



# **University College Faculty & Staff Retreat**

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**January 16, 2009**



# University College Task Forces

- Continuous Learning and Improvement
- Financial Concerns
- Diverse and Supportive Environment
- Connections with Degree Programs
- Connections with P-12
- Personal and Academic Plans



**Task Force**

**for**

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**Continuous Learning  
and Improvement**

**Chair: Cathy Buyarski**



# Continuous Learning and Improvement

## Guiding Our Discussion:

- Innovation is a hallmark of University College.
- Limited resources will make it difficult to continue our current rate of growth and new programs.
- Our second decade needs to balance enhancing current programs with implementation of new ideas.
- We must take a leadership role in serving and advocating for students from diverse backgrounds.

# Recommendations

- **Strategic Planning and Goal Setting**  
Develop a strategic plan with overarching priorities as well as milestones and resource allocation
- **Assessment**  
Continue efforts to find the “difference that makes a difference”

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- **Accountability**  
Look at program enhancement and elimination with use of ROI/cost-benefit analysis
- **Curriculum**  
Map our efforts to the PULs
- **Collaborative Governance**  
Revisit the purpose and look for increased leadership from faculty and staff
- **Coordination with Schools**  
Institutionalize programs by considering issues of scalability in early planning
- **Advocacy**  
Support staff in advocating for institutional change that supports student success



**Task Force**  
**for**

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**Financial Concerns**

**Chair: Khalilah Payne**



# Financial Concerns

- The national problem of financial education has prompted the development of the U.S. Financial Literacy and Education Commission under the U.S. Department of the Treasury.
- Top indicators: Student loan debt, credit card debt, identity theft, and lack of knowledge of credit management (credit report data).

# Recommendations

- Conduct a needs analysis to assess the financial literacy of IUPUI students in order to develop appropriate programming as necessary.
- Invite financial literacy professionals to campus to educate us on the national trends, best practices, and effective program models.
- Provide more visible resources on financial literacy—documents, Web resources, workshops, etc.
- Research the impact of consumer culture and behavior and the relation to student financial literacy issues.
- Visit colleges and universities with active financial literacy programs such as the University of North Texas Student Money Management Center.



**Task Force  
for**

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**Diverse and  
Supportive Environment**

**Chair: David Sabol**



# Diverse and Supportive Environment

## **Charge of Task Force:**

University College will create a diverse and supportive environment for all students. This should include diversity in the curriculum, diversity of faculty and staff, and diversity of students. Our campus should be a place where diverse populations, including international students, want to be.

- Evaluate the current state of affairs
- Gather information—best practices and innovative programs at other institutions
- Make recommendations

# Recommendations

- Establish and maintain a standing University College Diversity Committee
- Create a comprehensive University College Web site designed to support our diversity initiatives
- Create online links that lead to information regarding diversity issues and information for specific groups
- Develop an online database of resources and syllabi that address diversity for instructors
- Explore ways to design University College courses and programming that include intercultural encounters
- Maintain diversity as an important element of the IUPUI Common Reader/Common Theme initiative

# More Recommendations

- Maintain our commitment to the IUPUI Multicultural Center and active representation on the MCC's staff and faculty advisory council
- Partner with the Multicultural Center to establish bimonthly workshops on issues related to diversity and inclusiveness, geared toward specific groups such as faculty and staff
- Develop diversity goals which address the four specific dimensions of diversity and equity in the IUPUI campus plan for each area in University College
- Conduct a University College diversity summit
- Create a University College diversity network
- Offer diversity-based curriculum that meet specific University College or IUPUI diversity criteria
- Designate Taylor Hall as a "Safe Zone"



**Task Force**  
**for**

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**Connections with**  
**Degree Programs**

**Chair: Rick Ward**



# Moving Students Into Majors

## Problems:

1. Lack of uniformity.
2. Certification differs by school.
3. Students are poorly prepared for the transition.
4. Students lack a “Plan B.”
5. No link between University College and unit advising.
6. No access to University College advising notes once a student transfers.

## Recommendations:

1. Meet with responsible individuals.
2. APPC facilitates interschool transfers.
3. Place certification guidelines on University College Web site.
4. PDP can include “Plan B.”
5. University College advisors should receive notification.
6. University College should move to using SIS “Advising Notes.”

# Improving Communication

## Problems:

1. No existing communications structure.
2. Lack of connection between University College and school advisors.
3. University College advisors don't understand role of University College faculty.
4. University College faculty don't understand all that University College does.
5. Faculty in schools don't understand all that University College does.
6. Unit faculty have myths about University College advising.
7. Unit deans fixate on University College costs.

## Recommendations:

1. Send University College faculty minutes to deans and associate deans.
2. Use joint advisors more deliberately.
3. Continue joint retreats and orient advisors on University College history and philosophy.
4. Orient "new" University College faculty.
5. Dean Evenbeck should prepare reports to schools.
6. Unified advising notes would dispel myths.
7. Send report on credit hours University College students generate in schools.



**Task Force**  
**for**

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**Connections with P-12**

**Chair: Jacqueline Blackwell**

# Recommendations

- Interface with the work of the IUPUI P–20 Task Force
- Create links with the P–12 continuum in order to create interest in pursuing postsecondary education starting early
- Identify successful university programs that connect with secondary students prior to college—SPAN (Special Programs for Academic Nurturing), Upward Bound, etc.
- Target communication with students (NEW)—Points of contact (Number of touches prior to and during enrollment)—Chris Foley and Becky Porter, Enrollment Center
- Apply the data from the Bridge Student Expectations and Experiences Survey—Joshua Smith, School of Education

# More Recommendations

- Identify purposeful ways to connect with schools, teachers, students, and guidance counselors—Drew Appleby’s “College is Not the 13<sup>th</sup> Grade” presentation

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- Explore these persistent questions and create plans:
  - What is the culture of college?
  - What are the ideas and messages sent by secondary schools and IUPUI to future students?
  - What makes IUPUI different from peer institutions?
- Coordinate the transitioning approach to college as a multifaceted process

# Bridge Student Expectations and Experiences Survey

## Sample Findings

Item ( <i>Subscale</i> )	Pre Test M(SD)	Post Test M(SD)	t
Go to professors' office hours to discuss class material ( <i>Student Responsibility</i> )	3.88 (0.78)	2.15 (1.02)	16.38**
Visit an academic advisor more than once per semester ( <i>Student Responsibility</i> )	4.08 (0.81)	3.19 (1.15)	7.88**
Balancing family responsibility and schoolwork ( <i>Areas of Personal Concern</i> )	3.61 (1.19)	3.43 (1.22)	1.47
Finding people to assist me if I need help ( <i>Areas of Personal Concern</i> )	3.74 (1.10)	2.94 (1.29)	6.54**
It will be important to regularly attend class ( <i>Academic Expectation</i> )	4.68 (0.52)	4.61 (0.72)	0.94
I will need to set goals for myself in order to stay on target ( <i>Academic Expectation</i> )	4.44 (0.89)	4.32 (0.99)	0.94
I plan on being actively involved in campus social events ( <i>Social Expectation</i> )	3.63 (0.87)	2.78 (1.11)	6.72**
I will not hang out with people who have different values than me ( <i>Social Expectation</i> )	2.45 (1.13)	2.17 (1.16)	2.11*

\*\*  $p > .01$ ; \*  $p > .05$



**Task Force  
for**

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**Personal and  
Academic Plans**

**Chair: Amanda Buck**

# Personal and Academic Plans

- **Training:** How to provide training and support to instructional teams in University College and schools
  1. Instructional team roles need to be more defined.
    - a) Better use of student mentors, how work is divided up, grading, assignments from librarians, and how that is implemented into PDP.
  2. Delivery methods for training:
    - a) Having roles mapped out of instructional team so PDP can be mapped out for first-year seminar.
    - b) Using the Learning Community Colloquium as starting point in developing each team's PDP.
      - ❖ Follow TLC Retreat with concurrent sessions (advisors with advisors, mentors with mentors, etc.) and then team time with guidelines to fill out.
    - c) Set aside mandatory in-service days for new faculty in August for those who did not attend the colloquium.
    - d) Have built-in training opportunities for advisors and mentors with supplemental information passed through Oncourse, Facebook, electronic mailing lists, or shared drive.
  3. Using learning outcomes from PDP task force, each first-year seminar's PDP can be created to fit section needs (major, type of student, etc.).

# Personal and Academic Plans

## ➤ **Learning Outcomes:** What each student will evaluate

1. Self-Assessment: Students identify the aspirations and strengths they already have as well as other skills they need to build to support their success in college.
2. Exploration: Students research academic and career goals and develop an informed, detailed, and realistic vision of related majors and careers of interest.
3. Goal Setting: Students connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals. They identify both long-term and short-term goals.
4. Planning: Students locate programs, people, and opportunities to support and “reality test” their goals. Students prioritize their action steps to implement their goals.
5. Evaluation: Students analyze their academic progress over the semester in terms of academic and career success strategies.

## ➤ **Assessment Matrix:** Evidence of the learning to measure or evaluate

*The following analysis has been conducted:*

1. Survey to all students who were in a first-year seminar that required a PDP.
2. Collected a random sample of approximately 100 PDPs for content analysis.
3. A matrix based on learning outcomes is being developed and will be used to conduct the content analysis.