

# 2011-2012 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 first-year and transfer students. It also serves as a campus hub for college readiness and early college immersion initiatives aimed at improving access to higher education, preparedness for college, and accelerated progress toward degree goals. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence across all undergraduate degree programs. 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 will achieve its mission through:

- Promotion of undergraduate student learning, access, persistence and success
- Provision of a quality transition to the university for beginning and transfer students
- Development of strong partnerships with degree-granting programs and departments
- Commitment to faculty and staff development and collaborative governance
- Engagement in intentional reflection, assessment, and evidence-based planning

University College will strive to provide an environment characterized by continuous learning and assessment. Faculty, staff, and students will collaborate by identifying best practices described in published research or recommended by national experts on student success and will implement them in ways appropriate to the IUPUI context. Central to the mission of University College is a strong commitment to student, staff, and faculty diversity across all initiatives.

### Goals and Objectives

1. Lead the nation by implementing innovative programs and policies to facilitate the transition of first-year and transfer students into the university and then through to degree-granting programs.

1.A. Ensure that all entering students (beginners and transfers) complete an electronic personal development plan (e-PDP) during their first semester of enrollment by increasing the number of first-year seminar sections requiring an e-PDP each semester. Seek ways to expand the scope of the ePDP initiative to early college experiences and to Ivy Tech Community College. Assess the impact of engaging with the ePDP on student learning and persistence and use assessment data to guide improvements in the tool.

**Campus Planning Theme:** Teaching and Learning, Best Practices, Civic Engagement

**Secondary Goals:** I. Decrease time to graduation. II. Help students to identify alternative career plans. III. Design strategies for implementation of the ePDP to enhance student engagement in RISE, understanding of the PULs, and to develop curricular coherence and meaning around the college experience.

**Sub Unit:** Student Retention and Success, Student Life and Learning

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

Outcomes associated with implementation of paper-based and electronic PDP were assessed across first year seminars and results suggested that the process of engaging with the PDP enhanced students' academic success. Summer workshops and opportunities for faculty development were again provided to first-year seminar faculty and advisors. An ePDP steering committee was appointed as a core component of the IU Roadmap Initiative. It is co-chaired by Drs. Cathy Buyarski, Kathy Johnson, and Becky Torstrick and has met several times to outline priorities for enterprise-wide expansion.

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#### Evidence of Progress for 2011-2012:

All U110 sections and many first-year seminars based in academic units have used the PDP. Students who were enrolled in Fall 2011 First-Year Seminar Sections that required ePDP completion (some or all parts) had significantly higher Fall Cumulative GPAs ( $M=2.82$ ) compared to students in First-Year Seminar sections that did not require any aspects of the ePDP ( $M=2.73$ ), once academic preparation, sex, and income levels were accounted for. There were no differences with regard to First Year Cumulative GPA (fall and spring combined) or Fall-Spring Retention Rates between ePDP and No ePDP students.

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#### Activities planned for 2012-2013:

The ePDP (as well as paper-based variants) continue to be used in first year seminars as well as beyond the first year in the Department of



Psychology, SAAB/SAAS, and through the Life-Health Sciences Internship program. The ePDP also continues to represent a cornerstone of the planned IU Roadmap Initiative. Deep linkages between SIS and Oncourse will permit instructors and academic advisors to access students' academic plans through the Educational Goals section of the ePDP. A task force also is engaged in creating policy recommendations regarding access and use of student data associated with the use of the ePDP. Alternative platforms for the ePDP are being explored.

- ☑ 1.B. Develop a Transfer Student Support Services Center to facilitate the engagement and academic success of transfer students.

**Campus Planning Theme:** Best Practices

**Secondary Goals:** I. Launch a transfer student support website, II. Pilot at least one transfer transition program, III. Develop strategic and implementation plans for a Transfer Student Support Center, IV. Reduce time to graduation for transfer students.

**Sub Unit:** Student Retention and Success, Student Life and Learning

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

A task force focused on Support Services for Transfer Students (involving representatives from Admissions, the Passport Program, Orientation, University College, Continuing Studies, and Student Life) met monthly to review data related to transfer students at IUPUI and developed recommendations for the creation of a Transfer Student Support Center in University College that integrates with degree-granting programs, the Passport Program Office, the Office of Veterans and Military Personnel and with the Center for Adult and Life-Long Learning (CALL). A resource request was presented to the Dean of the Faculties in March, 2012, and .5 FTE Transfer Coordinators Position was funded through Enrollment Shaping Initiative funds (the other .5 FTE will be funded through University College). Plans to apply to the Gardner Institute's Foundations of Excellence-Transfer Focus initiative are deferred until 2015 – after the Transfer Student Support Center has been fully staffed and staffing/communications infrastructure has been expanded. The Office for Transfer Services was established to provide holistic support to all transfer students, as defined by the Office of Admissions, through the first year after transitions from a prior institution. The office will also serve as a central hub for enrolled transfer students who are having difficulty obtaining the assistance that they seek and as a source of communications for students. A Transfer Coordinator position was developed and posted. A specialized orientation session for transfer students continued to be offered, and an overnight transfer student orientation was piloted in the School of Engineering and Technology.

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**Evidence of Progress for 2011-2012:**

Institutional reports on student success and persistence are beginning to include information about transfer students, as well as the First-time Full-time cohort. Feedback from transfer student orientation has been very positive.

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**Activities planned for 2012-2013:**

A Transfer Support Services subcommittee of the Council on Retention and Graduation will be appointed and a Transfer Student Coordinator will be hired. Electronic newsletters specific to transfer students will be developed and a Transfer Student Honor Society chapter will be launched. Space for the Transfer Student Services Center is being sought in the converted University Place Conference Center, contiguous with the Passport program office. A transfer student Summer Bridge pilot is being planned for Summer, 2013.

IUPUI and Ivy Tech Central Indiana are participating in the Quality Collaboratives Initiative, led by AAC&U, with funding from the Lumina Foundation. The goal of the initiative is to promote curricular alignment at the associate degree level in order to ensure that students succeed in 4-year degree programs following transfer from a 2-year institution. The project uses the Degree Qualifications Profile to articulate and assess associate-level competencies in Writing and Engineering.

- ☑ 1.C. Develop marketing and support initiatives aimed at increasing course enrollments, on-campus employment and co-curricular experiences during the summer months.

**Campus Planning Theme:** Teaching and Learning, Campus Climate for Diversity

**Secondary Goals:** I. Increase enrollments during summer months; II. Decrease time to graduation among undergraduate students, III. Engage students in early academic planning that includes summer enrollment.

**Sub Unit:** Office of Student Employment, Scholar Support Services, Student Life and Learning

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

The Office of Student Employment analyzed the impact of summer work experiences in Summer 2011 on student success and persistence. University College's office of Research, Planning, and Evaluation also is engaged in analyses of summer participation on student performance. A Summer Initiative Task Force was appointed with representation from the Schools of Liberal Arts, Science, Advising, Student Life, 21<sup>st</sup> Century Scholars program, and the Office of Student Employment. A focus on 21<sup>st</sup> Century Scholars was planned for strategic marketing of



Summer Success program, and the Office of Student Employment. A focus on 21 Summer Success was planned for strategic marketing of summer offerings, given that students have financial support for summer courses in the year before college and in the summer between the freshmen and sophomore years. Communications were developed and disseminated between January and April, 2012, using the campaign 'JAG: Jumping Ahead to Graduation.'

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#### Evidence of Progress for 2011-2012:

IUPUI enrollments in undergraduate summer courses increased by 5% between 2011 and 2012. However, this increase was less than the 25% goal targeted in order to offset the costs associated with the IU Summer Tuition Discount.

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#### Activities planned for 2012-2013:

Communications and marketing for the Summer 2013 campaign are being developed centrally for the Indiana University system. A task force, led by University College, will be convened to effectively communicate information about summer course offerings and co-curricular programming to academic units in January 2013. A supporting 'Take 30' communication campaign will be developed in University College in collaboration with IU Communications and Marketing to promote undergraduates' completion of at least 30 credit hours per year.

☑ 1.D. Provide leadership in the ongoing development and improvement of summer programs, including Orientation, the Summer Success Academy, and Summer Bridge Program

**Campus Planning Theme:** Best Practices, Campus Climate for Diversity

**Secondary Goals:** . Increase college readiness and social engagement for entering students, particularly students from underrepresented groups, II. Increase student retention from the first to the second year.

**Sub Unit:** Student Retention and Success, Student Life and Learning

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

- An Orientation Advisory Council with representation from Admissions, Honors College, Student Life, Diversity, Equity and Inclusion, and Academic Schools was appointed to provide ongoing formative assessment for Orientation programs. We continued to offer incentive scholarships to expand participation in Summer Bridge by students from underrepresented groups, using resources from within University College and the Summer Bridge budget (in past years, scholarships had been provided by the Dean of the Faculties). Because of a cut in the budget of the Summer Success Academy, the University College component was dropped and replaced with a series of workshops and activities organized by the Division of Student Life. An extended Orientation was provided to Summer Success Academy faculty emphasizing the literature on mastery motivation and providing faculty with strategies for instilling a sense of academic hope in their students. Exploration of the creation of a credit-bearing Summer Bridge experience for Summer 2013 for an expanded number of students has been halted, given recent legislation that caps the number of credits per baccalaureate degrees to 120.
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#### Evidence of Progress for 2011-2012:

- The Orientation Advisory Council reviewed data from IUPUI Orientation as well as peer institutions, and recommended the move toward a 2-day New Student Orientation, to be piloted in 2013. 90% of students attending Orientation reported that attending New Student Orientation improved their ability to make a successful transition to the IUPUI campus. There was a 6% increase in the number of students who reported that orientation increased their awareness about involvement opportunities (compared to 2010; changes were made to the 2011 program based on 2010 assessment results).

A total of 455 Fall 2011 first-time, full-time (Indianapolis only) students participated in the Summer Bridge program. 76 Summer Bridge students were African American and 48 were Hispanic/Latino(a). The higher proportion of African American and Latino(a) students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that scholarships have some positive implications in terms of: 1) attracting under-represented students to the program and 2) serving as an incentive for attaining high levels of academic performance. Overall, the Summer Bridge participants had higher levels of academic performance (Fall GPA 2.90) compared to nonparticipants (Fall GPA 2.75). Students participating in Summer Bridge also had lower DFW rates (14%) compared to nonparticipants (19%). African American students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating African American Students. Hispanic/Latino(a) students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating Hispanic/Latino(a) students. The first-time, full-time Summer Bridge participants had significantly higher one-year retention rates (81%) compared to nonparticipants (71%).



participation in the Summer Bridge program prior to participation in a TLC contributed to academic success levels more than participation in TLCs or Seminars without Summer Bridge, even when considering student characteristics. The SB-TLC intervention contributed to more variance in GPAs and a larger proportion of retention than the other interventions.

A comprehensive assessment of the Summer Success Academy indicated that a number of improvements were necessary to ensure student success and intended learning outcomes. Although overall results suggest that the program has significantly improved retention rates among participants since implementation in 2007, results are being used to make substantial improvements in the program to ensure that students are academically integrated.

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#### Activities planned for 2012-2013:

Pilot a 2-day New Student Orientation for at least 1,000 students in June, 2013, including an expected overnight experience and meal service provided in the planned campus dining hall (in what is now Scholars Hall). The pilot will ensure that procedures are in place for a comprehensive conversion to a 2-day format (for all students except for transfer students, Honors College students, veterans, and returning adult students) in Summer 2014. Continue to offer incentive scholarships to expand participation in Summer Bridge, and pilot a transfer student Bridge on the Friday and Saturday before fall classes begin in 2013. Continue to refine the Summer Success Academy to include a stronger focus on developmental mathematics and writing and to shift additional resources into instructional support.

- ☑ 1.E. Expand student and faculty participation in themed learning communities during the first and second year of college.

**Campus Planning Theme:** Teaching and Learning, Best Practices

**Secondary Goals:** I. Increase enrollments in TLCs by 10% annually, reaching 50% of the entering student population by Fall 2014, II. Increase faculty development opportunities and outreach efforts to expand the number of faculty involved in teaching within TLCs. III. Explore opportunities to expand TLCs into the second year of college.

**Sub Unit:** Student Life and Learning, Faculty and Curricular Affairs

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

A total of 749 first-time full-time students participated in Fall 2011 Themed Learning Communities. The program continued to expand to reach the most entering students in the program's history. Four additional program offerings debuted relating to understanding social inequality, critical thinking, physical education, and technology, bringing the total number of TLCs to 37 in 2011, compared to 32 in 2010. The instructional team for Global Dialogues: Peace and Conflict in the Middle East, a themed learning community, developed the first virtual study abroad experience with Gaza University. A total of 35 students participated at Gaza University and at IUPUI. We continued to enhance professional development of faculty and staff by inviting national experts (e.g., Greg Hinckley, Seattle Central Community College) to help advance integrative learning, and we continued our planning for hosting the 17<sup>th</sup> annual National Learning Communities Conference in November, 2012. Finally, we continued to develop second semester programming, TLC reunions and other ways to keep students connected after completing fall TLCs.

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#### Evidence of Progress for 2011-2012:

- We continue to lag behind our goal of expanding the proportion of beginning students enrolled in TLCs (currently approximately 26% of the entering student class), which is a concern given the benefits to student success that participation in TLCs tends to have. Details may be found in the following reports:

2012 Program Evaluation Report:

[http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=884&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App\\_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4](http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=884&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4)

2012 Qualitative

Report: [http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=870&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App\\_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4](http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=870&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4)

Finally, students engaged in TLCs performed significantly differently than other students on particular items from the National Survey of Student Engagement (NSSE) – see

[http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=653&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App\\_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4](http://research.uc.iupui.edu/DesktopModules/DNNCorp/DocumentLibrary/Components/FileDownloader/FileDownloaderPage.aspx?tabid=2540&did=653&pid=95&lf=/DesktopModules/DNNCorp/DocumentLibrary/App_LocalResources/DocumentLibrary&cl=en-US&mcs=%2fDesktopModules%2fDNNCorp%2fDocumentLibrary%2f&uarn=Administrators&cd=false&tmid=13887&cid=4)



#### Activities planned for 2012-2013:

We will host the National Learning Communities Conference in Fall, 2012. We plan to continue to expand student participation in Themed Learning Communities and the numbers of sections offered through creation of a campus-wide advisory council for Themed Learning Communities. Given the expanded scope of dual credit courses offered in high school, it will be necessary to construct future themed learning communities that do not include courses frequently taken in high school of dual credit (e.g., freshman composition, or W131). We will be embarking on a program review of the First Year Experience at IUPUI, of which Themed Learning Communities is a critical element.

- ☑ 1.F. Partner with Student Life to develop parent and family programming, increased opportunities for student engagement, and a comprehensive Common Theme program

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:** I. Expand parent programming in Orientation sessions as well as other initiatives aimed at student success (e.g., 21st Century Scholars); II. Increase opportunities for students' academic and social integration through expanded opportunities for involvement in student organizations and leadership development; III. Ensure that the Common Theme is widely known throughout campus and that faculty have ample opportunities to incorporate it into first year seminar and mentoring course curricula

**Sub Unit:** Student Life and Learning, Faculty and Curricular Affairs, Student Retention and Success

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

In the Division of Student Life, an Office of Educational Partnerships and Student Advocacy was formed, and a director (Amy Wylie) hired that reports to the Interim Assistant Vice Chancellor for Student Life and Learning (Tralicia Powell). The position of Parent and Family Coordinator was developed and posted. The expansion of parent programming was a new initiative for 2011-2012 (no actions were taken in 2010-2011) and will be undertaken in partnership with the Division of Student Life once the Parent and Family Coordinator is appointed. Because of transitions in leadership with the Division of Student Life, University College has not been heavily engaged in the Common Theme Initiative. The Dean of the Honors College coordinates this effort and has appointed a Faculty Fellow to develop the next theme.

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#### Evidence of Progress for 2011-2012:

Because of transitions in leadership and the emerging nature of this work, there is little evidence of progress at this time. University College did coordinate a reception for parents of students enrolled in the 2012 Summer Success Academy, which was very positively received.

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#### Activities planned for 2012-2013:

A Parent and Family Coordinator position was hired in Summer 2012 and University College is contributing to the development of a newsletter for parents and families. Parent and family programming is being planned for the expanded 2-day Orientation to be piloted in June, 2013. University College will be inviting parents and family members to our Spring Honors Convocation in April, 2013.

- ☑ 2. Promote research, scholarship and creative activity to enhance student learning, the transition to college, and continued academic success.

- ☑ 2.A. Recruit faculty from the majority of undergraduate schools to engage as University College faculty, and engage staff and faculty in research and scholarship related to student learning and effective teaching.

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity

**Secondary Goals:** I. Consult with academic deans and current faculty as we consider revisions to University College policy regarding faculty roles and responsibilities. II. Provide opportunities for continuous learning and improvement through collaboration, scholarship, and opportunities for professional development. III. Increase publications and grant support related to the scholarship of teaching and learning and higher education administration.

**Sub Unit:** all

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

The Faculty Roles, Responsibilities, and Rewards committee reviewed policy for University College Faculty membership and Academic Deans were consulted to provide input. Travel policies were revised to emphasize dissemination of scholarship at national conferences, and faculty leadership was encouraged to protect time for engaging in writing and scholarship. A grant writing workshop was held in fall, 2010 for all program directors, executive directors, and assistant and associate deans. Foundation support is being sought for high priority initiatives (e.g., e-PDP implementation). One staff position (academic communications specialist) has been revised to include an expanded focus on grant-writing, and the person in this position (Anita Snyder) has engaged in professional development in this area. Efforts were made to create a culture that expects and values scholarly dissemination of research related to student success for University College faculty and staff leadership.



#### Evidence of Progress for 2011-2012:

We continue to seek improvement in the area of the University College website where faculty activities are summarized. At this time, it is still very difficult to track publications and conference presentations at the unit level, in part due to the majority of faculty products being tracked through degree-granting units. The Office of Research, Planning and Evaluation (<http://research.uc.iupui.edu/Home.aspx>) continues to serve as a repository for research and evaluation reports on University College programs and initiatives. The Academic Communications Specialist engages in internal tracking on grant opportunities referred to directors, proposals developed, and grants awarded.

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#### Activities planned for 2012-2013:

A faculty survey will be distributed in Fall, 2012 (in advance of a Faculty retreat) to inform extended consideration of revisions to the University College Faculty Role. Changes to the University College Bylaws will be proposed, discussed, and revised based on feedback, culminating in a vote in Spring 2013. We will continue to develop better internal (and web-based) systems of tracking scholarly productivity, including grant proposal submissions.

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#### ☒ 2.B. Develop online resources to support First Year Seminar instruction

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:** I. Standardize a proportion of the content associated with first year seminars by aligning textbook with the First Year Seminar template. II. Create support for implementation of the ePDP across first year seminars. III. Create an additional revenue stream to expand student support services, while also providing students with an academically rigorous and engaging textbook at a modest cost.

**Sub Unit:** Faculty and Curricular Affairs

**Time Frame:** 2012-2014

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#### Actions taken for 2011-2012:

The University College Curriculum committee met throughout the year to discuss the possible development of an electronic text book. While support exists for the free dissemination of these (and future) modules across first year seminars, faculty feedback related to the idea of developing an electronic textbook to be sold to students has been mixed, with many faculty and staff members expressing concern about charging students needlessly for materials that could be given away. A needs analysis was conducted to determine what online content would be valued by instructors of first-year seminars and gateway courses. Based on evaluation of the resulting data, a Curriculum Enhancement Grant proposal was developed in Spring 2012 and awarded (PI: Dr. Sarah Baker). The work will entail developing online modules related to critical thinking, information literacy, and study strategies to enhance the learning of students engaged in first-year seminars and gateway courses.

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#### Evidence of Progress for 2011-2012:

Modules are being developed using SoftChalk by teams of faculty engaged in the Curriculum Enhancement Grant. It is too soon to provide evaluative evidence of progress.

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#### Activities planned for 2012-2013:

We are no longer planning to develop an electronic textbook as a potential source of revenue at the current time. Online modules for the Curriculum Enhancement Grant will be developed and piloted. Consideration of future modules will evolve through the planned self study and review of the first year experience at IUPUI.

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#### ☒ 2.C. Identify and implement best practices to enhance undergraduate student learning and success through networks of faculty engaged in teaching themed learning communities, first year seminars, and gateway courses. Seek opportunities to expand the use of learning technologies across gateway courses to enhance student learning.

**Campus Planning Theme:** Teaching and Learning, Best Practices, Collaboration

**Secondary Goals:** I. Enhance student learning, persistence and success; II. Develop additional opportunities for faculty development aligned with student learning and effective teaching; III. Create physical spaces and technological supports to improve student collaboration and learning.

**Sub Unit:** all

**Time Frame:** Ongoing



#### Actions taken for 2011-2012:

The IU FLAGS Early Alert System was implemented across Gateway courses at IUPUI. [Gateway to Graduation Program](#) faculty developed a new community of practice (CoP) for information literacy. Three CoPs are already in operation—two for critical thinking and one for technology. Faculty communities of practice were expanded through the Gateway to Graduation program and a first year seminar Faculty Learning Community was launched by University College faculty members, David Sabol and Nancy Goldfarb. Eight faculty from the [Gateway to Graduation Program](#) piloted 1,000 classroom response devices this year. A student intern provided faculty training and support. A SCALE-UP proposal was submitted to the Learning Environments Committee and funds were received to renovate UC 2110. UC 104 was renovated to create a flexible multipurpose space for programming associated with University College and the Office of Diversity, Equity, and Inclusion.

#### Evidence of Progress for 2011-2012:

Faculty members in all University College courses used course-embedded authentic assessment methods to measure student achievement of the Principles of Undergraduate Learning at beginning levels. Results suggested that 74% of the students were rated as “very effective” or “effective” for beginning levels of critical thinking, and 75% of the students were rated as “very effective” or “effective” for beginning levels of PUL 1A (written, oral, and visual communication skills) in 100-level UCOL courses or U110s, the first-year seminar. *U.S. News & World Report* continues to recognize IUPUI for “Best Learning Communities” and “First-Year Experience.”

#### Activities planned for 2012-2013:

Gateway faculty retreats continue to be planned for the fall and spring semesters. The Executive Director for Research, Planning and Evaluation will provide consultation on developing a program review for the Gateway to Graduation program. Technology for the 2010 renovation will be acquired, pending completion of prerequisite rewiring and installation of equipment support mountings. An extended retreat/colloquium for First Year Seminar faculty is planned for Spring 2013.

- ☑ 2.D. Provide leadership by monitoring and contributing to retention initiatives on the campus, in the state, nationally, and, when relevant, internationally.

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:** I. Expand collaborations related to retention initiatives with academic units that host undergraduate degree programs, the Office of Student Scholarships, and the Division of Student Life. II. Expand collaborations related to student persistence and success with Ivy Tech Community College. III. Share scholarship and best practices at national and international conferences.

**Sub Unit:** Student Retention and Success, Research, Evaluation, and Planning, Student Life and Learning

**Time Frame:** Ongoing

#### Actions taken for 2011-2012:

The Council on Undergraduate Retention and Graduation continued to provide campus leadership for retention initiatives, with support from the Office of Information Management and Institutional Research and the UC office for Research, Evaluation, and Planning. University College faculty and staff engaged in conversations with colleagues at Ivy Tech and at high schools offering dual credit and early college experiences in preparation for the planned 2012 Indiana College Access and Success Summit on Concurrent Enrollment in September 2012. Dr. Kathy Johnson engaged in conversations with academic deans regarding strategic planning for campus-wide retention initiatives. Strategic task forces have been charged with reviewing relevant data and developing action plans in key areas (e.g., transfer student support, student support services, IU FLAGS early alert system, expanding student scholarships, expanding on-campus employment and course enrollment during summers). Dr. Johnson led a review of general education in the Schools of Liberal Arts and Science, which expanded to a campus-wide task force focused on developing a 30 hour general education core that is framed by the IUPUI Principles of Undergraduate Learning. Finally, a new Entering Student Survey was developed and pilot tested, in partnership with IMIR and the Division of Student Life, to support predictive analytics related to retention and student success outcomes. The goal is to serve as an institutional leader in designing an instrument that is reliable and valid for first-time/full-time, transfer, part-time, and returning adult students. The pilot testing began during New Student Orientation sessions in summer 2012.

#### Evidence of Progress for 2011-2012:

- The retention rate for first-time, full-time freshman students as well as the 4-year graduation rate continued to improve, though the 6-year graduation rate declined slightly. Gains were particularly significant for students from underrepresented groups, as described in a recent report by Khalilah Shabazz, Director of the Office of Student Success: <http://crg.iupui.edu/Portals/133/PropertyAgent/15158/Files/585/Shabazz%20Report.pdf>



The CRG reviewed a wide range of programs in academic and administrative units working to enhance student retention, including curricular efforts (learning communities, first-year seminars, summer programs, early alert system, etc.) that have resulted in enhanced retention. The variables include the one-year retention rate and the six-year graduation rate, though the council has broadened the variables to the success of students beyond the first year as well as mediating variables (i.e., participation in learning communities as a function of admission status) ultimately associated with increasing the retention and graduation rates. The committee also looked at data about retention, admissions and enrollment, the Summer Bridge Program, the fall 2011 first-time full-time cohort, African American and Latino students in the cohort, the Continuing Student Satisfaction and Priorities Survey, NSSE, the 2011 IUPUI Graduate Alumni Survey, the 2011 IUPUI Undergraduate Alumni Survey, the Fall 2011 Student Pulse Survey on Commuter Student Involvement, and the Entering Student Survey. The committee studied students in the top 25% of their high school classes who were not in the Honors College, including their retention rates. This information and data will be very helpful for many units across campus in making improvements to programs and services available to IUPUI students, which should ultimately increase the retention and graduation of these students. Many of these reports are available on the CRG Web site at <http://crg.iupui.edu/Home.aspx>.

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#### Activities planned for 2012-2013:

A comprehensive overview of retention initiatives will be coordinated through the Office of the Associate Vice Chancellor for Undergraduate Education and maintained in a to-be-developed 'Undergraduate Education' area of the University College website. This summary will be shared with site visitors during the Fall 2012 reaffirmation of accreditation visit. Four subcommittees of the CRG will be deployed to focus on specific strategic initiatives connected with, a) Transfer Students, b) Returning Adult Students, c) the RISE to the Challenge Initiative, and d) Sophomores. A retreat of the CRG and the Student Life Services Council is planned for Fall 2012 that will address how we might better support students to and through the sophomore year. In support of this work, the Executive Director for Research, Planning, and Evaluation will provide summary data concerning the current profile of IUPUI sophomores, along with information about when particular subgroups of students are most apt to not be retained. The revised Entering Student Survey will be refined based on pilot data (including focus group data generated by Orientation participants) in advance of full-scale implementation in Summer 2013.

#### ☑ 2.E. Engage in research to assess the scope and impact of the IUPUI RISE to the Challenge Initiative.

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity

**Secondary Goals:** I. Examine the impact of RISE experiences on student persistence and success. II. Implement system for maintaining fidelity to the criteria established for RISE courses (e.g., reflection and analysis, learning in real-world contexts).

**Sub Unit:** Faculty and Curricular Affairs

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

- Research related to the RISE initiative was presented at the Council on Urban and Metropolitan Universities Fall 2011 conference and a subsequent manuscript was published in the Metropolitan Universities Journal. IMIR was asked to generate reports that address key questions concerning the relation between RISE experiences and student persistence. The Registrar provided data regarding the numbers of courses designated as 'R', 'I', 'S', and 'E' as well as transcript information derived from graduating students' engagement in RISE experiences. A plan for a mixed methods program evaluation of the RISE initiative is being generated and a focus group for engaged students is planned.

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#### Evidence of Progress for 2011-2012:

- Though recently published data from the Registrar's office provide a benchmark for future comparisons, there are concerns regarding the undercounting (and potential overcounting) of particular RISE experiences based on a potential lack of fidelity to the guidelines for designating courses as carrying a RISE distinction. No data on student success or participation by particular demographic groups have yet been provided by IMIR, presumably due to staff vacancies and competing campus demands for institutional reports.

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#### Activities planned for 2012-2013:

The RISE initiative is the focus of a FACET faculty leadership institute project for IUPUI and IUPUC, led by Dr. Sarah Baker. Administrative responsibility for the RISE initiative has been transferred to the Office of the Associate Vice Chancellor for Undergraduate Education, and a website is



responsibility for the RISE initiative has been transferred to the Office of the Associate Vice Chancellor for Undergraduate Education, and a website is in development. A subcommittee of the Council on Retention and Graduation will be appointed to provide strategic leadership and to review data associated with the RISE initiative, and course development funds will be appropriated for the development of new RISE courses that are particularly apt to be taken by sophomores. A plan for process improvement and future outcomes evaluation will be developed in consultation with Dr. Michele Hansen (Executive Director, Research, Planning, and Evaluation) and Dr. Jacob Kean of the IU School of Medicine.

☑ 3. Serve as a central hub for resources and best practices associated with student support services such as academic advising, career counseling, peer mentoring, supplemental instruction, and student employment.

☑ 3.A. Develop national reputation as a leader in developing an integrated system of academic advising, career counseling, and academically relevant skills-based student employment.

**Campus Planning Theme:** Teaching and Learning, Best Practices, Collaboration

**Secondary Goals:** I. Refine service delivery for Academic and Career Services; II. Assess effectiveness of academic and career advising strategies for targeted cohorts (e.g., sophomores, transfer students). III. Expand on-campus employment opportunities for undergraduate students and to identify career development and on-campus work as retention strategies on the IUPUI campus.

**Sub Unit:** Student Retention and Success

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

Integration among Academic Advising, Career Counseling and Student Employment continued to be strengthened, as well as connections with academic units and campus-based employers. Academic Affairs continued to provide \$100K in matching funds for student employment, and in Spring 2012, another \$100K was added to enable students to be hired prior to the summer term, and to continue in summer positions into the fall semester. In 2011-2012, 144 students participated in the Externship program. An Externship Program with a well-established curriculum will be developed and shared at professional conferences.

The Office of Student Employment piloted the [Excellence in Professionalism Certification Series](#) in the fall 2011 semester. Students participated in workshops and learned various skills that employers seek in hourly student workers. There were 24 students who completed all requirements for the pilot program. All sessions were open to a general student audience. The International Transition Program is no longer being offered as a stand-alone program for international students. Rather, international students take part in the Excellence in Professionalism series.

A strategic team consisting of staff, faculty, employers, and students was created in order to contribute to the vision and planning of the externship program. New marketing initiatives include a video, website information, and a [segment](#) on WTHR's "Cool in School" program.

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#### Evidence of Progress for 2011-2012:

Career professionals in the [Office of Academic and Career Development](#) continue to receive a high volume of requests for classroom and student group presentations. In the last academic year, they reached over 1,600 students in non-learning community settings, over 200 students from the previous year. Over 700 individuals used the new, free, online assessment tool, [FOCUS 2](#). This resource is available online for students to assess interests, values, personality, and skills; explore and compare majors and occupations; and plan educational and career pathways that will support their goals and personal needs. Jill Vanderwall, experiential learning coordinator, was awarded the New Professionals Award from the Career Development Professionals of Indiana for her work with experiential learning on the IUPUI campus and for chairing a statewide conference. Jennifer Weinmann, student employment consultant, was awarded the 2011-2012 Dan Kriedler Newcomer Award by the Midwest Association of Student Employment Administrators (MASEA). This award is given for making unique contributions to MASEA within two years of membership.

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#### Activities planned for 2012-2013:

An IUPUI strategic planning task force is examining ways of improving integration of academic and career advising throughout campus, as well as ways of better tracking students' participation in internships and their eventual placement into positions aligned with their career goals following graduation. Models of group advising are being explored, as well as the recruitment of additional faculty advisors during the summer months, in order to meet the demands of a 2-day summer orientation. The physical integration of the Office of Student Employment into Taylor Hall's third floor is planned for Spring 2012, following the closure of the BS 2010 suite and the movement of some aspects of academic advising to the "Tower" and associated classroom building (currently the University Place Hotel and Conference Center).

☑ 3.B. Expand scope and success of cohort-based support programs including the Nina Scholars program, Twenty-First Century Scholars program,



SAAB, SAAS, and Student Support Services.

**Campus Planning Theme:** Best Practices, Campus Climate for Diversity

**Secondary Goals:** I. Increase retention, persistence, and success of students from underrepresented groups. II. Contribute to the higher education research agenda on minority student retention through publications and presentations. III. Expand intrusive advising and retention efforts for minority students by providing programming in conjunction with federal and state aid as well as scholarships.

**Sub Unit:** Student Retention and Success

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

The 21<sup>st</sup> Century Scholars program developed and implemented a Second Year Initiative Program for Spring 2012. The 21<sup>st</sup> Century Scholars students also were strategically targeted for the Summer 2012 Initiative. Most cohort-based programs are engaged in conversations with their counterparts at Ivy Tech Community College in order to plan shared programs intended to facilitate the transition from 2-year to 4-year institutions. The Nina Scholars Advisory Council was divided into specialized subcommittees focusing on research and evaluation, community partnerships, and career preparation. Directors of all programs meet monthly with the Executive Assistant Dean to share information, review best practices, and to engage in planning. University College provided funding for a new shared position (with the Multicultural Success Center) – Assistant Director for Latino Student Support, who is participating in the University College Cabinet and the CRG steering committee and who helps provide support to Latino students participating in programming through the Office of Student Success.

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**Evidence of Progress for 2011-2012:**

Nina Scholars: The first to second year retention for Nina Scholars, students who face significant challenges in life, much less in education, is significantly higher than the University as a whole. The four, five, and six year graduation rates for Nina Scholars are also substantially better than IUPUI as a whole despite disadvantaged backgrounds and experiences of marginalization. Through Fall 2012 81% of IUPUI Nina Scholars have graduated or are still enrolled. Several Nina Scholars have graduated and accepted positions with companies, including Kronos, Apparatus, Children's Bureau, United States Auto Club, and Envista.

Twenty-First Century Scholars: The program served 230 students during the 2011-2012 academic year. While Twenty-First Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI and/or participate in our success programs fare nearly as well and in some cases better than the overall student population. Twenty-First Century Scholars who received the IUPUI pledge grant were still enrolled at IUPUI in the second year at a rate nearly the same as the overall student population (71% vs. 73%). The retention rates improve even more dramatically when Scholars participate in our success programs. The Fall 2010 to Fall 2011 one-year retention rate for Twenty-first Century Scholars who participated in Summer Bridge and Peer Mentoring was 6% higher than first year students overall. The retention rates of TFCS students in 2006 (prior to the Twenty-first Century Scholars Success Program interventions) was approximately 58% and the retention rate for the TFCS who participated in programs offered by the Twenty-first Century Scholars Success Program in 2010 was 74%. The increased rate was 16% over the last five years. The TFCSSP has been awarded a **2012 NACADA Outstanding Institutional Advising Program** for its Peer Mentoring Program.

Student Support Services is in year 2 of 5 years of funding, providing academic, career, and financial support to first generation and low income students, as well as students with disabilities.. [Gwen Chastain](#), coordinator of academic services with Student Support Services, was awarded a 2012 Outstanding Advising Certificate of Merit by the National Academic Advising Association (NACADA) in October.

Office of Student Success (B2B, S2S). In terms of Program Fall 2010 Fall-to-Spring retention, Student African American Brotherhood (SAAB) 2010 cohort (N=19) were retained at 94% compared to other AA Students at IUPUI (N= 158, 85%). Comparable rates for the Student African-American Sisterhood (SAAS) 2010 (N=31) was 97% Compared to AA STUDENTS at IUPUI (N=258, 85%). In terms of Fall 2010 fall-to-fall retention, student participants had a retention rate of 74%, in comparison to African-American nonparticipants (68%).

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**Activities planned for 2012-2013:**



Cohort-based programs supported by peer mentors provide an ideal platform for deploying an array of practices that enhance student success. In partnership with the Division of Student Life, we will develop and introduce the JagCAP (Jaguars Connecting and Persisting) initiative across most programs to enhance students' social integration and academic success through the construction of personalized support networks. Financial literacy will continue to be a theme of educational programming, and we will continue to use developing technologies (e.g., IU FLAGS, ePDP) to enhance our work. Finally, we plan to more explicitly build supports for students in the third, fourth, and fifth semesters as part of our 'rising sophomores' initiative coordinated through the Council on Retention and Graduation.

- ☑ 3.C. Expand tutoring services for gateway courses and enhance collaboration with degree-granting schools on the delivery of peer mentoring services and supplemental instruction.

**Campus Planning Theme:** Teaching and Learning, Collaboration

**Secondary Goals:** I. Increase number of courses and departments that offer peer mentoring or supplemental instruction, II. Enhance student learning and success, III. Develop a sustainable funding model for the expansion of peer mentoring.

**Sub Unit:** Student Retention and Success

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

The Director of the Bepko Learning Center participated in a campus task force focused on ensuring that academic support centers take full advantage of the developing IU FLAGS early alert system. Weekly reports were generated for students receiving flags, and flagged students were sent email messages detailing the services of the Bepko Learning Center that may be of use. Additionally, students who received three or more flags were sent a special invitation to come to the Learning Center and meet with a staff member. If the student completed the meeting, he/she would receive a \$25 voucher for a tutoring session on the Tutor Matching Service site. Four new mentoring courses were added, and the use of Tutor Matching Services continued to expand.

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**Evidence of Progress for 2011-2012:**

The National Mentoring Symposium attracted 400 participants from 13 institutions in Fall, 2011. Students who participated in the Structured Learning Assistance program 1-10 times obtained an average GPA of 2.05, 11-13 times obtained a 2.74 and 14 or more times obtained 2.98. Students who participated in the Supplemental Instruction program obtained an average GPA of 3.05 and non-participants obtained an average of a 2.46. Students who participated in the Supplemental Instruction program had a combined DFW rate of 11.32% as compared to a 31.64% for non-participants. Additional evidence of progress is summarized in the 2011-2012 Annual Report of the Bepko Learning Center:

[https://oncourse.iu.edu/access/content/user/kjohnso/Filemanager\\_Public\\_Files/Annual%20Report%20BLC%2011%2012.pdf](https://oncourse.iu.edu/access/content/user/kjohnso/Filemanager_Public_Files/Annual%20Report%20BLC%2011%2012.pdf)

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**Activities planned for 2012-2013:**

The Bepko Learning Center will remain open during Summer 2012 and will offer services to students enrolled in summer courses. In addition, the Bepko Learning Center will participate in planning for the Summer Success Academy and will provide support to students enrolled in this program. We plan to implement 'Service with Distinction' to assess the effectiveness of the resource desk on the second floor. The BLC continues to emphasize assessment and the translation of ongoing assessment activities into research products that can be disseminated through conference presentations, scholarly articles, and grant submissions. Expansion of peer mentoring will continue to constitute a target for fundraising efforts.

- ☑ 3.D. Develop, implement and assess specialized and pre-professional advising, particularly in areas aligned with health and life sciences.

**Campus Planning Theme:** Teaching and Learning, Collaboration

**Secondary Goals:** I. Increase student persistence and retention in majors associated with professional schools. II. Increase the success of students intending to major in the health professions by helping them to formulate parallel plans, supported by the ePDP.

**Sub Unit:** Student Retention and Success

**Time Frame:** 2012-2014

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**Actions taken for 2011-2012:**

A proposal developed in 2006 for a pre-professional advising center was updated and shared with Deans from schools conferring undergraduate degrees related to the health and life sciences. A task force was convened in January, 2012 to begin conceptualizing a Health and Life Sciences Student Center at IUPUI. Plans continued to be refined through electronic communications, including estimates from schools of staff lines that potentially could be shared. A proposal was submitted to Academic Affairs to hire a Health & Life Sciences Advisor and the IU Foundation was solicited to help identify potential donors to fund remodeling of space. A space request proposal was developed in collaboration with Campus Facilities Services. Funds for 1 FTE staff position (\$50K) were granted by Academic Affairs in April, 2012 and a position description was developed and posted. Potential space was explored in the University Library, in Taylor Hall, and in the (to-be-remodeled) Conference Center.

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#### Evidence of Progress for 2011-2012:

As this is a new initiative, there is little evidence of progress at this time. Data were gathered on numbers of intended health and life science majors that would be served by the new center, as well as on the numbers of nonretained students that were planning to major in health-related careers.

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#### Activities planned for 2012-2013:

- Staff for the Health and Life Sciences Center will be hired and redeployed to new space in the Conference Center in Spring, 2013. University College will serve as a coordinating body for the development of a Health and Life Sciences Center website and associated programming. While schools (e.g., Science, Dentistry) will continue to provide the majority of pre-professional advising for the immediate future, University College will concentrate on helping intended majors to gain admission to desired programs. University College advisors will help students to develop broader knowledge of the full array of health professions available to them. This broader knowledge will help students intending to major in highly-competitive programs to construct parallel plans.

- ☑ 3.E. Expand the scope and national reputation of the Bepko Learning Center, including the IUPUI National Mentoring Symposium and the delivery and assessment of peer mentoring services.

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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#### Actions taken for 2011-2012:

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#### Evidence of Progress for 2011-2012:

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#### Activities planned for 2012-2013:

- 📄 4. Seek to build partnerships with community organizations, local businesses and nonprofit organizations and with area schools to promote civic engagement and to prepare local high school students for college.

- ☑ 4.A. Intensify commitment and capacity for civic engagement in Indianapolis, Central Indiana, and the state.

**Campus Planning Theme:** Civic Engagement, Collaboration

**Secondary Goals:** I. Enhance student learning and engagement through service learning opportunities. II. Increase awareness of and appreciation for University College initiatives by community organizations, local businesses, and nonprofit organizations.

**Sub Unit:** Faculty and Curricular Affairs, Student Retention and Success, Student Life and Learning, DOE

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

A database was developed for storing and assessing information about community partners by the Executive Director for Development, Operations and Employee Relations. Interviews were conducted with Cabinet Directors to ensure the accuracy of database entries. University College faculty and staff were encouraged to participate in professional development opportunities through the Center for Service and Learning. Begin to track student involvement in civic engagement activities. In Spring, 2012, University College leaders met with staff from the Central Indiana Community Foundation and with Dr. John Grew, Director of State Relations and Economic Development Initiatives for Indiana University to share information about University College initiatives supporting college access and success.

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#### Evidence of Progress for 2011-2012:

One University College faculty member (Dr. Regina Turner) received a Service Learning faculty fellowship. The majority of first-year seminars included at least one assignment connected to volunteering or service learning, and community service continued to be a requirement for peer mentors. A campaign for a faculty mentor award (named for Tonja Conour Egan, alumni and former CEO of Big Brothers Big Sisters Central Indiana) was begun through the IU Foundation. University College faculty and staff continue to participate in the Talent Alliance and on various United Way



**Activities planned for 2012-2013:**

A subcommittee of the Council on Retention and Graduation will be appointed to oversee strategic expansion and assessment of the RISE initiative, which should identify opportunities to further expand service learning among freshmen and sophomores. The Office of Student Employment will continue to expand opportunities for off-campus employment (including work study positions in eligible nonprofits), and the Career Services Strategic Planning group will make recommendations for further developing internship experiences for undergraduates. An external advisory board will be developed for University College, including representatives from nonprofit and business groups with whom we partner. Cultivation of external gifts to support student scholarships and expanded peer mentoring programs will continue.

- ☑ 4.B. Provide pre-college support to increase college access and persistence among students from diverse groups through mentoring, summer programs, and collaborations with high school teachers, guidance staff, and administrators.

**Campus Planning Theme:** Campus Climate for Diversity, Civic Engagement, Collaboration

**Secondary Goals:** I. Strengthen integration of college readiness initiatives with the mission of University College. II. Expand partnerships with middle and high school teachers and guidance counselors in support of college student readiness. III. Become the campus hub for research and scholarship on the success of low-income, first-generation college students.

**Sub Unit:** Student Retention and Success

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

College Readiness initiatives were restructured to become part of the Student Retention and Success portfolio led by Dr. Cathy Buyarski, Executive Assistant Dean. The Upward Bound program experienced a significant change in staff, including the appointment of a new Director. Though the Twenty-First Century Scholars program received a \$10,000 grant to increase enrollment in the program in Marion County and a \$4,000 grant from the Blue River Community Foundation in Shelby County to provide additional programming for families in that region, the state determined that there would be significant shifts in program implementation to address a budgetary shortfall. University College was notified in Spring, 2012 that we would lose our support, effective August 31, 2012 and that staff positions would need to be eliminated.

A special task force, Project MOSAIC (Maximizing Opportunities to Secure an Accepting and Inclusive Culture) was appointed by Dean Johnson, with Associate Dean Sarah Baker and Dr. Regina Turner serving as co-chairs. The goals of Project MOSAIC include infusing an explicit valuing of diversity in all that University College does and improving the cultural climate across the institution.

The University College [Research, Planning, and Evaluation](#) unit, in collaboration with the Project MOSAIC committee members, developed and implemented the Project MOSAIC State of Diversity, Equity, and Inclusion Survey for University College faculty and staff. The purpose of this questionnaire was to assess faculty and staff members' perceptions of the environment and experiences in University College and to develop data-driven action plans based on the results.

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**Evidence of Progress for 2011-2012:**

The [Upward Bound](#) program was approved for five additional years of funding through the U. S. Department of Education. This \$1.3 million award will be directed toward continuing to provide low-income and first-generation potential college students quality instruction and academic support to ensure that students graduate from high school and are successful in college. It is too soon to have developed evidence concerning the impact of Project MOSAIC activities on University College faculty, staff, and students.

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**Activities planned for 2012-2013:**

The Upward Bound program will continue to improve under its new leadership and the summer program will be based on the IUPUI campus. Efforts will be made (in partnership with Human Resources) to assist Twenty-First Century Scholars staff in locating new jobs. University College will convene a Summit on Concurrent Enrollment through the Indiana College Access and Success Network and will dispatch invitations to a broad array of representatives from secondary and postsecondary education. Findings from the Inclusion Survey developed by the Project MOSAIC task force will inform future programming and professional development opportunities for University College faculty and staff. Staff trained in Intergroup Dialogue techniques will be asked to embed relevant activities in faculty and staff meetings.



- ☑ 4.C. Increase the scope and impact of the Crispus Attucks Medical Magnet High School partnership.

**Campus Planning Theme:** Campus Climate for Diversity, Civic Engagement, Collaboration

**Secondary Goals:** I. Secure external funding for further development and tuition scholarships of specialized population programs; II. Increase the enrollment of students from Crispus Attucks Medical Magnet High School in health and life science programs at IUPUI.

**Sub Unit:** Faculty and Curricular Affairs, Research, Evaluation, and Planning

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

A proposal was submitted to the RGK Foundation to support efforts to enhance curricular alignment through faculty communities of practice. Though the proposal was not funded, a faculty lecture series was created during 2011–2012 in a collaboration between IUPUI and Crispus Attucks Medical Magnet High School (CAMMHS). IUPUI faculty share their expertise for their specific fields, including physics, chemistry, biology, English, education, communications, mathematics, and health and life sciences. Co-chair of the CAMMHS Advisory Council, Dr. Sherree Wilson, left IUPUI to assume a new position. The office of the Vice Chancellor for Finance and Administration agreed to increase students' scholarships to cover 18 (rather than 17) credits. The Crispus Attucks Medical Magnet High School (CAMMHS) Transitions to College Support Series was launched to increase CAMMHS student college readiness and preparedness. The program helps students define their academic goals and plan appropriate strategies. The series features staff representatives from Academic and Career Development, Multicultural Success Center, Math Assistance Center, Bepko Learning Center, University Writing Center, Division of Student Life, Enrollment Services, and other offices on campus.

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**Evidence of Progress for 2011-2012:**

Over 43% (N=69) of CAMMHS scholars graduates have matriculated to an IU campus after high school, with 22 of these students attending IUPUI. In Fall, 2011, there were 36 CAMMHS scholars enrolled at IUPUI through the SPAN program, with a mean GPA of 2.7. Eighty percent of all CAMMHS Scholars maintained a GPA of 2.0 or higher in their first semester at IUPUI. Although there has been a graduate increase in the number of scholars engaged in the program, program growth is somewhat constrained by the number of eligible students enrolled at CAMMHS. Rather than growing the program, we have chosen to focus on the quality of student learning, the improvement of curricular alignment, and pathways for enrollment at IUPUI.

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**Activities planned for 2012-2013:**

The CAMMHS Community of Learners "Career Exploration" course will be developed and offered (as a graded course through CAMMHS) to expose students to broad aspects of their planned career. In addition to career learning activities, students will participate in regularly scheduled meetings with their classroom instructors to foster connections between academic learning and career planning. A peer mentor will be appointed to support the Community of Learning and to meet with students at Crispus Attucks High School. Finally, we will partner more intentionally with Kim Stewart-Brinston of the Office for Diversity Access and Achievement, who will also be appointed to the CAMMHS Advisory Council. Kim Stewart-Brinston will assist with on-site admissions as well as work with CAMMHS in educating students and parents on entering college, IUPUI scholarship opportunities, and opportunities offered through IVY Tech Community College.

- ☑ 4.D. Expand proportion of students choosing to enroll at IUPUI as undergraduates following participation in the SPAN program.

**Campus Planning Theme:** Teaching and Learning, Civic Engagement

**Secondary Goals:** I. Expand enrollments of middle and high school students in early college programs. II. Enroll higher numbers of former SPAN participants as IUPUI students in 4-year degree programs. III. Secure external funding for further development and tuition scholarships. IV. Continue to develop IUPUI Project Lead the Way (PLTW) Biomedical/Bioengineering Program

**Sub Unit:** Faculty and Curricular Affairs; Research, Evaluation, and Planning

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

The School of Science and the University College Special Programs for Academic Nurturing (SPAN) collaborated with the national program, Project Lead the Way to offer biomedical sciences certification to high school teachers and special credit opportunities to high school students. The program stresses STEM education, problem-solving, and critical thinking skills in order to prepare the next generation of leaders to work in a high-tech, high-skills global economy. This year, over 500 students were admitted to IUPUI through this new initiative. A Memorandum of Understanding was developed with the Purdue School of Science to assume responsibility for processing applications to Project Lead the Way courses. We continued to provide a voice for best practices for early college entrance by advocating for genuine college course immersion opportunities. Marketing continues through the SPAN website, Facebook page, limited advertising, and the mailing of brochures. Recruitment initiatives have been launched with the School of Science and the Honors College to recruit Project Lead the Way BioMedical Sciences students to IUPUI as degree-seeking students



following high school graduation. The SPAN office collaborated with other university departments to expand two programs. The Nanotechnology Early College Initiative (NECI), which was piloted two years ago with an initial enrollment of 33 students, has grown to 55 students in 2012. The Mechanical Engineering Early College Initiative (MEECI) has expanded to include three new high schools for 2012–2013.

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#### Evidence of Progress for 2011-2012:

It has been challenging to maintain (and impossible to grow) enrollments in SPAN, due to the growing number of high school courses offered for dual credit (at the state-imposed rate of \$25 per credit hour, which is waived if students are eligible for free/reduced lunch). In 2011-2012, SPAN enrollment declined to 319 students (from 337 in 2010-2011 and 368 in 2009-2010). At the same time, visits were made to over 60 high schools to increase awareness of the SPAN program as well as the programming and scholarship opportunities available for high school students at IUPUI (e.g., Take 6, CIT, Nanotech, TEACH Academy, Mechanical Engineering's Early College Initiative). New early college articulations with central Indiana school districts, including: Arsenal Tech High School (IPS), Key Learning High School (IPS), Hope Academy (part of the Fairbanks Recovery Program for at-risk teenagers), Providence Cristo Rey High School (Catholic charter school), and MTI Islamic School of Knowledge. More than 600 Project Lead the Way BioMedical Sciences students have been admitted to IUPUI through the SPAN Division. A recent analysis indicated that from 2005-2011, approximately 40% of the 1900 students enrolled in the SPAN program have matriculated as full-time degree-seeking students at IUPUI.

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#### Activities planned for 2012-2013:

Efforts will be made to maintain enrollments in SPAN, while increasing the quality of scholarship recipients and maximizing the yield of students that enroll at IUPUI after graduation. Alternative financial models for expanding early college throughout Indiana University will be explored through a task force led by Mike Beam, Director of ACP (Advance College Project) and Stephen Keucher, AVP University Regional Affairs, Planning and Policy. The possibility of converting Project Lead the Way courses to dual credit courses will be explored. This would entail offering identical courses at IUPUI and continuing to monitor curricula and instructional practice in a manner consistent with NACEP recommendations.

#### 5. Strategically maximize University College resources and protect the financial future of the unit.

##### 5.A. Communicate and manage reputation to internal and external stakeholders.

**Campus Planning Theme:** Best Practices

**Secondary Goals:** I. Restructure units engaged in communications to promote better integration across units (DOE, University College Technology Services, Orientation); II. Engage in frequent sharing of information with academic units, enrollment services, and the division of student life; III. Create a strategic plan for development; IV. Streamline communications to target initiatives aimed at promoting student learning, persistence, and success.

**Sub Unit:** DOE, UCTS, Student Retention and Success

**Time Frame:** Ongoing

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#### Actions taken for 2011-2012:

A .50 FTE Development Assistant was hired through the Center for Philanthropy and efforts were made to align University College development efforts with priorities and procedures of the Indiana University Foundation. The Development Assistant drafted a strategic development plan that was shared with University College leadership. A survey related to communications and marketing was administered to University College Cabinet members and then followed up with interviews conducted by Dr. Amy Warner and her colleagues. Communications that did not directly support student retention and success initiatives or enhance awareness of external stakeholders were terminated. Printed communications were minimized and electronic communications were expanded and strategically deployed to enhance the mission of the unit. Internal accounting procedures were developed in order to track expenditures in the area of communications across University College offices.

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#### Evidence of Progress for 2011-2012:

Expenditures in the realm of communications were significantly reduced. Cash savings were earmarked for the hiring of additional student employees as well as the development of the Transfer Student Support Center and the Health and Life Sciences Student Center.

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#### Activities planned for 2012-2013:

Communications will be restructured significantly, with a Director of Communications (Eric Sickels) appointed to oversee communications aimed at students and on-campus audiences, and DOE (led by Executive Director Harriett Bennett) producing communications aimed at prospective donors.



students and on-campus audiences, and DOE (led by Executive Director, Harriet Benkert) producing communications aimed at prospective donors and audiences outside of the university, including those in support of external events (e.g., Indiana College Access and Success Network conference, National Learning Communities Conference). The Director of Communications also will manage the University College website. Themes from last year's survey of University College directors will be incorporated into messaging, as appropriate.

☑ 5.B. Provide effective human capital and technology resources to further the mission of IUPUI.

**Campus Planning Theme:** Best Practices

**Secondary Goals:** I. Align human resources with mission-critical priorities and expand capacity in the realm of student support services. II. Use technology to enhance initiatives aimed at improving student retention and success. III. Provide quality technology support and services by centralizing technology resources.

**Sub Unit:** all

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

Organizational restructuring was carried out to maximize human capital aligned with institutional goals for improving student retention and graduation. Requests for additional resources to support pre-professional advising and transfer student support services were submitted to Academic Affairs.

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**Evidence of Progress for 2011-2012:**

Technology services consistently receives highly satisfactory reviews from users. Base funds for 1.5 FTE to support Transfer Student Services and the Health and Life Sciences Student Center were granted and work is currently underway to open these centers in the Spring of 2013.

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**Activities planned for 2012-2013:**

The Director of Communications will help to lead planning for the use of social media to enhance enrolled students' persistence at IUPUI. In partnership with Enrollment Services, University College will explore the use of CRM (Constituent Relationship Management/Talisma) to enhance communications with enrolled students, with the objective of piloting CRM with at least one academic unit in Fall, 2013.

☑ 5.C. Provide excellent stewardship of resources.

**Campus Planning Theme:** Best Practices

**Secondary Goals:** I. Align compensation rates for faculty engaged in instruction and coordination of summer programming. II. Reduce expenditures in printing, communications, and marketing. Devise a new funding model for University College faculty that is connected to strategic priorities.

**Sub Unit:** all

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

Efforts were made to increase the transparency of budgeting across University College by sharing budgetary information within and across offices that are funded internally. Although conversations with the UC Budget Committee, academic units, and the Office for Finance and Administration helped to increase awareness of the complexity of the University College budget (and the relatively low proportion of fungible cash associated with Commitment to Excellence funds), greater flexibility is not an option at this time. A new subaccount structure was created to facilitate more accurate tracking of expenditures in the realm of Communications. Policies were developed to ensure consistency of funding for conference travel and cellphone and data plans and efforts were made to reduce expenses when feasible. Renovations of room 104 were planned in partnership with the Multicultural Success Center and a development campaign was launched to support this effort.

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**Evidence of Progress for 2011-2012:**

The 'transition audit' that accompanies a change in executive leadership for academic units went very smoothly and earned a 'green light.'

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**Activities planned for 2012-2013:**

Renovation of room 104 will be completed, and at least one classroom will be converted to a SCALE-UP classroom. Directors will continue to be



given as much autonomy as possible in controlling budgets for programming and related expenses. The University College Faculty Council is considering changes to the means by which faculty stipends are awarded (in connection with a broader review of the Bylaws associated with the University College faculty role) and will present final recommendations in the Spring of 2013. Reduction of expenditures in areas not connected directly to student learning and success will continue, with the goal of redeploying resources toward student support services and new faculty initiatives that support first and second year students, including transfer students.

- ☑ 5.D. Expand the resource base through creative activity, external grants, corporate sponsorships, contracts, and development opportunities.

**Campus Planning Theme:** Best Practices

**Secondary Goals:** I. Create more predictable funding streams to support the expansion of student support services; II. Reduce dependence on internal funding for launching new initiatives. III. Contribute to the IUPUI Impact Campaign in a significant manner. IV. Increase the numbers of grants and contracts awarded to University College.

**Sub Unit:** all

**Time Frame:** Ongoing

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**Actions taken for 2011-2012:**

- Through the efforts of the .50 FTE Development Assistant and the leadership of DOE, a campaign to support the renovation of UC 104 was initiated and launched in conjunction with the IUPUI Faculty and Staff Campaign. An electronic textbook project for First Year Seminars was explored but dropped in favor of offering resources at no charge (see earlier details regarding Curriculum Enhancement Grant project). Foundation proposals were developed to support access and success programs as well as other initiatives aimed at enhancing undergraduate student retention. A campaign was launched for a faculty mentor award named in honor of Tonja Conour Eagan.
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**Evidence of Progress for 2011-2012:**

University College is expected to meet its goal for the IUPUI Impact Campaign. Two University College staff members have been trained in using AIS, the donor/alumni database maintained by the IU Foundation. One staff member also has received training on grantwriting in order to assist with proposal development. Funding opportunities referred to directors, proposals submitted, and eventual grants awarded are being tracked internally by the Grants and Academic Communications Specialist.

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**Activities planned for 2012-2013:**

- Grant proposals will continue to be developed for support services, pilot projects, or research endeavors. The Executive Director for Development, Operations, and Employee relations will work with community partners and members of the business committee on developing partnerships and gifts that enhance student success and promote access to higher education, as well as college completion. Faculty and staff will continue to be encouraged to develop proposals for external funding.

## **Fiscal Health**

University College is a Support Unit for which the budget is derived primarily through assessments charged to revenue-generating units. Approximately 84% of the 2011-2012 budget is devoted to faculty and staff salary and to scholarships that fund graduate students and peer mentors. University College has by far the largest outside funding stream of any unit per capita, and we rely heavily on that funding for nearly all support of collegiate readiness initiatives as well as for much of the support of our own students. Program evaluations have confirmed the impact of the programs supported by University College on student retention, and the shift to performance-based funding in Indiana would suggest that this impact is financially beneficial to the campus. The organizational restructuring originally precipitated by the Early Retirement Incentive Program in 2011 has resulted in salary savings, and we continue to cut costs wherever possible in an effort to bolster student support services and enhance faculty engagement in areas that will enhance student retention and success.

Students in University College do not pay a program fee. At the same time, revenues through tuition are expected to decline because of increasing pressure on academic units to offer their own first year seminars (exacerbated by recent 'credit creep' legislation). Therefore we must engage in efforts to create additional resources through external grants, development efforts, and through creative activities whenever possible, coupled with a concerted effort to reduce costs and maximize efficiencies in our operational budget.

## **Reallocation Plan**

Not Applicable

## **Other Question(s)**



