

CRG and EMC Summit: The Academic Roadmap and e-PDP

April 15, 2011

IT Building

Presiding: Rick Ward

Present: Drew Appleby, Enrica Ardemagni, Marsha Baker (for Chandra Dyson), Sarah Baker, Mary Jane Brown, Cathy Buyarski, Judy Carley, Lauren Chism, Pamela Clark, Dan Drew, Mary Fisher, Chris Foley, John Gosney, Linda Haas, Linda Hadley (for Mary Beth Myers), Michele Hansen, Amanda Helman, Mikki Jeschke, Kathy Johnson, Susan Kahn, Maureen Kinney, Patricia Kinney, Nancy Lamm, Claudette Lands, Sarah Lang, Libby Laux (for Robert Bringle), Doug Lees, Dawn Lipker, Amy Maidu, Kyle McCool, Sheila Morris-Watson, Khaula Murtadha, Howard Mzumara, Jennifer Pease, Gary Pike, Norleen Pomerantz, Rebecca Porter, Marti Reeser, David Sabol, Jennifer Schott, Khalilah Shabazz, Matt Souza, Beth Spears, Kathy Steinberg (for Robert Bringle), Kimberly Stewart-Brinston, Morgan Studer (for Robert Bringle), Kate Thedwall, Rebecca Torstrick (IUSB), Regina Turner, Rick Ward, Jeff Watt, Gayle Williams, Kathryn Wilson, and Winnie Wilson

Regrets: William Agbor-Baiyee, Sara Allaei, Beth Barnette, Bill Blomquist, Robert Bringle, Mary Jane Brown, Troy Brown, Barb Dobbs, Chandra Dyson, Angela Espada, Steve Graunke, Linda Houser, Stephen Hundley, Kathy Hursh, Robert Kasberg, Andrew Klein, Sandra Lemons, Larry Miles, Mary Beth Myers, Kathy Purvis, Fred Rees, Simon Rhodes, Todd Roberson, Jason Spratt, Terri Talbert-Hatch, Suosheng Wang, Amy Warner, Sue Wheeler, Jingfeng Xia, and Robert Yost

Guests: Dennis Groth and Sonya Stephens

Opening Session

Rick Ward, Interim Dean, University College

Ward welcomed summit participants. He reviewed how the fall summit was used to discuss ways to use the electronic personal development plan (e-PDP), which will increase student engagement and thus retention and graduation. Ward told how conversations about the academic roadmap began about two or three years ago. The summit is a forum to discuss combining the two initiatives, as well as IUPUI's vision of the roadmap and ways to implement it. Ward reviewed the agenda for the summit.

Chris Foley, Director of Undergraduate Admissions

Foley spoke on behalf of Porter, who was at a trustee's meeting. Foley reviewed the mission of recruiting undergraduates—as we recruit students, we recruit graduates. Porter has often reminded us that we all share a focus on students. Strategic enrollment is a broader campus issue, similar to retention and graduation. Foley told about the financial literacy fair on April 18.

Sonya Stephens, Vice Provost for Undergraduate Education, IUB

Stephens said she was at the summit to learn from participants. She told how the roadmap project originated. The advantage of a day like today is to think about what is important for the students. Stephens said they would be doing something similar at other regional campuses. She asked participants to think about the best way for the roadmap to develop. Groth will show the progress

on the roadmap. Stephens said the prototype is just a conversation starter. All campuses are in this to serve students. She thanked participants for their attendance and for the work they do.

Dennis Groth, Associate Vice Provost for Undergraduate Education, IUB

Groth said he was delighted to be at the summit and to share what they have learned over the last two years. He gave credit to his colleagues who have spent a lot of time developing the prototype. They have recently developed a new prototype. Their intention is to go through different prototypes. Groth explained how the roadmap originated with a mandate. He reviewed the charge they were given to develop the roadmap. He participated in writing the original report and is now carrying that vision forward. He believes their vision in the original report was narrow; they saw the roadmap as a clearinghouse. They see the roadmap differently today.

Students will be able to use the roadmap to explore majors and will end up at departmental websites. Groth reviewed the old way of finding information about majors. This system will provide better information up front to help students make better decisions, which should help students graduate sooner rather than later. They want the roadmap to allow students to explore all information from all departments.

Groth discussed the role of student life in the roadmap. Sometimes at IU, we see course work and academics first, and then we look at student life. In some sense, student life is separate from course work. He told about four focus areas of academics (explore, decide, plan, and reflect upon the plan) and co-curricular goals. They want students to be able to explore opportunities in an integrative environment. Students need to be able to decide on degrees based on their interests.

Students receive an avalanche of information. Groth said we want to take advantage of technology. All steps taken in course registration should be unified. People often ask if this means building a new registration system. Groth said their view is that a new system would be constructive, but they need to focus on an integrative system. On the back end, there may be no new system at all. There have already been discussions about providing richer descriptions of courses.

Groth gave a demonstration of the prototype. Students need to reflect about what is going on without taking away tools that they already have. Students should be able to review, react, and reflect upon their past. Groth demonstrated how co-curricular information can be provided. We need to encourage students to explore events. Everyone knows students do not read their e-mail, so we need to look at how we can get students information based on their interests.

Groth told about the roadmap at the University of Rhode Island. They have a common infrastructure. Many other universities have class or departmental indexes, but authorization is needed to access these. Why is this information locked up? Groth discussed information that needs to remain private. He reviewed web tools at IU. Students use grade distribution as part of their planning process. Some students look for easy classes to help their GPAs. Students need more information to help guide them. There are a lot of information sources.

Groth discussed the research that went into their work for the roadmap, including a survey. The survey involved almost 500 participants. There were no incentives. They also interviewed a

couple of advisors. They cannot talk to everybody, so they want to get as many minds as possible to think about this. Groth said they observed a summer orientation session. The students seemed rushed. Most of their time was spent on selecting classes. Orientation does not provide time for advisors to consider development opportunities to explore, consider student interests, etc. It seems a lot of this process can be automated so students can explore before they meet an advisor at orientation. This would allow students and advisors to have richer discussions.

The roadmap is perceived as education only. Students see it as just academic. They may start using the term “roadmap” rather than “academic roadmap.” Students need to have all tools located in one place, including course schedules, grades, etc. Students want access to external tools as well. The roadmap needs to be easy and clear to navigate. Groth told about some of the complaints students have about OneStart. Students want to see only the things that have to do with students.

Groth told about a second survey they did. From a design standpoint, they used a lot of sketches. They also developed a wire frame and personas. The personas are examples of students who will be using the roadmap. He discussed three personas and gave their profiles. Groth showed a video that demonstrated how the personas would use the roadmap. He discussed creating a template to compare majors. The content will be provided by faculty and units in degree areas. He also discussed showing degree progress and putting an actual map in the roadmap.

Groth asked for questions, comments, ideas, and criticisms. When a question was asked about adult students being in the survey, Groth said he was not sure. That is an example of a persona they did not create. They need to look at it. Stephens told about a student on the advisory board who is in her 50s.

There was discussion about transfer students and the roadmap. Groth agreed that this is important; they also need to take into consideration students who are not at IU yet. Students need to have access to information. We need to think about how those students can navigate information. Groth told about the application process and how students select their majors. We make the assumption that students have gone through a careful selection process, but we may need to guide them through that process again. There should be a way for noncurrent students to address this as well. A question was raised about the possibility of including aspirations of graduate school, jobs, etc. in that process. Groth used the metaphor of driving. People do not drive randomly. The end goal is driven by an objective. In a similar way, the roadmap needs to be guided by a goal, which should not just be graduation but what students are equipped to do when they graduate. This does not mean a particular major is driving students toward specific jobs. We need to create strategies of what students want to do today and long term. Like a GPS, they need a system to recalculate new goals. Stephens told how the roadmap at the University of Rhode Island presents majors. It gives ideas of careers and majors along with potential areas of graduate studies.

A question was asked about Plan B. An example was given of a student who wants to be a nurse, but gets a B in anatomy. This is a roadblock. Will something pop up in the roadmap for Plan B? Groth discussed the importance of getting the schools involved. Students need to know what they have to do to be successful. Plan B might be perceived as bad news, but students need to hear it.

The system does not need to say the road is blocked, but that new doors are open. The roadmap could present this information in a positive way rather than negative.

A concern was expressed about opportunities for reflection. An example was given of a student reflecting on service learning. Groth agreed that student reflection is important. Another concern was expressed about the personas used in the presentation. Groth said the personas were only straw examples. They need to be expanded.

A question was asked about careers. Where would career selection be built into the system? Groth said the charge from the beginning was very narrow and each conversation makes it wider. Career options are very important. When a question was asked about inventory tests to match students' personalities with appropriate careers, Groth said it is important that students have opportunities to explore. This would create a great opportunity to building intentional advising strategies. They could build in inventory-type surveys. Stephens said the roadmap is a model; it is similar to an anchor store. Retention tools have been identified as one of the anchor stores; the e-PDP has been identified as another anchor store. There are other pieces that might be missing at this point, but the roadmap is still in development.

When a question was asked about students with prior work experience, Groth said this needs to be laid out on the table for how it can be integrated. Ward said he likes the degree progress piece. He told how the Lumina Foundation is trying to get higher education to think more about competencies. IUB has the Common Ground, and IUPUI has the PULs. It would be nice if we could parallel these with competencies. Groth told about a meeting he attended. One interesting thing he saw was students sharing what they were doing with other students. It would be nice if students could find other students in similar situations or with similar interests to develop a plan.

Rick Ward, Interim Dean, University College

Ward told how IUPUI has been working on an early warning system for a long time. This has been a faculty-driven initiative. The flip side is, once we have established communication with students to let them know that they are in academic trouble, who is responsible for taking care of the situation? Some faculty have been working to predict which students might get into trouble. Ward discussed some of the software products the university has looked at, but they did not find anything they could roll out within a year without major modifications and great cost. He told about some aspects of the early warning system that are being worked on at present. Ward believes all of the pieces of an early warning system will be in place within two or three years. It is interesting to see how this might integrate with the roadmap. He told how some students are unable to get into their majors due to grades. An early warning system will give students options. Some institutions require students to have a Plan B. There are many things we can work on in the future. Ward told about efforts to increase student engagement over the summer, including Dean Sukhatme's new summer work initiative. Participants can e-mail Ward for more information.

Cathy Buyarski, Assistant Dean and Executive Director of Academic and Career Planning, University College

Buyarski said the e-PDP will be a place where students can use reflection along with mentors, advisors, faculty, and all other important people in students' lives. Buyarski gave a brief review of what was discussed in the fall summit meeting about the e-PDP. She told about the Liberal

Education and America's Promise from the Association of American Colleges and Universities (AAC&U). AAC&U came out with two powerful documents: Essential Learning Outcomes and the Principles of Excellence. The second principle in the Principles of Excellence is "give students a compass." The roadmap is the compass.

Buyarski explained that students need to understand how their academic experience all fits together. She reviewed the PDP, which is a process not a product. The product associated with the PDP includes reflection and learning. The PDP puts everything together and allows students to identify career goals. There are three reasons why IUPUI is implementing the PDP: goal commitment, academic achievement, and coherence and meaning. Many students lack commitment to earning a degree. Students need to craft their goals to increase persistence. If they have a purpose, their academic achievement will go up. The academic experience of many students is a series of random things that happen, like attending special lectures or joining student organizations. Students need to have meaning.

Faculty teams worked over the summer. Buyarski told about the result of their work, or "My IUPUI Experience," which integrates the PDP into key points in undergraduate education (pre-orientation, first-year seminars, entry into major, RISE experiences, and capstone). Students need to think about their academic experience between orientation and the start of classes. Buyarski gave examples of this and told how the e-PDP would interact with the roadmap. The e-PDP will become the learning lab for students to own their work with information provided by the roadmap. She reviewed technology considerations such as the e-PDP and roadmap working with SIS, Oncourse, etc. Buyarski reviewed the components of the e-PDP (About Me, Educational Goals, Educational Plan, Career Goals, My Academic Showcase, My Co-Curricular Experiences, and Resume) and told how students would use them. She asked participants to start thinking about the areas of the e-PDP and how they might fit in with the roadmap. Students need to link what they do at IUPUI with what they are doing in their lives. She gave examples of two students and their e-PDPs. Buyarski gave her initial ideas about how the e-PDP will fit in with the roadmap.

Two groups will discuss the e-PDP during the breakout session. People in these groups will need to think about how the e-PDP and roadmap fit together, where the gaps are, and the functionality. She gave an example about reflection and information working together. She showed educational goal prompts for first-year students. The prompts in the e-PDP need to align with those in the roadmap, as well as with other things on campus (such as advising).

When a question was asked about sharing group work for transfer students, Buyarski told about a group of advisors from across campus who meet and discuss advising issues. One of the issues they discuss is transfer students. One solution may be to have transfer students complete a mini first-year seminar course in the summer before classes start. We need to think about links prior to learning. This would be very powerful for transfer students.

A question was asked about where the e-PDP would fit in with the roadmap. Would it be another tab? Buyarski said that is an institutional decision. We need to decide how the e-PDP will be used and how visible it should be. There was discussion about the roadmap and OneStart. Will the roadmap replace OneStart? Stephens said the roadmap started because students needed one

portal. They are having meetings to allow the roadmap to serve students on other campuses as well. She told about a suggestion for progress toward degree and how that would look for students. A suggestion was made that the PDP be the cardiovascular system of the roadmap. It should nourish all the other pieces. We really need to come up with a central conceptualization.

There was discussion about providing opportunities for students to reflect on life experiences, diversity, and nontraditional experiences. Buyarski said we need to think about the prompts we want in the e-PDP. Some of the prompts can include these ideas. Buyarski told about the e-PDP pilot planned for the fall. The plan is to get 40 percent of first-year seminars to use the e-PDP. She also discussed the campus advising committee, the FIPSE grant, and emerging projects in student life, life and health sciences internship projects, and the student employment Skills Bridge program. A suggestion was made to look at adult students and nontraditional students and their learning process.

Michele Hansen, Director of Assessment, University College

Hansen said it is important when thinking about the PDP and the roadmap to consider literature about student learning, retention, graduation, etc. She reviewed theoretical frameworks. The behavior of students tends to be a function of their person, environment, and the interaction of the two. Hansen reviewed Astin's input-environment-outcome model and Tinto's model of student departure. What can we do to be sure students are academically and socially integrated? We need to think about goal commitment, not just having a goal, but fostering and understanding commitment to that goal.

Research has shown academic hope to be positively associated with academic success. If a student does not get into the School of Nursing, we can help that student develop alternative strategies. Hansen reviewed Marcia's model of identity status. The issue is when students do not have opportunities to reflect and explore. Some students change their minds, but it is important that they be allowed to reflect. The PDP helps students to do this.

Hansen reviewed institutional factors that are associated with student success and learning. She described the e-PDP and told how it is designed to help students engage more deeply in their learning and contribute to their intellectual and professional development.

There will be an e-PDP pilot in fall 2010 with 346 first-year students. Hansen gave preliminary data for students who participated in that pilot study. Participating students achieved higher fall GPAs and had lower DFW rates than nonparticipants. She told about a survey that was completed in the first-year seminar, predominantly with University College exploratory students. Students were asked to what extent they completed the e-PDP. Hansen said that students who completed all parts of the PDP, whether online or paper, were significantly more likely to intend to persist in their education at IUPUI compared to students who only completed some parts of the PDP. The survey suggests that the reflection process in the PDP helps students develop academic goals and career plans. Students will face roadblocks along the way, but they seem to understand what they have to do.

Hansen told why the PDP is so effective. It provides a tool for active and engaging pedagogy, enhances students' self-awareness and goal commitment, promotes a sense of belongingness and

commitment to IUPUI, fosters integration of learning and reflection, provides students with a sense of purpose, and enhances career decision-making self-efficacy.

Breakout Groups

Notes from the breakout groups were recorded by members of each group. See Appendix for more details.

Closing Session

Ward asked a person from each breakout group to present one or two of the best ideas. His group discussed features for the roadmap to promote retention. One idea was a financial planner, including a debt calculator and a device to show the cost of education up to the present day. Other ideas included a risk assessment and a smart phone app that could connect to the roadmap. The roadmap should allow students to interface with Facebook.

Lang spoke for her group. They discussed an early warning and retention system, including features and functionality. They would like to expand the early warning system to include checkboxes and cognitive comments. Faculty should be able to tell students specific things they need to do. Another idea was to provide students with a one-stop shop. Students do not like having to log into so many systems. The roadmap should be a portal for course registration and Oncourse.

Shabazz spoke for her group. They also discussed the early warning and retention system. They had three broad ideas: integrate the system with OneStart, establish an intervention and support structure if students get on the early warning list, and provide an infrastructure for students to respond. They discussed some of the unique aspects of IUPUI, including adult learners, financial literacy, and the complicated lives of our students (beyond academics). There was discussion about rolling out the roadmap, transfer students, and the need for a student advisory board.

Sabol spoke for his group. They discussed the book icons in the roadmap. Students should be able to look at these books (representing courses they have taken) and have a drop-down menu with work they have completed, such as essays, pictures, study abroad. Helman added that every student who graduates should be able to describe his or her own culture; many students cannot do this. Perhaps they could do this in the PDP? Every campus must have ownership of the roadmap. There was discussion about the university providing support in staffing and technology, making IUPUI personas, using icons in the roadmap that students relate to, and involving students.

Porter spoke for her group. They discussed co-curricular activities and programs. Co-curricular activities need to be included early in the roadmap process. It would be helpful to get rid of the “buckets” terminology. Students need to be deliberative in choosing their activities while they are choosing their courses. Co-curricular activities should automatically feed into a resume format. There was discussion about the names of the roadmap and the PDP.

Appleby spoke for his group. They discussed the PDP. Many of their ideas have already been discussed. They talked about the importance of developing a strategy for students to understand the types of landmarks they must go through. He told how many first-year students think of their

first year of college as the 13th grade in school. We need to help students gain knowledge about careers and help them arrive at that stage. The PDP should be perceived as a valuable process to help students make sense of their education. Students should think of their education as a process that leads to other things.

Johnson spoke for her group. They also discussed the PDP. It is important to consider the timing of when students complete the questions in their PDPs. There is great potential for students using the PDP as early as possible. For example, students in high schools with STEM programs could use it. The PDP could be part of the orientation process. Another point the group discussed was providing advisors' notes. When advisors provide students with information, repositories could be created so students could go back and look at the information.

Kahn spoke for her group. They discussed co-curricular activities and programs. Co-curricular activities, leadership experiences, RISE and civic engagement activities, and personal accomplishments should be captured in the roadmap. The e-PDP should gradually transform these activities into a resume. The group also discussed unique aspects of IUPUI's culture. Our students are not typical four-year students. Many are transfer students. We have a very diverse student population in an urban environment. Attention should be given to the difficulty students have in changing their majors. The roadmap should be part of the PDP, not vice versa. The roadmap should recognize co-curricular accomplishments. There should be a contest for students to create a new name for the roadmap. Graduation should not be seen as the endpoint in the roadmap.

Souza stressed the importance of keeping the perspective of the students. He said their approach in Columbus is less about research and more about teaching. They have found that 95 percent of the students from the regional campuses who transfer return to the regional campuses. We need to help students achieve what they set out to achieve. Sometimes students are not clear on what they want to achieve and how to go about it. If Columbus does not offer a program students want, they can go to IUPUI or West Lafayette.

Ward explained the timeframe to give feedback to the IU Academic Roadmap Committee. There have been discussions about a region-wide meeting in the fall for all campuses to get together to discuss the roadmap. Ward thanked participants for their attendance. He said the CRG and EMC would continue meeting in their respective groups. The summit was adjourned.

Appendix Breakout Group Notes

Members from each breakout group recorded notes of their discussions. See summaries below.

Personal Development Plan and Degree Achievement

How can the electronic PDP (e-PDP) be used within the academic roadmap concept to encourage student learning, success, and progression to degree?

- Where will the students be introduced to the e-PDP? This is important, especially for transfer students.
- Will advisors play a role in the initial appointments?
- The e-PDP will be in the first-year seminar, but this does not deal with transfers or students who have been out for a while and place outside of the first-year seminar. How will these students be introduced to the e-PDP?
- In the morning presentation with the graphic showing the points that were common to students (such as entering students, RISE, and capstone), these were points where students would be adding to their e-PDPs. There are natural milestones. Some schools require as application to grad school that students present how they have progressed toward their degrees as undergraduates.
- What role will mentors have in the e-PDP? Will they be able to share with other students to create a community?
- Without reflection, the roadmap will just be a website. The roadmap needs to incorporate the e-PDP. The e-PDP is “My Roadmap.”
- Surviving, thriving, striving, and arriving. The e-PDP will help students do this through a plan so they can find a path.
- Information should be embedded within the roadmap to provide students with information related to degree achievement.
- The e-PDP should serve as a repository so that students can go back over time and reflect on what they have done.
- The roadmap is pretty static; prompts in the e-PDP are critical (but students need guidance to use those prompts).
- We should think about when students are prompted and when they are asked for information. The roadmap could be used to help structure these experiences and permit contacts even before students are admitted to their majors.
- The e-PDP could be helpful in redirective advising. Plan B puts the reality in front of the students. The roadmap could use visualization to let students know if they are in trouble. Should we avoid term “Plan B” and focus students on alternate routes instead?
- Group likes the roadmap aspects that help students visualize progress to their degrees.
- Can the roadmap be used to help engage students better? Some are very ill prepared and poorly equipped.
- One challenge is that students are poor at self-regulation (and do not always realize this). There are opportunities before orientation to help educate students concerning what college is like.
- Could you take component parts and put them at the front end? Need to set high expectations and acculturate students to this.

- A recurring theme in discussion was the need to build expectations early (before admission to degree and before orientation). It would be great to link student interests to professional school advisors. For example, if a student is interested in law, connect that student with pre-law advisors (would fill role of pre-professional advising center in helping student to build an integrated, holistic plan).

What resources must be available in the academic roadmap to ensure that the e-PDP can be effectively utilized by a) students and b) faculty and staff?

- The e-PDP cannot be the driver of the first-year seminar. (It needs to be integrated through the use of technology to assist students, faculty, and advisors.)
- Can there be a smart phone app for this? Can you embed into IU Mobile? Could alerts be embedded strategically?
- Technology must be really easy to use.
- Is there adequate processing speed and memory?
- We need people to train students and faculty to use the roadmap.
- We need to be able to track changes over time.
- Group has particular worries about at-risk students who might not go to a learning community.
- We need the ability to archive old versions of e-PDPs.
- Should students be able to keep this forever (beyond graduation)? Is five years really enough?
- This needs to be very easy for faculty and advisors to be able to access and use e-PDP in years two through four.
- The roadmap needs to use an integrative development strategy.
- The roadmap needs a reflexive component. Faculty need workshops to help students think about what they are doing in their classes so that when they do reflexive writing in the classes, there will be a seamless transition to the e-PDP. There should be a lot of faculty development about a good and meaningful reflexive component. Advisors will also need training.
- The perception is that technology does something for students, but the roadmap has to be connected to pedagogy or it will be a static thing that stands out there. Students need to be able to pull in all the components.
- 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.
- 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 has to be seen by students as a valuable learning tool rather than just one more thing they have to do. The e-PDP can be a strong instrument in education, as in leading out. Students need to have personal attributes, and these are things that cannot be learned in the classroom.

Which of the topics being considered by other groups might the e-PDP help address? (Early Warning and Retention System; Co-Curricular Activities/Programs and “My Roadmap”; Class Search, Registration, Course Management, and Other Roadmap Essentials; and Explore Your World)

- All of them.
- The roadmap has an area where students can find information on career paths, but how can students type in basic interests? Can there be a more integrative system where a student types in an interest and then the roadmap takes them into careers in that field or courses in that field? Look at what Ball State did with their integrated system. Academic units could write a small essay (e.g., “A Reality Check for Psychology Students”). For example, the essay would explain why statistics are required and other courses that they have to study. This would help students understand the design of the curriculum. When advisors were asked what they wanted to see in the roadmap, they said information on why students have to take the courses they are required to take. When students understand this, they become more involved in the learning process.
- The roadmap needs a financial planning component, including scholarships with information about scholarships tied to specific fields and vice versa.
- On early warning: The relationship between confidence and competency is symbiotic, but it is actually like this: the more confidence people have, the less competent they are, and the more competent they are, the more they know what they do not know, so their confidence goes down. The gist is similar with the early warning system. Most students do not have an idea that they are not doing well, and they can be overconfident. Such students are likely to become D students because they stop studying. Early warning helps students to get it. This goes back to the early reality check. Is it possible that the confident/overconfident concept is most likely to be with the new students? There should be no room for procrastination. Ask hard questions about procrastination in the e-PDP so students understand the consequences of it and may be able to understand the type of procrastinator they are. The term “early warning” has a negative connotation. Should we change the name to “early education”?
- On co-curricular activities: Most students say they do not have time for fluffy things like co-curricular activities. They do not understand that this is where they gain real skills. For example, you can say you took a course in leadership, but to an employer that does not hold much weight. What holds weight is that the student was the president of the club in the major and had to develop leadership skills. Students refer to their university career as “PCP”: parking lot, classroom, parking lot. 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. Can the PDP be used for this?

What unique aspects of the IUPUI culture must we ask the IU Academic Roadmap Committee to keep in mind as this function of the academic roadmap is developed (RISE, working students, etc.)?

- RISE gives students an opportunity to plug into My Experience and to reflect on what they are learning both in the classroom and through experiential learning.
- The e-PDP needs to have a series of components that will help students reflect on diversity rather than just saying they took a culture class or a history class.
- Can the roadmap include a resume? It could highlight what students have accomplished and what they still need to complete. Can it show how co-curricular activities are connected to job skills? A resume can be a strong motivator.
- The most important thing to take into consideration for the IUPUI campus is the diversity of students, including nontraditional students, and the time factor since most students do not live on campus.
- The roadmap must take into consideration that the city is our campus. If it were not in the roadmap, students would not know it.
- Break down co-curricular events into campus and community events or connect the campus and community as one. Co-curricular activities are not just on campus, they are in the community also. Hook in the Center for Connecting Community Partners to the campus. A sample resource is the *Rainbow Book* in the Department of Psychology that has information on internships. Is there a central place that connects all these resources? Most departments have a community outreach person, but they do not work together.
- Not all students have technology readily accessible; many have to come to campus to use technology, so there will not be a 24/7 connection to the roadmap.
- Make clear which PULs are primary versus secondary for each course as students are doing reflections within the e-PDP. (It is hard for students to tell which course is associated with which PUL.)
- We need to be more consistent in communicating (because schools are so different); the roadmap could help to make messaging more similar across different units.
- Other aspects of IUPUI culture that should be taken into consideration:
 - RISE experiences.
 - Adult learners.
 - Solid foundation on which all programs are built.
 - First-generation students.
 - Precollege programs (SPAN, Upward Bound, Crispus Attucks). Can we use the e-PDP at Ben Davis University and similar programs?
 - Higher proportion of professional schools.
 - Students lacking a co-curricular emphasis.
 - Transfer students.
 - Coordination with Ivy Tech on 2+2 programs.

Do you have any other feedback that you would like to provide to the IU Academic Roadmap Committee?

- The roadmap needs to be a fun tool for students (can they create a car or avatar) like in TRIP to College. Being interactive and fun are key.
- The roadmap should be simple but fun, similar to Facebook?

- The design needs to be attractive and visually appealing.
- If there are bugs, the roadmap is dead in the water.
- This needs to be a collaborative effort, not an “edict from Spaceship Bloomington.”
- The context should be simple and clear. This might require reformulating tools. Complexity of process has been a problem for the students. Leaving high school, students are not just going into the 13th grade, so the e-PDP must not be so complex that they do not understand it. It has to be relevant to them to have importance.
- If students do not read their e-mail, will they fill out their roadmap? We have to take into consideration that e-mail might not be the only effective way to get to students.

What do you think about the name of the PDP? Do you have other suggestions that you think can better capture the concept?

- One of the biggest challenges is getting students to fill it out. Eventually we would hope that it would be part of the culture.
- The e-PDP should be in students’ academic showcase.
- Work with faculty to have them ask students if they have put information into the e-PDP to encourage students to use it.
- The e-PDP will help students move from survival mode. It is not just busy work; students need to know the value of their end product.
- The word “development” is a bit derogatory, but we cannot think of anything better. Perhaps needs some brainstorming?
- Trip Through College (as opposed to TRIP to College).
- Academic portfolio.

Co-Curricular Activities/Programs and “My Roadmap”

What resources must be available in the academic roadmap to ensure that the co-curricular activities/programs and “My Roadmap” can be effectively utilized by a) students and b) faculty and staff? How do you envision students and faculty and staff using these resources?

- Students need the ability to search for types of courses—service learning, research (denote with microscope icon), etc.
- The roadmap should show organizations that would relate to students’ interests.
- 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 should have the ability in the roadmap to plan ahead for internships.
- 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. The Department of Psychology is embedding looking at the PDP in courses at different levels, and it will be used in advising.
- Students need a way to make connections between co-curricular activities and student learning outcomes (SLOs).
- The roadmap should allow a way for students to make connections between courses and co-curricular activities.

- The roadmap should use information on students' co-curricular interests to drive course selection.
- Can we have links to social network sites?
- The roadmap needs to allow multiple windows to be open at once.

Should co-curricular activities and accomplishments be integrated into the e-PDP? And if so, how do you envision this working?

- Yes, these experiences and all of those listed under the first question.
- It is easy to envision these with the e-PDP or e-Portfolio, but we are unsure how these experiences can be captured through the roadmap, unless the roadmap is included in the e-PDP. 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.
- Oncourse.
- Students should receive some type of certificate as an incentive—a leadership certificate or community empowerment certificate or some type of tangible reward recognizing the students' experiences and the reflection on their experiences captured through this tool. The incentive should help students communicate the value of their experiences to future employers.
- Treat the co-curricular activities the same way as courses. It would be helpful to have a drop-down list that students could choose from.
- Look at how the co-curricular activities will fit into a resume. Emphasize the transferable skills aspect that students will need when seeking employment.
- Provide links for recognized student organizations on campus. Can student membership in an organization automatically link to or populate information in the e-PDP?
- Make guides available to help students understand that what they do in co-curricular activities are transferable skills and noteworthy.
- Offer guides for student reflections to help them understand.
- Provide "buckets" to suggest that students should attend to the following areas :
 - Things we want students achieve.
 - How activities relate to PULs.
 - How to relate to items on resume.
 - Examples:
 - Diversity—what a student did that relates to this.
 - Job experiences—how jobs were selected in relationship to career goals.
 - Accomplishments: offices held, hours volunteered, study abroad, scholarships, and Greek organizations.
 - Buckets should indicate when one area is too full or overflowing, prompting the student to spread out interest areas.
- As students put in information, it would be good if this information would self-populate the resume. Look at using the template used by Optimal Resume, which is used by a number of other schools. It includes opportunities to select questions, have a pseudo interview, ask the questions, record responses, and have responses evaluated. This is used by KSB and the School of Science.

What types of activities and programs should be captured in this application for the academic roadmap (work experiences, intramural sports, clubs, etc.)?

- Experiences students have had before coming to the university.
- Work experiences.
- Military service.
- Co-curricular experiences.
- Leadership experiences.
- Civic engagement.
- Community service.
- RISE experiences.
- Accomplishments.
- Internships, job shadowing experiences, etc.
- Personal life experiences (e.g., caring for family members, either elderly or children).
- It would be great to have some sort of transferrable skills option to connect these experiences with academic and career goals.

What unique aspects of the IUPUI culture must we ask the IU Academic Roadmap Committee to keep in mind as this function of the academic roadmap is developed (RISE, working students, etc.)?

- Students are serious about academics at IUPUI and are not distracted by college party atmosphere.
- Students must be able to be complete the roadmap quickly.
- The roadmap must be as easily used by a computer at home as well as on campus and should be available via mobile apps.
- It would be good if the roadmap had the look and feel of social networking such as Facebook.
- The roadmap must deal with transfer students as easily as first-year students. Our campus has a high population of transfer students.
- How would the roadmap deal with “buckets” that students can’t fill:
 - A single mom who cannot leave for a study abroad experience?
 - An individual who is working and cannot afford an unpaid internship?
 - Advisors can help students identify how to fill the buckets related to career goals and also change the buckets to better match the students’ goals.
- IUPUI has a number of second degree students. How will the roadmap fit in with what these students need to do?
- The roadmap must be able to accommodate life experiences prior to enrollment at IUPUI.
- The roadmap must be able to accommodate distance education students.
- Our students have diversity in age, language, culture, background, life experiences, etc.
- Many of our students have risen above very difficult circumstances to attend IUPUI.
- Our urban environment should be reflected. We have a high density population with a vast amount of resources in the city.
- Perhaps ask students these questions in focus groups. Include our students’ voices in this process.
- IUPUI’s diverse curriculum, with little transferability between schools should be carefully considered in this process.

- Principles of Undergraduate Learning.

What do you think about the “academic roadmap” name? Do you have other suggestions that you think could better capture the concept?

- GPS—Graduation Planning System.
- My Navigator.
- Strategic Academic and Career Navigator (SACN).
- e-Plan.
- Strategic Planner.
- My e-Life.
- Have a contest to engage students in coming up with a name.
- “Personal Development” captures more than academic, although there are concerns that removing academic would contribute to the misconception or myth that IUPUI is less academic.
- The notion of a roadmap and final destination does not support our goal of lifelong learning, which this campus embraces.

Do you have any other feedback that you would like to provide to the IU Academic Roadmap Committee?

- The road map, as it exists, is not reflective of the IUPUI culture and urban environment, which is quite different from Bloomington’s.
- The roadmap needs to reflect the needs of our transfer students.
- We need an app for this.
- Keep in mind FERPA, security, etc.
- The format needs to be very visual with icons (similar to TurboTax).
- Can there be a space or mechanism via the roadmap to allow remote live advising sessions (e.g., Skype, Adobe connect, Communicator)?
- Look at the course registration system used at University of Arizona.
- Integrate the electronic bulletin better so students can do easy searches to find all the courses related to a topic.
- Have a GPA calculator integrated that can also handle what-if scenarios to determine what students need to do to achieve a certain GPA (to get off academic probation). Provide an explanation of IU GPA and program GPA.
- Commitment to goal is critical. Need to tie what students are doing in the e-PDP or roadmap to personal goals. Need to make this explicit. Help students see the transferability.
- What is missing is information related to financial aspects and student debt. It would be helpful to have students calculate what it would cost if they take eight years to graduate rather than four years.

Early Warning and Retention System

How might an early warning and retention system be integrated into the academic roadmap from a student’s viewpoint (should faculty notifications to students appear on their academic roadmaps), etc.?

- 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.

- The roadmap needs flags within each course and overall for all courses, as well as detailed information regarding the follow-up so that advisors will have information regarding what was done (faculty notification, etc.).
- The early warning system should pop up with students' enrollment options and when they go into the registration system.
- The roadmap should use a color coding system when students have something to read.
- The "orange book" would be linked back in to SIS and a hold should be placed on the student record.
- 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.
- We should look at what other students are using, otherwise students will not use it.
- Why can't the student project mimic something like Facebook or the employee dashboard in SIS?
- Students do not respond to letters.
- Can faculty track down students in other classes? This would be a more aggressive intervention than simple notifications.
- Integrated systems, established interventions, and infrastructure are necessary to manage these interventions.

What features should an early warning and retention system include so we can best ensure student success, engagement, and retention to graduation?

- We need more effective ways to communicate with students.
- Can we allow students to determine how they would like to be contacted?
- The roadmap needs the capacity for text messages, e-mails, letters, and social networking.
- This should be an integrated system (something with the ability to identify risk factors, integrate behavior, survey results, use the e-PDP, help with missed appointments, and have the ability to bring all data together).
- Multiple areas should be able to see the same message.
- The roadmap should show current enrollment, current assignments, and current grades, as well as create a weekly to do list.
- The roadmap should recommend courses and experiences (like Amazon and Facebook).
- Students must be able to respond with negative indicators via e-PDP prompts.
- 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) along with the links to the entities to make an appointment built into the system. Investigate ways to have the referral loop closed so that the referral entities are aware of the students who were

- referred and also so that faculty know when a student has utilized a referral (similar to the e-mails that the Speaker's Lab and University Writing Center can send to faculty).
- Copies of e-mail that goes to the student for advisor, mentor, and faculty member.
- For checkbox options, suggested referrals so there is some uniformity, yet flexibility, between faculty members.
- A checkbox option for faculty to select if they want punitive action for students who do not complete referrals (i.e., an advising flag or bar preventing registration).
- For any class, but particularly a large class, faculty should be able to send e-mails to the students who do not show up to the first couple of classes through the early warning system. The e-mail could be a "canned message" that faculty could edit with the specific information relevant to their course.

What tools should an early warning and retention system include to help a student successfully respond to a notification of poor performance, etc.?

- Clickable links for the referrals.
- A framework for completion (i.e., 10 days to complete the items) plus a reminder when there are only 3 days left (or whatever time period is relevant).
- Closing the referral loop (see recommendations above).
- Advising flag or bar for students who do not complete the recommendations listed on the early warning (choice of the faculty member, see recommendations above).

Could the concept of early warning be expanded to encourage students to complete prerequisites in a timely fashion, pursue RISE opportunities, file FAFSA forms, etc.?

- No, but it could be integrated throughout the roadmap. For example, the bar visual for academic progress would not be as far across, or there would be a line indicating what was missing or what needed to be done. Similarly, the bar would go further, etc., if they did.
- Notations for RISE, etc., would show up on the roadmap, and also students would receive an e-mail indicating completion of an activity (initiated by the posting of grades).
- The early warning system could be used for:
 - Financial literacy.
 - Third party access to include parents in the transition.
 - Stronger faculty commitment to make connections with students, to use the roadmap, and to give positive reinforcement and encouragement. We need to focus on faculty development.

What unique aspects of the IUPUI culture must we ask the IU Academic Roadmap Committee to keep in mind as this function of the academic roadmap is developed (RISE, working students, etc.)?

- RISE initiative.
- Students, including transfers, nontraditional student population (ours is much larger than other campuses), first-generation students (who need additional structure and support), and students with families and childcare issues.
- Working students; integrate JagJobs into the roadmap tags so that a student looking into a tag would find the jobs that are related to their interests, skills, etc. Many of our students work off campus.

- Students with nonresidential status, with limited housing options, and with financial hardships.
- We have a tendency to reach out to students about nonacademic issues (financial literacy, veterans issues, etc.).
- We focus on experiential and service learning as part of the curriculum (e.g., RISE).
- Our students commute and are very mobile.
- Our students need more mobile technology.
- Our students negotiate a multiple of roles (work, family, community, church, etc.).
- Our students need available, concise, unified information because they may see school as one of many responsibilities. They have a more “transactional” relationship with the campus (not always, but more often than other campuses).
- We are in an urban area and more involved in the local community.
- We have a Purdue aspect as well.
- We have a very diverse campus.

Do you have any other feedback that you would like to provide to the IU Academic Roadmap Committee?

- Show pictures.
- Change the name, possibly Roadmap/Path to Graduation, Roadmap/Path to Success, or GPS (Graduation Planning System).
- How well do our faculty know the roadmap?
- The roadmap needs to be cutting edge, intuitive, unified, student centered, and interactive.
- This project needs top-level support from technology resources.
- Is this a replacement for OneStart or an addition to (or new skin) for OneStart?
- What are usage data connected to Oncourse and OneStart? That should be integrated into how the roadmap is included and developed. To get students to use this, it should be the only place they will be able to go (i.e., to get to Oncourse). They should have to go in through the roadmap.
- The tagging function in the roadmap should pull up everything related to that tag. For example, if a student who is interested in sustainability would click on that tag and get all of the future course descriptions, events, student groups, RISE opportunities, and job opportunities that also contain those tags.
- Set up the roadmap/OneStart to discourage and prevent juniors and seniors from attempting to take courses they should have taken their freshman and sophomore years (transfers would be exempt from this). For example, for R110, W131, etc., juniors and seniors would have to register after freshmen, or only some of the courses would be open to juniors and seniors (ideally, the ones offered at the worst times of the day).
- Create opportunities to push out information that students are not getting right now. For example, some students are not getting or have opted out of JagNews.

Explore Your World

What resources must be available in the academic roadmap to ensure that the “Explore Your World” function can be effectively utilized by a) students and b) faculty and staff?

- Should not be all Bloomington centered. The roadmap must be personalized for each campus.
- Link to student and faculty groups for affinity groups.
- Should provide a place for international students to come together.
- Provide resources for international students.
- Offer links to religious resources.
- Provide a link to different cultural holidays.
- Need links to the “I” in RISE and to the Office of International Affairs and all their resources.
- Need links to international events.
- Should be links to student organizations.
- Need study abroad links and student exchange programs.
- Should be links to scholarships.
- Need to expose students to other cultures.
- Should be integrated into curriculum.
- Need a link to JAGS in the street.

What unique aspects of the IUPUI culture must we ask the IU Academic Roadmap Committee to keep in mind as this function of the academic roadmap is developed (RISE, working students, etc.)?

- IUPUI has a culture of transfer students, and the roadmap has to reflect this culture.
- Our students represent more nontraditional, first-generation, and working people. We need to keep these constituents in mind.
- Our campus is an urban area, and many international students want to live in cities.
- The personas used in the roadmap presentation need to reflect the diversity of the IUPUI campus in age, appearance, ethnicity, disabilities, etc.
- The roadmap needs to include some sort of social networking component to get students engaged.
- There should be direct evaluation of audiences on each campus.
- 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.”
- Websites need to be updated with regularity.

How might this function of the academic roadmap be incorporated into the students’ e-PDPs?

- The e-PDP should be linked to our Culture and Society PUL.
- The books from the roadmap need to have direct links to student samples, student co-curricular events, study abroad, etc.
- The roadmap should allow students to see how their cultural experiences shape their lives.
- The roadmap should be integrated with the e-PDP, not as an add on, but as it’s heartbeat!

How might this academic roadmap function be used to support the components of the PUL “Understanding Society and Culture”?

- Directed reflections should be used.
- A resource should be provided that houses information to increase cultural competencies.
- Cultural experiences should be a mandatory part of the curricula; have some accountability.
- Cultural experiences need to be a thread throughout the students’ undergraduate experience.
- Students should be challenged to get out of their comfort zones culturally; also, students need to be more culturally aware.
- The e-PDP needs a question that asks students to discuss their cultural awareness and note their changes in it.
- The e-PDP should ask students to discuss their own culture and then how their experience at IUPUI changed their cultural awareness about themselves and others.

Do you have any other feedback that you would like to provide to the IU Academic Roadmap Committee?

- **CRITICAL:** There must be an ongoing student advisory board made up of students from *all* campuses to provide input on this project.
- This project needs to be a theoretically driven, active intervention for students and not a passive portal of knowledge.
- The good parts of social networking should be included.
- Is there something where we can recognize (or be aware) of these massive movements of technology that students are consuming (e.g., video games like *Call of Duty*)?
- 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.

What do you think about the “academic roadmap” name? Do you have other suggestions that you think could better capture the concept?

- We are concerned about the passive implications of the name.
- “Academic” roadmap does not include the entire student experience; use “Student Roadmap.”
- Both the roadmap and the e-PDP need to be integrated into one portal.
- We need a new name that represents BOTH systems.
- What about “Student GPS”?
- Students should name the roadmap; have a system-wide contest.

Class Search, Registration, Course Management, and Other Roadmap Essentials

What resources must be available in the academic roadmap to ensure that class searches, registration, and course management can be effectively utilized by a) students and b) faculty and staff?

- The information that is going into the schedule of classes and registration is coming from a very old system that is extremely difficult to edit and update. We need a better system with good information in for good information out.
- What will this look like for seniors with so many books in their roadmaps?

- What about an interactive checksheet? (Shouldn't what we do be reflected in the technology?)
- 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!
- The roadmap should be similar to a SharePoint model (for things to be shared).
- Access is important.
- Faculty will have a different view if they are not advisors.
- This needs a sharing feature for students to give this information to faculty for letters of recommendation or career conversations.

How can the academic roadmap be engineered to assist students in navigating intercampus transfers (IU system) and enrollment?

- The roadmap should allow a what-if that is visually intuitive.
- It really does not need to be different.
- The roadmap should be able to compare programs side by side for differing campus programs. You can select and compare different programs campus- or university-wide.
- There should be a unified system across campuses to show the equivalencies and a unified system for a visiting student or returning student to be able to register at another campus (that is accessible by the roadmap).
- There needs to be an easier system for students to return and complete degrees on other campuses (an exception for the residency rule).

What other features should the academic roadmap include to encourage student engagement, retention, and graduation?

- Students should see visually how much their degrees are costing as well as options to see variables; include Connection to Cash course and a debt calculator.
- Offer budget planning as an option.
- How many W/I/Fs? Show SAP status, SAP risk factor, and course completion rate.
- Cumulative GPA.
- Allow data mining for schools to target information from student services.
- PDP.
- Common theme.

What unique aspects of the IUPUI culture must we ask the IU Academic Roadmap Committee to keep in mind as this function of the academic roadmap is developed (RISE, working students, etc)?

- High percentage of veterans.
- Transfer students.
- Considerations about the technology being smart enough to actually show differences between Purdue and IU schools (classes do not always transfer or get retained based on what school they are in or transferred from).
- How do we convince faculty to do this?
- We want to see this sold to students and then they will own it.

What do you think about the “academic roadmap” name? Do you have other suggestions that you think could better capture the concept?

- Have a student naming contest.

Do you have any other feedback that you would like to provide to the IU Academic Roadmap Committee?

- Offer a roadmap app.
- Provide a calendar function that could populate information that students indicate an interest in.
- Could you have the e-PDP shared with social media?
- Be cautious about who will have access for the future.
- Make advising notes available.
- Do not forget the Purdue students. IPFW students who are admitted to their schools are no longer viewable in our systems. Does the roadmap just not work for them?
- How are we going to get UITS resources for this? We have very real needs with specs that are not being completed.
- What about the inevitable technical glitches—will UITS agree to support this?