2003-2004 University College

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Mission

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

University College seeks out and emulates national best practices whenever possible for the benefit of students. In addition, the unit is committed to providing an environment that encourages respect for multiculturalism in all initiatives.

University College will achieve its mission through the

Promotion of student learning

Focus on individual student success

Establishment of its own traditions and recognition of accomplishments

 Provision of a quality first year experience

 Development of strong connections with the degree-granting units

 Commitment to faculty and staff development

 Creation of a community that values diversity

 Implementation of collaborative governance built on individual responsibility

 Commitment to intentional reflection and assessment

University College will continue to strengthen its collaborative form of governance, a model for university governance in the twenty-first century. The following tenets of collaborative governance have been adopted by the faculty, staff, and students of University College.

Severeral groups within University College have expertise to contribute to University College and a stake in its outcomes.

Decision-making is horizontal, not vertical, and those with the best perspective on a given issue should have the greatest input.

Collaborative governance moves forward the collective agenda within University College and beyond.

The University College governance structure must link with campus/university governance structures.

Collaborative governance promotes linkages with similar interests across campus and throughout the University.

Decision-making is a process that requires both input and feedback.

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

Honors Program:

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

The longer-term vision of the development of the Honors Program is outlined in the goals detailed in the next section. The goals are derived from the IUPUI Honors Program development plan that was developed at the 1998 AAHE Summer Quality Academy and were subsequently adopted by the campus. During the 2005-06 academic year, the Honors Program will be developing a self-study in preparation for an external review in the following academic year. In the process of preparing this self-study, and as a result of the external review, new goals will no doubt be developed for the future direction of the program.

Career Center:

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

Goals and Objectives

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

2. University College, in collaboration with schools and units, will develop policies and programs likely to increase the recruitment of well-qualified students to IUPUI representative of the region's population in terms of race and ethnicity.

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

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

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

The Honors Program and the Bepko Scholars and Fellows Program have contacted honors qualified students in the junior year of high school and have asked them to consider coming to IUPUI. Has purchased lists of excellent students to invite to join the campus, and has attempted to bring a concentrated effort to the college's recruitment strategy. Both the Running Start and SPAN programs, run through the Honors Program, offer students in grades 9-12 the opportunity to take IUPUI courses for dual credit, thus involving them directly in the IUPUI experience. Additionally, Honors coordinates with the Office of Student Scholarships to identify and recruit top performing students to IUPUI.

Systematic channels of communications - letters, publications, websites, events.

Evidence of Progress for 2003-2004:

The number of honors students receiving scholarships is stable at the 110-120 level. The quality of these students continues to improve. In the 2004-05 academic year, 37 incoming students received Honors scholarship. Thirteen of those were Bepko Scholars. Requirements for the Honors Program are now being revised to attract a larger number of non-scholarship participants.

Activities planned for 2004-2005:

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

02. University College works closely with academic schools and campus stakeholders to develop an orientation program that takes into account what students need to know about particular majors as well as what students need to know about IUPUI. The cooperation with these stakeholders is critical to the development and planning of the program's learning objectives and sessions as they need to uphold the CAS standards outlined for orientation programs and reflect the mission of University College.

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:
Central to University College’s mission is partnership with the other colleges on campus to champion student success. Perhaps no other program typifies this effort better than orientation. All entering students attend a full day of orientation activities. Faculty, staff, and administrators joined student orientation leaders in planning and conducting 31 orientation sessions for Fall 2004, serving 4,156 students and 1,698 family members and guests. For first-generation students, it is particularly important to enlist the support of family members. The campus provides special sessions for family members during orientation. Family members were also invited to attend the annual Family Connections Dinner, which is held each fall in the Conference Center. This fall, 160 family members joined 30 IUPUI faculty and staff members for the annual event. Dr. Victor Borden, Associate Vice Chancellor, Information Management and Institutional Research, and Associate Professor of Psychology, was the featured speaker.

The New Student Orientation Program began the 2004 program with a wealth of information, data, and the feedback from an extensive two year long self-study, program review, and external review. The work and extensive analysis provided from these efforts prepared the program with the necessary information to guide programmatic development, make data-driven decisions, and move the program in many new directions. The changes implemented in the 2004 orientation program represent the largest number of changes made in any given summer since 1996. To begin, the look and branding of the program was invested in by purchasing new outdoor banners, signage, print materials, and give-a-ways. Secondly, the program used the data collected and analyzed from the past two years to provide rationale for a new program design, emphasizing a new student information session, advising workshop, interest sessions, and a reordering of the overall program’s events and presentations. To accomplish this new program design, new purchases were made to bring in new equipment for student ID cards, a new introduction video, and a new technology session video and presentation. These changes were accomplished in part by the investment of campus stakeholders.

Evidence of Progress for 2003-2004:

Due to a considerable number of factors impacting enrollment for the 2004 fall semester, the Office of New Student Orientation worked persistently to contact students through phone calls and direct mailings in efforts to increase the number of students served and enrolled. Participation in orientation increased in 2004 from 3,689 to 3,815. Assessment of the program was critical this year to gain feedback and information about the changes made to the 2004 program. The new student evaluations, transfer student evaluations, and family evaluations indicated a high satisfaction with the program and its changes and developments.

Activities planned for 2004-2005:

- To provide the opportunity for students to make reservations for placement testing and orientation via the web.
- To continue communication and coordination with campus stakeholders to be a responsive and student focused program.
- Continue to develop and assess new orientation programs for family members and transfer students.
- To increase orientation staffing to include a joint position with the Enrollment Center to help in serving intercampus transfer students.

 concerted efforts are made to ensure the program is well-funded and well-managed.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

University College piloted a Summer Academy bridge program in August 2001 and 2002. The Summer Academy served 20 students in the first year, 79 in summer of 2002, 137 in 2003, and 174 in 2004. The students spend eight days on the campus preparing for a successful beginning to their college experience. The Summer Academy participants got a jumpstart in college writing, mathematics, critical inquiry, and study skills. They learned about the campus and formed connections with key members of the campus faculty and staff including their academic advisor, two student mentors, and a librarian. Kelley School of Business, Education, and Nursing partnered with University College in 2002 and 2003. The only change to the program in 2004 included a greater number of students participated and the School of Science joined as a partner School.

Evidence of Progress for 2003-2004:

The 2001 Bridge cohort showed an 83% one-year retention rate. The 2002 Summer Bridge program included 79 students with an 80% one year retention rate. The 2002 Summer Bridge students had a 2.9 average GPA (compared to an IUPUI overall Fall 2002 Full-Time Beginning Freshmen Overall Semester GPA of 2.6). In 2003 the Summer Bridge Program was expanded to accommodate 175 students. A total of 137 first year students completed the program. We continue to monitor the students’ academic achievement, persistence, and responses to a post-program evaluation instrument designed to assess students’ perceptions and learning outcomes.
Activities planned for 2004-2005:

The program will be expanded in 2005 to serve 200 students.

04. In collaboration with academic schools, University College will form and maintain first semester learning communities (typically linking a first-year seminar with an introductory academic course) to extend the orientation process and facilitate each student's understanding of the Principles of Undergraduate Learning, college-level expectations, respect for diversity, and campus services.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Of the 113 learning community sections for 2003-04, 35 in Fall and 7 in Spring were supervised and staffed by University College. The campus has the goal of serving all entering students through a learning community, and each year the proportion of students served has increased. The new template has been implemented. 5 themed learning communities offered in Fall 2004. 5 on-line learning communities offered in Fall 2004.

Evidence of Progress for 2003-2004:

In Fall 2004 1835 First-Time Students (including those enrolled in at least 7 credit hours) (81%) participated in a Learning Community (First-Year Seminar) course. Additionally, we expanded the Learning Communities program by implementing Thematic Learning Communities (TLCs) which include more coordinated efforts among faculty to increase student engagement, civic engagement, and persistence. There approximately 20 TLC implemented during Fall 2004.

Members of individual instructional teams continue to assess their strengths and weaknesses in terms of meeting student learning outcomes specified in the Template for First Year Seminars/Learning Communities and using Classroom Assessment Techniques. In addition, University College appoints faculty fellows to assess components of IUPUI's work with entering students. Donna Boland (School of Nursing) and Joyce MacVimmon in collaboration with Michele Hansen (Director of Assessment, UC) are continuing a comprehensive examination of how diversity is introduced into the curriculum in Learning Community courses and what impacts various strategies have on learning outcomes (in accordance with IUPUI's PULs).

University College continues to employ qualitative and quantitative approaches to comprehensively assess the impacts of LCs. Rigorous quantitative evaluation techniques are used to examine impacts on academic performance (e.g., GPAs) and retention rates comparing participants with non-participants while controlling for background characteristics. On-going evaluations of Learning Community courses have shown positive impacts on retention.

Data suggests that participation in Learning Communities First-Year Seminars adds an average of 9 percentage points to the retention rate (based on an analysis of the Fall 2002 courses).

Participants had a one-year adjusted retention rate of 69% while non-participants had a one-year adjusted retention rate of 60%. We are currently assessing the impacts on retention and academic performance for the Fall 2003 participants.

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).

Student course evaluation instruments are administered at the end of every course to assess students' perceptions of the effectiveness of the curricular content and pedagogical strategies as well as self-reported learning gains. The First-Year Seminar (U110) course evaluation was revised with student and faculty input to assess students' self-reported learning gains and perceptions of instructional strategies. We also expanded the Fall 2003 evaluation form to include a more comprehensive section on the impacts of the advisors' roles on the instructional teams and instructional strategies. Based on Fall 2003 results the majority of the respondents reported that the class improved their ability to find their way around campus (71% either agreed or strongly agreed), while over one-half indicated that the seminar assisted in their use of Oncourse technology and IUPUI email (76% and 70%, respectively). Over one-half of the respondents agreed that the seminar assisted them in learning classroom level skills such as time management (61%), setting a study schedule (55%), preparing for tests and exams (51%), and critically examining ideas (58%). A majority of the respondents stated that the seminar greatly improved their ability to locate necessary materials (71%) and do academic work and research (70%) at the library. Slightly over 70% of respondents stated that the seminar improved their understanding of what resources are available at the library.

- The 2003 mean values for the following areas were each significantly greater than the 2002 mean values:

  Establish a meaningful relationship with an academic advisor (2.74/2.43)
  Feel comfortable in IUPUI (2.6/2.9)
In Fall 2004, five on-line First-Year Seminars were offered continuing the development of pilots begun in 2002. They are still in a developmental phase and we will continue to assess these courses to monitor if they are achieving the learning outcomes specified in the revised template and if the courses are meeting students' needs. The courses have been designed to specifically to meet the needs of students who are unable to participate in a traditional first-year seminar. Students only enroll in the on-line courses if all other sections are full. The UC Curriculum Committee will continue monitor the effectiveness of these courses and make data-driven decisions regarding expansion and what students may benefit most from the courses. More complete use of the instructional team and the addition of more interactive components are new features.

UC provides enriching opportunities for faculty development. The Annual May Learning Community Colloquium is a critical program designed to enhance faculty development and improve outcomes in learning Community courses. During this campus-wide event, instructional teams have the opportunity to attend workshops and presentations on the following topics: the roles of student mentors and advisors, library resources, academic honesty and integrity, theme-based learning communities, introducing diversity into the curriculum, effective pedagogical strategies for enhancing critical thinking, promoting active learning, assessment, and more. In May of 2004, 146 persons participated in the Colloquium (37 faculty members, 23 advisors, 63 student mentors, and 20 “other” – librarians, institutional researchers, Student Life and Diversity Staff, and guests from other campuses).

Activities planned for 2004-2005:

With oversight from the University College Curriculum Committee:
1. On-line versions of learning communities will continue to be assessed and improved.
2. Residential learning communities will be established.
3. Thematic learning communities for exploratory students will be developed – 5 for Fall of 2004.
4. Participation of student mentors on instructional teams will be assessed and improved.
5. Learning Community Colloquium as centerpiece of faculty development will be continued.

05. University College will work with academic departments to extend the learning community program by creating learning block schedules. These schedules involve 25 students taking the same courses together, in a multiple credit block, where faculty are encouraged to develop an integrated curriculum.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

As of fall 2003, Thematic Learning Communities or TLCs replaced the original block schedule program. University College and the academic schools sponsored 7 TLCs pilots for fall 2003 and 17 in 2004. University College TLCs include those designed for science majors, health careers, multi-cultural perspectives, and career exploration.

Evidence of Progress for 2003-2004:

University College is working with the new campus TLC coordinator, Carmon Weaver Hicks, on faculty development strategies.

Activities planned for 2004-2005:

Assessment of the five TLCs will be conducted by the University College Curriculum Committee.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:
A Critical Inquiry (CI) Handbook has been developed to provide guidance to instructors. A faculty orientation workshop was held in October 2003 to begin the process of preparing faculty who will teach the course for the first time in spring semester 2004. Veteran Critical Inquiry faculty members and UC administrators led the workshop.

Evidence of Progress for 2003-2004:

Critical Inquiry assessment is ongoing and includes both quantitative and qualitative measures. CI is now offered in support of introductory courses in the following disciplines: Anthropology, Sociology, Political Science, Geography, Writing, Religious Studies, Biology, and Psychology.

Activities planned for 2004-2005:

Course offerings will be expanded in spring 2005.

University College will continue to work with academic departments to develop support programs designed to improve academic achievement and student persistence in high enrolling introductory courses which currently have substantial rates of DFW. This includes Structured Learning Assistance, Supplemental Instruction, and the Mathematics Assistance Center, which helps students in the acquisition of quantitative skills.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2003-2004:

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

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

In Fall 2004, Supplemental Instruction and Structured Learning Assistance is being offered in eleven courses, including Biology K101 and K103, Psychology B104, Human Biology BIOL N212, Physiology BIOL N217, Anatomy BIOL N261, Physics PHYS P201, Chemistry CHEM C101, Computer Technology CIT 106, Religion R111, and SPEA J101. 70 mentors teach over 100 sessions per week. In conjunction with the Math Department, University College opened the Math Assistance Center (MAC) in August 2001. The MAC is an open concept, multipurpose space for the tutoring of math concepts in environments ranging from one on one to large group space and everything in between. The success of this type of space is directly dependent on the types of technology that are employed. The use of laptop computers and a wireless network releases the tethers that bind users to space. Now, through the use of technology and mobile furniture, students will have the ability to create spaces that suit the type of learning in which they are engaging. The environment is now part of the success of the learning experience.

Evidence of Progress for 2003-2004:

IMIR data reveal increased retention rates for Structured Learning Assistance cohorts as well as higher grades in the content courses. Student success will be the measure used to assess the effectiveness of the MAC -- an assessment will be conducted in 2002-03. [Ref. 97 website]. The MAC has strongly impacted DFW rates in math. Fall 2001 data: http://uc.ups.edu/Public/Library/default.asp?WCID=pgDisplay&WCUCMPLIB&ENTRY_ID=052D3142DE830005 and http://uc.ups.edu/Public/Library/default.asp?WCID=pgDisplay&WCUCMPLIB&ENTRY_ID=052D31185C2G1001. Spring 2002 data: http://uc.ups.edu/Public/Library/default.asp?WCID=pgDisplay&WCUCMPLIB&ENTRY_ID=052D3188C8580001

Activities planned for 2004-2005:

Based on the success of the Structured Learning Assistance pilots, the Psychology Department, the Mathematics Department, and the Biology Department is sponsoring Structured Learning Assistance components in Fall 2004.

University College will continue to seek partners in degree-granting colleges to implement Structured Learning Assistance attachments. University College will continue to employ both qualitative and quantitative assessment of the program to make it as effective as is possible. University College will continue to offer Supplemental Instruction, in partnership with the departments interested in such a service.
08. University College will partner with schools to develop, implement, and maintain academic policies and procedures which are demonstrably effective in improving student retention and academic success.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Faculty have helped to revise University College programs and policies since 1998, and have led major revisions to Developmental Education, Orientation, Advising, and Learning Communities. University College is also an active participant in the campus discussions on admissions policies.
Systematic channels of communications—letters, posters, publications, media centers, websites, events.

Evidence of Progress for 2003-2004:

Up-to-date policy records. UC also maintains campus reports on Early Warnings and Administrative Withdrawals.

Activities planned for 2004-2005:

A major commitment for the University College Academic Policies and Procedures committee this year is to ensure that all student policies are accurately stated in UC records. The committee will also discuss policies for visiting students.

09. University College will continue to develop and support programs designed to improve academic achievement and retention among low-income and first-generation college students.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Student Support Services (SSS) fosters an institutional climate that supports group cohesiveness and bonding with the campus environment through counseling, mentoring, and cultural enrichment activities. SSS also provides academic and financial aid advising, academic and financial aid tracking, and math tutoring. Juniors and seniors in the SSS program serve as mentors and tutors for new matriculants.

SSS students receive financial assistance, advising supplements, and scholarships.

Evidence of Progress for 2003-2004:

275 students participated in SSS during the 2003-04 year. Through 2002-03, SSS had a 39% graduation rate, an 85% overall retention rate, a 86% minority retention rate, and an 89% Freshman retention rate. The overall average GPA for SSS students was 2.5.

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Building bridges between family and students' education.
Evidence of Progress for 2003-2004:

Activities planned for 2004-2005:

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

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

University College works with Campus & Community Life to offer programs and activities that will add to the academic content of student life, as well as intentional programs that will enhance diversity and understanding on campus. The FLASH (First Year Students Learn & Achieve Socially Here) program was piloted during the fall 2002 and spring 2003 semesters in first year seminar courses and is in full operation Fall 2004. The goal of the FLASH program is to get new IUPUI students more aware of and involved in the various co-curricular events and activities taking place at IUPUI. These events and activities have been developed to enhance a student’s collegiate experience, cultivate leadership, promote diversity as a value, and to create a greater sense of connection for students to each other and to the campus. The FLASH program is coordinated through Campus & Community Life and is first introduced to incoming students during New Student Orientation. The program is facilitated in first year seminar courses through the student mentors, using a weekly newsletter and corresponding web site developed by Campus & Community Life.

Evidence of Progress for 2003-2004:

The implementation of residential learning communities; the creation of Honors House.

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

We have been awarded a challenge grant from Dean Plater to create a position in Student Employment to sell hiring students to IUPUI departments. This will greatly increase this units visibility. In 03-04, the Career Center held 6 job fairs, attended by 451 employers and over 3,000 students, of which 2,107 were current IUPUI students. Commitment to Excellence funds support a joint position and new initiatives in this area.
Activities planned for 2004-2005:

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

- 04. University College will work with IMIR to study the factors associated with student success at IUPUI, including the effectiveness of specific University College programs as well as the progress IUPUI has made in recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity.
  
  **Campus Planning Theme:** Best Practices
  
  **Secondary Goals:**
  
  **Sub Unit:**
  
  **Time Frame:** On-going

Actions taken for 2003-2004:

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

UC is also working with the School of Liberal Arts and the Testing center to develop an effective English course placement process entitled "self-guided/directed placement." This process relies on students' perceptions of writing ability and uses self-efficacy theory as a guiding framework.

Evidence of Progress for 2003-2004:

Recent IMIR studies include: /imir/mi/enrol00/enrol00rb.htm, /imxpe/mi/Spri03/UCOL_pdf, /imxpe/mi/fiveyeartrnd.asp, /Surveys/ContinuingStudent/contstud.htm

IMIR data is used by University College staff and faculty to revise programs to make them more effective.

Activities planned for 2004-2005:

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

- 05. To better serve students and maintain lines of collaboration and communication among schools, University College will appoint joint positions, and will use other means to make communication among schools concerning student requirements as efficient as possible.
  
  **Campus Planning Theme:** Best Practices
  
  **Secondary Goals:**
  
  **Sub Unit:** None
  
  **Time Frame:** On-going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

There are now eight joint positions.

Activities planned for 2004-2005:

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

- 06. To better serve students, University College will develop new research partnerships with other universities to identify and discern best practices for programs and policies likely to enhance student academic success.
  
  **Campus Planning Theme:** Best Practices
  
  **Secondary Goals:**
  
  **Sub Unit:** None
Time Frame: On-going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

IUPUI has been named to the Greater Expectations project (Association of American Colleges and Universities), named an Institution of Excellence in the First College Year by the Policy Center on the First College Year, and a Founding Institution with the Foundations of Excellence in the First College Year project (funded by The Atlantic Philanthropies and Lumina Foundation for Education).

Activities planned for 2004-2005:

null

07. To increase general knowledge about programs and policies likely to enhance student academic success, and to receive needed feedback, faculty, staff, and students working in University College programs will be encouraged to deliver presentations and papers at influential conferences and/or publish other work highlighting the activities of the college.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Presentations and papers were given at local, regional, national, and international conferences during the 2003-04 academic year. Each presentation dealt with some aspect of the work of University College. In addition to the presentations and papers at the various conferences, University College personnel wrote several articles published in peer-reviewed or academic publications, and published one set of essays detailing the different types of learning communities.

Evidence of Progress for 2003-2004:

University College programs and personnel won four awards from national organizations in 2002-03. University College hosted one regional conference and two local conferences or workshops. Faculty and staff have made many presentations at national, regional, or state conferences and have contributed to publications and books.

Activities planned for 2004-2005:

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

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

01. Faculty Appointments, including adjunct appointments and joint lecturers, will continue to be a major mechanism for engaging campus faculty in student success.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going
Actions taken for 2003-2004:

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

Joint lecturers were appointed in Communication Studies, English, Anthropology, Biology, University Library, and Mathematics.

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

Evidence of Progress for 2003-2004:

Faculty and staff teach approximately nearly 120 sections of Learning Communities and Critical Inquiry sections per year and are active on approximately 10 committees along with student programs.

Activities planned for 2004-2005:

At least four new faculty fellows will be named in 2004-05.

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Continue and expand as needed.

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Five faculty fellows were named for the 2003-04 year, to involve faculty in doing research on important campus and University College issues including retention, honors, mentoring, and Critical Inquiry.
Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Faculty fellowships will be offered for 2004-05 in the areas of: retention of minorities, assessment of themed learning communities, critical inquiry, honors curriculum, impact of first year seminar, and powerful pedagogies.

Campus Planning Theme: Best Practices  
Secondary Goals:  
Sub Unit:  
Time Frame: On-going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

Student satisfaction, faculty satisfaction.

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Best Practices  
Secondary Goals:  
Sub Unit:  
Time Frame: On-going

Actions taken for 2003-2004:

Joint positions are actively pursued with all schools; where we are unable to fund a joint advisor a liaison from the advising center is appointed. Joint advisors and liaisons are responsible for planning an annual information exchange, update curriculum sheets, and provide training for new advisors.

Academic programs are invited to attend weekly advisor meetings to provide information on curriculum updates as well as more detailed information on courses and degrees.

All departmental curriculum sheets are posted on the University College web page so that students and advisors may easily access the most recent degree requirements. We now post the format used in the school so there is consistency in format and the way in which information is presented to students.

University College coordinates a campus-wide committee on academic advising to enhance communication about advising concerns across the campus. In 2003-2004, the group worked to increase the information shared about students at the point of certification to a school and worked cooperatively with New Student Orientation to enhance the orientation process for transfer students.

In 2003-2004, University College received $100,000 from the dedicated tuition fund to support the work of 2-5 additional joint advisors.
Evidence of Progress for 2003-2004:

Student Satisfaction with advising has increased since 1996. In 1996, 49% of University College students agreed or strongly agreed that they were satisfied with their advisor. Based on the Continuing Student Satisfaction and Priorities Survey (CSSPS) that was administered during spring 2003 54% of UC students reported that they were either satisfied or very satisfied with University College Advising.

University College now has joint advisors with six schools as well as the Career Center, Honors program, and University College academic affairs. University College also provides support to a 20% advisor funded by Purdue University to support students who may transfer to agriculture-related programs.

Activities planned for 2004-2005:

We continue to look for ways to fund additional joint advisors with other schools and campus programs.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Continued use of early warnings with Learning Community students; in addition, all conditional admits required to enroll in second semester support (Critical Inquiry or Structured Learning Assistance). In Fall 2000 Advisors began using an early warning system that alerted students to failing grades, using feedback from professors as the basis of the warning. Beginning in Fall 1999, students in learning communities registered together for the spring semester. Students within the learning communities form connections with each other and registering together built on these connections by encouraging the students to register for spring courses with their fellow learning community students. Additionally, in-class registration ensured that the advisor could see that each student returned for the spring, and if the student did not register, the advisor knew why. As the number of Learning Communities and other classroom-based support programs has increased, the ability of the advising staff to meet all expectations has become more difficult. Each advisor participates in five learning communities each week by preparing for and attending class, sees students on a walk-in basis, presents workshops, attends meetings and works on Center projects. As the importance of advising in student retention continues to be recognized, the demands placed on advisors will continue to grow.

Evidence of Progress for 2003-2004:

Learning Communities have been shown to significantly increase retention and national studies reveal that group programming on commuter campuses also aid in retention (university/asp97/asp97.htm; mba.m/i/enrol00/enrol00b.htm).

Activities planned for 2004-2005:

Continue with the system, restructuring it through ongoing assessment.

03. University College Advisors will aid in teaching the learning community courses, making advising a tool for instruction.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Advisors serve as important members of the instructional team for each learning community. Advisors teach class sessions on topics including financing college and budgeting, study skills, career decision-making, time management, and academic planning. Because advisors attend every class session, entering students meet with their advisors every week. This allows student issues to be addressed in an on-going basis, rather than waiting until a crisis occurs at which point students usually seek out advising assistance. Advisors support students in navigating IUPUI in a manner which presents the information as students are ready to hear and utilize the information and experience.
Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

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

- 04. Advisors will continue to improve the accuracy of course placement by working in partnership with the departments.
  
  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
  **Sub Unit:** None
  **Time Frame:** On-going

Actions taken for 2003-2004:

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

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

The Advising Center coordinates an annual campus-wide advisor meeting prior to New Student Orientation to help ensure all advisors assisting new students have updated information on placement testing, registration, and common first-year courses.

Evidence of Progress for 2003-2004:

Advisors have approximately 15,000 walk-in appointments per year. The most recent Student Satisfaction Survey showed an increase in student satisfaction with University College Advising, compared to a previous survey (links/ar/adv/99/contadv99.htm). The Advising Center received Outstanding Institutional Program Award in 2001, 2002, and 2003 from the National Academic Advising Association (NACADA), confirming the Center’s adherence to national reforms.

Activities planned for 2004-2005:

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

- 05. University College advisors will continue to coordinate and refine the early warning system and will assist students who are having difficulty.
  
  **Campus Planning Theme:** Best Practices
  **Secondary Goals:**
  **Sub Unit:** None
  **Time Frame:** On-going

Actions taken for 2003-2004:

The early warning system, used by University College since fall 2000, has been extended to include Administrative Withdrawals. The early warning system monitors attendance as well as poor performance. Any student for whom a faculty member has reported issues with either attendance or performance is sent a letter encouraging them to speak with their faculty member and utilize campus resources. Any student in a learning community is also contacted by their learning community advisor. In courses identified by the schools (currently xxx courses participate) if students do not attend 50% of the class sessions in the first four weeks of the term, they are administratively withdrawn from the class.

Any student with below a 2.0 cumulative GPA is placed on a checklist and must see an advisor prior to registration, which enables the advisor to assist the student in assessing challenges to academic success and methods for overcoming the issues. Students applying for reinstatement after being academically dismissed, attend skill enhancement workshops and meet individually with an advisor to develop a plan for success.
Evidence of Progress for 2003-2004:

An important index for judging impact has been the retention of entering students, which has increased from 58.1% for the full time, first time students entering in 1999 to 64.8% for the class entering in 2001. The class entering in 2002 had a 66.6% one-year retention rate.

Activities planned for 2004-2005:

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

06. University College will integrate academic and career advising.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Since Fall 2000, career advising has been introduced to University College students in the learning communities. Students are given free access to a number of different computer programs that help to match student interest with potential career fields. There are three positions of joint advisors/Career Center staff. The advising unit has worked with the Career Center to increase career advising opportunities and have jointly published a career guide used in Learning Communities with great success. A task force on Integrating Academic and Career Planning met for 16 months and submitted nine recommendations.

Publications to enhance student success: Steps to Career Planning Booklet.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

University College hopes to strengthen these efforts wherever possible. A student commitment to a career is a factor in retention. Career and Advising Center staff will focus on implementation of the recommendations in 2004-2005.

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

04. University College is participating in the pilot of the electronic portfolio with special attention to the Principles of Undergraduate Learning.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2003-2004:

The Technology Director took part in a retreat to help plan out the future of the Electronic Portfolio and sits on various committees dealing with the Electronic Portfolio.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

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

01. University College will continue to add new teaching technologies to its teaching and mentoring spaces in the University College building.

   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: End of Fall Semester

   Actions taken for 2003-2004:
   Obtained equipment and quotes for installation.

   Evidence of Progress for 2003-2004:

   Activities planned for 2004-2005:
   Install equipment and train faculty, students and staff on the use of the technology.

02. University College will continue mobile technologies to aid students in need of technology where space limitations inhibit the use of traditional computer laboratories.

   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

   Actions taken for 2003-2004:
   Installed wireless network throughout University College building. Worked with UITS to create wireless in the courtyards of University College. Provided laptop checkout program for students in the University College building. Created two mobile labs for delivery to classroom and meeting spaces.

   Evidence of Progress for 2003-2004:
   Students use of technologies will be closely monitored in 2004-05, and focus groups will be run to determine student satisfaction.

   Activities planned for 2004-2005:
   Upgrading wireless network to provide faster, more reliable services.

03. University College will continue to support student learning in orientation, learning communities, and other courses or activities to aid in student success.

   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

   Actions taken for 2003-2004:
   The Learning Community instructional teams are making extensive use of Oncourse. Technology Services provides support for implementation of this program with University College.

   Registration of students in Learning Communities takes place with the help of Technology Services, which plans and executes Learning Communities registration. This would not be possible without the mobile infrastructure that Technology Services has built.

   EKiosks continue to be popular with students. Students use the kiosk to schedule classes, check Email, check the campus calendar, access Oncourse, access OneStart, and print checksheets.
Technology Services trains mentors in the use of technology in a train the trainer format. Mentors are then able to train students in their Learning Communities.

University College, Campus and Community Life, and Undergraduate Student Government have partnered to help raise awareness of student organizations and events on campus through the creation of a digital billboard system. The system is being used to help raise awareness about campus events, deadlines, and organizations.

University College, Campus and Community Life, and Undergraduate Student Government have partnered to create a space for student organizations to both create their messages and display them through a multimedia presentation area and a multimedia design studio. Both of these areas are used by student organizations for the creation and dissemination of multimedia content.

Evidence of Progress for 2003-2004:

Activities planned for 2004-2005:

University College is creating a virtual orientation for students who cannot attend a traditional orientation. The virtual orientation will be delivered in many formats including CD and via the Internet. As well, students will be able to use the virtual orientation as a resource in the Learning Communities; much like the student manual is used currently.

Academic Advising is investigating the use of web advising technologies as an additional service to our students.

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

01. University College maintains a resource center, staffed by students, that will act as a clearinghouse of campus information for students.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

The Resource Center is a student-staffed desk that provides students with peer assistance in identifying resources for academic support on campus. The Resource Center, located at the crossroads of the University College Building and in the middle of the floor housing the Learning Center, provides a key resource to all students and serves as an important symbol of IUPUI's commitment to center on students.

- Resource mentors call all campus transfers, offering an opportunity for those students to pose questions or concerns about their experiences at IUPUI. Resource mentors refer transfers to the appropriate support office or information service. Student responses to calls are tracked for assessment.
- Flat screen TV monitors have been installed on the second floor to help resource mentors keep students updated on academic events on the campus. Each resource mentor is responsible for maintaining contact with specific schools to ensure that information on programs and events open to students are effectively communicated on a regular basis on the flat screen monitors.

Resource mentors monitor the University College laptop checkout system. Laptops are available for checkout in the UC building on a short-term basis for student use.

Evidence of Progress for 2003-2004:

Total number of students served by the Resource Mentors in 2003-04 was 4472. The types of information requested and questions asked were tracked as a part of the ongoing assessment of students needs.

Laptops were checked out for student use 703 times.

Activities planned for 2004-2005:

No change in activities planned for 2004-05.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

The Learning Center is the home for Supplemental Instruction and Structured Learning Assistance, mentoring. All student mentors are awarded Leadership scholarships in recognition for their service to the university in student-to-student support programs. Student-to-student academic support is offered without cost to all IUPUI students. The Learning Center also provides a list of tutors who will provide additional support for a fee.

- Supplemental Instruction (SI) mentors provide traditional supplemental instruction support in science, engineering technology, and religious studies courses including anatomy, physiology, biology, computer technology, and chemistry.
- Structured Learning Assistance (SLA) mentors provide required supplemental instruction for psychology and biology courses. Non-required SLA instruction is also provided for SPEA courses. SLA mentoring labs are attached to specific sections of the discipline courses, and in order to ensure full participation, the lab time and day appears on the students’ schedule. SLA mentors work closely with the faculty of the discipline courses.
- SI and SLA mentoring sessions are monitored and accessed by a new software program, AccuTrack, that was implemented in Spring, 2003. AccuTrack was specifically designed for Learning Centers. The system uses student OneCards to monitor attendance and to distribute evaluation surveys.
- Learning Community (LC) mentors also serve as orientation leaders during summer and fall orientation programs. LC mentors are full members of the instructional teams that serve students in the first year seminars.
- Summer Academy Bridge mentors serve as partners of the instructional teams that work with entering students for two weeks prior to the beginning of fall semester. Half of the Bridge mentor teams will continue working with the entering students in their fall learning communities. (Not open anymore)

Student athlete mentors provide tutorial study hall support for all beginning student athletes throughout the fall and spring semesters of their freshman year.

Evidence of Progress for 2003-2004:

Multiple methods and measures are employed to assess program components and outcomes—both qualitative and quantitative. A few of the results for individual initiatives are highlighted below:

- SI: DFW rates for participants vs. non-participants for fall 2003 are as follows: Biol N217 (13.33% vs. 49.82%); Biol N261 (6.00% vs. 33.71%); Chem C101 (20.00% vs. 41.75%); CPT 106 (17.86% vs. 29.66%); PHYS P201 (17.86% vs. 33.71%); Rel R111 (4.21% vs. 23.53%); SPEA J101 (31.58% vs. 27.88%). Total number of students served in spring 2004 in SL sessions = 325 (Note: # reflects students who participated 3 or more times). Total number of sessions attended by students for spring = 538. Total number of visits = 3747.
- SLA: DFW rates for participants vs. non-participants for fall 2003 are as follows: Biol K101 (35.19% vs. 55.15%); Biol K103 (14.52% vs. 15.79%); Psy B104 (19.83% vs. 42.67%). Total number of students who attended three or more times SLA sessions = 796. Total number of sessions attended = 617. Total number of visits = 8680.
- LC: Retention rates for regular admits in 2001, who participated in learning communities, was 77% compared to 69% for non participants. The rate for conditional admits was 57% for participants compared to 51% for non-participants. (all percentages represented adjusted rates). In addition, students report that participation in learning communities helped them learn to take course demands more seriously, develop better study habits, and organize their time better. They also indicated that the course helped them develop more self-confidence.
- Bridge: The average fall 2002 GPA for Bridge participants was 2.9 compared to the full-time beginning freshman, fall 2002, of 2.59. Survey research indicates that students were highly appreciative of the experience, especially the opportunity to get to know each other and IUPUI before their first semester.

Athletic Mentors: 50 student athletes are participating in the athletics mentoring program. The athletes meet with the mentors twice a week for a mandatory two-hour session.

Activities planned for 2004-2005:

- All Mentor Programs: Plans are underway to establish and sponsor a state-wide mentor training conference in late summer, 2004.
- All Mentor Programs: Plans are underway to expand mentoring initiatives with other departments across the campus with the support of the new tuition dollars.
- Tutorial Support: Smarthinking, an on-line interactive tutorial service, has been implemented. The Learning Center is in the process of communicating information on this new computer support program to the faculty in specific disciplines.
- Bridge: Development of a comprehensive training program for students serving as Bridge mentors. SLA will be expanded in fall 2004.

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

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:
Sub Unit:
Time Frame: On-going

Actions taken for 2003-2004:
Tables and chairs for studying or social interaction, games, and food areas provide a space for students.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

A full-service Chartwells food court is open.

EX 04. University College reaches its constituencies (Indiana businesses, government, IUPUI administration, faculty, undergraduates, staff, regional parents of pre-college and first year college, and donors) using appropriate communication tools respective of each constituency. Our primary focus is IUPUI undergraduates. Our initiatives either have a direct or indirect impact on the undergraduate, regardless of which constituency we are in contact with.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

University College publishes a quarterly newspaper, ParentEd. A parent advisory group drives this project and interaction is available with the campus, a chat room, and authors with expertise in their fields. A national company is sponsoring the project. Parents for parents plan topics.

University College builds sponsorships with other IUPUI schools and Indiana businesses in creating communications tools. The sponsorships open doors to other supporting avenues for the campus. When a business purchases an ad in the Insight magazine, for example, the ad supports publishing the piece but also builds a bond between the business and higher education. Working mutually to build a better workforce, that in turn improves the economy, is the worthwhile outcome. It should be noted that Insight magazine covers all topics related to working hand-in-hand becoming a better student and becoming a better state.

The Friends monthly matter is timely news about IUPUI and how the donors’ dollars work for the campus and the University College student. It keeps the donor’s investment visible and builds encouragement to continue with their donation.

411 Student Manual and the Student Planner have a wide distribution to the campus. Although both books focus on supporting the first-year student, the books were very well received by continuing students. New students receive both publications and continuing students purchased their copies at the campus bookstore. Particularly with the Planner, the city and campus played a role in equipping the student with a wide range of activities and community outreach opportunities.

The Metropolitan Universities Journal and the Metropolitan Universities News are publications that are produced by University College. There is a great deal of exposure for IUPUI because the publications have a readership of over 1,400 university presidents and deans internationally. Both pieces have quarterly distribution.

Evidence of Progress for 2003-2004:

Sponsorships have generated funds that have doubled in less than two years. This is an indicator that schools and businesses support the work of University College and acknowledge the importance of retention.

Readership, with regards to the journal and newsletter has increased by 23% over the last year, giving IUPUI more exposure to the field of journal recognition.

Schools of Medicine, Education, Nursing, Engineering & Technology, Science, and student organizations are collaborating with University College on communication projects that impact undergraduates.

Student and public focus groups are used heavily in pre and postproduction of the initiatives described in the action category. The student/customer drives the outcome.

Activities planned for 2004-2005:

Communications will continue but draw upon new sources of support so the outreach has more of a dramatic span and scope.
05. University College will develop, implement, and assess programs of student, faculty, and staff development.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

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

Past studies serve as a foundation for current work. Older studies include: 1. IUPUI Self Study (http://www.universitycollege.iupui.edu/81/UC/Assessment/RUSS_Rpt_Final.pdf) 2. RUSS Critical Friends (http://uc.iupui.edu/UC/Assessment/CF_Report.pdf) 3. Faculty Assessment (https://www.universitycollege.iupui.edu/81/UC/Assessment/RUSS_Analysis.pdf). Research is ongoing, but the most recent comprehensive report was prepared in conjunction with the Center for Teaching and Learning. An overview of this report is now public, and a more thorough report will be soon available (http://www.universitycollege.iupui.edu/Admin/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=0527E1BA67000003). In addition, University College appointed faculty fellows to assess components of IUPUI's work with entering students (see http://www.universitycollege.iupui.edu/UC/Assessment/FacultyFellows19991.pdf):

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

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

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

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

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

02. University College will create new, and build on existing partnerships, sponsorships, and fund raising events that seek new sources of support for undergraduates.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Our current business donors are increasing their support due to our work and trust of outcomes.

American Express, UPS, Partners Printing, and National City have been our major players. They have supported us with sponsorships and scholarships.

University College leads the IUPUI Scholars’ Day, Fall Convocation, and the United Way Chili for Charity events for the campus. It is these events that create camaraderie for the campus and community.

University College is approaching another renovation for its building. We’ll build new and improved study and mentoring areas equipped with the latest technology.
Insight magazine, Student Planner, Metropolitan Universities Journal, and the Metropolitan Universities News generate revenue that offset most of the costs associated with their production.

Evidence of Progress for 2003-2004:

Partners Printing will endow two scholarships. UPS is creating a UPS Mentoring Fund and has future plans to name a new classroom. About $200,000 in sponsorships was created. A campaign of over $3 million was reached.

Activities planned for 2004-2005:

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

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: 2001-2004

Actions taken for 2003-2004:

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

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

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

Evidence of Progress for 2003-2004:

Data are being collected by IMIR.

Activities planned for 2004-2005:

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

06. University College will encourage the community to visit campus for BookMarks events.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

BookMarks is organized in two sections: an off-campus series held at the Glendale Mall and an on-campus program of events, focusing on author visits. In 2003-2004, authors Lydia Minatoya and Andre Dubus visited campus. BookMarks also initiated a Rowland Sherrill Memorial Reading, in which Arsenal Technical High School students come to campus to discuss a common reading.

Evidence of Progress for 2003-2004:

Participation rates in both the internal and external BookMarks series. The Glendale Mall series have gained in popularity since moving from a local bookstore.
Activities planned for 2004-2005:

Following the model of Chicago, the BookMarks Program will work with the city to expand BookMarks’ community involvement and become a city-wide phenomenon. Discussions are currently underway to create a civic book festival in which BookMarks would take a leading role. BookMarks will also collaborate with other programs that bring authors to Indianapolis, such as Spirit & Place and the public library system, as well as arts organizations such as the Indianapolis Opera.

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

The Career Center completed a two-year program review process spring 2001. We examined our priorities, and made University College retention issues our number one priority. We have recently completed a total reorganization of our unit to reflect these changes. We now report directly to University College. We have hired an Assistant Director for Career Counseling Services. We are actively participating in the taskforce on Integrating Career Counseling and Academic Advising. We have increased our UC student traffic 10 fold in the three years since our program review (94 students in 2001 Vs. 947 students in 2003). We introduced ACT’s Discover career exploration program on this campus. In addition, we restocked our career library, and expanded our web site to aid students in their career searches.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

We have developed a career development program called Step Ahead, which we will attempt to market to our learning community classes. We hope to improve attendance at this program, and expand our career development offerings in general by participating in a University College Task Force on Integrating Career Development with Academic Advising. We will hire a staff of Peer Counselors. We will develop specialized programming such as the IUPUI Career Exploration Day, and we will participate in freshman orientations. We will experiment in new programming for undecided students at key intervention points such as orientation, sophomore year, 36 hours, learning communities, etc.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On Going

Actions taken for 2003-2004:

The Career Center internship programs recently completed a yearlong review by the Campus Task Force on the Brain Gain. This committee recommended that 1. IUPUI should semi-de-centralize the administration of internship programs at IUPUI. 2. IUPUI should provide a central support for coordination of efforts for internship programs from the IUPUI Career Center. 3. IUPUI should create an IUPUI Internship Coordinating Committee. 4. IUPUI should expand the Career Center’s JagJobs electronic database to include a central internship module for the campus. In addition, we have created an Assistant Director for Internship and Experiential Learning and we have expanded JagJobs to include an internship module. Although losing RSOB’s internship program cost us some numbers initially, we have been able to rebuild this program. Last year we increased the total credit hours earned by 15, and the total number of internships in JagJobs by 298.
Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Internships are among our highest priorities. We are moving to implement the Task Force’s recommendations. We will develop a resume referral system for interns. We will experiment with innovations such as job shadowing, mentorships, as well as Spring Break and Christmas Break Internships. Our Internship Coordinator will be a member of the Task Force on Integrating Academic Advising and Career Counseling, and a former academic advisor, so we hope to better market the internship program to UC students. The Solution Center will be taking over many of our internship responsibilities as of July 1, 2005.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

During the past academic year, we have reorganized our unit to reflect the higher priority of Student Employment. It is now our second highest priority. We now have an Assistant Director of Student Employment. We have bought new furniture for this area to visually emphasize its increased importance. We are involved in all new student orientations, so now all new students are immediately able to use JagJobs upon completion of orientation. We assisted 4,331 students during the last academic year in Student Employment. Due to problems with PeopleSoft, we lost our ability to completely count Work Study placements last year, but we estimate the total amount to be 654. We had a community service percentage of 25.6%. We were able to document over 237 student placements last year in non Work Study jobs, with estimated combined earnings of $700,000. These monies directly support IUPUI’s retention efforts by providing the student workers with money for tuition payments, and general support. In addition, our 2002 student employment Job Fair attracted over 1200 IUPUI students, and 71 employers. We also had 120 recruiting visits by student employment employers last year.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Student Employment will be totally redesigned in the next 6 months. We have a new Assistant Director, and we will be hiring an additional professional. The new position will be charged with employer development for on-campus employers. We hope that greater on campus opportunities for students will result in increased retention rates. These changes will make us a larger and much more professional unit. In addition, we plan to give new emphasis to our goal of linking Work Study with academic persistence and retention by designating a means to require departments to monitor their students’ academic progress as a requirement for future Work Study funding. In addition, we will be preparing a supervisor’s guide, and conducting workshops for supervisors.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

IUPUI completed a two year long program review of our office a few years ago. This has impacted our programs in several ways. Because we no longer do KSOB recruitment, our on campus senior placement recruitment visits were reduced to 30+ from our former levels of over 100. However our job listings and job fair participation has grown significantly. In 2003-4, we had over 10,942 jobs in our database (includes other schools listings) from 3,693 employers. In addition, we have a total of 13,626 students active in our database, as compared to 8,740 last year. Our job fairs have drawn 2,107 IUPUI students, and 451 employers.

Evidence of Progress for 2003-2004:

We will still boast an impressive list of employers recruiting on campus and at our Job Fairs.
Activities planned for 2004-2005:

The Kelley School of Business has created their own placement office, and so we will redirect some of our efforts to supporting University College’s retention efforts with freshmen and sophomores. We will continue providing placement services for all other schools on campus at a somewhat reduced level. In particular we will continue to develop Job Fairs and JagJobs, workshops, on-campus recruitment etc. We have formulated a Placement Taskforce sponsored by Dean Plater to help coordinate placement activities in the current decentralized environment.

10. Attract and retain top performing high school students through the Honors Program.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

During the spring semester of 2003, a committee was created to complete the planning for the Bepko Scholars and Fellows Program as a tribute to Chancellor Bepko. Prof. Mullen was named Executive Director in the fall of 2004, and Ms. Melissa Biddinger took the position of Director beginning January 1, 2004. The first cohort of students was recruited and the top candidates were interviewed. Offer were made to 14 students. Thirteen matriculated for the fall of 2004 and the fourteenth is expected to matriculate in the spring of 2005. Recruiting is presently underway for the 2005 cohort. The Bepko Scholars are required to live in Honors House during their freshman year, so both Honors and Bepko Scholars staff maintain a presence in the apartment rented by the Honors Program.

Evidence of Progress for 2003-2004:

The target goal for the 2004-05 academic year was to recruit and matriculate a cohort of 15 students for the first year. As noted above, we were able to recruit and matriculate a group of 14. To recruit for the upcoming academic year, we have worked to identify appropriately qualified students to apply for consideration for the Bepko Scholars and Fellows Program. The application deadline has been set for December 15, 2004 (priority date, December 1). Additional recruiting materials have been prepared and circulated to high school counselors.

Activities planned for 2004-2005:

To insure that programming for both the Honors and Bepko Scholars is performed in a way that assures that both groups of students receive the variety of activities and quality that each group deserves, Ms. Biddinger was appointed as Associate Director of Honors, in addition to her position as Director of the Bepko Scholars and Fellows Program. A reception was held for the Bepko Scholars and Fellows after the campus Scholars Day celebration and they have had one special meeting with Prof. Bepko to discuss issues of leadership and community. Additional planning continues for events that will enhance their educational experiences and prepare them for graduate level studies at IUPUI.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Students provide continual feedback on Honors course work through course evaluations and through interaction with the Honors staff. Instructors also provide feedback through evaluations of students' and their coursework. For the last two years, Honors conducted "exit" interviews with each of its students graduating with the Honors notation. We also use course evaluations, which are distributed to all instructors of Honors sections.

Evidence of Progress for 2003-2004:

Increased student success in Honors courses and increased academic achievement across the IUPUI campus. The number of Honors courses offered indicates a growing faculty interest in participating in the Honors Program and insuring that these students receive the enhanced academic experience the Program is designed to provide.
Activities planned for 2004-2005:

The Program will continue to develop methods of assessment to ensure that students are receiving the best that the Program can provide. The Honors Program will undergo a complete review by an external committee during its seventh year of restructuring, i.e., AY 2006-07.

03. To ensure that the Honors Program nurtures the understanding of human and cultural diversity and that students in the program develop the abilities to live and interact with civility and understanding with individuals and groups from different cultural backgrounds.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

As a part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified underrepresented populations. During the 2004/05 scholarship decision process, one international student and one African American student accepted the Honors Scholarship and matriculated in the fall.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

The Honors Program will continue to work with Enrollment Services to identify qualified underrepresented applicants and will actively recruit a student population that reflects the diversity of the IUPUI campus. It will also continue to work with the Office of International Affairs to identify and recruit qualified international students for the campus.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

The Honors Program, in cooperation with the Office of Scholarships and the Office of Admissions, is working to recruit high-achieving students from the state of Indiana and beyond. Beginning in 2003/04, these recruiting efforts were extended to include students qualified for the Bepko Scholars and Fellows Program. These students were automatically admitted to the Honors Program and are expected to complete their degrees with the Honors notation.

Evidence of Progress for 2003-2004:

Progress is indicated by numbers of applications and acceptances of offers to the program, along with the retention of students from year one through four. For the 2004/05 academic year, 42 offers were made and 37 students accepted and matriculated. Of those, 14 were Bepko Scholars and Fellows.

Activities planned for 2004-2005:

Honors will continue to work with these offices, as well as the Office of External Affairs, to advertise the opportunities offered by the program and to recruit the highest achieving students in the region. Melissa Biddinger, the Associate Director of Honors and the Director of the Bepko Scholars and Fellows Program is responsible for recruiting and programming for this cohort of high-achieving students.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

The Office of Admissions acquires the names and addresses of students in the state who achieve high scores on the PSAT and sends each of them a letter from the Honors Program along with a response card. Students returning the response card are then contacted and sent information on the Honors Program. Advertisements for the Honors Program are designed through the Office of External Affairs. From the inception of the new program in 1998, when the number of students in the Program numbered approximately 20, 200 students have applied to the IUPUI Honors Program. This has been the result of the work done in conjunction with the Office of External Affairs, the Office of Enrollment Management, the Office of Admissions, the Office of Scholarships, and the increased administrative support of the campus.

Evidence of Progress for 2003-2004:

Increased numbers of applications to the Program and participation in both the Honors Program and the Bepko Scholars and Fellows Program, as well as increases in retention and shortened graduation rates, will be the major indicators of success.

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

At present, a number of Schools, e.g., the School of Business, SPEA, Nursing, etc., have their own Honors Programs which are consistent with the campuswide program. Additionally, a number of departments, e.g., Biology, Psychology, Chemistry, Philosophy, etc., offer Honors possibilities. In 2004, Charles Feldhaus, a faculty member in the Department of Organizational Leadership and Supervision, was awarded a University College Faculty Fellowship to investigate ways to increase Honors offerings on the campus. At present, he has recruited ten faculty in the School of Engineering and Technology to begin developing Honors sections in courses. It is hoped that the School will develop its own Honors Program in the near future.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Building upon the example set by the development of Honors programming in the School of Engineering and Technology, the Honors Program will continue to work to support the efforts of Schools and departments interested in developing Honors programs that will complement the general program offered at the campus level. Discussions are underway with the School of Liberal Arts concerning the development of an SLA Honors Program. Additional programming for the Bepko Scholars and Fellows Program is also underway.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

The Honors Program offers several faculty/librarian opportunities annually. The development of new Honors courses is supported through the Honors Program Summer Faculty Fellowships. Undergraduate research is supported through both the Undergraduate Research Opportunities Program and the Honors Research Fellows Awards. The Honors Program is constantly seeking the best instructors on campus to participate in its curricular offerings.
Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

The above-mentioned programs will continue to be offered to provide support for course development, research, and learning for students participating in the Honors Program. The implementation of the Bepko Scholars and Fellows Program also offers increased opportunities for the involvement of faculty and staff from across the campus.

08. To offer students a variety of activities that supplement and reinforce the academic applicability of their undergraduate education.
   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-Going

Actions taken for 2003-2004:

The Honors Program, working through the Honors Council, continues to search for possibilities, e.g., service learning, etc., to develop co-curricular opportunities for its students. In the fall of 2004/05, the curricular requirements of the Honors Program were reviewed, and a broader range of opportunities for completing the IUPUI Honors experience is being proposed. Hopefully, this will be approved during the fall of 2004 so that it may be used for recruiting in the spring.

Evidence of Progress for 2003-2004:

Increased student participation, increased retention, and increased graduation rates.

Activities planned for 2004-2005:

Honors House hosts a number of activities to offer students an optimal living-learning environment. The Honors Program has office space in the House to provide a staff presence for supporting student needs. There is a weekly "Directors' Reception," and plans for monthly events for the residents are under way. At the same time, the Program continues to develop new co-curricular activities for non-residential students by continuing to expand the activities of the Honors Club and to offer additional "First Thursday Seminars" on topics of interest.

09. To provide community connections that will nurture increased cooperation between the urban community and the IUPUI campus programs.
   Campus Planning Theme: Civic Engagement
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-Going

Actions taken for 2003-2004:

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

Evidence of Progress for 2003-2004:

Increased community participation in educational efforts at IUPUI as well as increased student involvement in the community of Indianapolis and its environs.
The Honors Program will continue to work to increase such opportunities for both students and faculty on the IUPUI campus that will help connect students with the community at large. Present Honors requirements strongly encourage students to become involved in community service opportunities as part of their educational experience.

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

To date, efforts have been aimed at recruiting departments and units to develop dedicated Honors sections for Honors students, holding enrollments for such sections at 15-20 students. While there have been some successes, especially through the Honors Summer Faculty Fellowships supporting such course developments, the Program still needs at least fifteen to twenty more dedicated courses that will be offered on a reliable schedule to provide Honors students with the best possible educational opportunities that IUPUI can offer. The Honors Program also supports the development of "embedded" Honors courses, i.e., courses which reserve a number of seats for Honors qualified students. The "honors" portion of these courses are normally composed of special meetings with the instructor, accompanied by special assignments that "go beyond" the regular class assignments. Honors also offers students the possibility of the "H-Option," which allows the student to work directly with an approved instructor to enhance a "regular" course and have it approved for Honors credit.

Evidence of Progress for 2003-2004:

Increased numbers of regularly offered Honors sections on the campus and an increase in faculty interest and participation in working with the best students on the IUPUI campus.

Activities planned for 2004-2005:

The Honors Program will continue to work to identify those departments which offer courses that contribute to the campus "empirical core" and to recruit the best instructors in those areas to develop new dedicated Honors sections that will help build an Honors climate on the campus. Honors will also work to recruit faculty to develop upper-level courses that will meet a variety of student needs throughout the curriculum. Increased curricular opportunities for completing the Honors notation are a very high priority for the Honors Program.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

The Honors Program provides Honors students with computer access in the UCOL Reading Room adjacent to the Honors Program Office. The Reading Room contains a computer, phone, copier/fax, television with vcr/dvd player, refrigerator and microwave for Honors students.

11. To provide students with an optimal opportunity for learning and to provide access to the latest advances in learning technology to support the Principles of Undergraduate Learning.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

The Honors Program provides Honors students with computer access in the UCOL Reading Room adjacent to the Honors Program Office. The Reading Room contains a computer, phone, copier/fax, television with vcr/dvd player, refrigerator and microwave for Honors students.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-Going

Actions taken for 2003-2004:

Each year the Chancellor hosts a reception to recognize the academic achievements of both new and continuing students in the Program. Additionally, the Honors Program participates in the annual spring convocation for freshman honors sponsored by University College and publicly recognizes the scholarship recipients. New scholarship students also are provided with a special Honors orientation, as well as a reception to meet Honors Council members and Deans in the spring. The Honors Program also takes part in the annual Scholars Day celebration which recognized scholarship recipients across the IUPUI campus.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Teaching and Learning

Secondary Goals:
Sub Unit: None
Time Frame: Beginning with AY 2003/04

Activities taken for 2003-2004:

During AY 2000/01, the campus made plans to send a team to the AAHE Summer Quality Academy to plan for living learning programs for new residential housing. One of the "themes" of this housing would be "Honors House." Approximately 50 beds will be reserved for Honors students, who will participate in a number of Honors related academic and co-curricular activities. Programming for "Honors House" is underway. Honors House opened in late September, 2003, with seven residents. In 2004/05, there were 21 residents in Honors House, and the staff began to develop programming to increase student academic success. The small programming area beside Honors House has been furnished with a sofa, TV, play station, and refrigerator for use by the residents of Honors House.

Evidence of Progress for 2003-2004:

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

Activities planned for 2004-2005:

Honors house did not open until late September, so programming and occupancy have been limited. Regular programming for Honors House is underway and the student response has been very good.

11. University College will hire qualified academic advisors and they will employ the best national practices to improve advising for students and increase student persistence. They will use innovative methods and embrace advising as teaching.

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

Campus Planning Theme: Best Practices

Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Advisors are expected to refer students who need such aid to academic offices or programs, including, but not limited to, the Writing center, the Counseling Center, and the Math Assistance Center, to special programs for minorities, including the Minority Scholars Program.
Evidence of Progress for 2003-2004:

Student Satisfaction

Activities planned for 2004-2005:

Advisors will continue to arrange help for students.

2. University College will increase advising services so as to aid in strengthening persistence.
   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

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

All first semester students, students on probation, and students who have been reinstated are required to see an advisor prior to registering. Advisors serve as members of the instructional team in learning communities which provides students with weekly contact with an advisor throughout their first semester.

Evidence of Progress for 2003-2004:

Service hours
Family and student satisfaction

Activities planned for 2004-2005:

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

Through the email address advising@npni.edu, students are able to make contact with an advisor without having to come to campus. Students are also able to contact any member of the advising staff through their individual email account. Advising inquiries through e-mail continue to increase.

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

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

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

1. In an effort to invigorate University College with fresh ideas from a number of perspectives, we will continually seek to recruit faculty fellows from the majority of undergraduate schools on campus.
   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

Faculty Fellowships were awarded in 2004 to:

Drew Appleby - Learning Communities: A View from the Senior Year and Beyond

Enrica Ardemari - Retention Issues related to Low Income, First Generation and Minority Students
Jacqueline Blackwell - Student Mentors in First Year Seminars

Charles Feldhaus - Development of Honors Curriculum

Joyce MacKinnon - Assessment of TLC Pilots

Robert Osgood - Critical Inquiry in the Social Sciences and Humanities

Evidence of Progress for 2003-2004:

Recommendation from fellows have been implemented.

Activities planned for 2004-2005:

A Fellowship RFP will be issued in 2005.

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

Campus Planning Theme: Best Practices

Secondary Goals:

Sub Unit: None

Time Frame: On-going

Actions taken for 2003-2004:

The Steering Committee is operational.

Evidence of Progress for 2003-2004:

NA

Activities planned for 2004-2005:

TBA

3. University College will continue to develop and implement qualitative and quantitative assessment on the effects on students enrolled in the First Year Course, Supplemental Instruction, Critical Inquiry, and Structured Learning Assistance. The Summer Bridge Program and other courses or activities sponsored by University College.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: None

Time Frame: On-going

Actions taken for 2003-2004:

University College employs various techniques to assess learning communities (the First Year Course), Supplemental Instruction, Critical Inquiry, the Summer Bridge program and Structured Learning Assistance:

The campus goal was to have every undergraduate student develop one or more versions of the first year seminar for students seeking degrees in that unit, and to offer enough sections to meet student needs. All schools participated in Fall 2000, and the campus continues its commitment to learning communities in 2003. In Fall 2004 1835 First Time Students (including those enrolled in at least 7 credit hours) (81%) participated in a Learning Community (First Year Seminar) course. Additionally, we expanded the Learning Communities program by implementing Thematic Learning Communities (TLCs) which include more coordinated efforts among faculty to increase student engagement, civic engagement, and persistence. There approximately 20 TLC implemented during Fall 2004. Members of individual instructional teams continue to assess their strengths and weaknesses in terms of meeting student learning outcomes specified in the Template for First Year Seminars and using Classroom Assessment Techniques. In addition, University College appoints faculty fellows to assess components of IUPUI's work with entering students. Donna Boland (School of Nursing) and Joyce MacKinnon in collaboration with Michele Hansen (Director of Assessment, IPC) are conducting a comprehensive evaluation of these programs and their impact on the educational mission of the First Year Seminars.
University College continuously employs qualitative and quantitative approaches to comprehensively assess the impacts of dynamic and complex support programs. UC has increasingly faced the pressure to demonstrate and improve the effectiveness of first-year support programs. As such, these two approaches have been employed – not as two independent strands of inquiry and research, but as complementary techniques. Focus groups and interviews have been conducted with students and faculty members involved in First-Year Seminars, Critical Inquiry courses, and the Summer Bridge Program to enhance understanding of the impact of participation on student academic success. We also conduct rigorous quantitative evaluation techniques to examine impacts on academic performance (e.g., GPAs) and retention rates comparing participants with non-participants while controlling for background characteristics.

Student course evaluation instruments are administered at the end of every course/program to assess students' perceptions of the effectiveness of the curricular content and pedagogical strategies as well as self-reported learning gains. Each course/program to assess students perceptions of the effectiveness of the curricular content and pedagogical strategies as well as self-reported learning gains.

Evidence of Progress for 2003-2004:

Scholarly presentations and papers have been presented at national conferences such as AIR, the Assessment Institute, The National Learning Communities Conference, and more.

Activities planned for 2004-2005:

Each program has its own schedule of assessment. Both learning communities and critical inquiry will be quantitatively assessed each fall, with qualitative assessments occurring when deemed necessary. The Task Force that launched the critical inquiry and structured learning assistance pilots has called for a systematic review of the programs after five years (at the end of 2004-2005).

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

Since Fall 1999, University College has hired both student and professional staff to ensure phone and front-line coverage. The phone line to University College is rarely allowed to be placed on voice mail during operating hours (only during emergencies or on the extremely rare occasion when all University College staff are required to attend a meeting). The advising center has hired several front line staff to operate the advising desk. The learning center operates its desk during normal business hours, most evenings, and on Saturdays. An information desk on the first floor is also always manned during operating hours.

Publications to enhance student success: Planner, letters, posters, publications, newsletters to parents, manual, success portfolio, Insight, website.

Evidence of Progress for 2003-2004:

Student satisfaction

Activities planned for 2004-2005:

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

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

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: On-going
Actions taken for 2003-2004:

From August 2003 to August 2004, University College enabled 96 faculty, staff, and students to attend 61 conferences, workshops, or seminars for the express purpose of upgrading the ability of University College personnel to help students succeed and persist. Many of the activities were local or regional in nature, but others were national or even international in scope.

Evidence of Progress for 2003-2004:

Scholarly papers.


Activities planned for 2004-2005:

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

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

1. The BookMarks Program will collaborate with scholars to create a lecture and discussion series.

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:

In 2003-2004, BookMarks launched a collaboration with the Institute for American Thought and Arsenal Technical High School, in which copies of the book were provided to the students, and the students came to campus to discuss the book. Deans from University College and Liberal Arts welcomed the students. Plans are underway to continue this program as the Rowland Sherrill Memorial BookMark.

Evidence of Progress for 2003-2004:

Participation and feedback from students. The first year, several students said they were considering IUPUI as a first choice for college because of their exposure to the campus and the opportunity to learn and discuss that was provided by this program.

Activities planned for 2004-2005:

Each year, a title will be planned from the picaresque genre, and a scholar from the Institute for American Thought will "unpack" the story and the way it fits in the genre. Suggested titles include On the Road by Kerouac and Travels with Charley by Steinbeck.

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

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

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2003-2004:
Beginning in 1999, University College sponsored the Summer Faculty Writing Program, a two-week intensive faculty development program that aided faculty in the incorporating writing within the first year seminars embedded in the learning communities. Since that time, University College has been deeply involved in trying to support professional development, especially for those teaching entry-level courses. The Office for Professional Development and University College have listed a variety of ways in which they support Gateway courses in a document entitled, Support for Gateway Courses Offered by University College and the Center for Teaching and Learning. Department chairs and course teams from each department offering Gateway courses met during spring 2001 with leadership from University College and the Center for Teaching and Learning. They discussed developments, needs, and current status of Gateway efforts.

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

IUPUI is participating in the Foundations of Excellence in the First Year Project. The Foundations of Excellence Project began in February 2003 with an open invitation to chief academic officers from the over 900 member institutions of both the American Association of State Colleges and Universities (AASCU) and the Council of Independent Colleges (CIC). These campuses were invited to participate with the Policy Center in the development of an aspirational model for organizing and delivering the first year comprised of standards that we termed “Foundational Dimensions™ or “Dimensions” for short.

Evidence of Progress for 2003-2004:

Participation rates in the gateway forums

Activities planned for 2004-2005:

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

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

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

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

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

In Fall 2003, University College offered 64 Structured Learning Assistance and 7 Critical Inquiry courses. In Spring 2004, University College offered 53 Structured Learning Assistance and 18 Critical Inquiry courses.

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

Evidence of Progress for 2003-2004:

Student learning and understanding of academic expectations increases (based on student feedback); higher GPAs, lower DFW rates, and higher retention rates.

Activities planned for 2004-2005:

All programs are expanding. TLC is a new initiative for fall 2003.
University College will create, or aid in the creation of, opportunities and environments for retaining students by making meaningful connections with one another, faculty, staff, and alumni as well as the institution by increasing student participation in co-curricular programs and events.

**Campus Planning Theme: Campus Climate for Diversity**

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2003-2004:**

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

- Numerous gatherings concerning the campus environment or happenings on campus, and service-learning projects (such as Martin Luther King, Jr. Day of Service) provided an opportunity for students to be active in co-curricular programming.

- Scholars Day, the Fall Convocation, United Way Chili for Charity are campus wide events.

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**Evidence of Progress for 2003-2004:**

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

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**Activities planned for 2004-2005:**

- BookMarks activities are planned for the year, including two public lectures.

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**Fiscal Health**

*** Fiscal health report for 2004-05 is attached as PDF file. ***

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University College.

Fiscal Health. The fiscal position of University College is marginally acceptable. An increasing proportion of programs, particularly those serving precollege students and family members, rely on outside funding sources—federal, state, and philanthropic. In addition, corporate support is critical in sustaining publications and programs. During the past year, we have had a reduction in the advising staff as a function of reductions in the Perkins program, administered by the state, and further reductions in Perkins funding may continue to reduce support in Adaptive Educational Services and Student Life and Diversity as well as in University College.

We plan to renovate space formerly occupied by UITS in the University College Building to provide additional classroom space, which also meets the need for the expansion of the Summer Academy and mentoring programs, including those provided by the Mathematics Assistance Center, Writing Center, Speech Center, and for space for precollege programs (to accommodate increased staff through funded projects to serve the students and their family members) and lecturers. Renovation costs are expected to deplete the reserves that we have accumulated through allocation of salary savings from temporarily unfilled positions to a reserve for the renovation. University College will have little margin for budget support with the commitment of these resources for the renovation.

University College has proposed the adoption of a fee akin to that of University Division at IUB to support programming for entering students, including student athletes and persons who would be in joint positions working with students in schools as well as in University College and in International Programs. We are very challenged in providing adequate service to our student athletes, international students, and students in schools not served by joint advisors without adoption of this fee at IUPUI.

Increasing costs associated with our role in running programs desired by other schools which support their entering students (dual admits) as well as transitioning students to them (mentoring, Bridge, instructional teams in Learning Communities, Critical Inquiry, and Gateway) are a concern.

**Career Center:**

We have recently completed a two-year long program review of our unit. A basic planning principle of that review, as articulated by Dean Plater, was that we would not be able to receive any new monies from IUPUI in the future. The review concluded that we were overextended as a unit, and needed to prioritize our offices. We have accomplished this reprioritization and intend to operate within our current budget framework. However, an immediate budget concern for our office is the fact that we will be transferring $25,000 come July 1 to the Solution Center in order to fund a full-time Internship coordinator position in that unit. We are not sure where we will be able to cut to fund this liability.

Other budget issues still remain. The Kelley School of Business has opened a placement center. They will be offering services for fee to area employers but will be charging their students a $35 placement fee. We used to charge employers a $25 fee for our services, but did not charge students. The KSOB did not consult us when they decided upon this fee structure. We had to eliminate this fee in order to appear uniform and competitive with the KSOB program. Since we depend upon
employer fees to support our income requirements in our budget, we will fall short of our income requirement for future academic years. This issue will become a serious budget problem within the next few years for our office.

Another budget issue is the fact that the JLD Federal Grant is capped at $50,000 while our expenses grow each year. Hence Student Employment becomes more and more dependent upon the main Career Center budget (12-717-00). We hope that the Federal government will increase this grant in the near future, but nothing is currently planned by them.

Honors Program:

At the present time, the Honors Program budget is sufficient to support the programs that it currently offers. Beginning with the institution of the Bepko Scholars and Fellows Program, a significant portion of the scholarship budget will be used to support Honors students selected as Bepko Scholars. In order to maintain the number of new Honors students that have been supported in the past, additional funding will be critical. The Honors Program is not requesting any salary related increases at present.

Reallocation Plan

Other Question(s)

How do you plan to maintain/increase quality in the face of diminishing resources? What processes do you have in place to do this, for example, how are faculty involved in decision-making?

1. Develop and sustain a student culture based on learning and student success. The University College Building itself is a symbol of IUPUI's commitment to entering students and the context for programs to support student learning. Our first priority is to continue to develop programs that connect students with each other and with their learning. We do this by the transition programs (orientation, bridge, first year seminars, etc.) at the beginning of the fall semester, by the programs of the Bepko Learning Center in academic support (supplemental instruction, structured learning assistance), the Mathematics Assistance Center in collaboration with the Department of Mathematical Sciences, and the Writing Center in collaboration with the Writing Program, the Resource Center, the Student Athletic Assistance Center which provides academic advising and support for student athletes, and through collaboration with other units (e.g., Chemistry through the support of Peer-Led Teaching Teams). In collaboration with the Schools and with Campus and Community Life and other units, we will seek to expand our programs and services that put students in mentoring and other leadership roles. As students occupy the new housing and as the campus develops additional housing and as we build the Campus Center, partnerships with Student Life and Diversity, are critical.

2. Sustain and extend effective advising for students. IUPUI is a pioneer in having advisors appointed to joint positions, half in the entry unit and half in degree-granting schools. The dividends for students, for the schools, and for University College have been enormous. We must find means to extend this work, increasing involvement with faculty, and ensuring that each student receives good academic advising. We must find better means to link students and their parents commitment to careers with students commitment to and actual completion of their degrees. We must find means to serve more effectively our intercampus and other transfer students, including the increased number of students transferring from Ivy Tech.

3. Sustain and extend the academic experience for entering students, including transfer students, through learning communities, now including thematic learning communities, and in second-semester critical inquiry and other programs, ensuring a supportive first year experience. In partnership with the Office for Professional Development and with the academic departments leadership, extend the initiatives of the Gateway Program focused on the courses for entering students.

4. Sustain and extend faculty involvement with entering students in the transition programs, in academic support, and in the work of University College in general, to continue to ensure faculty ownership and leadership with the entering students.

5. Sustain and extend financial support for students through scholarship programs, relating study to work, and working on campus.

6. Sustain and extend IUPUI's pre-college programs, providing pathways for students and their parents to make the decisions that will help young persons from the region to decide to come to IUPUI and to be prepared for success in the classroom.

In addition to these priorities for serving entering students, the following initiatives to serve the campus are investment priorities.

1. Sustain and extend the IUPUI Honors Program, including the development of the Bepko Scholars program in collaboration with Enrollment Services and the Graduate School.

2. Sustain and extend the programs of the Career Center.

We will meet these priorities through:

1. New student enrollment (orientation) fee increased from $62.40 to $100 (the IUB fee amount for 2003-2004).

2. Academic support fee implemented for students in University College of $35/semester (IUB rate is $35-50/semester).

3. Reallocation of resources to support joint positions, including positions funded from external sources (e.g., Perkins funding).

4. Increasing external support from grants and contracts also generating increased indirect cost recovery funds.

5. Increasing external support through fund raising.

6. Increases in income from courses.

7. Increases in income from the Career Center through instituting fees for services.

A more extensive report on each of these items can be found at: http://portal.uc.iupui.edu/Public/Library/default.asp?WCID=exDisplay&WCUC=CMPLIB&ENTRY_ID=DB39B3D0F720481E954348F5A5DE2B2E6

How do you cultivate a climate for diversity -- how do you recruit, develop, and retain diverse students, faculty, and staff? How do you incorporate diversity in the curriculum, in research, in civic engagement?
cultivates a climate for diversity through having a faculty and staff that is representative of our student body and through intentional programs that celebrate and support students who represent diversity.

A report on the staff of University College can be found at http://portal.uc.edu/Public/Library/default.asp?WCIDp=pgDisplay&WCU=CMPLIB&ENTRY_ID=F055DC1BC89342A159928817707D152E8. Student mentors are key partners in supporting student learning in University College. In 2003-04, more than 36% of student mentors and 40% of orientation leaders were representative of diversity. Over 30% of the professional staff and over 60% of the support staff reflect diversity.

University College in conjunction with the Black Faculty and Staff Council and Campus and Community Life supports programs to support African American students and their families. With support from a Lumina grant, IUPUI now has a chapter of the African American Brotherhood, a student organization whose work thus far has resulted in increasing the student academic achievement and persistence of the students.

The template for the first year seminar includes the following:

Students will begin to develop a comprehensive perspective on higher education. The student is able to understand the foundational values and expectations of the academic community, including the open exchange of ideas and knowledge and a respect for diversity among individuals, communities, and disciplines. The Foundations project included both student and faculty responses to the inclusion of diversity in the curriculum. Preliminary reviews of the data suggest that IUPUI is not including diversity in the curriculum to the extent it is included at other campuses. The campus is now developing an action plan based on the Foundations project results. The Action Plan will summarize the data and recommend action steps.

Five years from now: what proportion of your faculty do you expect to be in the following categories: tenure track faculty, clinical faculty, research faculty, lecturers, or other academic specialties (percentages should total 100%)?

The Faculty of University College is composed of 40 individuals drawn from the ranks of tenured and tenured faculty in the degree-granting academic units at IUPUI. In addition, faculty are named to adjunct status, and we have several lecturers in joint positions with the schools. Faculty do not have their primary appointments here.

Please prepare an EXECUTIVE SUMMARY of no more than one page summarizing your most significant accomplishments of the past year (including items from the period from July 1, 2003 to the present) and the major initiatives you plan to undertake in 2004-05.

University College Dean’s Retreat
Priorities and Goals for 2004-05

Key Priorities

Pre-College
- Renovation
- Early College
- Restructure reporting lines

Assessment
- IPAS and programs stemming from it
- Complete and use Foundations Action Plan
- Navigator results
- Development and Operations focus group assessment

Twenty-first Century Scholars
- Cooperation in recruitment
- Bridge
- Programming (recruitment into existing, increase contacts, new efforts?)

Development/Fundraising
- Funds for scholarships, program support
- Complete proposals we have been invited to do
- Seamless work with IU Foundation
- Replicate School of Liberal Arts approach as identify and build donor base
- Have a functioning committee from community
- Creation of President’s Fund (similar to University of New Mexico model)

Continue telling the story
- Presentations
- Publications including monograph, Critical Inquiry/Developmental Education Monograph, Program Review Monograph
- Article on “students as staff” (Bennett)

Strengthen/expand the existing programs
- First year seminars (include all conditional and nearly all other students)
- Critical inquiry (make sure all conditional here or SLA)
- Advising/Career seamless
- Lumina-funded seminars (Friel/field)
- Nina Scholars
- Honors and Bepko Scholars
- Orientation (Develop web-based approach and expand parent connections)
  - U110/LC’s (Grow to 120 sections including transfer student sections; increase faculty involvement in on-linelines; offer 2-credit U110’s as anchor in TLC’s, career exploratories and others as appropriate)

- Critical Inquiry (Implement writing recommendations, expand linkages and add two credit versions based on recommendations, formalize recruitment and training processes for CI instructors, implement self-efficacy processes of placement)
- Learning Center/Mentoring (Establish IUPUI as state center for peer mentoring; grow departmental mentoring w/support from SLA and SOS; grow on-line tutorials)
- Summer Academy (Expand beyond 10 sections)
- Internships

**Budget**
- Contingency plan
- Make sure space allocation not compromising budget

**Events**
- Continue assistance/leadership with campus events (consider moving leadership of Scholars’ Day to the Scholarship Office or other unit)

**Some Special Work**
- Nomination for honorary degree (Jackson)
- George site visits (Williams)
- Revision of student manual (Carigan, Bennett with committee)
- Letters/emails/calls to nonregistered students (Bayerksi)
- Faculty Fellows: Grad student version of faculty fellows, work related to monograph, Study Abroad for Mentors, Reading self-placement etc. (Jackson)
- Complete faculty recommendations for communication including fact sheet (Bennett)
- Strong participation in the three new Councils (Evenbeck, Williams, Seabrook, Bayerksi)
- School liaison work (special reports, should we have teams from UCOL visit schools?)
- Consider space use and possible changes to increase effectiveness of work with students (Evenbeck)
- Upgrade work with transfers including intercampus transfers
- Upgrade work with parents
- Be strong partners in campuswide marketing study/plan (Bennett)
- Hosting retention conference in spring 2005 (Eckert)

**Ongoing Priorities**
- Strengthen collaborative governance (Evenbeck)
- Build faculty participation/incorporate new faculty including adjuncts and recruit faculty fellows in key areas (Jackson)
- Campuswide leadership for advising (Bayerksi)
- Make the web site better (Byer and all)
- Provide recognition to persons (awards, bonus plan, nominations, celebrations, thank yous) – all
- Honors Program redesign (Restructure Honors Council with persons who teach Honor’s courses, increase visibility of Honor’s Program in School’s of Science and Liberal Arts; expand recruitment using pool of scholarship recipients)
- Honors House (Greater visibility of housing and address handicapped accessibility)

**Unfinished business**
- Performance appraisal system
- Program Reviews
- Administrative Reviews