1. **What aspects of the charge to the council have provided the foci for the council, and what specific goals have you been pursuing?**

When the Council on Retention and Graduation (CRG) was formed in 2004, it was charged with examining current activities, looking for best practices, and developing plans to improve the retention and graduation rates of IUPUI students, particularly underrepresented populations. The council’s efforts build on earlier work by the Doubling the Numbers Task Force, the Foundations of Excellence in the First College Year Task Force (see [http://uc.iupui.edu/staff/assessment/national.asp](http://uc.iupui.edu/staff/assessment/national.asp)), the work of University College, and the campus Academic Plan.

This year, the full council focused on two issues: supporting the expansion of the personal development plan (PDP) and linking the PDP to the academic roadmap. Two summits were held in the fall and spring. The Enrollment Management Council was invited to support the work and to generate more ideas. Recommendations were given to Dean Sukhatme from ideas generated at the fall summit. The committee is still working on final recommendations to give the IU Academic Roadmap Committee from ideas generated at the spring summit (see Appendix D).

Retention efforts for IUPUI have centered on the retention of entering students, and the council has led efforts to examine the retention of the fall first-time, full-time cohort. These students represent only 36 percent of those who begin study at IUPUI in a given 12-month period, but this is the cohort whose retention is reported as our official retention rate. IUPUI compiles a comprehensive report on retention initiatives each year (available at [http://uc.iupui.edu/staff/assessment/retention.asp](http://uc.iupui.edu/staff/assessment/retention.asp)). The council examines and collaborates with a wide range of programs in academic and administrative units working to enhance student retention. The council studies the curricular efforts (learning communities, first-year seminars, bridge programs, etc.) that have resulted in enhanced retention. The council has responsibility for commissioning and reviewing program evaluations that continue to affirm the effectiveness of the programs.

The CRG Steering Committee also heard updates from the School of Education about changes in teaching licenses and license renewals, Enrollment Services about student enrollment and the qualifications of incoming students, IMIR about students who do not progress and the Student Satisfaction and Priorities Survey, and the University College assessment director about the Summer Success Academy.

The committee invited Laurie Gavrin from the State Student Assistance Commission of Indiana (SSACI) to a meeting to hear about SSACI awards. Gavrin shared recent SSACI reports and discussed strengths of IUPUI; Gavrin believes IUPUI has one of the best programs for Twenty-first Century Scholars in the state. A committee member gave a report...
to the committee about MAP-Works, software that deploys information back to students in a nonconfrontational way and sends information reports to faculty and staff. Another committee member gave an update on the personal development plan and a FIPSE grant application. A faculty member from the Kelley School of Business gave a presentation to the committee about DFW rates and the cost of education at IUPUI compared to peer institutions. The director of the Gateway to Graduation program gave a presentation about the use of critical thinking in the classroom. Faculty and staff from the Community Learning Network gave a presentation on the letters they send to stopped-out students to get them to return to finish their studies. A committee member gave an update on the IUPUI Testing Center.

2. **How have you approached each of these goals (what activities have you pursued related to each goal)?**

The fall full council meeting was devoted to supporting the expansion of the PDP as well as retention and graduation. When Dean Sukhatme spoke at the summit, he discussed retention and graduation, the leaky pipeline, summers to help students graduate, students who are accumulating in the second year, and transfer and returning adult students. CRG member Gary Pike shared data on the leaky pipeline, and CRG member Michele Hansen spoke about what has been working well at IUPUI. Guest speaker Lee Knefelkamp from Teachers College at Columbia University spoke about helping students connect their educational experiences, building intellectual capacities, helping students connect their own lives to the curriculum and co-curriculum, understanding the importance of the AAC&U Principles of Excellence and Essential Learning Outcomes, and using high-impact practices. After the morning session, summit attendees participated in breakout groups to brainstorm ideas about using the first-year seminar to support students’ academic development, encouraging students to maintain academic engagement beyond the first year, preparing students to move successfully into their majors, improving the retention and graduation rates among transfer students, using experiential learning (RISE) to enhance retention and graduation, and using curricular innovations to engage students beyond the first year. The CRG Steering Committee studied the ideas generated at the summit and issued a report of the top ideas (see Appendix C).

The spring full council meeting was used to facilitate creative thinking for expanding the PDP beyond the first semester and linking the PDP to the academic roadmap. Participants heard from IUB guests Vice Provost Sonya Stephens and Associate Vice Provost Dennis Groth, who gave a demonstration of the latest roadmap prototype. CRG member Cathy Buyarski gave a presentation on the PDP and on integrating the PDP into key points in the undergraduate experience and in the roadmap. CRG member Michele Hansen shared assessment data about a pilot group of students who used the electronic PDP in fall 2010. After the morning session, summit attendees participated in breakout groups to brainstorm ideas about linking the PDP to the roadmap and to generate feedback to give the IU Academic Roadmap Committee. The CRG Steering Committee is still working on the top ideas from the summit (see Appendix D).
Other goals for the council include highlighting data on student success such as new measures (e.g., especially with the cohort of fall, first-time, full-time students), conducting a comprehensive review of campus programming with wide distribution of best practices, inviting faculty and other council members to hear special guests, and participating in collaborative programming with the other councils.

3. What evidence have you collected and considered for each of the goals, and what variables are you tracking to assess progress?

The council reviews and discusses a wide range of programs in academic and administrative units working to enhance student retention, including curricular efforts (learning communities, first-year seminars, Summer Bridge Programs, Summer Success Academy, etc.) that have resulted in enhanced retention. The variables include the one-year retention rate and the six-year graduation rate, but the council has broadened the variables to the success of students beyond the first year and to the mediated variables (i.e., participation in learning communities as a function of admission status) ultimately associated with increasing the retention and graduation rates.

During the past year, the CRG Steering Committee looked at DFW rates, placement testing, changes in teaching licenses and license renewals, student enrollment, qualifications of incoming students, students who do not progress, the Student Satisfaction and Priorities Survey, retention and graduation rates, SSACI awards, software that deploys information back to students in a nonconfrontational way and sends information reports to faculty and staff, the PDP and a related FIPSE grant, the cost of education at IUPUI compared to peer institutions, critical thinking in the classroom, letters sent to stopped-out students to get them to return to finish their studies, the Testing Center, and success rates for African American male students.

The committee also looked at data to understand the impact of programming and services such as the Summer Success Academy, Summer Bridge Program, first-year seminars, themed learning communities, etc. This information and data will be very helpful for many units across campus in making improvements to programs and services available to IUPUI students, which should ultimately increase the retention and graduation of these students. Many of these reports are available on the CRG Web site at http://ucrg.uc.iupui.edu/minutes.shtml.

4. What have you learned in connection with each goal, and what actions are being taken to address your findings?

The council continues to research relevant issues that affect the retention and graduation of IUPUI students. The council addresses retention of all students, including entering students, transfer students, and students in the leaky pipeline to graduation. The campus loses many students in each year of their enrollment. The CRG Steering Committee continues to use the Top Ten for Retention list (see Appendix B), which was updated last year. As the chair of the CRG, Dean Ward has taken several of the council’s recommendations and issues to the
campus deans’ group such as summer initiatives and expanding the PDP beyond the first year.

5. **With what other groups or individuals has the council engaged to pursue your goals and objectives? Are there any other groups or individuals you hope to engage in the coming months?**

The council works closely with many groups across campus. In the past year, the CRG Steering Committee engaged individuals from IMIR, Enrollment Services, University College, School of Education, Testing Center, Department of Psychology, Kelley School of Business, Community Learning Network, and the state government.

The full council collaborated with the Enrollment Management Council for the fall 2010 and spring 2011 summits. The fall summit focused on supporting the expansion of the PDP as well as retention and graduation. The fall summit also included a guest speaker from Columbia University. The spring summit focused on expanding the PDP beyond the first semester and linking the PDP to the academic roadmap.

The full council is comprised of individuals from many of the schools and administrative units across campus. Every school has been invited to select representatives for the council. When the full council meets each semester (fall and spring), the entire campus is engaged in a conversation about issues related to retention and graduation.

The Council on Retention and Graduation is the context for considering new programs, particularly those developed across units, such as the Mathematics Bridge Program, the Mini-Bridge Program launched in 2006, the expanded Summer Academy Bridge Program in 2007, the modified Summer Success Academy in 2009 (used to be Summer Preparatory Program), and the summer 2011 initiative to employ more students on campus.
Appendix A

IUPUI RETENTION AND GRADUATION

May 2011

Student Retention

Retention of IUPUI's commuter student population has always been challenging. One-year retention rates have increased substantially for first-time, full-time freshmen over the past 10 years. The upward trend is due in part to better prepared students and to a wide array of retention initiatives.

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>62%</td>
<td>65%</td>
<td>67%</td>
<td>69%</td>
<td>65%</td>
<td>65%</td>
<td>64%</td>
<td>66%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Part-time</td>
<td>40%</td>
<td>48%</td>
<td>48%</td>
<td>45%</td>
<td>45%</td>
<td>44%</td>
<td>42%</td>
<td>42%</td>
<td>53%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Trend

Graduation Rates for First-Time, Full-Time Beginners

The graduation rate for first-time, full-time freshmen at IUPUI has increased substantially. The increase is due in part to better prepared students and to a wide array of retention initiatives.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Year Rate</td>
<td>21%</td>
<td>22%</td>
<td>21%</td>
<td>23%</td>
<td>22%</td>
<td>25%</td>
<td>28%</td>
<td>31%</td>
<td>33%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: IUPUI, Institutional Portfolio, 2011
Appendix B

TOP TEN FOR RETENTION AT IUPUI
Revised December 2009

Efforts to increase retention at IUPUI have understandably focused on the cohort by which we are measured: first-time, full-time students. However, in so far as our ultimate goal is to generate more baccalaureate degrees, it is important that we expand our focus beyond the first year. To do so, we must be inclusive of all IUPUI populations, including veterans and nontraditional students. We must look for ways to plug the leaks throughout the “four-year” pipeline. The ultimate measure of successful retention will be seen in increasing our graduation rates.

1. Continue to develop financial support for low-income, first-generation students.
   a. Twenty-first Century Scholars, Norm Brown Scholarships, etc.
   b. Continue to provide financial advising and grow this to include financial education that builds on instructional presentations and Web site information.
   c. When resources permit, consider developing dedicated office or staffing to assist students with longer-range financial planning relative to paying for a college education.
   d. Expand work opportunities on campus, following the model of the “Freshman to Work” program that concentrates on work-study options within the university as well as generating employment opportunities for students who do not receive work-study funding.
   e. Explore partnerships with area businesses, including University Food Services (aka Chartwells) to hire more IUPUI students.

2. Stabilize and expand Summer Success Academy for high-risk students.
   a. Funding must be predictable and stable.
   b. Assess this program regularly to determine if the substantial investment is worthwhile, specifically both math and writing/literacy should correlate with increased student success in the at-risk cohort.
   c. Consider ways to support and expand to other disciplines, such as writing and psychology, content currently offered through the Math Assistance Program that allows sustained online engagement in a discipline after a student formally withdraws from a course.

3. Continue to assess and to refine successful first-year strategies.
   a. Orientation (and online pre-orientation programming).
   b. Bridge + TLC.
   c. Early warning.
   d. Gateway attendance.
   e. First-semester dismissal.
   f. Limiting Ws.
4. Develop second-semester learning communities and enhance interventions for first-year semester students with low GPAs.
   a. Identify second-semester course blocks that include useful groupings of classes (second writing course, math, and Psych B104) or develop TLC around campus reads project.
   b. Expand STAR and other second-semester interventions for struggling students.
   c. Assign low-performing students peer and/or faculty mentors (a la Norm Brown).

5. Improve process of transitioning students from University College to the major.
   a. Coordinate advising, advising notes, notification of students, and advisors when a student is transferring schools.
   b. Continue to develop strategies for alternative choices for students who do not get into chosen fields.
   c. Consider a University College “graduation” or other rite of passage and/or at least an official letter of congratulations from the dean (or deans of each school upon admission to a degree-granting program).

6. Review IUPUI undergraduate curriculum to improve flexibility retention and decrease the time toward degree when possible.
   a. As our student population changes, we need to ensure that the undergraduate curriculum is appropriate, engages students, and promotes learning and retention.
   b. In response to or in preparation for the 2012 accreditation visit.
   c. In response to PUL initiative (data collection).
   d. In response to cross-institutional transfer initiative.
   e. Review program requirements and total hours required for the degree to ensure consistency with peer programs and to ensure degree can be obtained within a reasonable number of hours (in the 120 hour range).

7. Continue to develop links between advising and career development.
   a. First-year students review link between curricular goals and career goals, using the Personal Development Plan (PDP) as a primary tool through which first-year students develop multiple plans to reach career (life) goals.
   b. Advisors and counselors provide alternative career and curricular tracks to students in competitive degree programs.
   c. Make a stronger link between career objectives and the RISE initiative so that students can begin early to think about experiential learning.
   d. Develop stronger support for internships on campus by enhancing the link between advising and the Solution Center.
   e. Utilize the Multidisciplinary Team Initiative (MURI) approach to create greater capacity for internships.
8. Develop new retention efforts aimed at transfer students.
   a. Create more flexibility in accepting general education transfer credits specifically for credit toward the degree.
   b. Recognize that most students will change their majors and work to develop more flexibility in accepting general education requirements between schools (the PULs might be used to articulate such requirements across schools).
   c. Develop learning communities aimed at first-semester transfer students.
   d. Develop a point of contact within each academic unit for transfer students, including advising and counseling on institutional support and transition issues.
   e. Strengthen ties to Ivy Tech with the goal of encouraging more students to complete their associate degrees at Ivy Tech.
   f. Create more joint programming and advising with Ivy Tech.
   g. Continue to support the efforts of the Passport program to expand and to strengthen articulation agreements with Ivy Tech and improve cross-campus awareness of these programs.

9. Develop new retention programs aimed at juniors and seniors.
   a. Create a faculty/staff group (or assign to an existing group) the responsibility of identifying and addressing bottle necks in degree programs (sequenced courses, infrequently offered required courses, and classroom availability issues), lack of flexibility, and inadequate preparation for capstone courses.
   b. Explore possible financial aid incentives to hasten graduation (discounted senior years, special scholarship programs, etc.).
   c. Explore with the Office of Student Financial Aid Services the possibility of identifying students who might be eligible for a semester or two of aid but who have dropped out because they did not take advantage of appeal or other options for meeting satisfactory academic progress requirements.

10. In an effort to generate more baccalaureate degrees, reach out to students who have reached senior status (or any students who have some college credit) but have stopped out of their program.
   a. Use institutional resources (CRM) to contact stopped-out students providing a link to advisors or others who could help them develop a plan to complete the degree.
   b. Consider in investing university resources to assign an advisor who could work with stopped-out students and who (using degree audits) could map out the most efficient route to graduation and then work to re-enroll the students and support them through the process.
   c. Consider financial incentives for people who wish to return (book vouchers, waiver of some fees, etc.).
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.”