Bachelor of General Studies

Indiana University-Purdue University Indianapolis

Transition Planning

August, 2011

Presented by:

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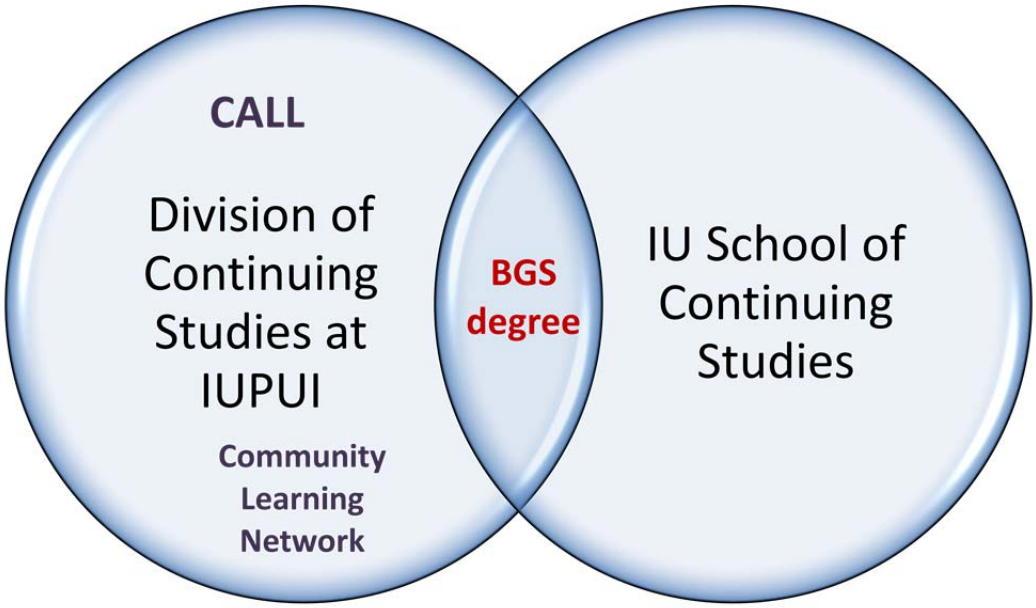
This working group was convened in May, 2011 in response to President Michael McRobbie's decision to close the IU School of Continuing Studies in May, 2012. The group was charged with examining potential academic units suitable for housing the Bachelors Degree in General Studies at IUPUI, as well as considering potential improvements to the degree name and the establishment of themed tracks within the degree. The group was also charged with creating time lines and delivering a set of recommendations to campus administration by August, 2011.

Introduction

The elimination of the School of Continuing Studies after May 2012 provides an opportunity to reflect upon alternative academic structures for housing the Bachelors Degree in General Studies. The BGS is a degree-completion program – high school students are not targeted for recruitment and the degree is constructed based on the needs of adult learners. The degree is typically awarded to approximately 450 students per year on the IUPUI campus and it is inherently flexible, grounded in the IUPUI Principles of Undergraduate Learning, supported by dedicated advisors committed to supporting adult learners, and characterized by a commitment to the use of prior learning assessments to provide academic credit for students' previous learning experiences. At IUPUI, the BGS degree is granted through the IU School of Continuing Studies in Bloomington. As depicted in the figure below, this is the only point of intersection between the IU School of Continuing Studies and the Division of Continuing Studies at IUPUI. The Division of Continuing Studies at IUPUI also houses the Community Learning Network and the Center for Adult and Life-long Learning (CALL).

The degree serves many types of students, but is particularly useful for adult students, returning students who have stopped out after beginning a degree, Ivy Tech students who have completed the Associates Degree in General Studies, veterans, as well as employed people who need a bachelor's degree for job advancement. The degree enrolls a relatively large proportion of students from underrepresented groups, and it is important that the future degree-granting unit demonstrates a strong commitment to diversity and to supporting students from diverse groups. It is absolutely essential that wherever the degree is housed, program requirements remain sufficiently flexible to meet the needs of this diverse population of adult learners. Because the degree must include a broad array of courses from across different schools, we maintain that the current, rigorous, multidisciplinary faculty oversight be maintained, regardless of where the degree is housed.



Degree Requirements. The Bachelors in General Studies degree entails 120 credit hours and is structured for breadth. Students need to complete courses from a variety of different schools with at least 30 upper-division (300-400 level) credit hours. Students must have an overall GPA of 2.0 to graduate.

- 69 credit hours in Arts and Sciences
    - 12 credit hours in Science and Mathematics
    - 12 credit hours in Arts and Humanities
    - 12 credit hours in Social and Behavioral Sciences
    - 18 additional credit hours in one of the three areas listed above.
    - 15 additional credit hours in Arts and Sciences electives
- 51 credit hours in general electives; general electives can come from Professional Schools and more from Arts and Sciences
- at least 30 upper-level (300-400 level) credit hours
- not more than 21 credit hours in a single Arts and Sciences department/subject or 30 credit hours in a single professional school
- a minimum of 30 hours of IU or Purdue credit earned at IUPUI
- a minimum of 20 credit hours earned after admission to the General Studies Degree program
    - required competencies: C or better, 3 credit hours
    - Written Communication(two 3 credit hour courses)
    - Oral Communication
    - Quantitative Reasoning/Mathematics
    - Computer Literacy
    - Diversity

Admissions Criteria. The admissions criteria for the BGS degree are somewhat different from the admissions criteria used for traditional freshmen and transfer students at IUPUI. Admissions criteria are overseen by the faculty advisory committee and are based on a thorough evaluation of the student's commitment to complete the degree program as well as prior learning that has resulted from significant work/professional and volunteer experiences. The current admission criteria include the following:

- Possess a high school diploma or GED
- Documented significant work and life experience
- Desire to complete a flexible degree program
- Transfer students must have a minimum grade point average (GPA) of 2.0 or have been out of college for at least one year

Degree Name. Since the academic home of the degree is being changed, there was some consideration of whether this may provide a good opportunity to improve the degree name so as to better reflect what it involves. A more appropriate name might be the Bachelor's Degree in Multidisciplinary Studies, which is being used at a number of other institutions (see Appendix 1). On the other hand, much effort has gone into articulating the current Bachelors in General Studies with

the Associates of Arts Degree in General Studies offered through Ivy Tech Community College - http://www.ivytech.edu/general-studies/ - it is important to carefully explore the impact that a degree name change might have on the articulation of the AAGS and BGS degrees for Indiana students. Given current students' concerns about the future of the degree, it may be best to retain the current degree name for the time being, and then to consider a name change after a few years have elapsed. It also might be appropriate to retain the Bachelors of General Studies degree name for current 'in process' students and for students who are entering IUPUI from Ivy Tech, while introducing the new Bachelors in Multidisciplinary Sciences degree name for specific variants of the degree.

IUPUI plans should also explore and be attentive to what other IU campuses are considering as next steps. The Fort Wayne, IU East, Kokomo, South East and South Bend campus leaders were convened quarterly by the dean for the School of Continuing Studies. An emerging regional campus group explored opportunities for collaborative efforts among all campus continuing studies programs.

Multidsciplinary Themes. Many times the mixing of courses from different schools is motivated by a certain multidisciplinary theme. Students often have a certain subject, activity or motivation in mind which spans many schools. Examples of this are sustainability, computing, international studies, sports, leadership, and gerontology. Multidisciplinary degrees with themed tracks that allow the possibility of interschool collaboration could prove quite attractive and valuable to adult learners. Such tracks or concentrations would be very useful in attracting and recruiting students. It generally has been the consensus of our committee that such themes ideally would be developed into formal certificate programs that would yield certificates as products and that would attract a wide range of students from across the IUPUI campus. Academic advisors typically assist students in developing a focus through strategic completion of certificates and internships.

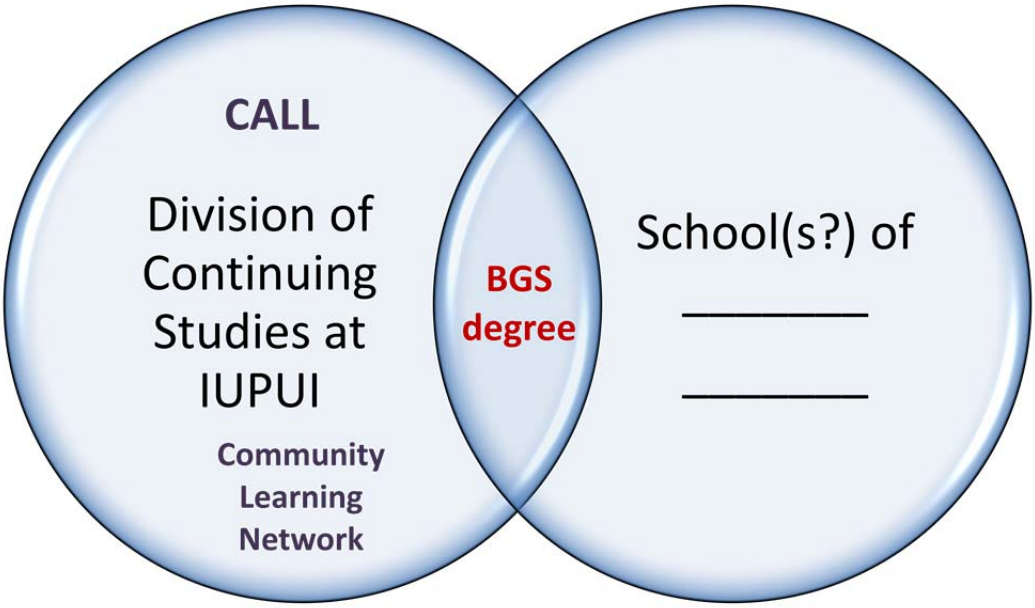
Academic Home. At IUPUI there is no College of Arts and Science. Though both the Indiana University School of Liberal Arts and the Purdue School of Science have within-school interdisciplinary programs (SLA: Individualized Major Program; SOS: BS in Interdisciplinary Science), these degrees have general education requirements consistent with those for BA and BS degrees awarded through those schools, and it is unclear whether they could provide sufficient flexibility to accommodate adult learners pursuing the BGS degree. The vast majority of students' upper-division coursework is completed within each respective school, rather than across multiple schools.

University College is a neutral 'potential home' for the BGS degree and its mission fits extremely well with the BGS degree program philosophy. University College also could provide additional resources to adult learners in terms of peer mentoring support, advising, career counseling, and other programs aimed at promoting student success (e.g., the electronic Personal Development Planner [ePDP], Nina Scholars programming). This evolution in the mission of University College would be well-aligned with its need to better serve students beyond the first year – helping transfer students to efficiently move into academic units, and assisting students who cannot gain admission to preferred degree programs to formulate alternative plans. However, University College was not approved to grant degrees when it was founded in May, 1997. In order for the BGS to be housed within University College, UC would need to be approved to grant the BGS (and only the BGS) degree by the University College Faculty, the IUPUI Faculty Council, the Indiana University Academic Leadership Council, the Indiana University Board of

Trustees, and the Indiana Commission on Higher Education. It is very unlikely that the full array of approvals could be secured by the end of May, 2012. Thus three additional alternatives must be considered. Any could be considered a permanent solution, or as an 'interim solution' until University College was approved to grant the BGS degree.

1) The BGS might be offered by either – or both - the Purdue School of Science and the IU School of Liberal Arts. The degree name might eventually be changed to a Bachelors in Arts and Sciences, or a Bachelors in Multidisciplinary Studies, awarded by both schools. However, students in the BGS program would need to adhere to current general education requirements associated with each school (i.e., Science graduates would need to complete Math 118 and Math 119; Liberal Arts students would need to demonstrate first-year competence in a foreign language).

2) The current structural relation between the BGS (housed in the Division of Continuing Studies at IUPUI) and the IU School of Continuing Studies could be preserved by simply shifting the point of intersection to align with one or more schools on the IUPUI campus that grants IU degrees. Though the school(s) would grant the degree, the Division of Continuing Studies would continue to provide all necessary support services, and would continue to house the Center for Life-Long Learning (CALL) and the Community Learning Network. The Division of Continuing Studies faculty would be appointed by the Associate Vice Chancellor for Life-Long Learning, in consultation with the Dean(s) of School(s) through which the degree is granted.



3) The BGS might be moved – intact – to the IU School of Liberal Arts, which currently houses many interdisciplinary degrees and which would align well with the Associates of Arts in General Studies offered through the School of Liberal Arts at Ivy Tech Community College. SLA

faculty would provide curricular oversight to the degree. However, SLA faculty would also need to accept the inherent flexibility of the degree, the fact that many students take a substantive number of credits in professional schools (e.g., Kelley School of Business), and the use of prior learning assessments to award academic credit for demonstrated learning experiences outside of academia.

To try to help differentiate between these short-term alternatives that involve the Schools of Science and Liberal Arts, our working group sent a brief list of questions to each school. The responses of Deans Blomquist and Rhodes to these questions are summarized in Appendix 2. Please note that these responses are based on preliminary conversations only, and discussions would need to continue throughout the summer and fall when more faculty are available to participate in them. At this point, both the Schools of Science and Liberal arts desire to be part of the continuing conversation on the future of the BGS degree.

The Role of CALL. The Center for Adult and Life-Long Learning (CALL) will play a pivotal role in any of these scenarios, as it is critical to the goal of helping adult learners to access or re-enter degree programs and to subsequently attain their degree and career goals. CALL is fully described in Appendix 3, and would provide a hub for helping adult students to navigate their paths to degree success in an intentional manner. Specially-trained advisors would help adult learners to navigate a path to BGS degree completion, and a Recorder would be responsible for transcript auditing, crediting students for prior learning experiences, and approving students for graduation.

Timeline for Implementation.

June, 2011: Members of task force met with Deans Callison, Blomquist, and Ng to discuss the BGS program and the potential for the Schools of Science, Liberal Arts, and University College to serve as the degree-granting unit.

July, 2011: Deans Blomquist and Rhodes asked to respond to a standard set of questions on behalf of their schools. Responses to these questions are summarized in Appendix 2.

July, 2011: Activities of Working Group are summarized at the IUPUI Deans Meeting on July 20, 2011 and feedback is solicited.

August 18, 2011: The IUPUI Faculty Council Executive Committee is briefed and updated on the planning for the BGS degree and feedback is solicited.

August – September, 2011: Deans Blomquist and Rhodes engage faculty from the Schools of Liberal Arts and Science in discussion regarding the advantages and disadvantages of housing the BGS degree in their schools.

October – December, 2011: Proposal presented to various faculty governance groups as well as to the campus community to solicit feedback and to provoke discussion.

Appendix 1: Sampling of Similar Degrees at other US Institutions and the Academic Units Within Which They are Housed

Bachelor of Professional Studies	Fairfield University	University College
BS in Interdisciplinary Studies: Concentration in Environmental Science	Long Island University	Department of Earth and Environmental Science
Bachelor of Interdisciplinary Studies	Mississippi State University	Division of Academic Outreach and Continuing Education
Bachelor of Interdisciplinary Studies	Tennessee State University	TSU Online / Interdisciplinary Studies Program
Bachelor of Multidisciplinary Studies	Texas Tech University	University College
BA or BS in Interdisciplinary Studies	University of Alabama	College of Continuing Studies
Bachelor of Applied Arts and Sciences	University of North Texas	Division of Liberal Arts and Life Sciences
Bachelor of Interdisciplinary Studies	UT Dallas	School of Interdisciplinary Studies
Bachelor of Multidisciplinary Studies	UT at El Paso	University College
Bachelor of Multidisciplinary Studies	West Virginia University	Eberly College of Arts & Sciences
Bachelor of Interdisciplinary Studies - Integrative Studies Degree	Winston Salem State University	College of Arts & Sciences

Appendix 2: Responses to Questions Pertaining to Curricula, Resources, and Administration Posed to Deans of the IU School of Liberal Arts and the Purdue School of Science

Curricular Issues	School of Liberal Arts Response	School of Science Response
1) Could the BGS program move 'intact' into your school, without altering its current degree of flexibility in terms of transfer courses, prior learning assessments, and specific distribution requirements (particularly current level of Math and lack of a Foreign Language requirement)?	That's possible, although faculty own the curriculum, so approval of the offering of the BGS through the School of Liberal Arts would require a favorable vote of the Faculty Assembly at one of its meetings during 2011-12. The faculty may well agree to simply accept the degree program intact, but it would be foolish for any dean to say in advance what the faculty as a whole will or won't do.	No. There would need to be more alignment with our standards – we would almost certainly favor some (minimal) math requirement. However, the SoS is very interested in being part of the future of the BGS (such as defining a science track, for example). [*Based on preliminary discussions with the Science chairs*].
2) Would the faculty in your school provide oversight for the BGS degree (e.g., approve changes to the curriculum), or would it be preferable to have the current BGS faculty advisory council continue to provide oversight?	Our usual structure in Liberal Arts is that proposed curricular changes at the undergraduate level are reviewed by the Undergraduate Curriculum and Standards Committee, which then makes recommendations to the Faculty Assembly for a vote. I think that structure would work in the case of the BGS, and work fine. The BGS faculty advisory council's role would be to initiate any changes to the BGS curriculum, as is the case of the departmental or program faculty for any of our degrees, certificates, and minors. Those proposals from the program or department faculty then go to the school's Undergraduate Curriculum and Standards Committee, and on to the Faculty Assembly.	Depends on the eventual structure and locations but for Science would involve the SoS undergraduate education committee.
3) What forms of faculty approval would be needed in order to move the degree to your school?	See 1 above. We would take the existing degree curriculum through the Undergraduate Curriculum and Standards Committee before moving it to Faculty Assembly, and an affirmative vote of the Faculty Assembly would be needed in order for the school to begin offering the degree.	Consideration by the Faculty Steering Committee, Undergraduate Education Committee, Chairs, Dean's office.
4) Based on our earlier conversation, do you currently have a preference for the name of the degree?	This is my opinion only, not the school's position, since this hasn't been considered more broadly within the school yet. At this point I would be inclined to retain the current name, for three reasons. One has to do with alumni—it's one thing to have alumni who say, "the school at IU where I got my degree doesn't exist anymore," and something else for alumni to say, "the degree I got from IU doesn't exist anymore." The second has to do with articulation agreements with Ivy Tech as well as	No consensus on this in Science in conversations to date - some favor BGS, others Bachelor of Multidisciplinary Studies. Not seen as a critical issue but we would likely favor an inclusive solution.

	the existence of the online BGS—it's probably simpler and less confusing for students transferring from Ivy Tech or switching between the online and in-person bachelor's degree options if the in-person BGS at IUPUI doesn't have a different name. The third has to do with the proposed alternative name of Bachelor of Interdisciplinary Studies—while recipients of this degree will indeed have to take courses from multiple fields, the same is true of all the other BA's offered by Liberal Arts (and the BA's and BS's offered by Science). It's not clear (at least to me, and at least at this moment) how this bachelor's degree is any more interdisciplinary than our other degrees that require students to take a combination of humanities, social science, and natural science courses, to take upper-level courses outside their major as well as within, etc.	

Resource Issues	School of Liberal Arts Response	School of Science Response
1) What existing resources do you have in your school that support adult learners?	We have a full-time advisor in the Office of Student Affairs devoted to transfer credit evaluation, which is of particular importance for adult learners. In addition, adult learners remain a substantial portion of the Liberal Arts undergraduate student population, so the rest of our advising staff and the faculty who serve as academic advisors in the school are accustomed to working with adult students. Our certificate programs in fields such as translation studies, paralegal studies, museum studies, teaching writing, etc., are popular with adult learners, especially those considering or pursuing a career change. Through staggered staff schedules, our Office of Student Affairs is open from 8:00 a.m. to 6:00 p.m. to accommodate students' work and family schedules. Also, through a reorganization of the Office of Student Affairs, we now have a Career Development Office within Student Affairs. Already about 80-100 BGS students are graduating with minors and certificates in Liberal Arts. They already are a part of our student body.	We regard this as an existing strength. Evening, weekend, and online classes; advisor for post-baccalaureate students seeking professional degrees (shared with University College); Career services; Alumni relations.

2) What concerns do you have regarding resources for supporting the BGS degree?	Our resource concerns really depend upon how the transition of the degree is designed and implemented. If, on the one hand, the advising, recording, and other support functions for BGS students continue to be handled by Community Learning Network, and Liberal Arts is simply the academic home for the degree (in much the same fashion as Continuing Studies has been), the resource concerns for Liberal Arts would be modest or even minimal. On the other hand, if Liberal Arts were going to take on the advising, recording, and other support functions for 1,000+ additional majors (roughly a 50% increase over our current 2,000+ undergraduate and graduate majors), the resource concerns are substantial and considerable. I would think that any unit taking on the BGS (Liberal Arts, Science, or UCOL) would be extremely challenged to absorb more than 1,000 new majors by the end of 2011-12. In addition, under current campus financial arrangements with the schools, it is likely that the additional student headcount and additional staff and office space within Liberal Arts (if needed) will increase what our Responsibility Center pays in assessments, but will not increase our revenues. It is unlikely we would realize any significant additional revenue since (a) campus funding is not distributed to schools on the basis of student headcount, undergraduate degree completion, etc., and (b) we do not anticipate any additional tuition income to Liberal Arts from having the BGS students because we already receive the tuition income from whatever Liberal Arts credit hours they take (same is true for Science, I would think). So, from a resources standpoint, there are potentially significant ongoing costs for any unit that houses the degree but nothing (nothing obvious, at least) on the revenue side.	Depends on the eventual structural solution – we would favor retaining existing BGS advisors.

Administrative Issues	School of Liberal Arts Response	School of Science Response
1) The BGS degree currently uses different admission criteria from the rest of IUPUI. If the BGS degree were to move to your school, who would set the	No. The BGS admission requirements fall within the current range of admission requirements for Liberal Arts programs.	Yes, the standards need to be brought more into line with our normal standards.

admission criteria – the faculty of your school, or the faculty who are part of the BGS advisory council?		
2) How would the Center for Adult and Life-Long Learning (CALL) articulate with your school?	In much the same way as it will if the BGS is offered by a different unit at IUPUI. As we understand it from Appendix 2, CALL will be an entry point or portal for adult learners, assisting them in returning to school and providing them with information and support in regard to everything from application and admission through finances, advising, and so on. CALL will articulate with the schools at IUPUI as a student makes the transition to being a degree-seeking student within a school. In that sense, we expect to articulate with CALL in much the same fashion whether or not the BGS becomes one of our degree options. Liberal Arts advisors and faculty will work with CALL to receive students who come to IUPUI through the CALL portal and make the transition to becoming enrolled, degree-seeking students.	Not sure
3) What advantages to your school would the BGS degree provide?		Not sure
4) What advantages to current / future BGS students would a General Studies degree from your school provide?	The principal advantages for BGS students if the degree moved to Liberal Arts are that: (a) 65% of Liberal Arts majors are already transfer students, so BGS students would be in a school that is already very familiar with returning students, adult learners, and transfer credits; (b) relative to other units at IUPUI, Liberal Arts has fewer courses that have expiration dates for transferred courses -- i.e., while we have some courses that a student has to re-take if the course was originally taken some number of years in the past, we appear to have fewer of those courses than some of the other units at IUPUI; and (c) Liberal Arts is one of the schools at IUPUI with an academic forgiveness policy, which can be helpful for returning students. (d) We have staff Academic Advisors available to assist if students are evaluating their options, plus faculty advisors when students identify their concentration areas; a Career Development Office and a Student Information Center that provide services and referrals for all of our students. We have	The students would benefit from a focus to the degree and, with some curricular reform, better preparation for a successful career. We would also offer internship, experiential, and other career-relevant opportunities, career services, a sense of belonging to a school, etc.

	developed a strong working relationship with service offices like CAPS, AES, the Veterans Office, Financial Aid, and the Campus Advocate. (e) As a school we award more than $225,000 each year in scholarships to undergraduates who are majors within our school. While some require that applicants be majors in specific disciplines, others are open to all students in the school who meet the eligibility requirements (GPA, study abroad, research project, etc.)	
5) How would the transition of the BGS degree be implemented and what would the approximate time frame be?	We don't know yet. How it will be implemented depends on which of the two scenarios sketched out under Resource Issues question number 2 above turns out to be the case. If CLN is still basically going to administer the degree and serve the students, and Liberal Arts is simply going to be the academic home for the conferral of the degree itself, that's a comparatively simpler implementation scenario. If all functions and services (and staff and funding) associated with the degree are going to move to Liberal Arts, that's a different and comparatively more complex implementation scenario. The approximate time frame will depend on whether we're doing the former or the latter.	Depends on structural solution proposed but we are ready for the conversation right now.
6) What questions remain to be resolved before you could commit to assuming responsibility for the BGS degree?	a) Whether the faculty will approve the adoption of the degree program b) What our role will be in administering the degree (see the answer immediately above) c) Whether and in what ways the campus administration may be willing to support the transition—see the comment regarding campus funding and assessments in response to Resource Issue question 2 above.	a) The current BGS degree requires that students earn some number of their credits AFTER switching to the BGS program. This does not make sense to me. It reduces flexibility for reasons that do not support academic rigor, mixing administrative choices (when to change majors) with academic ones (what courses are successfully complete. As an example, consider "Alice" and Bob". Alice and Bob start out as biology majors at the same time. They take exactly the same courses and earn exactly the same grades. Alice switches to BGS after 3 years, but Bob waits. One year later, Alice can graduate with the BGS, but Bob, who has an identical transcript, cannot. b) If we have reduced admission standards for the

		BGS, can high school grads with below average credentials use that mechanism as a way to bypass the now higher IUPUI admissions standards? If so, does this affect campus success, retention, etc. rates?

Appendix 3. Draft Proposal: IUPUI Center for Adult and LifeLong Learning

The IUPUI Center for Adult and Lifelong Learning
June, 2011
(DRAFT)

According to the U.S. Census Bureau, there are approximately 200,000+ adults in the Indianapolis area (Marion and the contiguous counties of Hamilton, Hancock, Hendricks, Morgan, Johnson, Shelby and Boone) who have some college credits but no degree.

The goal of the IUPUI Center for Adult and Lifelong Learning (CALL) is to make post-secondary educational opportunities more easily accessible for Central Indiana's adult, non-traditional student. CALL is an entry point to IUPUI, using an online and onsite model to meet the needs of adults who wish to start or return to college, have access to supportive resources and experience the success of degree completion. CALL acts as a support structure to identify individual needs and directs students to the appropriate academic program at IUPUI. Further, CALL integrates current educational programming, intentional recruitment, online and face-to-face advising options, as well as other needed services tailored for the adult students. CALL provides educational opportunities for adults at convenient times and locations.

The Center for Adult and Lifelong Learning staff is committed to increasing the number of Central Indiana residents who complete degrees by:

- Reaching out, intentionally, to adults that have not completed their degrees;
- Introducing new access points to adult education by partnering with community based agencies, culturally diverse and faith-based organizations to reach our target populations;
- Creating and offering classes that support restart and re-immersion into the changing higher education, technology rich learning environment;
- Offering an increased array of upper level courses and advising support;
- Connecting students to career counseling staff;
- Working collaboratively with local institutions of higher education to honor transfer credit, prior learning/work/military experience and to assist with transition between programs;
- Redesigning/streamlining the college orientation session to meet the needs of busy adults;
- And, utilizing online and face-to-face advising support specific for the adult student.

Forming More and Stronger Strategic Alliances

There are Schools and departments on campus that provide expertise required to meet the needs of adult students. Strengthening the collaboration among the campus schools and departments is essential to create an increasingly effective service for non-traditional student. Figure I (below) illustrates the partnerships necessary. These include:

- The Community Learning Network (CLN) at IUPUI, responsible for the General Studies Degree Program. CLN has launched online interactive advising, opened two additional off-campus learning centers; increased outreach to students who have stopped out from their programs of study; and partnered with community based agencies and other higher education institutions to increase public awareness of the importance of degree completion and to increase capacity of human resources dedicated to degree completion initiatives. One of the largest majors on the IUPUI campus, the Bachelor of General Studies program was designed for adult students who want a degree that combines high academic standards with convenience. Many General Studies students returned to college after stopping out to seek employment opportunities, take care of the elderly, accept job transfers, or other interruptions. Degree completion helps students advance in their careers and increase their earnings.

- The University College (UCOL) has staff dedicated to providing career and academic counseling to UCOL students. Drawing upon UCOL expertise, adult students can look at career options and take an interest inventory assessment. This career counseling expertise requires funding to add additional adult students to the existing UCOL students.

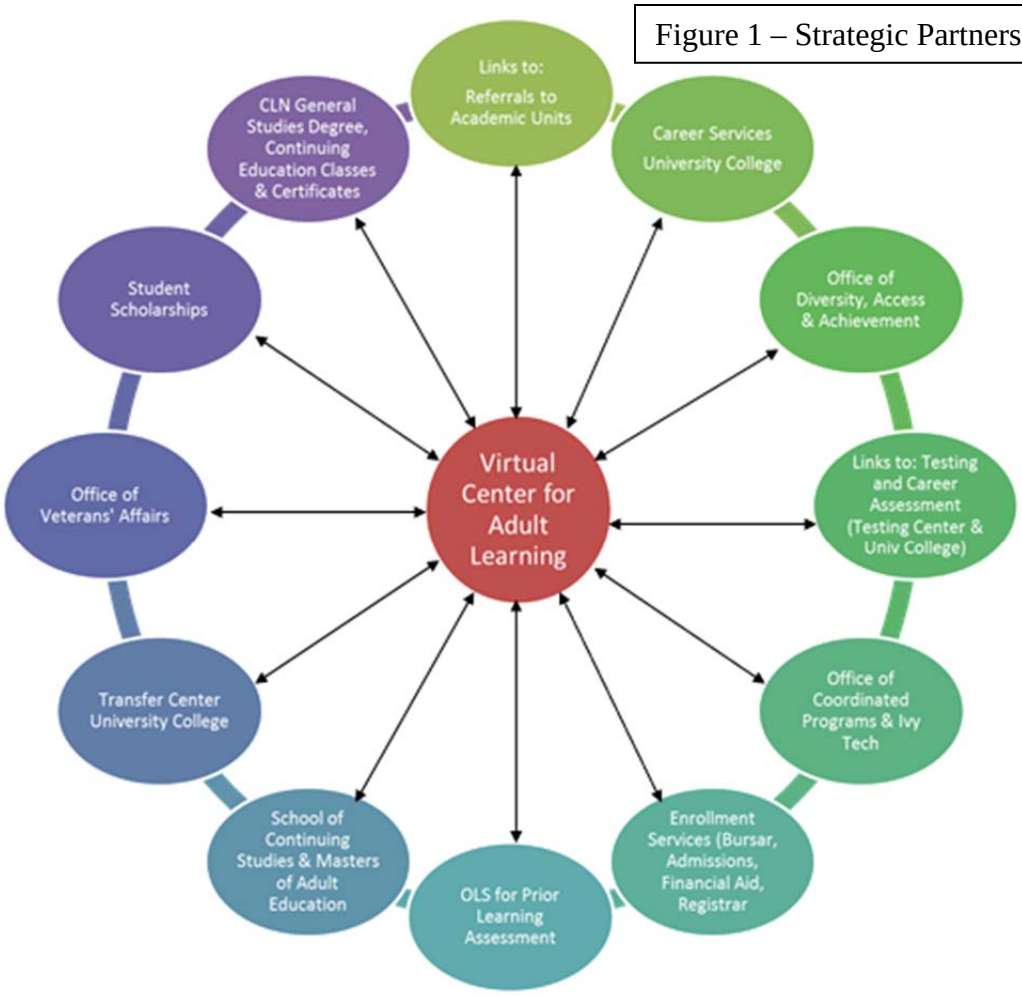
- The Department of Organizational Leadership and Supervision (OLS) in the School of Engineering has effective programming to accept prior learning credits. OLS provides a Prior Learning Assessment (PLA) course that instructs students on the development of a portfolio. Expansion of PLA will benefit students and the university. The expansion of PLA can enable adults to earn college credit for what they have learned outside the classroom through corporate training, work experience and independent study. Offering the opportunity to earn credits through PLA can shorten time to degree completion and is an option for either via review by faculty at IUPUI or through a contractual arrangement for assessment services with the Council for Adult and Experiential Learning (CAEL).

- The Testing Center provides services to students to evaluate their specific entry levels into classes and, if needed, can provide Meyers-Briggs or Strong interest inventory testing to assist with career choices.

- The Office of Student Scholarships & Student Financial Aid provides useful resources and assistance to students. Since one of the greatest barriers for adults is not having the necessary funds to take classes, classes can be provided specify for adults on complete of the FAFSA form for financial aid.

- The Office for Veterans and Military Personnel is the point of contact for Veteran Certification and questions about veteran benefits.

Figure 1 – Strategic Partners



Center Oversight

The Center's development is being guided by an advisory council of faculty and staff as well as a representative group drawn from General Studies alumni, Central Indiana business and civic leaders. The Council meets quarterly.

Services

The CALL website (Figure 2) is the key component for online support for adults. The CALL website offers a concierge service for adult students coming back to school, one that cuts the red tape and clutter to get adult learners where they need to go; a portal through which the adult students find the answers they need, not just another phone number to . The primary services offered to help each adult student reach success are as follows:

- Career tools: Career counseling comes to the student through a set of questions that web

visitors can answer online at their own pace to help assess career aspirations. Adult learners with well-defined career goals are directed to particular areas of study; adult learners unsure of their goals can take online interest inventory such as the Strong Interest Inventory or Myers-Briggs Type Indicator. This fee-based program, in conjunction with the Testing Center or UCOL, is used to evaluate and provide career direction.

- Resources: A catalog of resources important to the process of going back to school is available to the student.
  - One important resource is a step-by-step guide to going back to school that the adult student can use to help organize their own process for getting where they need to go.
  - Links to academic and support services offered on campus.
  - Frequently Asked Questions, and
  - Glossary: University lingo made easy.

- Chat function (Figure 3): Staffed by trained CALL personnel, information can be accessed or questions asked at any time; responses will be sent within 24 hours. With the goal of providing the open doorway to IUPUI for the nontraditional students. Face-to-face or live telephone conferences can also be conducted. Implementing this function is inherent to CALL's goal of committing to the adult student's schedule.

- Social networking: Links to Facebook and Twitter

- Peer networks: Networks of adults who have returned to school will provide support, advice, and general information to returning adults. This network will also be a source of referrals to CALL to attract adults to IUPUI.

The site is available to the adult student through various modalities most comfortable to them. The adult student can schedule meetings, send e-mail questions, make phone s, engage in an online chat, or simply get the information CALL offers.

Figure 2 – Website Mock Up

Research

Research will be conducted on the impact of on matriculation and retention as well as identification of the needs of adult learners, the barriers that hinder adults in starting or returning to school and the methods to eliminate those barriers.

Capacity and Delivery

IUPUI has the capacity to increase the number of adult students coming to complete their degree. The options of taking online, hybrid and/or face-to-face classes and the choice of taking on-campus classes or off campus learning centers provide a variety of delivery methods to meet the needs of working adults. The more than 200 programs offered by IUPUI can address the vast majority of career choices.

Outreach and Promotion Plan

Outreach and promotional actions will be required to reach different segments of the target audience. Those activities have two primary foci:

- *Increasing awareness* of CALL among staff and faculty of IUPUI and
- *Encouraging use* of CALL by residents in Central Indiana to increase postsecondary education attainment, specifying degree completion.

Outreach and promotional activities identified are:

- Formal launching of Center for Adult Learning – both website and services;
  - Ads placed in Indy Star and CLN catalogs regarding.
  - Internal notices in JagNews and Inside IUPUI.
  - E-mail announcements to General Studies listserve and Continuing Education listserve 15,000.
  - E-mail to Park 100 tenants through Duke Listserve.
  - Flyers about CALL availability posted at malls, Starbucks, CVS, high traffic locations
  - E-mail to Alumni to increase awareness
  - E-mail to advisors and department chairs to increase awareness
  - Post on IU and IUPUI Facebook accounts
  - Post on IUPUI website front page

- Developing a CALL brochure for use on website and surface mail distribution;

- Developing and placing posters in high people-traffic locations;

- Sending letters to Ivy Tech Associate Degree alumni;
    - Increasing scholarship opportunities
- Sending letters to IU system stop-outs (those who have been away from university between 2-4 years);

    - Continuing education certificate for career change; and
    - Continuing education certificate for career.

- Establishing and maintaining communication with members of Indianapolis Chamber of Commerce, Greenwood Chamber of Commerce, and Carmel Chamber of Commerce;
    - Via e-mail
    - Via notice in communications of Chambers

- Placing CALL ads and/or testimonials in the Course Catalog in every issue

- Periodic, submitting CALL articles to local magazines, such as Indianapolis Monthly, After 40, and the IBJ.

- Conducting info sessions in 8-county areas two times per year as follows with promotion through ads in Sunday Star and ad in Course Catalog (January and August);
    - Hendricks County – Assistance of Hendricks College Network;
    - Boone County – Library or other suitable location;
    - Johnson County – Hold at IUPUI Greenwood Learning Center;
    - Hamilton County – Library or other suitable location;
    - Morgan County – Library or other suitable location;
    - Hancock County – Library or other suitable location;
    - Shelby County – Library or other suitable location; and,
    - Marion County – Hold at Park 100 Learning Center and library or other suitable location

- Participating in education fairs in the 8-county area;

- Using radio/television. Facebook; Twitter; Text messaging to promote IUPUI's Center for Adult and Lifelong Learning.