2004-2005 University College

Mission

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

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

University College will achieve its mission through the

Promotion of student learning

Focus on individual student success

Establishment of its own traditions and recognition of accomplishments

Provision of a quality first year experience

Development of strong connections with the degree-granting units

Commitment to faculty and staff development

Creation of a community that values diversity

Implementation of collaborative governance built on individual responsibility

Commitment to intentional reflection and assessment

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

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

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

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

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

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

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

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

Honors Program

The IUPUI Undergraduate Honors Program provides highly motivated and creative students the opportunity to enroll in smaller, dynamic classes and to collaborate with faculty in independent study and research projects. Honors students form their own network and support community, one of many on the IUPUI campus. They have access to the University College reading room and receive e-mail updates about the Honors Office and Honors Club. Honors students may receive their degree with the designation "Honors" if they meet all requirements. As part of IUPUI 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 long-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, 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) Encourage that our students have access to professional level experience by providing them with access to a sophisticated internship program; (4) Encourage that IUPUI senior and graduate students have access to state of the art placement services.
Goals and Objectives

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

02. 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 2004-2005:

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 colleges 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 performers to IUPUI.

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

Evidence of Progress for 2004-2005:

The number of honors students remaining after the first year is stable at the 110-120 level, and the quality of these students continues to improve. In the 2005-2006 academic year, 41 incoming students received Honors scholarships. Twenty-one of those were Bepko Scholars, nine were Hooiser Presidential Scholars, and eleven were Honors Scholars.

Requirements for fulfilling the Honors Program requirements have been revised and instituted to attract a larger number of non-scholarship participants.

Activities planned for 2005-2006:

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 upholding 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 2004-2005:

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 29 orientation sessions for Fall 2005, serving 3980 students and 1,490 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. For the Fall of 2005, 240 family members joined 28 IUPUI faculty and staff members for the annual event. Dr. Richard Mullendore, Professor, University of Georgia was the featured speaker.

The New Student Orientation Program began the 2005 program with a wealth of information, data, and the feedback from an extensive two year long self-study, program review, external review, and a outstanding 2004 season. 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 2005 orientation program represent the culmination of the work implemented in 2004 and the intense effort of the campus stakeholders. To accomplish this new program design, new purchases were made to bring in new equipment for student id cards, a new introduction video, signage, and a new technology session video and presentation. These changes were accomplished in part by the investment of campus stakeholders.

Evidence of Progress for 2004-2005:

Due to a considerable number of factors impacting enrollment for the 2005 Fall semester, the Office of New Student Orientation worked persistently to contact students through phone calls, emails and direct mailings in efforts to increase the number of students served and enrolled. Assessment of the program was critical this year to gain feedback and information about the changes made to the 2005 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 2005-2006:

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.

To 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.

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: Ongoing

Actions taken for 2004-2005:

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, 174 in 2004, and 177 in 2005. The students spend eight days on the campus preparing for a successful beginning to their college experience. The Summer Academy participants get a jumpstart in college writing, mathematics, critical inquiry, and study skills. They learn about the campus and form connections with key members of the campus faculty and staff including their academic advisor, a student mentor, and a library. The Schools of Business, Education, Nursing, and Science partnered with University College. The only change to the program in 2005 included a greater number of students participating.

Evidence of Progress for 2004-2005:

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. 2004 Summer Academy participants had significantly higher first semester cumulative grade point averages compared to non-participants, even while controlling for background characteristics. The Summer Academy students had lower DFW rates compared to the general population of beginning freshmen. 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 2005-2006:

The program will be expanded in 2006 to serve 225 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: Ongoing

Actions taken for 2004-2005:

Of the 135 learning community sections for 2004-2005, 40 in the Fall and 6 in the Spring were supervised and staffed by University College. Five themed learning communities offered in Fall 2004. Eight online learning communities offered in 2004-2005.

Evidence of Progress for 2004-2005:

In Fall 2005 1843 students participated in a Learning Community (First-Year Seminar) course (92%) of eligible students—based on UC internal data; IMIR assessment reports on this cohort are not yet available). Of the Learning Communities offered by University College, five were Thematic Learning Communities (TLCs) which include more coordinated efforts among faculty to increase student engagement, civic engagement, and persistence.

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.

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)

In Fall 2005, seven online First-Year Seminars were offered, continuing the development of pilots began 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 meet the needs of students who are unable to participate in a traditional first-year seminar. Students only enroll in the online courses after all other sections are full. The UC Curriculum Committee will continue to 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 2005, 136 members of instructional teams attended the annual event.

Activity planned for 2005-2006:

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 expanded.
3. Thematic learning communities for exploratory students will be developed for the Fall of 2005 with plans to expand in 2006.

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.

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Actions taken for 2004-2005:

As of fall 2001, Thematic Learning Communities or TLCs replaced the original block schedule program. University College and the academic schools sponsored 5 TLCs in fall 2005.

Evidence of Progress for 2004-2005:

University College is working with the new campus TLC coordinator, Lauren Chiam, on faculty development strategies.

Activity planned for 2005-2006:

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.

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Actions taken for 2004-2005:

A faculty orientation workshop was held in October 2004 to begin the process of preparing faculty who will teach the course for the first time in spring semester 2005. Veteran Critical Inquiry faculty members and UC administrators led the workshop.

Evidence of Progress for 2004-2005:

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. A total of 18 CI sections will be offered in 2005-06 as part of our continued effort to improve academic persistence and achievement.

Activity planned for 2005-2006:

Course offerings will be expanded in spring 2006. The Critical Inquiry Handbook is in the process of being reworked into a template similar to the one used in First-Year seminars to aid instructors in the organization, presentation, and assessment of the course. The template provides for standardized accountability while maintaining discipline-specific flexibility.

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

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[1]
Actions taken for 2004-2005:

University College in coordination with the Office of Institutional Planning conducted a two-year review of the Bepko Learning Center, 2003-2005.

Evidence of Progress for 2004-2005:

See the Bepko Center Review document on the University College website: [http://uc.iupui.edu/uploadedfiles/Assessment/LC,selfStudy05.pdf](http://uc.iupui.edu/uploadedfiles/Assessment/LC,selfStudy05.pdf)

Activities planned for 2005-2006:

The Psychology Department and the Biology Department are sponsoring Structured Learning Assistance components in Fall 2005.

University College will continue to seek partners in degree-granting colleges to implement Structured Learning Assistance attachments. University College will continue to employ both quantitative and qualitative assessment of the program to make it as effective as 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 2004-2005:

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 2004-2005:

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

Activities planned for 2005-2006:

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 2004-2005:

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 2004-2005:

290 students participated in SSS during the 2004-05 year. Through 2003-04, SSS had a 33% graduation rate, an 82% overall retention rate, a 83% minority retention rate, and an 89% Freshman retention rate. The overall average GPA for SSS students was 2.5.

Activities planned for 2005-2006:
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: Best Practices, Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2004-2005:
Active participation and partnership in Scholars Day, Honors Day, Jump Start, Mentor Conference, Mentor Celebration and other special programs designed to promote accomplishment through recognition.

Evidence of Progress for 2004-2005:
Student, staff, and faculty participation. Over 600 students and family members participated in Honors Day.

Activities planned for 2005-2006:
Continuation of the programs we currently employ and the addition of others as deemed necessary or proper.

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

01. University College will work with the Office of Scholarships to attract more funding in order to support students who have scholarships and improve retention.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2004-2005:
Coordination of statewide resources, focus groups used in preparing media and parent communication materials. Identified funding.

Evidence of Progress for 2004-2005:
IU campuses participating and have strong commonality of goals; funds from the IU Vice Presidents office, central office in Indianapolis established

Activities planned for 2005-2006:
Approval and support from the IU Board of Trustees, kick-off and wide distribution of materials and media packets in 2006; develop parent groups and have strong church affiliation; create a website and interactive components; use familiar spokespersons (s) in materials; use 2006 to prepare for a statewide 2007 student planner that will be supported by key secondary schools statewide.

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 2004-2005:
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) program was piloted during the fall 2002 and spring 2003 semesters in first year seminar courses and 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 students collegiate experience, cultivate leadership, promote diversity as a value, and to create a greater sense of connection for students to one another 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 website developed by Campus & Community Life.

Evidence of Progress for 2004-2005:
The creation of Honors House.
Activities planned for 2005-2006:

University College continues to be a partner in creating and staffing academic support programs in the new campus housing. The Honors program, housed in University College, has 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 2004-2005:

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

Evidence of Progress for 2004-2005:

Commitment to Excellence funds have established a new program of encouraging student employment on campus.

Activities planned for 2005-2006:

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 2004-2005:

University College and IMIR teamed to collect data on incoming students during orientation and during the ACT COMPASS entrance examinations. Additionally, University College works closely with IMIR to oversample first-year students on surveys such as the Continuing Student Satisfaction and Priorities Survey (CSSPS) and the National Survey of Student Engagement. Results on these surveys indicate that IUPUI has a large first-generation population – 61% of fall 2005 beginning freshmen reported they are first-generation college students (neither parent completed a four-year college degree). Additionally, over 40% of UC students work over 35 hours per week and average 29 hours per week working for pay. University College has also worked closely with the Human Resources and IMIR to better understand the impacts of working for pay on academic success and has worked closely with departments throughout campus to create more jobs on-campus. With this in mind, students may feel more connections with the university and their academic work may be more closely linked with their work.

In collaboration with IMIR, University College enhances understanding of a program’s impact by examining program participants versus non-participants with regard to Fall GPA and retention while controlling for background differences; analyzing predicted versus actual retention, course grades, and DFW rates, and administering student surveys to assess student needs, satisfaction, engagement, program impacts, reasons for leaving, etc.

University College collaborates with IMIR on numerous research projects to understand the effects of first-year programs on academic success (e.g., advising, First-Year Seminars, Critical inquiry, Themed learning Communities, etc.) and Director of University College Assessment is housed in IMIR. University College also works closely with the Office of Planning and Institutional Improvement Office in an effort to improve academic support programs via the formal Program Review process. New Student orientation and the Bepko Learning Center have undergone reviews and the review schedule is listed below:

Program Review Appointments:
Orientation 2003-2004 External review (Finished-Report Received)
Learning Center 2004-2005 External Review (Finished-Report Received)
College Prep 2004-2005 External Review, Faculty Fellow in 2003-2004
Career Center 2007-2008 External Review
Honors 2006-2007 External Review
Math Assistance Ctr. 2004-2005 Will be reviewed during Math Department review
Academics Office 2007-2008, A faculty Fellow or Faculty Task Force review of Learning Communities Program 2003-2005

University College along with the Testing Center worked on a task force that provided advising and support for the School of Liberal Arts in the process of developing 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 2004-2005:

University College has launched a new Research and Assessment website that is designed to communicate assessment findings, presentations, publications, and reports campus wide: http://uc.iupui.edu/staffresearch.asp. Reports and presentations have been completed that demonstrate the effectiveness of Learning Communities, First-Year Seminars, Peer Mentoring, Critical Inquiry, etc.

IMIR institutional data and survey data is used by University College staff and faculty to revise programs to make them more effective. Additionally, the program review process has resulted in sustained improvements in New Student Orientation as well the Bepko Learning Center. The Advising Center is currently preparing a comprehensive self-study employing qualitative and qualitative data gathered from multiple sources (students, advisors, faculty, staff, etc) in preparation for an upcoming program review.

Activities planned for 2005-2006:

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 2004-2005:

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

Evidence of Progress for 2004-2005:

There are now ten joint positions with eight academic schools, the Career Center and University College academic affairs. A joint advising position with the Kelley School of Business was filled after being vacant for two years due to lack of funding. Further, we continue to jointly employ a graduate assistant with the School of Public and Environmental Affairs.

Activities planned for 2005-2006:

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 most likely to enhance student academic success.

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

Actions taken for 2004-2005:

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. We are also involved in a partnership with Kennesaw State University to establish a new journal and promote learning communities research.

Evidence of Progress for 2004-2005:

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 2005-2006:

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 2004-2005:**

Presentations and papers were given at local, regional, national, and international conferences during the 2004-2005 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 2004-2005:**

University College programs and personnel won three awards from national organizations in 2004-05. 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. University College remains at the forefront of providing support and funding for faculty development in an effort to enhance the quality, production, and impact of research, creativity, and scholarly activities in pursuit of advancing undergraduate persistence and achievement.

**Activity planned for 2005-2006:**

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

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

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

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

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

**Actions taken for 2004-2005:**

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 2004-2005:**

Faculty and staff teach approximately 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 2005-2006:**

At least 10 new faculty fellows will be named in 2005-2006.

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 2004-2005:**

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. 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 2005, 136 members of instructional teams attended the annual event.

Evidence of Progress for 2004-2005:

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 2005-2006:

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 2004-2005:

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 2004-2005:

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

Activities planned for 2005-2006:

Faculty fellowships will be offered for 2005-06 in the areas of retention of minorities, handbook for themed learning communities, critical inquiry, parent connections, co-curriculum in First-Year Seminar, structured learning assistance, Navigator assessment, Early College.

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 2004-2005:

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 2004-2005:

Student satisfaction, faculty satisfaction.

Activities planned for 2005-2006:

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

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

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going
Actions taken for 2004-2005:

Joint positions are actively pursued with all schools, where we are unable to fund a joint advisor or 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 it is presented to students.

In 2004-2005, the STAR program (Students Taking Academic Responsibility) was launched for students on probation. Students are invited to participate in an intense mentoring program through which the student assesses their academic strengths and challenges, develop a plan for success and monitor their progress.

In 2004-2005, the Advising Center began using AccuTrack as a method for gathering better data on the number of students served, length of wait time to see an advisor, and length of time spent with an advisor. This data will be used for continuous improvement and decisions on staffing patterns and programmatic service offerings.

Evidence of Progress for 2004-2005:

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 eight schools as well as the Career Center and University College academic affairs. A joint graduate assistant advisor provides connections with SPEA. Further, University College also provides support to a 20% advisor funded by Purdue University to support students who may transfer to agriculture-related programs.

The Advising Center received Outstanding Institutional Program Award in 2001, 2002, and 2003 from the National Academic Advising Association (NACADA) and an Outstanding Institutional Program Award Certificate of Merit, confirming the Centers adherence to national reforms.

Activities planned for 2005-2006:

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

In 2005-2006, the Advising Center is partnering with the Student African American Brotherhood (SAAB) and mentors from the Learning Center to include a peer mentoring component to our work with students on probation/reinstatement.

In 2005-2006, the Advising Center will develop a set of benchmarks in areas including customer service, student success (probation/dismissal), advisor staffing and turnover, students served at orientation, and use of web-based advising information.

In 2005-2006, the Advising Center will complete a self-study and external review with nationally recognized experts in advising.

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 2004-2005:

In Fall 2000 advisors began following up individually on feedback received from instructors through the Early Warning system. This practice continues to be implemented each semester.

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 builds upon 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 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. The importance of advising in student retention continues to be recognized, the demands placed on advisors will continue to grow.

All conditional admits required to enroll in second semester support (Critical Inquiry or Structured Learning Assistance). Advisors meet with each learning community student to discuss this requirement and ensure placement in the second semester support program that best meets the student's needs.

Evidence of Progress for 2004-2005:

Learning Communities have been shown to significantly increase retention and national studies reveal that group programming on commuter campuses also aid in retention.

Activity planned for 2005-2006:

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 2004-2005:

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 it reaches crisis proportions at which point students usually seek out advising assistance. Advisors support students in navigating JUPITR in a manner which presents the information as students are ready to hear and utilize the information and experience.

Advisors meet individually with each learning community student at least once during the first semester of enrollment. In many sections, this meeting is a graded classroom experience which highlights the importance and ensures that students have actively participated in the advising meeting by completing a worksheet or exercise that helps them to make an initial attempt at developing an academic plan.

Evidence of Progress for 2004-2005:

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 2005-2006:

For 2005-2006, we are piloting a new role for the advisors in the learning community. Instead of presenting workshops on topics such as study skills and time management, advisors assist students throughout the semester in creating a personal development plan which includes the students self-assessment and action plan for academic success and career decision-making. It is based on a holistic model of student success and development in which students critically examine themselves and their life circumstances. Advisors will continue to be key member of the instructional team for each learning community.

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 2004-2005:

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 students 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.

A University College advisor is assigned as a liaison to each academic unit. In this role, the advisor is responsible for continuous communication with the unit to ensure that advisors have updated information and that the advising checklists used by both students and advisors are accurate.

In 2004-2005, the University College Advising Center began hosting a series of information sessions/information tables prior to the priority registration period each semester. We attempt to engage every academic school in this program. At these sessions, students are provided with career and curricular information that allows them to be a more active part of their academic planning and to take more responsibility for their course selection.

Evidence of Progress for 2004-2005:

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. The Advising Center received Outstanding Institutional Program Award in 2001, 2002, and 2003 from the National Academic Advising Association (NACADA), confirming the Centers adherence to national reforms.

Activities planned for 2005-2006:

In 2005-2006, the University College Advising Center will implement the use of OnBase imaging to create a complete electronic advising file for each student. The electronic file will create better and more consistent notes that are available to each advisor when they meet with a student. Because the advisor will be able to see the students entire university history, advising accuracy should increase (or perceptions of previous misadvising will decrease). We will be better able to track student reports of misadvising versus actual misadvising.

University College advisors will continue to seek ways to get to know their students as well as possible.
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: Ongoing

Actions taken for 2004-2005:

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 (30 courses participated in fall 2004) 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 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.

In 2004-2005, the STAR program (Students Taking Academic Responsibility) was launched for students on probation. Students are invited to participate in an intense mentoring program through which the student assesses their academic strengths and challenges, develops a plan for success and monitors their progress.

Evidence of Progress for 2004-2005:

Administrative Withdrawal Comparisons (Fall 2003 and Fall 2004)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Represented/Impacted:</td>
<td>7,202</td>
<td>8,162</td>
</tr>
<tr>
<td>Withdrawal Possibilities:</td>
<td>12,510</td>
<td>14,445</td>
</tr>
<tr>
<td>Administrative Withdrawal Requests:</td>
<td>357 (2.85%)</td>
<td>589 (4.07%)</td>
</tr>
<tr>
<td>Actual Withdrawals*:</td>
<td>257 (2.05%)</td>
<td>376 (2.60%)</td>
</tr>
<tr>
<td>Students Withdrawn From 5 courses:</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students Withdrawn From 4 courses:</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Students Withdrawn From 3 courses:</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Students Withdrawn From 2 courses:</td>
<td>29</td>
<td>68</td>
</tr>
<tr>
<td>Students Withdrawn From 1 course:</td>
<td>164</td>
<td>362</td>
</tr>
<tr>
<td>Total Students Withdrawn From at Least One Course:</td>
<td>203</td>
<td>451</td>
</tr>
</tbody>
</table>

* A number of students were either allowed to remain in the course by the instructor or withdrew of their own volition.

We believe the number of administrative withdrawals increased from 2003-2004 due to an increase in the number of courses participating as well as the campus decision to forgo withdrawal.

The percent of UCOL students on probation and who have been dismissed after the fall term, decreased from 2003-2004.

New Students on Probation (as a percent of total UCOL) at end of fall term

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.8%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Students Dismissed at end of fall term

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.0%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Activities planned for 2005-2006:

In 2005-2006, we will begin communicating early warning information through e-mail in an effort to more effectively reach our students and to link the early warning information with the advisors e-mail with whom they should speak (versus the Deans e-mail or our general advising e-mail).

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: Ongoing

Actions taken for 2004-2005:

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.
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.

In 2004-2005, a day-long retreat as well as monthly meetings between all advisors and career staff were held. At the meetings we discussed the importance of integrated efforts and conducted cross-training between advising and career counseling.

Evidence of Progress for 2004-2005:

After five months of cross-training programs, advisors were asked to identify one technique or skill they gained. Advisors reported:

- analyzing interests and transferable skills and relating them to course selection
- helping students
- increased awareness that every student is in a different stage of their career development

Questions about the advisor’s role in a student’s career development were added to the spring 2004 academic advising survey sent to University College students. Results are not yet available to be an active participant in career exploration.

Activities planned for 2005-2006:

In 2005-2006, a career course for students past the first semester learning community will be proposed to the University College faculty. The target audience is students past their first semester who need career assistance, exploratory students who are close to earning 56 credit hours (junior standing), and students who are not admitted to competitive programs and need to find another major/career path.

University College hopes to strengthen these efforts wherever possible. A student commitment to 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.

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 2004-2005:

Completed installation of equipment in all classrooms not currently planned for renovations. Recently completed upgrading the wireless network within University College and the technology associated with the mentoring spaces.

Evidence of Progress for 2004-2005:

Equipment is being used on a regular basis in the classrooms to support the learning activities of the classes.

Activities planned for 2005-2006:

Install new equipment and train faculty, students and staff on the use of the technology. The mentoring spaces and informal learning areas will be assessed for need with regard to technology and upgraded where necessary. The wireless network will continue to be upgraded to keep abreast of the exponential growth of technological advancement.

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: Ongoing

Actions taken for 2004-2005:

Installed wireless network throughout University College building. Worked with UITS to create wireless in the courtyards of University College. We have instituted a laptop checkout program for students in the University College building. We created two mobile labs for delivery to classrooms and meeting spaces.

Evidence of Progress for 2004-2005:

Wireless is used on a daily basis in our casual learning spaces by students using our laptop checkout program as well as bringing their own computers. From August of 2004 through August of 2005 the Rinden Learning Center loaned out laptops to students for use in University College’s informal learning areas 882 times. The laptop labs are
Activities planned for 2005-2006:

Upgrading wireless network to provide faster, more reliable services.

O3 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 2004-2005:

The Learning Community instructional teams are making extensive use of OnCourse. Technology Services provides support for implementation of this program with University College.

All University College classrooms not marked for renovation have been upgraded to include a computer, VCR/DVD, document camera, projector, speakers, and screen.

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.

E-Kiosks 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 checkbooks.

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 continue to partner to help raise awareness of student organizations and events on campus. The Video Information Distribution System (VIDS) continues to be a high profile way to disseminate timely information to students, faculty and staff in the University College building. Communications and Marketing has recently become interested in partnering in the use of the system and is now working to create an automated way to deliver event information to the VIDS system. This will only strengthen the systems intent to help raise awareness about campus events, deadlines, and organizations.

University College has created an online version of The Navigator. This version of student manual is to be the most up to date and most available copy.

Academic Advising is investigating the use of web advising technologies as an additional service to our students. They are now in the process of testing instant messaging as a new way to communicate with students.

Academic Advising is now designing a new system to track all student information that has historically been in a paper file. All files will be converted to a digital file and all communications with the student will now be logged. All Academic Advising related forms will now be digitized and made available electronically for the advisor to fill out and submit to the student's electronic file.

The Beepko Learning Center has upgraded its learning spaces to include computers, VCR/DVDs, document cameras, digital whiteboards, and projectors. Classroom response systems, and Polycom units can be scheduled for use in mentoring sessions. New software was added as resources for mentors in their sessions.

New digital cameras were purchased for the Bridge program this year. New server software was implemented to automate the process of digital scavenger hunts.

The Technology Director took on the responsibility of training all Bridge participants in technology at IUPUI. He also ran a concurrent session on the finer points of technology at IUPUI for those interested.

Evidence of Progress for 2004-2005:

All equipment and programs are being used on a daily basis.

Activities planned for 2005-2006:

1. Create an online version of the student manual. Continue the integration of technology into Academic Advising communications and business processes.
2. Continue technology support of the Beepko Learning Center.
3. Continue technology support of the Learning Communities.
4. Continue support of the Bridge Program.
5. Continue to strengthen the partnership between Technology Services and Campus and Community Life to help serve Orientation, Learning Communities, Bridge, and Mentoring.

O4 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: None
Time Frame: On-going

Actions taken for 2004-2005:

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 2004-2005:
A written report on the results for the pilot will be disseminated and discussed among important stakeholders.

**Activity Plan for 2005-2006:**

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.

- **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 2004-2005:**

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 student success.

- 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 students 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 2004-2005:**

- Total number of students served by the Resource Mentors in 2004-05 was 5534. The types of information requested and questions asked were tracked as a part of the ongoing assessment of student needs.
- Laptops were checked out for student use 882 times through August 2005.

**Activity Plan for 2005-2006:**

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 2004-2005:**

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.
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. 28.66%); 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 SI sessions = 325 (Note: # reflects students who participated 3 or more times). Total number of sessions attended by students for spring 2003 = 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 = 8880.

- 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 athletic's mentoring program. The athletes meet with the mentors twice a week for a mandatory two-hour session.

Activities planned for 2005-2006:
- 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 2004-2005:**

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

Evidence of Progress for 2004-2005:

Student focus groups confirm students' satisfaction with the University College atmosphere.

Activities planned for 2005-2006:

A full-service Chartwells food court is open.

[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 2004-2005:**

University College publishes a quarterly newspaper, FamilyEd. A family 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. Families plan the topics.

University College builds sponsorships with other IUPUI schools and Indiana businesses in creating communication tools. The sponsorships open doors to other supporting avenues for the campus. When a business purchases an ad in the *Indiana 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 workplace, that in turn improves the economy, is the worthwhile outcome. It should be noted that *Indiana Insight* magazine covers all topics related to working hand-in-hand becoming a better student and becoming a better state. The process entails a more productive life cycle for individuals and for communities.

The *Friends* is a monthly electronic news piece 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.

The IUPUI Navigator Student Planner has a wide distribution to the campus. The planner supports the first-year student, but the book is also very well received by continuing students. New students receive the planner free while continuing students purchased their copies at the campus bookstore. Other companies have purchased the planner to sell in their businesses as well. The city (corporations, entertainment, and non-profit components) and IUPUI schools and departments 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 for the Coalition of Urban Metropolitan Universities. 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 2004-2005:

Sponsorships have generated funds that increase yearly. This is an indicator that schools and businesses support the work of University College and acknowledge the importance of retention and its relationship to stay connected to students through appropriate communication. Readership, with regards to the journal and newsletter, has increased by 24%, giving IUPUI more international exposure to the field of journal recognition.

Schools of Medicine, Education, Nursing, Engineering & Technology, Liberal Arts, Physical Education and Event Management, Science, SPEA, and student organizations are collaborating with University College on communication projects that impact undergraduates’ perceptions while equipping them with tools for improved decision-making.

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 2005-2006:

Communications will continue but draw upon new sources of support so the outreach has more of a dramatic span and scope.

- 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 2004-2005:

Past studies continue to serve as a foundation for current work. In addition, University College appointed faculty fellows to assess components of IUPUI’s work with entering students. For example, a faculty fellow from the Department of Psychology is working closely with Mark Mingin, Director of the Bepko Learning Center and Associate Dean Barbara Jackson, as well as members of the Psychology Department, faculty to examine and implement adaptations of the basic SLA model to better fit the particular challenges and opportunities of Psychology B104. Issues of mentor training and supervision, content and pedagogy of SLA classes, and the structure of UC/Psychology department collaboration are being considered.

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 the Handbook for Critical Inquiry Courses.

In addition to First-Year Seminars, Learning Communities, and SLA, there have also been involvement in and assessment of Critical inquiry. A Critical inquiry template/handbook was finalized. Qualitative and quantitative reviews of critical inquiry have been performed. Currently, a study is being conducted to more comprehensively examine the degree to which C.I. students are developing “transferable” skills such as effective study approaches, critical thinking abilities, and effective analysis of college level texts. In terms of strategies for on-going assessment and learning UC has continued to use the following approaches: enlisting the support of faculty, exposing all stakeholders to the literature on retention and learning initiatives, bringing experts to campus and sponsoring forums to encourage understanding of issues related to retention and learning. Additionally, UC engages national experts to determine which institutions have developed successful initiatives and sends teams of faculty and administrators to study those operations and talk with campus personnel.

Forming partnerships with other institutions for sharing ideas, expertise, and research projects

Evidence of Progress for 2004-2005:

Qualitative and quantitative reviews (end of course questionnaires were designed to assess perceptions of the course and learning outcomes specified in the template) First-Year Seminars that students continue to be introduced to the Principles of Undergraduate Learning, are building peer social networks, have the ability to find campus resources, find the course helpful in meeting the demands and expectations of college. Quantitative reviews on First-Year Seminars demonstrate a significant impact on retention.

A recent study compared the characteristics of students enrolled in first-year seminars at Indiana University-Purdue University at Indianapolis with those not enrolled in the first-year seminar, as well as identifying differences in student engagement between the two groups. Data were obtained from 364 students who completed the National Survey of Student Engagement (NSSE). In particular, students participating in a learning community made more class presentations, worked with students outside of class more often, participated in more community-based projects, community service and volunteer work, more frequently attended cultural events and participated in co-curricular activities, and rated the quality of academic advising they received higher than students who did not participate in learning communities. Overall, these results indicate that students enrolling in first-year seminars at IUPUI are experiencing many positive educational outcomes.

Assessment of Critical inquiry has shown that students are learning advanced reading techniques, gaining help in the discipline course to which Critical inquiry course, and are able to involve their families. On campus, students in Critical inquiry express increased ability to ask questions and ask advisors if the course is meeting their needs.
Activities planned for 2005-2006:

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.

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

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

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

Actions taken for 2004-2005:

Applications to the Lumina Foundation for Education, the Department of Education, International Society for Technology in Education, and other organizations have resulted in grants.

Upward Bound, Student Support Services, Twenty-first Century Scholars, Structured Learning Assistance courses, the Educational Success Program, and several scholarships are supported by grants.

Evidence of Progress for 2004-2005:

Student Support Services, Twenty-first Century Scholars, Upward Bound, Nina Scholars and SAAB received funding renewals in 2004-05.

Additional funding received: Educational Success Program, GEAR UP Scholarships, Twenty-first Century Scholars Mentors’ scholarships, and an SBC Foundation programming grant.

Activities planned for 2005-2006:

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

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: Ongoing

Actions taken for 2004-2005:

Our new and current business donors are demonstrating increased support due to our work and their trusting the outcomes. Their testimonials will be used in marketing materials.

University College is collaborating with the campus in creating a tradition, an event similar to Bloomington’s Little 500. It is this type of event that creates camaraderie for the campus and community. The event will “anchor” students more to the campus.

University College is approaching another renovation for its building. We’ll build new and improved study and mentoring areas equipped with the latest technology. An expansion of classrooms and faculty offices have been designed and renovation planned for next year.

Indiana Insight magazine, IUPUI Navigator (student planner), Metropolitan Universities Journal, and the Metropolitan Universities News generate revenue that offset the costs associated with their production. Not only does the revenue benefit the organization but also the bonds created in these partnerships build rapport critical to future donor opportunities.

The current interns from Northwest High School have interviewed pre-college students and first-year college students in preparing the “Transitions” materials and website.

Evidence of Progress for 2004-2005:

Fundraising on the Internet has been processing for a year and is nearing its debut. Statistics indicate donors are searching “off-hours” for giving opportunities. The mechanism that will be set up will allow for this type of search and donation.
Activities planned for 2005-2006:

University College will endeavor to attract more support from outside sources. Fundraising on the Internet will be engaged in 2006. Undergraduates will conduct needs assessment of departments, working with directors in determining prospective giving sources. Students will play a key role in writing proposals and developing approaches to prospective donors (individuals and corporations).

University College will not only continue the internship with the students from Northwest High School, but also expand outreach obligations. The project "Transitions" will take center stage as a tool for pre-college students to use in adapting to college life and understanding more about IUPUI from students' point of view. A business/mentoring connection will be finalized with the Lacy Leadership Association.

A stronger presence of women in group funding and causes will be developed.

There will be documentation and assessment of the history, out of the classroom experiences, and degree of workforce of student employees in the Office of Development and Operations.

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

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

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2004-2005:

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

Publication to enhance student success: PreCollege Programs packet for community leaders.

Evidence of Progress for 2004-2005:

Parental involvement, parental satisfaction.

Activities planned for 2005-2006:

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

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

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2004-2005:

The program serves students from Washington, Gambold and Farrington Middle Schools. These three middle schools (and their boundaries) are geographically adjacent to the IUPUI campus and feed into Northwest High School. The CPI mentoring program also included students from three elementary schools that feed into the middle schools. CPI Site Coordinator/Academic Advisors spend twenty hours per week in their designated school. Responsibilities include developing and implementing a tiered mentoring program, assessing and tracking student progress, developing and implementing strategies for increasing student academic success, and developing and implementing programs that encourage family involvement and support of college preparatory activities. Each CPI Site Coordinator/Academic Advisor collects CTBS and ISTEP scores in addition to semester grades for each student in our program.

Evidence of Progress for 2004-2005:

130 students (105 middle school students and 25 elementary students) participated in CPI in 2004-05.

Activities planned for 2005-2006:

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

03. University College will share with other Indiana institutions and agencies promising practices for increasing the proportion of students who aspire to attend college and are prepared academically and socially to succeed after they matriculate.
Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2004-2005:

The program has partnered with The Childrens Bureau, The Villages, Inc.; Lutheran Child and Family Services; Indiana Youth Advocates; Child Advocates; the Marion County Office of Child and Family Services; Ivy Tech State College; and the IUPUI School of Education to increase the number of Marion County foster youth who graduate from high school and enter and complete a postsecondary education program. The Educational Success Program collaborative places foster youth in the center of planning to assess needs and to develop strategies to address youth's needs using the existing resources of multiple entities. When existing resources do not adequately address need, new services are developed at appropriate locales to address unmet academic needs.

Evidence of Progress for 2004-2005:

The Educational Success Program launched a website (www.educationsuccess.org) dedicated to providing foster youth with local, statewide and national information on educational opportunities and resources. In addition, the program developed and facilitated an educational advocacy training to help foster parents understand the educational needs of foster youth and the program made great strides in education Marion County foster youth stakeholders and the community at-large as to the unique educational challenges and barriers faced by foster youth.

Activities planned for 2005-2006:

The Educational Success Program will provide a web of educational supportive services to Marion County foster youth ages 14-24.

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

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2004-2005:

The Program coordinates activities through churches, community centers, schools, colleges, businesses, and other social and philanthropic groups within the community. During 2004-2005, working collaborations were formed with eleven organizations.

Evidence of Progress for 2004-2005:

Parental satisfaction and increased student persistence are the qualitative and quantitative measures; IMIR is currently collecting data.

.activities planned for 2005-2006:

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

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

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

Actions taken for 2004-2005:

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 2004-2005:
Faculty surveys and student data have corroborated the success of the program.

Activities planned for 2005-2006:

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 2004-2005:

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 2004, author Andre Dubus visited campus in conjunction with the Spirit and Place Festival screening of the movie The House of Sand and Fog based on his novel of the same name. 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 2004-2005:

Participation rates in both the internal and external BookMarks series. The Glendale Mall series has gained in popularity since moving from a local bookstore to the IUPUI classrooms, with enrollment rising from 30 in 1998-1999 to 130 in over two semesters in 2004-2005. Attendance at the campus events has doubled since the format changed to bring more authors. Special events enable people to attend even if they have not had time to read the book.

Activities planned for 2005-2006:

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 2004-2005:

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 a taskforce on Integrating Career Counseling and Academic Advising. We have completed our first full year of cross-training between the Career Center and Academic Advising staffs. We are also developing a proposal for a 1 credit career exploration course targeting sophomores and 56 credit hour students. We introduced ACT's Discover career exploration program on this campus. In addition, we restocked our career library, and totally redesigned our website to aid students in their career searches.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

We have created a career development program called Step Ahead, which we 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. The STAR program for probationary students, an Alumni Mentoring Database, and we will participate in all freshman orientations. We will experiment in new programming for undecided students at key intervention points such as orientation, sophomore year, 56 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:

[ 19 ]
Actions taken for 2004-2005:

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-decentralize 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 Centers' 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 RSCGs; 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 2004-2005:

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

Activities planned for 2005-2006:

Internships are among our highest priorities. The total number of IUPUI students receiving for credit internships through our office increase last year from 93 to 103. While the Internship Program continues to operate in an ambiguous environment with regards to the future of internships on the IUPUI campus, the level of service provided has continued to increase. Representatives from the Career Center have served on a campus-wide internship council to discuss best practices and establish a rough draft of campus-wide guidelines in conjunction with the Solution Center in preparation for a transition to a more decentralized model. The goal has been to maintain a high level of service to the students, faculty and employers while assisting and advising the Solution Center and each IUPUI School as we serve as the campus prepares for the aforementioned transition. In addition to serving in this capacity, the Internship Program has been sought out by various departments on campus, including the Internship Center, the School of Public and Environmental Affairs, the Spanish Department, the Sociology Department and the Herron School of Art for advice on the development of a more formalized internship program within each area.

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 2004-2005:

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. In addition, the SE Program is involved in all new student orientations, so now all new students are able to use JagJobs upon completion of orientation if they desire to do so. We assisted 3,400 students during the last academic year in Student Employment. 1,079 students participated in the Federal Work-Study program during the academic year, earning over 1.93 million dollars. We had a community service percentage of 38.55%. We were able to document over 254 student placements last year in work study jobs, with estimated combined earnings of $894,888. These monies directly support IUPUI's retention efforts by providing the student workers with resources for tuition payments, and general support.

Our 2004 student employment Job Fair attracted over 1,300 IUPUI students, and 86 employers. We also had 158 recruiting visits by student employment employers last year. In addition, during the last academic year, we developed a workshop for student supervisors on campus, and developed both a student and employer manual.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

Student Employment has been totally redesigned in the last year. We have a new Assistant Director, and two relatively new program assistants and we will be hiring an additional professional in a few weeks. The new position will be charged with student and employer development for on-campus employment. Hence, we have been able to double our staff within the last 18 months. 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 designing a means to require departments to monitor their students academic progress as a requirement for further Work Study funding.

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 2004-2005:
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 2004-5, we had over 1932 new degree jobs posted in our database (includes other schools listings). In addition, we have a total of 9,217 students active in our database. Our combined job and internship fairs have drawn 2215 IUPUI students, and 390 employers. Our website had 91,585 separate visitors last year, including individuals from 65 different countries. The average number of visitors per day was over 250.

Evidence of Progress for 2004-2005:

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

Activity planned for 2005-2006:

The IUPUI campus has decided to encourage decentralized placement activities among the schools, so for example, the Kelley School of Business has created their own placement office. Therefore 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, workshops, on-campus recruitment, and JagJobs, as well as expand our relationships with outside vendors such as NACELink, and MonsterTrack.

8) 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 2004-2005:

Planning continues for programming for both the Honors and the Bepko Scholars and Fellows Programs. The goal is to have at least one monthly event at Honors House for all Honors participants and at least two additional events for the Bepko Scholars per semester. This regular programming will be established for Honors House and special events will be instituted for all Honors participants during the academic year 2005-2006.

Evidence of Progress for 2004-2005:

The target goal for the 2005-2006 academic year was to recruit and matriculate a cohort of 20 students for the second year. We were able to recruit and matriculate a group of 21. Additional recruiting materials have been prepared and circulated to high school counselors throughout the state.

Activity planned for 2005-2006:

To provide the kinds of programming for both the Honors and Bepko Scholars that ensure that each group of students receives the variety and quality of activities that it 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 and their families to meet Chancellor Emeritus Bepko, Chancellor Bantz, and Executive Vice Chancellor Plater. 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 2004-2005:

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 course work. We are presently redesigning our exit interview questions and the course evaluation questionnaire.

Evidence of Progress for 2004-2005:

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 ensuring that these students receive the enhanced academic experience the Program is designed to provide.

Activities planned for 2005-2006:

The Program will continue to develop methods of assessment to ensure that students are receiving the best opportunities that the Program can provide. The Honors Program
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 2004-2005:**

As a part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified students from underrepresented populations. During the 2004-05 scholarship decision process, five international students, two African American students, and three Latino American students accepted the Honors Scholarship and matriculated in the fall.

**Evidence of Progress for 2004-2005:**

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

**Activities planned for 2005-2006:**

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 2004-2005:**

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 and, in 2004/05, to include students qualified for the Hoosier Presidential Scholarships. These students were automatically admitted to the Honors Program and are expected to complete their degrees with the Honors notation.

**Evidence of Progress for 2004-2005:**

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 2005/06 academic year, 58 offers were made and 41 students accepted and matriculated. Of those, 21 were Bepko Scholars and Fellows and nine were Hoosier Presidential Scholars.

**Activities planned for 2005-2006:**

Honors will continue to work with Enrollment Services and International Affairs, 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. We will also work with the Office of Student Scholarships to identify students qualifying for the Hoosier Presidential Scholarship to recruit for our campus.

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 2004-2005:**

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 was approximately 20, over 200 students have been admitted to the IUPUI Honors Program. This has been the result of the work done in conjunction with the Office of External Affairs, the Office of Enrollment Management, the Office of Admissions, the Office of Scholarships, and the increased administrative support of the campus.
Evidence of Progress for 2004-2005:

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 2005-2006:

The Honors Program will continue to work with the Office of Scholarships and Office of Admissions 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 2004-2005:

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

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

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. The School of Liberal Arts is presently working with the Honors Program to increase the number of Honors offerings in that school. Additional programming for the Bepko Scholars and Fellows Program is also under way.

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 2004-2005:

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. Additionally, a block grant was given to the School of Liberal Arts to support Honors course development in 2005/06. The Honors Program is constantly seeking the best instructors on campus to participate in its curricular offerings.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

The Undergraduate Research Opportunities and Honors Summer Faculty Fellowships programs will continue to be offered to provide support for course development, research, and learning for students participating in the Honors Program. The Bepko Scholars and Fellows and the Hoosier Presidential Scholars Programs also offer 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 2004-2005:

The Honors Program, working through the Honors Council, continues to search for possibilities, e.g., service learning, study abroad, 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 was developed.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

The Honors Program hosts a number of activities in Honors House 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. 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 2004-2005:

At present, a major effort in this area has been through the Undergraduate Research Opportunities Program, which is run through the Center for Research and Learning. Another is the Honors Program Honors Research Fellows Grant, which supports 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, provides a programmatic base for connections between the campus and the community.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

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 2004-2005:

To date, efforts have been aimed at recruiting departments and units to develop dedicated Honors sections for Honors students, holding enrollments for such sections to 15-20 students. While there have been some successes, especially through the Honors Summer Faculty Fellowships supporting such course developments, the Program still needs at least fifteen to twenty more dedicated courses that will be offered on a reliable schedule to provide Honors students with the best possible educational opportunities that IUPUI can offer. 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 is 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. The newly adopted Honors requirements offer students the opportunity to receive Honors credit through community service, international studies, cultural studies, and foreign language studies.

Evidence of Progress for 2004-2005:

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 2005-2006:

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 degree with the Honors notation continue to be a very high priority for the Honors Program.

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 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. Honors House also has a study space which contains computer equipment for the residents.

Evidence of Progress for 2004-2005:

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

Activity planned for 2005-2006:

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 2004-2005:

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 recognizes scholarship recipients across the IUPUI campus.

Evidence of Progress for 2004-2005:

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 2005-2006:

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

Actions taken for 2004-2005:

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. In 2005/06, the number of residents grew to approximately 30. 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 2004-2005:

Retention and graduation rates, plus levels of academic success and involvement in co-curricular activities, will be major indicators of success.
Activities planned for 2005-2006:

Regular programming for Honors House is continuing, 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 invasive methods and embrace advising as teaching.

01. 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 2004-2005:

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. Chris Maroldo, Coordinator of Academic Success, has worked collaboratively with a variety of student support services to develop a referral network for students on probation and who have been reinstated.

Evidence of Progress for 2004-2005:

Student Satisfaction

Activities planned for 2005-2006:

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 2004-2005:

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.

Through the email address advising@iuinp.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.

Starting with the fall 2004 semester, advisors have held office hours in Ball residence.

Beginning in fall 2005, the University College Advising Center began to re-establish advising appointments (the center has been walk-in only since 1999). In the fall, we offered pre-majoring students and students on probation appointment times. In the spring, all students were notified of the availability of appointments. While we are still working on a way to balance advisor availability through appointments and walk-ins, this new service vehicle has allowed advisors to better meet the needs of students on strict schedules.

In spring 2005, "Instant Advising" was piloted. This program allows a student to interact with an advisor through instant messaging. Due to concerns with security and confidentiality of personal information, only public information is shared through this means.

Evidence of Progress for 2004-2005:

Effective service options result in higher family and student satisfaction as evidenced by student surveys.

Activities planned for 2005-2006:

In 2005-2006, we will continue to refine the allocation of advisor time between walk-ins, appointments, learning communities, and e-advising.

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

1. 21st Century Scholars Program will increase high school and college graduation rates among low-income students living in the state of Indiana.

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

Actions taken for 2004-2005:

AmeciCorps members and volunteers collaborate with middle and high school counselors to provide tutoring and mentoring to those students at risk of not completing the program. Students are further provided academic counseling, I-STEP remediation, Pre-ACT/SAT testing, college visits, job shadow experiences, service learning opportunities, and cultural experiences.

Evidence of Progress for 2004-2005:

High school graduation rates for low-income students
College-going rates for low-income students
College graduation rates for low-income students

Activity planned for 2005-2006:

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

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

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

Actions taken for 2004-2005:

IUPUI college students mentor 6th and 3rd graders. Our activity days are Mondays and/or Wednesdays from for twelve weeks each semester. Each mentor is required (paired with another mentor and with the assistance of the CPI staff) to prepare and lead two activities per semester.

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

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

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

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

Evidence of Progress for 2004-2005:

College-preparatory course enrollments
Student participation levels

Activity planned for 2005-2006:

CPI will continue its present activities.

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

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: null
Time Frame: Ongoing

Actions taken for 2004-2005:

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

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

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

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

These programs are planned to continue.

4. Upward Bound will provide students the opportunity to increase their awareness of the academic, social, and cultural skills needed to attain a four-year college degree.
   
   **Campus Planning Theme:** Civic Engagement
   
   **Secondary Goals:**
   
   **Sub Unit:** None
   
   **Time Frame:** Ongoing
   
   **Actions taken for 2004-2005:**
   
   Upward Bound coordinators meet with high school students, teachers, counselors, parents and review progress reports to identify students who earn a letter grade of “C” or below in any of their academic, college prep courses. Students with a “C” or below must participate in tutorial sessions. Upward bound coordinators provide tutors to meet with students one day a week at their high school after school.
   
   The academic enrichment component is designed to provide students with the opportunity to define their study skills, learn and apply critical thinking skills, enhance their computer literacy, increase their knowledge base and awareness of opportunities for education.
   
   Students spend three hours on the third Saturday of every month on the campus of IUPUI. The Saturday sessions provide a variety of programs that address academic success including goal setting, time management, ACT/SAT preparation, college visits, service learning, and cultural experiences.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

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

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

11. 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:** Ongoing
   
   **Actions taken for 2004-2005:**
   
   Faculty Fellowships were awarded in 2004 to:
   
   - Drew Appleby - Learning Communities: A View from the Senior Year and Beyond
   - Enrica Ardemagni - 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 2004-2005:
Recommendation from fellows have been implemented.

Activities planned for 2005-2006:

A Fellowship RFP will be issued in 2006.

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 Themes: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2004-2005:

The Steering Committee is operational.

Evidence of Progress for 2004-2005:

NA

Activities planned for 2005-2006:

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 Themes: Research, Scholarship and Creative Activity
   Secondary Goals:
   Sub Unit: None
   Time Frame: On-going

Actions taken for 2004-2005:

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 school develop one or more versions of the first year seminar for students seeking degrees in that unit, and to offer enough sections to meet student needs. All schools participated in Fall 2000, and the campus continues its commitment to learning communities in 2003. In Fall 2005 1964 First-Time Students (including those enrolled in at least 7 credit hours) (85%) participated in a Learning Community (First-Year Seminar) course. Additionally, we expanded the Learning Communities program by implementing Thematic Learning Communities (TLCs) specifically for exploratory students, which include more coordinated efforts among faculty to increase student engagement, civic engagement, and persistence. In addition, University College appoints faculty fellows to assess components of IUPUI's work with entering students.

   University College continues to employ 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 qualitative 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.

Evidence of Progress for 2004-2005:

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 2005-2006:

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 2004-2005:

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, web site communication and interactive media.

Student focus groups drive the success of content and messaging to other students.

Evidence of Progress for 2004-2005:
Appropriate action to messages in print and electronic forms.
Focus groups are giving high marks to post production of communication tools. (i.e. website, instant messaging, etc)

Activities planned for 2005-2006:

Appropriate communication tools and prompt replies to inquiries are 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 have completely redesigned the University College website in an effort to improve communication between and among family, faculty, staff, and students revising the website in order to enhance service to students.

Ongoing and persistent communication can lead to the success of retention. A balance of electronic publications and printed materials will be used to reach students. Special attention will be given to messaging and time limitation.

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 2004-2005:

From August 2004 to August 2005, University College enabled 105 faculty, staff, and students to attend 70 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 2004-2005:

Scholarly papers.


Activities planned for 2005-2006:

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 2004-2005:**

   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 2004-2005:**

   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 2005-2006:**

   Each year, a title will be planned from the picturesque 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 2004-2005:**

   The Office for Professional Development and University College promote the efficacy of Gateway courses as listed in, Support for Gateway Courses. Department chairs and course teams from each department offering Gateway courses meet each semester and discuss 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 participated in the Foundations of Excellence in the First College Year project. Our work on this project resulted in a Campus Action Plan.

   **Evidence of Progress for 2004-2005:**

   Assessment of the initiatives confirms their effectiveness.

   **Activities planned for 2005-2006:**

   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.

1. University College will coordinate with other offices to increase part-time employment of full-time students on campus as a retention strategy.
   - Campus Planning Theme: Best Practices
   - Secondary Goals:
     - Sub Unit: None
     - Time Frame: On-going

   **Actions taken for 2004-2005:**

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

   **Evidence of Progress for 2004-2005:**
Activities planned for 2005-2006:

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

1. 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: On-going

Actions taken for 2004-2005:

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

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

All programs are expanding. TLC is a new initiative for fall 2003.

2. 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

Actions taken for 2004-2005:

- 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.

Evidence of Progress for 2004-2005:

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

Activities planned for 2005-2006:

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

3. University College will work to support minority participation in leadership roles and provide appropriate programming for special populations in a direct attempt to recruit and retain minority students.
   - Campus Planning Theme: Campus Climate for Diversity
   - Secondary Goals:
   - Sub Unit: None
   - Time Frame: On-Going

Actions taken for 2004-2005:
University College seeks to recruit minority students for leadership positions. Research has shown that leadership activity increases retention. In 2004-2005, 40% of student mentors and 32% of orientation leaders were minority persons.

As a corollary, University College staff will continue to reflect the community as much as possible, so that students will not be alienated. Currently, 32% of University College staff, faculty, student mentors, and hourly employees represent minority populations.

Evidence of Progress for 2004-2005:

Retention of minority persons.

Opportunities available to minority persons.

Activities planned for 2005-2006:

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

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

Fiscal Health

*** Fiscal health report for 2005-06 is attached as PDF file.***

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 funding publications and programs. An anticipated reduction in the Perkins program, administered by the state, will result in a reduction in the advising staff as well as staff in Adaptive Educational Services and Student Life and Diversity.

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. 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 an instruction fee by all 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 their 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, 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 (monitoring, Bridge, instructional teams in Learning Communities, Critical Inquiry, and Gateway) are a concern.

Reallocations Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

All the work of University College is centered on enhancing the academic achievement and persistence of IUPUI’s entering students. The various interventions (orientation, bridge, first year seminars, learning communities, academic support, advising) are individually and collectively having positive impact, and our research documents their effectiveness. University College continues to increase outside support for work here, and several new proposals will be submitted this year. Through collaboration with the Center for Teaching and Learning in the Gateway Group, we are actively engaged in promoting civic engagement with our entering students. IUPUI is a leader in national work in implementing and assessing service learning in the first year.

Diversity: What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

University College staff are diverse.

We are committed to maintaining and increasing the diversity of the faculty, staff, and students who work with entering students. We have programs underway in University College and in collaboration with the black Faculty and Staff Council and other groups to provide support for minority students. University College is the home of several TRIO programs, all serving low income and first generation students, and the retention and graduation rates for students in those programs exceed the rate for IUPUI students in general.

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<tr>
<td>Support Staff</td>
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<td>1</td>
<td>2</td>
<td>35</td>
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<tr>
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<td>2</td>
<td>35</td>
<td>68</td>
<td>0</td>
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</table>

Campus coordination and cooperation. Are you willing to work with an adjudicate group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

University College faculty represent IUPUI’s degree-granting schools. Our lecturers are joint lecturers with the schools. Most advisors are joint advisors with the schools. We coordinate first-year seminars, but most are based in the schools. The academic support programs are all designed to support student success in courses offered by the schools. Collaboration is fundamental to the work of University College. University College is in fact the place where the campus works together to serve entering students.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?
5) What are you making of the student technology fee?