
Regrets: Zebulun Davenport, Margaret Ferguson, Gina Sanchez Gibau, Julie Hatcher, and Kate Thedwall

Guests: Brandi Gilbert, Mark Minglin, and Eric Sickels

1. Hundley opened the meeting and welcomed everyone.

2. The minutes from the October 1, 2015, meeting were approved.

3. Talbert-Hatch and Minglin used a PowerPoint presentation to give an update on the CRG subcommittee on sophomore students. Talbert-Hatch explained how the subcommittee was formed after a CRG retreat in January 2013. The following points were discussed:
   - The subcommittee’s goals and objectives for 2025 include:
     - Development and implementation of an intentional communication plan that targets second-semester freshmen, sophomores, and their families.
     - Expanded peer student mentoring for second-semester freshmen and sophomores, as well as increased faculty engagement as students transition to the sophomore year.
     - Expanded 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.
   - The subcommittee used focus groups and surveys to get feedback from students. Students reported stress and concerns such as not knowing their advisors, financial issues (e.g., finding employment or housing), struggles with writing, instructor issues, and work/life balance. The campus needs to find a better way of communicating information to students. Talbert-Hatch also reviewed the 2013 Pulse Survey results.
   - The subcommittee studied at best practices at IUPUI. They looked at the School of Physical Education and Tourism Management, School of Science, and the School of Engineering and Technology. Talbert-Hatch and Minglin gave highlights from each school, including comprehensive plans to support students, student organizations, and faculty open-door policies.
   - The subcommittee also studied at best practices from the University of San Diego, Washington University in St. Louis, and the University of Minnesota, including study abroad programs, programming for sophomores, communications, satisfaction surveys, and roadmaps with touchpoints for students.
• Talbert-Hatch reviewed the subcommittee’s strategic plan, which includes having someone at a campus-level administrator position to provide strategic oversight for sophomore-year student success.
• When asked what else the subcommittee would like to implement, Talbert-Hatch explained the subcommittee should be a permanent committee rather than a task-force type committee. A permanent committee would have a different status to implement change at a higher level. Hundley asked Talbert-Hatch to write this suggestion on paper with detailed information, along with touchpoints that sophomores should be accomplishing.

4. Gilbert, who is the director of the Life-Health Sciences Internship (LHSI) Program, used a [PowerPoint presentation](#) to share information about how her program serves IUPUI students. The following points were discussed:

- The LHSI Program targets sophomores and juniors. The internships in this program are part time and are paid.
- There has been a significant increase recently in the number of applications for the program. In the most recent cohort, there were 75 internship positions available and 175 applications.
- In addition to Gilbert, the LHSI office has a student services assistant and intern ambassadors. LHSI started using an advisory team to help with recruitment and the application process.
- Gilbert reviewed the schools that LHSI interns come from and where they serve their internships. Many of the LHSI interns move on to graduate or professional schools.
- The main goals of the LHSI Program include:
  - Demonstrate career-related or research-specific skills.
  - Explain and analyze career goals.
  - Formulate an early professional identity.
- The LHSI intern ambassadors provide guidance to students as they go through the application process. The ambassadors also have information sessions and teach students how to have a successful interview.
- The LHSI office provides a monthly newsletter for interns.
- Gilbert told about the feedback she has received from some of the LHSI students and how much they appreciate the opportunity.
- Of the 276 interns from the first six LHSI cohorts:
  - 92% graduated or were direct admits.
  - 4% are still enrolled.
  - 3% transferred.
  - 1% not enrolled or not graduated.
- Gilbert explained how they try to match students with internships since the internships last a year. For many students, this is a first professional opportunity.
- When asked about students who are not accepted into the program, Gilbert explained that the career services offices are contacted in students’ schools to help the students find other opportunities. The students are also encouraged to apply the next year. J. Williams and Sheeler asked for lists of students in their schools to see if they can do something to help the students.
5. Rust and Sickels used a PowerPoint presentation to give an update from the Summer Enrollment Task Force, which was charged with finding ways to increase the summer enrollment of IUPUI undergraduates. The following points were discussed:

- Research shows that summer course completion significantly predicts one-year retention, four-year graduation, and the 30 credit milestone.
- Rust explained how Purdue University increased its summer enrollment by using online and hybrid courses. He also reviewed information from an IUPUI Pulse Survey. Students want options for summer enrollment.
- Sickels discussed how students have different goals for the summer. Some do not need credits and aren’t interested in summer classes. Some want a break in the summer from the rigors of academics. Some want to retake a course they failed previously. Some may be interested in summer courses, but will not be in the Indianapolis area. Students like this need flexibility.
- Rust and Sickels asked council members to work in small groups to answer the three questions below:
  - Who would benefit most from summer classes and why? For example, would it be first-year students who need to catch up and didn’t take 15 credits? Students coming from other campuses? Students trying to get ahead? Students who have to take a lot of prerequisites? Students who need to catch up?
  - Which courses might be the best candidates for summer offerings and why? For example, world languages, writing, general education courses that count toward majors, school-based seminar classes?
  - What is the best way to encourage a student to take summer classes and why? Keep in mind that a lot of schools already encourage this, availability of financial aid in the summers, and the 25% discount hasn’t worked in the past. One way to do this might be to have research faculty teach in creative ways.
- The groups reported out and gave their feedback to Rust and Sickels.
- A survey of advisors was taken recently to find out which classes they thought students could benefit from the most through summer enrollment: calculus sequence, general education courses, prerequisites and critical courses, online/hybrid/shorter/nonstandard courses, fall only or spring only courses, introductory and foundational courses, ENG-W 131, world languages, and COMM-R 110.
- The task force identified the most frequently missed critical courses: COMM-R 110, ENG-W 131, ENG-W 231, MATH-M 118, MATH-M 119, MATH 16500, MATH 16600, CHEM-C 105, CHEM-C 106, HIST-H 113, and BIOL-N 217. These courses will be targeted for summer enrollment.
- There will be one general communication sent out to students, an advisor training in February to highlight information that needs to be pushed out to students, and strategic emails sent to targeted students.
- If council members have additional feedback on summer enrollment, they should contact Hundley.
6. Graunke gave an update on the National Survey of Student Engagement (NSSE). NSSE no longer uses benchmarks, but uses engagement indicators now. Graunke gave a demonstration on how to access and use the NSSE report on the IRDS website. After he explained how the survey is conducted, the following points were made:
   - IUPUI first-year students are more likely to interact with faculty compared to peer institutions. Seniors were about the same. IUPUI University College students and Columbus students did well in this area. However, part-time students are not having many interactions with faculty.
   - Compared to peer institutions, IUPUI students are less likely to have interactions and discussions with people different than themselves. African American students are more likely, while white students are less likely. First-year, first-generation students are also less likely.
   - IUPUI also participated in a NSSE module specific to academic advising. Graunke will make this information available later. There is also information available from a transferrable skills module.
   - Graunke and Hansen are looking at research on high-impact practices. Service learning is a big driver of students participating in high-impact practices. Graunke and Hansen will be providing more information about this to the schools.
   - Hundley asked council members to visit the IRDS website to see the NSSE data.

7. Porter gave updates from the Division of Enrollment Management (DEM) and discussed the following:
   - DEM is fast-tracking the comprehensive student record, but there is a limited budget. More information about this is forthcoming.
   - DEM is working on a grant program for students impacted by not taking 30 credits per semester. Certain students will be targeted since so many students fall into this category.
   - There is information about the Midwest Student Exchange on the Office of Undergraduate Admissions website. Students in exchange states have been contacted.

8. The meeting was adjourned.

Action Items
- CRG members should give their feedback on summer enrollment to Hundley.
- Hundley asked CRG members to visit the IRDS website to see the NSSE data.
- Hundley asked Talbert-Hatch to write her suggestion about her subcommittee being a permanent committee on paper with detailed information, along with touchpoints that sophomores should be accomplishing.

Next Meeting
December 3, 8:30–10:00 a.m., University Hall 1006

Submitted by:
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