2005-2006 University College

Mission Statement

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 wherever 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:

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

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

The longer-term vision of the development of the Honors Program is outlined in the goals detailed in the next section. The goals are derived from the IUPUI Honors Program plan that was developed at the 1998 AAHE Summer Quality Academy and were subsequently adopted by the campus. During the 2006-2007 academic year, the Honors Program will be developing a self-study in preparation for an external review in the following academic year. In the process of preparing this self-study, and as a result of the external review, new goals will no doubt be developed for the future direction of the program.

Career Center:
The Career Center exists to: (1) ensure that undergraduate students persevere in their academic studies at IUPUI by providing them with career counseling support when and if they are experiencing difficulty in selecting an academic field of study; (2) ensure that IUPUI undergraduate students have assistance in finding work to finance their academic studies through our Student Employment unit; (3) ensure that our students have access to professional level experience by providing them with access to a sophisticated internship program; (4) ensure that IUPUI seniors 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 Themes: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing
University College is a partner in the recruitment of students (including international students). Since fall 2000, the campus has restricted its admissions policy, targeted specific groups for recruitment, and engaged in marketing. The Honors Program and the Bopko Scholars and Fellows Program have contacted qualified honors students in their junior year of high school and asked them to consider coming to IUPUI. In addition, we have purchased lists of excellent students to invite to the campus and attempted to bring a concentrated effort to the college’s recruitment strategy. Both Running Start and Special Programs for Academic Niches (SPAN) are operated through the Honors Program and offer students in grades 9-12 the opportunity to take IUPUI courses for dual credit, thus involving them directly in the IUPUI experience. Additionally, Honors coordinates with the Office of Student Scholarships to identify and recruit top-performing students to IUPUI, including those eligible for the Hoosier Presidential Scholarship and the Plater Distinguished Scholarship. We also maintain systematic channels of communications, including letters, publications, Web sites, and events.

Evidence of Progress for 2005-2006:

The number of honors students receiving scholarships is stable at the 110-120 level. The quality of these students continues to improve. In 2006-07, 34 incoming students received honors scholarships. Nine of those were Hoosier Presidential Scholars, 10 were Plater Distinguished Scholars, and 15 were honors scholars. Requirements for fulfilling the Honors Program requirements have been revised and instituted to attract a larger number of non-scholarship participants. Additionally, 22 Bopko Scholars will be participating in the Honors Program.

Activities planned for 2006-2007:

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 programs' learning objectives and sessions as they need to uphold the CAS standards outlined for orientation programs and reflect the mission of University College.

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

Actions taken for 2005-2006:

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 38 orientation sessions for fall 2005, serving 4,126 students and 1,200 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 25 IUPUI faculty, staff, and student mentors for the annual event.

The New Student Orientation Program began the 2006 program with a wealth of information; data as a strong commitment to assessment over the years is the guiding force to the program's growth and development. 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 2006 orientation program represent the culmination of the work implemented in previous years and the intense effort of the campus stakeholders. To accomplish this new program design, a new introduction video and signage were purchased, a new orientation workbook was created to guide students through the program for active learning, and e-instruction technology was purchased and incorporated into the program to demonstrate best practices in teaching while at the same time showcasing the presence of technology on the campus. The program design and new sessions regarding the importance of student involvement, working in college, and making college were also created to address the needs of our new students and their family members. These changes were accomplished in part by the investment of campus stakeholders, faculty, and the creative design and work of the undergraduate students who serve as orientation leaders each year.

Evidence of Progress for 2005-2006:

The Office of New Student Orientation has a strong commitment to student recruitment, enrollment, and retention efforts. The office worked persistently to contact students through phone calls, e-mails and direct mailings in an effort 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 2006 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 2006-2007:

We will implement the new Web-based reservation system for placement testing and orientation, continue communication and coordination with campus stakeholders to be a responsive and student-focused program, continue to develop and assess new orientation programs for family members and transfer students, and create a pre-orientation tutorial on the Web for new students to engage in that will assist them in critical thinking and completing pre-matriculation modules for learning important information.

- 03. University College will offer a Summer Academy 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 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 2005-2006:

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 2002, 137 in 2003, 174 in 2004, 177 in 2005, and 211 in 2006. The students spend eight days on the campus preparing for a successful beginning to their college experience. 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 librarian. The Schools of Business, Education, Nursing, Engineering and Technology, Liberal Arts, and Science partnered with University College. In 2006, the Summer Academy Bridge Program partnered with the Office of Student Scholarship and the First Generation Scholarship recipients. Seventy-one percent of the students participating in the 2006 Summer Academy Bridge Program were First Generation Scholarship recipients.

Evidence of Progress for 2005-2006:

Summer academy participants continually have significantly higher first-semester cumulative grade point averages compared to nonparticipants, even while controlling for background characteristics. The summer academy students also have 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 2006-2007:

We will explore the possibility of expanding the program to serve 500 students in 2007.

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 2005-2006:

Of the 146 learning community sections for 2005–06, 36 in the fall and 5 in the spring were supervised and staffed by University College. Seventeen themed learning communities were offered in fall 2005. Nine online learning communities were offered in 2005–06.

Evidence of Progress for 2005-2006:

Students continue participating in learning communities; of the learning communities offered by University College last year, 17 were themed 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 A Template for First-Year Seminars at IUPUI 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.

In fall 2006, nine online first-year seminars were offered continuing the development of pilots began in 2002. They are still in a developmental phase; we will continue to assess these courses to monitor if they are achieving the learning outcomes specified in the revised template and if the courses are meeting students’ needs. The courses have been designed to specifically to meet the needs of students who are unable to participate in a traditional first-year seminar. The University College Curriculum Committee will continue monitoring 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 teams and the addition of more interactive components are new features.

University College provides enriching opportunities for faculty development. The annual University College Learning Communities Colloquium in May 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: reviewing essential components of the IUPUI learning communities, understanding IUPUI students, helping students acquire useful skills out of their job experiences, promoting the Navigator, the student academic guide and planner, as a tool in successful transition to IUPUI, and strategies for utilizing cyber environments in the classroom. In May 2006, 135 members of instructional teams attended the annual event.

Activities planned for 2006-2007:

With oversight from the University College Curriculum Committee, the number of themed learning communities will expand.

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

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

Actions taken for 2005-2006:

University College and 8 academic schools sponsored 19 themed learning communities (TLCs) in the fall of 2005. A total of 376 students participated in the 2005 TLCs, an increase of 35 percent from 2004. Forty-four African American students enrolled, comprising 12 percent of all TLC students. This is a large increase from 2004 when 17 African American students enrolled, comprising 6 percent of all TLC students.

TLC instructional team members developed comprehensive plans to foster interdisciplinary connections in the curriculum and incorporate co-curricular and service-learning experiences. Faculty, academic advisors, librarians, and student mentors also explored techniques to encourage 100 percent retention as a collective responsibility within the themed learning communities.

Evidence of Progress for 2005-2006:

IUPUI’s themed learning communities continue to expand; four additional academic schools are interested in starting TLC Programs in 2007. Reports from 2005 suggest a statistically significant impact on first-semester GPA for participants compared to students in a first-year seminar for both conditionally and regularly admitted students. Overall, TLC students had an adjusted average fall semester GPA of 2.71 in comparison to 2.42 for nonparticipants. Comparative NSSE data also suggests students in TLCs are significantly more engaged in numerous aspects of their college experience in comparison to students who did not participate in a TLC.

Activities planned for 2006-2007:

All themed learning communities engaged in co-curricular experiences related to the curricular theme, including field trips to a local mosque and historical sites in Indianapolis, and attending plays and films on campus. Over half (58 percent) of the TLCs included service-learning experiences or service activities in the 2005 curriculum. For example, students in the Education TLCs participated in service-learning projects including tutoring students in homeless shelters through School on Wheels, working with IPS students, collaborating with community agencies including La Place and the Hawthorne Community Center, and involvement with IUPUI’s College Preparatory Initiative. TLC faculty have collaborated to create integrated assignments and shared rubrics to encourage deeper interdisciplinary understanding of topics. Comprehensive assessment of TLCs is being conducted to measure student satisfaction, self-reported learning gains, student engagement, first-year retention, and GPA.

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

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

Actions taken for 2005-2006:

A faculty development workshop was held in October 2005 to begin the process of preparing faculty who will teach the course for the first time in spring semester 2006. Veteran critical inquiry faculty members and University College administrators led the workshop. A critical inquiry course coordinator was appointed and the University College U112 Critical Inquiry Handbook was completed. In addition, a brochure for advisors and students was developed.

Evidence of Progress for 2005-2006:

Critical inquiry (CI) course 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 11 CI sections will be offered in 2006-07 as part of our continued effort to improve academic persistence and achievement.

Activities planned for 2006-2007:

Course offerings will be expanded in spring 2007.

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

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

Actions taken for 2005-2006:

Given the limited professional personnel of the Bepko Learning Center, the program review committee strongly recommended that the Center focus its efforts on those support services that have the greatest impact on students’ academic success. Consequently, new mentor initiatives will be focused on the Structured Learning...
Evidence of Progress for 2005-2006:

Conversations have occurred with all departments that have previously been in partnership with the Bepko Learning Center in providing Supplemental Instruction (SI). The associate and assistant deans have meet with faculty and department chairs to ensure the partnerships continue with the understanding that the mentoring service will be changed to an SLA model. Biology N212, N214, N217 and N261 connections with SI have been highly successful due primarily to the competitive nature of the major, and the Bepko Learning Center will maintain the current SI model with these courses.

The Coordinator for Science Specific Mentoring Initiatives position has been developed to work with the School of Science and the Bepko Learning Center. This coordinator has helped tremendously in developing successful partnerships with new science initiatives.

Activities planned for 2006-2007:

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.

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:** Ongoing

**Actions taken for 2005-2006:**

Faculty have helped to revise University College programs and policies since 1998, and have led major revisions to critical inquiry, orientation, advising, and learning communities. University College has taken a leadership role in campus discussions about the impact of policies and procedures on freshmen.

Evidence of Progress for 2005-2006:

Up-to-date policy records. University College also maintains campus reports on early warnings and administrative withdrawals, which is now available on the University College Web site.

Activities planned for 2006-2007:

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 University College records. The committee will also discuss policies for visiting students. There will be a continued review of the administrative withdrawal policy and revision of the conditional admit policies.

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:** Ongoing

**Actions taken for 2005-2006:**

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 2005-2006:

Three hundred students participated in SSS during the 2005-06 year. During 2004-05, SSS had an overall retention rate of 77 percent. The freshmen retention rate was 80 percent. The minority retention rate was 76 percent. The average GPA was 2.5. External grant funding for 2006-07 included $249,600 for the Student African American Brotherhood and $258,565 for Student Support Services.

Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

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 2005-2006:

Student, staff, and faculty participation. Over 600 students and family members participated in Honors Day.

Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

Coordination of statewide resources and focus groups used in preparing media and parent communication materials. Identified available funding.

Evidence of Progress for 2005-2006:

IU campuses participating and have strong commonality of goals; funds from the IU Vice Presidents office, central office in Indianapolis established.

Activities planned for 2006-2007:

Kick-off and wide distribution of materials and media packets; develop parent groups and have strong church affiliation; create a Web site and interactive components; use familiar spokesperson in materials; prepare for a statewide 2007 student planner that will be supported by key secondary schools statewide; utilize opportunities to publish student success stories, particularly those students involved in college readiness programs.

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: Ongoing

Actions taken for 2005-2006:

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

Evidence of Progress for 2005-2006:

The continued programming provided by the Honors Program within Honors House.

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Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

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. Our major project for the past year has been creating JagTemps, our temporary pool of student workers.

Evidence of Progress for 2005-2006:

More than 100 students have expressed direct interest in the JagTemps Program. Seventy students have become active members of the program. Requests have been made for 73 student workers in 47 different job titles. Thirty-seven new positions have been filled by students, with 15 additional still pending. Commitment to Excellence funds have established a new program encouraging student employment on campus.

Activities planned for 2006-2007:

We will continue to expand and improve JagTemps and also begin to create new programs targeted at disadvantaged undergraduates.

04. University College will work with Informational Management and Institutional Research (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: None
Time Frame: Ongoing

Actions taken for 2005-2006:

The University College and IMIR team continue to collect data on incoming students during orientation and during the ACT-COMPASS entrance examinations. Additionally, University College works closely with IMIR to not over-sample first-year students on surveys such as the Continuing Student Satisfaction and Priorities Survey (CSSPS) and the National Survey of Student Engagement (NSSE). Results on these surveys indicate that IUPUI has a large first-generation population. Of all fall 2006 beginning freshmen, 59 percent reported they are first-generation college students (neither parent completed a four year college degree). Additionally, according to past results from the CSSPS over 40 percent of University College students work over 25 hours per week and average 29 hours per week working for pay. University College has also worked closely with Human Resources Administration 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. A recent series analyses on the ACT-COMPASS Entering Student Survey (fall 2005) on hours planned to work, first generation status, and comprehension and completion of assignments during the last year of high school, predicted academic performance during the first semester of college while controlling for background characteristics. The more hours students planned to work for pay during their first semester the lower their fall GPAs were. First-generation students had significantly lower fall GPAs compared to non-first-generation students. Students’ academic performance in the fall semester was positively related to the extent to which they reported that they comprehended and completed high school course assignments.

Based on previous reports and survey results, a number of data-driven changes have already been implemented. Many first-year programs (e.g., summer academy, orientation, first-year seminars, themed learning communities, advising services) have implemented components designed to help align incoming students’ expectations with the demands of college. Additionally, initiatives such as the First Generation Scholars Program have recently been introduced to provide additional support for first-generation college students. It is also noteworthy that new strategies continue to be developed by the Human Resources Administration, the Career Center, and University College, other academic units have been developed to help increase on-campus student work. Thus, reports and surveys are utilized in an effort to continue to improve students’ academic success levels at IUPUI.

In collaboration with IMIR, University College enhances understanding of program impacts by examining program participants versus nonparticipants 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.

Thus, University College collaborates with IMIR on numerous research projects to understand the impacts of first-year programs on academic success (e.g., advising, first-year seminars, critical inquiry, themed learning communities). The director of University College assessment is housed in IMIR. University College also works closely with the Office of Planning and Institutional Improvement in an effort to improve academic support programs via the formal program review process. New Student Orientation, the Bepko Learning Center, and the Advising Center have undergone reviews. The review schedule is listed below:

Program Review Appointments
Orientation\n&bsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbs
Evidence of Progress for 2005-2006:

University College has launched a new research and assessment Web site that is designed to communicate assessment findings, presentations, publications, and reports campus wide: http://uc inpui.edu/staff/research.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. In addition, the program review process has resulted in sustained improvements in New Student Orientation, Bepko Learning Center, and the Advising Center.

Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

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

**Evidence of Progress for 2005-2006:**

- There are now eleven joint positions with eight academic schools, the Career Center, and University College Academic Affairs. We continue to jointly employ a graduate assistant with the School of Public and Environmental Affairs. Campus constituencies view their relationship with the Center in a positive light (Program Review, 2006).

Activities planned for 2006-2007:

University College will continue to seek new joint positions with interested schools in the future. A joint position with residence life will be added in 2006–07.

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

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2005-2006:

- We are now in partnership with the University of Texas at El Paso, the National Resource Center for the First-Year Experience and Students in Transition, the Policy Center on the First Year of College, and the Association of Deans and Directors of University Colleges and Undergraduate Studies to conduct a national survey on programs and structures of university colleges which will result in a monograph. We published the first issue of the *Journal of Learning Communities Research* in partnership with Kennesaw State University. We sponsored the state-wide peer mentor symposium.
Evidence of Progress for 2005-2006:

Continued work on the partnership of the monograph project, publication of the Journal of Learning Communities Research, and expansion the state-wide peer initiative symposium.

Activities planned for 2006-2007:

We will host the Conference on Learning Communities and Collaboration in Indianapolis and establish a forum for international and national colleagues to discuss peer mentor issues.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

Presentations and papers were given at local, regional, national, and international conferences during the 2005–06 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.

Evidence of Progress for 2005-2006:

University College was published in two national publications for best practices. University College hosted two regional conferences and numerous local events. 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, participation, and impact of research, creativity, and scholarly activities in pursuit of advancing undergraduate persistence and achievement.

Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

Faculty provide leadership for committees overseeing University College programming. Of particular importance is the Curriculum Committee which has guided the enhancement of U110, Critical Inquiry, the Summer Academy Bridge Program, the development of the mentor courses (U201, U202, U203, U204), and the Career Connections course (U210).

Joint lecturers were appointed in communication studies, English, anthropology, biology, and mathematics.

Faculty fellows and committees are currently engaged in the following new projects: Co-Curricular Learning in U110; Applying Structured Learning Assistance to Support Psychology B104, First-Year Seminar Pedagogy—Sharing Best Practices, Residential Learning Communities, Developing a Handbook for University College Themed Learning Communities, Learning Communities: A View from the Senior Year and Beyond, and Early College.

A faculty PowerPoint was created and distributed to the University College faculty to keep them and their colleagues informed regarding initiatives and programs.

Evidence of Progress for 2005-2006:

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. Faculty fellows continued research, suggestions and changes were implemented.
Seven faculty fellowships have been awarded for the 2006–07 academic year.

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. Faculty development in support of student success will include Gateway Course development, the Learning Communities Colloquium, and faculty retreats.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** None
**Time Frame:** Ongoing

**Actions taken for 2005-2006:**

Since 1998, University College has held a faculty retreat every semester with a focus on some aspect of student support. The 2005–06 retreats focused on the community advisory board and student transitions from University College to academic units. In addition, yearly workshops or retreats are held in critical inquiry, learning community, and other programs. University College 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. In 2006, the theme was “Who are IUPUI Freshmen? Unraveling the Mystery of our Entering Students.” During this campus-wide event, instructional teams have the opportunity to attend workshops and presentations on the following topics: innovations in first-year seminars, work and school, navigating the first year, cyber profiles, and many more. In May 2006, 135 members of instructional teams attended the annual event. University College co-sponsored two Gateway forums in 2005–06 with the themes: “The Forgotten Student: Understanding and Supporting Sophomores” and *Declining by Degrees* (a PBS documentary).

**Evidence of Progress for 2005-2006:**

Number of participating faculty—nearly 100 percent of University College faculty participate in various committees, retreats, and workshops that focus on student success.

**Activities planned for 2006-2007:**

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. 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:** Ongoing

**Actions taken for 2005-2006:**

Eleven faculty fellows were named for the 2005–06 year, to involve faculty in doing research on important campus and University College issues including best practices, co-curricular learning, and residential learning communities.

**Evidence of Progress for 2005-2006:**

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

**Activities planned for 2006-2007:**

Seven faculty fellowships have been awarded for the 2006–07 academic year in the areas of enhancing the parent connection, assessment of the Navigator, sharing best practices, linking writing to critical inquiry, and holistic student development.

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

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** None
**Time Frame:** Ongoing

**Actions taken for 2005-2006:**

The student mentor role was revised and updated, and the information was shared with other instructional team members.
Evidence of Progress for 2005-2006:

Student and faculty satisfaction.

Activities planned for 2006-2007:

Associate deans across campus are meeting to assess if changes in the first-year seminar curriculum are needed.

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: Ongoing

Actions taken for 2005-2006:

In 2005-2006, the University College Advising Center completed a very successful self-study and external program review.

Joint positions are actively pursued with all schools, where we are unable to fund a joint advisor, a liaison from the advising center is appointed. Joint advisors and liaisons are responsible for planning an annual information exchange, update curriculum checklists, and provide training for new advisors. Funding for a joint advisor with residence life as well as an interdisciplinary health advisor was secured.

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 checklists 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 schools so there is consistency in format and the way in which information is presented to students.

Starting in 2004-05, the Students Taking Academic Responsibility (STAR) Program 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 2005-06, we partnered with the Student African American Brotherhood (SAAB) and mentors from the Beppo Learning Center to include a peer mentoring component to our work with students on probation/reinstatement. In addition, a comprehensive syllabus and training program to guide and support the work of mentors was implemented.

Evidence of Progress for 2005-2006:

The Advising Center improved across five factors (interaction style, knowledge, student familiarity, career connections, and professionalism) from 1999 to 2005 at a statistically significant level (Self-Study, 2006).

On all items on the New Student Orientation Exit Survey, student satisfaction with advising has increased each year from 2000 to 2005 (Self-Study, 2006).

Advising processes significantly predict spring cumulative grade point average, particularly when the advisor engages in "professional" practices such as being readily available, flexible in arranging meeting times, and promptly returning phone calls (Self-Study, 2006).

The quality of advisors’ facilitation/empowerment of student goals affects academic success indirectly through its positive influence on academic hope (Self-Study, 2006).

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 School of Public and Environmental Affairs. Further, University College also provides support to a 20 percent advisor funded by Purdue University to support students who may transfer to agriculture-related programs.

To date, the STAR Program has a 70 percent one semester retention rate. This is particularly notable since only 5 percent of students earning a GPA below 2.0 in their first semester graduate from IUPUI.

Activities planned for 2006-2007:

The Advising Center staff will develop a plan for the next 5–7 years based upon the outcomes of the self-study and external program review.

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

In 2006-07, the Advising Center will finish developing a set of benchmarks in areas including customer service, student success (probation/dischissal), advisor staffing and turnover, students served at orientation, and use of Web-based advising information.

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: Ongoing

**Actions taken for 2005-2006:**

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. In 2005–06, in addition to personal contact with students receiving Early Warning notices, we now send personal e-mails to each student from their academic advisor.

Beginning in fall 1999, students in learning communities registered together for the spring semester. Students within the learning communities form connections with each other; these connections are built when the students are encouraged to register together for spring courses with their fellow learning community students. Additionally, in-class registration ensured that the advisor could see that each student returned for the spring, and if the student did not register, the advisor knew why. As the number of learning communities and other classroom-based support programs has increased, the ability of the advising staff to meet all expectations has become more difficult. Each advisor participates in five learning communities each week by preparing for and attending class, sees students on a walk-in basis, presents workshops, attends meetings, and works on Center projects. As the importance of advising in student retention continues to be recognized, the demands placed on advisors will continue to grow.

All conditional admits are 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 2005-2006:**

Learning communities have been shown to significantly increase retention, and national studies reveal that group programming on commuter campuses also aids in retention. Students enrolled in first-year seminars placed more emphasis on their advisors’ role in college adjustment and academic skill development at the end of the course (post-test) than at the beginning (pre-test) (Self-Study, 2006).

**Activities planned for 2006-2007:**

Continue with the system, restructuring it through ongoing assessment. We will place particular emphasis on trying to move up the date on which students are notified of their Early Warning feedback to ensure that the feedback is truly “early.”

[3] 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: Ongoing

**Actions taken for 2005-2006:**

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 on an ongoing basis, rather than waiting until it reaches crisis proportions at which point students usually seek out advising assistance. Advisors support students in navigating JUPUI 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 exercise which highlights the importance and ensures that students 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 2005-2006:**

Students who participated in learning communities were more satisfied with advising than students who did not (Self-Study, 2006). In a 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 2006-2007:**

In 2006–07, we are developing 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 that includes the students’ self-assessment and action plan for academic success and career/major 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 members of the instructional team for each learning community.

[4] 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: Ongoing

Actions taken for 2005-2006:

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

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

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

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 curriculum checklists used by both students and advisors are accurate.

Beginning in 2004–05, the University College Advising Center began hosting a series of information sessions about 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 2005-2006:

From February 2005 to March 2006, advisors had approximately 15,000 student contacts (not including seeing approximately 4,500 students through New Student Orientation) (Self-Study, 2006). Students who met with the same advisor had better outcomes related to knowing what was required of them to succeed academically, knowledge of campus resources, course requirements, and a sense of belonging at IUPUI (Self-Study, 2006).

Activities planned for 2006-2007:

In 2006-2007, 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 student’s 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.

Based on outcomes from the Advising Center self-study and program review, we will begin to study the possibility of assigning advisors and expanding the availability of appointments.

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

05. University College advisors will continue to coordinate and refine the Early Warning system and will assist students who are having difficulty.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

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 2005–06, 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 advisor’s e-mail with whom they should speak (versus the dean’s e-mail or our general advising e-mail).

In courses identified by the schools (39 courses participated in fall 2005) if students do not attend 50 percent of the class sessions in the first four weeks of the term, they are administratively withdrawn from the class.

Any student with a cumulative GPA below 2.0 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 2004–05, the Students Taking Academic Responsibility (STAR) Program 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.

Evidence of Progress for 2005-2006:
## Administrative Withdrawal Comparisons (Fall 2003 to Fall 2005)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Represented/Impacted:</td>
<td>7,202</td>
<td>8,162</td>
<td>8,322</td>
</tr>
<tr>
<td>Withdrawal Possibilities:</td>
<td>12,410</td>
<td>14,445</td>
<td>15,545</td>
</tr>
<tr>
<td>Administrative Withdrawal Requests:</td>
<td>357</td>
<td>589</td>
<td>522</td>
</tr>
<tr>
<td>(2.85%)</td>
<td>(4.07%)</td>
<td>(3.36%)</td>
<td></td>
</tr>
<tr>
<td>Actual Withdrawals*:</td>
<td>257</td>
<td>376</td>
<td>305</td>
</tr>
<tr>
<td>(2.05%)</td>
<td>(2.60%)</td>
<td>(1.95%)</td>
<td></td>
</tr>
<tr>
<td>Students Withdrawn From 5 courses:</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students Withdrawn From 4 courses:</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Students Withdrawn From 3 courses:</td>
<td>6</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Students Withdrawn From 2 courses:</td>
<td>29</td>
<td>68</td>
<td>45</td>
</tr>
<tr>
<td>Students Withdrawn From 1 course:</td>
<td>164</td>
<td>362</td>
<td>197</td>
</tr>
<tr>
<td>Total Students Withdrawn From at Least One Course:</td>
<td>203</td>
<td>451</td>
<td>248</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.

On average the DFW rate improved by one percentage point when students administratively withdrawn were excluded from the DFW calculation. The rate improved by three or more points for numerous courses (source: IMIR, 2/10/05).

The percent of University College students on probation slightly increased (0.2 percent) from 2004–05.

New Students on Probation (as a percent of total University College) at end of fall term:

- 2003—9.8 percent
- 2004—8.0 percent
- 2005—8.2 percent

The percent of University College students dismissed has decreased from 2003–05.

- 2003—7.0 percent
- 2004—5.7 percent
- 2005—5.2 percent

### Activities planned for 2006–2007:

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 2005–2006:

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 9 recommendations.

Beginning in 2004–05, we have held annual day-long retreats as well as monthly meetings between all advisors and career staff. At the meetings we discussed the importance of integrated efforts and conducted cross-training between advising and career counseling.

In 2005–06, 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.

In July 2005, the Career Center was moved to the University College building and now shares space with the Advising Center.

### Evidence of Progress for 2005–2006:

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 become an active participant in career exploration, and increased awareness that every student is in a different stage of their career development. Advisors' knowledge of careers in majors, job search techniques, and other career-related matters predicts the degree to which students have selected a major or future career (Self-Study, 2006).
Activities planned for 2006-2007:

The first sections of the career course for students past their first semester will be offered and the impact assessed. 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 continue to focus on implementation of the recommendations of the Task Force on Integrating Academic and Career Planning.

05. University College will identify and implement innovative uses of technology in the support of student learning, including using the Web, electronic advising, and 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 2005-2006:

Completed installation of equipment in all classrooms remodeled this summer.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

The mentoring spaces and informal learning areas will be assessed for need regarding technology and upgraded where necessary. New remote systems will be installed in classrooms to increase ease of use. The use of Polycom and Breeze software will be investigated for use in U110 classes.

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 2005-2006:

Wireless networks in the building were upgraded. Laptops in the mobile labs are being replaced. New carts were purchased to increase ease of use. Laptops in the laptop checkout program were replaced.

Evidence of Progress for 2005-2006:

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. The laptop labs are now the only labs available in the University College building, providing more multilane space for academic instruction.

Activities planned for 2006-2007:

Continue to monitor upgrades.

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

The learning community instructional teams are making extensive use of Oncourse. Technology Services provides support for implementation of this program with University College.

A but one University College classroom has 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.

[12]
E-kiosks continue to be popular with students. Students use the kiosks to schedule classes, check e-mail, check the campus calendar, access Oncourse, access OneStart, check new notices, and print curriculum checklists.

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. The Office of Communications and Marketing, and the University Library have recently become partners in the use of the system and are now working to create an automated way to deliver events information to the VIDS system. This will only strengthen the system's intent to help raise awareness about campus events, deadlines, and organizations.

University College has created an online version of the Navigator. This version of the student planner and academic guide is to be the most up-to-date and 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 using 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 students’ electronic file.

The Bepko Learning Center has upgraded its learning spaces to include computers, VCR/DVDs, document cameras, digital whiteboards, and projectors. Classroom response systems and Polycon 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 summer academy this year.

The technology director took on the responsibility of training all summer academy participants in technology at IUPUI.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

We will continue the following activities: integration of technology into Academic Advising communications and business processes; technology support of the Bepko Learning Center; technology support of the learning communities; support of the summer academy; and strengthen the partnership between Technology Services, Campus and Community Life, and the University Library to help serve the orientation, learning communities, summer academy, and mentoring programs.

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: Ongoing

Actions taken for 2005-2006:

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 Bepko Learning Center, provides a key resource to all students and serves as an important symbol of IUPUI’s commitment to center on students.

Resource mentors call all campus transfers, offering an opportunity for those students to pose questions or concerns about their experiences at IUPUI. The mentors refer transfers to the appropriate support office or information service. Student responses to calls are tracked for assessment.

Flat-screen television monitors have been installed on the second floor to help resource mentors keep students updated on academic events on the campus. Each resource mentor is responsible for maintaining contact with specific schools to ensure that information on programs and events open to students are effectively communicated on a regular basis on the flat-screen monitors.

The Resource Center maintains a listing of tutors in a central database which mentors can use to refer students in need of additional academic assistance. In cooperation with the Advising Center, mentors meet with students who are part of the Students Taking Academic Responsibility (STAR) Program to discuss items such as goal setting, time management, and study skills in an effort to help them with their academic pursuits.

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

Evidence of Progress for 2005-2006:

The total number of students served by the Resource Center mentors in 2005-06 was 8,231. The types of information requested and questions asked were tracked as part
Activities planned for 2006-2007:

Most of the contacts taken by the resource mentors deal specifically with our tutoring program. As such, the Bepko Learning Center will work with the University College Technology Services to produce an online referral system so students will have 24-hour access to tutor contact information, as well as free departmental academic assistance.

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

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2005-2006:

The Bepko Learning Center is the home for Supplemental Instruction (SI) and Structured Learning Assistance (SLA) 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 Bepko Learning Center also provides a list of tutors who will provide additional support for a fee.

SI mentors provide traditional supplemental instruction support in science, engineering technology, and religious studies courses including anatomy, physiology, philosophy, biology, and chemistry.

SLA mentors provide required SI for psychology and biology 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’ schedules. 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, which was implemented in spring 2003. AccuTrack was specifically designed for learning centers. The system uses TagTags (student identification cards) to monitor attendance and 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 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 summer academy mentor teams will continue working with the entering students in their fall learning communities.

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

Evidence of Progress for 2005-2006:

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:

1. DFW rates for participants versus nonparticipants for fall 2005 were 15.86 percent (participants) versus 39.77 percent (nonparticipants). Total number of students served in fall 2005 in SI sessions was 376 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2006 was 537. Total number of visits was 8,550.

2. DFW rates for participants versus nonparticipants for fall 2005 were 19.34 percent (participants) versus 48.60 percent (nonparticipants). Total number of students served in fall 2005 in SLA sessions was 1,093 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2006 was 966. Total number of visits was 22,239.

3. DFW rates for participants versus nonparticipants for fall 2005 were 18.74 percent (participants) versus 25.07 percent (nonparticipants). Total number of students served in fall 2005 in LC sessions was 376 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2006 was 537. Total number of visits was 8,550.

4. Summer Academy Bridge Program: In 2004 a total of 172 students participated in the Summer Academy Bridge Program. Results suggest that the participating students performed significantly better academically (fall semester cumulative GPA) compared to nonparticipants (while controlling for all significant background characteristics and first-year seminar participation). The summer academy students had an adjusted fall GPA of 2.74, compared to an adjusted fall GPA of 2.56 for nonparticipants. Survey research indicates that students were highly appreciative of the experience, especially having the opportunity to get to know each other and become familiar with IUPUI before their first semester.

Activities planned for 2006-2007:

The fourth Annual Mentor Symposium will be conducted this year as a gathering for mentors state-wide to meet and further develop their skills. Plans are underway to expand mentoring initiatives with other departments across campus with the support of the new tuition dollars. There will be development of a comprehensive training program for students serving as summer academy mentors.

University College will maintain a pleasant and interactive environment for social interaction.
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

A major renovation and move project took place. Two new classrooms and three faculty offices were constructed. One current classroom was remodeled to create more functional space for student learning. The Advising Center, Career Center, Student Employment, Technology Services, Community Service Learning, Nina Scholars, and Student African American Brotherhood Programs were moved to different areas of campus to create a more conducive support link for students. The College Readiness Initiatives (Upward Bound, Twenty-first Century Scholars Program, Special Programs for Academic Nurturing, and Educational Success Program) were moved to a new location at 515 Indiana Avenue. This move created a more accessible front door for IUPUI's college readiness programs. More than 120 employees were moved during these projects.

Existing classrooms and stairwells were painted and the Principles of Undergraduate Learning appear on the walls.

The University College Art Program awarded artist Patrick Gillespie $4,000 for his work and has displayed his art on the second floor. This particular rendering involved participation from new students and displays plaster molding of their fingers. There have been seven awards to artists for their work that has been displayed in and out of the University College Building. Recipients are students of Herron School of Art and Design.

University College sponsored the Fall Convocation picnic and was able to acquire donations from Meijer for all of the food and Best Rentals for the chairs and tables used for this event. Well over 750 students, employees, and faculty participated in the picnic. University College, in collaboration with School of Science, School of Liberal Arts, and the Office of Student Scholarships, conducted the Fall Convocation 2006.

Evidence of Progress for 2005-2006:

Student focus groups confirm students' satisfaction with the University College atmosphere and expansion of needs.

Activities planned for 2006-2007:

The IUPUI Honors Program will have a remodeled gathering area. The Career Center's library will be constructed. A gathering area for the Twenty-first Century Scholars will be designed as well as the entry to the Nina Scholars Program and Student African American Brotherhood.

04. University College reaches its constituencies (Indiana businesses; government; IUPUI administration, faculty, undergraduates, staff, regional parents of pre-college and first-year students, 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 contacting.

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

Actions taken for 2005-2006:

University College publishes a quarterly newspaper, FamilyEd. A family advisory group drives this project; 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. FamilyEd won the national University Continuing Education Association award. Universities like Northwestern, Johns Hopkins, Harvard, and UCLA were considered but were not selected as winners.

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 advertisement in the Indiana Insight magazine, for example, the advertisement supports publishing the piece but also builds a bond between the business and higher education. Working mutually to build a better workforce, that in turn improves the economy, is the worthwhile outcome. It should be noted that Indiana Insight magazine reports on measures the state uses or can use in creating a better workforce. The process enacts a more productive life cycle for individuals and for communities. Indiana Insight won the national University Continuing Education Association award. Universities like Northwestern, Johns Hopkins, Harvard, and UCLA were considered but not chosen for the award.

FamilyEd is a monthly electronic news piece about IUPUI and how the donors' dollars work for the campus and the University College student. It keeps a donor's investment visible and builds encouragement to continue with their donation.

The Navigator, the IUPUI student academic guide and 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 nonprofit components) and IUPUI schools and departments played a role in equipping the student with a wide range of activities and community outreach opportunities. The Navigator won the national University Continuing Education Association award. Universities like Northwestern, Johns Hopkins, Harvard, and UCLA were considered for this award as well.

The Metropolitan Universities journal and the Metropolitan Universities News are publications that are produced by University College for the Coalition of Urban and 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 distributions.
Evidence of Progress for 2005-2006:

Sponsorships have generated funds that increase yearly. This is an indicator that schools and businesses support the work of University College and acknowledges 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 percent, giving IUPUI more international exposure to the field of journal recognition.

Schools of Medicine, Education, Nursing, Engineering and Technology, Liberal Arts, Physical Education and Tourism Management, Science, Public and Environmental Affairs, and student organizations are collaborating with University College on communication projects that impact undergraduate perceptions while equipping them with tools for improved decision making.

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

Activities planned for 2006-2007:

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

05. University College will develop, implement, and assess programs of student, faculty, and staff development.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

Past studies continue to serve as a foundation for current work. University College appointed faculty fellows to assess components of IUPUI's work with entering students. For example, a faculty fellow from the Department of Earth Sciences is assessing how students "navigate" the campus and build community during the first year. He will be assessing the degree to which first-year seminar students use various publications and academic supports to transition to college.

Members of individual instructional teams continue to assess their strengths and weaknesses in terms of meeting student learning outcomes specified in A Template for First-Year Seminars at IUPUI and the University College U112 Critical Inquiry Handbook.

In addition to first-year seminars, learning communities, and structured learning assistance, there has been involvement in and assessment of critical inquiry. A critical inquiry handbook was finalized. Qualitative and quantitative reviews of the critical inquiry course have been performed. Currently, a study is being conducted to more comprehensively determine the degree to which critical inquiry 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 ongoing assessment and learning, University College has continued to use the following approaches: utilizing 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, University College queries 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.

University College has continued forming partnerships with other institutions for sharing ideas, expertise, and research projects.

Evidence of Progress for 2005-2006:

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

Assessment of Critical Inquiry (CI) has shown that students are learning to prepare for class tests and examinations, use class discussions more effectively to help their learning, gain help in the discipline course to which the CI course is linked, and are asked in learning to think critically. On average, conditionally admitted students in CI continue outperforming peers in the linked discipline course and earn a higher GPA for the semester. Students on average find the course to be very helpful, would recommend the course to a friend, and would take the course again (linked to another discipline). A recent qualitative study in spring 2006 sections suggested that many students continue to value the class structure and links with the discipline course, enjoy the group discussion and class participation, and desire a stronger connection to the linked course and its activities. Faculty are continuing to formulate ways to improve the course so students obtain the maximum benefits from the two credit-hour course; teaching strategies are being developed to allow appropriate connections with the discipline course and enable students to learn transferable skills.

Activities planned for 2006-2007:

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

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

01. University College will work collaboratively to seek to identify sources of support for campus programs to facilitate student learning.
Campus Planning Theme: Civic Engagement
Secondary Goals:
Actions taken for 2005-2006:

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

Upward Bound, Student Support Services, Twenty-first Century Scholars, Structured Learning Assistance courses, the Educational Success Program, and several scholarships are supported by grants. The Nina Mason Pulliam Charitable Trust supports the Nina Mason Pulliam Legacy Scholars Program.

Evidence of Progress for 2005-2006:

Funds have been renewed from federal and state sources. An application to expand the Nina Mason Pulliam Legacy Scholars Program has been given favorable review.

Activities planned for 2006-2007:

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 fundraising 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 2005-2006:

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

Indiana Insight magazine, the Navigator (IUPUI student academic guide and 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 number of exclusive partnerships for donation has doubled over the last year. New and continuing donors have been acquired through the help of the student staff who meet on a regular basis with donors and prospective donors.

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

There was strong staff participation in the IUPUI Back Pack Attack, United Way Day of Caring, and Race for the Cure.

Evidence of Progress for 2005-2006:

Fundraising on the Internet has been processing for over 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. Interns from Northwest High School continue to accept IUPUI as their number one choice after completing the IUPUI internship program. Exclusive business sponsorships have doubled. We have been the recipient of awards that excelled over institutions like Harvard, Johns Hopkins, Northwestern, and Rice, just to name a few well-known universities.

Activities planned for 2006-2007:

University College will campaign toward completing a degree and taking more summer courses.

Selling the IUPUI Campus Bulletin will be pursued. An exclusive sponsorship will be identified.

University College will continue to attract more support from outside sources. Meijer will be pursued in developing scholarships for employees.

An annual fund will be conducted as well as a donor recognition event.

Indiana Insight will take a higher profile by involving experts in fields of reporting.

Fundraising on the Internet will start in 2007. 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 a greater role 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 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 academic aspirations and achievement of students in the metropolitan Indianapolis area.

01. University College will work with the community to provide college readiness programs for students in the metropolitan Indianapolis area 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 2005-2006:

- 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 instructive information about the college process (financial aid, admissions, 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.).
- IUPUI students research and report for the Indiana Insight magazine and identify experts to author the magazine.
- We produced a publication to enhance student success, “College Readiness Initiatives Packet,” for community leaders.

Evidence of Progress for 2005-2006:

- Parental involvement and satisfaction. Increased sponsorships and scope of needs for us to support. External grant funding for 2006-07 include $130,193 for Twenty-first Century Scholars; $436,165 for Education Success Program; and $691,997 for Upward Bound.

Activities planned for 2006-2007:

- The parent groups will continue to be enhanced and will meet regularly throughout the year. We will continue the following: recruiting campaign for early graduation and taking more summer courses; partnership with Stanley K. Lacy Ambassadors; college vouchers from businesses; partnership with the Career Center vendors; and the annual luncheon, hosting the Coalition of Urban and Metropolitan Universities Conference; hosting the twelfth National Learning Communities Conference, and increase the circulation of the Metropolitan Universities journal.

02. University College will participate in programs, such as the College Readiness Initiatives (CRI) Program, that will increase the capacity of parents, community groups, and schools to promote, encourage, and support students’ college readiness activities.

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

Actions taken for 2005-2006:

- The program serves students from Washington, Gambold, Farrington, and Forest Manor Middle Schools. Three of the middle schools (and their boundaries) are geographically adjacent to the IUPUI campus and feed into Northwest High School. The fourth, Forest Manor Middle School, is located on the near eastside of Indianapolis. CRI Site Coordinator and Academic Advisor spend twenty hours per week in their designated schools. 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 readiness activities. Each CRI Site Coordinator and Academic Advisor collects CTBS and ISTEP scores in addition to semester grades for each student in our program.

Evidence of Progress for 2005-2006:

- In all, 130 students participated in CRI in 2005-06.

Activities planned for 2006-2007:

- CRI will continue to enrich and expand the program to help as many students as are eligible for the program. The 2006-07 program will serve students in Washington,
03. University College will share with other Indiana institutions and agencies promising practices for increasing the proportion of foster youth 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: None
- Time Frame: Ongoing

**Actions taken for 2005-2006:**

The program has partnered with the Children’s Bureau; The Villages of Indiana, Inc.; Lutheran Child and Family Services; Indiana Youth Advocates; Child Advocates; the Marion County Department of Child Services; Ivy Tech Community College; and the IUPUI School of Education. These partnerships 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 places foster youth in the center of planning to assess needs and to develop strategies to address youths’ 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 2005-2006:**

The Educational Success Program launched a Web site (www.educationalsuccesses.org) dedicated to providing foster youth with local, state, 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. The program made great strides in educating Marion County foster youth stakeholders and the community at large as to the unique educational challenges and barriers faced by foster youth. The program also served 50 foster youth in grades 9–12 in a summer institute on the IUPUI campus.

**Activities planned for 2006-2007:**

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

04. Through College Readiness Initiatives, University College will provide comprehensive educational and social services to Twenty-first 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: None
- Time Frame: Ongoing

**Actions taken for 2005-2006:**

The program coordinates activities through churches, community centers, schools, colleges, businesses, and other social and philanthropic groups within the community. During 2005–06, working collaborations were formed with eleven organizations.

**Evidence of Progress for 2005-2006:**

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

**Activities planned for 2006-2007:**

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 for Education 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 2005-2006:**

IUPUI, five other colleges or universities, and public institutions in central Indiana 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 2005-2006:

Faculty surveys and student data have corroborated the success of the program.

Activities planned for 2006-2007:

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.

Actions taken for 2005-2006:

BookMarks is an off-campus reading series held at the Glendale Mall featuring IUPUI faculty and staff leading discussions on a variety of books. The facilitators are selected based on their knowledge, experience, and interest with the themes of the books being read. The classes are advertised in NUVO, the continuing education guide distributed by IUPUI throughout Indianapolis, and last year the Web site was internally revamped.

Evidence of Progress for 2005-2006:

Participation rates in the 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 1998–99 to over 60 for the 2005 spring and fall sessions. For the presentation of The Da Vinci Code, by Dan Brown, 87 participants were in attendance, forcing the discussion to move from its usual venue to the community room in the Glendale Mall. Special events and guest authors enable people to attend even if they have not had time to read the book.

Activities planned for 2006-2007:

In an effort to continue to offer the finest programming to the community at large, guest speakers and authors are being sought to augment the regular series contingent upon funding.

Actions taken for 2005-2006:

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 an assistant director for Career Counseling Services. We are actively participating in a task force on Integrating Career Counseling and Academic Advising. We have completed our second year of cross-training between the Career Center and Academic Advising staffs. We have also developed a one-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 Web site to aid students in their career searches. Recently we moved our career counselors into the University College building, next to the Academic Advising unit.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

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 Students Taking Academic Responsibility
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:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:
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 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 School of Public and Environmental Affairs, the Spanish Program (Department of World Languages and Cultures), the Department of Sociology, and the Herron School of Art and Design for advice on the development of a more formalized internship program within each area.

Our 2005–06 Annual Internship Report (July 2005 through May 2006) shows the following:

- Total number of students attending internship orientations: 71
- Total number of internship-related appointments: 73
- Total number of students attending outreach presentations pertaining to internships: 290
- Total number of internships via JagJobs each month: 230
- Number of internships new to JagJobs since July 2003: 398
- Total number of credit-earning interns: 51
- Total number of interns for fall 2005: 19
- Total number of interns for spring 2006: 17
- Total number of interns for summer 2006 (midway through summer): 28

Evidence of Progress for 2005-2006:
We expect that our increased efforts will be reflected in IUPUI’s retention numbers.

Activities planned for 2006-2007:
The Career Center internship program has changed 100 percent in the last two years. As of July 1, 2006, we no longer handle the paperwork for any academic department. We will continue to post internship positions and teach workshops on “How to Find a Professional Internship.” We will continue as active members of the IUPUI Internship Council.

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: Ongoing

Actions taken for 2005-2006:
We have reorganized our unit to reflect the highest priority of Student Employment (SE). 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 2,495 students during the last academic year in Student Employment, and 893 students participated in the Federal Work-Study Program during the academic year, earning over $1.8 million. We were able to document over 245 student placements last year in non-work-study jobs, with estimated combined earnings of $905,206. These monies directly support IUPUI’s retention efforts by providing the student workers with resources for tuition payments, and general support.
We hosted a successful Student Employment and Internship Fair on September 1, 2005. Over 1,500 students attended, a 15 percent increase from last year, and approximately 115 employers participated, a 35 percent increase from last year. We also had 173 recruiting visits by student employment employers last year.

Evidence of Progress for 2005-2006:
We expect that our increased efforts will be reflected in IUPUI’s retention numbers.

Activities planned for 2006-2007:
Student Employment has been completely redesigned in the last few years. This past year we were able to hire a position based upon Commitment to Excellence (CTE) funds. The new position will be charged with promoting student on-campus employment. The main project for next year will be to increase the number of students in JagTemp. We believe 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
04. Provide IUPUI students with numerous placement events and opportunities, such as job fairs, JagJobs databases, on-campus interviewing, workshops, etc.

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

Actions taken for 2005-2006:

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 Kelley School of Business recruitment, our on-campus senior placement recruitment visits were reduced to 30 plus from our former levels of over 100. However, our job listings and job fair participation has grown significantly. In 2005-06, we had over 1,523 new degree jobs posted in our database (includes other schools’ listings). In addition, we have a total of 10,216 students active in our database. Our combined job and internship fairs have drawn 2,345 students, and 532 employers. Our Web site had 57,285 visitors last year, including individuals from 102 different countries.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

The IUPUI campus has decided to encourage decentralized placement activities among the schools. For example, the Kelley School of Business, School of Informatics, School of Science, as well as School of Engineering and Technology have created their own placement offices. Therefore, we will redirect more 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, JagJobs, as well as expand our relationships with outside vendors such as NACElink and Monster/Itrak.

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

01. To create a special “Honor 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: Ongoing

Actions taken for 2005-2006:

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 2006-07.

Evidence of Progress for 2005-2006:

The target goal for the 2006-07 academic year was to recruit and matriculate a cohort of 20 Bepko Scholars for the second year. We were able to recruit and matriculate a group of 22. Additional recruiting materials have been prepared and circulated to high school counselors throughout the state.

Activities planned for 2006-2007:

To welcome the Bepko Scholars to the campus, a reception was held for the Scholars and their families to meet Chancellor Emeritus Bepko, Chancellor Bantz, and Executive Vice Chancellor Stokhum. Additional planning continues for events that will enhance their educational experiences and prepare them for graduate-level studies at IUPUI. Two new positions will be filled in the Honors Program, the Assistant Director for Academic Affairs and the Assistant Director of Recruiting and Retention. These two new appointments should greatly increase the level of programming for honors students on campus.

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: Ongoing

Actions taken for 2005-2006:
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 2005-2006:

Increased student success in honors courses and increased academic achievement across the IUPUI campus. The number of honors courses offered indicates a growing faculty interest in participating in the Honors Program and insuring that students receive the enhanced academic experience the program is designed to provide.

Activities planned for 2006-2007:

The program will continue to develop methods of assessment to ensure that students are receiving the best opportunities that can be provided. The Honors Program will undergo a complete review by an external committee during its tenth year of restructuring (academic year 2007-08).

G3. 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: Ongoing

Actions taken for 2005-2006:

As part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified students from underrepresented populations. Of the 169 scholarship recipients for 2006-07, 11 are international students, 7 are African American students, 2 are Hispanic American students, 13 are Asian/Pacific Islander students, and 3 students report that they are “other.” Twenty-eight provided no response to the question.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

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.

G4. 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: Ongoing

Actions taken for 2005-2006:

The Honors Program, in cooperation with the Office of Scholarships and the Office of Admissions, recruits 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 2005-06 to include students qualified for Hoosier Presidential Scholarships. These students were automatically admitted to the Honors Program and are expected to complete their degrees with the "Honors" notation. In 2006-07, students receiving the Plate Distinguished Scholarship were also admitted to the Honors Program, as were those students who qualified to receive the Academic Excellence Scholarship.

Evidence of Progress for 2005-2006:

Progress is indicated by the number of applications and acceptances of offers to the program, along with the retention of students from year one through four. For 2006-07, 89 applications were received for the Bepko Scholars award, 61 were rejected, 28 were admitted, with 22 enrolling. Honors scholars offers were made to 15 applicants from a pool of 43 applications, with 15 enrolling. Additionally, 15 applicants were considered for the Hoosier Presidential Scholarship, 14 were made offers, with 9 enrolling. Finally, 10 offers were made for the Plate Distinguished Scholarship, with 9 students enrolling. There were 28 offers made to continuing or transfer students, with 28 enrolling.

Activities planned for 2006-2007:

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 Boddinger, 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 and for the Piplke Distinguished 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: Ongoing

   Actions taken for 2005-2006:
   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 350 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 2005-2006:
   Increased numbers of applications to the program and participation in both the Honors Program and the Bopko Scholars and Fellows Program, as well as increases in retention and shortened graduation rates, will be the major indicators of success.

   Actions planned for 2006-2007:
   The Honors Program will continue to work with the Office of Scholarships and Office of Admissions to promote the IUPUI Honors Program and the Bopko Scholars and Fellows Program to prospective and continuing students and to increase participation in the Honors Program.

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: Ongoing

   Actions taken for 2005-2006:
   At present a number of schools, such as the Kelley School of Business, School of Public and Environmental Affairs, School of Nursing, etc., have their own honors programs which are consistent with the campus-wide program. Additionally, a number of departments, such as biology, psychology, chemistry, and philosophy, offer honors possibilities.

   Evidence of Progress for 2005-2006:
   Increased participation by schools, departments, faculty, students, etc., in Honors-supported activities across the campus.

   Activities planned for 2006-2007:
   Building upon the example set by the development of honors programming in the School of Engineering and Technology, the Honors Program will continue 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 Bopko 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: Ongoing

   Actions taken for 2005-2006:
   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 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 and in 2006-07. The Honors Program is constantly seeking the best instructors on campus to participate in its curricular offerings.
Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

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: Ongoing

Actions taken for 2005-2006:

The Honors Program, working through the Honors Council, continues to search for possibilities, such as service learning and study abroad, to develop co-curricular opportunities for its students. In fall 2004, 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 2005-2006:

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

Activities planned for 2006-2007:

The Honors Program hosts a number of activities in Honors House to foster an optimal living-learning environment. The Honors Program has office space in the unit to provide a staff presence for supporting student needs. Plans for monthly events for the residents are underway. 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 programming 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: Ongoing

Actions taken for 2005-2006:

At present, a major effort in this area has been through the Undergraduate Research Opportunities Program, which is operated 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 2005-2006:

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 2006-2007:

The Honors Programs will continue to work to increase such opportunities for 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 addresses the broadest number of disciplines.

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

Actions taken for 2005-2006:

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 15 to 20 more dedicated courses per semester 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, or 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. We also offer 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 2005-2006:

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 2006-2007:

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 curriculum opportunities for completing the degree with the honors notation continue to be a very high priority for the Honors Program. Kevin Robbins, from the Department of History, is creating a two-semester course, H110-111 (Honors First-Year Seminar), which will be offered for the first time in 2007-08.

8.11. 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: Ongoing

Actions taken for 2005-2006:

The Honors Program provides students with computer access in the University College Reading Room adjacent to the Honors Program Office. The Reading Room contains a computer, phone, photocopier, 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 2005-2006:

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

Activities planned for 2006-2007:

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 the program.

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

Each year the chancellor hosts a reception to recognize the academic achievements of 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 Program, 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 2005-2006:

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 2006-2007:
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 2003–04

Actions taken for 2003–2006:
Honors House opened in late September 2003, with seven residents. During 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 and in 2006–07 to nearly 50. The small programming area beside Honors House has been furnished with a sofa, television, PlayStation, and refrigerator for use by the residents of Honors House.

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

Activities planned for 2006–2007:
Regular programming for Honors House is continuing, and the student response has been very good. Beginning in 2007–08, Bepko Scholars will have the option to stay in Honors House for a second year, if they should select to do so.

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

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: Ongoing

Actions taken for 2005–2006:
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. Chris Maroldo, Coordinator of Academic Success Programs, 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 2005–2006:
Advisor salaries were increased to match market rate beginning with the 2006–07 academic year; this should increase the quality and retention of advisors.

The Advising Center improved across five factors (interaction style, knowledgeable, student familiarity, career connections, and professionalism) from 1999 to 2005 at a statistically significant level (Self-Study, 2006).

Activities planned for 2006–2007:
Advisors will continue to arrange help for students.

02. 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: Ongoing

Actions taken for 2005–2006:
Since fall 1999, University College has increased the number of advisors available during peak times, increased the number of joint advisors, and extended the number of contact hours with students. Walk-in advising increases contact with our students.

All first-semester students, students on probation, and students who have been reinstated are required to see an advisor prior to registering. Advisors serve as members of the instructional team in learning communities, which provides students with weekly contact with an advisor throughout their first semester.
Evidence of Progress for 2005-2006:

Students who met with the same advisor were significantly more satisfied compared to students who met with different advisors. In addition, they had better outcomes related to knowing what was required of them to succeed academically, knowledge of campus resources, course requirements, and a sense of belonging at IUPUI (Self-Study, 2006).

Advising processes significantly predicted spring cumulative grade point average, particularly when the advisor engaged in "professional" processes such as being readily available, flexible in arranging meeting times, and promptly returning phone calls (Self-Study, 2006).

The quality of advisors' facilitation/empowerment of student goals affects academic success indirectly through its positive influence on academic hope (Self-Study, 2006).

See attached chart for information regarding Instant Advising messages.

Activities planned for 2006-2007:

In 2006-07, 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.

01. Twenty-first Century Scholars Program will increase high school and college graduation rates among low- to moderate-income students living in the state of Indiana.

Campus Planning Theme: Civic Engagement

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

Student support services included collaboration with middle and high school personnel and community partners to provide tutoring and mentoring to assist students in achieving their academic goals. Students were provided Graduation Qualifying Exam and I-STEP remediation, Pre-ACT/SAT testing, college visits, service learning opportunities, and cultural experiences.

The Parent Program provided an ongoing opportunity for parents to discuss ways in which they could more effectively work with and on behalf of their student. The Parent Program served as a vehicle for parents to receive instructive information about the college process (financial aid, admission, registration).

The Community Engagement Program developed collaborations across all levels within the community to provide comprehensive social and educational services to scholars.

The Summer Program included Pathfinders Camp at IU Bloomington, Thomson Peterson's PSAT course at IUPUI, Camp S.O.U.L. at IU Bloomington, Achievers Academy at IU Bloomington, Community Alliance of the Far Eastside Summer Camp, and Indiana Teens Institute Adventure.

Evidence of Progress for 2005-2006:

Twenty-first Century Scholars will enroll 1,500 seventh graders and 1,400 eighth graders; affirm 2,400 high school seniors; provide college visits to 410 Scholars and Scholar parents; provide senior prep interviews to 1,100 juniors; provide Core 40 and academic honors diploma workshops and information to 150 seventh graders and 200 eighth graders; provide 50 ninth graders "Drive of Your Life" college prep experience; provide 30 tenth graders with AT&T career programming that includes career interest inventory, virtual college visits, and job shadowing experience; provide 50 scholars summer camp opportunities on the campuses of IU Bloomington, IUPUI, and Purdue.

Activities planned for 2006-2007:

The Twenty-first Century Scholars Program will continue to offer these services over the coming years. Our 2006-07 partners include Community Alliance of the Far Eastside, Inc., Concord Center Association, Inc., Peace and Learning Center, and Greater Educational Opportunities Foundation. Additional collaborators include Goodwill Industries, Indianapolis Urban League, Pathway to the Future, Marion County Health Department, Indianapolis Police Department, Covering Kids and Families, Riverside Family Center, Brookside Community Center, Starfish Initiative, and Indianapolis Public Schools Renewal Team.

02. CRI 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:
Actions taken for 2005-2006:

IUPUI college students mentor students in grades 6-8. Our activity days are Mondays and/or Wednesdays for 12 weeks each semester. Each mentor (paired with another mentor and with the assistance of the CRI staff) is required to prepare and lead two activities per semester.

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

Evidence of Progress for 2005-2006:

College-readiness course enrollments and student participation levels.

Activities planned for 2006-2007:

CRI will continue its present activities.

G3. Funded by the U.S. Department of Education, Upward Bound exposes students to careers and colleges, and gives instruction and support which will increase student skills and motivation necessary to complete secondary school and enroll and complete a postsecondary education.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2005-2006:

Upward Bound implemented an academic-year component and a summer-residential component. During these components, the staff and target school liaisons provided services designed to accomplish Upward Bound goals and objectives. Upward Bound goals and objectives are based on its mission to provide low-income potential first-generation college students quality instruction and academic support that will ensure students' successful completion of a bachelor's degree.

In 2005-06 we provided services to more than 170 high school students. Of the 47 seniors, 44 graduated in 2006. Our most recent survey indicates that 40 of the 47 will be attending college.

During our academic-year component, we provided academic support, cultural enrichment, college readiness information, and motivational sessions to our students. Students participated in laptop training at target high schools. Students and parents participated in parent meetings at target schools. Students participated in monthly meetings on the IUPUI campus. The sessions included tutoring, academic assessment, and financial aid/scholarship sessions. We used the ACT Evaluation/Survey Service to conduct a needs assessment survey of our students. Our students took pre-academic assessment tests at IUPUI. Students also participated in SAT preparation. Students attended the play Urban Bush Women and participated in TRIO day motivational sessions that motivated them to complete high school and college.

This summer 99 students participated in our residential component at IU Bloomington. Our young men and women lived in different wings in Read Hall, an undergraduate residence facility. One goal was to assess where students were academically and place them in classes to make them stronger. Our instructors challenged our students with college-level class conduct. Our students took post-academic assessment tests. Approximately 300 students and their families participated in our summer picnic at Thompson Park in Bloomington. We filled a youth production of the Asante Children's Theatre on the Butler University campus, Who's To Daddy. We also participated in the statewide Upward Bound Olympiad at Indiana Wesleyan University.

We distributed desktop computers and printers to students in an effort to enhance their academic success. We also provided an activities calendar and other valuable information on the Upward Bound Web site, which is on the University College Web site.

Students participated in fall, spring, and summer college tours. During the tours, our students become stronger because of the motivation they receive from hearing college students on panels explain how to be successful in college.

Our summer work-study component is an extension of our mentoring component. During the summer, students receive supervision and mentoring from the work-study liaisons. This summer the Indiana University Law Clinic was not only a work-study sight but they sponsored a mock trial for Upward Bound students to participate in and witness.

Seven students participated in our Summer Academy Bridge Component. Two students attended IU Bloomington and five attended IUPUI. All attended the second summer session. Our Bloomington students lived on campus, the IUPUI students are the first students to participate on this campus.

Evidence of Progress for 2005-2006:

Participant and staff evaluations will be utilized to assess and improve the overall program operation.

Activities planned for 2006-2007:
These types of programs are planned to continue throughout the duration of the grant.

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

01. 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 2005-2006:**

- Faculty Fellowships were awarded in 2005 to:
  - Jan DeWester—Co-Curricular Learning in U110
  - Lisa Ehrmann—Applying Structured Learning Assistant to Support Psychology B104
  - Betty Jones and Randall Halverson—First-Year Seminar Pedagogy: Sharing Best Practices
  - Nancy Lunn, Janet Meyer, and William Watson—Learning Communities: A View from the Senior Year and Beyond
  - David Sabol—Developing a Handbook for University College Themed Learning Communities
  - Mary Sauer and Erin Kilbride—Residential Learning Communities
  - Robert Yost—Early College

**Evidence of Progress for 2005-2006:**

- Recommendations from fellows have been implemented.

**Activities planned for 2006-2007:**

- A fellowship request for proposals will be issued in 2007.

02. University College will develop and implement qualitative and quantitative assessment on the effects on students enrolled in the first-year seminar, supplemental instruction, critical inquiry, structured learning assistance, and other courses or activities sponsored by University College.

**Campus Planning Theme: Best Practices**

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** Ongoing

**Actions taken for 2005-2006:**

- The Steering Committee is operational.

**Evidence of Progress for 2005-2006:**

- Not available.

**Activities planned for 2006-2007:**

- To be announced.

03. University College will continue to develop and implement qualitative and quantitative assessment on the effects on students enrolled in the first-year seminar, supplemental instruction, critical inquiry, and structured learning assistance. The summer academy and other courses or activities sponsored by University College.

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

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** Ongoing

**Actions taken for 2005-2006:**

- University College employs various techniques to assess learning communities (the first-year seminar), supplemental instruction, critical inquiry, the summer academy, 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. In fall 2005, 1,964 first-time students, or 85 percent (including those enrolled in at least 7 credit hours), participated in a learning community (first-year seminar). In fall 2006, 2,110 first-time students, or 86 percent (including those enrolled in at least 7 credit hours), were enrolled in a learning community (first-year seminar) as of census. Additionally, we have continued to expand the learning community program by implementing themed learning communities 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 continuously employs qualitative and quantitative approaches to comprehensively assess the impacts of dynamic and complex support programs. We have increasingly faced the pressure to demonstrate and improve the effectiveness of first-year support programs. Focus groups and interviews have been conducted with students and faculty members involved in first-year seminars, critical inquiry courses, and the summer academy to enhance understanding of the impact of participation on student academic success. We also conduct rigorous quantitative evaluation techniques to examine impacts on academic performance, such as GPAs, and retention rates comparing participants with nonparticipants while controlling for background characteristics.

Student course evaluation instruments are administered at the end of every course or 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 2005-2006:

Scholarly presentations and papers have been presented at national conferences such as the Association for Institutional Research, the Assessment Institute, the National Learning Communities Conference, the National Symposium on College Student Retention, and more.

Activities planned for 2006-2007:

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.

04. 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: Ongoing

Actions taken for 2005-2006:

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 utilizes student mentors to operate the front desk and respond to students. The Bepko Learning Center operates its desk during normal business hours and most evenings. An information desk on the first floor is also always manned during operating hours.

In 2005-06, the Advising Center utilized instant messaging to provide students with the ability to communicate with an advisor from a remote location. Instant Advising is available from 10:30 a.m. to 2:30 p.m. each day with the ability to leave messages during off hours.

Publications to enhance student success include the Navigator, letters, posters, newsletters to parents, manuals, success portfolios, Indiana Insight, Web site communication, and interactive media.

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

Evidence of Progress for 2005-2006:

Advisors responded to inquiries through instant messaging regarding major requirements, clearance to register, and procedures for adding and dropping. All messages were responded to within 48 hours. Focus groups are giving high marks to post production of communication tools, such as the Web site, instant messaging, etc.

Activities planned for 2006-2007:

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 Web site in an effort to improve communication between and among faculty, staff, and students in order to enhance service to students.

Ongoing and persistent forms of communication add 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.

05. University College will support faculty, staff, and students in encouraging continuous learning through support of conference attendance to deliver presentations, visiting other
Evidence of Progress for 2005-2006:

The following scholarly papers were published:


Hansen, Michele J., and Gayle A. Williams. "Assessing Learning Communities at Indiana University-Purdue University Indianapolis: Comprehensive Approaches, Leveraging Results, Lessons Learned, and Remaining Challenges." Metropolitan Universities 16, no. 3 (2005): 69-90.

Activities planned for 2006-2007:

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

[14] 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 and aid in said training activities.

[2] University College personnel will continue seeking ways to promote faculty development efforts, conducting meetings with departments to ascertain faculty needs, and draft plans to meet those needs.

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

Actions taken for 2005-2006:

The Office for Professional Development and University College promote the efficacy of 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 2005-2006:

Assessment of the initiatives confirms their effectiveness.

Activities planned for 2006-2007:

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. A major retreat is planned for November 2006 to review the program and plan for the future.

[15] University College will, after consultation with other schools on campus, institute policies and create programs that attempt to increase retention on the IUPUI campus.

[3] 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:** Ongoing

Evidence of Progress for 2005-2006:

New strategies continue to be developed by the Human Resources Administration, the Career Center, and University College. Other academic units have been developed to help increase on-campus student work.

Activities planned for 2006-2007:

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

[4] University College will create courses that are specifically aimed at raising retention on the IUPUI campus.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2005-2006:

In fall 2005, University College offered 63 Structured Learning Assistance sections, 43 first-year seminar courses, 3 critical inquiry courses. In spring 2006, University College offered 55 Structured Learning Assistance sections, 7 first-year seminar courses, and 13 critical inquiry courses.

In 2005–06, each semester the university mentor course (U201, U202) and the career course (U210) was offered.

Research conducted by Informational Management and Institutional Research (IMIR) in addition to qualitative studies by others, both within and outside of IUPUI, suggests that these programs are effective in reaching IUPUI's goal of better retention.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

All programs will continue to be offered, assessed, and enhanced. University College also plans to expand themed learning community offerings.

03. 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: Ongoing

Actions taken for 2005-2006:

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 2005-2006:

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

Activities planned for 2006-2007:

Planned BookMarks activities for the year include IUPUI faculty and staff leading discussions off campus about selected bestselling books at Glendale Mall.

04. 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: Ongoing

Actions taken for 2005-2006:

University College recruits minority students for leadership positions. Research has shown that leadership activity increases retention.

In 2005–2006, 22 percent of student mentors and 32 percent 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, 30 percent of University College staff, faculty, student mentors, and hourly employees represent minority populations.
Retention of minority persons and opportunities available to minority persons.

Activities planned for 2006-2007:

University College will continue to support 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

The fiscal position of University College is marginally acceptable. An increasing proportion of programs, particularly those serving pre-college 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, administrated 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 have renovated 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 depleted our reserves that we have accumulated through allocation of salary savings from temporarily unfilled positions to a reserve for the renovation. University College has little margin for budget support with the commitment of these resources for the renovation.

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

Increasing costs associated with our role in running programs desired by other schools which support their entering students (dual admits) as well as transitioning students to them (mentoring, summer bridge, instructional teams in learning communities, critical inquiry, and Gateway) are a concern.

* Fiscal health report for 2006-07 is attached as PDF file.

Reallocation Plan

University College received $173,165 in reallocation funds in 2005–06. A portion of these funds were used for salary increases. Additional reallocation funds were used to support Honors and Nina Scholars.

Other Question(s)

1) 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, summer bridge, first-year seminars, learning communities, academic support, advising) are individually and collectively having a positive impact; 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 national leader in implementing and assessing service learning in the first year.

2) Diversity: What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

University College, through the college readiness programs, orientation, advising, academic support, the Career Center, and Honors, is committed to diversity through curriculum in the first-year seminar and increasing representation among the faculty, staff, and students of IUPUI. Approximately 36 percent of our faculty, staff, and hourly employees represent minorities, 33 percent of our mentors are minorities, and 22 percent of our orientation team leaders are minority. In addition, 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; the retention and graduation rates for students in those programs exceed the rates for IUPUI students in general. Approximately 20 percent of the students enrolled in University College represent minorities. Our students, faculty, and staff are active in program evaluation and assessment, often centering on the academic achievement and persistence of low-income and first-generation students.

3) Campus collaborations: In what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

Collaborating with other units is fundamental to the work of University College. Our faculty represent IUPUI's degree-granting schools. Our lecturers are joint lecturers with the schools and most advisors are joint advisors. University College coordinates with other units to offer students first-year seminars, themed learning communities, critical inquiry, and academic support programs; these programs are designed to support student success in courses offered by the schools. University College is in fact the place where the campus works together to serve entering students.

In collaboration with other units, we have proposed a signature center (Student and Family Financial Literacy Center) that will focus on research, education, community relationships, and assessment. The Center will be a national hub for empirical research on the relationship between personal financial management and the academic success of undergraduates.

We are also partners with the School of Education in projects on the scholarship of teaching and learning.
University College is in discussion with the Office of International Programs about potential for collaboration with the Moi University Project in Kenya and the new Mexico initiative. Numerous individual University College faculty (including Bob Osgood, Susan Sutton, John Parish-Sprowl, Irene Tajalli, Enrica Ardemagni) have international collaborations as a central aspect of their professional profile.

5) Internationalization of curriculum: How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?

   International perspectives are particularly prominent in U110 and U112 curricula when they are linked to courses in anthropology, religious studies, and similar disciplines and in our regular offering of themed learning communities with a multi-cultural or diversity theme.

   Participation of student mentors in study abroad programs is strongly encouraged and supported through the award of stipends specifically for that purpose.