



IU ROADMAP

*Enhancing Student
Engagement and Success*

Fall, 2012



IU Roadmap Steering Committee

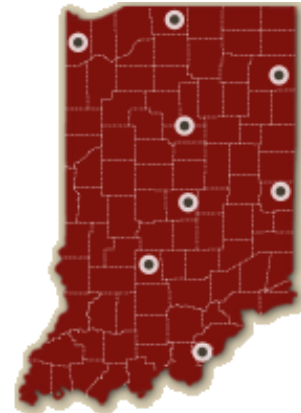
Tara Bazler	Chief Process Experience Architect	UITS
Cathy Buyarski	Executive Asst. Dean, University College	IUPUI
John Gosney	Faculty Liaison, Learning Technologies	UITS
Dennis Groth	Assoc. Vice Provost, Undergraduate Education	IU Bloomington
David Johnson	Vice Provost, Enrollment Management	IU Bloomington
Kathy Johnson*	Assoc. Vice Chancellor, Undergraduate Education	IUPUI
James Kennedy	Assoc. Vice President	USSS
Michael LaPointe	Assoc. Professor, Biology	IU Northwest
Rob Lowden	Assoc. Vice President, Enterprise Software	UITS
Brian McGough	Director, Enterprise Services Integration and Delivery	UITS
Jim Murray	Business Systems Director, Academic Advising	USSS
Aaron Neal	Director, Enterprise Software	UITS
Anne Marie Skuce	Assistant Vice Chancellor, Enrollment Management	IU Southeast
Sonya Stephens*	Vice Provost, Undergraduate Education	IU Bloomington
Laurie Sullivan	Director, Student Information Systems	USSS
Rebecca Torstrick*	Assistant Vice President	OVPURAPP
Kurt Zorn	Assoc. Vice Provost, Undergraduate Education	IU Bloomington

*Co-Chairs

Members prior to August, 2012: Nathan Baldwin, Ruth Garvey-Nix, David Goodrum, Stacy Morrone, Greg Siering, Rick Ward, Karen Watkins

Executive Summary

The IU Academic Roadmap sits within a newly conceived, customized single point of service web portal. It is intended to promote student learning and development, to engage students with a suite of interactive tools designed to explore and enhance the college experience, and to provide a clear path to academic and career goals. The power of the IU Academic Roadmap will be actualized through a suite of integrated tools that link student information with degree planning tools, advising records, and opportunities to reflect on all aspects of the undergraduate experience.



While the scope of the portal will ultimately be broadened to include a holistic range of components focused on college life, finances, technology and co-curricular engagement, the immediate priority is the development of three tools that are critical to the Academic Roadmap's goal of supporting students' academic success, career planning, and on-time degree completion:

- 1) ePDP (electronic Personal Development Plan): An electronic portfolio that allows students to map out and navigate their academic and co-curricular experiences, as well as their career goals. As students undertake guided reflection on "*who they are, what they have learned, and who they want to become,*" they will engage more deeply in their learning. It is anticipated that the ePDP will become the institutional "ePortfolio," which will serve as a repository for artifacts that reflect the student's academic journey and accomplishments, and also provide the foundation for the student's professional resume.
- 2) IU-FLAGS: An IU enterprise 'early alert' system developed to support campus and school-based student retention and success programs. The system provides a comprehensive performance roster that integrates enrollment verification reporting with faculty entry of data on student performance from week 2 of the semester. Faculty flags are visible to academic advisors as well as academic support center directors, who are able to proactively reach out to at-risk students.
- 3) Degree Achievement: Includes a suite of tools for degree exploration and planning that enables students to explore potential courses and degrees, to identify courses that could count toward those degrees, to visually track their progress toward their degree goals, and to help students to register for courses efficiently.

History and Vision

The Academic Roadmap began on the campus of IU Bloomington as an initiative emerging from a recommendation of the Provost's task force, *Enhancing Undergraduate Education* (2010):

We believe that the VPUE should oversee the creation of a **vivid, easy-to-find, easy-to-use online academic roadmap for undergraduates, an intellectual equivalent to the OneStart system with its single portal for campus services**. This site should take on the challenge of explaining what intellectual life on this campus is about, how the academic missions of the different schools relate to one another, and how different disciplines and fields approach the world and prepare their students for it. To ensure the uniform quality of this site, the VPUE should establish criteria for the submissions offered by the academic units. But the content should come from the units' tenure-line faculty, who are working at the cutting edge of their fields.

The IU Roadmap as it is currently conceived is part of a customized web portal that engages students with interactive tools designed to explore and enhance the college experience, to promote student learning and development, and to provide a clear path to career goals. The power of the IU Roadmap will be actualized through a suite of integrated tools that link student information with degree planning tools, advising records, and opportunities to reflect on the undergraduate experience, broadly conceived.

In late August 2010, as a result of informal conversations, it became clear that the Roadmap project was of interest to other campuses and, at the request of other campus representatives on the Enterprise Student Systems Executive Committee (ESSEC), this project was described more fully and agreed to be a university-wide priority.

It was agreed from the outset that, given the different needs or priorities of each campus, it would be necessary to develop an interface appropriate and relevant for different constituents within a common framework. As a result, an IU Coordinating Committee was formed to ensure that the specific needs of each campus, and the priorities established by the Blueprint for the regional campuses, are given full consideration, as well as to disseminate ideas and maintain momentum in the project planning and implementation. This committee works with each campus to provide guidance on its needs, whether through existing structures or through a special committee constituted for this purpose.

The possibilities of the Roadmap project are extensive and, over the course of 2010, OVPUE (IUB) employed a number of student interns to develop ideas for the project. Two Kelley MBA students engaged in a general analysis of needs in 2009-10, and, over the summer and through the fall semester of 2010, two Informatics graduate students developed a prototype intended to promote discussion and ideas. Following these discussions, the campus committees met to establish priorities for IUB, IUPUI, and the regional campuses. These priorities were considered by the Coordinating Committee in 2011 and presented to ESSEC for development. A number of existing SIS projects were deemed to be consistent with the vision for the Roadmap and were incorporated into the planning for it.

In the spring of 2012, a Roadmap Project Coordination Retreat took place to consider progress, receive updates on projects in development, see demonstrations of similar initiatives at other universities, as well as to review priorities. It was agreed, following the success of this retreat, that the primarily academic Coordinating Committee would be expanded to include more functional and technological expertise. It was also agreed that UITS and OVPUE would fund further work (OVPUE through summer internships)

to make progress on the presentation of the Roadmap components to students, through a new portal closely connected to the Single Point of Service Initiative.

The Steering Group met again in August 2012 to receive updates on existing projects and to define priorities for the next phase of the project.

Preliminary Vision for the Roadmap

Some fundamental principles have informed the deliberations since the inception of the Roadmap project:

- The Roadmap is conceived as a tool in support of student engagement, success, and graduation.
- The Roadmap is strongly connected to the Single Point of Service Initiative (SPOSI).
- The Roadmap offers an unparalleled opportunity to integrate curricular and co-curricular learning opportunities and activities through structured reflection.
- The function of the Roadmap is to take relevant opportunities to the student, rather than expecting the student to seek these out.
- The curricular dimension of the Roadmap requires that the schools and their faculty be involved and invested in this project.
- Some parts of the Roadmap (e.g., program information) should be available without CAS login, as a service to prospective students, their parents/guardians, and high school counselors.
- CAS login should identify the student and take her/him to a personalized Roadmap homepage where key information and alerts are presented visually.

It was agreed in the first phase of the Roadmap that two anchor projects would be prioritized. Some other work is already in progress or completed and is directly connected to the vision for the Roadmap. This includes co-curricular activities and programs and it is expected that, at some point, there would be integration of the new MyINvolvement platform, career planning tools, and an event calendar.

1. *Electronic Personal Development Plan (ePDP).*

ePortfolio with reflective dimension to help student plan for graduation, track progress and build a resumé. The [ePDP](#) (see [video](#)) is a developmental electronic portfolio designed to allow students to more effectively map out and navigate their academic and co-curricular experiences, as well as their subsequent careers. Students engage in written critical reflections designed to enable them to understand, implement, and chart progress toward their degree and college goals. The ePDP is fully developed in Oncourse and is available to advisors and other persons who may serve as mentors to the student through the Student Information System (SIS).

2. *Early Warning/Retention system, IU-FLAGS*

Systems that identify at-risk students and help IU to support and retain undergraduates. The [IU-FLAGS](#) system will be fully developed by Spring 2014 and is intended to provide data for those who implement and deliver student retention and success programs. The IU-FLAGS system also will provide faculty, staff, and students with analytics that can be used to increase engagement in the learning process. It is important that flags be readily apparent to students when they enter the Roadmap portal.

These two projects are described in more detail in later sections of this report. A third key priority has since been identified, with a number of important component projects. These have been grouped together under the heading of *Degree Achievement*.

3. *Degree Achievement*

Degree Exploration and Planning Tools are the most pressing immediate priority for the IU Roadmap Initiative. The objective is to create a set of tools that will enable students to explore potential course descriptions and degrees, to identify courses that could count toward those degrees, to enable students visually to track their progress toward their degree goals, and to register for courses efficiently. ‘Critical courses’ should also be identified for each degree to support intrusive academic advising and planned supplemental instruction as well as to serve as milestones for students to maintain progress toward on-time graduation. The Degree Achievement functionality allows students, advisors, parents and other authorized users the ability to review a student’s progress at a single glance. The goal is concisely and visually to represent courses taken by students, and to organize them by semester as well as by the specific type of degree requirement that courses satisfy. The information for this functionality is programmed into the SIS currently, and is represented on the multi-page Academic Advisement Report. Students will be able to add see how they can satisfy remaining requirements in Degree Achievement, and add courses to their enrollment shopping cart.

Elements of Degree Achievement Include:

- a) Class Search and Registration – Enhanced search based on requirements and interests, new course and class descriptions.
- b) At-a-glance representation of courses taken and degree requirements met and still to be met (pre-populated degree plans, critical courses, degree audit).
- c) Course Management – Enrollment Shopping Cart, calendar, and workload integration.
- d) Planning and exploration tools (e.g., transfer credit, integration of study abroad, internships).

This suite of tools needs to be presented to students in a new and engaging way. Much work has been accomplished that is not yet visible to users, and it was agreed at the 2012 retreat that an additional priority should involve the integration of newly available tools in a newly conceived single point of service for students.

Progress has already been made on a Single Point of Service Initiative (SPOSI), and the Academic Roadmap is inseparable from this, even if a new portal embraces a wider array of tools and services. Over the course of summer 2012, UITS and OVPUE collaborated to develop further the concept of what such a portal might look like, taking into account suggestions from a 2012 Board of Acons report, as well as earlier prototype work and SPOSI research.

There is significant common ground between a newly-conceived portal for students and the Academic Roadmap, and work done over the summer explored how best to integrate services and opportunities in such a portal. While it is understood that a new portal would likely integrate many more services than would be defined by an academic suite such as the Roadmap, it is also clear that there needs to be a single place where students can access services, receive alerts, and engage in academic reflection and exploration. By extension, such a portal needs to offer ready access to academic content relevant to the student, including quick links to a learning management system or to purchased e-texts.

Much of the work over the summer of 2102, then, led to the confirmation of Degree Achievement, in its many aspects, as a priority, and to further articulation of the ways in which these tools might be presented

to the student. That work will continue alongside technical investigation, linking, and development of tools in support of degree exploration.



Example of landing pages (Academics) developed by Tara Bazler (UITS) and student interns, Summer 2012

1. Electronic Personal Development Plan (ePDP)



Indiana University undergraduate students have multiple paths of enrollment and engagement in the collegiate experience. On many campuses, transfer students constitute a significant portion of the student body. Multiple degree opportunities provide a diverse array of learning experiences, and many traditional-aged students may live lives that resemble non-traditional students with significant work and family obligations contributing to uneven patterns of enrollment. We honor the diversity of our student body by being flexible with the paths leading to degree attainment; however, this flexibility can lead to a lack of coherence and meaning in an IU education. It is therefore critically important that we provide tools for students that allow them, with the guidance of faculty, advisors and mentors, to develop a sense of unity and significance about their college experience.

The electronic Personal Development Plan (ePDP) allows students to more effectively map out and navigate their academic and co-curricular experiences, as well as their subsequent careers. As defined by IUPUI's University College, the ePDP is the product of a personalized planning process that enables students to understand, implement, and chart progress toward their degree and college goals. By articulating how campus learning outcomes will frame their learning and planning and documenting educational experiences, such as those considered to be high impact practices, students are empowered to take charge of their own education. The Personal Development Plan is intended to be a living portfolio for each student – open to revision and re-evaluation at critical points in the college journey, as students work in collaboration with academic advisors, faculty, career counselors, experiential mentors, and peer mentors in their majors.

The ePDP is intended to provide students with a framework for “self-authorship,” a concept referring to a student’s ability to develop a comprehensive internal identity that allows him or her to interpret and guide experiences and actions (Baxter-Magolda, 2007). When fully implemented on each campus, the ePDP will make current academic experiences more meaningful and will provide direction for the future. As students undertake guided reflection on “*who they are, what they have learned, and who they want to become,*” they will engage more deeply in their learning. It is anticipated that the ePDP will become the institutional “ePortfolio,” which will serve as a repository for artifacts that reflect the student’s academic journey and accomplishments, and also provide the foundation for the student’s professional resume. Its portability in an electronic medium is essential for complete access to the ePDP for all of these stakeholders.

Connection to the IU Roadmap

The electronic Personal Development Plan will serve as the portion of the Roadmap in which students can take the rich array of information provided through the system and actively use it to plan and document their learning and engagement. The ePDP allows the IU Roadmap to become an interactive planning tool that pulls together information on academic opportunities, co-curricular engagement, and career options in a way that is personalized and meaningful for each student. It begins as a starting point for planning and making the most of campus opportunities and, as a student progresses through their college experience, becomes a repository for documenting and reflecting on their learning. Early evidence from implementation of the ePDP at IUPUI shows that students completing an electronic Personal Development Plan in their first semester have higher first to second year retention rates as well as first year grade point averages.

The ePDP uses the IU Sakai portfolio which is fully developed in OnCourse and is linked to the Academic Planner in SIS. Through SIS, academic advisors have access to the electronic Personal Development Plan of their advisees.

Additional Resources

ePDP Website: <http://pdp.uc.iupui.edu/>

Video: <http://pdp.uc.iupui.edu/AboutePDP/Video.aspx>

Gallery of Student Portfolios: <http://pdp.uc.iupui.edu/Gallery.aspx>

2. IU-FLAGS



IU-FLAGS (Fostering Learning Achievement and Graduation Success) is an IU-enterprise system being developed to support campus and school-based student retention and success programs. IU-FLAGS is designed to gather and display data to be used to facilitate a student-by-student case-model management of academic risk. Summer 2012 marks the end of year one of the three-year development process.

Retention and success programs coupled with thoughtfully implemented interventions can have a profoundly positive impact on the lives of our students. Such programs can do more than just keep our students in school: they can elevate the academic competence of students in our classes, elevate the academic culture on campus, and propel students along paths to meeting our institutional Student Learning Outcomes. Aside from some excellent special programs in residence halls, enrollment planning, and specific cohort-based programs (e.g., the Nina Scholars Program at IUPUI), what IU has traditionally done in this regard is to send students mid-term grade information. While this can be an attention-getter for some students, the literature is clear: this is the wrong kind of information too late in the term to impact retention and success. IU needs to collect actionable information in the second, third and fourth week of the semester to realize potential gains, and to develop plans for intervening strategically with students who may be in need of academic support services.

Data are currently being gathered through the **Student Performance Roster**, where faculty may ‘raise flags’ and recommend student actions appropriate to their judgment that a student is getting off-track in their course. Such flags may be related to attendance, homework, basic academic skills, or other concerns. Other data to be gathered, as the system develops, includes pre-enrollment data, involving but not limited to high school data, financial status, attitudes about college, and ACT/SAT test scores. This information can be used to predict which students are at increased risk to earn a sub-standard grade point average in the first year and which students are more likely to not enroll for the second semester or second year. We will also look at the students that we predicted to do well to see who did not in order to develop strategic interventions based on their characteristics. IU-FLAGS will also provide a tracking system so that information from all classes, from academic advisors and student-service staff, and from campus-based academic skills-centers, can be incorporated into the management profile of the student, and appropriate follow-up can be coordinated.

Interventions are critical to the successful deployment of any early alert system. Pre-enrollment risk may guide us in offering students summer bridge programs, Freshman Interest groups or Themed Learning Communities where students are enrolled in the same groups of classes to create small peer cohorts, First-Year Seminars (e.g., College 101 – What You Need to Know), or other student-engagement programs.

We are already seeing statistical evidence that it is not the ‘what’ IU does to follow-up, but the ‘how,’ that is important for us. That is, in many cases we are essentially doing many of the right things, but we need to step back and look at the details of how we are doing them.

It is our process that when post-enrollment risk is identified for the student, such as on the roster, a recommended student action is suggested. When a roster flag is raised the student sees this and the recommended action on her My Grades page in the SIS Student Center. Many campuses and campus-based programs have processes in place to ensure that all flagged students are also notified via email, phone, or posted letter. Information may be included in that communication about recommended next steps and potential benefits should the student respond. Other campuses are currently conducting a phased-in approach to use of the roster data, pilot programs with specific courses, and making plans to scale up communication and intervention processes over time.

Case Management will be new to IU. While faculty have always had the ability to contact a student and say ‘meet with me,’ no one at IU, except the student, has known if the student was having early difficulties in more than one, or all, of his or her courses. When a student is flagged by faculty, and the flags are collected, it gives us the opportunity to aggregate a more complete view of the student’s true coursework status. Other issues from outside the classroom may also be mounting. The **Advising Records System** (AdRx) will integrate information that IU has traditionally kept in distributed and disconnected silos. This will allow retention and success intervention professionals to have a ‘case-management’ view of the information we have about a student and to follow-up with that complete picture in mind.

IU’s Business Intelligence project has selected IU-FLAGS executive reporting to be the first major product in their effort to roll out next-generation reporting for IU. In addition to the 22 IUIE BIRT reports and data-groups currently available for accessing FLAGS data, planning the new line of true BI Executive reports is underway.

For further information or if you have any questions about IU-FLAGS: email jmurray@iu.edu

Sites of Interest:

IU-FLAGS: (login to see all information)

<https://usss.iu.edu/sites/IUEarlyAlertSystem/SitePages/Home.aspx>

Student Performance Roster Aid:

https://usss.iu.edu/sites/sistrainingsupport/SIS%20Online%20Help/SIS%209.0%20Job%20Aids/Student%20Records/Rosters/Student_Performance_Roster.pdf

IU Knowledge base: <https://www.kb.indiana.edu/data/bbcd.html>

3. Degree Achievement

The objective for the Degree Achievement suite of planning tools is to create tools for degree exploration and planning that enable students to explore potential course descriptions and degrees, to identify courses that could count toward those degrees, to enable students to visually track their progress toward their degree goals, and to help students to register for courses efficiently. ‘Critical courses’ will be identified by academic programs for each degree so that student performance may be monitored closely in those courses through the IU FLAGS tool. Such monitoring will support intrusive academic advising and plans for supplemental instruction. The Degree Achievement functionality will allow students, advisors, parents and other authorized parties the ability to review a student’s progress at a single glance.

Degree Achievement tools will be characterized by succinct visual representations of degree requirements. They will represent courses taken by students, organized by semester as well as by the specific type of degree requirement that courses satisfy. The information for this functionality is programmed into the Student Information System, and is represented on the multi-page Academic Advisement Report. Students are able to see how they can satisfy remaining requirements in degree achievement, and they can add courses to their enrollment shopping cart to support future course registration.

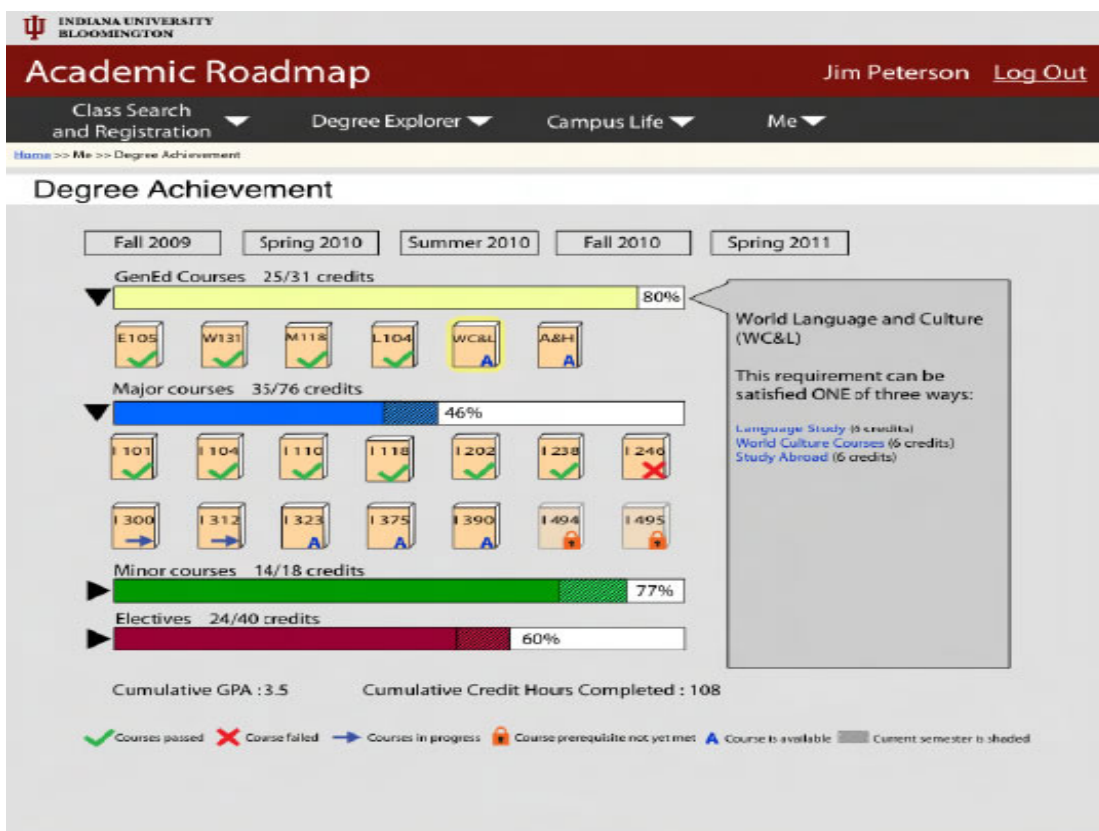


Image from the first prototype, developed in 2010-11 by OVPUE

Included in this suite are:

- a) Class Search and Registration - Enhanced search based on requirements and interests, new course and class descriptions already available on the Bloomington campus but to be made available IU-wide.
- b) At-a-glance representation of courses taken and degree requirements met and still to be met (four-year graduation plans, critical courses, degree audit).
- c) Course Management – Enrollment Course cart construction, calendar, and workload integration.
- d) Planning and exploration tools, e.g., transfer credit, integration of study abroad, internships etc.

Additional work is in progress or has recently been completed and is directly connected to the vision for the Roadmap. These components include co-curricular activities and programs and it is expected that, at some point, there would be integration of the new MyINvolvement platform, an event calendar, as well as career planning tools.

The overall Roadmap plan includes, but is not limited to, the functional tools listed below. Much of the development currently underway involves building the foundational elements of the Academic Roadmap. Once the enhancements to the various tools and functionality are complete, the tool will be made available in a Single Service portal for students.

SIS Academic Planner

This tool gives students a workspace to plan for completion of their academic requirements. The Academic Planner is integrated with the Academic Advising Report and the Course Catalog, allowing students to plot out an enrollment plan to graduation, as well as to plan for courses of topical interest. Students are able to move selected courses to various terms and to make course-related notes and term notes. Students can run an Advising Report including courses from their planner, and the report will show them if they have successfully created a graduation plan or not. Students may electronically submit their work in the planner to their SIS-assigned advisor, and ask for comments and planning suggestions/approval. This tool is also integrated with the Enrollment Shopping Cart, allowing students to add courses in their Planner to the Shopping Cart, resulting in an electronic enrollment plan ready-to-go the moment their enrollment appointment comes up.

Planner enhancement in the coming year includes the ability to load proscribed 4-year degree plans for those degree programs that have fairly fixed pathways and the ability for students to plan for multiple concurrent degrees.

SIS Register by Requirements

This feature allows students to login, run an Academic Advising Report, and see what degree requirements are unsatisfied. They can identify the courses needed to complete the requirements, select courses, place them in the shopping cart and enroll **all in one on-line process**.

This feature, once development is complete, will also allow students the ability to run AAR for multiple concurrent degrees. This has important other benefits, such as allowing students to add certificates or other programs to their What-If planning and see how they might fit together.

SIS Course/Class Descriptions

Online Bulletin descriptions are integrated with the Student Information System. Once the bulletins are available in the Web Content Management Software (WCMS) for a given campus/school, the bulletin descriptions are available for viewing by students via several SIS search tools. Once the information is extracted into the SIS, students are able to access bulletin descriptions via Browse Course Catalog, Schedule of Classes, the AAR and the Academic Planner. Keyword search is available on course title and bulletin description. Instructor and term specific class descriptions are integrated with the Schedule of Classes. Keyword search on title and description are available in the Schedule of Classes.

Academic Bulletin using the WCMS

This service is used by IU Communications (Office of Creative Services) to implement an academic bulletin site for all campuses and schools. The online bulletin included the development of an information architecture, definition of standard bulletin content pieces, and the creation of a custom workflow mechanism which allows OCS editors and university units to better coordinate, manage edits, and approve content within the WCMS system. The standardized content needs to be able to be syndicated to other web sites and exported to several formats. The course bulletin data is exported to the SIS for further display to students, faculty, and staff.

The Class Description Maintenance application gives faculty the ability to create and modify term-specific class descriptions, which are critical to student planning. Included are options for faculty to assign a delegate to maintain descriptions; administrative delegate options; and faculty and faculty-assigned delegate option to create and modify term-specific class descriptions.

Additional enhancements are being planned to provide the ability to enter descriptions when there is not yet an assigned instructor and to clone the faculty inventory function for administrative users.

Fall 2012 Status of Components Related to Degree Achievement Tools

I. Technology/Tools Status (as of Fall, 2012)

Not started
In Progress
Complete

Components	Responsible Units	BL	IN	EA	KO	NW	SB	SE	Notes
Academic Planner	UITS/USSS								Basic functionality available; now developing enhancements
AAR	UITS/USSS								Basic functionality available; AAR usability improvements pending approval
What-If AAR	UITS/USSS								
Enrollment Shopping Cart	UITS/USSS								
Bulletin Descriptions	IU Communications								Complete (unless additional data from Bulletin are added to SIS)
Class Descriptions	UITS/USSS								Basic functionality available; additional enhancements have been proposed
Course/Class Search (Keyword, Interest-Based)	UITS/USSS								Will design/develop new tool
4-Year Degree Maps	UITS/USSS								Will design/develop new tool
Critical Milestones	UITS/USSS								Will design/develop new tool
Degree Achievement Bars (graphics)	UITS/USSS								Will design/develop new tool
ePDP	UITS								Basic functionality available; additional enhancements have been proposed

II. Campus/Unit Responsibility and Roll-out



Components	Responsible Units	BL	IN	EA	KO	NW	SB	SE	Notes
AAR	USSS/CampusUnit	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	If we revise existing AAR's to be more student-centric, then work is needed on each AAR to present consistent view
Bulletin Course Descriptions	Campus/School	Green	Green	Red	Yellow	Green	Yellow	Green	
Class Descriptions	School/Unit/Faculty	Yellow	Red	Red	Red	Red	Yellow	Red	At IUB, not all units have populated
4-Year Degree Maps	Campus/Unit	Red	Red	Red	Red	Red	Red	Red	Degree maps exist today on many websites; New tool is desired to present consistent view to students
Critical Milestones	Campus/Unit	Red	Red	Red	Red	Red	Red	Red	New tool is desired to present consistent view to students
ePDP	Campus/Unit	Red	Yellow	Red	Red	Red	Red	Red	

III. Student Utilization



Components	Responsible Units	BL	IN	EA	KO	NW	SB	SE
Planner	Student Users	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
ePDP	Student Users	Red	Yellow	Red	Red	Red	Red	Red

Additional Components

Two additional initiatives are essential to developing a well-rounded Academic Roadmap for IU students: *MyINvolvement* which tracks student co-curricular learning and experiences, and a Career Planning Manager that both provides tools for students to determine their strengths and interests (a good strategy for major exploration) and provides resources to help students gain the academic and co-curricular experiences that lead to success.

Although not immediate priorities, we recommend that these initiatives become integrated with the rest of the IU Roadmap as soon as possible.

MyINvolvement

This system was implemented in 2012 and is used by IU student organizations and student activities offices to promote and track activities, events, and leadership opportunities. IU students are able to document their extracurricular involvement and participation in student organizations, academic workshops, service learning opportunities, and community engagement. The system can be used to promote involvement activities to incoming students during orientation programs, and to support and track their involvement throughout their career as a student. This information about students' engagement in activities augments data used by offices such as Alumni Relations, Career Services and the IU Foundation.

The project is intended to:

- Increase student retention through engaging in opportunities for involvement.
- Provide an environment for students to integrate curricular and co-curricular educational experiences
- Help students articulate their involvement activities and ease the transition from campus into careers.

Current functionality includes the following:

- eDocs with routing and approval to request a new organization, to re-register an existing organization, and to request an event.
- Promote event, RSVP to an event, post event to OneStart calendar, and track attendance at an event
- Assign tasks to organizations, student leaders, organization members
- Post news items for all student organizations or individual ones
- Search for organizations based on keywords, match organizations to personal interests

In the next phase, developers will design a funding request that student groups can use to seek support for their activities and a student development report that will tie academic learning outcomes to student involvement experiences. As development moves forward, MyINvolvement will need to be integrated into the single point of service portal and connected to other Roadmap resources such as the ePDP and FLAGS.

Career Planning Manager

Most students do not see academic planning as separate from career planning and seek to build a college experience that allows them to bring together academic interests with future employment opportunities. At present, many different programs are used on each campus to support career exploration and planning by students; on some campuses the career tools available for early career decision-making are different than those used for career preparation and few are tied to academic information at the campus level. For example, interest inventory products such as Focus 2, SIGI, MyPlan, Myers-Briggs, or the Strong Interest Inventory and Career Service Management programs like Symplicity, Optimal Resume, College Central Network, Nacelink, or CSO Research are all in use on different campuses. To build a Career Planning Manager that will serve IU students across the state, it will be necessary to begin conversations to try to achieve some uniformity in the products and services used to manage career services. If the campuses can agree on a common management program, it will be possible to build the desired integrations with other aspects of the IU Roadmap.

Students want to be able to explore their interests, research possible careers, and plan for appropriate academic and co-curricular experiences (e.g., internships, service and experiential learning courses) that will further their goals. They would like assistance putting together resumes, developing resume e-portfolios, writing cover letters, researching companies, and practicing interviewing skills. Campuses need programs that will manage internships, run career fairs, and host employment listings. Many employers would prefer one integrated system that allows them to post their job openings and have them reviewed by IU students throughout the state.

IU Roadmap and the Single Service Portal for Students at Indiana University

Applying to Indiana University

Domain	Component Focus	Content Development	Point of Integration with IU Roadmap	Priority
Academic Roadmap Services in the Portal				
Academic Living	Exploring and Choosing Majors	Academic Units	Degree Achievement	Priority 4
	Course Offerings	Academic Units	Degree Achievement	Priority 4
	Academic Support	Academic Support Units	FLAGS	Priority 4
	Service Learning Opportunities	Campus-specific Office		Priority 4
	Study Abroad Opportunities	Academic Units		
	Research Opportunities	Campus-specific Office		Priority 4
	Internship Opportunities	Academic Units		Priority 4
		Campus-specific Office		Priority 4
		Academic Units		Priority 4
Extracurricular Living	Student Organizations and Clubs	Campus-specific Office		Priority 4
	Athletics	Campus-specific Office		Priority 4
	Intramurals	Campus-specific Office		Priority 4
	Event Calendar	Campus-specific Office		Priority 4
	Schedule a Visit	Admissions		Priority 4
Other Student Services in the Portal				
Finances	Financial Aid Information	Office of Financial Aid		Priority 4
	Scholarship Opportunities	Campus-specific Office		Priority 4
	Financial Literacy	Office of Financial Aid		Priority 4
	How to Apply	Admissions		Priority 4
Living at IU	Residential Life	Campus-specific Office		Priority 4
	Off-campus Housing	Campus-specific Office		Priority 4
	Food Services	Campus-specific Office		Priority 4
	Health and Wellness Centers	Campus-specific Office		Priority 4
	Getting Around	Campus-specific Office		Priority 4

Life at Indiana University

Domain	Component Focus	Content Development	Point of Integration with IU Roadmap	Priority
Academic Roadmap Services in the Portal				
Academic Living	Exploring Majors	Academic Units	Degree Ach/ePDP	Priority 1
	Class Exploration/Registering	Academic Units U SSS Registrar	Degree Ach/ePDP	Priority 1
	Oncourse/LMS	UITTS	ePDP/IU-FLAGS	Priority 3
	Academic Support	Campus-specific Offices	IU-FLAGS	Priority 1
	Choosing Majors	Academic Units	Degree Achievement	Priority 1
	Progress to Degree	Academic Units Academic Advising U SSS	Degree Ach/ePDP	Priority 1
	Service Learning Opportunities	Campus-specific Office Academic Units	ePDP	Priority 2
	Study Abroad Opportunities	Campus-specific Office	ePDP	Priority 4
	Research Opportunities	Campus-specific Office	ePDP	Priority 2
	Internship Opportunities	Campus-specific Office	ePDP	Priority 2
Extracurricular Living	Student Organizations and Clubs	Campus-specific Office	ePDP/My Involvement	Priority 1
	Athletics	Campus-specific Office	My Involvement	Priority 4
	Intramurals	Campus-specific Office	My Involvement	Priority 4
	Event Calendar	Campus-specific Office	My Involvement	Priority 2
	My Life in the Community	Admissions	ePDP/ My Involvement	Priority 3
	Graduate School Exploration	IU Graduate School	ePDP	Priority 1
	Career Planning and Resume Support	Campus-specific Office	ePDP	Priority 2
Other Student Services in the Portal				
Finances	Financial Aid Application	Office of Financial Aid		Priority 4
	Scholarship/Grant/Work Study Applications	Campus-specific Office		Priority 4
	Financial Literacy	Office of Financial Aid		Priority 4
	How to Pay Bills	Bursar		Priority 4
	Residential Life	Campus-specific Office		Priority 4
Living at IU	Off-campus Housing	Campus-specific Office		Priority 4
	Food Services	Campus-specific Office		Priority 4
	Health and Wellness Centers	Campus-specific Office		Priority 4
	Getting Around	Campus-specific Office		Priority 4
	Email/Texts/Social Networking	UITTS		Priority 4

Life After Indiana University

Domain	Component Focus	Content Development	Point of Integration with IU Roadmap	Priority
Alumni Academic Roadmap Services in the Portal				
Academic Living	Summer University	Campus-specific Office		Priority 4
	Lectures and Performances	Campus-specific Office		Priority 4
	Special Events	Campus-specific Office		Priority 4
Extracurricular Living	Sporting Events	Campus-specific Office		Priority 4
	Event Calendar	Campus-specific Office		Priority 4
	Alumni Reunions	IU Alumni Office		Priority 4
Job Support Services	Career Planning (Resumes/Applying for Jobs)	Campus-specific Offices		Priority 4
	Job Shadowing	Campus-specific Offices		Priority 4
	Career Networking	Campus-specific Offices		Priority 4
Other Alumni Services in the Portal				
Finances	Supporting IU	IU Foundation		Priority 4