



Improvement Plan for the First Year Experience

Based on the *Dimensions of the Foundations for Excellence™* Project



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Foundations of Excellence in the First College Year

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Foundations of Excellence in the First College Year Indiana University–Purdue University Indianapolis

Executive Summary

Indiana University–Purdue University Indianapolis has a 35-year history as an urban commuter campus. In recent years, the campus has transformed the way it serves entering students. John Gardner has said that an institution can successfully serve these students if two conditions are met: it must have the support of the administration and the structure for doing the work. IUPUI now has both, thanks to the leadership of former chancellor Gerald L. Bepko, and the ongoing leadership of current Chancellor Charles Bantz and Vice Chancellor William Plater.

Participation in the Foundations Project has enabled IUPUI to conceptualize our first-year interventions in a new way, to celebrate what is working and to call attention to work that still needs to be done. Major successes included the extent to which we disseminate our philosophy of the first year to students; the high level of impact the campus structure has on first-year student experiences; work with high school guidance counselors on the transition to college; first-year student connections with upper-level students; communication with returning students; the transition to technology; development opportunities for new and part-time faculty, as well as communication of the expectation that they work closely with first-year students; grants and organizational structures supporting faculty involvement; intracampus partnerships with faculty; the level of assessment of the needs of, provision of services to, and evaluation of services for academically underprepared students; inclusion of pedagogies of engagement in several first-year courses; out-of-class activities for student athletes; the opportunities for first-year students to explore the role of and their goals in pursuing higher education; the extent to which assessment impacts first-year student achievement; and the role of assessment in placing students in appropriate courses, meeting students' needs for out-of-class academic and personal support, the use of assessment findings to confirm and improve first-year practice, the provision of formal program reviews and evaluations, and the campus contribution to the national knowledge base on the first year.

Areas for growth include dissemination of the first-year philosophy to new faculty; the communication of first-year success information to families of first-year students; programming for transfer students; special awards, annual performance review consideration, and decisions about promotion and tenure for faculty with high levels of interaction with first-year students; examination of the needs and experiences of honors students; evaluation of services for racial/ethnic minority students; residence life activities for first-year students; and encouragement of first-year students to explore their own culture in relation to others.

The Foundations Task Force at IUPUI suggested additional performance indicators in the areas of the effectiveness of faculty governance in attending to issues for first-year students; first-year students' transition to technology; programming for transfer students; grant programs and structures for supporting faculty involvement with entering students; support for faculty involvement in powerful pedagogies such as service learning,

undergraduate research, and collaborative learning; mentoring programs, technology, and work on campus as means of fostering engagement; the degree to which assessment impacts achievement; and the degree to which the campus conducts formal program reviews. The Task Force also recommended combining two performance indicators related to diversity: the degree to which first-year students interact with diverse people and the opportunities to reflect on such interaction.

IUPUI's selection as a Foundation Institution has been the best thing that could have happened to validate and reinforce the work that has already been done, and to inspire the work we have yet to do. Chancellor Bantz has challenged the campus to double the number of baccalaureates received by the year 2010, and has appointed a task force to review current interventions to increase graduation. Building on the work of that task force, the Undergraduate Council on Retention and Graduation will now be able to draw on the work IUPUI has done with the Foundations of Excellence in the First College Year project to ensure success for increasing numbers of entering students.

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Preface

The Foundations of Excellence™ in the First College Year project was launched on September 5, 2003 with funding from The Atlantic Philanthropies and Lumina Foundation for Education.

Indiana University–Purdue University Indianapolis (IUPUI) participated in Phase I, the process of honing the Foundational Dimensions™ statements, and was subsequently selected as one of 12 American Association of State Colleges and Universities (AASCU) Founding Institutions. Together with 12 Founding Institution members of the Council of Independent Colleges (CIC), AASCU members have worked with The Policy Center on the First Year of College to review how their individual campuses “measure up” to the statements. These statements represent the distilled collective wisdom acquired through experimentation and assessment.

As a Founding Institution, IUPUI has engaged in the evaluation of its first-year programming as it relates to the Foundational Dimensions™. What follows is the result of months of work by Task force members and other campus leaders, building on earlier work by University College and the schools and other units in improving our work with entering students.

Chancellor Charles Bantz last year appointed a task force on teaching and learning, charging the group with studying potential for doubling the number of baccalaureate degrees awarded at IUPUI by 2010. The report of that task force is now, along with this Foundations Action Plan, the foundation for the work of the Council on Retention and Graduation.

Dimension One: Philosophy

Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices.

The philosophy/rationale is explicit, clear, easily understood, consistent with institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for organizational policies, practices, structures, leadership, and resource allocation.

Dimension One: Philosophy

Performance Indicator 1.1: Does your campus have a campus-wide written philosophy/rationale statement for the first year?

Written Statement: Yes

IUPUI has three written philosophy/rationale statements for the first year. The first is the University College Mission Statement:

University College is the academic unit at IUPUI that provides a common gateway to the academic programs 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.

The second statement is the Template for the First Year Seminar, which is geared toward faculty teaching the First Year Seminar courses. It can be viewed online at

<http://www.universitycollege.iupui.edu/public/library/default.asp>

The Principles of Undergraduate Learning (PULs) are introduced at Orientation and are embedded in the First Year Seminar. The PULs provide an articulation of student learning outcomes for the undergraduate years at IUPUI. The Principles are as follows:

- Core Communication and Quantitative Skills
- Critical Thinking
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics

They are explained in detail at <http://www.universitycollege.iupui.edu/UL/Principles.htm>

Performance Indicator 1.1A: To what degree does the written philosophy/rationale statement influence current practices/policies for the first year?

Influence Current Practices: High

The Task Force found a high degree to which these written statements influence current practices and policies for the first year. The policies and practices brought to life in University College—ranging from New Student Orientation through the Summer Academy Bridge Program and the learning communities (including the First Year Seminar)—operationalize University College’s mission.

Performance Indicator 1.2: Does any department or unit have a written philosophy/rationale statement for the first year?

Dimension One: Philosophy

Departmental/Unit Philosophy: Some Departments/Units

Some schools/departments have a written philosophy statement for the first year. For example, all schools use the Template for First Year Seminars in delivering individual courses for their entering students. All schools also have participated in defining the Principles of Undergraduate Learning.

PI 1.2A: To what degree do(es) the written departmental/unit philosophy/rationale statement(s) influence current practice/policies for the first year?

Influence Current Practices: Moderate

The written departmental philosophy statements influence current practices and policies for the first year only moderately; there is campus-wide leadership through University College, Enrollment Services, and Student Life and Diversity. Practices are local to each department, but policy is campus-wide. Campus & Community Life, a unit of Student Life and Diversity, provides many programs for entering students. For example, there is a Weeks of Welcome program with extensive cocurricular experiences for students. New campus housing includes orientation programming for new residents.

Performance Indicator 1.4: To what degree is the written campus-wide philosophy/rationale for the first year disseminated to students, new faculty, and student life personnel?

Students: High

The Task Force discussed the extent to which the philosophies are disseminated at length.

The philosophies are disseminated to *students* is at a high degree because the campus ensures that all students have and sign the Partnership for Academic Excellence (an explicit articulation of expectations [Appendix A]). The syllabi and web resources for the First Year Seminar explicitly reinforce the Template for that course. The students all receive printed versions of the Principles of Undergraduate Learning. These Principles are painted in stairwells and in classrooms, celebrated on banners in the building, and reinforced on posters in classrooms. The campus welcomes all new students in a colloquium and all scholarship students at a Scholars' Day event at the beginning of classes in the fall. Spring sees Honors Day for entering students who have performed well. One school provides an "A" party, a reception and celebration for all students earning an A in any course offered by that school. University College honors some 1,500 students each semester who earn a GPA of 3.0 or higher. The University College building itself is a building for students; personnel, spaces, and programs in the building celebrate entering students, their commitment to and achievement of academic success.

New Faculty: Low

New faculty, on the other hand, are disseminated the philosophy/rationale at a low degree. This is a function of very low visibility at the orientation sessions for new faculty. The

Dimension One: Philosophy

University College faculty are drawn from tenured members of the IUPUI faculty. Though there are periodic reports at Faculty Council and sharing of publications, there is not currently systematic work with new faculty.

Student Life Personnel: Medium

The philosophy is distributed at a medium rate among *student life personnel*. This is a function of growing collaboration in the First Year Seminars as well as academic participation in Student Life and Diversity programs. This trend is very positive, though the Task Force sees potential for strengthening the dissemination to personnel and increasing their involvement.

As stated above, the campus has three separate written statements that guide practice in the first year. The fact that the campus has a University College is an example of the institution's commitment to first-year students. The University College Mission Statement institutionalizes this commitment.

The Template for First Year Seminars was created to guide disparate faculty members of instructional teams in the creation of their syllabi so that students would receive maximum benefit from their time in the seminar.

The Principles of Undergraduate Learning were approved by the faculty council and serve as all faculty members and students with a reminder of why they are here—what the outcomes of this endeavor should include.

Faculty Survey Results

The faculty survey results are closely aligned with the Task Force members' ratings on this Dimension. IUPUI faculty reported higher levels of agreement compared to the AASCU Select 6 * (Please see Appendix J to view detailed information about the faculty and student surveys) faculty on the following statements: "This institution has a comprehensive approach to helping first-year students succeed," "This institution has a coherent approach to helping first-year students succeed," and "First-year student success is a priority for this institution." IUPUI faculty were on a par with AASCU faculty on the statement "This institution has a clear curricular plan for students during their first year."

Recommendations:

New faculty do not receive the information on IUPUI's commitment to serving first-year students in a thorough enough way. Although student life personnel have also been somewhat out of the loop in the past, increasing involvement in learning communities and participating of academics in Student Life and Diversity programming has served to increase the sharing of information.

IUPUI should ensure that *all* new faculty are versed in IUPUI's philosophy statements and commitment to first-year student support. At such a large and complex institution, it

Dimension One: Philosophy

is absolutely essential that new faculty are brought on board from the beginning in order to cement and make the commitment part of the institutional culture.

The campus should continue to ramp up the collaborations with Student Life and Diversity. Make the philosophy statements more explicit when working with student life personnel.

Dimension Two: Organization

Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.

These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

Dimension Two: Organization

PI 2.1: Does your institution have a specific unit with campus-wide multifunction responsibility for oversight of first-year students?

Specific Unit for First-Year Oversight: Yes

University College is the home for all entering students at IUPUI. This unit coordinates the New Student Orientation in conjunction with all the degree-granting schools, orienting new students and their family members to campus. First-year students enroll in a learning community in which is embedded a First Year Seminar taught by an instructional team of faculty member, advisor, student mentor, and librarian. These seminars are major-based, with the majority taught within the schools and following the Template developed by University College. University College has 40 appointed faculty who hold tenure and rank within their departments but whose commitment to entering students is reflected in them accepting a graduate school-type appointment recognizing their work with entering students. These faculty have a formal governance structure, meeting each semester for a retreat and each month for a faculty assembly and a full range of committees (<http://www.universitycollege.iupui.edu>).

The administrative officer for University College is the Dean, reporting (as do other deans) to the Executive Vice Chancellor and Dean of the Faculties.

Constituent units of University College are Pre-College Programs (two Upward Bound programs, the Central Indiana office for Twenty-First Century Scholars, and the College Preparatory Initiatives Program), Orientation Programs, the Advising Center, Academic Affairs, Honors, the Career Center, the Bepko Learning Center, Student Support Services, the Nina Mason Pulliam Charitable Trust Scholars Program, the Student Athletic Academic Support Office, Administration (including the Deans' Office, Technology, and Development and Operations), the Mathematics Assistance Center, jointly operated with the Department of Mathematical Sciences, and branches of the writing center and speech center.

PI 2.1A: What has been the level of overall positive impact of this unit/structure on the experience of first-year students?

Level of Impact: High

The Task Force has reviewed the data on program impact and discussed the high level of overall impact in detail.

Programs offered by University College in conjunction with the schools have been reviewed in terms for their impact of student learning. Measures of GPAs and retention confirm the positive impact of the programs, controlling for background characteristics of the students. Overall, the retention of first-year students has increased approximately 9% in the past three years, further affirmation of program effectiveness.

PI 2.2: Does your institution have a campus-wide committee with a discrete focus on the first year? If yes, please name this committee and indicate whether it is a

Dimension Two: Organization

standing or ad hoc committee. Also, include a description of the work of the committee, its membership, frequency of meetings and reports, and to what office/offices it reports.

Committee with Discrete Focus on First Year: Yes

The IUPUI campus has three campus-wide standing committees that have a discrete focus on the first year. They are the University College Faculty, the Gateway Coordinating Committee, and the Undergraduate Admissions Committee.

1. The University College Faculty consists of tenured faculty who hold appointments in University College as well as other schools at IUPUI. The faculty, when meeting as a whole, is known as the faculty assembly. Nonvoting membership is conferred on the adjunct and emeritus faculty. The faculty meet once per month, including bi-annual retreats focusing on work substantive to the College and the first-year student, and report to the Dean of University College. Standing committees of the faculty include the following: Academic Policies and Procedures Committee; Curriculum Committee; Executive Committee, Faculty Roles, Responsibilities, and Rewards Committee; Planning and Budgetary Affairs Committee; Communications Advisory Committee; and the Undergraduate Admissions Committee.
2. The Gateway Coordinating Committee is dedicated to fostering the success of first-year students at IUPUI and follows these goals: (1) Coordinating communication among those involved in gateway courses across the curriculum; (2) Disseminating information on best practices for promoting learning in these courses, obtained either through campus experimentation and research or findings from other campuses; (3) Seeking funding and other resources to foster innovation and improvement; (4) Promoting existing resources available through University College, the Center for Teaching and Learning, and other campus units; (5) Fostering best organizational and administrative practices to support student success; (6) Identifying work that needs to be done in connection with the improvement of gateway courses and early student success and funding task groups to accomplish this work; and (7) Reporting on progress with respect to student achievement in gateway courses and organizational changes that have occurred to better support these courses.
3. University College also serves as home for the Undergraduate Admissions Committee, which is charged to review yearly the admissions standards for entering students.

PI 2.2A: What has been the level of positive impact of these committees on the overall quality of the first year on campus? Summarize how the Task Force made its judgment and provide specific examples.

The Task Force rated the overall quality of the first year on the IUPUI campus as high.

University College Faculty

Dimension Two: Organization

The Task Force reviewed the programs and services that have resulted from the formation of University College, the Gateway Group (which deals with the highest-enrolling courses on campus, called “Gateway” courses), and related initiatives. Each program has seen significant growth and development. In Orientation, for example, only hundreds of students and virtually no family members attended a voluntary program in the early years, and the degree-granting schools on campus were not partners. Now, all schools are partners for a mandatory program serving over 4,000 students before the fall term as well as programs before spring and summer terms. Nearly 2,000 family members now also participate before the fall. Students report high satisfaction with Orientation. The learning communities build on Orientation with the peer mentor on the instructional team for the First Year Seminar having also been an Orientation leader during the summer. The impact of the programs has been assessed both by the institutional research office and by faculty named as faculty fellows, bringing their disciplinary methodologies to the study of issues important for entering students, an action research model for program improvement.

Gateway Coordinating Committee

During its third academic year of operation, the Gateway Group, dedicated to fostering the success of first-year students at IUPUI, reaffirmed its original goals:

- Coordinating communication among those involved in Gateway courses across the curriculum
- Disseminating information on best practices for promoting learning in these courses, obtained either through campus experimentation and research or findings from other campuses
- Seeking funding and other resources to foster innovation and improvement
- Promoting existing resources available through University College, the Center for Teaching and Learning, and other campus units
- Fostering best organizational and administrative practices to support student success
- Identifying work that needs to be done in connection with the improvement of Gateway courses and early student success and funding task groups to accomplish this work
- Reporting on progress with respect to student achievement in Gateway courses and organizational changes that have occurred to better support these courses

The continued emphasis this year was the theme “Gateway and Beyond,” which represented the added goal of increasing communication and collaboration between Gateway courses and upper division and professional school courses. Forum topics included:

- **Honesty Matters: Proactive Strategies Toward Academic Integrity:** This forum offered practical advice for fostering an honest, productive classroom environment, as well as the opportunity for faculty, students, and staff to share

Dimension Two: Organization

and discuss their insights and experiences related to academic integrity and misconduct.

- **W'sup? High School Students Envision College:** This forum provided the unique opportunity to listen to and interact with a panel of high school seniors, high school staff, and college freshmen about their needs and expectations for undergraduate education.
- **Success Stories: Approaches That Work in Gateway Courses:** This forum sought to collect and disseminate best practices for teaching introductory undergraduate courses. Faculty, staff, and students were encouraged to share and learn from each other the strategies that have been most helpful in their work in Gateway courses. A special focus was on hearing about the work of those who received Gateway grants.
- **So, Did They Learn? Assessing Work in Gateway Courses:** In this forum, participants sought to answer the following questions: How can faculty measure success in their work with Gateway courses? How can student learning be evaluated?

Once again, the Gateway Group worked with the Office of Information Management and Institutional Research (IMIR) to identify courses that enroll high numbers of first-time full-time freshmen. The chart that identifies these for the past period for which we have figures identifies 44 courses as Gateway Courses (see Appendix B). Most of the efforts of the Gateway Group revolve around these courses.

Undergraduate Admissions Committee

Retention of entering full-time, first-time students increased nearly 10% in the past five years, partly a function of deferrals to Ivy Tech and partly a function of retention initiatives.

PI 2.2B: What is this committee's level of focus on each of following issues? (Task Force answered: First-year curriculum (HIGH); Student life (MEDIUM); and Retention (HIGH). Summarize how the Task Force made its judgment and provide specific examples:

First-Year Curriculum

The Task Force members are very familiar both with the work of University College and of the Gateway Group where the departments chairs, course coordinators, and faculty work together in addressing work with entering students. Primary attention has been paid to the curriculum—from the bridge program offered in conjunction with several schools, to the first year seminars and learning communities and now thematic learning communities and the critical inquiry course and the academic support programs, all offered in conjunction with the curriculum.

Student Life

Dimension Two: Organization

Campus & Community Life (CCL), a program of Student Life and Diversity (SLD), collaborates extensively in orientation and in the first year seminars. With the opening of nearly 800 new residential places on campus, there is attention to providing appropriate contexts and experiences for the students who will be living on campus. CCL is housed in the University College Building, pending the construction of the new Campus Center, and both formal and informal collaboration among mentors, advisors, and professional staff supplement the formal attention the committees pay to joint work. Faculty Council and SLD committees and staff attention are devoted to the weeks of welcome, to a colloquium for entering students, and to means for involving students in cocurricular programming from the beginning of their study at IUPUI.

Retention

The committees—in fact, all the committees at IUPUI—have had retention as a central issue for several years. Retention rates for IUPUI are below peer institutions, though they are well ahead of three years ago. Retention remains a primary concern for the campus. IUPUI's new chancellor has challenged the campus to double the number of baccalaureate degree recipients by the year 2010, making attention to retention of all students an even greater priority.

PI 2.3: For committees charged with addressing first-year issues at the unit or department level, to what degree is it common to have cross-functional membership (e.g., faculty, student affairs, professionals, administrators, students, others as appropriate)? Summarize how the Task Force made its judgment and provide specific examples.

Cross-Functional Membership: Very Common Practice

The University College committee structure specifies membership from these groups, and we have followed those mandates. Faculty, advisors, student affairs personnel, administrators, and students serve on the committees at all levels.

Additional PI 2.4: Has faculty governance been effective in attending to issues for first year students?

At IUPUI, the Faculty Council, after a year of study, approved the formation of University College. The Council, through its Academic Affairs Committee, has kept informed of the work of University College. The Faculty Council approved the Principles of Undergraduate Learning as the articulation of expectations for the undergraduate experience at IUPUI, playing out within each degree program as a function of learning within and across the disciplines. The Faculty Council also approved an administrative withdrawal policy that was necessary for the implementation of Structured Learning Assistance (a recent initiative requiring students in specific courses with a C or lower to attend mentoring sessions) and designed to increase student academic achievement.

Dimension Two: Organization

Faculty Survey Results

Organizationally, IUPUI faculty were significantly stronger in their agreement compared to AASCU Select 6 faculty on all of the statements relating to the first-year courses, programs, and services: they are integrated vertically (treated as a foundational year upon which later years build), horizontally (all units dealing with first-year students communicate and work together in an organized way), and they are both intentional (have stated goals and objectives) and active (IUPUI actively pursues those goals and objectives). Compared to the AASCU faculty, IUPUI faculty reported a higher level of agreement that “administration provides leadership to faculty and staff in promoting first-year student success.”

IUPUI faculty reported a higher level of agreement compared to AASCU faculty that faculty and student affairs staff members work closely together in orienting first-year students and in ways that promote first-year student success, and that Student Affairs staff have the support of the faculty.

Recommendations

IUPUI has done a lot of work with regard to structurally supporting first-year students. The work of the University College Faculty, the Gateway Committee, and other groups should continue to maintain their current level of focus on first-year student success. An effort should be made to increase the existing committees’ focus on student life issues.

Dimension Three: Transitions

Foundations Institutions facilitate appropriate recruitment, admissions, and student transitions through policies and practices that are intentional and aligned with institutional mission.

Institutions improve the academic and social readiness of students to make the transition to higher education environments by communicating clear curricular and cocurricular expectations and providing appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain linkages and curricular alignments between faculty and secondary school teachers, and they communicate with guidance counselors, families, and other sources of support, as appropriate.

Dimension Three: Transitions

PI 3.1: To what degree do admissions materials (e.g., viewbook, brochures, Web site) provide students an accurate picture of institutional mission, academic expectations, and student life?

Institutional Mission: Medium

The Task Force had a very lively discussion on the extent to which admission materials provide students with an accurate picture of the institutional mission, and determined a ranking of medium. The challenge is that IUPUI is a very complex institution, growing from a collection of graduate and professional programs coupled with extension operations. We have now had 35 years to form the campus, and student outcomes are improving. Yet, the awarding of degrees by two universities, across a wide range of schools, makes presenting one picture of our mission a challenge. We couple that with the change from a primarily returning adult undergraduate student body attracted by Learn and Shop and other innovative teaching delivery systems to one including what is now a majority of entering students who are traditional, though primarily commuting. Even our ad campaigns say “Why Not Both?” to highlight the awarding of both Indiana University and Purdue University degrees, sometimes leading students to see a bifurcation in the campus which does not exist in terms of student and faculty life. Thus, ambiguity is inherent. The Task Force’s rating would be high but for the complexity that characterizes IUPUI. We think we are dealing with the various missions well. For example, we have Viewbooks (recruitment materials) for traditional students, returning adult students, and international students. And we use GoalQuest as a tool to serve entering students in the same three populations. We have multiple Web sites in an attempt to connect students and prospective students with the information most helpful to them. We try to include photographs in our publications and Web sites that reflect diversity. We don’t want pictures of traditional students by the river adjacent to campus when we are describing IUPUI to prospective returning adults. We want to articulate our mission in a way that engages the individual student, whether that student is of traditional age, a returning adult, or an international student.

Academic Expectations: Medium

The Task Force was very engaged in its deliberations on the role of academic expectations, and gave this area a medium ranking as well. We use GoalQuest effectively to communicate important information about our expectations. All schools now participate in orientation, where the primary focus is on academic expectations. National Survey of Student Engagement (NSSE) data for first-year students place IUPUI above expected levels for the campus, and we are trying to communicate that expectation through asking students to sign the Partnership for Academic Excellence, having opening conversations about the Principles of Undergraduate Learning at Orientation, and through communications to entering students. It helps that all students, even dual admits, enter through University College where faculty work together to articulate the academic expectations. The University College student manual spells out admission and certification requirements. There is a handout for students who are admitted on a conditional basis. Our partnership with Ivy Tech, the local community college that provides developmental education to those who do not meet IUPUI entrance

Dimension Three: Transitions

requirements, has served students whose admission is deferred to Ivy Tech very well, and we are increasing attention to all transfer students, especially to those coming from Ivy Tech. Schools communicate with students who have dual admission, talking about undergraduate research and study abroad and other powerful pedagogies, as does University College. This stress on the learning experience is providing a richer understanding of the academic expectations.

Student Life: Medium

The Task Force presented the medium ranking for student life to some degree at an aspirational level. IUPUI is expecting to break ground for the Campus Center this year. After a hiatus of two years, we will reopen the food court in University College this spring, giving students a place to eat and “hang out.” The new housing is nearly completed, and it will play an increasingly important role in defining student life. The Campus & Community Life programs are outstanding and are linked in very international ways to the first year seminars and other courses. Faculty are increasingly using Campus & Community Life programming to enhance the student learning experience. The campus has done a very good job of moving to Division I athletics, and the campus is very effective in describing that program and engaging prospective and actual students, particularly with the men’s basketball program.

PI 3.2: To what degree does your campus provide information designed to promote first-year student success to families, K–12 classroom teachers, and high school guidance counselors?

Families: Low

The Task Force gave IUPUI a low rating for this area. The good news is that 1,500 or more parents and family members now attend orientation and a hundred or so join us for an event in the first half of the fall semester. We now have a parent newsletter, as well. Yet we believe we can do much more significant work with parents, who we perceive as critical partners in supporting their students’ education. A majority of our students are first-generation, and we need to develop means to work with these parents in particular.

K–12 Classroom Teachers: Medium

The Task Force gave IUPUI a medium rank. University College is the home for Project SEAM in which faculty in Biology, Chemistry, Physics, Mathematics, and Writing have worked for several years in a close examination of the curriculum and expectations for student learning as students move from high school to college. We involve all the public high schools in Central Indiana and all the postsecondary campuses in this \$13 million project to provide professional development to the teachers. So we have a good foundation, though there are many disciplines and teachers to reach. The attrition rate for the Indianapolis Public Schools District is over 50% before high school graduation, and we see it as a major challenge to identify means to support public education and help students be on pathways that will lead to college degrees. Work with middle school counselors, teachers, and parents through Enrollment Services and with Upward Bound and Twenty-First Century Scholars through University College is making impact on

Dimension Three: Transitions

students and parents. Information Management and Institutional Research (IMIR) provides a high school feedback report which is very helpful to the schools in reporting how their students are doing at IUPUI. The Task Force does not know the extent to which the data are reaching the high school teachers themselves, and this is critical if we are to have the impact that would be helpful. One Psychology faculty member has regular programming for high school psychology teachers. The School of Education delivers its curriculum in the schools. The partnerships are very strong.

High School Guidance Counselors: High

The Task Force found a high degree of information sharing with guidance counselors. We have extensive programs with the counselors—regional breakfasts once a year, an annual gathering on campus, a newsletter, and other mailings. We provide a notebook of information and keep the counselors up to date on our expectations.

PI 3.3: How successful is your campus in assuring that first-year students establish connections with faculty (especially out-of-class), establish connections with upper-level students, and know about and/or use campus services?

Establish Connections with Faculty (especially out-of-class): Moderately

The 2002 NSSE report is encouraging, relative to our peers and expectations for the campus. We believe the in-class connections are very high, but we give this moderate rating because we do not yet have the out-of-class contexts we seek. We could even rate this as high, though our aspirations are to provide many more opportunities. That will happen as the University College food court is reopened, as the Campus Center is built, and as we involve faculty with residential programs. The orientation survey gave very high ratings to the connections made there. The survey for the First-Year Seminar strongly affirms faculty connections.

Establish Connections with Upper-Level Students: Very

IUPUI has been very successful in this area because we have placed great emphasis on student leadership—through having the orientation leaders also serve as the student mentors on the instructional teams for the first year seminars, through the many programs of the Bepko Learning Center, through the Structured Learning Assistance and Supplemental Instruction leaders in key disciplines.

Know about and/or Use Campus Services: Moderately

This item provoked lively debate primarily because there is the perception that we have a low level of services, though the reopening of the food court and the building of the Campus Center will have enormous impact. The Task Force settled on a “moderately successful” rating due to these issues. The first year seminars acquaint students with the services that are available, and many services are available (though our aspirations are much higher).

Dimension Three: Transitions

PI 3.4: To what degree does the institution assure that all students and their families have timely and accurate information about college costs and financial aid (including grants, loans, and scholarships) during recruitment and admissions and during the first year in order to plan for subsequent years?

During Recruitment and Admissions: High

Our Viewbooks, the IUPUI application itself, our Web sites, and Indiana's College Goal Sunday all contribute to this rating. Our relatively new scholarships office is doing a very good job of providing information. We are expanding our scholarship programs. We see the awarding of scholarships to mentors as very important work. We are seeking to increase on-campus employment significantly and have projects underway that we think will be model programs. Our work study program now has an academic component. The state itself has established a fine track record with the Twenty-first Century scholars program which serves about 1,000 of our students.

Returning Students: High

We have registration appointments for students, signs all over campus, and notices on e-mail. An elaborate contact system is in place for keeping in touch with all University College students.

New PI 3.5: To what degree have students made the transition to use technology?

Transition to Use Technology: High

IUPUI has placed great emphasis on technology, and we recommend consideration of an item on how students make the transition to use of technology on campus. Among the items we believe important are having e-mail up and running at orientation, the wireless environment, the availability of laptops to check out, the Oncourse program (akin to blackboard), the electronic student portfolio, a contract with Microsoft to provide software to students, the heavy use of technology in the University Library, the new Student Information System, GoalQuest, and other technical applications. Technology is not an end in itself, but the effective use of technology might well be singled out as key as students make the transition.

New PI 3.6: To what degree has the campus considered programming for transfer students?

Programming for Transfer Students: Low

The consideration of specific programming for transfer students might be a new PI. Access to the baccalaureate, particularly for students who reflect diversity, may become increasingly a function of serving transfer students well. This is a relatively new issue to Indiana, but it might be singled out as a key factor. IUPUI would give itself a low rating at this point.

Dimension Three: Transitions

Faculty Survey Results

Compared to AASCU Select 6 faculty (see Appendix J for survey details), IUPUI faculty were less inclined to agree that their institution does a good job of informing new students about the institution's history and traditions and IUPUI faculty also lagged behind other AASCU faculty in terms of agreeing that the institution facilitates new students' early involvement in the *non-academic life* of the institution and conveys to new students the sense that they "belong" here. Part of these low ratings could corroborate what the Task Force found to be a high degree of complexity in the institution and its history.

IUPUI faculty were on a par with AASCU faculty in agreeing that their institution keeps faculty informed about the academic support services where they can refer new students who are having difficulties, in first-year students knowing what is expected of them outside the classroom, rating their institution at enrolling new students who can benefit from what the institution has to offer, and conveying to new students the sense that, if they make effort, they can succeed here.

IUPUI faculty were in stronger agreement than AASCU faculty with the notion that first-year students at IUPUI know what is expected of them academically; that the admissions office's professional staffers know the faculty's specific department's curricular options and strengths; that the institution does a good job of communicating to new students what it has to offer academically, informing new students about the values this institution considers important, helping new students get off to a good start academically, and facilitating new students' early involvement in the academic life of the institution.

Student Survey Results: National Survey of Student Engagement (NSSE) Spring 2004 Administration:

IUPUI first-year students reported similar levels of satisfaction with the overall performance of the institution in terms of transitional experiences compared to students attending other comparison institutions participating in the NSSE (AASCU Select 6*, Urban Peers**, and Doctoral/Research-Intensive [Please see Appendix J to view detailed information about the student survey]). IUPUI students reported similar levels of satisfaction with their entire educational experience and quality of academic advising compared to students attending comparison institutions.

Recommendations

Although the campus now has a newsletter for parents and families of new students, much outreach remains to be done. The campus needs to look at ways to share information that will promote first-year student success with the support systems of our students.

Out-of-class connections with faculty members are not a part of the campus culture at this point, but potential lies in the building of a new Campus Center that would facilitate

Dimension Three: Transitions

improvement in this area. More attention also needs to be paid to ensuring that campus services information is disseminated—and received—by students.

Dimension Four: Faculty

Foundations Institutions elevate the first college year to a high priority for the faculty.

Chief academic officers, deans, and department chairs articulate expectations for substantial faculty interaction with first-year students, both inside and outside the classroom. The institutions' system of rewards supports these expectations.

Dimension Four: Faculty

PI 4.1: If, within the past two years, your campus has offered faculty development (workshops or other structured activities) that either focus on, or are inclusive of, teaching first-year students in the academic disciplines for any of the following groups, please indicate the degree of participation for each of the following groups:

Newly Hired Faculty: High

The Task Force rates us as high with new faculty as a function of extensive work with all writing and first year seminar instructors and with all mathematics instructors, particularly the Trustees Lecturers who are teaching a large proportion of the high enrollment courses for entering students. The Center for Teaching and Learning offers a wide portfolio of programs for newly hired faculty, emphasizing those in the Gateway courses.

Continuing: Medium

The Task Force rates IUPUI as medium. We have made great strides through the Gateway program and other efforts in the schools and through both the Office for Professional Development and University College. We see a need for increased attention to continuing faculty. The expansion of Just-in-Time teaching and Peer-Led teaching teams has served entering students well in terms of increased faculty participation in programs.

Continuing Part-Time/Adjunct: High

The Task Force again rates IUPUI high as a function of departmental required programs and Gateway and other initiatives, including ones specifically for these faculty, by the Office for Professional Development.

Grad TAs: Medium

IUPUI does not have many graduate assistants in this role. The campus has done a good job with those in the role, but we rate it as medium, given the perception of the need for increased attention as we expect to have more students in these roles.

PI 4.2: To what degree does the institution, or do academic units, encourage out-of-class interaction between faculty and first-year students?

Institutional Encouragement: Medium

The Task Force had a lively debate, alternating between a rating of high and medium, finally settling on medium. University College, in collaboration with Campus & Community Life through the first year seminars, has made this a high priority. There is much increased activity in the Thematic Learning Communities (TLCs). Such programs as the United Way Day of Caring and other service days, coupled with the Weeks of Welcome, programs in the Cultural Arts Gallery (located in the University College

Dimension Four: Faculty

building), and other efforts have moved the campus forward. Having the University College building as a context for the interactions has been transformational for IUPUI, and we foresee a doubling (or more) of interactions as the Campus Center is built. We also see much room for growth through involving faculty in the new housing.

Academic Unit Encouragement: Medium

The Task Force rated this at medium. The co-curricular, informal events that are planned in the TLCs make a strong contribution, as does departmental participation and support of the campus-level programming such as noted above. Some departments (Biology and Psychology, for example) are exemplary in having programs with such interactions.

PI 4.3: Consider new faculty who were hired in the past academic year and whose responsibilities include teaching first-year students. To what degree were expectations for involvement with first-year students and with various components of the first year clearly communicated during the hiring process?

Expectations Communicated: High

The greatest proportion of new hires involved with entering students in the past year have been the Trustees' Lecturers, where expectations for involvement are very clear and are supported.

PI 4.4: To what degree does your institution reward high levels of faculty interaction with first-year students through special awards, annual performance reviews, decisions about tenure and promotion?

Special Awards: Low

The Task Force rated IUPUI as low; we have no such awards centered on the first-year students.

Annual Performance Reviews: Low

The Task Force rated IUPUI as low; there is not currently a specific category in annual performance reviews.

Decisions about Tenure and Promotion: Low

Many faculty are promoted on the basis of teaching, but there is no specific attention to work with first-year students, resulting in the perception of a low rating.

The Task Force believes that there are other possible PIs in this area as follows:

To what degree does your institution provide grant programs for supporting faculty involvement with entering students?

Dimension Four: Faculty

Grants Supporting Faculty Involvement: High

We would rate IUPUI as high as a function of the Gateway grants and other programs in the Office for Professional Development as well as the Faculty Fellows in University College.

To what degree does the campus provide structures for faculty involvement with entering students?

Structures for Faculty Involvement: High

We rate IUPUI high as a function of University College, of the learning communities, and of faculty participation in and support for Supplemental Instruction, Structured Learning Assistance, Peer Led Team Learning (PLTL), the Gateway programs, and other departmental and school efforts.

To what degree does the campus provide support for faculty to involve first-year students in powerful pedagogies (service learning, collaborative learning, work on campus, undergraduate research)?

Powerful Pedagogies: Medium

We rate IUPUI medium but have this as a high priority for involving students in their learning.

To what degree does the campus involve others on campus as partners with faculty in instructional programs?

Partnerships with Faculty: High

We rate IUPUI as high and believe this is a very important part of faculty work here—to involve faculty as partners with advisors, student mentors, librarians, and others in working with entering students.

Note: The Task Force sees this dimension as potentially the most important of all the dimensions. If work with entering students is “assigned” to student affairs, to advisors, or to others (i.e., not specifically to faculty, who control the culture of the campus and define expectations for students), the members of the Task Force believe that the work may become marginal to the campus culture and would not result in the attention warranted for supporting the academic success of entering students.

Faculty Survey Results

As the Task Force noted, structures for interacting with students outside of class do not yet exist on the IUPUI campus, but this will likely change when the new Campus Center is built. Clearly the Task Force members felt that more time could be spent with first-year students both in terms of teaching and interacting (in both formal and informal

Dimension Four: Faculty

ways). However, according to the survey results, IUPUI faculty reported higher levels of agreement than AASCU faculty that “faculty are encouraged to interact with first-year students outside the classroom.”

One key area that IUPUI faculty lagged behind compared to their AASCU peers was in regard to the emphasis on teaching. Compared to the AASCU Select 6 faculty, IUPUI faculty reported lower levels of agreement that teaching is more important than research, and that when hiring new faculty members, the institution focuses more on candidates’ teaching abilities than their research abilities.

Interestingly, IUPUI faculty agreed more strongly than their peers at AASCU institutions that faculty are rewarded (e.g., P&T, merit salary) for teaching first-year students. This could be due to the stipend provided to University College faculty. Compared to AASCU Select 6 faculty, IUPUI faculty more strongly agreed that faculty are encouraged to learn about first-year students and how to help them succeed, and that faculty colleagues consider the first year as a time to help students lay the foundation for the rest of their college education.

Recommendations

IUPUI should continue its good work with newly hired faculty who will be teaching writing and first-year seminars, but this could be expanded to include outreach to other new faculty. This recommendation was made in regards to the dissemination of the mission statement of University College, the Template for First-Year Seminars, and the Principles of Undergraduate Learning in the discussion on Dimension One. We see these as interrelated, as improvement in one should accompany improvement in the other. This outreach should also extend to continuing faculty and graduate TAs. The professional development opportunities for continuing part-time and adjunct faculty that are offered by the Office for Professional Development could be extended to include the groups mentioned above.

Out-of-class interaction with faculty will likely increase with the building of the Campus Center, but the institution must be intentional in this regard and keep this as an explicit goal through the process. Academic units should encourage faculty to follow exemplary models such as those of the Biology and Psychology department in the creation of programming to increase student-faculty interaction.

The campus should continue to share its high expectations for involvement with first-year students with *all* newly hired faculty, rather than exclusively the Trustees’ Lecturers.

In order to encourage faculty interaction with first-year students, the campus must place more of an emphasis on teaching first-year students. Although some faculty choose to be evaluated for promotion and tenure according to their teaching, the majority still choose research. This is both a cultural and a structural issue on the campus, and the change needs to be systemic. Although University College does a superb job of providing

Dimension Four: Faculty

structures for faculty interaction, there are many more faculty who are not associated with University College and could benefit from such a cultural change on campus.

Grant programs for faculty could be a way to encourage interaction; the Gateway grants and Faculty Fellows programs are good examples of this type of effort.

Dimension Five: All Students

Foundations Institutions serve all first-year students according to their varied needs.

The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students' abilities, backgrounds, interests, and experiences.

Dimension Five: All Students

PI 5.1: To what degree has your campus systematically examined the experiences and special needs of academically underprepared students, Honors students, and racial/ethnic minority students?

Academically Underprepared Students: High

The Task Force rated IUPUI's examination of the experiences and special needs of academically underprepared students as high. The campus has implemented placement testing in reading, writing, and mathematics for all students and has implemented course prerequisites as a function of placement results or prior courses for many Gateway courses. We have tried not to stigmatize students or otherwise send messages that would communicate low expectations for students but instead developed and implemented strategies and programs for all students, seeking to support their learning as a function of their abilities. In addition, student satisfaction and other surveys (NSSE, entering student, continuing student, etc.) are used to examine the student experience, in addition to qualitative research on learning communities. Academic advisors complete a protocol, based on students' records, prior to advising appointments within orientation, to think through appropriate recommendations and experiences for students. Several years ago, a task force on reading resulted in the development of new strategies for serving all students rather than teaching isolated courses in reading.

Honors Students: Low

The Task Force rated IUPUI's examination of experiences and practices with Honors students as low. The campus is attracting an increased number of honors and other well-prepared students, but we believe our range of programs to support those students is in a developmental stage. We have launched a new scholarship program named for retired Chancellor Bepko, and we expect to make significant progress not only with the students in that program but with all Honors students as we launch the program this fall. We are also developing Honors House as a residential component of the Honors Program, which was expanded in Fall 2004.

Racial/Ethnic Minority Students: Medium

The Task Force rated our examination of experiences with racial/ethnic minority students as medium. We have a diverse student body, and we seek to enhance that diversity in the faculty and staff, in the curriculum, and in the campus culture in general. We review all student learning outcomes and survey data as a function of the ethnicity of the students. The Diversity Cabinet, chaired by the Chancellor, is the focus for our work. The campus gives itself a "yellow light" (not at an acceptable level: either improving, but not as quickly as desired; or declining slightly—a yellow light indicates that strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement) with its recruitment of a diverse student body, and a "red light" (current status or direction of change is unacceptable—immediate, high-priority actions should be taken to address this area) with the retention and graduation of a diverse student body. It is, however, an area of emphasis for the campus.

Dimension Five: All Students

PI 5.2: To what degree are you providing services to meet the specific needs of the academically underprepared students, Honors students, and racial/ethnic minority students on your campus?

Services for Academically Underprepared Students: High

The Task force considered the orientation, first-year seminars, learning communities, Critical Inquiry, Supplemental Instruction, Structured Learning Assistance, the Bepko Learning Center, the Mathematics Assistance Center, the Writing Center, the Speech Center, and other academic support programs, “wrapped around” the curriculum and rated the campus as high in serving academically underprepared students.

Services for Honors Students: Medium

The Task Force considered the development of the Honors Program, the Bepko Scholars Program, the Undergraduate Research Program (UROP), and other efforts underway and rated our work with Honors students as medium. We have a long tradition of involving students in research and will this spring host the National Conference on Undergraduate Research, bringing 2,000–3,000 students from across the country for a conference on undergraduate research. We aspire to expand this work significantly.

Services for Racial/Ethnic Minority Students: Medium

The Task Force had a lively discussion on the provision of services for racial/ethnic minority students. We have had a tradition of offering programs for all students, believing it unhelpful and inappropriate to offer programs that could be viewed as stigmatized. All students participate in Honors Programs, the academic support programs, and the cocurricular programs. At the same time, we find unacceptable outcomes for many students and are piloting programs for certain populations of students. The TRIO programs, including Student Support Services and McNair Scholars for undergraduates, stress work with low income and first-generation students, where students who represent diversity are often overrepresented. So there is a philosophical “divide” on whether separate programs are appropriate. Given support for all students in all programs and the development and piloting of programs for targeted populations, the overall rating is medium.

PI 5.3: To what degree have you evaluated the effectiveness of services intended to meet the special needs of academically underprepared students, Honors students, and racial/ethnic minority students on your campus?

Evaluation of Services for Academically Underprepared Students: High

The Task Force rated the effectiveness of services with academically underprepared students as high, as a function of program evaluation and other quantitative and qualitative assessment on the effectiveness of the programs in increasing academic achievement and persistence. We have made many program changes as a function of the research.

Dimension Five: All Students

Evaluation of Services for Honors Students: Medium

The Task Force rated the effectiveness of services with Honors students as medium. We do retention studies and other reports on academic achievement. We have not conducted a systematic qualitative or quantitative program review and believe that would be necessary to have a high rating.

Evaluation of Services for Racial/Ethnic Minority Students: Low

The Task Force rated the effectiveness of services with racial/ethnic minority students as low, based on the low retention and graduation rates. We now have a campus task force and other groups charged by the Chancellor to attend to means by which we will strengthen our work. We aren't there yet. Our diversity indicators and other assessment tools are providing us with key ratings and provide pathways to improvement.

PI 5.4: To what degree does your campus assure that the “average” students experience individualized attention from faculty/staff, academic support, and opportunities for campus involvement?

Faculty/Staff: Medium

The Task Force rated the individualized attention from faculty/staff as medium for the “average” student. We do not have separate protocols for students, relying on placement testing, the academic support programs, the learning communities (including the first-year seminars), etc. for all students. So, there is some question about what “average” means in our context. Yet, we aspire to increase that attention. We have made great strides with University College, the Gateway Group, relatively small class sizes, and our various interventions, including Critical Inquiry. Yet, when we review the 2002 NSSE data and other data relative to our peers, we believe that a “medium” rating is appropriate here.

Academic: Medium

The Task Force rated academic support for the “average” student as medium. The various interventions mentioned earlier reach these students, as do procedures such as the early warning system and administrative withdrawal in some classes, as well as ongoing attention by the Gateway Group. Yet, given that our retention rates and especially our graduation rates are below our peer institutions, the rating here is “medium.”

Opportunities for Campus Involvement: Medium

The Task Force reviewed the program of Campus & Community Life, the new housing, the use of University College as the interim student activity center, the developing Athletic program, the Weeks of Welcome, and other programming as reaching “average” students. There are very explicit connections now between the first-year seminars and activities outside class. We do not see a high rating as appropriate until we open the new

Dimension Five: All Students

Campus Center. Student data from the 2002 NSSE and other surveys confirm a medium rating.

Faculty Survey Results

IUPUI faculty were on a par with the AASCU cohort in agreement that their institution provides instructors with adequate support for working with students who are gifted, have disabilities, or are athletes.

IUPUI faculty reported higher levels of agreement than the AASCU faculty in support for working with students in the following areas: students who are from a variety of cultural backgrounds; are unprepared for college work; have family and/or work obligations; are older or returning students. Compared to the AASCU faculty, IUPUI faculty reported higher levels of agreement that their institution in places first-year students in courses appropriate to their academic preparation and that their institution provides adequate support for all of the kinds of first-year students admitted.

Student Survey Results: National Survey of Student Engagement (NSSE) Spring 2004 Administration

IUPUI first-year students reported higher levels of agreement with the statement that the “institution provides you with the support you need to help you succeed academically” compared to all comparison groups participating in the NSSE (AASCU Select 6, Urban Peers, and Doctoral-Intensive). Overall, survey results suggest that IUPUI has relatively effective policies and programs in place to ensure adequate support for students with diverse needs, abilities, backgrounds, and interests.

Recommendations

IUPUI is doing a good job of examining the experiences of academically underprepared students, and this work should continue. However, improvement needs to be made in evaluating the experiences and special needs of Honors students. The new Bepko Scholars Program is in a position to serve as a model for the Honors Program in this regard. The current work done with minority students needs to be expanded. This is currently a high campus priority, and various task forces are examining ways to improve the recruitment, retention, and graduation of minority students. This area for growth is discussed in detail in the Diversity dimension.

Again, the work IUPUI is doing with regard to underprepared students is good, and should be continued. The campus should look at the services provided to Honors students and determine what their needs might be, and expand accordingly. There is enormous potential for new services in the Honors House, but attention should be paid equally to those high-performing students who do not live on campus and who do not receive programming available for the recipients of scholarships. As noted above, the campus is currently focused on services available to minority students, and this will likely continue until the campus improves its recruitment, retention, and graduation rates.

Dimension Five: All Students

IUPUI has spent a good amount of time and energy assessing its programs and services. However, this attention should not wane, as there have been many changes in programs resulting from the research. As noted above, more attention could be paid to assessing services for Honors students, and it is clear that the services available to minority students warrant continual evaluation and improvement based on the evaluation.

Individualized attention and opportunities for campus involvement for “average” students will likely increase with the changes noted earlier in this report that will take place as a result of building the new Campus Center.

Dimension Six: Engagement

Foundations Institutions engage students, both in and out of the classroom, in order to develop attitudes, behaviors, and skills consistent with the desired outcomes of higher education and the institution's philosophy and mission.

An explicit goal of first-year instruction across the curriculum, engagement promotes intellectual curiosity and excitement. Engagement is also the basis for out-of-class learning and development. Whether in or out of the classroom, engagement promotes critical thinking, lifelong learning, moral and spiritual development, and civic responsibility.

Dimension Six: Engagement

PI 6.1: To what degree do the following first-year courses include pedagogies of engagement (i.e., active learning strategies)?

Required, Non-Developmental First-Level Writing Course: High

The Task Force rated this as high in that it is a universal requirement, and the English Department has been a “model” department in introducing involving pedagogies. Extensive faculty development programs for all faculty support the faculty in developing such pedagogies. In past years, students sometimes did not find open sections, but we now use a wait-list system and have aligned sections with students’ placement levels, getting students into the course. The English Department has also developed a “stretch” course of W130–131 for students who place at the lower level.

First-Level Psychology: High

The Psychology Department offers two introductory courses (B104, Psychology as a Social Science and B105, Psychology as a Biological Science). Psychology has been a pioneer with innovative pedagogies, moving away from “seat time” as a measure of student learning to offering the courses with extensive non-lecture supports for students. There is a faculty-led session once a week, centering on involving pedagogies and a student mentor-coordinated Structured Learning Assistance session once a week. There is increasing interest in incorporating service learning across more sections, and that will increase engagement.

First-Level History: Medium

There is much less commonality across sections for history than there is for writing and psychology, the course taking shape in large part as a function of the instructor. There is some use of Structured Learning Assistance, and the History Department is participating actively in Gateway initiatives to support faculty on an individual basis.

First-Level Biology: Medium

The Biology Department is using Just-in-Time Teaching and other pedagogies to increase engagement in introductory courses. Structured Learning Assistance is also in place. The Task Force rated this medium rather than high in recognition that the department is now in the process of implementing peer-led teaching teams, which are seen as moving this to a high level upon implementation.

PI 6.2: To what degree are the following out-of-class activities designed to achieve the institution’s learning objectives for first-year students?

Residence Life: Low

We house at most 3% of our students.

Dimension Six: Engagement

Intercollegiate Athletics: High

The Task Force rated our support for learning objectives for student athletes as high as a function of the extensive academic support and service learning and other programs for the student athletes. Required orientation and mentoring sessions center on learning objectives, and the Academic Support office [is Academic Support correct here?] works actively with the coaches in partnership to support learning first for the student athletes.

Student Union/Student Center Activities: No Response

Although we have two floors of the University College building devoted to student activities, and although Campus & Community Life is making strong progress in developing programs for students, the Task Force determined that we should not respond until we have built the Campus Center.

Campus Cultural Events: Medium

The Task Force rated campus cultural events at medium, recognizing the strong progress of Campus & Community Life and other units in developing arts and cultural programming for our entering students. We stress these in the first-year seminars, and we are seeing increased participation by students.

PI 6.3: To what degree does your campus provide structured opportunities for students to practice the habits of civic engagement?

Through the Curriculum: Medium

The Task Force rated our efforts at medium, noting that we have done good work, but that we have much work yet to do. We have incorporated service learning in many classes, including learning communities with service components (often more days of service than true service learning). We look forward to the development of the electronic portfolio's potential for helping students reflect on their civic engagement; we plan a workshop for faculty in Gateway courses for 2004–2005 on recrafting courses to incorporate civic engagement.

Through the Co-Curriculum: Medium

The Task Force rated our effort at medium as a function of the work we do through Campus & Community Life with student organizations and cultural events. The campus also has an outstanding volunteer fair in which students register as volunteers.

Additional PIs

The Task Force saw the potential for additional PIs with this dimension as follows:

IUPUI has had incredible experience with mentoring programs, and we suggest a PI on **mentoring programs as a means of fostering engagement**. Students in mentoring roles (whether those are one-on-one mentoring roles or more programmatic roles as

Dimension Six: Engagement

implemented at IUPUI) are the most powerful intervention on our campus for engaging students in their learning. Our goal is to create a peer culture centered on learning, and the leadership and partnership with student mentors is the most important initiative in reaching that goal. The Task Force would give IUPUI a high rating in this area. At IUPUI, extensive involvement with our students being mentors for younger students off campus in K–12 is also involving students more in their learning on campus.

The Task Force recommended we add a PI on **technology as a means of fostering engagement**. We have extensive use of our course-support software and find the communication with classes in listservs and threaded discussions as well as sharing information to be a powerful means of engaging the students. With library materials now also on the web and linked with the software, even “looking” together at what used to be behind the desk in the reference room of the library is engaging students in new ways. The Task Force sees the electronic portfolio as a critical element in moving all this forward, particularly with the entering students.

The Task Force also recommends singling out **work on campus** as a PI for engagement. Research suggests that students who work on campus are retained more often than students who don’t work, who in turn are more likely to be retained than those who work off campus. We take retention as a proxy for engagement, and we recommend that campuses find increased means for their students to work on campus and for their staff to become students. Our Biology Department now hires entering students to work in the Department, and initial results are very strong in increasing student involvement in the discipline. We are expanding the program to other departments.

Faculty Survey Results

IUPUI faculty reported similar levels of agreement compared to AASCU Select 6 faculty on many engagement items. These included the use of lecture, discussion, and collaborative/cooperative learning; experiential/problem-based learning; group projects; multiple drafts of written work; community service as an integral part of the course; community service for extra credit only; frequent and detailed feedback to students on their progress; multiple-choice tests/exams; papers or other open-ended assignments; student presentations; feedback from students; and technology. The only area that IUPUI faculty reported lower levels of activity than AASCU faculty was in the extent that they emphasize written work (i.e., IUPUI faculty tended to report less use of essays or other open-ended quizzes and exams).

Student Survey Results: National Survey of Student Engagement (NSSE) Spring 2004 Administration

Compared to students attending AASCU and Urban peer institutions, IUPUI students tended to report higher levels of out-of-class and academic engagement (e.g., talking about career plans with a faculty member or advisor, participating in a community-based project, working with faculty members on activities other than coursework, working harder than they thought they could to meet an instructors’ standards or expectations, hours spent per 7-day week preparing for class). IUPUI students also reported higher

Dimension Six: Engagement

levels of agreement than peer group students with regard to academic competence in the following areas: thinking critically and analytically, and analyzing quantitative problems. It is notable that in addition to reporting higher levels of academic competence than students attending Urban and AASCU peer institutions, IUPUI students reported higher levels of engagement than students attending Doctoral Research-Intensive institutions in using computing and information technology, writing clearly and effectively, acquiring a broad general education, and speaking clearly and effectively.

IUPUI students reported higher levels of engagement related to work and community competence than students from Urban and AASCU peer institutions. More specifically, IUPUI students tended to report higher levels of acquiring job or work-related knowledge and skills, and contributing to the welfare of their community.

IUPUI students reported lower levels of co-curricular engagement than students attending AASCU Select 6 institutions (e.g., institutional emphasis on attending campus events and activities, and hours per 7-day week spent in co-curricular activities).

Recommendations

Active learning should be expanded to all courses that have high rates of first-year students. The Gateway Group has potential to improve the rating of the first-level history and biology courses.

Regarding residence life, we need to incorporate more living/learning initiatives in the new housing.

The work done with student athletes as IUPUI achieved Division I status is exemplary and should continue as such. Campus cultural events could be improved by finding additional ways to encourage student attendance.

IUPUI has been recognized by *U.S. News & World Report* for its high level of service learning. However, other opportunities for student engagement exist and should be pursued, both through the curriculum and the co-curriculum.

Dimension Seven: Diversity

Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and peoples as a means of enhancing their learning and preparing them to become members of pluralistic communities.

Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people different from themselves, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

Dimension Seven: Diversity

PI 7.1.a. To what degree does the institution ensure that, in the first year, students experience diverse world-views through the curriculum and the co-curriculum?

The Curriculum: Medium

The Task Force sees this at medium with the curriculum as a function of our including this in the Principles of Undergraduate Learning, which are part of the curriculum at all levels but particularly within the Template for First-Year Seminars. We reviewed data from the IUPUI Student Satisfaction and Priorities Survey and confirm this ranking based on student reports.

The Co-Curriculum: Low

The Task Force considered the Student Satisfaction and Priorities Survey as well as 2002 NSSE data and rank ourselves low with the co-curriculum. We see enormous development within Campus & Community Life centered on diversity, and look forward to the programming and events growing in impact for students and the campus community.

PI 7.1.b: To what degree does the institution ensure that, in the first year, students interact with diverse people through the curriculum and the co-curriculum?

The Curriculum: Medium

The Task Force rated the campus at medium. University College is over-represented in terms of minority participation in all faculty, staff, and student roles, and this is a key priority for University College. The student mentors who are the orientation leaders and members of the instructional teams for the first year-seminars reflect diversity and help create a welcoming context for all entering students. IUPUI is seeking to increase the diversity of our faculty, but we have a long way to go. Data from student surveys including the 2002 NSSE support the Task Force rating of medium.

The Co-Curriculum: Low

The Task Force gave a low rating primarily as a function of the 2002 NSSE data from students in their first year (including the item “Had serious conversations with students of a different race or ethnicity than your own.”). The Cultural Arts Gallery often has art that reflects diversity, and our programming is growing. The Martin Luther King, Jr. Dinner, always a sold-out event, is a key part of life at IUPUI. Yet, the Task Force gives a low rating and stresses the importance of expanding our work.

PI 7.2: To what degree are first-year students’ interactions with diversity followed by the opportunity to reflect on the implications/meanings of the interactions?

Opportunity to Reflect: Medium

Dimension Seven: Diversity

Campus & Community Life, often working in the context of the learning communities and the first year seminars, offers some opportunity. Many courses include reflection. Faculty have attended to issues related to September 11 and to HIV/AIDS in their classes. The electronic portfolio will give context for more student reflection as it develops. Programming after September 11 and on the after-effects of hate posters found in one of the campus buildings a few years ago are exemplary work in helping students reflect. The opening of the Campus Center and the programming that will happen in our new housing will make critical contributions.

PI 7.3: To what degree are first-year students encouraged to explore their own culture in relation to other cultures?

Cultural Exploration: Low

The Task Force sees this happening in introductory courses of Anthropology, Sociology, Religious Studies, and a few others, but many students do not take these courses in their first year. This type of exploration is being done in a few learning communities, but it is not wide-spread. Study abroad and alternative spring breaks are promising, but these are developing programs. We see further development with the Principles of Undergraduate Learning in the Gateway courses, particularly in terms of civic engagement and diversity, playing a key role. The beginning writing course and communications introductory courses do include a writer's statement to include a diverse audience.

Additional PI

The Task Force recommends consideration of **structural issues**, joining PI 7.1.a and 7.1.b. How do experiencing diverse world views and interactions with diverse persons come together? They are not separate enterprises, and it would be useful for campuses to attend to how these two factors interrelate.

Faculty Survey Results

Overall, IUPUI faculty results closely matched the low and medium ratings of the Task Force in this Dimension (Promoting Encounters with Diversity). Areas where faculty reported lower levels of engagement compared to their AASCU peers included providing opportunities for first-year students to learn about people who differ from them in attitudes or values; providing opportunities for first-year students in their classes to learn about people who differ from them in background characteristics; giving first-year students assignments that require them to examine ideas/perspectives other than their own; and asking first-year students in class to wrestle with ideas or points of view that differ from their own. However, these individual-item mean differences were **not** statistically significant. Survey results suggest only one activity was significantly less likely to occur from the IUPUI Faculty perspective compared to AASCU peers: championing a less-accepted point of view for the sake of argument (i.e., playing the devil's advocate).

Dimension Seven: Diversity

Student Survey Results: National Survey of Student Engagement (NSSE) Spring 2004 Administration

Overall, the student survey results suggest that IUPUI first-year students report more opportunities for diverse interactions compared to students attending AASCU Select 6 institutions. Compared to AASCU and Urban peer institutions, IUPUI students reported that their institution places more emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. Additionally, IUPUI students reported having more serious conversations with students of a different race or ethnicity than their own compared to students attending AASCU peer institutions.

Recommendations

Diversity is a critical area for the campus. The retention and graduation of minority students is far below an acceptable level, and the chancellor has challenged the campus to improve this area. Much remains to be done, but the campus has already begun the work of reversing this troubling trend.

Campus & Community Life should continue to develop and expand programming that will make various minority students feel welcome on campus. Faculty should be encouraged to find ways to do this in their courses, as well.

It is hoped that the Campus Center will provide opportunities for students to reflect and discuss differences both formally and informally; however, this type of activity has historically been a challenge due to the development of IUPUI as a commuter campus. First students must be compelled to stay on campus; the programming that encourages interactions with diverse students and opportunities for reflection should be an integral part of this.

Study abroad and alternative spring breaks seem out of reach for many IUPUI students who have work and family obligations. These programs should increase visibility of options for these students. Learning communities are charged with developing a cultural understanding, and faculty should be explicitly encouraged to expand this area in their syllabi.

Dimension Eight: Roles and Purposes

Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and for society, and support the development of personal goals.

First-year students are provided opportunities to examine their motivation and goals with regard to higher education in general and to their own college/university. They are exposed to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major). In general, institutions help students realize a variety of balance points: for example, learning for personal enrichment; learning to prepare for future employment; learning to prepare for citizenship; and learning to serve the public good.

Dimension Eight: Roles and Purposes

PI 8.1: To what extent does each of the following provide opportunities for first-year students to explore the roles and purposes of higher education?

First Year Course: Often

The faculty have included this in the Template for First-Year Seminars, which reaches over two-thirds of the entering students. Because most sections are major-specific and students have legitimate scheduling conflicts, we do not expect to reach all the students. Yet, we are now looking at participation rates by major and intend to increase participation in the Fall, including the possibility of enforcing mandatory participation for students with conditional admission.

Academic Advising: Often

Students see an advisor who has previously reviewed the student's record at orientation. We reach most entering students through the advisors' roles on the instructional teams for the first-year seminars. We also checklist all entering students, ensuring that they see an advisor. Students in the first year seminars register together during their class times for the second semesters, with the assistance of all instructional team members (but especially the advisors).

Co-curricular Program/Activity: Often

Campus & Community Life is linked to the first year seminars. There are the Flash programs, an introduction to student life at orientation, a growing presence of service learning in Gateway courses (including Nursing and Business in the first-year seminars). The American Democracy Project is also considering the involvement of entering students. Ongoing Campus and Community programs, including the Diversity Awareness Resource Team (DART), are involving students. University College and the Career Center use the STEP Ahead program to involve students. We see lower rates on the 2002 NSSE that at peer institutions, judged to be largely a factor of the high number of hours worked by IUPUI students.

PI 8.2: To what extent does each of the following provide opportunities for first-year students to examine their personal goals and motivation for pursuing higher education?

First-Year Course: Always

The Template for First-Year Seminars includes the following:

- Linked to another course to form learning community
- Variation among individual seminars is expected and encouraged
- Common Learning Outcomes
- Taught by an Instructional Team
- Academic Emphasis
- Critical Thinking
- Communication

Dimension Eight: Roles and Purposes

- IUPUI Principles of Undergraduate Learning

Our review of instructor and student reports confirms that this is a very high priority within the seminar.

Academic Advising: Always

Review of the Template and results of our assessment efforts confirm the strong focus of advising on the examination of personal goals and motivations.

Co-Curricular Program/Activity: Always

The Campus & Community Life programs are specifically designed to help students with such reflection. The developing electronic portfolio gives students the platform for such reflection. Service learning is a place where we also focus strongly on such examination by students.

PI 8.3: To what degree does the campus provide opportunities for first-year students to explore the rationale and understand the structure of general education?

Opportunities for Exploration of Roles and Purposes: Medium

IUPUI's approach to general education is not the "take the set of liberal arts and sciences courses and get them out of the way" that sometime characterize general education, but rather the Principles of Undergraduate Learning (PULs—Core Communication and Quantitative Skills; Critical Thinking; Intellectual Depth, Breadth, and Adaptiveness; Integration and Application of Knowledge; Understanding Society and Culture; Values and Ethics) that are introduced in orientation, embodied in the learning communities, and developed not only in Gateway courses but also, more importantly, in the majors. The electronic portfolio is organized around the PULs. At the same time, we rank ourselves at medium rather than high because we see room for growth in students' understanding of the PULs. We continue to find means of celebrating our articulation of the PULs (they are painted in stairwells and classrooms, posted in classrooms, etc.). The campus has appointed Communities of Practice, which will address the PULs. They are multi-disciplinary communities grounded in the PULs. The faculty leaders for this work will decide what each PUL "means," how they influence pedagogy, and otherwise how the PULs tie the curriculum together. The leadership team is participating in a summer institute to further their plans.

Additional PI 8.4: To what degree does assessment impact achievement?

Assessment Impact: High

The Task Force believes that assessment itself has the potential to impact achievement. From in-class assessment techniques such as those outlined by Angelo and Cross to assessing the PULs to assessing programs, we think IUPUI is making an impact on academic achievement through the incorporation of assessment at many levels. This

Dimension Eight: Roles and Purposes

intentionality is linked to the roles and purposes of higher education and to the student's place in the university.

Faculty Survey Results

As noted previously, IUPUI faculty were in stronger agreement than AASCU Select 6 faculty with the statement, "My institution does a good job of informing new students about the values this institution considers important." This strong agreement is likely the result of faculty awareness of the Template for First-Year Seminars, which explicitly directs faculty to explain the roles and purposes of higher education to their students.

Student Survey Results: National Survey of Student Engagement (NSSE) Spring 2004 Administration

Compared to students attending AASCU and Urban peer institutions, IUPUI students reported higher levels of social and personal competence in the following areas: working effectively with others, learning effectively on their own, and understanding themselves.

Recommendations

Continue to provide opportunities for first-year students to explore and reflect on the roles and purposes of higher education and their own personal goals and motivation for pursuing higher education.

Dimension Nine: Improvement

Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.

This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systematically to the institutions' overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.

Dimension Nine: Improvement

PI 9.1: To what degree does your campus collect sufficient baseline data to place students in appropriate courses, meet students' needs for out-of-class academic support, and meet students' needs for out-of-class personal support?

Place Students in Appropriate Courses: High

The advisors in University College use high school and standardized score records along with placement tests in reading, mathematics, writing, foreign languages, and Chemistry, as well as students' self reports on a survey appended to the placement tests, to supplement their conversations with students about the students' interests in placing students in the appropriate courses. Many courses have prerequisites that are "enforced" by the registration process itself. The early warning system and the administrative withdrawal policy, approved by Faculty Council, provide means for providing students with feedback and engaging resources to serve them. The students are also in close touch with members of their instructional teams in the first-year seminars, as students move from orientation and matriculation to the university environment.

Meet Students' Needs for Out-of-Class Academic Support: High

Students' prior records often result in admission on a conditional basis, which mandates not only the first-year seminars (though not to date always enforced), and participation in academic support programs (Critical Inquiry, Structured Learning Assistance, Mathematics Assistance Center). The Bepko Learning Center is the hub for Supplemental Instruction and much other academic support. Counseling and Psychological Services (CAPS) provides personal support for academic achievement (for example, through its programming on overcoming test anxiety), as does Adaptive Education Services (AES—for example, through notetaking services for students with learning disabilities). Sociology has a formal mentoring program. Chemistry employs Peer-Led Team Learning (PLTL), and an increasing number of Gateway courses form study groups—all centered at a student culture based on learning. University Information Technology Services (UITS) provides STEPS and PROSTEP classes for technical assistance. The Gateway Group activities, ranging from forums to meetings with department chairs, include strong focus on out-of-class academic support. IUPUI has worked hard to identify best practices at other institutions and has modified its policies and procedures and services as a function of that review of others' work, as well as continually assessing work here to change it to better meet student needs.

Meet Students' Needs for Out-of-Class Personal Support: High

The focus on mentors and tutors and peer support, across a very wide variety of programs and in many contexts, provides students with key personal support. We are working hard to increase the number of students who work on campus. We have added an academic component to work study. Physical environments, including informal learning environments (including the food court in University College) provide the contexts for students to support one another. Increased student participation in programs of Campus & Community Life, the new housing, and expanded residential life programs are making an impact on personal support. The Career Center provides many services. Counseling

Dimension Nine: Improvement

and Psychological Services provides a limited amount of free counseling to students. We are increasing scholarship support, have a child care center (though cost and lack of short-term options are challenges to many students). The orientation survey and formal and informal feedback within the first-year seminars help identify areas for emphasis.

PI 9.2: To what degree does your campus measure the first-year outcomes for cognitive development and personal development?

Cognitive Development: Medium

We are implementing the electronic portfolio, which will move us farther in measuring these outcomes. We now use common examinations in many courses (Psychology and Mathematics in particular). We have paid a good deal of attention to DFW rates and other measures of student success in Gateway courses; these are at least proxies for cognitive development. We have worked with Baxter Magolda in linking her conceptualization of intellectual development with the PULs at various levels, and the Communities of Practice are attending to this work.

Personal Development: Low

The electronic portfolio will be the platform for this assessment. Campus & Community Life is assessing its co-curricular programs, and we review NSSE data to study impact on personal development. Qualitative research in the first year seminars has been helpful in assessing personal development. The primary focus of our assessment, however, has been on academic achievement, more closely related to cognitive and intellectual development, though personal development (including increasing capacity for learning by addressing barriers to success and providing contexts for peer and professional support) is a key priority.

PI 9.3: To what degree has the campus used assessment findings in order to confirm or improve first-year practice?

Use of Assessment Findings: High

The campus conducts program reviews, including work in Gateway courses, in all academic units. University College, in conjunction with the schools and other units, conducts program evaluations for key initiatives. We have recently completed a self study for orientation and a review team completed their review in April 2004 (see Appendix C). Information Management and Institutional Research (IMIR) conducts research on initiatives designed to impact retention and disseminates results widely. Faculty, staff, and students in University College and in the schools modify and develop programs as a function of the assessment findings. For an example of assessment of the First-Year Seminars, see Appendix D, First-Year Seminar Summary Report, and Appendix E, Summary of Thematic Learning Communities Assessment.

PI 9.4: Within the past three years, to what degree has your campus contributed to the national knowledge base on the first year?

Dimension Nine: Improvement

Contribution to National Knowledge Base: High

IUPUI was a participant in the Restructuring for Urban Student Success (RUSS) project with Portland State University and with Temple University. We participate actively in the conferences of the National Resource Center for the First Year Experience and Students in Transition, American Association for Higher Education, and Association of American Colleges and Universities, disseminating our best practices and sharing assessment results, most often in collaboration with other institutions. The “compare and contrast” approach, particularly as faculty are involved across campuses, has been very productive. IUPUI has convened statewide conferences on retention and is an active participant in other statewide work, often shared more broadly. We hosted the regional learning communities conference this year and are partners in the Midwest consortium for learning communities, hosting an open house this spring. We participated in the Institutions of Excellence in the First College Year project and were given honorable mention for the Hesburgh Award for the Gateway project. IUPUI has made this an important priority for our work because we have learned much to improve policy and practice here by being in conversations at the national level.

Additional PI 9.5: Program Review and Evaluation

To what degree does the campus conduct formal program reviews and other evaluation of all academic and support programs, including attention to the first year?

Formal Program Reviews and Evaluation: High

IUPUI ranks itself highly on this dimension, encouraging such a formal process. To the extent possible, we recommend including the self study on the Web, making information publicly accessible. Our last North Central accreditation review was Web-based and built on the ongoing work of the program reviews and the Program Review and Assessment Committee work, making assessment an integral and ongoing part of the work, rather than a “special” once-a-decade event. Building assessment into everyday life and making it part of the culture have been very productive here.

Faculty Survey Results

IUPUI faculty matched the Task Force’s high opinion of IUPUI’s focus on assessment and improvement. Faculty had higher levels of agreement compared AASCU Select 6 faculty in the following areas: IUPUI systematically assesses students’ first-year experiences; what is learned from those assessments is used to strengthen first-year courses, programs, and services; and regardless of how good IUPUI is at educating students, the emphasis remains on “doing even better.”

Recommendations

As noted in the Task Force and Faculty Survey results, IUPUI is on the right track with assessment and improvement initiatives, and yet the focus is and should continue to be on “doing even better.” This improvement plan is a function of that high level of commitment on campus.

First-Year Student Demographics

IUPUI First-Year Student Demographics

At IUPUI a first-year student is defined as a student who is degree seeking, has no transfer credits, and first enrolled either in the fall, the previous summer, or graduated from high school the respective year.

For the purposes of this report, we primarily provided a snapshot of first-time, first-year students who entered during Fall 2003. We reasoned that the most recent information would aid Task Force understanding of how our current policies, programs, and structures are planned, implemented, and assessed during the first year.

Table 1 displays the student background characteristics and demographics of all Fall 2003 first-time beginning freshmen. Shown in Table II are the ethnic backgrounds of first-year students.

Table 1. IUPUI Fall 2003 Subgroups of First-Year Students

	N	Percent
Total First-Year Students	2586	100%
*Placed in one developmental course	708	27%
Participants in any intercollegiate athletic team	56	2%
Live on campus	245	9%
Females	1475	57%
Received Financial Aid	1783	69%
Enrolled Full-time	2158	83%
**First-Generation College Students	1303	58%
Over the age of 25	279	11%

* Students who placed in Math 001 or M001 (first-year college algebra). This is the only course considered “developmental.”

** Based on First-Year students’ responses to the Entering Student Survey administered during the ACT/COMPASS placement tests n=2254 survey respondents.

Table 2. Fall 2003 First-Time Students by Ethnicity

	N	Percent
Caucasian	2125	82%
African-American	252	10%
Latino	64	2%
Asian/Pacific Islander	57	2%
International	48	2%
Refused to answer	32	1%
Native American/Alaskan Native	8	0%
Total	2586	100%

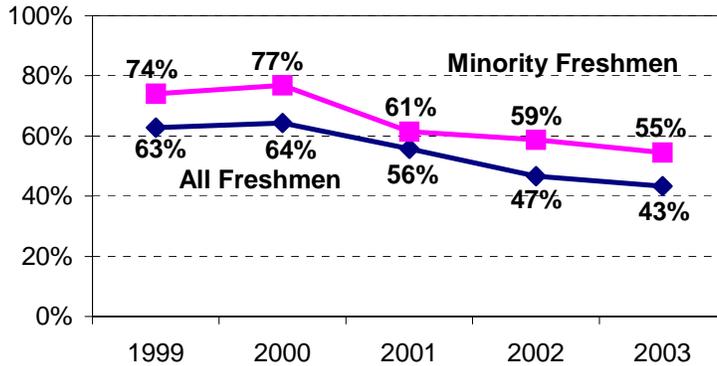
Note: Institutional data

It is notable that for students entering IUPUI, conditional admission status remains a fairly robust indicator of students’ level of academic preparation. Conditional admission status is determined by a set of criteria for judging one’s level of preparation for college. It is primarily determined by the numbers of Ds and Fs received in college preparatory classes taken during high school. Due to recent adjustments to its admission standards, the number of conditionally admitted students has declined substantially over the past 4 years (as displayed in Figure 1). However, IUPUI

First-Year Student Demographics

continues to receive application from and admits a fair number of students with substandard high school records of achievement. These students, moreover, consistently have shown among the lowest one-year persistence rates for full-time and part-time beginning freshmen respectively, and among all first-time freshmen.

Figure 1: Percent of Fall Beginning Freshmen Admitted Conditionally



Note: IUPUI Institutional Data

Table 3 displays IUPUI students by the state of origin as well as the number of students admitted with GEDs.

Table 3. IUPUI First Year Student State of Origin

ORIGIN	1998	1999	2000	2001	2002
In State	3114	3033	2733	2477	2386
<i>Indiana Public Schools (IPS)</i>	212	203	200	151	129
Out of State	188	186	179	233	262
GED	193	190	240	212	94
Unknown	49	49	48	56	45
Totals	3,544	3,458	3,200	2,978	2,787

First-Year Assessment

First-Year Assessment at IUPUI

Pre-Enrollment. A wealth of information is collected from a student's first contact with IUPUI. Enrollment services collects information regarding student contacts with the university (e.g., students' requests for applications and campus brochures, inquiries about specific degree programs, campus visits, etc.) Based on this information, examinations are conducted to determine how many students applied, were admitted, and how many actually enrolled. The admissions office collects information such as high school percentile, performance in Core-40 courses, gender, ethnicity, units of high school Math, ACT/SAT scores, high school origin, admit status, etc. The financial aid office is also a source of critical information related to first-year students.

Additional Institutional Data. Data is also collected from students prior to the first day of classes such as placement test scores and credit hours. Incoming students are asked to complete completed two separate "Entering Student Survey" instruments. The ACT/COMPASS instrument is completed upon taking the placement tests. Students are also administered a web-based survey while attending their summer orientation program during the technology training component. These instruments have been designed to collect information from entering students about their backgrounds, expectations for, and attitudes toward college. For instance students are asked to report their reasons for selecting IUPUI, expected grades during the first-semester of college, hours planned to work for pay off-campus, educational goals and aspirations, and more.

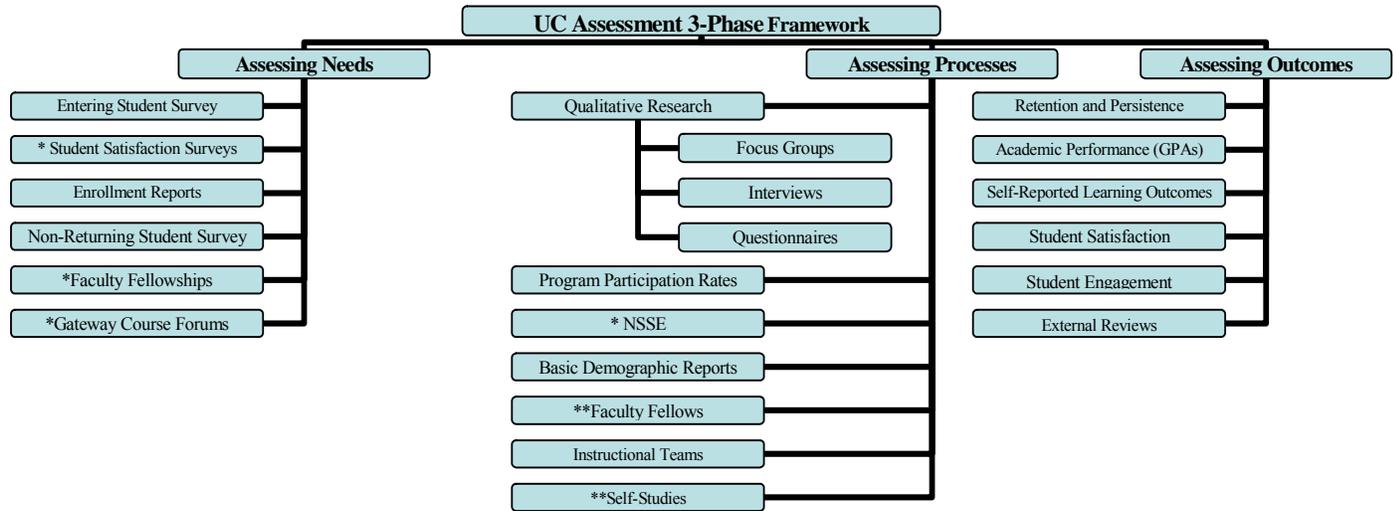
During the First Year. The office of Information Management and Institutional Research (IMIR) and University College regularly collect data throughout the year via surveys, focus groups, portfolios and other data collection methods. In order to enhance understanding of what students engage in during their first-year, IMIR provides UC with detailed information about the characteristics of students participating in various first-year programs and courses. Data related to how many students are impacted by particular policies such as "administrative withdrawal" are also provided. Additionally, "Gateway" courses are defined as courses with the highest enrollments of first-year students and are carefully monitored in terms of participation rates, academic performance, and one-year retention rates. The following surveys alternate depending on the year: The National Survey of Student Engagement and The Continuing Student Satisfaction and Priorities Survey. Students are also administered instruments to assess their perceptions and self-reported learning gains subsequent to participation in programs and courses such as New Student Orientation, The Summer Bridge Program, First-year Seminars, Thematic Learning Communities, Critical Inquiry Courses, etc.

Subsequent Years. IMIR and UC collect a variety of information to continuously assess the impact of courses and programs offered during the first-year. For example, we collect data on retention, persistence, major choice, academic performance (GPAs and DFW rates), and learning outcomes (as assessed via electronic portfolios; self-reported on survey instruments). We continuously assess the impacts of courses and programs such Critical Inquiry Courses, Structured Learning Assistance, and First-Year Seminars by examining GPAs and one-year retention rates of participants compared to non-participants while controlling for background characteristics. IUPUI also collects information via alumni surveys and non-returning student surveys.

University College employs a comprehensive assessment model to determine the impact of the various programs it offers. Shown in Figure 2 is UC's Three-Phase Assessment Framework: assessment of needs, processes, and outcomes. This provides a framework for understanding at what points data are collected during the first-year.

First-Year Assessment

Figure 2: A Three-Phase Assessment Framework for the First-Year of College



* Some campus-wide surveys appropriately serve to help understand students' needs, student activities and engagement, program processes, and the program outcomes.

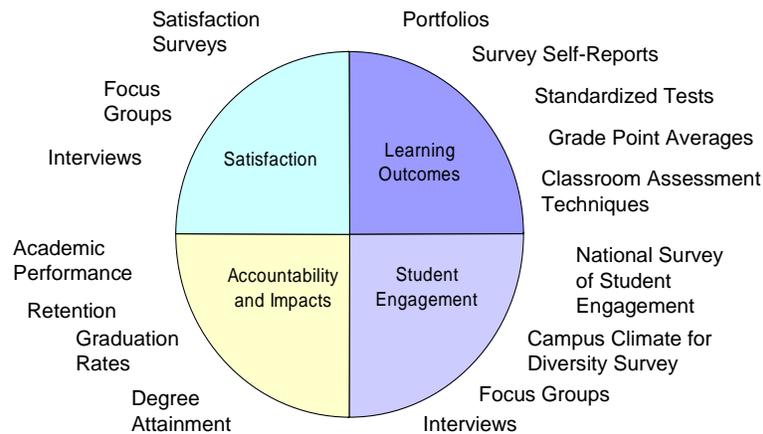
** Internal on-going program assessments are a critical component of the UC Assessment Framework. These formative assessment activities involve all 3 phases: needs, processes, and outcomes.

As we have improved our capacity to measure a wide array of student outcomes, it has become increasingly important that we develop ways to assess how our programs and processes work to increase desirable outcomes and decrease undesirable ones. Qualitative evaluations provide the kinds of in-depth process information that would allow faculty, staff and students to better understand when and how certain interventions are effective. Figure 3 displays an outcome assessment framework for the first-year experience employing both qualitative and quantitative methods.

First-Year Assessment

Figure 3: An Outcome Assessment Framework for the First-Year

UC Outcome Assessment Framework: Employment of Quantitative and Qualitative Methods



Examples of Assessment Reports and Analyses Conducted to Examine the First Year of College

The Information Management and Institutional Research Office and the Director of Assessment for University College provide a series of reports that provide an enhanced understanding of first-year student characteristics, program participant profiles, and program impacts.

Student Profiles and Program Participation Rates

Student Profile: beginners vs. other, full-time vs. part time, ethnicity, admission status (conditional, regular, dual). IMIR also provides additional information including age, school, entry date, financial status, etc.

Number of Students Enrolled in Select Academic Support Programs

Number of Students Enrolled in Learning Communities

Course-Taking Patterns for Freshmen

Freshman Courses with High DFW Rates or Enrollments

First-Year Assessment

Program Impacts and Implementation Effectiveness

The institutional research office in collaboration with UC produces a series of on-going reports that examine program impacts on student retention and academic performance. In order to understand program-related effects, we examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences. Additionally, we examine predicted vs. actual retention, course grades, and DFW rates.

The following programs are examined by a series of analyses and reports:

First-Year Seminars: student participation rates by LC type, student participant demographics and back-ground characteristics, program impact on academic performance, retention rates, and DFW rates, comparisons of First-Year Seminars by sponsoring school controlling for mentors' presence in the classroom, instructor type, etc.

Supplemental Instruction: program impact on course grade and course withdrawal rates.

Structured Learning Assistance: program impact on course grade and course withdrawal rate.

Critical Inquiry: program impact on course grade, withdrawal rate, and semester academic performance.

Gateway Courses: program impact on DFW and one-year retention rates for full-time freshmen; grade distributions and analysis of trends in select courses.

Summer Bridge Program: program impacts on student engagement (over-sampled on NSSE), Fall semester GPA, and retention (compared to a matched control group).

Administrative Withdrawal: initial review of policy implications (will continue to monitor implications of this policy with a series of reports and analyses).

Advising: student satisfaction with advising (advising satisfaction survey, Continuing Satisfaction and Priorities Survey)

Orientation: orientation exit surveys.

Performance Indicators: beginning freshmen matriculants' participation in remedial courses, academic performance (avg. hours attempted, % hours passed, mean GPA, mean GPA in writing and math courses), and retention.

Block Scheduling: method of evaluation of block scheduling has not been planned. However, we foresee doing ongoing analyses and reports similar to those produced for assessing First-Year Seminar impact.

Student Surveys

Entering Student Survey
Continuing Student Satisfaction and Priorities Survey
National Survey of Student Engagement (NSSE)
Non-Returning Student Survey

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Alumni
 Advising
 Orientation Exit Survey
 Post Course/Program Evaluation Instruments for Summer Bridge, Critical Inquiry, and First-Year Seminars, and Learning Communities.

Standard Reports for First-Year Seminars

Understanding First-Year Seminar Participant Characteristics (Needs and Process Assessment)

Shortly after the Fall semester census, a series of reports on participation in First-Year Seminars at IUPUI are produced. These reports display the number of students enrolled in First-Year Seminars by section and compare their demographics with those of non-participants. Table 1 and Table 2 are illustrative excerpts from these reports.

Table 1 – Example of First-Year Seminar Participants

Course	Sect.	Beginning Freshmen	Transfers	Other Students	Total	
AHLT W101	A037	26	2	0	28	
	A039	25	4	0	29	
BUS X103	A770	20	4	4	28	
	A771	19	4	4	27	
	A772	17	3	8	28	
	A773	13	6	5	24	
	A774	14	2	11	27	
	A775	17	1	7	25	
	A776	9	1	17	27	
	A777	13	3	10	26	
	A778*	26	0	0	26	
	A779*	8	3	1	12	
	A780	9	9	9	27	
	A781	20	3	3	26	
	A782	8	8	6	22	
	A783	13	5	4	22	
.....	
EGTC	CNT 105	B569	16	4	2	22
	CPT 102	B469	20	0	0	20
		B471	17	3	0	20
		B474	13	4	1	18
	EET 103	B932	15	3	1	19
	ENGR 195	B971	26	2	1	29
		B972	21	4	2	27
		B973	35	0	0	35
		V004	26	4	1	31
	MET 101	C770	18	4	1	23

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		C771	16	6	0	22
.....
*Part of block scheduling						

Table 2 - Example of Beginning Freshmen Participants vs. Non-Participants in First-Year Seminars

Fall xxxx Beginning Freshmen					
		Total Beginning Freshmen	First-Year Seminar Participants	Non- Participants	Pct. Participating in Seminar
Total Beginners		100	80	10	80%
Gender	Female	60	45	15	75%
	Male	40	35	5	88%
Ethnicity	Afrn Amer	10	8	2	80%
	Asian Amer	5	3	2	60%
	Hispanic Amer	5	2	3	40%
	Natv. Amer	1	1	0	100%
	White Amer	107	82	25	77%
	International	5	4	1	80%
	Unknown	1	0	1	0%
Entry Type	Dual Admit	20	19	1	95%
	UC Regular	20	15	5	75%
	UC Conditional	60	46	14	77%

Note: Data are not real. This is just a sample report

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Understanding the Impact of First-Year Seminars on Academic Performance and Persistence (Outcome Assessment)

Following a review of the First-Year Seminar participants and non-participants we will determine the appropriate analyses to conduct to examine the impacts of participation on academic performance and retention. Shown in Table 3 are the types of analyses we will employ if it is deemed appropriate to compare participants with non-participants. In this series of reports, we will examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences.

Table 3 – Example of Report Comparing Participants with Non-Participants

Impact of Participation in a First-Year Seminar:

Average First Semester GPA

	First-Year Seminar	N	Average Fall GPA	Adjusted Fall GPA
<i>Regular Admits</i>	Non-Participants	219	2.68	2.70
	Participants	560	2.63	2.63
	Overall	779	2.65	
<i>Conditional Admits</i>	Non-Participants	397	1.88	1.89
	Participants	1067	2.00	2.00
	Overall	1464	1.97	

Note: Adjusted controlling for differences in demographics, enrollment, and academic preparation.

Differences in GPA among participants and non-participants are marginally significant for Conditional Admits ($p < .10$) Data suggests that participation in a First-Year Seminar adds on average of .118 points to Fall GPA - after controlling for background characteristics (conditional admits).

Impact of Participation in a First-Year Seminar:

One-Year Retention

	First-Year Seminar	N	Retention Rate	Adjusted Rate
<i>Regular Admits</i>	Non-Participants	274	67%	71%
	Participants	609	75%	73%
	Overall	883	73%	
<i>Conditional Admits</i>	Non-Participants	429	45%	51%
	Participants	1105	57%	55%
	Overall	1534	54%	

Note: Adjusted controlling for differences in Fall GPA (no LC) and Fall Hours taken.

Differences in retention among participants and non-participants are not significant for Regular or Conditional Admits.

We also examine academic performance and retention rates of conditional and regular admit students by First-Year Seminar Type. An example of this type of report is shown in Table 4. In an effort to identify those sections that are performing well and alternatively those sections where improvements may be needed, a series of reports are provided that display the expected versus actual retention rate, Fall course grade, and DWF Rate for each LC Type. An example of this type of report is presented in Table 5. Finally, shown in Table 6 is an example of a report on LC program impact on long term retention.

First-Year Assessment

**Table 4 – Example of Report Displaying Retention
by Seminar Type and Admit Type**

One Year Retention Rates for First-Year Seminar Participants: Regular Admits

First Year Seminar	N	Retention Rate	Adjusted Retention Rate
Allied Heath	21	81%	79%
Business	100	74%	76%
Engr Teaching	52	69%	68%
Herron	63	84%	78%
Journalism	13	92%	98%
Liberal Arts	10	40%	51%
Nursing	21	90%	77%
Science	92	71%	75%
Public & Env Aff	33	70%	74%
Social Work	2	100%	98%
Tourism, Conv., Event Mang.	11	82%	84%
University College	191	76%	75%
Overall	609	75%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken).

One Year Retention Rates for First-Year Seminar Participants: Conditional Admits

First-Year Seminar	N	Retention Rate	Adjusted Retention Rate
Allied Heath	45	58%	63%
Business	242	60%	60%
Engr Teaching	112	60%	57%
Herron	3	100%	71%
Journalism	22	55%	66%
Liberal Arts	29	45%	53%
Nursing	42	55%	54%
Science	40	48%	50%
Public & Env Aff	77	48%	53%
Social Work	12	67%	56%
Tourism, Conv., Event Mang.	36	50%	57%
University College	445	58%	56%
Overall	1105	57%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken)
And academic preparation (units of math taken).

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**Table 5 - Example of Report Displaying
Expected Versus Actual DFW Rates
By Seminar**

	Actual	Predicted	Difference
MET	20.0%	36.4%	-16.4%
CNT	16.7%	31.3%	-14.6%
SWK	14.3%	23.7%	-9.4%
CIMT	26.7%	36.0%	-9.3%
ENGR	14.1%	19.7%	-5.6%
NURS	31.8%	36.2%	-4.4%
AHLT	33.3%	36.7%	-3.4%
BUS	15.6%	17.6%	-2.0%
UCOL	24.9%	26.1%	-1.2%
TECH	27.5%	27.8%	-0.3%
HER	8.0%	7.6%	0.4%
SCI	21.8%	21.1%	0.6%
JOUR	32.8%	29.8%	3.1%
CPT	30.6%	26.0%	4.6%
SPEA	40.6%	30.6%	10.0%
RHIT ¹	50.0%	36.5%	13.5%
PSY	33.3%	19.7%	13.6%
SLA	57.4%	43.5%	14.0%

Table 6 – Example of Report Examining Seminar Impact on Long-Term Retention

First-Year Seminars - Retention to Spring 1999

"New to IU" Beginning Students - Conditional Admits

Cohort	Population Size		% Retained to Spring 1999		p. level ¹	Sig .
	Participants	Non- Participants	Participants	Non- Participants		
Fall 1995	133	924	21.8%	27.8%	0.145	
Spring 1996	95	262	33.7%	22.1%	0.026	*
Fall 1996	309	1193	34.3%	29.8%	0.130	
Spring 1997	164	299	28.7%	24.4%	0.319	
Fall 1997	558	619	47.7%	41.7%	0.039	*
Spring 1998	179	123	45.8%	37.4%	0.146	
Fall 1998	823	751	80.6%	71.2%	0.000	*

¹p.level associated with chi-square test for independence of retained versus non-retained student by group (df=1)

Note: Non-participants include students enrolled in non-First-Year Seminar sections of courses offering learning communities.

Excludes Educ X150 learning communities.

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Potential Follow-Up Studies and Inquiries (Process Assessment)

First-Year Seminar implementation varies greatly across academic units and schools. In order to further understand what implementation strategies and components are contributing to differences in academic performance and retention, process evaluations and plans for further inquiry should supplement these standards reports. An integration of process data facilitates understanding of why particular sections are successful and conversely why other sections are less successful. The integration between qualitative and quantitative data provides context and is likely to result in a better understanding of outcomes. Another source of data that is used to understand student learning outcomes (self-reported) is the U110 Course Evaluation Form. Aggregate results are reported in order to enhance understanding of the effects of the overall program.

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Appendix A: Partnership for Academic Excellence

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Appendix B: Gateway Course List by Department

Department	Course
Anthropology	A104
Biology	N100, N261, K101
Business	X100, A100, K201, X204
Chemistry	C101, C105, C125
Communication Studies	R110, C180
Computer Technology	CPT106, CPT115
Education	W200
Engineering	ENGR196
English	W130, W131, W132, L105
Geography	G110
History	H105, H106, H114
Health, Physical Education, and Recreation	H160
Mathematics	M001, M110, M111, M118, M119, M153
Music	E241
New Media	N100
Philosophy	P110, P120
Political Science	Y101, Y103
Psychology	B104, B105
Religious Studies	R133
School of Public and Environmental Affairs	J101
Sociology	R100
Spanish	S117

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Appendix C: Orientation Review

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Appendix D: IUPUI First-Year Seminar Evaluation Report

Summary of Findings for Fall 2001, 2002 and 2003 First-Year Seminars (First Semester GPA only for 2003)

IUPUI beginning students enrolled in at least seven credit hours or transfers with fewer than eighteen hours are eligible to enroll in a First-Year Seminar. All seminars follow the same course template, which outlines the learning objectives for students enrolled in these sections, but each school tailors its seminar to meet the particular needs of its majors. First-Year Seminars at IUPUI are taught by instructional teams consisting of a faculty member, an academic advisor, a student mentor, and a librarian. In order to emphasize connections between students enrolled in seminar courses, most seminars are linked with specific discipline courses to form a learning community. Qualitative and quantitative approaches have been employed to comprehensively assess the impacts of First-Year Seminar courses. These two approaches have been employed -- not as two independent strands of inquiry and research, but as complementary techniques. In order to understand program-related related effects, participants in First-Year Seminars are compared to non-participants with regard to academic performance (grade point averages) and one-year retention rates while controlling for student background characteristics and other academic support programs.

As we have improved our capacity to measure a wide array of student outcomes, it has become increasingly important that we develop ways to assess how our programs work to increase desirable outcomes and decrease undesirable ones. Qualitative evaluations provide the kinds of in-depth process information that allow faculty, staff, and students to better understand when and how certain interventions are effective.

- Results from a series of qualitative investigations (in-depth focus groups with student participants and responses to open-ended questionnaire items) have suggested that the most valuable aspects of the seminar experiences are the following: opportunities for interactions with other students, regular contacts with advisors and faculty members, learning to meet the demands of college (e.g., study skills, time-management skills, and expectations of higher education), and gaining an understanding about available campus resources (e.g., Math Assistance Center, Writing Center, Career Center, and Student Activities).
- A total of 1557 beginning freshmen participated in a First-Year Seminar during Fall 2002 (65% of beginning freshmen). A total of 155 African-American students participated in First-Year Seminars in Fall 2002 (67% of Beginning African American students participated in First-Year Seminars).
- A total of 1652 beginning freshmen participated in First-Year Seminars during Fall 2003 (67% of Fall 2003 beginning freshmen participated). A total of 144 African-American students participated in First-Year Seminars in Fall 2003 (62% of Fall 2003 African American beginners participated).
- African American students participating in Fall 2003 First-Year Seminars had significantly higher cumulative grade point averages compared to non-participating African American students (2.39, 1.89 respectively), even while controlling for student background enrollment

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characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation).

- Students participating in 2002 First-year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for student background and enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation). There was a **9%** difference in retention rates for participants (69%) compared to non-participants (60%).
- African American students participating in Fall 2002 First-Year Seminars were retained at a significantly higher rate than non-participating African American students (64%, 43% respectively), even while controlling for student background enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation). There was a **21%** difference in retention rates for African American participants compared to non-participants.
- Conditionally admitted students participating 2002 First-year Seminars had significantly higher cumulative grade point averages compared to non-participating conditionally admitted students, even while controlling for student background enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation).
- There were differential impacts of 2002 First-Year Seminars on conditional admits. Results suggest that the impacts of seminars on GPAs are greater if the student has been conditionally admitted (there was a significant interaction effect). It is notable that a significantly greater proportion of African-American students are admitted conditionally (13% of conditionally admitted beginning freshmen were African American, while only 6% of regularly admitted beginning freshmen were African-American students).
- There is notable variation among schools offering Fall 2002 First-Year Seminars with regards to impacts on one-year retention rates.

Shown in Table 1 are the results of analyses examining the impacts of First-Year Seminar Courses on one-year retention rates and academic performance. Multivariate analysis of covariance procedures were employed to investigate impacts on grade point averages and logistical regression procedures were employed to examine impacts on one-year retention rates (please note that results are displayed in the format below in an effort to increase understanding among most readers). Participation in First-Year Seminars for fall 2001 had a rather dramatic effect on retention. Participation added on average of 6 percentage points to retention rates even after controlling for relevant student background and enrollment characteristics.

Table 1: The Impacts of First-Year Seminars on Fall 2001 One-Year Retention Rates and Academic Performance

**Impact of Participation in a First-Year Seminar for All Students:
Average First Semester GPA**

First-Year Seminar	N	Average Fall GPA	Adjusted Fall GPA
Non-Participants	471	2.54	2.50
Participants	1359	2.42	2.44
Overall	1830	2.45	

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Note 1: Adjusted controlling for differences in demographics, enrollment, academic preparation, and academic support program participation.

Note 2: Differences in GPA among participants and non-participants are not significant.

**Impact of Participation in a First-Year Seminar for All Students:
One-Year Retention**

First-Year Seminar	N	Retention Rate	Adjusted Retention
Non-Participants	757	58%	59%
Participants	1653	65%	65%
Overall	2410	63%	

Note 1: Adjusted controlling for differences in fall grade point average (not including seminar grade) and fall credit hours.

Note 2: The impact of First-Year Seminar participation on retention is significant ($p < .01$)

Shown in Table 2 are the results of analyses examining the impact of First-Year Seminar Courses on one-year retention rates and academic performance for fall 2002. Students participating in First-Year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for student background and enrollment characteristics. There was a 9% difference in retention rates for participants compared to non-participants.

Table 2: The Impacts of First-Year Seminars on Fall 2002 One-Year Retention Rates and Academic Performance

**Impact of Participation in a First-Year Seminar for All Students:
Average First Semester GPA (excluding Seminar grade)**

First-year Seminar	N	Average Fall GPA	Adjusted Fall GPA
Non-Participants	481	2.56	2.52
Participants	1201	2.54	2.56
Overall	1682	2.55	

Note 1: Adjusted controlling for differences in demographics, enrollment, academic preparation, and academic support program participation.

Note 2: Differences in GPA among participants and non-participants are not significant.

**Impact of Participation in a First-Year Seminar for All Students:
One-Year Retention**

First-Year Seminar	N	Retention Rate	Adjusted Retention
Non-Participants	493	58%	60%
Participants	1229	69%	69%
Overall	1722	66%	

Note 1: Adjusted controlling for differences in demographics, enrollment, academic preparation, and academic support program participation.

Note 2: The impact of First-Year Seminar participation on retention is significant ($p < .01$).

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Results displayed in Table 3 suggest that conditionally admitted students participating First-Year Seminars had significantly higher cumulative grade point averages compared to non-participating conditionally admitted students, even while controlling for student background enrollment characteristics. There was a differential impact on conditional admits (there was a significant *interaction* effect).

Table 3: The Impacts of First-Year Seminars on Fall 2002 Academic Performance for Regular and Conditional Admits

**Impact of Participation in a First-Year Seminar:
Average First Semester GPA (excluding Seminar grade)**

	First-Year Seminar	N	Average Fall GPA	Adjusted Fall GPA
<i>Regular</i>				
<i>Admits</i>	Non-Participants	295	2.82	2.83
	Participants	642	2.71	2.71
	Overall	937	2.75	
<i>Conditional</i>				
<i>Admits</i>	Non-Participants	186	2.13	2.07
	Participants	559	2.34	2.36
	Overall	745	2.23	

Note 1: Adjusted controlling for differences in demographics, enrollment, academic preparation, and academic support program participation.

Note 2: Differences in GPA among participants and non-participants are significant for Conditional Admits ($p < .01$).

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Appendix E: Summary of TLC Assessment Fall 2003

- Seven Thematic Learning Communities (TLCs) were piloted in fall of 2003. Approximately 20 TLCs will be implemented in fall 2004.
- A total of 136 students completed a TLC course. Fourteen African American students, five Latino/students, two Native American students, and two Asian/Pacific Islander students participated in a TLC. The cumulative 2003 fall semester grade point average for the African American TLC participants was 2.57 and the cumulative 2003 fall semester grade point average for the Latino/a TLC participants was 3.42.
- Results suggest that the TLC students performed significantly better academically (fall semester cumulative GPAs) compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation).
- TLC students did **not** perform significantly better than the students enrolled in fall 2003 block scheduling (no coordinated theme component). Of course, the TLCs were pilots.
- Students enrolled in block scheduling (no TLC) did significantly better in terms of academic performance compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation).
- It was difficult to disentangle the effects of Summer Bridge from TLCs. However, the SPEA section (the lowest performing group in terms of fall semester cumulative GPA) did not participate in Summer Bridge.
- The section that participated in Summer Bridge, but not a TLC (School of Education section) seemed to do just as well as the other sections (2.96 GPA). The cumulative Summer Bridge aggregate GPA was a 2.86. Of course, this could be a "fluke" as there may have been something about the SPEA students, unrelated to any intervention, which contributed to their lower academic performance.

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Appendix F: Summary of Fall 2003 Summer Bridge Assessment

The IUPUI Summer Bridge program is an intensive 2-week program designed to expose students to college level material and help them make successful transitions to college. Due to the positive student reactions to the pilot 2001 Summer Bridge program, the program was expanded in the year 2002. In 2001, 18 conditionally admitted students completed the program. During the summer of 2002, 79 students completed the program with the following schools participating: Business, Education, Nursing, and University College. In addition to the quantitative results presented here, qualitative methods are employed to assess students' reactions to the program. We are currently designing an instrument to comprehensively assess students' perceptions of learning outcomes and program benefits. Additionally, a group of graduate students enrolled in an Applied Communication Research Methods class are assessing the effectiveness of various communications mediums and methods employed before, during, and after the program.

- A total of 136 students participated in the Summer Bridge during Fall 2003. The program has continued to expand over the past three years.
- Results suggest that the Summer Bridge students performed significantly better academically (fall semester cumulative GPAs) compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation). The Summer Bridge students had an adjusted cumulative GPA of 2.93, compared to an adjusted cumulative GPA of 2.57 for non-participants.
- Thirteen African American students, seven Latino/a students, two Native American students, and two Asian/Pacific Islander students participated in the Fall 2003 Summer Bridge program. The cumulative 2003 Fall semester grade point average for the African American Summer Bridge participants was 2.62 (compared to an average cumulative GPA of 2.09 for all other African American beginning freshmen) and the cumulative 2003 Fall semester grade point average for the Latino/a Summer Bridge participants was 2.98 (compared to an average cumulative GPA of 2.68 for all other Latina/o beginning freshmen).
- It was difficult to disentangle the effects of Summer Bridge from Thematic Learning Communities (TLCs). However, the SPEA section (the lowest performing group in terms of Fall semester cumulative GPA: 2.25) did not participate in Summer Bridge.
- The section that participated in Summer Bridge, but not a TLC (School of Education section) seemed to do just as well as the other sections (2.96 GPA). The cumulative Summer Bridge aggregate GPA was a 2.86. Of course, there may have been something about the SPEA students, unrelated to any intervention, which contributed to their lower academic performance.

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Appendix G: Teaching and Learning Task Force Report

Doubling the Numbers May 7, 2004

IUPUI has been at the forefront of American higher education in its attention to student learning and means for enhancing student academic achievement so as to increase persistence and completion of baccalaureate degrees. In his recent book *The Learning Paradigm College*, John Tagg states that “What sets IUPUI apart from many other highly decentralized universities is a determination to convert its weaknesses into strengths and a clarity of purpose unusual even in much smaller institutions. The impetus of much of IUPUI’s innovation over the past several years has been to create a whole from the parts in a way that will extend the time horizon of learning for its students” (p. 231). Maintaining this focus on student learning is the key to successfully doubling the baccalaureate degrees awarded.

Task Force Methodology

To achieve our goals for this Task Force, the approach included the following activities:

- Outlined its work in accord with the Chancellor’s charge
- Called for campus participation through an interim report
- Commissioned an IMIR report, *Special Report: Factors Impacting Bachelor’s Degree Completion at IUPUI*, which presents analyses on trends in degrees at IUPUI
- Reviewed an earlier report on retention which includes very thoughtful recommendations
- Interviewed each IUPUI dean. In addition, we asked each IUPUI dean to make specific numerical projections, based on school-specific projections, on a website developed by IMIR. These reports are forthcoming from the deans.
- Met with the Faculty Council and with the Staff Council as well as with a focus group of staff and received a set of recommendations from the Staff Council.
- Requested and summarized feedback from the campus as a whole, <http://double.iupui.edu>
- Reviewed the report of retention initiatives

The Data

The continuing identification and analysis of data are fundamental to our work. Sustained attention to enrollment patterns is critical. The campus has centered on point-in-cycle analysis for several years, and our need for both data and the interpretation of those data will continue as fundamental to the doubling effort. We urge a holistic view of campus data so that the interschool effects of increasing or decreasing enrollments can be fully understood. In addition, data analysis can aid campus recruitment efforts. According to the 2000 U.S. census, almost one of three Central Indiana adult residents (age 25 to 64) have attained a bachelor’s degree or higher. This rate is considerably higher than for the rest of the state, but it varies considerably within the region (from a high of over 50% in Hamilton County to only 14% in Morgan County). The percentage of adult residents with some college but no degree averages 21% in the region and the rest of the state. Over one half of regional residents with

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some college but no degree reside in Marion County. One quarter of all Indiana adult residents who have some college but no degree reside in the eight county Central Indiana region. How might the schools attract more of these students to IUPUI? With the increase of admissions standards and expansion of the Community College of Indiana, IUPUI has been losing its market share of area college-bound high school graduates. The declines are especially notable for the Marion County Township schools and Hamilton County. These areas include the highest proportions of students whose parents have college degrees. Although somewhat offset by the increasing number of high school graduates expected over the next four years, if the trend continues, IUPUI will attract significantly fewer traditional first-time freshmen from our primary service region. The challenge will be to attract larger numbers of well-prepared students from these areas, and to work with students deferred to Ivy Tech to help them succeed there and subsequently transfer to IUPUI.

Goals

The Task Force suggests the following goals as we move toward doubling the number of baccalaureate degrees:

- 1. Attend to the mission of IUPUI.** Has our message of “Why Not Both” now achieved its goal of helping persons understand that IU and Purdue degrees are awarded at IUPUI? Can the mission differentiation project be the time for IUPUI to define our mission in a comprehensible and inviting way? We once were known as the campus for returning adults with Weekend College, Learn and Shop, and other innovative programs to serve returning adults. With our move to a more traditional student body (at least in the first year of study), we look toward those students in defining our mission. How might we define our mission in an inclusive way—celebrating the diversity of programs and students and expectations that make IUPUI such a vital community? How might we attend to our image in a way that would help the community understand and celebrate the excellence in civic engagement and research and scholarship that characterizes our campus? How might we help persons see the important linkages between teaching and research and not define false dichotomies when we talk about teaching and research? How do we market IUPUI to prospective students and their family members?
- 2. Expand our definition of doubling with teaching and learning.** Doubling the number of baccalaureate degrees is of primary importance, given the relationship between the success of a metropolitan area and the proportion of baccalaureate degree graduates in an area. Yet, other programs such as graduate/professional degrees and specialized certificate programs (such as Education’s Transition to Teaching and Nursing’s RN to BSN), particularly those that support the Central Indiana targeted areas of Life Sciences, Advanced Manufacturing, Logistics, Information Technology, and Non-for-Profit Management, are also critical to the economic development of Central Indiana. Other programs in (such as the internationally-focused LL.M. program) can aid in the recruitment of international students. Given our location, our excellence with technology, our widest range of degrees of any campus in the state, and our leadership in health areas, IUPUI should become the nexus for lifelong learning in Indiana, providing increased and easy access to programs that meet the needs of prospective students and of our communities. We have a particularly important role, as Central Indiana’s public campus, to expand master’s and other graduate and professional degrees to serve students and our region. The Task Force also believes that it is imperative that we find other

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indices of quality (e.g., increased numbers of students passing licensure examination on their first attempt) to address in concert with increased numbers of graduates.

- 3. Define the capacity for IUPUI.** IUPUI's enrollment is hovering toward 30,000. We have been changing the "mix" of our entering students, seeing more traditional aged, better-prepared and full-time students. An analysis by IMIR suggests that IUPUI will not double our number of baccalaureate degrees with our current number of students. Among its official peers and the rest of the Urban 13 consortium, IUPUI has the third largest undergraduate enrollment, the lowest 6-year graduation rate for first-time full-time freshmen (21%), and the lowest degree per enrollment ratio. If IUPUI matched Temple University's highest graduation rate in this group, it would offer only 50% more baccalaureate degrees; similarly, if IUPUI matched the University of Illinois, Chicago's highest degree per enrollment ratio, it would offer just over 4000 baccalaureate degrees, which would still not be double the number. We will not double the number of degrees without increasing the enrollment for the campus. What is our capacity?
- 4. Define a "learning corridor"** across Central Indiana, emphasizing collaboration and seamlessness with the Bloomington and West Lafayette campuses just as we talk of a research corridor. We now have artificial barriers to student movement across campuses and institutions. In particular, students experience difficulties transferring courses as fulfilling credit for degrees within the IU system, especially at the upper levels (although transfers to Purdue happen more smoothly). IUPUI and Ivy Tech of Central Indiana have a "model" partnership in serving students; we must support and expand our collaboration with Ivy Tech. Should Ivy Tech teach on our campus? Should we teach at Ivy Tech? The role of IUPUI Columbus as a partner with the Indianapolis campus, both in being the place where students start their study and as a baccalaureate-awarding campus, should be expanded.
- 5. Strengthen our work with diversity.** The Diversity Cabinet has developed an exemplary set of indicators on our campus efforts to have a diverse student body, served by a diverse faculty and staff, in a supportive culture characterized by multicultural approaches to the curriculum. Despite this, we have made little progress in retaining and graduating a diverse student body. The Task Force underscores the critical nature of continuing attention to these efforts, and recommends increasing attention to work/life issues. Since national data suggest that minority students often have notably high family obligations, addressing "life" needs should support retention of these students.
- 6. Continue as leaders in P-16 approaches.** IUPUI has played a leadership role in the development of innovative middle school programs coordinated by Enrollment Services, tiered mentoring programs and Upward Bound programs within University College, Project SEAM led by faculty, and other efforts to form a P-16 system. Given attrition rates of over 50% in IPS schools, Central Indiana will not succeed without effective partnerships across P-16. IUPUI has taken bold steps in admitting students as a function of their performance in high school in line with Adelman's research. Yet, it is critical that we expand partnerships with the schools, connecting students with the campus so that they see (and achieve) pathways to graduation. We should encourage electronic transcripts from high schools and automated course transfer within Indiana as well as a K-16 portfolio.

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- 7. Find ways to more fully engage students, faculty, and staff with the city.** Students value IUPUI's presence in the city—living here, taking advantage of exciting neighborhoods, and finding job and internship possibilities. The Task Force affirms the recommendations of the Civic Engagement Task Force in doubling the following: Service Learning courses, community-based learning courses, internships and practica (both traditional types of internships and practica as well as stipended service such as AmeriCorp). The “value added” for many students in coming to IUPUI is Indianapolis itself; let's celebrate and strengthen our being an urban university.

Implementation Issues: GRAD

The Task Force groups its implementation issues as follows:

- **Graduate students.** Doubling the number of baccalaureate degrees calls attention to the importance of supporting existing students in their completing their degrees.
- **Retain students.** IUPUI has developed exemplary programs, the effectiveness of which are confirmed by program evaluations of the interventions for entering students. We have an exhaustive inventory of retention initiatives. IUPUI has been front-loading resources, basing its interventions in large part on research that emphasizes the critical importance, for retention, of the student's first weeks on campus. Strategic Directions funding, support from the Lilly Endowment, and other campus resources have provided the foundation for faculty, staff, and student leadership in University College in collaboration with the schools in supporting our entering students.
- **Attract students.** IUPUI has implemented new admissions guidelines, stressing the importance of the Core 40 curriculum for success in higher education. We call for increased ties with K-12 education and for increasing our marketing and recruiting efforts.
- **Develop programs and services.** The Task Force recommends particular programs to support doubling the number of baccalaureate graduates.

Specific implementation steps are grouped within each phase of this GRAD program for IUPUI.

G Graduate Existing Students

We have grouped implementation steps with these four key areas; most could be listed in all four. We stress, however, the most important impact on graduation here.

- **Stress learning, not seat time.** The Task Force recommends expanding pilot programs and innovative approaches in teaching and learning, moving away from “seat time” in a lecture being the measure of our efforts as the campus provides more online course offerings as an alternative to face-to-face class meetings. Similarly, we should strengthen our Principles of Undergraduate Learning approach, particularly with the electronic portfolio. Psychology B104 is a good model for the campus, in moving from seat time to learning and in providing a wide array of student supports.

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- **Focus on seniors.** We recommend attention to the ePort, capstone courses, senior seminars, repeated contacts with seniors, support for interviewing skills, placement, tuition discounts for seniors, and concern for “bottleneck” courses. How do seniors move to graduation? Are our seniors running out of financial aid? Can we help?
- **Define markets of new seniors.** Can we strengthen degree completion options? What are the market segments out there where students could finish sooner? Could undergraduate Education students who want to transfer to IUPUI, for example, be served by evening classes?
- **Provide support for the increased use of technology to enhance instruction.** The use of technology provides an important pathway to achieving the goal of doubling. Office for Professional Development grant programs assist faculty in transforming their courses through the innovative use of instructional technology. The course transformation program provides funding to redesign large, multi-section courses, with the goal to improve student learning while also making more efficient use of faculty time and university resources—including the use of classroom space. With a focus on inclusive teaching, these course transformation projects provide increased access for all students including minority students and students with disabilities. A second program, Jump Start, provides funding and support for faculty to create high quality online courses that fall within three categories: 1) gateway courses, 2) general studies degree completion courses, and 3) professional degrees and/or certificates. These courses can increase student enrollment by providing students with increased access to high quality instruction, which in turn, increases the likelihood that they will complete their baccalaureate degrees at IUPUI.
- **Expand online and other distance education options, courses, and programs.** According to Judy Dahl, in a 2003 article in *Distance Education Report*, distance education can be the salvation of public institutions and “the answer to state cutbacks...Distance education can enable universities to increase student numbers without adding buildings, technology, or instructors.” IUPUI undergraduate and graduate students should have increased distance education options that allow them to be flexible with their time and enroll in more credit hours in order to progress to graduation at a faster rate. In addition the institution should commit to developing options that deliver more undergraduate and graduate programs completely at a distance.

Distance education can provide better service to students, (including 24 hour access—from any computer—to course materials, student records, technical assistance, and libraries); better monitoring and assessment of student progress through online tracking of attendance, class participation, and assignments; the ability to add courses without additional technology investment; and the ability to add students without adding infrastructure.

While IUPUI has made great strides in the use of distance learning technologies and pedagogies, there is still much work to be done. Many units routinely offer courses, certificates, and, in some cases, degrees online. Indeed, there is a growing expectation and anticipation that more online offerings will continue to emerge. Retarding the ability to offer a total solution to students seeking programs-of-study at-a-distance, however, is the lack of planning and delivery of courses that comprise a general education experience for students. Simply put, many needed courses are not regularly and consistently

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available online. This prohibits units from being able to offer students a holistic, coordinated approach to their IUPUI online course experience.

Retain Existing Students

We recommend that we re-double our efforts with the retention of first-year students as we do more with transfer students and attend to the retention of all students.

- **Expand powerful pedagogies and academic and student support programs to increase retention, targeting transfer students as well as first-year students.** Learning Communities, the Thematic Learning Communities, the ePort, continued attention to the Principles of Undergraduate Learning, academic support programs, the Gateway program, and powerful pedagogies (study abroad, internships, service learning, problem-based learning, capstone experiences, and undergraduate research) are critical in moving students to graduation. George Kuh, in his keynote address at the Edward C. Moore Symposium this year, highlighted the critical roles of experience with diversity and learning communities in increasing student engagement.
- **Strengthen our program of faculty development.** How might we redefine faculty roles in a way that will strengthen faculty leadership without adding work? How do we support lecturers? What about the clinical ranks? We encourage school review of faculty work. We should review faculty workload issues in light of efforts to increase the availability, throughout the school year and through traditional and distance modes, of courses that count toward degree completion. As the campus differentiates faculty roles, we should find means to accommodate many more non-tenure track faculty in important teaching/learning activities. This review should build on IUPUI's strong program of faculty development stressing inclusive teaching and multicultural curriculum development.
- **Strengthen the co-curriculum and its link with the classroom.** We have a strong base with Ocourse and look to the ePort to make major contributions in linking co-curricular programs with the curriculum.
- **Leverage Advising to play a key role in retention.** Richard Light's research stresses the critical role of advising. How do we support advisors in helping students define alternate paths if they are not admitted to capped programs? How might we provide more support for faculty who do advising? Increasing the number of professional advisors will be critical as we expand the student population; the joint advisor model has served IUPUI well. Can we move to more electronic advising?

Atract New Students

It is critical, to increase the number of graduates, that we attract more and better prepared new students. We note that it is more productive to retain a student than to recruit a new student, but we must attend to our recruiting of students.

- **Attract an increased number of out-of-state students and international students.** The Task Force recommends consideration of tuition discount programs. We need to determine how such a program would equitably be launched in the RCM environment.

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The campus is immensely attractive to international and other out of state students, and we often enhance our diversity with such students. With the availability of new housing, what other incentives are appropriate and possible to attract more non-resident students?

- **Develop an enrollment management plan for IUPUI.** University College is the home for all entering students, and, in partnership with Enrollment Services and all the schools, IUPUI now has coherence for its entering students in a way that most campuses do not. But, we have not developed the comprehensive enrollment management plan that will move us toward doubling degrees. University College and Enrollment Services, in partnership with the schools, should be charged with the development, implementation, and assessment of a comprehensive enrollment management plan for the campus.
- **Develop new curricula that are academically rigorous, but meet growing demand.** For example, forensic and investigative science, which will be considered by the IUPUI in May, has a tremendous following in the state. Our biotechnology program is moving forward. Informatics has attracted many students. Are there new graduate programs (daytime or executive MBA) that would serve the city well?
- **Tell IUPUI's story.** We have a safe campus, good neighbors, and terrific academic and research programs. How can we, in general, get that story to prospective students and their families?

DDevelop Programs and Services

The Task Force has identified a wide range of issues and programs that impact the doubling initiative.

- **Review the impact on retention of Bursar policies and procedures.** Consider issues such as flat fee for tuition, an extended payment plan, the appropriateness of washout, policies on application of out-of-state fees for new residents, graduate rates for undergraduate courses, and tuition for distance education courses.
- **Review the impact of environmental issues.** The retention of students at IUPUI has been primarily a function of working with what happens in and around the classroom, and that will continue. However, other factors such as better parking, more housing, better public transportation, improved formal and informal learning environments, increased view of the city as “the” place for students to study, and positive treatment of students by all units and programs on campus will play key roles in retaining students through graduation. Shops and restaurants on the canal, reduced rates at NIFS, and other amenities will connect our students with our neighborhood. Parking is always an issue. Can we provide special lots for carpoolers or find other innovative means to “solve” this issue for students; it is often an even bigger problem in perception than in reality. Traffic patterns (e.g., left turn lane when wanting to turn north on West Street from Indiana Avenue) are often very frustrating to students. How might we collaborate more with the city in the management of traffic?
- **Increase attention to and partnership with parents, family members, employers, and the community in general.** Tuition remission plans, support for IUPUI staff who also study here, and increasing student employment are examples of such enhancement.

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Surveys of employers, recognition of employers who pay employees' tuition, and other ties with employers will enhance retention. Parents are critical partners in supporting their students. IUPUI now does an excellent job of including parents in orientation, but we should expand those partnerships.

- **Expand student financial aid.** Increasing the enrollment and graduation of highly talented and diverse students will be impacted by IUPUI's ability to increase financial support for all students but especially for highly talented and diverse students.
- **Attend to the role of staff.** The Staff Council has made helpful recommendations. Supporting staff as students and encouraging students to become staff will have major impact. We might, for example, offer alternative work options (flextime, etc.) and secure the kind of support from the university administration that makes it clear that supervisors/managers (whether faculty or staff) are expected to give serious consideration to requests for flexibility. We should review the fee courtesy program, particularly given the increase in cost since many fees are not covered. We should explore whether drop-in and after hours child care would help non-traditional students stay in school. We should do a better job of marketing what types of "support" options are available. We should continue to explore innovative ways to address "life" issues of students. The research shows among the larger group of 'stopouts,' over one-half cited work related factors as contributing to their decision not to re-enroll at IUPUI," and "one third cited family related factors [as a contribution to their decision not to reenroll]. As staff are students, they have better understandings of improving life for students. How can we help every staff member to attend to students, to put them first? How might we provide more cross-training? We want to ensure that students do not get the "run-around." Might our staff join faculty and committee members in a mentoring program for students, particularly those reflecting diversity?
- **Identify and coordinate Library issues associated with increasing enrollments and degrees.** There will be some impact on collections, but it will not be proportional to the increase in students. There are some electronic resources that base their fees to us on the number of student FTEs and this will require us to pay larger fees. But more often the fee structures are stepped and the increases we might expect from this initiative will not change our prices. There may be some need for additional book or journal purchasing, but in most of the areas where this might be the case we already have graduate programs, so the needs here should not be large. The library can extend access to resources with only a small marginal increase in costs. This does not reflect the continuing problem of the excessive rates of inflation for research materials, but that is a different problem. The library has been actively engaged in integrating information literacy and library skills into the freshman program. Librarians are now working to extend this engagement to gateway and upper level courses. This effort will require that we at least maintain the current levels of staff that support these activities and may require additional staff depending on the success of this initiative. Working with upper level students requires more subject expertise and often requires individual consultation, so it can require more librarian time. The Library will be able to stretch to meet this demand for a time, but there are limits. The University Library is the central space on campus where informal academic work takes place. It is a good facility that has in general met the needs of students – our gate count is over one million per year, over 500,000 people log into our computers each year, and students have high satisfaction with our hours. An increase in students, especially upper level students, may push the capacity of our current space. The

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Library is seeking for external funding to provide an "information commons" which will add better group work spaces and add computer capacity. Some additional investment in upgrading library user spaces may also be required. It may also be necessary to extend our hours, especially as more residential students come to campus.

Resources

The Task Force perceives that we will achieve increased numbers of graduates without the provision of significant new monies beyond additional fee income from students, which should be significant, particularly if we expand capacity and retain more students. The campus has developed an excellent foundation with support from the Lilly Endowment. The Commitment to Excellence projects are designed to make significant contributions to teaching and learning. The Solution Center has enormous potential for enhancing teaching and learning and civic engagement. Ryan (2004) in a study on the relationship between institutional expenditures and degree attainment rates found a "positive and significant relationship between instructional and academic support expenditures and cohort graduation rates." Resources will be needed.

We highlight considerations of space. The loss of classrooms in the Cable Building will exacerbate an already troubling lack of classroom space on the campus. The Learning Environment Committee is making important strides in studying classroom utilization at IUPUI, and the Task Force commends that work. We do not use our classrooms in the early morning or on Friday. How might incentives make it more likely that we would offer and students would take classes so as to maximize our use of space? We have unused capacity in many upper-division classes, and we need to determine means to fill those seats. We should also investigate off-campus sites including partnerships with Ivy Tech in the use of space and expanded on-site classes for employers. Can we use Carmel and Glendale better? Should there be more Centers? Our largest impact will come from hybrid courses where seat-time is reduced due to student's use of technology and students working with one another in study sessions. Our consideration of space should not neglect informal learning environments. Much of the work at IUPUI with entering students has been specifically designed to increase students' time on task with learning and students forming a peer culture centered on learning. Ensuring that culture defines the new housing and the Campus Center is critical to our graduating more students. The informal learning environments can be even more important than the formal learning environments.

The campus might consider the creation of incentives for schools to participate in programs that increase retention and degree/certificate completion. We should consider whether appropriations to schools should be linked to increases in the numbers of graduates, and whether student credit hour income might be allocated to students' the home academic unit and/or the graduating unit in addition to teaching units. We should evaluate whether the tax structure for Science and Liberal Arts (who teach the entering students who are housed in University College) supports or detracts from the teaching and learning mission of IUPUI.

A Concluding Word

The article on "Accommodating Student Swirl" that appeared in the March/April 2004 edition of *Change* magazine was significantly shaped by experiences at IUPUI. As a result, the concluding recommendations are closely matched with many of ongoing efforts here. However, the recommendations do suggest further developments. For example, we

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can do better work at monitoring student progress throughout our programs, particularly at the program level. Individual departments can take it on themselves to track the progress of students and take action on individual students who appear to be facing barriers. While we have developed an excellent orientation program for first-year students, we need to extend the idea of orientation throughout our administrative services and, most importantly, academic programs. Departments should consider having a brief student orientation at the beginning of each fall and possibly each spring semester, where students who are new to the major can be introduced to key people and each other. IUPUI has participated in many national efforts to define student learning outcomes in both specific areas and more generally. We can further these efforts by involving more and new faculty in existing efforts and encouraging and providing incentives for faculty to join in such efforts through their disciplinary associations. Finally, and perhaps most importantly, there are many things we can do to develop further the assessment of competencies throughout our programs. This will become increasingly important as more individuals come to IUPUI with knowledge, skills, and abilities attained through a wide variety of formal and informal experiences. This is one area where a complete re-engineering of current processes may be profitable. This would include: transfer credit evaluation; General Studies credit for life experience, DANTES and CLEP exams, and, most importantly, department level assessment of prior credit eligibility.

The Task Force considered presenting our recommendations in terms of the person or office responsible for implementation. There are clearly recommendations that are the province of the General Assembly (financial aid), the President (student movement across campuses), the Chancellor (allocation of resources and campus policies and procedures), the Dean of Faculties (faculty leadership and academic collaboration), Deans (school leadership with issues, support of faculty, program development), and the individual faculty, staff, administrators and students who make up this campus community. Perhaps the Dean of Faculties, for example, might designate a single coordinating point to develop distance education plans and strategies. Feedback to the Task Force has been very helpful, and we hope we have captured the recommendations of so many across campus.

We also note that there will be very difficult decisions. How do we reallocate resources to enhance retention and graduation? How do ensure that we continue to see teaching and research as mutually supportive missions and not in conflict? How do we become the “model” campus for civic engagement as we also increase student ties to the campus itself? How might we ensure that our faculty, staff, administrators, students, and graduates reflect the diversity that characterizes our city and state?

We recommend that the reports of the four task forces be linked. Undergraduate research participation is a key strategy for improving teaching and learning, for example, and is an important link with the research mission. We also recommend that IUPUI’s excellent planning and budgeting process continue to include specific attention to the recommendations on doubling. We will continue to request that the schools provide feedback on their numerical projections on the website developed by IMIR.

Members of the Teaching and Learning Task Force:

David Bivin

Scott Evenbeck, Chair

Susanmarie Harrington

Stephen Hundley

Pamela Jeffries

Andy Klein

Bill Kulsrud

Stacy Morrone

Jeff Watt

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Appendix H: Charge to the Undergraduate Council on Retention and Graduation

MEMORANDUM

TO: Undergraduate Council on Retention and Graduation

FROM: William M. Plater, Executive Vice Chancellor



SUBJECT: Charge to the Council

DATE: August 31, 2004

Summary Charge: Provide the campus-wide leadership and coordination necessary (1) to attain a first to second year retention rate of at least 75% for all full-time students entering in fall 2008; (2) to attain a six-year graduation rate of 40% for full-time students entering in fall 2004; and (3) to award at least 4,000 baccalaureate degrees in 2010.

On behalf of Chancellor Charles Bantz, I write to invite you to serve as a member of the Undergraduate Council on Retention and Graduation. This new Council is being formed as a direct response to the recommendations of the Task Force on Doubling Teaching and Learning and to the apparent need to make a renewed effort to improve both the retention and the graduation of undergraduates.

As a reminder of our current situation, our first to second year retention of full-time beginning students has improved from 56% in 1999 to 67% in 2002 (we do not yet have data for students who began in fall 2003 but we anticipate continued improvement). This gain is actually quite remarkable, and it reflects a combination of changing admissions requirements and a series of interventions put in place by departments, schools, University College and collaborative efforts such as the Gateway Course Initiative. A number of national awards and recognitions have highlighted the exceptional work of our faculty, deans and staff in taking student success seriously.

However, our six-year graduation rate remains among the lowest in the state and among our peer institutions nationally. For students who entered in 1995, 22% graduated in six years; for those who entered in 1996, only 21% graduated in six years; and for those who entered in 1997 (the last year for which we have data), 23% graduated. What is more concerning is an analysis completed for the Doubling Task Force that shows that **only 68% of the full-time students who attain junior status graduate in four additional years of study (a number that drops to 49% for minority juniors)**. Only half of the part-time juniors graduate in four more years of study—a significant finding in that about half of our students are part-time. And things do not improve that much for seniors. Of those who attain senior status, 13% of the full-time and 35% of the part-time students do not finish in the next four years.

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More troubling still are our six-year graduation rates for minority students. **The six-year graduation rate (of the 1997 entering students) for African Americans is 12%, for Hispanic/Latinos is 18%, and for Native Americans is 17%.** The six-year graduation rate for African American males for the 1997 entering class is 8%. These data call out for action.

We have exceptional programs in place in University College. Schools have been paying close attention to the student success of their majors. We have a model program of collaboration and cooperation with Ivy Tech State College. Yet things are not nearly where they need to be by comparison with our peers or by assessing the future needs of our state and region. We have committed to playing a major role in the future of central Indiana by developing the talented citizens and advanced workforce required for the most promising areas of economic activity: health and life sciences, information technology, advanced manufacturing, 21st Century logistics, non-profit organizations, and arts, culture and tourism. If we cannot significantly increase the graduates in these and other critical areas, we will not be doing our part to transform Indiana into the world-competitive state it must be.

This may be a time for us to look more carefully at the opportunities that exist at IUPUI to work across units and to be creative in how we develop co-curricular projects with housing, the new campus center, Ivy Tech, the Centers for Service and Learning, Research and Learning, Teaching and Learning, and Integrating Learning, Honors, the Bepko Scholars and Fellows program, and other units that may not have been as directly involved in the initial retention efforts as were the schools and University College. The Council should take note of and work with the Instructional Roundtable and its initiative to extend the effective use of technology. Similarly, it should explore the special opportunities we have to link undergraduate programs with graduate and graduate professional degrees that are available only at IUPUI. And, most importantly, this Council should coordinate its work carefully with the Council on Enrollment Management; several persons have intentionally been appointed to both Councils—including the chairs—to provide close coordination.

Accordingly, the purpose of this Council is to examine current activities, to look for best practices nationally, and to develop concrete plans at IUPUI to improve both the retention and graduation rates of our students—with a special emphasis on the success of those students least well represented among graduates: first-generation, economically disadvantaged, minority, newly immigrated, women or men depending on the program, and physically disabled. The ground work for the Council has already been completed by the Doubling Task Force and by the information analysis completed by IMIR. The Gateway Course Initiative continues to be an active and effective group. The development of student life programs has begun to have a real impact on student retention. The Course Transformation Project and student electronic portfolio project being overseen by the Instructional Roundtable will play increasingly important roles. And the Program Review and Assessment Committee will continue the development of our learning outcome measures centered on the Principles of Undergraduate Learning. There are a dozen or more other projects or initiatives that can be cited. All of these need to be more carefully coordinated with the intent of using their cumulative energy, insight, and wisdom to make a difference more quickly than we have been able to achieve in the past five years.

Chancellor Bantz has set forth clear and aggressive goals for IUPUI. We should expect to attain a freshman-to-sophomore retention rate of at least 75% for the class entering in 2008. We should increase the six-year graduation rate to 40% for the class entering in 2004. And we should expect to award at least 4,000 baccalaureate degrees in 2010. It will be the Council's principal charge to see that we achieve these three goals.

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It will be the responsibility of the Council to identify impediments to our achieving these objectives and to recommend corrective actions to the administrative office or Faculty Council Committee that can best address the issue. Achieving these goals in the next six years will require determined, focused effort. Accordingly, we expect the Council to be action oriented. In any instance where the Council requires assistance in meeting its charge or taking actions that will enable IUPUI to support students in their learning goals, please feel free to let me know.

We will participate in several national initiatives through which we will learn from others. The Foundations Project is a coalition of 12 exemplary public universities committed to working with entering students. As a result of our membership in this group, we will gain the benefit of research and analysis of programs that have the most promise to impact retention. We have committed to developing an action plan for improvement as a part of the project, and this will provide the Council with a specific opportunity to consider immediate steps we might take.

To ensure that members of the Council are working from the same assumptions and knowledge base, I am enclosing several important documents:

1. Report of the Task Force on Doubling Teaching and Learning.
2. IMIR Analysis.
3. IUPUI response to ICHE call for assessing student learning.
4. Report on IUPUI's participation in the Foundations Project (forthcoming).

Other documents will be shared with the Council, and you are likely to commission additional studies and reports. It is important that we ground our work in retention and graduation in data-based planning and decision-making.

We have asked Scott Evenbeck to chair the Council. We have asked that each school offering undergraduate programs and all administrative units directly involved with student success have liaison members of the Council, and we have asked the IUPUI Faculty Council to provide liaison with its standing committees. You have been specifically recommended for service on the Council. The Council will meet five to seven times during the year and will serve as the principal forum for communication of ideas, development of policy, and coordination. We expect the Council to form committees and task forces to be more action-oriented and to undertake specific projects during the year. A steering committee will ensure that these subgroups are both coordinated and responsive. Through the careful coordination and interaction of all concerned parties, we expect to be able to eliminate many of the usual impediments to progress and rapid change. A copy of the Council's current membership roster is attached; other names will be added over the next few weeks.

We appreciate your willingness to undertake this assignment and we look forward to periodic reports on the steps being taken to help us improve our undergraduate retention and graduation rates.

WMP/ks

Attachments:

xc: Charles R. Bantz, Chancellor
Academic Deans
IUPUI Faculty Council Executive Committee

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Appendix I: Council on Retention and Graduation: Priority Areas

Draft/10-21-04

Council on Retention and Graduation Priority Areas

Charge to Council

Summary Charge: Provide the campus-wide leadership and coordination necessary (1) to attain a first to second year retention rate of at least 75% for all full-time students entering in fall 2008; (2) to attain a six-year graduation rate of 40% for full-time students entering in fall 2004; and (3) to award at least 4,000 baccalaureate degrees in 2010.

Populations

- Lifelong learners/returning students (are we serving them in service areas and through class offerings?)
- Diversity (programming to support students who reflect diversity/particular attention to low income and first generation students—especially Twenty-first Century Scholars)
- Gender (women in under-represented fields, decreasing participation by men, particularly those who reflect diversity)
- Seniors/how can we support their moving to graduation (Doubling report pp. 4-5)
- International and out-of-state student recruitment

Key areas for attention

- Best practices/cull them out and share them in meaningful and repeated ways
- What does “urban” mean? How can we live out our mission as an urban university?
- Campus climate
- Work/how can we make work an asset, increasing employment on campus and otherwise making study and work supportive of one another (including attention to prior learning assessment, the report’s role with work as supporting study, and critical attention to work/study)
- Transfer credit evaluation; General Studies credit for life experience; DANTES/CLEP; department-level assessment of prior credit eligibility
- Capped majors/what can we do to support students seeking to enter majors with limited enrollments?
 - School incentives for graduating their students?

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- Careers/how can we use students' commitment to careers to keep them in school and help them find pathways to graduation, particularly through work with entering students?
- Technology/how do we support students?/what is their access?
- Communication within the campus/who needs to have what information to take what actions with students at what times?
- Resources: Classroom space (p. 9 of doubling report)
- Transition/what can we do to ease the transition from high school (including work that reaches to parents and back to middle school) to college and back to college for returning students?
 - Coordinating with Council on Enrollment Management/enrollment patterns & plans for campus (doubling report p. 6-7)
- Responsibility/how do we support students taking responsibility for their work?
- Bursar policies & procedures—flat fee? etc.
- Student family obligations: drop-in/after hours child care? (doubling report p. 8)
- Staff as mentors to students
- Diversity: Increase attention to work/life issues
- Create learning corridor like research corridor: seamless transfers; expand work with Ivy Tech and IUPUC

Key programming to support students

- Eport
 - Expand P-16 partnerships; potential use of e-portfolio
- Service learning
- Study abroad
- Internships/coops
- Learning communities
- Undergraduate research/creative projects
- Problem-based learning
- Collaborative learning
- Senior capstone
- First-year experiences
- Cocurricular programs
- Writing in the disciplines
- Advising for students who don't make it into capped programs
- Expand distance education; increase student numbers without high cost increase
- Faculty supporting student learning:
 - Jump Start (p. 5)
 - Supporting lecturers who work with large numbers of first-year students
- Focus on learning as opposed to seat time (B104 is a model)

Doing our work

- Communities of practice/how can we provide contexts and supports for advisors, student affairs professionals, faculty advisors, and others to find ways to

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strengthen their work with students and support one another? How do we support smaller units? Should the CRG provide structures/contexts for advisors to support one another and participate in professional development?

- How do we capture the range of work being done, particularly in schools, to support retention and graduation and report out on that work?

Research questions

- Should we project a pattern of graduates for 2010 and “reverse engineer” our work? What numbers of students who reflect diversity will we graduate that year?
- Should we do a study on the 56-hour students?
- Are there patterns of retention associated with the number of hours taken?
- Are there factors associated with non-graduating seniors that we can identify?
- What are the characteristics of graduates and of leavers? What can we do with that information?
- Are there patterns associated with family income and application of student financial aid that we need to understand better?
- What is IUPUI’s enrollment capacity?
- Are there other indices of quality to address in concert with graduation rates? (i.e., increasing numbers of students passing licensure exams on their first attempt?) (p. 2 doubling report)

Some assumptions underlying our work

- Time on task (around classroom work) is good
- Peer interactions are a primary means to engage students in learning
- High expectations are associated with more student learning
- Involving students in their learning/engaging them is critical
- Assessment and feedback for students and for faculty are associated with more student learning

NOTES:

- The Fall 2004 cohort, one with possible challenges in financial aid processes, is THE cohort where we seek to increase the graduation rate to 40%. The campus must do all possible to monitor and support this cohort as we seek to double the number of baccalaureate graduates. We must have systems in place to help us monitor how we are doing. What are the interim measures for success with this cohort?

Doing Our Work

Website:

Listserv: crg-l@iupui.edu

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Appendix J: Faculty and Student Surveys

Faculty Survey Information

* The AASCU Select 6 Comparison Group Founding Institutions: City University of New York, Brooklyn College; Illinois State University; Indiana University-Purdue University Indianapolis; Kennesaw State University; University of Southern Maine; and University of Wisconsin–Oshkosh.

Note 1: Items reported on a 5 point scale ranging from 1 to 5 in terms of degree of agreement or frequency of behavior.

Note 2: A total of 485 IUPUI faculty responded to the survey (response rate=36.7%).

Note 3: Definition of “Faculty” for the Survey Component:

To be considered “faculty,” an individual must:

- Have teaching responsibilities (even if teaching is not that individual’s primary responsibility);
- Have a regular or recurring relationship with the institution;
- Be affiliated with a department or program that has an undergraduate program.
- Exclude: a) faculty in programs or departments that offer only graduate or graduate-professional education; b) graduate teaching assistants; and c) undergraduate teaching assistants or peer leaders.

The individual may be:

- Employed full- or part-time at your institution;
- Tenured or tenure-eligible;
- Ineligible for tenure;
- Adjuncts, administrators, or professional personnel at the institution who teach but whose primary job responsibility is non-instructional.

Note 4: The faculty survey was designed and administered by the Center for the Study of Higher Education, Pennsylvania State University. The survey was designed to assess faculty professional activities (e.g., preferred teaching methods, research activities, advising duties, professional development activities, informal interactions with first-year students) and perceptions of various aspects of their institution’s policies, practices, and values as they relate to first-year students and the “Foundations” of excellence dimensions.

Student Survey Information

*The AASCU Select 6 Comparison Group Founding Institutions: City University of New York, Brooklyn College; Illinois State University; Indiana University-Purdue University Indianapolis; Kennesaw State University; University of Southern Maine; and University of Wisconsin–Oshkosh.

**The Urban Peer Comparison Group: University of Akron, Nebraska at Omaha, University of Wisconsin-Milwaukee, Wright State, University of Missouri-St. Louis, University of Massachusetts-Boston, University of Toledo.

Note 1: The National Survey of Student Engagement (NSSE) queries freshmen and seniors about their involvement in “engaging” educational experiences—that is, experiences that research on learning connects to academic and intellectual growth in college. The results reported are based on the IUPUI Spring 2004 administration.

Note 2: A total of 446 IUPUI first-year students responded to the survey (response rate=27%).

Note 3: Please see <http://www.indiana.edu/~nsse/> for more detailed information about NSSE.