1. Johnson opened the meeting and welcomed committee members and guests.

2. Mikki Jeschke gave an update on the Health and Life Sciences Advising Center (HLSAC). She used a PowerPoint presentation to share the following highlights:
   - The HLSAC opened in fall 2013. They spent the first year restructuring to a cluster model. The center was fully staffed in fall 2014 with six student success advisors, two graduate students, a career advisor, and student employees for the front desk.
   - The mission of the HLSAC is to collaborate with campus partners to provide students at all levels in a variety of academic disciplines with the information and guidance needed to explore, plan for, and enter fields in the life sciences as well as traditional health professions.
   - The HLSAC is working to build partnerships across campus, including visiting advisors from other programs, program liaisons, and an advisory group.
   - The HLSAC serves:
     - University College students interested in undergraduate health and life sciences majors.
     - Pre-professional students in University College and degree-granting schools.
     - School of Science majors on a pre-professional track.
   - HLSAC programming for fall 2014 included helping students understand the application process for programs such as nursing, dental hygiene, and HPP; offering career panels; and making career presentations. The HLSAC also offers academic and career advising. They use the appreciative model when advising students.
   - Some of the retention challenges the HLSAC is concerned about include:
     - 235 students in University College pre-health majors were not retained.
     - 41% of those students did not appear to be enrolled at another institution.
     - 26% were enrolled at a two-year institution.
     - 17% were enrolled at another four-year institution.
     - 15% were retained at another IU campus.
   - The HLSAC is developing a strategic plan for 2015–2016, which will include:
     - Using interprofessional collaborative practice.
     - Teaching students about health care fields.
     - Continuing with career education.
     - Using EAB to intentionally target student cohorts.
- Participating in Sneak a Peek @ IU Health.
- Providing students an opportunity to job shadow.
- Hosting an HLS engagement fair.
- Increasing communications with HLS students.

When Jeschke asked for feedback or concerns, the following points were discussed:
- When talking about Plan B with students (or parallel plans), education should be presented as an option (e.g., health education, biology education). Jeschke said the most popular change of major for nursing students is education.
- How broadly does HLSAC define health and life sciences? What about health communications in the School of Liberal Arts or social work? Jeschke said they do think of this in broad terms. The HLSAC staff went to a liberal arts fair.
- What about seniors who might be interested in these programs? Can they be advised now? Jeschke said they can do this.
- HLSAC is a great link to help employers interested in HLS students or to help students explore related options, such as journalism in a health field.
- Can HLSAC bring back alumni who have been in the workforce five or ten years to talk about their careers? Jeschke said they are working on these relationships.
- It has been a challenge to get students to visit the HLSAC. They show up to hear about the application process, but getting them to come out for other events has been difficult.

3. Johnson introduced Gurrola and Hector, who were at the meeting to provide an update to campus. They distributed handouts and used a PowerPoint presentation to share information about how InsideTrack is working with the IUPUI 21st Century Scholars Success Program. The following points were discussed:

- Gurrola explained how InsideTrack established the historical benchmark for retention for participants in the 21st Century Scholars Success Program (84.4%). The retention rate of participants from fall 2014 to spring 2015 was 81%.
- The InsideTrack coach did a drop analysis of students who stopped out. Of 100 students who did not return, 71% were academically dismissed, and 18% had difficulty managing their commitments. Other issues were effectiveness (6%), or what the students are doing to be academically successful, and a lack of commitment to graduation (6%). Some of the students had trouble connecting with other students, etc.
- There were various causes for the low GPAs of the students who were academically dismissed, such as a long commute, time management, family responsibilities, test anxiety, illness, lack of transportation, and unrealistic expectations. However, the biggest reason for the low GPAs was that the students did not engage with coaching.
- When asked if some students had low grades because of the 15 credits per semester they were enrolled in, Gurrola explained that some students did struggle with it. A few would have been able to manage better if they had been enrolled in one less class. Washington explained that 21st Century Scholars must be enrolled in 30 credit hours per year. Many come to IUPUI with dual credit, which helps. Johnson said the students in this program are not the typical 21st Century Scholar, but rather 21st Century Scholars who register late and have other at-risk factors. Gurrola said students in the InsideTrack program were intentionally chosen because they were at high risk for failure.
- Gurrola explained how the partnership works between IUPUI and InsideTrack to coach the students in the program. The coach collaborates closely with Washington and Popkin in the IUPUI 21st Century Scholars Success Program office. Some students are coached through “triage” situations, while others on academic probation receive intensive coaching.
on academic probation also work with Chris Maroldo, director of the STAR (Students Taking Academic Responsibility) program, on a weekly basis.

- When asked if there is any follow-up for students with problems (e.g., lack of transportation), Gurrola told how the InsideTrack coach communicates with Washington and Popkin to see what resources the university offers. The coach wants students to have options, but she also works with the students to find a solution. The coaching offered through InsideTrack is very solution focused.

- The InsideTrack coach is based in Portland, but she spends time on campus in the fall and is familiar with campus resources. Gurrola explained how the coach uses many ways of keeping in contact with students (e.g., Facebook, texting, phone calls, mobile apps). The coach adapts to the population she coaches, but still finds ways of getting students to call her or to call Washington or Popkin.

- When asked if IUPUI staff could have access to the InsideTrack coaching notes on students, Gurrola said InsideTrack does not have a system to accommodate that request. However, if the university wants to pursue the idea, InsideTrack is willing to consider it. Some committee members expressed concern about what type of information would be shared given the confidential nature of coaching.

- Gurrola reviewed the policy of InsideTrack on potential serious situations. There is a policy in place for the InsideTrack coach to contact Washington or the IUPUI campus safety team should a serious situation arise, which has not happened yet. Paydar emphasized that InsideTrack does not replace anything available to students on the IUPUI campus, but is in addition to the resources already available. Popkin explained that their office helps students find resources on campus. They make sure students do not fall between the cracks.

- Washington said about 800 full-time, first-time 21st Century Scholars are on the IUPUI campus. Her office mentors about 450 of those students. There simply are not enough resources to serve all 800 students, which is one reason why InsideTrack is an added support for students in the program.

- Hector told about their coaching mobile app, which was launched in January. The app is customized to the school they attend. The topic most viewed in Indiana was financial aid. They are discussing incorporating a credit hour tracker for students. Hector and Gurrola told how they can use the app to target students and how they make it action oriented.

- When asked to give an example of what the InsideTrack coach would do if a student had trouble with class, Gurrola explained that the coach would try to learn the real problem (e.g., lack of attendance, instructor’s teaching style). Students are encouraged to engage with the instructors; students are also encouraged to use the Mathematics Assistance Center and the Bepko Learning Center.

- InsideTrack will report back when they have more data on students in the program. They will forward demographic information on students to Johnson.

4. The meeting was adjourned.

Submitted by:
A. Snyder
University College