Mission

“Building on a generation of growth and scholarly achievement, SPEA aspires to be ‘the best of its class,’ with a faculty and student body who have a global perspective and who appreciate the value of unconventional careers that span the public, non-profit and for-profit sectors.”

John Graham, PhD
Dean
“SPEA 2015”

Goals and Objectives

- Develop an identity for SPEA at IUPUI that simultaneously differentiates it from SPEA at IUB and projects IUPUI as a national leader among similar schools
- Recruit faculty to strengthen programs in public affairs and nonprofit management, criminal justice and public safety, and health administration

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

- SPEA recruited one assistant professor: Dr. Mark Berg, was hired to teach in the criminal justice and public safety programs and to work with the Center for Criminal Justice Research.
- One full time lecturer, Sara Johnson, was hired to teach in the undergraduate and graduate health administration programs.
- One full time lecturer, Jeff Paine, was hired to teach in the undergraduate and graduate public affairs programs.

Evidence of Progress for 2008-2009:

- SPEA plans to recruit two new faculty members:
  - a tenure track faculty member to teach in the criminal justice, law, and public safety programs and work with the Public Policy Institute;
  - a lecturer in criminal justice, law and public safety, as a replacement for an existing visiting position.
- SPEA will appoint a new Executive Associate Dean to replace Eric Wright, who will be moving to the Department of Public Health.
- In preparation for the anticipated departure of the Health Administration programs in July 2010, the School will review existing programs and develop a strategic plan for new academic initiatives.

Activities planned for 2009-2010:
SPEA at IUPUI faculty now has 30 FTE academic appointees, including 9 professors, 8 associate professors, 4 assistant professor, 9 clinical/lecturers.
In August 2009, a new tenure track criminal justice faculty member joined the school faculty. It is anticipated that this individual will significantly enhance existing resources.
Continuous growth in the graduate public affairs enrollment, shows that students are attracted to our programs

Develop focused, high quality undergraduate and graduate programs that gain regional and national recognition for SPEA IUPUI

Enhance Bachelor of Science in Public Health (BSPH) Program

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: SPEA Faculty and Health Administration Curriculum Committee
Time Frame:

Actions taken for 2008-2009:

- Continued implementation plans to direct undergraduates interested in health administration or management to the BSHSM degree program.
- Completed curricular changes recommended by the accreditation review team
- Continued coordination with the Bachelors of Science in Environmental Science
- Completed articulation agreements with ITCC for the BSPH and BSHSM degrees and majors

Evidence of Progress for 2008-2009:

- Head counts in the BSPH are the highest they have been since 1997.
- Head counts in the BSPH Environmental Science and Health Major have remained stable. Fall 2008 headcount was at 40 and has remained stable between 40 and 50 since fall 2002.
- Head counts in the Health Administration major which were 75 in 1997 and as low as 47 in 2003, remained higher at 134 for the fall 2009 semester

Activities planned for 2009-2010:

- Continue to strengthen the curricula for the Bachelor of Science in Public Health and Bachelor of Science in Health Services Management degrees and revise course rotation.
- Evaluate, and where necessary, change the learning outcomes, curriculum, and program assessments for the BSPH and BSHSM degree programs.
- Facilitate a move of the program to the Department of Public Health that is transparent for students.

Enhance Bachelors of Science in Criminal Justice (BSCJ) Program

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: SPEA Faculty And Criminal Justice Curriculum Committee
Time Frame:

Actions taken for 2008-2009:

- Strengthen course offerings in public safety major
- Revise public safety major to more closely reflect the field
- Develop online version of J150 Public Safety: our BSCJ public safety gateway course
• Complete BSCJ self-review report. Review now scheduled for Fall 2009.
• Continue to work on strategies to reduce numbers of students in BSCJ program with D. F. or Ws
• Develop strategies to rebuild head count in the BSCJ program

Evidence of Progress for 2008-2009:

• Head count in the undergraduate Public Safety Management Major has continued to increase from 12 in fall 2007, to 19 in fall 2008, to 40 in the fall 2009.
• Public safety major revision approved by SPEA and university.
• BSCJ program review conducted in Fall 2009: awaiting final report or the review team.
• Enrollment in the BSCJ program has increased from 256 students in fall 2008 to 310 for fall 2009.

Activities planned for 2009-2010:

• Implementation of a new minor in Public Safety Management
• Develop a new “private security” emphasis area with the Kelley School of Business
• Investigate development of new “issues in crime and justice” class as a gateway course
• Revise Ivy Tech State College articulation agreement
• Recruit new and dynamic associate faculty to teach in the BSCJ program

Enhance Bachelors of Science in Public Affairs (BSPA) Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Public Affairs Curriculum Committee

Time Frame:

Actions taken for 2008-2009:

• Continued to recruit students from Ivy Tech Community College
• Continued to encourage more service and experiential learning through the undergraduate capstone class, the Indiana Leadership Seminar, and internships.
• Continued to implement recommendations suggested by self-study review of the BSPA program.

Evidence of Progress for 2008-2009:

• The number of majors in the BSPA increased from 104 in fall 2008 to 111 in fall 2009.
• The number of majors increased, or remained stable, in all BSPA majors between fall 2008 and fall 2009.
• The program has been strengthened with the addition of a research methods requirement.
• The “professional” nature of the program has been strengthened with the addition of an experiential requirement (internship).

Activities planned for 2009-2010:

• Explore opportunities for more collaboration with Ivy Tech Community College.
• New major fields will be investigated for growth potential
• Investigate more ways to work with community organizations, the City of Indianapolis, and local high schools to increase
Enhance Masters of Health Administration (MHA) Program

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Public Affairs Curriculum Committee

**Time Frame:**

**Actions taken for 2008-2009:**

- Student recruitment:
  - Exceeded objective of 25 FTE students in Fall 2008.
- Scholarships
  - Continued to provide externally funded scholarships for MHA students
- Internships/Part time jobs
  - Provided approximately 40 part-time jobs in health care fields for MHA students
- Mentors
  - Assigned mentors from health care fields to all students who desire them
- Accreditation
  - Preparing self-study for next site visit of CAHME, scheduled for Spring 2011

**Evidence of Progress for 2008-2009:**

- Enrollment in the MHA and certificate program exceeds 90 students, the highest enrollment since 1997
- All students in the program who want them have part-time employment in health care sector and mentors
- MHA program has strong ties to important organizations in the health care industry in central Indiana.

**Activities planned for 2009-2010:**

- Continue to review admissions standards and consider implications of adopting more selective standards.
- Expand the mentors, part-time jobs and internships into the long-term area of healthcare.
- Determine the utility of providing distance learning component to the MHA degree.
- Facilitate a move to the Department of Public Health that is transparent for the students.

Enhance Masters of Public Affairs (MPA) Program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Public Affairs Curriculum Committee

**Time Frame:**

**Actions taken for 2008-2009:**

- Recruited top students from nearby colleges and universities.
- Reviewed environmental management concentration to determine if it should be retained.
- Explored ways to expand out-of-state and overseas student recruitment.
Evidence of Progress for 2008-2009:

- A second cohort of employees from Goodwill Industries has begun their studies. Some of the students from the first cohort have entered into our MPA program.
- Total number of students in MPA programs increased from 139 students in fall 2008 to 153 students in fall 2009.

Activities planned for 2009-2010:

- Complete negotiations to expand international students in the nonprofit management concentration. Target markets: China, Thailand, Turkey, Singapore.
- Strengthen the focus on professional development and civic engagement.
- Explore the possibility of concentrations in new and emerging fields such as sustainable management or sustainable policy.
- Continued development of online MPA classes.

- Elevate the quantity, quality, and influence of our scholarship

- Conduct world-class research, scholarship, and creative activities, relevant to Indianapolis, the state, and beyond

Campus Planning Theme: Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:
Sub Unit: SPEA Faculty

Time Frame:

Actions taken for 2008-2009:

- Continue strategy of developing long-term partnerships with key state agencies in areas of public policy and urban policy, healthcare and administration, and criminal justice and public safety management.
- Implement research contracts successfully
- Conduct actionable research through the Center for Urban Policy and the Environment in the following areas: foreclosures in Indiana, human cluster analysis, property tax reform, and patterns of land use.
- Conduct actionable research through the Center for Health Policy on healthcare reform, prescription drug abuse, and evaluations of the Healthy Indiana Plan, long-term care policies, Salary Coverage Incentive Plan (SCIP), and Medicaid trends.
- Provide data on the causes of violent crime and recency and reintegration issues through the work of the Center for Criminal Justice Research.

Evidence of Progress for 2008-2009:

- The IU Public Policy Institute has expanded its portfolio of projects.
- The Center for Health Policy continued its tradition of funded applied research.
- The Center for Urban Policy and the Environment continued to develop an enhanced version of the Land Use in Central Indiana (luc2) to work with the Indiana Department of Transportation.
- The Center for Urban Policy also performed impactful work for clients, such as the Indianapolis Neighborhood Housing Partnership, Indy Reads, and the Indianapolis Continuum of Government Operations Project.
- The Center for Health Policy undertook a count of the homeless in Indianapolis, and conducted an annual inventory of beds for the homeless provided by service organizations. The Center took a leadership role in refining the methodology for conducting the count, and coordinated many administrative details to ensure the projects would run smoothly, the results of which were used by the U.S. Department of Housing and Urban Development.
- Under the direction of Professor Sam Nunn, the Center for Criminal Justice Research continued an analysis of data for the Indiana Criminal Justice Institute regarding motor vehicle accidents and deaths on Indiana roadways. The results are
Activities planned for 2009-2010:

- Expand conduct of high quality applied research through the Public Policy Institute.
- Focus on development of regional and federal funding sources for faculty research.
- Improve incentive plan for funded research projects.

☑ Improve dissemination and marketing of SPEA research

Campus Planning Theme: Research, Scholarship and Creative Activity  
Secondary Goals:  
Sub Unit: Director of External Affairs and Center for Urban Policy and the Environment

Time Frame:

Actions taken for 2008-2009:

- The IU Public Policy Institute and associated Centers have continued publication and dissemination of technical reports and issue briefs to more than 1,500 decision-makers in Indiana.  
- The Institute and Centers completed development and launch of a new website and a marketing plan.  
- The Center for Urban Policy and the Environment, Center for Health Policy and Center for Criminal Justice Research all distribute electronic newsletters via e-mail.

Evidence of Progress for 2008-2009:

- Faculty and staff presented papers at various meetings and conferences.
- SPEA research reported frequently in state and local media outlets.
- Numerous faculty members were interviewed or quoted in media outlets.

Activities planned for 2009-2010:

- Continue to use electronic newsletters to distribute center research findings.
- Develop workshops and invite other researchers to share work.
- Revise and improve SPEA web pages.

☑ Increase external funding

Campus Planning Theme: Research, Scholarship and Creative Activity  
Secondary Goals:  
Sub Unit: SPEA Faculty and Staff

Time Frame:

Actions taken for 2008-2009:

- Submitted 32 applications for external funding.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
Evidence of Progress for 2008-2009:

- Initiated $3.87 million in new research projects.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>$51,766.00</td>
<td>$31,250.00</td>
<td>$83,160.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State, Local, and Other Government</td>
<td>$1,157,310.00</td>
<td>$4,722,680.00</td>
<td>$1,877,325.00</td>
<td>$1,290,849.00</td>
<td>$1,380,214.00</td>
</tr>
<tr>
<td>Foundations</td>
<td>$2,083,509.00</td>
<td>$699,293.00</td>
<td>-</td>
<td>$30,000.00</td>
<td>$2,000,000.00</td>
</tr>
<tr>
<td>Industrial and Commercial</td>
<td>$91,000.00</td>
<td>$236,500.00</td>
<td>$15,000.00</td>
<td>$188,861.00</td>
<td>$87,935.00</td>
</tr>
<tr>
<td>Non-Profit and Higher Education</td>
<td>$392,962.00</td>
<td>$421,403.00</td>
<td>$323,381.00</td>
<td>$143,792.00</td>
<td>$405,178.00</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,776,547.00</td>
<td>$6,111,126.00</td>
<td>$2,298,866.00</td>
<td>$1,653,502.00</td>
<td>$3,873,327.00</td>
</tr>
</tbody>
</table>

Activities planned for 2009-2010:

- Continue to build research enterprise, increase numbers of proposals submitted, and increase external funding

- Improve the quality of administrative and support services for academic programs

- Increase student satisfaction with delivery of student services

  **Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement
  **Secondary Goals:**
  **Sub Unit:** Associate Dean and Student Services
  **Time Frame:**

Actions taken for 2008-2009:

- Used staff performance reviews to set expectations for staff and goals for office, especially focused on serving students
- Strived to provide an enjoyable work environment in order to reduce the turnover rate of staff and increase longevity of employment per staff member
- Administered student services survey every fall semester since 2004
- Worked with IMIR to develop and administer an exit survey to December 2008, and May and August 2009 graduating
Focused on creating a supportive environment that met the needs of students, while also holding them accountable.
- Developed an atmosphere that focused on supporting and working collaboratively with faculty.
- Refined all office practices/processes so that they were transparent and seamless.

Evidence of Progress for 2008-2009:

- Increased number of students who contacted the staff by email/telephone and/or met regularly with advisor.
- Students reported that staff respond to their email messages and telephone calls within 24 hours.
- Students reported that they were able to schedule advising appointments within one week of contact and two weeks of contact during priority registration.
- Services didn’t decline when the responsible staff member was out of the office.
- Students reported that they were able to easily understand and follow processes, such as applying for graduate admissions, submitting a readmission petition, or returning to school after having sat out for a year or longer.
- The staff worked together as a team to support one another during busy and stressful times w/out prompting from the director.
- Without input from the director, the staff frequently came up with new ways of improving the quality of services provided by the office of student services.
- Level of student satisfaction with services provided by student services’ staff was between 86.2% and 96.6%, per the questions below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Fall</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series 1: Able to schedule an appointment in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>86.7</td>
<td>96.6</td>
<td>11.3</td>
</tr>
<tr>
<td>Series 2: Prepared for advising session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>89.7</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Series 3: Office staff was knowledgeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>89.2</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>Series 4: Discussed long-term academic plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>86.2</td>
<td>13.8</td>
<td></td>
</tr>
<tr>
<td>Series 5: Helped plan a compatible course load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>87.5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Series 6: Staff able to give information about resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>94.2</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Series 7: Staff answered questions effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>89.4</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>Series 9: Staff was generally satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Agree</td>
<td>%Disagree</td>
<td></td>
</tr>
<tr>
<td>86.5</td>
<td>13.5</td>
<td></td>
</tr>
</tbody>
</table>

Activities planned for 2009-2010:

- Develop a process that encourages students to schedule appointments earlier in the semester – well before priority registration.
- Continue to implement cross-training procedures to guarantee that multiple staff can carry out major operations of the office such as graduate admissions processing.
- Work with SPEA and MHA Alumni Boards to improve and strengthen relationships with SPEA-IUPUI programs, faculty, and students.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:
- Sub Unit: Associate Dean and Director of Development

Time Frame:

Actions taken for 2008-2009:

[5]
Sponsored a Scholarship luncheon to recognize students who received financial support from the school and their benefactors
Continued alumni series of tours, events, and receptions
Strengthened annual campaign
Continued to strengthen alumni relations
Increased scholarships for students
Completed fund raising for renovations of alcoves on second floor of BS Building
Increased faculty and staff participation in annual giving

Evidence of Progress for 2008-2009:

- SPEA IUPUI scholarship endowment funds increased to more than $870,000
- Alumni participated in tours, a baseball game at Victory Fields, and a social gather at the Rathskeller.

Activities planned for 2009-2010:

- Continue to strengthen alumni relations
- Increase scholarships for students
- Increase faculty and staff participation in annual giving

Increase enrollments, retain more students, and increase number of graduates

Increase overall enrollments by more effective marketing and promotion of degree programs

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Program Directors and Director of External Affairs
Time Frame:

Actions taken for 2008-2009:

- Worked with UCOL advisors to get pre-SPEA students in the appropriate gateway and topics courses as soon as possible
- Ensured that direct admits realized the importance of taking the appropriate courses for their majors in an effort to increase enrollment and decrease the amount of time required for them to complete their degrees
- Made presentations to UCOL staff, sharing information about SPEA programs and courses
- Invited UCOL students to register for SPEA gateway, topics, and career exploration courses
  - Made presentations at UCOL Breakfast and UCOL staff meetings
  - Invited faculty to encourage UCOL students in SPEA Gateway classes register for topics and other SPEA major courses of interest
- Advertised Gateway and Hot Topics courses on BS electronic media sources and via the SPEA listserv
- Utilized gateway and topics courses to introduce students to SPEA courses and programs, certificates, and minors
- Sent out mailings to all students registered for Gateway courses inviting them to meet with a SPEA advisor and sharing information about SPEA programs
- Visited SPEA classes and shared information with the students about SPEA programs and courses
- Met with various staff across the IUPUI campus to promote SPEA courses

Evidence of Progress for 2008-2009:
Fall 2009 undergraduate enrollments were up 13 percent over fall 2008.
Fall 2009 graduate enrollments in the regular academic program were up 6 percent over fall 2008.

Activities planned for 2009-2010:

- Continue to promote Gateway Courses
- Continue with the mailings to students enrolled in Gateway courses
- Suggest working with campus committees to add SPEA-J 101 to the approved list of general education courses
- Suggest adding SPEA-J 101 to the BSPA list of social science courses from which students can choose
- Continue to work with non-SPEA academic units to promote SPEA courses and joint programs that would result in increased enrollment
- Continue to work with COP to promote SPEA programs and courses
- Work with the nonprofit community to promote SPEA programs
- Utilize publications such as the Indianapolis Not-For-Profit Newsletter to promote SPEA initiatives and programs

Increase year-to-year retention of students

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Director of Academic Affairs Student Services
Time Frame:

Actions taken for 2008-2009:

- Implemented early communication and credit evaluation processes for direct admit transfer students that focused on acquiring information necessary to complete an accurate audit of transfer coursework prior to meeting with students who attended orientation
- Continued to utilize prescriptive advising model for students placed on academic probation
  - Required mandatory advising sessions
  - Placed negative service indicators on students’ records until they met with an advisor
  - Required students to complete a self-assessment form, designed to help students reflect on factors that may have impacted their academic performance and to help advisors better understand student’s circumstances and needs
  - Required students to complete an academic contract that outlined a plan for success
  - Required students to attend a “success seminar” that focused on academic success and included sections on goal setting, time management, study skills, working and interacting with faculty, test taking skills, tips on how to succeed in SPEA majors, and writing skills
  - Created an online version of the Success Seminar
  - Enrollment of students placed on critical probation was limited to six hours during the upcoming semester to ensure that students had more time to spend on their academic coursework and to prevent them from getting into a situation where they could not achieve the grade point averages required to graduate
- Continued to require students who stopped out while on critical probation to submit a readmission petition
- Hired a member of the campus community, experienced in coding audits, to code all undergraduate and graduate audits
- Continued to implement a process requiring students, who requested to take more than 18 hours, to meet with the Associate Dean and to prepare a historical timeline of their grade point averages, as well as to record the hours they worked in each semester that they were enrolled
- Delivered information sessions to direct admit (beginners and transfer students) during the summer UCOL orientation programs that focused on student success, degree requirements, minors, certificates, policies, SPEA faculty, internship and professional development opportunities
- Continued to offer the Induction Program
- Continued to participate in the Bridge Program and Learning Communities
- Offered "Career Development and Planning" courses with the goal of helping students plan and commit to a
Evidence of Progress for 2008-2009:

- Transfer evaluation audits were completed by the time students, attending UCOL transfer orientation sessions, met with an advisor.
- Percentage of students dismissed and placed on probation has decreased or stabilized, but there is opportunity for improvement.
- All students on probation met with academic advisors.
- Utilized information from the self-assessment evaluations to determine where students required the greatest amount of assistance and to develop the components of the "success seminar".
- Students self-reported that the success seminar was helpful and meaningful.
- Students completed the online success seminar and reported that it was useful.
- Performance improved for students whose hours were limited.
- Most students, who stopped out on probation and therefore were required to submit a readmission petition, were able to formulate a statement indicating why they were dismissed and what they would do differently if reinstated; and these students met with academic advisors to develop a plan for success before reentry.
- All undergraduate and graduate audits will be completed and live by January 1, 2010…possibly earlier.
- Students who had a history of lower grade point averages, especially when correlated with the number of hours they worked, were not allowed to take more than 18 hours.
- Difficult to measure the success of the practice to deliver additional information to students attending orientation.
- Retention rates for all students remained stable.

<table>
<thead>
<tr>
<th>One-Year Retention Rate - Fall to Fall Semester</th>
<th>2004–05</th>
<th>2005–06</th>
<th>2006–07</th>
<th>2007–08</th>
<th>2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen/Sophomore (%)</td>
<td>68</td>
<td>74</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Junior/Senior (%)</td>
<td>80</td>
<td>81</td>
<td>78</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>All Undergraduates (%)</td>
<td>76</td>
<td>79</td>
<td>78</td>
<td>83</td>
<td>84</td>
</tr>
</tbody>
</table>

Activities planned for 2009–2010:

- Pilot an early warning intervention for students with less than 2.3 cumulative and semester grade point averages.
- Work with faculty to develop an intervention/notification process, early in the semester, for students who aren’t performing well in the classroom.
- Identify courses in which students could use the most assistance and utilize peer-led supplemental instructional.
- Work with SPEA Student Council President to create a peer mentoring program.
- Compare the retention and graduation rates of students who attended the success seminar to those who were placed on probation prior to the introduction of the seminar, in order to determine if the success seminar had an impact on retention and graduation rates.
and graduation rates
- Develop a system that encourages students to schedule advising appointments well before priority registration
- Offer a “welcome to SPEA” program for direct admits
- Mid-semester, offer a program that focuses on the specialized needs of transfer students

Support professional development of students

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Student Services
Time Frame:

Actions taken for 2008-2009:
- Developed the “World of Work” series designed to expose students to a variety of venues where SPEA graduates could be employed, such as the Indiana State Police Crime Lab, the Indiana State House, the Indianapolis Symphony Orchestra’s Circle Theater, etc.
- Implemented the “Professional Development Series” that focused on career development, networking, interviewing techniques, preparing resumes and cover letters
- Participated in the Fall Career Week coordinated by the IUPUI Career Services Council, and held career panels comprised of SPEA Alumni who shared information about their educational and career journeys
- Supported the Criminal Justice Career Information Day, at which a number of criminal justice and public safety management agencies/organizations were available to talk to students about potential careers, job availability, expected income, internship opportunities, etc.
- Focused on expanding the number and quality of internship opportunities available to students
- Developed and maintained an internship tracking system
- Offered a section of SPEA-V 252, Career Development and Planning, which highlighted identifying work values and personality preferences, researching careers, networking, creating a marketable resume and cover letter, and preparing a career development plan
- Offered SPEA-V 450, Mentoring for Professional Development, which provided opportunities for students to develop long-term relationships with alumni and enhance their career potential and success
- Offered preparatory sessions that assisted students with completing applications for awards such as the Top 100

Evidence of Progress for 2008-2009:
- Develop a senior course that focuses on professional development and assisting students with the transition from student to working professional
- Expand the internship tracking system to include students’ position of employment upon graduation, in order to determine if their internship experiences correlate and/or have any impact on their employment

Activities planned for 2009-2010:
- A number of students signed up for the “World to Work” tours and attended the career panels
- Increased the number and quality of internship opportunities available to students
- Increased the number of students who made “Top 100”
- The Criminal Justice Career Information Day was well attended
- The tracking system of internship opportunities proved useful and easily accessible
- This was the second semester that SPEA-V 450 was offered and the number of students who registered for this class increased; too early to determine long-term impact
- This was the 1st semester that SPEA-V 252 was offered; too early to evaluate effectiveness, but the course filled
Strengthen SPEA’s engagement and reputation in the region and state

Enhance capacity for civic engagement

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**
- **Sub Unit:** SPEA Faculty
- **Time Frame:**

Actions taken for 2008-2009:

- Continue collaborations with city and state agencies
- Based on the information from the BSPA review and the previous MPA program accreditation report, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic rigor of the programs and put greater emphasis on professional development and civic engagement in our programs. As a result of our location in a major metropolitan area and close proximity to the state government and many local governments, we can create more internship and experiential learning opportunities for students, who can help us differentiate our programs from those at IUB.
- The MPA program director in collaboration with the Public Affairs Student Organization of SPEA is working with the IN State Personnel Department, the Indiana Municipal Managers Association, the Marion County Health and Hospital Corp., and the Not-for-Profit News network, to launch a “Future Managers Project” in which our graduate and undergraduate students will survey state and local agencies and nonprofit organizations in Central Indiana to find out what job needs they have and what competencies these jobs require. The students and faculty will in turn organize professional development activities on campus to engage our students and others (e.g., high school students in the area) to think more about public service careers. This again will put SPEA-IUPUI in a strategic position to link up with major stakeholders in the area and differentiate our programs from IUB.
- The MPA program will expand the clientele of the capstone course in spring 2009 to include not only the City of Indianapolis, but also the nearby suburb governments and nonprofit organizations. This is hoped to further strengthen the role of SPEA-IUPUI as a regional center of public affairs education and research.

Evidence of Progress for 2008-2009:

- Funding from state, local, and other government sources remains the principal source of externally generated revenues for SPEA-IUPUI.
- SPEA faculty have served a wide variety of governmental and nonprofit agencies during the year.
- Several of the capstone projects have resulted in new programs or policies.

Activities planned for 2009-2010:

- Expand collaborations with city and state agencies.
- Continue tradition of conducting applied research projects in the undergraduate and graduate capstone courses.
- Develop more internship opportunities where students can gain experience and help agencies.

**Fiscal Health**

**Reallocation Plan**

**Other Question(s)**

1) How are you dealing with the projected base budget reductions for 2009-10 and 2010-11?
• How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?
• If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

a. How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?

As a result of the projected base reductions, we suspended our search to fill the vacant Public Affairs position and have utilized Associate Faculty members to teach those courses thereby filling in the gaps. We hope to have a new graduate degree approved by the ICHE this spring. A search for a faculty member related to this proposed degree was cancelled.

b. If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

We were slightly under budget for these terms; no excess revenue was generated in summer II and fall semesters.

2) To achieve the campus goal of doubling the numbers of undergraduate students completing baccalaureate degrees, and to increase the number graduating in four years, what changes have you implemented or planned to implement in course scheduling, curriculum, student support etc.?

We have:
• Posted 4-year course rotation matrices and a 4-year plan for every major.
• Invited all students who attain 96 hours to meet with an advisor and complete a audit.
• Delivered information sessions to direct admit students that focused on student success, degree requirements, minors, certificates, policies, SPEA faculty, internship and professional development opportunities.
• Offered a “Career Development and Planning” course with the goal of helping students choose and commit to a professional development plan earlier in their academic careers.

We are planning to:
• Implement an early warning system for students with less than a 2.3 cumulative grade point average.
• Identify courses where students experience more difficulties and implement peer supplemental instruction.
• Develop a SPEA honors society to provide enhanced opportunities for our top students.

3) Do you currently have

• school-based space and
• centrally-scheduled space

To support an increase in credit hours without a significant investment? Are you investigating methods to use space more effectively

a. on Fridays and weekends?
b. with online/hybrid/distance education course offerings?
c. by developing larger classrooms?

As with most schools on campus, we have very limited space to expand course offerings at the most popular times. We also have difficulty increasing the size of a closed class, because a larger alternative classroom is seldom available. Over the past year we have offered two required undergraduate courses on Friday afternoon, developed several online courses, and offered graduate classes in the summer. All of these were successful enough to continue. In addition, we continue to offer some courses in an intensive format, usually in a week-long format or on Fridays. This latter format has been very successful for our one-credit courses.

4) What are your priorities for student technology support, and what progress has been made as you have worked with UITS staff this year to implement your technology plans?

We have decided, in consultation with UITS, to maintain our student computer lab. UITS staff has worked with us to develop a plan for maintenance of this space. We are currently developing a plan for the use of STF funds under the revised policy.