Present: Sarah Baker, Mary Jane Brown, Cathy Buyarski, Natalie Edwards, Andrea Engler, Angela Espada, Margaret Ferguson, Mary Fisher, Yvonne Fitzgerald, Gina Sanchez Gibau, Steve Graunke, Stephen Hancock, Michele Hansen, Julie Hatcher, Tere Molinder Hogue, Denise Jennings, Kathy Johnson, Susan Kahn, Danny King, Maureen Kinney, Claudette Lands, Gil Latz, Doug Lees, Kathleen Marrs, Sandra Lemons, Kyle McCool, Janna McDonald, Mark Minglin, Joshua Morrison, Howard Mzumara, Jennifer Pease, Rebecca Porter, Matthew Rust, Ketwana Schoos, Jennifer Schott, Khalilah Shabazz, Matt Souza, Kate Thedwell, Pratibha Varma-Nelson, Julie Vincent, Jeff Watt, Ken Wendeln, Winnie Wilson, Wanda Worley, and Lin Zhu

Regrets: Zebulun Davenport, David Sabol, and Rick Ward

Guests: Stephen Hancock, Terri Talbert-Hatch, and Eric Sickels

1. Johnson opened the meeting. After she welcomed council members and guests, introductions were made.

2. Sickels shared information about the Stay on Track campaign and how University College is using social media to enhance student success and persistence. The following points were discussed:
   - The University College Stay on Track campaign encourages students to take 30 credits per year, helps students to understand the importance of advising, connects students to campus, explains the financial costs of delaying graduation, and shares family resources. Stay on Track mailers are sent out to students and their families, and advisors hand out Stay on Track cards to students when appropriate. Sickels told about some of the mobile banners, posters, and digital signs used for this campaign.
   - Sickels explained how University College has been using social media to enhance student success and persistence. They have been working with BlueFuego, a company that specializes in helping higher education use social media and web-based tools. University College has been using social media to connect departments, perfect content, stream videos online, and provide interaction for students. “Class of” pages have been created. The Office of Admissions manages these pages until the late spring or early summer when the student plans to enroll, then the pages transition to University College and the Office of Student Involvement for management and participation.
   - Students are using social media to help each other answer questions and share information. Sickels shared examples of how students are doing this. IUPUI staff jump in the conversation to correct information or to help students when needed. Some students come to campus without knowing other students, but using social media before coming to campus helps these students feel connected to other students.
   - Sickels told about a brown bag series being offered to anyone who is interested. It will feature a BlueFuego employee who will discuss effective uses of social media.
3. Hansen gave a presentation about academic hope theory. “Hope” is a commonly used word, but “academic hope” is a way to help students make academic goals and create strategies to achieve them. The following points were discussed:
   • Hansen explained the two components of academic hope theory: agency and pathways. Individuals with hope create alternative pathways to reach their goals when they encounter barriers. She also discussed the difference between academic hope and self-efficacy.
   • The four aspects of hope theory are goals, pathway thoughts, agency thoughts, and barriers. After Hansen explained these four aspects, she told how the roots of hope theory are in positive psychology, and the focus is on strength. Hope is a cognitive motivational construct. High hope individuals do not react in the same way to barriers as low hope individuals. High hope individuals view barriers as something that can be overcome; they plan alternative routes to their goals.
   • Academic hope is a state and can change over time. Hopeful thinking affects students’ commitment and academic performance. Hansen reviewed the academic hope scale. High hope is associated with better academic performance, including higher GPAs and graduation rates. She also discussed at-risk students and academic hope.
   • Hansen and colleagues conducted in-depth interviews with two groups of students—one was a group of students who had been on probation and the other was a group of students who had been predicted to not succeed, but did. Hansen said they found the students had hope, which allowed the students to generate pathways to success when they encountered barriers. These students were more likely to use social support; they also sought out academic support and had positive experiences when they did this. Hansen shared information from some of the interviews.
   • Hansen told how the ePDP uses academic hope in its model. She said she will put together a reference list for council members to use.

4. Johnson explained how the CRG formed the planning subcommittees this year. She asked the subcommittee chairs to give the council updates and share their final recommendations. Recommendations are below:

   **Subcommittee on Adult Learners**
   Chair: Mary Jane Brown
   • Create marketing and communications that help adult students to feel welcome and to feel 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 (e.g., 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

- Make early contact with transfer students
  - Communicate with community college transfer students about early admission and scholarship deadlines
  - Develop focused marketing about 2+2 agreements and articulation
  - 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
  - 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
  - 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
    - 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
- 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
- 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:
  o Welcome back letter/postcard
  o Spring semester involvement fair
  o Schools: open house receptions for second-semester and second-year students
  o Sophomore (second year) convocation
  o Campus pride gift
  o Lunch with a dean (or faculty)
  o Continue learning community peer mentors to second semester
  o Make sure students know their advisors
  o Develop a more intentional second-semester first-year experience (advising/support) to increase retention and success during the entire first-year experience
  o Career Week: repackage and target sophomores
  o Develop calendar of events for first-year and second-year students, website, handbook
  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

• 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.**
  - 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.
  - 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

5. Johnson thanked council members for their hard work this year. The CRG Steering Committee will review the recommendations made by the subcommittees.

6. The meeting was adjourned.

Submitted by:
A. Snyder
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