2006-2007 University College

Section	Document Name
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Mission

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

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

University College will achieve its mission through:

- •   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 have 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 that 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 qualified students, including entering students 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 2006–07 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. One such possibility under consideration by the campus is the transition from an Honors Program to an Honors College. Many of the issues associated with such a move will be addressed in the self-study.

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.

01. University College, in collaboration with schools and units, will develop policies and programs likely to increase the recruitment of well-qualified students to IUPUI, representative of the region's population in terms of race and ethnicity.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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 Bepko 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 join the campus and attempted to bring a concentrated effort to the college's recruitment strategy. In addition, the Honors Program coordinates with the Office of Student Scholarships to identify and recruit top-performing students to IUPUI, including those eligible for the Adam W. Herbert Presidential Scholarship and the Plater Distinguished Scholarship. We also maintain systematic channels of communication, including letters, publications, Web sites, and events.

Evidence of Progress for 2006-2007:

The number of honors students receiving scholarships is stable at the 120–140 level. The quality of these students continues to improve. In 2007–08, 40 incoming students received honors scholarships. Ten of those were Adam W. Herbert Presidential Scholars, 10 were Plater Distinguished Scholars, and 20 were Honors Scholars. Requirements for fulfilling the Honors Program requirements have been revised and instituted to attract a larger number of nonscholarship participants. Additionally, 20 new Bepko Scholars will be participating in the Honors Program.

Activities planned for 2007-2008:

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. 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 2006-2007:

Central to University College's mission is partnership with the other schools 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 36 orientation sessions for fall 2007, serving 4,105 students and 1,500 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 2007, 100 family members joined 18 IUPUI faculty, staff, and student mentors for the annual event.

The New Student Orientation Program began the 2007 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 2007 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 was developed, a revised orientation

workbook was created to guide students through the program for active learning, and a new Web-based reservation system for placement testing and orientation was implemented. The program design and new sessions regarding the importance of student involvement, working in college, and financing 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 2006-2007:

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 2007 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 2007-2008:

We plan to continue communication and coordination with campus stakeholders to be a responsive and student-focused program, continue to develop and assess new orientation programs for family members and transfer students, 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 have chosen a major, in collaboration with academic schools.

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

Actions taken for 2006-2007:

University College piloted a Summer Academy Bridge Program in August 2001 and 2002. The program 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. Bridge 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 Scholarships 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. In summer 2007, the program was expanded to 17 sections, designed to serve 425 students. Although not all sections filled to capacity, the 2007 program enrolled 368 students. In addition, the School of Public and Environmental Affairs offered a section for the first time, and the Schools of Nursing, Business, and Engineering and Technology each offered an additional bridge section.

Evidence of Progress for 2006-2007:

Summer Academy Bridge Program participants continually have significantly higher first-semester cumulative grade point averages compared to nonparticipants, even while controlling for background characteristics. The students in the program also have lower DFW rates compared to the general population of beginning first-year students.

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. The retention and GPA measures for the 2007 bridge participants will not be available until next fall. Nevertheless, the student evaluations of the program remain very high with over *99 percent* reporting that they would recommend the program to a friend.

Activities planned for 2007-2008:

We hope to add more sections in summer 2008, possibly increasing the number of seats to 500. We would like to add Herron School of Art and Design and a section for international students.

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

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

Actions taken for 2006-2007:

Of the 134 learning community sections for 2006–07, 43 in the fall and 6 in the spring were supervised and staffed by University College. Eighteen themed learning communities were offered in fall 2006. Eleven online learning communities were offered in 2006–07.

Of the 139 sections planned for 2007–08, 41 in the fall and 7 in the spring will be supervised and staffed by University College. The number of University College sponsored themed learning communities increased to 7. Ten University College sponsored online sections were offered in fall and spring semesters combined. Diversity/multiculturalism was adopted to be a more intentional focus for University College learning communities in fall 2007, and the Annual Learning Communities Colloquium was used to introduce the focus and explore ways for incorporating it into the classroom.

Evidence of Progress for 2006-2007:

Students continue participating in learning communities; of the learning communities offered by University College last year, 18 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 2006–07, 10 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 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 team 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 the 2007 event, instructional teams had the opportunity to attend workshops and presentations on the following topics: faculty perspectives on incorporating diversity into the first-year seminar curriculum, critical thinking through case studies, and exploring diversity through experiential learning. In May 2007, 149 members of instructional teams attended the annual event.

Activities planned for 2007-2008:

With oversight from the University College Curriculum Committee, the number of themed learning communities will expand. The goal is to expand by a maximum of seven.

A University College Lecturer's Brown Bag series was established in fall 2007. The goal is to expand this to all faculty teaching University College courses. In addition, in the fall of 2007 an Oncourse CL Project site was created. The goal is to use the project site to increase collaboration, discussion, and professional development activities among the University College lecturers.

End-of-the-semester student evaluations will include questions to determine the success of the effort to place a more intentional focus on diversity/multiculturalism. The theme for the 2008 colloquium will continue with an emphasis on diversity/multiculturalism. The colloquium will also introduce the student development plan to instructional teams.

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 2006-2007:

University College and 8 academic schools sponsored 19 themed learning communities (TLCs) in the fall of 2006. A total of 377 students participated in the 2006 TLCs. TLC instructional team members developed comprehensive plans to foster interdisciplinary connections in the curriculum and incorporate co-curricular and service learning experiences. Two TLC instructional teams were selected to attend the National Summer Institute on Learning Communities. New initiatives to further serve underrepresented students and integrate math into the TLC curriculum were launched.

Evidence of Progress for 2006-2007:

Reports from 2006 suggest a statistically significant impact on first-semester GPA and first-year retention for participants compared to students in a first-year seminar when controlling for significant background characteristics and participation in the Summer Academy Bridge Program. Fifty percent of 2006 TLC students had a GPA of 3.0 or higher and 20 percent had a GPA of 3.5 or higher. Comparative NSSE data once again suggests that 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. Students participating in TLCs more often:

- o   Worked on a paper or project that required integrating ideas or information from various sources and made more class presentations
- o   Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- o   Put together ideas or concepts from different courses when completing assignments or during class discussions
- o   Worked harder than they thought they could to meet an instructor's standards or expectations
- o   Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- o   Learned something that changed the way they understood an issue or concept

TLC students also reported more institutional emphasis on:

- o   Providing the support needed to help students succeed academically
- o   Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- o   Helping students cope with nonacademic responsibilities (work, family, etc.)
- o   Working effectively with others
- o   Understanding people of other racial and ethnic backgrounds

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Activities planned for 2007-2008:

Themed learning communities expanded in 2007 in order to serve more students. Twenty-six TLCs sponsored through 12 schools debuted in fall 2007. A total of 588 students enrolled in the 2007 TLCs, an increase of 56 percent from 2006. 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. Nearly half (44 percent) of the 2006 TLCs included service learning experiences or service activities in the 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 Plaza and the Hawthorne Community Center. TLC faculty have collaborated to create integrated assignments and shared rubrics to encourage deeper interdisciplinary understanding of topics. Comprehensive assessment of the TLCs is being conducted to measure student satisfaction, self-reported learning gains, student engagement, first-year retention, and GPA.

06. University College will collaborate with academic departments to offer U112 Critical Inquiry to aid students in the transition from high school to college by helping them develop skills in reading, writing, and critical thinking.

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

Actions taken for 2006-2007:

A Critical Inquiry Faculty Retreat was held in November 2006 to begin the process of preparing faculty who will teach the course for the first time in spring semester 2007. Veteran critical inquiry faculty members and University College administrators led the workshop.

Evidence of Progress for 2006-2007:

The 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, communication studies, history, and psychology. A total of 10 CI sections will be offered in spring 2008 as part of our continued effort to improve academic persistence and achievement.

Activities planned for 2007-2008:

Course offerings will be expanded in spring 2008. In addition to the annual Critical Inquiry Faculty Retreat in November 2007, two informal faculty development workshops are planned for October 2007. In these sessions, veteran critical inquiry faculty will explore various ways the format of critical inquiry might be altered to increase course effectiveness and faculty and student satisfaction.

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 that 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 2006-2007:

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 are having the greatest impact on students' academic success. Consequently, new mentor initiatives will be focused on the structured learning assistance model.

Evidence of Progress for 2006-2007:

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 a structured learning assistance (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 those courses.

Two new courses have joined the SLA model for the fall 2007 semester: CSCI N241 (Web Development) and NURS N353 (Alterations in Health I). We are currently in conversations with a geography faculty member to expand SLA into one of their 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. In addition, a coordinator position is in development to focus on the School of Liberal Arts.

Activities planned for 2007-2008:

University College will continue to seek partners in degree-granting schools 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 that 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 2006-2007:

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 first-year students.

Evidence of Progress for 2006-2007:

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 2007-2008:

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 admission 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 2006-2007:

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, including grant supplements and scholarships.

Evidence of Progress for 2006-2007:

Three hundred students participated in SSS during the 2006–07 year. During 2004–05, SSS had an overall retention rate of 77 percent. The first-year retention rate was 80 percent. The minority retention rate was 76 percent. The average GPA was 2.5. The graduation rate was 32 percent.

Activities planned for 2007-2008:

Student Support Services will continue its current activities.

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 2006-2007:

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 2006-2007:

Student, staff, and faculty participation. Over 700 students and family members participated in Honors Day.

Activities planned for 2007-2008:

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 maintain initiatives that support student transition and success.

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

Actions taken for 2006-2007:

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

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

Kickoff 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 the Division of Student 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.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

University College works with Division of Student 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 Division of Student Life has a very strong presence in new student orientation, summer bridge, first-year seminars, and themed learning communities. Division of Student Life staff members conduct classroom presentations on campus involvement and diversity appreciation.

Evidence of Progress for 2006-2007:

The continued programming provided by the Honors Program within Honors House. The numbers of students engaging in co-curricular activities through University College first-year seminars.

Activities planned for 2007-2008:

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 2006-2007:

University College, Human Resources Administration (HRA), and the Career Center continue to work through a CTE grant to expand student employment. Accomplishments include the piloting of the Skills-Bridge workshop series for campus employers to help build on-campus employment experiences that support learning and the PULs. In addition, staff worked closely with the Office of Financial Aid to streamline the process for students to secure and utilize work-study funds. Through coordination with IMIR, Student Employment, and HRA, we were able to establish some baseline data on student employment, including employees taking classes.

Evidence of Progress for 2006-2007:

Since inception, 94 students have been accepted into JagTemps with 55 students employed in the program. Students accepted into the JagTemps program, but not employed, had a 54 percent retention rate; students employed in the program have a retention rate of 71 percent.

Activities planned for 2007-2008:

Will continue to pilot and expand the Skills-Bridge program for supervisors. A video series to be used in training student employees will be developed in cooperation with students enrolled in the School of Informatics. Will continue to fine-tune benchmarking and tracking of student employment, including employees taking classes.

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 2006-2007:

The University College and IMIR team continue to collect data on incoming students during orientation and during the ACT-COMPASS entrance examinations. In addition, University College works closely with IMIR to 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) so that appropriate analyses can be conducted. Results on these surveys indicate that IUPUI has a large first-generation population. Of all fall 2007 beginning freshmen, 57 percent reported they are first-generation college students (neither parent completed a four-year college degree). According to past results from the CSSPS, over 40 percent of University College students work over 35 hours per week and average 29 hours per week working for pay. Recent results (spring 2007) of the CSSPS indicate that 75 percent of IUPUI undergraduates have jobs and 63 percent work entirely off campus. Only about 8 percent work entirely on campus. IUPUI students who work do so an average of 28 hours per week.

University College has also worked closely with Human Resources Administration and IMIR to better understand the impact of working for pay on academic success and has worked closely with departments throughout campus to create more jobs on campus. Various interventions have been developed to help students feel more connections with the university and to more closely link their academic studies with their work. A recent series analyses indicated that working off campus 30 or more hours, being first-generation status, having low levels of academic preparation, being male, and having the intention to transfer are all risk factors associated with poor levels of academic success at IUPUI. 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.

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. In addition, initiatives such as the First-Generation Scholars Program have 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 non-participants with regard to fall GPA and retention while controlling for background differences; analyzing predicted versus actual retention, course grades, and DFW rates; and administering student surveys to assess student needs, satisfaction, engagement, program impacts, reasons for leaving, etc. Results have shown that first-year seminars, summer bridge, and themed learning communities all positively effect academic performance and persistence rates.

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   2003–04 External review (Finished-Report Received)
Bepko Learning Center 2004–05 External review (Finished-Report Received)
Advising
               2004–05 Internal review; (Finished-Report Received)
College Readiness   2007–08 External review; Faculty Fellow in 2007–08
Career Center   2007–08 External review
Honors
                           2007–08 External review
Math Assistance Ctr.   2004–05 Will be reviewed during math department review
Academics Office   2007–08; Faculty fellow or faculty task force review of learning
Learning Communities Program 2003–05

Evidence of Progress for 2006-2007:

University College has launched a new and revised research and assessment Web site that is designed to communicate assessment findings, presentations, publications, and reports campuswide: http://uc.iupui.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 2007-2008:

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 2006-2007:

Since its inception in 1997, University College has maintained joint academic advising positions with as many schools as possible. A new joint position with the Office of Housing and Residence Life was established as well as a cooperative position through a School of Science CTE grant to focus advising services for students denied admission to a competitive program in the health and life sciences.

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 checksheets are posted on the University College Web site so that students and advisors may easily access the most recent degree requirements. We now post the format used in the school so there is consistency in format and the way in which information is presented to students.

University College maintains a listserv for all campus advisors to facilitate campuswide sharing of information.

Evidence of Progress for 2006-2007:

There are now 11 joint positions with 8 academic schools, the Career Center, Office of Housing and Residence Life, 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 relationships with the Advising Center in a positive light (Program Review, 2006).

Activities planned for 2007-2008:

University College will continue to seek new joint positions with interested schools in the future. A faculty member from the School of Education has accepted a new joint appointment with University College as a lecturer for 2007–08.

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 2006-2007:

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 publish the *Journal of Learning Communities Research* in partnership with Kennesaw State University. We sponsored the statewide peer mentor symposium.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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. University College will explore ways to create a student financial literacy center and to make the early warning and administrative withdrawal policy easier for faculty to implement by utilizing the Oncourse system.

University College has continued to assist the School of Education at IUPUI in forging a partnership and early college initiative with Crispus Attucks Medical Magnet Program. Representatives from University College serve on the CAMMHS Steering Committee.

07. Increase general knowledge about programs and policies likely to enhance student academic success and receive needed feedback. Faculty, staff, and students working in University College programs will be encouraged to deliver presentations and papers at influential conferences and publish work highlighting the activities of the college.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Presentations and papers were given at local, regional, national, and international conferences during the 2006–07 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 2006-2007:

University College was published in four national publications for best practices. University College hosted three 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, production, and impact of research, creativity, and scholarly activities in pursuit of advancing undergraduate persistence and achievement.

Activities planned for 2007-2008:

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 2006-2007:

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, education, anthropology, biology, and mathematics.

The 2006–07 faculty fellows and committees are currently engaged in or have completed the following projects: Enhancing the University College Parent Connection; First-Year Seminar Pedagogy: Sharing Best Practices; Linking Freshman Writing (W131) and Critical Inquiry (U112); Enhancing and Assessing Holistic Student Development; and *Navigator* Assessment.

Evidence of Progress for 2006-2007:

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.

Activities planned for 2007-2008:

Eight faculty were award fellowships (some jointly) for the 2007–08 academic year: Use of Technology to Enhance Student Learning; Impact of Mentoring on Mentors; First-Generation Parents; Nina Scholars: How Effective is Mentoring?; Nina Scholars: Best Practices and Lessons Learned; Critical Inquiry: Sharing Best Practices; and Career Exploration Curriculum: Modules for First-Year Seminars.

A call for 2008–09 faculty fellowships will be occurring in late fall or early spring.

In the spring of 2008, a U210 "Sampler Course" will be offered to those focusing on a career in the health professions.

02. 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 2006-2007:

Since 1998, University College has held a faculty retreat every semester with a focus on some aspect of student support. The 2006–07 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 communities, and other programs. University College provides enriching opportunities for faculty development. The Annual Learning Communities Colloquium in May is a critical program designed to enhance faculty development and improve outcomes in learning community courses. In May 2007, the theme was "Effective Tools in Teaching Diversity: How to Energize the Curriculum and Engage Students." During this campuswide event, instructional teams had the opportunity to attend workshops and presentations on the following topics: faculty perspectives on incorporating diversity into the first-year seminar curriculum; critical thinking through case studies; and exploring diversity through experiential learning. In May 2007, 149 members of instructional teams attended the annual event.

University College co-sponsored two Gateway Forums in 2006–07 with the themes: "The Forgotten Student: Understanding and Supporting Sophomores" and *Declining by Degrees* (a PBS documentary).

Evidence of Progress for 2006-2007:

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 2007-2008:

Continue and expand as needed.

03. University College will continue to offer faculty fellowships as a mechanism for supporting faculty engagement in its initiatives and build a national body of research on programs for entering students.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Seven faculty fellows were awarded for the 2006–07 year to involve faculty in doing research on important campus and University College issues including: Enhancing the University College Parent Connection; First-Year Seminar Pedagogy: Sharing Best Practices; Linking Freshman Writing (W131) and Critical Inquiry (U112); Enhancing and Assessing Holistic Student Development; and *Navigator* Assessment.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

Eight faculty were awarded fellowships for the 2007–08 academic year in the following areas: Nina Scholars: Best Practices and Lessons Learned; Impact of Mentoring on Mentors; Critical Inquiry: Sharing Best Practices; Career Exploration Curriculum: Modules for First-Year Seminars; First-Generation Parents; Use of Technology to Enhance Student Learning; and Nina Scholars: How Effective Is Mentoring?

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 2006-2007:

The student mentor role was revised and updated, and the information was shared with other instructional team members.

Evidence of Progress for 2006-2007:

Student and faculty satisfaction.

Activities planned for 2007-2008:

Associate deans across campus are meeting to assess whether 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 2006-2007:

In 2005–06, the University College Advising Center completed a very successful self-study and external program review. In 2006–07, a program review response team was created to develop a strategic plan based on the review recommendations. A new mission statement for the Advising Center was developed. Eight task groups/committees were formed to focus on each strategic recommendation.

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, updating curriculum checksheets, and providing training for new advisors. A joint advisor with residence life as well as an interdisciplinary health advisor was hired.

A set of benchmarks in areas including customer service, student success (probation/dismissal), advisor staffing and turnover, students served at orientation, and use of Web-based advising information were developed and will be used to monitor key aspects of advising operations on a regular basis.

Evidence of Progress for 2006-2007:

The University College Advising Center is not just following national best practices, but is often looked to as the national standard. Training programs for advisors and the use of advisor portfolios were featured in two national advising monographs. Our model programs in integrating advising across University College programs and the integration of academic and career planning will be featured in two national publications coming out in 2008.

Activities planned for 2007-2008:

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

The first attempt at collecting data for the benchmarks will be made. Benchmarks will be refined and a "dashboard" of key indicators created.

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 nonacademic 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 2006-2007:

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 2006–07, in addition to personal contacts 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. In addition, 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 Advising 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.

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 students assess their academic strengths and challenges, develop a plan for success, and monitor their progress. In 2006–07, we partnered with the Student African American Brotherhood (SAAB) and mentors from the Bepko 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.

All students on probation are required to meet with an advisor prior to registering for any future term. In spring 2006–07 increased efforts (multiple contacts with students and certified letters) were made to have students meet with advisors early in the term to plan for success.

Two pilot programs were provided for students on probation. One was a series of three workshops and individual meetings with students who elected to participate in an intervention based on helping students identify their strengths and apply them to academic situations (versus working to overcome deficits). The other program adapted a model for identifying underlying causes for behaviors that do not support success.

In 2006–07, the University College director of advising chaired the campus action team on aggressive/intrusive advising.

Evidence of Progress for 2006-2007:

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 2007-2008:

Continue with the early warning system, restructuring it through ongoing assessment. Will continue conversations with UITS to place early warning system in Oncourse with features that allow feedback at the fourth week as well as an ongoing notification system in which the faculty member can identify students having difficulty with an e-mail going to the student's advisor for follow-up.

Will continue to develop the strengths-based interventions for students on probation. Examining probation and dismissal policies for students at the very low end of academic achievement (semester GPA less than 0.25).

In the fall 2006 term, 62 students participated in STAR. One-semester retention rates for students in the program have ranged from 56 percent to 70 percent, depending on the semester.

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

Actions taken for 2006-2007:

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

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

In 2006–07, we received a grant from the Office of Professional Development to create learning modules supporting the creation of a Personal Development Plan for each student. This plan will serve as a vehicle through which students increase goal commitment and create a step-by-step learning plan for learning and graduation.

Evidence of Progress for 2006-2007:

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 2007-2008:

Piloting the use of the learning modules and Personal Development Plan in six learning communities during the fall 2007 term. Working toward implementation of the program in all UCOL U110 courses for the fall 2008 term. This will require faculty development programs as well as working with the University College Curriculum Committee to update the template for first-year seminars.

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

Actions taken for 2006-2007:

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 campuswide 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 checksheets used by both students and advisors are accurate.

Evidence of Progress for 2006-2007:

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 2007-2008:

In 2007–08, 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 able to better track student reports of misadvising versus actual misadvising.

Based on outcomes from the Advising Center self-study and program review, we will pilot the assigning of advisors with the goal of assigning all incoming students advisors beginning in the fall 2008 term.

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 2006-2007:

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. When a faculty member reports issues with either attendance or performance, the student is sent a letter encouraging him or her to speak with his or her faculty member and utilize campus resources. Any student in a learning community is also contacted by the learning community advisor. In 2006–07, we began communicating early warning information through e-mail in an effort to more effectively reach our students and 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 (113 courses participated in fall 2007), students who do not attend 50 percent of the class sessions in the first four weeks of the term 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 students assess their academic strengths and challenges, develop a plan for success, and monitor their progress.

Evidence of Progress for 2006-2007:

Administrative Withdrawal Comparisons
(Fall 2003 to Fall 2006)
** **

	Fall 2003	Fall 2004	Fall 2005	Fall 2006

Actual Withdrawals*	257	376	305	281
Number of students administratively withdrawn who were on financial aid	n/a	n/a	n/a	99

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

The percent of University College students on probation has been fairly stable.

University College students on probation (as a percentage of total University College) at the end of the fall 2006 term:

2004—25.1%
2005—27.0%
2006—27.2%

University College students on probation (as a percentage of total University College) at the end of the spring 2007 term:

2004—24.7%
2005—26.4%
2006—26.8%

Activities planned for 2007-2008:

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 2006-2007:

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 daylong retreats as well as monthly meetings for all advisors and career staff. At the meetings we discussed the importance of integrated efforts and conducted cross-training between advising and career counseling. Cross-training meetings for the 2006–07 year focused on using a common strengths-based approach for both advising and career development interactions with students.

In 2006–07, a career course for students past the first-semester learning community was offered. 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. One section in both the fall and spring term were offered.

Evidence of Progress for 2006-2007:

Staff members in the Advising and Career Centers operate as a cohesive unit and are beginning to think across organizational lines in program development and service provision.

Activities planned for 2007-2008:

The Solution Center joined University College as of July 1, 2007, and is aligned with the Advising Center and Career Center to form the Center for Academic and Career Planning. The 2007–08 year will be devoted to creating programs and services that meet the academic and career planning needs of students in a holistic and integrated manner.

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 2006-2007:

Completed installation of equipment in all classrooms remodeled this summer.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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.

In 2008–09, new remotes systems will be installed in classrooms to increase ease of use.

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 2006-2007:

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 2006-2007:

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 multiuse space for academic instruction.

Activities planned for 2007-2008:

Continue to monitor upgrades. In 2008–09, will continue four-year lifecycle replacement of laptop computers.

03. University College will continue to support student learning in orientation, learning communities, and other courses or activities to aid student success.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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

All 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.

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 checksheets.

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 files.

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

New digital cameras were purchased for the Summer Academy Bridge Program this year.

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

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

We will continue the following activities: integration of technology into academic advising communications and business processes; technology support for the Bepko Learning Center; technology support for the learning communities; support for the summer academy; and strengthen the partnership between Technology Services, Campus and Community Life, and 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 that are 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 2006-2007:

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 that 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 2006-2007:

The total number of students served by the Resource Center mentors in 2006–07 was 5,500. The types of information requested and questions asked were tracked as a part of the ongoing assessment of students' needs. Laptops were checked out for student use 1,000 times through August 2007.

Activities planned for 2007-2008:

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 replace the current student tracking system with an enhanced student assistance model which will help in following up on all student contacts.

02. 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 2006-2007:

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 and philosophy courses, including anatomy, physiology, philosophy, biology, chemistry, and logic.

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.

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 first year.

Evidence of Progress for 2006-2007:

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:

- Supplemental Instruction: DFW rates for participants versus nonparticipants for spring 2007 were 8.90 percent (participants) versus 27.51 percent (nonparticipants). Total number of students served in spring 2007 in SI sessions was 208 (note the number reflects students who participated three or more times). Total number of sessions attended by students for spring 2007 was 1,116. Total number of visits was 8,500.
- Structured Learning Assistance: DFW rates for participants versus nonparticipants for spring 2007 were 22.41 percent (participants) versus 48.59 percent (nonparticipants). Total number of students served in spring 2007 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 2007 was 966. Total number of visits was 22,454.
- Learning Communities: Students participating in 2005 first-year seminars were retained at a significantly higher rate compared to nonparticipating students, even while controlling for all background and enrollment characteristics (course load, SAT score, high school percentile rank, units of high school math, age, gender, and ethnicity). There was a 10 percent difference in retention rates for participants (66 percent) compared to nonparticipants (56 percent). In addition, based on past survey results, students report that participation in learning communities helped them learn to take course demands more seriously, develop better study habits, and organize their time more effectively. They also indicated that the course helped them develop more self-confidence (based on a series of focus groups conducted).
- Summer Academy Bridge Program: In 2005, a total of 175 students participated in the Summer Academy Bridge Program. Results suggested 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 2.43, compared to an adjusted fall GPA of 2.34 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 2007-2008:

The Fifth Annual Mentor Symposium will be conducted this year as a gathering for mentors statewide 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.

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

Actions taken for 2006-2007:

Property management continues for the College Readiness Initiatives (Upward Bound, Twenty-first Century Scholars Program, Special Programs for Academic Nurturing, and Educational Success Program) off campus at 518 Indiana Avenue. The action plan is to continue showcasing this location as the front door for IUPUI's college readiness programs.

In 2007, space planning strategies were developed as occupants transitioned out and new tenants moved in.

University College sponsored the IUPUI New Student Welcome and was able to acquire donations from Meijer for all of the food, and Indiana Members Credit Union donated funds for the IUPUI blankets. The event had a picnic theme. Well over 950 students, employees, and faculty participated in the picnic. Bands and food made the day enjoyable. About 90 campus volunteers from many of the schools helped with the event that created camaraderie for the campus.

University College hosted the 12th Annual National Learning Communities Conference. Over 300 registrants created a record attendance for the participating cohorts.

University College secured a donor for the Sankofa Room and created the opening in 2007. There was an enormous level of work from numerous campus units to successfully construct the room.

The Bepko Learning Center displayed mentor cardboard cut-outs in lifelike sizes to market mentors as less intimidating for students using the mentoring program. The lifelike sizes made the characters more human as they posed as welcoming students to the center. The success of this campaign will lead to more cut-outs for other units.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

The IUPUI Honors Program will be moved and operate from a larger area that will be more high profile. Remodeling will take place in the lower level and first level of the building.

Daylong activities planned with the community businesses involved in the next student welcome.

04. University College reaches its constituencies (Indiana businesses; government; IUPUI administration, faculty, undergraduates, staff, regional parents of precollege 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 2006-2007:

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* has 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* has won the national University Continuing Education Association award. Universities like Northwestern, Johns Hopkins, Harvard, and UCLA were considered but not chosen for the award.

Friends is a monthly electronic news piece about IUPUI and how the donors' dollars work for the campus and the University College student. It keeps donors' investments visible and builds encouragement to continue with their donations.

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 is produced by University College for the Coalition of Urban and Metropolitan Universities. There is a great deal of exposure for IUPUI because the publication has a readership of over 1,400 university presidents and deans internationally. The journal and the *Metropolitan News* are profiled on the new Web site that allows guests to subscribe to the journal.

An innovative design and use of the Principles of Undergraduate Learning was developed.

A PowerPoint about University College programs was developed for University College faculty to use in their schools.

Performance Management was updated, tested, and revised to be used as a tool for encouraging staff growth.

The *University College Employee Handbook* and the booklet *Evacuation and Safety Standards* were distributed to staff.

The first extended report on the diversity of the University College staff was compiled and shared with staff as part of the diversity program.

The University College electronic newsletter debuted with high marks. News releases about students, faculty, and programs continue their monthly distribution.

Evidence of Progress for 2006-2007:

Sponsorships have generated funds that increase yearly. This is an indicator that schools and businesses support the work of University College and acknowledge the importance of retention and its relationship to stay connected to students through appropriate communication.

Readership, in regard to the journal and newsletter, has increased by eight percent, giving IUPUI more international exposure to the field of journal recognition.

The 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 2007-2008:

Communications will continue, but draw upon a wider array of sources of support so the outreach has more of a dramatic span and scope. Professionals will become more involved in reporting and writing the messages to the students and community.

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 2006-2007:

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 Mathematical Sciences in collaboration with the director of University College assessment is assessing how first-year seminars linked to math courses help students perform better academically. Two undergraduate researchers were hired to conduct interviews with first-year students enrolled in the math-linked seminars and enhance understanding (qualitatively) of students' perceptions and learning outcomes.

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*. The *Template for First-Year Seminars at IUPUI* will be revised by a subcommittee of the University College Curriculum Committee in order to reflect changes in the curriculum to integrate diversity and to develop a more seamless program with New Student Orientation.

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. The end-of-course evaluation questionnaire was revised to assess transferable learning.

In terms of strategies for ongoing assessment and learning, University College has continued to use the following approaches: enlisting the support of faculty, exposing all stakeholders to the literature on retention and learning initiatives, bringing experts to campus, and sponsoring forums to encourage understanding of issues related to retention and learning. In addition, University College queries national experts (e.g., Randy Swing, John Gardner, Betsy Barefoot) 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 2006-2007:

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. Currently about 85 percent of first-time students are enrolled in a seminar.

Assessment of critical inquiry (CI) has shown that students are learning to prepare for class tests and examinations, using class discussions more effectively to help their learning, gaining help in the discipline course to which the CI course is linked, and are aided 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. Faculty also continued to clarify learning objectives and revised end-of-course questionnaires to reflect the changes. In addition, resources will be devoted to ensure that CI faculty members are engaged with each other through a Community of Practice. University College deans and administrators increased training and support for all faculty members.

Activities planned for 2007-2008:

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:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Applications to the Lumina Foundation for Education, National Science Foundation, National Institutes of Health, U.S. Department of Education, 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 2006-2007:

Funds have been renewed from federal and state sources. An application to expand the Nina Mason Pulliam Legacy Scholars Program has been approved. Three college readiness programs have received $1,489,251 in external grant funding. Two college support programs have received $508,165 in external grant funding.

Activities planned for 2007-2008:

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 2006-2007:

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

Bids for plasma screens were gathered. These will replace the bulletin boards around BS 2010. The screens will be purchased by sponsors and add to the scholarship support.

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 the bonds created in these partnerships also build rapport critical to future donor opportunities.

The number of exclusive partnerships for donation has increased 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 precollege students and first-year college students in preparing the "Transitions" materials and Web site.

Students in communications studies worked alongside writers and editors of *Indiana Insight* magazine to gain experience and credit.

Evidence of Progress for 2006-2007:

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 continue to increase. 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 2007-2008:

University College will campaign toward completing a degree and taking more summer courses when the associate vice chancellor needs support with this campaign.

Celebrities will help produce a media campaign about the rewards of education. University College will continue to attract more support from outside sources. Meijer will be pursued in developing scholarships for employees.

Car dealerships will be pursued in donating a van for the school's use.

An annual fund will be conducted as well as a donor recognition event. The tenth anniversary of University College will be a yearlong campaign.

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

Fundraising on the Internet will start in 2008. Undergraduates will conduct needs assessments 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 will also expand outreach obligations. The project "Transitions" will take center stage as a tool for precollege 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 2006-2007:

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 students. The parent support group serves as the vehicle through which parents receive instructive information about the college process (financial aid, admission, registration, college credit management, etc.). In addition to this information, parents create a workshop agenda that addresses specific parental needs (effective communication, time management, postsecondary 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 2006-2007:

Parental involvement and satisfaction. Increased sponsorships and scope of needs for us to support. External grant funding for 2007–08 includes $446,509 for Twenty-first Century Scholars; $436,165 for Educational Success Program; and $606,577 for Upward Bound.

$600,577 for Upward Bound.

Activities planned for 2007-2008:

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 and vendors; annual luncheon; hosting the Coalition of Urban and Metropolitan Universities Conference; hosting the National Learning Communities Conference; and increase the circulation of the *Metropolitan Universities* journal.

02. 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 2006-2007:

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 2006-2007:

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 2007-2008:

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

03. University College will provide comprehensive educational and social services to Twenty-first Century Scholars and their families and 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 2006-2007:

The program coordinates activities through churches, community centers, schools, colleges, businesses, and other social and philanthropic groups within the community.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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. University College staff aid in creating an atmosphere conducive to the work of Twenty-first Century Scholars.

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

01. Evaluate and reorganize the Career Center in order to make greater use of their limited resources in retention efforts.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Continued offering career counseling services and related workshops. Worked to accommodate requests to present information on career counseling to students in learning communities.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

Will focus on redefining career counseling services in light of the integration between academic and career planning. Will enhance programs designed to support the placement work of schools by refining workshops and services geared toward job search techniques and strategies. Will continue to examine the use of electronic means to deliver services.

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 2006-2007:

While the internship program continues to operate in an ambiguous environment regarding 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 campuswide internship council to discuss best practices and establish a rough draft of campuswide 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.

Hired a new coordinator of experiential learning to develop programs that provide connections with alumni mentors, job shadowing, and internships

hired a new coordinator of experiential learning to develop programs that provide connections with alumni mentors, job shadowing, and externships.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

With the addition of the Solution Center to the University College academic and career planning services, we will work to develop a seamless network for moving students from career exploration to experiential learning to internships to placement.

Continue to seek funds to replace the Venture Fund in the Solution Center.

Continue to develop opportunities for classroom-based professional practice.

03. Help retain University College students by making the Office of 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 2006-2007:

Student Employment continues to work with students through the New Student Orientation program (including registration on JagJobs) and to host the Student Employment and Internship Fair attended by approximately 1,500 students. Continue to build and support the JagTemps program, which has become a sound vehicle for assisting international students in gaining on-campus employment. Piloted an academic skills bridge workshop for 10 campus employers to better tie together student employment and learning.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

Conduct an internal evaluation of the Student Employment Program and develop a targeted mission statement and objectives. Work with the CTE grant to develop programs that support training for student employees, including a video series. Expand the academic skills bridge program.

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 2006-2007:

The Career Center continues to sponsor two major job fairs on behalf of other colleges and universities in the state as well as works as a significant partner in other area fairs. We continue to offer workshops on resume writing, interviewing techniques, networking, and job searching.

Evidence of Progress for 2006-2007:

In 2006–07, approximately 1,900 IUPUI students participated in job fairs (including the campus Student Employment and Internship Fair). Over 340 students took advantage of workshops on job readiness topics.

Activities planned for 2007-2008:

Will continue to build relationships with the academic schools as they further develop career and placement programs and services to ensure coordination and no duplication of effort. With the addition of the Solution Center to the unit, we will work to find ways to leverage the relationships between internships and support for job placement.

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

01. 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 2006-2007:

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 2007–08.

Evidence of Progress for 2006-2007:

The target goal for the 2007–08 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 20. Additional recruiting materials have been prepared and circulated to high school counselors throughout the state.

Activities planned for 2007-2008:

To welcome the Bepko Scholars to the campus, a reception was held for the scholars and their families to meet Chancellor Emeritus Bepko and Chancellor Bantz. Additional planning continues for events that will enhance their educational experiences and prepare them for graduate-level studies at IUPUI. Two new positions have been 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. A committee has been formed to institute a "guaranteed" admissions program for undergraduates interested in pursuing graduate and professional degrees at IUPUI. Agreements with various schools are presently under consideration.

02. Develop the methods and practices that ensure quality of delivery in all of the areas of the Honors Program and provide opportunities for continued growth and improvement.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None

Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Students provide continual feedback on honors course work through course evaluations and 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 2006-2007:

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

Activities planned for 2007-2008:

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).

03. 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 2006-2007:

As part of the scholarship screening process, the Honors Program gives special consideration to applications from qualified students from underrepresented populations. Of the 85 new scholarship recipients for 2007–08, 7 are international students, 1 is an African American student, 1 is a Hispanic student, 4 are Asian/Pacific Islander students, and 2 students report that they are "other." Seventeen provided no response to the question.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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

04. Increase the number of highly qualified students attending IUPUI and increase their retention to graduation.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

The Honors Program, in cooperation with the Office of Student 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 2006–07 to include students qualified for Adam W. Herbert Presidential Scholarships. These students were automatically admitted to the Honors Program and are expected to complete their degrees with the "Honors" notation. In 2007–08, students receiving the Plater 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 2006-2007:

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 2007–08, 139 applications were received for the Bepko Scholars award; 61 were rejected, 26 were admitted, with 20 enrolling. Honors Scholars offers were made to 32 applicants, with 20 enrolling. Additionally, 15 applicants received offers for the Adam W. Herbert Presidential Scholarship, with 10 enrolling. Finally, 15 offers were made for the Plater Distinguished Scholarship, with 12 students enrolling. There were 28 offers made to continuing or transfer students, with 25 enrolling.

Activities planned for 2007-2008:

Honors will continue to work with Enrollment Services and Office of International Affairs, as well as the Office of External Affairs, to advertise the opportunities offered by the program and to recruit the highest-achieving students in the region. Melissa Biddinger, the associate director of the Honors Program and the director of the Bepko Scholars and Fellows Program, and Sarah Glener-Bales, the assistant director for recruiting and retention, are 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 Adam W. Herbert Presidential Scholarship and for the Plater Distinguished Scholarship to recruit for our campus.

05. 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 2006-2007:

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 response cards 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 Student Scholarships, and the increased administrative support of the campus.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

The Honors Program will continue to work with the Office of Student Scholarships and Office of Admissions to promote the IUPUI Honors Program and the Bepko Scholars and Fellows Program to prospective and continuing students and to increase participation in the Honors Program.

06. Increase the number of honors opportunities in the various schools at IUPUI and provide support for individual school honors programs.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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 that are consistent with the campuswide program. In addition, a number of departments, such as biology, psychology, chemistry, and philosophy, offer honors possibilities.

Evidence of Progress for 2006-2007:

Increased participation by schools, departments, faculty, students, etc., in honors-supported activities across the campus.

Activities planned for 2007-2008:

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 Bepko Scholars and Fellows Program is also under way.

07. 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 2006-2007:

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. The Honors Program is constantly seeking the best instructors on campus to participate in its curricular offerings.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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. 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 2006-2007:

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 2006-2007:

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

Activities planned for 2007-2008:

The Honors Program hosts a number of activities in Honors House to offer students an optimal living-learning environment. The Honors Program has office space in the unit to provide a staff presence for supporting student needs. Plans for monthly events for the residents are under way. At the same time, the program continues to develop new co-curricular activities for nonresidential students by continuing to expand the activities of the Honors Club and to offer additional programming on topics of interest.

09. 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 2006-2007:

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 2006-2007:

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 2007-2008:

Activities planned for 2007-2008:

The Honors Program 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. Provide Honors Program students with the most effective learning opportunities possible that address the broadest number of disciplines.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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 that 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 2006-2007:

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 2007-2008:

The Honors Program will continue to work to identify those departments which offer courses that contribute to the campus's "empirical core" and to recruit the best instructors in those areas to develop new dedicated honors sections that will help build an honors climate on the campus. Honors will also work to recruit faculty to develop upper-level courses that will meet a variety of student needs throughout the curriculum. Increased curricular opportunities for completing the degree with the honors notation continue to be a very high priority for the Honors Program. Kevin Robbins, from the Department of History, is offering a two-semester course, H110–111 (Honors First-Year Seminar), for the first time in 2007–08.

11. Provide students with an optimal opportunity for learning and 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 2006-2007:

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 machine, television with VCR/DVD player, refrigerator, and microwave for honors students. Honors House also has a study space that contains computer equipment for the residents.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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.

12. Provide students with the support and recognition deserved by those students who choose to participate in the Honors Program and thereby enhance their educational experience at IUPUI.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

Each year the chancellor hosts a reception to recognize the academic achievements of new and continuing students in the program. In addition, the Honors Program participates in the annual spring convocation for first-year honoraries 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 2006-2007:

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 2007-2008:

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. 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 2006-2007:

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 2006–07, the number of residents grew to approximately 30 and in 2007–08 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 2006-2007:

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

Activities planned for 2007-2008:

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 invasive methods and embrace advising as teaching.

01. University College advisors will make special efforts to arrange academic and nonacademic help for those students assigned to their care.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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 Mathematics 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.

We have developed a career ladder for advisors and hired the first two senior advisors. This ladder is designed to ensure that we retain and promote the best staff members.

Evidence of Progress for 2006-2007:

Advisor salaries were increased to match market rate beginning with the 2007–08 academic year; this should increase the quality and retention of advisors. Hired the first two senior advisors in a newly established advisor career ladder.

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).

Activities planned for 2007-2008:

Advisors will continue to arrange help for students.

02. University College will increase advising services to aid in strengthening persistence.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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.

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

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

Beginning in fall 2005, the University College Advising Center began offering advising appointments (the center has been walk-in only since 1999).

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

Evidence of Progress for 2006-2007:

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, being flexible in arranging meeting times, and returning phone calls promptly (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).

Activities planned for 2007-2008:

In 2007–08, we will continue to refine the allocation of advisor time between walk-ins, appointments, learning communities, and e-advising. We are piloting the assigning of advisors to a small group of incoming students; advisors who have assigned advisees are expected to engage in increased contact with these students.

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 2006-2007:

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 students. 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 Teen Institute Adventure.

Evidence of Progress for 2006-2007:

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 diplomas 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 2007-2008:

The Twenty-first Century Scholars Program will continue to offer these services over the coming years. Our 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 Metropolitan Police Department, Covering Kids and Families, Riverside Family Center, Brookside Community Center, Starfish Initiative, and Indianapolis Public Schools Renewal Team.

02. Funded by the U.S. Department of Education, Upward Bound exposes students to careers and colleges and gives instruction and support that 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 2006-2007:

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 2006–07, we provided services to more than 182 high school students. Of the 53 seniors, 49 graduated in 2007.

During our academic year component, we provided academic support, cultural enrichment, college readiness information, and motivational sessions to our students. 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 now use the ACT Plan standardized tests. Our students took this test during our academic year component. The educational needs of all newly enrolled participants were assessed through the student's school records, teacher recommendations, and target school liaisons upon entry into the program. Prior to the summer component, we also ask our target school liaisons to return to us summer class worksheets that indicate the classes that students should enroll in during our summer component to prepare them for their subsequent academic year class schedule. Our students also completed the Individual Education Plan assessment form. Our seniors completed the following two assessment forms: Graduation Readiness Assessment and College Readiness Survey/College Choice Interest Inventory.

This summer 101 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 Karst Park in Bloomington.

One of our most important goals is for our students to learn during our summer component. Most of our summer instructors held doctoral degrees or were candidates for graduate degrees. They challenged our students. We asked instructors to consider state standard curriculum but we allowed them room for creative instruction during the summer. During the summer we offered daily online SAT and ACT classes. We also offered a scientific reasoning course.

We distributed desktop computers and printers to eligible 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 part of the University College Web site.

College tours are an important part of our program because students have the opportunity to see students that look like them being successful on college campuses. We provided college tours at the following institutions: University of Chicago, DePaul University, Vincennes University, Antioch University, Central State University, Wilberforce University, University of Cincinnati, Rose-Hulman Institute of Technology, Indiana State University, DePauw University, University of Evansville, Oakland City University, and the University of Southern Indiana.

Students attended the following activities: Upward Bound Olympiad, Navy Pier in Chicago, a town hall mock trial at the IU School of Law, an etiquette luncheon at IUPUI, Color of Justice at the IU School of Law, Drummers of Burundi, Classical Savion Glover at the Madame Walker Theatre, two plays, Educational Opportunities TRIO Day at IUPUI, Funky '70s Revue at the Asante Children's Theatre, Let It Ring, and Freedom Walk.

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 site, but they sponsored a mock trial for Upward Bound students to participate in and witness.

Nineteen students participated in our Summer Bridge Component. One student attended IU Bloomington and eighteen attended IUPUI. All attended the second summer session. Our Bloomington student lived on campus; the IUPUI students commuted.

Evidence of Progress for 2006-2007:

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

Activities planned for 2007-2008:

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 2006-2007:

Faculty fellowships were awarded in 2007 to:

Joyce Mac Kinnon, School of Health and Rehabilitation Sciences, "Nina Scholars: Best Practices and Lessons Learned"

Kathleen Marrs, School of Science, "Impact of Mentoring on Mentors"

Leslie Miller, University College and School of Liberal Arts, "Critical Inquiry: Sharing Best Practices"

Joan Pedersen, University College, "Career Exploration Curriculum: Modules for First-Year Seminars"

Frank Ross, Office of Student Life and Diversity, "First-Generation Parents"

Kate Thedwall, School of Liberal Arts, "Use of Technology to Enhance Student Learning"

Mark Urtel, School of Physical Education and Tourism Management, "Use of Technology to Enhance Student Learning"

Rebecca Van Voorhis, School of Social Work, "Nina Scholars: How Effective Is Mentoring?"

Evidence of Progress for 2006-2007:

Recommendations from fellows have been implemented.

Activities planned for 2007-2008:

A fellowship request for proposals will be issued in late 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 2006-2007:

The Council on Retention and Graduation Steering Committee is operational. University College has active members on the Program Review and Assessment Committee (PRAC).

Evidence of Progress for 2006-2007:

University College PRAC members, such as the director of University College assessment, were asked to do several presentations during PRAC meetings as evidence of best practice in assessment and accountability (presentations on academic advising impacts and the use of logic modeling in program evaluations have been presented).

Activities planned for 2007-2008:

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, structured learning assistance, 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 2006-2007:

University College employs various techniques to assess first-year seminars, themed learning communities, 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. A total of 2,144 beginning freshmen who were enrolled in at least seven credit hours participated in first-year seminars during fall 2006 (89 percent of fall 2006 beginning freshmen participated). A total of 197 African American students participated in first-year seminars in fall 2006 (84 percent of fall 2006 African American beginners participated). A total of 84 Latino/as and 80 Asian American students participated in first-year seminars in fall 2006 (90 percent of fall 2006 Latino/as and 89 percent of Asian American beginners participated). There were only 271 beginning freshmen who were enrolled in at least seven credit hours who did not participate in first-year seminars during fall 2006. Only 25 of these students enrolled in a spring 2007 first-year seminar. A total of 74 (27 percent) nonparticipants were conditionally admitted. There were some significant differences between nonparticipants and participants. Compared to participants, nonparticipants were older, had higher SAT scores, were less likely to be conditionally admitted, and were less likely to live in campus housing. In addition, we have continued to expand the Learning Communities 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. The Themed Learning Communities Program plans to expand in 2007 in order to reach more students. We will also pilot a new themed learning community on African American Perspectives in an attempt to further diversify. 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 2006-2007:

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, International Conference on the First-Year Experience, and more.

Activities planned for 2007-2008:

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 2006-2007:

Since fall 1999, University College has hired both student and professional staff to ensure phone and frontline 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 2006–07, 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 2006-2007:

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 postproduction of communication tools, such as the Web site, instant messaging, etc.

Activities planned for 2007-2008:

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.

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 campuses to study best practices, or otherwise enhance continuous learning.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

From July 2006 through June 2007, University College enabled 198 faculty, staff, and students to attend 87 conferences, workshops, or seminars for the express purpose of upgrading the ability of University College personnel to help students succeed and persist. Many of the activities were local or regional in nature, but others were national or even international in scope.

Evidence of Progress for 2006-2007:

The following scholarly papers were published:

Appleby, D. C. (2006). Defining, teaching, and assessing critical thinking. In D. Dunn & S. L. Chew (Eds.), *Best practices for teaching introduction to psychology* (pp. 57–69). Mahwah, NJ: Erlbaum.
Appleby, D. C. (2006). Occupations of interest to psychology majors available in the *Dictionary of Occupational Titles*. *Eye on Psi Chi 10*(4), 28–29.
Appleby, D. C. (2006). Occupations of interest to psychology majors available in the *Dictionary of occupational titles*. Auburn, AL: Society for the Teaching of Psychology's Office of Teaching Resources.
Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate school application process. *Teaching of Psychology, 33*(1), 19–24.
Boruff-Jones, P. D. (2006). Civic engagement: Internet resources. *College and Research Libraries News, 67*, 23–26.
Bringle, R. G., Hatcher, J. A., & Clayton, P. H. (2006). The scholarship of civic engagement: Defining, documenting, and evaluating faculty work. *To Improve the Academy, 25*, 257–279.
Bringle, R. G., Hatcher, J. A., Jones, S. G., & Plater, W. M. (2006). Sustaining civic engagement: Faculty development, roles, and rewards. *Metropolitan Universities, 17*(1), 62–74.
Bringle, R. G., Hatcher, J. A., & MacIntosh, R. (2006). Analyzing Morton's typology of service paradigms and integrity. *Michigan Journal of Community Service Learning, 13*(1), 5–15.
Buyarski, C. (2007). Advising portfolios. In P. Folsom & B. Chamberlain (Eds.), *New advisor guidebook: Mastering the art of academic advising through the first year and beyond* (Monograph No. 16, pp. 217–221). Manhattan, KS: National Academic Advising Association.
Chism, N., Hamilton, S. J., Evenbeck, S., & Sutton, S. (Eds.). (2007, September). Visions for the future of urban universities. *Metropolitan Universities, 18*(3).
Evenbeck, S. E., & Hamilton, S. (2006, Summer). From "my course" to "our program": Collective responsibility for first-year student success. *Peer Review: Emerging Trends and Key Debates in Undergraduate Education, 8*(3), 17–19.
Evenbeck, S. E., Ross, F., & Orme, W. (2006, February). *Innovations for civic engagement in the first year*. Abstract for Twenty-Fifth Annual Conference on the First-Year Experience, Atlanta, GA.
Feldhaus, C. R., Wolter, R. M., Hundley, S. P., & Diemer, T. (2006). A single instrument: Engineering and engineering technology students demonstrating competence in ethics and professional standards. *Journal of Science and Engineering Ethics, 12*(2).
Ferrari, J. R., & Appleby, D. C. (2006). Psi Chi alumni: A national survey of psychology honor society graduates. *College Student Journal, 40*(2), 457–466.
Gavrin, A. (2006). Just-in-time teaching. *Metropolitan Universities, 17*(4), 9.
Greenfield, G., Curtis-Tweed, P., Dolinsky, B., Evenbeck, S. E., & Matthews, R. (2006, February). *Strategies for implementing a first-year experience improvement plan*. Abstract for Twenty-Fifth Annual Conference on the First-Year Experience, Atlanta, GA.
Hansen, M. J., & Borden, V. M. H. (2006, Summer). Using action research to support academic program improvement. *New Directions for Institutional Research, 130,* 47–62.
Hatcher, J. A., Bringle, R. G., Brown, L. A., & Fleischhacker, D. A. (2006). Indiana University–Purdue University Indianapolis: Supporting student involvement through service-based scholarships. In E. Zlotkowski, N. Longo, & J. Williams (Eds.), *Students as colleagues: Expanding the circle of service-learning leadership* (pp. 35–48). Providence, RI: Campus Compact.
Jackson, B., Evenbeck, S. E., Smith, M., & Ward, D. (2006, February). *Collaboration across campuses*. Abstract for Twenty-Fifth Annual Conference on the First-Year Experience, Atlanta, GA.
Jackson, B., & Orme, W. (2007). Transformations: Librarian/faculty collaboration in first-year programs at IUPUI. In L. Hardesty (Ed.), *The role of the library in the first college year* (Monograph No. 45, pp. 191–196). Columbia: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
Keller, D. (2006). Hidden curriculum in school signage: A semiotic analysis. *International Journal of Applied Semiotics, 5*(1–2), 185–198.
Kuh, G. D., Boruff-Jones, P. D., & Mark, A. E. (2007). Engaging students in the first college year: Why academic librarians matter. In L. Hardesty (Ed.), *The role of the library in the first college year* (Monograph No. 45, pp. 17–27). Columbia: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
Nnaemeka, O. (2006). Exile(s), choice, and the burden of memory in Cheikh Hamidou Kane's *Ambiguous Adventure*. In S. Arndt & M. Spitczok von Brisinski (Eds.), *Africa, Europe and (post)colonialism: Racism, migration and diaspora in African literatures* (pp. 229–241). Bayreuth: Breitinger.
Nnaemeka, O. (2006). Nigerian families: A study in contrast, convergence, continuity, and discontinuity. In Y. Oheneba-Sakyi & B. K. Takyi (Eds.), *African families at the turn of the 21st century* (pp. 153–168). Westport, CT: Praeger.
Nnaemeka, O. (2006). Sideline insurgencies and gendered art. *Meridians: Feminism, Race, Transnationalism, 6*(2), 1–21.
Nnaemeka, O. (2007). On race, class, and hurricanes: Black bodies, imperial hubris. In E. Breitinger, S. Arndt, & K. Berndt (Eds.), *Words and worlds: African writing, theater, and society* (pp. 331–356). Trenton, NJ: Africa World Press.
Nnaemeka, O., & el Sadawi, N. (Eds.). (2006, Spring). Women, creativity, and dissidence (Special Issue). *Meridians: Feminism, Race, Transnationalism, 6*(2).
Payne, K. (2007, January 31). First-generation college students: Their challenges and the advising strategies that can help. [Electronic version]. *Mentor: An Academic Advising Journal, 9*(1).
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Activities planned for 2007-2008:

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, Division of Student Life, and the Center for Service Learning to support and enhance effective teaching and aid in said training activities.

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

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

Actions taken for 2006-2007:

The Center for Teaching and Learning 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.

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 2006-2007:

Assessment of the initiatives confirms their effectiveness

Activities planned for 2007-2008:

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.

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

01. 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

Actions taken for 2006-2007:

University College currently cooperates with Human Resources Administration in an effort to strengthen the student employment initiative through CTE funding. University College and the Career Center also piloted an academic skills bridge workshop for 10 campus employers to better tie together student employment and learning.

Evidence of Progress for 2006-2007:

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 2007-2008:

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.

02. 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 2006-2007:

In fall 2006, University College offered 43 first-year seminar courses and numerous sections of structured learning assistance. In spring 2007, University College offered 6 first-year seminar courses, 11 critical inquiry courses, and numerous sections of structured learning assistance sections.

In 2006–07, each semester the university mentor courses (U201, U202) and the career course (U210) were offered.

The Annual Statewide Mentor Symposium was held in fall 2007.

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 2006-2007:

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

Activities planned for 2007-2008:

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 2006-2007:

Offered space for student activities and offered or supported 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 2006-2007:

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

Activities planned for 2007-2008:

University College will continue offering space for student activities to support co-curricular programming.

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

Sub Unit: None
Time Frame: Ongoing

Actions taken for 2006-2007:

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

As a corollary, University College staff will continue to reflect the community as much as possible so that students will not be alienated. Currently, 31 percent of University College staff, faculty, student mentors, and hourly employees represent minority populations.

Evidence of Progress for 2006-2007:

Retention of minority persons and opportunities available to minority persons.

Activities planned for 2007-2008:

University College will continue to support Regina Turner, Student African American Brotherhood (SAAB), Student African American Sisterhood (SAAS), and others in their attempts to increase the recruitment, retention, and graduation rates of minority persons.

In 2007–2008, 27 percent of our mentors are minorities, 44 percent of our orientation team leaders are minorities, and 35 percent of our scholarship recipients are minorities.

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 precollege students and family members, rely on outside funding sources—federal, state, and philanthropic. In addition, corporate support is critical in funding publications and programs. Another anticipated reduction in the Perkins program, administered by the state, will result in a reduction in the advising staff as well as staff in Adaptive Educational Services and the Division of Student Life.

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 Bridge Program and mentoring programs, including those provided by the Mathematics Assistance Center. Renovation costs and the twelfth month payment, which was returned by the state to R & R and not to the RCs, depleted our reserves that we have accumulated through allocation of salary savings from temporarily unfilled positions.

University College has little margin for budget support with the depletion of our reserves.
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 that 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.

Reallocation Plan

Other Question(s)

1) *Diversity*. In the past year (July 1, 2006-June 30, 2007) 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 the Honors Program, is committed to diversity through curriculum in the first-year seminar and increasing representation among the faculty, staff, and students of IUPUI. Approximately 19 percent of the students enrolled in University College represent minorities. Approximately 31 percent of our faculty, staff, and hourly employees represent minorities, 27 percent of our mentors are minorities, 44 percent of our orientation team leaders are minorities, and 35 percent of our scholarship recipients are minorities.

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. 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. Beginning in fall 2007, the University College Collaborative Governance Committee has asked each unit to make a presentation at staff meetings throughout the year on diversity. These presentations include discussions on challenges, lessons learned, best practices, and resources. These presentations are available for Podcasts on the IUPUI Web site.

The Learning Communities Colloquium, a campuswide event, was held on May 11, 2007. The theme was "Effective Tools in Teaching Diversity: How to Energize the Curriculum and Engage Students." Instructional teams had the opportunity to attend workshops on the following topics: "Critical Thinking through Case Studies," and "Exploring Diversity through Experiential Learning." In addition to a panel presentation, IUPUI students performed a one-act play, Into the Wild. There were 149 persons who participated in the event. Faculty members were asked to develop a plan on infusing diversity into the curriculum. A book was selected by a committee of faculty, staff, and mentors to be used as a common reading for the learning communities in fall 2007. The book selected by the committee was Honky by Dalton Conley.

2) *International activities*. Over the past year, in what international projects and activities have your faculty, staff, and students engaged? What new efforts have been undertaken to internationalize the curriculum?

University College is in discussion with the Office of International Programs about potential for collaboration with the Moi University Project in Kenya and the Mexico initiative. Numerous individual University College faculty (including Bob Osgood, Susan Sutton, John Parrish-Sprowl, Irene Queiro-Tajalli, Enrica Ardemagni) have international collaborations as a central aspect of their professional profile.

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 multicultural 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.