

2012 Reaccreditation Report

University College

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by
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Teaching and Learning

Major Accomplishments:

- For the past seven years, IUPUI has been selected by *U.S. News & World Report* as one of the best programs in the country for learning communities, first-year experience, and service learning.
- University College has implemented new policies to increase student success. For example, as of fall 2009, University College first-year students (25 credit hours or below) may not drop more than one course per semester. This policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been administratively withdrawn.
- All entering University College students, and those who transfer in with fewer than 17 credit hours, are required to take a first-year seminar. Approximately 91% of first-year students now participate in first-year seminars, which have increased from 7 being offered in 1995 to 131 in 2010.
- The IUPUI Summer Bridge Program expanded from 7 sections in 2002, serving 137 students, to 20 sections in 2010, serving 434 students.
- University College partnered with the Department of Mathematics and the Department of English in 2009 to offer a new summer program called the Summer Preparatory Program (now called Summer Success Academy), which provides potential IUPUI students with academic skills and social support to help ensure their admission into the university. In 2010, 210 students participated in the program.
- In 2009, there were 33 themed learning communities (TLCs), which is a tenfold increase in TLC offerings from 2003.
- The curriculum template for first-year seminars was revised in 2010 with input and approval from the University College Curriculum Committee as well as feedback from faculty.

Current Status:

- All entering University College students (beginners and transfers) complete a personal development plan (PDP) during their first semester of enrollment.
- University College is augmenting tutoring services for gateway courses to promote individual student success by collaborating with gateway faculty to recruit students to serve as peer tutors.
- University College is reformatting the UCOL-U112 Critical Inquiry course to aid students in developing skills in critical thinking, analyzing, synthesizing information, active learning, and informed discussion. The reformatted course will be piloted in spring 2011.
- Assessment will be used to determine student progress and learning related to IUPUI's Principles of Undergraduate Learning (PULs) for all University College courses and programs. Valid and reliable data will be used to measure student progress and to improve student learning. Coverage of the PULs, along with evaluation of the PULs, has been strengthened, and the assessment section of the template has been expanded. A course-embedded authentic assessment procedure has been developed in which faculty rate students' attainment of the PULs based on classroom assignments, activities, and exams.

Plans for the Next Five Years:

- University College will continue to define student learning outcomes for first-year courses; will develop a vision for enhanced learning and academic achievement of first-year and transfer students; will organize the curriculum and co-curriculum and other learning opportunities to get students to participate in high-impact practices such as first-year seminars, service learning, and early intervention programs; and will revise the first-year seminar curriculum to ensure that students experience academic rigor, challenge, and active learning pedagogies.
- University College will enable students to develop personal development plans (PDPs) that will involve a personalized planning process resulting in the creation of a "My IUPUI Experience" as an overarching developmental framework for curricular and co-curricular learning.
- University College will continue to make policy changes and expand programs based on assessment results.

Research, Scholarship, and Creative Activity

Major Accomplishments:

- University College faculty and staff have published over 300 scholarly articles and books since 2000, including a major monograph in higher education (*Organizing for Student Success: The University College Model*).
- University College faculty and staff presented over 80 professional presentations and workshops at local, state, national, and international conferences last year identifying best practices and scholarly research at IUPUI.
- The “Outstanding Student Retention Program Award” was presented to IUPUI in 2009 by the Educational Policy Institute, a nonprofit educational research organization, for work done by Gayle Williams, Michele Hansen, and Lauren Chism in linking the Summer Bridge Program with themed learning communities and assessment.
- Two Gateway to Graduation Program faculty made a significant discovery with their research on attendance and early semester assignments. Ken Wendeln and John Kremer can predict with significant validity the students who will succeed in gateway courses by week two, by whether students attend class and complete an early graded assignment.
- University College hosted the 12th Annual National Learning Communities Conference in 2007 with record-setting attendance.

Current Status:

- 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.”
- University College faculty and staff continue presenting at national conferences as well as publishing scholarly articles and books.
- University College will continue involvement in the Indiana Access and Success Consortium and will continue active participation in several national venues.
- The IUPUI Annual Retention Initiatives Report is written and distributed every summer.
- University College manages the *Journal for Learning Communities Research* to promote research, best practices, and scholarship for the first-year experience and learning communities nationwide.
- University College also manages the *Metropolitan Universities* journal, a quarterly publication to help institutions stay abreast of cutting-edge topics in higher education.

Plans for the Next Five Years:

- University College will provide leadership by monitoring retention initiatives on the campus, in the state, in the United States, and, when relevant, internationally.
- University College will host the Coalition of Urban and Metropolitan Universities in 2011. University College will host the National Learning Communities Conference in 2012, which will give stronger recognition for the city, state, and campus as an anchor school for learning communities.
- University College will continue to manage the *Journal for Learning Communities Research*, contingent on funding for operations.

Best Practices

Major Accomplishments:

- The one-year retention rates for first-time, full-time cohorts (Indianapolis only) increased from 59% in 1999 to 75% in 2009.
- In 2004, University College implemented cross-training between academic advisors and career counselors to provide students with a holistic approach to their educational goal setting and planning.
- Due to an increase in the number of males who participated in the parent-student conferences, Twenty-first Century Scholars piloted a support program for scholar fathers and male role models of the scholars.
- The 2009–2010 school year marked the beginning of the Jaguar Journey program. Twenty-first Century Scholars who participate in Jaguar Journey receive financial and academic support through the Twenty-first Century Scholars Pledge Grant, Summer Bridge Program, and Twenty-first Century Scholars Peer Mentoring Program.
- University College created and maintains JAG 4.0, an online community of incoming first-year students to bridge the time they commit to IUPUI through the first year.

Current Status:

- University College continues to provide innovative programming following national best practices to increase the success of entering students at IUPUI such as themed learning communities, first-year seminars, peer mentoring, intensive advising, career planning, summer programming, and assessment.
- University College has developed an electronic 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, and developed a more robust section of the PDP on career goals and planning. Faculty development is offered to help faculty make the PDP a more integral part of the first-year experience course.
- University College continues creating a “culture of evidence” with faculty, staff, and administrators planning for assessment and using results in their decision making. Assessment data is used to improve teaching and learning.

Plans for the Next Five Years:

- University College has served as a laboratory for exploring best practices and as a cauldron of innovation for developing or enhancing interventions that have improved retention, graduation rates, and student learning.
- University College will continue to create a strategic action plan for the critical beginning college experience; will ensure that students have a clear and defined sense of their first-year experience; and will examine current activities, identify best practices, and develop plans to improve the retention and graduation rates of all IUPUI students.
- University College will develop a vision for the retention of transfer students and will establish a Transfer Center to provide support for students transferring into the unit.
- 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 University College assessment office will determine if the unit’s programs are meeting students’ needs and if they are implemented as conceptualized. Assessment staff will continue to implement a three-phase approach to assessing learning communities: assessment of needs, processes, and outcomes. 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.

Campus Climate for Diversity

Major Accomplishments:

- 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.
- The IUPUI SAAB (Student African American Brotherhood) chapter hosted the 2010 National SAAB Conference with a record-breaking attendance of 475 African American males, advisors, and community representatives from across the nation.
- University College hosted the 2007 and 2008 Indiana Multicultural Career Fair, one of the only career events in Indiana geared toward degreed employment for a diverse candidate pool.
- The IUPUI Summer Bridge Program collaborated with the Office of International Affairs to develop a section for international students in 2010.
- University College was awarded one of the President's University Diversity Initiative grants to make participation in the Summer Bridge Program more feasible for students from underrepresented populations and low-income families. Scholarships were awarded to increase participation of African Americans in the Summer Bridge Program due to assessment data indicating that those who participate are more successful.
- The Office of Academic and Career Development partnered with the Indiana Latino Institute to provide recent Latino high school graduates with career development information, including career exploration, resume writing, interviewing, and workplace etiquette.

Current Status:

- University College makes an effort to include diversity in all programming and initiatives and allocates many resources to include diversity in training and professional development activities. Many programs in the unit focus on students who reflect underrepresented populations as well as low-income, first-generation, and physically challenged students.
- University College assessment staff establishes assessment activities and reports on an annual basis to determine the extent to which a diverse and supportive environment has been created for all students.
- Academic and Career Development is offering career workshops for 2010–2011 that provide specific information for students affiliated with Adaptive Educational Services, Twenty-first Century Scholars, Nina Scholars, and the GLBT community.
- The Office of Student Employment is collaborating with the Office of International Affairs to provide student employment information and a workshop on job search practices in the United States.

Plans for the Next Five Years:

- University College will continue to recruit, retain, and promote a diverse faculty, staff, and administration.
- University College will improve the retention rates of African American students by offering them support services and programming specific to their needs, including the Student African American Brotherhood (SAAB), Student African American Sisterhood (SAAS), and Office of Student Success.
- University College will improve fund-raising partnerships and resources by working with Meijer to increase support by developing a scholarship for African American males.
- The Nina Mason Pulliam Legacy Scholars program will continue to promote and to develop the success of students who have physical disabilities.
- University College will increase career development services and programs to more diverse populations, reaching out to them by providing workshops and information specific to those populations.
- The Gateway to Graduation Program will increase the emphasis on delivering diversity topics for use by gateway faculty in the classroom.

Civic Engagement

Major Accomplishments:

- The University College pre-college programs work with many local schools to prepare junior high and high school students to attend college.
- All SPAN Division programs have enrolled students from 52 Indiana public, private, and parochial high schools. SPAN experienced significant growth during 2008–2010 as the program developed more early college articulations with central Indiana school districts that send their students to IUPUI for early college and dual credit participation.
- The SPAN Division oversees the Crispus Attucks Medical Magnet High School/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. IUPUI covers the cost of tuition for up to 17 credit hours per eligible student.
- The SPAN Division collaborated with the Department of Mechanical Engineering and Dr. Hazim El-Mounayri, director of mechanical engineering graduate programs, to develop the Mechanical Engineering Early College Initiative (MEECI), which provides the opportunity for high school students to enroll in advanced virtual reality enhanced mechanical engineering courses.
- An externship program was piloted in 2007; the program connects students with alumni for extended job shadowing opportunities in the Indianapolis community.
- The Twenty-first Century Scholars Success Program supported the foundation of the first Twenty-first Century Scholars student organization, Scholars Helping Scholars, which focuses on community service and building leadership skills.
- Interim Dean Richard Ward, Assistant Dean Gayle Williams, and Assistant Dean Cathy Buyarski participate in the Indiana Talent Alliance, a statewide K–20 community-based initiative.

Current Status:

- University College is striving 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 in providing educational seminars on early college entrance preparedness expectations. University College also coordinates 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 Themed Learning Community program provides opportunities for students to become engaged in civic issues, community service, and service learning experiences. Nearly 70% of TLC students reported that they participated in a community service or volunteer activity.

Plans for the Next Five Years:

- University College will increase high school student awareness of the academic, social, and cultural skills needed to attain a four-year college degree through dual credit opportunities at IUPUI by providing professional development for high school teachers, guidance staff, administrators, and students.
- University College will increase the capacity of parents, community groups, and schools to encourage and to support high school students' college preparedness and participation through dual credit opportunities by providing educational seminars, parent talks, high school presentations, and other informational round tables to educate and to inform prospective groups about proper college preparedness and the eligibility requirements for successful early college participation.
- University College will continue working with local businesses to improve fund-raising partnerships and resources.

Collaboration

Major Accomplishments:

- In 2002, the Department of Mathematics and University College joined together to open the Mathematics Assistance Center (MAC), the home for academic support of students in selected math courses. The MAC is housed in Taylor Hall.
- In 2004, the dean of University College began presiding over the campuswide Council on Retention and Graduation. Faculty and administrators across campus participate in the council.
- University College partnered with the Department of Mathematics and the Department of English in 2009 to offer a new summer program for 183 conditionally admitted students called the Summer Preparatory Program (now called Summer Success Academy). In 2010, there were 210 students who participated in the program, a 15% increase over the previous year.
- University College partnered with several departments on campus in developing the administrative withdrawal policy.
- In 2009, JACADA (Jaguar Academic Advising Association) was started with a grant. JACADA provides academic advisors with training, professional development, and opportunities to share information. Many University College advisors serve in JACADA leadership roles.

Current Status:

- Faculty continue to be recruited from the majority of undergraduate schools on campus. Faculty appointments continue to be a major mechanism for engaging campus faculty in student success.
- The Gateway to Graduation Program collaborates with many schools across campus. The program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. The program fosters collaboration among academic departments and many key support units. The program includes 57 gateway classes, 500 instructors, and 8,000 students each semester.
- University College provides services and 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.
- University College continues to build relationships with degree-granting schools by revising clear expectations for joint advisors and liaisons, which results in improved communication with degree-granting schools.
- University College funds a joint appointment with the Division of Student Life to enhance student learning and to increase student engagement.
- Twenty-first Century Scholars has established memorandums of understanding with youth-serving agencies and postsecondary institutions to expose students to postsecondary institutions through college visits and programming on various Indiana campuses. Through these collaborations, the program increased the number of college tours and summer programming offered to scholar families.

Plans for the Next Five Years:

- University College will continue ongoing collaborations, including the Gateway to Graduation Program, the Mathematics Assistance Center, the Division of Student Life, and with schools across campus on faculty appointments and joint advisors.
- University College will continue working with degree-granting schools to create a communication stream for students who certify to each degree school.
- The dean of University College will continue presiding over the Council on Retention and Graduation.
- University College will continue collaborating with off-campus partners for pre-college and early college programs.