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 diversity 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 will implement them at IUPUI, appropriate to the IUPUI context. Central to the mission of University College is nurturing a climate that respects diversity.
Goals and Objectives

01. University College will enhance teaching and learning by engaging faculty in student success, creating a diverse and supportive environment for all students, expanding resources to support students and support programs, and providing quality first-year programming and initiatives.

01. Faculty will be recruited from the majority of undergraduate schools on campus as a means of educating other units about the work and mission of University College. This will create collaboration between University College and the academic units on campus.

Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit: AA-SB
Time Frame: Ongoing

Actions taken for 2008-2009:

The University College FRRR Committee solicited new faculty from a variety of schools. In addition, the University College Executive Committee participated in identifying new faculty. Twelve new faculty were identified for appointment to the ranks of University College faculty. The University College dean, in consultation with the Executive Committee, approved the new faculty appointments. In September 2009, a University College faculty retreat was conducted with many of the new faculty participating.

Evidence of Progress for 2008-2009:

University College faculty will continue to be appointed or reappointed, representing most schools and key units.

Activities planned for 2009-2010:

University College will continue to recruit faculty from undergraduate schools. There will be an increased involvement of faculty with the governance of University College.

02. 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: Collaboration
Secondary Goals:
Sub Unit: AA-SB
Time Frame: Ongoing

Actions taken for 2008-2009:

Faculty provided leadership for all committees overseeing University College programming. Of particular importance is the University College Curriculum Committee, which provided oversight for the first-year seminar template revision. In addition, this committee approved the policy and procedures for the adoption of the RISE initiative. Joint lecturers were reappointed or appointed in communication studies, English, education, anthropology, biology, and mathematics. For many of the joint lecturers, letters in support of their contributions to University College were sent to their respective school units for inclusion in the faculty review process. The U210 “sampler course” continued with a focus on health
Evidence of Progress for 2008-2009:

University College faculty teach numerous sections of learning communities and critical inquiry sections each year and are active on committees and in student programs.

Activities planned for 2009-2010:

University College will complete the first-year seminar template and will provide oversight to the PUL assessment of student learning.

☑️ 03. University College will increase faculty development opportunities that are inclusive for all gateway faculty. The outcome of the goal will be the creation of a gateway faculty who are informed on the opportunities available for students and faculty at IUPUI.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

In addition to the creation of the gateway Web site, the gateway faculty had an electronic mailing list that encompassed all 450 faculty. Also, the gateway coordinators had an active electronic mailing list that served only this group of 55.

Evidence of Progress for 2008-2009:

The program director has been consulting with the Office of Professional Development for the IU School of Medicine.

Activities planned for 2009-2010:

The Gateway to Graduation Program is investigating the addition of a RSVP and survey function to the Web site that will track attendance and survey results to keep data in one place.

☑️ 04. University College will have all entering students (beginners and transfers) complete a personal development plan (PDP) during their first semester of enrollment by increasing the number of first-year seminar sections requiring a PDP each semester. The outcome of the goal will be more students completing a PDP with intended outcomes.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

Actions taken for 2008-2009:
University College piloted the PDP in 50% of first-year seminar courses and conducted a workshop on the PDP for all first-year seminar and themed learning community instructional team members.

Evidence of Progress for 2008-2009:

Approximately 78% of fall 2009 first-year seminars are using the PDP in some form.

Activities planned for 2009-2010:

University College will increase the use of the PDP in first-year seminars to 80% of sections and will target the Kelley School of Business and the School of Science for faculty and advisor development to support the use of the PDP in their first-year seminar courses.

05. University College will have all entering students (beginners and transfers) complete a personal development plan (PDP) during their first semester of enrollment by developing a matrix for an e-portfolio based PDP and by conducting a pilot. The outcome of the goal will be enhanced transferability to schools and new advisors through entry into e-port.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Academic and Career Development
Time Frame: Ongoing

Actions taken for 2008-2009:

No action was taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

University College will conduct a pilot of the PDP in e-port in five sections. University College will work with the campus Career Services Council in the following areas:

- Conceptualizing more purposeful career development aspects of the PDP that would lead to e-port entries on externship/internship experiences as well as the development of a resume
- Connecting the PDP with civic engagement outcomes in the e-port as part of an e-port interdepartmental grant
- Connecting the PDP with student employment/skills bridge documentation of academic outcomes in the e-port as part of an e-port interdepartmental grant

06. University College will have all entering students (beginners and transfers) complete a personal development plan (PDP) during their first semester of enrollment by developing an assessment plan for the PDP, including learning outcomes and impact on retention and graduation rates. The outcome of the goal will be continuous improvement for students and for University College.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Academic and Career Development
Time Frame: Ongoing

Actions taken for 2008-2009:

University College conducted an in-depth assessment, including a student survey, focus groups with faculty and advisors, and content analysis of a random selection of PDPs. The University College Curriculum Committee established learning outcomes for the PDP.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

University College will create a comprehensive assessment plan, including a schedule for assessment efforts.

University College Assessment will establish assessment activities and reports to determine the extent to which a diverse and supportive environment has been created for all students. The outcome of the goal will be diversity in the curriculum, diversity of faculty and staff, and diversity of students.

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

Actions taken for 2008-2009:

University College studied the progress IUPUI has made in recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity. Several reports have been produced examining how various high-impact interventions impact students from diverse backgrounds. University College has studied the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several questions were added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty.

Evidence of Progress for 2008-2009:

The vast majority of first-year seminar students report that instructional team members were committed to promoting an environment that respects and celebrates diversity (75%). Additionally, the vast majority of first-year seminar students report that instructional team members designed activities or classroom discussions that incorporated diversity awareness and appreciation (71%).
Activities planned for 2009-2010:

University College will continue to study the progress IUPUI has made in recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity. Several reports will be produced examining how various high-impact interventions impact students from diverse backgrounds. University College will continue to study the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several questions have been added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty. Additional analyses will be conducted.

08. University College will provide leadership in the ongoing development and improvement of the IUPUI Summer Academy Bridge Program by ensuring that a diverse group of students has the opportunity to participate in the program. The outcome of the goal will be collaboration between University College and the Office of Student Scholarships, Undergraduate Admissions, Twenty-first Century Scholars, the Multicultural Center, etc. to create (and to continue) financial support linked to Bridge participation, and especially to increase the participation of low-income students and students from underrepresented populations.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: AA-GW
Time Frame: Ongoing

Actions taken for 2008-2009:

University College utilized the Diversity Initiative Grant ($10,000 each year for three years) to increase the number of low-income students, and Hispanic and African American students who participate in the Summer Academy Bridge Program. The following requirement was implemented for Twenty-first Century Scholars (TFCS): Scholars who receive the IUPUI TFCS grant will forfeit 10% of their spring funding if they do not participate in the Summer Academy Bridge Program or the TFCS Jag Journey mentoring program.

Evidence of Progress for 2008-2009:

Sixty-five African American students participated in the Summer Bridge in 2009, representing approximately one-third of all enrolling African American students. The percentage of Hispanic students who participated went up slightly, and approximately 80 of the 407 Bridge participants were Twenty-first Century Scholars.

Activities planned for 2009-2010:

University College has requested $100,000 in scholarship support to increase the participation of low-income and underrepresented student populations in the Summer Academy Bridge Program. In addition, a priority registration date has been established for those students. Seats in the Summer Bridge program will be held for them until June 30. Efforts will be made to make personal contact with those students to encourage their participation.

09. University College will provide leadership in the ongoing development and improvement of the IUPUI Summer Academy Bridge Program. The outcome of the goal will be working with representatives from all the academic schools in an ongoing manner to continue to refine the Bridge model to attract a wide range of students to participate in academically and socially engaging pedagogies in the program. Additionally, University College will continue its efforts to ensure the increased participation of low-income students and students from underrepresented populations.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: AA-GW
Time Frame: Ongoing

Actions taken for 2008-2009:

An IUPUI team participated in the American Association of Colleges and Universities’ (AAC&U) summer institute in Burlington, Vermont, in summer 2009. The team members drafted a report that outlined suggestions for enhancing the Bridge Program solidifying the goals, objectives, and mission of the program; and ensuring a greater participation of low-income students and students from underrepresented populations. Team members met with representatives throughout the campus during the summer and into the fall to share the recommendations in the report. Comments and suggestions for improving the proposal have been collected.

Evidence of Progress for 2008-2009:

There has been widespread acceptance and support for the AAC&U proposal recommendations.

Activities planned for 2009-2010:

The draft report will be refined and finalized in early October 2009. The rollout schedule for implementing the recommendations outlined in the proposal will begin on schedule at that time.

☑ 10. University College will provide leadership in the ongoing development and improvement of the IUPUI Summer Academy Bridge Program by working with the director of assessment to collect and maintain assessment results for the program. The outcome of the goal will be assessment data to help guide the continuous improvement model.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: AA-GW
Time Frame: Ongoing

Actions taken for 2008-2009:

Ongoing assessment efforts were started.

Evidence of Progress for 2008-2009:

IUPUI was awarded the Educational Policy Institute (EPI) 2009 Outstanding Student Retention Program award for the “Summer Academy Bridge Program/Themed Learning Communities Joint Initiative.” University College administrators believe that the award was based largely on the comprehensive assessment reports associated with the programs.

Activities planned for 2009-2010:
Assessment efforts for the Summer Academy Bridge Program are ongoing and comprehensive. Student participants are compared statistically to other students who enter IUPUI with similar characteristics for GPAs, retention rates, and graduation rates. In addition, student satisfaction with the program is measured each year.

11. University College will collaborate in the development of a financial literacy center at IUPUI with the Division of Student Life, Office of Student Financial Aid Services, and other relevant units at IUPUI. The campus will seek outside financial support for the initiative. The goal will be to foster the collaboration with campus representatives to share ideas and concerns related to the development of a financial literacy center at IUPUI with the ultimate goal of creating such a center for our students and their families.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** AA-GW
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The assistant dean of University College, Gayle Williams, and the assistant vice chancellor for Student Life and Learning, Frank Ross, met with representatives from Representative André Carson’s (United States House of Representatives) office to discuss a congressional bill to establish financial literacy programs on campuses throughout the United States. In addition, Williams and Ross prepared a paper to outline the need for a financial literacy program at IUPUI. The chair of the retention task force for the Council on Retention and Graduation, Rick Ward, also reported the need for financial literacy education at IUPUI. Most recently, the director of the IUPUI Counseling and Psychological Services (CAPS) office, Julie Lash, reported an increase in the number of students seeking help from her staff because of financial management concerns. She further indicated that she has few places to send the students to get the help they need.

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

Increased interest is evident among members of the IUPUI community (as evidenced in the CRG retention recommendations report and the CRG report from the CAPS office), the local Indianapolis community (as evidenced by a front-page article in the *Indianapolis Star* in September 2009), and the national community (as evidenced by the Carson bill before the U.S. Congress).

**Activities planned for 2009-2010:**

Efforts to find funding to establish a financial literacy center at IUPUI will continue.

12. University College will continue to support the development of a successful Common Theme Program by ensuring that the program is well known throughout the campus and the community with widespread buy in. Gayle Williams, assistant dean of University College and co-director of the common theme project, will work with the steering committee, the faculty fellow, and campus units in an ongoing effort to advertise the program and its many components throughout the campus. University College will help in sponsorship of events, will support the development and maintenance of the Web site, and will work with representatives of agencies and programs in Indianapolis to continue to spread information about the initiative.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** AA-GW
**Time Frame:** Ongoing
Actions taken for 2008-2009:

Extensive efforts were enacted to ensure widespread understanding of the initiative at IUPUI and throughout the Indianapolis community, including the development of a Web site. A short film was created and shown at every orientation advertising the project. Pictures of people reading the book that was chosen to support the common theme, *Deep Economy*, line the hallway between the Business Building and the campus library. Three foci for the theme were determined: green economy, just sustainability, and healthy communities. In addition, a bookmark was created and distributed in orientation and throughout the campus introducing the theme, “Consuming Well for the Wealth of Communities from IUPUI to the World,” and the three foci of the initiative. A new steering committee was appointed for 2009–2011. Goals and objectives were developed for the initiative and aligned with the PULs and the RISE initiative. A number of small grants were secured to support the project. Many events are planned for the 2009–2010 academic year (see [http://www.iupui.edu/common_theme](http://www.iupui.edu/common_theme)).

Evidence of Progress for 2008-2009:

There is widespread knowledge of the initiative and significant buy in by campus staff, faculty, and students.

Activities planned for 2009-2010:

The author of the common theme book, *Deep Economy*, will give a public presentation on November 9. Other events are planned for the entire academic year. The steering committee will select a new book for the 2010–2011 academic year. A new faculty fellow for the 2011–2013 academic years will be selected in the spring. An essay contest will be sponsored for students, and the working groups for the project (events, marketing, and pedagogy) will continue to develop the many aspects of the initiative. The project will be assessed, including using the new IUPUI PULSE project for collecting student responses.

☐ 13. University College will review and improve the mentor education curriculum by analyzing course evaluations and instructor feedback to make data-driven changes. The courses will align with the PULs and the RISE initiative. We will also strive to appropriate the mentoring grant for study abroad experiences. The outcome of the goal will be quality courses that support mentor development.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** AA-GW  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

The learning objectives for each course were reviewed to ensure that they are measurable and aligned with the holistic mentor-development model. The UCOL U201 course was redesigned to be a 10-week course instead of a hybrid course. A new faculty fellow was added for the UCOL U204 course to work with the content and teaching. An instructors’ roundtable session was offered at the 2009 Mentor Symposium to explain our model and learning objectives.

Evidence of Progress for 2008-2009:
University College was granted the RISE notions of E for U201, U202, and U203, and the R notation for U204.

Activities planned for 2009-2010:

University College will develop a five-year assessment plan for assessing the appropriate PULs in each of the mentor courses.

14. University College will expand the Student Support Services (SSS) on-campus housing program by organizing three or four social activities per year, by offering SSS workshops in campus housing areas, and by organizing end-of-semester study tables in campus housing areas.

   **Campus Planning Theme:** Campus Climate for Diversity  
   **Secondary Goals:**  
   **Sub Unit:** Student Support Services  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

Student Support Services staff planned and budgeted for 2009-2010.

Evidence of Progress for 2008-2009:

The meet-and-greet activity was completed in October.

Activities planned for 2009-2010:

A meet-and-greet activity was held in September. Study tables for finals will be provided in December. Workshops will be offered in February and March. Study tables for finals will be provided in April.

15. University College will expand the Student Support Services financial program during the new student intake to include financial literacy.

   **Campus Planning Theme:** Best Practices  
   **Secondary Goals:**  
   **Sub Unit:** Student Support Services  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

Student Support Services staff planned the financial literacy component of their new student intake.

Evidence of Progress for 2008-2009:

This is a new program. Students responded positively to the financial literacy information.
Activities planned for 2009-2010:

A financial literacy component was presented to new students in the Student Support Services program during summer 2009.

☐ 16. University College will expand the Student Support Services financial program to include financial literacy and financial aid seminars, which will include the 3 Bs (banking, budgeting, and balancing).

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Student Support Services

**Time Frame:** Ongoing

Actions taken for 2008-2009:

Student Support Services staff planned the financial literacy workshops for 2009-2010.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

One workshop has already been offered to students. Workshops will continue to be offered to students in the Student Support Services program on a monthly basis.

☐ 17. University College will offer continuous learning and improvement for students in the Student Support Services (SSS) program by developing a Summer Academy Bridge Program section for SSS students.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Student Support Services

**Time Frame:** Ongoing

Actions taken for 2008-2009:

Student Support Services staff planned for the summer program and worked with Assistant Dean Gayle Williams and others who coordinate the program.

Evidence of Progress for 2008-2009:

In summer 2009, 22 SSS students participated in the pilot program.
Activities planned for 2009-2010:

The first section of the Summer Academy Bridge Program designed for Student Support Services students was offered in summer 2009.

18. University College will provide continuous learning and improvement opportunities for students in the Student Support Services (SSS) program by offering the SSS learning community.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** Student Support Services  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

The first learning community designed for participants in Student Support Services was offered.

Evidence of Progress for 2008-2009:

In summer 2009, 22 SSS students participated in the pilot program.

Activities planned for 2009-2010:

The participants in the section of the Summer Academy Bridge Program designed for Student Support Services students will continue together in the same learning community in fall 2009.

19. University College will continue to develop a Gateway to Graduation Program Web site to serve potential students. The outcome of the goal will be potential students having access to syllabi and sample gateway class videos to help them get a glimpse at academic life.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

Some gateway syllabi were made available on the Gateway to Graduation Web site.

Evidence of Progress for 2008-2009:

Gateway course syllabi are available on the Web site ([https://gateway.uc.iupui.edu](https://gateway.uc.iupui.edu)).

Activities planned for 2009-2010:
More gateway course syllabi will be collected and posted on the Web site.

20. University College will develop a stronger profile on campus and locally by continuing to host the IUPUI New Student Welcome. The outcome of the goal will be the impact of interactions between students and IUPUI. This will be a celebration of the start of a new academic year.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College hosted the IUPUI New Student Welcome.

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

University College has been hosting the IUPUI New Student Welcome.

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**Activities planned for 2009-2010:**

University College will expand attendance at the event, will have stronger key features, and will reach out to the community.

21. University College will create a nationally recognized program for academically relevant, skills-based student employment by completing an Accelerated Improvement Process (AIP) for work-study processing and by implementing the recommendations. The outcome of the goal will be a clear understanding of the work-study process, knowing the contact staff members for all work-study processes at IUPUI, and creating a smoother process for students.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Student Employment

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

Key stakeholders in federal work-study held meetings to map the processes that already exist, to make edits, and to suggest changes. This process will continue into fall 2009 to complete the review process.

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

The following processes relating to federal work-study have been mapped and are in final revisions: federal work-study administrative flow, on-campus work-study process flow, community work-study process flow, federal work-study award changes, student over FWS limit on time sheet, late time sheets, activation of FWS awards, audit report, and student earnings report.
Activities planned for 2009-2010:

Continued meetings with key stakeholders in the work-study process will continue to tweak and to finalize the mapped process of how work-study is handled at IUPUI.

22. University College will create a nationally recognized program for academically relevant, skills-based student employment by developing a collaborative relationship with the Office of Student Financial Aid Services. The outcome of the goal will be cooperation between the two units in using work-study funding to promote learning.

  **Campus Planning Theme:** Collaboration  
  **Secondary Goals:**  
  **Sub Unit:** Student Employment  
  **Time Frame:** Ongoing

Actions taken for 2008-2009:

Monthly meetings with representatives from the Office of Student Financial Aid Services, Office of Community Work-Study, and the Office of Student Employment staff were held to share updates, to review policies, to troubleshoot, and to discuss concerns.

Evidence of Progress for 2008-2009:

The meetings have provided all parties a clearer understanding of the issues faced in each office that may connect to federal work-study.

Activities planned for 2009-2010:

Monthly meetings will continue throughout the 2009–2010 academic year to increase the collaboration and to strengthen relationships.

23. University College will create a nationally recognized program for academically relevant, skills-based student employment by creating a curriculum for the Skills Bridge Program. The outcome of the goal will be established learning outcomes and related programs and services for student employment.

  **Campus Planning Theme:** Best Practices  
  **Secondary Goals:**  
  **Sub Unit:** Student Employment  
  **Time Frame:** Ongoing

Actions taken for 2008-2009:

Skills Bridge 101, 201, and 301 are offered through the human resources office for supervisors of student employees. This program is offered in three workshops and integrates the various steps and levels of academically linking student job skills with professional development goals.
Evidence of Progress for 2008-2009:

Attendance at the existing skills bridge sessions through human resources continues to maintain their numbers, indicating a continued interest and growing knowledge base about the importance of the skills bridge concept as it relates to student employment success.

Activities planned for 2009-2010:

There will be continued development of the Skills Bridge Program on the student side of the process. The development of an organized curriculum and connection with the student employee supervisors’ training is already taking place.

☐ 24. University College will create a nationally recognized program for academically relevant, skills-based student employment by developing workshops and other programs to support student development in the Skills Bridge Program. The outcome of the goal will be students being provided with needed support to link work and academics and a stronger student understanding and articulation of what they are learning at work.

   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:** Student Employment
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

A Skills Bridge Program will be developed that encompasses a match for student employees to understand the link between their job and their academic preparation for their professional career. This program will assist students in understanding and articulating what they are learning from their student employment position.

☐ 25. University College will create a nationally recognized program for academically relevant, skills-based student employment by beginning a conversion of student job descriptions to include skills learned on the job and by working with Human Resources Administration to develop workshops and other programs to support employers in using skills bridge supervision. The outcome of the goal will be an established set of employers and jobs where the skills bridge approach is utilized and an employment emphasis on skills development rather than function.

   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:** Student Employment
   **Time Frame:** Ongoing
Actions taken for 2008-2009:

Skills Bridge 101, 201, and 301 are offered through the human resources office for supervisors of student employees. This program is offered in three workshops and integrates the various steps and levels of academically linking student job skills with professional development goals. These sessions also place emphasis on the development of a job description based on skills that will offer the student employee the opportunity to learn.

Evidence of Progress for 2008-2009:

Attendance at the existing skills bridge sessions through human resources continues to maintain their numbers, indicating a continued interest and growing knowledge base about the importance of the skills bridge concept as it relates to student employment success.

Activities planned for 2009-2010:

There will be continued development of the Skills Bridge Program on the student side of the process. The development of an organized curriculum and connection with the student employee supervisors’ training is already taking place.

26. University College will create a nationally recognized program for academically relevant, skills-based student employment by creating and implementing an identity and marketing strategy for student employment. The outcome of the goal will be the identification of student employment as a key retention strategy and as a learning tool and an increase in on-campus student employment.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: Student Employment
Time Frame: Ongoing

Actions taken for 2008-2009:

There was a reorganization of the assistant director position to a director of the Office of Student Employment with the intent of providing structure and expertise in the area of student employment. This position was filled in late 2008–2009.

Evidence of Progress for 2008-2009:

The process of developing marketing materials has begun and will be completed before winter break, if not earlier.

Activities planned for 2009-2010:

The development of a strategic plan will provide structured use of the CTE grant monies to market student employment as an additional key to retention at IUPUI. New materials will be published to market and brand the purpose and vision of the Office of Student Employment.

27. University College will create a nationally recognized program for academically relevant, skills-based student employment by providing solid planning and budgeting for the CTE student employment grant. The outcome of the goal will be
a strategic approach to increasing on-campus student employment.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** Student Employment  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

There was a reorganization of the assistant director position to a director of the Office of Student Employment with the intent of providing structure and expertise in the area of student employment. This position was filled in late 2008–2009.

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

A strategic plan and budgets have been outlined for the 2009–2010 year.

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**Activities planned for 2009-2010:**

There has been a strategic plan developed for the Office of Student Employment and a detailed budget outlined for the use of CTE grant monies. This will provide a solid structure and outline of activities, collaborations, and development opportunities to increase on-campus student employment.

☑️ 28. University College will create a comprehensive career development program by reconstructing or aligning the budget for new programs and services. The outcome of the goal will be resources that match service delivery and priorities.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

The assistant dean of Academic and Career Development worked with the student employment retention team to clarify priorities for funding from the CTE grant to support on-campus student employment.

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

Student employment programs to be funded through CTE grant versus Career Center account were identified. A complete CTE grant budget for 2009–2010 was submitted.

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**Activities planned for 2009-2010:**

Each program coordinator will develop a program budget to submit for inclusion in overall career funds.

☑️ 29. University College will increase faculty development opportunities for the Gateway to Graduation Program by
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Gateway to Graduation
Time Frame: Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

A PowerPoint presentation has been drafted.

Activities planned for 2009-2010:

Gateway staff will finish the orientation template for gateway coordinators.

☑ 30. University College will assess components of the Themed Learning Communities (TLC) program, including partnerships with the Summer Academy Bridge Program and the Center for Service and Learning. University College will develop assessment structures for new initiatives, including spring semester continuations of TLCs. The outcome of the goal will be the evaluation of programmatic initiatives within the TLCs.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: TLC
Time Frame: Ongoing

Actions taken for 2008-2009:

There was continual assessment of the combined initiatives; data was used in the selection process for the 2009 retention award.

Evidence of Progress for 2008-2009:

New data was analyzed by Michele Hansen. Hansen, Gayle Williams, and Lauren Chism gave a presentation at the 2009 Retention Conference.

Activities planned for 2009-2010:

There will be continual assessment of the combined initiatives.

☑ 31. University College will expand themed learning communities (TLCs) to create meaningful continuations beyond the first
31. University College will expand themed learning communities (TLCs) to create meaningful continuations beyond the first semester by increasing enrollments in TLCs by 10% annually, reaching 50% of the entering student population by the year 2013. The outcome of the goal will be new TLCs that will increase capacity to serve more entering students.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The enrollment for TLCs increased by more than 10%.

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

The enrollment numbers have increased.

**Activities planned for 2009-2010:**

The offerings for TLCs will continue to increase.

32. University College will expand themed learning communities (TLCs) to develop second-semester TLC continuations and co-curricular opportunities for TLC students to reconnect after the completion of the TLC. The outcome of the goal will be continued support for TLC students beyond the first semester.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College worked on establishing the pilot for a spring TLC.

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

The pilot of a second-semester TLC will continue.

**Activities planned for 2009-2010:**

The pilot of a second-semester TLC will continue.

33. University College will participate in campus initiatives by developing online and print resources for themed learning community (TLC) faculty through collaborations with the Center for Service and Learning, Office of International Affairs, Center for Research and Learning, and Consortium for Learning and Scholarships. University College will offer workshops connected to RISE at the annual TLC conference and solicit best practices from faculty for distribution. The outcome of the
connected to RISE at the annual TLC conference and solicit best practices from faculty for distribution. The outcome of the goal will be introductory modules for undergraduate research, international experiences, service learning, and experiential learning implemented in TLCs.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Completed

Actions taken for 2008-2009:  

On course and print resources were developed relating to RISE. Materials were distributed at the annual TLC retreat.

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Evidence of Progress for 2008-2009:

There is a TLC On course site and a TLC handbook.

Activities planned for 2009-2010:

University College will continue to build on previous partnerships.

☐ 34. University College will increase faculty development opportunities by devising incentives for participating themed learning community (TLC) faculty, including recognition of TLC participation for tenure, senior lecturer positions, and other advancement opportunities for part-time instructors. The outcome of the goal will be the implementation of the TLC annual awards competition and encouraging the incorporation of the TLCs into academic advancement guidelines. Another outcome of the goal will be the development of other incentives such as course release, stipends, and funding for professional conferences related to TLC work.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

Actions taken for 2008-2009:  

A TLC award system was established.

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Evidence of Progress for 2008-2009:

University College presented TLC awards in 2009.

Activities planned for 2009-2010:

Awards were presented at the annual retreat.

☐ 35. University College will create a comprehensive professional development program for faculty teaching courses for all
University College will create a comprehensive career development program by developing learning outcomes for all programs and services. The outcome of the goal will be an established basis for all career programs and services that will better match student needs.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College staff met with Paul Gore, an expert in success programs, during a two-day retreat to begin the development of learning outcomes. A first draft of learning outcomes for individual services was completed with feedback from the University College director of assessment.

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

This goal is in progress; there is no evidence available at this time.

**Activities planned for 2009-2010:**

Academic and Career Development staff will follow up on feedback from the director of assessment and revise learning outcomes. Staff will also develop learning outcomes for group services, receive feedback, and revise.

University College will create a comprehensive career development program by conducting a gap analysis matching current programs and services to learning outcomes. The outcome of the goal will be the identification of programs and services to create, to grow, or to discontinue.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

No actions were taken last year.

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

This goal is in progress; there is no evidence available at this time.

**Activities planned for 2009-2010:**

University College will complete learning outcomes for all programs and services in order to prepare for the gap analysis.
37. University College will further develop the success course and linked Inside-Out and Critical Inquiry courses for new Nina Scholars by making adjustments that reflect feedback from Cohort 8 scholars. The outcome of the goal will be meeting with Roger Jarjoura and producing new syllabi.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Completed

**Actions taken for 2008-2009:**

The director met with Roger Jarjoura to discuss feedback. A plan was developed to modify the course.

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

The class starts at 10:00 a.m. instead of 9:00 a.m. this semester.

**Activities planned for 2009-2010:**

The course schedule was changed so that the class starts later to accommodate students with children who take the bus to school.

38. University College will further develop the success course and linked Inside-Out and Critical Inquiry courses for new Nina Scholars by creating a policy/plan for scholars who are unable to participate. The outcome of the goal will be maintaining learning outcomes and the cohesiveness of the cohort.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Completed

**Actions taken for 2008-2009:**

There were no actions taken.

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

There has been modification of the link for one scholar and the program is still meeting the objectives of the linked courses.

**Activities planned for 2009-2010:**

One scholar cannot participate in the Inside-Out course because, as a corrections officer, there is a policy of nonfraternization with formerly incarcerated individuals. The scholar is participating in the Critical Inquiry course and linking learning to a course on grief and loss.
39. University College will establish a career development support for continuing Nina Scholars by having all continuing scholars to develop a career development plan. The outcome of the goal will be continuing scholars meeting with the director at the beginning of each semester to create a plan with ongoing guidance through the semester.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The director scheduled time with each scholar close to graduation to discuss career or graduate school plans.

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

The scholars that the director has met with are working to follow through on guidance and resource referrals.

**Activities planned for 2009-2010:**

The director is meeting with each scholar close to graduation to discuss career or graduate school plans.

40. University College will develop learning outcomes and a means of assessing learning outcomes for the Nina Scholars program by identifying a faculty fellow to guide development. The outcome of the goal will be a faculty fellow in place who meets the project requirements.

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Completed

**Actions taken for 2008-2009:**

A draft of a call for proposals for two faculty fellowships was completed. One of the faculty fellowship projects is focused on developing a final set of learning outcomes and an assessment plan aligned with the outcomes.

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

The project proposal has been completed, and Black accepted the fellowship.

**Activities planned for 2009-2010:**

Karen Black, director of program reviews for Planning and Institutional Improvement and managing editor of *Assessment Update*, accepted our offer to serve as the faculty fellow for this project. The director of Scholar Support Programs held an initial phone meeting with Black to broadly outline the project. They are scheduled to meet in late
41. University College will develop learning outcomes and a means of assessing learning outcomes for the Nina Scholars program by having the faculty fellow work with program leadership to develop learning outcomes. The outcome of the goal will be monthly meetings for the faculty fellow and the director, the director and assistant dean will meet once per semester.

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

**Secondary Goals:**
- Sub Unit: Scholar Support Programs
- **Time Frame:** Ongoing

**Actions taken for 2008-2009:**

A draft of a call for proposals for two faculty fellowships was completed. One of the faculty fellowship projects is focused on developing a final set of learning outcomes and an assessment plan aligned with the outcomes.

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

Cathy Buyarski and Charlie Johnson have met biweekly and have included this item on their agenda. Karen Black and Johnson have had a phone meeting and will meet in late October to begin the project.

**Activities planned for 2009-2010:**

Karen Black, director of program reviews for Planning and Institutional Improvement and managing editor of *Assessment Update*, accepted our offer to serve as the faculty fellow for this project. The director of Scholar Support Programs held an initial phone meeting with Black to broadly outline the project. They are scheduled to meet in late October to begin the project.

42. University College will develop learning outcomes and a means of assessing learning outcomes for the Nina Scholars program by having the faculty fellow research available and most beneficial means for assessing outcomes. The outcome of the goal will be a final list of learning outcomes completed by the faculty fellow and director; the assessment plan will be completed by the faculty fellow.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**
- Sub Unit: Scholar Support Programs
- **Time Frame:** Ongoing

**Actions taken for 2008-2009:**

In preparation for the project, the director developed a list of 19 preliminary learning outcomes for the Nina Scholars program.

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

Meetings are scheduled.
Activities planned for 2009-2010:

The director is meeting with the faculty fellow in late October to begin the project.

☑ 43. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by determining programmatic offerings, including bridge, mentoring, workshops, and other services. The outcome of the goal will be clear program offerings for students.

**Campus Planning Theme:** Teaching and Learning
**Secondary Goals:**
**Sub Unit:** TFCS-SP
**Time Frame:** Ongoing

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Actions taken for 2008-2009:

The following services were provided to Twenty-first Century Scholars:
- Comprehensive mentoring program with an emphasis on group mentoring sessions complimented by individual sessions
- Social and cultural functions
- Passport to Success workshops
- Community service activities
- Community referral assistance
- Study tables
- Academic advising
- Scholarship eligibility and financial aid assistance
- Summer orientation resource fair

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Evidence of Progress for 2008-2009:

Twenty-first Century Scholars who participated in the mentoring program had an average cumulative GPA of 2.74, while first-year Twenty-first Century Scholars who did not participate had an average cumulative GPA of 1.92. There have been an increased number of participants in the mentoring program.

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Activities planned for 2009-2010:

In addition to the services listed above under “actions taken,” the Twenty-first Century Scholars Success Program is implementing the following new services: financial literacy program, career development workshops, Counseling and Psychological Services (CAPS) workshops, and Twenty-first Century Scholars Student Organization.

☑ 44. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by developing learning outcomes for all programs and services. The outcome of the goal will be a program assessment plan.

**Campus Planning Theme:** Teaching and Learning
**Secondary Goals:**
**Sub Unit:** TFCS-SP
**Time Frame:** Ongoing
Actions taken for 2008-2009:

Twenty-first Century Scholars Success Program staff attended a retreat with the director of Scholar Support Programs and an assistant dean of University College to structure the future of the Scholar Success Program, including preliminary learning outcomes.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

Staff have been creating program learning outcomes.

02. University College will work to increase academic achievement and retention among entering students through innovative programs and policies developed in collaboration with the other schools and administrative units on campus. This will include supporting students in transition and aggressive advising.

01. University College will augment tutoring services for gateway courses to promote individual student success by collaborating with gateway courses to recruit students to serve as peer tutors. The outcome of the goal will be developing a more proactive approach in recruiting tutors for students in gateway courses.

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit: BLC
Time Frame: Ongoing

Actions taken for 2008-2009:

Several meetings with the director of the Gateway to Graduation Program were held to determine the best way to communicate with students in those courses. The Bepko Learning Center worked with University College Technology Services to create a data pull of gateway students for past semesters to help with promoting tutoring opportunities during the beginning of the semester.

Evidence of Progress for 2008-2009:

University College Technology Services developed a pull for names of past students in gateway courses who received an A or B in the course. A video is being created for a comprehensive and standardized training to help with best practices in tutorial support.

Activities planned for 2009-2010:

During the summer and winter breaks, the tutoring coordinator will send out promotional material to successful students who have taken a gateway course in the past semester to help with recruitment efforts. A video tutor training workshop will be developed and disseminated after the fall semester to help prepare students for tutoring roles.
is in development to help expedite the training of these tutors and to standardize information given to students. Attending the Gateway Retreat will create stronger relationships with several course coordinators in an effort to respond to student needs.

- University College will augment tutoring services for gateway courses to promote individual student success by conducting onsite preliminary training for tutors to ensure quality referrals. The outcome of the goal will be tutors who are trained on best practices to assist them in their interactions with students.

  **Campus Planning Theme:** Teaching and Learning, Best Practices
  
  **Secondary Goals:**
  
  **Sub Unit:** BLC
  
  **Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

The Bepko Learning Center developed an onsite training workshop for students to complete in order to expedite the training process.

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

The onsite training is working well. From this effort, the Bepko Learning Center has realized the need for a database system to help with contact communication. Thirty minutes during the weekly resource mentor meeting have been devoted to review contact information and follow up has been improved.

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**Activities planned for 2009-2010:**

The Bepko Learning Center will develop a database system to automatically import tutor referrals, tutor applications, and contact information from Web forms located on their Web site. They will create a reporting system to systematically review requests and applications to ensure that students receive the most updated information in a timely fashion.

- University College will augment tutoring services for gateway courses to promote individual student success by collaborating with the new Office for Veterans and Military Personnel. The outcome of the goal will be veterans receiving accurate information regarding tutorial services.

  **Campus Planning Theme:** Teaching and Learning, Collaboration
  
  **Secondary Goals:**
  
  **Sub Unit:** BLC
  
  **Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

A meeting was established to work in collaboration with the Office for Veterans and Military Personnel. A plan was created to share information from the Tutoring Office to the Office for Veterans and Military Personnel.

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

This is an ongoing process. Since the summer meeting, a new director was named for the Office for Veterans and
Military Personnel. The Bepko Learning Center will be working with the new director to explore the new directions that were planned at the last meeting.

Activities planned for 2009-2010:

The Bepko Learning Center actively tracks veterans’ information and sends weekly reports to the Office for Veterans and Military Personnel. Staff from both offices meet once a month to touch base on veterans’ issues and to work collaboratively to augment our services to meet the needs of those students.

04. University College will provide leadership for the development of an online, pre-orientation program by researching similar programs at other institutions; by working with the academic schools and the advising unit; and by working with campus units such as financial aid, admissions, athletics, student life, etc. to build a plan for the pilot program and the future iterations of the initiative. The outcome of the goal will be to develop a clear picture of what University College hopes to accomplish and what is possible at IUPUI. Another outcome will be a financial picture for the costs involved in rolling out the initiative. Every effort will be made to pilot the online orientation program in summer 2010.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** AA-GW

**Time Frame:** Ongoing

Actions taken for 2008-2009:

Research on the initiative is ongoing. A steering committee has been appointed to meet regularly to oversee the progress. Responsibilities for Andrea Engler have been shifted so that she can take a leadership role in developing the pilot. In addition, University College will utilize a new position, media specialist. The person in that position, Eric Sickles, will do a great deal of the video processing for the online orientation program, which will save a significant amount of money. Outsourcing the project would have been immensely expensive.

Evidence of Progress for 2008-2009:

A comprehensive list of key components and elements that need to be included in the online, pre-orientation pilot has been created and prioritized by the steering committee. Mockups of modules have also been created to share with the various schools and units to help them understand the goals of the project and to encourage them to think critically about what they want represented in their portion of the online, pre-orientation final product. Technology platforms have been evaluated to determine where and how the technical side of the system will be housed. In addition, the costs associated with the effort as well as the strengths and limitations of the technology choices have been assessed.

Activities planned for 2009-2010:

The development of the online orientation program will continue throughout fall 2009 and spring 2010 with the goal of piloting the initiative, if possible, in fall 2010. Individual schools and units are being contacted to participate in the pilot. Andrea Engler will work with the academic advisors to determine what kinds of materials should be uploaded to prepare students for their on-campus orientation and their personal development plan. Engler is also working with a variety of units on campus, including Parking and Transportation Services, the Testing Center, and UITS. In addition, the Jag 4.0 pilot was initiated in summer 2009 as a test, using Web 2.0 technology to connect entering students with their peer
mentors and their own peers prior to their first day of classes. Students in Jag 4.0 were also introduced to campus resources, study skills, and general academic survival skills. Pre- and post-survey assessments were conducted, and focus groups will take place in fall 2009 to further evaluate the Jag 4.0 pilot. Four sections of 25 beginning students participated in the project, and one transfer student group also participated.

05. University College will plan and implement assessment plans to understand the effects of the personal development plan (PDP) for all entering students as a vehicle through which to enhance goal commitment and student success. The outcome of the goal will be assessment activities that are designed to determine the extent to which the learning outcomes for the PDP have been attained. The outcomes of this goal will be faculty and advisors using assessment results to make improvements to the PDP process. The PDP will be used as a mechanism for collecting information on student learning outcomes related to the PULs and other outcomes such as (a) self-assessment, (b) exploration, (c) evaluation, (d) goal setting, and (e) planning. Students will identify specific short-term steps to reach their long-term goals.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: University College Assessment
Time Frame: Ongoing

Actions taken for 2008-2009:

A comprehensive assessment plan for the PDP containing quantitative and qualitative methods was developed and implemented. University College designed and administered surveys to students, conducted focus groups with faculty and advisors, and did content analyses of the PDPs (direct measure of students’ learning).

Evidence of Progress for 2008-2009:

A comprehensive assessment plan for PDPs containing quantitative and qualitative methods have been developed and implemented. Data has been collected and analyzed. The University College assessment team and Cathy Buyarski will be sharing reports widely in spring 2010. Ideally, faculty and advisors will use assessment data to make improvements in the PDP process.

Activities planned for 2009-2010:

University College will analyze data and prepare reports, share assessment results with faculty and advisors, develop action plans for improving the PDP process, and conduct an analysis of a sample of students who completed PDP plans as to progress toward degree compared to progress of students who did not complete a PDP. University College will administer a survey to all students in first-year seminar courses for comparison between those who completed a PDP and those who did not.

06. University College will establish a Transfer Center to provide support for students transferring into the unit.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: AA-GW
Time Frame: Ongoing

Actions taken for 2008-2009:
University College decided to develop a Transfer Center. A transfer task force was developed to determine models, assessment, and stakeholders.

Evidence of Progress for 2008-2009:

A task force for the Transfer Center was formed.

Activities planned for 2009-2010:

University College will develop a mission for the new Transfer Center. Goals and learning objectives will also be created for the Transfer Center. University College must determine what students should know and what they should be able to do as a result of utilizing the transfer services. The characteristics of students who will benefit from the services of the Transfer Center must be defined. The transfer task force and the University College Curriculum Committee will provide guidance as the Transfer Center model is developed at IUPUI. University College will collaborate with the pre-online orientation task force to ensure transfer students are within the scope of that project.

☑ 07. University College will provide leadership by monitoring retention initiatives on the campus, in the state, in the United States, and, when relevant, internationally. The outcome of the goal will be the ability to stay informed on retention issues and to take an active role on campus, in the state, and in national venues.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: AA-GW

Time Frame: Ongoing

Actions taken for 2008-2009:

University College staff members continue to take an active role in committees on the campus that have retention as a primary focus, including the Council on Retention and Graduation and the Enrollment Management Council. University College staff members, including Dean Scott Evenbeck, are active in state and national organizations; many of those organizations are heavily involved in addressing retention and other critical issues facing American institutions of higher education. In addition, the University College Academic Policies and Procedures committee meets regularly to interpret data, evaluate campus and national reports, and make recommendations for policies and procedures that have an impact on undergraduates.

Evidence of Progress for 2008-2009:

The limit on withdrawals policy for first-year students and the dismissal policy for students who fall below a 1.0 GPA in their first semester have been implemented.

Activities planned for 2009-2010:

The University College Academic Policy and Procedures Committee is considering making recommendations on some of the following issues: transfer students, enrollment dates, and amending the administrative withdrawal policy. The committee will also continue to assess the policies implemented, including the new limit on course withdrawals for first-
University College will create a needs-based, two-tiered Gateway to Graduation Program by developing a tiered list of gateway courses based on enrollment and DFW rates with research from IMIR and the University College director of assessment. The outcome of the goal will be improving DFW rates of gateway classes and serving the highest number of enrolling first-time, full-time students.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Gateway to Graduation Program

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

A Gateway Advisory Board was established; it meets twice annually. A new Web site was created for the program (https://gateway.uc.iupui.edu). The Gateway to Graduation Program participated in Campus Day in spring 2009. Gateway videos were created for the Web site, including Ken Wendelin (Kelley School of Business), Kathleen Marrs (School of Science), and Kate Thedwall (School of Liberal Arts). Summer workshops for faculty were offered, including “Engaging and Motivating College Students” by Stacy Morrone (IUPUI) and “Teaching Underprepared Students: Strategies for Promoting Success in Higher Education” by Kathleen Gabriel (Chico State University). Webinars were offered during spring 2009, including “Unlocking the Possibilities of Content Area Readings in a College Success Course” by Kathy Hartman (Kutztown University), “What Do Learning Styles Have to Do with Actual Learning?” by Carolyn Hopper (Middle Tennessee State University), “Tired Up or Burned Out? Teaching Strategies to Help First-Year Seminar Instructors Rekindle Their Enthusiasm” by Constance Staley (University of Colorado—Colorado Springs), and “Utilizing Interactive Classroom Activities” by Britt Andreatta (University of California—Santa Barbara). A video repository was created on the gateway Web site that includes gateway retreat videos, summer workshops videos, and “A Day in the Life” videos of gateway, first-year students using flip cameras. A gateway brochure was created in conjunction with University College Office of Development. There was collaboration between the Gateway to Graduation Program and the “Study Buddy Program” (University College). There was also collaboration with the Star Mentoring program. In fall 2009, a pilot for attendance tracking was rolled out for Chemistry C101, English W131, and Communications R110. A gateway faculty development planner draft was worked on by Scott Weeden, Diane Stuerk, Terri Tarr, and Kate Thedwall. A gateway handbook was created with an accompanying resource CD. Gateway coordinators, with the participation of University College and UITS, worked to establish an online early warning system.

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

The Gateway Advisory Board meets twice annually. Presentations were made at faculty orientations in 2009. Gateway staff participated in Campus Day in 2009. A new Web site was created. Videos were created for the Web site, in collaboration with faculty from other schools. Summer workshops for faculty were offered and will continue to be offered. A retreat was held in fall 2009. Monthly meetings are being held for gateway course coordinators. Webinars were offered in spring 2009. A video repository was created on the gateway Web site. A gateway brochure was created and published. A pilot for attendance tracking was started in fall 2009. A gateway handbook was created with an accompanying resource CD.

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**Activities planned for 2009-2010:**

A fall gateway retreat was held in 2009 with guest Joe Cuseo from Marymount College. The Gateway Advisory Board met twice annually. Presentations were made at two required faculty orientations in August 2009, and presentations...
meets twice annually. Presentations were made at two associate faculty orientations in August 2009, and a presentation was made at the new faculty orientation in September 2009. A Gateway to Graduation Program resource display table was provided at Campus Day in September 2009. Summer workshops for faculty will be offered in summer 2010, including “Collaborative Learning Techniques in Active Learning” by Joan Middendorf (IUB). The gateway course coordinators will hold monthly meetings. An advisor representative and mentoring representative will be a part of that group. There was collaboration for the PUL gateway pilot with Trudy Banta, Sarah Baker, Mary Fisher, and the gateway director. There were five gateway faculty in the pilot in summer 2008, and there will be ten gateway faculty in the pilot in fall 2009. The Gateway to Graduation Program will participate in the common theme project. Ten gateway faculty have assumed responsibility for blogging for the common theme Web site twice during the academic year on the text *Deep Economy.*

09. University College will create a needs-based, two-tiered Gateway to Graduation Program by creating programs specific to a tiered system that would target retention and DFW rates. The outcome of the goal will be enabling the gateway course coordinators in the top tier to have additional resources to renew or to revise gateway courses to better serve students and to improve the DFW rate and retention.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

The top 15 gateway courses were identified by the DFW reports.

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

The top 15 gateway courses have been identified.

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**Activities planned for 2009-2010:**

Grant opportunities for course development and sophomore initiatives will be available on October 28, 2009, for these top 15 classes.

10. University College will collaborate with academic departments to offer U112 Critical Inquiry, a linked, discipline-based course, to aid students in the transition from high school to college by helping them develop collegiate-level skills in reading, writing, and critical thinking.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** AA-SB  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

A Critical Inquiry Faculty Retreat was held in November 2008 to begin the process of preparing faculty who would teach the course for the first time in spring 2008. Experienced critical inquiry (CI) faculty members and University College administrators led the workshop. In spring 2009, an informal CI retreat was conducted to identify future goals and improve CI. Another individual was added to assist with CI coordination. A meeting was held with the University...
and improve CI. Another individual was added to assist with CI coordination. A meeting was held with the University College advisors to assist them in placing students in CI courses. In addition, tools were provided to assist advisors. Pilot testing in psychology was discussed and planned for spring 2010.

Evidence of Progress for 2008-2009:

The CI course assessment is ongoing and includes both quantitative and qualitative measures. CI is offered to support introductory courses in the following disciplines: anthropology, sociology, political science, history, and psychology.

Activities planned for 2009-2010:

Revising the CI goals will be a major focus of the fall 2009 retreat. CI linkages with evaluation and assessment will continue. There will be a survey of CI faculty about strengths and weaknesses and to identify necessary faculty development. There will be a survey of linked courses for faculty to determine needs. There will also be a review and revision of the CI course evaluation instrument to correlate with the goals and objectives.

11. University College will enhance mentoring programs for students in transition by creating a mentoring program for the Summer Preparatory Program. The outcome of the goal will be an enhanced level of student engagement with their peers and with the campus.

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: AA-SB
   Time Frame: Ongoing

Actions taken for 2008-2009:

University College was charged with assisting the Summer Preparatory Program (now known as the Summer Success Academy) in the spring of 2009. In addition to the mandatory math component of this program, University College was responsible for “building community” with the student participants. As part of the goal to build community and assist students in transition to college, student mentors were added to assist with the students’ transition and engagement at IUPUI. Assessment of the 2009 program was undertaken to provide guidance for further enhancements.

Evidence of Progress for 2008-2009:

The Summer Success Academy will continue with University College mentors assisting students in transition to IUPUI.

Activities planned for 2009-2010:

The funding for the Summer Success Academy for 2009–2010 has been established. An overall administrative coordinator has been identified. A strategic plan will be developed, identifying goals, objectives, and timeframes. The mentoring component will be modified so that those participating will be engaged in a more traditional mentoring activity, supporting the overall goals. The 2009 assessment results will be analyzed to provide clarity and direction for 2010.

12. University College will continue to build relationships with degree-granting schools by initiating a campus conversation
about using certification as a milestone that should be celebrated. The outcome of the goal will be the celebration of student progress toward their degrees.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Academic and Career Development

**Time Frame:** Completed

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**Actions taken for 2008-2009:**

The University College task force on collaboration with degree-granting schools identified certification as a point of collaboration. A report from a team attending the AAC&U Greater Expectations Institute identified certification as a point at which students should be required to update their personal development plan (PDP) with a focus on developing their academic identity within a field of study.

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

University College conducted a small informal pilot with the Department of Psychology in which all students with a completed PDP who certified to psychology in their second semester were identified and asked to bring the PDP to discuss with their psychology advisor.

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**Activities planned for 2009-2010:**

The assistant dean of Academic and Career Development will meet with the student services director in each school to identify activities around the point of certification that currently exist and brainstorm additional ways to celebrate the milestone.

13. University College will continue to build relationships with degree-granting schools by initiating a study on time to certification. The outcome of the goal will be improved information on students transferring from University College to the schools, which will increase data-driven decision making.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Academic and Career Development

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

No actions were taken.

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

This goal is in progress; there is no evidence available at this time.

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**Activities planned for 2009-2010:**
University College will build data collection points through SIS and the Grid (internal tracking system) to build the data structure needed to conduct time-to-certification study.

14. University College will enhance collaboration of mentoring services with degree-granting schools by working with the Department of Psychology to establish a successful peer mentoring program. The outcome of the goal will be psychology peer mentors helping their students to be successful by following guidelines and interventions established to meet their needs.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** BLC

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

A peer facilitation guide was created to assist psychology mentors with common problems students have in the PSY B104 class and to teach intervention strategies that mentors could utilize. University College helped track students in academic difficulty; one mentor led mentor labs per section of fifty students. Sections with numbers greater than 100 had two mentors assigned.

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

The peer facilitation guide was created during the summer with the help of two current PSY B104 mentors. Each section of PSY B104 was assigned a mentor and two mentors were assigned for larger sections. The PSY B104 course coordinator and Bepko Learning Center director meet weekly to map the University College curriculum for psychology mentors.

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**Activities planned for 2009-2010:**

Each mentor will hold two office hours in the Psychology Resource Center to help students with one-on-one interventions and with content-related material. The psychology mentors will be enrolled in specific UCOL U201, U202, and U203 sections that will focus on mentoring material through a psychology lens. Staff members of the Bepko Learning Center will lead specific course sections.

15. University College will enhance collaboration of mentoring services with degree-granting schools by working with biology instructors to increase their leadership and with the coordinator in the biology mentor roundtables. The outcome of the goal will be instructors leading the programming of the biology mentor roundtables to help enhance greater interaction with the biology student mentors and to facilitate greater understanding of biology content.

**Campus Planning Theme:** Teaching and Learning, Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:** BLC

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

Groups of returning mentors were given the task to present a novel group activity on certain biology topics that encompassed one or more study skill and one or more CoLT. The activities had to be effective in mentoring sessions
and have the ability to be adapted to the different biology components. Some of these activities were videotaped and can be produced upon request. Instructors were asked to facilitate particular parts of the meetings. For example, one biology instructor led mentors through an activity involving Mr. Potato Head figures, which allowed mentors to see a fun way to learn biology.

Evidence of Progress for 2008-2009:

As evidence of instructor involvement, an instructor planned part of the second of five biology mentor roundtable meetings where mentors came together to watch a biology film in the IT building.

Activities planned for 2009-2010:

Unlike 2008–2009, where only returning mentors facilitated novel group activities, all biology mentors will facilitate novel group activities with their peers. Instructors have been, and will continue to be, a vital part of this process, as their content knowledge is greatly appreciated by mentors. Course instructors will work together with mentors to create collaborative activities worthy of sharing with their fellow peers.

16. University College will review and improve the mentor education curriculum for publishing by analyzing course evaluations and instructor feedback to make data-driven changes. The outcome of the goal will be quality courses that support mentor development.

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

Actions taken for 2008-2009:

The course UCOL U201 Mentoring: Introduction to Mentoring Techniques was completely restructured to become a 10-week intensive class. A new faculty fellow was brought in to work with the U204 course. Course evaluations were moved to be completed online.

Evidence of Progress for 2008-2009:

Evidence of progress will become available after December 2009. Assessments have been occurring on a formative basis and will have a summative evaluation done at the end of the semester.

Activities planned for 2009-2010:

The course UCOL U202 Mentoring: Active and Collaborating in Groups will be the next course to be revised, taking into consideration the increase of mentors participating in one-on-one mentoring initiatives. Material will be added to ensure an education of skills for these mentors. Continued assessment will take place.

17. University College will create services that extend support for students in transition to college by offering early orientation programs and by collaborating with state colleges and Ivy Tech about new transfer students. The outcome of the goal will be an
Programs and activities implemented by university college to increase matriculation of transfer students.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** Orientation Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College held conversations with the Transfer Task Force, Enrollment Services, Passport Program, and Office of Admissions to determine issues and aspects for implementation.

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

Since the program is still in the planning stage, there is no data at this time.

**Activities planned for 2009-2010:**

University College will work with Ivy Tech Community College, the Passport Program, and the Office of Admissions to offer early orientations in April and May of 2010 for students transferring for the fall semester. University College will assess the program.

18. **University College will improve the retention rates of African American males by offering them support services and by developing programming specific to their needs.**  
**Campus Planning Theme:** Campus Climate for Diversity  
**Secondary Goals:**  
**Sub Unit:** SAAB  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The Student African American Brotherhood (SAAB) continued its recruiting efforts by communicating with all incoming African American males upon their admission, which included mail, e-mail, and phone calls. The purpose of the communications with students was to develop a relationship with them to help in the transition from high school to college. SAAB had 24 incoming first-year students participate in the weekend Summer Academy Bridge Program, which helps with the transition to a college program at IUPUI. SAAB held an induction ceremony, the formal induction into the IUPUI SAAB program. The ceremony included a professional development workshop to outline goals, challenges, and strategies as well as an opportunity to learn about the SAAB chapter. SAAB also held weekly meetings. The SAAB leadership developed a formal agenda and meeting guide for the entire year, which included teachable moments using the common reading, *No More Excuses: Black Men Stand Up* by Robert Jackson. Programming included cultural competency, dealing with emotions, understanding the political process, financial literacy, planning for future semesters, and seeking help with classes.

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

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[34]
There has been increased attendance at meetings and consistent attendance by the same students at meetings and workshops. There have been increased and consistent visits to the SAAB coordinator and advisor for assistance. Students are being retained.

Activities planned for 2009-2010:

SAAB will continue the above activities that were successful in 2008–2009. Additional weekly programming will be offered to catch students during different schedules.

19. University College will improve the retention rates of African American males by consulting with them about their academic barriers and developing solutions. The outcome of the goal will be students developing strategies that will help them stay in school until graduation.

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

Actions taken for 2008-2009:

The Student African American Brotherhood (SAAB) staff held personal meetings to discuss academic progress, challenges, etc. The staff contacted students on the early warning list to provide them with strategies to finish the semester with academic success. SAAB staff maintained open-door and free-to-call policies, giving access to students who are feeling pressured or need assistance at any time.

Evidence of Progress for 2008-2009:

There has been increased and consistent communication with SAAB staff regarding progress or barriers. Students are taking advantage of resources in order to solve academic barriers. There has been continued retention.

Activities planned for 2009-2010:

SAAB will continue the above activities that were successful in 2008–2009 and will make more personal contacts with students who have not been in communication with the SAAB office.

20. University College will improve the retention rates of African American females by offering them support services and by developing programming specific to their needs.

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

Actions taken for 2008-2009:

Student African American Sisterhood (SAAS) continued its recruiting efforts by communicating with all incoming African American females upon their admission, which included mail, e-mail, and phone calls. The purpose of the
communications with students was to develop a relationship with them to help in the transition from high school to college. The SAAS leadership developed a formal agenda and meeting guide for the entire year, which included teachable moments. Programming included addressing issues such as cultural competency, self-image and self-esteem, healthy eating habits, breast cancer awareness, and domestic violence.

Evidence of Progress for 2008-2009:

There has been increased attendance at meetings and consistent attendance by the same students at meetings and workshops. There has also been increased and consistent visits to the SAAS advisor for assistance. Students are being retained.

Activities planned for 2009-2010:

SAAS will continue the above activities that were successful in 2008–2009 and will provide additional workshops between formal meetings for additional programming opportunities.

21. University College will improve the retention rates of African American females by consulting with them about their academic barriers and developing solutions. The outcome of the goal will be students developing strategies that will help them stay in school until graduation.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:
Sub Unit: SAAS
Time Frame: Ongoing

Actions taken for 2008-2009:

The Student African American Sisterhood (SAAS) staff held personal meetings with students to discuss academic progress and challenges. The SAAS staff contacted students on the early warning list to provide them with strategies to finish the semester with academic success. The SAAS staff maintained open-door and free-to-call policies, giving access to students who are feeling pressured or need assistance at any time.

Evidence of Progress for 2008-2009:

There has been increased and consistent communication between students and SAAS staff regarding progress or barriers. Students are taking advantage of resources in order to solve academic barriers. There has been retention of students.

Activities planned for 2009-2010:

SAAS will continue the above activities that were successful in 2008–2009.

22. University College will improve the financial literacy skills of students by developing financial literacy presentations and by helping staff stay abreast of national research regarding this issue.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: KS
Time Frame: Ongoing

Actions taken for 2008-2009:

There was continual research on the impact of financial literacy of college students. University College conducted financial literacy workshops in several learning communities and first-year seminars.

Evidence of Progress for 2008-2009:

Students attended the advertised workshops about financial literacy and took advantage of follow-up consulting or resource direction afterward.

Activities planned for 2009-2010:

University College will continue to research best practices on educating students about financial literacy, will continue to conduct financial literacy workshops and expand to offer workshops beyond the first-year student population, and will collaborate with other units and programs to develop financial literacy programming.

☑ 23. University College will improve the financial literacy skills of students by directing students with financial concerns or barriers to appropriate resources. The outcome of the goal will be resolving some of the financial problems that may affect the students' academic success.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: KS
Time Frame: Ongoing

Actions taken for 2008-2009:

After presentations and workshops, University College staff spoke with students one-on-one about their financial problems and directed them to appropriate community and campus resources.

Evidence of Progress for 2008-2009:

There has been an increase in student meetings resulting in referrals to resources. Students have been following up with resource assistance.

Activities planned for 2009-2010:

University College will continue the strategy above and will continue to build a resource library for students with information about services in the community that can assist them with debt and credit management.
24. University College will continue to build relationships with degree-granting schools by revising clear expectations for joint advisors and liaisons. The outcome of the goal will be improved communication with degree-granting schools.

   **Campus Planning Theme**: Collaboration  
   **Secondary Goals**:  
   **Sub Unit**: Academic and Career Development  
   **Time Frame**: Ongoing

**Actions taken for 2008-2009:**

University College continues to employ masters-level professionals as joint advisors and liaisons to academic schools and units across campus. There are 10 advisors serving in joint positions with eight academic schools and the Office of Housing and Residence Life. Seven academic advisors serve as liaisons to six academic schools. We continue to employ one graduate assistant with the School of Public and Environmental Affairs.

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

Job descriptions will be updated and reflective of current expectations for each position. School representatives will have a position-specific assessment tool to provide feedback on advisor performance.

**Activities planned for 2009-2010:**

University College will meet with degree-granting school representatives to update job descriptions and expectations for liaisons and joint advisors with the school and will provide a mechanism for degree-granting schools to report on joint advisors’ performance.

25. University College will continue to build relationships with degree-granting schools by creating an annual calendar of meetings and events and sharing this information with the schools. The outcome of the goal will be improved information sharing for students.

   **Campus Planning Theme**: Best Practices  
   **Secondary Goals**:  
   **Sub Unit**: Academic and Career Development  
   **Time Frame**: Ongoing

**Actions taken for 2008-2009:**

No actions were taken on this goal.

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

Advisors across campus will have access to academic advising events, providing opportunities for collaborating and the sharing of information.
Activities planned for 2009-2010:

University College will create a master calendar for Academic and Career Development and utilize the advisor portal for exchange of information.

26. University College will continue to build relationships with degree-granting schools by creating a communication stream for students upon certification to each degree school. The outcome of the goal will be students being notified of the transfer to a degree school.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

No actions were taken on this goal.

Evidence of Progress for 2008-2009:

Students will know the certification requirements for the degree-granting schools and when the transfer from University College to the degree-granting school has occurred.

Activities planned for 2009-2010:

University College will make certification guidelines easily accessible to students via the University College Web site, will send the link to certification guidelines when students change their major, and will collaborate with degree-granting schools to develop a process for notifying University College students of their transfer to their degree-granting school.

27. University College will establish a career development support for continuing Nina Scholars by offering all continuing Nina Scholars the opportunity to talk and to develop networks with professionals whose expertise is relevant to the scholars' career interests. The outcome of the goal will be continuing Nina Scholars meeting with at least two relevant professionals per academic year.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

The director scheduled time with each scholar close to graduation to discuss career or graduate school plans.

Evidence of Progress for 2008-2009:

Scholars close to graduation are either meeting with professionals or working to identify relevant professionals with whom to meet.
Activities planned for 2009-2010:

Professional or graduate school networking is an agenda item with each meeting.

☑️ 28. University College will establish financial literacy research and programming for Nina Scholars by providing financial management education to scholars. The outcome of the goal will be financial aid staff members conducting a student loan workshop.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

Twenty-first Century Scholars, Nina Scholars, and the director of Student Success Programs met to develop a series of financial literacy workshops.

Evidence of Progress for 2008-2009:

Eight workshops have been conducted thus far. Workshop evaluations have been completed by attendees.

Activities planned for 2009-2010:

A group led by Khalilah Shabazz, director of Student Success Programs, and two community professionals planned three types of workshops. Nina Scholars are required to attend two of the three workshops at a minimum. The program is offering each type of workshop four times a semester. There have been eight financial literacy workshops so far in the fall semester, and four more are planned. These workshops focus on: finances and the college student; the use of financial aid funds, balancing work and school, and becoming financially literate; managing a bank account and credit; banking, savings, credit cards, and credit reports/scores; personal and family budgeting; and predatory lending and identity theft.

☑️ 29. University College will establish financial literacy research and programming for Nina Scholars by helping scholars to fully understand the reasonable use of student loans, repayment, and the consequences of default. The outcome of the goal will be a credit counselor from Momentive Consumer Credit Counseling Service conducting a financial management workshop.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Scholar Support Programs  
**Time Frame:** Completed

Actions taken for 2008-2009:

Nina Scholars staff contacted Momentive to discuss the workshops.
Evidence of Progress for 2008-2009:

Dan Manier and Lyonna Lam have presented twice each so far.

Activities planned for 2009-2010:

Staff identified other presenters and ultimately invited Dan Manier, president of Microgistics, and Lyonna Lam of Chase Bank to conduct the second two workshops. Khaliah Shabazz is offering personal and family budgeting counseling to Twenty-first Century Scholars and Nina Scholars on an appointment basis.

☑️ 30. University College will advance and refine the peer mentoring program and student leadership in the Nina Scholars program by developing a mentoring training week to replace one-day training. The outcome of the goal will be a training schedule and materials produced by the director and mentor coordinator.
  
  **Campus Planning Theme:** Teaching and Learning  
  **Secondary Goals:**  
  **Sub Unit:** Scholar Support Programs  
  **Time Frame:** Ongoing

Actions taken for 2008-2009:

Preliminary ideas for a one-week peer mentor training program were developed with the mentor coordinator and current mentors.

Evidence of Progress for 2008-2009:

The director has met with the mentor coordinator; the mentor coordinator has collaborated with peer mentors to develop ideas for the one-week training.

Activities planned for 2009-2010:

Planning meetings are scheduled for the spring semester. This will include talking with other mentoring program leaders, who currently conduct extensive training programs such as orientation.

☑️ 31. University College will advance and refine the peer mentoring program and student leadership in the Nina Scholars program by developing a one-to-one mentoring evaluation plan. The outcome of the goal will be having the director and mentor coordinator meet with other departments to learn about their mentoring evaluation methods.

  **Campus Planning Theme:** Teaching and Learning  
  **Secondary Goals:**  
  **Sub Unit:** Scholar Support Programs  
  **Time Frame:** Ongoing

Actions taken for 2008-2009:
Preliminary ideas for a one-week peer mentor training program were developed with the mentor coordinator and current mentors.

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Evidence of Progress for 2008-2009:

Initial meetings have taken place.

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Activities planned for 2009-2010:

Planning meetings are scheduled for the spring semester. This will include talking with other mentoring program leaders, who currently conduct extensive training programs such as orientation.

☑ 32. University College will advance and refine the peer mentoring program and student leadership in the Nina Scholars program by creating a one-to-one mentoring syllabus. The outcome of the goal will be the completed syllabus.
   
   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** Scholar Support Programs  
   **Time Frame:** Ongoing

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Actions taken for 2008-2009:

The director met with the mentor coordinator to discuss creating a peer mentoring binder and eventually a syllabus that delineates the peer mentoring program plan, policies, expectations, and assessment plans.

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Evidence of Progress for 2008-2009:

The peer mentoring binder is in progress.

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Activities planned for 2009-2010:

The peer mentoring binder is in progress. The mentor coordinator and director meet biweekly and include syllabus development on their agenda.

☑ 33. University College will advance and refine the peer mentoring program and student leadership in the Nina Scholars program by integrating The Purpose-Guided Student by Jerry Pattengale into the weekly group mentoring workshop.
   
   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** Scholar Support Programs  
   **Time Frame:** Ongoing

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Actions taken for 2008-2009:

The director reviewed the Pattengale book.
Evidence of Progress for 2008-2009:

The lesson plan materials are completed.

Activities planned for 2009-2010:

Program staff decided not to use the whole book, but are using two sections of the book (life wedge and crossroads principle sections) as well as articles and other resources.

34. University College will advance and refine the peer mentoring program and student leadership in the Nina Scholars program by defining the leadership structure and areas for involvement and input. The outcome of the goal will be completion of a student organization constitution and officer elections.
   
   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** Scholar Support Programs  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

The Nina Scholar Leadership Organization (NSLO) created a draft constitution.

Evidence of Progress for 2008-2009:

A draft of the constitution has been completed.

Activities planned for 2009-2010:

The NSLO meetings are twice per month. No plan for electing officers has yet emerged.

03. University College will collaborate with community organizations and area schools to promote civic engagement and to prepare local high school students for college.

01. University College will allocate funds to offer high levels of student services, maintain student support, and manage the IUPUI memorandum of understanding with Crispus Attucks Medical Magnet High School by creating a full-time staff position and by allocating funding to support staff positions. The outcome of the goal will be funding for a coordinator position, for an administrative assistant, and for a general academic advisor.
   
   **Campus Planning Theme:** Campus Climate for Diversity  
   **Secondary Goals:**  
   **Sub Unit:** SPAN  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:
The IUPUI SPAN Division developed and implemented the following for the Crispus Attucks Medical Magnet High School (CAMMHS) and Early College Partnership: provided and coordinated professional development between IUPUI faculty and CAMMHS teachers; established eligibility requirements for student participation; developed admissions criteria and policies, high school transcript evaluation policies, and course enrollment eligibility requirements; provided registration support and orientation services; offered student academic support; provided development initiatives and education to CAMMHS administration through the faculty fellowship program; and funded and filled the coordinator position.

Evidence of Progress for 2008-2009:

CAMMHS completed its pilot year at IUPUI during 2008–2009 with 23 CAMMHS students completing a total of 112 credit hours.

<table>
<thead>
<tr>
<th>CAMMHS</th>
<th>Total # of Participants</th>
<th>Total Credit Hours Completed</th>
<th>Accumulative GPA</th>
</tr>
</thead>
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<tr>
<td>Fall 2008</td>
<td>9</td>
<td>34</td>
<td>2.97</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>23</td>
<td>78</td>
<td>2.58</td>
</tr>
</tbody>
</table>

Out of 23 students during 2008–2009, four were dismissed from the CAMMHS Early College Program and two were placed on academic probation. The 23 students from 2008–2009 were joined by 21 additional students in fall 2009, bringing the total CAMMHS student enrollment to 44 for 2009–2010.

Activities planned for 2009-2010:

In an effort to increase IUPUI faculty awareness of the Crispus Attucks Medical Magnet High School and the partnership our campus has entered into with IPS, we launched a faculty lecture series for 2009–2010. The faculty will share their expertise and insights regarding their specific field of study with a particular emphasis on engaging CAMMHS high school students and CAMMHS teaching staff. While the lecture series at CAMMHS will mainly feature the University College faculty fellows from physics, chemistry, and biology, we also hope to feature faculty from English, history, communications, mathematics, health and life sciences, as well as select professional schools. Coupled with the faculty lecture series, the CAMMHS Transitions to College (TC) Support Series will increase CAMMHS student college readiness and preparedness while developing a growing early college culture at Crispus Attucks. The CAMMHS TC Series will seek to inform students on the educational opportunities available at IUPUI while providing assistance in helping students define academic goals and plan appropriate academic programs and strategies. The series will feature staff representatives from academic advising, career counseling, Multicultural Center, Center for Service and Learning, Mathematics Assistance Center, Bepko Learning Center, Speaker’s Lab, Division of Student Life, Student Resource Center, technology support, University Writing Center, Office of Admissions, Scholarship Central, and Office of Student Financial Aid Services.

02. University College will increase high school student awareness of the academic, social, and cultural skills needed to attain a four-year college degree through dual credit opportunities at IUPUI by providing professional development for high school teachers, guidance staff, administrators, and students. The outcome of the goal will be high school students who exhibit strong indications of college preparedness and the increased recruitment of high-ability secondary students into the early college entrance programs at IUPUI.

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

Actions taken for 2008-2009:

The Running Start and UpperClass programs experienced tremendous growth. According to the Office of the Registrar, these programs experienced a 30% increase in student enrollment when compared to 2007-2008. The total number of credit hours completed for 2008–2009 (not including 2009 summer sessions) stands at 1,219. The CyberTEENs Program and Computer Information Technology/Indiana Department of Education (CITIDOE) partnership also experienced considerable growth. The total participants for 2008–2009 grew by more than 50% when compared to total participants for 2007–2008. This program is expanding from 16 to 28 school districts for fall 2009.

Evidence of Progress for 2008-2009:

As noted, all programs within SPAN have experienced growth for 2008–2009, some as much as 50% when compared to 2007–2008. Recruitment efforts have been sharply intensified as the division develops more early college articulations with central Indiana school districts that are sending their students to IUPUI for early college and dual credit participation. Collectively, all SPAN Division programs are currently enrolling students from 52 Indiana public, private, and parochial high schools. The division also works with several home education cooperatives and enrolled over 50 students from unique individual home schools. This past year, SPAN has developed new early college articulations with the following schools (some launched a small pilot during 2008–2009 while others were launched in fall 2009): Decatur Central High School (township school), 21st Century Charter School (charter school), Irvington Community High School (charter school), Indianapolis Metropolitan High School (charter school), Northwest High School (IPS) Business Magnet Program, Providence Cristo Rey High School (Catholic charter school), and Lumen Christi Catholic School.

Activities planned for 2009-2010:

The SPAN Division continues its effort to increase college readiness and preparedness while focusing on professional development of secondary teachers and high school curriculum assessment. University College has funded SPAN-focused faculty fellowships with the following departments: physics, chemistry, biology, and the Kelley School of Business. The goals of the faculty fellowships is to provide faculty review of high school curriculum specific to the faculty’s area of expertise, to make recommendations to increase preparedness for college enrollment, to enhance high school student success in dual credit courses at IUPUI, and to offer a four-part lecture series taught at the high school during the regular school day. The objectives of the faculty fellowships, which all require collaboration with the high school administration and teaching staff, include: review and assess the current academic track and curriculum being implemented at the select pilot high school, formulate recommendations for course track revisions, develop four to six lectures to be presented to high school students (will be delivered by faculty fellow), and give a tour of the IUPUI department (including facility and other faculty). The outcomes of the faculty fellowships will be a university faculty review to ensure college readiness and student preparedness, an assessment of secondary curriculum within specific subject to ensure high school understands the academic expectations for college readiness within a specific major, and assessment.

University College will increase the capacity of parents, community groups, and schools to encourage and to support high school students' college preparedness and participation through dual credit opportunities by providing educational seminars, parent talks, high school presentations, and other informational round tables to educate and to inform prospective groups about proper college preparedness and the eligibility requirements for successful early college participation. The
The outcome of the goal will be parents, students, high school administration and teaching staff who are knowledgeable about the expectations for early college preparation and an increased participation of highly qualified secondary students in the IUPUI early college entrance programs.

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

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**Actions taken for 2008-2009:**

The SPAN Division will provide educational seminars, parent talks, high school presentations, and other informational round tables to educate and to inform prospective groups about proper college preparedness and the eligibility requirements for successful early college participation.

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

SPAN will continue offering educational seminars for prospective students, parent talks at PTA/PTO meetings, and high school presentations as well as other informational round tables that educate and inform prospective groups of proper college preparedness and the eligibility requirements for successful early college participation.

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**Activities planned for 2009-2010:**

The work from the previous year will continue.

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04. University College will strive to develop and to implement strategies to increase students' academic success at both the secondary and postsecondary levels by collaborating with high school teachers, guidance staff, and administrators such as providing educational seminars on early college entrance preparedness expectations. University College will also coordinate high school presentations and other informational events to educate prospective students and their families about appropriate college preparedness and the eligibility requirements for successful early college participation. The outcome of the goal will be an increase in high school students' understanding of an academic plan of action to prepare for successful enrollment in early college entrance programs and the implementation of a plan.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** SPAN  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

SPAN had a partnership with high school teachers, guidance staff, and administrators by providing educational seminars on early college entrance preparedness expectations, coordinating high school presentations, and participating in other informational events to educate and to update prospective students and parents or caregivers about appropriate college preparedness and the eligibility requirements for successful early college participation.

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**Evidence of Progress for 2008-2009:**
There has been an increase in high school students’ understanding of an academic plan of action to prepare for successful enrollment in early college entrance programs. There has been an implementation of policies that have directly increased student academic success in high school and early college participation.

Activities planned for 2009-2010:

The work from the previous year will continue.

05. University College will increase academic improvement on standardized tests for students in Upward Bound by assessing the students through school records, teacher recommendations, and collaborating with school liaisons. The outcome of the goal will be 75% of all Upward Bound participants earning scores at the proficient level on state assessments in math, reading, and language arts.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Upward Bound
Time Frame: Ongoing

Actions taken for 2008-2009:

The educational needs of all newly enrolled participants were assessed through the students’ school records, teacher recommendations, and target school liaisons upon entry into the program. Upward Bound also reviewed state standardized test scores from old student transcripts.

Evidence of Progress for 2008-2009:

Students receive practice for assessment tests by taking the Tennessee Gateway Assessment Test during the Upward Bound summer component. Based on transcript analysis, students are passing standardized tests at their high schools.

Activities planned for 2009-2010:

Upward Bound will assess the educational needs of all newly enrolled participants upon entry into the program, will review state standardized test scores, and will conduct a transcript analysis.

06. University College will improve project retention in Upward Bound by providing mentoring to students, offering a summer component, and collaborating with school liaisons. The outcome of the goal will be 75% of students continuing their participation in the program during the next school year.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Upward Bound
Time Frame: Ongoing

Actions taken for 2008-2009:

During the academic year, Upward Bound provided mentoring to students in the program. During the summer
component, residential assistants and student ambassadors were available to provide peer counseling on a daily basis to students. Target school liaisons provided counseling during the academic year. Administrative staff also provided counseling on an as-needed basis when participant situations required a more serious response. Upward Bound offered a summer work-study component. Work-study participants earned a greater stipend, and many enjoyed working with local Bloomington businesses. The program also offered college tours and cultural activities; these activities keep many students interested in the program despite family problems and community obstacles.

Evidence of Progress for 2008-2009:

Many high school seniors return to participate in Upward Bound during their last program year because they want to participate in the work-study program.

Activities planned for 2009-2010:

Upward Bound will provide mentoring during the academic year, a summer component, a summer work-study component, counseling by program administrative staff (if needed), and college tours and cultural activities.

University College will increase postsecondary enrollment of Upward Bound students by meeting with program seniors to make sure their high school exit and college entrance information is in order. Upward Bound will provide the following services for high school seniors: FASFA completion information, summer advising sessions at IU Bloomington, a summer bridge program for graduating seniors, and a comprehensive academic year component. The outcome of the goal will be 80% of all Upward Bound participants enrolling in college by the fall term immediately following their high school graduation.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: Upward Bound
Time Frame: Ongoing

Actions taken for 2008-2009:

During the academic year, Upward Bound met with seniors to make sure their high school exit and college entrance information was in order. Upward Bound also provided FASFA completion information to students during the academic year. During the summer component, the program arranged for seniors to meet with advisors in the schools of their desired college majors on the IUB campus. Upward Bound offered a summer bridge program to graduating seniors. During the academic year, component seniors completed senior exit and college entrance surveys and completed scholarship letter writing preparation.

Evidence of Progress for 2008-2009:

Of the high school seniors who participated in Upward Bound, 89% graduated from high school and 84% enrolled in college.

Activities planned for 2009-2010:

Upward Bound will continue to provide counseling and other services to students who have exited the program.
Upward Bound will continue to meet with program seniors to make sure their high school exit and college entrance information is in order, to complete FAFSA information, to offer a summer bridge program and a summer component advising to seniors, and to provide senior exit information, college entrance information, and scholarship letter writing preparation.

08. University College will assess the postsecondary persistence of Upward Bound students by using the National Student Clearinghouse and by contacting students and parents. Upward Bound will also use Facebook to contact students. The outcome of the goal will be data to improve the program and to increase college retention of program participants.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Upward Bound

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

Upward Bound used the National Student Clearinghouse to monitor the progress of program graduates. Upward Bound tracked the colleges that students currently attend or last attended. Upward Bound also used the following methods to contact former students to inquire about their college enrollment status: phone, mail, e-mail, Facebook, and direct contact with students on campus or in the community.

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

Upward Bound is now able to contact a higher percentage of past program participants.

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**Activities planned for 2009-2010:**

Upward Bound will use the following methods to monitor the progress of program graduates: the National Student Clearinghouse, phone, mail, e-mail, Facebook, and direct contact with students and parents during Upward Bound activities and while in the community.

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09. University College will develop a stronger profile on campus, locally, and nationally by introducing student engagement in the MUJ News features. The outcome of the goal will be a profile of what works for students in learning.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

There was no action taken.

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

There is none at this time.
Activities planned for 2009-2010:

The publication will introduce the feature, which will be unique. The startup is planned for November 2009 and will be ongoing if successful.

10. University College will develop a stronger profile on campus, locally, and nationally by hosting breakfasts for selected CEOs and the IUPUI chancellor. The outcome of the goal will be the business community hearing firsthand the important of a first-year experience, retention, and workforce benefits. The breakfasts will be a series.

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

Actions taken for 2008-2009:

There was no action.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

University College may invite prominent donors to the event. The breakfast series is in the planning stage and will debut in 2010.

11. University College will communicate to students, families, faculty, staff, other universities, and businesses of Indiana the importance of an educated workforce and the work of University College by establishing regular media contacts.

   **Campus Planning Theme:** Best Practices  
   **Secondary Goals:**  
   **Sub Unit:** DOE  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.
Activities planned for 2009-2010:

University College will produce monthly news releases that have outreach to media on campus and off, electronic and print media, and plasma and Web features.

12. University College will communicate to students, families, faculty, staff, other universities, and businesses of Indiana the importance of an educated workforce and the work of University College by developing a Web site, "Transitions," for precollege students by students. There will be interaction between academic professionals and students.

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

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

The new Web site will debut in 2009.

13. University College will communicate to students, families, faculty, staff, other universities, and businesses of Indiana the importance of an educated workforce and the work of University College by creating public service announcements (PSAs) from prominent leaders in the community. The message of the PSAs will highlight the importance of University College. The outcome of the goal will be prominent leaders in the community endorsing the work of University College.

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

Actions taken for 2008-2009:

A PSA with Coach Jim Caldwell was completed.

Evidence of Progress for 2008-2009:

The first PSA has been completed; it features Coach Jim Caldwell.

Activities planned for 2009-2010:
The PSAs will be interfaced with plasma, media, and Web.

14. University College will communicate to students, families, faculty, staff, other universities, and businesses of Indiana the importance of an educated workforce and the work of University College by creating the "Highlights of University College" in a marketing format to showcase the unit's accomplishments and impact in the community. The outcome of the goal will be consistent marketing tools to remind the community about the work University College does.

**Campus Planning Theme**: Research, Scholarship and Creative Activity  
**Secondary Goals**:  
**Sub Unit**: DOE  
**Time Frame**: Ongoing

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**Actions taken for 2008-2009:**

There was no action taken.

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

This goal is in progress; there is no evidence available at this time.

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**Activities planned for 2009-2010:**

The first edition is planned for 2009. More will be added each year. There will be an online interface, including Twitter and Facebook.

15. University College will improve early financial aid awareness for Twenty-first Century Scholars by enrolling new students into the program for each cohort and by providing financial planning programming for parents and students. The outcome of the goal will be an increased number of eligible students enrolled in the program who will be prepared financially for their postsecondary experience.

**Campus Planning Theme**: Teaching and Learning  
**Secondary Goals**:  
**Sub Unit**: TFCS  
**Time Frame**: Ongoing

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**Actions taken for 2008-2009:**

The Twenty-first Century Scholar staff actively enrolled eligible students into the program last year by collaborating with school personnel and community partners and by providing presentations in schools, at community events, and mailing information regarding the program to eligible families. In addition, staff provided conferences for each cohort during the fall and spring to provide academic enrichment programming and financial aid awareness for the students’ families.

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

The Twenty-first Century Scholars Program of central Indiana enrolled 5,874 eligible students during the 2008–2009 enrollment year. This was an increase of 56% from the 2007–2008 enrollment year.
Activities planned for 2009-2010:

Twenty-first Century Scholar staff and its community partners will work to enroll eligible students into the program this year. Staff will continue collaborations with school personnel and provide presentations in schools, at community events, and mail information regarding the program to eligible families. The Twenty-first Century Scholars Program will also offer parent/student conferences for each cohort during the fall and spring to provide academic enrichment programming and financial aid awareness for the students’ families.

16. University College will increase collaboration by establishing sustainable memorandums of understanding with youth-serving agencies and postsecondary institutions and by increasing the exposure of students to postsecondary institutions through college visits and programming on various Indiana campuses. The outcome of the goal will be an increased number of Twenty-first Century Scholars served with the use of resources from other youth-serving agencies and postsecondary institutions.

Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit: TFCS
Time Frame: Ongoing

Actions taken for 2008-2009:

The Twenty-first Century Scholars Program partnered with the Hendricks County Community Foundation, Vincennes Aviation Center, Franklin College, Butler University, Indiana Partnership Center, Marian College, Pike College Preparation Institute, and the Education Success Program.

Evidence of Progress for 2008-2009:

The program provided college visits and college readiness programming to over 1,020 enrolled scholars as a result of the established partnerships.

Activities planned for 2009-2010:

In addition to the above collaborations, the program will include the Blue River Community Foundation of Shelby County and the Indiana Youth Institute.

17. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by establishing an advisory council comprised of internal and external stakeholders. The outcome of the goal will be the alignment with institutional and community priorities and connections to other agencies and funding.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: TFCS-SP
Time Frame: Ongoing

Actions taken for 2008-2009:
Twenty-first Century Scholars Success Program staff attended a retreat with the director of Scholar Support Programs and an assistant dean of University College where the idea for an advisory council was discussed.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence available at this time.

Activities planned for 2009-2010:

No activities have been planned at this point.

04. University College will use its resources, such as assessment, technology, publications, and media, to support student learning. The unit will also enhance its resource base by seeking grants for scholarships, teaching, and learning.

01. The University College Assessment vision is to continue to create a "culture of evidence" in University College. Faculty, advisors, staff, and administrators will plan for assessment and will use results in decision making. Assessment data will be used to improve teaching and learning. The University College Assessment unit will ensure that all assessment data is accessible and transparent. The outcome of the goal will be the development of feedback reports for faculty, advisors, administrators, program directors, and staff. Additionally, key stakeholders will use assessment results in designing, planning, and implementing programs designed to enhance student learning outcomes, academic performance, and retention.

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

Secondary Goals:

Sub Unit: University College Assessment

Time Frame: Ongoing

Actions taken for 2008-2009:

Numerous reports (e.g., program participation rates, students' perceptions, learning outcomes, and program effects on retention and academic achievement) have been developed and disseminated to faculty, advisors, administrators, program directors, and staff. Additionally, key stakeholders (e.g., faculty, advisors, administrators, program directors, and students) have used assessment results in designing, planning, and implementing programs designed to enhance student learning outcomes, academic performance, and retention. University College integrated qualitative and quantitative data assessment data such as data from IMIR, qualitative reports, PRAC, etc.

Evidence of Progress for 2008-2009:

Numerous reports (e.g., program participation rates, students' perceptions, learning outcomes, and program effects on retention and academic achievement) have been developed and disseminated to faculty, advisors, administrators, program directors, and staff. Additionally, key stakeholders (e.g., faculty, advisors, administrators, program directors, and students) have used assessment results in designing, planning, and implementing programs designed to enhance student learning outcomes, academic performance, and retention. Retention and graduation rates among first-time, full-time students have continued to increase since 1998. Our first-time, full-time IUPUI retention rate is 72% compared to 60% in 1998. IUPUI's full-time beginner retention rate (71.7%) increased by nearly 4 percentage points from last year (68.0%) and has exceeded the 70% mark for the first time. Our current graduation rate for the 2002 first-time beginner cohort is 33% compared to 20% for the first-time, full-time cohort in 1992. Another indicator of progress will be survey results indicating that assessment results are used by and are accessible to internal and external stakeholders.
Activities planned for 2009-2010:

University College will continue to produce numerous reports (e.g., program participation rates, students’ perceptions, learning outcomes, and program effects on retention and academic achievement) and disseminate them to faculty, advisors, administrators, program directors, and staff. Additionally, University College will continue to improve mechanisms for improving communication of assessment results with key stakeholders (e.g., faculty, advisors, administrators, program directors, and students) so that assessment results are used in designing, planning, and implementing programs designed to enhance student learning outcomes, academic performance, and retention. The University College Assessment Web site will be redesigned so that all reports are accessible. Assessment findings with faculty and other stakeholders will be presented during planning meetings. Assessment data will be transparent and accessible. A survey to stakeholders will be planned and conducted to make sure assessment data is used and is readily available.

Assessment will be used to assess student progress and learning related to IUPUI’s PULs. Valid and reliable data will be used to improve student learning for measuring student progress. Assessment data will be used to improve teaching and learning. The outcomes of this goal will be first-year students showing progress and attainment of learning outcomes related to the PULs. Students enrolled in University College courses such as first-year seminars, themed learning communities, critical inquiry courses, and the Summer Academy Bridge Program will demonstrate attainment of the PULs at beginning levels.

Measures and methods will be deemed valid and reliable indicators of program impact by internal and external peer reviewers.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** University College Assessment

**Time Frame:** Ongoing

Actions taken for 2008-2009:

Assessment plans will be developed to collect data on student attainment of PULs in all University College courses as a component of the 2012 accreditation visit. The Curriculum Committee and subcommittees have begun to articulate the student learning outcomes associated with beginning levels of the PULs in relation to University College courses. We have developed procedures and methods for gathering direct measures of student learning (course embedded, authentic assessments).

Evidence of Progress for 2008-2009:

Assessment plans have been developed to collect data on student attainment of PULs in all University College courses as a component of the 2012 accreditation visit. The Curriculum Committee and subcommittees have begun to articulate the student learning outcomes associated with beginning levels of the PULs in relation to University College courses. We have developed procedures and methods for gathering direct measures of student learning (course embedded, authentic assessments).

Activities planned for 2009-2010:

University College will continue the development of assessment plans to collect data on student attainment of PULs in all University College courses as a component of the 2012 accreditation visit. University College will ensure that the
Curriculum Committee and subcommittees have articulated the student learning outcomes associated with beginning levels of the PULs in relation to University College courses. University College will refine procedures and methods for gathering direct measures of student learning (course embedded, authentic assessments) and will collect measures of indirect (e.g., self-report questionnaires) and direct measures of student learning (actual assignments, papers, artifacts) and academic achievement of University College first-year students.

03. University College will improve business continuity and disaster recovery by introducing a project management process and a defined business process. The outcome of the goal will be a continuity planning committee, an authorized process for requests and maintenance signoff, a policy template, and an authorized project management process for all projects.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

A Continuity Planning Committee was created.

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

The IU Continuity Planning Web form is 70% completed. The Continuity Planning Subcommittee is meeting regularly.

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**Activities planned for 2009-2010:**

A process for change requests and maintenance signoff will be created. A policy template for University College will be created.

04. University College will improve business continuity and disaster recovery by implementing virtualization. The outcome of the goal will be the migration of the server room to UITS and the creation of a virtual environment.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College has virtualized three servers.

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

Three servers have been moved already. University College Technology Services will begin working with UITS to plan the remaining moves.
Activities planned for 2009-2010:

University College will complete the virtualization of the remaining servers.

☑ 05. University College will improve business continuity and disaster recovery by increasing and standardizing documentation. The outcome of the goal will be a documentation template, trained employees on documentation processes, and documentation for people who have authority for each step in a given process.

  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit: University College Technology Services
  Time Frame: Ongoing

  Actions taken for 2008-2009:

  No actions were taken last year.

  Evidence of Progress for 2008-2009:

  At this time, there is no evidence of progress.

Activities planned for 2009-2010:

University College Technology Services will work on all aspects of this goal.

☑ 06. University College will provide quality technology support and services by using resources effectively and responsibly. The outcome of the goal will be moving the budget to a model that takes into account responsibility and trends in the industry.

  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit: University College Technology Services
  Time Frame: Ongoing

  Actions taken for 2008-2009:

  University College Technology Services worked on the virtualization of its servers and on increased staffing in the support center.

  Evidence of Progress for 2008-2009:

  University College has virtualized its servers. The number of outstanding tickets in the technology support queue is low.

Activities planned for 2009-2010:

University College Technology Services is moving to Footprints. The unit will also work on documentation.
07. University College will provide quality technology support and services by better defining the role of University College Technology Services (UCTS). The outcome of the goal will be a clear definition of the role of UCTS to outline responsibilities and central services, and a clear differentiation between UCTS and UITS to prevent duplication of work.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College Technology Services (UCTS) met with the UITS community liaison regarding opportunities for collaborating and sharing resources. UCTS also met with the Kelley School of Business regarding opportunities for collaborating on SARS*GRID. University College participated in the Digital Signage Committee and in a pilot to utilize existing software for attendance tracking in classes.

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

There has been an expanding digital signage across all IU campuses. University College has furthered the attendance tracking pilot program.

**Activities planned for 2009-2010:**

University College will share a digital signage system and the use of TutorTrac, SARS*GRID, and EMS Enterprise.

08. University College will provide quality technology support and services by centralizing technology resources. The outcome of the goal will be the utilization of open source software when available and appropriate, and collaboration with UITS to research software and services that are usable for University College.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College utilized and expanded the use of DotNetNuke.

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

University College has been using DotNetNuke for over 40 Web sites and will expand for use with Jag 4.0 and the University College Web site.
Activities planned for 2009-2010:

University College will evaluate SugarCRM, ForeFront, and Talisma.

**09.** University College will provide quality technology support and services by continuing to be an expert resource. The outcome of the goal will be modules for frequently used training.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** University College Technology Services

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College offered DotNetNuke and SQL training. There was participation in the VMWorld Conference, PowerShell Conference, and the National Academic Advising Association (NACADA).

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

University College has been using VMWare for server virtualization and PowerShell for administrative tasks. University College is using DotNetNuke and evaluating its use as a development platform. The SQL servers have been upgraded. University College is implementing technology into the advising processes.

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**Activities planned for 2009-2010:**

Activities for this goal have been curtailed due to the present travel restrictions.

**10.** University College will create a proactive outreach model for technology by offering training and presentations. The outcome of the goal will be the development of a presentation series for staff meetings.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** University College Technology Services

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College Technology Services planned training topics to present to University College staff and implemented a Lynda.com training series.

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

University College staff have been attending the training series.

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**Activities planned for 2009-2010:**
University College Technology Services will begin presenting topics to staff.

11. University College will create a proactive outreach model for technology by maintaining constant connections with departments. The outcome of the goal will be a technology liaison in each department for communication.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The multimedia designer met with departments about the University College Web site and their multimedia needs. University College coordinated with JagTV on events and notices.

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

University College has better content on its Web site; more timely information is being disseminated.

**Activities planned for 2009-2010:**

University College Technology Services will hold full departmental meetings.

12. University College will create a proactive outreach model for technology by being included in departmental projects. The outcome of the goal will be meetings with each department in University College on a regular basis.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** University College Technology Services  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

University College Technology Services worked closely with advising, orientation, and the Bepko Learning Center.

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

Technology implementations have been completed in advising, orientation, and the Bepko Learning Center.

**Activities planned for 2009-2010:**

University College Technology Services will develop wider connections with other University College departments.

13. University College will create a proactive outreach model for technology by maintaining regular communication about technology. Through the Office of Student Life, University College Technology Services will continue offering
technology projects. The outcome of the goal will be a University College Technology Services report at each staff, cabinet, and deans’ meeting.

**Campus Planning Theme:** Collaboration

**Secondary Goals:**

**Sub Unit:** University College Technology Services

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College Technology Services created a Web site to document and to inform University College of projects and changes.

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

Improvements have been made to the Web site.

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**Activities planned for 2009-2010:**

University College Technology Services will create a change committee.

☐ 14. University College will invest in technology personnel by implementing SkillsBridge for part-time student workers. The outcome of the goal will be students on the SkillsBridge path.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** University College Technology Services

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College Technology Services met with Human Resources Administration.

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

This goal is in progress; there is no evidence at this time.

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**Activities planned for 2009-2010:**

University College Technology Services will implement this goal.

☑ 15. University College will invest in technology personnel by expanding the certification path for part-time student workers. The outcome of the goal will be tying certifications to the SkillsBridge path.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

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Sub Unit: University College Technology Services
Time Frame: Ongoing

Actions taken for 2008-2009:

Several student workers prepared for the Microsoft Desktop Support Technician Certification.

Evidence of Progress for 2008-2009:

Students are preparing for certification.

Activities planned for 2009-2010:

Implementing this goal has been curtailed due to the freeze on pay raises. Students are taking the certification.

16. University College will invest in technology personnel by implementing individual employee training and certification budgets. The outcome of the goal will be the identification of a new budget to support individual training accounts.

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
       Sub Unit: University College Technology Services
   Time Frame: Ongoing

   Actions taken for 2008-2009:

   No actions were taken due to budget restrictions.

   Evidence of Progress for 2008-2009:

   There is no evidence of progress at this time due to budget restrictions.

   Activities planned for 2009-2010:

   No actions planned due to budget and travel restrictions.

17. University College will allocate funds to support normal operational expenses for programs within the SPAN Division.

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

   Actions taken for 2008-2009:

   A proposed budget was developed. Funding for an academic coordinator was approved, and the position was filled.
A proposed budget was developed. Funding for an academic coordinator was approved, and the position was filled. Research funding for faculty fellowships in support of CAMMHS were awarded.

Evidence of Progress for 2008-2009:

There has been the successful completion of three CAMMHS learning community seminars and funding of research faculty fellowships.

Activities planned for 2009-2010:

There will be continued funding of research faculty fellowships to strengthen partnerships with CAMMHS and IUPUI. There will be an addition of another CAMMHS learning community seminar and funding of instructional teams.

☑️ 18. University College will secure external grant funding for the Student Support Services program for 2010-2015 by preparing a grant proposal for submission.

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

Actions taken for 2008-2009:

Student Support Services staff reviewed the current grant.

Evidence of Progress for 2008-2009:

Data is currently being collected.

Activities planned for 2009-2010:

Student Support Services staff will collect data and begin writing the grant.

☑️ 19. University College will secure external grant funding for the Student Support Services program for 2010-2015 by compiling a four-year report to evaluate the existing program and by scoring maximum points as in 2005.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** Student Support Services  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

Student Support Services staff collected data for the grant.
Evidence of Progress for 2008-2009:

The process of writing the grant is currently in progress.

Activities planned for 2009-2010:

Student Support Services staff completed the final report for the last four years.

20. University College will create a needs-based, two-tiered Gateway Program by creating a grant budget to facilitate the creation of a tiered system in an equitable fashion. The outcome of the goal will be providing resources for course transformation and new Gateway Program initiatives.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

A Common Theme Blogging Grant was awarded for associate faculty. A Chemistry Integration Grant was awarded for CHEM C101 (Keith Anliker and Lin Zao).

Evidence of Progress for 2008-2009:

This grant will be released on October 28, 2009, to the top 15 classes for sophomore collaboration.

Activities planned for 2009-2010:

The Gateway Advisory Board will be consulted regarding future grant opportunities. Grant opportunities will be available for sophomore collaborative initiatives between schools for sophomore classes in the largest enrolling gateway classes (top 15).

21. University College will continue to develop a Gateway to Graduation Program Web site that serves gateway faculty. The outcome of the goal will be an informed gateway faculty who will know about new initiatives and programs.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Completed

Actions taken for 2008-2009:

The new Web site was completed (see https://gateway.uc.iupui.edu).
Evidence of Progress for 2008-2009:

The new Web site was completed (see https://gateway.uc.iupui.edu).

Activities planned for 2009-2010:

There will be an expansion of the Web site that will include tutorials for faculty, along with student testimonials.

22. University College will communicate with staff by publishing the E-Staff News, by using forums and boards, and by sending out brief e-communications. The outcome of the goal will be an array of communication tools that will engage staff and improve unification and commonality.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: DOE
Time Frame: Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

The new communications first debuted in September 2009.

Activities planned for 2009-2010:

This effort debuted in September 2009. University College will continue this effort to communicate with staff by publishing the E-Staff News, by using forums and boards, and by sending out brief e-communications.

23. University College will communicate to students the importance of the work of University College by creating numerous venues of pride. The outcome of the goal will be students who understand the reasons why they are a part of University College.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: DOE
Time Frame: Ongoing

Actions taken for 2008-2009:

There was no action taken.
There is none at this time.

Activities planned for 2009-2010:

The first sweep will begin in October 2009 and be an ongoing effort.

24. University College will communicate to staff and faculty the importance of the work we do. The outcome of the goal will be an informed staff who will become invested in their work and in their outcomes. This will increase our impact toward excellence.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** DOE
**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

Employee profiles started in September 2009 and will continue.

Activities planned for 2009-2010:

Employee profiles began in September 2009. This effort will begin through employee gatherings, Web interaction, Twitter, Facebook, and plasma. Motivational posters will be used to feature our students and successes. Forums will start in early 2010.

25. University College will initiate yearly performance management tools for staff. The outcome of the goal will be employees who understand their strengths and how they align with the University College vision.

**Campus Planning Theme:** Best Practices
**Secondary Goals:**
**Sub Unit:** DOE
**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.
Activities planned for 2009-2010:

Yearly conversations will take place for open dialog and improvement.

26. University College will publish the JUPUI Navigator (student academic planner) online with social networks linked to the planner. An avatar will be part of the piece. The outcome of the goal will be a one-stop location on the Web that will have all the information first-year students need. The presentation will be modern technology that will entertain the student.
   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:** DOE
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

The online *Navigator* was in the planning stage.

Evidence of Progress for 2008-2009:

The online *Navigator* is in progress.

Activities planned for 2009-2010:

The first debut of the online *Navigator* will be March 2010.

27. University College will obtain equipment for an on-location fitness program for students and staff. The outcome of the goal will be the improved health of students and staff. Having equipment easily accessible can only improve mental and physical health.
   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:** DOE
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:
University College should have a vendor in place by 2010.

28. University College will communicate to students, families, faculty, staff, other universities, and businesses of Indiana the importance of an educated workforce and the work of University College by creating communications that constituencies want to use as tools. The outcome of the goal will be a diversified network of communication vehicles necessary to have an outreach affect.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** DOE  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

There was no action taken.

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

There is none at this time.

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**Activities planned for 2009-2010:**

University College will create Twitter and Facebook accounts to support social networking and will share stories and topics related to students and matters facing families and the community. *Indiana Insight* and *FamilyEd* will anchor the efforts with online social technology added to supplement the work.

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29. University College will assess the Gateway to Graduation Program by developing a gateway assessment tool to quantify participation in the program. The outcome of the goal will be information that can be used for assessment of current programming and its effectiveness.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

A survey of all Gateway to Graduation faculty occurred to prepare for summer workshops.

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

Discussions were held with the Center for Teaching and Learning personnel about suitable review tools.

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**Activities planned for 2008-2010:**

A programmatic review will be completed.

30. University College will assess the Gateway to Graduation Program by arranging for focus groups (students and faculty, deans and chairs) to assess effectiveness of the program. The outcome of the goal will be information that can be used for revision and construction of the program.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

The director of the Gateway to Graduation Program has been in discussion with the Center for Teaching and Learning (CTL) staff.

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

This goal is in progress; there is no evidence at this time.

**Activities planned for 2009-2010:**

A collaborative effort by the CTL and University College’s director of assessment will take place.

31. University College will assess the Gateway to Graduation Program by using syllabi and content analysis. The outcome of the goal will be information that can be used for a review of PUL integration and alignment.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

There were discussions with the Center for Teaching and Learning (CTL).

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

A review will be completed and posted on the Gateway to Graduation Program Web site.

**Activities planned for 2009-2010:**

There will be collaborative effort by the CTL and University College’s director of assessment.
32. University College will assess the Gateway to Graduation Program by assessing all programmatic initiatives, including Web seminars, new faculty orientation, monthly coordinator meetings, summer programs, teaching first-year students, retreat presentations, and retreat programs. The outcome of the goal will be a consistent assessment that will allow for a better review of the program.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Gateway to Graduation  
**Time Frame:** Ongoing

### Actions taken for 2008-2009:

The Gateway to Graduation Program participated in the DFW research offered by IMIR.

### Evidence of Progress for 2008-2009:

There has been a decrease in DFWs and an improvement in retention data.

### Activities planned for 2009-2010:

The Gateway to Graduation Program will continue to participate in early warning and DFW reports, including fall-to-fall and spring-to-spring retention.

33. University College will investigate the academic performance of themed learning community (TLC) cohorts successively from the program's inception in 2003 and conduct an analysis of TLC students' GPA beyond the first semester and student retention beyond the first year. The outcome of the goal will be assessment of the impact of TLCs over time.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

### Actions taken for 2008-2009:

Michele Hansen, director of assessment, created a report to look at TLCs over time.

### Evidence of Progress for 2008-2009:

A chart was created by Michele Hansen.

### Activities planned for 2009-2010:

University College will continue to monitor these trends.

34. University College will begin to design and implement scavenger hunt and interviews with sponsored luncheons.
34. University College will begin to develop and implement focus groups and interviews with former themed learning community (TLC) students and TLC instructional team members. The outcome of the goal will be the annual collection of qualitative data to investigate TLC program effectiveness.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: TLC
Time Frame: Ongoing

Actions taken for 2008-2009:

There were discussions regarding the need for qualitative data.

Evidence of Progress for 2008-2009:

There have been meetings to establish protocol and plans for qualitative research. An additional qualitative question was added to the Themed Learning Community Student Feedback Questionnaire.

Activities planned for 2009-2010:

There have been meetings with Michele Hansen and an IMIR graduate assistant to establish a protocol for focus groups.

35. University College will develop committees to provide opportunities for themed learning community (TLC) instructional team members to have a voice in new initiatives and programmatic decisions. The outcome of the goal will increase TLC faculty participation in program administration.

Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit: TLC
Time Frame: Ongoing

Actions taken for 2008-2009:

An open invitation was sent to all TLC instructional team members to join new committees on future initiatives, assessment, and professional development. Committee meetings were held throughout 2008–2009.

Evidence of Progress for 2008-2009:

There is a new Oncourse site. TLC awards and other projects have been implemented as a result of the committee meetings from TLC instructional team members.

Activities planned for 2009-2010:

There is nothing planned at this time.
36. University College will develop and implement software applications that improve the efficiency of themed learning community (TLC) scheduling, enrollment monitoring, and other necessary administrative tasks. The outcome of the goal, with the assistance of technology applications, will increase the efficiency of program administration.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

A new technology system was developed.

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

There is a pilot technology system in place. Staff are working to perfect the system.

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**Activities planned for 2009-2010:**

The new technology system is being tested and adapted. There has been feedback from a variety of campus constituents.

37. University College will arrange the necessary infrastructure to sufficiently support program expansion and improvement of themed learning communities (TLCs). The outcome of the goal will assemble necessary staffing for program expansion and improvement.

**Campus Planning Theme:** Collaboration  
**Secondary Goals:**  
**Sub Unit:** TLC  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

There were no actions taken.

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

This goal is in progress; there is no evidence at this time.

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**Activities planned for 2009-2010:**

The approval for a work-study student is in process.

38. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by implementing the program assessment plan. The outcome of the goal will be data-driven decision making.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: TFCS-SP
Time Frame: Ongoing

Actions taken for 2008-2009:

Twenty-first Century Scholars Success Program staff attended a retreat with the director of Scholar Support Programs and an assistant dean of University College to structure the future of the Scholar Success Program, including preliminary ideas for program assessment.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

No activities are planned for 2009–2010 as the timeline for this goal has been set for 2011–2012 with the hope of acquiring resources to support program data assessment.

39. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by developing an accurate and annual data-reporting structure, including the number of scholars, demographics, retention rates, progress toward degree, etc. The outcome of the goal will be data-driven decision making and evidence for increased program funding.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: TFCS-SP
Time Frame: Ongoing

Actions taken for 2008-2009:

The Twenty-first Century Scholars Success Program staff met with the registrar’s office to discuss the possibility of securing reliable information and data on Twenty-first Century Scholars at IUPUI.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

The director of Scholar Support Programs will be meeting with the assistant director of IMIR to further explore the acquisition of data needs.
40. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by obtaining secure funding to support program operations and mentoring. The outcome of the goal will be operations being clearly defined and aligning resources with priorities.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** TFCS-SP  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

Staff began collecting evaluative information to support future funding.

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

Program staff have identified potential funders as well as created an initial needs statement.

**Activities planned for 2009-2010:**

Twenty-first Century Scholars Success Program staff are continuing to collect evidence of support for future funding as well as starting the grant proposal process. Staff will meet with the director of Scholar Support Programs, an assistant dean, and University College’s grant specialist to discuss the logistics of a grant proposal that will be submitted for future funding.

05. University College will promote research, scholarship, and creative activity to enhance transition to college and continued academic success.

01. University College Assessment will provide opportunities for continuous learning and improvement such as collaboration and professional development. The outcome of the goal will be the assessment team having the knowledge, skills, and abilities essential for designing and implementing quality assessment plans. The University College assessment team will attend and present at national conferences and publish papers in scholarly journals.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** University College Assessment  
**Time Frame:** Ongoing

**Actions taken for 2008-2009:**

In order to ensure that the University College assessment team had the knowledge, skills, and abilities essential for designing and implementing quality assessment plans, weekly team meetings were held to ensure that assessment plans and methods were meeting the needs of stakeholders. The assessment team attended and presented at national conferences (Association of Institutional Research, Assessment Institute, National Learning Communities Conference, and NACADA) and published papers in scholarly journals.

**Evidence of Progress for 2008-2009:**
The University College assessment team has the knowledge, skills, and abilities essential for designing and implementing quality assessment plans. Assessment team members are often invited to meetings to assist with assessment planning and measurement of student learning. Faculty, advisors, administrators, and staff campuswide seek the consultation of University College assessment team members when designing and implementing major initiatives. The assessment team has attended and presented at national conferences (Association of Institutional Research, Assessment Institute, National Learning Communities Conference, and NACADA) and published papers in scholarly journals.

Activities planned for 2009-2010:

In order to ensure that the University College assessment team has the knowledge, skills, and abilities essential for designing and implementing quality assessment plans, weekly team meetings will continue. This collaboration helps to ensure that we are continuously learning from one another. The assessment team will continue to attend and to present at national conferences (Association of Institutional Research, Assessment Institute, National Learning Communities Conference, and NACADA) and to publish papers in scholarly journals.

02. University College will increase success of the IUPUI Mentoring Symposium by: (1) continuing to provide tools and resources for mentors’ professional and personal development, (2) maintaining a diversity of topics to choose from in concurrent sessions, and (3) building partnerships with outside institutions and increasing our attendance and involvement from administrators.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: AA-GW
Time Frame: Ongoing

Actions taken for 2008-2009:

In October 2008, University College created the Mentoring Symposium electronic mailing list with administrators, faculty, and student coordinators from all of the institutions that attended the 2008 event. This has served as an outlet for program staff to discuss best practices and common concerns in their mentoring programs, as well as a planning tool for the following symposium, allowing us to gain outside input and advice. This opened the door for discussion of more outside presenters, increasing the concurrent sessions led by outside schools from one in 2008 to four in 2009 and giving our mentors the opportunity to gain skills from a new perspective.

Evidence of Progress for 2008-2009:

Evaluations are administered after each concurrent session and a general evaluation for the event is administered at the end of the day. Each year it is our goal to average at least four out of five on the quantitative results for all surveys. We also review each qualitative response and use the feedback in the planning of the next event. One of the most evident pieces of progress is the attendance. We have managed to increase the IUPUI attendance each year with more programs providing support for the symposium and making attendance a mandatory part of the mentor scholarship. We have also seen an increase in the past two years of attendance from outside institutions. Those who continue to come each year aid in our progress by providing input in planning and incorporating this event in their own program description, leading to a major growth in partnerships between IUPUI and mentoring programs across the nation.

Activities planned for 2009-2010:
University College will add the new administrators and faculty who attended the 2009 event to the electronic mailing list and begin the ongoing discussion threads for best practices and concerns. We are also planning for the symposium to go national for 2010 and will use these partnerships to create a more enriching experience for our mentors. We hope to succeed by maintaining the attendance of the programs from 2008 and increasing first-time outside attendance, increasing our sessions led by outside institutions by a minimum of three, building partnerships with IUPUI programs to assist in leading sessions, and encouraging faculty and staff who work with mentors to attend the event for them to learn how they can assist in the development of their mentor.

03. University College will develop a stronger profile on campus, locally, and nationally by hosting the National Learning Communities Conference in 2012. The outcome of the goal will be stronger recognition for the city, state, and campus as an anchor school for learning communities.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

There was no action taken.

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

This goal is in progress; there is no evidence at this time.

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**Activities planned for 2009-2010:**

The planning of the conference is in the preliminary stages.

04. University College will develop a stronger profile on campus, locally, and nationally by assisting in hosting the Coalition of Urban and Metropolitan Universities in 2011. The outcome of the goal will be University College managing the journal for the Coalition.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

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**Actions taken for 2008-2009:**

University College continued managing the journal for the Coalition of Urban and Metropolitan Universities.

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

University College managed the journal for the Coalition of Urban and Metropolitan Universities.
Activities planned for 2009-2010:

In order for University College to increase the readership of the journal, the unit will play an increased role in partnering with the Coalition of Urban and Metropolitan Universities and its membership marketing strategies.

05. University College will develop a stronger profile on campus, locally, and statewide by continuing to host the Indiana Access and Success Conference in 2010 through 2012. The outcome of the goal will be stronger linkages statewide.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

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Actions taken for 2008-2009:

There were no actions taken.

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Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

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Activities planned for 2009-2010:

University College will increase attendance and expand the Webinar and Twitter components.

06. University College will continue to offer faculty fellowships as a means of supporting faculty development, engagement, and building a national body of research on best practices and programs for entering students.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** AA-SB

**Time Frame:** Ongoing

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Actions taken for 2008-2009:

Targeted faculty fellowships were offered during 2008–2009. These fellowships focused on increasing engagement with the Nina Scholars program, continuation of online U110 course assessment, continuation of career decision making, and enhancement of the Crispus Attucks Medical Magnet High School (CAMMHS)/IUPUI articulation. A collaborative effort between the academic affairs and academic advising areas identified two fellowships for advisors. In light of fiscal restraints, these fellowships were not awarded. Support was provided for prior faculty fellows to present their findings on an international scope.

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Evidence of Progress for 2008-2009:

There has been a successful completion of faculty fellowship reports and dissemination to appropriate units in University
There has been a successful completion of faculty fellowship reports and dissemination to appropriate units in University College and other forums.

Activities planned for 2009-2010:

University College will increase and will support fellowships as a means to enhance faculty development and support needed research foundations, especially as related to Nina Scholars and CAMMHS.

☑ 07. University College will continue to organize events for faculty development, Graduation to Gateway Program course development, and faculty retreats.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** AA-SB

**Time Frame:** Ongoing

Actions taken for 2008-2009:

Since 1998, University College has held a faculty retreat every semester with a focus on some aspect of student support. Yearly workshops or retreats are held in critical inquiry, themed learning communities, and gateway courses. University College provides enriching opportunities for faculty development and has strengthened the relationship with the Center for Teaching and Learning.

Evidence of Progress for 2008-2009:

There has been a high percentage of University College faculty participation in various committees, retreats, and workshops that focus on student success.

Activities planned for 2009-2010:

Events will continue and will expand for faculty development and student learning with a focus on collaboration among the various programs in University College.

☑ 08. University College will improve fund-raising partnerships and resources by completing the in-kind donation with Best Buy to receive equipment for undergraduates. The outcome of the goal will be an expanded sponsorship and partnership with Best Buy that will support students in University College.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.
Evidence of Progress for 2008-2009:

This goal is still in progress. Best Buy is planning to use IUPUI and University College as a national model for their community plan.

Activities planned for 2009-2010:

Office of Development staff made a presentation to Best Buy executives. University College will close the in-kind, Phase I donation by November 15, 2009. Best Buy will provide, but is not limited to, five 52” LCD screens to replace bulletin boards outside BS 210, will upgrade LCD screens in the Bepko Learning Center, and will provide entering students with a laptop computer. Advisors will be supported by new technology from Best Buy, such as smart phone advising. Best Buy will replace bulletin boards with LCD screens by 2010, will give advisors smart phones by 2010, and will give laptops to entering students by 2011.

09. University College will improve fund-raising partnerships and resources by managing and promoting its first fund-raising event, a golf tournament. The outcome of the goal will be improve recognition by involving sponsorships like the Colts and Pacers to support the event while raising revenue around $15,000 for the first year.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

The 500 Brick Yard Golf Course is a confirmed sponsor at this time.

Activities planned for 2009-2010:

The first golf tournament is being planned for April 2010. This will be an annual event.

10. University College will improve fund-raising partnerships and resources by completing a coupon book for all first-year students to use as an incentive for taking summer courses. The outcome of the goal will be a potential revenue source for vendors and University College. The coupon book will be an incentive for students to promote recruitment and completion.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:
There was no action taken.

Evidence of Progress for 2008-2009:

The project is in the planning stage.

Activities planned for 2009-2010:

The coupon book project has started with an anticipated completion date of August 2010.

☑ 11. University College will improve fund-raising partnerships and resources by working with Spencer Harris and Meijer to increase support by developing a scholarship for African American males. The outcome of the goal will be increased retention and academic success for an underrepresented student population.

**Campus Planning Theme:** Research, Scholarship and Creative Activity  
**Secondary Goals:**  
**Sub Unit:** DOE  
**Time Frame:** Ongoing

Actions taken for 2008-2009:

University College has been working with Spencer Harris and Meijer on this project.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

The work with Spencer Harris and Meijer will continue with an anticipated completion date of 2010.

☑ 12. University College will improve fund-raising partnerships and resources by replacing the unit van with a donated vehicle, which will decrease the use of personal vehicles for business.

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

Actions taken for 2008-2009:

University College made preliminary plans to replace the van.
Evidence of Progress for 2008-2009:

There have been discussions with Best Buy.

Activities planned for 2009-2010:

Best Buy is considering donating one of their “Geek Squad” fleet vehicles or asking a dealership for a donation. Discussions with Best Buy will continue.

☐ 13. University College will improve fund-raising partnerships and resources by inviting Dunkin’ Donuts to sponsor a fund-raising race as a starter motivator in becoming a partner.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

There have been discussions with Dunkin’ Donuts.

Activities planned for 2009-2010:

The Dunkin’ Donuts Corporation is eager to become part of the community and is interested in an event related to students at IUPUI. With a partnership of this nature, revenue could be generated for University College. Negotiations will continue in 2009 with the first event in 2010.

☐ 14. University College will improve fund-raising partnerships and resources by developing partnerships to ease the costs of two anchor magazines: Indiana Insight and FamilyEd. For example, University College could have companies pay for mailing costs. The outcome of the goal will be reduced production costs.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:
This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

The two magazines are negotiating tools for University College to use when asking companies to help with events. University College will ask companies to sponsor exclusive categories and will ask school corporations to sponsor issues. JagTag vendors will be involved.

15. University College will improve fund-raising partnerships and resources by up scaling the Friends project and reaching out to donors and prospects. The outcome of the goal will be donors who are recognized on the campus.

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

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

Specific donors will be highlighted each month online and on a bookmark. Part of the bookmark will have a related side story. The donor will also be highlighted on information boards in Taylor Hall. University College will develop an online donation option for scholarships.

16. University College will improve fund-raising partnerships and resources by increasing and unifying internal campaigns. The outcome will be more staff participation in the campaigns.

   **Campus Planning Theme:** Research, Scholarship and Creative Activity
   **Secondary Goals:**
   **Sub Unit:** DOE
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:
This goal is in progress; there is no evidence at this time.

Activities planned for 2009-2010:

University College will involve lead units with an assigned spokesperson.

17. University College will improve fund-raising partnerships and resources by developing a scholarship with the Colts' Bob Sanders and his foundation.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

There have been discussions with Mr. Sanders and his foundation.

Activities planned for 2009-2010:

There have been discussions with Mr. Sanders, who strongly relates to the mission of University College.

18. University College will improve fund-raising partnerships and resources by making an Avatar-steered video tour of programs. The outcome of the goal will be the ability of donors and prospective donors to engage in the tour on their time, at any time.

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

**Secondary Goals:**

**Sub Unit:** DOE

**Time Frame:** Ongoing

Actions taken for 2008-2009:

There was no action taken.

Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.
Activities planned for 2009-2010:

This goal is in the planning stage. A completion date is expected in 2010.

☐ 19. University College will create a comprehensive career development program by creating and implementing an assessment plan. The outcome of the goal will be continuous improvement and an established basis for self-study and program review.

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

**Secondary Goals:**

**Sub Unit:** Academic and Career Development

**Time Frame:** Ongoing

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Actions taken for 2008-2009:

University College gathered assessment plan information from career professionals throughout central Indiana and met with an expert in success programs, Paul Gore, during a two-day retreat to begin the creation of an assessment plan. University College also piloted the assessment of individual sessions with regard to student’s understanding of services and resources before and after meeting with a career counselor.

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Evidence of Progress for 2008-2009:

This goal is in progress; there is no evidence at this time.

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Activities planned for 2009-2010:

University College will establish a basis for all career programs and services through the development of learning outcomes and will identify programs and services to create, to grow, or to discontinue.

☐ 20. University College will create a comprehensive career development program by developing a marketing plan to identify roles and services in career development for campus and students. The outcome of the goal will be the creation of a stronger demand for programs and services.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** Academic and Career Development

**Time Frame:** Ongoing

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Actions taken for 2008-2009:

Staff in career development and technology worked to redesign the Web site. Career development services were promoted on campus through “Career Conversations in the Café,” which is located in the campus bookstore. University College continued active participation on the IUPUI Career Services Council, which allows for the communication of our services to other career professionals on campus. University College staff participated in the first campuswide fall Career Week through the facilitation of workshops and our Major/Career Exploration Day event.

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Evidence of Progress for 2008-2009:
There has been an increase in individual appointments this fall compared to last year at this time.

Activities planned for 2009-2010:

University College will continue to promote our career development services on campus through “Career Conversations in the Café,” will continue active participation on the IUPUI Career Services Council, will create a brand for the office, and will produce a package of publications to include brochures, posters, a display board, and flyers. University College will collaborate with schools and student groups in the promotion of services and programs and will consistently promote career services and programs across campus through Jag TVs, bulletin boards, A-frames, electronic mailing lists, and Web sites.

21. University College will create a branded and comprehensive program to support Twenty-first Century Scholars by determining a program name and marketing plan. The outcome of the goal will be improved identity and program affiliation for students.

   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** TFCS-SP  
   **Time Frame:** Ongoing

Actions taken for 2008-2009:

“Jaguar Journey” was selected as the program name.

Evidence of Progress for 2008-2009:

Staff met with and will continue to meet with other stakeholders to develop marketing strategies. A brochure and marketing materials are in the design process. A two-page flyer will be produced by the end of November 2009.

Activities planned for 2009-2010:

Twenty-first Century Scholars Success Program staff have met with and will continue to meet with other stakeholders to develop marketing strategies. A brochure and marketing materials are in the design process. A two-page flyer will be produced by the end of November 2009.

Fiscal Health

Reallocation Plan

Other Question(s)