

Appendix D

Spring 2011 Summit on the Academic Roadmap and e-PDP Top Ideas from Breakout Groups¹

April 15, ~~2010~~¹¹

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.

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:
 - Integration between OneStart and Oncourse, and by extension, the roadmap.
 - Integration of the three rosters: early warning, enrollment verification, and administrative withdrawal.
 - 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.
 - Referral options to include in the e-mail (e.g., advisors, Bepko Learning Center, University Writing Center, CAPS, MAC, Speaker’s Lab).
 - 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.”