

## **Diversity, Equity, and Inclusion Action Plan**

### **University College**

June 25, 2012

University College makes an effort to include diversity in all programming and initiatives and allocates many resources to include diversity in training and professional development activities. In addition, the University College Collaborative Governance addresses diversity on an ongoing basis (see Appendix A). Many programs in the unit focus on students who reflect underrepresented populations as well as low-income, first-generation, and physically challenged students.

In the past, the dean has asked all employees, including student employees, to complete the preventing sexual harassment online training. Since 2010, over 223 University College faculty, staff, and student employees completed the training. The dean continues to urge all employees to complete the training.

Three University College employees have offices in the Multicultural Success Center: Regina Turner (faculty member), Khalilah Shabazz (director of the Office for Student Success), and Sarah Childs (assistant director of the Multicultural Center, Latino Student Outreach; this is a new position that is jointly funded by the Multicultural Success Center and University College). In this location, Dr. Turner, Ms. Shabazz, and Ms. Childs are able to collaborate easily with the staff in the Multicultural Success Center to better serve students.

On February 10, 2012, University College held a faculty and staff retreat in which four primary topics were discussed during small group breakout sessions: collaborations, curriculum, diversity, and sustainability. The diversity discussions addressed ways University College could create an authentic culture of inclusion for faculty and staff, and ways University College could partner with the Multicultural Success Center. The suggestions from the diversity discussions have been sent to University College administrators, University College Cabinet (deans and directors of programs), and University College faculty and staff.

These conversations gave rise to the creation of a specific task force and associated initiatives referred to as Project MOSAIC (Maximizing Opportunities to Secure an Accepting and Inclusive Culture). With strong encouragement from Dean Kathy Johnson and Assistant Chancellor Ken Durgans, Project MOSAIC held its first meeting in January 2012. Associate Dean Sarah Baker and Dr. Regina Turner serve as co-chairs, and the group includes broad representation from University College faculty and staff as well as colleagues from the Multicultural Success Center. The goals of Project MOSAIC include infusing an explicit valuing of diversity in all that University College does and improving the cultural climate across the institution. After completing a literature review related to cultural competency and multiculturalism in higher education, Project MOSAIC administered a survey with the assistance of the University College Office of Research, Planning, and Evaluation. The analysis of the survey is expected to be completed by the end of summer. In fall 2012, Project MOSAIC will reconvene to develop goals and programming based on needs identified in the survey.

Another development that should promote diversity in University College is Dr. Regina Turner's Service Learning Course Transformation Award. This award is given to transform the T100 course to contain service as an integral element among its objectives. The expectation is to meet

with members of low-income communities, listen to their impressions of higher education, translate those discussions to vignettes, and perform them for the communities out of which they come. The hope is to break through some of the misconceptions they hold about higher education and encourage the adults to enroll in college courses through the Community Learning Network and encourage their children to aspire to attend and succeed in college.

In addition to the goals and programs listed below, all units in University College support the campus missions of diversity and inclusion by working to ensure that all undergraduate students have access to our support programs. For example, University College Technology Services makes technology accessible for every student, the Bepko Learning Center provides academic support services for every student who requests help, and Development, Operations, and Employee Relations offers accessible events and activities for every student or staff member who desires to participate.

### **University College Programs and Services that Focus on Diversity and Underrepresented Populations**

#### **Academic and Career Development**

Academic and Career Development provides services to diverse students through the STAR (Students Taking Academic Responsibility) mentoring, New Student Orientation, Summer Success Academy, Summer Bridge Program, and the peer assistant Student Employment program.

#### **Art and Scholarships**

University College is creating cultural hubs on the second and third floors of Taylor Hall. Each hub will represent a culture (Asian, African American, Native American, Latino, and LBGT). Student organizations will review the art and select the pieces they feel best represent their culture for each hub. Students and faculty will be asked to submit art for the review. University College will commission an art piece that will later be printed in mass and sold. The revenue from this project will support a scholarship. The Multicultural Success Center will collaborate on the project. Throughout the year, student artists will display their work in Taylor Hall. With each piece, there will be a learning opportunity to understand how the artist created the piece with thoughts and concepts leading to the final art.

#### **Assessment and Research**

The University College Office of Research, Planning, and Evaluation plans and designs studies to investigate the impact of various interventions designed to improve the academic success rates of our diverse student body. The office conducts analyses and develops questionnaires, focus groups, and interview protocols to ascertain how the interventions and University College environment promotes a supportive environment that celebrates diversity and multiculturalism.

#### **Events**

University College will manage the National Mentoring Symposium, the Indiana College Access and Success Network Summit on Concurrent Enrollment, the Council on Retention and Graduation summit, and the National Learning Communities Conference in 2012. Over 1,000 administrators, faculty, staff, and students will engage in academic support initiatives during

these events. These events attract a diverse population that is brought together seeking successful program models and common ground philosophies.

### **Gateway to Graduation Program**

The Gateway to Graduation Program reaches over 475 faculty who teach first-time, full-time students. There are 55 gateway courses that cover a wide range of general education topics. Faculty and students alike are very diverse, and the faculty have been provided training through their departments, the Gateway to Graduation Program, and the Center for Teaching and Learning. In the future, an audit of course syllabi would be welcomed for gateway courses for many reasons, one important one would be to evaluate diversity in gateway courses.

### **Mentor Education Courses**

The mentor education courses UCOL-U 200, 201, 202, 203, and 204 have woven diversity throughout the curriculum. The content of the courses strives to educate the mentors on all aspects of diversity, including understanding themselves, understanding others, and developing skills for supporting, educating, serving, and mentoring others.

### **Multicultural Success Center**

Three University College employees have offices located in the Multicultural Success Center (MSC): Dr. Regina Turner (faculty member), Khalilah Shabazz (director of the Office for Student Success), and Sarah Childs (assistant director of the Multicultural Center, Latino Student Outreach; this is a new position that is jointly funded by the Multicultural Success Center and University College). They are working to help the MSC in its mission to lead the campus in creating an inclusive environment of excellence that embraces diversity and social justice.

### **Nina Mason Pulliam Legacy Scholars Program**

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 committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education (e.g., students who come from child welfare backgrounds, who have physical disabilities, or who have dependents). The Nina Scholars program is currently available to students at IUPUI, Ivy Tech State College, Maricopa Community College in Arizona, 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 \$2,750 annual living allowance and laptop computer. A cohort of eight students is selected each year as scholarship recipients. Three of these scholarships are designated for Ivy Tech Nina Scholars who wish to transfer to IUPUI. In addition to financial support, interventions include mentoring; workshops focused on academic success, career development, and personal growth; community service; and engagement in the university through the Nina Scholars community. Over the last eight years, more than 95% of Nina Scholars have been retained through the second year. Since 2001, 83% of Nina Scholars have graduated or are still enrolled. A number of former scholars have since pursued or completed graduate degrees.

### **Office of Student Employment**

The Office of Student Employment collaborates with the Office of International Affairs to provide student employment information and an employment workshop on job search practices in the United States.

### **Office for Student Success**

The mission of the Office for Student Success is to enhance the transition and success of minority students by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging students, the office seeks to ensure the success of students of color. The Office of Student Success offers intensive retention programming and support through the SAAB/B2B and SAAS/S2S organizations.

### **Orientation Services**

The orientation program facilitates the transition of new students to IUPUI, prepares them for IUPUI's educational opportunities, and initiates the integration of new students into the intellectual, cultural, and social climate of the university. Orientation Services provides mentors and orientation leaders who reflect the diversity of the IUPUI campus. Orientation Services also provides an ongoing and integrated training for mentors and leaders in diversity to strengthen their ability to provide service to the campus community as well as facilitate their own personal growth.

### **Publishing (Digital and Print)**

University College publishes *Impact to Impact*, a series of interviews and videos. The project is web-based for the business community, prospective donors, donors, and the campus community. The first series included interviews with IUPUI administration officials. Leading off the series was Chancellor Bantz discussing how the campus impacts the community and how the community impacts the campus. The second series featured deans from a variety of schools discussing their experiences as undergraduate students. The third series in progress features mentors and their experiences as undergraduates. The fourth series planned for 2013 will feature compelling stories from donors, University College directors, and undergraduates. The overall piece shares a cross-section of articles written by experts in their fields offering valuable information to a readership that has diverse needs.

The *University College News Report* is an electronic piece mailed to the campus with news breaking features. The report strives to keep the campus informed about University College's work. The piece is also shared with prospects and donors. The piece reaches a diverse population. University College also publishes the *Metropolitan Universities* journal, which addresses issues in higher education, including diversity. The journal has international representation.

### **Student Support Services Program**

The Student Support Services (SSS) program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. SSS provides services for participants, including tutoring, mentoring, social and cultural activities, workshops, financial aid counseling, and leadership opportunities. The program has 353 students currently enrolled in the

program. The program offered 52 presentations and workshops to students last year. The retention rate for students in the program during 2010–2011 was 87%. This program is supported by the U.S. Department of Education.

### **Twenty-first Century Scholars Program**

The Twenty-first Century Scholars Program seeks to increase high school and college graduation rates among low-income students living in the state of Indiana. The Twenty-first Century Scholars Program accomplishes its mission by providing early intervention and support to eligible students beginning in seventh and eighth grades. The program serves over 18,000 students in Marion County. Students who enroll in the program and fulfill a pledge of good citizenship can receive up to four years of undergraduate college tuition to attend an eligible Indiana public or private college, university, or proprietary institution. In addition to the financial benefits, the program offers support to scholars as they prepare for post-secondary education. Because of shifts in state and federal funding, this program will be shifted to the Indiana Commission for Higher Education and moved off of the IUPUI campus, effective September 1, 2012.

### **Twenty-first Century Scholars Success Program**

The IUPUI Twenty-first Century Scholars Success Program is currently available to all Twenty-first Century Scholars attending IUPUI. The program offers academic support, personal counseling, peer mentoring, career and personal development workshops, scholarship eligibility, financial aid follow up, study tables, work-study and campus job placement assistance, and community service activities. The program invites over 1,500 Twenty-first Century Scholars on campus to participate in the program's services.

### **Upward Bound**

Upward Bound serves high school students who attend diverse IPS and Warren Township schools. Upward Bound provides low-income, first-generation, and potential college students instruction and support to enhance students' success in postsecondary education. The program provides tutoring, academic enrichment, Saturday seminars, college visits, and a summer residential component on an IU campus. Upward Bound is supported by the U.S. Department of Education and was recently refunded for an additional five years (2012–2017).

## University College Diversity Goals

1. University College will provide leadership in the ongoing development and improvement of summer programs, including orientation, Summer Success Academy, and Summer Bridge Program, by increasing student retention from the first to the second year and by increasing college readiness and social engagement for entering students, particularly students from underrepresented groups.
  - **Person Responsible:** Kathy Johnson
  - **Actions taken for 2011–2012:** Record numbers of students were served through orientation, Summer Success Academy, and Summer Bridge Program, and scholarship awards continued to help incentivize participation by students from underrepresented groups. Appointed an Orientation Advisory Council with representation from admissions, Honors College, student life, and academic schools to provide ongoing formative assessment for orientation programs and to engage in planning for a two-day orientation, to be piloted in 2013. Appointed a Transfer Student Support Services Task Force to strategize on enhanced support for transfer students during their first year at IUPUI.
  - **Activities planned for 2012–2013:** Continue to offer incentive scholarships to expand participation in Summer Bridge Program. Continue to refine the Summer Success Academy to include a stronger focus on developmental mathematics and writing and to shift additional resources into instructional support. Explore the creation of a credit-bearing Summer Bridge experience for summer 2013 that integrates orientation with a first-year seminar and that can be scaled to impact a greater number of students. Pilot a transfer seminar in fall 2012 and a two-day orientation session in summer 2013.
  - **Evidence of progress:** A comprehensive program evaluation of the Summer Bridge Program was conducted that showed that African American students who participated in the Summer Bridge Program had notably higher GPAs and lower DFW rates compared to nonparticipating African American students. Results also suggested that the higher proportion of African American students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seem to suggest that offering scholarships to underrepresented students has some positive implications in terms of 1) attracting underrepresented students to the program and 2) serving as an incentive for attaining high levels of academic performance. A comprehensive assessment of the Summer Success Academy indicated that a number of improvements were necessary to ensure student success and intended learning outcomes. Although overall results suggest that the program has significantly improved retention rates among participants since implementation in 2007, results are being used to make substantial improvements in the program to ensure that students are academically integrated. The faculty members plan to provide more rigorous math and writing instruction as well as more time-on-task in these areas.

2. University College will expand the scope and success of cohort-based support programs, including the Nina Scholars program, Twenty-first Century Scholars program, Brother2Brother, Sister2Sister, and Student Support Services by increasing the retention, persistence, and success of students from underrepresented groups; by contributing to the higher education research agenda on minority student retention through publications and presentations; and by expanding intrusive advising and retention efforts for minority students by providing programming in conjunction with federal and state aid as well as scholarships.
  - **Person responsible:** Kathy Johnson and Cathy Buyarski
  - **Actions taken for 2011–2012:** A comprehensive assessment and evaluation of current retention efforts is ongoing. This work will be guided by a theoretically driven, comprehensive minority student retention plan and supported through a revised Entering Student Survey that is currently in development. The ePDP is being used strategically in cohort programs to provide students with a tool for reflection and for engaging in academic and career planning. The Twenty-first Century Scholars program developed a second-year initiative program in spring 2012. The program will be implemented in fall 2012. The Twenty-first Century Scholars students also were strategically targeted for the Summer 2012 Initiative.
  - **Activities planned for 2012–2013:** A “sophomore summit” involving the Council on Retention and Graduation and the Student Life Services Council is planned for October 2012 and will focus on topics relevant to second-year students such as major and career development, internships, and study abroad. Enhanced provision of support services beyond the first semester will be a salient theme. Most cohort-based programs are engaged in conversations with their counterparts at Ivy Tech Community College in order to plan shared programs intended to facilitate the transition from two-year to four-year institutions.
  - **Evidence of progress:** The Student Support Services program received an additional five years of funding from the U.S. Department of Education to provide academic and career advising, mentoring and tutoring, and financial aid support to first-generation and/or low-income students, or students with disabilities.

The first-to-second year retention rate for Nina Scholars since the program’s inception in 2001 is 97%. The average cumulative GPA of program graduates is 3.22, and the average cumulative GPA of current scholars is 3.11. Between May and August 2012, seven Nina Scholars have graduated or will graduate. Several have already accepted positions with companies, including Kronos, Apparatus, Children’s Bureau, United States Auto Club, and Envista.

3. University College will provide precollege support to increase college access and persistence among students from diverse groups through mentoring, summer programs, and collaborations with high school teachers, guidance staff, and administrators by strengthening the integration of college readiness initiatives with the mission of University College, by expanding partnerships with middle and high school teachers and guidance counselors in support of college student readiness, and by becoming the campus hub for research and scholarship on the success of low-income, first-generation college students.
  - **Person responsible:** Kathy Johnson and Cathy Buyarski
  - **Actions taken for 2011–2012:** College readiness programs (Twenty-first Century Scholars and Upward Bound) were moved from the Stewart Building on Indiana Avenue to Taylor Hall in summer 2011. College readiness initiatives were restructured to become part of the student retention and success portfolio led by Executive Assistant Dean Cathy Buyarski. The Upward Bound program engaged in strategic planning in preparation for a transition in leadership and the resubmission of the Upward Bound grant proposal to the U.S. Department of Education. A new director was appointed to the Upward Bound program in February 2012, and the grant was renewed for another five years in June 2012. The Twenty-first Century Scholars program established a series of monthly workshops to assist eighth grade students in preparing for the transition to high school. Community partnerships were maintained in Marion, Hendricks, Johnson, and Shelby counties to provide expanded programs aimed at increasing the number of students participating in college readiness programming.
  - **Activities planned for 2012–2013:** Because of shifts in the funding of the Twenty-first Century Scholars program, the IUPUI office will be closed and leadership will be shifted to the Indiana Commission on Higher Education. A Summit on Concurrent Enrollment will be convened at IUPUI in September 2012 through the Indiana College Access and Success Network.
  - **Evidence of progress:** Twenty-first Century Scholars developed an initiative with the Central Indiana Community Foundation, the Mayor’s Office of Education Innovation, and the Greater Indianapolis Progress Committee that focused on increasing enrollment in Marion County.
  
4. University College will contribute to the campus goal of supporting and retaining diverse, well-qualified students to IUPUI.
  - **Person responsible:** Kathy Johnson
  - **Actions taken during 2011–2012:** University College, in collaboration with schools and units, worked to develop policies and programs likely to increase the recruitment of well-qualified students to IUPUI, representative of the region’s population in terms of race and ethnicity. Kathy Johnson serves on the Steering Committee for the Enrollment Management Council and sits on the Diversity Management Council.
  - **Activities planned for 2012–2013:** Actions will continue from the previous year.
  - **Evidence of progress:** See Appendix B.



5. University College will continue to recruit, retain, and promote a diverse faculty, staff, and administration.
  - **Person responsible:** Kathy Johnson
  - **Actions taken during 2011–2012:** All efforts were made to recruit, retain, and promote faculty, staff, and administration that reflect the diversity of the campus and the surrounding region. There were several academic advisors who resigned this year, but this is an entry-level professional position, and it is typical for many advisors to advance to positions in academic units after developing skills in University College.
  - **Activities planned for 2012–2013:** The activities and efforts from the previous year will continue. University College will try to recruit more African American males for future faculty and staff positions.
  - **Evidence of progress:** Appendix C shows the diversity of University College faculty and staff. This information in this chart is similar to the information provided by the Office of Equal Opportunity.
  
6. Student Support Services (SSS) will recruit a diverse student population for the SSS program.
  - **Person responsible:** Barbara Browning
  - **Actions taken during 2011–2012:** The director and staff of Student Support Services recruited a diverse student population to participate in the SSS program. This diversity enhanced the educational experiences of students in the program.
  - **Activities planned for 2012–2013:** Actions will continue from the previous year.
  - **Evidence of progress:** See Appendices D and E.
  
7. Student Support Services (SSS) will provide cultural events and activities to enhance the educational experience of the SSS students.
  - **Person responsible:** Barbara Browning
  - **Actions taken during 2011–2012:** Student Support Services (SSS) held cultural events each month to expose students to different cultures and to provide opportunities to learn about other cultures. SSS also provided opportunities for students to take trips to experience the arts and to learn about history. In addition, SSS provided support for eligible students who wanted to participate in study abroad programs.
  - **Activities planned for 2012–2013:** Actions will continue from the previous year.
  - **Evidence of progress:** Student leaders in Student Support Services helped plan cultural events each month. Some cultural events included Hispanic Month, African American Month, Tournament of Knowledge game, meals, and the display of historic artifacts. Students in the SSS program have traveled to Cincinnati to the National Underground Railroad Freedom Center and to see symphonies and theatrical productions in the region. Student Support Services provides grants to eligible SSS students who participate in study abroad programs. SSS students have studied in places such as China, Germany, and the Dominican Republic.

8. Student Support Services will continue to provide support and guidance to at-risk, first-generation, and low-income students as they seek to earn their degrees.
  - **Person responsible:** Barbara Browning
  - **Actions taken during 2011–2012:** Student Support Services provided at-risk students (in the program) with counseling, mentoring, leadership opportunities, academic and financial aid advising, and cultural enrichment activities. The program also offers tutoring services.
  - **Activities planned for 2012–2013:** Activities from the previous year will continue.
  - **Evidence of progress:** The Student Support Services (SSS) program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. SSS provides services for participants, including tutoring, mentoring, social and cultural activities, workshops, financial aid counseling, and leadership opportunities. The retention rate for students in the program during 2010–2011 was 87%.
  
9. The University College Office of Research, Planning, and Evaluation will establish assessment activities and reports to determine the extent to which a diverse and supportive environment has been created for all students. The outcome of the goal will be diversity in the curriculum, diversity of faculty and staff, and diversity of students.
  - **Person responsible:** Michele Hansen
  - **Actions taken during 2011–2012:** University College has studied the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several reports were produced examining how various high-impact interventions affect students from diverse backgrounds. Several questions were added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty. A Project MOSAIC State of Diversity, Equity, and Inclusion Survey for University College Faculty and Staff Climate was developed and administered to all University College faculty and staff in collaboration with Project MOSAIC committee members.
  - **Activities planned for 2012–2013:** University College will continue to study the progress IUPUI has made in recruiting and retaining a well-qualified student body representative of the region in terms of race and ethnicity. Several reports will be produced examining how various high-impact interventions impact students from diverse backgrounds. University College will continue to study the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several questions have been added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty. Additional analyses will be conducted. The Project MOSAIC State of Diversity, Equity and Inclusion Survey will be analyzed and data-driven action plans will be developed and implemented based on results.
  - **Evidence of progress:** University College serves approximately 900 African American students each year. In the past few years, IUPUI has embarked on a national trend, offering a myriad of first-year experience opportunities (e.g., first-year seminars, themed learning communities, summer bridge programs, and peer mentoring programs) to assist with the transition to college. The findings of a

comprehensive, multifaceted assessment showed that, in general, students participating in one or more of these experiences were retained into the second year of IUPUI at higher rates and had higher GPAs than their peers who did not participate in interventions. The one-year retention rate for African American first-time, full-time undergraduate students has notably increased over the past 10 years, going from 54% for the 1998 cohort to 71% for the 2009 cohort and 68% for the 2010 cohort. A 20% increase in student retention is a rare accomplishment in higher education. The one-year retention rate for Latino(a) IUPUI Indianapolis only first-time, full-time undergraduate students has fluctuated over the past 10 years, going from 58% for the 2001 cohort to 76% for the 2007 cohort and 73% for the 2010 cohort (76% for Latinas and 68% for Latinos). While much work still needs to be done to improve our students' graduation rates, the graduation rates for all students as well as African American students have shown remarkable improvements over the past five years. The graduation rate for the African American students in the 1998 cohort was just 14%, while the graduation rate for African American students in the 2005 cohort was 24% (based on IU official rates 150% of time and denoted as the six-year graduation rate). A number of University College academic programs and services have been designed to promote higher levels of student success for African American students such as peer mentoring, holistic advising, Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS) programs, an African American perspectives themed learning community, Student Support Services, first-year seminars, and summer bridge programs. African American students participating in the themed learning community (TLC) had a retention rate of 77% compared to students who did not participate (65%). The one-year retention rate for 2010 TLC Latino(a) participants was 80% compared the nonparticipant rate of 69%. A total of 90 African American students participated in the 2010 Summer Bridge Program; their one-year retention rate was 77% compared to 63% for nonparticipants. See Appendix F for more information regarding the most recent cohort (2011).

10. Academic and Career Development will create an environment that is absent of discrimination on the basis of race, ethnicity, age, gender, ability, marital status, sexual identity, or cultural background. Academic and Career Development will also employ professional academic advisors, career counselors, and student peer assistants that represent the diverse student body on campus.
  - **Person responsible:** Yvonne Fitzgerald
  - **Actions taken during 2011–2012:** Academic and Career Development utilized a diverse screening team to review applicants' resumes, used a standard resume screening rubric to assess applicants' experience and qualifications for the position, and completed a second review of candidates per requests from human resources and the Office of Equal Opportunity to ensure that qualified candidates in a protected class had not been overlooked.
  - **Activities planned for 2012–2013:** Actions will continue from last year.
  - **Evidence of progress:** Academic and Career Development attracted and interviewed candidates from diverse backgrounds.

11. Academic and Career Development will build relationships with faculty, staff, and students by employing joint advisors who work in University College and an academic school. This will create an environment for open communication between staff.
  - **Person responsible:** Yvonne Fitzgerald
  - **Actions taken during 2011–2012:** Academic and Career Development employed 12 joint advisors in various academic units and programs; supported engagement in student-led activities, student organizations, campus committees, and projects; supported professional development requests with schedule adjustments as appropriate; and conducted weekly open-space meetings to allow advising staff to voice any concerns, ask questions, and make suggestions on service delivery.
  - **Activities planned for 2012–2013:** Academic and Career Development will continue to employ joint advisors and utilize liaisons to various academic units and programs as appropriate.
  - **Evidence of progress:** Academic advisors served as advisors for different student organizations. Staff were assigned as liaisons to the Office of International Affairs. Staff participated in workshops to improve services to underrepresented populations. They also attended open-space meetings, raised concerns, and brainstormed solutions to advising issues.
  
12. Academic and Career Development will promote cultural competence by providing or supporting professional development workshops that educate staff on the cultural similarities and differences that impact student services and our work environment.
  - **Person responsible:** Yvonne Fitzgerald
  - **Actions taken during 2011–2012:** Since this is a new goal, no action was taken last year.
  - **Activities planned for 2012–2013:** Academic and Career Development will support initiatives from the Multicultural Success Center; Academic and Career Development will provide information sessions on advising special populations.
  - **Evidence of progress:** Since this is a new goal, evidence of progress will be reported next year.
  
13. University College will increase the representation of diverse students in the Bepko Learning Center's academic and resource mentors.
  - **Person responsible:** Mark Minglin
  - **Actions taken during 2011–2012:** Bepko Learning Center (BLC) program representatives continued to work with student organizations and programs with a high percentage of underrepresented groups to encourage students to apply. There was a significant increase in the mentors' diversity composition compared to last year. This year's statistics are referenced in the charts below.
  - **Activities planned for 2012–2013:** For this academic year, the BLC will increase marketing within the Multicultural Success Center.
  - **Evidence of progress:** See charts below:

Ethnicity	Fall 2010	%	Fall 2011	%	% Change
Asian/Pacific Islander	3	4.00%	9	10.71%	6.71%
Caucasian	63	84.00%	63	75.00%	-9.00%
Hispanic	1	1.33%	3	3.57%	2.24%
African American	3	4.00%	7	8.33%	4.33%
Not Reported	5	6.67%	2	2.38%	-4.29%
<b>Total Mentors</b>	<b>75</b>		<b>84</b>		

Ethnicity	Spring 2011	%	Spring 2012	%	% Change
Asian/Pacific Islander	5	6.67%	10	13.16%	6.49%
Caucasian	62	82.67%	52	68.42%	-14.25%
Hispanic	2	2.67%	6	7.89%	5.22%
African American	4	5.33%	8	10.53%	5.20%
Not Reported	2	2.67%	0	0.00%	-2.67%
<b>Total Mentors</b>	<b>75</b>		<b>76</b>		

14. University College will make revisions to the diversity module in the component training for Bepko Learning Center mentors and tutors. Revisions will delve deeper into certain areas of diversity that represent our student body and that may be more prevalent at IUPUI versus other institutions.

- **Person responsible:** Mark Minglin
- **Actions taken during 2011–2012:** During the spring training, a special workshop on diversity was presented to new mentors. The workshop focused on how mentors will work to include and accommodate all types of diversity in their sessions throughout the semester. During a debriefing, the staff were able to discuss the workshop with the mentors to understand what they learned and how we could improve on the training the next semester.
- **Activities planned for 2012–2013:** The Bepko Learning Center will continue to conduct the diversity workshop each semester during training. Based on the feedback from the mentors, the staff will expand on the training provided to improve upon the applicability to mentoring in different formats as well as tutors who work in the Biology Resource Center (BRC). Also, racial, ethnic, and gender diversity are commonly discussed in the UCOL courses so the goal is to focus on other areas of diversity that will increase awareness of specific subpopulations represented on our campus. This includes more conversations on adult learners, veterans, LGBT students, and students with disabilities.
- **Evidence of progress:** Each type of mentoring, as well as tutoring, will be covered in the different scenarios, giving all of the mentors and BRC tutors an understanding of why diversity awareness is imperative when helping their students. Their level of awareness will be assessed through conversations during the workshop about how they can apply their knowledge to the position as well as the debriefing at the end of the workshop.

15. University College will ensure that all students, particularly those of historically underrepresented populations in higher education, benefit from participating in the Themed Learning Communities (TLCs) program.

- **Person responsible:** Lauren Chism
- **Actions taken during 2011–2012:** Academic advisors assisted in marketing the TLC program to new students. Members of the Multicultural Success Center joined our TLC instructional teams.
- **Activities planned for 2012–2013:** The TLC program will continue to solicit help from academic advisors in reaching a diverse population of students.
- **Evidence of progress:** The 2011 cohort of TLCs included a diverse population of students. Specifically, 27% of TLC participants were from historically underrepresented racial and ethnic groups, representing a 5% increase from 2010. The 2010 cohort included a significant proportion of students in financial need; 76% of participants received financial aid and 45% received Pell grants. Finally, nearly half of participants (47%) indicated that they were first-generation college students. Almost all students displayed higher first-semester grade point averages and spring retention rates in comparison to their first-year seminar peers. Please note that first-year seminar students are used as a comparison group because all TLCs include a first-year seminar. The differences in GPA and spring retention become more dramatic when compared to students who did not participate in a first-year seminar. See Appendix G for more information as well as the chart below:

	Participants				Mean GPA			Spring Retention		
	N (FYS)	% (FYS)	N (TLC)	% (TLC)	FYS	TLC	Difference	FYS	TLC	Difference
Asian American	61	4%	11	1%	2.98	2.79	-0.19	97%	100%	+3%
African American	151	10%	118	15%	2.25	2.67	+0.42	85%	89%	+4%
Hispanic/Latino	100	4%	47	6%	2.74	3.01	+0.27	87%	98%	+5%
Two or More Races	80	4%	30	4%	2.41	2.56	+0.15	80%	90%	+10%
Non-Resident	53	73%	10	1%	2.75	3.02	+0.27	94%	100%	+6%
White	1,151	73%	580	73%	2.75	3.02	+0.27	88%	90%	+2%
	Participants				Mean GPA			Spring Retention		
	N (FYS)	% (FYS)	N (TLC)	% (TLC)	FYS	TLC	Difference	FYS	TLC	Difference
Received Pell Grant	667	40%	352	45%	2.58	2.72	+0.14	87%	91%	+4%
Received Financial Aid	1,200	69%	605	76%	2.64	2.82	+0.18	87%	91%	+4%
First-Generation Student	656	40%	377	47%	2.62	2.85	+0.23	86%	90%	+4%

\*This chart includes all full-time and part-time students enrolled in the TLC program at census.

16. University College will ensure that students who participate in the Themed Learning Communities (TLCs) program are engaged in a diverse curriculum and co-curriculum throughout their educational experience.

- **Person responsible:** Lauren Chism
- **Actions taken during 2011–2012:** Funding was provided to support diverse out-of-class experiences, including service projects with refugees relocated to Indianapolis, a field trip to the Freedom Center, equipment to enable Global Classroom experiences with Gaza University, and more.

- **Activities planned for 2012–2013:** Funding will continue to be provided to support diverse out-of-class experiences. New National Survey of Student Engagement (NSSE) information will be gathered to continue monitoring diversity-related educational outcomes.
- **Evidence of progress:** The most recent data from the NSSE indicated that TLC students engaged in a significantly higher number of diverse learning experiences than their IUPUI peers. These results are also significantly higher than first-year students at comparable peer institutions. Specifically, TLC students reported engaging in the following diversity-related activities at significantly higher rates:
  - Included diverse perspectives in class discussions or writing assignments
  - Saw an institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds
  - Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
  - Had serious conversations with other students who were very different in terms of their religious beliefs, political opinions, or personal values
  - Learned something that changed the way students understood an issue or concept

Furthermore, the 2011 TLC Student Feedback Questionnaire results indicated that students reported “[exchanging] ideas with students whose views are different from [their] own” as one of the top five benefits of participating in a TLC.

<b>Top Self-Reported Benefits of 2011 TLCs Rank Ordered by Mean Value (N = 656)</b>			
	<i>N</i>	<b>Mean</b>	<b>Std. Deviation</b>
Formed one or more friendships that I will maintain after the semester	650	4.17	1.01
Understood connections between different disciplines and courses	656	3.84	0.87
Actively discussed complex issues and ideas	647	3.76	1.02
Developed a better understanding of complex real world social problems and issues.	653	3.73	1.01
Exchanged ideas with student whose views are different from my own	655	3.72	1.03

*Note: All ratings were based on a five-point scale.*

17. The office of Student Transitions and Mentor Initiatives is responsible for the selection of undergraduate students to serve as orientation leaders and mentors (OTEAM) in the first-year seminar courses. The OTEAM students will reflect the diversity of the IUPUI community.
- **Person responsible:** Andrea Engler
  - **Actions taken during 2011–2012:** Orientation Services recruited students by using video commercials, print materials, presentations to first-year seminar courses, information tables in prominent locations on campus, and referrals from faculty, advisors, and mentors.
  - **Activities planned for 2012–2013:** The same initiatives are planned for this year.

- **Evidence of progress:** Demographics of the OTEAM students have been consistent with a slight increase in ethnicity. See Appendix H for more information.
18. The office of Student Transitions and Mentor Initiatives provides training for leaders and mentors in all areas of diversity, including learning style, gender, class, age, abilities, sexual orientation, and ethnicity as they relate it to their own development, the understanding of others, and the services they provide as mentors. These training programs take place through intentional activities, small group discussions, conversations generated by students' reflections as recorded in journals, panel discussions, and formal training sessions in their components and in their mentor education courses.
- **Person responsible:** Andrea Engler
  - **Actions taken during 2011–2012:** Activities and learning objectives were reviewed, and new initiatives were created.
  - **Activities planned for 2012–2013:** Similar initiatives are planned for this year. Specific attention will be given to the review of the feedback from assessments.
  - **Evidence of progress:** Mentors and leaders show a strong ability to perform their duties and understand many aspects of diversity as it relates to their personal development, their interactions with others, and the services they provide to their students. Their training provides them with the skills and knowledge to handle a wider variety of situations. In addition, from the training, the mentors and leaders are overseeing more of the training and workshops in their first-year seminar sections and campus roles.
19. University College will provide access to technology for a diverse student population.
- **Person responsible:** Nathan Byrer
  - **Actions taken during 2011–2012:** University College Technology Services purchased ADA equipment and software for the Nina Scholars study lab, provided the Upward Bound summer program with technology and support, provided Upward Bound students with affiliate accounts at IU, and purchased and configured laptops for Nina Scholars students.
  - **Activities planned for 2012–2013:** Actions will continue from last year.
  - **Evidence of progress:** Students' needs will be assessed on an ongoing basis.
20. University College will provide equal access to all websites and electronic media.
- **Person responsible:** Nathan Byrer
  - **Actions taken during 2011–2012:** University College Technology Services made sure all websites are ADA and Section 503 compliant.
  - **Activities planned for 2012–2013:** Actions will continue from last year.
  - **Evidence of progress:** All University College websites are ADA and Section 503 compliant.



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

- **Person responsible:** John Russell Jr.
- **Actions taken during 2011–2012:** The Special Programs for Academic Nurturing (SPAN) Division provided the opportunity for academically, technologically, and artistically high-ability secondary students to enroll in actual college courses alongside regular college students at the IUPUI campus. Through SPAN, participants earned both high school and college credits simultaneously (dual credit). The SPAN Division Early College Entrance Programs offered innovative educational choices that respond to the unique interests and talents of students, celebrate cultural and ethnic diversity, and foster student achievement.
- **Activities planned for 2012–2013:** Actions will continue from last year.
- **Evidence of progress:** SPAN Division oversees the Crispus Attucks Medical Magnet High School (CAMMHS)/IUPUI Early College Program. In April 2007, a formal collaboration was formed between IUPUI and Indianapolis Public School's Crispus Attucks Medical Magnet High School to establish an early college program in order to increase the number of students from underrepresented populations in health-related academic programs and to create a pathway for the students to matriculate to IUPUI. In July 2007, legislation was passed by the State of Indiana which stipulated that state educational institutions shall waive tuition for high school students who qualify for free or reduced lunches and are accepted for admission into early college programs. This legislation presented an unexpected financial dilemma for IUPUI in terms of covering the costs for tuition for eligible CAMMHS students, given that the majority of the students meet the criteria for free or reduced lunches. Under the early college program, IUPUI will cover the cost of tuition for up to 17 credit hours per eligible student; research on successful early college programs supports 17 credit hours as the threshold for successful college graduation.

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

- **Person responsible:** John Russell Jr.
- **Actions taken during 2011–2012:** The TAKE6 Program is a university-funded initiative that provides the opportunity for a limited number of academically eligible high school juniors and seniors who qualify for free and reduced lunches to enroll in up to six credit hours at IUPUI tuition free. Participants are able to earn dual credits for both high school and college at the same time, graduate early from high school and college, demonstrate academic competence at a collegiate level, discuss future academic and career plans with SPAN advisor and counselor, enroll in 100- and 200-level college courses, get to know other students interested in their particular career/professional fields, interact with knowledgeable faculty, and earn full college credit through an early college program.
- **Activities planned for 2012–2013:** Actions will continue from the previous year.
- **Evidence of progress:** Twenty-seven Take6 scholarship awards were presented in the past academic year.

23. University College will increase the number of students from underrepresented populations who enroll in and graduate from academic programs offered at IUPUI by providing faculty fellowships to teachers in Indianapolis Public Schools (IPS) who are working collaboratively with IUPUI in preparing students for participation in Early College Entrance Programs at the IUPUI campus. To strengthen this collaboration between the IUPUI faculty and IPS teaching staff, faculty fellowships have been developed to reinforce student academic preparedness. Such collaboration will help provide assurance that the curriculum being taught at IPS will adequately prepare the students for enrollment at IUPUI. Based on the approved IUPUI course sequence for early college entrance, several key departments have been targeted to begin the collaboration, including biology, chemistry, and physics.
- **Person responsible:** Sarah Baker and John Russell Jr.
  - **Actions taken during 2011–2012:** Faculty fellowships are currently underway in biology, chemistry, and physics.
  - **Activities planned for 2012–2013:** Actions will continue from the previous year. Faculty fellowships are currently under development with the Department of English and Department of Mathematical Sciences.
  - **Evidence of progress:** Curriculum at IPS is being fortified to better prepare secondary students for immersion into IUPUI first-year-level courses. While there has been a dip in student participation from IPS, it is a result of teachers increasing classroom performance expectations. Students are beginning to be aware of and respond to these increased academic expectations.
24. University College will provide leadership in the ongoing development and improvement of the IUPUI Summer Bridge Program by ensuring that a diverse group of students has the opportunity to participate in the program. The outcome of the goal will be collaboration between University College and the Office of Student Scholarships, Undergraduate Admissions, Twenty-first Century Scholars, the Multicultural Success Center, and other campus partners to create (and to continue) financial support linked to Summer Bridge Program participation and especially to increase the participation of low-income students and students from underrepresented populations.
- **Person responsible:** Heather Bowman
  - **Actions taken during 2011–2012:** University College, with the support of Dean Sukhatme, was able to secure \$50,000 in scholarship support to increase the number of Summer Bridge Program participants from low-income and underrepresented student populations. The University College director for the Office of Student Success planned special after-bridge-hours programming for all Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS) participants. The SAAB and SAAS activities took place every afternoon after the Summer Bridge day ended. The two groups met on alternating days.
  - **Activities planned for 2012–2013:** Summer Success Scholarships, funded through the Summer Bridge Program budget, will be awarded again this year to 50 eligible students. Eligibility will again encompass students from any traditionally underrepresented population. Special co-curricular programming will be offered for these students. Beginning in 2012, the Summer Bridge Program has partnered with

the Office of International Affairs to require all first-year international students on F1 and J1 visas to participate in the Summer Bridge Program.

- **Evidence of progress:** African American and Latino students who participated in the Summer Bridge Program represented a significant percentage of all beginning African American and Latino students at IUPUI in fall 2011. In addition, those students had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates than those who did not participate in the Summer Bridge Program. See charts below for additional information.

	N	% Fall GPA above 3.0	% Fall GPA below 2.0	Avg. Fall GP A	DFW Rate	Fall-Spring Retention Rate	Fall-Fall Retention Rate	First Year GPA
Afr. Amer. Sukhatme Bridge Scholarship and/or Diversity Scholarship Recipients*	28	54%	8%	3.11	4%	100%	NA	NA
All Other Afr. Amer. Bridge	48	35%	23%	2.58	19%	96%	NA	NA
Afr. Amer. Bridge Participants Total	76	37%	21%	2.64	17%	97%	NA	NA
Af. Amer. Cohort Students, Non-Bridge	218	23%	33%	2.15	32%	81%	NA	NA
All Cohort Bridge Participants	455	56%	15%	2.90	14%	94%	NA	NA
All Cohort Non-Bridge Participants	2,096	49%	21%	2.71	20%	87%	NA	NA
All Cohort Students	2,551	50%	20%	2.75	19%	88%	NA	NA
	N	% Fall GPA above 3.0	% Fall GPA below 2.0	Avg. Fall GP A	DFW Rate	Fall-Spring Retention Rate	Fall-Fall Retention Rate	First Year GPA
Hispanic/Latino(a) Sukhatme Bridge Scholarship and/or Diversity Scholarship Recipients*	13	58%	15%	2.96	18%	92%	NA	NA
All Other Hispanic/Latino Bridge	35	53%	12%	2.89	15%	97%	NA	NA
Hispanic/Latino Bridge Participants Total	48	52%	13%	2.90	16%	96%	NA	NA
Hispanic/Latino Cohort Students, Non Bridge	113	44%	24%	2.65	21%	89%	NA	NA
All Cohort Bridge Participants	455	56%	15%	2.90	14%	94%	NA	NA
All Cohort Non-Bridge Participants	2096	49%	21%	2.71	20%	87%	NA	NA
All Cohort Students	2551	50%	20%	2.75	19%	88%	NA	NA

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

- **Person responsible:** Khalilah Shabazz
- **Action taken for 2011–2012:** The Student African American Brotherhood (SAAB) continued to provide an extensive array of services to African American male students at IUPUI. Student Success Scholarships were again initiated due to funding from Dean Sukhatme to increase minority retention in the Summer Bridge Program. Thirteen African American and Latino male students were recruited and participated

- in the Summer Bridge Program and subsequent academic year programming. SAAB has continued providing individual communications (meetings, phone calls, e-mails, letters, text messages) as well as holding group biweekly meetings. SAAB supported 15 African American males to attend the 2012 SAAB National Conference where IUPUI was honored as the host chapter and will again serve on the planning committee for the 2013 conference, which will again be in Indianapolis. The SAAB conference drew more than 750 attendees from schools nationwide.
- **Activities planned for 2012–2013:** As additional funding allows, SAAB will continue to operate and provide intentional programming to students. The Office for Student Success will collaborate with the Multicultural Success Center Assistant Director Sarah Childs to provide services to Latino students. SAAB/Brother 2 Brother (B2B) will work with other Latino/Hispanic-serving campus and community partners to address the retention needs of this population.
  - **Evidence of progress:** It is expected that African American and Latino/Hispanic males will be retained at higher levels and that their academic performance will improve. Retention data is unavailable for the academic year, however, fall-to-spring semester retention is 100%.
26. University College will improve the retention rates of African American males by consulting with them about their academic barriers and developing solutions. The outcome of the goal will be students developing strategies to help them stay in school until graduation.
- **Person responsible:** Khalilah Shabazz
  - **Action taken for 2011–2012:** The Office of Student Success staff held personal meetings with students to discuss academic progress, challenges, etc., in addition to the group biweekly meetings. The staff conducted academic checkups with students in order to gauge their current progress. Students who reported difficulty met with staff, and a plan was developed for students to continue in the semester. Some students were scheduled designated study time (DST) in an effort to help them with time management and effective studying strategies. The Office of Student Success staff maintained open-door and free-to-call policies, giving access to students who were feeling pressured or who needed assistance at any time.
  - **Activities planned for 2012–2013:** The office will continue to provide intensive and personalized service to the students it serves.
  - **Evidence of progress:** Students will improve academically and will be retained at higher levels.
27. University College will improve the retention rates of African American females by offering them support services and by developing programming specific to their needs.
- **Person responsible:** Khalilah Shabazz
  - **Action taken for 2011–2012:** The Student African American Sisterhood (SAAS) program continued its recruiting efforts by communicating with all incoming African American females upon their admission, which included mail, e-mail, and phone calls. The purpose of the communication with students was to develop a relationship with them to help in the transition from high school to college. African American females were invited to participate in the Summer Bridge Program, and a scholarship was offered to 25 participants who committed to the program and academic year

- SAAS programming. Programming for the academic year included addressing issues such as cultural competency, academic excellence, self-image and self-esteem, healthy eating habits, breast cancer awareness, and domestic violence. In addition, SAAS members were engaged in several community service events. Individual meetings, follow-up with students on early warning lists, and connections to resources are just a few of the intensive support programming that was offered to SAAS participants.
- **Activities planned for 2012–2013:** SAAS will continue to develop intentional programs, activities, and service opportunities for its participants. In addition, SAAS will continue to extend the services offered to Latina/Hispanic females and will continue to collaborate with Sarah Childs, assistant director of the Multicultural Success Center, to serve this population.
  - **Evidence of progress:** SAAS participants will be retained and will have improved academic records.
28. University College will improve the retention rates of African American females by consulting with them about their academic barriers and developing solutions. The outcome of the goal will be students developing strategies to help them stay in school until graduation.
- **Person responsible:** Khalilah Shabazz
  - **Action taken for 2011–2012:** The Student African American Sisterhood (SAAS) staff held personal meetings with students to discuss academic progress and challenges. Meetings were mandatory for the students who received scholarships to participate in the Summer Bridge Program and subsequent academic year programs. These students committed to meeting twice per semester to discuss academic progress and to address any challenges. The staff conducted academic checkups with students in order to gauge their current progress. Students who reported difficulty met with staff, and a plan was developed to help students continue in the semester. Some students were scheduled designated study time (DST) in an effort to help them with time management and effective studying strategies. The Office of Student Success staff maintained open-door and free-to-call policies, giving access to students who were feeling pressured or who needed assistance at any time.
  - **Activities planned for 2012–2013:** Activities from the previous year will continue in a similar manner.
  - **Evidence of progress:** SAAS participants will be retained and will have improved academic records.
29. The Office of Student Employment will support diversity on the IUPUI campus by providing diverse opportunities for work and career experiences to match an equally diverse student body.
- **Person responsible:** Janna McDonald
  - **Actions taken during 2011–2012:** The Office of Student Employment planned and hosted the Student Employment and Experience Fair (SEEF) in August 2011. JagJobs resources received an approximate 219,761 hits during 2011–2012. Part-time jobs posted on JagJobs were approximately 1,054 (from August 1, 2011, through April 30, 2012).

- **Activities planned for 2012–2013:** The Office of Student Employment will plan and host the Student Employment Part-Time Job Fair in the fall. An estimated 90 employers are expected to be represented.
- **Evidence of progress:** A diverse representation of IUPUI students utilizes JagJobs for both job searching and for resource information. The 2011 Student Employment and Experience Fair had over 1,500 students in attendance, and approximately 100 employers participated. Students and employers represented a diverse pool of both IUPUI students and employers. There were over 1,533 total positions available to students by employers represented at the fair.

30. The Office of Student Employment will develop specific programs to meet the needs of diverse populations.

- **Person responsible:** Janna McDonald
- **Actions taken during 2011–2012:**
  - The Office of Student Employment made presentations at the orientation for international students both fall and spring semesters to assist 90 international students with basic job search strategies.
  - The Office of Student Employment assisted in the planning of the International Student Conference in conjunction with the Office of International Affairs in February 2011. This conference provided various workshops to assist international students with job and career preparation, including the opportunity to participate in a mock interview.
  - The Office of Student Employment piloted the International Transition Program in summer 2011. The purpose was to promote academic excellence and to provide an opportunity for outstanding international students to experience on-campus employment, reach their highest potential, and persist and graduate from IUPUI. This program was funded by the Office of Student Employment and allowed 15 student participants to have a minimum of a four-week U.S. work experience to add to their resumes in conjunction with the completion of various skill development workshops, resume reviews, and the presentation of a poster session about a learned skill of most interest to the participants. Eighteen on-campus departments participated by hosting placed student participants.
  - The International Transition Program was repurposed for spring 2012 and renamed the International Placement Experience. The purpose remained the same; however, spring participants were not required to attend as many professional development workshops as the summer series required. Sixteen students participated.
- **Activities planned for 2012–2013:** The Office of Student Employment will make presentations at the orientation for international students both fall and spring semesters to assist students with basic job search strategies. The Office of Student Employment will also continue to partner with the Office of International Affairs on the Student Conference and the International Transition Program.
- **Evidence of progress:** There were 90 students who participated in the international student orientation, and 31 students participated in the International Transition Program. All 31 students received a work placement in an on-campus position for a minimum of four weeks and six weeks maximum in some cases. The Office of

Student Employment had the following breakdown of ethnicity in office visits recorded; total visits were 765 (464 females and 301 males):

- Asian American: 94
- African American: 230
- Hispanic/Latino: 45
- Not Applicable/Alien: 68
- American Indian/Native Alaskan: 5
- Native Hawaiian/Pacific Islander: 4
- White/Caucasian: 319

31. The Office of Student Employment is working to develop programs to educate students on the value of relevant work experience and using work-study awards.

- **Person responsible:** Janna McDonald
- **Actions taken during 2011–2012:**
  - E-mail notifications were sent to students with packaged work-study awards. The notifications were sent at least quarterly to inform students of various points of information in relation to their work-study awards. These e-mails included information such as deadlines to find a position with a work-study award, eligibility dates for earning work-study awards, deadlines for the upcoming year FASFA forms, etc. In addition, a mailing was sent to all freshmen who were packaged with a work-study award on their accounts. This mailing was an attempt to better educate students about the purpose and function of work-study, job search strategies and resources, and the importance that part-time work has in enhancing their academic learning.
  - The Excellence in Professionalism (EIP) Program was a newly launched program geared toward training and educating students on professionalism skills needed for any career path. There were 23 students who participated in the inaugural launch of the program, which is designed to assist students in better marketing themselves to potential employers. The program is a semester-long program in which students attend workshops on various career-related topics to gain a better understanding on what it means to be professional. Upon completion of the program, students have the opportunity to network with dozens of IUPUI faculty and staff as they present what they have learned from the program during a networking event and celebration of their program completion. This program enhances a resume and employers on the IUPUI campus will feel confident that students completing the program will have the needed skills to assist any department in an hourly position.
- **Activities planned for 2012–2013:** The activities from the previous year will continue through 2012–2013. The Excellence in Professionalism will be offered both fall and spring for 2012–2013.
- **Evidence of progress:** Students who receive work-study awards are a diverse group of IUPUI students. Increased communications with work-study awardees and the mailings to the freshmen packaged with the award decreased the number of students who were still looking for work by the November 1 deadline. The EIP program will be piloted during fall 2011. There were over 400 students who begin the application process, and over 195 completed the application process. Of the 40 selected to

- participate, 23 completed the series. Many of the 23 were juniors and seniors who reported that the skills they learned were not available to them through regular course work, and they felt the skills were important for their professional development.
32. University College will improve fund-raising partnerships and resources by working with Grainger to increase support by developing a scholarship for mentoring. The outcome of the goal will be increased retention and academic success for undergraduates.
- **Person responsible:** Harriett Bennett
  - **Actions taken during 2011–2012:** Several meetings took place with the prospect at his location and on campus; numerous interviews between University College staff and prospective donors have taken place.
  - **Activities planned for 2012–2013:** Actions will continue from previous year.
  - **Evidence of progress:** Meetings are ongoing and have more defined parameters from the prospective donors.
33. University College will engage scheduled meetings with University College directors in collecting compelling stories about their programs and students.
- **Person responsible:** Harriett Bennett
  - **Actions taken during 2011–2012:** None.
  - **Activities planned for 2012–2013:** Compelling stories regarding minority groups will be profiled and become the basis for seeking prospective donors and funding.
  - **Evidence of progress:** At this time, there is no progress to report since the initiative started May 2012.
34. University College will increase career development services and programs to more diverse populations, reaching out to them by providing workshops and information specific to those populations.
- **Person responsible:** Jennifer Schott
  - **Actions taken during 2011–2012:**
    - Externship Program placement:
      - Asian American: 12
      - African American: 29
      - Hispanic/Latino: 9
      - Alien: 9
    - Individual career services were provided to the following populations:
      - American Indian: 2
      - Asian American: 52
      - African American: 139
      - Hispanic/Latino: 48
      - Native Hawaiian: 2
      - International: 18
      - Alien: 17
    - Career-related workshops were conducted for the following groups:
      - Twenty-first Century Scholars
      - Nina Scholars
      - Multicultural Success Center



- Adaptive Educational Services
    - Indiana Latino Institute
  - Staff participated in the following workshops:
    - Using Helping Skills with Diverse Populations-CDF training
    - Diversity and Inclusion 2.0: Leadership for the 21<sup>st</sup> Century
    - Serving Students with Disabilities
    - Supporting Students with Asperger Syndrome in the College Classroom
- **Activities planned for 2012–2013:** Academic and Career Development (ACD) will continue to conduct career workshops for these and other specific populations. ACD will continue to develop the partnership with the Twenty-first Century Scholars and Nina Scholars, particularly engaging them in an online module series. ACD will continue to track progress for the activities planned above.
- **Evidence of progress:** Academic and Career Development reached over 337 students from diverse populations through externships and individualized services alone, an increase from last year. Due to training, staff knowledge and awareness were increased in regard to these specific populations.

35. The Upward Bound program will continue to provide college readiness programming to at-risk and diverse, low-income, and first-generation high school student population.

- **Person responsible:** Roxanne Gregg
- **Actions taken during 2011–2012:** Throughout the year, Upward Bound has provided participants with supplemental instruction (math, English, world languages, and science), tutoring, counseling, mentoring, leadership opportunities, and cultural enrichment activities.
- **Activities planned for 2012–2013:** Upward Bound will continue to offer the same quality services similar to the past year. New recruitment strategies will be implemented to reach out to the Hispanic community. This will include establishing partnerships with Hispanic-serving community agencies.
- **Evidence of progress:** Upward Bound served a diverse group of students; see chart below:

Ethnicity	Percentage
Black/African American	79%
Hispanic/Latino	1%
Biracial	1%
White	19%
<b>Total</b>	<b>100%</b>

36. The Gateway to Graduation Program will increase the emphasis on delivering diversity topics for use by gateway faculty in the classroom.
- **Person responsible:** Kate Thedwall
  - **Actions taken during 2011–2012:** The Gateway to Graduation Program co-promoted diversity events that were held through the Multicultural Success Center, the Center for Teaching and Learning, and the Center for Service and Learning.
  - **Activities planned for 2012–2013:** The Gateway to Graduation Program director is awaiting results from the diversity survey that was administered recently in University College by Project MOSAIC. Plans for delivering diversity topics for faculty will be made accordingly.
  - **Evidence of progress:** The Gateway to Graduation Program uses a gateway coordinator survey to monitor progress. Also, the director analyzes evaluations from the diversity workshops.
37. The Gateway to Graduation Program will survey gateway faculty about their use of and interest in diversity topics in their classrooms.
- **Person responsible:** Kate Thedwall
  - **Actions taken during 2011–2012:** The gateway faculty are surveyed. This survey provided the topic for Veteran Adaptations (see above goal).
  - **Activities planned for 2012–2013:** The Gateway to Graduation Program will continue the use of the faculty survey.
  - **Evidence of progress:** The Gateway to Graduation Program uses the faculty survey for ongoing planning.
38. The Gateway to Graduation Program will include diverse student and faculty populations in communications and marketing of the program.
- **Person responsible:** Kate Thedwall
  - **Actions taken during 2011–2012:** Five students were followed during the fall semester using Flip Cameras. The students were from culturally diverse backgrounds. One gateway faculty employed the cameras in the classroom.
  - **Activities planned for 2012–2013:** There will be a review of camera use to roll out to more faculty.
  - **Evidence of progress:** Videos are available on the Gateway to Graduation website.
39. The Gateway to Graduation Program will include diverse representation in the staff office.
- **Person responsible:** Kate Thedwall
  - **Actions taken during 2011–2012:** Gateway employees and staff represented diverse units. A first-generation student employee was added.
  - **Activities planned for 2012–2013:** The Gateway to Graduation Program will continue to place an emphasis on diverse populations in hiring.
  - **Evidence of progress:** The program will continue an ongoing evaluation of hires in terms of diversity.

40. The Twenty-first Century Scholars Success Program will support and provide opportunities for participation in events that foster cultural awareness and promote multicultural competency.
- **Person responsible:** Phyllis Washington
  - **Actions taken during 2011–2012:** Students in the Peer Mentoring Program were required to participate in one diversity program or activity during the fall and spring semester.
  - **Activities planned for 2012–2013:** Students in the program attended the following events: Martin Luther King Jr. Celebration Dinner, Cultural Leadership Luncheon (TFCS Scholars Helping Scholars organization officers), Muhammad Ali Center field trip, National Underground Railroad Freedom Center field trip, Cesar Chavez Celebration, Asian Heritage Month kickoff, anti-hate crimes workshop, and Martin Luther King Jr. Day of Service. The Peer Mentor Program conducted a series of workshops titled “The Color of Race” to 87 program participants. Group discussions and activities were conducted after each session.
  - **Evidence of progress:** Plans are still being finalized. Students will continue to participate in activities sponsored by the Multicultural Success Center and various student organizations that highlight cultural activities and diversity issues.
41. The Twenty-first Century Scholars Success Program will build and maintain a diverse staff for the Peer Mentor Program.
- **Person responsible:** Phyllis Washington
  - **Action taken during 2011–2012:** Staff training on diversity issues were conducted throughout the academic year. Topics included prejudice, racism, sexism, homophobia, and community building.
  - **Actions planned for 2012–2013:** Staff selection will include students from diverse backgrounds. Staff training will continue to include topics of diversity issues.
  - **Evidence of progress:** The 2011–2012 mentor staff will include 1 African American female graduate, 4 African American females (one nontraditional), 4 Caucasian females, 3 African American males, 1 African male, 1 Indian male, 1 Asian male, and 2 Caucasian males.
42. The Twenty-first Century Scholars Success Program will strengthen retention efforts through activities and programs, providing increased opportunities for diverse populations to meet each other in academic, co-curricular, and social activities.
- **Person responsible:** Phyllis Washington
  - **Action taken during 2011–2012:** The Twenty-first Century Scholars Success Program collaborated with the President’s Diversity Initiative Grant to increase the number of student participants from underrepresented populations and low-income families in the Summer Bridge Program.
  - **Activities planned for 2012–2013:** Plans are still being finalized.
  - **Evidence of progress:** Twelve Twenty-first Century Scholars were awarded the President’s Diversity Initiative Grant in the amount of \$800 for the 2011 spring semester.

43. The Nina Mason Pulliam Legacy Scholars program will increase diversity in the application pool through targeted recruitment and outreach.

- **Person responsible:** Charlie Johnson
- **Actions taken during 2011–2012:** Staff continued to work with a number of campus and community organizations to identify African American male candidates. Staff also partnered with the Ivy Tech Nina Scholars Program on joint programming that included several African American males.
- **Activities planned for 2012–2013:** Staff will continue outreach efforts in this area, especially our partnership with Ivy Tech Community College. Staff will also work with college readiness programs to identify new and more diverse pools of candidates.
- **Evidence of progress:** In 2010–2011, more than 71% of our graduating scholars were African American or Hispanic. While this success lessened our ethnic diversity for 2011–2012, we increased diversity in another area by adding two students who have physical disabilities. See Appendix I for more information.

44. University College will collaborate with the Division of Student Life to support key work by Regina Turner. She will encourage the academic achievement and persistence of students who reflect diversity in a broad range of differences: income, sexual preference, race, culture, etc. Among other efforts, Turner will engage students in writing, directing, and acting in theatrical productions about the lives of students at an urban university. In addition, University College will partner with the School of Liberal Arts (Communication Studies) to jointly sponsor a course (COMM-T 100 Rehearsal and Performance) focused exclusively on issues that impact student retention at an urban university. This course will elicit from students the factors that threaten their own retention and that of their associates and validate these experiences with research (library, interviews, and observation). Their work will culminate in theater performances that are open to the university community.

- **Person responsible:** Regina Turner
- **Actions taken during 2011–2012:** In the spring of 2011, COMM-T 100 Rehearsal and Performance was offered. The process remained the same: discussing with students a wide range of possible factors that adversely impact their ability to complete their educational goals, researching and reading articles about student retention, completing and distributing a survey designed to elicit from students across the campus and beyond the reasons they may not graduate, and eliciting specific defining moments in their decisions to stay in school. From this point, the class completed a script, rehearsed, and performed the production for the campus. For the first time since this course was first offered in 2002, the majority of students enrolled in the class were international students. The American students and international students, who covered a wide geographical area from around the world, agreed that internationality in IUPUI's student body posed some challenges and opportunities that exceeded their expectations. The most impactful challenge they are facing is adjustment to American culture, language, and academics. American students, on the other hand, marveled at the intersection of American values and culture and that of their international colleagues. The production was entitled, "Different . . . But How Different?" Two campuswide productions were presented, one in the Multicultural Success Center and the other in the Office of International Affairs.

- **Activities planned for 2012–2013:** Since Professor Turner’s office is located in the Multicultural Success Center (MSC), she is working with the MSC staff; they have started looking at the multicultural student population to determine how they can intensify efforts to graduate more students. Strategic planning will include efforts to make stronger connections to the Division of Student Life, Orientation Services, the Bepko Learning Center, and other units that have the power to make a definitive impression on entering students and follow them through to graduation.
  - **Evidence of progress:** This is an ongoing effort. Formal assessment would be welcomed.
45. In collaboration with the Black Faculty and Staff Council and the Multicultural Success Center, University College sponsors a monthly luncheon series: “Young, Gifted, and Black.” The series focuses on social, cultural, and academic issues that promote high academic performance, hence, improved retention. This series features a wide range of issues that encourage the full integration of students into the life and culture of higher education by supplementing and complementing traditional curricular offerings with information about the ideas, contributions, and perspectives of people of color. While designed to meet the culture-specific needs of African American students, the series is open to all students.
- **Person responsible:** Regina Turner
  - **Actions taken during 2011–2012:** The luncheon series Young, Gifted, and Black, jointly sponsored by the Black Faculty and Staff Council and University College, was offered each month during the academic year. This year the theme was “Bamboozled,” which informed students of how aspects their early history laid some groundwork that, if allowed to persist, could militate against their highest academic performance and the attainment of their graduation. This year the School of Education worked with us to bring expertise regarding ways to bring to students’ consciousness how they are using or not using their abilities to reach their goals. Students were guided to look more concretely at their postgraduation goals to see how their present academic performance impacts the attainment of their future plans.
  - **Activities planned for 2012–2013:** For the ensuing year, we will work with a committee of Black Faculty and Staff Council members to determine the year’s theme and programs. The plan is to use the monthly luncheon format, but it may change somewhat.
  - **Evidence of progress:** Student comments indicate that they profit from this program.
46. In a new project, the Junior Advance Initiative, endorsed by the vice chancellor for academic affairs; the assistant chancellor for diversity, equity, and inclusion; and the Black Faculty and Staff Council will work with University College staff to form an intentional, organized, sustained, and focused program to improve the graduation rate of African American students who have not met the necessary requirements to enter their schools. This initiative will consist of one-on-one counseling, advising, and encouragement to African American University College students who are not making the necessary academic progress toward graduation.
- **Person responsible:** Regina Turner
  - **Actions taken during 2011–2012:** While the Black Faculty and Staff Council agreed to temporarily discontinue this project because of the challenges encountered in

- documenting the progress, the process to make it replicable, and recruiting additional mentors, the council continues to monitor a few of the students already in the pipeline.
- **Activities planned for 2012–2013:** The Neal-Marshall Alumni Association has agreed to collaborate with the Black Faculty and Staff Council to discuss the creation of a five-year strategic plan to improve the retention and graduation rates of African American students. Though far from where it should be, the graduations rates are improving.
  - **Evidence of progress:** A meeting is planned for the week of June 11 to discuss the African American community's ideas regarding a five-year strategic plan.
47. With the support of the vice chancellor for academic affairs and the vice chancellor for student affairs, an initiative was developed, which is an intentional collaboration between academic affairs and student affairs to bring a small group of student-centered faculty together with student affairs professionals to design programs that encourage stronger campus community and interdisciplinary/integrative learning, much of which will be discipline based and student focused. This collaborative effort will combine the disciplinary expertise of the faculty and the expertise of student affairs professionals to create programs that include the arts, student-led class activities for community participation, research, and discipline-based recreation—all designed to encourage and stimulate student learning in a nontraditional context. University College will be a key participant in this initiative, which will draw on students in their early experiences in higher education.
- **Person responsible:** Regina Turner
  - **Actions taken during 2011–2012:** A group of willing, student-centered faculty agreed to meet with the Division of Student Life personnel to plan the execution of this project during the spring 2011 semester. However, since the project originally included, and heavily relied on, the leadership of Vice Chancellor Karen Whitney and Assistant Vice Chancellor Frank Ross, their leaving the university interrupted the forward movement of the project. Efforts were made to reconnect the project through Acting Vice Chancellor Norleen Pomerantz, who was very helpful, but her staff agreed that since they were in the process of several significant searches, they would prefer to delay the project until the persons in permanent positions had been appointed.
  - **Activities planned for 2012–2013:** For the entire academic year, Turner participated on the Student Life Services Council to connect with the significant conversations about factors, policies, procedures, and units that impact student graduation. The newly appointed vice chancellor for student affairs, Dr. Zebulun Davenport, has demonstrated his openness to considering a variety of new and different ways to forge a strong, more intentionally integrated partnership with student life and faculty members. Dr. Davenport is in the process of re-organizing his office and hiring as many as six new positions. When the new appointments are in place, he will explore possibilities of reconnecting this initiative.
  - **Evidence of progress:** The literature remains supportive of a strong, deliberate partnership between student life and faculty. Evidence of the growing interest in this trend is the intention to connect all student activities to learning outcomes.

## APPENDIX A

### University College Diversity

(approved by University College Collaborative Governance in fall 2007)

#### What Is Diversity?

Diversity often means different things to different people, depending upon personal experiences. Within the context of higher education and our work at University College, a unit's presentation should consider the following aspects of diversity:

#### Inclusion of all persons, without limiting:

- Ability
- Age
- Appearance
- Creed
- Culture
- Ethnicity
- Gender
- Language
- Nationality
- Race
- Religion
- Sexual identity
- Socioeconomic status
- Status as veteran

#### Promotion of:

- Equal access
- Meaningful academic and intellectual inclusion
- Holistic integration of underrepresented students into the academic culture

#### Spectrum:

- Structural: units should represent diverse students on campus.
- Classroom: courses should expose students to different aspects of diversity, and students should see themselves reflected in the curriculum.
- Interactional: encourage opportunities for structured learning and informal relationships among diverse students, faculty, and staff.
- Environmental: units should encourage diverse perspectives and foster a learning and working environment that supports diversity. All differences should be understood, respected, and valued.
- Contextual: enable all members in each unit or classroom to develop their potential and thrive.

#### IUPUI Diversity Values:

- Accountability
- Civility
- Collaboration
- Engagement
- Equity
- Ideas
- Inclusion
- Integrity
- Openness
- Respect
- Trust

## APPENDIX B

<b>Ethnicity of University College Students</b>					
<b>Fall Semesters</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Total Minority	1,308	1,335	1,412	1,469	1,537
African American	847	843	920	956	975
American Indian/Alaska Native	27	23	19	13	14
Asian American/Native Hawaiian/Pacific Islander	236	260	250	227	219
Hispanic/Latino	198	209	223	273	329
International	161	209	217	217	219
White	5,161	4,883	4,894	4,582	4,546
Unknown	207	211	259	291	324

Source: IUPUI Information Management and Institutional Research

<b>IUPUI Fall 2011 Undergraduate Ethnicity*</b>										
	<b>African American</b>	<b>American Indian/Alaska Native</b>	<b>Asian American</b>	<b>Hispanic /Latino</b>	<b>Native Hawaiian /Pacific Islander</b>	<b>Two or More Races</b>	<b>White</b>	<b>Inter-national</b>	<b>Un-known</b>	<b>Total Under-grads</b>
<b>Business</b>	83	0	68	43	0	17	760	100	29	<b>1,100</b>
<b>Columbus</b>	18	3	13	30	0	12	1,549	3	28	<b>1,656</b>
<b>Cont. Studies</b>	158	0	11	23	0	14	681	3	11	<b>901</b>
<b>Dentistry</b>	4	0	4	3	0	1	127	0	0	<b>139</b>
<b>Education</b>	63	1	9	29	0	15	789	0	8	<b>914</b>
<b>Engr &amp;Tech</b>	200	5	94	81	1	37	1,758	190	70	<b>2,436</b>
<b>Health/Rehab</b>	19	0	0	12	0	3	72	1	1	<b>108</b>
<b>Herron</b>	48	3	10	33	0	22	700	5	12	<b>833</b>
<b>Informatics</b>	69	1	15	15	0	8	413	8	16	<b>545</b>
<b>Journalism</b>	19	0	5	7	0	3	153	2	3	<b>192</b>
<b>Liberal Arts</b>	199	5	31	84	1	38	1,356	45	31	<b>1,790</b>
<b>Medicine</b>	58	0	25	19	0	6	319	12	10	<b>449</b>
<b>Nursing</b>	60	1	32	28	0	14	803	6	15	<b>959</b>
<b>PETM</b>	86	1	13	31	0	18	739	1	12	<b>901</b>
<b>Science</b>	200	5	137	91	3	41	1,463	44	48	<b>2,032</b>
<b>Social Work</b>	32	0	1	9	0	3	147	2	4	<b>198</b>
<b>SPEA</b>	78	1	10	28	0	11	393	0	6	<b>527</b>
<b>Univ. College</b>	975	14	212	329	7	236	4,546	219	88	<b>6,626</b>
<b>Grand Total</b>	<b>2,363</b>	<b>40</b>	<b>690</b>	<b>895</b>	<b>12</b>	<b>498</b>	<b>16,719</b>	<b>629</b>	<b>390</b>	<b>22,236</b>

\*Using new ethnicity definitions, effective fall 2010

Source: IUPUI Information Management and Institutional Research



## APPENDIX C

### University College Faculty, Staff, and Student Employees (as of May 2012)

	Gender			African American		Asian		Hispanic		Native American		Caucasian		Other	
	F	M	Total	F	M	F	M	F	M	F	M	F	M	F	M
<b>Administration</b>															
Deans	3		<b>3</b>									3			
Professional Staff	51	17	<b>68</b>	15	2	2						34	15		
Support Staff	13	2	<b>15</b>	4	1							9	1		
<b>Graduate Assistants</b>															
	9	3	<b>12</b>	1			1		1			8	1		
<b>Non-Student, Part Time</b>															
	9	10	<b>19</b>	4	2		1					5	7		
<b>Student Employees &amp; Mentors</b>															
	48	31	<b>79</b>	13	6	4	1	2				29	24		
<b>Faculty</b>															
	8	1	<b>9</b>									8	1		
<b>TOTAL</b>	<b>141</b>	<b>64</b>	<b>205</b>	<b>37</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>96</b>	<b>49</b>	<b>0</b>	<b>0</b>

F=Female  
 M=Male  
 T=Total

Source: Fiscal Office, University College

### Diversity of University College Faculty, Staff, and Student Employees 2010–2012

	2010	2011	2012
<b>African American</b>	65	68	48
<b>Asian American</b>	8	12	9
<b>Hispanic</b>	11	8	3
<b>Native American</b>	0	0	0
<b>Caucasian</b>	198	195	145
<b>Other</b>	0	1	0

## APPENDIX D

### Student Support Services Student Retention 2010–2011

	<b>Retention</b>
All SSS Students	87%
Female	85%
Male	88%
African American Students	87%
African American Males	90%
African American Females	86%
Hispanic Students	91%
All Freshman	84%
Beginning Freshmen	94%
Sophomores	87%
Juniors	85%
Seniors	98%

Source: Barbara Browning

## APPENDIX E

### Diversity of Students Participating in Student Support Services 2011–2012

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
American Indian/Alaska Native	0	0%
Asian American	4	1%
African American	208	59%
Hispanic/Latino	29	8%
Biracial	13	4%
Unknown/Not reported	0	0%
White	99	28%
<b>Total</b>	<b>353</b>	<b>100%</b>

Source: Barbara Browning

## APPENDIX F

### IUPUI Academic Support Programs and Academic Success Outcomes Highlights

#### First-Year Seminars:

- A total of 2,348 first-year students participated in first-year seminars during fall 2011 (89% of fall 2011 beginning freshmen enrolling in at least 7 credit hours participated). A total of 265 African American (new definition) students participated in first-year seminars in fall 2011. A total of 143 Latino/as and 71 Asian American students participated in first-year seminars in fall 2011 (new definition).
- Overall, the 2011 first-year seminar participants earned statistically significant higher GPAs (2.79) compared to nonparticipants (2.39) (based on analysis of covariance results with high school GPAs, SAT scores, course load, and gender entered as covariates).
- Overall, the 2011 first-year seminar participants had statistically significant higher fall-to-spring semester retention rates (90%) compared to nonparticipants (81%) (based on logistic regression results with high school GPAs, SAT scores, course load, and gender entered as covariates).
- The 2011 African American first-year seminar participants earned statistically significant higher GPAs (2.35) compared to African American nonparticipants (1.84) (based on analysis of covariance results with high school GPAs, SAT scores, course load, and gender entered as covariates).
- The 2011 African American seminar participants had statistically significant higher fall-to-spring semester retention rates (88%) compared to nonparticipants (77%) (based on logistic regression results with high school GPAs, SAT scores, course load, and gender entered as covariates).
- The 2011 Hispanic/Latino/a first-year seminar participants earned notably higher GPAs (2.75) compared to Hispanic/Latino/a nonparticipants (2.53) (inferential statistics not used due to small sample size).
- The 2011 Hispanic/Latino/a seminar participants did not have notably higher fall-to-spring retention rates (92%) compared to Hispanic/Latino/a nonparticipants (91%) (inferential statistics not used due to small sample size).
- During fall 2011, 451 students completed the University College first-year seminar end-of-course questionnaire and responded to questions designed to assess their perceptions of environmental diversity (encouragement of diverse perspectives and fostering a learning environment that supports diversity) and contextual diversity (all differences should be understood, respected, and valued). The statements below categorize students who responded at high levels on the Likert-type scale items (4 or 5 out of a 5-point scale with 5 indicating a “great deal” or high level):
  - 70% of the students indicated high levels of developing an appreciation of social and cultural diversity.
  - 71% reported high levels of discussing ideas with students who had different views than their own.
  - 75% reported that instructional team members were highly committed to promoting an environment that respects and celebrates diversity.

- 72% reported that there was a high level of activities and classroom discussions that incorporated diversity awareness and appreciation.
- 64% indicated that the seminar course made them feel highly connected to IUPUI.

### **Summer Bridge Program:**

- A total of 455 fall 2011 first-time, full-time (Indianapolis only) students participated in the Summer Bridge Program. A total of 76 Summer Bridge students were African American and a total of 48 were Hispanic/Latino(a). There were a number of important differences between the students participating in Summer Bridge and the nonparticipants. Fall 2011 first-time, full-time students participating in the Summer Bridge Program were more likely to be female. The proportion of African American students participating in the Summer Bridge Program was greater compared to the nonparticipating cohort (17% and 10%, respectively). The proportion of Hispanic/Latino(a) students participating in the Summer Bridge Program was greater compared to the nonparticipating cohort (11% and 5%, respectively).
- The higher proportion of African American and Latino(a) students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that scholarships have some positive implications in terms of: 1) attracting underrepresented students to the program and 2) serving as an incentive for attaining high levels of academic performance.
- Overall, the Summer Bridge participants had higher levels of academic performance (fall GPA 2.90) compared to nonparticipants (fall GPA 2.75). Students participating in Summer Bridge also had lower DFW rates (14%) compared to nonparticipants (19%).
- Summer Bridge participants had significantly higher first semester cumulative GPAs compared to nonparticipants, even when entering high school GPA, SAT scores, low income (received a Pell Grant), and application date (as a proxy for motivation) as the first step in a linear regression model.
- African American students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating African American Students. African American students who received the IUPUI Sukhatme Bridge Scholarship and/or the Diversity Initiative Bridge Scholarship and participated in Summer Bridge had notably higher rates of high academic performance (GPAs above a 3.0) (54%) compared to African American students who did not receive either of these IUPUI scholarships and participated in Summer Bridge (35%) as well as African American students not participating in Summer Bridge (23%).
- Hispanic/Latino(a) students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating Hispanic/Latino(a) students. Hispanic/Latino(a) students who received the IUPUI Sukhatme Bridge Scholarship and/or the Diversity Initiative Bridge Scholarship and participated in Summer Bridge had higher rates of high academic performance (GPAs above a 3.0) (58%) compared to Hispanic/Latino(a) students who did not receive either of these scholarships and participated in Summer Bridge (53%) as well as Hispanic/Latino(a) students not participating in Summer Bridge (44%). Differences for Hispanic/Latino(a) students were not as great as differences noted in the African American student population and DFW rates for those receiving the scholarships was not lower than for those who did not receive a scholarship. Please note that caution should be used when making inferences about the academic success of Summer Bridge Latino(a) students given the low number of Latino(a) students.

- Fall-to-spring retention among Hispanic/Latino(a) students participating in bridge (96%) was notably higher than for Hispanic/Latino(a) students not participating in bridge (89%).

**Themed Learning Communities Program:**

- A total of 749 first-time, full-time students participated in the fall 2011 Themed Learning Community (TLC) program, while 724 first-time, full-time students participated in fall 2010. There were 37 sections offered during fall 2011 and this represented the largest number of offerings in the program's history. The program has grown tremendously since the inception in 2003 when only 138 students participated.
- It appears that the 2011 and 2010 TLC programs attracted appropriate numbers of students from underrepresented minority groups given that the proportions of students from underrepresented groups were similar to the general IUPUI FT, FT student population during both program years.
- Students from underrepresented minority groups had significantly better academic success outcomes and retention rates compared to their peers that did not participate in TLCs during 2010 and 2011 fall semesters. African American 2010 TLC participants had a one-year retention rate of 77% compared to 67% for nonparticipating African Americans. In fact, based on the results of a logistic regression analysis African American TLC participants had a 78% better odds of being retained compared to nonparticipants, even when academic preparation variables, income level, admit date (a good proxy for motivation), and gender were entered in the first step.
- Students participating in fall 2010 and 2011 TLCs had significantly higher fall-semester and first-year cumulative GPAs compared to nonparticipants, even when academic preparation variables, income level, admit date, and gender were entered as covariates in ANCOVA analyses.
- Students participating in fall 2010 and 2011 TLCs also had significantly higher retention rates compared to nonparticipants.
- Based on the spring 2009 National Survey of Student Engagement (NSSE) results, TLC students are more engaged compared to other IUPUI students and the IUPUI peer institutions group in the following areas:
  - Had active and collaborative learning (NSSE benchmark)
  - Engaged in enriching academic experiences (NSSE benchmark)
  - Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
  - Had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values
  - Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

**Table 1**  
**2010 TLC Student Groups/Underrepresented Minority Participation**  
**and Academic Success Outcomes**

	TLC PARTICIPANTS				NON-PARTICIPANTS		
	<i>N</i>	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate
Female	481	<b>2.82</b>	17%	<b>78%</b>	<b>2.67</b>	22%	<b>69%</b>
First-Generation	303	<b>2.69</b>	<b>20%</b>	<b>82%</b>	<b>2.47</b>	<b>30%</b>	<b>67%</b>
Pell Grant	316	<b>2.59</b>	<b>23%</b>	<b>77%</b>	<b>2.40</b>	<b>32%</b>	<b>66%</b>
African American	82	<b>2.34</b>	<b>30%</b>	<b>77%</b>	<b>2.11</b>	<b>40%</b>	<b>65%</b>
Asian American	14	<b>3.19</b>	14%	100%	<b>3.06</b>	8%	91%
Latino/a	35	<b>2.76</b>	<b>17%</b>	<b>80%</b>	<b>2.51</b>	<b>29%</b>	<b>69%</b>
25 or Older	7	<b>3.30</b>	<b>14%</b>	<b>86%</b>	<b>2.78</b>	<b>29%</b>	<b>55%</b>
Conditional Admit	42	<b>2.09</b>	<b>36%</b>	<b>67%</b>	<b>1.92</b>	<b>48%</b>	<b>56%</b>

Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ( $p < .001$ ).

**Table 2**  
**2011 TLC Student Groups/Underrepresented Minority Participation**  
**and Academic Success Outcomes**

	TLC PARTICIPANTS				NONPARTICIPANTS		
	<i>N</i>	Fall GPA	% Fall GPA Below 2.0	Fall-Spring Retention Rate	Fall GPA	% Fall GPA Below 2.0	Fall-Spring Retention Rate
Female	473	2.78	18%	93%	2.98	18%	89%
First-Generation	355	<b>2.87</b>	<b>17%</b>	<b>93%</b>	<b>2.61</b>	<b>23%</b>	<b>85%</b>
Pell Grant	340	<b>2.74</b>	<b>20%</b>	<b>93%</b>	<b>2.51</b>	<b>26%</b>	<b>86%</b>
African American	107	<b>2.51</b>	<b>22%</b>	<b>92%</b>	<b>2.14</b>	<b>35%</b>	<b>83%</b>
Asian American	10	2.81	10%	100%	2.93	15%	97%
Latino/a	46	<b>3.11</b>	<b>9%</b>	<b>98%</b>	<b>2.57</b>	<b>26%</b>	<b>89%</b>
25 or Older	3	<b>3.67</b>	<b>0%</b>	<b>100%</b>	<b>2.60</b>	<b>30%</b>	<b>83%</b>
Conditional Admit	99	2.16	40%	86%	2.12	39%	83%

Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ( $p < .001$ ).

Source: Michele J. Hansen, Ph.D., Executive Director of University College Research, Planning, and Evaluation

## APPENDIX G

### Diversity of Students in Themed Learning Communities Fall 2011

	Participants				Mean GPA			Spring Retention		
	N FYS	% FYS	N TLC	% TLC	FYS	TLC	Difference	FYS	TLC	Difference
<b>Asian American</b>	<b>61</b>	<b>4%</b>	<b>11</b>	<b>1%</b>	<b>2.98</b>	<b>2.79</b>	<b>- 0.19</b>	<b>97%</b>	<b>100%</b>	<b>+ 3%</b>
Full Time	57	4%	10	1%	3.03	2.81	- 0.22	96%	100%	+ 4%
Part Time	4	4%	1	3%	2.38	2.58	+ 0.20	100%	100%	0%
<b>African American</b>	<b>151</b>	<b>10%</b>	<b>118</b>	<b>15%</b>	<b>2.25</b>	<b>2.67</b>	<b>+ 0.42</b>	<b>85%</b>	<b>89%</b>	<b>+ 4%</b>
Full Time	145	10%	107	14%	2.23	2.52	+ 0.29	85%	92%	+ 7%
Part Time	8	7%	11	34%	2.03	2.20	+ 0.17	88%	64%	- 24%
<b>Hispanic/Latino</b>	<b>100</b>	<b>4%</b>	<b>47</b>	<b>6%</b>	<b>2.74</b>	<b>3.01</b>	<b>+ 0.27</b>	<b>87%</b>	<b>98%</b>	<b>+ 5%</b>
Full Time	96	6%	47	6%	2.60	3.11	+ 0.51	89%	98%	+ 9%
Part Time	5	5%	0	0%	2.73	0	0	60%	0	0
<b>Two or More Races</b>	<b>80</b>	<b>4%</b>	<b>30</b>	<b>4%</b>	<b>2.41</b>	<b>2.56</b>	<b>+ 0.15</b>	<b>80%</b>	<b>90%</b>	<b>+ 10%</b>
Full Time	78	5%	30	4%	2.43	2.84	+ 0.41	79%	90%	+ 11%
Part Time	2	2%	0	0%	2.32	0	0	100%	0	0
<b>Non-Resident</b>	<b>53</b>	<b>73%</b>	<b>10</b>	<b>1%</b>	<b>2.75</b>	<b>3.02</b>	<b>+ 0.27</b>	<b>94%</b>	<b>100%</b>	<b>+ 6%</b>
Full Time	52	3%	10	1%	3.01	3.34	+ 0.33	94%	100%	+ 6%
Part Time	2	2%	0	0%	2.75	0	0	100%	0	0
<b>White</b>	<b>1151</b>	<b>73%</b>	<b>580</b>	<b>73%</b>	<b>2.75</b>	<b>3.02</b>	<b>+ 0.27</b>	<b>88%</b>	<b>90%</b>	<b>+ 2%</b>
Full Time	1082	71%	560	73%	2.78	2.94	+ 0.16	88%	90%	+ 2%
Part Time	86	80%	20	63%	2.60	2.98	+ 0.38	87%	85%	+ 2%
	Participants				Mean GPA			Spring Retention		
	N FYS	% FYS	N TLC	% TLC	FYS	TLC	Difference	FYS	TLC	Difference
<b>Received Pell Grant</b>	<b>697</b>	<b>37%</b>	<b>358</b>	<b>40%</b>	<b>2.58</b>	<b>2.72</b>	<b>+ 0.14</b>	<b>87%</b>	<b>91%</b>	<b>+ 4%</b>
Full Time	664	42%	347	45%	2.58	2.73	+ 0.15	87%	91%	+ 4%
Part Time	33	31%	11	34%	2.58	2.33	- 0.25	88%	73%	- 15%
<b>Received Financial Aid</b>	<b>1216</b>	<b>71%</b>	<b>605</b>	<b>73%</b>	<b>2.64</b>	<b>2.82</b>	<b>+ 0.18</b>	<b>87%</b>	<b>91%</b>	<b>+ 4%</b>
Full Time	1146	75%	583	76%	2.66	2.83	+ 0.17	87%	91%	+ 4%
Part Time	70	65%	22	69%	2.48	2.64	+ 0.16	90%	86%	- 4%
<b>First-Generation</b>	<b>662</b>	<b>43%</b>	<b>377</b>	<b>47%</b>	<b>2.62</b>	<b>2.85</b>	<b>+ 0.23</b>	<b>86%</b>	<b>90%</b>	<b>+ 4%</b>
Full Time	612	40%	362	47%	2.64	2.86	+ 0.22	86%	91%	+ 3%
Part Time	50	46%	15	47%	2.41	2.69	+ 0.28	80%	73%	- 7%



## APPENDIX H

### University College Mentors

#### Bepko Learning Center Mentors

The Bepko Learning Center (BLC) enhances the opportunities for students to achieve academic excellence and personal growth through the guidance of student peers. BLC mentors work in the areas of academic enrichment, academic mentoring, and tutorial support. They also serve as members of the learning community instructional teams.

<b>Learning Center Mentors for Fall 2011</b>		
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	7	8.3%
Hispanic/Latino	3	3.6%
Asian/Pacific Islander	9	10.7%
White	63	75.0%
Unknown/Not Reported	2	2.4%
<b>TOTAL</b>	<b>84</b>	<b>100.0%</b>

#### Nina Mason Pulliam Legacy Scholars Program

The Nina Mason Pulliam Legacy Scholars Program provides an opportunity for students from disadvantaged backgrounds to complete a college degree. Each scholar is provided full tuition, fees and textbooks, an annual living allowance, and an academic advisor and student mentor.

<b>Nina Scholars Program Mentors for Fall 2011</b>		
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	0	0%
International	1	20%
Hispanic	0	0%
Asian American	1	20%
White	3	60%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>

### New Student Orientation

New Student Orientation is offered through University College in conjunction with the degree-granting schools. OTEAM members also serve as mentors in the first-year seminars.

<b>OTEAM—Summer 2012</b>		
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	7	18%
American Indian/Alaska Native	0	0%
Asian American	1	3%
Hispanic/Latino	1	3%
International	8	21%
Two or more races	3	8%
White	18	47%
<b>Total</b>	<b>38</b>	<b>100%</b>

### Student Support Services

Student Support Services, a TRIO Program, provides an extra layer of support for students who meet low-income requirements or are the first in their families to go to college.

<b>Student Support Services Mentors, Tutors, and Student Employees for 2011–2012</b>		
<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African American	9	90%
White	0	0%
Asian American	0	0%
Hispanic/Latino	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

Source: University College program directors

## APPENDIX I

### Nina Mason Pulliam Legacy Scholars Program 2011–2012

The Nina Mason Pulliam Legacy Scholars Program provides an opportunity for students from disadvantaged backgrounds to complete a college degree. Each scholar is provided full tuition, fees and textbooks, an annual living allowance, and an academic advisor and student mentor.

<b>Diversity of Nina Scholars</b>		
African American	16	46%
Hispanic/Latino	0	0%
Asian American	0	0%
White	19	54%
Male	6	17%
Female	29	83%
Returning Adults	15	43%
From Child Welfare System	12	34%
Physical Disabilities	8	23%
<b>Total # of Nina Scholars</b>	<b>35</b>	

Source: IUPUI Nina Scholars program director