Appendix A – Memorandum of Charge from Chancellor Bantz

MEMORANDUM

TO: Scott E. Evenbeck, Chair
    David G. Bivin, School of Liberal Arts
    Susanmarie Harrington, School of Liberal Arts
    Stephen Hundley, School of Engineering and Technology
    and General Studies
    Pamela Jeffries, School of Nursing and General Studies
    Andrew Klein, School of Law-Indianapolis
    William N. Kulsrud, Kelley School of Business
    Anastasia Morrone, School of Education
    Jeffrey X. Watt, School of Science

FROM: Charles R. Bantz, Chancellor

SUBJECT: Doubling the Numbers Task Force on Teaching and Learning

DATE: February 2, 2004

Through creativity and effort, through collaboration and leadership, and with the support of Indiana, IUPUI accomplished extraordinary growth and development. These years demonstrate the energy and talent necessary for IUPUI to help continue its transformation and increase its contribution to Central Indiana. Given IUPUI’s achievements in the past decade and our proven record of success, we should have no less ambitious goal than doubling our record of achievements. My installation address (summary attached) outlines the goal of doubling achievements in teaching and learning, in research/scholarship/creative activity, in civic engagement, and in diversity.

To achieve these ambitious objectives, we need to develop specific, realistic plans that can guide our efforts. Will you serve as a member of the teaching and learning doubling team? The team should advise me on the steps we need to take to meet the goal of doubling achievements in teaching and learning. The team needs to complete its analysis and make its recommendations before May 1. As you can appreciate, the work of this team is very important, and I hope that you will agree to serve. Please notify Jo McIntyre in my office (4-4417 or pmcintyr@iupui.edu) of your availability as soon as possible so the teams can begin work immediately.

Although all members of the task force are faculty, it is essential that both staff and students play a formative role in shaping your recommendations. Consequently, I ask that you develop a process to engage the participation of staff and students as well as other faculty and administrators.

Each task force will identify the key elements necessary to achieve doubling of achievements in its area. While I proposed the major objective in each area, the team should formulate specific goals and identify related goals that are necessary. Begin with our recently developed campus mission statement and our goals and objectives (http://www.planning.iupui.edu/mission/mission.html); the self studies developed for teaching and learning and civic engagement as a part of our NCA review.
will also be very useful and strategic references. Susan Kahn from Vice Chancellor Banta’s office is available to assist your group in using these documents effectively.

In the case of teaching and learning, please begin by considering how we can double the number of students completing baccalaureate degrees by May 2010. While our principal goals should be quantitative in nature and thus be subject to measurement, comparison, and periodic reports on progress, we must also attend to enhancements that may be more qualitative in nature and not easily translated into numeric goals. Your comments on the specific goals for teaching and learning will be critical to our plans, our actions, and our allocation of resources.

Please outline specific steps that are necessary to achieve the goals you identify. Some of these may require new ways of thinking or organizing ourselves. Others may require investments that will have to be developed over a number of years, building an infrastructure that can sustain our efforts. Our success in developing a strong Office of Professional Development is one such resource that we need to consider directing since it has played such a critical role in the Gateway courses and undergraduate retention. We need a systematic, coherent, and methodical approach to the work before us, and you should outline the key steps we need to take immediately and over a period of years as we build toward achieving our goals. The goals we will set for ourselves may well challenge us to do even more. It is essential that we consider the quality of life issues associated with our plans, so please comment on work-life balance issues for faculty, staff, and students.

Identify the resources that are necessary to achieve the goals. Assume that there will be comparatively few new resources from the state and that tuition increases will be modest. Accordingly, the principal focus will be on how we can better deploy the resources currently at our disposal unless we can attract external support. We must be realistic, creative, and inventive. As you are undertaking your work, we are completing a planning exercise led by the Financial Planning Advisory Committee and each of the academic and service units. We will coordinate both efforts in my office.

As you consider the three components of your charge, give explicit attention to issues related to diversity and our commitment to enhance minority success. The Diversity Cabinet is taking up the doubling challenge and is ready to serve as a resource for you to draw upon. Reciprocally, the Cabinet may have specific suggestions to make to your team.

Your final report should take the form of a written electronic document of about ten pages or less organized into a statement of goals and objectives, major implementation issues, and an assessment of resource needs with recommendations on the reallocation of existing resources. While the final report should be submitted by May 1, to keep the campus informed, I ask your chair to provide an interim report to the IUPUI Faculty Council and to the Council of Deans in March or April.

I am asking the chair of your team, Scott Evenbeck, to convene the task force as soon as possible. I am eager to meet with your team, but do not want the start of your work to be dependent on my calendar. I also want to offer the support of a liaison to your committee; I’ve asked Nancy Chism to work with the chair and to provide any help that she can.

In addition, Vic Borden and his team—coordinated by Vice Chancellor Trudy Banta—will be available to help with institutional data and analysis; other staff are available to help identify other useful reports and to assist in developing your final report. Please confer with Trudy about how best to use the service of IMIR and others in her office since we have limited capacity and the demands on Vic and his team may be overwhelming unless we coordinate his work.
Let me thank you in advance for your consideration of this request. The work of your group will be critical in preparing IUPUI for its future role within Indiana University and the State. I hope you will agree to accept this important assignment.

Attachment

c: Council of Academic Deans
Diversity Cabinet
Faculty Council Executive Committee
Nancy Chism, Associate Vice Chancellor for Professional Development

Chancellor Bantz’s Attachment:

“The Power of Two” by Charles R. Bantz, Chancellor of IUPUI
Adapted from the Installation Address Delivered December 4, 2003

Thirty-five years ago, Indiana University President Joseph Sutton and Purdue University President Frederick Hovde proposed a partnership—bringing together two families—the IU family and the Purdue family—to create IUPUI. In doing so, these two presidents launched the defining characteristic of IUPUI: the power of two.

My predecessors as chancellor of IUPUI—Maynard Hine, Glenn Irwin, and the chancellor for half the life of IUPUI, Jerry Bepko—gave substance to this defining characteristic of IUPUI by establishing a spirit of collaboration and a dedication to partnerships that has become second nature to IUPUI. Their commitment, along with the work of thousands of faculty and staff, transformed an idea into a nationally recognized urban research university. Despite initial skepticism, this transformation was achieved in fewer than 35 years.

The transformative power of two brought professional schools in medicine, nursing, social work, dentistry, physical education, art, and law together with IU’s and Purdue’s extension programs in Indianapolis. It consolidated programs once scattered over seven locations. It led to the development of a full spectrum of academic programs to serve nearly 30,000 undergraduate, graduate, and professional students. It established nationally and internationally recognized research, scholarship, and creative activities as well as a strong tradition of civic engagement with our community.

Today, it’s time to invoke the power of two—again. At IUPUI, we know the power of two world-renowned universities supporting excellence. We know that a committed partnership, shared values and vision, can double the aspirations and accomplishments of a family and a university.

As a campus of IU and a partner with Purdue, IUPUI’s strategic plan is to achieve

- Excellence in Teaching and Learning
- Excellence in Research/Scholarship, and Creative Activity
- Excellence in Civic Engagement
- And to achieve that excellence by promoting and enhancing collaboration, diversity, and best practices.

We must invoke the power of two again and double our achievements in teaching and learning; in research, scholarship, and creative activity; and in civic engagement.
IUPUI is nationally recognized for innovation in assessment and in student retention, and we’ve won awards for our first-year programs—yet there is more to do. IUPUI students received 2,429 bachelor’s degrees last year. That is not enough to serve Indiana.

Indiana ranks near the bottom of states in the percentage of those 25 years of age and older with bachelor’s degrees. We must invoke the power of two and double the number of bachelor’s degrees completed at IUPUI so that we will graduate 5,000 undergraduates by 2010. This is an audacious goal, but one worthy of the IUPUI family.

We must call on the power of two and double our efforts in research, scholarship, and creative activity. The benchmark for the quality of a research university is the quality of our faculty and students. Often, research quality is judged by scientific peers who serve on committees that recommend research funding. When peers recommend scarce funds to a researcher on the IUPUI campus—whether that person is in clinical medicine, basic science, or applied engineering—it is recognition of quality by colleagues in a position to know.

We must invoke the power of two and double our externally funded research. The School of Medicine has developed a plan to double its external research funding over the next 10 years from $237 million in FY 2002/03, but I am sure it will do it by 2010—in only 7 years. The contributions of the school to health and quality of life are essential to fulfilling the obligations of a research university. We have been beneficiaries of investments in life sciences and information technology by the Lilly Endowment, the state of Indiana, and numerous generous private supporters. It is critical that we rapidly produce increasing returns.

The other schools at IUPUI are capable of doubling their research funding as well. Those IUPUI researchers already generate more than $28 million in research funding. I have no doubt my colleagues will double that achievement by 2010.

We must invoke the power of two and double IUPUI’s commitment to excellence in civic engagement. This is a core goal, and an area we emphasized in the recent and successful accreditation visit by the North Central Association. We will double the number of students interning, double the number of students in service learning, double our efforts at transferring research into technologies that will help boost Indiana’s economy. As citizens of Indianapolis, Indiana, the nation, and the world, we want Indiana to be economically and socially strong. And we have a special obligation to be good citizens in a place like Indianapolis where individuals, families, and organizations demonstrate extraordinary commitment to community.

By taking on these challenges, IUPUI will make an increasing difference, and we will approach the challenge with a redoubled commitment to promoting and enhancing collaboration, diversity, and best practices.

We cannot achieve the challenge of the power of two without enhancing collaboration. Collaboration is the hallmark of IUPUI—our name says it: Indiana University Purdue University Indianapolis!

We cannot achieve the challenge of the power of two without enhancing diversity. In my lifetime, women have grown to become half the annual number of college graduates. We have seen segregated schools outlawed and voting rights established. But the dream has not been fully realized. The IUPUI Diversity Cabinet will be charged with making recommendations to me on how we can redouble our efforts to enhance diversity.
We can achieve these goals with best practices. IUPUI has achieved national and international recognition for assessment and performance measurement. We are better than most at knowing where we’re going, how we’re doing, and what we need to do to be better.

The history of IUPUI has taught us that we can accomplish more than Presidents Sutton and Hovde could ever have imagined. In pledging to redouble all our efforts—for the people of Indiana and the world—we will invoke the power of two again. We will be successful even beyond our own imaginings.
Appendix B – Teaching and Learning Task Force Plan

Doubling the Numbers:
Teaching and Learning Task Force
Update to the Council of Deans
March 10, 2004

The Teaching and Learning Task Force is charged with identifying how we can double the number of students completing baccalaureate degrees by May 2010.

Our plan of action is as follows:
1. Engage the participation of staff and students as well as other faculty and administrators.
2. Identify key elements necessary to achieve the doubling goal.
3. Formulate specific “in-process” goals that support the overall doubling goal.
4. Outline steps necessary to achieve the identified in-process goals.
5. Identify additional resources and necessary reallocation of resources required to achieve the goals.
6. Pay explicit attention to issues related to diversity and the commitment to enhance minority success.
7. Include in our final report (of 10 pages or less) the statement of goals and objectives, major implementation issues, and an assessment of resource needs with recommendations on the reallocation of existing resources.
8. Provide an interim report to the IUPUI Faculty Council and to the Council of Deans in March or April.
9. Complete all work by May 1.

The Task Force believes that it is imperative that we maintain our record of excellence in undergraduate education, finding indices of quality (e.g., increased numbers of students passing licensure examination on their first attempt) to address in concert with increased numbers of graduates. The Task Force perceives that we will achieve increased numbers of graduates without the provision of significant new monies beyond additional fee income from students. Grounding our efforts in the Principles of Undergraduate Learning and celebrating the development of the electronic student portfolio and other enhancements to undergraduate education, the Task Force has made the following five assumptions:

1. The identification and analysis of data are fundamental to our work
   a. Projections must be primarily based on data predicting the number of graduates from existing programs, with input from schools offering those degrees. A web form will be constructed to generate discussion and response.
   b. Demographic patterns for Indiana and Central Indiana will inform the projections (number of high school graduates, projected number of potential returning adult students, and number of students coming from particular high schools).
   c. Qualitative as well as quantitative data will be helpful in the Task Force formulating its recommendations. The Task Force will use data from focus groups with returning (and possibly non-returning) students. A webform may be used to solicit comments from the university community.
2. Certain student characteristics, by degree program, are central to considerations of increasing the numbers of graduates.
   a. IUPUI will need to attract an increased number of out-of-state students (particularly if schools adopt tuition discount programs of scholarships) and international students.
   b. Present patterns of matriculation at IUPUI (e.g., transfer students as a majority of graduates) will not change dramatically during this time. Projections will include attention to increased collaboration with Ivy Tech and an increasing number of articulation agreements and transfers.
   c. Students at IUPUI should reflect increasing diversity and so the Task Force will suggest strategies for enhancing diversity.

3. School, program, and faculty concerns are central to efforts to increase the number of graduates.
   a. While the focus is on baccalaureate degrees, some schools have capacity to expand graduate and professional programs; and the Task Force will report on those projections. Of note are developing programs for students to receive degrees at an accelerated pace during the day or the evening (e.g., MBA, Math five-year baccalaureate/Masters degree, LLM program for advanced study in law). Some programs (e.g., RN to masters with a baccalaureate) do not award baccalaureate degrees, but should be considered.
   b. IUPUI’s learning communities, academic support programs, faculty development, Gateway program, and other efforts will continue to be critical in increasing retention though more attention to transfer students and powerful pedagogies (study abroad, internships, service learning, problem-based learning, capstone experiences, undergraduate research) are critical in moving students to graduation.
   c. School review of faculty work. Faculty workload issues may need to be reviewed in light of efforts to increase the availability, throughout the school year and through traditional and distance modes, of courses that count toward degree completion.
   d. RCM and incentives to schools will have an impact on doubling the numbers. What are the incentives for schools to participate? Should the appropriation to schools be linked to increases in the numbers of graduates? Should student credit hour income be allocated only to the teaching unit or also to the home academic unit and/or the graduating unit by some formula?

4. There are critical campus experiences, procedures, and communication efforts which are central to doubling the number of graduates.
   a. Doubling the numbers will depend on a comprehensive enrollment management plan, bringing together Enrollment Services, University College, and the schools in reviewing all aspects of recruitment and retention. In particular, Bursar policies and procedures have an impact on retention that should be reviewed (flat fee, extended payment plan, appropriateness of washout, policies on application of out-of-state fees for new residents, graduate rates for undergraduate courses).
   b. The retention of students at IUPUI has been primarily a function of working with what happens in and around the classroom, and that will continue. However, other factors such as better parking, more housing, better public transportation, improved formal and informal learning environments, increased view of the city as “the” place for students to study, and positive treatment of students by all units and programs on campus will play key roles in retaining students through graduation.
   c. Increased attention to and partnership with parents, family members, employers, and the community in general will enhance retention efforts. Tuition remission plans, support for IUPUI staff who also study here, and increasing student employment are examples of such enhancement.
d. **Student finances** are critical in moving students to graduation. Increasing the enrollment and graduation of highly talented and diverse students will be impacted by IUPUI’s ability to increase financial support for all students but especially for highly talented and diverse students.

5. **Doubling the numbers will be largely a function of IUPUI making optimal use of existing resources.**
   a. We should investigate whether IUPUI has “unused capacity” in the upper division, meaning that vacant spaces in classes will accommodate the increasing numbers of students on pathways to graduation.
   b. **The use of space** will have an impact on the capacity to double the numbers. How can we use Fridays? Are there more efficient scheduling patterns? What about off-campus space? How might we increase hybrid courses? What are the best practices? Should we designate formal and informal learning spaces?

The Task Force has outlined the following plan of action:
1. Work with IMIR to report to the schools current enrollment and graduation trends.
2. School review and feedback on trends and projections.
3. Develop a website asking for student, faculty, and staff feedback ([http://double.iupui.edu](http://double.iupui.edu)).
4. Hold focus groups with students to collect qualitative data.
5. Gateway Forum in April on preliminary report and session prior to Faculty Council, seeking feedback.
6. Ongoing work by the Task Force to examine the assumptions listed above and to address the ramifications of these assumptions on doubling the numbers.

Please contact Scott Evenbeck ([Evenbeck@iupui.edu](mailto:Evenbeck@iupui.edu)) or David Bivin ([dbivin@iupui.edu](mailto:dbivin@iupui.edu)) with comments or questions.
Appendix C – IMIR Special Report

Special Report:

Factors Impacting Bachelor’s Degree Completion at IUPUI

Part 1: Tracking the Origins of 2000-01 Bachelor Degree Recipients to Determine Completion Rates by Mode of Entry and Student Characteristics

Part 2: Other Contextual Aspects of IUPUI Undergraduate Student Entry, Progress, and Completion

Appendices: School-Specific Tables for Tracking Analysis

School Enrollment and Degree Trends and Projects

Prepared by the Office of Information Management & Institutional Research (IMIR) – April, 2004
Part 1: Tracking the Origins of 2000-01 Bachelor Degree Recipients to Determine Completion Rates by Mode of Entry and Student Characteristics

This section of the report takes a holistic look at IUPUI bachelor degree recipients from the 2000-01 academic year to estimate completion rates of IUPUI students according to mode of entry and student characteristics. The campus-wide analysis includes school comparisons and appendices provide further detail for each school.

Because this analysis is based on a specific graduation year that is several years gone by, it is important to keep in mind changes in campus structures and policies that pertain to the particular time period of study. For example, the large bachelor’s degree programs in the Allied Health Sciences have been supplanted by graduate level programs. Also, many students majoring in Nursing at the Bloomington campus no longer have to come to IUPUI to finish their degrees.

The analysis starts by considering the 2000-01 bachelor’s degree recipients who started their IUPUI careers in Fall 1993 or later as a degree-seeking undergraduate student. The 1563 students who met these criteria represent just over three quarters of the 2080 bachelors degree recipients that year. Table 1 arrays these students according to their mode of entry, showing that about one of three started as IUPUI freshmen, over one in four transferred from another IU campus, and two of five transferred from another university or college.

For the second stage of the analysis, these students are traced back to their starting semester. All other students who originated from the same source (e.g., native freshmen, and transfers from other specific campuses) are identified and tracked forward to see how many received a bachelor’s degree at IUPUI in different semesters. In order to develop meaningful completion rates for these students, we only consider first-time freshmen who started at least six years before the final graduation year for which data are available (2002-03). The starting year for transfer students included in the completion rate calculation was determined according to how many credit hours they transferred to IUPUI. For example, if they transferred fewer than 30 hours, they were included if they started at IUPUI five or more years before 2002, if they transferred between 30 and 59 hours, they were included if they first enrolled at IUPUI four or more years before 2002, and so on.

Table 2 shows the distribution of the total IUPUI starters who were tracked for graduation status through 2002-03 to determine the “completion rates” according to mode of entry. In comparison to Table 1, Table 2 includes a lower proportion of intercampus transfers, and higher proportions of native IUPUI beginners and external transfers.

The two right-most columns of Table 2 show the number and percentage of students within each entry mode group that received a bachelor’s degree at IUPUI by the 2002-03 academic year. The final column therefore represents a type of completion rate, although not one that is traditionally considered in graduation rate analyses. Completion rates calculated by this method cannot be directly compared to traditional rates for several reasons, including the differing ways of identifying the base cohort and the presence of both full- and part-time beginners in the tracked cohorts.

Table 2 includes students who entered into degree programs, as well as those who left before doing so. One of the primary purposes of this analysis is to provide campus-wide benchmarks that can be used to assess school-level degree production. Toward this end, Table 2a removes...
from the analysis students who never made it into one of the degree-granting schools at IUPUI. This effectively moves from consideration a large number of students, nearly 9,000 or 38 percent. Since virtually none of these 9,000 students attained a bachelor’s degree from IUPUI, the resulting completion rates are significantly higher, especially among the native IUPUI beginners who are most significantly affected by this aspect of the method (58% are excluded from further analysis).

| Table 1. “Trackable” Baccalaureate Degree Recipients 2000-01, by mode of Entry |
|---------------------------------|-----|-----|
| **IUPUI Total**                 |     |     |
| IUPUI Beginner                  | 504 | 32% |
| IU Intercampus Transfer         | 424 | 27% |
| Bloomington                     | 335 | 21% |
| All Other                       | 89  | 6%  |
| External Transfer               | 635 | 41% |
| Ball State                      | 63  | 4%  |
| Purdue                          | 60  | 4%  |
| Vincennes                       | 47  | 3%  |
| Indiana State                   | 31  | 2%  |
| Ivy-Tech Indy                   | 21  | 1%  |
| All Other                       | 413 | 26% |
| **Grand Total**                 | 1563| 100%|

Before making the adjustment, Table 2 shows that fewer than 20% of all beginning freshmen (full- and part-time) attained a degree from IUPUI. The drop in IUPUI beginners from Table 2 to Table 2a reveals that almost 3 of 5 starters never entered a degree program. Among those who did, Table 2a shows that nearly 2 of 5 received a baccalaureate degree within the time frame of the study. The completion rate among transfers is higher overall, and especially for students who transferred from another IU campus. The completion rates for “external transfers” is slightly higher than for native beginners but not nearly as high as for intercampus transfers.

| Table 2a. Total Starters Who Were Accepted Into Degree Programs Tracked to Graduation |
|---------------------------------|-----|-----|
| **IUPUI Total**                 |     |     |
| IUPUI Beginner                  | 3516| 15% |
| IU Intercampus Transfer         | 4185| 18% |
| Bloomington                     | 3132| 13% |
| All Other                       | 4239| 18% |
| External Transfer               | 6794| 29% |
| Ball State                      | 744 | 3%  |
| Purdue                          | 692 | 3%  |
| Vincennes                       | 495 | 2%  |
| Indiana State                   | 373 | 2%  |
| Ivy-Tech Indy                   | 251 | 1%  |
| All Other                       | 6794| 29% |
| **Grand Total**                 | 14495| 62% |
IUPUI to finish their degrees. In addition, during the time period covered in this study, students who transferred to IUPUI with advanced class standing that had not yet been accepted into a major were affiliated with the School of Liberal Arts. The school-specific appendices to this report provide further details on the distribution of each school’s majors across the entry categories.

Table 3. Completion Rates by School and Mode of Entry

<table>
<thead>
<tr>
<th>School</th>
<th>Overall Rate</th>
<th>Beginners Rate</th>
<th>Intercampus Transfers Rate</th>
<th>External Transfers Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank (Rate)</td>
<td>(Rank)</td>
<td>(Rank)</td>
<td>(Rank)</td>
</tr>
<tr>
<td>Social Work</td>
<td>87 %</td>
<td>67 % (3)</td>
<td>95 % (1)</td>
<td>78 % (1)</td>
</tr>
<tr>
<td>Nursing</td>
<td>83 %</td>
<td>83 % (1)</td>
<td>86 % (2)</td>
<td>76 % (3)</td>
</tr>
<tr>
<td>Kelley School of Business</td>
<td>72 % (3)</td>
<td>74 % (2)</td>
<td>57 % (4)</td>
<td>77 % (2)</td>
</tr>
<tr>
<td>Health &amp; Rehabilitation Sciences</td>
<td>57 % (4)</td>
<td>25 % (14)</td>
<td>78 % (3)</td>
<td>49 % (4)</td>
</tr>
<tr>
<td>Journalism</td>
<td>45 % (5)</td>
<td>53 % (4)</td>
<td>38 % (10)</td>
<td>44 % (6)</td>
</tr>
<tr>
<td>Science</td>
<td>43 % (6)</td>
<td>42 % (5)</td>
<td>49 % (5)</td>
<td>41 % (8)</td>
</tr>
<tr>
<td>Education</td>
<td>41 % (7)</td>
<td>34 % (6)</td>
<td>42 % (6)</td>
<td>45 % (5)</td>
</tr>
<tr>
<td>SPEA</td>
<td>40 % (8)</td>
<td>34 % (7)</td>
<td>41 % (8)</td>
<td>42 % (7)</td>
</tr>
<tr>
<td>Herron School of Art</td>
<td>36 % (9)</td>
<td>32 % (8)</td>
<td>40 % (9)</td>
<td>40 % (9)</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>36 % (10)</td>
<td>26 % (13)</td>
<td>41 % (7)</td>
<td>37% (10)</td>
</tr>
<tr>
<td>Informatics</td>
<td>33 % (11)</td>
<td>28 % (12)</td>
<td>38 % (11)</td>
<td>36% (12)</td>
</tr>
<tr>
<td>Physical Educ &amp; Tourism Mangmt</td>
<td>33% (12)</td>
<td>29% (10)</td>
<td>32% (12)</td>
<td>36% (11)</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>30% (13)</td>
<td>29% (11)</td>
<td>30% (13)</td>
<td>31% (13)</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>24% (14)</td>
<td>30% (9)</td>
<td>17% (14)</td>
<td>26% (11)</td>
</tr>
<tr>
<td>IUPUI School Total</td>
<td>45%</td>
<td>38%</td>
<td>53%</td>
<td>43%</td>
</tr>
</tbody>
</table>

The remainder of this analysis looks at student characteristics (gender, minority status, age category, and course load) in relation to the modes of entry and completion rates. The analysis is based only on students who enrolled in a degree program during their time at IUPUI, that is, those students represented in Table 2a.

Table 4 provides the percentage distribution of students on each characteristic for each entry mode for the entire campus. It shows, for example, that the percentage of females is similar among native freshmen and external transfers (56%), but higher among intercampus transfers (69%), which include large numbers of students in Nursing and Social Work. The table also shows a larger proportion of “traditional-aged” students (younger than 25 years) among IUPUI beginners and IU intercampus transfers, but larger proportions of older students (25+) among the external transfers, and especially those transferring from Ivy Tech-Indianapolis (61%). The largest percentage of high course load students (averaging 12 or more per semester) is among intercampus transfers, and especially those from Bloomington. Low course load students are in the majority among external transfers and especially those from Ivy Tech-Indianapolis.
Table 4. Distribution of Tracked Students by Gender, Minority Status, Age, and Course Load

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Non-Minority</th>
<th>Minority</th>
<th>Age &lt; 25</th>
<th>Age 25+</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI Beginner</td>
<td>44%</td>
<td>56%</td>
<td>92%</td>
<td>8%</td>
<td>86%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>IU Intercampus Transfer</td>
<td>31%</td>
<td>69%</td>
<td>91%</td>
<td>9%</td>
<td>76%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Bloomington</td>
<td>31%</td>
<td>69%</td>
<td>92%</td>
<td>8%</td>
<td>82%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>All Other</td>
<td>32%</td>
<td>68%</td>
<td>91%</td>
<td>9%</td>
<td>57%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>External Transfer</td>
<td>44%</td>
<td>56%</td>
<td>89%</td>
<td>11%</td>
<td>59%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Ball State</td>
<td>38%</td>
<td>62%</td>
<td>94%</td>
<td>6%</td>
<td>72%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td>55%</td>
<td>45%</td>
<td>94%</td>
<td>6%</td>
<td>70%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Vincennes</td>
<td>56%</td>
<td>44%</td>
<td>93%</td>
<td>7%</td>
<td>71%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Indiana State</td>
<td>41%</td>
<td>59%</td>
<td>86%</td>
<td>14%</td>
<td>69%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Ivy-Tech Indy</td>
<td>39%</td>
<td>61%</td>
<td>83%</td>
<td>17%</td>
<td>39%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>All Other</td>
<td>42%</td>
<td>58%</td>
<td>88%</td>
<td>12%</td>
<td>54%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>40%</td>
<td>60%</td>
<td>91%</td>
<td>9%</td>
<td>70%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows the variations in student demographic characteristics across academic schools. This table does not take into account variations in mode of entry. The school-specific appendices can be consulted for these further details. Many of the variations in school characteristics are as expected, such as the large proportions of females in Nursing, males in Engineering and Technology, and older students in Continuing Studies. Some differences are not generally well known, for example, the large proportions of minority students in Informatics and younger students in Physical Education & Tourism Management.

In the final stage of this analysis, the completion rates are calculated according to both mode of entry and student characteristics. Table 6 shows the results of this comparison for the entire campus. The differences within each category are noted by a “Gap” measure that subtracts the completion rate of the first group from that of the second group within each section (i.e., males – females, non-minority – minority; < 25 – 25+, and low course load – high course load).

As expected, the gap in completion rates is greatest between students who average high course loads (12 + hours per semester) and low course loads (< 12 hours per semester). The second largest gap in completion rates is between students under 25 and students age 25 and older.

Table 5. Student Demographics by School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Studies</td>
<td>63% (5)</td>
<td>14% (2)</td>
<td>50% (1)</td>
<td>23% (14)</td>
</tr>
<tr>
<td>Education</td>
<td>79% (3)</td>
<td>6% (12)</td>
<td>28% (4)</td>
<td>55% (5)</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>22% (14)</td>
<td>10% (6)</td>
<td>41% (2)</td>
<td>29% (13)</td>
</tr>
<tr>
<td>Health &amp; Rehabilitation Sciences</td>
<td>78% (4)</td>
<td>4% (14)</td>
<td>25% (7)</td>
<td>63% (3)</td>
</tr>
<tr>
<td>Herron School of Art</td>
<td>49% (11)</td>
<td>8% (9)</td>
<td>21% (11)</td>
<td>48% (8)</td>
</tr>
<tr>
<td>Informatics</td>
<td>37% (13)</td>
<td>20% (1)</td>
<td>24% (10)</td>
<td>31% (12)</td>
</tr>
<tr>
<td>Journalism</td>
<td>54% (8)</td>
<td>9% (7)</td>
<td>18% (13)</td>
<td>55% (6)</td>
</tr>
<tr>
<td>Kelley School of Business</td>
<td>52% (10)</td>
<td>8% (10)</td>
<td>25% (8)</td>
<td>49% (7)</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>60% (6)</td>
<td>12% (4)</td>
<td>28% (3)</td>
<td>42% (10)</td>
</tr>
<tr>
<td>Nursing</td>
<td>94% (1)</td>
<td>6% (13)</td>
<td>24% (9)</td>
<td>71% (1)</td>
</tr>
<tr>
<td>Physical Education &amp; Tourism Management</td>
<td>48% (12)</td>
<td>7% (11)</td>
<td>13% (14)</td>
<td>58% (4)</td>
</tr>
<tr>
<td>Science</td>
<td>57% (7)</td>
<td>8% (8)</td>
<td>26% (6)</td>
<td>41% (11)</td>
</tr>
<tr>
<td>Social Work</td>
<td>90% (2)</td>
<td>11% (5)</td>
<td>26% (5)</td>
<td>65% (2)</td>
</tr>
<tr>
<td>SPEA</td>
<td>52% (9)</td>
<td>14% (3)</td>
<td>21% (12)</td>
<td>44% (9)</td>
</tr>
<tr>
<td>IUPUI Total</td>
<td>40%</td>
<td>9%</td>
<td>30%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Since this analysis does not control for other factors when examining group differences, it is very likely that the age difference gap is accounted for by the course load differences among these two groups. That is, the below 25 year old group has larger proportions of high course load students, and the above 25 year old group, high proportions of low course load students.

The interrelationships between the student characteristic factors is also likely responsible for many of the gender and minority status gaps noted in the first two sets of columns. For example, the large gap for gender among Bloomington transfers can be attributed to the high proportions of younger, full-time women in this group who are completing their degrees in Nursing and Social Work. The school-specific appendices show the completion rate gaps by entry status and student characteristics within each school.

Table 6. Completion Rate by Mode of Entry and Demographics

<table>
<thead>
<tr>
<th>IUPUI Total</th>
<th>Gender</th>
<th>Minority Status</th>
<th>Age Group</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Gap</td>
<td>Non-Min.</td>
</tr>
<tr>
<td>IUPUI Beginner</td>
<td>35%</td>
<td>41%</td>
<td>-6%</td>
<td>38%</td>
</tr>
<tr>
<td>IU Intercampus Transfer</td>
<td>40%</td>
<td>59%</td>
<td>-18%</td>
<td>54%</td>
</tr>
<tr>
<td>Bloomington</td>
<td>39%</td>
<td>63%</td>
<td>-24%</td>
<td>57%</td>
</tr>
<tr>
<td>All Other</td>
<td>44%</td>
<td>45%</td>
<td>-1%</td>
<td>47%</td>
</tr>
<tr>
<td>External Transfer</td>
<td>38%</td>
<td>47%</td>
<td>-8%</td>
<td>44%</td>
</tr>
<tr>
<td>Ball State</td>
<td>31%</td>
<td>51%</td>
<td>-20%</td>
<td>43%</td>
</tr>
<tr>
<td>Purdue</td>
<td>46%</td>
<td>46%</td>
<td>-1%</td>
<td>46%</td>
</tr>
<tr>
<td>Vincennes</td>
<td>37%</td>
<td>42%</td>
<td>-6%</td>
<td>39%</td>
</tr>
<tr>
<td>Indiana State</td>
<td>33%</td>
<td>41%</td>
<td>-8%</td>
<td>39%</td>
</tr>
<tr>
<td>Ivy-Tech Indy</td>
<td>27%</td>
<td>27%</td>
<td>0%</td>
<td>27%</td>
</tr>
<tr>
<td>All Other</td>
<td>39%</td>
<td>48%</td>
<td>-8%</td>
<td>45%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>38%</td>
<td>49%</td>
<td>-11%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Part 2: Other Contextual Aspects of IUPUI Undergraduate Student Entry, Progress, and Completion

The remaining pages of this report provide further context for considering the past, current, and possible future factors that influence bachelor’s degree completion rates at IUPUI. The first few tables focus on traditional freshman beginners. This is followed by some basic information on adult residents of the IUPUI service region who have some college experience but have not attained a degree. The final table considers IUPUI’s bachelor’s degree productivity in relation to peer urban universities.

IUPUI’s market share of areas college-bound H.S. graduates is declining as the number of potential traditional freshmen increases.

With the increase of admissions standards and expansion of the Community College of Indiana, IUPUI has been losing its market share of area college-bound high school graduates.

The declines are especially notable for the Marion County Township schools and Hamilton County. These areas include the highest proportions of students whose parents have college degrees.

Although somewhat offset by the increasing number of high school graduates expected over the

<table>
<thead>
<tr>
<th>Central Indiana Actual and Projected College Going H.S. Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPS</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1999</td>
</tr>
<tr>
<td>2000</td>
</tr>
<tr>
<td>2001</td>
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<tr>
<td>2002</td>
</tr>
<tr>
<td>2003</td>
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<tr>
<td>2004</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IUPUI Market Share of Central Indiana Actual and Projected College Going H.S. Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPS</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1999</td>
</tr>
<tr>
<td>2000</td>
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<tr>
<td>2001</td>
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<tr>
<td>2002</td>
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<td>2003</td>
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<tr>
<td>2004</td>
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<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual and Projected IUPUI Enrollments Among Direct from High School Students (Based on Projected Market Share)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPS</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1999</td>
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<tr>
<td>2000</td>
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<td>2002</td>
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<td>2003</td>
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<tr>
<td>2004</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>
next four years, if the trend continues, IUPUI will attract significantly fewer traditional first-time freshmen from our primary service region. The challenge will be to attract larger numbers of well-prepared students from these areas, and to work with students deferred to Ivy Tech to help them succeed there and subsequently transfer to IUPUI.

Most traditional freshmen who do not return to IUPUI do not go elsewhere, but among those who do, a growing number transfer to Ivy Tech.

Although data is not available for recent cohorts, the number of students transferring from IUPUI to other IU institutions was on the rise in the mid- to late-1990s, but still at a relatively modest level overall (14% for the 1997 entering cohort).

**Second Year Enrollment Status of IUPUI Entering Freshmen: 1990, 1996, and 1997**

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>1996</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting Cohort</strong></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Return to IUPUI</td>
<td>2687</td>
<td>100%</td>
<td>2799</td>
</tr>
<tr>
<td>Not Enrolled or Transferred Out of State*</td>
<td>1594</td>
<td>59%</td>
<td>1587</td>
</tr>
<tr>
<td>Transfers To Another Indiana Institution</td>
<td>818</td>
<td>30%</td>
<td>892</td>
</tr>
<tr>
<td></td>
<td>275</td>
<td>10%</td>
<td>320</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% of IN N Trans.</th>
<th>% of IN N Trans.</th>
<th>% of IN N Trans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers to Other IU Campuses</td>
<td>105</td>
<td>38%</td>
<td>108</td>
</tr>
<tr>
<td>IU Bloomington</td>
<td>94</td>
<td>34%</td>
<td>99</td>
</tr>
<tr>
<td>Other IU Campuses</td>
<td>11</td>
<td>4%</td>
<td>9</td>
</tr>
<tr>
<td>Ivy Tech State College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivy Tech State College-Central Indiana</td>
<td>40</td>
<td>15%</td>
<td>88</td>
</tr>
<tr>
<td>Ivy Tech State College-Columbus</td>
<td>28</td>
<td>10%</td>
<td>51</td>
</tr>
<tr>
<td>Other IVY Tech Campuses</td>
<td>7</td>
<td>3%</td>
<td>26</td>
</tr>
<tr>
<td>Other Indiana Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue Campuses</td>
<td>37</td>
<td>13%</td>
<td>53</td>
</tr>
<tr>
<td>Ball State University</td>
<td>37</td>
<td>13%</td>
<td>27</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>18</td>
<td>7%</td>
<td>15</td>
</tr>
<tr>
<td>University Of Southern Indiana</td>
<td>4</td>
<td>1%</td>
<td>5</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>9</td>
<td>3%</td>
<td>8</td>
</tr>
<tr>
<td>Indiana Area Private Colleges</td>
<td>25</td>
<td>9%</td>
<td>16</td>
</tr>
</tbody>
</table>

*Although specific numbers are not available, it is likely that the vast majority of these students are not enrolled elsewhere, and only a few enrolled at out of state institutions.

**Source: Creative Analytics, Inc., Virtual Institutional Research web site**

Among transfers out, the number going to other four-year campuses, including other IU campuses, was stable. The only increase was in students attending Ivy Tech campuses, and especially the Central Indiana campus in Indianapolis.

Even in the latest year, over two-thirds of non-returning freshmen were not enrolled at any other college or university in Indiana. A small number of these students may have transferred to out of state colleges or universities. With the changes in selection criteria in recent years and improvements in freshman support programs, we have recently had notable increases in the
number of students continuing at or returning to IUPUI. It is also likely that we have had increases in transfers to other institutions, although data on transfers to other institutions for recent cohorts is not yet available.

Among the 1 in 5 beginning freshmen who end up at another Indiana college, one half end up at either Ivy Tech-Indianapolis or IU Bloomington.

Even though less than one quarter of IUPUI 1990 beginning freshmen had received a degree from any IU Institution by 1995-96, IUPUI was the last Indiana postsecondary institution attended by over three-quarters of this cohort. This includes students who graduated from IUPUI, students still enrolled, and those who transferred elsewhere but returned to IUPUI by 1995-96.

Just under one half of those who ended up at a different Indiana institution, had their last record of attendance at a public, four-year institution, with just over one half of those students at another IU campus. (Note: students who start at IUPUI and graduate at another IU campus are counted within IUPUI’s graduation rate, but not as part of our degree conferral numbers).

Among students who had their last record of attendance at a non-IU campus, almost one-half ended up at a two-year campus (any Ivy Tech campus or Vincennes), over one-quarter had their final destination at a four-year public campus, and the remainder ended up at a private, four-year Indiana college or university. When looked at as individual campuses, Ivy-Tech Indianapolis was the final destination of the largest number of IUPUI beginners, just beating out the IU Bloomington campus. Among private institutions, the University of Indianapolis is the most frequent last destination of IUPUI beginners.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>2073</td>
<td>77%</td>
</tr>
<tr>
<td>Total Enrolled Elsewhere</td>
<td>614</td>
<td>23%</td>
</tr>
<tr>
<td>Other IU Campuses</td>
<td>152</td>
<td>6%</td>
</tr>
<tr>
<td>Total Enrolled Non-IU</td>
<td>462</td>
<td>17%</td>
</tr>
<tr>
<td>Other Public Indiana 4-Year</td>
<td>140</td>
<td>5%</td>
</tr>
<tr>
<td>Public Indiana Two-Year</td>
<td>202</td>
<td>8%</td>
</tr>
<tr>
<td>Private Indiana Four-Year</td>
<td>120</td>
<td>4%</td>
</tr>
</tbody>
</table>

Institutions at which 5 or more IUPUI Beginners ended up

<table>
<thead>
<tr>
<th>Institution</th>
<th>n</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech State College-Central Indiana</td>
<td>135</td>
<td>5%</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>129</td>
<td>5%</td>
</tr>
<tr>
<td>Purdue University-Main Campus</td>
<td>55</td>
<td>2%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>50</td>
<td>2%</td>
</tr>
<tr>
<td>University Of Indianapolis</td>
<td>43</td>
<td>2%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>27</td>
<td>1%</td>
</tr>
<tr>
<td>Ivy Tech State College-Columbus</td>
<td>25</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>23</td>
<td>1%</td>
</tr>
<tr>
<td>Marian College</td>
<td>21</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana Wesleyan University</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana University-Kokomo</td>
<td>10</td>
<td>0%</td>
</tr>
<tr>
<td>Butler University</td>
<td>9</td>
<td>0%</td>
</tr>
<tr>
<td>Indiana University-South Bend</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Martin University</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>University Of Southern Indiana</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Ivy Tech State College-East Central</td>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Creative Analytics, Inc., Virtual Institutional Research web
Among IUPUI beginners who complete a degree, 2 of 3 do so at IUPUI and 4 of 5 at some IU campus.

The vast majority of IUPUI beginners who get any postsecondary degree within six years of entry do so from either IUPUI or another IU campus.

Nearly two-thirds of these degree completers received their degree from IUPUI and another one eighth received an IU degree from another campus and therefore count as part of IUPUI’s successful degree completers.

The main campus of Purdue University is the second most popular institution for degree recipients who start at IUPUI, with Indiana Wesleyan University and Ball State University declining but remaining as the most frequent other four-year institutions from which IUPUI beginners received degrees. The Indianapolis campus of Ivy Tech State College increased as a degree destination for IUPUI beginners for the 1995 IUPUI beginners compared to 1990 IUPUI Beginners, moving from 9th place to 3rd place. The Ivy Tech Columbus campus also experienced a notable increase over this time period.

### Degree Completion Institution Among IUPUI Beginners Who Graduated Within Six Years of Entry

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Degree Earners</td>
</tr>
<tr>
<td>Indiana University - IUPUI</td>
<td>317</td>
<td>67%</td>
</tr>
<tr>
<td>Total w/Degree from IU</td>
<td>372</td>
<td>75%</td>
</tr>
<tr>
<td>Total Earned Degrees from Non-IU</td>
<td>102</td>
<td>22%</td>
</tr>
<tr>
<td>Indiana University - Bloomington</td>
<td>49</td>
<td>10%</td>
</tr>
<tr>
<td>Purdue University - West Lafayette</td>
<td>29</td>
<td>6%</td>
</tr>
<tr>
<td>IVTC - Central Indiana</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana Wesleyan University</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td>Indiana University-Northwest</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>IVTC - Columbus</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Indiana University - South Bend</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>University of Indianapolis</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>University of Southern Indiana</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Anderson University</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Butler University</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Goshen College</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Purdue University - IPU Fort Wayne</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Indiana University - Kokomo</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Indiana University - Southeast</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>IVTC - East Central</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>IVTC - Northwest</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Marian College</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Earlham College</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Huntington College</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Purdue University - Calumet</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Total Degree Earners</td>
<td>474</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Creative Analytics, Inc., Virtual Institutional Research web site
About 1 in 5 adult area residents have some college but no degree.

According to the 2000 U.S. census, almost one of three Central Indiana adult residents (age 25 to 64) have attained a bachelor’s degree or higher. This rate is considerably higher than for the rest of the state. However, it varies considerably within the region, from a high of over 50% in Hamilton County, to only 14% in Morgan County.

In contrast to the wide variation of educational attainment rates in the region and state, the percentage of adult residents with some college but no degree is remarkably homogeneous, ranging only from 18 to 23 percent regionally, and average 21% in the region and the rest of the state. Over one half of regional residents with some college but no degree reside in Marion County. One quarter of all Indiana adult residents who have some college but no degree reside in the eight county Central Indiana region.

### Educational Attainment of Central Indiana's Adult Population **Age 25 to 64**

<table>
<thead>
<tr>
<th>County</th>
<th>Total Number</th>
<th>Bachelor's Degree or Higher</th>
<th>Some College No Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion</td>
<td>457,962</td>
<td>132,868</td>
<td>100,155</td>
</tr>
<tr>
<td>Boone</td>
<td>24,631</td>
<td>7,922</td>
<td>4,379</td>
</tr>
<tr>
<td>Hamilton</td>
<td>102,777</td>
<td>54,817</td>
<td>19,428</td>
</tr>
<tr>
<td>Hancock</td>
<td>30,826</td>
<td>7,898</td>
<td>7,114</td>
</tr>
<tr>
<td>Hendricks</td>
<td>57,615</td>
<td>14,943</td>
<td>12,290</td>
</tr>
<tr>
<td>Johnson</td>
<td>61,346</td>
<td>16,187</td>
<td>13,543</td>
</tr>
<tr>
<td>Morgan</td>
<td>36,291</td>
<td>5,233</td>
<td>6,689</td>
</tr>
<tr>
<td>Shelby</td>
<td>23,078</td>
<td>3,451</td>
<td>4,321</td>
</tr>
<tr>
<td>Eight County Total</td>
<td>794,526</td>
<td>243,319</td>
<td>167,919</td>
</tr>
<tr>
<td>Rest of Indiana</td>
<td>2,345,867</td>
<td>429,516</td>
<td>501,779</td>
</tr>
<tr>
<td>Indiana Total</td>
<td>3,140,393</td>
<td>672,835</td>
<td>669,698</td>
</tr>
</tbody>
</table>

Source: U.S. 2000 Census

Moving from being the least to the most “bachelor’s degree productive” institution among peers would go far toward the doubling goal, but would not be enough.

IUPUI has the third largest undergraduate enrollment among its official peers and the rest of the Urban 13 consortium. However it has the lowest 6-year graduation rate for first-time full-time freshmen of only 21%. As a result, IUPUI ranked 9th in overall number of baccalaureate degrees conferred in academic year 2001-02. The campus with the highest graduation rate among the group, Temple University, which also had a slightly higher enrollment than IUPUI, conferred about 50% more baccalaureate degrees. Since graduation rates reflect the progress of only first-time, full-time freshmen, it is also instructive to look at the degree per enrollment ratio, for which IUPUI also ranks last. If IUPUI had the same ratio as the highest ranked institution (University of Illinois, Chicago), we would have conferred just over 4000 baccalaureate degrees, which would still not double the number.
<table>
<thead>
<tr>
<th>Rank</th>
<th>University Name</th>
<th>No. (Rank)</th>
<th>Bacc. Degrees No. (Rank)</th>
<th>FT Frosh 6 Yr Rate (% Rank)</th>
<th>Degree Enrollment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>21,060 (3)</td>
<td>2,200 (9)</td>
<td>21% (21)</td>
<td>0.10 (f)</td>
</tr>
<tr>
<td>17</td>
<td>University of Alabama at Birmingham</td>
<td>10,501 (17)</td>
<td>1,618 (15)</td>
<td>38% (10)</td>
<td>0.15 (f)</td>
</tr>
<tr>
<td>6</td>
<td>University of Cincinnati-Main Campus</td>
<td>19,204 (6)</td>
<td>3,005 (4)</td>
<td>39% (9)</td>
<td>0.16 (f)</td>
</tr>
<tr>
<td>11</td>
<td>University of Houston-University Park</td>
<td>26,283 (11)</td>
<td>3,182 (3)</td>
<td>44% (3)</td>
<td>0.19 (f)</td>
</tr>
<tr>
<td>15</td>
<td>University of Illinois at Chicago</td>
<td>20,259 (4)</td>
<td>2,725 (5)</td>
<td>40% (8)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>8</td>
<td>University of Wisconsin-Milwaukee</td>
<td>18,407 (8)</td>
<td>2,347 (7)</td>
<td>34% (15)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>16</td>
<td>Wayne State University</td>
<td>18,407 (8)</td>
<td>2,347 (7)</td>
<td>34% (15)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>16</td>
<td>Florida Agricultural And Mechanical University</td>
<td>10,803 (16)</td>
<td>1,414 (19)</td>
<td>43% (4)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>5</td>
<td>Georgia State University</td>
<td>19,649 (5)</td>
<td>2,530 (6)</td>
<td>35% (13)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>14</td>
<td>University of New Orleans</td>
<td>13,189 (14)</td>
<td>1,435 (18)</td>
<td>22% (20)</td>
<td>0.11 (f)</td>
</tr>
<tr>
<td>19</td>
<td>University of Massachusetts-Boston</td>
<td>10,071 (19)</td>
<td>1,587 (16)</td>
<td>35% (14)</td>
<td>0.16 (f)</td>
</tr>
<tr>
<td>20</td>
<td>University of Missouri-Kansas City</td>
<td>8,870 (20)</td>
<td>1,221 (21)</td>
<td>45% (2)</td>
<td>0.14 (f)</td>
</tr>
<tr>
<td>15</td>
<td>University of Missouri-St Louis</td>
<td>12,715 (15)</td>
<td>1,887 (14)</td>
<td>36% (12)</td>
<td>0.15 (f)</td>
</tr>
<tr>
<td>21</td>
<td>Cuny City College</td>
<td>8,547 (21)</td>
<td>1,300 (20)</td>
<td>32% (18)</td>
<td>0.15 (f)</td>
</tr>
<tr>
<td>7</td>
<td>University of Akron Main Campus</td>
<td>18,419 (7)</td>
<td>2,063 (12)</td>
<td>41% (5)</td>
<td>0.11 (f)</td>
</tr>
<tr>
<td>18</td>
<td>Cleveland State University</td>
<td>10,353 (18)</td>
<td>1,516 (17)</td>
<td>24% (19)</td>
<td>0.15 (f)</td>
</tr>
<tr>
<td>10</td>
<td>University of Toledo</td>
<td>17,564 (10)</td>
<td>2,086 (11)</td>
<td>41% (6)</td>
<td>0.12 (f)</td>
</tr>
<tr>
<td>17</td>
<td>Portland State University</td>
<td>15,695 (12)</td>
<td>2,270 (8)</td>
<td>33% (17)</td>
<td>0.14 (f)</td>
</tr>
<tr>
<td>2</td>
<td>Temple University</td>
<td>21,429 (2)</td>
<td>3,358 (2)</td>
<td>47% (1)</td>
<td>0.16 (f)</td>
</tr>
<tr>
<td>13</td>
<td>University of Memphis</td>
<td>15,025 (13)</td>
<td>1,998 (13)</td>
<td>34% (16)</td>
<td>0.13 (f)</td>
</tr>
<tr>
<td>9</td>
<td>Virginia Commonwealth University</td>
<td>18,069 (9)</td>
<td>2,198 (10)</td>
<td>40% (7)</td>
<td>0.12 (f)</td>
</tr>
</tbody>
</table>

Source: NCES IPEDS Enrollment, Degree Completion, and Graduation Rate Files
Appendix D – Enrollment and Retention at IUPUI

Please see this link for the report (PDF format):

http://portal.uc.iupui.edu/Public/Library/default.asp?WCI=pgDisplay&WCU=CMPLIB&ENTRY_ID=E0F249F9EF664A45AAA63A2156DCDF0C
Appendix E – Reports from the Interviews with Deans

Meetings with deans:

Kelley School of Business
Division of Continuing Studies
School of Dentistry
School of Education
School of Engineering and Technology
Herron School of Art
School of Informatics
School of Journalism
School of Law
School of Liberal Arts
School of Medicine
School of Nursing
School of Physical Education and Tourism Management
School of Public and Environmental Affairs
School of Science
School of Social Work

Kelley School of Business

Bill Kulsrud and David Bivin
Stephen Hundley
Scott Evenbeck
Stacy Morrone
Stephen Hundley, Scott Evenbeck
Scott Evenbeck
Stephen Hundley
Scott Evenbeck
Andrew Klein
David Bivin, Bill Kulsrud
Scott Evenbeck
Pamela Jeffries
Scott Evenbeck
Stacy Morrone, Bill Kulsrud, Pamela Jeffries
Jeff Watt
Scott Evenbeck

Kelly School of Business

Report from Roger Schmenner:
We talked yesterday about capacity. I think that the Kelley School is very near capacity. Our MBAs have been at capacity for several years. Our MPA enrollments are leveling off. Our undergrad enrollments are inching up, but I do not expect that we will be pulling ever greater market shares in future years. The only program where I see that we will continue to grow is with Kelley Direct, and the revenues from that program are split with Bloomington based on the credit hours taught by the faculty on the two campuses. My budget for next year does not show any expected increases in enrollments, except for Kelley Direct.

Besides, we don’t have any room to add faculty. I’m already paying rent for the entire 2nd floor at the Urban League Building (777 Indiana Ave.) to house the Indiana Business Research Center and the technical staff of Kelley Direct.

This said, the projected degree figures for the Kelley School for the next decade appear high to me. I hope that our retention percentages will increase, but they are already fairly high at 72%. Your projected figure of grads for 2003-04 is already high. Our numbers are 406 (Dec=124; May = 167; June = 65; Aug=50) and not 470, as shown in the projection. I’m delighted with 406, as it is higher than any year in the past. I’d love to raise the number by 10%, but much more than that seems to me to be unrealistic.

School of Continuing Studies

Amanda Zimmerman, Associate Director of General Studies, and James Johnson, Interim Director of Credit Programs for the Community Learning Network, met with Stephen Hundley on 4/29/04 to discuss issues related to doubling the numbers of baccalaureate graduates by 2010.
Sources of Growth:

Adult Learners Over the Age of 25 – General Studies seeks adults with some or no college credit. Program provides flexibility in terms of design, and permits retention of credit regardless of how long ago the credit was earned.

Recruitment Externally – Due to the overwhelming number of adults in Central Indiana with little/no college degree, General Studies sees its primary recruitment efforts targeted to the external IUPUI environment.

Internal Students – Presently, General Studies has 1,100 students, making it one of the largest undergraduate degree programs at IUPUI. Despite the intention to recruit externally, General Studies necessarily attracts students from elsewhere within IUPUI – primarily those students seeking a more efficient pathway to graduation.

Distance Learning Offerings – General Studies students have the opportunity to take courses in flexible ways, times, and places, and can develop a program of study that is customized around the unique needs of the learner. Distance learning offerings naturally play a large part in rounding out student learning requirements, and it is anticipated that there will be a continued demand for such courses.

Linking Learning to Economic Development Clusters of Central Indiana – General Studies is embarking on a more targeted approach to offer certificates and concentrations in learning areas that map to the economic development clusters of this region, specifically:

- Life Sciences
- Advanced Manufacturing
- Logistics
- Information Technology
- Not-for-Profit Management

Effective Use of Prior Learning Assessment – General Studies permits a liberal amount of credit earned through alternative means (portfolio review, challenge exams, CLEP, ACE, DANTES, etc.) to be accepted and distributed to meet degree requirements. Due to the nature of student served by General Studies, greater potential to validate and award credit acquired through experiential/nontraditional means is necessary. Indeed, the ability to award prior learning assessment credit is one way to facilitate the attraction, retention, and persistence of adult learners.

Greater Packaging of Bundled Programs and Services – General Studies (and Community Learning Network) are seeking ways to effectively bundle programs and services that are needed and valued in the Central Indiana marketplace. Drawing on the infrastructure already developed (e.g. call center; satellite locations; partnerships with corporate and community organizations) General Studies/CLN will develop more customized solutions to meet the needs of credit-seeking and lifelong learners.

Concerns:

Advising of General Studies Students – While General Studies students take their courses from the portfolio of classes offered by other Schools on the IUPUI campus, all General Studies students are counseled by academic advisors in the Community Learning Network. Presently, there are 3 FTE academic advisors serving 1,100 students. Because the nature of advising for General Studies students in necessarily individualized, there is concern about increasing the number of General Studies students without the requisite investment in additional resources to ensure their retention and success.

Frequent Unavailability of Upper-division Courses – Degree requirements for General Studies students are flexible, yet require a tremendous amount of upper-division courses. In many instances, General Studies students find it difficult to take the relevant upper-division courses to meet their needs – this is especially true in the summer semester. There is concern about the inability of General Studies students to make progress to degree completion due to their inability to enroll in needed courses. Greater coordination between General Studies and other academic units is needed to remedy this problem.
School of Dentistry

The only educational program culminating in a baccalaureate degree operated by the School of Dentistry is the Dental Hygiene Bachelor’s Degree (DHB) program. This is currently a rather small program offered in the form of an elective year in addition to the more popular Associate Degree (DHA) program. The DHB program usually emphasizes public health as the major topic.

The market for the DHB degree has historically been much smaller than that for the DHA program. The former has been directed more for public health and educational careers, while the latter is designed more for clinical practice. While I cannot confidently project a specific percentage increase in the DHB graduates by 2010, I can foresee some increase making certain assumptions. One assumption is that with the decreasing dentist/population ratio which is widely predicted (and already occurring) in much of this country, the importance of a higher level of education for every member of the dental team will drive up the market for the DHB graduates. Another assumption is that as the public demand grows for greater access to preventive care, especially amongst the disadvantaged, the DHB graduates will be viewed as being more valuable to both the clinical care and public information functions so crucial to achieving that access.

Currently we graduate approximately 4 or 5 DHB students per year. While our physical capacity precludes our graduating a larger number of DH students per year, we are considering two possible strategies to increase the number of DHB graduates. One strategy is to increase the ratio (within the current 50-member class) of DHB to DHA students. Another strategy is to develop a small number of distance learning collaborative sites in selected areas outside Indianapolis to in essence increase our annual class size while enhancing access to DH education outside Indianapolis. With careful attention to workforce analysis, this increase in class size would allow us to increase the ratio of DHB to DHA graduates, certainly achieving at least a doubling of our annual DHB output by 2010.

There obviously remain many unknowns, but these are some reasonable scenarios depending upon the results of workforce analysis, resources for distance learning facilities, etc.

School of Education

Interview with School of Education Executive Associate Dean, Khaula Murtadha, on April 27, 2004, conducted by Anastasia S. Morrone.

With respect to the doubling goal, Dean Murtadha stated that the School of Education does not have the capacity to double their undergraduate teacher education programs given faculty and space concerns. In response to the special report prepared for this task force by IMIR, however, Dean Murtadha noted that considerable work has been done in the School of Education to create programmatic alignment with Ivy Tech such that students who want to become teachers can transfer from Ivy Tech to the School of Education having met all of their early course requirements. The next step is to more aggressively market these advantages to Ivy Tech students as a way to increase the numbers of students who apply to the School of Education for their teacher preparation. With respect to transfers from one IU campus to another, Dean Murtadha suggested that we need to look for ways to make this a seamless process for students that is easy and does not penalize them with increased fees.

Minority recruitment is an area of major concern for the School of Education. They have a retention officer on staff and they also actively participate in several programs designed to increase the numbers of minority students who enroll in the School of Education. Dean Murtadha highlighted the P-16 initiative and noted that it is critically important that we work with the Indianapolis Public Schools (IPS) and township schools to create more of a pipeline to IUPUI. The goal is to attract more well-prepared students from the area while also increasing the recruitment of minorities.

While not an undergraduate program, Dean Murtadha stated that she anticipates steady growth in the Transition-to-Teaching program in the School of Education. This is a one-year certificate program for students with bachelor’s degrees who want to become teachers. Another area of major growth is professional development for K-12 teachers, especially in the areas of graduate programs in instructional technology and special education.
Dean Murtadha felt that the greatest potential for online course offerings resides at the graduate level given the needs of K-12 teachers. Online undergraduate course offerings are more problematic given that their entire teacher education program is taught in IPS schools as part of an intensive field-based program.

**School of Engineering and Technology**

H. Oner Yurtseven, Dean of the Purdue School of Engineering and Technology, IUPUI, met with Scott Evenbeck and Stephen Hundley on 4/15/04 to discuss issues related to doubling the numbers of baccalaureate graduates by 2010.

**Sources of Growth for ET:**

*Current Students* – ET is presently the largest academic unit at IUPUI, and offers numerous undergraduate programs – certificates, associate degrees, and baccalaureate degrees – in a wide range of applied technical fields. It is anticipated that present IUPUI students will continue to seek ET degrees, and that with more coordination between ET and University College, Enrollment Services, etc. additional, sustainable enrollments are possible.

*Articulation agreements with Community College of Indiana* – Many programs, especially in Technology, have articulation agreements in place to attract students from Ivy Tech/Vincennes. Some articulation agreements date back several years, while others have recently been signed. It is anticipated that more students will continue to transfer from Ivy Tech/Vincennes to IUPUI in a “2+2” fashion.

*Course Offerings via CIT Online* – The Department of Computer and Information Technology (CIT) has developed and deployed a variety of course offerings online. CIT Online represents an investment by ET to deliver courses at a distance, and there is strong potential to increase the number of distance learning students in CIT (and other) courses.

*Dual Degree Offerings with Butler University* – ET has a relationship with Butler University to attract Butler students into a joint Engineering undergraduate program. Early evidence suggests that this is an attractive arrangement for both Butler and IUPUI, and investments have been made to strengthen and sustain this initiative.

*Articulation with IUPUC* – Nasser Paydar, Dean of IUPUC and former Executive Associate Dean of ET, has approached numerous departments within ET for the purpose of developing/strengthening articulation agreements between IUPUI and IUPUC. There is strong potential to recruit and retain students from IUPUC, and efforts are underway to develop more coherent course offerings and pathways for IUPUC students seeking to complete baccalaureate degrees at IUPUI.

*Potential for Capacity Increases in Several Programs* – In ET, there are several academic programs that have potential for increased capacity, including:
  - Computer and Information Technology
  - Organizational Leadership and Supervision
  - Computer Graphics Technology
  - Interior Design
  - Electrical and Computer Engineering Technology
  - Construction Technology
  - Electrical Engineering
  - Mechanical Engineering
  - Biomedical Engineering (new program)

*Potential for Maintained Enrollments in Existing Programs* – Despite depressed demand for graduates, it is anticipated that some ET programs will maintain existing enrollments but are likely to experience little significant
growth over the next few years (specifically in Mechanical Engineering Technology and Industrial Engineering Technology).

Concerns:

**Increased Class Sizes** – Due to demand, some faculty have expressed concern over the potential for increased class sizes, and the implications this has for instructional quality.

**Lab Equipment** – Due to the applied nature of many ET programs, there are concerns about maintaining current, high quality, and accessible lab equipment to meet the needs of student learning experiences.

**Use of Lecturer Positions** – While ET feels lecturer positions represent a good investment (due to the teaching-intensive nature of these appointments), there is concern about maintaining appropriate balance between lecturer positions and tenured/tenure-track appointments.

**International Student Recruitment** – Despite some innovations deployed by ET in attracting international students (e.g. tuition discounting), there are concerns about the efficiencies from Campus-level offices in processing international student paperwork, approvals, etc. ET has a longstanding ability to attract international students, and is working with Campus to increase headcount in this area.

**Other:**

**Reallocation of Space for Some Programs** – Vacancies in the basement of the ET Building (due to UITS’s move) will result in a reallocation of space for some ET programs – notably CIT and BME.

**Herron School of Art**

No report received. The following notes are from the Teaching and Learning Task Force Meeting of May 3, 2004:

The program began capping enrollment three years ago, and it is not known if they will uncap enrollments when moving to the new facility. A suggestion was made to see how courses transfer from IUB to the school. A discussion of course transfer as a barrier was held.

**School of Informatics**

Darrell Bailey, Executive Associate Dean, Sara Hook, Associate Dean, and Mark McCreary, Assistant Dean, all from the School of Informatics, IUPUI, met with Stephen Hundley on 4/15/04 to discuss issues related to doubling the numbers of baccalaureate graduates by 2010.

**Sources of Growth:**

**New Media Program** – This program has a 5+ year history, and was one of the initial offerings of the School of Informatics. The New Media program has the largest concentration of students in the School, and has realized tremendous exposure to the business and technology communities in Central Indiana. It is anticipated that this program will continue to attract, retain, and graduate students to occupy technology-related positions in a variety of settings.

**Informatics Program** – This program has the largest capacity for growth, and is likely to see significant enrollment increases after the new Informatics/Communications Technology Complex opens in fall, 2004.

**Interdisciplinary Connections** – Created with a distinctive interdisciplinary emphasis, the School of Informatics serves as a model for effective cross- and inter-disciplinary connections to other academic units at IUPUI. As the
School’s infrastructure grows (e.g. more faculty; new building; alumni), there will likely be increased interdisciplinary efforts in teaching, research, and service.

**Bioinformatics, Life Sciences, and Health Informatics Administration** – The School of Informatics’ disciplinary centrality to two important areas of the Central Indiana economy (IT and life sciences) provide a basis for strong growth. The Health Informatics Administration program, recently transferred to Informatics from Allied Health, represents another source of growth for the School.

**International Students** – The School of Informatics already has a number of international endeavors underway, including connections with several institutions in Europe and Southeast Asia. As the global demand for IT-related courses, programs, and services increases, the School of Informatics is poised to attract an increasing number of international students to its programs.

**Potential for Prior Learning Assessment Opportunities** – Because many students already possess IT-related knowledge, skills, and competencies, the School of Informatics is exploring mechanisms to assess, validate, and award credit for college-equivalent learning acquired elsewhere. The nature of student work and school attendance patterns indicates that there is a strong likelihood that many Informatics students might benefit from this approach.

**Concerns:**

**Growing Pains Associated with a New School** – As with any new organization, the School of Informatics is naturally experiencing growing pains as it seeks to hire faculty, develop courses, design learning experiences, equip labs, and build (literally) the infrastructure of the School. The move to the new Informatics/Communications Technology Complex should go a long way toward stabilizing the School of Informatics, and in providing a strong base for continued growth.

**Tensions Between Teaching/Research/Service** – Faculty in the School of Informatics face a challenge in finding the appropriate balance in each area of faculty work – especially given the emerging nature of the discipline, the need for creating infrastructure, and the overwhelming response the School continues to receive from students and others regarding its programs and services.

**Teaching Styles and Learning Experiences** – Given that many Informatics faculty have a background in creative/fine arts, there is the desire to teach courses in studio-style approaches – which necessarily require smaller class sizes and more individualized approaches to teaching/learning. The challenge exists in finding ways to maintain the uniqueness of this teaching style while providing the necessary scalability to serve increased demand.

**School of Journalism**

The School of Journalism has hired a contract lecturer who has been charged with building the program. We will increase our high school visits.

**School of Law**

1. J.D. Program

As I suggested in our last meeting, Dean Tarr does not anticipate (indeed, does not desire) significant growth in the number of students that the school enrolls in its core J.D. program.

To the extent that student profile is part of our mission, Dean Tarr reports that the law school expects to continue recruiting students with stronger academic credentials. For example, we expect that the average LSAT score of our incoming classes will increase in the coming years. (Currently the average student scores in the top 30th percentile nationally). Dean Tarr also reports a record number of out-of-state applicants for seats in next year's class.
2. Post-J.D. Programs

In contrast to the JD program, Dean Tarr anticipates significant growth in the law school's post-J.D. programs. This is where the law school's work most closely aligns itself with our committee's mission.

By next year, the law school will offer five distinct tracks for masters of law (LL.M.) students: American Law for Foreign Lawyers; International & Comparative Law; Health Law & Ethics; Intellectual Property Law; and Human Rights Law.

For purposes of our committee's work, Dean Tarr and I focused on the American Law for Foreign Lawyers program, which is completing its second year. In its first year, the program enrolled ten foreign lawyers as students. This year, the program enrolled 30 students. Next year, the school anticipates enrolling 50 students in the program.

Dean Tarr has utilized several techniques for attracting students to the program for foreign lawyers. This includes marketing the program throughout Asia, Europe, Africa, and South America through literature and personal recruiting trips. Dean Tarr has also used his substantial personal contacts with institutions throughout the world to establish consistent sources of future student.

Overall, Dean Tarr is confident that the school can reach its goal of enrolling 100 advanced degree students by 2008. Dean Tarr is optimistic that the growth of these programs (and particularly the growth of the programs in Intellectual Property and Health Law) will allow the Law School to work with other schools within the University to support the development of leading sectors of Indiana's economy.

School of Liberal Arts

On Tuesday, April 20, William Kulrsrud and David Bivin interviewed several deans for the School of Liberal Arts. The deans present were Robert White, Acting Dean of the School of Liberal Arts, Richard Ward, Associate Dean of Student Affairs, and Catherine South, Associate Dean of Academic Affairs.

The School of Liberal Arts is notable for having the lowest completion rate (24%) among the various schools at IUPUI, according to the recent "Special Report: Factors Impacting Bachelor's Degree Completion at IUPUI" produced by the IUPUI Office of Information Management and Institutional Research (April, 2004). In contrast, the completion rate for the campus as a whole was 45%. The horizon was 6 years.

It appears that a major source of this disappointing statistic is that many students without a declared major were assigned by default to the School of Liberal Arts. Many of these students may have lack the sense of direction possessed by students who have declared a major or been accepted into their preferred school.

This suggests that Liberal arts may best achieve a doubling of its annual number of graduates by focusing on improved retention. The problem is especially evident among transfer students. The deans noted that one barrier discouraging progress among these students is that many of the credits they have received at their former institutions do not transfer into the Liberal Arts general requirements even when the courses are similar. Contributing to this difficulty is the fact that degree requirements differ across IU campuses, even at the general studies level.

Liberal Arts has pursued a number of ways of delivering instruction to students. TV classes and Shop and Learn are two examples. The school is also rapidly increasing the number of undergraduate specialties and masters programs within the school. For instance, the school now offers a tailor-made "Individualized major." Along these lines, the deans mentioned that one barrier to additional coursework is that students with a baccalaureate degree must pay graduate tuition even if they are not pursuing a degree.

In recent years, the school has also sought to coordinate its requirements with the School of Science. Another initiative is to promote team-teaching.
Finally, the deans emphasized financial aid as a source of frustration for students, including difficulties in contacting advisors, wrong answers, late checks, and federal regulations. The felt that more need-based scholarships would help.

**School of Medicine**

The school reported that this information would be received from the allied health areas.

**School of Nursing**

*Interview with Dr. Sharon Farley on April 28, 2004, conducted by Pam Jeffries.*

1. **What is your capacity – present and planned for majors and service course?**

Currently the School of Nursing provides 4 degree programs: ASN, BSN, MSN, and PhD in Nursing with two other types of programs including the RN-BSN program and the Second-Degree program which provides an accelerated option for students who have already earned a baccalaureate degree to earn their BSN in nursing. After May of this year, the ASN program will no longer be provided at IU School of Nursing but will be offered by Ivy Tech.

The undergraduate baccalaureate program admits 100 generic students per semester. For this the program, the school cannot help to double enrollment at this level. Dean Farley noted that the school is at its capacity. Currently there is a faculty shortage and lack of clinical sites and classrooms to increase the enrollment for the undergraduate program. Furthermore, IU School of Nursing is the only school of nursing that has a PhD program and the largest Masters program in the state of Indiana. The school is a research-intensive school, therefore much of the focus needs to be in this area. If undergraduate numbers were increased, then this would impact how much faculty could do at the graduate level. At this point in time, noted Dr. Farley, it is believed that IUSON can be most helpful with doubling efforts in the research dollars. “We are very committed to this goal.”

At the MSN level, the school currently has many students admitted at various levels in the program. Administrators are continually working to increase the enrollment in this area by 1) increasing the marketing efforts 2) recruiting our own IU graduates, 3) getting more undergraduate students involved with research at the undergraduate level, and 4) working with external institutions who are encouraging nurses to obtain their MSN.

In the past, the PhD program had only 4-5 students/year. After initiating a new, distance-learning option and new major in the science of nursing education the summer of 2003, the enrollment has increased to 15-16 students enrolled per year with over 35-40 applicants for the positions. As noted by Dr. Farley, we are at our capacity with these numbers. Currently faculty will need to increase their research output to maintain admitting 15-20 doctoral student/year. This is a great responsibility since IU School of Nursing is the only doctoral program in the state of Indiana.

**Service Courses:**

The clinical courses in nursing can be considered service courses since they do indeed provide service to the institutions. If service courses were increased at IUSON, they would have to be integrated somewhere in the curriculum or else you strain faculty and resources. Service courses are not cheap. The amount of unfunded service at our school is an issue. The service takes away from teaching and research; we need to find a balance. Typically there are little to no indirect monies with various types of service grants. Nursing does provide service, but we must offset that with funding that brings in indirect money.

2. **What are your concerns?**

The percentage of cost covered by the appropriations which is 28% concerns me, noted Dr. Farley. If tuition and fees are added, the percentage is 40%. We have to be good entrepreneurs to obtain the rest of the monies. Tuition and fees do not cover the cost of our clinical education; only about 50% is covered.
Dr. Farley desires to have a differentiated tuition charge at undergraduate level that more nearly covers clinical education. Many places have a differentiated clinical tuition; we also need to do this, stated Farley. The school is moving forward to increase research monies, but there is only so much time that clinical costs can be sustained.

Another concern is the number of faculty (50%) eligible to retire over the next 8-10 years. With the retirement, IU School of Nursing will have to compete with the rest of the nation to attract faculty and find positive ways to recruit quality educators and researchers.

3. **What is happening in your School that is in development that might positively impact the “doubling” initiative for teaching and learning?**

Nursing has a high retention rate at the undergraduate level (>90% once they get into our major). Being a professional school, this helps with the retention problem.

At IUSON the diversity issue is continually being evaluated and discussed. There are programs in place to help retain people. There is a growing concern about the inability to select students in order to obtain more diversity. Currently we have an accelerated program which is adding more students to our BSN program (30 per year). Diversity is down in this program area. Students are accepted by their GPA with the current mean for acceptance being 3.8 (out of a 4.0 scale). In the future the accelerated students may be selected by categories (i.e. chemistry, education, liberal arts majors) which may provide more diversity. It is believed at the School of Nursing that an impact in diversity in doubling the diversity numbers can be made in this program.

The RN/BSN Program

Overall, educators and employers want to increase the number of well-educated nurses in the field. To do this IU School of Nursing is collaborating with Ivy Tech; presently an “articulation agreement” is being discussed. This agreement would guarantee admission to IU School of Nursing in the RN – BSN program to Ivy Tech students if they meet requirements the first year after they graduate from Ivy Tech. At the present time, there are approximately 80 students in the RN-BSN program.

4. **What can others at IUPUI learn from effective practices in your School relative to teaching and learning initiatives?**

Dr. Farley noted that IU School of Nursing is a leader in offering distributed education to others. It is believed that effective practices are being implemented at our school, particularly in hiring support people and utilizing them effectively. Additionally, the School of Nursing Teaching/Learning Center is an asset at the school that offers faculty development and help with the online instruction and development.

The School of Nursing has an effective program for diversity and enrichment. The Director of this program is continually working on retention issues and strategies to help students and faculty. Additionally, the School of Nursing is on the forefront of evaluating distributed education. Currently, faculty and the School participate on the national level and have assisted with identifying national benchmarks and practices for online education. Lastly, as noted by Dr. Farley, the school has nationally recognized nursing faculty that are strong in the science of nursing education and making an impact in this arena of nursing.

5. **How can online courses be part of your school’s response to the doubling initiative?**

The online courses are helping the School of Nursing with increased access and enrollment in our masters and PhD courses. Currently all of the core masters courses are online. There is not an entire nursing degree program online yet, but as Dean Farley stated, she would like there to be one. At the undergraduate level there are only Web-enhanced courses for the generic students except for full Web courses for critical care electives.
School of Physical Education and Tourism Management

The faculty and the administration of the School of Physical Education and Tourism Management believe growth in its academic programs will continue to grow in the next ten years. The school has seen yet another huge increase in credit hours for the current fiscal year. And preliminary figures for 04-05 are similarly encouraging.

An interesting development in the last few years are the number of students in the school is attracting from outside what we perceive as IUPUI’s typical boundaries, including a number of international students. The tourism program is particularly well positioned to attract international students and the school is making a concerted effort to capture some of that enrollment.

Because the School of Physical Education and Tourism Management is comprised of two rather unique academic disciplines, growth potential should be viewed separately. In the Department of Tourism, Conventions and Event Management, we anticipate continued growth because tourism is the largest industry in the world. The World Tourism Organization projects a double digit growth in tourism for the next decade.

Tourism is also beginning to attract the attention of our federal government. The United States Commerce Department is cooperating with the Department of Homeland Security to ensure that international tourism arrivals are not affected by increased security measures. Business and political leaders in Indianapolis have recognized the value of tourism and are working hard to support its growth. Some current projects under consideration include the Indianapolis cultural trail (which will pass through the IUPUI campus), expansion of the convention center, additional hotels and the on-going effort to promote cultural tourism.

To accommodate the growing student base, the Department of TCEM is relying heavily on distance education technology to offer its programs to a diverse group of learners. In the spring of 2004, 25% of all credit hours in the department are from web courses. For the fall semester, the numbers are expected to increase to 30%.

In the Department of Physical Education, much of its recent growth has been in the area of the health sciences, where a large percentage of the majors are now in exercise science or are pursuing work in pre-physical or occupational therapy. The national focus on the increased proportion of young children being classified as obese has also generated increased interest in physical activity and the need for leadership in preventative or rehabilitative programs.

School of Public and Environmental Affairs

Interview with SPEA Associate Dean, Greg Lindsey on April 27, 2004, conducted by Anastasia S. Morrone, William Kulsrud, and Pam Jeffries.

There are seven SPEA degree programs with multiple majors, concentrations, and related certificates. Of the 1000 students that SPEA currently serves, approximately 55-60% of these students are undergraduates. The programs with the highest enrollments are the Bachelor of Science in Criminal Justice (BSCJ) and the Master of Public Affairs (MPA). With respect to the doubling goal, Dean Lindsey stated that SPEA does not have the capacity to double their undergraduate programs given faculty, space, and pedagogical concerns. Doubling would require increasing the class size to 70-80 students per course section, which would negatively affect the quality of the instruction.

The Gateway course, J101 American Criminal Justice System, has a high DFW rate, which is something that SPEA faculty are actively working to solve. The goal is to increase retention by improved pedagogical practices across all sections of the course. They are examining differences in student performance across sections taught by regular and adjunct faculty to identify areas in need of improvement. Last year there were 50 adjunct faculty members teaching in SPEA, but this number will decline as they hire more lecturers to replace the adjunct faculty members.

More than 60% of SPEA undergraduates are enrolled in the BSCJ program with an enrollment of over 300 students. The program is in high demand and Dean Lindsey noted that there is potential for growth in the area of public safety. However, approximately 30% of the students in this program are also on academic probation or critical
probation, which calls for the need to address problems associated with poor academic performance to ensure the long term success of the program.

Dean Lindsey noted that because most students come to SPEA as juniors, their marketing efforts are geared at emphasizing the majors within SPEA. They are targeting strategies in and outside of the university to help students and the community better understand the work of SPEA. To that end, SPEA provides many opportunities for students to engage in the community including a one million dollar grant-funded after care and mentoring program that is designed to reduce recidivism rates of troubled youths. Students in J101 *American Criminal Justice System* work as mentors for these youths as part of the course requirements.

SPEA is also participating in the development of two new undergraduate degree programs, Bachelor of Science in Forensic and Investigative Science and the Bachelor of Science in Environmental Science, which may provide important opportunities for growth at the undergraduate level.

Dean Lindsey stated that doubling is in the interest and capacity of SPEA in the Master of Health Administration (MHA) program. This program currently enrolls 45 students and increasing enrollment in this program is one of Dean Lindsey’s highest priorities. With steady growth, enrollments in the MHA program are expected to double over a five year period. SPEA is currently searching for a clinical faculty member to direct the MHA program and lead student recruitment efforts.

Dean Lindsey noted that RCM provides disincentives for collaboration with other schools. He suggested that if the institution could devise methods to retain the advantages of RCM, while also providing some incentives for collaboration across schools, programs that require this collaboration might have the potential to grow. The MPA and philanthropy combined degree and MPA non-profit management (a five-course online certificate program) are two examples of programs that could result in growth if the disincentives for collaboration with other schools were removed.

Dean Lindsey felt that the greatest potential for online course offerings resides at the graduate level given the needs of the graduate student population at IUPUI.

**School of Science**

In three different meetings, Jeff Watt interviewed the Associate Dean of the School of Science, Joe Kuczkowski, and his staff.

The meetings addressed issues the School of Science views as contributing factors that promote or hinder the doubling of teaching and learning in the sciences.

Quality of Students – The School of Science is happy with the increasing numbers of well-qualified students being admitted to the school (there are several high school valedictorian and solitarian students dually admitted to the school). In addition, the School of Science believes that attracting more well-qualified students to IUPUI increases the reputation of the campus, and in-turn this attracts even more academically strong students. By attracting a higher qualified student, the likelihood that the student is retained to graduation increases. Other factors that would likely attract top students are:

- Enforcing CORE-40 on traditional aged students, and sending weak students to community college as part of an educational “plan” that includes entering IUPUI in one or two years after completion of a developmental/pre-requisite/introductory level set of courses.
- The athletic program – attracts athletes that are strong academically, and other students who will see IUPUI as a well-rounded institution because of NCAA-I sports.

Curriculum – The school believes that every program across campus has one or two bottle neck courses that prevent their majors from continuing to graduation. Funds, like the Gateway funds, targeted for upper level majors courses
that have a 30% or higher DFW rate should be made available. Many students drop out of programs in the junior year. In addition:

- All undergraduate programs and courses need to be academically autonomous with the other campuses. Faculty and curriculum need to be viewed as peers across campuses and institutions, and not as step-children.
- Campus needs to have a common belief in what is an excellent “undergraduate experience in education.” Contradictions exist in trying to be all things to all people, such as on-line courses compared to activities in learning communities. If we want to increase retention, then we need to make some hard decisions about how to best educate students.

Resource Capacity – There are some departments that are at capacity due to primarily space capacity (specifically, teaching laboratory space). These departments (Biology, Chemistry, and Psychology) are critical to IUPUI’s mission as it relates to bio-technology and central Indiana’s economic growth. Other departments can accommodate doubling with little space or resource issues. Other factors include:

- Approval of the Ph.D. program in geology
- The new program in Forensics, which will attract new majors.
- General classroom space is too limited to accommodate the number of sections the school teaches.
- More classrooms that can accommodate multiple teaching and learning styles (i.e., laptop computers on desktops, tables for projects, chairs that allow group work and discussions, etc.).
- Campus administration needs to enforce section time/days be equally distributed across the week, including Fridays.

Administration Tax – This is one of the most significant problems for the School of Science. This school is the highest taxed school for the past several years. There is little incentive to increase teaching loads, class sizes, additional sections, etc. when increased credit hours translate to a higher tax rate. Other factors include:

- Funding from state needs to increase to support the need to educate an urban population at a quality level.
- Resource support to create an infrastructure of academic services that facilitate the schools’ undergraduate mission (especially for at-risk and non-traditional students). This infrastructure needs to build in a direction or mission (someone needs to take a leadership role and act as the spokesman. More mentors to guide and support minority students.

Student Financial Support – The school feels that administration should take a leadership role in advocating financial issues to external constituents, which affect our students. For example:

- Meeting with State Insurance Commissioner to advocate changes in the full-time student requirement in order to remain on parents’ insurance policy. Many students need to start schooling with reduced loads. Others are afraid to W a course, hence failing and lowering GPA, which affects retention.
- Various scholarships and financial aid packages require full-time status, but urban students are typically not full-time students. Campus administration should advocate changes with these providers. For example, approach legislators about 21st century scholarships, many of these students need a slower start or transition to high education.
- Campus administration should advocate/seek more on-campus employment opportunities for students. Students with on-campus versus off-campus employment are more likely retained.
- Campus should provide adequate medical insurance for those students without.

Other issues:

- IUPUI needs to get its academic mission/story out to the public. For example, no coverage of the 2200 students attending the National Undergraduate Research Conference at IUPUI.
- Need to get the message out to the public about our mission and destiny with no mixed messages. Do our students know what we are, our mission, or what we are famous for?
**School of Social Work**

No report received.

**University Library**

There are three areas of potential impact: collections, staff, and space.

Collections. In my view their will be some impact on collections, but it will not be proportional to the increase in students. There are some electronic resources that base their fees to us on the number of student FTEs and this will require us to pay larger fees. But more often the fee structures are stepped and the increases we might expect from this initiative will not change our prices. There may be some need for additional book or journal purchasing, but in most of the areas where this might be the case we already have graduate programs, so I do not expect the needs here to be large. For collections, I think the library can extend access to resources with only a small marginal increases in costs. You should note that this does not reflect the continuing problem of the excessive rates of inflation for research materials, but that is a different problem.

Staff. As you know, the library has been actively engaged in integrating information literacy and library skills into the freshman program. We are now working to extend this engagement to gateway and upper level courses. This effort will require that we at least maintain the current levels of staff that support these activities and may require additional staff depending on the success of this initiative. Working with upper level students requires more subject expertise and often requires individual consultation, so it can require more librarian time. We will be able to stretch to meet this demand for a time, but there are limits.

Space. The University Library is the central space on campus where informal academic work takes place. It is a good facility that in general met the needs of students -- our gate count is over one million per year, over 500,000 people log into our computers each year, and students have high satisfaction with our hours. An increase in students, especially upper level students, may push the capacity of our current space. We are currently looking for external funding to upgrade some of our space to create an "information commons" which will add better group work spaces and add computer capacity. But even if we can find this funding this, if this initiative is successful, some additional investment in upgrading library user spaces may be required. It may also be necessary to extend our hours, especially as more residential students come to campus.
Appendix F – Report from the IUPUI Staff Council and Professional Staff of the IUPUI Partners in Career and Professional Development

Memorandum

To: Scott Evenbeck and the Doubling the Numbers: Teaching and Learning Task Force

From: Staff Affairs Subcommittee of IUPUI Staff Council

Date: May 6, 2004

Re: Doubling the Numbers: Teaching and Learning – suggestions from the Staff Affairs Subcommittee of the IUPUI Staff Council

We would like to applaud Chancellor’s Bantz’s doubling the numbers initiatives. As you may know, the mission of IUPUI Staff Council is to nurture the welfare of staff. One of our goals is to help staff members achieve training and education to continually advance at the university, as well as to improve their job skills and productivity. This obviously makes for a better educated IUPUI workforce and improves employee morale. We offer the following suggestions:

• Currently, one-fourth of all staff are also students. Quoting Dean Scott Evenbeck, “Everyone knows that students who work on campus do well in school.” We ask that Chancellor Bantz work with Staff Council to double the numbers of staff who are taking classes. This would support the State’s initiative to increase the number of baccalaureate degrees earned in Indiana.

• More than 90% of all clerical workers at IUPUI are women and many employees make less than $25,000/year. This is a diversity issue and fits with the goals of encouraging women and low-income students. Also, service and maintenance personnel are overwhelmingly minority, and it is important that these staff have educational opportunities so that they are not permanently "stuck" at their current levels. IUPUI is in an excellent position to offer encouragement and support to these individuals, and to do so would help the university fulfill diversity goals and community responsibilities and enhance the image of the university as a desirable place to work.

• Fee courtesy is an important benefit. Every expense and obstacle to using the fee courtesy benefit is meaningful. With this in mind, we offer the following suggestions:
  
  o Fee courtesy benefits have continually been “watered down” as the university adds extra fees. In other words, it has become increasingly expensive for staff to take classes. We ask the university to consider eliminating extra fees for staff by putting into effect a “fee waiver” for those who take classes. (Indiana State offers staff waivers for contingency and student services fees if coursework is less than 16 credit hours/year, also, see University of North Carolina’s benefits regarding fee courtesy.) Since there is funding for an initiative to recruit students as employees, we feel this is not too out of the question. “Waivers” of other types are being introduced by many departments to attract and keep students. We feel the university needs to look at this option for staff wanting to be students.

  o We ask that the IUPUI bookstore offer at least a 10% discount to staff for textbooks, and also offer this discount for family members using fee courtesy. Since textbooks can be ordered
when a student registers for classes, it would be relatively simple for the bookstore to control this discount.

○ We request that faculty members and high-level PA employees be asked to mentor employees in their departments in their educational pursuits.

○ The fee courtesy application process is confusing and could be simplified. Staff might be offered a simple procedure to apply for fee courtesy during registration.

○ Flex-time needs to be a directive from the Chancellor. Currently, some supervisors encourage staff to take classes and complete degrees, and some offer employees an opportunity to adjust work schedules to take classes. However, some supervisors are inflexible and offer no encouragement or help. We recommend that Chancellor Bantz specifically ask all departments and supervisors to encourage the professional development of staff members, including, but not limited to, making reasonable scheduling accommodations and encouraging staff to take classes.

○ Staff members who want to drop a class, even in the first two weeks of classes, often find that a drop means they must pay back a large percentage of their fee courtesy out-of-pocket. This may mean they are charged more than $100, or much more if the class is one of two. As a result, many continue with the class, even though there is a valid reason why they need to drop. This policy seems overly punitive.

○ Currently, staff taking graduate classes at IU must pay taxes on their fee courtesy benefit. However, some universities do not charge staff these taxes if the class enhances job skills. While we are unsure of the details, we believe that federal regulations do not require employers to deduct taxes for fee courtesy benefits if the class enhances job skills. However, IU may deduct taxes for all simply because it is easier. We ask that Chancellor Bantz ask university officials to look into this.

○ Currently the university deducts the extra taxes over two months that staff must pay for graduate classes. This is a hardship for some, and we ask that employees be given an option to extend deductions over more months.

- Staff members are part of the working adult class of students that is so common at IUPUI. For these students, accelerated programs and classes in the evening, or weekends, or on-line are important. Staff have commented that some schools (such as Herron School of Art, the School of Nursing, and some of the schools for medical technicians such as radiology techs) offer few or no classes at night or weekends, in spite of shortages for workers in some of these fields. We ask that all departments be encouraged to accommodate working adults in their class schedules.

- There are many conditions and prerequisites in IUPUI programs that are particularly difficult for working adults. For example, all requirements for a master’s in sociology must be completed within five years, and the business school requires that its 9-hour integrative core be taken simultaneously. Such requirements may make it almost impossible for a working adult to obtain a degree in a reasonable time. (A course load of nine credits per year would mean that it takes a student more than 11 years to earn a bachelor’s degree.)

Thank you for allowing us this opportunity to comment. If you have any questions about these comments, you may contact Marilyn Yurk (myurk@iupui.edu) or Leslie Kidwell (lecarter@iupui.edu).
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<th>Fees Covered</th>
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<td>Employee (FP)</td>
<td>Ball State - Exempt Staff</td>
<td>Educational Assistance Program: up to 6 cr hr/sem or 3 cr hr/intersession or summer session have undergraduate &amp; graduate fees equal to the greater of (a) 50% of total fees or (b) for on campus instruction, the contingent portion of general fees and graduate course fees waived. Fee Remission Program: up to 6 cr hr/sem or 3 cr hr/intersession or summer session have undergraduate fees waived.</td>
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<td>Dependants</td>
<td>Illinois State University</td>
<td>Ball State - NON EXEMPT STAFF</td>
<td>Educational Assistance Program: 6 cr hr/sem, or 3 cr hr/intersession or summer session, and have undergraduate &amp; graduate fees equal to the greater of 50% of total fees or the contingent portion of general fees and graduate course fees waived. Fee Remission Program: up to 6 cr hr/sem or 3 cr hr/intersession or summer session and have 100% undergraduate fees waived.</td>
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<td>Illinois State University</td>
<td>University employees 6 hours, 3/4 time employees six hours, 1/2 time employees four hours</td>
<td>Interinstitutional Tuition Waiver: Children of employees of any Illinois public university who have been employed for an aggregate period of at least seven years at a full-time equivalency rate of 50 percent or more are eligible for a 50 percent tuition waiver for undergraduate education at Illinois State University, provided the employee was employed for an aggregate period of at least 3 years full-time or 7 years part-time at Illinois State University.</td>
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<td>Indiana State University</td>
<td>FT - Benefited Employee: 1/2 fees when enrolling on one course (limit of a 4 sem cr/hr course)</td>
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<td>IUPUI</td>
<td>FT, 100% for the lst 3 or hours + 50% of the next 3 additional hours, up to max 12 hours per semester (F,S, summer I + summer II)</td>
<td>FT, 100% for the lst 3 or hours + 50% of the next 3 additional hours, up to max 12 hours per semester (F,S, summer I + summer II)</td>
<td>regular credit given to the equivalent of 1/2 the resident on campus undergraduate fee, valid for the first bachelor's degree, or a certification in the agricultural tech. program, must complete 60 continuous full-time equivalent (FTE) service months. Credit attempted must equal less than 120.</td>
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<td>Michigan State University</td>
<td>FT, 100% for the lst 3 or hours + 50% of the next 3 additional hours, up to max 12 hours per semester</td>
<td>FT, 100% for the lst 3 or hours + 50% of the next 3 additional hours, up to max 12 hours per semester</td>
<td>1/2 resident undergraduate credit-hr fees, for a max. of the first 140 credit hr toward the 1st bachelor's degree.</td>
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<td>MSU - Educational Assistance Program</td>
<td>Regular, full-time (90 - 100%) University support staff and flexible appointees, Credit: 14 semester credits or 20 term credits per academic year (VARIES: FOP, AP confidential may take 16 semester credits per academic year). Non-credit: Job-related courses from an approved institution/program, with reimbursement not to exceed $800 per academic year.</td>
<td>Regular, full-time (90 - 100%) University support staff and flexible appointees, Credit: 14 semester credits or 20 term credits per academic year (VARIES: FOP, AP confidential may take 16 semester credits per academic year). Non-credit: Job-related courses from an approved institution/program, with reimbursement not to exceed $800 per academic year.</td>
<td>This benefit allows the employee to waive payment of tuition and matriculation fees at the time of registration.</td>
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<td>Ohio State University</td>
<td>Available to those who hold Regular appointments of 75% full time equivalent (FTE) or greater. If you are employed in an eligible position that is 50% full time equivalent (FTE) or greater, your dependents are eligible for tuition assistance. Only one dependent is eligible for each period of continuous service. Pays for 50% of undergraduate fees charged for undergraduate, graduate or professional courses per quarter taken on credit at The Ohio State University. If you are employed in an eligible position that is 50% full time equivalent (FTE) or greater, your dependents are eligible for tuition assistance. Only one dependent is eligible for each period of continuous service. Pays for 50% of undergraduate fees charged for undergraduate, graduate or professional courses per quarter taken on credit at The Ohio State University.</td>
<td>If you are employed in an eligible position that is 50% full time equivalent (FTE) or greater, your dependents are eligible for tuition assistance. Only one dependent is eligible for each period of continuous service. Pays for 50% of undergraduate fees charged for undergraduate, graduate or professional courses per quarter taken on credit at The Ohio State University.</td>
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Professional Staff Meeting with the
Chancellor’s Doubling the Numbers Task Force on Teaching and Learning

Sponsored by: IUPUI Partners in Career and Professional Development (PCPD)

April 22, 2004, 3:30 p.m. to 4:30 p.m.
University Library, UL2115J
Minutes taken by: Susie Fama, Human Resources

Attendees: Scott E. Evenbeck, Dean, University College, and Chair, Doubling Task Force on Teaching and Learning; Michelle T. Verduzco, Campus and Community Life; Hayward B. Guenard, Housing and Residential Life; Carol Pferrer, Parking and Transportation; Stephanie Braun, Career Center; Marilyn Bedford, Human Resources; Maggie Stimming, Human Resources; Leslie J. Kidwell, Kelley School of Business; Nicole Y. Oglesby, Campus and Community Life; Regina Turner, University College; Karen Black, PAII; Dan Griffith, Human Resources; Susie Fama, Human Resources

The meeting was called to order by Dan Griffith. Introductions of all of the attendees were made and then Scott E. Evenbeck gave a brief overview of the Doubling the Numbers Task Force on Teaching and Learning and its charge.

Overview of the Doubling the Numbers Task Force on Teaching and Learning
Scott met with the staff council yesterday; the chancellor wants to double teaching and learning at IUPUI. All the task forces are composed of faculty but the life of the university is very much the staff. When he went to the faculty council yesterday he said that staff is a vast repository of knowledge. The decision was made to center this effort of doubling in the classroom because that is where we can have the most impact and control.

To improve graduation rates, they center on how students can be more successful in the classroom and focus on what students learn. DFW rates refer to the proportion of students who are not successful. IUPUI has a foundation for improving these rates and although we are a long way from being “OK,” we are on track and we have a lot of people on campus to help in the effort.

We look at the students who are not graduating. (See chart that Scott handed out at the meeting.) The bottom line is that only about 20 percent of students graduate in 6 years. Retention efforts are centered on the 1st to 2nd year transition. Most of the focus is on the first 2 to 3 weeks of 1st semester with emphasis on getting the students off to a good start. (This is the number that is up 9 percent in 3 years.) One year, the graduation rate for black males was 6 percent and the next year it went down to 0. The point is that a lot of students follow other pathways to graduation. This would include transfer hours, graduation in 6 years, etc. We need to particularly reflect on how we can help students of color and other underrepresented groups. We are trying to put out a first draft of a proposal (see task force proposal packet) and generate suggestions and comments. Staff needs to help more students become staff and more staff become students. The task force really wants us to think outside the box – it’s time to shake up people’s cages. Students ought to try to get jobs here and we have to figure out ways for more of our students to find jobs on campus. Students who work on campus enhance their success rate in school and are more likely to graduate. Internships, service learning, study abroad programs, undergraduate research: all of these skills are learned in the classroom but it is up to us to bring them into our workforce and help them move from dualistic thinking to higher levels of thinking. This is learned outside the classroom. We’ll make a difference in students’ learning and in students’ ability to stay here.

The task force will have another draft in a week and there is a lot of room for more good ideas (the report can be up to 10 pages). As a campus, we need to stay more connected with students. It is disruptive for
residential students to leave campus. For our students, it’s disruptive for them to come to campus – we need to improve this.

**Sense of process/report that is needed**
There is no way we could go to the schools and demand that they all double their graduating classes. The task force does not want to ask people to do anything without some projections. Scott didn’t get the projections until Monday. Once the comments from the web, the staff council, faculty council, and the deans are all compiled, it will be turned in on May 7.

**What’s next after task force has completed its work?**
We are trying to set the stage for what the next steps are. We have a foundation: we have a problem with students of diversity and graduation rates. We need to raise the issues that need to be addressed rather than “solving” those issues. Think of things that are actionable. We can’t make the rule but we can define how a rule would be helpful. The chancellor has not provided the next steps. His stated goal was to double the number of bachelor’s degrees by 2010 so we are trying to cast the net as wide as possible and see what this would look like. We need to consider that would enhance that goal and things that will be barriers to that goal. We could probably double the number of psychology majors but not the number of nursing students.

**Staff-Student Connection**
Our campus is missing a connection between staff and students. Our staff should be a resource for the students. We shouldn’t give students the runaround or give them “bureaucratic answers.” Staff development would be necessary to accomplish these things.

Cross-training is a possibility. When a department is busy, the cross-trainers would help out. They would have core knowledge and be able to assist in various departments at their peek times.

Carol says that the first 3 to 6 weeks of school are a crazy time. Freshmen/first-timers are having their first experience here and it has to be a positive one. Currently, in regards to parking, the first impression is horrible. Students need to be able to get to where they need to go and not given the runaround. There can be really big positives to having people available to help out and make the students feel welcome. That first week is the most important. Orientation is a really good time to take advantage of making that first impression a good one.

Every single staff member has the potential to be the contact and make a difference in a student’s experience on campus. Every single person who works here has the potential to be that glue. Some students do get unhelpful bureaucratic responses.

Frequently, students get frustrated because they don’t have a tutor and then they drop out. Leslie said someone called her and said they needed an accounting tutor and there wasn’t one available. She had to tell the student to ask a classmate for help instead. That’s not a great answer. There has to be a central place where students can get tutors for every level, every area, and every major.

There was a research conference last week and a disc jockey was playing on the lawn but the professors complained about the noise disturbance. Communication needs to be increased because the disc jockey was there to fill the classes and keep students in school. It’s a matter of disrupting the education process versus enhancing it.

We can teach the students all the little tiny tricks like how going to lunch at 11 p.m. instead of 12 p.m. will give you a better shot of getting a parking space. As employees, we should go the extra mile for our students. One way to help each other stay updated and able to offer a wide variety of information is to
keep our department websites updated, and easily accessible with contact information on the first page. Unfortunately, we become lax. It’s our job to see that the student gets helped/gets what they need. Maybe everyone should see Regina’s play to understand the plight of the students.

Ideas for Keeping Students on Campus

- Offer good spaces in the parking lots for students who carpool
- Offer one stop shopping on campus
- Lower NIFS rates
- Good cafeterias
- Explore other services like parking services and housing
- Creating an ambassador leadership group: They could be involved in those first few weeks of a student’s semester. Community building on the bus.
- Many traditional campuses require that freshmen can’t have a car – maybe we could require them to park at Bush Stadium. It’s good for the staff, faculty, and students. Free papers, free coffee, ice cream social over there. Once people use the buses, they realize that they’re not so scary. Less frustration means that they will stay here.
- If 1st time students were guaranteed a shuttle to class, they could just park and then get on a bus that will take them to class. Even if we have plenty of spaces this fall, there’s a great opportunity there. It needs to be welcoming – it’s doable. We’ve got a lot of barriers. Form relationships with students and drivers. Let’s treat the freshmen and the people who don’t know where they’re going well.

How can we increase the knowledge and the services and the cross-over knowledge? How can we get this cross-education going among staff to provide better service?

Students becoming staff and staff becoming students

Leslie brought up an instance where one employee was talking about how problematic it is that departments offer classes only during the day and therefore, she couldn’t go to class and work at the same time. Departments need to encourage education and promote employees becoming students. Let’s talk outside the box; what we know right now is that inside the box, it’s not working.

If we take away the limitations and encourage employees to take classes, they will have a different viewpoint of student life because they are living as students as well. They will understand the flow of the student life. We need to capture the power of what it’s like to be a student for all of the staff to see. What is the student’s voice?

Leslie gets the majority of clerical complaints – everything that you can imagine. Fee courtesy is a huge one. It’s known that ¼ of the workforce are students. Why aren’t more employees students? One thing is that employees just don’t have the money to go to classes; fee courtesy is getting watered down and it’s getting more expensive. Many of the departments are thinking outside the box to get students to come here. We’re looking into fee waivers because some staff can’t afford to take a lot of classes.

There are so many opportunities for staff development but supervisors aren’t allowing their staff to attend class. The supervisors need to let the staff take advantage of development opportunities.

Are you getting support from supervisors to go out and get development? A survey has gone out and a tremendous amount of opportunities are available but there are tremendous walls that prevent communication of these things.
Thinking outside the box is critical. Right now the bookstore is giving 8% off for buying books early. Show staff ID and we get 10 or 20 percent off. But this discount is not widely known – they’re not marketing it.

**Staff Selection**
How do we provide the skills to do effective staff selection? If we want to hire people who are helpful, who value diversity, and who want to build community, we need to handle that in the interview. We need to make good selections and train people on how to hire great employees.

Research committees need to be educated to create a diverse staff; we need more education about hands on coaching for hiring great staff.

**Barriers in Place**
There are a lot of self-imposed barriers and a restrictive mentality of why we can’t do this or that. There is always some barrier or some kind of wall that prevents us from doing things that other schools can do well. The tail is wagging the dog.

At a space planning meeting, Carol was the only staff and the conversation turned to the issue of parking. If students have all their classes on the same days, the parking lots will be full those times. We need to get out of our box; society as a whole is not as it used to be. We are coming here to work but there are a lot of people who would take a 4 p.m. class or a Saturday class or a Friday class. Professors won’t hold their class these times because they don’t want to work those times. That space planning issue could also work with the staff because they would have more variety about when they could take classes to fit schedules. OLS does intensive one-week classes. We all need to think out of the box about when classes can be held.

Do we know why students don’t persist? Are they not here because there’s not a climate? What two departments are doing the best? What are they doing that makes them the best? We should benchmark against the two successful departments that are here on our own campus. What if there was a philosophy that you don’t send anyone anywhere without calling first? Think of the reputation we would gain from that.

**Opportunities Available at New Employee Orientation**
New employees come in the afternoon for the benefits portion of new employee orientation but they don’t always show up in the morning for introduction to IUPUI and IUPUI mission. We could build a staff culture climate at new employee orientation. If it was a requirement, then, we could instill a culture in the new employee orientation. What culture do we want to instill? A true effective new employee orientation would be a day or two. Give new employees the opportunity to know about other departments and schools.

One idea is to set up an entire day of meeting the administration. Each person in the department would do a piece of the orientation. The new employee would see us in a bigger light. Human Resources should do that school-wide. Expand what we do for the campus and do it within the departments too (like Carol does in Parking and Transportation Services).

There is always more of a “community feel” within your own department because you know that you’re going to be working with those people. Parking hires at certain times and never hire alone. Parking makes sure that they hire employees together.

New employee orientation should not just be one or two days, it should be throughout the career. We should schedule it so that the employee learns at the fist level of orientation and then is constantly
learning throughout the service years about the organization. You can’t get it all in one day or all at the same time. It would be nice to offer an orientation every one or two years (even every 6 months) and have the repeat sessions considered “orientation updates.” New employees are so overwhelmed; what about offering recognition for one year of service? At that point, regroup and offer some more training.

There’s a lot of higher education lingo; new employees don’t know the lingo and there’s no umbrella to show how everyone fits in. We need more community among the staff. Chili for Charity is fun; it’s small though so we should add games and get people to mix. Make it available for staff, faculty, and students. We are a commuter-staff campus and a commuter-student campus too. We need to encourage staff to participate by timing activities for right after work. Start them at 5:15 or 5:30, and then staff could stick around and participate.

**Using Campus Resources to Meet Campus Goals**

Ann Willoughby, an I/O student who is doing staff training needs assessment project through Human Resources, did 25 focused interviews with IUPUI employees and got in-depth and passionate with the needs of the campus. She focused on early career, mid career, and late career needs. People are saying we don’t have something but actually it is available elsewhere on campus. The need can be filled and it is available to us but we don’t benefit from it because of lack of knowledge/communication.

Scattered schedules and flex-time: PA’s get the job done and they can go. There are too many of “old school” supervisors who want employees in their chair at 8 and out at 5. It’s a matter of face time versus productivity.

**Final Thoughts**

Don’t lose sight of the fact that we need to support those front line staff people, provide development opportunities for them. The students can be frustrated but the front line staff can be frustrated as well. The barriers need to be broken down – it needs to come from the chancellor. Educate the front line staff.

As much as going wrong, a lot is going right. A tremendous change has taken place over the past four years and a change is coming. The next steps are exciting because implementation will be taking place.

Mix the staff and faculty committees and become helpful to each other. There is a hope that the university seriously considers the things that are being said here. The final decision will be taken up by people who may not take is seriously. It takes more than faculty to make a university.
Appendix G – Web Form Summary

1. The identification and analysis of data are fundamental to our work

   a. Projections must be primarily based on data predicting the number of graduates from existing programs, with input from schools offering those degrees. A web form will be constructed to generate discussion and response.

   b. Demographic patterns for Indiana and Central Indiana will inform the projections (numbers of high school graduates, projected numbers of potential returning adult students, numbers of students coming from particular high schools).

   c. Qualitative as well as quantitative data will be helpful in the Task Force formulating its recommendations. The Task Force will use data from focus groups with returning (and possibly non-returning) students. A webform may be used to solicit comments from the university community.

2. Student Characteristics, by degree program, are central to considerations of increasing the numbers of graduation.

   a. IUPUI will attract increased numbers of out-of-state students (particularly if schools adopt tuition discount programs of scholarships) and international students.

   b. Increased numbers of graduates will be largely a function of present patterns of matriculation at IUPUI (e.g., transfer students will continue to represent the majority of graduates). Projections will include attention to increased collaboration with Ivy Tech and increasing numbers of articulation agreements and transfers.

   c. Students at IUPUI will continue to reflect increased diversity, and the Task Force will focus on patterns of enrollment reflecting diversity and suggest strategies for enhancing diversity.

3. School, program, and faculty concerns are central to efforts to increase the number of graduates.

   a. While the focus is on baccalaureate degrees, some schools have capacity to expand graduate and professional programs; and the Task Force will report on those projections. Of note are developing programs for students to receive degrees at an accelerated pace during the day or the evening (e.g., MBA, Math five-year baccalaureate/Masters degree, LLM program for advanced study in law). Some programs (e.g., RN to masters) do not award baccalaureate degrees, but should be considered.

   b. IUPUI’s learning communities, academic support programs, faculty development, Gateway program, and other efforts will continue to be critical in increasing retention though more attention to transfer students and powerful pedagogies (study abroad, internships, service learning, problem-based learning, capstone experiences, undergraduate research) are critical in students moving to graduation.

   c. School review of faculty work (could summer be a semester counting as one of the two teaching semesters?; will distance education/hybrid courses change patterns of faculty work?, etc.) will have an impact on the ability to double the numbers.
d. **RCM and incentives to schools** will have an impact on doubling the numbers. What are the incentives for schools to participate? Should the appropriation to schools be linked to increases in the numbers of graduates? Should student credit hour income be allocated only to the teaching unit or also to the home academic unit and/or the graduating unit by some formula?

4. **There are critical campus experiences, procedures, and communication efforts which are central to doubling the number of graduates.**

   a. Doubling the numbers will depend on a comprehensive **enrollment management plan** of recruitment and retention, bringing together Enrollment Services, University College, and the schools in reviewing all aspects of recruitment and retention. In particular, **Bursar policies and procedures** have an impact on retention that should be reviewed (flat fee, extended payment plan, appropriateness of washout, policies on application of out-of-state fees for new residents, graduate rates for undergraduate courses).

   b. The retention of students at IUPUI has been primarily a function of working with what happens in and around the classroom, and that will continue. However, other factors such as **better parking, more housing, better public transportation, improved formal and informal learning environments, increased view of the city as "the" place for students to study, the treatment of students by all units and programs on campus** will play key roles in recruitment and retention.

   c. Increased attention to and partnership with **parents, family members, employers, and the community in general** will enhance retention efforts. Tuition remissions plans, support for IUPUI staff who also study here, increasing student employment are examples of such enhancers.

   d. **Student finances** are critical in moving students to graduation. This includes scholarship support as well as federal and state loans and grants. Increasing the enrollment and graduation of highly talented and diverse students will be impacted by IUPUI's ability to increase financial support for all students but especially for highly talented and diverse students.

5. **Doubling the numbers will be largely a function of IUPUI maximizing existing resources.**

   a. We should investigate whether IUPUI has "**unused capacity**" in the upper division, meaning that vacant spaces in classes will accommodate the increasing numbers of students on pathways to graduation.

   b. **The use of space** will have an impact on the capacity to double the numbers. How can we use Fridays? Are there more efficient scheduling patterns? What about off-campus space? How might we increase hybrid courses? What are the best practices? Should we designate formal and informal learning spaces?

**NOTE:** Some responses are cut off as the responders went over the allotted word allowance.

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<th>Status</th>
<th>Date Submitted</th>
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<td>Faculty</td>
<td>3/12/2004 15:56</td>
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<td>We simply cannot double the number of</td>
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55
graduates by being more efficient. Even if we ran the campus at 100% capacity on Friday, Sat, and Sunday, we couldn’t accommodate double the number of graduates. And running the campus at 100% Sunday is almost c

| Faculty | 3/18/2004 3:16 | Also look at IUPUI's 'competition'. Other Universities, including Purdue and Notre Dame have identified central Indiana as a good market for executive management education - and are targeting here with new programs. What do they see that we don’t??? Diversity needs to be defined as MORE than just RACIAL diversity - and should include high caliber out-of-state as well as international students - when they can bring broader and different viewpoints, not just a targeted race or ethnic background. Consider looking seriously at tailoring graduate and professional programs to the needs of the central Indiana workplace - both in content and delivery. Example, central Indiana is a hotbed of finance activity in insurance and real estate, yet we sti

|        | 4/17/2004 23:20 | Create an office branch for Returning Adult Students to go to like other schools have. Have resources Make married couples in the same dept share an office instead of giving them separate offices. Ask professors who notoriously are on campus Create an emergency fund for students to borrow money from on a short term basis. SLA already has this and it has helped make a Eliminate wasteful paper use by mandating Oncourse usage by all faculty members for items like syllabi, course

Tuition, scholarships, and tuition discounting should drive students toward giving priority to their education and finishing quickly - rather than dragging out over time. Perhaps 'freezing' UG tuition for 4 years to an entering student would encourag

See my above comments regarding 'distance' and 'hybrid' courses, wehre appropriate. Use Fridays and Saturdays - and encourage (or incentivise) faculty to teach on those days. Class scheduling should be based on student needs, not faculty just when fa
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<th>4/17/2004 23:23</th>
<th>available to them.</th>
<th>2x/week to share an office with another notorious faculty member offenders. Pay Gateway lecturers more money</th>
<th>difference for students who experience emergency financial difficulties.</th>
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<tr>
<td>4/17/2004 23:23</td>
<td>Pay Gateway lecturers more money since they are the ones who are teaching the &quot;money-making&quot; courses. Give them more perks too.</td>
<td>schedules, online quizzes and tests, lecture notes, etc. Eliminate use of landline phones in faculty office - give them cell phones instead.</td>
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<td>4/17/2004 23:23</td>
<td>Improve recognition and incentives of Learning Community instructors. Seems to me you need to change attitude of instructors and make them feel better about being here, before you attach additional duties and burdens on them (and probably without hig</td>
<td>Encourage folks to turn off lights when they leave a classroom and know no one is in after them (what happened to those light switch stickers we grew up with in the 70s?). Discount Friday classes - make them 20% cheaper than M-R classes.</td>
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<td>4/17/2004 23:24</td>
<td>Fix faculty morale. Give them better perks like free</td>
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<tr>
<td>Staff</td>
<td>4/26/2004 7:16</td>
<td>If we want students to want to stay here we need to make sure they feel we are working for them to schedule their graduation goal. To often students are referred from one department to the next to figure out on their own how to move through our proc</td>
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<td>4/26/2004 11:1</td>
<td>Should the post office (and other offices) be open later to accommodate the needs of non-traditional students?</td>
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<td>4/26/2004 9:56</td>
<td>Offer more unique, interdisciplinary degree programs and market the heck out of them. In an increasing complex world degree programs that equip students to deal with that complexity will be attractive. Don't forget to offer what appeals to the &quot;to</td>
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<td>Make customer service a key part of all job descriptions/job performance evaluations, especially for bus drivers and others in high contact positions. I recently was on the shuttle two times in the same day and saw the same white, female driver be v</td>
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<td>There should be a lot more cross-pollination between the academic and administrative sides with each treating the other with true respect and with each behaving as true partners (i.e., sharing the work, behaving cooperatively).</td>
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# Appendix H – Retention Report

## Retention Initiatives

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<tr>
<th>Title</th>
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<tr>
<td>Passport Program, IUPUI and Ivy Tech</td>
<td>Mary Grove</td>
<td>Passport Program</td>
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<td>Community Work-Study Program</td>
<td>Kristen Eamon</td>
<td>Center for Service and Learning</td>
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<td>Diversity Scholars Research Program</td>
<td>Marchusa Huff</td>
<td>School of Nursing</td>
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<td>New Student Orientation</td>
<td>Andrea Engler</td>
<td>University College</td>
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<td>Project TEAM (Transformative Education Achievement Model)</td>
<td>Claudette Garland Lands</td>
<td>School of Education</td>
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<td>Shared Heritage Program</td>
<td>Joshua Sutton</td>
<td>Herron School of Art</td>
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<td>Freshmen Work Program</td>
<td>N. Douglas Lees</td>
<td>School of Science</td>
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<td>SROP (Summer Research Opportunities Program)</td>
<td>Gwendolyn Johnson</td>
<td>Graduate Office</td>
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<td>IUPUI Honors Program</td>
<td>E. Theodore Mullen</td>
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<td>Sam H. Jones Community Service Scholarship Program</td>
<td>Julie Hatcher</td>
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<td>IUPUI Upward Bound</td>
<td>Nathan Harris</td>
<td>University College</td>
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<td>High School Visits and College Nights</td>
<td>Mike Donahue and Kim Stewart-Brinston</td>
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<td>Critical Inquiry</td>
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<td>Learning Communities</td>
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<td>IUPUI Summer Academy</td>
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<td>College Preparatory Initiatives</td>
<td>Andrew Hays</td>
<td>University College</td>
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<td>School of Engineering and Technology Student Ambassadors</td>
<td>Terri Talbert-Hatch</td>
<td>School of Engineering and Technology</td>
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<td>Nina Scholars Program</td>
<td>Marsha Currin</td>
<td>University College</td>
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<td>Program</td>
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<td>Student Support Services</td>
<td>Barbara Browning</td>
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<td>SLA (Structured Learning Assistance)</td>
<td>Mark Minglin</td>
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<td>Supplemental Instruction</td>
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<td>Larry Hill</td>
<td>University College</td>
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<td>Norman Brown Scholarship Program (NBSP)</td>
<td>Felica Ahasteen-Bryant</td>
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<td>Middle School Outreach Program</td>
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<td>Reginald Session</td>
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<td>University College Advising Center</td>
<td>Kristine Grefsheim</td>
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<td>Retention of Underrepresented Minorities</td>
<td>Patricia Treadwell</td>
<td>School of Medicine</td>
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<tr>
<td>Campus Day Program</td>
<td>Amy Blackford</td>
<td>Campus Visitation Office</td>
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<td>Campus Ambassador Scholarship Program</td>
<td>Amy Blackford</td>
<td>Campus Visitation Office</td>
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<tr>
<td>Mathematics Assistance Center</td>
<td>Patrick Frey</td>
<td>School of Science / University College</td>
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<tr>
<td>Campus Visitation Group and Individual Tours</td>
<td>Amy Blackford</td>
<td>Campus Visitation Office</td>
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<tr>
<td>Students on Academic Probation</td>
<td>Chris Maroldo</td>
<td>University College</td>
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<tr>
<td>Reinstated Students to University College</td>
<td>Chris Maroldo</td>
<td>University College</td>
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<tr>
<td>University Writing Centers</td>
<td>Tere Molinder Hogue</td>
<td>School of Liberal Arts</td>
</tr>
</tbody>
</table>
Campus: IUPUI

Name of program/initiative: Passport Program, IUPUI and Ivy Tech

Description: The Passport Program facilitates cooperation between the faculties and student-services staffs of Ivy Tech-CCI and IUPUI to better serve students and assist them in a seamless transfer. The different components of the program are: (1) a transfer program, including 40 articulated AS/AAS/AA-to-BS/BA degrees and more than 290 transferable courses; (2) shared resources and facilities for students, faculty and staff; (3) print and web communications on transferability and on-site advising at Ivy Tech; (4) Passport Academic Excellence Scholarship for high achieving Ivy Tech-Community College of Indiana (CCI) AS/AAS/AA graduates to pursue BS/BA degrees at IUPUI; and (5) Partners deferral program to build students’ academic skills at Ivy Tech before admission to IUPUI.

Contact: Mary Grove
Union Building 271
317-278-1101 (Phone)
317-274-5041 (Fax)
mgrove2@iupui.edu
www.iupui.edu/~ivy

Target audience: Community college transfer students

Purpose: Recruiting
Academic support of students
Social integration/cultural support
Bridge program

Number of students served per academic year: 3,500—4,000

Source of funding: 50% funded by IUPUI and 50% funded by Ivy Tech

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Campus: IUPUI

Name of program/initiative: Community Work-Study Program

Description: The IUPUI Community Work-Study Program uses work-study funds to place IUPUI students in nine community sites (i.e. public schools and after school programs) through the America Reads and America Counts Programs as literacy and math tutors for children from preschool through eighth grade. The student tutors work both one-on-one and in small groups with children on activities that help nurture the development of literacy and mathematical skills, as well as children’s confidence. The student tutors are required to participate in an orientation and monthly trainings to help them develop the necessary skills to work effectively with children on skill acquisition. Training topics include but
are not limited to understanding different student curriculum, learning styles, diversity, working in the community, and professionalism.

Contact: Kirsten Eamon
University College 006A
317-274-5566 (Phone)
317-278-7683 (Fax)
keamon@iupui.edu
http//csl.iupui.edu

Target audience: Undergraduate students

Purpose: Employment program

Number of students served per academic year: 80

Source of funding: Federal work-study funds

Campus: IUPUI

Name of program/initiative: Diversity Scholars Research Program

Description: The Diversity Scholars Research Program is aimed at attracting academically talented students pursuing an education in the research setting who will contribute to the diversity of IUPUI. This program began in the fall of 1997 and the first graduates finished in 2001. Students in the program are part of a group of undergraduate scholars who benefit from the research activities, individual support and scholarship funding leading to graduation with a four year degree. The research component is designed no only to acclimate students to a research setting, but also to actively involve them in undergraduate research in preparation for graduate studies. Research mentors from IUPUI faculty and the corporate sector help these scholars to structure their research programs. This award is made to students in a variety of majors at IUPUI and is highly competitive. Eligibility requirements:

1) Student must be in the top 25% of their graduating class and have at least a 1070 SAT or 23 ACT score.

2) Student must have at least a B grade in all math and science courses.

3) Student must supply at least two (2) letters of recommendation, one which must be from a math or science teacher.

4) Student must be an Indiana resident AND be a US citizen or permanent resident. A scholar may continue in the program for up to 4 years if he/she maintains a cumulative 3.0 GPA.
5) Students from racial and ethnic populations who have been historically underrepresented in institutions of higher education in Indiana are encouraged to apply.

Contact: Marchusa Huff  
Nursing School 478  
317-274-8049 (Phone)  
317-278-1378 (Fax)  
mnhuff@iupui.edu

Target audience: Undergraduate students

Purpose: Recruiting  
Academic support of students  
Learning communities  
Intrusive advising  
Faculty/staff mentoring of students  
Financial aid

Number of students served per academic year: 15—25

Campus: IUPUI

Name of program/initiative: New Student Orientation

Description: The New Student Orientation Program is an event for all new beginning and transfer students who are beginning at IUPUI for their first degree-seeking semester. This program is a full one-day program. Over 30 orientation programs are offered each year where more than 5,000 students and 1,500 parents are welcomed to the University.

Contact: Andrea Engler  
Orientation Services, Director  
University College 2001D  
317-278-1576 (Phone)  
317-278-0284 (Fax)  
aengler@iupui.edu  
http://www.universitycollege.iupui.edu/orientation

Target audience: Undergraduate students

Purpose: Recruiting  
Academic support of students  
Learning communities  
Social integration/cultural support  
Curriculum innovations  
Supplemental instruction  
Career exploration

64
Technology based Curriculum enhancements “Bridge” programs Intrusive advising Peer mentoring Academic Integration Building Self-Efficacy

Number of students served per academic year: 5,000
Source of funding: Base budget New student enrollment fee

Campus: IUPUI
Name of program/initiative: Project TEAM (Transformative Education Achievement Model), School of Education
Description: Project TEAM is an important part of the School of Education’s efforts to prepare teachers for culturally diverse student populations. The primary purpose of Project TEAM is to offer a community within the School of Education that provides academic, social, personal, and financial support for students in the program.
Contact: Claudette Garland Lands, Ed.D. Education/Social Work Building 2114 317-274-3289 (Phone) 317-274-6864 (Fax) clands@iupui.edu
Target audience: Undergraduate students
Purpose: Service learning Academic support of students Social integration/cultural support Financial
Number of students served per academic year: 10-15
Source of funding: State, federal and institutional funds
In 2003-04, the Shared Heritage program dramatically raised its visibility among IUPUI students and in the community. SPECTRUM, a Herron student diversity group was formed as a result of the increased programming. In 2004, the student organization exhibited a group show, which focused on diversity in a variety of media. Interest in scholarship opportunities and the student organization continue to grow.

The Shared Heritage Scholarship Program empowers individual African American students by celebrating the multiple perspectives within the community, removing obstacles for attaining success, and providing knowledge and opportunity about professional careers in art. The goals of the program include: (1) establishing a mentoring program for the scholarship recipients to help remove obstacles so they will be empowered to complete their education and obtain successful careers utilizing their degrees; (2) working with high school counselors, teachers, and community organizations to help identify potential candidates for Shared Heritage scholarships; (3) promoting and encouraging schools (K-12) and organizations to sponsor African American youth for Herron Saturday School and Honors Art Program; and (4) providing scholarship opportunities to deserving minority students who wish to pursue a degree at Herron School of Art.

Contact: Joshua Sutton
Herron Main Building 202
317-920-2408 (Phone)
317-920-2418 (Fax)
jrsutton@iupui.edu
www.herron.iupui.edu

Target audience: African American pre-collegiate, undergraduate, and graduate students

Purpose:
- Recruiting
- Academic support of students
- Social integration/cultural support
- Career exploration
- Mentoring
- Scholarships

Number of students served per academic year: N/A

Source of funding: Private fundraising
Description: On campus, discipline-related jobs in the home department for first-time full-time freshmen.

Contact: N. D. Lees

Target Audience: Fall, first-time, full-time freshmen

Characterization: The program provides up to 10 hours per week work with faculty or staff in the home department. Cost is shared by the federal work study program (for eligible students), the home department, and program funding.

Number of students served per academic year: In 2003-04, about 35 students in three departments (Biology, Physics, Economics)

Size of current budget: $50,000 in program funding

Source of funding: Commitment to Excellence Program. In the 3 prior years the program was run exclusively in Biology with funding from Enrollment Services.

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Campus: IUPUI

Name of program/initiative: SROP (Summer Research Opportunities Program)

Description: SROP offers outstanding undergraduates an opportunity to receive first-hand exposure to graduate school and faculty life through an intensive summer research experience. Students work under faculty mentorship either on an individual basis or as part of a research team. During the nine-week program, which is directed through the Graduate Office, participants master important research skills and contribute to work that is a vital part of the academic research world. In combination with this intensive research, SROP seminars give participants a realistic groundwork for advanced study, helping them prepare for doctoral or master’s work. SROP participants receive a stipend and tuition waiver as well as allowances for travel and lodging to the annual Committee on Institutional Cooperation (CIC) conference. Underrepresented minority students including, African American, Mexican American, American Indian, Puerto Rican, and other Latino groups, who are sophomores or juniors majoring in any field are encouraged to apply.

Contact: Gwendolyn L. Johnson, Ph.D.
Assistant Dean
IUPUI Graduate Office
Union Building 518
317-274-1554 (Phone)
317-278-2490 (Fax)
gwjohnso@iupui.edu
www.iupui.edu/~resgrad/grad/srop.htm
Target audience: Undergraduate students of color

Purpose: Recruiting
Academic support of students
Social integration/cultural support
Supplemental instruction
Career exploration
Curriculum enhancements
"Bridge" programs
Faculty/staff mentoring

Number of students served per academic year: 10 or less

Source of funding: Base budget
Annual funding requests from UROP and Honors Program at IUPUI

Campus: IUPUI

Name: IUPUI Honors Program

Description: The IUPUI Undergraduate Honors Program provides highly motivated and creative students the opportunity to enroll in smaller, dynamic classes and to collaborate with faculty in independent study and research projects. Honors students form their own network and support community, one of many on the IUPUI campus. They have access to the University College reading room and receive e-mail updates about the Honors Office and Honors Club. Honors students may receive their degree with the designation "Honors" if they meet all requirements. As part of IUPUI's University College, the Honors Program specifically seeks to help all undergraduates succeed academically at the highest possible level. The Honors Program offers special courses at all levels of university study to qualifying students, including entering freshmen and current undergraduates. Permission is required based on criteria that stresses aptitude, motivation, and past attainment.

Contact: E. Theodore Mullen, Jr.
University College 3140D
317-274-5941 (Phone)
317-274-2365 (Fax)
emullen@iupui.edu
http://uc.iupui.edu/Hoons

Target Audience: Academically qualified and highly motivated undergraduate students

Characterization: A campus-wide academic support unit that provides students with the programmatic opportunities to enhance their undergraduate experience through special academic and service opportunities.
Number of students served per academic year: 150

Size of current budget: $455,237.00 (Operating Budget)
$150,000.00 (Scholarship Budget)

Source of funding: IUPUI General Funds

Campus: IUPUI

Name of program/initiative: Sam H. Jones Community Service Scholarship Program

Description: The mission of this scholarship program is to recognize students for previous service to their high school, campus, or the community, and to support the continued community involvement of students in educationally meaningful service, leadership and social advocacy activities. This scholarship program involves students throughout the year in service learning classes, training sessions, structured service projects, monthly meetings, and recognition events. There are five different types of scholarships offered (i.e., Freshman Service Scholar, Community Service Scholar, Community Service Associate, Service Learning Assistant, America Reads Team Leader) and the number of scholarship awarded under each program varies each year depending on the quality of applications. During 2003-04, sixty-three students received scholarships totaling $140,000.

Contact: Julie Hatcher, Associate Director
Center for Service and Learning
University College 3116
317-278-2662 (Phone)
317-278-7683 (Fax)
jhatcher@iupui.edu
http://csl.iupui.edu

Target audience: Undergraduate students

Purpose: Service learning
Academic support of students
Social integration/cultural support

Number of students served per academic year: 50—70

Source of funding: University scholarship funds
Campus: IUPUI

Name: IUPUI Upward Bound

Description: For the last five years the IUPUI Upward Bound project has served the community. Prior to that it was in existence in different forms during different years dating back to the seventies. Currently the IUPUI Upward Bound Program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, and high schools students from families in which neither parent holds a bachelors degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of post secondary education.

Contact: Nathan Harris – Director – (317) 278-1925 – Natharri@iupui.edu

Target Audience: Low-Income
First Generation
High School students

Characterization: Services provided include:
Instruction in reading, writing, study skills and other subjects necessary for success in education, beyond high school.
Academic, financial, and personal counseling.
Exposure to academic programs and cultural events.
Tutoring
Information on post secondary education opportunities.
Assistance in completing college entrance and financial aid applications.
SAT/ACT preparation.

We current have a 36 student capacity Math/Science component. (Not a UB math/science project) We partner with the IUPUI School of Science to conduct this program. Each of the seven departments of the School of Science conduct lab/class sessions during the summer component. This component has a residential component on our Indianapolis campus. We are also in the process of implementing a new mentoring component. We plan for this component to have a tiered concept designed to use professional volunteers to provide mentoring to Upward Bound students and for UB students to provide mentoring to middle school students. The coordinator of this component will provide direction for this initiative during the summer and academic year.

Number of students served per academic year:
We manage two Upward Bound grants
For grant P047A030337 - We serve a capacity of 70 students.
For grant P047A030484 - We serve a capacity of 70 students.

Size of current budget:
For grant P047A030337 – Our funding is $357,372.
Source of funding: US Department of Education

Campus: IUPUI

Name of program/initiative: High School Visits and College Nights

Description: In addition to visits to all high schools in the Indianapolis area and some in the Gary area, IUPUI attends college nights in the Gary, Lafayette, Muncie, Terre Haute, Bloomington, Anderson, and Fort Wayne area.

Contact: Mike Donahue/ Kim Stewart-Brinston
Cavanaugh Hall 169
317-274-0402 (Phone)
317-278-1862 (Fax)
mdonahue@iupui.edu

Target audience: Pre-collegiate students

Purpose: Recruiting

Number of students served per academic year: 1000+

Source of funding: Base budget
Minority recruitment funds

Campus: IUPUI

Name of program/initiative: Critical Inquiry

Description: Critical inquiry is a one credit hour course attached to a discipline-based course. The CI course is designed to help students succeed in the linked course and develop collegiate-level, transferable skills. Students learn to read and understand dense text materials, to critically evaluate information and ideas, and to communicate an understanding of course materials through written and oral processes. They become familiar with collegiate reading and writing skills including the ability to annotate, summarize, and paraphrase material. The critical inquiry instructor works closely with the faculty member in the discipline course. Collaborative learning is emphasized.
Description: A learning community is a first-year seminar linked to a gateway course designed to address transitional needs, introduce students to campus resources and expectations, and help them form connections to campus. The course is taught by an instructional team that combine members’ expertise to help first-year students make a successful transition to higher education. The faculty member is the leader of the team and sets the academic goals for the class. The student mentor serves as a role model for new students and a peer guide to the college experience. The librarian introduces students to academic resources offered through the library. The academic advisor works with students to begin their short- and long-term academic planning and provides important information on academic policies and procedures. Students learn to study together, collaborate on projects, and depend on each other for support in the classroom. Schools offer learning communities for their own majors: University College offers U110 for exploratory students.
Career exploration
Intrusive advising
Peer mentoring
Faculty/staff mentoring

Number of students served per academic year: 2,500
Source of funding: Base budget

Campus: IUPUI
Name: IUPUI Summer Academy
Description: University College established a summer bridge program in August 2001. Participation in Bridge is free for the students, who spend eight days in August on the campus preparing for their first semester. An instructional team of faculty members, academic advisors, student mentors, and librarians help the participants get a “jump start” on their fall semester courses, including individualized instruction in mathematics, writing, and computer usage. Bridge participants have the opportunity to get to know members of the faculty, their academic advisors, and other new students in their schools. They explore course requirements and career opportunities associated with their majors. And they learn to study effectively and become knowledgeable about academic policies and procedures.

Contact: Barbara Jackson and Gayle Williams
Target Audience: Beginning freshmen
Characterization: Summer Bridge Program
Number of students served per academic year: 170
Size of current budget: $40,000
Source of funding: Fee income and CUNY/Lilly Grant income

Campus: Indianapolis
Name: College Preparatory Initiatives
Description: To provide inspiration, information, preparation, and support for students and parents necessary to attain post-secondary academic success. Our program not only wishes to inspire children to get excited about school and make attending college his or her goal for the future, but to also develop and implement
programs to help better prepare both students and parents to achieve that goal. Our IUPUI program works with seven Indianapolis Public Schools. We have site coordinators in three Indianapolis Public Schools (Washington, Farrington, and Gambold middle schools) to work with the students, parents, and teachers in the CPI cohort. The CPI mentoring program also involves IPS elementary schools that feed into these middle schools.

Contact: Andrew Hays 278-2667

Target Audience: Low-income middle school students and Twenty-first Century Scholar IUPUI students

Characterization: CPI Site Coordinators’ responsibilities include developing and implementing a tiered mentoring program, assessing and tracking student progress, coordinating tutoring services where needed, developing and implementing strategies for increasing student academic success, and developing and implementing programs that encourage family involvement and support of college preparatory activities. Each CPI Site Coordinator collects and monitors CTBS and ISTEP scores in addition to semester grades for each student in our program. Lastly, every CPI student must apply for the Twenty-first Century Scholars program.

Each program hosts a family meeting/dinner once each semester. CPI staff, mentors and guest speakers (IUPUI administrators, site directors from Twenty-first Century Scholars and Upward Bound) speak of our commitment to the success of the students in our program. We also hold an end of the year awards dinner celebration each year to recognize student achievement and family participation.

The CPI after-school program offers tiered mentoring in which IUPUI Twenty-first Century Scholar college students mentor 6th, 7th, and 8th graders. Each year the program will add the new class of 6th graders. Once on campus, students enjoy a healthy snack and then participate in a variety of activities led by college mentors (and prepared with the assistance of the CPI staff). Most activities are academic in nature and involve IUPUI faculty.

Each summer, CPI collaborates with the IUPUI Upward Bound program for a program at the Bloomington campus. CPI students shadow Upward Bound students to classes for two days and stay overnight at a residence hall.

Our partnership with University College at IUPUI has enabled us to not only share information, but also to interact with Upward Bound, Twenty-first Century Scholars, and the Academic Advising center. College Preparatory Initiatives is located in the Pre-college Programs office in University College along with Upward Bound and Twenty-first Century Scholars. CPI has initiated collaborations with these offices to provide additional educational opportunities (such as college visits and the summer program) to our students.

Number of students served per academic year: 140

Size of current budget: $150,000
Source of funding: University College, Twenty-first Century Scholars, UPS grant

Campus: IUPUI

Name: School of Engineering and Technology Student Ambassadors

Description: Office of Student Services for the School of Engineering and Technology employs three undergraduate students to serve as Student Ambassadors for a number of school activities including both recruiting and retention oriented activities.

Contact: Terri Talbert-Hatch

Target Audience: Potential and continuing engineering and technology students.

Characterization:

Number of students served per academic year: ~2000

Size of current budget: $6,000

Source of funding: school

Campus: Indianapolis

Name: Nina Scholars Program

Description: The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is currently available to students at IUPUI, Ivy Tech State College, Maricopa Community College in AZ and Arizona State University. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed in order to successfully complete their college education. This program covers full tuition, fees and books and includes a $2,500 annual living allowance and lap-top computer. A cohort of five students is selected each year as scholarship recipients. The Nina Scholars Program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education.

Contact: Marsha A. Currin, 317-278-7878 or mcrrin@iupui.edu

Target Audience: The Nina Scholars Program serves students who must meet at least one of the following criteria: a returning student who is 25 years of age or older who has dependents in the family unit; a college-age youth or adult with physical
disabilities; or an incoming freshman between the ages of 18-25 who has been raised in the child welfare system and has no form of financial support.

**Characterization:** Currently, the Nina Scholars Program has 90% retention. This is due in part to programming and support mechanisms established to create a safe and consistent learning environment. The services and support we offer facilitate the students’ optimal formal and informal learning experiences.

**Number of student’s served per academic year:** We currently serve 14 scholars. The program adds 5 new scholars per academic year.

**Size of current budget:** $250,000

**Source of funding:** Nina Mason Pulliam Charitable Trust as primary funding agent and University College, secondary.

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**Campus:** IUPUI

**Name:** Student Support Services

**Description:** Federally funded retention program for first generation or low income students

**Contact:** Barbara Browning

**Target Audience:** First generation or low income students

**Characterization:** Create community that offers extra support to retain students through graduation. Includes 1st year student peer mentoring, tutoring, skill and personal growth workshops, cultural and social activities, academic, personal, career, and financial counseling.

**Number of students served per academic year:** 275

**Size of current budget:** $200,000 (institutional); $260,000 (Federal)

**Source of funding:** IUPUI & U.S. Dept of Education

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**Campus:** IUPUI

**Name of program/initiative:** SLA (Structured Learning Assistance Program)

**Description:** Offering all students the opportunity to improve their study and learning skills is the premise behind the Structured Learning Assistance Program. This hour per week directed study and practice SLA session model combines study and
learning skills with content background enhancement and collaborative learning
to support students enrolled in high risk-for-failure “gateway” courses. Selected
courses require students to attend peer-mentor-guided study sessions focused on
learning the content of the course while also empowering students to become
more independent learners.

Contact: Mark Minglin
University College 2001C
317-274-0231 (Phone)
317-278-0284 (Fax)
mminglin@iupui.edu

Target audience: Undergraduate students

Purpose: Academic support of students
Supplemental instruction

Number of students served
per academic year: 2,500

Source of funding: Base budget
State or federal grant

 Campus: IUPUI

Name of program/initiative: Supplemental Instruction

Description: The program began in August 1991 based on the philosophies of Supplemental
Instruction by Dr. Deanna Martin from the University of Missouri at Kansas
City. Supplemental Instruction is based on the premise that students can play a
key role in the academic development of their peers by being role models, by
applying collaborative learning techniques, and by facilitating the group
experience related to the course material.

Contact: Mark Minglin
University College 2001C
217-274-0231 (Phone)
317-278-0284 (Fax)
mminglin@iupui.edu

Target audience: Undergraduate students

Purpose: Academic support of students
Peer mentoring

Number of students served
per academic year: 800

Source of funding: Base budget
Campus: Indianapolis

Name: Early Warning & Administrative Withdrawal System

Description: Class rosters are distributed to instructors after census. The rosters allow instructors to indicate problems that he/she is encountering with students listed on the roster by checking a box on the roster. Checkboxes include attendance problems and/or poor performance. Courses participating in the Administrative Withdrawal policy can also request a certain student, meeting pre-established withdrawal criteria, be withdrawn from the course. Students are sent letters indicating the instructor’s responses and a possible course of action. A student that receives an Administrative Withdrawal letter is given directions as to how he/she may remain in the course, but the final decision is the instructor’s.

Contact: Larry Hill – University College

Target Audience: Early Warnings target all students with fewer than 26 credit hours. Administrative Withdrawals target all student, regardless of class standing, in 30 courses participating in the process; these include most 100-level MATH, English, COMM, PSY, and BUS courses. A few higher level courses are also included.

Characterization:

Number of students served per academic year: Typically between 15,000 and 17,000.

Size of current budget: No budget exists.

Source of funding: University College.

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Campus: IUPUI

Name of program/initiative: Norman Brown Scholarship Program (NBSP)

Description: This is a scholarship program targeted to beginning freshmen and continuing IUPUI students who have been historically underrepresented in their racial and ethnic populations. Funding is awarded up to $2,000 per academic year per student. Each scholar is paired with a faculty or staff mentor. A committee is maintained by voluntary advisors who oversee the program administration (assisted by the Office of Student Scholarships) and volunteer faculty or staff mentors.

Contact: Felica Ahasteen-Bryant, Advisory Committee Chairperson
          Cavanaugh Hall 129
          317-274-0403 (Phone)
Target audience: undergraduate students from under-represented populations

Purpose: Recruiting of beginning freshman students, retention of currently enrolled IUPUI students
Faculty/staff mentoring

Number of students served per academic year: 35

Source of funding: Scholarships - Base budget from the Office of Student Scholarships
Program Funding – University College

Campus: IN

Name of Program: Middle School Outreach Program

Description: Coordinate activities and outreach programs targeted to IPS middle schools, township middle schools in Indianapolis, and middle school statewide to provide information on IUPUI academic programs and student support services.
(1) Collaborate with the Office of Campus Visitation to develop full-day or half-day programs with visiting middle schools which includes a guided campus tour conducted by IUPUI students; college preparation presentation including a 10 minute information video designed for middle school students; (optional) student panel presentation consisting of IUPUI students answering questions from middle school students; and (optional) special hands-on, interactive activities conducted by IU and Purdue academic schools. Collaborate with Multicultural Outreach Program, International House/International Affairs, Campus and Community Life and other student services. Also, collaborate with the Schools of Liberal Arts, Dentistry, Engineering & Technology, Science, and other academic programs.
(2) Participate in outreach events and programs at middle schools. Meet with middle school students to discuss how to prepare for college in high school (Core 40 and Academic Honors diplomas) and meet with middle school parents on admissions and financial aid awareness.
(3) Sponsored a workshop designed for middle school educators (teachers, guidance counselors, and administrators) to provide information on college-awareness programs and information on IUPUI academic programs and student services. Produce a newsletter specifically for middle school educators.

Contact: Felica Ahasteen-Bryant
Middle School Outreach Coordinator
CA 129
(317) 274-0403 phone
(317) 274-8566 fax
fahastee@iupui.edu
<table>
<thead>
<tr>
<th>Campus:</th>
<th>Indianapolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Thematic Learning Communities (TLCs)</td>
</tr>
<tr>
<td>Description:</td>
<td>Two-four disciplinary courses integrated around a common theme or topic, along with a First Year Seminar. These intentionally developed learning communities link first-term students, faculty, and others across courses that are thematically, rather than mechanically, linked to the First Year Seminar. The theme is developed by faculty prior to offering the TLC and strategies are devised to build the theme into each course and to make cross-course linkages during the semester. Through TLCs, students have a greater opportunity to participate in co-curricular programming, including opportunities for civic engagement and service learning.</td>
</tr>
<tr>
<td>Contact:</td>
<td>Carmon Weaver Hicks, UL 1140A, 278-4604, <a href="mailto:cwhicks@iupui.edu">cwhicks@iupui.edu</a></td>
</tr>
<tr>
<td>Target Audience:</td>
<td>First-term students</td>
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<td>Characterization:</td>
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<td>Number of students served per academic year:</td>
<td>Fall 2003 = 135  Fall 2004= 375</td>
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<td>Size of current budget:</td>
<td>$75,000</td>
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<td>Source of funding:</td>
<td>University College and Office of Professional Development</td>
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<th>Campus:</th>
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<tr>
<td>Name of Program:</td>
<td>Multicultural Phon-A-Thons</td>
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<tr>
<td>Description:</td>
<td>IUPUI hosts two phone-a-thons during the academic year. The overall purpose of this outreach program is to share information with prospective and newly admitted students from underrepresented populations about IUPUI’s program and services. Current IUPUI faculty, staff, students, and parent volunteer to serve as callers for this event. They are critical to the success of this program and have proven a successful tool in student engagement, especially in the cases where a bilingual caller is needed.</td>
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</table>
Fall Phone-a-Thon – In the fall we focus on contacting prospective students who have indicated an interest in attending IUPUI. We invite the students to attend Explore IUPUI and share information about scholarship opportunities.

Spring Phone-A-Thon – In the Spring we focus on contacting newly admitted students to welcome them to IUPUI and answer any questions they may have about the enrollment process. We also talk to the students about financial aid, scholarship deadlines, Summer Bridge, and Campus Day activities.

Contact: Kimberly Stewart-Brinston, Multicultural Outreach Coordinator, Cavanaugh Hall 129, (317) 274-7808 Phone; (317) 274-8566 Fax; kastewar@iupui.edu

Target Audience: High school juniors and seniors who have expressed an interest in attending IUPUI are the target audience during the fall semester. Students admitted to attend the fall semester are the target audience for the spring phone-a-thon.

Characterization: Recruitment and Retention

Number of students served per year: 145 students contacted for Fall 2003 semester and 240 students contacted for the Spring 2004 semester.

Size of current budget: $300

Source of funding: Minority recruitment and retention fund, Foundation hospitality fund.

Campus: IUPUI

Name: Sociology Mentoring Program

Description: Student-to-student mentoring sessions provided to all Sociology R100 students

Contact: Patricia Wittberg, pwittber@iupui.edu

Target Audience: Primarily students enrolled in Sociology R100, Introduction to Sociology

Characterization: Student-to-student tutorial support

Number of students served per academic year: Support is offered to approximately 1230 students per academic year

Current Size of Budget: $14,500

Source of Funding: Department
Campus: Indianapolis
Name: Twenty-First Century Scholars
Description: Provide tuition-based scholarships to Indiana students who meet income guidelines.
Contact: Reginald Session
Target Audience: Low income middle and High School Students in Marion, Johnson, Hendricks and Shelby counties
Characterization:
Number of students served per academic year: 12,699
Size of current budget: $400,230
Source of funding: University College, Gear Up, Twenty-First Century Scholars

Campus: IUPUI
Name: University College Advising Center
Description: University College Major/Degree Requirements Web Page
Contact: Kristine Grefsheim
Target Audience: All current and potential students who need to explore degree options
Characterization: We list degree options under a heading of “Checksheets”. This information is provided to us by all schools. The check sheets define the course work that is required to get admitted to a school. It enables someone to get a snapshot of the beginning steps of acquiring a degree.

Key Points:
The checksheet directory is used significantly more than any other University College page. Half of all people who visit the UCOL site go the checksheet page.
99.8% are first time visitors to the checksheet page.
84% of all users only visit once --- getting what they need the first time
An average of one minute is spent on the checksheets page
Google is the number one search engine used to access the UCOL site
Number of students served per academic year: In the last 4 months, 27,899 people visited the checksheet page

Size of current budget: NA

Source of funding: NA

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**Campus:** IUPUI

**Name of program/initiative:** Retention of Underrepresented Minorities, IU School of Medicine

**Description:** The School of Medicine has adopted several strategies to help retain underrepresented minorities: (1) students have a curricular requirement to fulfill competency VI (the social and community contexts of health care) which encompasses medical service learning; (2) two student groups, SNMA (Student National Medical Association—primarily African American medical students) and SOL (Society of Latinos), have incorporated community service and health care education into their mission in addition to student-to-student support and tutoring; and the Diversity Council sponsors a “Diversity Week.”

The Society of Latinos sponsored the Regional Conference for their organization in March, the SNMA will sponsor their Regional Conference in October. The March conference provided opportunities for networking and becoming familiar with ongoing projects affecting the minority populations in the city.

We have formed an Advisory Panel composed of Minority Faculty, Minority residents and Administrators to focus on academic success of the underrepresented minority students.

A new initiative will be started 7/04. I will personally meet (counseling/mentoring) with the 1st and 2nd year students 3 times a year. I will meet with the 3rd and 4th year students 2 times a year. I will also use the opportunity to allow the students to give suggestions on improving the environment

**Contact:** Patricia Treadwell
Bryce 2100
1001 West 10th Street
317-630-7396 (Phone)
317-630-7962 (Fax)
ptreadwe@iupui.edu

**Target audience:** Professional students of color

**Purpose:** Service learning
Academic support of students
Peer mentoring
Social integration/cultural support
Number of students served per academic year: 500. This number referred to the students attending Diversity week - There are approximately 80 underrepresented minority medical students.

Source of funding: Base budget

**Campus:**  
IUPUI

**Name:**  
Campus Day Program

**Description:**  
The Campus Day Open House events are held twice a year. The Fall Campus Day serves as one of anchoring events for the Explore IUPUI program and the Spring Campus Day is a stand alone event. The programs provide opportunities for prospective students and their families to interact with current students, faculty and staff representing all of the schools and student services units.

**Contact:**  
Amy Blackford  
Campus Visitation Office  
UC 131  
(317) 278-6241  
ablackfo@iupui.edu

**Target Audience:**  
Pre-collegiate students; current students, graduate students; returning adult students; transfer students; alumni; and community organizations. Special groups are hosted from statewide 21st Century Scholars Program, community-based groups, middle schools and high schools.

**Characterization:**  
Recruitment and Retention. The program provides opportunities for current students to get actively involved and help them make meaningful connections to the campus. Many undecided/exploratory current students also attend and report it makes a difference for them finding a good major fit and remaining at IUPUI.

Number of students served per academic year: 6,000 visitors a year

Size of current budget: $46,000

Source of funding: Campus visit base budget/"in kind" contributions from numerous academic and student support units/Communications and Marketing

**Campus:**  
IUPUI

**Name:**  
Campus Ambassador Scholarship Program
Description: This program was created to help talented students defray the cost of their education while engaging them to work with prospective students and their families to serve as an ambassador of IUPUI during their time on our campus.

Contact: Amy Blackford  
UC 131  
(317) 278-6241  
ablackfo@iupui.edu

Target Audience: Current IUPUI students

Characterization: Retention

Number of students served per academic year: 11

Size of current budget: 10,000

Source of funding: IUPUI Scholarship Office

Campus: Indianapolis (IUPUI)

Name: Mathematics Assistance Center

Description: The Mathematics Assistance Center (MAC) provides extensive mentoring and tutoring in support of student learning in virtually all of the lower division undergraduate mathematics courses.

Contact: Patrick Frey

Target Audience: Walk-in tutoring is available for all math courses from introductory algebra through the fourth semester of calculus (differential equations). Group assistance is the typical mode of assistance, although more individual assistance is available by special request. Mentoring (Supplemental Instruction) is provided for all the algebra courses up to the trigonometry course (Math 154), and for the finite math course (Math M118) and the survey of calculus course (Math M119).

Characterization: The MAC is a centrally located, open environment facility located on the first floor of University College. Students are allowed to come and go as they please during any of the 65 hours and seven days when the MAC is open. Mentoring sessions are held at scheduled times throughout the week, and tutoring is available at all times. Mentors actually attend some of the lectures of the courses they assist with, and are able to relate very closely to students enrolled in those courses. Math and statistical software assistance is also provided, in a separate lab.

Number of students served per academic year: Approximately 9600 arrivals were recorded over the 2003-2004 academic year. However, this is really a conservative measure that includes the count of
students attending for the first time or returning for another visit. Future reports should include the number of distinct students who avail themselves of the services of the MAC.

Size of current budget: $300,000

Source of funding: (to be provided by Ben Boukai)

Campus: IUPUI

Name: Campus Visitation Group and Individual Tours

Description: Tours of the IUPUI campus for prospective students and their families, as well as groups of students from area high schools, middle schools, community organizations and other groups such organizations created with the sole purpose of increasing college enrollment (i.e. the federally funded Trio Programs and the statewide 21st Century Scholars Regional Offices)

Designed to raise the expectations of the prospective students and “support adults,” and informing them as to what a successful college life is like, and to help them set realistic goals. These goals are achieved via student panels; tours of campus (focusing on either the medical side or the “undergraduate corridor”); one-on-one interaction with our students and faculty; class observations; learning activities with academic units; and Enrollment Services presentations.

Contact: Amy Blackford
Campus Visitation
UC 131
(317) 278-6241
ablackfo@iupui.edu

Target Audience: Pre-collegiate students; prospective transfer students, returning adult students; graduate students

Characterization: Recruitment and Retention

Number of students served per academic year:

- 4,000 Prospective students served in special groups
- 4,500 Prospective students/family members served via individual visits

8,500 Total

Size of current budget: approx. 156,000/year

Source of funding: Enrollment Center/Campus Visitation Office
Characterization: University College students who have cumulative GPAs below 2.00 receive a letter stating they have been placed on academic probation and are in danger of dismissal if their cumulative GPA remains below a 2.00 for a second consecutive semester. Students receiving a probation status letter are required to see an academic advisor before being allowed to register for the next semester classes. During the advisor contact meeting, the advisor assists the student with completing an Academic Probation Contract which stipulates certain conditions for the student to be allowed to continue their studies. The advisor and student discuss issues that may have contributed to being placed on probation and what measures might be taken toward getting off probation. The student is encouraged to continue seeing an advisor throughout the semester. Students remain on probation until their cumulative GPA is above 2.00 or until subsequent grades keep the cumulative GPA below 2.00 which would result in dismissal.

Number of students served per academic year: Approximately 26% of UC students (1464/5602) had cumulative a GPA below 2.00 at the end of spring ’03 semester; approximately 24% of UC students (1628/6604) had a cumulative GPA below 2.00 at the end of fall ’03 semester.

Source of funding: n/a
advisor in which students are encouraged to talk about the challenges they face as they attempt to re-enter an academic program. The advisor and student determine which workshop and/or other requirements would be needed to continue the reinstatement process. After students complete the requirements, a second interview is scheduled with an advisor. At that time, it is decided if the student is ready to resume their studies. If so, the advisor and student set up a Reinstatement Contract which outlines specific requirements the student must complete during the semester. Also, the students remain on academic checklist until they raise their cumulative GPA above 2.00. Because they are on checklist, they must see an advisor before registering for the next semester of classes. This allows more interaction between advisors and students so that any problems or issues can be dealt with before registering.

Number of students served per academic year: 386 (fall ’03 – 158; spring ’04 – 128)

Size of current budget: N/A

Source of funding: N/A

Campus: IUPUI

Name: University Writing Centers

Description:

Mission Statement

The University Writing Center supports students, faculty and staff who write. Its staff is composed of experienced English department writing program faculty who possess or are in pursuit of earned masters' degrees and carefully selected and trained student tutors (writing fellows) from various disciplines. Through their efforts, the University Writing Center supports and supplements writing instruction on IUPUI's campus. It supports writers from all disciplines and schools within the university, at both undergraduate and graduate levels. It serves all writers: those who struggle to put words on paper as well as those who write effectively but value feedback from other, experienced readers and writers.

The University Writing Center specializes in offering one-on-one assistance. Its staff focuses on deepening students' overall understanding of writing as a tool for learning and expression and of their unique approaches to writing tasks by encouraging them to "re-see" and revise drafts. Students are encouraged to perceive their writing as fluid pieces of work that can always be improved. In doing so, the Center's tutors do not "fix" or correct papers for students, but guide them toward perceiving ways to improve their own work. The University Writing Center's goal is to foster "better writers, not better papers" (Stephen North).
The UWC Coordinator consults with faculty and prepare classroom presentations as requested. The UWC serves the community-at-large with the University Writing Center Hotline (274-3000 and writectr@iupui.edu), a nationally-listed hotline which fields questions about documentation, grammar and usage from government agencies, businesses, individual writers and students.

Additional information and handouts may be accessed at the UWC’s homepage at http://www.iupui.edu/~writectr/.

Contact: Tere Molinder Hogue
CA 502L  274-5650
tmhogue@iupui.edu

Target audience: Undergraduate and graduate students, faculty and staff who write.

Characterization: UWC STATS indicate 45-50% of UWC traffic comes from core writing courses (gateway courses such as W130, W131, W132, W140, W150, W231, etc.). Another 10% comes from students enrolled in other intro level IUPUI courses. Hence, the UWCs play a key role in student retention efforts on this campus.

Number of students served per academic year:
Currently, the UWC generates STATS based on the number of tutoring sessions conducted, rather than on the number of students served. During the 2003 academic year, approximately 7,500 tutoring sessions – some 30 minute and some 60 minute – were conducted by tutors in the UWCs.

Current budget per semester (variable: figures based on Fall 2003): $44,801.85

Source of funding: School of Liberal Arts/English department
Appendix I – Bibliography
