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, researching best practices, and developing plans to improve the retention and graduation rates of IUPUI students, particularly those from underrepresented groups. 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, the IUPUI Academic Plan, and the work of University College. Members of the CRG are listed in Appendix A.

A diverse array of retention initiatives continue to be supported at IUPUI. While the CRG’s primary goal is to improve the retention and graduate rates of IUPUI students, the full council also focused on the following issues in the past year: supporting students through the sophomore year, creating academic hope in students, using social media to engage students, and creating strategic priorities for the RISE initiative as well as adult learners, transfer students, underrepresented students, and rising sophomores. In addition to pursuing the aforementioned issues, the CRG Steering Committee focused on student learning and success, setting specific retention and graduation goals, DFWs in gateway courses, data review, and the campus strategic plan. In particular, the CRG Steering Committee also shifted its focus to strategizing in support of on-time (four-year) graduation, particularly given upcoming changes in disbursement of some forms of state aid. IMIR has supported a campuswide communications campaign (aimed primarily at orientation advisors) by completing analyses that help to establish that students are not “harmed” by taking 15 credits in the first semester.

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

The CRG is a means of engaging the campus in meaningful conversations about issues related to retention and on-time graduation (see Appendix B). The full council meetings have also served as an opportunity to share and to discuss new information pertaining to graduation and retention initiatives with academic schools since most units are represented on the council (every school conferring undergraduate degrees has been invited to select representatives for the council). CRG members and guests have been invited to share best practices and models leading to improved retention and graduation that can be used by other units on campus.

The fall meeting focused on supporting students to and through the sophomore year. The council made specific suggestions in the areas of programs and services; sophomore-year issues and challenges; data to know sophomores; and structures, policies, and procedures that create barriers to success (see Appendix C). The spring meeting focused on creating
academic hope in students, using social media to engage students, and selecting strategic priorities for the RISE initiative as well as adult learners, transfer students, underrepresented students, and rising sophomores (see Appendix D).

In support of the CRG’s mission and goals, the CRG Steering Committee met eight times during 2012–2013 and discussed the following issues: student learning and success, resetting specific retention and graduation goals, DFWs in gateway courses, and contributing to the campus strategic plan. The committee participated in the campus strategic planning effort by making specific recommendations that will promote undergraduate student learning and success (see Appendix E). The committee received updates about the Higher Learning Commission Accreditation and heard about work being done by the Campus Advising Council, Career Services Council, and the Orientation Advisory Council, as well as the progress of the new Transfer Student Services and the Health and Life Sciences Academic and Career Advising Center.

The CRG Steering Committee also heard updates from the IUPUI Testing Center about placement testing and services the center provides; Enrollment Services about enrollment trends; and IMIR about student surveys, NSSE, and students who complete 15 credit hours in the first semester. In addition, the committee reviewed data about peer institutions, long-term outcomes of students who initially test into remedial math, students retained compared to students not retained, student retention, and decreasing time to graduation. Numerous University College administrators and staff members shared information regarding IU FLAGS (student performance early alert system), the Career EDGE initiative, student learning and success, orientation, the FACET Leadership Institute on High-Impact Practices, the Access and Success Conference, the IU Roadmap, targeted retention efforts with African American students, minority student participation in the 2012 Summer Bridge Program, student employees, and the EAB Student Success Collaborative Partnership.

On October 24, 2012, the CRG Steering Committee sent a memo to John Grew, Indiana University’s executive director of state relations and policy analysis, about Indiana’s financial aid programs and policies (see Appendix F).

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 programs, early alert system, etc.) that have resulted in enhanced retention. The variables include the one-year retention rate and the six-year graduation rate (see Appendix B), 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. We also have begun tracking the number of degrees conferred each year.
During the past year, the CRG Steering Committee looked at national literature and data in the following areas: enrollment trends at IUPUI, IU FLAGS (student performance early alert system), student success and retention in undergraduate education, placement testing, summer enrollment, nonreturning African American students, student transitions to majors, peer institutions, DFWs in gateway classes, students retained compared to students not retained, student employees, students who register late or who fail to register for the spring semester, students who complete 15 credits in the first semester compared to those who complete less than 15 credits, helping students in the second year, transforming remedial education, and decreasing time to graduation. Many of these reports are available on the CRG website at http://crg.iupui.edu/Home.aspx.

After reviewing data on retention and graduation rates at peer institutions, the CRG Steering Committee selected goals for retention and graduation for IUPUI. The committee agreed that the campus one-year retention rate should be 80%, and the six-year graduation rate should be 50%. These goals should be met by 2022. In addition, the full council made recommendations on how the university can support students to and through the sophomore year (see Appendix C). The council also created strategic priorities for the RISE initiative as well as adult learners, transfer students, underrepresented students, and rising sophomores (see Appendix D).

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, but the drop between the second and third semesters is particularly significant. The CRG shares reports, handouts, presentations, and minutes on its website. As the chair of the CRG, Dean Kathy Johnson has taken several of the council’s recommendations and issues to the campus deans’ group.

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 engaged individuals from the IUPUI Testing Center, Enrollment Services, IMIR, Kelley School of Business, Division of Student Life, and University College. In addition, individuals from the follow units served as chairs of CRG subcommittees: School of Engineering and Technology, Multicultural Success Center, Division of Continuing Studies, and University College.

The full council is comprised of individuals from many of the schools and administrative units across campus. Every school conferring undergraduate degrees has been invited to select representatives for the council. In fall 2011, all deans were made ex officio members of the CRG in response to a suggestion raised at Dean Johnson’s “new leader” feedback.
session. Consequently, 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 Student Life Services Council was invited to attend the fall full council meeting.

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 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.
Appendices

Appendix A: Members of the Council on Retention and Graduation, Spring 2013

Appendix B: IUPUI Retention and Graduation Rates

Appendix C: CRG Recommendations for Supporting Students to and through the Sophomore Year

Appendix D: Recommendations of CRG Planning Subcommittees

Appendix E: Initiative 8: Promoting Undergraduate Student Learning and Success Top-Prioritized Strategies

Appendix F: Memo on Indiana’s Financial Aid Programs and Policies
## Appendix A

### Members of the Council on Retention and Graduation

#### Spring 2013

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Name</th>
<th>School/Unit</th>
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<td>Robert Aaron</td>
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Appendix B
IUPUI Retention and Graduation Rates
May 2013

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<th>One-Year Retention</th>
<th>Fall Semester Year of Entry</th>
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<tr>
<td></td>
<td>2002</td>
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<tr>
<td>Full-time</td>
<td>67%</td>
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<td>Part-time</td>
<td>48%</td>
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Trend

Graduation Rates for First-Time, Full-Time Beginners
The graduation rate for first-time, full-time beginners at IUPUI has increased substantially over the last five to six years for which we have results. The increase is due in part to better prepared students and in part to a wide array of retention initiatives.

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<th>Graduation Rates</th>
<th>Fall Semester Year of Entry**</th>
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<tr>
<td>150% Rate*</td>
<td>1996</td>
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<tr>
<td>21%</td>
<td>23%</td>
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**Degree completions are measured by the accepted federal guideline of 150 percent of program length (1.5 years for certificates, three years for associates, and six years for baccalaureates).

Source: IUPUI, Institutional Portfolio, 2013
Appendix C
CRG Recommendations
for Supporting Students to and through the Sophomore Year

Programs and Services for Sophomores
• Provide more academic school touch points
• Offer sophomore cornerstone class (include career exploration, academic development, research, and planning)
• Help sophomores visualize the end by attending capstones and senior presentations
• Do a sophomore review (alternative option advising)
• Create more inviting (real and virtual) spaces on campus (e.g., social gathering places)

Sophomore-Year Issues and Challenges
• Provide increased uniform financial information and resources and reach students and their families with this information at an early stage (e.g., pre-enrollment)
  o Involve advisors, faculty, and staff in efforts to communicate financial information to students and their families
  o Incorporate financial information across programs
• Provide increased development opportunities for associate faculty who interface often with freshmen and sophomores
  o Provide incentives (e.g., recognition and increased job security) for faculty to participate in these efforts
• Plan programs and support for students in the second semester to intentionally extend the support they receive in the first semester
  o Create a culture or tradition of participation with a focus on developing faculty-student relationships that will remain intact in the sophomore year
  o Encourage partnerships with the Division of Student Life and academic departments in these efforts

Data Needed to Know Sophomores
• Success factors:
  o Academic, financial, co-curricular
  o Academic preparation (precollege vs. college)
• Risk factors:
  o Academic, financial, co-curricular
  o Exit interviews, withdrawing
• Deliver information to those who need it for improvement of practice

Structures, Policies, and Procedures that Create Barriers to Success
• No current structure for ownership of students who transfer from University College to the majors
• Career exploration: Absence of career planning that is mandatory; not consistent across university
• Financial support for the sophomore year
Appendix D
Recommendations of
CRG Planning Subcommittees

Subcommittee on Adult Learners
Chair: Mary Jane Brown
Committee Members: Rafael Bahamonde, Gary Felsten (IUPUC), Chris Foley, Amanda Helman, Amy Maida, Kyle McCool, Josh Morrison, Rebecca Porter, Jen Schott, Elizabeth Wager, and Wanda Worley

Recommendations:
• Create marketing and communications that help adult students to feel welcome and that we care about them—current materials focus on traditionally-aged students
• Institutionalize a campuswide structure for Prior Learning Assessment (PLA)
• Develop specific policies and procedures for PLA
• Create website with a database for students to access information on how departments accept PLA credits, including identification of specific classes
• Develop specific (cohort) degree completion programs that include certificates that can be obtained in one or two semesters
• Encourage academic units to review course schedules and rotations to accommodate adult learners and other special populations by varying course offerings (offering a class typically only taught during the day periodically in the evening) or working within school policy to make accommodations and appropriate substitutions to encourage timely and on-time graduation, especially if required classes are not offered and will impact time to degree for students

Subcommittee on Transfer Students
Chair: Cathy Buyarski
Committee Members: Renee Betts, Janice Childress, Stephanie Dennis, Andrea Engler, Chris Foley, Gina Sanchez Gibau, Michele Hansen, Amanda Helman, Maureen Kinney, Tralicia Powell Lewis, Amy Jones Richardson, Latoria Thomas-Lee, Matt Wade, and Winnie Wilson

Recommendations:
• Make early contact with transfer students
  o Communicate with community college transfer students about early admission and scholarship deadlines
  o Develop focused marketing about 2+2 agreements and articulation
  o Develop and heavily market a robust set of online resources for transfer students; use CRM to link to these resources for every potential transfer student
  o Identify one person in each academic school for potential transfer students to contact about academic programs and credit transfer prior to admission
• Provide programs and services to enhance the graduation and persistence of transfer students
  o Scholarships and financial aid
    ▪ Expand current scholarship funding for Ivy Tech transfers
- Explore providing transfer students who are Twenty-first Century Scholars or Pell Grant recipients with supplemental aid
  - Advising
    - Place advising holds on all transfer students for at least the first two semesters of enrollment
    - Identify one advisor in each school to provide focused leadership for advising transfer students
    - Provide continuous training for advisors on issues, challenges, and best practices related to transfer students
    - Develop workflow in OnBase for advisors to record early conversations with students about credit transfer (e.g., pre-admission)
- Support programs and services
  - Academic initiatives
    - Enhance department-to-department relationships between Ivy Tech and IUPUI
    - Encourage each college to develop an honors program as a pipeline to the Honors College; provide money for honors scholarships
    - Develop a mid-career course focusing on connections between academic discipline and careers/graduate study with strong introduction to RISE opportunities; open to all students but would serve as a gateway for new transfer students
    - Continue to partner with IVY 101 course offering for students intending to transfer; taught by IUPUI staff
    - Develop opportunities for transfer students to complete an ePDP to record previous learning and plan for educational experiences at IUPUI; foster a holistic look at postsecondary learning
    - Reserve spaces in academic theme housing for transfer students who do not meet the March 15 priority deadline for housing
  - Orientation
    - 27% of transfer students did not attend orientation last year
      - Market orientation around the one-on-one meeting with an advisor
      - Continue and enhance early orientation dates (April/May)
    - Continue focused recruitment of transfer students as leaders/mentors
  - Housing
    - Create a theme floor for transfer students with a focus on academic and career planning and an emphasis on early participation in RISE
    - Provide RISE scholarships for students living in the learning community to support participation in high-impact practices
- Review campus policies and procedures
  - Establish a task force charged with improving process for articulating undistributed credit
  - Review priority deadlines for scholarships, financial aid, and housing
  - Review academic policies to ensure they do not inadvertently negatively affect transfer students
  - Keep abreast of legislation regarding degree completion, credit hour limits, and the transferability of course work
  - Establish a campus transfer council with representation from each school and relevant units
- Create reporting and data analysis on transfer students
  - Regular reporting

crg.iupui.edu
Council on Retention and Graduation
Annual Report 2012–2013

- Demographics
- Credit hours and enrollment
- Persistence and success
  - Survey to transfer students
    - Reason for attending IUPUI
    - Major at previous institution-IUPUI
    - Needs assessment
    - Previous completion of certificate/degree
    - Intent to complete at IUPUI
  - Additional data and research questions

Subcommittee on Underrepresented Students
Chair: Ketwana Schoos and Khalilah Shabazz

Recommendations:
- Improve and expand transition/entry services
  - For minority students:
    - Continue to work toward a more representational staff and faculty that will serve the growing underrepresented student population while educating current faculty and staff on the evolving state of underrepresented student populations
    - Develop more intentional programs and services during the yield/transition phase of entry into IUPUI that are centered on the heterogeneity of the entering underrepresented student population
  - For international students:
    - Expand transition support services for international students that support campus engagement (e.g., International Peer Mentoring Program, Summer Bridge Program capacity)
    - Establish Indianapolis host family program to support ongoing engagement of international students with the local community
  - For students with disabilities:
    - Provide education and training so that students have a better understanding of the differences between the accommodation services provided by the Individuals with Disabilities Education Act (IDEA) in high school and the Americans with Disabilities Act (ADA) in college
    - Increase awareness for faculty, staff, and students of what ADA is and how to proactively provide accommodation services to students in need
- Identify measurable actions to improve retention and graduation
  - For minority students:
    - Expand/broaden support programs and services that specifically address underrepresented student needs throughout their undergraduate experience
    - Develop a centralized checkpoint system for upper-level underrepresented students that encourage completion
  - For international students:
    - Increase academic advising resources available for targeted support of international students at key points: new international student orientation, Summer Bridge Program,
and use of FLAG for targeted interventions developed collaboratively between academic programs and OIA

- Establish financial literacy education and access to financial resources that are relevant to international students: emergency grants, student loan opportunities that do not require a U.S. co-signer, scholarships for continuing students based on financial need, etc.; expand availability of on-campus employment opportunities not restricted to work-study
  - For students with disabilities:
    - Discover means to provide equally current accommodations to be in tandem with the advancing technologies used by the university (e.g., how to accommodate a deaf student who wishes to take online classes but there is no closed captioning provided)
    - Use data available to better determine the number of students with specific types of disabilities in order to provide proactive accommodations

- Expand and develop transition support services for underrepresented student populations (minority students, international students, and students with disabilities) that support campus engagement; include intentional programming, Indianapolis host family program development, and Americans with Disabilities Act (ADA) education and training for students

Subcommittee on Sophomore Students
Chair: Terri Talbert-Hatch
Committee Members: Yvonne Fitzgerald, Carly Grennes, Sandra Lemons, Janna McDonald, Sandra Miles, Amy Jones Richardson, Matt Rust, David Sabol, Jennifer Schott, Khalilah Shabazz, Pam Shaw, Diana Sims-Harris, Regina Turner, and Amy Wylie

Recommendations:
- Development and implementation of an intentional communication plan targeting second-semester freshmen, sophomores, and their families
- Peer student mentoring to second-semester freshmen, sophomores, and increased faculty engagement as students transition to sophomore year
- Expand academic and career advising in the curriculum to increase retention and on-time degree completion
- Utilization of student life programming and student organizations to enhance student engagement
- Additional suggestions:
  - Welcome back letter/postcard
  - Spring semester involvement fair
  - Schools: open house receptions for second-semester and second-year students
  - Sophomore (second year) convocation
  - Campus pride gift
  - Lunch with a dean (or faculty)
  - Continue learning community peer mentors to second semester
  - Make sure students know their advisors
  - Develop a more intentional second-semester first-year experience (advising/support) to increase retention and success during the entire first-year experience
  - Career Week: repackage and target sophomores
  - Develop calendar of events for first-year and second-year students, website, handbook

crg.iupui.edu
o Create and promote scholarships for second-year students

- Next steps:
  o Continue the subcommittee
  o Audit campus to learn about all activities, events, programming for first- and second-year students
  o Develop some pulse survey questions specific to second-semester and second-year students
  o Develop a tool that can be used to assess programming for second-semester and second-year students

Subcommittee on RISE Initiative
Chair: Kathy Johnson
Committee Members: Robert Aaron, Sarah Baker, Mary Fisher, Gina Sanchez Gibau, John Gosney, Michele Hansen, Julie Hatcher, Susan Kahn, Gil Latz, Mary Beth Myers, Jennifer Schott, Rick Ward, Kathy Wills (IUPUC), and Jared Wilson

Recommendations:
- Challenge: More students are completing RISE experiences than are being credited because of the requirement that RISE codes be applied at the course level only (or to a section only when schedules are constructed).
  o Enable flexible means of transcripting RISE experiences, either at the course level, section level, or as a student option within sections.
  o Grant RISE credit for paid, special credit, and 0 credit forms of experiential learning.
  o All RISE classes should require that faculty provide “satisfactory completion” confirmation on the final grade roster, as occurs now with the “Experiential Learning” (EL) notations.
- Challenge: There is little faculty leadership for RISE and there are few coordinated attempts to promote faculty development related to the delivery of high-impact practices.
  o Appoint a tenured faculty member as a RISE director to be charged with campus-level coordination for RISE.
  o Embed reporting requirements into the awarding of future RISE course development grants to permit formative assessment.
  o Cultivate faculty leadership and support for the RISE initiative as part of a broader framework emphasizing support for engaging in high-impact practices. Involve CTL in support of online course development, articulation of student learning outcomes, and assessment of student learning.
- Challenge: Communication about RISE to faculty and students is poor.
  o In collaboration with IU Communications, a full-scale communication plan should be launched in fall 2013 that addresses identified critical questions.
- Challenge: Few, if any, specific learning outcomes for RISE experiences have been identified. Documentation of student learning and demonstrating whether this learning is sufficient to be awarded credit has never been addressed.
  o Center directors, in collaboration with the Center for Teaching and Learning, should be tasked with developing a clear plan for effectively assessing student learning across RISE experiences.
- Challenge: Program evaluation is necessary to gauge fidelity to the program model, as well as student learning outcomes and programmatic outcomes related to student persistence and success.
Once procedures for counting and tracking of RISE experiences have been improved, a process evaluation should be conducted. Once fidelity to the program model has been confirmed, outcomes evaluation should be initiated. Responsibility for evaluation should be distributed across schools and coordinated by the RISE director.

- Additional recommendations by IUPUI Faculty Council Executive Committee on March 28, 2013:
  - Review of RISE planning document by both Academic Affairs and Student Affairs Committees
  - Consider when/how to alter procedures for transcripting RISE experiences
    - Faculty workload affected by use of EL (experiential learning) assessment
  - Assigning academic credit should be acceptable when student receives pay (particularly for internships and research)
  - RISE director should be appointed to coordinate initiative and to oversee assessment of learning/success outcomes; resource request has been made to EVC Nasser Paydar
## Appendix E
### Initiative 8:
**Promoting Undergraduate Student Learning and Success**
**Top-Prioritized Strategies**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Strategic Recommendation</th>
<th>Likely Costs/Resources Associated with Recommendation</th>
<th>People/Departments Responsible for Implementing Recommendation</th>
<th>Metrics/Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IUPUI will actively work with transfer students as early as possible prior to enrollment in order to ensure seamless transitions and credit transfer by implementing processes for potential transfer students to 1) receive early advising at their initial two-year institution and 2) have transfer credit information available based on inquiry. IUPUI will reduce the time needed to make (or automate) decisions regarding undistributed transfer credit within schools.</td>
<td>Four (4) additional credentials analysts in Enrollment Services; Three (3) outreach advisors to travel to feeder institutions; Investment in platforms and training for increased use of social media and online advising.</td>
<td>Enrollment Services; Office of Transfer Student Services; IUPUI/Ivy Tech Coordinated Programs; Academic Units, Registrar</td>
<td>Reduced time to degree completion; Increased transfer student graduation rates; Increased transfer student enrollment; Increased yield of transfer student applications.</td>
</tr>
<tr>
<td>2</td>
<td>Expand student engagement in high-impact practices through the RISE initiative, particularly combinations of HIPs for underrepresented groups</td>
<td>Faculty development support and increased communications to students</td>
<td>FACET, AVC UE, Academic Units</td>
<td>Increase in retention and decrease in time-to-degree; Successful entry into career of choice or graduate program.</td>
</tr>
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<td>3</td>
<td>Monitor DFW rates across sections of same course and intervene when there is high variability across instructors</td>
<td>Monitoring is ongoing. May need resources to support improved pedagogies/faculty development, peer mentoring</td>
<td>Strategic Enrollment Management Task Force, Council on Retention and Graduation, Gateway to Graduation Program</td>
<td>Reduced DWF rates in undergraduate courses and less variability across class sections; Improved retention and on-time degree completion.</td>
</tr>
<tr>
<td>4</td>
<td>Create Campus-Level Position to provide strategic oversight for the Sophomore year, including the development and implementation of intentional communication plans targeting 2nd semester freshmen, sophomores and families to connect them with increased programming and support, the creation of peer mentoring programs for second-semester freshmen and sophomores, and the development of extended (2</td>
<td>Resources to create a new position analogous to a ‘Sophomore Dean’ (e.g., Kalamazoo College) and resources to expand programming and support beyond the first semester</td>
<td>AVC UE, Division of Student Life, Academic Units, University College</td>
<td>Improved 1-year retention rates; accelerated entry into degree programs; Improved on-time degree completion.</td>
</tr>
<tr>
<td>Rank</td>
<td>Strategic Recommendation</td>
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<td>5</td>
<td>Develop systems to enhance credit distribution from prior (transfer) institutions, early college, dual enrollment and military credit as well as credit from nationally accredited institutions. At the same time, Institutionalize a campus wide structure for Prior Learning Assessment (PLA). Develop specific policies and procedures for PLA. Create website with a database for students to access information on how departments accept PLA credits including identification of specific classes.</td>
<td>Time to review current processes and create new systems. May involve technology costs and/or additional staffing costs to add credential analysts. Will need to appoint a senior faculty member to coordinate the development of this system. Centralized campus office to oversee PLA process Professional staff to administer program Training for faculty to conduct Portfolio review Stipend for faculty that conduct PLA portfolio review Database for compiling information on PLA credit awarded</td>
<td>Enrollment Services, Academic Schools, CALL, Testing Center, Office of Veterans and Military Personnel, Transfer Student Center</td>
<td>Decrease in number and percent of UNDI credit Decrease in number of credits taken at IUPUI to complete degree Decrease time to graduation Increase transfer student graduation rates Decrease in time to complete credit analysis Number of students requesting PLA Number of PLA credits earned Time to degree for students with PLA credit Student satisfaction with PLA process Graduation rate for students with PLA credit</td>
</tr>
<tr>
<td>6</td>
<td>Support integrated academic and career planning and reflection on goals through mechanisms such as the ePDP (electronic personal development plan) and the development of online modules to foster career exploration</td>
<td>Resources to support online module development and integrated technologies to support academic and career advising</td>
<td>First-Year Seminars, departments offering RISE experiences and capstone courses, Council of Academic Advisors and Career Services Council</td>
<td>Increase in retention and on-time degree completion. Participation in internships. Employment in career of choice.</td>
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## Highest Priorities

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<th>Rank</th>
<th>Strategic Recommendation</th>
<th>Likely Costs/Resources Associated with Recommendation</th>
<th>People/Departments Responsible for Implementing Recommendation</th>
<th>Metrics/Performance Indicators</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Expand and develop transition support services for underrepresented student populations (minority students, international students, and students with disabilities) that support campus engagement. Services should include intentional programming, Indianapolis host family program development, and American Disabilities Act (ADA) education and training for students.</td>
<td>Resources needed to develop peer mentoring and Summer Bridge</td>
<td>DEI, Office of International Affairs, University College, Academic Units</td>
<td>Increased recruitment and retention of international students. Increased social engagement of international students.</td>
</tr>
<tr>
<td>10</td>
<td>To meet the goals of increased degree completion, develop strategies for near-completers that include specific (cohort-based and/or accelerated) degree completion programs. These might include high-quality certificates that can be earned in 1 or 2 semesters.</td>
<td>Incentives for faculty to develop accelerated, online or hybrid classes for certificates. Marketing campaign to promote degree completion programs.</td>
<td>Academic Units, Division of Continuing Studies, BGS Program, CALL.</td>
<td>Number of students enrolled in degree completion package programs. Student satisfaction with programs. Graduation rate for students in programs.</td>
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<td>11</td>
<td>Develop more comprehensive pedagogies supported by technology (e.g., Symplicity’s Career Services Manager) for helping students to plan, reflect upon, and monitor progress toward their career goals. Online modules should be developed to enhance career exploration and development and to support students in their preparation for internships and job interviews.</td>
<td>Resources needed to procure Career Management System and to expand opportunities for internships and career search. Resources needed for online module development and for automated reporting/tracking of internship participation.</td>
<td>Career Services Council, AVC UE, Academic Units, Solution Center.</td>
<td>Increased participation in internships. Increased rates of post-internship hiring. Improved satisfaction of IUPUI alumni.</td>
</tr>
<tr>
<td>12</td>
<td>Develop and promote centrally-managed toolkits and other resources that allow quick deployment to and adoption by the schools without having to reinvent wheels (such as CRM, advising support, etc.).</td>
<td>CRM, resources for development and maintenance of toolkits on websites accessible to advisors, career counselors and faculty and staff associated with Undergraduate Education.</td>
<td>AVC UE, University College, Associate Deans for Undergraduate Education in Academic Units, CALL, Division of Student Life.</td>
<td>Number of students accessing services and participating in programming, website utilization, improvements in retention and on-time degree completion.</td>
</tr>
<tr>
<td>13</td>
<td>IUPUI should become a &quot;destination location&quot; for students with disabilities. Provide education and training so that students have a better understanding of the differences between the accommodation services provided by the Individuals with Disabilities Education Act (IDEA) in high school and the American Disabilities Act (ADA) in college. Increase awareness for</td>
<td>Education and Training Resources, Programming.</td>
<td>DEI, Student Life, University College, CTL, Academic Units.</td>
<td>Increase recruitment, retention, and satisfaction of students with disabilities.</td>
</tr>
<tr>
<td>faculty, staff and students of what ADA is and how to proactively provide accommodation services to students in need</td>
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Appendix F
Memo on Indiana’s Financial Aid Programs and Policies

IUPUI
Indiana University-Purdue University Indianapolis

Council on Undergraduate Retention and Graduation
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To: John Grew, Executive Director, State Relations and Policy Analysis
From: IUPUI Council on Retention and Graduation Steering Committee
Date: October 24, 2012

Statement on Proposed Recommendations to Improve Aid Program Provisions for Student Success: The members of the Steering Committee for the Council on Undergraduate Retention and Graduation at IUPUI are very concerned about recommendations made in the HCM Strategists report entitled, Evaluation of Indiana’s Financial Aid Programs and Policies, that link the provision of financial aid to students’ completion of 15 credit hours per term. At IUPUI we recognize that students from at-risk groups or who work more than 20 hours per week may jeopardize their academic success when regularly committing to 15 credits per semester. Rather, we emphasize that students should “Take 30”—or complete 30 credit hours per year in order to stay on track for on-time degree completion. We request that you advocate strongly for utilizing a 12-month timeframe for assessing progress toward degrees and rewarding students who complete 30 credit hours per year. We would further request that you advocate for the expansion of financial aid programs to include specific funds for summer enrollment.

2012-2013 Members of the IUPUI CRG Steering Committee Include:

Robert Aaron
Sarah Baker
Zephia Bryant
Cathy Buyarski
Sarah Childs
Zebulun Davenport
Gary Feisten
Mary Fisher
Gina Sanchez Gibau
John Gosney
Steve Graunke
Michele Hansen
Julie Hatcher
Kathy Johnson
Denise Johnson-Jennings
Susan Kahn

Gil Latz
Tralicia Powell Lewis
Kathleen Marrs
Khaulia Murtadha
Howard Mzumara
Nasser Paydar
Gary Pike
Rebecca Porter
David Sabol
Ketwana Schoos
Khailah Shabazz
Regina Turner
Pratibha Varma-Nelson
Rick Ward
Jeff Watt
Marianne Woceck