

**Diversity, Equity, and Inclusion Action Plan**  
**University College**  
July 25, 2008

**Diversity Goal 1: Recruitment, academic achievement, persistence, and graduation of a diverse student body.**

**Current Status: In progress.**

**1.1 University College will contribute to the campus goal of recruiting diverse, well-qualified students to IUPUI.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.1-A 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.

1.1-B University College will 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.

**Persons Responsible**

1.1-A Scott Evenbeck

1.1-B Michele Hansen

**Timeline for Completion**

1.1-A Ongoing

1.1-B Ongoing

**Report of Accomplishments: See Appendix A.**

**1.2 Student Support Services will continue to provide support and guidance to at-risk students (first-generation and low-income) as they seek to earn their degrees.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.2-A Student Support Services will provide students (in the program) with counseling, mentoring, leadership opportunities, academic and financial aid advising, and cultural enrichment activities.

1.2-B Student Support Services will organize mentoring and tutoring services.

**Persons Responsible**

1.2-A Barbara Browning  
1.2-B Barbara Browning

**Timeline for Completion**

1.2-A Ongoing  
1.2-B Ongoing

**Report of Accomplishments:** This program serves many minority students and has a high retention rate. See Appendix B.

**1.3 University College will work with the Office of Information Management and Institutional Research to assess how the persistence rate of IUPUI students can be increased.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.3-A University College will study the factors associated with student success at IUPUI, including the effectiveness of specific University College programs.  
1.3-B The University College assessment unit will work closely with 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.  
1.3-C The University College assessment unit will assist other units with assessing and measuring the effectiveness of diversity initiatives.  
1.3-D The University College assessment unit will work closely with 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.  
1.3-E University College assessment instruments, including end-of-course questionnaires in the Summer Bridge Academy Program and first-year seminars, have been redesigned to more adequately assess new diversity initiatives in the University College academic support programs. Thus, the assessment unit will work to align measures or indicators with diversity initiatives.

**Person Responsible**

1.3-A Michele Hansen  
1.3-B Michele Hansen  
1.3-C Michele Hansen  
1.3-D Michele Hansen  
1.3-E Michele Hansen

**Timeline for Completion**

1.3-A Ongoing  
1.3-B Ongoing  
1.3-C Ongoing  
1.3-D Ongoing

### 1.3-E Ongoing

**Report of Accomplishments:** Assessment is an ongoing process at University College. Comprehensive program reviews are conducted on a routine basis. Michele Hansen, director of assessment at University College, conducts qualitative and quantitative assessments. Evidence of Hansen's work may be seen in many of the attached appendices and is also available on the University College Web site (<http://uc.iupui.edu/staff/assessment/index.asp>).

### **1.4 The University College Office of Academic and Career Development is firmly committed to student success. It will provide academic support for all students in University College to help increase the student persistence rate.**

#### **Performance Indicators for this Goal/Strategy**

##### **Tasks**

1.4-A The Office of Academic and Career Development will employ professional academic advisors and career counselors who use a developmental advising model to assist students in choosing majors, understanding degree requirements, planning academic schedules, utilizing university resources, planning careers, and dealing with personal issues that are inhibiting their ability to succeed in the classroom.

1.4-B The Office of Academic and Career Development will work closely with academic schools by employing joint advisors who work in both University College and an academic school.

1.4-C The Office of Academic and Career Development will have a professional development committee to address issues that are relevant to the advisors/counselors and students, including diversity.

1.4-D The Office of Academic and Career Development will continue to train advisors, counselors, and staff.

1.4-E The Office of Academic and Career Development will provide services to students that increase persistence, such as an early warning system and the Students Taking Academic Responsibility mentoring program.

1.4-F Advisors will work with students in New Student Orientation and the Summer Academy Bridge Program. They will also serve on instructional teams for the first-year seminars.

##### **Persons Responsible**

1.4-A Cathy Buyarski

1.4-B Cathy Buyarski

1.4-C Cathy Buyarski

1.4-D Cathy Buyarski

1.4-E Cathy Buyarski

1.4-F Cathy Buyarski

##### **Timeline for Completion**

1.4-A Ongoing

1.4-B Ongoing

1.4-C Ongoing

1.4-D Ongoing

1.4-E Ongoing

1.4-F Ongoing

**Report of Accomplishments:** The University College Office of Academic and Career Development has several academic advisors and career counselors who have won regional and national awards.

**1.5 University College will continue to work with the community to provide college readiness programs for students in the Indianapolis metropolitan area.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.5-A College Readiness Initiatives will increase students' awareness of the academic, social, and cultural skills needed to attain a four-year college degree.

1.5-B College Readiness Initiatives will seek to increase the capacity of parents, community groups, and schools to encourage and support middle and high school students' college readiness activities.

1.5-C College Readiness Initiatives will strive to develop and implement strategies to increase students' academic success.

**Persons Responsible**

1.5-A Philip Seabrook

1.5-B Philip Seabrook

1.5-C Philip Seabrook

**Timeline for Completion**

1.5-A Ongoing

1.5-B Ongoing

1.5-C Ongoing

**Report of Accomplishments:** The College Readiness Initiatives serve over 10,000 students in the regional Indianapolis area. The majority of these are at-risk students. The programs continue to receive federal, state, and private grants.

**1.6 The Honors Program will increase the diversity of those students admitted to the program and those pursuing their degrees with honors.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.6-A The Honors Program will continue to work with Enrollment Services to identify qualified underrepresented applicants.

1.6-B The Honors Program will actively recruit a student population that reflects the diversity of the IUPUI campus.

1.6-C The Honors Program will continue to work with the Office of International Affairs to identify and recruit qualified international students for the campus.

**Persons Responsible**

1.6-A Ted Mullen

1.6-B Ted Mullen

1.6-C Ted Mullen

**Timeline for Completion**

1.6-A Ongoing

1.6-B Ongoing

1.6-C Ongoing

**Report of Accomplishments:** The percentage of diverse students enrolled in the Honors Program on scholarship (Honors, Bepko, Hoosier Presidential, and Plater Distinguished) has continued to make modest gains; diverse enrollment currently stands at 23.23% for 2008–09 (up from 19.79% in 2005–06). An infusion of funding from the Executive Vice Chancellor’s Office to establish an International Honors Scholarship for fall 2007 has enabled the program to entice additional entering students from abroad to enroll as has the expansion of the Plater Distinguished Scholarship to include international students. Working closely with the director of Multicultural Outreach, the program is actively engaged in developing a coordinated multicultural recruitment plan for fall 2008. Joint programming, fiscal support for student searches, and other outreach endeavors will be explored, developed, and implemented in the coming recruitment cycle. Coordinated efforts to recruit current IUPUI students will likewise expand the program’s multicultural outreach while joint programming and other endeavors with the Office of International Affairs will continue the gains made in international student enrollment in the program as well. (See Appendix C for more information.) As the Honors Program continues to move toward becoming an Honors College, new monies may be made available to expand the transfer and continuing honors scholarship pool. Working closely with colleagues in such programs as the Diversity Scholars Research Program and the McNair Scholars Program, outreach efforts targeting accomplished, currently enrolled, and diverse students will be developed and implemented.

**1.7 University College, in partnership with the schools, Enrollment Services, and the Division of Student Life, will offer programs grounded in best practices that will make a difference in retaining students.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.7-A Program evaluations and other assessment tools will be used to make changes to improve programs.

1.7-B New students will participate in orientation sessions that will prepare them to be successful at IUPUI.

1.7-C Academic advisors will work with students in New Student Orientation and the Summer Academy Bridge Program. Advisors will also serve on instructional teams for the first-year seminars.

1.7-D Many students will participate in first-year seminars, which are embedded in learning communities.

1.7-E The themes of themed learning communities will reflect University College's commitment to diversity.

1.7-F Students will be provided the opportunity to participate in critical inquiry, supplemental instruction, structured learning assistance, and other academic support programs. These programs will help students persist in their studies at IUPUI.

1.7-G University College will serve as the home of the Norman Brown Scholarship program, the Nina Mason Pulliam Legacy Scholars program, and all other scholarship programs not located in the schools. Many of these scholarship programs serve low-income and first-generation students.

1.7-H University College will house the Student Support Services program, which serves low-income and first-generation students.

1.7-I University College will collaborate with the Division of Student Life to support key work by Regina Turner. She will support the academic achievement and persistence of students who reflect diversity. Among other efforts, Turner will engage students in writing, directing, and acting in theatrical productions about the lives of students at an urban university.

### **Persons Responsible**

1.7-A Michele Hansen

1.7-B Andrea Engler

1.7-C Cathy Buyarski

1.7-D Sarah Baker and Gayle Williams

1.7-E Sarah Baker

1.7-F Sarah Baker and Gayle Williams

1.7-G Charlie Johnson

1.7-H Barbara Browning

1.7-I Scott Evenbeck and Regina Turner

### **Timeline for Completion**

1.7-A Ongoing

1.7-B Ongoing

1.7-C Ongoing

1.7-D Ongoing

1.7-E Ongoing

1.7-F Ongoing

1.7-G Ongoing

1.7-H Ongoing

1.7-I Ongoing

**Report of Accomplishments:** Three themes for the 2008 themed learning communities include: African American Perspectives, Understanding Social Inequality, and Multicultural Perspectives. There will also be a themed learning community for student athletes. African American students participating in a fall 2006 first-year seminar were retained at notably higher rates than

nonparticipating African American students (55% and 47% respectively). Appendix D shows first-year seminars have an impact on the retention of students, including diverse students.

**1.8 The Summer Academy Bridge Program will provide a two-week program immediately preceding the fall semester for selected first-year students. The program will help students make the transition from high school to college and provide tools for academic success.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.8-A Bridge sections will adhere to a common set of learning goals and objectives; each section will be taught by an instructional team, including an experienced faculty member (the team leader), an academic advisor, a librarian, and a student mentor.

1.8-B Each day students will work with their instructional teams to get a jump start in writing and oral communication, as well as gaining skills in critical thinking and effective study strategies.

1.8-C Math sessions will be individualized based on students' abilities and the math requirements of their projected majors.

1.8-D Students will become familiar with campus resources, including the library.

1.8-E Students will be provided the opportunity to talk with the faculty in their schools about academic expectations. Students will achieve insights about the "culture" of their intended disciplines.

1.8-F Students will learn how to manage their time effectively.

1.8-G Students will be provided opportunities to bond with their classmates and form relationships that will likely last beyond the Bridge session.

**Persons Responsible**

1.8-A Sarah Baker and Gayle Williams

1.8-B Sarah Baker and Gayle Williams

1.8-C Sarah Baker and Gayle Williams

1.8-D Sarah Baker and Gayle Williams

1.8-E Sarah Baker and Gayle Williams

1.8-F Sarah Baker and Gayle Williams

1.8-G Sarah Baker and Gayle Williams

**Timeline for Completion**

1.8-A Ongoing

1.8-B Ongoing

1.8-C Ongoing

1.8-D Ongoing

1.8-E Ongoing

1.8-F Ongoing

1.8-G Ongoing

**Report of Accomplishments:** The Summer Academy Bridge Program has been expanding significantly in the last two years. A total of 173 students participated in the 2005 two-week program, and 387 students participated in the 2007 program. An estimated 525 students will participate in the 2008 program. Among the 2007 participants, 72% were women, 7% were African American, 91% were First-Generation Scholars, and 10% were admitted conditionally. In addition, 52% of the students had a GPA of 3.0 or higher, and the average fall semester cumulative GPA was 2.83, compared to 2.72 for nonparticipating students. Approximately 91% of the participating students were retained for the spring semester.

**1.9 University College will collaborate with the Department of Mathematical Sciences to help students persist in their studies at IUPUI.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.9-A University College will collaborate with the Department of Mathematical Sciences to operate and sustain the Mathematics Assistance Center, currently housed in Taylor Hall with University College.

1.9-B University College will collaborate with the Department of Mathematical Sciences to provide math sessions during the Summer Academy Bridge Program that will be individualized based on students' abilities and the math requirements of their projected majors.

**Persons Responsible**

1.9-A Scott Evenbeck and Tim Pierce

1.9-B Scott Evenbeck and Tim Pierce

**Timeline for Completion**

1.9-A Ongoing

1.9-B Ongoing

**Report of Accomplishments:** Collaboration with the Department of Mathematical Sciences has been productive. The Mathematics Assistance Center continues to be a useful resource for students. The mathematics component of the Summer Bridge Academy Program has helped prepare many at-risk students for the fall semester.

**1.10 University College will implement strategies and activities to retain at-risk students.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.10-A University College will increase efforts with transfer students, particularly students previously enrolled at Ivy Tech.

1.10-B University College will find a means within the Latino community to connect with students and parents, from college readiness programs to on-campus transition programs.

1.10-C University College will work with the academic schools to help students find pathways to degree programs.



**Persons Responsible**

1.10-A Scott Evenbeck  
1.10-B Scott Evenbeck  
1.10-C Scott Evenbeck

**Timeline for Completion**

1.10-A Ongoing  
1.10-B Ongoing  
1.10-C Ongoing

**Report of Accomplishments:** In six years, IUPUI's overall graduation rate has moved from 21% to 31%. More importantly, the graduation rate of all minorities on the IUPUI campus has increased 23% since 2003, for African Americans the graduation rate has increased 10% during that time, and for Hispanics the graduate rate has increased 33%. University College hopes to build on this success. We will be using research reports shared this past year as well as the campus action team reports to shape our strategies for 2008–09.

**1.11 University College will continue efforts to promote the academic achievement, persistence, and graduation of minority students.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.11-A The Lumina Foundation for Education assists in funding the position of director for student success. This position was created for a minority employee to support campus diversity initiatives. The person in this position is also responsible for advising the student groups Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS).

**Person Responsible**

1.11-A Philip Seabrook

**Timeline for Completion**

1.11-A In progress

**Report of Accomplishments:** This position was restructured recently; Khalilah Payne was hired in 2008 to fill this position. Efforts to retain students from underrepresented populations will help increase the overall campus retention rate.

**1.12 University College will continue to use student mentors to help improve the academic achievement, persistence, and graduation of IUPUI students.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.12-A Mentors will be used in the New Student Orientation program, Bepko Learning Center, College Readiness Initiatives, Mathematics Assistance Center, scholarship programs, and student support programs.

1.12-B University College will provide training for mentors in all areas of diversity, including gender, class, age, abilities, sexual orientation, and ethnicity. These training programs will take place in small group discussions, conversations generated by students' reflections as recorded in journals, panel discussions, and formal training sessions.

1.12-C Mentors will reflect the diversity of the IUPUI campus.

**Persons Responsible**

1.12-A Dean or director of the unit

1.12-B Dean or director of the unit

1.12-C Dean or director of the unit

**Timeline for Completion**

1.12-A Ongoing

1.12-B Ongoing

1.12-C Ongoing

**Report of Accomplishments:** The student mentors in the Bepko Learning Center and Orientation Services receive extensive training in diversity, which allows the student mentors to increase their knowledge and awareness of self (mentors) and others. The training also helps the mentors apply diversity awareness in their mentoring activities. See Appendix E for additional information.

**1.13 The New Student Orientation Program will support new and transfer students who are in transition through the first year.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

1.13-A The orientation director and a group of student orientation leaders will work with the faculty and staff of University College and the schools to provide an introduction to IUPUI's programs, services, and resources. The orientation sessions will emphasize the importance of academic excellence.

1.13-B Students will hear presentations about IUPUI from faculty and student leaders, learn about requirements for graduation, tour campus, meet with academic advisors, and register for their first semester.

1.13-C Family members will be provided information to help them support their students.

**Persons Responsible**

1.13-A Andrea Engler

1.13-B Andrea Engler

1.13-C Gayle Williams

**Timeline for Completion**

- 1.13-A Ongoing
- 1.13-B Ongoing
- 1.13-C Ongoing

**Report of Accomplishments:** University College tries to hire student orientation leaders who reflect the diversity of IUPUI students. See Appendix E.

**1.14 The Bepko Learning Center will provide academic services to students; these services will ultimately increase student persistence on campus.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

- 1.14-A The Bepko Learning Center will use collaborative learning, role modeling, peer interaction, and peer support to assist students in their studies.
- 1.14-B The Bepko Learning Center will provide four academic support programs: structured learning assistance, supplemental instruction, a resource desk, and a tutoring program.

**Persons Responsible**

- 1.14-A Mark Minglin
- 1.14-B Mark Minglin

**Timeline for Completion**

- 1.14-A Ongoing
- 1.14-B Ongoing

**Report of Accomplishments:** University College tries to hire students in the Bepko Learning Center who reflect the diversity of IUPUI students. See Appendix E.

**Diversity Goal 2: Recruit, retain, advance, recognize, and promote a diverse faculty, staff, and administration while creating a campuswide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.**

**Current Status: In progress.**

**2.1 University College will create an environment and community that values diversity.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

2.1-A All University College faculty and staff will create an environment and community that values diversity.

**Person Responsible**

2.1-A Scott Evenbeck

**Timeline for Completion**

2.1-A Ongoing

**Report of Accomplishments:** The University College faculty and staff work hard to fulfill this goal. Diversity is a topic that is discussed often in meetings and during training workshops. The University College Collaborative Governance created a plan to have all units participate in staff meeting diversity presentations (see goal 4.1).

**2.2 University College will continue to work to recruit, retain, and promote a diverse faculty, staff, and administration.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

2.2-A All efforts will be made to recruit, retain, and promote faculty, staff, and administration that reflect the diversity of campus and the surrounding region.

2.2-B All faculty and staff members will have the same professional development opportunities.

**Persons Responsible**

2.2-A Scott Evenbeck

2.2-B Scott Evenbeck

**Timeline for Completion**

2.2-A Ongoing

2.2-B Ongoing

**Report of Accomplishments:** See Appendix F shows the diversity of University College faculty and staff.

**Diversity Goal 3: Make diversity a strategic priority touching all aspects of the campus mission.**

**Current Status: In progress.**

**3.1 University College is committed to providing an environment that encourages respect for diversity and multiculturalism in all initiatives.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

3.1-A All deans and directors in University College will include diversity and multiculturalism in programs and initiatives.

**Person Responsible**

3.1-A Scott Evenbeck

**Timeline for Completion**

3.1-A Ongoing

**Report of Accomplishments:** University College staff and faculty try to incorporate diversity and multiculturalism in all areas, including “A Template for First-Year Seminars at IUPUI,” workshops, training, and curriculum. Also see goals 4.1 and 4.3.

**3.2 In collaboration with academic schools, University College will organize first-year seminars and learning communities that promote the mission of campus.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

3.2-A 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.

3.2-B First-year seminars will provide beginning students with information about IUPUI and higher education in general, as well as the skills needed to be a successful student.

3.2-C Content of the first-year seminars will vary, depending on the instructor and the school to which it is related, but all sections are expected to include several key topics, including: responsibilities and expectations of being a college student, such as studying, examinations, academic integrity, and respect for diversity; resources for setting goals and academic planning; an introduction to the Principles of Undergraduate Learning; an introduction to electronic communication and technical support available for IUPUI students; and an introduction to the effective use of University Library.

3.2-D Each course will be led by an instructional team that includes a faculty member, an academic advisor, a librarian, and a student mentor.

3.2-E Themed learning communities will be available to students. Themed learning communities will use common thematic elements to integrate learning across multiple general education courses. Themed learning communities will provide opportunities for students to form strong connections to campus, including to other students, faculty, staff, and their majors.

### **Persons Responsible**

3.2-A Sarah Baker and Gayle Williams

3.2-B Sarah Baker and Gayle Williams

3.2-C Sarah Baker and Gayle Williams

3.2-D Sarah Baker and Gayle Williams

3.2-E Sarah Baker

### **Timeline for Completion**

3.2-A Ongoing

3.2-B Ongoing

3.2-C Ongoing

3.2-D Ongoing

3.2-E Ongoing

**Report of Accomplishments:** A total of 2,144 beginning first-year students who were enrolled in at least seven credit hours participated in first-year seminars during fall 2006 (89% of fall 2006 beginning students participated). A total of 197 African American students participated in first-year seminars in fall 2006 (86% of fall 2006 African American beginning students participated). African American students participating in fall 2006 first-year seminars were retained at notably higher rates compared to nonparticipating African American students (55% and 47% respectively). A total of 535 students participated in fall 2006 themed learning communities (TLCs), which is an approximate increase of 43% from 2005. A total of 45 African American students enrolled in a TLC in fall 2006, comprising 8% of all TLC students. This is an increase from 2004 when 17 African American students enrolled, comprising 6% of TLC students. Also see Appendix D.

## **3.3 College Readiness Initiatives will provide services to help at-risk and diverse students prepare for a successful college experience.**

### **Performance Indicators for this Goal/Strategy**

#### **Tasks**

3.3-A College Readiness Initiatives will collaborate with key community members, volunteers, and middle and high school counselors to provide tutoring and mentoring for at-risk students.

3.3-B College Readiness Initiatives will provide students academic counseling, I-STEP remediation, pre-ACT/SAT testing, college visits, job shadowing experiences, service learning opportunities, cultural experiences, career assessments, goal setting, financial aid and scholarship information, and assistance with college searches. Students will have an increased awareness of the academic, social, and cultural skills needed to attain a four-year college degree.

3.3-C College Readiness Initiatives will provide programming for at-risk students. The Educational Success Program will serve foster youth ages 14–24; Twenty-first Century Scholars will serve low-income, high school students; Upward Bound will serve low-income or first-generation students; and Special Programs for Academic Nurturing will assist high-achieving high school students in taking college courses.

3.3-D During the summer, Upward Bound will coordinate the summer component program, which will allow students to spend six weeks on the Bloomington campus of Indiana University. While the focus is on academics, students will also have the opportunity to participate in performing arts, teambuilding, and a variety of cultural enrichment programs. Those who graduated from high school in May or June will be able to take six to eight credits of college courses in regular college summer courses. Students will receive room and board and participate in cultural and recreational activities, as well as receive counseling and tutorial services.

#### **Persons Responsible**

3.3-A Philip Seabrook

3.3-B Philip Seabrook

3.3-C Philip Seabrook

3.3-D Philip Seabrook

#### **Timeline for Completion**

3.3-A Ongoing

3.3-B Ongoing

3.3-C Ongoing

3.3-D Ongoing

**Report of Accomplishments:** The College Readiness Initiatives serve over 10,000 students in the regional Indianapolis area. The majority of these are at-risk students. The programs continue to receive federal, state, and private grants. The college readiness programs have set goals to increase the number of students from low-income backgrounds who take advantage of precollege programming. SPAN has expanded its reach by enrolling ten students who attend Crispus Attucks; this allows an opportunity to take college-level courses at IUPUI at no cost to the student. SPAN plans to increase this number to 61 by this fall. They are also working to implement law #185 which will allow students who receive free or reduced lunch at school to take classes at IUPUI and to earn college credit in high school at no cost to the student. The college readiness programs are also working to increase the number of students who take advantage of the Summer Academy Bridge Program. This will enhance diversity at IUPUI by giving students who would have been financially unable to access earning college credits in high school the opportunity to have the same educational opportunity as their peers. In addition, the college readiness programs are encouraging staff to take advantage of diversity training when offered. The staff of Twenty-first Century Scholars plans to attend a diversity training on July 18, 2008 that focuses on cultural competence in education which is being hosted by the Indiana Black Expo.



**3.4 The Office of Career and Employment Services is committed to supporting diverse opportunities for providing work and career experience.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

3.4-A The Office of Career and Employment Services will support diversity on the IUPUI campus by providing diverse opportunities for work and career experience to match our equally diverse student body.

3.4-B The Office of Career and Employment Services will develop specific programs to meet the needs of diverse populations.

3.4-C The Office of Career and Employment Services is working to develop programs to educate students on the value of relevant work experience and using Work Study awards.

**Person Responsible**

3.4-A Tracie Hughes

3.4-B Tracie Hughes

3.4-C Tracie Hughes

**Timeline for Completion**

3.4-A Ongoing

3.4-B Ongoing

3.4-C Ongoing

**Report of Accomplishments:** In 2006–2007, 50% of the students who visited the Office of Career and Employment Services were students of color. Further, 85% of visitors to this office came regarding their Federal Work Study awards, which is given to students who demonstrate a financial need. The Office of Career and Employment Services collaborates with the Office of International Affairs to provide student employment information and a daylong employment workshop on job search practices in the United States. The office also hosts the Indiana Multicultural Career Fair, an event created by a consortium of state colleges and universities and aids employers in recruiting students of diverse backgrounds. A new program, WELL (Working, Earning, Learning for Life), was developed; this is a program that assists students experiencing financial difficulties in an effort to help the students stay in school. At this time, only 22% of students who are eligible for Federal Work Study funding use their awards. The Office of Career and Employment Services is seeking to educate students on the value of relevant work experience and using Work Study awards.

**Diversity Goal 4: Regularly assess, evaluate, improve, and communicate diversity efforts of University College.**

**Current Status: In progress.**

**4.1 The Collaborative Governance Committee asked each unit in University College to make a presentation about diversity at the 2007–2008 staff meetings.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

- 4.1-A The Collaborative Governance Committee provided guidelines for the presentations.
- 4.1-B Each unit was asked to make a formal presentation on diversity.
- 4.1-C A summary of information from each presentation was collected and made available on the University College Web site.

**Persons Responsible**

- 4.1-A Anita Snyder
- 4.1-B Dean or director of each unit
- 4.1-C Anita Snyder

**Timeline for Completion**

- 4.1-A May 2007
- 4.1-B April 2008
- 4.1-C May 2008

**Report of Accomplishments:** The guidelines for presentations were completed and approved by the University College Collaborative Governance Committee in the spring of 2007. The guidelines were distributed as each unit was asked to select a month to make their presentation at a staff meeting. The presentations began in fall 2007 and continued through spring 2008. The presentations addressed diversity issues, including approaches to increase diversity, challenges, training techniques, common readings, and discussions. A summary of these presentations are available on the University College Web site (<http://uc.iupui.edu/staff/org/meetings.asp>).

**4.2 The director of assessment will provide guidelines so that each unit of University College can make an assessment on diversity.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

4.2-A Michele Hansen created guidelines to assist each unit in making an assessment on diversity.

4.2-B Each unit will make an assessment on diversity and give the assessment to Dean Evenbeck.

**Persons Responsible**

4.2-A Michele Hansen

4.2-B Dean or director of each unit

**Timeline for Completion**

4.2-A June 10, 2007

4.2-B Ongoing

**Report of Accomplishments:** Guidelines for assessing diversity were distributed to each unit and department in the summer of 2007. University College continues to search for new and innovative ways to support the units and departments in diversity training and assessment.

**4.3 University College will host the Annual May Learning Community Colloquium—a critical program designed to enhance faculty development and improve outcomes in learning community courses. This event will be used to promote diversity in the classroom.**

**Performance Indicators for this Goal/Strategy**

**Tasks**

4.3-A University College will plan the colloquium event.

4.3-B University College will collaborate with other offices on campus to select a book for a common reading. The first selection will address diversity; all faculty teaching learning communities will be encouraged to include the selection in their classes to further the campus discussions on diversity.

4.3-C University College will collaborate with the Division of Student Life and the Center for Teaching and Learning to provide assistance to instructional teams.

4.3-D University College will assess its first-year seminars and learning communities for diversity.

**Persons Responsible**

4.3-A Heather Bowman

4.3-B Gayle Williams

4.3-C Gayle Williams

4.3-D Gayle Williams and Michele Hansen

### **Timeline for Completion**

4.3-A May 2008

4.3-B April 2008

4.3-C Ongoing

4.3-D Ongoing

**Report of Accomplishments:** This campuswide event was held on May 9, 2008. The theme was “Self: Promoting Student Development.” Instructional teams had the opportunity to attend workshops on the Personal Development Plan and the campus common reading, *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. Khadija Khaja from the School of Social Work and Johnny Goldfinger from the Department of Political Science gave presentations on how to discuss the book and strategies for discussing diversity in the classroom. There were 169 people who participated in the event.

## APPENDIX A

### University College

Fall Semesters	2003	2004	2005	2006	2007
<i>Percentage data</i>					
Minority as a % of school headcount	18%	20%	19%	19%	19%
African American as a % of school headcount	14%	14%	14%	13%	12%
Minority headcount as a % of campus headcount	33%	33%	32%	31%	29%
African American headcount as a % of campus headcount	38%	38%	37%	34%	32%

Source: IUPUI Office of Planning and Institutional Improvement (<http://imir.iupui.edu/odbx/Default.aspx>)

### Fall 2007 Ethnic Count

	African American	American Indian	Asian/Pacific Islander	Hispanic	Foreign	White	Unknown	Grand Total
Business	146	4	160	43	213	1,456	235	2,257
Columbus	21	2	14	22	11	1,419	43	1,532
Continuing Studies	166	4	11	11	1	813	27	1,033
Dentistry	12	3	45	15	54	470	75	674
Education	127	2	18	36	8	1,468	32	1,691
Engr & Tech	173	5	95	72	223	1,754	72	2,394
Graduate School	40	2	37	9	37	273	30	428
Herron	35	4	17	22	6	756	26	866
Health & Rehab	4	1	6	7		178	10	206
Informatics	75	1	26	12	40	469	22	645
Journalism	23		5	3	4	118	3	156
Law	59	1	28	21	62	570	270	1,011
Liberal Arts	202	9	41	59	69	1,513	65	1,958
Library Science	14	1	3	5	1	299	15	338
Medicine	136	9	133	59	96	1,226	188	1,847
Music						40	10	50
Nursing	89	1	31	22	15	1,286	32	1,476
Phys Ed/Tour Mgmt	80	3	11	22	12	741	26	895
Public/Env Affairs	154	1	33	12	13	740	21	974
Science	134	6	108	60	121	1,496	51	1,976
Social Work	112	3	4	14	6	576	25	740
University College	847	27	236	198	161	5,161	207	6,837

<b>Grand Total</b>	<b>2,650</b>	<b>89</b>	<b>1,059</b>	<b>724</b>	<b>1,137</b>	<b>22,724</b>	<b>1,471</b>	<b>29,854</b>
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Source: IUPUI Information Management and Institutional Research (<http://imir.iupui.edu/odbx/Default.aspx>)

## APPENDIX B

### Student Support Services Student Retention 2006–2007

	Retention
All SSS Students	76%
Female	74%
Male	79%
All Minorities	75%
African American Students	75%
African American Males	82%
African American Females	73%
Freshmen	71%
Sophomores	78%
Junior	85%
Seniors	71%

Source: Barbara Browning

## APPENDIX C

### Diversity of Students in Honors Program

Type	Other	%	Asian	%	Afr. Am.	%	Hisp.	%	Intl	%	Cauc.	%	Total	% Diverse
2008–09	4	1.47	34	12.50	9	3.31	6	2.21	10	3.68	207	76.10	272	23.23
2007–08	5	2.40	20	9.62	9	4.33	4	1.92	16	7.69	154	74.04	208	26.05
2006–07	3	1.80	16	9.58	8	4.79	2	1.20	12	7.19	126	75.45	167	24.65
2005–06	2	1.79	9	8.04	4	3.57	3	2.68	4	3.57	90	80.36	112	19.79

Source: Melissa Biddinger

*\*Ethnic data prior to fall 2005 in all of the various scholarship categories is not reliable and the above is provided with the caveat that there may be errors since it was not extracted directly from SIS; some students' ethnic designations may have been missed.*

## APPENDIX D

### First-Year Seminar Impact Report Fall 2006

**Table 1. Fall 2006 First-Year Seminar Participant Characteristics  
(Total N=2415)**

First-Year Seminar Participant	N	Avg. H.S. Pctile Rank <sup>a</sup>	Avg. H.S. Grade <sup>a</sup>	Avg. SAT Score <sup>a</sup>	% Conditional	% Full-Time Status	Avg. Course Load	DWF Rate	Retention Rate	Fall GPA	% Fall GPA below 2.0
Yes (89%)	2144	65	3.13	998	34%	<b>94%</b>	<b>13.45</b>	<b>25.46%</b>	<b>66%</b>	2.50	<b>25%</b>
No	271	64	3.15	1021	27%	<b>91%</b>	<b>13.07</b>	<b>31.10%</b>	<b>55%</b>	2.42	<b>34%</b>

  

First-Year Seminar Participant	% Female	% Afrn Amer	% Latino	% First-Generation <sup>a</sup>	Average Age	Units of H.S. Math <sup>a</sup>	% Campus Housing	% C.I. Participants	% Summer Bridge	% TLC Participants
Yes	61%	9%	4%	58%	<b>19.32</b>	7.27	<b>26%</b>	<b>10%</b>	<b>9%</b>	<b>18%</b>
No	62%	12%	3%	51%	<b>21.27</b>	7.67	<b>13%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>

<sup>a</sup>excludes missing data.

Note 1: Includes only students enrolled in at least 7 credit hours during the fall 2006 semester.

Note 2: Bolded items are significantly different between participants and non-participants based either on a Chi-Square Test or an Independent Samples T-test ( $p < .01$ ).

**Table 2. Impact of Participation in a First-Year Seminar for All Students:  
Average First Semester Grade Point Average (excluding Seminar grade)\***

One-Year Retention**	N	Average Fall GPA	Adjusted Fall GPA
Participants	1784	2.33	<b>2.53</b>
Non-Participants	183	2.53	<b>2.29</b>
Overall	1967	2.51	

Note 1: Adjusted controlling for significant predictors of fall grade point averages: course load, H.S. GPA, SAT score, age, ethnicity, and campus housing.

Note 2: Differences in GPA among participants and non-participants are significant ( $p < .001$ .) Only .004% of the variance in GPA is due to the seminar once other variables are accounted for in the model.



**Table 3. Impact of Participation in a First-Year Seminar:  
One-Year Retention\***

	Seminar	N	Retention Rate	Adjusted Rate
<i>Regular Admits</i>	Participants	1329	73%	<b>73%</b>
	Non-Participants	150	60%	<b>61%</b>
	Overall	1479	71%	
<i>Conditional Admits</i>	Participants	649	54%	<b>54%</b>
	Non-Participants	64	28%	<b>29%</b>
	Overall	713	52%	

Note 1: Adjusted controlling for significant predictors of one-year retention: course load, H.S. grades, gender, and age (regular admits). Adjusted for course load, H.S. grades, and gender (conditional admits).

Note 2: Differences in retention among participants and non-participants are significant for Regular Admits ( $p < .002$ ).

Note 3: Differences in retention among participants and non-participants are significant for Conditional Admits ( $p < .0001$ ).

**Table 4. Impact of Participation in a First-Year Seminar  
For African American First-Year Students**

First-Year Seminar Participant	N	Avg. H.S. Pctile Rank <sup>a</sup>	Avg. H.S. Grade <sup>a</sup>	Avg. SAT Score <sup>a</sup>	% Conditional	% Full-Time Status	Avg. Course Load
Yes	197	<b>66</b>	2.90	896	59%	96%	13.10
No	32	<b>53</b>	2.74	882	53%	91%	12.46

  

First-Year Seminar Participant	% Female	% Campus Housing	Average Age	DWF Rate	Retention Rate	Fall GPA	% Fall GPA below 2.0
Yes	68%	32%	<b>19.44</b>	37.88%	55%	1.98	41%
No	72%	19%	<b>22.69</b>	45.31%	47%	2.04	47%

<sup>a</sup> excludes missing data.

Note 1: Includes only students enrolled in at least 7 credit hours during the fall 2006 semester.

Note 2: Bolded items are significantly different between participants and non-participants based either on a Chi-Square Test or an Independent Samples T-test ( $p < .05$ ).

Source: Michele Hansen

## APPENDIX E

### University College Mentors

#### Bepko Learning Center Mentors

The Bepko Learning Center enhances the opportunities for students to achieve academic excellence and personal growth through the guidance of student peers. Mentors are used for supplemental instruction, structured learning assistance, the Resource Center, and as members of learning community instructional teams.

##### Learning Center Mentors—Spring 2008

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	6	8%
Hispanic	2	3%
Asian/Pacific Islander	4	5%
International	1	1%
White	56	74%
Unknown	7	9%
<b>TOTAL</b>	<b>76</b>	<b>100%</b>

#### Nina Mason Pulliam Legacy Scholars Program

The Nina Mason Pulliam Legacy Scholars Program provides an opportunity for students from disadvantaged backgrounds to complete a college degree. Each scholar is provided full tuition, fees and textbooks, an annual living allowance, and an academic advisor and student mentor.

##### Nina Scholars Program Mentors—Fall 2007

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	5	56%
International	0	0
Hispanic	0	0
White	4	44%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>

#### Student African American Brotherhood

The Student African American Brotherhood (SAAB) provides an outreach to approximately 20 undergraduates. SAAB promotes personal growth and academic success. SAAB follows a model that emphasizes self affirmation, social and academic responsibility, advising, and counseling.

##### SAAB Mentor and Graduate Assistant—Spring 2008

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	2	100%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

### New Student Orientation

The New Student Orientation Program is offered through University College, in conjunction with the degree-granting schools. OTEAM members also serve as mentors in the learning communities.

#### OTEAM—Summer 2007

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	14	33%
Hispanic	3	7%
Asian/Pacific Islander	3	7%
White	23	53%
Not Indicated	0	0%
<b>TOTAL</b>	<b>43</b>	<b>100%</b>

#### OTEAM—Fall 2007

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	7	19%
Hispanic	0	0%
Asian/Pacific Islander	4	11%
African	1	3%
Biracial	1	3%
White	21	58%
Not Indicated	2	6%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

### Student Support Services

Student Support Services, a TRIO Program, provides an extra layer of support for students who meet low-income requirements or are the first in their families to go to college.

#### Student Support Services Mentors, Tutors, and Student Employees—Spring 2008

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	10	67%
White	4	27%
Asian	1	6%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

Source: University College program directors

## APPENDIX F

### University College Faculty, Staff, and Student Employees (as of May 2008)

				African American		Asian		Hispanic		Native American		Caucasian		Other	
	F	M	T	F	M	F	M	F	M	F	M	F	M	F	M
<b>Administration</b>															
Deans and Directors	9	7	16	2	2			1				7	5		
<b>Support Staff</b>	16	0	16	7								9	0		
<b>Graduate Assistants</b>	9	2	11	2								7	2		
<b>Non-Student, Part Time</b>	2	4	6									2	4		
<b>Professional Advisors and Coordinators</b>	45	13	58	12	4	2						31	9		
<b>Student Employees &amp; Mentors</b>	69	33	102	24	8	3	2	2				40	23		
<b>Faculty Members</b>	35	31	66	7	2		2	1				27	27		
<b>TOTAL</b>	<b>185</b>	<b>90</b>	<b>275</b>	<b>54</b>	<b>16</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>123</b>	<b>70</b>	<b>0</b>	<b>0</b>

F=Female  
M=Male  
T=Total

Source: Fiscal Office, University College