this posting is purposeful. The rationale, which seemed logical, was that it is far more expedient for folks to exit classrooms and look for the lit emergency exit signs than for them to stand in a room and try and decipher a map indicating where they should exit.

Again, speaking for the ADA Steering Committee/Access Committee and, I'm sure, for Public Safety, we appreciate all ideas as this is not an easy problem to solve.”

Update on course to course equivalent transfers (IUB → IUPUI)

Information is available at
  http://registrar.iupui.edu/equivalency.html

Core 40 or Academic Honors diploma as admission requirement for direct entry students—prepare for discussion at February meeting

Members were reminded that a comparison of the Core 40 requirements to the Trustees’ admission requirements is available on the APPC website. Information on the Academic Honors diploma will be distributed via the APPC listserv. The initial discussion of this topic will occur via an electronic conversation on the listserve.

Proposed policy on being released from a school without meeting the criteria for dismissal from the campus—prepare for discussion at February meeting

Joyce MacKinnon will facilitate a small working group to review the proposal that was attached to the agenda and generate recommendations for discussion at the February meeting.

Guidelines for variable topic courses and workshop courses that potentially overlap with courses in other schools—added to agenda for March

Items from Dean Plater

Initiatives to enhance retention

Dean Plater is unable to attend the APPC meetings since the Promotion and Tenure Committee meetings are concurrent. He sent the following request: I would like for APPC to take up the issue of requiring all B1 and A1 students to attend class with the stipulation that if they have one unexcused absence in the first few weeks of class (hypothetically, I suggest three weeks, but APPC should discuss the best threshold) they will be automatically withdrawn with no eligibility for a refund. We would require all entering students to accept this as a condition of enrollment. No appeals. It would be up to a faculty member to determine if an absence were excusable--and for
part-time faculty (and perhaps all faculty) departments would be expected to set general rules for what constitutes an excusable absence—but all faculty would have to report attendance at the end of three weeks.

The primary question for APPC to consider at this time is—What policy/procedure would enable administrative withdrawal to occur if a student is not attending classes at the beginning of the semester? The intent is to construct a process that would encourage/demand students to attend class since class attendance is linked with success in the course which is linked to retention.

Once we know what the policy looks like, we will then deal with the issue of whether or not implementation of the policy is a good idea or not a good idea.

The members of the group invite to work on this are Michael Cozmanoff, Mark Grove, Mike Donahue, Jennifer Pease, Cathy Buyarski, Barbara Thompson, Amanda Zimmerman, Miriam Langsam, Joe Kuczkowski, Nasser Paydar. Mark Grove will facilitate the group with a status report to be presented at the February APPC meeting.

Academic Affairs Committee Report  Ken Rennels, Chair
The committee has been discussing the criteria for determining credit hour assignments to a course. The traditional method is based on the amount of time a student spends in class. This criterion is difficult to apply to distance learning or nontraditionally taught classes. The committee should be presenting a policy for discussion this spring.

Items for Review, Discussion, or Action

- Comments on Retention Proposal Document (distributed via email)—Scott Evenbeck
  Dean Evenbeck joined the committee to answer questions about the document. It was prepared as a proposal to indicated how IUPUI would use funds to enhance retention if the Trustees were to identify fund for that purpose. The majority of the initiatives contained in the proposal are currently funded via the Lilly grant.

  Concerns were expressed that despite the good work being done in these initiatives, retention remains a major problem. A question was raised about the need to target intervention efforts toward a specific population that is most likely to be responsive to the intervention.

  Dean Evenbeck advocated developing policies to encourage students to work on campus and employees to be students.

  A Retention Forum is being planned for March 2.

- Proposed change in midterm rosters and the early warning system—Cathy Buyarski and Mark Grove
  In response to concerns raised about the number of requests faculty members were receiving to generate information for the early warning notification of
students and midterm grade rosters, the following procedure change was adopted for first year students.

The midterm grade and early warning rosters will be combined into one roster that will be distributed to faculty during the fourth week of the semester. The roster will ask the faculty member to identify (check box) if the student has exhibited the “high risk academic behaviors” listed on the form (irregular attendance, incomplete tests/quizzes/assignments, unsatisfactory work, lack of participation). Letters will be mailed to students informing them of the feedback their faculty members have provided. Lists of identified students will be sent to their school for possible advising intervention. In addition, lists of response will be distributed to each University College advisor for the students enrolled in their learning community course.

- Update on the IUPUI Advising Committee—Cathy Buyarski
  Cathy provided information on the Campus Committee on Advising, the functions of the UCOL advisors, and the changes being implemented to enhance the advising for UG students.

- Update on academic unit implementation of IUPUI Forgiveness Policy and Academic Bankruptcy Policy—Mark Grove
  Information is on the website and should be checked for accuracy.

- Update on collection of Probation and Dismissal Policies from each academic unit—Mark Grove
  Information is on the website and should be checked for accuracy.

- Preparation of the next edition of the Bulletin—Mark Grove
  21,000 copies of the Bulletin remain on hand. The web version has received 12,000 visits. Information in Word format will be going to units next week. Volunteers are being solicited for the first group to complete revisions. A CD version of the Bulletin is being developed.

Unit Updates
Admissions                          Mark Donahue
Enrollment Center                  Jennifer Pease
  Campus Day is March 4
Bursar                             Michael Cozmanoff
Registrar                          Mark Grove
  1. Campus shuttle to Bush Stadium—map is on the registrar’s website
  2. Information of students with 8 or more W’s being sent to the academic units
Student Life & Diversity/         Jeff Vessely
Dean of Students
Academic Units                     Unit Representatives
Other Announcements

- **Mark Shermis**—Beginning last year, both the Department of Mathematical Sciences and University College implemented the COMPASS assessments in math and reading, respectively. Because the assessments began in January, criterion data was not available until the end of the Fall semester. Consequently, the annual predictive validity study has been delayed by two months. Bottom line: incoming students like the new COMPASS placement tests better, but they have less predictive validity than the older assessments. Adjustments have already been made to the cutoffs on the math test. There were no changes to the written English placement test. The report should be out in about two weeks.

- **Miriam Langsam**—Students do not have adequate space to sit/gather in UC and Cavanaugh. Any help in identifying space that the students could use would be appreciated.

New Business and Future Agenda Items

- **Policy on Captioning**—Adaptive Educational Services (February)
- **Guidelines for development of new majors within existing degrees**—Kim Manlove (March)
- **Guidelines for variable topic courses and workshop courses that potentially overlap with courses in other schools**—Kim Manlove (March)
- **Contact hour rules/credit hour for web bases courses** (at AAC for policy)
- **Proposed assessment plan for writing across the curriculum**—Sharon Hamilton
- **Reflections on changes in role of APPC and what important conversations are not occurring with the suspension of CUL**—March/April
Proposed Admission Policies and Practices related to Students Graduating with Core 40 or Academic Honors diploma

1. IUPUI will continue to encourage Indiana high schools to develop and offer the curricula necessary for students not only to complete Core 40 but also to qualify for Academic Honors diplomas. IUPUI will work with primary "feeder schools" to stress the importance of students' completing Core 40 and the Honors Diploma. General publications and websites will stress the importance of Core 40 and Academic Honors diplomas.

2. IUPUI will guarantee recipients of Core 40 or Academic Honors diplomas admission within one year of graduation if the students have a cumulative grade point average of 2.0 or higher in Core 40 courses; admission of qualified students latter than this is reasonably assured but not guaranteed. Admission to specific programs may be contingent on qualifications and program availability.

(What would be an appropriate period for a time limit on the guarantee of admission with Core 40 or Academic Honors diploma?)

3. IUPUI will conduct continuous research on student performance with the objective of providing good advice to high school students, advisors, and parents based on data regarding performance of students who matriculate with Core 40 or Academic Honors diplomas. Since meaningful graduation rates will not be established for at least six years, information about student success may not be highlighted in publications intended for prospective students, but this information will be reported to ICHE fully and completely.

4. Consistent with its mission, IUPUI will continue to admit adult and returning students (i.e., those who are three or more years from high school graduation) without respect to Core 40 or Academic Honors diplomas. IUPUI will similarly serve qualified applicants who present GED’s in lieu of high school graduation.
Proposed policy for being released from a school without meeting criteria for dismissal from the campus

Submitted by Miriam Langsam

1. An agreement that the IUPUI undergraduate cumulative GPA of good standing is a 2.0.

2. Individual schools and programs may set a higher cumulative GPA for admission to their program and require students to maintain that GPA to remain in their program.

3. If a student fails to maintain the cumulative GPA required by the school, after being on probation, the student will be released from the school. (The distinction between dismissal and being released hinges on whether the student is still in good standing in the eyes of the campus or not. Students with more than a 2.0 cumulative GPA may go to General Studies, University College under certain circumstances, or other schools willing to accept the student.)

4. The school releasing the student may not require or even suggest that the receiving school prevent the student from attending for one semester or a year since the student is still in good standing as far as the campus is concerned.

5. If the school has courses that are open to students in good standing in other schools, the school may not prohibit the released student from taking those classes. However, if the school has classes limited to their own majors or limited to students with a specific GPA, the released student may be excluded from taking the course(s) without special authorization from the releasing school.