

1999 Planning Summary For University College

Goal	Indicators of Progress	Evidence
<p>Improve Student Retention</p>	<ul style="list-style-type: none"> • University data show overall increase in retention despite increased percentage of students admitted on conditional basis 55% in 1994 to 71% in 1998 • Expand learning communities sections to serve all entering students • Continual refinement of elements in learning communities to increase student academic achievement and persistence • Continual development of supplemental instruction • Developed and sponsored statewide retention forum to address key issues in student academic achievement and persistence • Support minority participation in student leadership roles • Provide appropriate programming for special populations 	<ul style="list-style-type: none"> • University data show 1% change for current year • Expanded from 73 in Fall 1998 to 109 sections in Fall 1999. • New data reflect 8% increases in retention (4% when adjusted for background characteristics) • Also: DFW rates for Learning Communities beginning students in all other classes is 31.5% compared with rate of 39.3% for nonparticipants • Retention for participants ranges from 80-90% • 278 persons participated in statewide event • 17% of student mentors are minority persons; 41% of orientation leaders are minority persons • MAP program participants show a one semester retention rate of 77% with 24% of students at GPA of 3.0 or higher • Student Support Services program for low income and first generation students show a one-semester retention of 91T with an average GPA of 2.23 (relative to 2.11 for all entering students) • Welcoming reception for returning adult students, for Hispanic students, and for African-American students were conducted in August 1999

	<ul style="list-style-type: none"> • Provide academic support to student athletes through advising and mentoring • Provide overall introduction to technology in orientation and building student familiarity in learning communities through us of oncourse 	<ul style="list-style-type: none"> • Overall academic performance of student athletes in higher than comparable population of students
Continue to develop University College as a central unit for IUPUI, stressing collaboration in supporting student academic achievement and persistence	<ul style="list-style-type: none"> • Orientation expanded to all schools • Family program of orientation expanded with mailings and academic year programming to build upon summer program • Appointment of new faculty and approval of adjunct faculty appointments • Co-sponsorship of Summer Writing Forum • Appointment of faculty fellows whose work addresses key issues of undergraduate teaching and learning • Development of collaborative governance as an inclusive means of incorporating students, faculty, and staff in meeting mission of University College • Coordinate BookMarks program • Strengthen minority representation in key roles 	<ul style="list-style-type: none"> • 1,766 family members participated in the summer and 300 in the fall follow-up program • 11 faculty participated in intensive program • 8 faculty have developed projects to develop or assess aspects of the work of University College (see attached) • Marion Terenzio served as a consultant in May 1999, and a Steering Committee is completing final recommendations for implementation • Second annual public lecture by Robert O'Neil in November 1999 • 17% of staff represent minority populations
Develop and Improve Honors	<ul style="list-style-type: none"> • Plan developed by summer team shared with constituent groups and implemented • First class of new honors students recruited • Honors co-curricular programming developed with student leadership • Outreach to outstanding younger students expanded • Coordinated IUPUI's first Scholars' Day to recognize all scholarship recipients • University College recognizes students with strong academic achievement and encourages participation in Honors 	<ul style="list-style-type: none"> • 18 students were named in Fall 1998; 16 returned for 1999-2000 • 153 students are served by Project SPAN • 468 students were honored • The Honors list for Fall 1999 includes 1,788 students

<p>Improve Advising</p>	<ul style="list-style-type: none"> • Campus level sponsorship of advising survey • Joint positions with schools (Admissions, Biology, Business, Education, Engineering and Technology, General Studies, Nursing, Psychology, SPEA) to strengthen advising as students move from University College to schools • Appointment of new Director of Advising and of 10 new advisors • Implementation of new training program for advisors 	
<p>Emphasize Assessment and Feedback as Central to Efforts</p>	<ul style="list-style-type: none"> • Development of assessment plan emphasizing assessment of programs, of student learning, and of practices and operations • Self-Study of the learning communities and site visit by partner campuses and critical friends • Expansion of early warning system to support students and faculty 	

UNIVERSITY COLLEGE FACULTY FELLOWSHIPS 1999

Assessing curricular aspects of the *Template for First Year Seminars*. The faculty fellows, working with the First Year Studies Committee and the Associate Dean, will develop mechanisms to assess how the curricular components and learning outcomes defined in the *Template* document have been adopted and implemented in various iterations of the first year seminar at IUPUI. This research should culminate in specific recommendations for revision of the *Template*.

Fellows: Ann Lowenkron, School of Nursing
Richard Magjuka, Kelley School of Business

Instructional teams and the first year seminar. The faculty fellow, working with Assistant Dean Williams and representatives of the librarian, advisor, peer mentor and technologist components, will conduct a comprehensive review of the team approach to instruction with the goal of discovering and articulating the best practices for instructional teams that have emerged at IUPUI. The faculty fellow will be expected to develop materials on processes of team formation and alternative models for team roles that would be used for orientation and training of instructional team members at IUPUI as well as provide national leadership in this area.

Fellow: Rebecca Van Voorhis, School of Social Work

Peer mentors in the first year seminar. The faculty fellow, working closely with the Learning Center Director and Assistant Dean Williams, will conduct a detailed analysis of the training, role definition, work load and supervision of peer mentors assigned to first year seminars. The faculty fellow would be expected to develop a set of recommendations regarding peer mentors and contribute to the development of orientation and training materials.

Fellow: Linda Haas, Sociology, School of Liberal Arts

Innovative Pedagogy in the First Year Seminar. The faculty fellow, working with the First Year Studies Committee and the Associate Dean, will survey and interview faculty and other instructional team members who have participated in IUPUI first year seminars with the goal of identifying pedagogical strategies which support the learning outcomes goals of the course. The faculty fellow is expected to contribute to the development of a publication describing these pedagogies.

Fellow: Kevin Robbins, History, School of Liberal Arts

Enhancing academic and faculty connections in University College Advising. The faculty fellow, working closely with the Director of Advising and Assistant Dean Seabrook, would identify strategies for strengthening the connections among University College Advisors and faculty who teach entering students. Exploration of such strategies would be focused, at least initially, on faculty-advisor partnerships in first year seminar instructional teams. The faculty fellow would be expected to develop a set of recommendations for policy and action.

Fellow: Rosalie Vermette, Foreign Languages and Cultures, School of Liberal Arts

“Campus Conversations on the Scholarship of Teaching” project. IUPUI is participating in a national project of the American Association for Higher Education which will examine what the “scholarship of teaching” means on this campus and the conditions that work for or against enactment of that definition. The faculty fellow, with the support of the Associate Dean, will lead a campus inquiry group to study and act on a teaching issue identified as central to the campus.

Fellow: Richard Turner, English, School of Liberal Arts

Qualitative assessment of learning communities. The faculty fellow, with support from the Associate Dean, the RUSS Self-Study Committee, and the Center for Teaching and Learning, would be expected to define and conduct a qualitative research assessment on the impact of learning community participation on student academic success.

Fellow: Enid Zwirn, School of Nursing

Goals for 2000 For University College

Goal	Indicators of Progress	Evidence
<p>Enhance programs that are associated with increases in retention, increasing faculty involvement in these efforts.</p>	<ul style="list-style-type: none"> • Develop learning communities to reach all entering beginning students, continue to be primarily within schools representing students' intended majors • Expand supplemental instruction and faculty involvement in supplemental instruction • Expand faculty participation in orientation and increase connection with the students first semester experiences • Use the RUSS report to continue improvement of learning communities—including second semester • Highlight the RUSS capstone conference as a means to further enhance best practices at IUPUI • Continue K-16 initiatives (Upward Bound, Project SEAM, PreCollege Program) and expand (GEAR Up) in increasing student preparation • Collaborate with Student Life and Diversity Programs, the Center for Public Service and Leadership, the Career Center, and other units in implementation recommendations of the AAHE team • Work with Registrar and schools in early warning and administrative withdrawal or equivalent action • Expand and assess programs for special populations • Expand services to and contacts with family members in orientation and during academic year • Assess effectiveness of print and web-based information in serving students • Develop programs with HRA, Enrollment Center, and Career Center to encourage staff to enroll as students and to encourage students to seek on-campus employment • Collaborate with the schools and athletics in enhancing performance of student athletes 	<ul style="list-style-type: none"> • Retention rates • Student satisfaction • Overall academic achievement • Graduation rates

	<ul style="list-style-type: none">• Support instructional teams and document effectiveness in collaboration with the University Library	
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<p>Provide support in reading and study skills for transitional education students, including the possibility of joint program with Ivy Tech</p>	<ul style="list-style-type: none"> • Visit model programs and invite national leaders in areas of reading and study skills • Develop reading and study skills support in context with general education • Develop bridge programs—both longer program for a relatively small number of students and a more intensive program for more students, both on a pilot basis • Implement and assess new reading placement instruments and use 	<ul style="list-style-type: none"> • Program implementation and assessment
<p>Expand participation in Honors, taking advantage of IUPUI's strengths in graduate and professional education.</p>	<ul style="list-style-type: none"> • Build programs linked to IUPUI's graduate and professional programs • Increase participation in Honors courses and programs • Expand marketing of Honors, including personal contacts • Expand scholarship opportunities for students • Expand special honors orientation • Extend Scholar's Day participation 	<ul style="list-style-type: none"> • Academic achievement, persistence, and graduation
<p>Work with the Center for Teaching and Learning and faculty and schools in enhancing student learning in the top 25 courses and curriculum in general.</p>	<ul style="list-style-type: none"> • Expand supplemental instruction for these courses • Develop Writing Center outreach services in University College • Cooperate with mathematics in developing mathematics assistance center • Develop learning communities in schedule blocks with these courses • Provide campus support for development and implementation of integrator courses • Curriculum development support • Expand use of technology in courses • Continue and expand Summer Writing Forum and support summer math program for faculty 	<ul style="list-style-type: none"> • Expanded analysis of the empirical general education curriculum • Measures of student learning (including technological competence) • Student satisfaction

<p>Work with schools in improving academic advising.</p>	<ul style="list-style-type: none"> • Expand joint positions • Support survey of advising—studying and disseminating results • Provide Directory of Advisors • Develop Faculty Advising Handbook • Development of advisor portfolio as means to document performance • Professional development programming for faculty and professional academic advisors 	<ul style="list-style-type: none"> • Student satisfaction • Students moving into majors • Students graduating in intended majors • Rates in changing majors • Longitudinal analysis of students majors and academic success
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University College Noteworthy Achievements 1998-1999

Establishment of University College as a core unit for IUPUI to serve entering students, to provide focus on undergraduate learning, and to improve student academic achievement and persistence. [Student Learning, Collaboration]

- Through orientation, with all schools participating in orientation.
- With parents, through programs at orientation, mailings during the year, and special programs for family members during the year.
- With Student Life and Diversity through joint work at the AAHE Summer Quality Academy and through joint programming the learning communities.
- With the schools and units through the development of joint positions (with Nursing, Business, Engineering and Technology, Education, SPEA, Financial Aids, Admissions, Psychology, Biology).

Development and assessment of learning communities, in conjunction with the schools, to serve IUPUI's entering students. [Student Learning, Accountability and Best Practices]

- Development of assessment and feedback as integral to the work of the faculty, staff, and students of University College.
- Through collaboration with other urban universities, such as the RUSS project. (see report of critical friends summary comments: attached).

Development of Honors for the campus, recruiting and supporting outstanding students, and providing a model of excellence in undergraduate teaching and learning, a model for the potential achievement of all students. [Student Learning, Responsibilities of Excellence, Collaboration]

- Through the recruitment of – new honors students for Fall 1999 and through the retention of – students from Fall 1998.
- Coordination of IUPUI's first Scholars' Day to recognize all scholarship recipients.

Collaboration with K-12, Education, and others to foster a K-16 system for Central Indiana. [Collaboration, Student Learning]

- Through funding of two Upward Bound proposals, a continued project to serve IPS students bussed to townships, and a new project to serve IPS students.
- Through the Indiana Pre-collegiate program funded by the Lilly Endowment, Inc.

- Through Project SEAM, a collaborative project with the other colleges and universities in the metropolitan area and with all the public high schools.

Concluding Thoughts

As visitors, we were privileged to bear witness to an usually vital learning communities initiative at IUPUI. At the same time, we were humbled by its scale-as well as the energy, dedication, and talents of the many individuals involved in the effort. The leadership of University College and the participation of many faculty and staff throughout the IUPUI community has made this an impressive effort – one which we will continue to commend to colleagues elsewhere in the country seeking a model. As “critical friends,” we offer the following summary challenges:

- All learning communities need academic content – provided either within the class itself or through a linkage with one or more other classes.
- Systemic communication between learning community faculty-staff teams, within University College, between University College and the Schools, and with vital support offices like the Registrar and Student Affairs cannot be emphasized enough.
- Grouping students more intentionally based on their characteristics and entering abilities, and consciously combining various program components such as linked courses, Supplemental Instruction, and skills development modules to match different student clienteles should be a theme for the future.
- Creatively and aggressively addressing issues of resources and sustainability is imperative, lest the learning communities initiative be perceived as an “add-on.”
- Broadening the appeal of the initiative to senior people (in addition to those already involved and committed) who have nothing to lose and who have proven themselves already and might be ready for a new challenge should be a major source of future strength.

We thank our hosts at IUPUI for an enjoyable visit and a profitable learning experience, and we look forward to further dialogue.

Betsy Barefoot, Peter Ewell, Deanna Martin, Roberta Matthews