



THE SENATE
260-481-4160 • FAX: 260-481-6880

MEMORANDUM

TO: The Faculty

FROM: Kathy Pollock, Chair
Senate Executive Committee

DATE: 28 March 2017

SUBJ: End-of-the-Year Committee Reports

Attached are brief reports from Senate committees and subcommittees of their activities and actions for the past year.

Chairs:

Academic Computing Information Technology Advisory Subcommittee (K. Van Gorder)
Subcommittee on Athletics (K. McDonald)
Budgetary Affairs Subcommittee (J. Malanson)
Curriculum Review Subcommittee (K. White)
Educational Policy Committee (L. Wright-Bower)
Faculty Affairs Committee (L. Vartanian)
General Education Subcommittee (A. Downs)
Graduate Subcommittee (D. Cochran)
Honors Program Council (S. LaVere)
Indiana University Committee on Institutional Affairs (A. Downs)
International Services Advisory Subcommittee (A. Rynearson)
Library Subcommittee (S. LaVere)
Nominations and Elections Committee (L. Vartanian)
Professional Development Subcommittee (A. Downs)
Purdue University Committee on Institutional Affairs (M. Masters)
Student Affairs Committee (N. Reimer)
University Advancement Advisory Subcommittee (S. Buttes)
University Resources Policy Committee (M. Jordan)
NCAA Faculty Representative (E. Blumenthal)

TO: The Senate

FROM: Karen Van Gorder, Chair
Academic Computing and Information Technology Advisory Subcommittee

DATE: March 29, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Committee has been in discussion mostly about how the IU/PU split will impact student and faculty computing and the system-wide committee formed on digital learning.

Mitch Davidson has kept the committee informed about several ongoing issues:

How the name change impacts the domain name which then impacts student and faculty email, websites etc.

How the separation from the IU system changes numerous contracts that were successfully negotiated through IU at a cost much lower that we can get through PU or on or own.

The amount of human and other resources required to make the changes in a time when they are not able to replace up to 12 positions.

He also discussed the opening of the 3-D printing lab and strengthening the backbone of the infrastructure because students are often bringing at least three devices to class (one wearable, one phone and a tablet or computer.)

Karen VanGorder kept the committee informed of discussions being held system-wide at the request of the Provost. Members of DCS, CELT, ITS and Jeff Malanson have attended three meetings. The January meeting was on the IPFW campus. The charge from the Provost is: 1) Look at Software Licensing to see if it makes sense to have one contract, 2) Student orientation to teaching online (digitally) and 3) Faculty orientation to teaching online (digitally).

These committees will continue to communicate but have these outcomes to date:

- 1) Options to negotiate licensing together on Kaltura, Echo and Adobe this year. Investigating LMS next year with input from faculty at all campuses.
- 2) Student orientation if being finalized on each campus. IPFW online faculty participated in a focus group which provided information.
- 3) Faculty orientation is being finalized on each campus based on input from focus group referenced above.

Discussion of change in LMS in the future and how we can be involved.

Discussion of Closed Captioning of all video and how that may impact policy.

Membership: Beth Boatright, Damien Flemming, Barton Price, Pat Eber, Daren Kaiser, Mitch Davidson, Jeff Nowak, Adam Dircksen, Gary Steffen, Alexis Macklin, Andres Montenegro, Karen Van Gorder

TO: The Senate

FROM: Kim McDonald, Chair
Subcommittee on Athletics

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Otto Chang, Jens Clegg (Faculty Rep), Adolfo Coronado, David Dunham, Kelly Hartley Hutton (ex officio, nonvoting), Kayla Klimaso, Christine Kuznar (ex officio, nonvoting), Kim McDonald, Becky Salmon, James Velez (Alumnus), Wendy Wilson (Compliance Coordinator, nonvoting), David Young, 1 Vacancy

TO: The Senate

FROM: Jeffrey Malanson, Chair
Budgetary Affairs Subcommittee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Proposed that the administration present a semiannual report on the university's budget to the Senate.
2. Prepare an annual Report on the Athletics budget

Membership:

Otto Chang, Jens Clegg, Adolfo Coronado, David Dunham, Kelly Hartley Hutton (ex officio, nonvoting), Kayla Klimaso, Christine Kuznar (ex officio, nonvoting), Kim McDonald, Becky Salmon, James Velez (Alumnus), Wendy Wilson (Compliance Coordinator, nonvoting), David Young, 1 vacancy

TO: The Senate

FROM: Kate White, Chair
Curriculum Review Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

During the 2016-17 academic year, the Curriculum Review Subcommittee approved the following proposals:

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Applied Statistics
- Proposal for Bio-Mechanical Engineering Certificate
- Proposal for Minor in Jazz Studies

We have another meeting scheduled on April 7, 2017 and we anticipate voting on the following proposals

- Program Request #62: Proposal for Criminal Justice Policy concentration (in the existing Criminal Justice major)
- Program Request #64: Proposal for Law and Public Policy concentration (in the existing Criminal Justice major)
- Program Request #63: Proposal for Healthcare Management concentration (in the existing Health Services Administration major)
- Program Request #65: Proposal for Nonprofit Management and Leadership concentration (in the existing Health Services Administration major)

Membership:

Swathi Baddam, Ron Duchovic, Cheryl Duncan, David Liu, Vincent Maloney, Andres Montenegro, Susan Skekloff, Julia Smith, Carol Sternberger (ex officio, voting), Kate White, Mieko Yamada

TO: The Senate

FROM: Linda Wright-Bower, Chair
Educational Policy Committee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Prasad Bingi, Dong Chen, Marcia Dixson (ex officio, nonvoting), Darek Kaiser, Jane Leaetherman, Patrick McLaughlin (ex officio, nonvoting), Gang Wang, Linda Wright-Bower

TO: The Senate

FROM: Lesa Rae Vartanian, Chair
Faculty Affairs Committee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Continued review and approval of college promotion and tenure criteria and procedures documents.
2. Continued review and provision of feedback on departmental promotion and tenure procedures documents
3. Provided feedback on resolution from WL regarding CL's/LTL's (in fall), and then feedback on a revision (in spring) as charged by the EC.
4. Reported on sections of "Action Plan 41" assigned to us by the EC.
5. Investigated the suspension of VEPR, provided a report (as charged by EC) and a resolution.

Membership:

Benjamin Dattilo, Marcia Dixson (ex officio, nonvoting), Daren Kaiser, Zafar Nazarov, Brenda Valliere, Lesa Vartanian, 1 vacancy

TO: The Senate

FROM: Andrew Downs, Chair
General Education Subcommittee

DATE: April 3, 2017

SUBJ: End of the Year Committee Reports, 2016-2017

No report received.

Membership: Hosni Abu-Mulaweh, Martha Coussement, Andrew Downs, Debrah Huffman,
Kent Johnson (ex officio, voting), Ann Livschiz, Peter Ng, Linda Wright-Bower

TO: The Senate

FROM: David Cochran
Graduate Subcommittee

DATE: March 27, 2017

SUBJ: End-of-the-Year Report, 2016-2017

The Graduate Subcommittee is planning to meet to review the MPM proposal the 5 year BS/MSE CS and 5 year BS EE CMPE MSE SE program.

Membership:

David Cochran (PU Liaison)
Kerrie Fineran
Cigdem Gurgur
Shannon Johnson

Mark Jordan
David Liu
Carol Sternberger
Vacancy (IU Liaison)

TO: The Faculty

FROM: Suzanne LaVere, Chair
IPFW Honors Program Council

DATE: April 1, 2017

SUBJ: End-of-the-Year Committee Reports, 2016-2017

For the Honors Program Council, we continue to review scholarship applications and have organized council liaisons for Honors projects. The Honors Showcases were held March 31 and April 7.

Membership:

Farah Combs (ex officio), Martha Coussement, Marcia Dixson (ex officio, voting), Cigdem Gurgur, *Timothy Grove, Suzanne LaVere, Kimberly O'Connor, *Jamie Toole, 1 vacancy

TO: The Senate

FROM: Andrew Downs, Chair
Indiana University Committee on Institutional Affairs

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Suining Ding, Andrew Downs, Audrey Ushenko, Brenda Valliere, Michael Wolf

TO: The Senate

FROM: Alison Rynearson, Chair
International Education Advisory Subcommittee

DATE: March 30, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Activities:

1. Several proposals created, including change to the makeup of the members on the committee, changes to ESL student English placement testing processes, and a resolution to accept a definition of an international student for admissions purposes.
2. Consulting on end of year student reporting data presentation for the Office of International Student Recruitment.
3. Discussion on international student recruitment.

Actions:

1. Submission of ESL proposal.
2. Submission of Committee Make-up proposal.

Membership:

Susan Anderson, Deborah Bauer, Jens Clegg, Cigdem Gurgur, Brian Mylrea (ex officio), John Niser, Alison Rynearson (ex officio)

TO: The Senate

FROM: Suzanne LaVere, Chair
Library Subcommittee

DATE: April 1, 2017

SUBJ: End-of-the-Year Report, 2016-2017

For the Library Subcommittee, we gathered faculty feedback on the transition of library systems from IU to Purdue in a Library Resources Survey.

Membership:

Zesheng Chen, Adam Coffman, Suining Ding, Suzanne LaVere, Cheu-jey Lee, Alexis Macklin (ex officio), Paresh Mishra, Nila Reimer, Karla Zepeda

TO: The Senate

FROM: Lesa Rae Vartanian, Chair
Nominations and Elections Committee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Conducted election for the Purdue University Speaker.
2. Conducted election for Presiding Officer.
3. In the process of collecting faculty nominations for various Senate committees and subcommittees.

Membership: Gail Hickey, Hongli Luo, Daniel Miller, Lesa Vartanian

TO: The Senate

FROM: Andrew Downs, Chair
Professional Development Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Zhuming Bi, Chao Chen, Andrew Downs, Connie Kracher
(ex officio, nonvoting), Peter Ng, Jody Ross, 2 vacancies

TO: The Senate

FROM: Mark Masters, Chair
Purdue University Committee on Institutional Affairs

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Dong Chen, Daren Kaiser, Mark Masters, Daniel Miller, Beverly Redman

TO: The Senate

FROM: Myeong Hwan Kim, Chair
Revenue Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Nothing to report.

Membership:

Stephen Buttes, Otto Chang, Todor Cooklev, Charlene Elsby, Myeong Hwan Kim, Craig Ortsey, Matthew Parker, Lane Westerfield, Staff vacancy, 1 faculty vacancy

TO: The Senate

FROM: Nila Reimer, Chair
Student Affairs Committee

DATE: March 27, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Inquires presented to the SAC for the end-of-year report include the following:

1. An inquiry about the process for hiring Graduate Assistants in the Athletics Department was reviewed in February 2017. An investigation by SAC revealed that GA's are hired on a fiscal year basis and they have to be degree-seeking or have been accepted into a program which is preferable. The athletics' department GA's follow all university rules same as other GA's and when hired as GA's, are considered Administrative GA's instead of Teaching TA's. Athletics use 8-10 GA's per academic year. A list of graduate program deadline dates is available on the website. The SAC members agreed that graduate students have to meet the standards of graduate admission for any degree that they seek at IPFW. The SAC members concurred that all Depts. Admitting degree seeking-students have a choice whether to admit students applying to their programs. No further recommendations were proposed by the SAC members.
2. In February 2017, two inquests were presented to SAC as a result of concerns expressed by the Athletics' Advisory Subcommittee (AAS).
 - a. The AAS title was designated without input from the AAS Subcommittee. A request was submitted by AAS to change the title from AAS to Mastodon Athletics Advisory Subcommittee (MAAS).
 - b. AAS members asks the Senate to change the last line of 5.3.4.3.1 of the Faculty Senate Bylaws from: "The ex-officio members may not chair the subcommittee" to "The Faculty Athletic Representative (FAR) shall serve as the chair of the committee."

SAC members supported the name change from AAS to MAAS and the change in Faculty Senate Bylaws 5.3.4.3.1 from "The ex-officio members may not chair the subcommittee" to "The Faculty Athletics Representative (FAR) shall serve as the chair of the committee." This change also supports Senate Document SD 16-19. SAC members suggested that the Faculty Senate Bylaws 5.3.4.3.1 include "Athletics" in the title where stated "...two students selected by the Student Government; the Faculty *Athletics* Representative (ex officio); the NCAA Compliance Coordinator.

Membership: Chao Chen, Dong Chen, Suzanne LaVere, Eric Norman, Kathy Pollock, Nila Reimer, Audrey Ushenko

TO: The Senate

FROM: Stephen Buttes, Chair
University Advancement Advisory Subcommittee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

The University Advancement Advisory Subcommittee is comprised of 10 Faculty & 4 Administrators, which include the following:

Susan Anderson, 2016-19
Stephen Buttes, 2016-18, Chair
Todor Cooklev, 2016-19
Suining Ding, 2016-18
Colleen Dixon (ex officio)
Damian Fleming, 2016-19
Angie Fincannon (ex officio)
Cigdem Gurgur, 2016-18
~~Janet I. Kamdar~~ (ex officio) *
Connie Kracher, 2016-19
Lidan Lin, 2016-18
Sinyoung Park, 2016-19
~~Jack Patton~~ (ex officio) *
Robert Vandell, 2016-19
Kathryn Hopkins (ex officio) **

*These members moved on to different positions of IPFW during academic year 2016-17

**This member joined IPFW as Interim Marketing Director and has taken the place formerly occupied by Jack Patton.

During the 2016-2017 academic year, the Advancement Advisory Subcommittee met three times (minutes of each meeting follow). During the first meeting (August 30, 2016), we elected a chair and secretary and engaged in brief planning for what shape committee work should take during the year. In our second meeting (October 19, 2016), we met our Senate charge with providing advice on Action Plan 41 items involving the units within the Office of Advancement. Out of this meeting, the committee provided two major suggestions to the Office regarding Action Plan 41 items: pursue increased business and corporate donations and improve the Advancement website to focus on telling alumni and donor stories. The Office pursued both of these suggestions. At the final meeting of the year (March 23, 2017), Vice Chancellor Fincannon reported an update on Action Plan 41 (see below). Within this, she reported five new business/corporate donations of \$25,000 each (to be paid over five years), and the committee noted and commented on the Office's website redesign, which was suggested by one committee member (Susan Anderson) coordinated by another of the committee's members (Connie Kracher). In the context of realignment, branding and marketing will be major elements in securing new admissions. Vice Chancellor Fincannon reported the creation of an ad-hoc brand committee. A small group from the committee will meet with a marketing consultant who will be visiting campus during the week of March 27 (see document below for a description of the focus of his activities). The committee also discussed how to perform the work of the committee more efficiently given its large size. It was suggested that after a meeting of the whole at the beginning of the year that several small teams form around each of the very different areas in Advancement (Marketing, Development, Alumni Relations).

TO: The Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Anne Argast, Carl Drummond (ex officio, voting), Mark Jordan, Greg Justice (ex officio, nonvoting), Suzanne LaVere, Hongli Luo, Zafar Nazarov, Shawn Peterson, Kathy Pollock, Nila Reimer, Gordan Schmidt, Dunyale Tolliver, Audrey Ushenko, David Wesse (ex officio), Robert Wilkinson (ex officio, nonvoting), 1 vacancy

TO: The Senate

FROM: Elliot Blumenthal
NCAA Faculty Representative

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Over the past calendar year I acted as the Chair of the Summit League FAR panel, and Chaired the Meeting at the NCAA Convention January, 2016 and the Fall Teleconference in October, 2016. I attended the FARA conference in Indianapolis this November, 2016. I was also the liaison for the FARA organization to the Faculty Athletic Representatives from the Summit League. I was involved in writing letters to Faculty for student-athletes who needed to miss classes due to either conference play and/or post-season tournaments. I helped determine and verify the overall student-athlete GPA for the winter, summer and fall semesters and helped to determine eligibility of Student-Athletes for season competition. I monitored the Coaches Certification exam for their eligibility to recruit in the summer and fall. I nominated students athletes for the Male and Female Scholar-Athlete Award for the Summit League, Summit League Student-Athlete Spotlight, and wrote letters of nomination for two student athletes who were applying for NCAA Post-Graduate Scholarships. I was an Ad Hoc, voting member of the SCOA committee. I also served on the search committee for the women's basketball team. I attended and participated in all the SAS (Student Athlete Services) committee meetings and was a member of the newly developed Vice Chancellors Committee for Compliance. I also attended as many athletic events as I could over the year.

I am attaching an Academic Support Evaluation that I updated in 2015 to this since that was not in a report last year.

**Evaluation of Academic Support Services
for Student-Athletes of
Indiana University-Purdue University Fort Wayne**

March 13, 2015

Evaluation of Academic Support Services for Student-Athletes of Indiana University-Purdue University Fort Wayne (IPFW)

The Summit League has requested that each member institution evaluate their academic support services for student-athletes. At IPFW a committee composed of 9 Faculty/Administrators was formed to perform this evaluation. The committee was composed of the following individuals: Elliott Blumenthal, Chair (FAR, Biology), George McClellan (Vice-Chancellor for Student Affairs), Carl Drummond (Vice Chancellor Academic Affairs), Wendy Wilson (Director of Athletic Compliance), Chris Kuznar (Associate Director of Athletics), Bob Brewer (Assistant Director- MAP Center), Tonishea Jackson (Director of Admissions) and Chip Vandell (Chair- Subcommittee on Athletics, Math). The committee also received input from Kelley Hartley Hutton (Director of Athletics).

-Introduction-

Indiana University-Purdue University Fort Wayne (IPFW) is the only D-I University in Northeast Indiana serving the Tri-State area of Indiana, Ohio and Michigan. It currently has a student body population of over 14,000 students. In Fall, 2013, the number of full-time degree seeking students was 6521. IPFW is currently in its 50th year, and its commitment to student success and excellence continues to grow and evolve. Despite some shortcomings, IPFW's academic support for student-athletes has been outstanding. Since 1998 IPFW student-athletes have maintained over a 3.0 GPA each and every semester.

IPFW has 16 men's and women's athletic teams. In 1983 IPFW became a member of the Division II Great Lakes Valley Conference (GLVC). In 2001 IPFW left the GLVC and became an official Independent Division I school September 2, 2002. In 2004-05 IPFW went through the NCAA Certification process. In 2004-05 the Men's Tennis team played in the D-I MAC conference. In 2005-06 and 2006-07 both the Men's Tennis and Soccer teams played in the MAC, and the Women's soccer team played in the United Soccer Conference. In 2007-08 IPFW entered the Summit League. IPFW currently has 16 men's and women's teams competing at the D-I level in the Summit League and the MIVA- Men's and Women's Basketball, Men's and Women's Soccer, Men's and Women's Golf, Men's and Women's Cross Country, Men's and Women's Tennis, Women's Indoor and Outdoor Track, Women's Softball, Women's Volleyball, Men's Cross, and Men's Baseball. The Men's Volleyball team plays in the MIVA Conference.

The current report covers eight areas as follows:

1. Academic Counseling and/or Advising Resources and Services
2. Tutoring
3. Academic Progress Monitoring and Reporting
4. Assistance for Student-Athletes with Special Academic Needs
5. Assistance for At-Risk Student-Athletes
6. Academic Support Services Facilities

7. Academic Evaluation of Prospective Student –Athletes
8. Student-Athlete Degree Selection

SUMMIT LEAGUE ACADEMIC AUDIT

SECTION IV A. ACADEMIC COUNSELING AND/OR ADVISING RESOURCES AND SERVICES

The academic support services provided to IPFW students can be divided into two categories- those for student athletes only and those for students in general. With regard to the former, the Mastodon Academic Performance Center (MAP) provides monitored study tables and intrusive advising for all incoming student-athletes (freshmen and transfer) and at-risk student-athletes (below 2.5 term GPA-though coaches have the discretion to set a higher standard for their team). All incoming freshmen student-athletes are also asked to enroll in the HPER Freshman Topics for Success course. Monitored study tables and tutoring assistance are available through MAP for all student-athletes.

With regard to all students, tutoring services (including support for writing skills) are available to all students through the Center for Academic Success and Achievement (CASA). All students can receive 2 hours of tutoring per week per subject at no cost.

Academic advising is also provided to all students. Those students with declared majors are advised by faculty (or, if majoring in business or engineering, by staff) in those specific academic units. Students who are in the process of deciding upon a major are advised through the Mastodon Advising Center (MAC). Student-athletes have the additional opportunity to utilize the two advisors in MAP to help with general advising issues, but they are strongly urged to see their specific unit academic advisor to make sure they are on the correct path towards graduation.

All international students: The English as a Second Language Program is available to all international students scoring at or slightly below the minimum admission requirement for English proficiency.

The university does not require that students see academic advisors on any particular schedule. While student-athletes can use the MAP advisors for many of their needs, they also have the ability to use all services open to the general student population.

Student-athletes are made aware of these services during the recruiting process. In addition, the university and MAP present several orientation programs throughout the year where this information is presented. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents. Prior to the start of the Fall semester, orientation for transfer student-athletes and late admitted freshmen is presented. At least once each semester, a mandatory meeting is held for all student-athletes. The information is also presented in the HPER Freshman Topics for Success

course that is required for all freshman and transfer student-athletes. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk.

Information on academic support services is also provided to all potential students (whether athletes or not) as part of the recruiting process and during the university's mandatory New Student Orientation program (NSO). Students may also be referred to the various academic support services through conversations with their advisors or members of the faculty or staff. The services are also prominently featured on the IPFW web site.

Progress Toward Degree (PTD) requirements for student-athletes is monitored by the MAP athletic advisors and is certified in conjunction with the Compliance Office. PTD is also performed in conjunction with the student-athlete's unit academic advisor. Academic course records for each student-athlete (and all students) are currently maintained within MyBluePrint (Degree Works), and during this transition to MyBluePrint current academic juniors and seniors are also tracked by the department on paper degree plans. Beginning in the Fall, 2014, all incoming Freshman are required to have a 4 year plan in place and this plan is part of their MyBluePrint. Grades are recorded on degree plans (either within MyBluePrint or on paper degree plans), and the athletic advisors compile Individual eligibility worksheets on each student-athlete where all classes, earned hours, and GPA are recorded. The athletic eligibility worksheets include any other NCAA academic requirements needed. Enrolled classes are also listed on the Individual eligibility worksheet, and double-checked against the student-athlete's department degree plan. At the conclusion of each semester, Major Certification forms are sent by the Registrar to all student-athlete's academic advisors for a tally of hours in degree, hours completed toward degree in that semester, and total number of hours completed towards degree. These numbers are checked against MyBluePrint or the degree plans on file with MAP and Individual Eligibility worksheets checked for discrepancies. In the case of discrepancies, the MAP advisor consults with the unit academic advisor to compare numbers and resolve the discrepancy, with confirmation reported to the Director of Compliance for documentation. Once final numbers are complete, the Director of Compliance works with either the Assistant Registrar or the FAR to complete squad lists and eligibility certification.

MAP academic support staff is responsible for supplemental advising of all student-athletes for progress-toward-degree completion as well as maintaining specific support services such as study tables, academic progress reports, monitoring NCAA academic eligibility of all student-athletes, and working with the compliance officer and FARs to certify student-athletes as eligible following each academic term. MAP staff is also responsible for overseeing any NCAA mandated and/or recommended programming,

including the Student-Athlete Affairs program (formerly Champs/Life Skills program) and the IPFW Student-Athlete Leadership Team (IPFW version of SAAC), meeting with potential student-athletes (PSAs), and participating in IPFW committees related to the academic welfare and general support of student-athletes and students generally (such as IPFW Advising Council).

The IPFW academic advisors provide comprehensive academic advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education. Campus academic advisors assist students in learning about their majors and the requirements of the program. They help students make academic decisions throughout their college career. Additionally, they provide input to the MAP advisors regarding progress-toward-degree completion for student-athletes, and documentation for graduation certification.

To ensure that student-athletes are taking courses that fulfill progress-toward-requirements and that they do not inadvertently drop their registered hours below full-time equivalency (12 hours/term), the student-athletes have an athletic hold put on their accounts so that they must talk first with the MAP advisors prior to initiating any changes in their schedules. Prior to the course registration period, student-athletes receive registration forms from their MAP athletic advisor which they must use in their advising session with their academic advisor; the advisor helps students choose classes based on their major and signs the form. Registration holds are lifted once the signed form is returned to the MAP advisor. Enrolled classes are listed on the Individual Eligibility worksheet and double-checked against the student-athlete's department degree plan. In the case of discrepancies, the MAP advisor checks each student-athlete's MyBluePrint and/or consults with the academic advisor to compare numbers and determine the source of that discrepancy.

Regularly scheduled communication between academic services staff and campus academic advisors does occur. The Assistant Director of MAP sits on the IPFW Academic Advising Council and attends bi-monthly meetings of the Council. Additionally, contact is maintained through the major certification forms sent each semester, and through on-going consultation with academic advisors regarding their student-athletes.

Meetings between MAP staff and coaches are held on an as-needed basis which varies by sport, the preferences of particular coaches, and the knowledge of coaches regarding NCAA eligibility rules and MAP policies and procedures. In this academic year, the goal has been for a formal meeting to occur between coaching staff and MAP staff at least

once each semester to accurately advise for graduation and use of seasons, in addition to identifying athletes in need of intrusive advising.

At the beginning of the fall semester, and towards the end of spring semester there are a required all-athlete meetings. At these meetings the student-athletes are reminded of the policies regarding NCAA requirements as well as academic support services that are available. There are also individual Team meetings at the beginning of the school year at which the student-athletes fill out NCAA required forms and rules education is provided, including GPA and progress towards degree requirements. Additionally, all student-athletes receive a Student Athlete Handbook with information pertaining to the above items, and also if their sport is in season, the Missed Class Worksheet forms for their professors.

All incoming students are required to take part in the New Student Orientation (NSO) program. NSO provides a general overview of IPFW stressing the university as a learning community, the responsibility of students for their own success, the willingness of faculty and staff to offer support, and a focus on graduation as the goal. NSO also provides information on services and programs at IPFW, faculty expectations in the classroom, financial aid, general academic planning strategies, and specific information about academic planning for the major.

The number of full-time staff members in the academic support services area are as follows-- MAP has two staff members specifically for student-athlete advising. CASA has five staff members and makes use of a large number of student paraprofessionals to support the general student population. There are about 200 academic unit advisors at IPFW, depending upon the department/college, some are professional advisors and some are Faculty advisors.

The titles and job responsibilities of the full-time staff that help to support the academic services areas are as follows (The Director of MAP was also named Associate Athletic Director/Senior Woman Administrator in 2013, and now serves on the athletic department's executive staff) —

The Director and Assistant Director of MAP are responsible for:

- Advising of student-athletes for progress-toward-degree completion
- Maintaining academic records on student-athletes, recording grades on degree plans, and compiling Individual Eligibility worksheets where all classes, earned hours, and GPA are recorded
- Preparing academic progress reports for review at the end of each semester

- In conjunction with Compliance, monitoring NCAA academic eligibility of all student-athletes
- Working with the compliance officer to certify student-athletes as eligible following each academic term meeting with potential student-athletes
- Meeting with potential student-athletes
- Participating in IPFW committees relating to the academic welfare and general support of student-athletes
- Overseeing any NCAA mandated/recommended programming
- completing any other NCAA academic requirements
- Supervising the study table program, the academic progress reporting system, and the department staff
- The Director also serves as a member of the senior staff of the Student Affairs Division
- The Assistant Director coordinates the Student-Athlete Affairs (SAA) Programs & Grants (formerly CHAMPS Life Skills) program and serves as a member of the leadership team of the Student Affairs Division
- Teaching freshmen success course for student athletes

There are approximately 253 student-athletes at IPFW and with the two MAP student-athlete advisors, the ratio of advisors to student-athletes is about 1:126. The ratio of advisors to the general student population at IPFW is about 1:64. The ratios reflect the primary role of the Unit advisors in providing academic advising.

MAP utilizes staff to monitor the study tables. Their responsibilities include maintaining an atmosphere conducive to studying, keeping students on task, and compiling attendance reports as well as occasional clerical duties. Study table monitors also receive NCAA rules education regarding academic integrity and extra benefits every fall semester.

As noted earlier, CASA makes substantial use of student paraprofessionals as tutors and writing consultants.

MAP, MAC, and CASA staff attend monthly Student Affairs professional development presentations as well as webinars and other professional development programs made available on campus by Student Affairs or other divisions at IPFW.

MAP staff are members of the National Academic Advising Association (NACADA), the National Athletic Academic Advisors Association (N4A), and the Indiana Academic Advising Network. They are encouraged to attend the conferences of those associations and to take advantage of the professional development opportunities available through them.

MAC and CASA staff are members of a variety of professional associations. They are encouraged to attend the conferences of those associations and to take advantage of the professional development opportunities available through them.

All academic advisors at IPFW are encouraged to attend the annual advising workshop presented early in the Fall term.

MAP advisors work closely with staff from the Center for Academic Success and Achievement (CASA), Student Success on Transitions (NSO program), International Student Services, Office of Diversity and Multicultural Affairs, and Mastodon Advising Center.

SECTION IV B. TUTORING

Support services at IPFW can be divided into those for student-athletes specifically and those available to all IPFW students. The MAP Center has a tutoring program to provide academic support to all student-athletes having difficulties in courses for which CASA is not providing tutoring. MAP tutors are hired each semester. Requirements for the tutors include having recently completed and received an A in the specified course and a 3.0 or higher overall GPA.

Student-athletes are made aware of these services during the recruiting process. In addition, the University and MAP present several orientation programs throughout the year where this information is presented. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents. In the summer, 2015, one summer athlete orientation will be held for all incoming student-athletes. The first day of each semester, a meeting is held for all student-athletes and information regarding these services is reiterated. The information is also presented in the HPER Freshman Topics for Success course. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk. When needing tutors not provided by CASA, student-athletes must submit a request for tutoring form to the Director of MAP detailing their specific needs and time/day availability.

MAP Center tutors and study hall monitors receive NCAA rules education each fall. To be eligible to see a MAP tutor, the student-athlete must be attending class and fulfilling their study session requirements. If a student-athlete receives excessive unsatisfactory tutoring reports, indicating the athlete did not prepare for the tutoring session (i.e. did not complete readings, research, etc.), the student-athlete will not receive any more tutoring assistance for that particular class.

Names of qualified potential MAP tutors are requested from academic departments. Students being considered for tutoring position must provide recommendations from faculty verifying their knowledge of the material. The MAP staff selects student tutors who are then trained in NCAA regulations and appropriate behavior. Policy forms which clarify all of the NCAA, conference, and/or institutional compliance rules and regulations must be reviewed by tutors. They are required to sign a form indicating they have reviewed the information, understand it, and agree to act in accordance with it. To ensure that the tutors adhere to NCAA rules and regulations the MAP staff perform spot checks of tutoring sessions. There is no ongoing training for tutors since the tutors are hired on a semester basis only. CASA tutors receive ongoing training.

MAP tutoring may either be one-on-one or in small groups depending on student-athlete demand. The most important part of the evaluation process is the student-athlete's improved performance in the class for which they received tutoring. Other aspects include reports from student-athletes receiving tutoring as to the tutor's demeanor, patience, punctuality and ability to teach. To determine whether student-athletes are upholding their end of the tutoring agreement, MAP receives weekly attendance reports from CASA on all student-athletes who utilize CASA's tutoring or writing consultation services.

CASA offers all students tutoring and consultation for writing. While there is no limit on the amount of writing consultation available, tutoring services are limited to 2 hours per week per subject.

CASA uses a similar processes in hiring its tutors and writing consultants. CASA provides ongoing in-service training for its paraprofessional staff, and their performance is evaluated based on observation by the professional staff as well as on feedback from students utilizing their services.

Both MAP and CASA have tutor handbooks that are made available to the tutors.

Currently the MAP tutoring program is not certified. The University is pursuing certification for the CASA tutoring program through the College Learning and Reading Association.

SECTION IVC. ACADEMIC PROGRESS MONITORING

The IPFW Athletics Department and the MAP Center places high priority on encouraging students to balance their academic and athletic lives. To help students monitor their academic progress, there will be two grades checks made during each semester to make sure that the student athletes are keeping up with attendance and grades in each class. These will be performed at weeks 5 and 13 of each semester. The initial grade check requests are sent out electronically to all Instructors who have student-athletes in their classes. If there is no electronic response from the Instructor, Grade Check forms will be distributed to instructors who did not initially respond. Grade Check forms will be returned directly to the MAP Center Director who will record the grades, export the grade report, and send reports to the appropriate Coaches.

Coaches will be informed of any student athlete that has a C or below in any class, and the student-athlete will be called in by the MAP staff member responsible for that student-athlete. The MAP staff member may also consult with the student's faculty advisor and class professor.

Staff from the Admissions Office and Registrar's Office are not involved in monitoring academic progress throughout the semester. They are involved in matters of eligibility, including confirmation of GPA and full-time status if needed. Departmental unit advisors and MAP advisors do not have regular interactions unless it is deemed necessary by the MAP advisors and FAR.

Coaches have been directed not to be in direct contact with Faculty members. Coaches may discuss student issues with Faculty only if the contact is initiated by the instructor; otherwise the Faculty Athletic Representative (preferably) or the MAP staff serves as the liaison between coaches and faculty.

The MAP center utilizes Missed Class Worksheets to follow the number of class absences due to athletics competitions. The Missed Class Worksheets are designed to enable student-athletes to communicate clearly with their instructors about course work, class meetings, etc., that will be missed as a result of team travel and competition schedules. Worksheets must be completed including (1) course information, (2) missed days of class, (3) plan of action for missed work, (4) and instructor's signature approving the plan of action. Student-athletes will then leave a copy with the instructor, give one to their MAP advisor, and keep one for their own records. Returned Missed Class Worksheets are examined for frequency of absences, and steps are taken to try to replace the class with either a class section that meets at a better time or to drop the class and add another that meets at a more appropriate time. . Additionally, teams have been asked to track missed class time at a closer level for purposes such as APR improvement plans in order to better gauge the amount of class missed by a particular sport for team travel.

SECTION IVD. ADA SERVICES

In order for student-athletes to be identified as having special academic needs, they must self-report to Services for Students with Disabilities (SSD). No testing is provided on campus. Students in need of testing are referred to local service providers who offer testing at reduced rates. Once it is determined that student-athletes have special needs, accommodations for these students are determined by SSD on a case-by-case basis. There are a wide range of potential choices for accommodation based on the student's needs related to their disability. SSD provides one-on-one consultation with students regarding disability issues. SSD's general orientation is to encourage students to understand their disability and its potential impact on learning and to become their own advocate regarding issues related to their disability. Accommodations for student-athletes are no different than for the general student population. IPFW does not currently have a learning specialist on staff. MAP, MAC, CASA, ODMA, campus advisors, and faculty routinely communicate with SSD regarding working with students with disabilities. In addition, the Assistant Dean of Students and Director of SSD annually present to both new faculty and new deans and chairs on issues related to working with students with disabilities.

SECTION IVE. AT-RISK STUDENT-ATHLETES

While IPFW does not use the term, "at risk," IPFW will admit students on a conditional basis who may need additional support and academic preparedness. The Office of Admissions makes all final decisions regarding whether a student is admitted to IPFW and decisions are based on the individualized, review of information about each applicant that considers academic achievements, test scores, course rigor and his or her potential to succeed. We have an obligation to make sure that all students recruited including student athletes have a realistic opportunity to compete effectively in the classroom and our admission process achieves this.

IPFW Athletics defines student-athletes as "at risk" if they are first-term incoming freshmen, if they are transfer students, or if they fall below a 2.5 GPA (or higher based on coaches' standards, or as required by APR improvement plans. For instance, the sport of baseball, first generation college students are also considered at risk due to the nature of the sport and high amounts of travel during the spring semester). Entering students are identified by definition, and continuing students are identified through monitoring of monthly academic progress reports and end-of-term grade reports.

MAP's Promoting Academic Success for Student-Athletes (PASS) program is required of all first-term incoming freshmen and transfer student-athletes as well as of all student-athletes with GPAs less than 2.5 (or the standard set by their coach, or by APR improvement plans). Incoming students are enrolled in the HPER course, receive intrusive advising (mandatory monthly meetings with their MAP advisor), and participate in mandatory study table. Continuing students with a GPA below 2.5 (or the standard set by their coach) receive intrusive advising and take part in mandatory study table.

These services are highlighted during the recruiting process. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents (in summer 2015, Athletic Orientation will be held one time). At least once each semester, a mandatory meeting is held for all student-athletes. The information is also presented in the HPER Freshman Topics for Success course taken by student-athletes. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk.

Study skills are addressed in foundation courses for many majors. CASA also offers study skill training, as does ODMA. IPFW does not provide learning assistants or mentors to work specifically with at-risk students.

Student-athletes are required to put in time at the CASA learning center or at study tables. The requirements for study table must be met by:

All Freshmen and Transfer student-athletes (depending on transfer GPA) during their first semester at IPFW.

PASS participants (Term GPA below 2.5) based on the recommendation of their academic advisor.

All Student-athletes with a Cum GPA below 2.5 (except seniors) must meet with their advisor to determine required hours.

And the requirements include:

Freshmen, transfers, and 2.3-2.49 GPA--6 hours per week

2.0-2.29 GPA--8 hours per week

Below 2.0 GPA--10 hours per week

SECTION IVF. ACADEMIC SUPPORT SERVICES FACILITIES

Academic support facilities for student-athletes at IPFW include monitored study tables conducted in the Gates Athletic Center, tutoring facilities through the Center for Academic Support and Achievement (CASA), computer labs (labs which are available across campus for all students), Mastodon Academic Performance (MAP) Center offices, and a computer-checkout program. In addition, student-athletes are expected and encouraged to use the extensive array of support facilities provided to the general IPFW student body, including student computer labs, Helmke Library facilities, Academic Success Centers and academic advisor offices, Center for Academic Support and Advancement offices and laboratories (including the Math Testing Center-KT G18 and the Writing Center-KT G19), STEPS classes in computer labs, Supplemental Instruction facilities, the office and service areas of the Services for Students with Disabilities (SSD) program, personal counselor offices, and the Career Services office.

The Athletics Study Session Policy is described in the Student-Athlete Handbook, as well as in other parts of this Support Services Evaluation. The study session program is administered by advisors from the MAP Center, and these advisors provide on-site monitoring of the study sessions. Study sessions are conducted in the Gates Athletic Center building. A new MAP Center was built in 2011, and is comprised of two private advising offices, and a study center with dedicated computers for student-athletes. There is also a full-time secretary to support the Director and Assistant Director of MAP. Team study sessions can also be held in this facility.

The MAP Center offices in The Gates Athletic Center, provide dedicated facilities for student-athlete meetings with athletics advisors. MAP Center advisors also meet informally with student-athletes using athletics facilities on an as-needed, as-available basis.

Student-athletes are eligible to participate in the university's tutoring program, which is housed in Kettler Hall, Room KT G21. Two hours of free tutoring per class, per week can be arranged.

Student-athletes enrolled in foreign language courses have access to the language lab, which has been designed to help students practice their language skills. The lab is located in Liberal Arts 252, and room 258 has been established as a group study area. The lab is open whenever the building is open: Mon- Sat from 7:00 a.m. to 11:00 p.m. Sun 10 a.m. to 11:00 p.m. The lab offers computer-assisted instruction, videocassettes, DVD's, music cassettes and CD's, and games like Monopoly and Scrabble in several languages.

Six open-access student computer labs are available across the campus. The facilities are secured via username/password security, and all students have a computer account that is established at the time of admission to IPFW. Laboratories are located in KT 204A, KT 217, Neff B71, Helmke Library First Floor, Science Building G15, and Walb Union 221. A 24-hour lab is available in the Library Snack Lounge, and wireless access is available throughout the campus. Campus computer labs are also used for the STEPS computer orientation courses offered to all IPFW students.

Student-athletes also have access to laptop computers through an Athletics laptop checkout program. Four machines are available for use during trips to away games and a portable wi-fi hotspot is available for bus trips. The program includes a sign-out process, guidelines about appropriate use, and a requirement that the machines be returned within 24 hours of the end of the trip.

Helmke Library facilities are an important dimension of academic support facilities provided by IPFW for the use of all students. Library hours are Monday–Thursday, 8 a.m.–11 p.m., Friday 8 a.m.–6 p.m., Saturday, 8:30 a.m.–5:30 p.m., and Sunday, noon–11 p.m. The Helmke Library maintains an extensive collection of materials in support of the University’s mission. The collection is focused on support for academic programs, with research support provided primarily through interlibrary loan and online materials. Helmke Library is a member of the Indiana University library system. The online catalog lists books and other materials held in all of the IU libraries, and it also includes nearly 500,000 book and serial volumes owned by Helmke Library, as well as more than 200,000 government publications. The catalog is available electronically via the Internet. The library’s Web site (www.lib.ipfw.edu) also provides access to a wide variety of full-text publications, databases, and indexes. Professional librarians and support staff in Helmke Library assist students, faculty, and area residents who are seeking information in or through the library. The ReservesEXpress system provides secure access to course materials via the Internet, and Document Delivery Services provide access to materials that the library does not own.

The Center for Academic Success and Achievement, professional advisor offices, and faculty advisor offices provide support facilities for student-athletes as they pursue completion of their academic degree programs. Academic advisors provide guidance about degree requirements, course sequencing, graduate school and career opportunities, and many other topics.

The Center for Academic Support and Advancement offices and laboratories provide the foundation of academic support for student-athletes and other students. These services include the Math Testing Center in Kettler G18 and the Writing Center in the Helmke Library.

The university’s nearly 100 general classrooms also provide facilities used for academic support services and for credit classes designed to support academic success. These classes include the IDIS-G104: Foundations for Success course, the Eng R190 reading enhancement course, and the Supplemental Instruction programs established to support many of the university’s general education courses.

The Office of Services for Students with Disabilities (SSD) in Walb Student Union 113 provides free and appropriate academic aids and services including the use of accessible computers and assistive equipment, reader and sign interpreter services, special test proctoring services, academic support and counseling assistance specific to disability issues, and more.

The Office of the Dean of Students oversees the Student Assistance Program in Walb Student Union 210. Personal counselors provide confidential, short-term personal counseling services to all students currently enrolled at IPFW, free of charge. This includes individual, group and couples counseling.

The Career Services office in Kettler 109 coordinates non-credit internships, monitors the operation of internships, and evaluates the success of the experiences. The Office maintains an internship and job database (IPFW JobZone), and provides a connection to the Indiana Chamber of Commerce Indiana InternNet program. Area employers are regular participants in Career Services programs, including job and internship fairs, networking events, educational panels, and mock interviews.

SECTION IVG. ACADEMIC EVALUATION OF PROSPECTIVE STUDENT-ATHLETES

The admission policies at IPFW are the same for all incoming students, regardless whether they are prospective student-athletes. There is a published appeal policy on the admissions website available to all students (<http://www.ipfw.edu/admissions/areas/applying/how-to-apply/application-status.html>). For student-athletes, evaluation of high school prospects and transfer prospects are completed for all Official Visits, National Letter of Intent (NLI) signees, Financial Aid Agreement signees, and Offer of Admission signees. An unofficial transcript is acceptable for such an evaluation. NLI documents are not created by the Compliance Office until an evaluation has been completed. An evaluation for high school or transfer prospects can also be requested by the coaches through the submission of a completed "Prospect Notification Form" with attached transcripts. Evaluations are encouraged to be completed early in the recruiting process.

The initial eligibility evaluations for high school prospects are completed by the Compliance Office. The attached spreadsheet (*Core Course Example Upd*) is used in addition to the core course list (as provided by the Eligibility Center) for the applicable high school(s). For international high school prospects, the Eligibility Center does not have a list of approved core courses. To complete these evaluations, the International Standards publication provided by the NCAA is used in conjunction with the personnel in the International Department at the NCAA Eligibility Center.

The eligibility evaluations for transfer prospects are completed by a total of three areas: 1. Compliance, 2. Admissions and 3. Mastodon Academic Performance (MAP) Center. The attached document (*Transfer Evaluation*) is used for the evaluation. The Compliance Office completes the top section and the "Compliance Office" section. It is then sent to the Admissions or the ISS office depending on whether the transfer is a domestic or international student. The Admissions/ISS Office completes the "Admissions/ISS Office" section, signs and dates it, and sends it to the athletic academic advisors in the MAP Center. The MAP Center completes the "Mastodon Academic Performance Center" section and sends the completed evaluation to the Compliance Office. A copy is then distributed to the coaching staff of the applicable team.

The *Transfer Evaluation* form is used to determine whether a PSA will meet applicable transfer legislation and progress towards degree requirements for prospects who are transferring. The MAP Center advisor completes the form indicating how many hours of transferrable credit will apply toward the General Studies Degree and any other degree that the prospect is interested in pursuing (if this interest is expressed). The MAP Center will have the General Studies Department, or other relevant department, evaluate how many hours will count toward their degree. Then a decision is reached about whether the prospect will need summer school in order to meet the transfer or progress toward degree requirements.

IPFW uses traditional indicators for evaluation of prospective students and student-athletes, including high school rank and test scores. Using these measures, Fall 2009 entering students (new beginners) had the following credentials:

	General Student Body	Student-Athletes
SAT Critical Reading	481	496
SAT Mathematics	494	518
ACT Composite	22	23
Average H.S. Percentile	60	71
Average H.S. GPA	3.01	3.30

Athletics academic advisors are frequently involved in the recruiting process when prospective student-athletes make both unofficial and official visits. The attached *Official Visit* document includes a question that asks "Have you arranged for an academic interview?" The attached *Unofficial Visit* document includes a similar question that asks "Will the prospect participate in an academic interview?" The purpose of these questions is to highlight for the coaches the importance of an academic interview with the MAP Center during both unofficial and official visits.

The success of the current process is reflected in graduation rates for student-athletes, compared to the student-body graduation rate. The comparison is shown below for both the most recent cohorts and for the most recent four-year averages:

	General Student Body	Student-Athletes
Most Recent Cohort (07-08)	25%	59%
Four-Year Average	25%	61%

SECTION IVH. STUDENT ATHLETE DEGREE SELECTION

The athletic academic advisors generally meet with prospective student-athletes when they make official or unofficial campus recruiting visits. If the prospect has not chosen a major, they discuss options for choosing a major area of study. Thus, prior to the prospective student-athlete even arriving on campus for orientation and registration, the athletic academic advisors have already identified student interest in a major, and have set up a suggested course list for registration based either on their chosen major or for a general studies degree (for those student-athletes who are undecided about their major). Transfer student credits are evaluated at this time, with the involvement of the major department, to make sure that prior credits will count towards the major degree program.

Some student-athletes come to IPFW asking for majors that are not offered by the university, such as physical therapy, kinesiology, or sports management. These student-athletes are advised of their options, including enrolling at another university and enrolling in a program that will prepare them for graduate study in the intended major. IPFW also has some pre-major programs in which program admission is restricted to those who meet published requirements, such as Business and Education. Student progress toward the degree in these areas is monitored in the same way to make sure that the student is on track for admission to these majors.

There are rare occasions where student athletes are not making acceptable progress towards the degree in their declared major. This is monitored and, if efforts to resolve the issues are not successful, the student-athlete is advised to consider changing to a General Studies degree major until such time as they are able to meet the eligibility requirements for their desired major. Letters are sent at the end of each semester, by the Director of Compliance, to student-athletes who are not making adequate progress, delineating what is required in order to remain in good standing, e.g. taking summer classes.

Of the 253 student athletes in the Fall 2014, 16% are Business majors, 16% are General Studies majors (most of whom are working toward eligibility in another major), 10% are Biology majors, 6% are Elementary Education majors, 8% are Psychology majors, and 5% are Organizational Leadership majors. The remaining student-athletes (37%) have enrolled in varied other majors. The individual majors listed above are also some of the most popular majors selected by the general student body, so there is no particular pattern of student-athletes selecting specific majors.

Conclusion-

The evaluation committee finds that overall IPFW is doing an excellent job in academic support for its student-athletes. For the past fifteen years IPFW student-athletes have maintained a greater than 3.0 GPA every semester. The University has been able to identify and work with at-risk student-athletes who have fallen below a 2.5 GPA and these students have performed much better with the support service areas to help bring up their GPA. The close interaction of support staff (Director of Compliance, MAP advisors, Faculty Athletic Representatives) with Faculty and Departments on campus has helped identify and correct potential problem areas. While this is an ongoing process, the committee feels that IPFW is doing all that is possible to help minimize problems. The ability of student-athletes to mix with the general student population in efforts to get tutoring and writing support through CASA, as well as to obtain specific tutoring help when not available otherwise, gives the program strength through adaptability.

As seen in the APR table below every team has single-year rates that are regularly above 930, such that in years where the single-year rate fall below 930, the multi-year rate remains stable. IPFW has been deemed a Limited Resource Institution (LRI), meaning that APR filters have applied. Beginning with the reporting year 2014-15 LRI filters will no longer be applicable. Two teams (Men’s Basketball and Baseball) in the last 4 years have been subject to APR improvement plans that have been successfully implemented and completed.

	2010- 11	2011- 12	2012- 13	2013- 14
<u>Men's Sports</u>				
Baseball	963	864	990	959
Basketball	880	1000	1000	964
Cross Country	964	1000	900	968
Golf	1000	969	844	1000
Soccer	952	922	953	961
Tennis	962	1000	1000	971
Volleyball	1000	905	1000	971
<u>Women's Sports</u>				
Basketball	911	1000	1000	964
Cross Country	1000	1000	925	981
Golf	1000	1000	1000	1000
Softball	986	1000	1000	948
Soccer	1000	978	989	956
Tennis	1000	929	1000	1000
Track, Indoor	1000	1000	929	990
Track, Outdoor	1000	1000	929	990
Volleyball	979	920	977	889

Student-athletes are relatively happy with their choice of major as based on their exit interviews. There are a few student-athletes who want to major in areas that IPFW does not have a major, and the University has been able to accommodate these students by making sure that they take all the pre-requisite courses for admission to post-graduate programs of their choice.

The graduation rate reported in the fall of 2014 for IPFW student-athletes is 59% compared to 25% for the general student population (note the Student-Athlete Graduation Success Rate is 82%). There are a number of reasons for this significant difference, among them the unique make-up of IPFW's student-body.

The establishment of an academic center facility for student-athletes is critical for the continued success of IPFW individual athletes as well as the overall athletics program. The Student Services complex and related remodeling that are currently under construction are expected to include space for both the study session program and the MAP office. The University has made a commitment to develop a space and we strongly recommend that the university fulfill that commitment. A dedicated facility that puts the student-athletes physically close to advisors, coaches, athletic administrators, and a place for study tables can only enhance their academic success. Currently, facilities and services are too scattered. The dedicated space will allow the student-athletes a quiet environment to study, will support an increase in the number of dedicated desk-top computers and more laptop computers, and will promote efficient use of time by the student-athletes. The facility will also improve monitoring of student-athlete usage by advisors and coaches through programs such as TutorTrac.

IPFW is currently utilizing the MAP-Works student survey software to gain additional information about student academic performance and likelihood of success by looking at personal characteristics such as motivation to succeed in college. IPFW student-athletes should be expected to participate in this program, and the results of the MAP-Works assessments should be used on a regular basis in the intrusive advising efforts that are made with student-athletes who are not doing well in their classes. This effort should be an enhancement of current efforts to identify student-athletes who show signs of being at risk in their classes and to employ mentoring and tutoring tactics to help them improve their academic performance. The graduation rate of IPFW student-athletes reflects these efforts, with student-athlete graduation rates substantially exceeding those of the general student body.

The student-athletes are well advised in choosing a major and setting out a plan of study. The choice of majors primarily comes from the student, with advice from the athletic academic advisors and discussions with departmental advisors. The student-athlete exit interview now contains a question pertaining to choice of major.

IPFW Athletics and University Staff look forward to continued enhancements in programs that will allow student-athletes to thrive in this environment and to succeed in combining athletics with academics. The funding for the athletic program is well below the average in the Summit League Conference, but despite this the University is doing well academically by its athletes.