

2007-2008 University College

Section	Document Name
Fiscal Health	• University College.pdf

Mission

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

University College seeks out and emulates national best practices whenever possible for the benefit of students. In addition, the unit is committed to providing an environment that encourages respect for multiculturalism in all initiatives.

University College will achieve its mission through:

- Promotion of student learning.
- Focus on individual student success.
- Establishment of its own traditions and recognition of accomplishments.
- Provision of a quality first-year experience.
- Development of strong connections with the degree-granting units.
- Commitment to faculty and staff development.
- Creation of a community that values diversity.
- Implementation of collaborative governance built on individual responsibility.
- Commitment to intentional reflection and assessment.

University College will continue to strengthen its collaborative form of governance, a model for university governance in the twenty-first century. The following tenets of collaborative governance have been adopted by the faculty, staff, and students of University College:

- Several groups within University College have expertise to contribute to University College and have a stake in its outcomes.
- Decision making is horizontal, not vertical, and those with the best perspective on a given issue should have the greatest input.
- Collaborative governance moves the collective agenda forward within University College and beyond.
- The University College governance structure must link with campus/university governance structures.
- Collaborative governance promotes linkages with similar interests across campus and throughout the university.
- Decision making is a process that requires both input and feedback.

University College will strive to provide an environment characterized by continuous learning and assessment. Faculty, staff, and students will collaborate by identifying best practices described in published research or recommended by national experts on student success and implement them at IUPUI, appropriate to the IUPUI context. Central to the mission of University College is nurturing a climate that respects diversity.

Goals and Objectives

01. University College will provide opportunities for continuous learning and improvement. This will include collaboration, professional

development, support for the unit's infrastructure, expansion of successful student programs, and innovative new programs.

☒ 01. University College will continue to promote faculty development, to conduct meetings with departments to ascertain faculty needs, and to develop plans to meet those needs.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Transition is the key word for 2007–2008. Prior to July 2008, the Gateway to Graduation Program operated under the Center for Teaching and Learning. Effective July 1, 2008, the Gateway to Graduation Program was operationally transferred to University College. A Gateway Advisory Board was formed to identify current gateway needs and to establish future goals. In addition to the board meeting, a gateway retreat was conducted in August 2008, and the gateway coordinators have met on a monthly basis.

Evidence of Progress for 2007-2008:

Assessment of the initiatives confirms their effectiveness.

Activities planned for 2008-2009:

The Gateway Advisory Board will continue to foster a dialogue concerning how to best serve students in entry-level courses and raise persistence rates without sacrificing quality. The successive expansion of professional development opportunities for gateway faculty and the creation of a needs-based structure to support the Gateway to Graduation Program will be explored by the Gateway Advisory Board.

☒ 02. University College will continue to offer faculty fellowships as a means of supporting faculty development, engagement, and building a national body of research on best practices and programs for entering students.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Eight faculty were awarded fellowships for the 2007–2008 academic year in the following areas: Nina Scholars: Best Practices and Lessons Learned; Impact of Mentoring on Mentors; Critical Inquiry: Sharing Best Practices; Career Exploration Curriculum: Modules for First-Year Seminars; First-Generation Parents; Use of Technology to Enhance Student Learning; and Nina Scholars: How Effective Is Mentoring?

After discussions between the academic affairs and academic advising areas of University College, it was determined that several opportunities existed for advising fellowships for 2008–2009.

Evidence of Progress for 2007-2008:

Successful completion of faculty fellowship reports and dissemination to appropriate units in University College and other forums.

Activities planned for 2008-2009:

While seven faculty fellowships were available for 2008–2009, four faculty fellowships were awarded, and two academic advising fellowships were awarded. The following faculty fellowships were awarded in the following areas: Internationalization at IUPUI (two fellowships granted), Predicators of Nursing Success, and Visions for Vocation. To increase the potential for successful completion of fellowships and to foster a greater sense of accountability, the monetary stipend was modified to allow for 50% of the stipend to be awarded upon commencement of the fellowship and the remaining stipend awarded upon submission of the final report. In addition, language was added to the fellowship to promote the sharing of fellowship findings at campus, regional, or national forums.

- ☑ 03. University College will continue to organize events for faculty development, including the annual Learning Communities Colloquium, Graduation to Gateway Program course development, and faculty retreats.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Since 1998, University College has held a faculty retreat every semester with a focus on some aspect of student support. Yearly workshops or retreats are held in critical inquiry, learning communities, themed learning communities, gateway, and other programs. University College provides enriching opportunities for faculty development and has strengthened the relationship with the Center for Teaching and Learning. The Annual Learning Communities Colloquium in May is a critical program designed to enhance faculty development and improve outcomes in learning community courses. In May 2008, a once again successful program was conducted.

Evidence of Progress for 2007-2008:

Number of participating faculty—nearly 100% of University College faculty participate in various committees, retreats, and workshops that focus on student success.

Activities planned for 2008-2009:

There will be continued and expanded events for faculty development and student learning with a focus on collaboration among the various programs in University College.

The Gateway to Graduation Program moved to University College in July 2008. The program has a director who oversees retreats, scholars' institutes, advisory board meetings, and gateway course coordinators' monthly gatherings. In addition, faculty development opportunities are presented in conjunction with the Center for Teaching and Learning, including Web seminars, best practice meetings, Gateway Scholars Summer Institute, technology conference, and several

pedagogy workshops. The program facilitates 53 of the highest enrolling classes of first-time, full-time students. The program looks closely at policies that affect first-year students, including DFW rates and retention. This year gateway faculty have been researching attendance tactics, prediction of DFWs in gateway classes early in the semester, and interventions that work to keep students in their gateway classes. This past year a resource book for coordinators has been written along with work on a new gateway Web site.

- ☒ 04. The IUPUI Solution Center will encourage faculty involvement in community-based research and teaching collaborations.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The IUPUI Solution Center continues to leverage its relationships with the community to create opportunities for community-based research projects.

Evidence of Progress for 2007-2008:

In 2007–2008, the IUPUI Solution Center connected IUPUI’s Center for Urban and Multicultural Education (CUME) with United Way’s Bridges to Success (BtS) program, an IPS-based school development program, for assessment and evaluation. In addition to creating a comprehensive program for BtS, CUME was able to connect with a number of other agencies to develop programs and assessment plans. This example is only one of dozens of faculty collaborations we facilitated this year. In addition, the Solution Center partnered with Butler University to create a Life-Health Sciences Research Showcase on campus. This event created an opportunity for faculty in all areas of life and health sciences to connect with business and industry leaders.

Activities planned for 2008-2009:

The IUPUI Solution Center has applied for additional funding of its Community Venture Fund program through the Lilly Endowment. With this funding, we hope to develop the Solution Center experiential scholars program designed to recognize and encourage faculty to do community-based research and projects.

- ☒ 05. University College will continue to support the use of instructional teams in learning communities. The instructional teams will create supportive partnerships among faculty, advisors, librarians, and peer mentors.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The implementation of the guidelines for the newly revised template goals and objectives may have some impact on the role of the faculty and advisors in the learning communities, specifically the delivery of the personal development plan component.

Evidence of Progress for 2007-2008:

The end-of-the-semester evaluations provide evidence of student satisfaction.

Activities planned for 2008-2009:

Guidelines are being developed for the newly revised template.

- ☒ 06. University College Technology Services (UCTS) will support student learning by maintaining and monitoring equipment, assessing for needs, and upgrading when necessary.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

UCTS replaced computers in the Bepko Learning Center mentoring spaces, upgraded software, replaced 25 laptops in the University College laptop lab, upgraded RAM in computers in the classrooms, installed classroom controllers, and purchased multiple Flip video cameras for use in the U110 classes.

Evidence of Progress for 2007-2008:

Computers are new, and classrooms are easier to use with the new controllers.

Activities planned for 2008-2009:

UCTS continues to monitor computers, to replace projectors as necessary, and to implement software request forms for classrooms.

- ☒ 07. University College Technology Services (UCTS) will work with faculty and staff to assist with orientation, advising, learning communities' registration, e-kiosks, video information distribution system, and instructional and mentoring needs.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

UCTS replaced staff computers throughout the building and assisted the orientation and bridge programs with technology.

Evidence of Progress for 2007-2008:

Activities planned for 2008-2009:

UCTS is replacing staff computers and maintaining technology for the unit.

- ☑ 08. University College will maintain a pleasant and constructive environment for social interaction that promotes learning and success.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Property management continues for the College Readiness Initiatives (Upward Bound, Twenty-first Century Scholars program, Special Programs for Academic Nurturing, and Educational Success Program) off campus at 518 Indiana Avenue. The action plan is to continue showcasing this location as the front door for IUPUI's college readiness programs.

In 2008, new tenants moved into the building, and Taylor Hall became the new name of the building honoring Joseph Taylor.

University College sponsored the IUPUI New Student Convocation and Health Fair. Meijer donated the healthy snacks and Indiana Members Credit Union donated funds for the IUPUI backpacks. The event had its first health fair for first-year students. Over 86 health-related vendors participated. Well over 1,200 students attended the health fair. Bands and food made the day enjoyable. About 65 campus volunteers from many of the schools helped with the event that created camaraderie for the campus.

University College hosted the Indiana Student Access and Success Conference. Over 200 registrants created a record attendance for the participating cohorts.

Outdoor furniture was purchased for the grounds and upper deck.

Bicycle racks were expanded. Tables and chairs were added to the advising and career development lobby for student groups to study. A career resource area was added to the area as well. Installation of art was completed on the second floor.

Evidence of Progress for 2007-2008:

Student focus groups confirm students' satisfaction with the University College atmosphere and expansion of needs.

Activities planned for 2008-2009:

The IUPUI Honors Program will be moved; it will operate from a larger area that will be more high profile. Remodeling

will take place in the lower level and first level of the building.

The next fall convocation and student welcome will be expanded.

University College will host the next Indiana Student Access and Success Conference in March 2009.

Bicycle racks will be increased, and health-related facilities will be investigated for the building.

Donors will be identified to sponsor new plasma screens in and around the core of Career Development.

- ☑ 09. University College will create a welcome environment and facilities for students that are conducive to student learning, including a Resource Center staffed by students that will act as a clearinghouse of campus information for students.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Resource Center is a student-staffed desk that provides students with peer assistance in identifying resources for academic support on campus. The Resource Center, located at the crossroads of Taylor Hall and in the middle of the floor housing the Bepko Learning Center, provides a key resource to all students and serves as an important symbol of IUPUI's commitment to center on students.

Resource mentors call all campus transfers, offering an opportunity for those students to pose questions or concerns about their experiences at IUPUI. The mentors refer transfers to the appropriate support office or information service. Student responses to calls are tracked for assessment.

Flat-screen television monitors have been installed on the second floor of Taylor Hall to help resource mentors keep students updated on academic events on the campus. Each resource mentor is responsible for maintaining contact with specific schools to ensure that information on programs and events open to students are effectively communicated on a regular basis on the flat-screen monitors.

The Resource Center maintains a listing of tutors in a central database that mentors can use to refer students in need of additional academic assistance. In cooperation with Academic and Career Development, mentors meet with students who are part of the Students Taking Academic Responsibility (STAR) program to discuss items such as goal setting, time management, and study skills in an effort to help them with their academic pursuits.

Resource mentors monitor the University College laptop checkout system. Laptops are available for checkout in Taylor Hall on a short-term basis for student use.

Evidence of Progress for 2007-2008:

The total number of students served by the Resource Center mentors in 2006–2007 was 5,500. The types of information requested and questions asked were tracked as a part of the ongoing assessment of students' needs. Laptops were checked out for student use 1,000 times through August 2007.

Activities planned for 2008-2009:

Most of the contacts taken by the resource mentors deal specifically with our tutoring program. As such, the Bepko Learning Center will work with the University College Technology Services to replace the current student tracking system with an enhanced student assistance model which will help in following up on all student contacts.

☒ 10. University College will use peer mentoring in various forms to support student learning, including providing space in the Bepko Learning Center for mentoring to take place and maintaining a Resource Center staffed by peer mentors that will act as a clearinghouse of campus information for students.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Bepko Learning Center is the home for supplemental instruction (SI) and structured learning assistance (SLA) mentoring. All student mentors are awarded leadership scholarships in recognition for their service to the university in student-to-student support programs. Student-to-student academic support is offered without cost to all IUPUI students. The Bepko Learning Center also provides a list of tutors who will provide additional support for a fee.

SI mentors provide traditional supplemental instruction support in science and philosophy courses, including anatomy, physiology, philosophy, biology, chemistry, and logic.

SLA mentors provide required SI for psychology and biology courses. SLA mentoring labs are attached to specific sections of the discipline courses, and in order to ensure full participation, the lab time and day appears on the students' schedules. SLA mentors work closely with the faculty of the discipline courses.

Learning community mentors also serve as orientation leaders during summer and fall orientation programs. Learning community mentors are full members of the instructional teams that serve students in the first-year seminars.

Summer academy mentors serve as partners of the instructional teams that work with entering students for two weeks prior to the beginning of the fall semester. Half of the summer academy mentor teams will continue working with the entering students in their fall learning communities.

Student athlete mentors provide tutorial study hall support for all beginning student athletes throughout the fall and spring semesters of their first year.

Evidence of Progress for 2007-2008:

Multiple methods and measures are employed to assess program components and outcomes, both qualitative and quantitative. A few of the results for individual initiatives are highlighted below:

- Supplemental Instruction (SI): DFW rates for participants versus nonparticipants for spring 2007 were 8.90% (participants) versus 27.51% (nonparticipants). Total number of students served in spring 2007 in SI sessions was 208 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2007 was 1,116. Total number of visits was 8,500.
- Structured Learning Assistance (SLA): DFW rates for participants versus nonparticipants for spring 2007 were

22.41% (participants) versus 48.59% (nonparticipants). Total number of students served in spring 2007 in SLA sessions was 1,093 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2007 was 966. Total number of visits was 22,454.

- **Learning Communities:** Students participating in 2005 first-year seminars were retained at a significantly higher rate compared to nonparticipating students, even while controlling for all background and enrollment characteristics (course load, SAT score, high school percentile rank, units of high school math, age, gender, and ethnicity). There was a 10% difference in retention rates for participants (66%) compared to nonparticipants (56%). In addition, based on past survey results, students report that participation in learning communities helped them learn to take course demands more seriously, develop better study habits, and organize their time more effectively. They also indicated that the course helped them develop more self-confidence (based on a series of focus groups conducted).
- **Summer Academy Bridge Program:** In 2005, a total of 175 students participated in the Summer Academy Bridge Program. Results suggested that the participating students performed significantly better academically (fall semester cumulative GPA) compared to nonparticipants (while controlling for all significant background characteristics and first-year seminar participation). The summer academy students had an adjusted fall GPA of 2.43, compared to an adjusted fall GPA of 2.34 for nonparticipants. Survey research indicates that students were highly appreciative of the experience, especially having the opportunity to get to know each other and become familiar with IUPUI before their first semester.

Activities planned for 2008-2009:

The Fifth Annual Mentor Symposium will be conducted this year as a gathering for mentors statewide to meet and further develop their skills. Plans are underway to expand mentoring initiatives with other departments across campus with the support of the new tuition dollars. There will be development of a comprehensive training program for students serving as summer academy mentors.

- ☒ 11. The University College Office of Development and Operations will assist students and families by using a variety of methods to communicate beneficial topics related to precollege and first-year issues. The business community of Indiana will be reached using student success stories.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Authors of expertise are part of the magazine *Indiana Insight* and the newspaper *FamilyEd*. Videotaped scholarship recipients aired on the campus information screens, the University College Web site, and were sources for news releases and stories. The first IUPUI Student Health Fair was conducted for first-year students.

Evidence of Progress for 2007-2008:

There has been an increase in requests to be added to the mailing list. Requests have increased from high schools, libraries, and other venues for having a stocked supply. There has been a stronger presence of advertisers. *FamilyEd*, spring 2008; *Indiana Insight*, fall 2007 and spring 2008; the *IUPUI Navigator*; and the IUPUI Health Fair received Platinum Awards from the Association of Marketing and Communication for 2008. The Platinum Awards are the most prestigious award and presented to those judged to be among the most outstanding in the United States and

internationally. The award recognizes our excellence in terms of quality, creativity, and resourcefulness.

Activities planned for 2008-2009:

Defined categories will be implemented in *Indiana Insight* and *FamilyEd*. These categories reflect the types of information families, students, and the business community indicated they wanted in the focus groups conducted throughout the summer. The *IUPUI Navigator* will take on a design of a notebook and a stronger resource piece for students. The contents of the Navigator will be interactive to the Web site. All three sources (*Insight*, *FamilyEd*, and *Navigator*) will have Web sites that are interactive and expand the stories appearing in the printed pieces to reflect consistency feedback in blogs. Further expansion sites will be developed. Motivational posters using students of University College will be produced and used toward goodwill gestures ranging from the classroom to off-campus community events. Ads will feature University College students and will be featured in our anchor communication endeavors.

- ☒ 12. The IUPUI Solution Center will continue its partnership with the degree-granting schools on campus to develop more quality internships and experiential learning opportunities for students at all levels and in all academic areas.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

While maintaining supervision of the Career and Employment Services office, the Solution Center continued to serve as the front door to campus, working with hundreds of businesses and nonprofit organizations in six economic clusters.

Evidence of Progress for 2007-2008:

In 2007–2008, the IUPUI Solution Center facilitated and coordinated 666 internships, projects, and research activities.

Activities planned for 2008-2009:

The IUPUI Solution Center has applied for additional funding through the Lilly Endowment. With this funding, we hope to reinstate the Community Venture Fund to support the development of internships and experiential learning projects in the community. In addition, we plan to hire one additional staff person and dedicate one-quarter of a second professional to assist schools in developing experiential programs, processes, and tools to use to build community-based internship programs for their students and establishing or implementing new reflection guidelines and transcription/credit options for all Solution Center internships and projects.

- ☒ 13. The Office of Career and Employment Services will expand opportunities for students to explore professional experiences and make meaningful career choices.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Office of Career and Employment Services (CES) took an active role in creating a seamless environment for students interested in exploring hands-on opportunities to supplement their degree programs. This included developing program plans (for 2008–2009 implementation), expanding our partnership with the Alumni Relations Office to support the Alumni Mentor Database, and sharing information with Academic and Career Development.

Evidence of Progress for 2007-2008:

The CES staff was able to recruit 100 new members to the Alumni Mentor Database, a 25% increase from the previous year. In addition, the staff collaborated with the Student Organization for Alumni Relations (SOAR), the University College Healthcare Programs advisor, and St. Vincent's Hospital to develop a healthcare careers networking event. The St. Vincent's Healthcare Careers Night was held on the St. Vincent's Hospital campus. Over 50 students networked with high-level staff (e.g., CIO and head of nursing programs) to discuss the day-to-day work in a healthcare environment and the breadth of opportunities in the field.

Activities planned for 2008-2009:

CES plans to focus on developing an externship program in 2008–2009. In addition, CES is collaborating with Academic and Career Development to streamline their services model, ensuring that students are asked appropriate questions and navigating the campus career services network successfully.

- ☒ 14. The Office of Career and Employment Services will provide IUPUI students with numerous opportunities to explore the world of work and locate developmentally appropriate employment while in school.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Career and Employment Services (CES) continues to sponsor two major job fairs on behalf of other colleges and universities in the state, administers the Federal Work-Study Program, and holds the Student Employment and Experience Fair (SEEF) yearly. In addition, CES staff met with students in one-on-one appointments to discuss resumes, cover letters, interviewing, and other work preparation skills.

Evidence of Progress for 2007-2008:

In 2007–2008, CES staff participated in approximately 100 outreach activities, including the newly implemented Federal Work-Study Orientations and Federal Work-Study Extravaganza. Both of these programs were partnerships with the Office of Community Work-Study in the Center for Service and Learning, and were designed to encourage students to use the Federal Work-Study award to secure meaningful, academically relevant employment.

Activities planned for 2008-2009:

CES will continue to offer programming such as the Federal Work-Study Orientation, Federal Work-Study Extravaganza, Student Employment and Experience Fair, Indiana Multicultural Career Fair, Indiana Collegiate Career Fair, College Talent Recruitment Day, and the Business Etiquette Luncheon. In addition, CES staff will continue to meet with students on a one-on-one basis, where appropriate, to explore opportunities for employment and experiential learning.

- ☒ 15. University College will support faculty, staff, and student employees to deliver presentations at conferences, to visit other campuses to study best practices, and to engage in other efforts that enhance continuous learning.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

From July 2007 through June 2008, University College enabled 188 faculty, staff, and students to attend 91 conferences, workshops, or seminars for the express purpose of upgrading the ability of University College personnel to help students succeed and persist. Many of the activities were local or regional in nature, but others were national or even international in scope.

Evidence of Progress for 2007-2008:

The following scholarly papers were published:

Adams, R. T. (2008). Large-scale mechanized soybean farmers in Amazônia: New ways of experiencing land. *Culture and Agriculture*, 30(1), 32–37.

Allen, M. R., & Burr, D. B. (2007, November). Three years of alendronate treatment results in similar levels of vertebral microdamage as after one year of treatment. *Journal of Bone and Mineral Research*, 22(11), 1759–1765.

Allen, M. R., & Burr, D. B. (2008). Skeletal microdamage: Less about biomechanics and more about remodeling. *Clinical Reviews in Bone and Mineral Metabolism*, 6, 24–30.

Allen, M. R., & Burr, D. B. (2008, January). Changes in vertebral strength-density and energy absorption-density relationships following bisphosphonate treatment in beagle dogs. *Osteoporosis International*, 19(1), 95–99.

Allen, M. R., & Burr, D. B. (2008, May). Mandible matrix necrosis in beagle dogs after 3 years of daily oral bisphosphonate treatment. *Journal of Oral and Maxillofacial Surgery*, 66(5), 987–994.

Allen, M. R., Gineyts, E., Leeming, D. J., Burr, D. B., & Delmas, P. D. (2008, March). Bisphosphonates alter trabecular bone collagen cross-linking and isomerization in beagle dog vertebra. *Osteoporosis International*, 19(3), 329–337.

Allen, M. R., Hogan, H. A., Hobbs, W. A., Koivuniemi, A. S., Koivuniemi, M. C., & Burr, D. B. (2007, August). Raloxifene enhances material-level mechanical properties of femoral cortical and trabecular bone. *Endocrinology*, 148(8), 3908–3913.

- Allen, M. R., Reinwald, S., & Burr, D. B. (2008). Alendronate reduces bone toughness of ribs without significantly increasing microdamage accumulation in dogs following 3 years of daily treatment. *Calcified Tissue International*, 82, 354–360.
- Appleby, D. C. (2008). Advising as teaching and learning. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed.). San Francisco: Jossey-Bass.
- Appleby, D. C. (2008). A cognitive taxonomy of multiple-choice questions. In L. T. Benjamin (Ed.), *Favorite activities for the teaching of psychology* (pp. 119–123). Washington, DC: American Psychological Association.
- Appleby, D. C. (2008). A developmental strategy to write effective letters of recommendation. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.), *Lessons learned: Practical advice for the teaching of psychology* (Vol. 3, pp. 315–323). Washington, DC: American Psychological Society.
- Barnette, B., & Porter, R. E. (2008, October). *Paring creative scholarships and programming to enhance student persistence*. Proceedings of the 4th Annual National Symposium on Student Retention, Little Rock, Arkansas.
- Boland, D. (2008). Developing curriculum: Frameworks, outcomes, and competencies. In D. Billings & J. A. Halstead (Eds.), *Teaching in nursing: A guide for faculty* (3rd ed., pp. 137–153). Philadelphia: Saunders.
- Boland, D., & Finke, L. (2008). Curriculum designs. In D. Billings & J. A. Halstead (Eds.), *Teaching in nursing: A guide for faculty* (3rd ed., pp. 119–136). Philadelphia: Saunders.
- Borden, V. M. H., & Evenbeck, S. E. (2007). Changing the minds of new college students. *Tertiary Education and Management*, 13(2): 153–167.
- Bringle, R. G., & Hatcher, J. A. (2007). Current trends in service learning and civic engagement, and their implications for higher education. *Education as Change*, 11(3), 79–89.
- Bringle, R. G., Hatcher, J. A., & Holland, B. (2007, September). Conceptualizing civic engagement: Orchestrating change at a metropolitan university. *Metropolitan Universities*, 18(3), 57–74.
- Buyarski, C. (2008, March). Featured book review and citations [Review of the book *Non-western perspectives on learning and knowing*]. *NACADA Journal*, 31(1).
- Chism, L. P., Baker, S. S., Hansen, M. J., & Williams, G. (2008, August). Implementation of first-year seminars, the summer academy bridge program, and themed learning communities. *Metropolitan Universities*, 19(2), 8–17.
- Clifton, S. S. (2005–2006). Cows in the clouds and potato chip heads: Reflections on narrative, interpretation, and the first-year experience. *FATE in Review*, 27.
- Cochrane, J., Fox, S., & Thedwall, K. (2008). *The coursebook to accompany the art of public speaking* (11th ed.). Boston: McGraw-Hill Primus Publishing.
- DeWayne, J. A., & Porter, R. E. (2007). Therapeutic management of clients with inflammatory and infectious disorders of the brain. In D. A. Umphred (Ed.), *Neurological rehabilitation* (4th ed.). St. Louis, MO: Mosby Elsevier.
- Diab, T. Allen, M. R., & Burr, D. B. (2008). Alendronate treatment results in similar levels of trabecular bone remodeling in the femoral neck and vertebra. *Osteoporosis International*

- Dolinsky, B., Matthews, R. S., Greenfield, G. M., Curtis-Tweed, P., Evenbeck, S. E. (2007). Assessment is essential for implementing successful first-year experience programs. *Assessment Update*, 19(6), 9–11.
- Eswaran, S. K., Allen, M. R., Burr, D. B., & Keaveny, T. M. (2007). A computational assessment of the independent contribution of changes in canine trabecular bone volume fraction and microarchitecture to increased bone strength with suppression of bone turnover. *Journal of Biomechanics*, 40(15), 3424–3431.
- Fang, S., McLaughlin, J., Fang, J., Huang, J., Autti-Ramo, I., Fagerlund, A., Ward, R. E., et al. (2008). Automated diagnosis of fetal alcohol syndrome using 3-D facial image analysis. *Orthodontics and Craniofacial Research*, 11, 162–171.
- Friedrich-Nel, H., De Jager, L., Mac Kinnon, J., & Hayes, D. (2008). Assessment in research degrees. In L. O. K. Lategan & L. De Jager (Eds.), *An introduction to postgraduate supervision*. Stellenbosch, South Africa: Sun Press.
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Activities planned for 2008-2009:

University College intends to continue this practice, within the scope of budget considerations.

- ☒ 16. The Office of Development, Operations, and Employee Relations will create solidarity among city, campus, and staff using events and information. Statistics prove that when employees feel empowered and connected to colleagues, they are more engaged in their work, which leads to more successful outcomes for the employer and employee.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

eStaff News is a quarterly, in-house communication piece about the accomplishments of University College staff, timely news that impacts staff families, and awards. *UCOL eNews* is a newsletter electronically sent to the campus community about the work of University College. The newsletter promotes accomplishments within the classroom as well as our work outside the classroom. The piece keeps the campus community informed as well as acknowledges the academic work and accomplishments of the unit and its faculty. Monthly news releases featuring specific successful programs or individuals are mailed to the media, linked to IUPUI and University College Web pages, linked to campus "screened" information on monitors, and to IUPUI's cable channel.

Evidence of Progress for 2007-2008:

There has been increased exposure by the campus, media, and city. There has been acknowledgement from our colleagues in schools about the work we do that is featured through these communication vehicles.

Activities planned for 2008-2009:

Enhancement of all approaches using improved design and extended portals for a more far-reaching exposure to the campus, city, and state.

- ☒ 17. University College will develop and implement qualitative and quantitative assessment to support student learning, such as the effects on students enrolled in the first-year seminars, critical inquiry courses, structured learning assistance, themed learning communities, Summer Academy Bridge Program, and other courses or activities sponsored by University College.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College continuously employs qualitative and quantitative approaches to comprehensively assess the impacts of dynamic and complex support programs. We have increasingly faced the pressure to demonstrate and improve the effectiveness of first-year support programs. Quantitative and qualitative assessment methods have been used to assess impacts on student learning, academic performance, and retention. The director of assessment for University College enhances understanding of program impacts by examining program participants compared to nonparticipants with regard to fall GPA and retention while controlling for background differences; analyzing predicted compared to actual retention, course grades, and DFW rates; and administering student surveys to assess student needs, satisfaction, engagement, program impacts, reasons for leaving, etc. Results have shown that first-year seminars, summer bridge, and themed learning communities all positively affect academic performance and persistence rates.

A total of 2,249 beginning freshmen who were enrolled in at least 7 credit hours participated in first-year seminars during fall 2007 (88% of fall 2007 beginning freshmen participated). A total of 176 African American students participated in first-year seminars in fall 2007 (80% of fall 2007 African American beginners participated). A total of 69 Latinos/as and 58 Asian American students participated in first-year seminars in fall 2007 (89% of fall 2007 Latinos/as and 82% of Asian American beginners participated). There were 309 students that did not participate in fall 2007 seminars. The fall nonparticipants were less academically successful compared to participants. Thirty percent of the nonparticipants earned a grade point average below a 2.0 compared to 23% of participants. Additionally, the DFW rate for nonparticipants (29%) was notably higher compared to participants (23%). The nonparticipants were also less likely to return to IUPUI in the spring. The IUPUI fall-to-spring retention rate for nonparticipants was 83% compared to 87% for participants.

Assessment results suggested that the Summer Academy Bridge students as a group performed significantly better academically (fall semester cumulative grade point average) compared to nonparticipants (while controlling for background characteristics, academic preparation, and first-year seminar participation. The Summer Academy Bridge students had an adjusted fall grade point average of 2.64, compared to an adjusted fall grade point average of 2.52 for nonparticipants. If bridge participation was paired with participation in a themed learning community (TLC), the bridge-TLC participants had higher levels of academic success (higher first-semester grade point averages, lower DFW

rates, and higher fall-to-spring retention rates) compared to those students participating in a TLC without first participating in bridge.

Conditionally admitted students participating in spring 2008 critical inquiry courses had significantly higher spring semester grade point averages (2.19) compared to nonparticipating conditionally admitted students (2.03) once enrollment, spring course load, and fall GPAs were controlled for ($p < .05$). This difference may be practically meaningful. Thirty-five percent of participants had spring GPAs below a 2.0 compared to 41% of nonparticipants.

Student course evaluation instruments are administered at the end of every course or program to assess students' perceptions of the effectiveness of the curricular content and pedagogical strategies as well as self-reported learning gains. Critical inquiry (CI) students in spring 2008 (Mean = 2.63; N = 165) were notably more positive about how much the CI course improved their ability to "complete challenging reading assignments" compared to the 2007 sample (Mean = 2.55, N = 158) and 2006 sample (Mean = 2.50, N = 177). Students in spring 2008 (Mean = 2.58; N = 168) were notably more positive about how much the CI course was expected to help them "do well in other classes" compared to the 2007 sample (Mean = 2.13, N = 163) and 2006 sample (Mean = 2.31, N = 1780). Students in spring 2008 (Mean = 2.60, N = 168) were notably more positive about "finding the CI class sessions valuable" compared to the 2007 sample (Mean = 2.48, N = 162) and 2006 sample (Mean = 2.56, N = 175) (based on a 4.0 scale).

A total of 565 students participated in the fall 2007 themed learning communities (TLCs), a 50% increase in enrollment from 2006. Among the participants in TLCs, 84% were white/Caucasian, 8% were African American, 4% were Hispanic/Latino, and 3% were Asian Americans. A total of 368 (65%) participants identified themselves as first-generation college students. Students participating in fall 2007 TLCs had a significantly higher first-semester grade point average in comparison to nonparticipating students, even while controlling for all significant background characteristics, enrollment, and academic preparation variables. The TLC students had an adjusted first-semester grade point average of 2.78 compared to an adjusted rate of 2.55 for nonparticipants. African American participants had a significantly higher grade point average (2.40) compared to a grade point average of 1.95 for nonparticipating African American students (no statistical controls were employed due to the small sample size). Forty-four percent of the nonparticipating African American students earned a fall semester GPA below a 2.0 compared to 23% of participants.

The Council on Retention and Graduation (CRG) Steering Committee is active and operational. The CRG serves to enhance understanding of the effectiveness of various academic support and retention initiatives across campus. University College has active members on the Program Review and Assessment Committee (PRAC).

Evidence of Progress for 2007-2008:

There is a great deal of data available (institutional data, surveys, focus groups, phone calls to students) to use in decision making about improving student learning and success.

Assessment data is often used by faculty, staff, and administrators to make decisions.

There is a culture of assessment in University College. Faculty, staff, and administrators frequently plan for assessment and use results in decision making.

There is an established schedule for program reviews. Program reviews of New Student Orientation, the Bepko Learning Center, and advising have been successful.

University College has established lines of qualitative and quantitative research.

There is faculty involvement in University College assessment planning.

University College PRAC members, such as the director of University College assessment, were asked to do several presentations during PRAC meetings as evidence of best practice in assessment and accountability (presentations on academic advising impacts and the use of logic modeling in program evaluations have been presented).

University College and IUPUI assessment research is nationally and internationally known and respected.

Activities planned for 2008-2009:

The director of assessment for University College is working on the following projects for 2008–2009:

- Develop University College assessment and survey policies.
- Establish and disseminate a schedule of standard reports.
- Continue to establish a national reputation for assessment of first-year programs (e.g., publications and conference presentations).
- Align University College assessment activities with campuswide strategic planning initiatives.
- Assess the pilot professional development plans (PDPs).
- Design studies that contain more direct measures of student learning such as assessment of the professional development plans (PDPs).
- Continue to design rigorous studies that prove (accountability) and improve programs.
- Conduct meta-analyses of assessment activities to ensure they are used to improve teaching and learning (e.g., meet with faculty teaching seminars, CI, TLCs, and Summer Bridge to ensure they have assessments needed to improve teaching and learning).
- Establish better lines of data dissemination of all assessment activities in University College, including faculty fellowship work.
- Continue training and education of University College faculty, staff, administrators, and advisors in an effort to create a culture of assessment.
- Create a schedule of iterative review for existing policies and reports to ensure they are continuing to meet user needs and remain accurate.

☒ 18. University College Technology Services (UCTS) will continue support of its SurveyCentral software to help streamline assessment in University College.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

UCTS expanded the use of SurveyCentral, upgraded software to add new features, and purchased and installed mobile survey collection software and hardware.

Evidence of Progress for 2007-2008:

We now have 173 survey editors registered on the system and hundreds of surveys. Several departments in University College are using the software to collect data and automate processes.

Activities planned for 2008-2009:

UCTS offers training classes on basic and advanced use of SurveyCentral, and continues upgrades and support.

- ☒ 19. The Honors Program will develop methods and practices that ensure quality of delivery in all of the areas of the program and will provide opportunities for continued growth and improvement.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Students provide continual feedback on honors course work through course evaluations and interaction with the honors staff. Instructors also provide feedback through evaluations of students and their course work. We are presently redesigning our exit interview questions and the course evaluation questionnaire. The Honors Program underwent a complete review by an external committee during 2007–2008.

Evidence of Progress for 2007-2008:

The appointment of a dean and the reconfiguration of the Honors Council will be the first steps to putting the appropriate structures in place to begin the transition to an Honors College. In addition, the identification of appropriate space and the completion of necessary renovations will be significant indicators of progress.

Activities planned for 2008-2009:

The program will continue to develop methods of assessment to ensure that students are receiving the best opportunities that can be provided. In response to the new campus strategic plan, it was decided that the program should be developed into an Honors college. A search committee has been named to identify a dean to lead this transition.

- ☒ 20. The Honors Program will offer the Honors Professional Admissions Program, which will provide a pathway to graduate or professional study at IUPUI for accomplished students.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

In response to the recommendations of a campus committee to the idea of developing an Honors Professional Admissions Program, a committee was formed and connections made with the major schools on campus. Memoranda of agreement were drawn up and adopted by the participating schools and departments, including Medicine, Dentistry, Law, Nursing, Health and Rehabilitation Sciences, Business, and Public and Environmental Affairs.

Evidence of Progress for 2007-2008:

The success of the program can be measured by the number and quality of the students applying for admission to the Honors Professional Admissions Program. Also critical will be the feedback from the recruiters working through Enrollment Services.

Activities planned for 2008-2009:

During this academic year, recruiting will begin for the Honors Professional Admissions Program. It will be coordinated through Enrollment Services and be a part of their general recruiting effort. Qualified students who apply in accordance with the guidelines of each agreement will be considered for admission to the appropriate unit.

- ☒ 21. The Honors Program will provide students with the most effective learning opportunities possible that address the broadest number of disciplines, including access to the latest advances in learning technology to support the Principles of Undergraduate Learning.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Efforts have been aimed at recruiting departments and units to develop dedicated honors sections for honors students, holding enrollments for such sections to 15–20 students. While there have been some successes, especially through the Honors Summer Faculty Fellowships supporting such course developments, the program still needs at least 15 to 20 more dedicated courses per semester that will be offered on a reliable schedule to provide honors students with the best possible educational opportunities that IUPUI can offer. The Honors Program also supports the development of “embedded” honors courses, or courses that reserve a number of seats for honors-qualified students. The “honors” portion of these courses is normally composed of special meetings with the instructor, accompanied by special assignments that go beyond the regular class assignments. We also offer students the possibility of the H-Option, which allows the student to work directly with an approved instructor to enhance a regular course and have it approved for honors credit. The vision plan for the new Honors College envisions subsidizing departments who offer these courses a stipend for up to \$6,000 per section offered. It also recommends having faculty sign three-year contracts to teach in the Honors College.

The Honors Program provides students with computer access in the University College Reading Room adjacent to the Honors Program office. The Reading Room contains a computer, phone, photocopier, fax machine, television with VCR/DVD player, refrigerator, and microwave for honors students. Honors House also has a study space that contains computer equipment for the residents. When new space is identified and renovated, it will expand the availability of computer access for honors students.

Evidence of Progress for 2007-2008:

Increased numbers of regularly offered honors sections on the campus and an increase in faculty interest and participation in working with the best students on the IUPUI campus; these increased offerings will also contribute to a growth in the number of students participating in honors.

Activities planned for 2008-2009:

The Honors Program will continue to work to identify those departments that offer courses that contribute to the campus's "empirical core" and to recruit the best instructors in those areas to develop new dedicated honors sections that will help build an honors climate on the campus. Honors will also work to recruit faculty to develop upper-level courses that will meet a variety of student needs throughout the curriculum. Increased curricular opportunities for completing the degree with the honors notation continue to be a very high priority for the Honors Program.

The Honors Program will continue to provide students with access to computers and the Internet. It will also maintain its presence on the Internet to ensure that students have access to the latest information concerning the program.

- ☒ 22. The Honors Program will offer students a variety of activities that supplement and reinforce the academic applicability of their undergraduate education.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Honors Program, working through the Honors Council, continues to search for possibilities, such as service learning and study abroad, to develop cocurricular opportunities for its students. In fall 2004, the curricular requirements of the Honors Program were reviewed, and a broader range of opportunities for completing the IUPUI honors experience was developed.

Evidence of Progress for 2007-2008:

Increased student participation, increased retention, and increased graduation rates.

Activities planned for 2008-2009:

The Honors Program hosts a number of activities in Honors House to offer students an optimal living-learning environment. The Honors Program has office space in the unit to provide a staff presence for supporting student needs. Plans for monthly events for the residents are under way. At the same time, the program continues to develop new cocurricular activities for nonresidential students by continuing to expand the activities of the Honors Club and to offer additional programming on topics of interest.

- ☒ 23. The Honors Program will provide students a residential living-learning environment on campus that will increase student success.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Honors House opened in late September 2003 with seven residents. During 2004–2005, there were 21 residents in Honors House, and the staff began to develop programming to increase student academic success. In 2006–2007, the number of residents grew to approximately 30 and in 2007–2008 to nearly 50. The small programming area beside Honors House has been furnished with a sofa, television, PlayStation, and refrigerator for use by the residents of Honors House. With the Bepko Scholars required to spend their first year in Honors House, with an option for a second year, it is anticipated that the 2007–2008 level will be maintained.

Evidence of Progress for 2007-2008:

Retention and graduation rates, plus levels of academic success and involvement in cocurricular activities, will be major indicators of success.

Activities planned for 2008-2009:

Regular programming for Honors House is continuing, and the student response has been very good.

▣ 02. University College will help every student create a personal and academic plan that will increase student success. By the time every student enters a degree program, he or she should have a detailed academic and career plan.

☑ 01. University College will hire qualified academic and career advisors who will employ the best national practices to improve advising for students, including using invasive methods and embracing advising as teaching, as they help students create personal and academic plans.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College hires master's-level professionals with a minimum of one year of applicable experience in education or counseling as well as graduate students who have an interest in developing as higher education and counseling professionals. As a result of the initial intensive orientation and training and ongoing professional development, academic and career advisors are expected to employ a developmental advising and counseling model that helps students create personal developmental plans.

To improve advising for students, staff attend unit workshops, campuswide advising series, and regional and national conferences as well as participate in webinars. Implementation of the appreciative inquiry model supports the use of more intrusive advising techniques with students.

Evidence of Progress for 2007-2008:

Five master's-level professionals were hired and trained in the 2007–2008 academic year. Our senior advisors continue to serve as frontrunners in organizing professional development sessions and implementing the personal development

plans. Advisors and career counselors were trained in the appreciative inquiry model to employ more intrusive advising techniques with students, giving increased support to students who were on probation.

Activities planned for 2008-2009:

Continued training toward full implementation of the personal development plans in the learning communities and individual academic advising and career counseling sessions; continuation of organizing professional development opportunities for the office and across campus; increased use of technology in ongoing professional development; continued use of appreciative inquiry and strengths-based developmental advising models.

☒ 02. As students develop a personal and academic plan, academic and career advisors will ensure good communication with students, offering accurate information and making certain that students are referred to the proper offices to receive additional assistance when needed. Under the direction of the Solution Center, the Career Services Council will work with University College advisors and career counselors to encourage the use of the personal development plan after students have entered their degree-granting schools.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Since fall 1999, University College has hired both student and professional staff to ensure phone and frontline coverage. The phone line to University College is rarely allowed to be placed on voice mail during operating hours (only during emergencies or on the extremely rare occasion when all University College staff are required to attend a meeting). The advising center utilizes student mentors to operate the front desk and respond to students. The Bepko Learning Center operates its desk during normal business hours and most evenings. An information desk on the first floor is always manned during operating hours.

In 2006–2007, the advising center utilized instant messaging to provide students with the ability to communicate with an advisor from a remote location. Instant advising is available from 10:30 a.m. to 2:30 p.m. each day with the ability to leave messages during off hours.

Publications to enhance student success include the *Navigator*, letters, posters, newsletters to parents, manuals, success portfolios, *Indiana Insight*, Web site communication, and interactive media.

Student focus groups drive the success of content and messaging to other students.

In 2007–2008, the assigning advisors project was implemented as a method to enhance communication between students and staff and to insure that appropriate referrals to campus resources are made.

Evidence of Progress for 2007-2008:

Advisors responded to inquiries through instant messaging regarding major requirements, clearance to register, and procedures for adding and dropping. All messages were responded to within 48 hours. Focus groups are giving high marks to postproduction of communication tools, such as the Web site, instant messaging, etc.

Overall findings of the assigning advisors assessment were positive.

Activities planned for 2008-2009:

Appropriate communication tools and prompt replies to inquiries are extremely important and may mean the difference between persistence and dropping out for some students. University College is determined to continue to expand contacts with students and to have the personnel in place to effectively communicate with students and answer their questions or meet their needs. University College plans to increase the number of students who have assigned advisors.

Ongoing and persistent forms of communication add to the success of retention. A balance of electronic publications and printed materials will be used to reach students. Special attention will be given to messaging and time limitation. Research of best practices in service delivery will continue.

- ☒ 03. University College Technology Services (UCTS) will acquire and implement Web 2.0 technologies to support the communication efforts of University College.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

UCTS installed DotNetNuke Web portal, Ektron CMS 400.net, and SurveyCentral. UCTS also tested the use of Web-based text messaging in advising.

Evidence of Progress for 2007-2008:

Several Web sites are now rapidly deployed and quickly edited. University College staff now has access to several Web 2.0 tools. Several communities are beginning to form.

Activities planned for 2008-2009:

UCTS increased the use of DotNetNuke and increased the use of Web 2.0 tools in CMS 400.net.

- ▶ 03. University College will strengthen connections with degree programs in order to move students into their majors. This should include improving relationships with the schools, educating others on campus about what we do, seeking support from campus higher administration, promoting our programs and services, and finding more ways to work with the schools.

- ☒ 01. Faculty will be recruited from the majority of undergraduate schools on campus as a means of educating other units about the work and mission of University College. This will create collaboration between University College and the academic units on campus.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The University College Faculty Roles, Responsibilities, and Recognition Committee solicited new faculty from a variety of schools. In addition, the University College Executive Committee participated in identifying new faculty. Fifteen new faculty were identified for appointment to the ranks of University College faculty. The University College dean, in consultation with the Executive Committee, approved the new faculty appointments.

Evidence of Progress for 2007-2008:

University College faculty will continue to be appointed and reappointed, representing all schools and key units.

Activities planned for 2008-2009:

One-on-one orientations for the new University College faculty were provided by the associate dean of Academic Affairs for University College. Virtually every school and key unit are represented on the University College faculty.

- ☑ 02. Faculty appointments, including adjunct appointments and joint lecturers, will continue to be a major mechanism for engaging campus faculty in student success.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Faculty provide leadership for all committees overseeing University College programming. Of particular importance is the Curriculum Committee, which has guided the enhancement of U110, critical inquiry, the Summer Academy Bridge Program, the development of the mentor courses (U201, U202, U203, U204), and the career connections course (U210).

Joint lecturers were reappointed or appointed in communication studies, English, education, anthropology, biology, and mathematics.

In the spring of 2008, a U210 “sampler course” was offered to those focusing on a career in the health professions.

Evidence of Progress for 2007-2008:

Faculty and staff teach numerous sections of learning communities and critical inquiry each year and are active on approximately 10 committees along with student programs.

Activities planned for 2008-2009:

With the increased importance for the University College Curriculum Committee in the development of the template for

orientation and the first-year experience, membership was critical for this committee. There are 19 members of the 2008–2009 University College Curriculum Committee. This committee’s major focus for 2008–2009 will be to authentically strengthen the learning communities. In addition, the committee will provide the necessary oversight for all curricular components of University College.

In the spring of 2008, a U210 “sampler course” will again be offered to those focusing on a career in the health professions in addition to another U210 focusing on careers involving creativity.

- ☒ 03. To better serve students and maintain lines of collaboration and communication among schools, University College will appoint joint advising positions and will use other means to make communication among schools concerning student requirements as efficient as possible.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Since its inception in 1997, University College has maintained joint academic advising positions with as many schools as possible. The most recent joint position with the Office of Housing and Residence Life was established and appointed as well as a cooperative position through a School of Science CTE grant to focus advising services for students denied admission to a competitive program in the health and life sciences.

Academic programs are invited to attend weekly advisor meetings to provide information on curriculum updates as well as more detailed information on courses and degrees.

All departmental curriculum checksheets are posted on the University College Web site so that students and advisors may easily access the most recent degree requirements. We now post the format used in the school so there is consistency in format and the way in which information is presented to students.

University College maintains an electronic mailing list for all campus advisors to facilitate campuswide sharing of information; we are also developing technology resources to store curriculum changes as they occur.

Evidence of Progress for 2007-2008:

There are now 11 joint positions with 8 academic schools and Career and Employment Services, the Office of Housing and Residence Life, and University College Academic Affairs. We continue to jointly employ a graduate assistant with the School of Public and Environmental Affairs. Campus constituencies view their relationships with the advising center in a positive light (Program Review, 2006).

Activities planned for 2008-2009:

University College will continue to seek new joint positions with interested schools in the future and develop technology resources to augment communication regarding admissions, certifications, and degree requirements as well as scheduling and tracking.

- ☒ 04. University College Technology Services (UCTS) will implement Web 2.0 technologies to support the communications

between University College and other schools.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

UCTS installed DotNetNuke Web portal, Ektron CMS 400.net, and SurveyCentral. UCTS also tested the use of Web-based text messaging in advising.

Evidence of Progress for 2007-2008:

Several Web sites are now rapidly deployed and quickly edited. Staff now has access to several Web 2.0 tools. Several communities are beginning to form as a result.

Activities planned for 2008-2009:

UCTS increased the use of DotNetNuke and the use of Web 2.0 tools in CMS 400.net.

☞ 05. In collaboration with the academic schools, University College will form and maintain first-semester learning communities (typically linking a first-year seminar with an introductory academic course) to extend the orientation process and facilitate each student's understanding of the Principles of Undergraduate Learning, college-level expectations, respect for diversity, and campus services.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

A task force was appointed by Dean Evenbeck to review the current learning community template of goals and objectives and to make recommendations for more effectively serving entering students from the time they are admitted through their learning community experience. A complete revision of the learning community template was recommended to include four new core components. A subcommittee of the University College Curriculum Committee will determine the guidelines for implementing the recommendations of the task force, which is scheduled for fall 2009.

In 2008, the campus moved the highly successful Themed Learning Community (TLC) Program to University College. University College will continue to offer specific sections of TLCs for University College students. The campuswide program, which sponsors many more sections, will be managed from the TLC office in University College.

University College offered 11 sections of the online hybrid first-year seminar (U110) in fall 2007 and spring 2008. After submitting a grant proposal for the 2007 Jump Start Online Course Development Departmental grant, the online U110 was approved for one of two campuswide grants for \$75,000 over a two-year period. After a year of technology development and course redesign, University College is offering four pilot sections along with three original versions of the online hybrid U110 class in fall 2008.

A total of 138 sections of first-year seminars were offered in fall and spring semesters during 2007–2008. Of that group, there were 11 online sections and 8 University College sponsored themed learning communities.

Evidence of Progress for 2007-2008:

End-of-the-semester student evaluations will be revised to match the new goals of the learning communities program. The evaluations will be collected and reviewed. Student course evaluation instruments are administered at the end of every course to assess students' perceptions of the effectiveness of the curricular content and pedagogical strategies as well as self-reported learning gains.

Members of individual instructional teams will continue to assess their strengths and weaknesses in terms of meeting student learning outcomes (which will be specified in a new template of goals and objectives) and using classroom assessment techniques. In addition, University College appoints faculty fellows to assess components of IUPUI's work with entering students.

University College provides enriching opportunities for faculty development. The annual University College Learning Communities Colloquium in May is designed to enhance instructional team development and improve outcomes in learning community courses. During the 2008 event, instructional teams had the opportunity to attend workshops and presentations on the personal development plan and on the IUPUI Common Book, *A Long Way Gone*. Vasti Torres, from the IU Bloomington School of Education, gave an opening keynote address on student development issues.

Activities planned for 2008-2009:

Regular meetings of the curriculum subcommittee charged with developing guidelines for the newly established core components of the learning communities program will take place throughout the year.

- ☑ 06. University College will work with academic departments to offer themed learning communities by grouping three to five classes with a theme in which up to 25 students enroll together. Faculty will be encouraged to develop an integrated curriculum.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College and IUPUI's academic schools sponsored 26 themed learning communities (TLCs) in the fall of 2007. A total of 578 students participated in the 2006 TLCs. TLC instructional team members developed comprehensive plans to foster interdisciplinary connections in the curriculum and incorporate cocurricular and service learning experiences.

Evidence of Progress for 2007-2008:

Reports from 2007 suggest a statistically significant impact on first-semester GPA and first-year retention for participants compared to students in a first-year seminar when controlling for significant background characteristics and academic preparation (2.78 average adjusted GPA for TLC participants; 2.55 average adjusted GPA for first-year seminar

preparation (2.76 average adjusted GPA for TLC participants, 2.55 average adjusted GPA for first-year seminar participants). African American participants had a significantly higher grade point average (2.40) compared to a grade point average of 1.95 for African American students enrolled in a first-year seminar, although no statistical controls were employed due to the small sample size. Forty-four percent of the African American students enrolled in a first-year seminar earned a fall semester GPA below a 2.0 compared to 23% of TLC participants. Analysis of covariance results indicated that first-generation college participants had a higher first-semester grade point average (2.73) compared to first-generation students participating in first-year seminars (2.45) when controlling for covariates.

Activities planned for 2008-2009:

Themed learning communities (TLCs) expanded in 2008 in order to serve more students. Thirty TLCs sponsored through 12 schools debuted in fall 2008. A total of 675 students enrolled in the 2008 TLCs, an increase of 17% from 2007, and a 458% increase from the program's inception in 2003. All themed learning communities engaged in cocurricular experiences related to the curricular theme, including field trips to museums and historical sites in Indianapolis, and attending plays and films on campus. The majority of the 2007 TLCs included service learning experiences or service activities in the curriculum. For example, students in the education TLCs participated in service learning projects, including tutoring students in homeless shelters through School on Wheels, working with IPS students, and collaborating with community agencies such as La Plaza and the Hawthorne Community Center. TLC faculty have collaborated to create integrated assignments; they share rubrics to encourage deeper interdisciplinary understanding of topics. Comprehensive assessment of the TLCs is being conducted to measure student satisfaction, self-reported learning gains, student engagement, first-year retention, and GPA.

- ☒ 07. University College will collaborate with academic departments to offer U112 Critical Inquiry, a linked, discipline-based course, to aid students in the transition from high school to college by helping them develop collegiate-level skills in reading, writing, and critical thinking.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

A Critical Inquiry Faculty Retreat was held in November 2007 to begin the process of preparing faculty who would teach the course for the first time in spring semester 2008. Veteran critical inquiry (CI) faculty members and University College administrators led the workshop. Guests from Indiana University–Purdue University Fort Wayne also attended. Informal faculty development workshops were conducted and a CI project site via Oncourse was developed. In addition, a CI handbook was developed.

Evidence of Progress for 2007-2008:

The critical inquiry (CI) course assessment is ongoing and includes both quantitative and qualitative measures. CI is now offered in support of introductory courses in the following disciplines: anthropology, sociology, political science, history, and psychology. A total of nine CI sections will be offered in spring 2009 as part of our continued effort to improve academic persistence and achievement.

Activities planned for 2008-2009:

There have been ongoing conversations on how to improve critical inquiry (CI) throughout the spring of 2008 and early fall. CI offerings are being evaluated and appropriate changes are being made to strengthen CI and link it with key courses.

A Critical Inquiry Faculty Retreat is being planned for fall 2008 in collaboration with Indiana University–Purdue University Fort Wayne (IPFW). The CI academic coordinator, in collaboration and with assistance from IUPUI and IPFW, will be conducting the annual fall retreat.

- ☒ 08. The Honors Program will increase the number of honors opportunities in the various academic schools at IUPUI and provide support for individual school honors programs.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

At present, a number of schools, such as the Kelley School of Business, School of Public and Environmental Affairs, School of Nursing, etc., have their own honors programs that are consistent with the campuswide program. In addition, a number of departments, such as biology, psychology, chemistry, and philosophy, offer honors possibilities. The Honors Programs makes sure that its requirements remains consistent with those honors opportunities offered by individual units.

Evidence of Progress for 2007-2008:

Increased participation by schools, departments, faculty, students, etc., in honors-supported activities across the campus.

Activities planned for 2008-2009:

Building upon the example set by the development of honors programming in the School of Engineering and Technology, the Honors Program will continue to support the efforts of schools and departments interested in developing honors programs that will complement the general program offered at the campus level. The School of Liberal Arts is presently working with the Honors Program to increase the number of honors offerings in that school. Additional programming for the Bepko Scholars and Fellows Program is also under way. In anticipation of the creation of an Honors College, the program will continue to identify courses that fulfill general education requirements across the campus and to develop sections of those courses.

- ☒ 09. University College will continue to work with academic departments to develop support programs designed to improve academic achievement and student persistence in high enrolling introductory courses that currently have substantial DFW rates. This includes structured learning assistance, supplemental instruction, and the Mathematics Assistance Center, which helps students in the acquisition of quantitative skills.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Given the limited professional personnel of the Bepko Learning Center, the program review committee strongly recommended that the center focus its efforts on those support services that are having the greatest impact on students' academic success. Consequently, new mentor initiatives will be focused on the structured learning assistance model.

Evidence of Progress for 2007-2008:

Conversations have occurred with all departments that have previously been in partnership with the Bepko Learning Center in providing supplemental instruction (SI). The associate and assistant deans have met with faculty and department chairs to ensure the partnerships continue with the understanding that the mentoring service will be changed to a structured learning assistance (SLA) model. Biology N212, N214, N217, and N261 connections with SI have been highly successful due primarily to the competitive nature of the major, and the Bepko Learning Center will maintain the current SI model with those courses.

Two new courses have joined the SLA model for the fall 2007 semester: CSCI N241 (Web Development) and NURS N353 (Alterations in Health I). We are currently in conversations with a geography faculty member to expand SLA into one of their courses.

The coordinator for Science Specific Mentoring Initiatives position has been developed to work with the School of Science and the Bepko Learning Center. This coordinator has helped tremendously in developing successful partnerships with new science initiatives. In addition, a coordinator position is in development to focus on the School of Liberal Arts.

Activities planned for 2008-2009:

University College will continue to seek partners in degree-granting schools to implement structured learning assistance attachments. University College will continue to employ both quantitative and qualitative assessment of the program to make it as effective as possible.

- ☒ 10. To increase general knowledge about University College programs and policies likely to enhance student academic success and to receive needed feedback, faculty, staff, and students working in University College programs will be encouraged to deliver presentations and papers at conferences and publish work highlighting the activities of the college.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Presentations and papers were given at local, regional, national, and international conferences during the 2007–08 academic year. Each presentation dealt with some aspect of the work of University College. In addition to the presentations and papers at the various conferences, University College personnel wrote several articles published in peer-reviewed or academic publications.

Evidence of Progress for 2007-2008:

University College hosted one international conference, four regional conferences, and numerous local events. Faculty and staff have made many presentations at international, national, regional, state, and local conferences and have contributed to publications and books. University College remains at the forefront of providing support and funding for faculty development in an effort to enhance the quality, production, and impact of research, creativity, and scholarly activities in pursuit of advancing undergraduate persistence and achievement.

Activities planned for 2008-2009:

Faculty, staff, and students continue to be encouraged to give papers or proposals at conferences and to write articles concerning the experimentation and best practices taking place at IUPUI in developmental education, advising, academic support services, mentoring, student employment, and learning communities.

- ☒ 11. The IUPUI Solution Center will continue to develop the Career Services Council as a way of sharing information, partnering to develop high-touch career events for students, and using economies of scale to promote best practices in career development and professional practice across campus.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

In 2007–2008, the IUPUI Internship Council rebranded as the Career Services Council (CSC). This shift recognized the changing mission of the group and allowed its membership to explore broader issues, including transcript notations, professional development of career staff, and organization of services on campus. The CSC continued to promote experiential learning through its Internship Fair and other opportunities for students to network with employers.

Evidence of Progress for 2007-2008:

In 2007–2008, the IUPUI Career Services Council implemented a new employment postings system, CSO Research, to replace its previous software system. In addition, the group created a white paper and mechanism for encouraging faculty to use experiential learning transcript notations. Lastly, the group created a list of all career development courses and all courses that include a community-based component.

Activities planned for 2008-2009:

During the next academic year, the Career Services Council (CSC) will continue to serve as the primary governing and policy-making body for internships and career services across campus. The CSC is also interested in further exploration of its role and responsibility with the institution of the RISE initiative to the Challenge initiative. The Solution Center will continue to work, via the Career Services Council, to encourage the use of experiential learning transcript notations and 0-credit transcription options of experiential learning activities such as internships and community-based projects.

- ☒ 12. In order to collaborate with degree-granting schools, Career and Employment Services will continue to serve on the Career Services Council and participate in campuswide career programming.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Representatives from Career and Employment Services have served on the campuswide Career Services Council in order to share information and support the decentralized model implemented in 2007–2008.

Evidence of Progress for 2007-2008:

Career and Employment Services staff was directly involved in the planning and execution of a number of Career Services Council events, including the Business Etiquette Luncheon, two Internship Fairs, and two “Meet the Executive” events.

Activities planned for 2008-2009:

Career and Employment Services (CES) will continue to collaborate with the academic schools as they further develop career and placement programs and services to ensure coordination and no duplication of effort. We hope to build strategic relationships with the schools with limited internal support (Education, Science, and Herron) to best meet the needs of their students, while encouraging the schools to build capacity to support students’ need for career education. In addition, CES is directly involved with the Career Services Council to develop a weeklong series of fairs, panels, and networking events focused on encouraging career exploration and development.

▣ 04. University College will address the financial and career planning needs of students that go beyond financial aid and advising. This should include offering more quality on-campus employment for students and establishing programs to help students develop values-based career goals and skills for fiscally responsible living.

☑ 01. The Office of Career and Employment Services will coordinate with other offices to increase the employment of students on campus as a retention strategy and as a means to assist students in realizing their educational goals.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College, Human Resources Administration, and Career and Employment Services continue to develop programs, which expand and promote quality student employment on campus. After piloting a curriculum to encourage on-campus supervisors to see student work as a teaching opportunity in support of the PULs (called “Skills Bridge”), the group has implemented these strategies in the “Supervising Student Workers” training series. Also, as part of the collaboration with students and faculty within the School of Informatics, a video series was developed to train student employees on the basics of workplace dress and etiquette, professionalism, and standards. In addition, staff worked closely with the Office of Financial Aid Services to streamline the process for students to secure and utilize work-study funds. Lastly, in 2007–2008, after careful consideration, the committee to administer the CTE Student Employment grant chose to eliminate the JagTemps “pool” program, citing a lack of interest and understanding among students. Future programs will more closely address the employment needs of students while still understanding the importance of the

programs will more clearly address the employment needs of students, while still understanding the constraints of the campus (hiring timelines, background checks, need for temporary workers quickly).

Evidence of Progress for 2007-2008:

Approximately 2,000 students worked on campus on an hourly, part-time basis during the 2007–2008 academic year. Four Skills Bridge workshops for 13 participants were conducted, and 40% of the participants actively implemented the concepts. One of the strongest supporters of Skills Bridge was Joann Farris, vice president of IT in UITS, who used Oncourse to train 60 UITS student consultants in Skills Bridge concepts. Other participants made presentations on the concepts to associations, conferences, and meetings; utilized the concepts with their student employees; and incorporated the concepts into class syllabuses and blogs. In addition, Student Supervisors' Training guided campus employers through the process of hiring, supervising, motivating, and evaluating student employees. In 2007–2008, this session was held four times due to high demand, an increase from previous years.

Activities planned for 2008-2009:

The committee to administer the CTE grant will continue to expand the Skills Bridge program for supervisors. In addition, the group plans to work closely with campus supervisors to collect data about how to best meet their hiring needs, thus creating a more streamlined process for hiring students. For students, the committee will develop a plan to enhance cross-training and collaborative efforts with University College and school-based career counselors to increase awareness of student employment and its value.

- ☒ 02. The Office of Development and Operations will publish FamilyEd, a quarterly newspaper, for families of precollege and first-year students. Topics will enable families to have a broad spectrum of information and the tools to prepare and plan for their student's college. A Web site will allow families to view topics as information becomes available.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Authors of expertise were identified and invited to write columns to appear in the quarterly newspaper, *FamilyEd*. There was an improved format as well as categories expanded to endorse what focus groups indicated as their need to know.

Evidence of Progress for 2007-2008:

Family focus groups indicate a strong desire to have topics of this nature in print rather than a totally based Web view. The same focus groups endorse the past topics and have guidelines for future topics.

Activities planned for 2008-2009:

An interactive Web site will “play off” of the newspaper articles. Chats will be scheduled that will be conducted by professionals related to the topic. Further expansion of distribution sites will be developed. Families will participate in

Web blogs that speak to the topics of the day as families plan for their student's education.

- ☒ 03. The Office of Development, Operations, and Employee Relations will create scholarships, sponsorships, and other means to support student academic success.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

There were two strong endowed scholarships developed with two Indianapolis businesses.

Evidence of Progress for 2007-2008:

Funds were identified by prospects that became donors of endowed funds. The indication is there that these same donors will be long lasting as we continue developing rapport that is critical for the sustainment of funds.

Activities planned for 2008-2009:

An emergency fund will be developed to support the hardships that students experience. An annual fund will be conducted to test the waters of community donors. Workshops regarding financial matters will be planned for first-year students; the goal is to have the workshops align strongly with learning communities.

- ▣ 05. University College will create a diverse and supportive environment for all students. This should include diversity in the curriculum, diversity of faculty and staff, and diversity of students. Our campus should be a place where diverse populations, including international students, want to be.

- ☒ 01. University College, in collaboration with schools and units, will develop policies and programs likely to increase the recruitment of well-qualified students to IUPUI, representative of the region's population in terms of race and ethnicity.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College is a partner in the recruitment of students (including international students). Since fall 2000, the campus has restricted its admissions policy, targeted specific groups for recruitment, and engaged in marketing. The Honors Program and the Bepko Scholars and Fellows Program have contacted qualified honors students in their junior year of high school and asked them to consider coming to IUPUI. In addition, we have purchased lists of excellent students to invite to join the campus and attempted to bring a concentrated effort to the college's recruitment strategy. In addition, the Honors Program coordinates with the Office of Student Scholarships to identify and recruit top-performing students to IUPUI, including those eligible for the Adam W. Herbert Presidential Scholarship and the Plater Distinguished Scholarship. We also maintain systematic channels of communication, including letters, publications, Web sites, and events.

Evidence of Progress for 2007-2008:

The number of honors students receiving scholarships is stable at the 120–140 level. The quality of these students continues to improve. Requirements for fulfilling the Honors Program requirements have been revised and instituted to attract a larger number of nonscholarship participants.

Activities planned for 2008-2009:

University College faculty provide key leadership with admissions in providing direction for serving students.

- ☑ 02. University College will work to support minority participation in leadership roles and provide appropriate programming for special populations in an attempt to recruit and retain minority students.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Office of Student Success is a relatively new unit in University College (officially formed in spring 2008). The unit is comprised of two primary programs—Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS). In the fall of 2007, both SAAB and SAAS were functioning primarily as student organizations at IUPUI.

SAAS and SAAB have held numerous workshops for the personal, academic, and professional development of African American students at IUPUI. Community service is a significant component of both organizations, including volunteering at the Ronald McDonald House and Thrifty Threads. Mentoring is also an important component of SAAS and SAAB, including volunteer work with area school programs such as Washington and North Wayne Elementary (Wayne Township). SAAS and SAAB held Men's and Women's Empowerment Luncheons, which were well attended. Both events were planned and facilitated by the student members.

Beginning in October 2008, SAAB began to undergo a reorganization to better serve the needs of African American males at IUPUI. The newly established SAAB program included core academic and developmental components to foster student retention and academic success.

In spring 2008, SAAB commenced an effort to contact all newly admitted African American males at IUPUI to inform them about the SAAB program. Recruitment letters were sent to students welcoming them to IUPUI and inviting them to participate in SAAB as well as offering support and direction to resources as they transition to college. Another initiative was the direct contact of students on the early warning list received through University College. These students were encouraged to seek assistance through the SAAB staff and were directed to additional resources if necessary. In March 2008, SAAB supported the travel of 10 SAAB members to the Black Deaf Male Conference and MAAFA production. The conference encouraged students to think of black deaf males among black hearing males and discussed how the gap can be bridged. The students also viewed the MAAFA production that displayed the plight of the African American male throughout history. The weekend was full of discussion, reflection, and critical thinking about the value of African American males. The SAAB 3.0 Club was formed to highlight the semester academic achievement of African American males who receive a GPA of 3.0 or higher. The club's publication contains academic information as well as photographs.

Summer 2008 was full of activity. The incoming students who were admitted to IUPUI were again contacted with an offer to attend the weekend Bridge Program. Attendees would receive a \$1,000 scholarship. Twenty-five scholarship offers were made and 24 students were recruited (one student had a last-minute conflict). A SAAB Advisory Council was formed in July to include representatives from various campus and community agencies that have a vested interest in the educational success of African American males.

Evidence of Progress for 2007-2008:

Activities planned for 2008-2009:

The beginning of the academic year began with the weekend Bridge Program, which included the participation of 24 students. The weekend concluded with the first annual SAAB Induction Ceremony in which campus and community African American males formally inducted new students into the IUPUI SAAB program.

As the program continues to move through the 2008–2009 year, we plan to continue to investigate best practices for retaining African American students, particularly males. Male students will be paired with upper-level student mentors. Student tutors will be recruited from the pool of African American students who have a GPA of 3.0 or higher; tutoring will be made available in either group or individual format in the SAAB office. Students who are struggling academically or otherwise will be encouraged to take advantage of campus resources. As a follow up, the SAAB office will request activity logs from the primary service offices such as the Mathematics Assistance Center and the Bepko Learning Center to identify students who are utilizing campus academic resources. Additional workshops will be developed to address the challenges that students identified on their professional development plans, which were completed during the weekend Bridge Program. Students will have the opportunity to grow personally and professionally while attending local and national conferences on male leadership.

Due to the funding situation for 2008–2009, SAAS is moving forward with minimal activities and primarily functioning at the student organization level. Efforts will be made to secure a budget in order to offer similar program components such as those offered by SAAB.

Financial literacy programming is also limited—primarily consisting of classroom presentations and making literature available to students. More extensive programming could be offered to include a workshop series on budgeting, credit management, etc.

☒ 03. University College will work with Information Management and Institutional Research (IMIR) to study the progress IUPUI has made in recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The University College and IMIR team continue to collect data on incoming students during orientation and during the ACT-COMPASS entrance examinations. In addition, University College works closely with IMIR to oversample first-year students and underrepresented students on surveys such as the Continuing Student Satisfaction and Priorities Survey (CSSPS) and the National Survey of Student Engagement (NSSE) so that appropriate analyses can be conducted.

Results on these surveys indicate that IUPUI has a large first-generation population. Of all fall 2008 full-time beginning freshmen, 55% reported they are first-generation college students (neither parent completed a four-year college degree).

University College also works closely with IMIR to monitor progress over time in terms of recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity. IMIR completed a report that shows numbers, retention, and graduation rates for underrepresented students over a 10-year period. Results suggest that IUPUI has not substantially increased the proportion of African American students among full-time beginners.

University College has also worked closely with Human Resources Administration and IMIR to better understand the impact of working for pay on academic success and has worked closely with departments throughout campus to create more jobs on campus. Various interventions have been developed to help students feel more connections with the university and to more closely link their academic studies with their work. A recent series analyses indicated that working off campus 30 or more hours, being first-generation status, having low levels of academic preparation, being male, and having the intention to transfer are all risk factors associated with poor levels of academic success at IUPUI. The more hours students planned to work for pay during their first semester, the lower their fall GPAs were. First-generation students had significantly lower fall GPAs compared to non-first-generation students.

Based on previous reports and survey results, a number of data-driven changes have already been implemented. Many first-year programs (e.g., Summer Academy Bridge Program, orientation, first-year seminars, themed learning communities, advising services) have implemented components designed to help increase diversity awareness and inclusiveness. In addition, initiatives are being planned to best meet the academic support needs of Twenty-first Century Scholars.

Thus, University College collaborates with IMIR on numerous research projects to understand the impacts of first-year programs on academic success (e.g., advising, first-year seminars, critical inquiry, themed learning communities). The director of University College assessment is housed in IMIR. University College also works closely with the Office of Planning and Institutional Improvement in an effort to improve academic support programs via the formal program review process. New Student Orientation, the Bepko Learning Center, the Advising Center, and Honors have undergone reviews.

Evidence of Progress for 2007-2008:

IMIR institutional data and survey data is used by University College staff and faculty to revise programs to make them more effective for all students. In addition, the program review process has resulted in sustained improvements in New Student Orientation, the Bepko Learning Center, and the advising center.

University College has launched a new and revised research and assessment Web site that is designed to communicate assessment findings, demonstrate progress toward critical goals, presentations, publications, and reports campuswide (<http://uc.iupui.edu/staff/research.asp>).

Activities planned for 2008-2009:

University College will continue to work closely with IMIR to assess recruitment and retention of a well-qualified student body representative of the region in terms of race and ethnicity. University College will also use the data collected to enhance programs and services.

Assessment instruments, including end-of course questionnaires in the Summer Academy Bridge Program and first-year

seminars, will be redesigned to more adequately assess new diversity initiatives in University College academic support programs. Thus, the assessment unit will work to align measures or indicators with diversity initiatives.

The assessment unit will work closely with IMIR, University College staff, administrators, and faculty to communicate and use assessment data that has been collected to assess the diverse needs of students or measure the effectiveness of initiatives.

The assessment unit will work closely with IMIR, University College staff, administrators, and faculty to assess and measure the effectiveness of various initiatives designed to create a more welcoming environment for all students.

- ☒ 04. The Honors Program will provide opportunities for students to gain an understanding of human and cultural diversity; students in the program will develop the ability to live and interact with civility and understanding with individuals and groups from different cultural backgrounds.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

As part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified students from underrepresented populations. Of the 57 new scholarship recipients for 2008–2009, 2 are international students, 1 is an African American student, 1 is a Hispanic student, 7 are Asian/Pacific Islander students, and 2 students report that they are “other.” Three provided no response to the question.

Evidence of Progress for 2007-2008:

An increase in the diversity of the students admitted to the Honors Program and those pursuing their degrees with honors.

Activities planned for 2008-2009:

The Honors Program will continue to work with Enrollment Services to identify qualified, underrepresented applicants and will actively recruit a student population that reflects the diversity of the IUPUI campus. It will also continue to work with the Office of International Affairs to identify and recruit qualified international students for the campus.

- ☒ 05. The Office of Development and Operations will collaborate with student organizations and schools in assisting with events inside and outside of Taylor Hall.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Requests for space inside and outside the building are managed by the office so that needs are met by the group making the request. The office monitors appropriateness of request and any conflicts in scheduling. A Web-based request form was developed.

was developed.

Evidence of Progress for 2007-2008:

This was the first year moving to this type of management. Judging by the number of requests, the collaboration is needed as well as base support for technology, scheduling, advertising, and set up.

Activities planned for 2008-2009:

The expansion is on hold until there is a confirmation of space allocation among new tenants in the building.

▢ 06. University College will enhance and extend its connections with P-12 schools in Indiana. This will include helping students know what to expect before they arrive on campus, having more outreach programs with middle schools and high schools, and improving communication between University College and area schools.

☑ 01. Special Programs for Academic Nurturing (SPAN) will allow high school students to enroll in actual college courses alongside regular college students. The SPAN director will work with area P-12 schools to recruit students for the program.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Actions taken during 2007-2008 include the following:

- Recruitment of central Indiana's top secondary academic performers through school visits, Parent-Teacher Association meetings, conventions, seminars, and presentations.
 - Admissions processing of 280 students to SPAN division programs.
 - Academic advising and transcript evaluations.
 - Registration process completed for 269 students.
 - Orientations for 269 families.
 - Academic support for 269 enrolled students.
 - College planning and advising for 269 students.
 - Online education webinars for 269 students regarding FASFA, full-time college applications, and scholarship application process.
-

Evidence of Progress for 2007-2008:

Strong academic performance of students enrolled at IUPUI through SPAN division programs; 100% continue on to college full time following high school graduation. There is a continued percentage of increases of student recruitment to IUPUI. Many SPAN participants are offered top IU and IUPUI scholarships each year. SPAN students are actively recruited by the IUPUI Honors Program for scholarships and participation.

Activities planned for 2008-2009:

These activities will continue during 2008–2009.

☒ 02. Special Programs for Academic Nurturing (SPAN) will be utilized to enroll students in IUPUI from the Crispus Attucks Medical Magnet High School (CAMMHS) program. SPAN will collaborate with IUPUI schools in the transition of students from CAMMHS to collegiate classes at IUPUI.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Actions taken during 2007–2008 include the following:

- Recruitment of Crispus Attucks Medical Magnet High School's (CAMMHS) top academic performing juniors and seniors for enrollment at IUPUI through SPAN.
 - Admissions processing of eligible CAMMHS students.
 - Academic advising and transcript evaluations for course enrollment placement.
 - Registration process completed for all eligible students.
 - Orientations through a University College U110-type seminar. Faculty, academic advisor, and mentor were utilized for a six-week noncredit course.
 - Academic support for all CAMMHS students.
 - College planning and advising for all CAMMHS students.
 - Professional development and coordination for CAMMHS teachers via IUPUI faculty seminars.
 - Education seminars for CAMMHS students regarding FASFA, full-time college applications, and scholarship application process.
 - IUPUI Early College Scholarship award distribution and monitoring for all CAMMHS students (17 credit hours awarded to each student).
 - Parent informational meetings focusing on college readiness (most CAMMHS students are first-generation, college bound students).
 - Collaboration of program and policy development with CAMMHS administration.
-

Evidence of Progress for 2007-2008:

The CAMMHS IUPUI Early College Initiative facilitates an early college partnership between the Indianapolis Public Schools Crispus Attucks Medical Magnet High School and IUPUI as mandated by the MOU signed by Chancellor Charles Bantz, IPS Superintendent Eugene White, IU Treasurer Mary McCourt, and 10 university school deans. SPAN was charged in April 2008 with developing the Crispus Attucks Medical Magnet High School and Early College Partnership by providing and coordinating professional development between IUPUI faculty and CAMMHS teachers, establishing eligibility requirements, admissions criteria, transcript evaluations, course enrollment eligibility requirements, registration support, orientation services, student academic support, as well as CAMMHS partnership development initiatives and education to the Crispus Attucks administration.

Activities planned for 2008-2009:

These activities will continue during 2008–2009

☒ 03. A noncredit learning community for Crispus Attucks Medical Magnet High School (CAMMHS) program will be offered to students beginning their IUPUI course work. Success in the learning community will provide a conduit for students entering IUPUI academic and credit-bearing courses.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

A learning community was taught during the first summer session and fall semester through a University College U110-type seminar. Faculty, academic advisor, and mentor were utilized for the six-week noncredit course.

Evidence of Progress for 2007-2008:

Student feedback has been overwhelmingly positive. Students comment on the incredible amount of helpful information that is covered during this course and how it has aided in their academic success at IUPUI. University College Associate Dean Sarah Baker served as the pilot faculty instructor for the course. She reports that the learning community is integral in preparing the CAMMHS students as they transition from the high school classroom to the university educational environment.

Activities planned for 2008-2009:

A learning community will be taught to all incoming CAMMHS students during the first summer session and fall semester through a University College U110-type seminar. Faculty, academic advisor, and mentor are utilized for the six-week noncredit course.

☒ 04. The Twenty-first Century Scholars program will increase high school and college graduation rates among low- to moderate-income students living in the state of Indiana, including increasing students' awareness of the skills needed to attain a college degree.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Student support services for Twenty-first Century Scholars included collaboration with middle and high school personnel and community partners to provide tutoring and mentoring to assist students in achieving their academic goals. Students were provided Graduation Qualifying Exam and I-STEP remediation, pre-ACT/SAT testing, college visits, service learning opportunities, and cultural experiences.

The Parent Program provided an ongoing opportunity for parents to discuss ways in which they could more effectively work with and on behalf of their students. Parents were provided workshops and conferences to assist them in keeping their students on track as they progress through middle and high school. The Parent Program served as a vehicle for

parents to receive instructive information about the college process, such as financial aid, admission, and registration.

The Community Engagement Program developed collaborations across all levels within the community to provide comprehensive social and educational services to scholars.

The Summer Program included Pathfinders Camp at IU Bloomington, Thomson Peterson's PSAT course at IUPUI, Camp S.O.U.L. at IU Bloomington, Achievers Academy at IU Bloomington, Community Alliance of the Far Eastside Summer Camp, and Indiana Teen Institute Adventure.

Evidence of Progress for 2007-2008:

Twenty-first Century Scholars will enroll 700 sixth graders; 1,500 seventh graders; and 1,500 eighth graders. The program will affirm 2,400 high school seniors; provide college visits to 639 scholars and 536 scholar parents; provide senior prep interviews to 1,100 juniors; provide Core 40 and academic honors diplomas workshops and information to over 800 seventh graders and 800 eighth graders; provide 50 ninth graders "Drive of Your Life" college prep experience; provide 30 tenth graders with AT&T career programming that includes career interest inventory, virtual college visits, and job shadowing experience; and provide 50 scholars summer camp opportunities on the campuses of IU Bloomington, IUPUI, and Purdue.

Activities planned for 2008-2009:

The Twenty-first Century Scholars program will continue to offer these services over the coming years. Our partners include Community Alliance of the Far Eastside, Inc.; Concord Center Association, Inc.; Peace Learning Center; and Greater Educational Opportunities Foundation. Additional collaborators include Goodwill Industries, Indianapolis Urban League, Pathway to the Future, Marion County Health Department, Indianapolis Metropolitan Police Department, Covering Kids and Families, Riverside Family Center, Brookside Community Center, Starfish Initiative, College Mentors for Kids, Franklin College, Butler University, Indiana Youth Institute, MCCOY, Junior Achievement, Circle City Classic Committee, and the Indianapolis Public Schools Renewal Team.

☑ 05. University College will provide comprehensive educational and social services to Twenty-first Century Scholars and their families, which will decrease levels of stress that distract families from the primary focus of completing the program.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The program coordinates activities through churches, community centers, schools, colleges, businesses, and other social and philanthropic groups within the community.

Evidence of Progress for 2007-2008:

Parental satisfaction and increased student persistence are the qualitative and quantitative measures; IMIR is currently collecting data. Parental satisfaction and increased student persistence are the qualitative and quantitative measures.

Activities planned for 2008-2009:

The Twenty-first Century Scholars program will continue to pursue collaborations with social service, philanthropic, and social organizations within the community in an effort to help middle and high school students. University College staff aid in creating an atmosphere conducive to the work of Twenty-first Century Scholars.

- ☒ 06. Upward Bound will assist eligible high school students in preparing for college by providing opportunities to increase academic skills, to engage in cultural and recreational activities, and to gain the motivation necessary to complete secondary school and pursue a postsecondary education.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Upward Bound implemented an academic year component and a summer residential component. During these components, the staff and target school liaisons provided services designed to accomplish Upward Bound goals and objectives. Upward Bound goals and objectives are based on its mission to provide potential low-income, first-generation college students quality instruction and academic support that will ensure students' successful completion of a bachelor's degree.

In 2007–2008, Upward Bound provided services to more than 152 high school students. Of the 52 seniors, 49 graduated in 2007, and 30 of 37 active seniors enrolled in college.

During the academic year component, Upward Bound provided academic support, cultural enrichment, college readiness information, and motivational sessions to students. Students participated in bi-monthly meetings on the IUPUI campus. The sessions included tutoring, academic assessment, and financial aid/scholarship sessions. The program now uses the ACT Plan standardized tests. Upward Bound students took this test during the academic year component. The educational needs of all newly enrolled participants were assessed through the students' school records, teacher recommendations, and target school liaisons upon entry into the program. The students were placed in summer component courses to prepare them for courses in the subsequent fall semester at their high schools. Students also participated in individual education plan sessions with Upward Bound residential staff during the summer component. The seniors participated in Senior Success Sessions which consisted of workshops and hands-on class sessions that educated the students on such topics as searching for scholarships, applying for financial aid, and understanding the college admission process. The seniors worked throughout the year to complete a resume, a personal statement, and at least one scholarship essay. Each senior was also required to attend a senior exit meeting with an academic coordinator, which allowed the academic coordinator to assess the students regarding high school graduation and postsecondary plans. In addition, the academic coordinator collaborated with the Educational Success Program and Twenty-first Century Scholars program to plan a visit to Vincennes University; five students attended this event.

During summer 2008, 82 students attended the residential component at IU Bloomington. The young men lived in Read Residence Center, and the young women lived in Forest Residence Center. One goal was to assess where students were academically and place them in classes to foster their academic success. The instructors challenged the students with college-level class conduct. Students took postacademic assessment tests. Approximately 200 students and their families participated in a summer picnic at Thompson Park in Bloomington.

One of the most important goals of Upward Bound is for students to learn during the summer component. Most of the

summer instructors held doctoral degrees or were candidates for graduate degrees. They challenged the students; instructors were asked to consider state standard curriculum, but were allowed room for creative instruction. During the summer, daily online SAT and ACT classes were offered as well as an interactive science course. The students in this course also attended a robot-building workshop provided by Pervasive Technology Labs in Bloomington.

Desktop computers and printers were distributed to eligible students in an effort to enhance their academic success. An activities calendar and other valuable information were also provided on the Upward Bound Web site, which is part of the University College Web site.

College tours are an important part of the Upward Bound program because participants have the opportunity to see students that look like them being successful on college campuses. College tours were provided to the following institutions: Belmont University, Ball State University, Carthage College, Concordia University, Eastern Michigan University, Fisk University, IPFW, Indiana Wesleyan University, Marquette University, Michigan State University, Taylor University, Tennessee State University, University of Michigan, University of St. Francis, Vanderbilt University, Vincennes University, and Wayne State University.

The following activities were made available to the Upward Bound students: Upward Bound Olympiad, Circle City Classic, TRIO Educational Opportunity Days, Fall Etiquette Luncheon, Asante Children's Theatre spring play, Walker Theatre summer play, Color of Justice legal workshop, Shakespeare play, and Warren Central High school mentoring.

The summer work-study component is an extension of the mentoring component. In the work-study initiative, upper-class summer students are allowed to work with a local Bloomington organization to earn a greater monetary stipend. The work-study component is a very popular experiential learning activity with the upper class students. UITS at IU Bloomington allowed six students to work with them this summer under the work-study initiative. The staff enjoyed working with the Upward Bound students. Thirty-two work-study students were placed at the following locations: WonderLab, WFHB radio station, Bloomington Hospital, Garden Villa Health, Shalom Community Center, and UITS.

Sixteen students participated in the Summer Academy Bridge Component. All students attended the second summer session on the IUPUI campus. All were commuter students. In addition to receiving a college-level academic experience, they learned about the value of advising, time management, and critical thinking. All the students who participated in the Bridge Program enrolled in college this fall.

Evidence of Progress for 2007-2008:

Participant and staff evaluations will be utilized to assess and improve the overall program operation.

Activities planned for 2008-2009:

These types of programs are planned to continue throughout the duration of the grant.

- ☒ 07. The Educational Success Program will increase the number of local foster youth who complete high school and a postsecondary education. Foster youth, ages 14–24, are assigned an education advocate to provide academic support and guidance. The program will provide services to meet and address the physical and educational needs of foster youth.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The IUPUI Educational Success Program (ESP) increases the educational outcome of foster youth by connecting high school students to existing community and school programs that help them achieve high school graduation. ESP works on preparing youth to enter and complete a postsecondary education program by connecting high school students to college readiness programs. One college readiness program ESP has continually connected foster youth to is Twenty-first Century Scholars. ESP specifically designed a procedure process for foster youth when applying and appealing to Twenty-first Century Scholars. These procedures were shared with other child welfare organizations. In addition, ESP staff worked with seniors to ensure they completed college-level entrance exams, attended financial aid workshops, applied for college, and addressed individual student needs. ESP conducted two financial aid workshops in the spring of 2008 and had three summer college tours. The ESP college tours were coordinated with the Twenty-first Century Scholars program and the Upward Bound program. Along with connecting students to college support programs, education advocates monitor students' academic progress and connects struggling students to educational support services.

Beyond preparing students in high school, ESP works at increasing the number of foster youth who graduate from postsecondary education by connecting students to college support programs such as Student Support Services, Nina Scholars, and other college or community programs. ESP has successfully provided housing options for ESP students. In addition to providing leadership opportunities, ESP has had an impact on retention rates by providing support and removing barriers. ESP has also collaborated with West Indy Development Cooperation (WIDC) to provide housing to ESP students.

Another goal of ESP is to provide students with leadership opportunities through attending conferences and testifying in the state legislature. Four students attended the National Casey Foundation Foster Care Conference. In addition, four students have testified before the state legislature on numerous occasions; one student attended a bill signing with Indiana Governor Mitch Daniels. ESP has also provided students with information about the Chafee Advisory Board and Connected by 25 Youth Board.

ESP also increases the capacity of foster youth, foster parents, foster youth providers, and educational supportive services personnel to become educational advocates for foster youth as well as promote and support college preparatory activities. ESP staff has provided presentations to foster parents, foster care agencies, and child welfare workers.

Evidence of Progress for 2007-2008:

The Educational Success Program (ESP) has provided an array of educational services since its implementation in 2005. In the last three years, over 228 students have been offered some type of educational services through ESP. Currently, there are 80 students actively involved with ESP. Over half of these students have been with the program more than a year; a third of the students have been involved more than two years. Approximately 80% of active students are in postsecondary education at regionally accredited colleges or universities.

In 2008, the Educational Success Program had 100% of seniors graduate and enter postsecondary education. There has also been an increase in the number of foster youth who are Twenty-first Century Scholars since ESP implementation. The program has connected a total of 66 foster youth to the Twenty-first Century Scholars program. In addition, ESP assisted 16 students in applying for a Nina Mason Pulliam Scholarship at both Ivy Tech and IUPUI and four students in applying for the Orphan Foundation of America (OFA) Scholarship. Of those who applied, four students were selected to become Nina Scholars (three at IUPUI and one at Ivy Tech), and one was accepted to become an OFA Scholar in 2008.

The Educational Success Program provided leadership opportunities for student voices to be heard and influence the passing of state bills (HEA 1165 and HEA 1290) to improve child welfare; these bills became state laws in July 2008. The program has affected retention rates by providing support and removing barriers. For example, ESP staff assisted 15 Ivy Tech students who were in jeopardy of being dropped from classes for nonpayment as a result of financial aid issues. ESP has greatly enhanced its ability to provide adequate support at the college level by creating key partners in critical offices such as financial aid, bursar, career center, advising, tutoring services/labs, and other not-for-profit agencies.

Activities planned for 2008-2009:

The Educational Success Program (ESP) plans to continue to move efforts along to assist with increasing the number of foster youth who graduate high school and attend college through connecting to precollege and college support programs. ESP will continue to provide an array of academic services to address the unique needs of foster youth. The program will become the education component of a national model in Marion County called Connected by 25 (Cby25). Cby25 aims to assist foster youth who are transitioning out of foster care reach adult self-sufficiency by age 25 through connecting to entities such as ESP.

- ☑ 08. The Office of Development and Operations will hire two to four Twenty-first Century Scholars, at the high school senior level, for an eight-week summer internship. After completing the internship, the successful students will be offered employment during their first year at IUPUI.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The first internship involving Twenty-first Century Scholars was started in the summer of 2008. Over 500 applicants applied for four positions. Two of the four students are continuing their employment as they complete their first semester. At this time of reporting, both students are in good standing and will continue their second semester employed in our office.

Evidence of Progress for 2007-2008:

The two first-year students are in good standing and remain employed at this time.

Activities planned for 2008-2009:

An expansion of recruitment efforts will be directed toward weekend college events for precollege students. There will have to be identified funds to support more than two students for a year's employment. As data is collected in the coming year, it is anticipated employment on campus will have a significant impact on a student's academic success and retention.

- ▶ 07. University College will provide quality first-year programming by coordinating existing university resources and developing new initiatives to promote academic excellence and enhance student persistence. It will provide a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

☑ 01. University College will work closely with academic schools and campus stakeholders to develop an orientation program that helps students learn what they need to know about particular majors as well as campus resources.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Central to University College's mission is partnership with the other schools on campus to champion student success. Perhaps no other program typifies this effort better than orientation. All entering students attend a full day of orientation activities. Faculty, staff, and administrators joined student orientation leaders in planning and conducting 36 orientation sessions for fall 2008, serving 4,334 students and 2,500 family members and guests. For first-generation students, it is particularly important to enlist the support of family members. The campus provides special sessions for family members during orientation. Family members were also invited to attend the annual Family Connections Dinner, which is held each fall in the Conference Center. For the fall of 2008, 1,159 family members joined 41 IUPUI faculty, staff, and student mentors for the annual event.

New Student Orientation began the 2008 program with a wealth of information; data as a strong commitment to assessment over the years is the guiding force to the program's growth and development. The work and extensive analysis provided from these efforts prepared the program with the necessary information to guide programmatic development, make data-driven decisions, and move the program in many new directions. The changes implemented in the 2008 orientation program represent the culmination of the work implemented in previous years and the intense effort of the campus stakeholders. To accomplish this new program design, a new introduction video was developed, a revised orientation and parent handbook was created to guide students and parents through the program for active learning, and a new Web-based reservation system for placement testing and orientation was implemented. The program design and new sessions regarding the importance of resource information and student involvement were also created to address the needs of our new students and their family members. These changes were accomplished in part by the investment of campus stakeholders, faculty, and the creative design and work of the undergraduate students who serve as orientation leaders each year.

Evidence of Progress for 2007-2008:

The office of New Student Orientation has a strong commitment to student recruitment, enrollment, and retention efforts. The office worked persistently to contact students through phone calls, e-mails, and direct mailings in an effort to increase the number of students served and enrolled. Assessment of the program was critical this year to gain feedback and information about the changes made to the 2008 program. The new student evaluations, transfer student evaluations, and family evaluations indicated a high satisfaction with the program and its changes and developments.

Activities planned for 2008-2009:

The orientation program will continue communication and coordination with campus stakeholders to be a responsive and student-focused program, continue to develop and assess new orientation programs for family members and transfer students, and create a pre-orientation tutorial on the Web for new students to engage in that will assist them in critical thinking and completing pre-matriculation modules for learning important information. Additional focus will be given toward improving the campus resource fair session, the campus tour, and the time frame of the schedule to switch the lunchtime and the IAG 102 presentation.

- ☒ 02. University College Technology Services will work closely with New Student Orientation, faculty, and campus representatives to redesign the way University College provides education to students through the use of technology.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Faculty have designed and approved the new locations for where specific information is to be disseminated to students.

Evidence of Progress for 2007-2008:

Deans and faculty have approved these plans.

Activities planned for 2008-2009:

University College Technology Services will develop a budget for the project, convene the steering committees, hire a creative director and project manager, and start the process of creating a new orientation.

- ☒ 03. University College will offer a Summer Academy Bridge Program, designed as an early and intensive orientation to college life, that will help students understand the academic expectations associated with college courses; this program will be offered to exploratory students as well as to students who have already chosen a major, in collaboration with the academic schools.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The Summer Bridge Academy Program greatly expanded for 2008 and served 435 students. The following schools offered sections: Business (1), Education (2), Engineering and Technology (2), Liberal Arts (2), Nursing (3), Science (3), SPEA (1), and University College (6). The Office of International Student Affairs also sponsored a section.

Evidence of Progress for 2007-2008:

Summer Academy Bridge Program participants have continued to demonstrate significantly higher first-semester cumulative grade point averages compared to nonparticipants, even while controlling for background characteristics. The students in the program also have lower DFW rates compared to the general population of beginning first-year students. We continue to monitor the students' academic achievement and persistence, and to collect responses, using a postprogram evaluation instrument designed to assess students' perceptions and learning outcomes. The retention and GPA measures for the 2008 bridge participants will not be available until next fall. Nevertheless, the student evaluations

of the program remain very high with over 98% reporting that they would recommend the program to a friend.

Activities planned for 2008-2009:

For the last several years, entering students who received the First-Generation Scholarship were required to participate in the Summer Academy Bridge Program. Those students have represented a majority of the participants. The campus has decided to discontinue the First-Generation Scholarship for fall 2009. This change will have a significant impact on the potential pool of bridge participants. To address this issue, Dean Evenbeck appointed a task force to review the issues and to make recommendations for the future of the Bridge Program. The task force's work will continue through the fall of 2008. Only one firm decision has been made at this point. The Summer Academy Bridge Program will take place over one full week and an additional two days immediately preceding the beginning of the 2009 academic year. This is a change from the two-week, Monday through Thursday format that has been followed since the beginning of the program in 2001. Yet to be determined are the task force's recommendations for funding incentives and also possible changes in the structure of the program.

- ☒ 04. University College will continue to develop and support programs designed to improve academic achievement and retention among low-income and first-generation college students.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Student Support Services (SSS) fosters an institutional climate that supports group cohesiveness and bonding with the campus environment through counseling, mentoring, and cultural enrichment activities. SSS also provides academic and financial aid advising, academic and financial aid tracking, and math tutoring. Juniors and seniors in the SSS program serve as mentors and tutors for new matriculants. SSS students receive financial assistance, including grant supplements and scholarships.

Evidence of Progress for 2007-2008:

During the 2007–2008 year, 320 students participated in SSS. The average GPA was 2.6, and the graduation rate was 30%. During 2006–2007, SSS had an overall retention rate of 77%; the first-year retention rate was 71%; the minority retention rate was 76%; and the African-American male retention rate was 82%.

Activities planned for 2008-2009:

Student Support Services will continue its current activities.

- ☒ 05. University College will partner with schools to develop, implement, and maintain academic policies and procedures that are effective in improving student retention and academic success.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

The University College Academic Policy and Procedures Committee reviewed and amended the University College probation policy. In addition, the members approved a mandatory second semester support program intervention requirement for all conditional admits. The committee also recommended a significant change in the University College dismissal policy. All new entering students who fall below a 1.0 GPA in their first semester will be dismissed. The policy was approved by the University College faculty in spring 2008.

Evidence of Progress for 2007-2008:

The new probationary and dismissal policy went into effect fall 2008 and will be assessed for impact at the end of the academic year.

Activities planned for 2008-2009:

The University College Academic Policy and Procedures Committee is in the process of developing a policy to cap the number of course drops students may have in their first year. In addition, the committee will review and make recommendations on the policies for the IUPUI Special Programs for Academic Nurturing (SPAN) this academic year.

- ☒ 06. University College will continue to create courses and programs that will increase student persistence at IUPUI.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College offered 49 sections of Supplemental Instruction and 103 sections of Structured Learning Assistance in 2007–2008.

Each semester the university mentor courses (UCOL U201, U202, U203, and U204) were offered. Students in the U204 sections presented their research each semester in a campuswide event.

The Annual Statewide Mentor Symposium was held in fall 2008 with 220 in attendance. In addition, six colleges in Indiana sent teams; teams also attended from five institutions outside the state of Indiana.

Research conducted by Information Management and Institutional Research (IMIR), in addition to qualitative studies by others, both within and outside of IUPUI, suggests that these programs are effective in reaching IUPUI's goal of increased retention.

Evidence of Progress for 2007-2008:

Student learning and understanding of academic expectations increased (based on student feedback), higher GPAs,

lower DFW rates, and higher retention rates.

Activities planned for 2008-2009:

All programs will continue to be offered, assessed, and enhanced.

- ☒ 07. Career and Employment Services will continue to develop programming that supports the development of pre-professional skills for our students.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Career and Employment Services continues to offer workshops open to all students on resume writing, interviewing techniques, job fair strategies, networking, and job searching.

Evidence of Progress for 2007-2008:

CES served nearly 1,000 students via workshops, class presentations, and other outreach activities over the 2007–2008 year.

Activities planned for 2008-2009:

Career and Employment Services (CES) will redesign its workshop curriculum. While originally created with a topics-based structure, the new workshops curriculum will be designed in levels. Each program will be designed to meet students' needs at their level in the employment and experience search process. CES plans to work with faculty to encourage students to attend.

- ☒ 08. University College, in partnership with the Division of Student Life, will create opportunities and environments for retaining students by making meaningful connections with one another, faculty, staff, and alumni, as well as the institution.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

University College works with the Division of Student Life to offer programs and activities that will add to the academic content of student life, as well as intentional programs that will enhance diversity and understanding on campus. The Division of Student Life has a very strong presence in New Student Orientation, the Summer Academy Bridge Program, first-year seminars, and themed learning communities. Division of Student Life staff members conduct classroom presentations on campus involvement and diversity appreciation.

Evidence of Progress for 2007-2008:

The continued programming provided by the Honors Program within Honors House; the numbers of students engaging in cocurricular activities through University College first-year seminars.

Activities planned for 2008-2009:

University College continues to be a partner in creating and staffing academic support programs in the new campus housing. The Honors Program, housed in University College, has responsibility for Honors House.

- ☑ 09. University College, in partnership with the Division of Student Life, will create informative events and a convocation for new students at the beginning of the academic year.

Campus Planning Theme: Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2007-2008:

Creative and strong sponsorships supported both the first Student Welcome Picnic in the summer of 2007 and the first IUPUI Student Health Fair in the summer of 2008. For the first event, nearly 1,000 students attended the picnic. The second event included about 100 health vendors and over 1,200 new students.

Evidence of Progress for 2007-2008:

The attendance has increased over the years and the enthusiasm has been reported stronger from not only students but from the interested campus partners. The business venues have increased interest in becoming partners in our work year around.

Activities planned for 2008-2009:

At this time, organizers feel the health fair last summer was valuable to the welfare of the students. The office will investigate the need to continue and expand the health fair. We possibly will add managing finances as part of the “healthy mind and body” of the students for future events.

Fiscal Health

University College has received no additional university support for basic operations for many years. Launched with Lilly Endowment and Strategic Directions funding, then significantly augmented by retention and CTE funds, we have reallocated and stretched resources, often relying on salary savings for basic expenses, in order to continue and strengthen services for students. Program evaluations have confirmed the impact of the work, with the Indianapolis retention rate going above 70% for the first time this year, coupled with a graduation rate above 30% where program evaluations again confirm the impact of the first-year programming even on a six-year graduation rate. University College has by far the largest outside funding stream of any unit per

capita, and we rely heavily on that funding for nearly all support of collegiate readiness initiatives as well as for much support of our own students.

Though RCMs on many campuses include funding to the home academic units for students, all income on our campus goes to the teaching units, not to the home units. In order to stress our collaboration and partnership with all the schools, University College minimizes any course work here and works hard to have as many first-year seminars as possible, for example, be offered by schools with school course numbers and the school receiving the income. Despite rising enrollments and retention, largely a function of the work supported by University College, this unit receives no benefit of that activity in its budget.

Likewise, University College receives only a token amount of funding from the technology fee, despite students here paying a very significant proportion of that fee and then receiving a very significant portion of their technology support here.

The Planning and Budgetary Affairs Committee of University College has proposed a fee for students here which would fund the following priority areas: technology, academic advising (including a joint advisor with each school), curricular initiatives for lower-division students (stressing themed learning communities), support for parental and family involvement (key for low-income and first-generation students), academic support for students with scholarships (national and IUPUI research underscoring the impact of combining scholarships with programmatic support), and support for our work with younger students (expansion of partnership with the Crispus Attucks Medical Magnet High School, or CAMMHS, program and other IPS schools in particular for enrollment at IUPUI).

Reallocation Plan

Other Question(s)