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 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 2009-2010:

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. New faculty were identified for appointment to the ranks of University College faculty (senior and adjunct). The University College dean, in consultation with the Executive Committee, approved the new faculty appointments. In the fall of 2010, a University College faculty retreat was conducted with many of the new faculty participating.

Evidence of Progress for 2009-2010:

University College faculty continue to be appointed or reappointed with representation from all schools and key units.

Activities planned for 2010-2011:

University College will continue recruiting faculty from undergraduate schools. There will be increased involvement of faculty with the governance of University College with a key focus on the role of senior faculty. We also seek ways to encourage University College faculty to report about their work to their home units.

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 2009-2010:

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. The template revision was completed in May 2010. In addition, this committee approved a new course (UCOL-U 200) and assisted in the professional development of the PUL evaluation.
Joint lecturers were reappointed or appointed in communication studies, English, education, biology, and mathematics. A new joint appointment between University College and English was created. For many of the joint lecturers, letters in support of their contributions were sent to their respective school units for inclusion in the faculty review process. The associate dean served on the annual faculty review for the joint University College–School of Education faculty position.

Evidence of Progress for 2009-2010:

University College lecturers teach numerous sections of learning communities each year and are active on committees along with student programs.

Activities planned for 2010-2011:

University College will continue to focus on assessment of student learning outcomes and oversight of 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 2009-2010:

The Gateway to Graduation Program investigated the addition of a RSVP and survey function to the website that tracks attendance and survey results to keep data in one place.

Evidence of Progress for 2009-2010:

There was increased attendance at professional development events and the retreat, and increased participation in Communities of Practice, gateway sub-groups, and committees.

Activities planned for 2010-2011:

A retreat and professional development opportunities will be offered to all gateway faculty (approximately 500). Professional development opportunities will be co-sponsored with the Center for Teaching and Learning. A Gateway to Graduation Program brochure and calendar will be created and delivered electronically and in print form.

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

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**
Secondary Goals:
Sub Unit: Academic and Career Development
Time Frame: Ongoing

Actions taken for 2009-2010:

University College continued implementation of the e-PDP in first-year seminars, reaching about 80% of all beginning students.

Evidence of Progress for 2009-2010:

Approximately 80% of all first-year seminars are using the e-PDP in some form.

Activities planned for 2010-2011:

University College will focus on increasing utilization of the e-PDP in first-year seminars in the School of Science and Kelley School of Business.

☐ 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 2009-2010:

Academic and Career Development (ACD) coordinated a campus committee to utilize e-portfolio software to move to an electronic form of the PDP and reconceptualized the PDP, including learning outcomes, reflection prompts, and assessment rubrics. ACD also conducted a weeklong summer institute with faculty participating in an “e-PDP” pilot.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

Academic and Career Development will conduct a pilot of the PDP in e-port in 12 sections of the first-year seminar and will establish a campus committee to develop strategies for extending use of the PDP beyond the first semester of enrollment.

☐ 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.
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 2009-2010:**

No assessment of the PDP was done in this time frame; focus was on developing the PDP in the e-portfolio.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**

University College will develop rubrics for assessment of individual PDPs to allow for assessment of achievement of stated learning outcomes across first-year seminar sections. Questions will be added about the PDP to the UCOL-U 110 course evaluation. University College is developing a survey for students participating in the e-PDP pilot to assess the student experience with the PDP in an electronic format.

---

**Exercise 07.** 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 2009-2010:**

University College has studied the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several reports were produced examining how various high-impact interventions impact students from diverse backgrounds. Several questions were added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty.

---

**Evidence of Progress for 2009-2010:**

University College serves approximately 800 African American students each year. In the past few years, IUPUI has embarked on a national trend, offering a myriad of first-year experience opportunities (e.g., first-year seminars, themed learning communities, summer bridge programs, peer mentoring programs) to assist with the transition to college. The findings of a comprehensive, multifaceted assessment showed that in general, students participating in one or more of these experiences were retained into the second year of IUPUI at higher rates and had higher GPAs than their peers.
who did not participate in interventions. The one-year retention rate for African American first-time, full-time undergraduate students has notably increased over the past 10 years, going from 54% for the 1998 cohort to 73% for the 2008 cohort. A 20% increase in student retention is a rare accomplishment in higher education. While much work still needs to be done to improve our students’ graduation rates, the graduation rates for all students as well as African American students have shown remarkable improvements over the past five years. The graduation rate for the African American students in the 1998 cohort was just 14%, while the graduation rate for African American students in the 2003 cohort was 24% (based on IU official rates 150% of time and denoted as the 6-year graduation rate). A number of University College academic programs and services have been designed to promote higher levels of student success for African American students such as peer mentoring, holistic advising, Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS) programs, an African American perspectives themed learning community, Student Support Services, first-year seminars, and summer bridge programs. Students participating in the African American perspectives themed learning community had a retention rate of 80%. A total of 50 African American students participated in the Summer Bridge Program; their one-year retention rate was 86%.

Activities planned for 2010-2011:

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 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 Success 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 2009-2010:

University College, with the support of Dean Sukhatme, was able to secure $50,000 in scholarship support to increase the number of Summer Bridge Program participants from low-income and underrepresented student populations. A July 2 priority registration date was set for those students. The University College director for the Office of Student Success made personal contact with all potential scholarship winners, inviting them to participate in the Summer Bridge Program, and if they confirmed their decision to participate in the program, a place was reserved for them. Diversity Initiative Grants ($50 to $1,500) were awarded to 56 students who successfully completed the 2009 Summer Bridge Program.

Evidence of Progress for 2009-2010:

At this date, approximately 40 students have accepted one of the scholarships associated with the $50,000 awards and will participate in the Summer Bridge Program for 2010. We anticipate another 10 students will be added to the
The Diversity Initiative Grants helped increase the participation of underrepresented students in the IUPUI Summer Bridge Program in 2009. The percentage of participation from African American students rose from 13% in 2008 to 16% in summer 2009. The Hispanic/Latino participation rose from 1% to 4%.

Activities planned for 2010-2011:

The University College director for the Office of Student Success has planned special after-bridge-hours programming for all Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS) participants. It is expected that all of the scholarship award winners will participate in the activities during the two weeks of the Summer Bridge Program.

University College will provide leadership in the ongoing development and improvement of the IUPUI Summer 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. In addition, 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 2009-2010:

Scholarship awards were secured to increase the enrollment in the Summer Bridge Program from underrepresented student populations. In addition, a priority registration date was established for those students, and seats were held for them until July 2, 2010, to help ensure their participation. Individual invitation letters were also sent to students. The SAAB and SAAS chapters provided additional programming for African American students who participated in the two-week Summer Bridge Program.

Evidence of Progress for 2009-2010:

Diversity Initiative Grants ($50 to $1,500) were awarded to 56 students for 2009. The grants helped increase the participation of underrepresented students in the IUPUI Summer Bridge Program. The percentage of participation from African American students rose from 13% in 2008 to 16% in summer 2009. The Hispanic/Latino participation rose from 1% to 4%.

There were 434 students who participated in the 2010 Summer Bridge Program. The following schools or units sponsored sections: University College (117 students), School of Nursing (70 students), School of Science (68 students), School of Engineering and Technology (47 students), School of Liberal Arts (44 students), School of Education (24 students), School of Public and Environmental Affairs (24 students), Kelley School of Business (20 students), and School of Dentistry (20 students).

Activities planned for 2010-2011:

We plan to continue offering the incentive scholarships, utilizing the priority Summer Bridge Program registration date.
sending special invitation letters, and providing support for African American students through the SAAB and SAAS programs.

10. University College will provide leadership in the ongoing development and improvement of the IUPUI Summer 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 2009-2010:**

Assessment reports on GPAs, retention, and comparisons between bridge sections will be developed over the next few months. Student evaluations have been collected and analyzed.

---

**Evidence of Progress for 2009-2010:**

The Summer Bridge Program continues to indicate a high level of student satisfaction (98% of bridge participants in 2010 reported that they would recommend the program to a friend). Bridge students tend to make higher GPAs and are retained at a higher rate, especially if they are enrolled in a themed learning community linked to a summer bridge section.

---

**Activities planned for 2010-2011:**

There are no plans to change the assessment processes for 2010–2011.

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 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 2009-2010:**

A proposal for funding to create a financial literacy center at IUPUI was advanced to the US Congress this summer and awaits further action.

---

**Evidence of Progress for 2009-2010:**

The proposal for a financial literacy center has also attracted the attention of a local congressman, Representative Andre Carson.
Activities planned for 2010-2011:

Future activities depend on the success of the congressional proposal.

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 website, 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 2009-2010:

Dean Jane Luzar, Honors College, replaced Frank Ross as the co-director with Gayle Williams of the IUPUI Common Theme Project. The Steering Committee membership was expanded, and a community outreach subcommittee was established to ensure greater participation of the local community in common theme activities.

We are in the second year of the 2009–2011 common theme, “Consuming Well for the Wealth of Communities from IUPUI to the World.” The book selected to support the theme for 2010–2011 is *No Impact Man*, and the author, Colin Beavan, will make a presentation in the Campus Center on November 10 that will be open to the IUPUI students, faculty, and staff. Members of the local community will also be encouraged to attend. Beavan will do a book signing and will also meet with student leaders at a breakfast scheduled for November 11. In addition, the common theme project is sponsoring a No Impact Week, which begins October 4. The No Impact Week is a national project, and IUPUI was invited to participate. Special activities are planned for each day of the week in order to encourage everyone to try and lessen his or her carbon footprint.

Evidence of Progress for 2009-2010:

A number of schools and units have created green teams in support of sustainability efforts. We hope that at least 50 people will agree to participate fully in the No Impact Week events by trying to be “dark green,” and we expect a lot of others will be “light green” participants.

Activities planned for 2010-2011:

A team of 10 undergraduates, sponsored by academic schools and units, will be attending the AASHE conference on sustainability October 10–12, 2010. The AASHE organization offers a special track at the conference for college students. The student team will play a leadership role in sponsoring Earth Day at IUPUI in April 2011.

A new faculty fellow, Kathleen Hanna, and a new theme, tentatively titled “The Power of New Ideas,” were selected for the 2011–2012 academic years. A book to support the 2011–2012 academic year will be chosen soon.
13. University College will continue to develop a Gateway to Graduation Program website 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:** AA-GW  
**Time Frame:** Ongoing

**Actions taken for 2009-2010:**

A website was created with collaboration and technical help from University College Technology Services (UCTS) using DotNetNuke. Gateway videos and blogs were created with cooperation from UCTS and gateway faculty and students.

**Evidence of Progress for 2009-2010:**

A survey of gateway faculty was completed.

**Activities planned for 2010-2011:**

The Gateway to Graduation website will be converted to Jag 4.0. The gateway videos will continue, and a gateway faculty blog site will be added.

14. 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

**Actions taken for 2009-2010:**

There was an increase in sponsorships that allowed the event to expand with more student-centered activities. There were tiered participatory rewards.

**Evidence of Progress for 2009-2010:**

There has been an increase in attendance with favorable results from focus groups.

**Activities planned for 2010-2011:**

The IUPUI New Student Welcome is a themed-based event that allows direct related connections.
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. The outcome of the goal will be a clear understanding of the work-study process and contact staff members for all work-study processes at IUPUI.

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

**Actions taken for 2009-2010:**

The final touches were put on the contact/task list for all work-study processes. This list includes the contact name/office and tasks completed by person/office.

**Evidence of Progress for 2009-2010:**

The following processes relating to federal work-study have been mapped: 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 timesheet, late timesheets, activation of FWS awards, audit report, and student earnings report.

**Activities planned for 2010-2011:**

Touch-base meetings are planned for once a semester in order to stay abreast of small changes to the various processes.

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 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 2009-2010:**

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

**Evidence of Progress for 2009-2010:**

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 2010-2011:

Monthly meetings will continue throughout the 2010–2011 academic year to increase collaborations and to strengthen relationships.

☑ 17. 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 2009-2010:

There was a continued development of the Skills Bridge Program on the student side of the process. Skills Bridge Program sessions were offered through Human Resources Administration for participants to gain insight and knowledge about the presentation of the work-academic linkage that is used already through the development of an organized curriculum. Connections were made with student employee supervisors through ongoing training offered by HRMS. The curriculum for students was developed in Oncourse.

---

Evidence of Progress for 2009-2010:

Students and staff who have been introduced to the Oncourse Skills Bridge Program module seem excited and understand the purpose in the completion of such a process. The model is being presented at the National Student Employment Association in Cincinnati, Ohio, in October 2010.

---

Activities planned for 2010-2011:

A testing phase with student staff in the Office of Academic and Career Development is ongoing. Testing will broaden to another academic unit for spring semester 2011 with a live push to the entire campus scheduled for fall 2011.

☑ 18. 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 2009-2010:

A module, developed for faculty and staff who work with learning communities, was distributed. The module stresses the use of part-time employment to enhance students’ career paths through the use of transferrable and directly related professional strength areas.
Evidence of Progress for 2009-2010:

Initial feedback from the learning module has been positive. While there may not yet be widespread usage, the continued verbiage of utilizing part-time employment as a mechanism to future career paths is continuing to grow.

Activities planned for 2010-2011:

The presentation “Making Your Part-Time Job Work for You” was developed for the classroom and for Fall Career Week. The presentation is designed to focus on purposeful part-time employment, the knowledge of skills needed for a chosen career path, skills that are attainable in a part-time position, how to discuss these needs with a supervisor, and when to change positions to better enhance a growing resume.

☒ 19. 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 2009-2010:

Student Employment 101, 201, and 301 is offered through the Human Resources Administration office for supervisors of student employees. These programs are offered to provide support and information for student employee supervisors on various topics and levels including the Skills Bridge purpose of academically linking student job skills with professional development goals.

Evidence of Progress for 2009-2010:

Attendance at the existing Skills Bridge sessions through Human Resources Administration continues to increase, 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 2010-2011:

Student Employment 301 has been restructured to align with the student Oncourse Skills Bridge module beginning fall 2010. During the testing phase of the student employees in the Skills Bridge Program, supervisors of the student employees are also being asked for feedback in order to simplify and streamline the process in Oncourse.

☒ 20. 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 2009-2010:**

The development of a strategic plan provided structured use of the CTE grant monies to market student employment as an additional key to retention at IUPUI. New materials were published to market and to brand the purpose and vision of the Office of Student Employment. These materials were distributed at orientation to parents and students and at the Student Employment Experience Fair. The rebranding of JagJobs was also done through the distribution and purchase of giveaways ranging from sticky notes, highlighters, pens, etc. to students.

---

**Evidence of Progress for 2009-2010:**

The parent newsletter was well received at orientation sessions and has generated discussion about the purpose of student employment beyond supplemental income for expenses. A mailing sent to all first-year, full-time students who were awarded work-study greatly increased the number of students signing up for JagJobs accounts in July and August.

---

**Activities planned for 2010-2011:**

The continued rebranding of JagJobs as a resource tool for students other than a job search site will continue. Four peer assistants have been trained to offer one-on-one assistance with students for JagJobs tutorials and how to begin a basic job search. Their training included how to engage students in a conversation about the purpose of student employment to enhance their skills needed for a chosen career path.

☑️ 21. 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 increase on-campus student employment.

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

**Actions taken for 2009-2010:**

There was 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.

---

**Evidence of Progress for 2009-2010:**
The student employment consultant has been attempting to increase the number of departments that hire on-campus hourly and work-study students. It appears that there will be little increase over the past year, possibly stemming from the tight fiscal situations in many departments. The creation of the Student Employment Task Force has been a solid step toward increasing on-campus student employment as a means of retention.

Activities planned for 2010-2011:

The Student Employment Task Force will continue to meet through the fall 2010 semester and will provide recommendations to Executive Vice Chancellor and Dean of the Faculties Uday Sukhatme. These recommendations could be critical in the increase of on-campus student positions.

☑️ 22. 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

Actions taken for 2009-2010:

Academic and Career Development (ACD) continued to clarify program roles and develop new programs. ACD also enhanced monthly reporting to be able to track the impact of programs and groups of students with low service levels.

Evidence of Progress for 2009-2010:

Student employment programs to be funded through the CTE grant versus Career Center account were identified. A complete CTE grant budget for 2009–2010 was submitted. The externship program received three grants to support efforts indicating potential for outside resources.

Activities planned for 2010-2011:

Each program coordinator will develop a program budget to submit for inclusion in overall career funds. Program budgets will be rolled into an overall budget for student employment and career development.

☑️ 23. University College will increase faculty development opportunities for the Gateway to Graduation Program by developing orientation programs for gateway course coordinators to use with gateway faculty. The outcome of the goal will be an increased awareness of all-campus programs (i.e., RISE and student affairs).

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

Actions taken for 2009-2010:
The Gateway to Graduation Program retreat had an emphasis on student support services.

Evidence of Progress for 2009-2010:

Gateway faculty have been using the template. There has been sponsorship of partnered programs with the School of Medicine.

Activities planned for 2010-2011:

The Gateway to Graduation Program is forging a new partnership with School of Medicine Office of Professional Development. A gateway representative will work in the Center for Teaching and Learning on a standardized orientation template.

☐ 24. University College will assess components of the Themed Learning Communities (TLC) program, including partnerships with the Summer 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 2009-2010:

TLC staff met with the Center for Service Learning assessment specialist to discuss future collaborations. There was increased attention in TLC assessment to the impact of combined initiatives.

Evidence of Progress for 2009-2010:

Many reports and presentations examine the positive impact of TLCs, the Summer Bridge Program, and the combination of both initiatives.

Activities planned for 2010-2011:

TLC staff will continue to research the impact of multiple initiatives.

☐ 25. 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 2009-2010:

The 2009 TLCs represented a 10% increase, in line with the stated goal.

Evidence of Progress for 2009-2010:

The TLC program is steadily serving more students, however, further growth will require more resources to support the program.

Activities planned for 2010-2011:

There will be a continuation of effort to secure funding and staffing so that the program expansion can successfully be supported.

26. 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 2009-2010:

A second-semester TLC debuted in the School of Liberal Arts. Funding was secured for spring semester reunions for each fall-semester TLC.

Evidence of Progress for 2009-2010:

There is a second-semester TLC in the School of Liberal Arts, and another is planned for the Herron School of Art and Design. Spring semester reunions are held for each fall-semester TLC.

Activities planned for 2010-2011:

A second-semester TLC is planned in the Herron School of Art and Design. TLC staff continue to work to secure funding and staffing so that the program expansion can successfully be supported.

27. 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 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: Ongoing

Actions taken for 2009-2010:

Representatives from RISE initiatives participated in a series of meetings that resulted in new materials for TLC faculty. The TLC faculty handbook now contains a specific section dedicated to each component of RISE.

Evidence of Progress for 2009-2010:

The TLC faculty handbook has RISE sections. The TLC curricular planning retreat agenda includes information about RISE. TLC staff are continuing to work to secure funding and staffing so that the program expansion can successfully be supported.

Activities planned for 2010-2011:

The director of TLCs is currently working with a RISE presentation committee to facilitate learning communities.

☑ 28. 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 2009-2010:

A proposal was submitted to advocate for faculty funding. A survey of TLC faculty was administered to identify preferences and need for support.

Evidence of Progress for 2009-2010:

All TLC faculty will receive funding to support their work.

Activities planned for 2010-2011:

All TLC faculty will have access to funding to support their professional development. TLC staff will continue to update
All TLC faculty will have access to funding to support their professional development. TLC staff will continue to work to secure funding and staffing so that the program expansion can successfully be supported.

29. 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 2009-2010:**

Academic and Career Development created a second draft of learning outcomes based on feedback from the director of assessment.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**

Academic and Career Development will request feedback from the director of assessment on the second draft and will make any necessary revisions.

30. 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:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** Academic and Career Development  
**Time Frame:** Ongoing

---

**Actions taken for 2009-2010:**

Academic and Career Development (ACD) created a second draft of learning outcomes based on feedback from the director of assessment.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**
ACD will request feedback from the director of assessment on the second draft and will make any necessary revisions. Current programs and services will be matched to learning outcomes in order to identify those we need to create, to grow, or to discontinue.

31. 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:** Ongoing

Actions taken for 2009-2010:

Students completed surveys and participated in informal focus groups in which the Inside-Out course was discussed and evaluated. The director met with Dr. Jarjoura to discuss student views and preferences.

Evidence of Progress for 2009-2010:

Student feedback will again be solicited for formative evaluation purposes. In addition to the changes above, the director and Dr. Jarjoura will meet to discuss feedback and the transition to the director teaching the course in fall 2011.

Activities planned for 2010-2011:

As a result of student feedback, the Inside-Out course was changed from 3 to 2 credit hours and will meet for 10 weeks only. The Inside-Out course was also de-linked from the Critical Inquiry course, which will now be taught in the spring semester.

32. 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:** Ongoing

Actions taken for 2009-2010:

One student was not able to take the Inside-Out course in 2009–2010 due to being on leave from a position as a corrections officer which prohibits “fraternization” with incarcerated individuals as well as those on parole. She was able, however, to participate in the Critical Inquiry course, cohort 9 workshops, all scholars meetings, community service, and cultural events.

Evidence of Progress for 2009-2010:
Scholar Support Programs staff are working with scholars on an individual basis to ensure full participation and cohort cohesion and to be sure that learning outcomes are met.

Activities planned for 2010-2011:

All of cohort 10 scholars are able to participate in all of cohort 10 activities to date, including the Inside-Out course.

33. University College will establish 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

Evidence of Progress for 2009-2010:

Scholars will participate in the University College externship program coordinated by Angie Carlen. Three workshops have been scheduled as well as a final reflection and capstone meeting.

Activities planned for 2010-2011:

After reviewing priorities and resources, it was determined that the program would establish formal programming for second-year scholars that focuses on students participating in externships, learning about RISE opportunities, doing informational interviews with RISE representatives, and learning about developing professional networks.

34. 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:** Ongoing

Actions taken 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. Karen Black and the director met monthly through 2009–2010 to develop an assessment plan for Nina Scholars.
Evidence of Progress for 2009-2010:

A Nina Scholars assessment plan that delineates goals, objectives, activities, and evaluation methods was completed in September 2010. The full report from Karen Black that will include guidance for successfully implementing the plan is forthcoming.

Activities planned for 2010-2011:

The director and Karen Black continued to meet monthly and finalized the assessment plan in September 2010.

☑ 35. 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 2009-2010:

Twenty-first Century Scholar Success Program staff assisted students in forming a student organization, Scholars Helping Scholars, which was created to assist the TFCS Central Indiana Support Site with their pre-college initiatives and campus and community service projects. The following activities took place during the academic year and summer months: Adopt a Christmas Family, Bone Marrow Drive with over 150 people registered as bone marrow donors, Race for the Cure Breast Cancer Walk, pre-college initiatives which served over 1,000 TFCS students in middle and high schools through school visits, IUPUI Campus Day events, and individual information events.

Evidence of Progress for 2009-2010:

The Twenty-first Century Scholars Success Program’s Scholars Helping Scholars student organization is a university-recognized organization. Scholars Helping Scholars has planned a myriad of activities for the current academic year.

Activities planned for 2010-2011:

The Twenty-first Century Scholar Success Program will continue activities and services provided during the previous year.

☑ 36. 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 2009-2010:

The Twenty-first Century Scholars Success Program utilized GPAs as the indicator to assessment learning, specifically, GPAs of students participating in mentoring and Summer Bridge Program.

Evidence of Progress for 2009-2010:

The fall 2009 Twenty-first Century Scholar students participating in the mentoring program achieved an average fall GPA of 2.85, and scholars who participated in the Summer Bridge and Mentoring Program had an average fall GPA of 2.91.

Activities planned for 2010-2011:

The Twenty-first Century Scholars Success Program is in the process of developing learning outcomes for students participating in the mentoring program. The identification of learning outcomes will better position the program to identify gaps and weaknesses in services and to implement educational supports and services to eliminate gaps.

☑ 37. The Twenty-first Century Scholars Success Program will support and provide opportunities for participation in events that foster cultural awareness and promote multicultural competency.

**Campus Planning Theme:** Campus Climate for Diversity  
**Secondary Goals:**  
**Sub Unit:** TFCS-SP  
**Time Frame:** Completed

Actions taken for 2009-2010:

Students in the peer mentoring program were required to participate in one activity per month that included campus and community engagement activities. Students participated in programs such as the Olaniyan Scholars Program, Asian Students United, and the African Student Association.

Evidence of Progress for 2009-2010:

The Twenty-first Century Scholars Success Program will track progress for the activities planned above.

Activities planned for 2010-2011:

The Twenty-first Century Scholars Success Program will make available to students a calendar of opportunities for participation in campus and community diversity activities. Program staff will collaborate with the Multicultural Success Center on programming for Twenty-first Century Scholars.

☑ 38. The Twenty-first Century Scholars Success Program will strengthen retention efforts through activities and programs providing increased opportunities for diverse populations to meet each other in academic, co-curricular, and social activities
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: TFCS-SP
Time Frame: Completed

Actions taken for 2009-2010:

The Twenty-first Century Scholars Success Program worked with the Scholars Helping Scholars student organization to engage a diverse pool of students in university and community activities.

Evidence of Progress for 2009-2010:

Staff will evaluate the program in the spring.

Activities planned for 2010-2011:

The Twenty-first Century Scholars Success Program will develop brown bag luncheons for students, faculty, and staff to engage in dialogue on key diversity issues. The program will also promote scholarship, research, and service programs that support diversity.

Orientation Services will provide training for leaders and mentors in all areas of diversity, including learning style, gender, class, age, abilities, sexual orientation, and ethnicity as they relate it to their own development, the understanding of others, and the services they provide as mentors. These training programs take place through intentional activities, small group discussions, conversations generated by students' reflections as recorded in journals, panel discussions, and formal training sessions in their components and in their mentor education courses.

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

Actions taken for 2009-2010:

Activities and learning objectives were reviewed, and new initiatives were created. Orientation Services requested that new features be added to the reservation system for administrative functionality. A beta version of JAG 4.0, the pre-online, student services system, was attempted.

Evidence of Progress for 2009-2010:

Mentors and leaders show a stronger ability to perform their duties. Their training provides them with the skills and knowledge to handle a wider variety of situations. In addition, from the training, the mentors and leaders are overseeing more of the training and workshops in their first-year seminar sections and campus roles.

Activities planned for 2010-2011:
Similar initiatives are planned for this year. Specific attention will be given to the review of the feedback from assessments. Additional efforts will be made to connect with new materials. A team will reconvene to plan the next steps and to determine the learning objectives and necessary budget.

40. University College will increase the number of students from underrepresented populations who enroll in and graduate from health-related academic programs.

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

**Actions taken for 2009-2010:**

The Special Programs for Academic Nurturing (SPAN) Division provided the opportunity for academically, technologically, and artistically high ability secondary students to enroll in actual college courses alongside regular college students at the IUPUI campus. Through SPAN, participants earned both high school and college credits simultaneously (dual credit). The SPAN Division Early College Entrance Programs offered innovative educational choices that respond to the unique interests and talents of students, celebrate cultural and ethnic diversity, and foster student achievement.

**Evidence of Progress for 2009-2010:**

SPAN Division oversees the Crispus Attucks Medical Magnet High School (CAMMHS)/IUPUI Early College Program. In April 2007, a formal collaboration was formed between IUPUI and Indianapolis Public School’s Crispus Attucks Medical Magnet High School to establish an early college program in order to increase the number of students from underrepresented populations in health-related academic programs and to create a pathway for the students to matriculate to IUPUI. In July 2007, legislation was passed by the State of Indiana which stipulated that state educational institutions shall waive tuition for high school students who qualify for free or reduced lunch and are accepted for admission into early college programs. This legislation presented an unanticipated financial dilemma for IUPUI in terms of covering the cost for tuition for eligible CAMMHS students, given that the majority of the students meet the criteria for free or reduced lunch. Under the early college program, IUPUI will cover the cost of tuition for up to 17 credit hours per eligible student; research on successful early college programs supports 17 credit hours as the threshold for successful college graduation. CAMMHS completed its pilot year at IUPUI during 2008–2009 with 23 CAMMHS students completing a total of 112 credit hours. 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 2010-2011:**

Activities will continue from the previous year.

41. University College will increase the number of students from underrepresented populations who enroll and graduate in academic programs offered at IUPUI by offering the Take6 Program for eligible students.

**Campus Planning Theme:** Campus Climate for Diversity
**Secondary Goals:**
**Sub Unit:** SPAN
**Time Frame:** Ongoing
Actions taken for 2009-2010:

The TAKE6 Program is a university-funded initiative that provides the opportunity for a limited number of academically eligible high school juniors and seniors who qualify for free and reduced lunches to enroll in up to six credit hours at IUPUI tuition free. Participants are able to earn dual credits for both high school and college at the same time, graduate early from high school and/or college, demonstrate academic competence at a collegiate level, discuss academic future and career plans with SPAN advisor and counselor, enroll in 100- and 200-level college courses, get to know other students interested in their particular career/professional field, interact with knowledgeable faculty, and earn full college credit through an early college program.

Evidence of Progress for 2009-2010:

Thirty Take6 scholarship awards are presented each academic year.

Activities planned for 2010-2011:

Actions will continue from the previous year.

☑ 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 2009-2010:

Students who took a gateway course the previous semester were sent out e-mails through a marketing service (Constant Contact) to recruit them as possible tutors for the current semester.

Evidence of Progress for 2009-2010:

About 57% of the gateway courses were covered by a tutor in the database, and 76% of students using the Tutoring Referral Service were placed with a tutor. There was also an 87% increase in the number of tutors available in the database.

Activities planned for 2010-2011:
The Bepko Learning Center will continue to utilize a proactive approach in recruiting tutors for the database, plus we had enlisted the use of an online Facebook application that allows tutors to market themselves and set up appointments online so there is very little phone tag involved in the process.

02. 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

---

**Actions taken for 2009-2010:**

Onsite trainings were conducted by staff; but an online training method was adapted as well. Students who could not make it in to the center to participate in the onsite training were given the option to participate in the online training.

---

**Evidence of Progress for 2009-2010:**

With the implementation of the online tutoring system (Tutor Matching Service), students have the ability to rate their tutors on a four-star rating system. The assistant director for tutorial support will monitor tutor ratings to gauge the preparedness of the tutor. Since students are required to fill out a rating sheet after each session, there should be a very good response rate.

---

**Activities planned for 2010-2011:**

Both onsite and online trainings will be conducted during the current academic year.

03. 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

---

**Actions taken for 2009-2010:**

Several meetings with the Office for Veterans and Military Personnel (OVMP) have taken place to make sure we are increasing our efforts to connect with student veterans. When students are referred to the Bepko Learning Center from the OVMP, we follow up with office personnel to make sure all the correct paperwork has been received and to ensure the student is being served in the most expedient way.

---

**Evidence of Progress for 2009-2010:**
We will work with the OVMP to send out surveys to students who have utilized the Tutor Matching Service to determine effectiveness.

Activities planned for 2010-2011:

The OVMP staff have been introduced to the Tutor Matching Service, and they will use it to connect veterans with tutors this semester.

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 2009-2010:

Most of the efforts in this project have been devoted to laying out a plan or story board. A computer template of the project was developed so that others could visualize the possibilities.

Evidence of Progress for 2009-2010:

There is no progress to report at this time.

Activities planned for 2010-2011:

The work continues in determining what will be the best option for University College to adopt, given limited resources. Once that decision is made, a budget will be presented to the University College dean.

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 University College 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.

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

Actions taken for 2009-2010:
University College has developed an online PDP using portfolio technology to address requests to make the PDP more portable and accessible across the college experience, reconfigured structure and reflection prompts to promote deeper thinking and more critical reflection, developed a more robust section of the PDP on career goals and planning, and conducted a one-week faculty development institute to help faculty make the PDP a more integral part of the first-year experience course.

Evidence of Progress for 2009-2010:

University College has developed an online PDP using portfolio technology to address requests to make the PDP more portable and accessible across the college experience, reconfigured structure and reflection prompts to promote deeper thinking and more critical reflection, developed a more robust section of the PDP on career goals and planning, and conducted a one-week faculty development institute to help faculty make the PDP a more integral part of the first-year experience course.

The results of the quantitative analysis of the survey indicate that, on average, the students do agree that they are achieving the learning outcomes set by this program. For instance, the average score for all questions related to learning outcomes was 3.96, with a score of 4.0 indicating that the student agreed. The outcomes most supported in the survey were self-assessment and exploration. The outcomes less supported were goal setting and planning. The questions regarding sustainability were rated lower by students, but still generally agreed upon. This mirrors the results of the focus groups in which both faculty and advisors felt the students were not seeing the PDP as a long-term tool. This is a potential area for improvement.

University College conducted a thorough assessment of the learning outcomes of the PDP with students who completed a PDP in a fall 2008 first-year seminar. Assessment was conducted through a student survey as well as content analysis of a random sample of PDPs. In addition, focus groups were held with faculty and advisors in first-year seminars to discover opportunities and challenges associated with the implementation of the PDP as part of the first-year seminar curriculum.

Quantitative analyses of GPAs and retention based on institutional data records for students enrolled in first-year seminars that required a PDP compared to sections that did not require students to complete the a PDP include the following:

- A total of 797 first-year, first-time fall 2008 students were enrolled in a first-year seminar that required PDP completion (40 sections), and 1,568 students were enrolled in a seminar that did not require PDP completion.
- Analysis of covariance (ANCOVA) results suggested that students enrolled in first-year seminar sections that completed the PDP had significantly higher fall semester GPAs (2.68) compared to students not enrolled in sections that required PDP completion (2.59), even after high school GPAs, SAT scores, age, gender, ethnicity, and first-generation status were entered as covariates (p = .018).
- Results of a logistic regression analysis suggested that students enrolled in first-year seminar sections that required PDP completion did not have significantly different retention rates compared to students not in PDP-required sections (73% and 74%, respectively) once high school GPAs, SAT scores, gender, age, ethnicity, and first-generation status were entered as the first step in the model (p = .539).

Activities planned for 2010-2011:

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 where students identify success-related competencies that are natural strengths they already have or other skills that they need to build (b) evaluation where students research and
strengthen skills they already have as well as other skills that they need to build, (b) exploration where students research and develop a realistic, informed, and detailed vision of related academic and career goals; (c) evaluation where students analyze their academic progress over the semester in terms of academic and career success strategies; (d) goal setting where students connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals; and (e) planning where students locate programs, information, people, and opportunities to support and reality test their goals. Students will identify specific short-term steps to reach their long-term goals.

There are ongoing plans for continuous improvement. The PDP will provide the opportunity for students to unify their curricular, co-curricular, and personal experiences throughout their educational journeys. Synthesizing the various experiences through the transformative platform of the PDP allows students to continually engage in their own holistic learning process. Students can define what they would like their educational experience to be while incorporating the other components of their life.

There are plans to create an assessment plan to determine the effectiveness of the PDP for students after the first year. This assessment plan will focus on learning outcomes, heightened personal and intellectual development, and faster progress toward degree completion.

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 2009-2010:

A Transfer Center was established in University College, and Andrea Engler was appointed as the director.

Evidence of Progress for 2009-2010:

There is no progress to report at this time.

Activities planned for 2010-2011:

A position has been posted to support the work in the University College Transfer Center.

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 2009-2010:

The IUPUI Annual Retention Initiatives Report was distributed in July 2010.
Evidence of Progress for 2009-2010:

The IUPUI Annual Retention Initiatives Report is distributed every summer.

Activities planned for 2010-2011:

University College will continue involvement in the Indiana Access and Success Consortium. Active participation in several national venues continues.

08. 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

Actions taken for 2009-2010:

Funding for the largest enrolling classes and faculty increased. Interdisciplinary projects were given to top tier classes. Five or six faculty from the 15 highest enrolling gateway courses participated in the Critical Thinking Community of Practice. The Community of Practice I continued with a focus on attendance and retention. The Research Community of Practice II was created with all faculty in the top tier. There was a new faculty orientation for associate and full-time faculty.

Evidence of Progress for 2009-2010:

The Gateway Attendance System and the Implementation of Early Warning System have been created for gateway classes.

Activities planned for 2010-2011:

The Gateway to Graduation Program will continue with all activities from the previous year, will fund mentor projects with more top tier gateway classes, and will work actively to create an attendance mechanism for all gateway classes with the largest enrolling classes delivered first.

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

Actions taken for 2009-2010:

The Gateway to Graduation Program co-sponsored presentations on large lecture classes with the Center for Teaching and Learning, and researched Communities of Practice structured around top tier classes. The Critical Thinking Community of Practice trained at the University of Louisville on the foundations of critical thinking.

Evidence of Progress for 2009-2010:


Activities planned for 2010-2011:

The Gateway to Graduation Program will continue faculty professional development in the top tier classes and will roll out the Critical Thinking Project for top tier classes in March 2011 and May 2011.

☑️ 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

Actions taken for 2009-2010:

In spring 2009, an informal critical inquiry (CI) retreat was conducted to identify future goals and to improve UCOL-C 112. 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. Faculty were surveyed to determine strengths and weakness of the program. Pilot testing in psychology was discussed and planned for spring 2010. Due to low enrollments in the spring U 112 classes, all sections were cancelled. In late spring, a plan of action for further revision was determined and the development of a template was discussed.

Evidence of Progress for 2009-2010:

The CI course assessment is ongoing and includes both quantitative and qualitative measures. A first draft of the template was presented to the University College Curriculum Committee in September 2010.

Activities planned for 2010-2011:
University College will complete the CI template with rebranding and renaming of UCOL-U 112. The University College Curriculum Committee will review, revise, and approve the new CI model. There will be a pilot in spring 2010 of at least two sections with target groups, incorporating the new format.

11. University College will enhance mentoring programs for students in transition by creating a mentoring program for the Summer Success Academy. 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 2009-2010:**

University College was charged with assisting the Summer Preparatory Program, now known as the Summer Success Academy (SSA), in the summer of 2009. In addition to the mandatory math component of this program, University College was responsible for building community with the student participants. In light of assessment from the 2009 mentors, the Bepko Learning Center was identified to build community and assist students in transition to college for summer 2010. An assessment plan was developed for evaluation and assessment of the 2010 program, and a SSA coordinator was identified to strengthen the communication, coordination, and collaboration of the program. A budget for 2009–2010 was developed along with a strategic plan identifying goals, objectives, and timeframes. A successful program was offered during the summer of 2010 with over 210 students participating.

**Evidence of Progress for 2009-2010:**

A successful program was offered during the summer of 2010 with over 210 students participating. The Summer Success Academy will continue with University College mentors assisting students in transition to IUPUI, in conjunction with admissions, English, and math.

**Activities planned for 2010-2011:**

Funding for the 2011 Summer Success Academy will be established, and the formal approval of a SSA coordinator will be pursued. The 2010 assessment results will be analyzed to provide clarity and direction for 2011 along with identification of professional development needs.

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

**Actions taken for 2009-2010:**
A staff committee in academic advising investigated points of collaboration (and issues) with each degree-granting school in order to emphasize a smooth transition from University College to academic departments and schools. Academic and Career Development strengthened the role of liaisons and joint advisors to the schools and continued work with the personal development plan (PDP) and how to use this tool as students move from University College to their schools.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

The assistant dean of Academic and Career Development (ACD) 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. ACD will conduct a pilot with two programs on continuing the use of the PDP past enrollment in University College (applying for FIPSE grant to support this work).

☐ 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

Actions taken for 2009-2010:

Academic and Career Development (ACD) worked with joint advisors, liaisons, and school recorders to update the certification requirements and posted them to the University College website and the advisor portal. Each term, University College advisors are sent a list of their assigned advisees who certified or were admitted into their degree-granting schools so they can send congratulatory e-mails. ACD provided ongoing training to advisors on certification requirements and processes as well as online resources.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

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

Actions taken for 2009-2010:

Psychology mentor meetings took place six times a semester to help with programmatic concerns and curriculum issues. These meetings brought together staff from the Bepko Learning Center and faculty members from the PSY-B 104 course as well as the course coordinator.

Evidence of Progress for 2009-2010:

Mentors seemed to gain a better perspective on their position and the collaborative nature of the two departments working together.

Activities planned for 2010-2011:

A more specific curriculum for the UCOL-U 202 (Active and Collaborative Learning) was developed to assist mentors working with one-on-one mentoring. This curriculum was used in all UCOL-U 202 mentoring courses.

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

Actions taken for 2009-2010:

Mentors were required, as part of their scholarship, to attend the Biology Mentor Roundtables during the academic semesters. Mentors were able to touch base with their coordinators, talk about course curriculum and concerns, and gain knowledge of mentoring best practices.

Evidence of Progress for 2009-2010:

A survey will be administered at the end of the semester to gain insight into this new addition.

Activities planned for 2010-2011:

In addition to all of the benefits listed above, mentors are working closer with peers and instructors this semester to
In addition to all of the benchmarks listed above, mentors are working closer with peers and instructors this semester to present on current topics in the news related to biology. From these presentations, mentors can use some of the information in their sessions to give real-life examples to students in any of the biology courses we mentor.

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 2009-2010:**

All mentoring course curricula were reviewed and changes were made to reflect best practices. Specifically, the U 201 course calendar was changed to create a more intentional collaborative atmosphere, U 202 was revised to include one-on-one mentoring techniques, and U 203 was revised to enhance students’ perceptions of leadership in practice through a creative group community service project. A new course, U 200, was added for the summer term that provides students with an outdoor leadership experience.

---

**Evidence of Progress for 2009-2010:**

Course evaluation results support changes to the curriculum.

---

**Activities planned for 2010-2011:**

The U 200 course will be reviewed, and new approaches for being a reflective leader in an outdoor leadership setting will be researched. U 201, U 202, U 203, and U 204 course surveys will be reviewed to ensure the course changes and set up are meeting the course-specific learning objectives.

---

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 increased matriculation of transfer students.

**Campus Planning Theme:** Collaboration

**Secondary Goals:**

**Sub Unit:** Orientation Services

**Time Frame:** Ongoing

---

**Actions taken for 2009-2010:**

Orientation Services collaborated with the IUPUI Passport program to discuss future outreach initiatives to create early reservations for both placement testing and orientation for Ivy Tech transfer students. A director and assistant director for Transfer Services in University College were appointed.

---

**Evidence of Progress for 2009-2010:**
Dates were scheduled for Orientation Services representatives to reserve Ivy Tech transfer students for orientation and placement testing on the main Indianapolis Ivy Tech campus; however, due to limited space at Ivy Tech and logistical issues, representatives were unable to travel to the Ivy Tech campus.

Activities planned for 2010-2011:

Similar initiatives are planned for this year. Orientation Services will work with the appointed Transfer Task Force in University College to develop goals and to gather research. Orientation Services representatives will travel to the main Indianapolis Ivy Tech campus to reserve transfer students for orientation and placement testing. Also, the office will investigate methods to allow transfer students from IUPUI's top feeder schools access to early reservations for orientation and placement testing.

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 2009-2010:

The Student African American Brotherhood (SAAB) program continued to provide an array of services to African American males at IUPUI. Due to budget constraints, the program was unable to have a targeted recruitment process for the Summer Bridge Program; however, staff personally communicated with many of the incoming African American males to encourage them to participate in SAAB programming. To accommodate varying academic schedules, the SAAB leadership team instituted a weekly lunch program entitled “Brothers Breaking Bread,” which provided an alternative activity for the African American males to attend instead of the weekly Thursday evening meetings. The lunch program was well received and weekly attendance ranged from 15 to 25 students. African American male faculty and staff were also invited and periodically facilitated group discussions about the students’ experience in college. The SAAB program took five African American males to the Black Student Leadership Conference in the Washington D.C. area. The students who participated have shown a greater commitment to the program and assumed additional leadership roles on campus. The SAAB program hosted the National SAAB Conference at IUPUI in March 2010. The conference drew its largest registrant pool with over 450 African American males from institutions nationwide.

Evidence of Progress for 2009-2010:

The African American males who have participated in the SAAB program (over 125 students during the last year) have continued to be retained at IUPUI as well as participate in programming designed to keep them engaged and committed to their academic success.

Activities planned for 2010-2011:

SAAB will continue the above activities that were successful in 2009–2010.
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 2009-2010:**

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 were feeling pressured or needed assistance at any time.

**Evidence of Progress for 2009-2010:**

The SAAB coordinator and program director has developed and maintained relationships with several of the African American males who have participated in the programming. SAAB staff are often able to provide the necessary support to help retain students at the university.

**Activities planned for 2010-2011:**

SAAB will continue the above activities that were successful in 2009–2010 and will make more personal contacts with students who have not been in communication with the SAAB office.

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 2009-2010:**

The Student African American Sisterhood (SAAS) program 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 communication with students was to develop a relationship with them to help in the transition from high school to college. SAAS kicked off the year with a record attendance at the first meeting with over 80 African American female students. The SAAS leadership developed a formal agenda and meeting guide for the entire year, including teachable moments. Programming included addressing issues such as cultural competency, academic excellence, self-image and self-esteem, healthy eating habits, breast cancer awareness, and domestic violence. In addition, SAAS members were engaged in several community service events, including the Julian Center, the Wheeler Mission, a breast cancer walk, and “Socks for SAAS.”
Evidence of Progress for 2009-2010:

The SAAS program has served over 150 African American females over the last year. The students who have participated have been retained at greater levels than nonparticipants and have continued to make their academic success a priority.

Activities planned for 2010-2011:

SAAS will continue the above activities that were successful in 2009-2010 and will provide additional workshops between formal meetings for additional programming opportunities.

- 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 2009-2010:

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 2009-2010:

The SAAS program has continued to thrive and is growing in the number of participants. Commitment to academic success, unity, and service are key principles that the students take seriously. The students take an active role in designing programs that are relevant to their journey in college and as African American females.

Activities planned for 2010-2011:

SAAS will continue the above activities that were successful in 2009-2010.

- 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 2009-2010:
The Office of Student Success continued research on the financial literacy education of college students. Presentations were revised based on current best practices and strategies; additional resources were provided in workshops for students.

Evidence of Progress for 2009-2010:

Requests for financial literacy presentations have continued, indicating the importance and utility of the information for the students. Following student presentations, one-on-one meetings have been arranged with students who want additional information as well as clarification or assistance with financial literacy management.

Activities planned for 2010-2011:

The Office of Student Success continues to stay abreast of current trends and information on financial literacy so that University College students (and others) have the most accurate information and strategies to manage their finances while in college.

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 2009-2010:

The Office of Student Success facilitated over 30 financial literacy workshops to IUPUI students (mostly focused on entering University College students). Student presentations include a brief overview of financial aid policies and topics such as credit card use, credit profile management, budgeting for students, etc.

Evidence of Progress for 2009-2010:

The number of presentations continues to increase yearly. In addition, student follow-up meetings to gain further assistance have increased, indicating that students find the information useful and plan to implement the various strategies in their lives.

Activities planned for 2010-2011:

The financial literacy presentations to entering student populations will continue as well as the development of extended financial literacy workshops to upper-level students.

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 2009-2010:

University College discussed job responsibilities with the School of Continuing Studies and the School of Science.

Evidence of Progress for 2009-2010:

More work is needed to produce evidence of progress.

Activities planned for 2010-2011:

University College will continue to meet with academic units with whom we have joint academic advisors.

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 2009-2010:

A calendar was created in Outlook.

Evidence of Progress for 2009-2010:

A calendar is now available in Outlook.

Activities planned for 2010-2011:

University College will continue to revise the advisor portal and to explore the appropriateness of this website for sharing events.

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.
Sub Unit: Academic and Career Development
Time Frame: Ongoing

Actions taken for 2009-2010:

Certification guidelines were placed on the University College website.

Evidence of Progress for 2009-2010:

Certification requirements have been posted to the University College website.

Activities planned for 2010-2011:

University College will:
- Send an e-mail three times per year to University College students in certification majors to inform them of the certification process
- Send an e-mail notification when students change their majors to inform them of their newly declared major and the new certification process
- Develop a process for notifying University College students of their transfer to their degree-granting school

27. 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: Best Practices
Secondary Goals:
Sub Unit: Scholar Support Programs
Time Frame: Ongoing

Actions taken for 2009-2010:

Led by Khalilah Shabazz, director of the Office of Student Success, and two community professionals, we planned three types of workshops. Nina Scholars are required to attend two of the three at a minimum. Each type of workshop is offered four times a semester. Twelve financial literacy workshops were offered. These workshops focused 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.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:
Nina Scholars held one financial literacy workshop that focused on loan indebtedness and the use of financial aid refunds in September 2010. Additional workshops and individual sessions are planned that will focus more broadly on financial literacy as well as personal budgeting and credit.

28. 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 2009-2010:**

Preliminary meetings took place and a plan was created.

---

**Evidence of Progress for 2009-2010:**

Mentor training was successfully conducted and culminated in a mentor program visit to the Freedom Center—the Underground Railroad Museum—in Cincinnati, Ohio.

---

**Activities planned for 2010-2011:**

A training schedule and mentor handbook were created in summer 2010.

29. 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:** Completed

---

**Actions taken for 2009-2010:**

This goal was folded into the assessment plan project.

---

**Evidence of Progress for 2009-2010:**

The assessment plan was finalized in September 2010.

---

**Activities planned for 2010-2011:**
The assessment plan now includes mentoring evaluation plans.

☐ 30. 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:** Completed

---

**Actions taken for 2009-2010:**

Staff worked on the peer mentoring binders. The mentor coordinator and director meet biweekly and include syllabus development on their agenda.

---

**Evidence of Progress for 2009-2010:**

The mentor handbook is completed.

---

**Activities planned for 2010-2011:**

A mentor syllabus was created as part of the mentor handbook.

☐ 31. 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 2009-2010:**

Scholar Linda Collins coordinated efforts to develop the Nina Scholars Leadership Organization, which included monthly meetings and drafting of a student organization constitution.

---

**Evidence of Progress for 2009-2010:**

Under the leadership of the new resource and leadership mentor, the constitution was finalized and the NSLO is now a formal student organization.

---

**Activities planned for 2010-2011:**

A new mentor position was developed, the program will continue, which focuses on the development and
A new mentor position was developed, the resource and leadership mentor, which focuses on the development and leadership of the Nina Scholars Leadership Organization.

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 2009-2010:**

A preliminary budget has been developed along with a needs assessment for additional personnel. A request for additional personnel has been shared with the University College interim dean. The IUPUI SPAN Division has developed and implemented the following for the Crispus Attucks Medical Magnet High School 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
- Created high school transcript evaluation policies
- Established course enrollment eligibility requirements
- Provided registration support
- Offered orientation services
- Provided student academic support
- Coordinated CAMMHS partnership development initiatives and education to Crispus Attucks administration through faculty fellowship program

**Evidence of Progress for 2009-2010:**

There were 55 Crispus Attucks students who participated in the Summer Seminar Learning Community. Enrollment has grown to 44 for the fall 2010 semester.

**Activities planned for 2010-2011:**

The SPAN Division will acquire additional personnel to support CAMMHS and SPAN, will offer CAMMHS scholars' orientation night for parents and students, will provide onsite IUPUI applications and admissions support, and will sponsor the faculty lecture series and fellowships.

In an effort to increase IUPUI faculty awareness of the Crispus Attucks Medical Magnet High School and exposure to the partnership our campus has entered into with IPS, we will continue the faculty lecture series.

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
Actions taken for 2009-2010:

All programs within SPAN have experienced growth during 2009–2010. Recruitment efforts have been sharply intensified as we develop more and 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. We also work with several home education cooperatives and enrolled over 50 students from unique individual home schools.

The Nanotechnology Discovery Summer Camp was a weeklong day camp (June 14–18 and June 21–25) that provided a unique opportunity for high school students entering their sophomore, junior, and senior years to explore the interdisciplinary field of nanotechnology on the IUPUI campus. NECI participants were admitted through the SPAN Division and enrolled in a physics or engineering course.

Evidence of Progress for 2009-2010:

As noted, all programs within SPAN have experienced growth during 2008–2010. Recruitment efforts have been sharply intensified as we develop more and more early college articulations with central Indiana school districts that are sending their students to IUPUI for early college and dual credit participation.

Activities planned for 2010-2011:

As the SPAN Division continues efforts to increase college readiness and preparedness, we are 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. We would like to extend the SPAN-focused faculty fellowships to include mathematics and English next year. Articulations are also being explored with the School of Education.

03. University College will increase the capacity of parents, community groups, and schools to encourage and to support high school students\textsuperscript{TM} 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 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.
Sub Unit: SPAN
Time Frame: Ongoing

Actions taken for 2009-2010:

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

Evidence of Progress for 2009-2010:

The SPAN Division has been providing ongoing educational seminars for prospective students, parent talks at PTA/PTO meetings, high school presentations, and other informational round tables that educate and inform prospective groups about proper college preparedness and the eligibility requirements for successful early college participation.

Activities planned for 2010-2011:

The activities from the previous year will continue.

☑️ 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 implement

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

Actions taken for 2009-2010:

The SPAN Division continued its partnerships with high school teachers, guidance staff, and administrators by providing educational seminars on early college entrance preparedness expectations, by coordinating high school presentations, and by offering other informational events to educate and to update prospective students, parents, and caregivers about appropriate college preparedness and the eligibility requirements for successful early college participation.

Evidence of Progress for 2009-2010:

There was an increase in high school students’ understanding of an academic plan of action to prepare for successful enrollment in early college entrance programs. The SPAN Division implemented policies that have directly increased student academic success in high school and early college participation.
Activities planned for 2010-2011:

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 85% 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 2009-2010:

The Upward Bound 2009–2010 graduation rate was 88%, which indicates that the majority of Upward Bound students passed the test standards. Upward Bound assessed the educational needs of newly enrolled participants through the students’ school records, teacher recommendations, and target school liaisons upon entry into the program. Prior to the summer component, Upward Bound planned the students’ summer course work based on an assessment of transcripts and course worksheets. Following the summer component, Upward Bound reviewed summer instructor academic progress reports. Upward Bound also reviewed state standardized test scores from students’ transcripts. Upward Bound conducted pre- and post-tests during the summer component courses. Students were provided core summer course work designed to prepare them for their fall class schedules. Students were offered Saturday session courses as well as tutoring during the summer, fall, and spring.

Evidence of Progress for 2009-2010:

Upward Bound students were placed in the 2010 fall Saturday session courses. The 2010 fall tutoring at all six target high schools has already commenced. Nine Upward Bound students recently completed the CLD SAT prep course. Three students currently participate in the SPAN Take-6 program. We plan to place more students in SPAN in the spring semester.

Activities planned for 2010-2011:

Prior to the summer component, Upward Bound will plan to perform pre-summer individual academic plans to prepare students for the summer and fall. Following the summer component, Upward Bound will review summer instructor academic progress reports. Upward Bound will perform academic assessments of students prior to placing them in fall and spring Saturday session courses. Upward Bound will perform pre- and post-tests at the beginning and end of the summer program, will provide summer course work designed to prepare the students for fall courses, will provide Saturday session course work designed to support students during the fall and spring semesters, and will provide tutoring at all of the target schools during the fall and spring semesters. Upward Bound will also provide tutoring during the summer, will allow up to 15 Upward Bound students to participate in the SPAN Take-6 program at IUPUI, and will collaborate with CLD to allow students to take their SAT prep course following the summer.

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 85% 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 2009-2010:**

During the 2009–2010 fiscal year, 86% of Upward Bound students were retained in the program. Upward Bound provided the following retention-related activities:

- Provided mentoring at target schools and Saturday sessions during the fall and spring semesters
- Used residential assistants, student ambassadors, instructors, and administrative staff to develop a good rapport with students
- Developed working relationships between administrative staff and students’ parents
- Conducted monthly parent meetings
- Provided counseling for students at target schools during the fall and spring
- Offered work-study component during summer where students earned a greater stipend for participation
- Collaborated with the School of Medicine to provide work-study research opportunities during the summer
- Conducted college tours and cultural activities for students
- Participated in the Upward Bound Olympiad (a cultural experience)
- Partnered with different IUPUI campus departments to allow students to meet with faculty and staff during the summer component (liberal arts, law, library, medical sciences, anthropology, and nursing)

---

**Evidence of Progress for 2009-2010:**

The Upward Bound 2010 fall Saturday session courses are already underway as well as the 2010 fall tutoring at all six target high schools and the 2010 fall parent meetings. Three Upward Bound students are participating in the SPAN Take-6 program. Upward Bound recently completed a fall college tour to Atlanta, Georgia. There are plans to take students to see *Dreamgirls* in November. Plans are underway to host the 2011 statewide Upward Bound Olympiad at IU Bloomington.

---

**Activities planned for 2010-2011:**

Upward Bound will provide mentoring for students at target schools and Saturday Sessions during the fall and spring. Target school liaisons, summer residential assistants, student ambassadors, instructors, and administrative staff will continue to develop rapport with students. Administrative staff will continue to develop working relationships with parents, including monthly parent meetings. The work-study component will continue as well as college tours and cultural activities for students. The annual participation in the Upward Bound Olympiad (a cultural experience) will continue.

☑️ 07. 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 2009-2010:

Out of 41 students, 33 (80%) were active Upward Bound seniors enrolled or admitted in college for the 2009–2010 fiscal year. Upward Bound offered the following postsecondary enrollment-related activities:
- Senior Success sessions to seniors twice a month during the fall and spring
- FASFA information sessions during the academic year
- Summer Bridge Program for graduating seniors at the IUPUI campus
- College entrance surveys, scholarship letter-writing sessions, and college entrance checklist sessions
- Special college tours for eligible seniors

During the academic year, the senior coordinator met with seniors to make sure that their high school exit and college entrance information was in order. Also, during the summer component, Upward Bound arranged for rising seniors to meet with advisors in the schools that they planned to attend. Seniors completed the individualized education plan assessments during the academic year component. The senior coordinator also communicated to seniors on Facebook to keep them informed. Two staff members were recommenders for the IU Groups program. Students were assisted in enrolling in the Groups program.

Evidence of Progress for 2009-2010:

Upward Bound has already started the 2010–2011 senior success sessions. Graduation status assessments are underway. Students are being informed about the Groups program enrollment process. Senior binders have been distributed (they are a comprehensive packet of senior college readiness information). The senior coordinator communicates to seniors on Facebook to keep them informed.

Activities planned for 2010-2011:

Upward Bound will conduct exit meetings with seniors; offer FASFA information sessions during the academic year; allow rising seniors to meet with advisors in the schools that they plan to attend; complete individualized education plan assessments for seniors; offer a Summer Bridge Program for graduating seniors at the IUPUI campus; provide senior exit and college entrance surveys, a scholarship letter-writing session, college assessment test preparation, and college entrance checklist sessions; and conduct special college tours for seniors.

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 80% of all Upward Bound participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation being enrolled for the fall term of the second academic year.

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

Actions taken for 2009-2010:

Upward Bound used the National Student Clearinghouse to monitor the progress of graduates. The following methods were also used to contact students and parents to inquire about their college enrollment status: phone, mail, e-mail.
Facebook, and direct contact.

Evidence of Progress for 2009-2010:

Upward Bound has completed the National Student Clearinghouse search for newly enrolled students. Staff will continue communicating with students via Facebook.

Activities planned for 2010-2011:

Upward Bound will continue using the National Student Clearinghouse. The following methods will be used to contact students and their parents to inquire about college enrollment status: phone, mail, e-mail, Facebook, and direct contact.

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

Actions taken for 2009-2010:

There was a profiled readership and "vacant" zones, with the journal marketing product in vacant zones. The website was enhanced.

Evidence of Progress for 2009-2010:

There has been increased readership and subscription base.

Activities planned for 2010-2011:

The journal will continue with previous actions that are necessary to develop sustainable outcomes. Users and credit cards will be added to the website. University College will support the Coalition of Urban and Metropolitan Universities conference at IUPUI.

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 2009-2010:
There was no action.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

The same approach will be taken, but will have more of an impact during the campus campaign. University College will be using the daily news for Chamber members.

☑️ 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 2009-2010:

There was a monthly news release and home page alerts. *The Link* was published three times a year to communicate with students and families.

Evidence of Progress for 2009-2010:

There has been increased interest through inquiries and features.

Activities planned for 2010-2011:

The five major components of each section within *The Link* will be enhanced. Outreach newsletters will be developed for the campus and community about University College’s work. Web interaction and voicing opportunities will be developed.

☑️ 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 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 2009-2010:

There was no action taken.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

The same protocol as outlined above will be used.

☑ 13. 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

Actions taken for 2009-2010:

Twenty-first Century Scholars staff, school personnel, and community partners actively enrolled eligible sixth-, seventh-, and eighth-grade students. This year enrollment increased by 18%. The scholars program provided financial planning information for students and parents during parent and student conferences offered in the fall and spring.

Evidence of Progress for 2009-2010:

There has been increased enrollment and increased participation in programming provided to scholar families.

Activities planned for 2010-2011:

Scholars staff will continue to work with school personnel and community partners to enroll eligible students into the program. Staff will also provide financial planning information for parents and students during the parent and student conferences.

☑ 14. 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
Sub Unit: TFCS
Time Frame: Ongoing

Actions taken for 2009-2010:

The Twenty-first Century Scholars program collaborated and established MOUs with Purdue University, Butler University, Franklin College, Marian University, Vincennes Aviation Center, Education Success Program, College Readiness Initiatives, and the Central Indiana Community Foundation. Through these collaborations, the program increased the number of college tours and summer programming offered to scholar families.

Evidence of Progress for 2009-2010:

Staff were able to provide additional spring break college tours and summer programming as a result of the in-kind support of the collaborating agencies.

Activities planned for 2010-2011:

Staff will work with the above organizations to provide increased exposure for scholars to Indiana campuses and will work to create additional partnerships.

☑ 15. 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 2009-2010:

The Twenty-first Century Scholars Success Program did not take any action in this area during the 2009–2010 academic year.

Evidence of Progress for 2009-2010:

No action was taken last year.

Activities planned for 2010-2011:

The Twenty-first Century Scholars Success Program will continue to explore the concept of an advisory council to determine if it is feasible and beneficial to the program as the primary function of the program is to provide student services.

☑ 16. 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.
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 to all faculty, administrators, staff, and advisors. 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 2009-2010:

University College completed several scholarly and internal assessment reports that were used for decision-making purposes such as the comprehensive annual Program Review and Assessment (PRAC report) as well as several reports to support the University College program review process. Many reports and presentations were completed to support the Council on Retention and Graduation (CRG) and to provide information to support strategic planning. In addition, many assessment reports were completed to improve students' learning outcomes, instructional strategies, and students' levels of academic success in the Summer Success Academy, the Summer Bridge Program, themed learning communities, first-year seminars, and math learning communities.

Evidence of Progress for 2009-2010:

The focus on continuously improving student academic achievement and persistence has made a strong commitment to assessment and evaluation an integral aspect of the University College model. In addition, the high visibility and quantity of new initiatives in University College has often entailed an elevated level of public accountability. The newness of the University College structure on our campus along with the enhanced need for accountability has served to make assessment planning and implementation a salient feature for University College unit directors, faculty, and administrators. In fact, University College may be an effective mechanism for ensuring that the assessment of educational experiences for new students is a campus priority. Please see http://www.uc.iupui.edu/staff/assessment/index.asp for more information about the University College research and assessment website. We are in the process of redesigning the website in an effort to make all appropriate assessment reports available to internal and external audiences and decision makers in a timely manner.

Research on academic achievement and persistence often focuses on first-time, full-time students and the programs they participate in. Innovations such as intrusive and developmental advising, first-year seminars, themed learning communities, and student peer mentoring have been centered in University College. University College leadership often facilitates campuswide attention when discerning what works in enhancing undergraduate academic success and retention (e.g., Dean Evenbeck chairs the Council on Retention and Graduation).

Activities planned for 2010-2011:

In addition to examining program outcomes, the University College Assessment office will also strive to determine if our programs are meeting students' needs and if they are implemented as conceptualized. We will continue to implement a
programs are meeting students' needs and if they are implemented as conceptualized. We will continue to implement a three-phase approach to assessing learning communities: assessment of needs, processes, and outcomes. Our outcome assessment framework for University College assessment will continue to involve employing both qualitative and quantitative methods. We will assess multiple outcomes such as student engagement, learning gains, retention, and academic performance. We will also use multiple sources and collect information from multiple levels (e.g., faculty, student, and institutional levels of effectiveness).

The following represent the major assessment approaches in University College:

- Using assessment to prove and improve programs: summative and formative evaluation
- Employing multiple measures of student learning and academic success—moving beyond retention
- Using program evaluation methodology: understanding needs, processes, and learning outcomes
- Understanding the dialogue between qualitative and quantitative research
- Seeking involvement of key stakeholders in assessment planning, implementation, and deployment
- Ensuring information used for program improvement and conducting meta-assessments

02. Assessment will be used to determine student progress and learning related to IUPUI's Principles of Undergraduate Learning (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. There will be development of methods and procedures to measure student learning outcomes in all University College courses.

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

Actions taken for 2009-2010:

Gateway to Graduation Program faculty, along with assistance and guidance from the associate dean of academic affairs for University College, played a major role in pilot testing of the PUL evaluation and assessment in undergraduate courses. As a result of pilot testing in SSII and the fall of 2009, assessment findings were shared and modifications to PULs evaluation were made. Presentations from these findings were incorporated into a variety of presentations provided to the IUPUI campus community to assist with the spring 2010 rollout of PUL evaluation in undergraduate courses.

Evidence of Progress for 2009-2010:

Learning goals for beginning levels of the PULs in first-year seminars, mentoring courses, and themed learning communities with faculty involvement have been specified. University College first-year seminar course goals, templates, and corresponding syllabi contain statements of expected learning outcomes for students that incorporate the PULs. The “First-Year Seminar Template” was revised with leadership of the University College Curriculum Committee and faculty input to reflect learning outcomes associated with the PULs. Faculty and administrators use assessment findings continuously to improve teaching and learning in University College courses and programs. Programs that evaluation results demonstrate are most effective are extended to additional students.

Faculty members have identified which PULs are a major or moderate emphasis in their University College courses based on a curriculum mapping procedure. We are adapting AAC&U Value rubrics (http://www.aacu.org/value/metarubrics.cfm) as appropriate to assess students’ learning outcomes. We have also
developed local rubrics to assess the assignments, written reflections, etc. based on the PULs. We are collecting data on direct and indirect measures of student learning gains.

Faculty ratings of University College student performance on PULs: Major emphasis (all classes; % “effective” and “very effective”) N = 208
1. Written, oral, and visual communication skills: 70%
3. Integration and application of knowledge: 90%
4. Intellectual depth, breadth, and adaptiveness: 100%
Total: 85%

Faculty ratings of University College student performance on PULs: Moderate emphasis (all classes; % “effective” and “very effective”) N = 148
1. Written, oral, and visual communication skills: 77%
2. Critical thinking: 100%
3. Integration and application of knowledge: 100%
5. Understanding society and culture: 89%
Total: 89%

Activities planned for 2010-2011:

In preparation for the 2012 accreditation visit, University College faculty members and instructional teams are measuring direct student learning outcomes specified in the PULs in programs and courses (we are employing a course embedded, authentic assessment approach). The National Survey of Student Engagement (NSSE) for first-year student items mapped to PULs will be evaluated. Thus, we will be collecting data on direct and indirect measures of student learning gains.

☑️ 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 2009-2010:

No action was taken last year.

Evidence of Progress for 2009-2010:

There is nothing to report at this time.

Activities planned for 2010-2011:

Technology Services will begin this project.
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 2009-2010:

Technology Services migrated most line-of-service servers to Intelligent Infrastructure.

---

**Evidence of Progress for 2009-2010:**

Servers are now hosted on Intelligent Infrastructure.

---

**Activities planned for 2010-2011:**

Technology Services will migrate the last 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 2009-2010:

Technology Services implemented an internal Knowledge Base to document processes and started the documentation of server configurations and changes.

---

**Evidence of Progress for 2009-2010:**

A Knowledge Base is available.

---

**Activities planned for 2010-2011:**

Technology Services will document server configurations.


06. 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 2009-2010:**

Technology Services migrated the servers to Intelligent Infrastructure.

---

**Evidence of Progress for 2009-2010:**

Technology Services is close to the deletion of the server room.

---

**Activities planned for 2010-2011:**

Technology Services (UCTS) will look for services that UITS provides that UCTS can stop doing.

07. 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 2009-2010:**

Technology Services migrated University College’s Web portal framework to DotNetNuke.

---

**Evidence of Progress for 2009-2010:**

Many websites are already on DotNetNuke.

---

**Activities planned for 2010-2011:**

Technology Services will continue this work.

08. 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

Actions taken for 2009-2010:

Technology Services assessed end-user support.

Evidence of Progress for 2009-2010:

Technology Services consistently receives high reviews.

Activities planned for 2010-2011:

Technology Services will continue assessment.

09. 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

Actions taken for 2009-2010:

Technology Services created a special presentation for the Windows 7 migration.

Evidence of Progress for 2009-2010:

The Windows 7 migration is going smoothly.

Activities planned for 2010-2011:

Technology Services is planning additional presentations.

10. 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 2009-2010:
There were no actions taken last year.

Evidence of Progress for 2009-2010:
Technology Services has already started meeting with individual departments.

Activities planned for 2010-2011:
Technology Services will meet with individual departments.

☑ 11. 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 2009-2010:
There were no actions taken last year.

Evidence of Progress for 2009-2010:
Technology Services has already started meeting with individual departments.

Activities planned for 2010-2011:
Technology Services will meet with individual departments.

☑ 12. University College will create a proactive outreach model for technology by maintaining regular communication about technology projects. The outcome of the goal will be a University College Technology Services report at each staff, cabinet, and dean’s meeting.

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

Actions taken for 2009-2010:
There were no actions taken last year.
Evidence of Progress for 2009-2010:

Technology Services has already started meeting with individual departments.

Activities planned for 2010-2011:

Technology Services will meet with individual departments.

☐ 13. University College will invest in technology personnel by implementing Skills Bridge for part-time student workers. The outcome of the goal will be students on the Skills Bridge path.
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: University College Technology Services
   Time Frame: Ongoing

Actions taken for 2009-2010:

Technology Services started training student employees for Microsoft certification.

Evidence of Progress for 2009-2010:

Student employees in Technology Services receive training on a weekly basis.

Activities planned for 2010-2011:

Technology Services will help student employees get certified.

☐ 14. 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 Skills Bridge path.
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: University College Technology Services
   Time Frame: Ongoing

Actions taken for 2009-2010:

Technology Services started training student employees for Microsoft certification.

Evidence of Progress for 2009-2010:

Student employees in Technology Services receive training on a weekly basis. Some students are already certified.
Activities planned for 2010-2011:

Technology Services will help student employees get certified.

15. 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 2009-2010:

No actions were taken due to budget restrictions.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

No actions planned due to budget and travel restrictions.

16. 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 2009-2010:

The SPAN Division operates without an established budget within University College. A clear financial support line for marketing, recruitment, and student services is necessary. Increasing support staff and adequate funding for marketing and recruitment will result in an increase in all early college entrance enrollment. Additional members will be able to specialize in areas such as high school administration liaisons, academic advisors, and data input and student records as well as several other student services that would further aid in the recruitment and retention of Indiana’s top academic high school performers at the IUPUI campus. An additional benefit to an increase in staff would allow SPAN personnel to research funding resources and write grant proposals. Unearthing financial support through corporate, foundation, and private resources will clearly benefit needs-based students who without financial assistance would be unable to participate in and benefit from early college entrance.

Evidence of Progress for 2009-2010:

This goal is ongoing; there is no evidence of progress at this time.
Activities planned for 2010-2011:

The activities from the previous year will continue.

17. University College will create a needs-based, two-tiered Gateway to Graduation 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 to Graduation Program initiatives.

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

Actions taken for 2009-2010:

Funding was provided for interdisciplinary projects and two new Communities of Practice for top tier classes. Funding was provided for attendance by six gateway faculty and one from the Center for Teaching and Learning. Instructional design consultant attended Idea2Action at the University of Louisville’s Foundations of Critical Thinking. Funding was provided for psychology faculty to attend the national Conference on the First-Year Experience.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

Selected faculty from the top tier gateway classes will attend the National Foundation of Critical Thinking workshop at Berkeley. Funding will be provided for a national speaker at the summer gateway workshops on critical thinking. Funding will be provided for a March Winter workshop on critical thinking.

18. University College will continue to develop a Gateway to Graduation Program website 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: Ongoing

Actions taken for 2009-2010:

A website was created using DotNetNuke (see https://gateway.uc.inpui.edu). Gateway videos from gateway students were added.

Evidence of Progress for 2009-2010:
There has been increased use of the website by gateway faculty.

Activities planned for 2010-2011:

The website will be transferred to Jag 4.0. In addition to the student videos, there will be a gateway faculty blog.

19. 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 2009-2010:

There was an expansion of staff-related features. A website was developed.

Evidence of Progress for 2009-2010:

There has been increased interest and interaction of timely issues.

Activities planned for 2010-2011:

A blog will be created for the staff on the website as well as a site for faculty, retreat news, and discussion. There will be a supplement with the health engagement programs.

20. 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:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** DOE  
**Time Frame:** Ongoing

Actions taken for 2009-2010:

There were regular postings on boards, plasma monitors, and the website about the importance of being a University College student.

Evidence of Progress for 2009-2010:
This goal is in progress; there is no evident to report at this time.

Activities planned for 2010-2011:

The campaign will be increased. University College may develop school garments like other academic units.

21. 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 2009-2010:

There was an expansion of *E-Staff News*, development of a new website just for employees, and development of an employee board to illustrate highlights.

Evidence of Progress for 2009-2010:

This goal is in progress; there is no evident to report at this time.

Activities planned for 2010-2011:

An e-annual report will be developed to showcase all of our work.

22. 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 2009-2010:

University College reviewed and planned for new a model endorsed by the deans and the University College Collaborative Governance.

Evidence of Progress for 2009-2010:

This goal is in progress; there is no evidence at this time.
Activities planned for 2010-2011:

University College will roll out a new model, possibly involving the PDP.

23. 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 2009-2010:

Two businesses were actively pursued.

Evidence of Progress for 2009-2010:

The discussions with clients are still in progress; this endeavor needs to develop over several years.

Activities planned for 2010-2011:

University College will continue to build rapport with two clients as well as develop new contacts.

24. 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

Actions taken for 2009-2010:

A programmatic review was completed.

Evidence of Progress for 2009-2010:

The critical thinking pedagogical tool has been adopted by more than ten gateway classes.

Activities planned for 2010-2011:
The critical thinking pedagogical tool has been adopted by more than ten gateway classes.

25. 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 2009-2010:**

The director of the Gateway to Graduation Program worked with the director of assessment of University College. Two Advisory Board Meetings were held for the purpose of program review and revision.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**

Meetings with deans and chairs of units will be scheduled with the director of the Gateway to Graduation Program and the associate dean of University College. There will be continued use of the Gateway Advisory Board for planning and revision.

26. 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 2009-2010:**

Gateway to Graduation Program staff collected gateway syllabi, conducted a PUL survey of gateway faculty, and completed a PUL pilot by gateway faculty during summer and fall 2010.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**
Under the direction of the director of assessment, Gateway to Graduation will begin to look at collected syllabi for content analysis.

27. 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 2009-2010:**

Evaluations were conducted for every gateway program held, excluding coordinators’ meetings.

**Evidence of Progress for 2009-2010:**

The Gateway to Graduation Program is using the program evaluations over time to create a snapshot of progress.

**Activities planned for 2010-2011:**

There will be a continued use of evaluations with emphasis on tracking progress over time.

28. 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 2009-2010:**

The TLC director held discussions with Michele Hansen, director of assessment, regarding this process.

**Evidence of Progress for 2009-2010:**

The analysis has been completed, shared, and discussed and will continue to be implemented in future years.

**Activities planned for 2010-2011:**
An analysis of TLC cohorts’ retention and graduation rates will be completed and shared with various stakeholders.

29. 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 2009-2010:**

The TLC director held meetings with Michele Hansen, director of assessment, to establish protocol and questions for focus groups. Research assistants trained in qualitative methods and random sample of students were identified, and IRB approval was obtained.

---

**Evidence of Progress for 2009-2010:**

Focus groups are in progress.

---

**Activities planned for 2010-2011:**

Students have been invited to participate in focus groups. Focus groups are in progress.

30. 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 2009-2010:**

All TLC faculty were invited to participate in committees to guide TLC work. Two committees were established: the TLC Professional Development Committee and the TLC Future Initiatives Committee.

---

**Evidence of Progress for 2009-2010:**

New committees and survey results will be used to document opinions of TLC faculty.

---

**Activities planned for 2010-2011:**
Quick electronic surveys are used to gather TLC faculty feedback for future initiatives. The TLC committees will continue to meet.

☑ 31. 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 2009-2010:**

TLC staff collaborated with technology staff to develop an electronic system for block scheduling, proofing, and schedule monitoring within the TLC program. Meetings were held with campus stakeholders to ensure the system met the needs of participants. Two rounds of testing were completed.

---

**Evidence of Progress for 2009-2010:**

The TLC Management Application is finished, and campus trainings are in progress.

---

**Activities planned for 2010-2011:**

Campuswide training sessions will be held. There will be a full implementation of the system.

☑ 32. 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 2009-2010:**

The infrastructure was evaluated and a needs assessment was conducted to determine appropriate support staff needed for TLCs to expand. The need for a TLC budget line along with additional funding was identified.

---

**Evidence of Progress for 2009-2010:**

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

---

**Activities planned for 2010-2011:**
The TLC director will continue to pursue a line-item budget for TLCs along with increased funding. The TLC director will continue to pursue additional staffing. A request for monetary and personnel support has been shared with the University College interim dean.

33. 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:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** TFCS-SP  
**Time Frame:** Ongoing

**Actions taken for 2009-2010:**

Assessment of the Twenty-first Century Scholars Success Program services was conducted by Michele Hansen, director of assessment.

**Evidence of Progress for 2009-2010:**

Twenty-first Century Scholar students who participate in the mentoring program achieve higher average GPAs than their peers.

**Activities planned for 2010-2011:**

Twenty-first Century Scholars Success Program staff will continue to work with Michele Hansen to develop and to implement an assessment plan to evaluate programming activities and services.

34. 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:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** TFCS-SP  
**Time Frame:** Ongoing

**Actions taken for 2009-2010:**

Assessment of the Twenty-first Century Scholars Success Program services was conducted by Michele Hansen, director of assessment.

**Evidence of Progress for 2009-2010:**

Twenty-first Century Scholar students who participate in the mentoring program achieve higher average GPAs than their peers.
Activities planned for 2010-2011:

Twenty-first Century Scholars Success Program staff will continue to work with Michele Hansen to develop and implement an assessment plan to evaluate programming activities and services.

35. 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:** Best Practices
   **Secondary Goals:**
   **Sub Unit:** TFCS-SP
   **Time Frame:** Ongoing

Actions taken for 2009-2010:

Twenty-first Century Scholars Success Program staff worked with University College Grant Specialist Sherri Session to develop a strategy to secure external funding to support programming activities and services. The program will focus on opportunities to work with middle and high school Twenty-first Century Scholars and their families to promote college access and success. The program will also seek opportunities to engage in community service activities.

Evidence of Progress for 2009-2010:

The Twenty-first Century Scholars student organization is in the process of writing a Youth as Resources grant to conduct a community service project.

Activities planned for 2010-2011:

Twenty-first Century Scholars Success Program staff will continue to work with Sherri Session to secure external funding.

36. University College will provide space for its pre-college and early college programs. Relocating the offices to Taylor Hall will provide an enhanced environment and improved location for students and their families as they prepare for the transition to college.

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

Actions taken for 2009-2010:

Through space planning and renovations, University College prepared to relocate Upward Bound, Twenty-first Century Scholars, and SPAN from Indiana Avenue to Taylor Hall. The move will create an excellent environment for collaborative work in preparing students for college transitions.
Evidence of Progress for 2009-2010:

During 2010–2011, assessment will be conducted as well as a program review of the Upward Bound program.

Activities planned for 2010-2011:

Program evaluation and enhancement of the Upward Bound program will be the focus in providing services to students in the region.

- 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 2009-2010:

University College redesigned the University College Assessment website to ensure that data and reports are transparent and accessible to all users; designed rigorous studies that prove (accountability) and improve programs; provided data, expertise, and consultation to support all formal program review efforts and reports; developed University College assessment policies; established and disseminated a schedule of standard reports; designed studies that assess the longer-term impact of academic support programs; and continued to establish a national reputation for assessment of first-year programs (e.g., publications and conference presentations).

Evidence of Progress for 2009-2010:

Numerous reports (e.g., program participation rates, students’ perceptions, learning outcomes, program effects on retention and academic achievement) have been developed and disseminated to faculty, advisors, administrators, program directors, and staff. Key stakeholders (e.g., faculty, advisors, administrators, program directors, 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 assessment data such as data from IMIR, qualitative reports, PRAC, etc. Faculty, advisors, staff, and administrators frequently plan for assessment and use results in decision making. Assessment data is used to improve teaching and learning. The University College Office of Assessment ensured that all assessment data is accessible and transparent to all faculty, administrators, staff, and advisors.

University College Office of Assessment staff presented at national conferences as well as published peer reviewed papers:

- [Source: University College Office of Assessment]

[71]
Activities planned for 2010-2011:

The University College Office of Assessment plans to continue to develop processes, strategies, and approaches to support the following vision: “There is a culture of evidence in University College. Faculty, advisors, staff, and administrators frequently plan for assessment and use results in decision making.”

The University College Office of Assessment’s guiding principles and values include:
- Insight—stakeholder understanding of program underpinnings and components
- Involvement—stakeholder involvement in assessment planning and deployment
- Validity—selection of valid and reliable criteria; carefully design studies that have internal validity; ensure that data is secure and reliable
- Improvement—link results with program, service, learning, and teaching improvement
- Transparency—relevant data and information is readily available and transparent for all internal and external stakeholders

University College will increase success of the IUPUI Mentoring Symposium by: (1) continuing to provide tools and resources for mentorsâ€™ 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:** Best Practices  
**Secondary Goals:**  
**Sub Unit:** AA-GW  
**Time Frame:** Ongoing

Actions taken for 2009-2010:

University College increased marketing for the event to the national level, which led to an increase of outside attendees. The planning committee implemented the first call for proposals nationwide, resulting in a diverse array of topics, with the majority of presenters led by representatives from schools outside of IUPUI. University College staff communicated personally with many administrators from all programs in attendance during the months leading up to the event, contributing to the increase in participation at the administrator roundtable.
Evidence of Progress for 2009-2010:

A new format for concurrent sessions was available for the attendees. There was an increase in outside attendance by at least five schools, while maintaining current partnerships. The 2009 event had 355 attendees, with 15 institutions represented (including IUPUI). Eight of the institutions were from outside of Indiana.

Activities planned for 2010-2011:

University College will continue nationwide marketing efforts, will seek new outlets for marketing outside of the First-Year Experience Listserv, open a national call for proposals, and design concurrent sessions in a more purposeful manner such as topical tracks, workshops, and seminars geared toward special populations and unique mentoring styles. University College will continue partnerships with administrators in attendance via the Mentoring Symposium Listserv.

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

Actions taken for 2009-2010:

This goal was in the planning stages during this time.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

There will be a call for proposals, save-the-date campaign, development of a website for the program, and purchase of video sets of conference for revenue.

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
This goal was in the planning stage during this time. A website was developed as well as a save-the-date campaign.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

University College will create a great experience for the conference attendees. Video sets will be available for purchase.

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

Actions taken for 2009-2010:

University College hosted the spring conference.

Evidence of Progress for 2009-2010:

A survey resulted in high praises. There was an increased number of attendees.

Activities planned for 2010-2011:

University College will host the 2011 spring conference, expand role of the website, and offer video sets for revenue.

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

Actions taken for 2009-2010:

Targeted faculty fellowships were offered during 2009–2010. These fellowships focused on increasing engagement with the Nina Scholars program, continuation of online U 110 course assessment, continuation of career decision making, and enhancement of the IUPUI-Crispus Attucks Medical Magnet (CAMMHS) articulation. Support was provided for prior fellowship awardees to present their findings.
Evidence of Progress for 2009-2010:

There was successful completion of faculty fellowship reports and dissemination to appropriate units in University College and other forums, including state, regional, and national presentations.

Activities planned for 2010-2011:

University College will increase and support fellowships as a means to enhance faculty development and support needed research foundations, especially as related to University College Academic Affairs and identification of best practices. Potential CAMMHS fellowships will be explored.

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 2009-2010:

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 (CTL), in part with the appointment of the University College associate dean to the CTL Advisory Board.

During the academic year, monthly professional development meetings were held with University College lecturers. Professional development opportunities were held to assist faculty with PUL evaluation and assessment. PowerPoints were developed to assist faculty in the evaluation of the PULs.

Evidence of Progress for 2009-2010:

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

Activities planned for 2010-2011:

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

08. University College will improve fund-raising partnerships and resources by managing and promoting its first fund-raising event, either a golf tournament or fun run. The outcome of the goal will be improved 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:** Civic Engagement
**Secondary Goals:**
**Sub Unit:** DOE
**Time Frame:** Ongoing

**Actions taken for 2009-2010:**

This goal was in the planning stages and seeking sponsorships for 2011 events.

**Evidence of Progress for 2009-2010:**

It is too soon for assessment at this time. The evaluation will take place after the 2011 event.

**Activities planned for 2010-2011:**

The 2011 event will take place.

09. 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:** Best Practices
**Secondary Goals:**
**Sub Unit:** DOE
**Time Frame:** Ongoing

**Actions taken for 2009-2010:**

The coupon booklet for University College students is called *SPOTS*. It will be distributed to first-year students along with their families. IU approved a special account for revenue that will support student causes. *SPOTS* will be totally supported by businesses and their coupons to students and families.

**Evidence of Progress for 2009-2010:**

The 2010 *SPOTS* was completed with enough pages from businesses to create substantial revenue for the first-year project. The outcome of the 2011 *SPOTS* campaign will be key in sustaining this project for years to come.

**Activities planned for 2010-2011:**

It is expected that *SPOTS* will grow larger in its second year and in turn revenue will increase to benefit students.

10. 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:** Civic Engagement  
**Secondary Goals:**  
**Sub Unit:** DOE  
**Time Frame:** Ongoing

---

**Actions taken for 2009-2010:**

University College worked with Meijer on this project. Chancellor Bantz endorsed the proposal via a letter to Hank Meijer.

---

**Evidence of Progress for 2009-2010:**

Meijer sponsored the IUPUI New Student Welcome in August 2010 and continues to sponsor major events.

---

**Activities planned for 2010-2011:**

The work with Meijer will continue through sponsored events.

- 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 2009-2010:**

Two clients were involved with negotiations to donate a van.

---

**Evidence of Progress for 2009-2010:**

As long as we have clients interested in this type of donation, we remain hopeful.

---

**Activities planned for 2010-2011:**

University College will continue to confirm arrangements if necessary.

- University College will improve fund-raising partnerships and resources by inviting Dunkinâ€™ 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 2009-2010:

A business plan was developed for Dunkin’ Donuts.

Evidence of Progress for 2009-2010:

Plans are evolving and post-event evaluations are scheduled.

Activities planned for 2010-2011:

Dunkin’ Donuts committed to be a major sponsor for this event.

13. University College will improve fund-raising partnerships and resources by developing partnerships to ease the cost of a student and family magazine, "The Link." For example, University College could have companies pay for mailing costs. The outcome of the goal will be reduced production costs.

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

Actions taken for 2009-2010:

The Link was very successful with sponsorships, development of national authors, and specific sections for the magazine.

Evidence of Progress for 2009-2010:

There is a level of interest, but it is still too soon to assess the goal.

Activities planned for 2010-2011:

University College will develop more national recognition for the magazine and will increase sponsorships.

14. 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: Best Practices
Secondary Goals:
Sub Unit: DOE
Time Frame: Ongoing
Actions taken for 2009-2010:

Yearlong gatherings of staff and faculty were held to build camaraderie and a sense of a unified mission. Two faculty and staff retreats focused on individual responsibility of our vision and mission. Two campaigns for employees were developed.

Evidence of Progress for 2009-2010:

The campaign dollars are increasing. There is more participation in events.

Activities planned for 2010-2011:

There will be more expansion of approach and development of sponsors for gifts. There will be stewardship of longtime donors.

15. University College will improve fund-raising partnerships and resources by developing a scholarship with the Colts™ Bob Sanders and his foundation.
   **Campus Planning Theme:** Civic Engagement  
   **Secondary Goals:**  
   **Sub Unit:** DOE  
   **Time Frame:** Ongoing

Actions taken for 2009-2010:

Bob Sanders was injured during preseason, which did not create a good opportunity for his profile. There was development of public service announcements by using Colts coach.

Evidence of Progress for 2009-2010:

This stewardship is very new, so it is too early to assess impact at this time.

Activities planned for 2010-2011:

There will be development of new relationships with key Colts players to develop sponsorships.

16. 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:** Best Practices  
   **Secondary Goals:**  
   **Sub Unit:** DOE  
   **Time Frame:** Ongoing
Actions taken for 2009-2010:

The first phase of the tour guide was completed.

Evidence of Progress for 2009-2010:

There have been over 100 hits using the first phase of the tour.

Activities planned for 2010-2011:

The second phase of the tour is expected to be completed. This requires a donation from Best Buy.

☑ 17. 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

Actions taken for 2009-2010:

Academic and Career Development (ACD) has done an evaluation of the externship experience. Students who did an externship over spring break 2009 completed a student reflection exercise. ACD evaluated students’ experiences in workshops. Students continue to complete an evaluation form after their participation. ACD did an evaluation of online Discover tool. Students continue to complete an evaluation form after utilizing this online tool. ACD obtained and reviewed the results from the pilot of the assessment of individual sessions with regard to students’ understanding of services and resources before and after meeting with a career counselor. ACD assisted in the development of a benchmark report form to collect data monthly.

Evidence of Progress for 2009-2010:

Academic and Career Development (ACD) will continue the evaluation of the externship experience. The results from the student reflection exercise indicated that all students felt satisfied with their experience and stated that it was beneficial. Most students stated that they felt a greater sense of self-efficacy regarding their ability to be successful.

ACD will continue the evaluation of students’ experiences in workshops. Results on the workshop evaluation forms were very positive. Most of the participants “strongly agree” with the statement “the information presented in this program was useful to me.” We received the same positive feedback from the students who attended the Nursing Mock Interview Workshops. Here is one of the many positive comments we received: “I really appreciate the time everyone took to put this workshop together. The information was helpful in preparing for the nursing interview and it helped me to feel less nervous about the whole process. Great job! Thank you.”

ACD will continue the evaluation of the online Discover tool. The majority of first-time users of Discover responded positively when evaluating the tool. Approximately 88% of respondents stated that the inventories on interests, values,
and abilities within Discover were useful to them.

ACD found that for the students completing the survey, their understanding and familiarity with resources did seem to increase after meeting with a career counselor.

Activities planned for 2010-2011:

Academic and Career Development (ACD) will collect benchmark data and evaluate findings; will establish a basis for all career programs and services through the development of learning outcomes; will identify programs and services to create, grow, and discontinue; and will evaluate and revise current assessment tools for individual services, workshops, and classroom presentations.

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

Actions taken for 2009-2010:

Academic and Career Development (ACD) met with the marketing team to create materials and to more purposefully promote our services on campus through brochures, posters, bulletin boards, flyers, Jag TVs, the University College and IUPUI websites, electronic mailing lists, “Career Conversations in the Café” located in the campus bookstore, and presentations across campus.

ACD continued active participation on the IUPUI Career Services Council, allowing for the communication of our services to other campus career professionals; and, therefore, to the rest of the campus community. ACD took over the coordination of the second annual campuswide Fall Career Week, noting our office name as a sponsor on all of the marketing materials for the event. ACD conducted its annual Major/Career Information Day event, promoting our office on the marketing materials and during the event. ACD continued collaboration with various schools and student groups to promote our services and programs.

Evidence of Progress for 2009-2010:

Academic and Career Development (ACD) increased individual service by over 300 sessions. There were significant increases in presentation requests for learning communities and other classrooms, student groups, etc. There was also increased attendance at the Major/Career Information Day event from the previous year.

Activities planned for 2010-2011:

Academic and Career Development (ACD) will continue to meet with the marketing team to create a brand for the office as well as a package of publications, including brochures, posters, a display board, and flyers. ACD will create a new website, along with web-based tools for student use, including blogs, videos, and student and mentor highlights.
ACD will continue collaborating with schools and student groups in the promotion of services and programs, will continue promoting our services on campus through “Career Conversations in the Café,” and will continue active participation on the IUPUI Career Services Council.

19. 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

---

**Actions taken for 2009-2010:**

The Jaguar Journey Program was developed to offer first-year scholars the opportunity to build their academic and leadership skills through a combination of support services and financial assistance. The financial component, the Twenty-first Century Scholars Pledge Grant is designed to help meet the remaining financial need for scholars. Students who meet eligibility will automatically be given the award; however, grant recipients must attend the Summer Bridge Program or participate in the Twenty-first Century Scholars Success Peer Mentoring Program.

The Twenty-first Century Scholars Success Program developed brochures to use as marketing tools to promote the Jaguar Journey Program. Program staff worked with the Central Indiana Twenty-first Century Scholars Regional Support Site, community organizations funded through the Central Indiana Community Foundation’s College Readiness Fund, and the IUPUI Office of Admissions to market Jaguar Journey to incoming first-year students.

The Financial Literacy Program “Making Cents” was developed for scholars to learn the fundamental skills of money management. The workshops were presented by campus staff and community representatives. Workshop topics included: creating budgets, account management, credit cards, debt management, loan management, community rights and responsibilities, and identity theft.

---

**Evidence of Progress for 2009-2010:**

There were 183 Twenty-first Century Scholars first-year students who attended IUPUI and who received the Pledge Grant; 87 first-year students participated in the Twenty-first Century Scholars mentoring program in the 2009–2010 academic year.

---

**Activities planned for 2010-2011:**

The Twenty-first Century Scholars Success Program will continue to partner with the Twenty-first Century Scholars Central Indiana Regional Support Site and area college access programs to market Jaguar Journey and the IUPUI Twenty-first Century Scholars Mentoring Program.

20. Student Support Services (SSS) will provide cultural events and activities to enhance the education experience of the SSS students.

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**
Sub Unit: Student Support Services
Time Frame: Ongoing

Actions taken for 2009-2010:

Student Support Services (SSS) held cultural events each month to expose students to different cultures and to provide opportunities to learn about other cultures. SSS also provided opportunities for students to take trips to experience the arts and learn about history. In addition, SSS provided support for eligible students who wanted to participate in study abroad programs.

Evidence of Progress for 2009-2010:

Student leaders in Student Support Services helped plan cultural events each month. Some cultural events include Hispanic Month, African American Month, Tournament of Knowledge game, meals, and the display of historic artifacts. Students in the SSS program have traveled to Cincinnati to the National Underground Railroad Freedom Center and to see symphonies and theatrical productions in the region. Student Support Services provides grants to eligible SSS students who participate in study abroad programs. SSS students have studied in places such as China, Germany, and the Dominican Republic.

Activities planned for 2010-2011:

Actions will continue from the previous year through 2010–2011.

☑ 21. Student Support Services will continue to provide support and guidance to at-risk first-generation and low-income students as they seek to earn their degrees.

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

Actions taken for 2009-2010:

Student Support Services provided at-risk students (in the program) with counseling, mentoring, leadership opportunities, academic and financial aid advising, and cultural enrichment activities. The program also offers tutoring services.

Evidence of Progress for 2009-2010:

The retention rate for all SSS students during 2008–2009 was 86%.

Activities planned for 2010-2011:

The activities from the previous year will continue through 2010–2011.
22. University College will manage the "Journal for Learning Communities Research" to promote research, best practices, and scholarship for the first-year experience and learning communities nationwide.

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

**Actions taken for 2009-2010:**

The *Journal for Learning Communities Research* moved to IUPUI from another institution. Volume 5, Issue 2 was edited, published, and sent to subscribers. The charge for University College is to market the journal and to increase its recognition and readership through subscriptions. A website was developed to promote the journal.

**Evidence of Progress for 2009-2010:**

If the journal receives funding and publication continues, assessment will be completed and will be determined by the numbers of subscribers.

**Activities planned for 2010-2011:**

University College is seeking funding for 2011 operations. If funding is confirmed, a robust plan to market the journal will unfold. University College staff are seeking to improve components of the journal. A profile of readership will be performed and strategies developed in marketing “gap” regions. University College is preparing to support the National Learning Communities Conference in 2012.

23. The Council on Retention and Graduation (CRG) will host a summit to bring together the CRG and the Enrollment Management Council to address the goal of increasing retention through the middle years of higher education.

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

**Actions taken for 2009-2010:**

There was no action taken at this time.

**Evidence of Progress for 2009-2010:**

Over 50 people attended the fall summit. Evaluations indicated the majority of participants felt they added to their knowledge of issues affecting retention and graduation for IUPUI students, connected with other colleagues interested in retention and graduation at IUPUI, and gained useful information to take back to their departments, units, or schools.
Activities planned for 2010-2011:

A summit was held on October 8 for CRG and EMC members. A second summit is planned for spring 2011 and will follow up the strategies and priorities that were developed in the fall summit.

Fiscal Health

Reallocation Plan

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

University College has a faculty-based governance. The University College Executive Committee is comprised of five senior faculty members, dean, and associate dean. The committee provides direction for University College, including reviewing or making recommendations concerning proposals relating to administrative practices and policies, reviewing the long-range plans of University College and advising the dean on them, presiding over meetings of the faculty on a rotating basis, determining assessment needs and assigning responsibility for such assessment, and monitoring diversity within University College. A faculty assembly is held every month during the academic year where faculty discuss issues pertaining to the mission and goals of University College and give the dean feedback. Many of the faculty serve on unit committees, including the University College Planning and Budgetary Affairs Committee, the University College Curriculum Committee, the University College Academic Policies and Procedures Committee, and the University College Faculty Roles, Responsibilities, and Recognition Committee.

University College has a Collaborative Governance Committee with elected representatives. The committee reflects the commitment of faculty, staff, and students in fulfilling the mission of the unit. The University College Collaborative Governance Committee has a steering committee that serves as a board of advisors to the University College Executive Committee to provide general direction for the unit.

Final budgetary decisions are made by the dean, but feedback is given on these decisions by the associate dean, assistant deans, staff, faculty, and particularly the University College Planning and Budgetary Affairs Committee and the University College Executive Committee. University College prioritizes decisions based on its mission and on continued efforts to increase campus retention and graduation rates.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.

University College’s mission aligns well with both the Principles of Excellence and the Chancellor’s Guideposts. As the entering gateway to the university for most IUPUI students, both first-time and transfer, University College seeks to promote student learning and success while creating strong connections that help students craft a bridge to their degree-granting unit. Our focus on individual student success is the foundation for a “world-class, relevant, and responsive education,” and it has been a major factor in increasing the retention and graduation rates of IUPUI students. The dean of University College chairs the Council on Retention and Graduation, a campuswide committee with more than 70 participants from all university schools and degree-granting programs. In addition, the dean is a member of the executive vice chancellor’s Strategy Group and the Core Group. These connections assure rapid translation of university and campus initiatives into planning and action. Furthermore, University College offers many opportunities for experiential and co-curricular learning, thereby setting students on the road to meeting the RISE challenge and translating classroom education into real-world experience. University College is pioneering the use of electronic personal development plans (e-PDPs) in all first-year seminars and learning communities. Over the next two years, it is anticipated that this reflective and interactive process will be incorporated into Indiana University’s “Roadmap” for student success and will become a defining characteristic of the Indiana University and IUPUI experience.
3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

There have been new trends emerging with entering students, including IUPUI students. There has been a considerable increase in the number of students arriving with advanced placement (AP) credits. Some new students are entering IUPUI with more than 56 credits hours of AP and dual credits, which makes them technically ineligible to be a University College student. There is also a tendency for students to attend more than one institution in their academic careers. They “swirl” from one institution to the next. Other trends include a greater number of returning students and a plateau in the number of high school aged students. The consequence of these trends is that many more students are entering IUPUI unprepared for our academic standards and expectations. University College continues to offer support programs, but the diversity of students’ needs makes it difficult to target a general population. Entering students require a wide array of programs to help them achieve academic success and move toward graduation in a timely manner. Thus, continuing trends in student interventions for university colleges nationally include an emphasis on first-year seminars, experiential learning, co-curricular learning, collaboration with other campus units, success or learning centers, peer mentoring, and assessment.

4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?

If the university has additional budget cuts, University College would emphasize those programs proven to have a large impact on student success such as themed learning communities, first-year seminars, summer bridge, aggressive academic advising, advising linked to career counseling, peer mentoring, and intensive interaction with at-risk students (Nina Scholars and Twenty-first Century Scholars). In addition, an emerging critical program is the personal development plan (PDP) because it will move retention efforts beyond the first year and will improve the four-year graduation rate. Depending on the depth of the budget cuts other than cost savings measures would need to be implemented. These could include a hiring freeze, travel and print media restrictions, reductions in cost sharing with schools for advising and other services currently covered entirely by University College, and, lastly, reductions in force through layoffs targeted to least critical services.