

2001-2002 University College

Section

Document Name

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 the

- 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 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 forward the collective agenda 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 continuous assessment. Faculty, staff, and students will collaborate by identifying best practices described in published research or recommended by national experts on student success, implementing them at IUPUI, appropriate to the IUPUI context. Central to the mission of University College is nurturing a climate which respects diversity.

Honors Program:


The IUPUI Undergraduate Honors Program provides highly motivated and creative students the opportunity to enroll in smaller, dynamic classes and to collaborate with faculty in independent study and research projects. Honors students form their own network and support community, one of many on the IUPUI campus. They have access to the University College reading room and receive e-mail updates about the Honors Office and Honors Club. Honors students may receive their degree with the designation "Honors" if they meet all requirements. As part of IUPUI's University College, the Honors Program specifically seeks to help all undergraduates succeed academically at the highest possible level. The Honors Program offers special courses at all levels of university study to qualify students, including entering freshmen and current undergraduates. Permission is required based on criteria that stress aptitude, motivation, and past attainment.


The longer-term vision of the development of the Honors Program is outlined in the goals detailed in the next section. The goals are derived from the IUPUI Honors Program development plan that was developed at the 1998 AAHE Summer Quality Academy and were subsequently adopted by the campus.

Career Center:

The Career Center exists to: (1) Ensure that undergraduate students persevere in their academic studies at IUPUI by providing them with Career Counseling support when and if they are experiencing difficulty in selecting an academic field of study; (2) Ensure that IUPUI undergraduate students have assistance in finding work to finance their academic studies through our Student Employment unit; (3) Ensure that our students have access to professional level experience by providing them with access to a sophisticated internship program; (4) Ensure that IUPUI senior and graduate students have access to state of the art placement services.

Goals and Objectives

 01. University College will work to substantially increase academic achievement and retention among entering students through innovative programs and policies, developed in collaboration with campus schools and administrative units.

 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: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College is a partner in the recruitment of students (including international students).

The campus has, since Fall 2000, restricted its admissions policy, targeted specific groups for recruitment, and engaged in marketing.

University College has contacted honors students in the junior year of high school and have asked them to consider coming to IUPUI, has purchased lists of excellent students to invite to join the campus, and has attempted to bring a concentrated effort to the college's recruitment strategy.

Evidence of Progress for 2001-2002:

The number of honors students recruited went from 101 in Fall, 2001, to 50 in Fall, 2002. It is important to note that in AY 2001-2002 there was a much larger number of two-year awards than in other years. This was due to the fact that the Office of Student Scholarships awarded Honors \$50,000 in additional money for two years to support forty additional two-year scholarships for AY 2001-2003. Otherwise, the numbers remain fairly consistent. The proportion of students admitted on a conditional basis has decreased from 64% in Fall 2000 to 47% in Fall 2002.

Activities planned for 2002-2003:

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

- ☒ 02. University College will work closely with academic schools to develop an orientation program that takes into account what students need to know about particular majors as well as what students need to know about IUPUI.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Central to University College's mission is partnership with the other colleges 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 25 orientation sessions for Fall 2002, serving 4,500 students and approximately 1,500 family members. For first-generation students, it is particularly important to enlist the support of family members. The campus provides a special newsletter for family members as well as special sessions. Faculty, students, administrators, and staff invited family members to be partners in supporting student academic achievement, and the response was positive.

An important new component of orientation is familiarizing students with technology. Students are familiarized with the

electronic mail system and leave orientation with the ability to make contact with campus personnel and offices by electronic mail.

NEED INFORMATION ABOUT THE ORIENTATION TASK FORCE HERE. A faculty committee was formed in 2001 to oversee the work of orientation and they recommend change.

Evidence of Progress for 2001-2002:

Participation has increased from --- in 2000 to --- in 2002. Student satisfaction results will aid in understanding whether the changes made in 2001-02 are working. Faculty will continue to assess the work of orientation.

Activities planned for 2002-2003:

Key courses are not uniformly available for entering students. For example, the writing course was closed some weeks prior to the end of orientation. It is important that the campus identify better means of informing schools of predicted enrollments in courses and that schools find the means to staff them.

Ceremonial event: IUPUI does not have a convocation marking the beginning of the academic year at which faculty, staff, and students join together to open the new year. The campus has, however, developed Scholars' Day on the day before Fall classes. This reception for scholarship recipients and their family members will be the nucleus of a more inclusive event. The Template and content of orientation was revised by the faculty committee in time for summer 2002 orientation.

☑ 03. University College will offer a summer bridge program, designed as an early and intensive orientation to college life and the academic expectations associated with college courses; this program will be offered to exploratory students as well as to students who have already have chosen a major, in collaboration with academic schools.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College piloted a summer bridge program in August 2001 and 2002. The bridge served twenty students in the first year and 79 in the second year. The students spent eight days on the campus preparing for a successful beginning to their college experience. The bridge participants got a jumpstart in college writing, mathematics, critical inquiry, and study skills. They learned about the campus and formed connections with key members of the campus faculty and staff including their academic advisor, two student mentors, and a librarian. The second bridge program, improved through assessment, included 2001 bridge participants acting as mentors for the new students in the program. The Kelley School of Business, Education, and Nursing partnered with University College in 2002.

The bridge participants enrolled in a block schedule of courses for fall so that they can continue their connections with one another and with the faculty and staff from the summer bridge program.

Evidence of Progress for 2001-2002:

The 2001 Bridge cohort showed an 83% freshman-sophomore retention rate.

Activities planned for 2002-2003:

null

☒ 04. In collaboration with 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: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Of the 113 learning community sections for 2001-02, 38 were supervised and staffed by University College. The campus has the goal of serving all entering students through a learning community, and each year the proportion of students served has increased. Special initiatives, such as the critical inquiry and structured learning assistance pilots, and the Pew-funded writing/sociology course served well over 2,800 students in 2001-02.

Evidence of Progress for 2001-2002:

A review of Learning Communities since the implementation of the revised template and other initiatives will be performed in 2002-03. IMIR data have confirmed a 5% increase in retention of students involved in learning communities, a lower rate of DFW in other classes, and higher grades overall (even after adjusting for background characteristics).

Activities planned for 2002-2003:

The University College Curriculum Committee, with the aid of schools and departments, made the following recommendations:

1. Expand the learning community initiative into linked courses. University College will expand the experimentation with linked courses by joining existing free-standing learning community sections with at least one additional course, beginning with the four or five courses typically required of or taken by all first-year students regardless of school. For Fall 2002, IUPUI offers nineteen full schedule blocks.
2. For those learning communities that are not linked to another course, the number of contact hours should be increased. The additional time would allow learning community goals to be more fully elaborated. The increase in hours could be done on a School or department basis, with flexibility accorded to allow different kinds of mixed or partially-linked models to be offered with different credit values.
3. Create a workshop for all seminar faculty, including adjunct faculty, academic advisors, librarians, and peer mentors.

3. Create a workshop for all senior faculty, including adjunct faculty, academic advisors, advisors, and peer mentors. As more part-time faculty become involved in the program, faculty development activities, such as the workshop, will be critical for the program's continuing success.

4. Create a reward structure of incentives to encourage and regularize the participation of key constituencies, especially senior faculty. A rewards structure would help to institutionalize the learning community program by involving the most powerful segment of the faculty, while providing a welcome professional development opportunity for senior faculty who have made a personal choice to concentrate more on teaching at this point in their careers.

5. Develop closer ties to support and service areas

☒ 05. University College will work with academic departments to extend the learning community program by creating learning block schedules. These schedules involve 20-30 students taking the same courses together, in a 9-14 credit block, where faculty are encouraged to develop an integrated curriculum.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College and the academic schools have created 21 schedule blocks for entering students for fall semester 2002. Most of the blocks include ten to twelve credit hours. All include a learning community and an English course, and most also include a math course. The 21 blocks will serve approximately 525 entering students. Four of the blocks are reserved for students who have not selected a major, including one for the bridge participants. One of the blocks is for entering athletes, and the remaining blocks were designed by the academic schools to serve students who have declared majors in their departments.

Evidence of Progress for 2001-2002:

Increased retention rates

Student Satisfaction

Activities planned for 2002-2003:

The campus will monitor student success and satisfaction for the Fall 2002 cohort carefully as the program is refined and extended. The Schedule Blocks are "new work" for IUPUI. Helping students make classes a higher priority in their allocation of time in the context of most students working 32 or more hours a week will continue to be a challenge. The registration process does not support blocks well though Registrar personnel have been extremely helpful in the Fall 2002 project. It is critical that PeopleSoft accommodate and support Schedule Blocks.

☒ 06. University College will work with academic departments to offer U112 Critical Inquiry in linkage with 100-level coursework, to aid students in the transition from high school to college-level performance, particularly in regard to development of skills in reading, writing, and critical thinking.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Time frame: On-going

Actions taken for 2001-2002:

Fall 2001 there were 12 CI courses offered. Spring 2002 there were 12 CI courses offered. During Spring 2002 there were two "mini-retreats" conducted for CI instructors, the linked discipline instructor and the CI Advisory Task force. They focused on best practices and assessment of CI's. Ken Duckworth conducted open ended surveys and discussion sessions with students in 8 CI sections.

Evidence of Progress for 2001-2002:

<http://www.imir.iupui.edu/imir/mi/enrol00/enrol00rb.htm#critical>

Activities planned for 2002-2003:

12 Critical Inquiry (CI) courses were run during fall semester 2002.

☒ 07. 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 which currently have substantial rates of DFW. 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: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College in cooperation with the Departments of Psychology and Biology introduced pilot Structured Learning Assistance attachments in fall semester 2000.

IMIR conducted an assessment of the pilot courses for fall semester. The research indicated that Structured Learning Assistance was very effective in the psychology sections because the structured assistance labs were required for students. (The pilot Structured Learning Assistance labs were voluntary for the biology sections; campus data strongly suggests that requiring attendance for mentoring lab sections contributed significantly to the success of the pilots). Supplemental Instruction, as developed by University of Missouri-Kansas City, has been linked to increased retention. Since 1997 the Learning Center of University College has trained mentors who teach supplemental instruction sections, and the Center has served as the home to the sessions.

In Fall 2002, Supplemental Instruction and Structured Learning Assistance is being offered in six courses, including Biology K101 and K103, Psychology B104, Computer Technology CPT 106, Religion R111, and SPEA J101. 70 mentors teach 80 sessions per week. In conjunction with the Math Department, University College opened the Math Assistance Center (MAC) in August 2001. The MAC is an open concept, multiuse space for the tutoring of math concepts in environments ranging from one on one to large group space and everything in between. The success of this type of space is directly dependent on the types of technology that are employed. The use of laptop computers and a wireless network releases the tethers that bind users to space. Now, through the use of technology and mobile furniture, students will have the ability to create spaces that suit the time of learning in which they are engaging. The environment is

students will have the ability to create spaces that suit the type of learning in which they are engaging. The environment is now part of the success of the learning experience.

Evidence of Progress for 2001-2002:

IMIR data reveal increased retention rates for Structured Learning Assistance cohorts as well as higher grades in the content courses. Student success will be the measure used to assess the effectiveness of the MAC -- an assessment will be conducted in 2002-03. <http://www.imir.iupui.edu/infore/ar/asp97/asp97.htm>; <http://www.imir.iupui.edu/infore/mi/fall99/fall99en.htm>; <http://www.imir.iupui.edu/imir/mi/enrol00/enrol00rb.htm>. The MAC has strongly impacted DFW rates in math. Fall 2001 data: http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D3142DE8Q005 and http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D3186C2GI001. Spring 2002 data: http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D3188C8P5001.

Activities planned for 2002-2003:

Based on the success of the Structured Learning Assistance pilots, the Psychology Department, the Mathematics Department, and the Biology Department is sponsoring Structured Learning Assistance Pilots in Fall 2002.

University College will continue to seek partners in degree-granting colleges 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 is possible. University College will continue to offer Supplemental Instruction, in partnership with the departments interested in such a service.

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

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Faculty have helped to revise University College programs and policies since 1998, and have led major revisions to Developmental Education, Orientation, Advising, and Learning Communities.

Evidence of Progress for 2001-2002:

Early Warning Report Fall 2002: http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D31432EFA001 Administrative Withdrawal Report Fall 2002: http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D3142DE8Q003

Activities planned for 2002-2003:

null

- ☒ 09. 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: n/a

Time Frame: On-going

Actions taken for 2001-2002:

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, advising supplements, and scholarships.

Evidence of Progress for 2001-2002:

225 students participate in SSS. During 2001-02, SSS maintained a 47% graduation rate, an 82% overall retention rate, a 92% African-American male retention rate, and an 85% freshman retention rate. The overall average GPA for SSS students was 2.4.

Activities planned for 2002-2003:

Student Support Services will continue its current activities in the future.

- ☒ 10. University College will establish its own traditions and recognition of individual student accomplishments and family support for students' education.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Partner in Scholars' Day and Honors Day

Evidence of Progress for 2001-2002:

Student, staff, and faculty participation. 350 students participated in Honors Day and --- participated in Scholars' Day.

Activities planned for 2002-2003:

Planning is now being undertaken for a spring student and volunteer dinner.

02. University College will forge and maintain ties with other campus offices and schools and with other campuses to formulate, develop, and/or maintain initiatives that support student's transition and success.

01. University College will work with the Office of Scholarships to attract more funding in order to support students who have scholarships and improve retention.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

In 2000-2001, University College worked with the Pulliam Charitable Trust to establish the Nina Mason Pulliam Scholarships. The scholarships are for those who are disabled, over age 25, a returning student, or a parent. A new cohort of students joined for Fall 2002.

Evidence of Progress for 2001-2002:

Increased donations and or funding sources for scholarships. In 2001-02, the United Parcel Service (UPS) gave \$15,000 to mentoring scholarships and in 2002-03, and emerging generations scholarship was founded.

Activities planned for 2002-2003:

University College will continue to try to attract monies for new scholarships or more for established funds so as to both increase the number of scholarships and the amount given for each award. The Nina Scholars retention rate is 80%

02. University College, in partnership with the Office of Student Life & Diversity, will create opportunities and environments for retaining students by making meaningful connections with one another, faculty, staff, and alumni as well as the institution by increasing campus housing.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Plans are currently underway to build more campus housing. University College will work with the Office of Student Life & Diversity 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 Passport to Student Life program is being piloted during the fall 2002 and spring 2003 semesters in first year seminar courses. The goal of the Passport to Student Life program is to get new IUPUI students more aware of and involved in the various co-curricular events and activities taking place at IUPUI. These events and activities have been developed to enhance a student's collegiate experience.

taking place at IUPUI. These events and activities have been developed to enhance a student's collegiate experience, cultivate leadership, promote diversity as a value, and to create a greater sense of connection for students to each other and to the campus. The Passport to Student Life program is coordinated through the Office of Student Life & Diversity Programs and facilitated in first year seminar courses through the student mentors.

Evidence of Progress for 2001-2002:

The implementation of residential learning communities; the creation of Honors House, and other programs after construction is complete.

Activities planned for 2002-2003:

University College will be a partner in creating and staffing residential learning communities in the new campus housing. the college will also have responsibility for Honors House

- ☒ 03. University College will coordinate with other offices to increase part-time employment of full-time students on campus as a retention strategy and will encourage staff to enroll at IUPUI.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College currently cooperates with Career Services to "sell" the idea of working on campus in Orientation.

Evidence of Progress for 2001-2002:

The Career Center will soon hire peer counselors and will implement the newest version of JagJobs. In 01-02, the Career Center held 4 job fairs, attended by 356 employers and 2,317 students.

Activities planned for 2002-2003:

University College and the Center will develop a coordinated information resource for student employment on campus, including work study, internships, and other forms of employment.

- ☒ 04. University College will work with IMIR to study the factors associated with student success at IUPUI, including the effectiveness of specific University College programs as well as 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: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College and IMIR team to collect data on incoming students during orientation. University College has led the way in switching to the ACT COMPASS entrance examination for reading. ACT COMPASS gives the university access to data from national and regional peers. University College collaborates with IMIR on numerous research projects.

Evidence of Progress for 2001-2002:

Recent IMIR studies include: <http://www.imir.iupui.edu/imir/mi/enrol00/enrol00rb.htm>
<http://www.imir.iupui.edu/infore/ar/ret97/ret97.htm> <http://www.imir.iupui.edu/infore/ar/asp97/asp97.htm> IMIR data is used by University College staff and faculty to revise programs to make them more effective.

Activities planned for 2002-2003:

University College will continue to work closely with IMIR and will use the data collected to enhance programs

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

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Since its inception in 1997, University College has maintained joint academic advising position with as many schools as possible.

Evidence of Progress for 2001-2002:

There are now ten joint positions.

Activities planned for 2002-2003:

University college will continue to seek new joint positions with interested schools in the future.

- ☒ 06. To better serve students, University College will develop new research partnerships with other universities to identify and discern “best practices” for programs and policies likely to enhance student academic success.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Actions taken for 2001-2002:

University College has been successful in forming outside partnerships that enhance student learning on the IUPUI campus. Recent examples include the "Restructuring for Urban Student Success" project for learning communities. Since 2000, University College has joined with Ferris State University to disseminate information concerning Structured Learning Assistance; partnered with 18 universities and colleges, in an effort headed by Brooklyn College, to create national models for Critical Inquiry Courses; and have recently joined four colleges and universities in a long-term partnership to jointly host regional conferences on learning communities. University College will continue to represent IUPUI in the AAC&U conversations on best practices that have taken place since January 2001. In addition, the transfer of the Metropolitan Universities Journal to the Indianapolis campus gives IUPUI the potential for greater networking among urban universities, and the possibility to act as a national speaker for urban issues.

Evidence of Progress for 2001-2002:

IUPUI has been named to the Greater Expectations project (Association of American Colleges and Universities) and an Institution of Excellence by the Policy Center on the First College Year.

Activities planned for 2002-2003:

null

- ☒ 07. To increase general knowledge about 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 influential conferences and/or publish other work highlighting the activities of the college.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Forty-nine presentations or papers were given at local, regional, national, and international conferences during the 2001-2002 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 seven articles published in peer-reviewed or academic publications, and published one set of essays detailing the different types of learning communities.

Evidence of Progress for 2001-2002:

University College programs and personnel won four awards from national organizations in 2001-02. University College hosted one regional conference and two local conferences or workshops. Faculty and staff have made 57 presentations at national, regional, or state conferences and have contributed to 14 publications, including 1 book.

Activities planned for 2002-2003:

University College will host the 8th Annual Learning Communities Conference in November 2003.

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

▢ 03. University College will initiate and support activities to engage faculty in student success.

☒ 01. 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: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Faculty provide leadership for committees overseeing University College programming. Of particular importance is the Curriculum Committee which has guided the enhancement of U110 and other first year seminars, including revision of their template; directed the development of U112, Critical Inquiry; and coordinated (in conjunction with a Faculty Fellow) a review of the Orientation Program. Faculty Fellowships have been a major vehicle for engaging faculty in program planning and assessment including advising, the learning center, learning communities mentoring, Structured Learning Assistance, and recommendations regarding transitional education supports. Faculty have also been involved in planning and implementing Project SEAM and the Summer Academy ("Bridge" program).

Evidence of Progress for 2001-2002:

Faculty and staff teach approximately 70 sections of Learning Communities and Critical Inquiry sections per year and are active on approximately 10 committees along with student programs.

Activities planned for 2002-2003:

Faculty Fellows and committees are currently engaged in the following new projects: development of a template for Critical Inquiry; the transformation of schedule blocks into themed learning communities; collaboration with librarians in developing information literacy as a core component of U112; implementation of electronic portfolios in the first academic year; various K-12 initiatives.

☒ 02. Faculty development in support of student success will include Gateway Course development grants, training for Critical Inquiry instructors, the Learning Communities Colloquium, faculty fellowships, and faculty retreats.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Since 1998, University College has held a faculty retreat every semester with a focus on some aspect of student support. In addition, yearly workshops or retreats are held in Critical Inquiry, Learning Community, and other programs.

Evidence of Progress for 2001-2002:

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

Activities planned for 2002-2003:

Continue and expand as needed.

☒ 03. University College will continue to offer Faculty Fellowships as a mechanism for supporting faculty engagement in its initiatives and build a national body of research on programs for entering students.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Five faculty fellows were named for the 2002-03 year, to involve faculty in doing research on important UC programs -- orientation, schedule blocks, and the critical inquiry course.

Evidence of Progress for 2001-2002:

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

Activities planned for 2002-2003:

Develop new set of fellowship descriptions for 2003-04, reflective of University College goals and its need for program development and assessment.

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

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

A review of learning communities in 2001-02 revealed the need to continue using Instructional Teams. Students, faculty, and staff commented positively on this practice.

Evidence of Progress for 2001-2002:

Student satisfaction, faculty satisfaction.

Activities planned for 2002-2003:

Better coordination will be necessary in the future and efforts toward this end are being planned.

▣ 04. University College will implement best national practices in advising to ensure academic achievement and persistence.

☒ 01. To better serve students and maintain lines of collaboration and communication among schools and campus services/programs, University College will appoint advisors as joint appointments where appropriate, and will use other means to make communication among schools concerning student requirements as efficient as possible. The ultimate objective will be to have joint appointments in partnership with all schools serving undergraduates on campus.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The work of the advising staff is guided by the mission statement of the University College Advising Center:

The University College Advising Center is strongly committed to student success. We foster collaborative relationships between students and advisors that provide a supportive and challenging environment where students are empowered to make decisions promoting life-long learning. This mission provides the foundation for all work including the major initiatives of 2000-2001. These initiatives included the establishment of a campus-wide advising committee which addresses common needs and concerns in advising as well as strengthening the coordination of advising for all students; hosting the first annual campus-wide advising symposium featuring a national speaker; clarification and expansion of "liaison" positions in which each advisor is responsible for keeping up-to-date and sharing information on several of the 180 degree programs offered at IUPUI; and the completion of an updated advising handbook. The most significant accomplishment during the 2000-2001 year was the establishment of common policies for students on probation, dismissal, and reinstatement in University College, School of Science, and the School of Liberal Arts.

Currently, more than 50% of University College's appointments are shared with other schools or offices, and 10 schools or departments partner with University College.

The University College Advising Center was recognized by the National Academic Advising Association (NACADA) through the presentation of two awards. Larry Hill received the NACADA Outstanding Advising Award (Certificate of Merit) and the Center's program for working with new students from orientation through the first semester received a

Evidence of Progress for 2001-2002:

Student Satisfaction with advising has increased since 1996. In 1996, 49% of University College students agreed or strongly agreed that they were satisfied with their advisor. By 1999, 69% answered that they were satisfied with their advisor.

Activities planned for 2002-2003:

Plans for joint positions with other schools are being developed. Joint advisors with Allied Health and Liberal Arts will be established during the upcoming year.

☒ 02. University College Advisors will use intrusive/proactive advising techniques and collaborate with professors in gateway courses to encourage student persistence. Conducting subsequent semester registration during a session of the learning community will encourage student persistence. Students will be encouraged to continue bonds formed during learning communities by enrolling in subsequent semester courses in groups. Advisors will encourage students to utilize structured learning assistance and critical inquiry course assistance. University College advisors will make special efforts to arrange academic and non-academic help for those students in their learning communities.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

In Fall 2000 Advisors began using an early warning system that alerted students to falling grades, using feedback from professors as the basis of the warning.

Beginning in Fall 1999, students in learning communities registered together for the spring semester. Students within the learning communities form connections with each other and registering together built on these connections by encouraging the students to register for spring courses with their fellow learning community students. Additionally, in-class registration ensured that the advisor could see that each student returned for the spring, and if the student did not register, the advisor knew why.

As the number of Learning Communities and other classroom-based support programs has increased, the ability of the advising staff to meet all expectations has become more difficult. Each advisor participates in five learning communities each week by preparing for and attending class, sees students on a walk-in basis, presents workshops, attends meetings and works on Center projects. As the importance of advising in student retention continues to be recognized, the demands placed on advisors will continue to grow.

Evidence of Progress for 2001-2002:

Learning Communities have been shown to significantly increase retention and national studies reveal that group programming on commuter campuses also aid in retention (<http://www.imir.iupui.edu/infore/ar/asp97/asp97.htm>; <http://www.imir.iupui.edu/imir/mi/enrol00/enrol00rb.htm>).

Activities planned for 2002-2003:

Continue with the system, restructuring it through ongoing assessment.

- ☒ 03. University College Advisors will aid in teaching the learning community courses, making advising a tool for instruction.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Rather than be dependent on an underutilized (except at peak times) appointment system or a promising walk-in system (also underutilized except at peak times) for seeing their advisors, entering students are with their advisors every week. With 18 undergraduate schools and the state's widest array of undergraduate degree programs, IUPUI is a very complex institution in terms of academic requirements, policies, and procedures. The advisors provide an important personal relationship in helping new students navigate the system as they enter IUPUI, particularly in the learning communities where they are partners in the make-up of the instructional team.

Evidence of Progress for 2001-2002:

Student Satisfaction with advising within Learning Communities. In a recent qualitative review, students rated the advising portion of Learning Communities among the most useful and helpful aspect of the course. Advisors serve, on average, five learning community courses in the fall and two in the spring.

Activities planned for 2002-2003:

Advisors will continue to be an integral part of the learning community instructional team.

- ☒ 04. Advisors will employ extensive pre-admission advising, including involving K-12 teachers and/or advisors.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going.

Actions taken for 2001-2002:

Working with K-12 programs located within University college, the advising unit helps students become acquainted with university culture, expectations, and admissions requirements.

Evidence of Progress for 2001-2002:

This is a long-term work. the campus will continue to cooperate with school districts in providing feedback and in increasing student aspiration and achievement.

Activities planned for 2002-2003:

Advising will continue to grow this part of the program, given the constraints of time and staffing levels.

- ☒ 05. Advisors will continue to improve the accuracy of course placement by working in partnership with the departments.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Weekly training sessions for advisors, updates from partners in the academic schools, and refresher discussions immediately preceding enrollment periods keep advisors informed as to the newest school requirements and expectations.

The advising center, in partnership with the admissions office, began sharing information regarding student performance in high school or other colleges. This information is made part of a student's advising portfolio and is reviewed by an advisor prior to an advising session.

Evidence of Progress for 2001-2002:

Advisors have approximately 15,000 walk-in appointments per year. the most recent Student Satisfaction Survey showed an increase in student satisfaction with University College Advising, compared to a previous survey (<http://www.imir.iupui.edu/imir/ar/adv99/entadv99.htm>). Four awards have been given to The Advising Center by the National Academic Advising Association (NACADA) since 2001, confirming the Center's adherence to national reform.

Activities planned for 2002-2003:

University College advisors will continue to seek ways to get to know their students as well as possible before the first advising session, and will continue gathering data on students throughout their stay in University College.

- ☒ 06. University College advisors will continue to coordinate and refine the early warning system and will assist students in difficulty.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Sub Unit: n/a
Time Frame: On-going

Actions taken for 2001-2002:

The early warning system used by University College since Fall 2000, has been extended in Fall 2001 and 2002. The system monitors student attendance, one of the most effective indicators of student persistence, and sends the reports to the Registrar. Any student who is not attending class is contacted by the advisor and encouraged to attend.

Any student with less than a 2.0 cumulative GPA is placed on a checklist and must see an advisor before registering for the next semester, enabling the advisor to suggest courses to aid the student.

In addition, any student on probation receives regular encouragement from their advisor.

Reinstated students under this system must attend a workshop.

Evidence of Progress for 2001-2002:

Retention rates have increased in the past three years from 58 to 63%.

Activities planned for 2002-2003:

University College will continue to improve current policies and activities and will create new ones to help students persist.

- ☑ 07. University College will integrate academic and career advising.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Since Fall 2000, career advising has been introduced to University College students in the learning communities. Students are given free access to a number of different computer programs that help to match student interest with potential career fields. There are three positions of joint advisors/Career Center staff.

The advising unit has worked with the Career Center to increase career advising opportunities and have jointly published a career guide used in Learning Communities.

Evidence of Progress for 2001-2002:

Student satisfaction and time to declaration of major will be reviewed.

Activities planned for 2002-2003:

University College hopes to strengthen these efforts wherever possible. A student commitment to a career is a factor in retention.

▣ 05. University College will identify and implement innovative uses of technology in the support of student learning. Web, electronic advising, PeopleSoft alternatives.

☑ 01. University College will use laptop computers and wireless connections to aid students in need of technology where space limitations inhibit the use of traditional computer laboratories.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Math Assistance Center (MAC), an open concept, multiuse space for the tutoring of math concepts in environments ranging from one on one to large group space and everything in between, is located on the first floor of the University College building. The success of this type of space is directly dependent on the types of technology that are employed. The use of laptop computers and a wireless network releases the tethers that bind users to space. Now, through the use of technology and mobile furniture, students will have the ability to create spaces that suit the type of learning in which they are engaging. The environment is now part of the success of the learning experience.

University College's wireless LAN consists of three labs of laptop computers connected to the Internet via wireless Ethernet cards. Two of the three labs are in constant use as mobile LAN labs that are delivered to classrooms when a traditional lab is not available. Each lab consists of 30 laptop computers, a projector, projection screen, and charging box. During the summer, when class is not in session, both of these labs are used to introduce students to technology at IUPUI during orientation sessions.

The third lab consists of 25 laptop computers located at the Learning Center front desk in our mentoring area. Students have the ability to checkout a laptop and use it in our mentoring areas in the University College building. Each laptop uses our wireless network to connect to the Internet and has all of the software needed to work on various projects. This program allows students to work in quiet areas alone or in groups while not having to worry about bothering others, as would be the case in a traditional lab. Computer cluster space is currently at a premium with no permanent relief in sight. A "wireless LAN lab" has been created for faculty to check out and take to their classroom to create a computer cluster, thus alleviating some of the stress on current resources. Plans have also been laid to create computer clusters from space currently being occupied by others who will eventually be vacating the area.

Evidence of Progress for 2001-2002:

DFW rates have decreased. NEED DATA.

Activities planned for 2002-2003:

Faculty are being trained on the use of new technology and how to harness the potential properties of "distance learning" in their classrooms. The future will bring a continuation of this type of technology and training to add value to the

in their classrooms. The future will bring a continuation of this type of technology use and training to add value to the classroom experience.

It is hoped that students will soon be able to use a virtual orientation as a resource in the Learning Communities, much like the student manual is used currently.

- ☒ 02. University College will use technology to support student learning in orientation, learning communities, and other courses or activities that aid in student success.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Learning Community instructional teams are making extensive use of "Oncourse," a web page based distributed learning environment wherein faculty and students maintain and share common information and make use of electronic mail, chat-rooms, and threaded messaging within courses and with faculty and students on other campuses. The Technology Director provides support for implementation of this program within University College.

Over the past three years registration has taken place in learning communities, often with the aid of lap-top computers rather than the use of more traditional computer labs.

The Collaboratory computers were upgraded in 2001-02 so that students can take advantage of new technologies. The existing equipment is being used to upgrade equipment in University College's eKiosk initiative which allows students to schedule for classes, check Email, check the campus calendar, and access Oncourse resources while in the lounge areas of the University College building. Students now have the ability to maximize their time by accessing these resources while waiting to see an advisor or eating lunch. This program has the added benefit of alleviating stress on computer clusters and freeing up space for students working on projects.

Work is underway to make University College's website an interactive, multimedia experience. We are now working to adapt our website to work within the Angel portal environment. This will allow University College to automate web page creation, create chat sessions, FAQs, forms, etc. In the future, each faculty, staff, and student will create a profile that will allow them to have a personalized version of our website that will cater to their needs.

Evidence of Progress for 2001-2002:

Students use of technologies will be closely monitored in 2002-03, and focus groups will be run to determine student satisfaction.

Activities planned for 2002-2003:

University College is creating a virtual orientation for students that cannot attend a traditional orientation. The virtual orientation will be delivered on CD and will probably be packaged with a software package that is currently provided by UITS. As well, students will be able to use the virtual orientation as a resource in the Learning Communities, much like the student manual is used currently. The virtual tour should be ready for student's use in Summer 2003.

Academic Advising is investigating the use of “web advising” as an additional service for our academic advising unit. Care is being taken to select technologies that will ensure that security is in place and all communications are secure. This service will be an integral part of University College’s new website design, and should be ready for use in Fall 2003.

With the continuing addition of student services and the rolling out of new projects that rely on technology, it is becoming more and more apparent that there is a need for a larger staff to support all of University College’s initiatives.

- ☑ 03. University College will participate in the pilot of the electronic portfolio with special attention to the Principles of Undergraduate Learning.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: 2002-03

Actions taken for 2001-2002:

A U110 instructor will pilot the electronic portfolio in his class.

Evidence of Progress for 2001-2002:

A written report on the results for the pilot will be disseminated and discussed among important stakeholders.

Activities planned for 2002-2003:

Study the results of the piloting of the portfolio in learning communities and consider to what extent the portfolio helps or hinders meeting goals for teaching and learning, and making recommendations for its extended use accordingly. Faculty and students involved in the pilot will be interviewed.

- ▶ 06. University College will create welcome environments and facilities for students conducive to student learning.

- ☑ 01. University College maintains 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: n/a

Time Frame: On-going

Actions taken for 2001-2002:

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 the University College Building and in the middle of the floor housing the Learning Center, provides a key resource to all students and serves as an important symbol of IUPUI’s commitment to center on students.

Evidence of Progress for 2001-2002:

Well over 1,000 inquiries a week by students are the result of “students helping students” in identifying and making use of campus resources. IMIR quantitative analyses in 1997, 1999, and 2001 confirmed that the IUPUI mentoring programs performed at the same level as national programs. See the aforementioned IMIR reports on-line:
<http://www.imir.iupui.edu/infore/ar/asp97/asp97.htm>; <http://www.imir.iupui.edu/infore/mi/fall99/fall99en.htm>;
<http://www.imir.iupui.edu/imir/mi/enrol00/enrol00rb.htm>.

Activities planned for 2002-2003:

null

- ☒ 02. University College will use peer mentoring in various forms to support student learning, and will provide space in the Learning Center for said mentoring to take place.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Learning Center is the home for supplemental instruction, learning community, and student athletic support mentors.

Learning Community student mentors are full members of the instructional teams that serve students in the first year seminars. These students were the same students who served as orientation leaders during the summer. This continuity in introducing students to the university is designed to seamlessly transition students to university study. The orientation leaders have spent the summer bringing new students and their family members into the university community; they continue that activity by being the student mentors on the instructional teams.

IUPUI's commitment to developing innovative and increasingly effective means of supporting student academic achievement now includes critical inquiry courses and structured learning assistance as outlined earlier, in addition to the Mathematics Assistance Center, opened in August 2001. These programs are all coordinated through the learning center, to ensure thorough and consistent attention to student learning.

Evidence of Progress for 2001-2002:

GPA; retention; DFW rates. IUPUI studies confirmed that those students who participate in mentoring earn higher grades than their peers, on average 1/3 of a letter grade more. See: http://uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=052D3142DE8Q008

Activities planned for 2002-2003:

One area in which we will focus our future efforts is the Structured Learning Assistance program with Psychology. Together, we are working to increase the amount of interaction with students by instructors and mentors in order to help them develop a more individualized goal plan in respect to Psychology B104. By sharing information and web resource we can help students in PSY B104 achieve greater success. Also, with the addition of the new Accutrack learning center

software we will be able to offer our Tutor Referral program online. Additionally the software will allow the Learning Center to keep up-to-the-minute reports and allow data transfer to other departments, such as Psychology.

- ☒ 03. University College will maintain a pleasant and constructive environment for social interaction.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Tables and chairs for studying or social interaction, games, and food areas provide a space for students.

Evidence of Progress for 2001-2002:

A Spring 2002 Student Focus Group found that students were happy with the University College atmosphere.

Activities planned for 2002-2003:

A full-service Chartwells food court will soon be available.

- ☒ 04. University College will publish materials to inform both students and parents of the expectations, and opportunities available at IUPUI.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College publishes Insight magazine at the beginning of each semester. The magazine is sent to all students and interested businesses and organizations. Each issue is packed with short articles on college expectations, the workings of various offices, and personal stories meant to inspire students to succeed.

University College also publishes a student manual each year. The manual includes materials concerning succeeding in college, how to register for classes, course requirements, placement testing, academic advising, academic policies, and where students can go to get academic and administrative help. The manual is printed in a modern, graphics-laden format that is attractive to students and highly readable, with anecdotes and suggestions for success by students included within the text. The manual is used extensively during orientation, and is sometimes a required text in learning communities.

Evidence of Progress for 2001-2002:

Focus groups have reviewed all University College publications and over the next two years, evolutionary changes will make both Insight magazine and the University College Student Manual better publications. Some 7,000 students receive a University College Student Manual every year and every semester, some 16,000 civic leaders, students, and parents

Activities planned for 2002-2003:

University College will continue to publish materials in future semesters

- ☒ 05. University College will develop, implement, and assess programs of student, faculty, and staff development.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Involvement in the instructional team for the first year course and other initiatives is considered a form of development.

Past studies serve as a foundation for current work. Older studies include: 1. IUPUI Self Study (http://www.universitycollege.iupui.edu:81/UC/Assessment/RUSS_Rpt_Final.pdf) 2. RUSS Critical Friends (http://uc.iupui.edu/UC/Assessment/CF_Report.pdf) 3. Faculty Assessment (https://www.universitycollege.iupui.edu:81/UC/Assessment/RUSS_Analysis.pdf). Research is ongoing, but the most recent comprehensive report was prepared in conjunction with the Center for Teaching and Learning. An overview of this report is now public, and a more thorough report will be soon available (http://www.universitycollege.iupui.edu/Admin/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=0527E1BA6700003). In addition, University College appointed faculty fellows to assess components of IUPUI's work with entering students (see <http://www.universitycollege.iupui.edu/UC/Assessment/FacultyFellows19991.pdf>).

Members of individual instructional teams continue to assess their strengths and weaknesses in terms of meeting student learning outcomes specified in the Template for First Year Seminars.

In addition to learning communities, there have also been involvement in and assessment of critical inquiry and structured learning assistance courses. A Critical Inquiry Template will soon be finalized. Qualitative and quantitative reviews of critical inquiry have been performed.

Evidence of Progress for 2001-2002:

A qualitative review of learning communities showed that students were introduced to the Principles of Undergraduate Learning, were building a peer social network, had the ability to find campus resources, and, after a time for reflection, found the course helpful to their academic Success. IMIR studies have found that Learning Communities have a significant impact on retention. Qualitative assessment has shown that students are learning advanced reading techniques, gaining help in the discipline course to which Critical Inquiry course is attached, and are aided in learning to critically think. On average, students in Critical Inquiry outperform peers in the discipline course and earn a higher GPA for the semester. Students on average find the course to be very helpful and would recommend the course to a friend.

Activities planned for 2002-2003:

University College will continue to provide development to faculty in the learning communities and other programs, and will also continue to assess the effectiveness of the teaching and learning taking place in the programs

▣ 07. University College will seek to expand resources to support students and programs.

☑ 01. University College will work collaboratively to seek to identify sources of support for campus programs to facilitate student learning.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Applications to the Lilly Endowment, Inc., the Department of Education, Pew, and other organizations have resulted in grant funding.

Upward Bound, Student Support Services, 21st Century Scholars, Structured Learning Assistance courses, the College Preparatory Initiatives, and several scholarships are supported by grants.

Evidence of Progress for 2001-2002:

Student Support Services, 21st Century Scholars, and Upward Bound received new funding in 2001-02 or 2002-03.

Activities planned for 2002-2003:

University College will continue to seek new funding sources for initiatives that involve students.

☑ 02. University College will create partnerships, sponsorships, and fund raising events that seek out new sources of support for students.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Both alone and with the campus campaign, the director of development is working to raise funds for University College scholarships, activities, and operations.

Currently, Insight magazine and Metropolitan Universities journal generate revenues that off-set most of the costs associated with their production.

The Emerging Generations Scholarship was created in 2002. The scholarship is for first generation students and engraved pavers will be sold to fund the project. In addition, the campus campaign has generated funding for 11 student

scholarships.

Evidence of Progress for 2001-2002:

In 2002-03, UPS gave \$15,000 for mentoring scholarships.

Activities planned for 2002-2003:

University College will endeavor to attract more support from outside sources.

☐ 08. University College will work with community organizations, units of government, and area schools to raise the academic aspirations and achievement of students in the metropolitan Indianapolis area.

☑ 01. University College will work with the community to provide pre-college programs for students in the metropolitan area of Indianapolis to increase their awareness of the academic, social, and cultural skills needed to attain a four-year college degree.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Program has organized parent support groups. The groups provide an on-going opportunity for parents to discuss ways in which all can more effectively work with and on behalf of their student. The Parent Support Group serves as the vehicle through which parents receive instructive information about the college process (financial aid, admission, registration, college credit management, etc.). In addition to this information, parents create a workshop agenda that addresses specific parental needs (effective communication, time management, post-secondary opportunities for parents, etc.).

During 2001-2002, seven townships hosted fifteen parent meetings. The work plan for central Indiana calls for the recruiting of over 300 parents to work as community liaisons and school volunteers, the hosting of two parent meetings per month, and the hosting of mini conferences with topics on college culture and structure.

Evidence of Progress for 2001-2002:

Parental involvement Parental satisfaction

Activities planned for 2002-2003:

The parent groups will continue to be enhanced, and will meet regularly throughout the year.

☑ 02. University College will participate in programs, such as the College Preparatory Initiatives (CPI) program, that will increase the capacity of parents, community groups and schools to promote, encourage, and support students' college

preparatory activities.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The program serves sixth grade students (20 student cohorts) from Washington, Gambold and Farrington Middle Schools. These three middle schools (and their boundaries) are geographically adjacent to the IUPUI campus and feed into Northwest High School. The CPI mentoring program also included students from three elementary schools that feed into the middle schools. Also, second grade students at Evans Elementary were added because the student organization serving them disbanded. In total, our programs directly served 170 students and their families.

Three CPI Site Coordinator/Academic Advisors spend twenty hours per week in his/her designated school. Responsibilities include developing and implementing a tiered mentoring program, assessing and tracking student progress, developing and implementing strategies for increasing student academic success, and developing and implementing programs that encourage family involvement and support of college preparatory activities.

Each CPI Site Coordinator/Academic Advisor collects CTBS and ISTEP scores in addition to semester grades for each student in our program. We have just finished building a database to store these records and have begun entering this data.

Each program held a family meeting/dinner once each semester. These meetings served as a vehicle to establish a connection with the families and communicate our mission. CPI staff, mentors and guest speakers (IUPUI administrators, site directors from 21st Century Scholars and Upward Bound) spoke of our commitment to the success of the students in our program. Attendance was great and families left with full stomachs, a CPI parent video, and a better idea of how to prepare their child for college.

An end of the year celebration was held at Northwest High School with all four programs coming together. Certificates were awarded to both students and IUPUI mentors as families were treated to dinner and dessert.

Evidence of Progress for 2001-2002:

170 students participated in CPI in 2001-02, an increase from 140 in 2000-01.

Activities planned for 2002-2003:

CPI will continue to enrich and expand the program to help as many students as is eligible for the program.

- ☑ 03. University College will share with other Indiana institutions and agencies promising practices for increasing the proportion of students who aspire to attend college and are prepared academically and socially to succeed after they matriculate.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Our location within University College has enabled us to not only share information with the academic advising center, but also Upward Bound and 21st Century Scholars. This partnership has been especially beneficial in terms of sharing information from these entities to the families of our students. We are also collaborating with the Upward Bound program to implement an off-campus summer program. CPI also participates in various IUPUI, IPS, neighborhood and community functions.

Evidence of Progress for 2001-2002:

Increased efficiency Parent satisfaction and support

Activities planned for 2002-2003:

We will continue to share with and receive information from the various programs within University College and around central Indiana.

☒ 04. Through Pre-College Programs, University College will provide comprehensive educational and social services to 21st Century Scholars and their families and to decrease levels of stress that distract families from the primary focus of completing the program.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

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

During 2000-2002, working collaborations were formed with eleven organizations.

Evidence of Progress for 2001-2002:

Parental satisfaction

Activities planned for 2002-2003:

The 21st Century Scholars Program will continue to pursue collaborations with social service, philanthropic, and social organizations within the community in an effort to help high school students. A recent report published by the Lumina Foundation showed that 21st Century Scholars are going to college at record levels. While the recognition belongs to the program itself, University college staff aid in creating an atmosphere conducive to the work of 21st Century Scholars.

☒ 05. University College will coordinate the Project SEAM initiative for the IUPUI campus, which aims at helping students in K-12 by providing professional development for their teachers.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: 2001-2004

Actions taken for 2001-2002:

IUPUI, five other colleges or universities, and fifteen school districts are part of the Lilly Endowment-funded project to link what is taught in different grades levels and provide professional development for secondary and primary teachers.

The goals of Project SEAM are to “provide comprehensive, systematic, and systemic training efforts to assist and support teachers in raising student achievement in math, science, and language arts, thereby paving the way for student success in college.”

Much of the effort will be placed in grades 10 through 12 in high school.

Evidence of Progress for 2001-2002:

Data are being collected by IMIR.

Activities planned for 2002-2003:

IUPUI and SEAM partners will encourage dialogue between high school and college subject area faculty, which will lead to a clearer understanding of the achievement gap. In addition the project will create an alignment within each K-12 core subject areas, leading to an articulation of expectations, standards, curricula and methodology that match up to student success in higher education or post-secondary employment.

☒ 06. University College will encourage families involved with Pre-College Programs to visit campus often, especially during events such as Explore IUPUI and BookMarks.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

BookMarks is organized in two sections: an on-campus series and an off-campus series held at the Glendale Mall. In 2001-2002, two speakers, Paul Loeb and Lori Arviso Alvord, spoke on campus and both had full schedules for the day on campus, which includes speaking to faculty, a public talk, and conversing with students. In 2002-2003, authors Victor Villasenor and A'Lelia Bundles visited campus.

Evidence of Progress for 2001-2002:

Participation rates in both the internal and external BookMarks series. The Glendale Mall series has gained in popularity since moving from a local bookstore to the IUPUI classrooms, with enrollment rising from 30 in 1998-1999 to 130 in over two semesters in 2001-2002.

Activities planned for 2002-2003:

Following the model of Chicago, University College and Dean Plater worked with the city to expand BookMarks' community involvement and become a city-wide phenomena.

- ▣ 09. Help retain University College students by delivering services provided by the IUPUI Career Center.

- ☑ 01. Evaluate and reorganize the Career Center in order to make greater use of their limited resources in retention efforts.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Career Center completed a two-year program review process spring 2001. We examined our priorities, and made University College retention issues our number one priority. We have recently completed a total reorganization of our unit to reflect these changes. We now report directly to University College. We have hired an Assistant Director for Career Counseling Services.

Evidence of Progress for 2001-2002:

We expect that IUPUI's retention numbers will reflect our increased efforts.

Activities planned for 2002-2003:

We have developed a career development program called Step Ahead, which we will attempt to market to our learning community classes. We hope to improve attendance at this program by participating in a University College Task Force on Integrating Career Development with Academic Advising. We will hire a staff of Peer Counselors. We will develop specialized programming such as the IUPUI Career Exploration Day, and we will participate in freshman orientations.

- ☑ 02. Help retain IUPUI students by offering them expanded opportunities for professional experience via internships during their course of studies.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On Going

Actions taken for 2001-2002:

The Career Center internship programs recently completed a yearlong review by the Campus Task Force on the Brain Gain. This committee recommended that 1. IUPUI should semi de-centralize the administration of internship programs at IUPUI. 2. IUPUI should provide a central support for coordination of efforts for internship programs from the IUPUI Career Center. 3. IUPUI should create an IUPUI Internship Coordinating Committee. 4. IUPUI should expand the Career Center's JagJobs electronic database to include a central internship module for the campus. In addition, we have created an Assistant Director for Internship programs and we have expanded JagJobs to include an internship module.

Evidence of Progress for 2001-2002:

We expect that our increased efforts will be reflected in IUPUI's retention numbers.

Activities planned for 2002-2003:

Internships will be our third highest priority. We are moving to implement the task force's recommendations. We will develop a resume referral system for interns. We will experiment with innovations such as Spring Break and Christmas Break Externships.

- ☒ 03. Help retain University College students by making Student Employment more effective in helping IUPUI students finance their education.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

During the past academic year, we have reorganized our unit to reflect the higher priority of Student Employment. It is now our second highest priority. We now have an Assistant Director of Student Employment. We are involved in all new student orientations, so now all new students are immediately able to use JagJobs upon completion of orientation. We were able to document 330 student placements last year, with estimated combined earnings of \$1,000,000. (These numbers are in addition to 697 students placed by our Work Study program.) These monies directly support IUPUI's retention efforts by providing the student workers with money for tuition payments, and general support. In addition, our 2001 student employment Job Fair attracted over 1200 IUPUI students, and 80 employers.

Evidence of Progress for 2001-2002:

We expect that our increased efforts will be reflected in IUPUI's retention numbers.

Activities planned for 2002-2003:

We are planning to increase the visibility of Student Employment on campus by hiring a new staff member, a Coordinator of Student Employment. In addition, we plan to give new emphasis to our goal of linking Work Study with academic persistence and retention by designing a means to require departments to monitor their students' academic progress as a requirement for further Work Study funding. In addition, we will be preparing a supervisor's guide and workshops for

requirements for students from study abroad. In addition, we will be preparing a supervisor's guide, and workshops for supervisors. Finally we will implement PeopleSoft.

- ☒ 04. Provide IUPUI students with numerous placement events and opportunities, such as Job Fairs, JagJobs data bases, on-campus interviewing, workshops etc.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

IUPUI completed a two year long program review of our office last spring. The campus has decided that we will partially decentralize placement functions at IUPUI.

Evidence of Progress for 2001-2002:

We will still boast an impressive list of employers recruiting on campus and at our Job Fairs.

Activities planned for 2002-2003:

The Kelley School of Business has created their own placement office, and so we will redirect some of our efforts to supporting University College's retention efforts with freshman and sophomores. We will continue providing placement services for all other schools on campus at a somewhat reduced level. In particular we will continue to develop Job Fairs and JagJobs, workshops, on-campus recruitment etc. Last year, we had a total of 356 employers recruit at one of our graduate job fairs, and a total of 2317 IUPUI students participated in these events.

- ▶ 10. Attract and retain top performing high school students through the Honor's Program.

- ☒ 01. To create a special "HonorScholar" program that will allow incoming students to be offered "provisional" admission to the graduate program of their choice upon the completion of their baccalaureate degree.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

Over the past three years, the Honors Program has been in conversation with a number of the professional schools on campus, and many have expressed significant interest in participating in such a program. The Schools of Business, Allied Health Sciences, Nursing, Library Sciences, Dentistry, and Law have noted their interest in this effort. Discussions have begun with the School of Medicine to explore the possibility of its participation in such a "guaranteed provisional admission" program for beginning undergraduates.

Evidence of Progress for 2001-2002:

To gain the participation of the major professional schools on the campus in a "guaranteed provisional admissions" program at IUPUI.

Activities planned for 2002-2003:

Discussions will continue with all of the Schools that have expressed an interest in this program and will focus especially upon the IU School of Medicine.

- ☒ 02. To develop the methods and practices that ensure quality of delivery in all of the areas of the Honors Program and to provide opportunities for continued growth and improvement

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Students provide continual feedback on Honors course work through course evaluations and through interaction with the Honors staff. Instructors also provide feedback through evaluations of students and their coursework.

Evidence of Progress for 2001-2002:

Increased student success in Honors courses and increased academic achievement across the IUPUI campus.

Activities planned for 2002-2003:

The Program will continue to develop methods of assessment to insure that students are receiving the best that the Program can provide. The Honors Program will undergo a complete review by a campus committee during its fifth year of restructuring, i.e., AY 2002-03.

- ☒ 03. To ensure that the Honors Program nurtures the understanding of human and cultural diversity and that students in the program develop the abilities 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: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

As a part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified underrepresented populations. During the 2000/01 scholarship decision process, scholarship offers were made to eleven international students who had applied. Three of these students accepted the offer and are attending IUPUI and are members of the Honors Program. Eight offers were made in 2002-03 to international students with three

accepting.

Evidence of Progress for 2001-2002:

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

Activities planned for 2002-2003:

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.

- ☒ 04. To increase the number of highly qualified students attending IUPUI and to increase their retention to graduation

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

The Honors Program, in cooperation with the Office of Scholarships and the Office of Admissions, is working to recruit high-achieving students from the state of Indiana.

Evidence of Progress for 2001-2002:

Progress is indicated by numbers of applications and acceptances of offers to the program, along with the retention of students from year one through four. For AY 2002-03, there were 148 qualified applications, from which 75 were offered awards, with 50 accepting and matriculating. In the past academic year, there were scholarship offers for AY 2001-02 made to approximately 132 students, from over 160 applications, up from approximately 90 applications for the previous year, from which there were 92 acceptances. Of the scholarship students admitted in AY 2000-01, all 52 completed their first year successfully. The Honors Program held its first "Honors Graduation Dinner," honoring the 13 Honors students who were graduating with the IUPUI Honors notation.

Activities planned for 2002-2003:

Honors will continue to work with these offices, as well as the Office of External Affairs, to advertise the opportunities offered by the program and to recruit the highest achieving students in the region.

- ☒ 05. To increase the number of highly qualified students choosing to attend IUPUI

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

The Office of Admissions acquires the names and addresses of students in the state who achieve high scores on the PSAT and sends each of them a letter from the Honors Program along with a response card. Students returning the response card are then contacted and sent information on the Honors Program. Advertisements for the Honors Program are designed through the Office of External Affairs. As can be seen from the numbers cited above, the applications of highly qualified students for admission to IUPUI and the Honors Program have increased significantly over the past year. From the inception of the new program in 1998, when the number of students in the Program numbered approximately 20, over 300 students have applied to, and have been admitted to, the IUPUI Honors Program. This has been the result of the work done in conjunction with the Office of External Affairs, the Office of Enrollment Management, the Office of Admissions, the Office of Scholarships, and the increased administrative support of the campus.

Evidence of Progress for 2001-2002:

Increased numbers of applications to the Program and participation in the program by scholarship and non-scholarship students, as well as increases in retention and shortened graduation rates will be the major indicators of success.

Activities planned for 2002-2003:

The Honors Program will continue to work with the units mentioned above to promote the IUPUI Honors Program to prospective and continuing students.

- ☑ 06. To increase the number of Honors opportunities in the various Schools at IUPUI and to provide support for individual School Honors Programs

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

At present, a number of Schools, e.g., the School of Business, SPEA, Nursing, etc., have their own Honors Programs which are consistent with the campus-wide program. Additionally, a number of departments, e.g., Biology, Psychology, Chemistry, Philosophy, etc., offer Honors possibilities.

Evidence of Progress for 2001-2002:

Increased participation by Schools, departments, faculty, students, etc., in Honors supported activities across the campus

Activities planned for 2002-2003:

The Honors Program will continue to work to support the efforts of Schools and departments interested in developing Honors programs that will complement the general program offered at the campus level.

- ☒ 07. To involve the best faculty, librarians, and staff members at IUPUI in supporting the learning of Honors students

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Honors Program offers several faculty/librarian opportunities annually. The development of new Honors courses is supported through the Honors Program Summer Faculty Fellowships. Undergraduate research is supported through both the Undergraduate Research Opportunities Program and the Honors Research Fellows Awards.

Evidence of Progress for 2001-2002:

Increased student and faculty participation in the various programs offered by the Honors Program

Activities planned for 2002-2003:

The above mentioned programs will continue to be offered to provide support for course development, research, and learning for students participating in the Honors Program.

- ☒ 08. To offer students a variety of activities that supplement and reinforce the academic applicability of their undergraduate education.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

The Honors Program, working through the Honors Council, continues to search for possibilities, e.g., service learning, etc., to develop co-curricular opportunities for its students. AY 2002/03 will be a major period of development for these areas, since they will be an integral part of the programming for Honors House.

Evidence of Progress for 2001-2002:

Increased student participation, increased retention, and increased graduation rates

Activities planned for 2002-2003:

Honors House will host a number of activities to offer students an optimal living-learning environment. The Honors Program will have office space in the House to provide a staff presence for supporting student needs. There will be weekly and monthly activities for residents. At the same time, the Program will continue to develop new co-curricular activities for non-residential students by continuing to expand the activities of the Honors Club and to offer additional "Brown-bag" lunches on topics of interest, which are now in their second year.

- ☑ 09. To provide community connections that will nurture increased cooperation between the urban community and the IUPUI campus programs.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

At present, a major effort in this area has been through the Undergraduate Research Opportunities Program. One of the members of its advisory board is a member of the community, bringing a new perspective to the concept of research on the university campus and its relationship to its urban environment. Another is the Honors Program Honors Research Fellows Grant, which for the past two years has supported faculty engaged in mentoring student researchers in general, but has also been able to provide support for those faculty and students participating in the Summer Research Opportunities Program.

Evidence of Progress for 2001-2002:

Increased community participation in educational efforts at IUPUI as well as increased student involvement in the community of Indianapolis and its environs.

Activities planned for 2002-2003:

The Honors Program will continue to work to increase such opportunities for both students and faculty on the IUPUI campus that will help connect students with the community at large.

- ☑ 10. To provide Honors Program students with the most effective learning opportunities possible that address the broadest number of disciplines.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

To date, 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 fifteen to twenty more dedicated courses that will be offered on a reliable schedule to provide Honors students with the

best possible educational opportunities that IUPUI can offer. Several first-year Honors sections are now being offered, and the Undergraduate Research Opportunities Program, directed by Kathryn Wilson, Associate Dean in the School of Science, is entering its third year.

Evidence of Progress for 2001-2002:

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.

Activities planned for 2002-2003:

The Honors Program will continue to work to identify those departments which offer courses that contribute to the campus' "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.

- ☒ 11. To provide students with an optimal opportunity for learning and to provide 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: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Honors Program provides Honors students with computer access in the UCOL Reading Room adjacent to the Honors Program Office. Additionally, scholarship recipients are offered the choice of a laptop computer in place of a cash award in their first year. In addition, the Honors newsletter is now in its third year on the Internet.

Evidence of Progress for 2001-2002:

Increased use of technology by students and a growing use of such campus resources as Oncourse, etc.

Activities planned for 2002-2003:

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

- ☒ 12. To provide students with the support and recognition deserved by those students who choose to participate in Honors and thereby to enhance their educational experience at IUPUI

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-Going

Actions taken for 2001-2002:

The Honors Program hosts a reception at Chancellor Bepko's residence each year to recognize the academic achievements of both new and continuing students in the Program. Additionally, the Honors Program participates in the annual spring convocation for freshman honoraries sponsored by University College and publicly recognizes the scholarship recipients. New scholarship students also are provided with a special Honors Orientation, as well as a reception to meet Honors Council members and Deans in the spring.

Evidence of Progress for 2001-2002:

A greater awareness across campus and throughout the community of the number of highly motivated and successful students present on the IUPUI campus

Activities planned for 2002-2003:

The Honors Program will continue the activities noted above and, especially with the development of Honors House, seek to develop additional ways of recognizing student achievement and success.

- ☑ 13. To provide the residential living-learning environment on the IUPUI campus that will help to increase student success.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: Beginning with AY 2002/03

Actions taken for 2001-2002:

During AY 2000/01, the campus made plans to send a team to the AAHE Summer Quality Academy to plan for living-learning programs for new residential housing. One of the "themes" of this housing would be "Honors House." Approximately 50 beds will be reserved for Honors students, who will participate in a number of Honors related academic and co-curricular activities. Programming for the opening of "Honors House" in August, 2003, continues.

Evidence of Progress for 2001-2002:

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

Activities planned for 2002-2003:

As a result of the AAHE Summer Academy, the campus team came back with a plan for various academic and support programs for the Honors students who choose to reside in "Honors House."

- ☑ University College will hire qualified academic advisors and they will employ the best national practices to improve advising for students

and increase student persistence. They will use invasive methods and embrace advising as teaching.

☒ University College advisors will make special efforts to arrange academic and non-academic help for those students assigned to their care.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Advisors are expected to refer students who need such aid to academic offices or programs, including, but not limited to, the Writing Center, the Counseling Center, and the Math Assistance Center; to special programs for minorities, including the Minority Scholars Program; and to connect students by zip code for car pooling.

Evidence of Progress for 2001-2002:

Student Satisfaction

Activities planned for 2002-2003:

Advisors will continue to arrange help for students.

☒ University College will increase advising services so as to aid in strengthening persistence.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Since Fall 1999, University College has increased the number of advisors available during peak times, increased the number of joint advisors, and have extended the number of contact hours with students. Walk-in advising increases contact with our students.

Evidence of Progress for 2001-2002:

Service hours

Family and student satisfaction

Activities planned for 2002-2003:

University College will continue to seek ways to increase advising services.

By Summer 2002, the advising center plans to have its virtual, web-based advising program operational. This tool will help those students who are physically restricted from coming to campus and those who, for a number of reasons, are simply not able to attend a traditional orientation advising session. E-mail or phone contact with the student, however, will continue to give students a personal relationship with a particular advisor.

▣ University College will house and support Programs that assist K-12 education in Central Indiana in the attempt to increase Indiana's college-going rate.

☑ 21st Century Scholars Program will increase high school and college graduation rates among low-income students living in the state of Indiana.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

AmeriCorps members and volunteers collaborate with middle and high school counselors to provide tutoring and mentoring to those students at risk of not completing the program.

Students are further provided academic counseling, I-STEP remediation, Pre-ACT/SAT testing, college visits, job shadow experiences, service learning opportunities, and cultural experiences.

During 2000-2001, students made 17 visits to 13 Indiana college campuses, and participated in 6 campus experiences for a total of 67 days of activities.

Evidence of Progress for 2001-2002:

High school graduation rates for low-income students

College-going rates for low-income students

College graduation rates for low-income students

Activities planned for 2002-2003:

The 21st Century Program will continue to offer these services over the coming years.

☑ CPI will provide students with opportunities to obtain the requisite academic preparation for, and become familiar and comfortable with, college environments

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

IIPIII college students mentor 6th and 3rd graders. Our activity days are Mondays and/or Wednesdays from for twelve

Each college student mentor will be matched with one student from each grade. Each year the program will add the new class of 6th and 3rd graders – so by the last year each mentor will lead a group made up of one student from the 3rd, 4th, 5th, 6th, 7th, and 8th grades.

The program begins at the elementary school where the sixth graders run the activity planned the previous week. Mentors serve as supervisors here, but the idea is to foster leadership in the sixth graders by having them run the activity themselves. After the 3rd grade activity (3rd grade activities developed by 3rd grade teachers and the CPI staff) is complete, the mentors and the sixth graders go to the IUPUI campus for the 6th grade activity planned and ran by the mentors. Again, after that activity is complete, the mentors will explain the 3rd grade activity plans for the next week to the sixth graders.

Each college student mentor will be matched with one student from each grade. Each year the program will add the new class of 6th and 3rd graders – so by the last year each mentor will lead a group made up of one student from the 3rd, 4th, 5th, 6th, 7th, and 8th grades.

In 2000-2001, our students enjoyed visits to the Children's Museum, NCAA Hall of Champions, Madame CJ Walker Building, and numerous places on the IUPUI campus. Activities included tours (facilities listed above), guest speakers (IUPUI faculty and students presented lessons in their discipline), and interactive lessons (our students read books, gave speeches, tie-dyed shirts for the program, just to name a few).

Transportation from the schools to the IUPUI campus is provided by the IUPUI Jaguar shuttles. Our students expressed great pride to board the white shuttles with the large Jaguar on the side while their peers watched from the normal school busses. IPS busses take the students home from the IUPUI campus.

Evidence of Progress for 2001-2002:

College-preparatory course enrollments
Student participation levels

Activities planned for 2002-2003:

CPI will continue its present activities.

☑ Upward Bound will expose student to careers and colleges, and give instruction and support which will increase the skills and motivation necessary to complete secondary school and enroll and complete a postsecondary education.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

The Upward Bound staff coordinate with the liaisons planned activities which include information on ACT/SAT, Career Assessment, Goal Setting, Financial Aid, Scholarships and College Search.

During the summer, students spend six weeks on the campus of Indiana University. While the focus is on academics, students also have the opportunity to participate in performing arts, teambuilding, and a variety of cultural enrichment

programs.

Those who graduated in May or June have the opportunity to undertake 6-8 credits of college courses in regular college (summer) classes. They receive room and board and participate in cultural/recreational activities, as well as receive counseling and tutorial services.

Evidence of Progress for 2001-2002:

Both quantitative and qualitative evaluations will be utilized to assess the academic tutoring component.

Activities planned for 2002-2003:

These programs are planned to continue.

☑ Upward Bound will provide students the opportunity to increase their awareness of the academic, social, and cultural skills needed to attain a four-year college degree.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Upward Bound coordinators meet with high school students, teachers, counselors, parents and review progress reports to identify students who earn a letter grade of "C" or below in any of their academic, college prep courses. Students with a "C" or below must participate in tutorial sessions. Upward bound coordinators provide tutors to meet with students one day a week at their high school after school.

The academic enrichment component is designed to provide students with the opportunity to define their study skills, learn and apply critical thinking skills, enhance their computer literacy, increase their knowledge base and awareness of opportunities for education.

Students spend three hours on the third Saturday of every month on the campus of IUPUI. The Saturday sessions provide a variety of programs that address academic success including goal setting, time management, ACT/SAT preparation, college visits, service learning, and cultural experiences.

Evidence of Progress for 2001-2002:

Both quantitative and qualitative evaluations will be utilized to assess the academic tutoring component.

Activities planned for 2002-2003:

The academic, social, and cultural activities will continue on an ongoing basis.

▶ University College will model a commitment to Excellence and Accountability.

☒ In an effort to invigorate University College with fresh ideas from a number of perspectives, we will continually seek to recruit faculty fellows from the majority of undergraduate schools on campus.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

An RFP will be issued in Fall 2001.

Evidence of Progress for 2001-2002:

NA

Activities planned for 2002-2003:

NA

☒ University College will continue to strengthen its collaborative form of governance, a model for university governance in the twenty-first century.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: Ongoing

Actions taken for 2001-2002:

The Steering Committee is operational.

Evidence of Progress for 2001-2002:

NA

Activities planned for 2002-2003:

TBA

☒ University College will develop and implement qualitative and quantitative assessment on the effects on students enrolled in the First Year Course, supplemental instruction, critical inquiry, structured learning assistance, and other courses or activities sponsored by University College.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College will employ various techniques to assess learning communities (the First Year Course), supplemental instruction, critical inquiry, and structured learning assistance:

The campus goal was to have every undergraduate school develop one or more versions of the first year seminar for students seeking degrees in that unit, and to offer enough sections to meet student needs. All schools participated in Fall 2000, and the campus continues its commitment to learning communities in 2001.

Members of individual instructional teams continue to assess their strengths and weaknesses in terms of meeting student learning outcomes specified in the Template for First Year Seminars. In addition, University College appointed faculty fellows to assess components of IUPUI's work with entering students (see <http://www.universitycollege.iupui.edu/UC/Assessment/FacultyFellows19991.pdf>)

Faculty Fellows Ann Lowenkron and Richard Magjuka, working with the First Year Studies Committee, developed a series of measures to assess the designed curriculum found in the Template and an individual section's syllabus, the curriculum as expected and experienced by students, and the delivered curriculum. Rebecca Van Voorhis and William Orme conducted a comprehensive review of the team approach to instruction as practiced at IUPUI. Linda Haas conducted a detailed analysis of the training, role, definition, work load, effectiveness and supervision of peer mentors assigned to first year seminars. Kevin Robbins surveyed learning community students and first year seminar team members with the goal of identifying pedagogical strategies that support the learning outcomes goals of the course. Rosalie Vermette examined the evolving connections between faculty and advisors on the IUPUI campus, concentrating especially on the role learning communities played in developing the connections.

University College, in conjunction with the Center for Teaching and Learning, hired Kenneth Duckworth to conduct a qualitative assessment of IUPUI's learning community program. He has completed an assessment on the impact of learning community participation on student academic success through the use of focus groups and interviews.

A student course evaluation instrument is administered at the end of every semester that measures general satisfaction with the curricular content and pedagogical strategies of the first year seminar.

Systematic data have be

Evidence of Progress for 2001-2002:

Scholarly presentations and papers

Activities planned for 2002-2003:

Each program has its own schedule of assessment. Both learning communities and critical inquiry will be quantitatively assessed each fall, with qualitative assessments occurring when deemed necessary. The Task Force that launched the critical inquiry and structured learning assistance pilots has called for a systematic review of the programs after five years

(at the end of 2004-2005).

- ☒ University College will endeavor to ensure good communication with students within the unit, offering accurate information and making certain that students are referred to the proper offices where they can receive assistance.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Since Fall 1999, University College has hired both student and professional staff to ensure phone and front-line 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 has hired several front-line staff to operate the advising desk. The learning center operates its desk during normal business hours, most evenings, and on Saturdays. An information desk on the first floor is also always manned during operating hours.

Evidence of Progress for 2001-2002:

Student satisfaction

Activities planned for 2002-2003:

Communication and prompt replies to inquiries is extremely important and may mean the difference between persistence and dropping out for some students. University College is determined to continue to expand contact hours and to have the personnel in place to effectively communicate with students and answer their questions or meet their needs.

- ☒ University College will implement a system in which faculty are involved in approving course adds and drops

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

As of Fall 2001, University College students, after the matriculation census date, must gain the permission of faculty to drop or add a course. This empowers the instructor to discuss the consequences of this action and also allows the faculty member to dispel potential myths or misunderstandings on the part of the student before the action takes place.

Evidence of Progress for 2001-2002:

Faculty commitment to and understanding of the policy.

Activities planned for 2002-2003:

University College will need to explain the format of the new add/drop policy in a systematic way to the rest of the colleges on the Indianapolis campus so that there is more understanding of the reasons for the policy.

- ☒ University College will support faculty, staff, and students in encouraging continuous learning through support of conference attendance to deliver presentations, visiting other campuses to study best practices, or otherwise enhance continuous learning.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

From August 2000 to August 2001, University College enabled 51 faculty, staff, and students to attend 34 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 2001-2002:

Scholarly papers.

Activities planned for 2002-2003:

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

- ☒ University College will support programs designed to interface with the community, making the Indianapolis area a partner with IUPUI in raising the intellectual consciousness of the city and the region.

- ☒ University College will develop, implement, and assess a public lecture series.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

In 2001-2002 University College launched the Lecture Series, combining the invited speakers' books with BookMarks for extra exposure.

Evidence of Progress for 2001-2002:

Activities planned for 2002-2003:

University College intends to continue inviting at least two speakers per year to campus.

☐ University College will work cooperatively with the Center for Teaching and Learning, Student Life and Diversity, and the Center for Service Learning to support and enhance effective teaching, aid in said training activities

☑ In partnership with the Center for Teaching and Learning, University College personnel will continue seeking ways to promote faculty development efforts, conducting meetings with departments to ascertain faculty needs, and craft plans to meet those needs.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Beginning in 1999, University College sponsored the Summer Faculty Writing Program, a two-week intensive faculty development program that aided faculty in the incorporating writing within the first year seminars embedded in the learning communities. Since that time, University College has been deeply involved in trying to support professional development, especially for those teaching entry-level courses. The Office for Professional Development and University College have listed a variety of ways in which they support Gateway courses in a document entitled, Support for Gateway Courses Offered by University College and the Center for Teaching and Learning. Department chairs and course teams from each department offering Gateway courses met during spring 2001 with leadership from University College and the Center for Teaching and Learning. They discussed developments, needs, and current status of Gateway efforts.

IUPUI's approach to general education in a complex urban university with many professional schools has received national recognition for its incorporation of general education within the major through the adoption of the Principles of Undergraduate Learning. IUPUI is a partner in the American Colleges and Universities project entitled "Greater Expectations." This project (<https://www.universitycollege.iupui.edu:81/UC/Assessment/Proposal.pdf>) highlights best practices in supporting student learning across all institutions. In addition, IUPUI has been included in the AALE (American Academy for Liberal Education) FIPSE-funded project on general education. Scott Lee, Project Director, in his review of IUPUI's history with general education reports that "considering the diverse nature of the University's schools, the population from which the University draws students, and the natural tendency of faculty, often, to favor specialized courses over foundational courses, the steady improvement of general education and liberal education at IUPUI is highly commendable and noteworthy in our database."

Evidence of Progress for 2001-2002:

Participation rates in the gateway forums

Activities planned for 2002-2003:

The Gateway Group will continue to foster a dialogue concerning how to best serve students in entry-level courses and raise persistence rates without sacrificing quality.

☐ University College will, often in conjunction with other schools on campus, institute policies and create programs that attempt to increase retention on the IUPUI campus.

☑ University College will coordinate with other offices to increase part-time employment of full-time students on campus as a retention strategy.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College currently cooperates with Career Services to “sell” the idea of working on campus in Orientation.

Evidence of Progress for 2001-2002:

TBA

Activities planned for 2002-2003:

University College and the Center will develop a coordinated information resource for student employment on campus, including work study, internships, and other forms of employment.

☑ University College will create courses that are specifically aimed at raising retention on the IUPUI campus.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

In 1995 University College launched the learning communities program, supplemental instruction activities, and the learning center, all of which were aimed at increasing graduation rates and student persistence.

In Fall 2000, University College piloted Structured Learning Assistance and Critical Inquiry courses.

Research conducted by IMIR and qualitative studies by others, from both within and outside of IUPUI, has suggested that these programs are effective in reaching IUPUI’s goal of better retention.

Evidence of Progress for 2001-2002:

Higher retention rates for students enrolled in the courses.

Activities planned for 2002-2003:

All programs are expanding. Block scheduling and residential learning communities are new initiatives. The start of residential learning communities are scheduled to coincide with the opening of new student housing in Fall 2002.

☒ University College will create, or aid in the creation of, opportunities and environments for retaining students by making meaningful connections with one another, faculty, staff, and alumni as well as the institution by increasing student participation in co-curricular programs and events.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College offers space for student activities, coordinates the BookMarks Program, and offers or supports numerous student activities to provide the opportunity for co-curricular programming.

In 2000-2001, eight shows in the arts gallery on the first floor of University College, seven BookMarks events, numerous gatherings concerning the campus environment or happenings on campus, and service-learning projects (such as Martin Luther King, Jr. Day of Service) provided an opportunity for students to be active in co-curricular programming.

Evidence of Progress for 2001-2002:

Student participation in campus and off-campus events that promote learning.

Activities planned for 2002-2003:

In 2001-2002, there have been several information gatherings in UC 115, including a faculty discussion of the events of September 11th (World Trade Center catastrophe). Ten BookMarks activities are planned for the year, including two public lectures.

☒ University College will partner with schools to develop, implement, and maintain a process for administrative withdrawal of students who stop attending class.

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

Meetings between University College and the Schools of Liberal Arts and Sciences during 2000-2001 has resulted in all

three schools adopting the administrative withdrawal policy for some departmental courses for Fall 2001. The intention of the program is to help freshmen build good attendance patterns.

Evidence of Progress for 2001-2002:

Elimination of "F" grades as a result of non-attendance

Activities planned for 2002-2003:

University College would like all of the undergraduate schools to adopt the policy, especially for lower division courses, and will lobby those colleges to accept it.

☒ University College will work to support minority participation in leadership roles and provide appropriate programming for special populations in a direct attempt to recruit and retain minority students.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: n/a

Time Frame: On-going

Actions taken for 2001-2002:

University College seeks to recruit minority students for leadership positions. Research has shown that leadership activity increases retention.

In 2000-2001, 17% of student mentors and 41% of orientation leaders were minority persons.

As a corollary, University College staff will continue to reflect the community as much as possible, so that students will not be alienated. Currently, 17% of University College staff represent minority populations.

Evidence of Progress for 2001-2002:

Retention of minority persons.

Opportunities available to minority persons.

Activities planned for 2002-2003:

University College will work with Regina Turner, JaDora Sailes, and others in their attempts to increase the recruitment, retention, and graduation rates of minority persons.

University College will continue to provide leadership in the area of attracting minority students for positions of leadership.

Fiscal Health

University College:

University College is in good fiscal health. The Lilly Endowment Retention Grant extended through August 31, 2002, largely in support on initiatives for entering students. The Trustees 1% funding has now replaced the Lilly support for entering students.

Career Center:

We have recently completed a two-year long program review of our unit. A basic planning principle of that review, as articulated by Dean Plater, was that we would not be able to receive any new monies from IUPUI in the future. The review concluded that we were overextended as a unit, and needed to prioritize our office's mission. We have accomplished this reprioritization and intend to operate within our current budget framework.

However, certain issues remain. The Kelley School of Business has opened a placement center. They will be offering services for free to area employers but will be charging their students a \$35 placement fee. We charge employers a \$25 fee for our services, but do not charge students. The KSOB did not consult us when they decided upon this fee structure. The potential problem is that we will be at a disadvantage attracting employers to our services. We depend upon employer fees to support our income requirements in our budget. We need to either reduce our income requirements or increase our fees to employers. (The Kelley School of Business will not reconsider their fee structure nor will we consider a fee for student usage of our office.) This issue will become a serious budget problem within the next few years for our office.

Honors Program:

At the present time, the Honors Program budget is sufficient to support the programs that it currently offers. Beginning with the institution of Honors House, new programming will require an increase in campus funding. In order to ensure that the 50 beds allotted to Honors House will be filled, the Program plans to offer an additional \$500 stipend to all Honors students who select Honors House as their residence during AY 2003-04. These stipends would be awarded on a first-come, first-served basis. Additionally, as the Honors Program continues to expand the development of Honors courses and development possibilities for faculty, it will not be able to purchase laptops from its general budget to support incoming scholarship students. Hence, this effort will need to be supported through the Honors scholarship budget, slow in the continuing growth of the Program. Additionally, the implementation of an "HonorScholar" program will require additional scholarship funding to recruit and retain those students who will participate in the program.

The Honors Program is not requesting any salary related increases at present.

Reallocation Plan

University College: N/A

Career Center: N/A

Honors:

The Honors Program requests an additional \$50,000 be added to its scholarship base budget. Beginning in AY 2003-04, the Honors Program will give only 4-year scholarships to beginning students. Additionally, to make the scholarships more competitive, the yearly amount is being increased from \$1,250 to \$1,500 per year. The requested increase will help maintain a critical mass of students on Honors scholarships.

Other Question(s)