Appendix C

Fall 2010 Summit on Retention and Graduation
Top Ideas from Breakout Groups
November 18, 2010

Summarized below are some of the top ideas generated by the breakout groups during the Council on Retention and Graduation (CRG) and the Enrollment Management Council (EMC) summit on October 8, 2010. These ideas have been categorized according to major themes that emerged through our conversations and subsequent analysis of suggestions. These suggestions could be grouped into the following broad themes: promoting persistence through the sophomore year and beyond, encouraging successful transition to a major, ensuring engagement and persistence of transfer students, and using the personal development plan as an academic road map throughout our students’ careers. In addition, there were several suggestions for administrative changes or changes in university policy that were felt to offer promise for increasing persistence to graduation.

Persistence Through the Sophomore Year and Beyond

- Special summer online or hybrid “connector courses” between the freshman and sophomore years (and subsequent summers) should be offered. Courses should be 1 credit, integrative, and cross-disciplinary and could build greater integration with each summer.
- Second- or third-semester learning communities for gateway courses should be offered, but perhaps built around cohorts of majors or career themes (life sciences, law, public policy, etc.) similar to the first-year seminar (integrative/interdisciplinary).
- More effective communication should be developed with rising sophomores through strategic communication streams (CRM when it becomes available) and establish connections including their University College and major advisors in the transition between the first and second year.
- The campus should offer internships or other appropriate RISE opportunities during a student’s first summer (and subsequent summers) to foster continued engagement.
- Students need to experience the ways their talents are needed and used by and in the community. We should provide times for students to present their research or to go out in the community and observe faculty interacting and using their research in an applied fashion.
- We should showcase student RISE experiences at the end of the semester or year in a campus or school-wide event and connect the completion to some form of campus recognition that in turn encourages others to become engaged. (Additionally, we should publicize RISE through existing Undergraduate Research Conference, Study Abroad Fair, Internship Fair, Civic Engagement Events, etc.)

Transition to the Major

- Jag 4.0 and “academic road map” options should be developed to help students identify “correct” majors from the very beginning.
- The critical inquiry course (UCOL-U 112) should be reformatted to get at the depth and breadth of the majors. A sampler course is one possibility, but these may need to be “cognate specific” (health professions, business careers, education, law and public service, etc.).
• Alternatively, or in addition, we should offer a sophomore course to help students “connect the dots.”

• Campus should use Fridays to provide opportunities for students to investigate “what they want to do” through externships and internships. There should be follow up and opportunities for reflective learning and assessment.

Transfer Students
• We should not apply what we know about first-year students to transfer students automatically. We should research our institutional data to identify the highest-impact programs for our transfer students. Departments (the majors) should provide opportunities for engagement that effectively communicate in a developmentally appropriate manner the importance of and the opportunities for engagement.

• Transfer student success should be established as an institutional priority that encompasses transfer credits, advising, academic policies, and course articulation.

• We should enact a developmental engagement model for transfer student success, including orientation, a first-semester class, and an active outreach to engage transfer students in campus life and academic programs.

• Mentoring for and by transfer students should be offered. One focus should be on points of engagement for transfer students such as clubs.

Persistence Through the Use of the PDP as an Academic Road Map for IUPUI Students
• The PDP should be incorporated into a class for transfer students.

• We should establish a curricular focal point or point of contact in each school to determine who will help integrate concepts of RISE, honors, reflection on learning, the PDP, etc. into transfer students’ plans.

• We should continue to utilize the PDP throughout all four years as a tool in advising and to be a part of the capstone course.

• Students should be required to meet with advisors each semester to review the PDP, plan courses, etc. throughout all four years.

Policy Actions the University Could Take to Foster Engagement and Retention
• Students should be required to meet with advisors each semester to review the PDP, plan courses, etc. throughout all four years.

• The number of mechanisms within academic programs should be broadened to credit prior learning experiences.

• The university should make a select group of gateway courses “shopable” (like Harvard model) where students can try out a course or a subject for the first few class meetings before having to register for it. (We could even require such shopping to ensure students are familiar with range of options in majors.)

• The university should increase support for student employment. Student employment is helpful for retention and experience. The “E” notation should be given for employment that is linked to learning.

• The university should find ways for rewarding those faculty and staff who foster student engagement.
Appendix D

Spring 2011 Summit on the Academic Roadmap and e-PDP
Top Ideas from Breakout Groups
April 15, 2010

The Council on Retention and Graduation (CRG) and the Enrollment Management Council (EMC) held a summit on April 15, 2011. During this meeting, committee members participated in discussion breakout groups in an effort to provide feedback to the IU Academic Roadmap Committee. A variety of topics were discussed including the academic roadmap, co-curricular activities, class searches, registration, and management. The electronic personal development plan (e-PDP) and the early warning and retention system were also discussed.

Below is an outline of the top ideas generated by the discussion groups. The ideas have been arranged according to major themes that emerged through examination. These themes are supported by participants’ ideas and abridged comments. Reported comments may not reflect the entirety of a participant’s experiences or opinions.

Electronic Personal Development Plan (e-PDP) and Academic Roadmap
Discussion group participants spoke about the e-PDP and how it related to the academic roadmap. The ability for students to reflect about their experiences in an intentional way is a reported positive aspect of the e-PDP. Participants expressed that it was unclear how the e-PDP and academic roadmap would work together, if at all.

- “Without reflection, the roadmap will just be a website. The roadmap needs to incorporate the e-PDP. The e-PDP is My Roadmap.”
- “The e-PDP should serve as a repository so that students can go back over time and reflect on what they have done.”
- “If the roadmap is supposed to be a one-stop shop, then the e-PDP should be a part of it rather than being disjointed (if one is in Oncourse and the other is not).”
- “The e-PDP is housed in Oncourse, so it is easy to move something from Oncourse to the e-PDP, but the roadmap does not. If the roadmap is replacing OneStart, it is not intuitive. It creates a gap.”
- “Just to be clear, the roadmap should be included in the e-PDP as a tool to enhance the reflection, not the other way around. The roadmap, as it exists, is not reflective of IUPUI’s culture and urban environment, which is quite different from Bloomington’s.”

Academic Roadmap: Incorporate Co-curricular Activities / Programs
Summit participants described ways in which the academic roadmap could incorporate students’ co-curricular activities and program experiences. Participants expressed the need to emphasize the value of co-curricular experiences to students throughout their collegiate careers. They also identified specific types of activities that could be included in the academic roadmap.

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1Report created by Daniel J. Trujillo, University College
• “Most students just think they need to get their degrees and something magical is going to happen. . . . The class is the credentials, but the co-curricular activities are the application of the skills to real life. Students need to understand that there are certain things they have to do to be successful—and then tie that to extracurricular activities to become part of the student culture."

• “Students need to be introduced to information about possibilities early on (in freshman and sophomore years) to help them see how co-curricular activities relate to their overall academic plans.”

• “Students need a four-year co-curricular plan similar to the four-year academic plan. There should be an easy way to revise the co-curricular plan as students move through the semesters and a way to get the students to revise the information.”

• What should be captured in the academic roadmap? “Experiences students have had before coming to the university, work experiences, military service, co-curricular experiences and leadership experiences, civic engagement and community service, RISE experiences, internship and job shadowing experiences, and personal life experiences.”

Early Warning and Retention System
Faculty and staff participating in breakout discussion groups addressed the early warning and retention system. Ideas and suggestions for improvement focused on communicating effectively with students through an effective and meaningful system.

• “Students do not respond to letters.” | “We need more effective ways to communicate with students.”

• “The roadmap needs the capacity for text messages, e-mails, letters, and social networking.”

• “Unless Oncourse is integrated into the roadmap (and vice versa), there is no point in having it show up. Students need an integrated system, a one-stop shop for everything.”

• “Faculty would be responsible for telling students what they need to do. This becomes a direct connection between the faculty and the students.”

• “The early warning system needs to have an intervention designed to happen automatically based upon some indicator.”

• “Integrated systems, established interventions, and infrastructure are necessary to manage these interventions. Features should include:
  o Integration between OneStart and Oncourse, and by extension, the roadmap.
  o Integration of the three rosters: early warning, enrollment verification, and administrative withdrawal.
  o Additional checkbox options, including positive comments and ‘other’ boxes so that you can write in what you want the students to do in response to the warning.
  o Referral options to include in the e-mail (e.g., advisors, Bepko Learning Center, University Writing Center, CAPS, MAC, Speaker’s Lab).
  o Copies of e-mail that go to the student for advisor, mentor, and faculty member.”

Class Search, Registration, Course Management, and Other Roadmap Essentials
Discussion group members also spoke about issues regarding class searches, registration, and other academic roadmap essential features. Discussions addressed system and technological resources as well as access and ease of use.
• “The systems are started up, but there are no resources provided to the campuses to support and maintain the system.” | “We need centralized, campus-based programmers.”
• “It needs to be easy for faculty to use this—we do not need two portals again!”
• “Access is important.” | “The roadmap should be similar to a SharePoint model (for things to be shared).”
• “There needs to be an easier system for students to return and complete degrees on other campuses (an exception for the residency rule).”

Unique Aspects of the IUPUI Culture as it relates to Academic Roadmap
Discussion group participants also described IUPUI’s unique culture and how it relates to the academic roadmap. Participants provided specific aspects for stakeholders to consider when thinking about the roadmap and its implementation on the IUPUI campus.

Campus Culture
• “IUPUI has a diverse student population, including age, language, culture, background, life experiences, etc.” | “The road map, as it exists, is not reflective of the IUPUI culture and urban environment, which is quite different from Bloomington’s.”
• “IUPUI has a high percentage of veterans; large number of transfer students; large nontraditional student population (ours is much larger than other campuses), including first-generation students who need additional structure and support, working students, and students with families and childcare issues.”

Initiatives
• “IUPUI has the Principles of Undergraduate Learning and the RISE initiative.”

Student Input
• “The roadmap needs to be sold to students and then they will own it.”
• “There must be an ongoing student advisory board made up of students from all campuses to provide input on this project.”

Other Points to Consider
• “IUPUI has a diverse curriculum, with little transferability between schools. This should be carefully considered in the roadmap process. IUPUI has a Purdue aspect as well.”
• “Project needs top-level support from technology resources. . . . If there are bugs, the roadmap is dead in the water.”
• “We need to be intentional about each campus putting their own information into their campus’s system. The roadmap cannot be universal for all IU campuses.”
• “The campus life piece seems too separate from the academic piece. We need to help students see how their academics connect to their student life.”
• “This project needs to be a theoretically driven, active intervention for students and not a passive portal of knowledge.”