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## Promote Undergraduate Student Learning and Success

### Athletics

#### *Highlights and Accomplishments*

- Student-athletes recorded a 14<sup>th</sup> and 15<sup>th</sup> straight semester with a 3.0 departmental GPA. In Spring 2016, IUPUI Athletics reported an all-time high 3.36 departmental GPA with better than 70% of all student-athletes finishing better than a 3.0 individually.
  - <http://www.iupuijags.com/news/2016/5/17/general-athletics-records-15th-straight-semester-above-3-0-gpa.aspx?path=gen>
- During Fall 2015, 41 Jaguars student-athletes were named to the Summit League Academic Honor Roll (3.60 GPA or better); Spring 2016 this number increased to 61; both semesters served as high numbers for any school in the conference
  - <http://www.iupuijags.com/news/2016/6/29/general-sixty-one-jags-named-to-winter-spring-academic-distinguished-scholars-list.aspx?path=gen>
- Ten individuals named among the university's Top 100 students spring 2016.

### Columbus

#### *Highlights and Accomplishments*

- Division and campus plans for majors, minors, certificates, and interdisciplinary offerings were developed and provided to VC&D by Q2, AY 2015-2016.
  - Courses were added for development of a BA in Sociology with a Criminal Justice concentration, and a BA in Biology throughout AY 2015-2016 and discussions continued with IUPUI departments and schools.
  - Approvals were granted for minors in Criminal Justice, Digital Professional Writing, and a concentration in Innovation Management by Q4, AY 2015-2016.
  - As of Q4 AY 2015-2016, the proposal for Community Health Advocate track in BS in Education is well under development and is expected to be submitted in summer 2016 (Q4, AY 2015-2016). Several letters of support were obtained.
- Undergraduate business seniors were surveyed about professional development issues.
  - 68% percent of students strongly agree or agree they are effective team members,
  - 36% of students strongly agree or agree they are involved in a meaningful way with campus organizations,
  - 30% of students are involved with one to seven student organizations,
  - 59% of students strongly agree or agree they are involved in a meaningful way with community organizations,
  - 53% of students are involved with one to four community organizations,
  - all students strongly agree or agree they are comfortable meeting new people in a professional setting, and 86% of students feel they are very comfortable or comfortable networking in a professional networking setting.
- As part of their senior capstone design course at IUPUC, two mechanical engineering students designed and built a retractable harness for child car seats. Their project identified a significant need: child safety. They researched relevant literature including existing patents,

and developed a working prototype. The retractable harness provides a more secure means of ensuring child safety in moving vehicles than exists on the market.

- Employers evaluating interns from the Fall 2015 semester said 100% of students had excellent interpersonal relations, teamwork capability, and learning ability. Ninety percent of employers perceived students work quality and overall performance during the internship as excellent. Eighty four percent of employers felt students had excellent leadership qualities, initiative, and were dependable. Employers revealed 50% of students received a promotion as a result of their internship performance and 29% will be offered a position.
  - Future priority: Develop a more structured approach to professional development skill improvement for students.
- IUPUC collaborated, for the third year, with a private Columbus-based scholarship fund that pays for all or a large portion of tuition and fees for undocumented Hispanic/Latino students who are graduates of Bartholomew County high schools. The private fund currently sponsors 28 students, 18 of whom are enrolled at IUPUC. Over \$207,000 has been paid to IUPUC in tuition and fees under this collaboration.
- IUPUC received a \$20,200 grant from the IUPUI CTL to furnish and equip an Office of Women's Studies.
  - Appropriate furnishings for IUPUC's multi-purpose Women's Studies Office were purchased.
  - An additional \$2,500 was received to equip the room with classroom technology.
  - A grant was also received to hire a part-time staff member to help promote co-curricular women's programming at IUPUC.
- The Development Office created a campaign landing page where development marketing campaign videos are housed. The link is <http://www2.iupuc.edu/lp/bicentennial-campaign.aspx>
- A graduate of the IUPUC School of Nursing program has been recognized for his accomplishments by the United States Army and is featured in a current Army reserve recruiting video. <http://www.goarmy.com/reserve/army-reserve-life.html#/soldier/trevor-whipker>
- Through a collaborative grant-writing process with the Community Education Coalition and the EcO Network of Southeast Indiana (Region 9), the IUPUC School of Nursing received a grant of \$283,825 from the Indiana Department of Workforce Development Skill Up regional workforce collaboration program in support of accelerated BSN and ASN to BSN programs. The funding will flow to IU Foundation through the IUPUC Development office as a gift from CEC.
- School of Nursing course aggregate assessment summary scores consistently averaged greater than 4.5 out of 5 likert scale. Faculty aggregate scores have consistently averaged greater than 4.4. Clinical partner surveys site satisfaction and approval from clinical partners.
- Using indirect methods of assessment, English Faculty successfully met targets in 2015/16 regarding the objective to have faculty participate with students and take actions to ensure enrollment, recruitment, and retention. English faculty continue to be key agents for campus engagement with students in co-curricular and academic spheres.
  - New and continuing activities include the following: English Club, Creative Writing Scholarship, English Essay Award, Outstanding English Student, Talking Leaves Literary

- Magazine; Talking Leaves Debut and Reading; Feminism Club; Office of Student Research; English faculty win IUPUC Service and Indiana Trustees Awards, and publish/disseminate scholarship at national and international levels.
- Seventy-five percent (3) of IUPUC English faculty are FACET members. One member has gone up for full professor status.
  - English Program director Wills and Affiliated Programs coordinator Dibble have worked steadily with DLA/English advisers(s) to improve enrollment and best routes to graduation.
  - English offers courses that meet disciplinary needs - for example, a Psychology-based writing course that uses APA style citation.
  - Communications Club students served as judges at several regional high school speech tournaments and helped sponsor the IUPUC/Ivy Tech Annual High School Speech Meet in February. They also judged at the Sectional 7 tournament in March in Greensburg. The Debate Club worked in local elementary schools training young students on the art of debate and public speaking.
  - In August, IUPUC's School of Nursing received Site Accreditation approval for the first academic sim center certified in Indiana by the Indiana State Board of Nursing. In November, the School of Nursing received site approval by the SSH Provisional Accreditation.
  - Megan Taylor, an undergraduate Psychology student mentored by Assistant Professor Dr. Mark Jaime, had a good year.
    - She helped design, build and administer the campus science research lab.
    - She received several competitive awards for her research activities including the Columbus Regional Health Science Student of the Year award, a scholarship award at the Indiana University Undergraduate Research Conference, a scholarship from the IUPUC Office of Student Research for her work exploring children's memory for phenomenal awareness.
    - She co-presented her research at the 45<sup>th</sup> Annual Meetings of the Jean Piaget Society in Canada and Chicago.
  - The Center for Teaching and Learning prepared a grant request at the IUPUC Development office for \$12,000 of microscopes for biology/chemistry/anatomy labs. A \$12,000 gift was received by IUPUC from the Haddad Family Foundation.
  - IUPUC collaborated with the Community Education Coalition and Ivy Tech Columbus on a Gardner grant to support the Gateway to Completion project.
  - The IUPUC Development office received a gift from Kroot Foundation of \$25,000 over two years that will also be used for science equipment.
  - 100% of IUPUC undergraduate students are now registered on the Career Point online service maintained by the IUPUC office of Career Services. There were 924 log-ins by students during the academic year. 1,248 jobs and 223 internships are posted for IUPUC students in Career Point.
  - IUPUC now offers interdisciplinary courses, including course collaborations, in biology/chemistry, psychology/statistics, and math/physics.
  - Five IUPUC BSME students were elected members of IUPUC Student Government with two students serving as President and Secretary respectively.

- BSME students started a Mechanical Engineering Club at IUPUC and participated in a Columbus Chamber of Commerce maker's space investors gathering.
- 100% of graduating BSME majors were employed at or before graduation.

## **Herron School of Art and Design**

### *Highlights and Accomplishments*

#### Evidence of Student Achievement

- Annie Clark BFA 2016, received the Windgate Fellowship administered by the Center for Craft Creativity and Design in Asheville, NC., one of 10 awards of \$15,000 to recognize emerging talents in the crafts disciplines.
- Ben Zickmund BFA 2016, will represent Herron Furniture Design at the International Woodworking Fair's Design Emphasis competition in Atlanta in the fall of 2016. This is a nationally recognized design competition focused on current and emerging undergraduate students in design and furniture design from a national pool.
- Emily Freese, BFA 2016, placed in the 2016 International Sculpture Center's Outstanding Student Achievement in Contemporary Sculpture Award program. She earned an honorable mention for her mixed media work, out of a field of 376 student nominees from more than 148 colleges and universities world-wide. This prestigious award includes a mention in *Sculpture Magazine* and on the International Sculpture Center's website. <http://sculpture.org/studentawards/2016/>
- Ryan Richmond, BFA 2016, took 2<sup>nd</sup> place in The Rookies competition out of nearly 2000 entries worldwide and over 300 entries in the category. <http://www.therookies.co/illustration/ryan-richmond/>

#### Serving Students at Risk

- Herron's Director of Admissions and Student Services, Shannon McCullough, led a group of advising administrators from three IUPUI schools in a pilot program using the nationally-recognized Proactive/Intrusive Advising Model. Prompted by the Division of Undergraduate Education, Herron took leadership in these efforts, creating more proactive measures that included requiring advising for at-risk students who were not previously required to seek it. Through this program, all new external transfer students received one-on-one advising within the first three weeks of the semester. Issues were addressed early on, ease of transition was much smoother, and resources were provided at an integral time to get them started on the right foot. Success was experienced by all of the academic units who participated and will be continued.
- Herron's advising services partnered with the University College Bepko Learning Center in a pilot of academic success coaching for students on academic probation and those who have been recently reinstated to Herron. Students met with the Director of Admissions and Student Services in the beginning of the semester and then twice a month with their peer coach. Academic Success Coaches are learning specialists and personal strategists who work with students to help develop and clarify academic goals, build an action plan to achieve goals, and evaluate and reevaluate progress throughout the coaching relationship. Probation students were able to benefit from a multifaceted network of support.
- Developed a strategic method of targeting and advising students who are deemed at-risk, providing them the resources and skills to advance in coursework and preventing them from facing probation and dismissal.

### Curricular Development

- Three new courses were developed for the freshman students that incorporate new technology, digital fabrication and 3D printing.
- Assistant Professors Pamela Napier and Chad Eby were awarded a Curriculum Enhancement Grant to develop a new classroom setting to support curricular enhancements through rapid prototyping.
- Associate Professor Paula Differding delivered a session at the LEAP Indiana Faculty Collaborative Conference titled Employer-Educator Connections, “High Impact Internships”

### Program Development

- We developed the Herron Honors Program to support high ability students in collaboration with the Honors College. Worked in partnership with IUPUI’s Honors College throughout the year to represent Herron at Honors College events, tours and interview processes.
- We developed new graduate and undergraduate academic programs, realigned existing programs and created several new minors to leverage strengths and respond to student demands. (7 new MFA programs, Art Therapy MA program, Illustration BFA major, Visual Communication Design minor, Studio Art and Technology minor. Book Arts minor, and Art History minor)

### Career Services

- Began formal career services advising with workshops open to the general student population and incorporated into Herron classes. Connected students with campus-level career services network as well as the national professional organization. Provided employment opportunities available through Herron's online job and internship database, HerronTalent.com <http://herron.iupui.edu/herrontalent/>
- Served over 50 individual undergraduate students in one-to-one career advising sessions, including cover letter and resumé reviews, job-search strategies, internship and graduate school advice.
- Provided multiple in-class workshops designed to help students think about their skill sets, existing professional networks, and potential professional development that will help them meet their career goals and hosted a grant-writing information session in partnership with the Arts Council of Indianapolis.
- Increased staff support and revised position descriptions and job responsibilities to better serve students and the Student Services office.

### High Impact Practices

- Implemented a new scholarship application process, enabling a balance between awarding scholarships based on merit and financial needs.
- Restructured The Herron Ambassador Program, adding specific roles for Herron students to provide mentorship to current and prospective students in a capacity that suited their strengths.
- Increased the level of social and academic support for students receiving mentoring through the practice of peer-to-peer mentoring. Provided additional leadership and professional development for those serving as mentors.
- The Basile Center for Art, Design and Public Life provides professional practice opportunities for undergraduate and graduate students. (Also see Community Engagement)

### 2016 Senior Student Internships

- Nikki Adams, Indianapolis Motor Speedway Creative Services), (graphic design)
- Elizabeth Anderson, Exacta (Digital Strategy), (web design)
- Ashley Bowers, AxiomPort, (design studio)
- Leena Becker, Keith Marketing Group—KMG (athletic clothing design)
- Paige Brown, Eskenazi Health Communications (in-house)
- Kara Casey, Eskenazi Health Communications (graphic design)
- Sarah Chumbley, Indianapolis Motor Speedway Creative (in-house design)
- Michael Cole, Park Chapel Christian Church, (design&communication)
- Cody Cull, Collabo Creative, (design strategy)
- Derek Dalton, iMOCA, (art gallery)
- Ashley Davis, Ronald McDonald House, (web design)
- Sam Deddens, Top Notch, (in-house )
- Bridget Eckert, Eskenazi Health Communications (in-house )
- Kate Fenoglio, Indianapolis Monthly Magazine (design dept)
- Sara Fucci, Flat 12 Beer, (in-house )
- Levi Hadley, Trois Prime of Paris, France (Medical design & marketing) (design)
- Rory Harlow, McCormick Co. (ad agency)
- Celeste Hettrick, Sports Graphics, (production assistant intern)
- Mairiah Hicks, Plan The Day Co. (on-line event planning)
- Hannah Imes, FishHook, (web-site & graphic design for non-profits)
- Sam Johnson, Exposure Arts, (community arts org., Bloomington)
- Meagan Kinder, Multimedia Production Center (MPC at IUPUI), (graphic design)
- Taylor Koker, Printing Partners (design & production intern)
- Jake Lauster, Keith Marketing Group—KMG (athletic clothing design)
- Kwok Lee, Indiana, History Center (in-house exhibitions)
- Krystina Lott, AAMCO—(graphic designer & branding assistant)
- Kristen Mast, InSourceCode, (website design)
- Briana Metzler, RLR Assoc. (architectural/environmental design)
- Quentin Miller, Signaroma (sign, banners, vehicle graphics)
- Alexis Morin, IU Communications (in-house design)
- Kelsey Phillips, Design 27 (sound engineers)
- David Schenkel, MultiMedia Production Center (IUPUI)
- Christanne Siamas, Catalyst Group (branding and strategy) (design)
- Ashley Simmons, DORIS (design research)
- Michael Sinclair, Anthena Auctions
- Audrey Smith, Indiana State Library, (PR&communications)
- Jessa Theadman, MediaFuel, (digital media design)
- Chase Tichenor, Indianapolis Museum of Art, (design dept)
- Travis Wagner, Indiana State Library (in-house PR)
- Alyson Wiggs, Bredensteiner Imaging (print shop)
- Emily Burcope, Eskenazi Health
- Katrina Montenegro Kiwanis
- Robert Chastain (Panther Graphics)

2016 Visual Communication Design Seniors Hired by Professionals Prior to Graduation

- Kristen Mast: web designer at Fight For Small, a marketing and web development agency in Noblesville, IN
- Alyson Wiggs: Junior Communications Designer at BELDEN with offices in Indianapolis
- Brianna Metzger: Junior Designer, RLR Associates, Inc. in Indianapolis
- Hannah Imes: junior graphic designer at Fishhook in Indianapolis
- Bridget Eckert: Communications and Community Engagement Manager at the Indiana Arts Commission

#### Development & Fundraising Related to Student Success

- During the IU Bicentennial Campaign, Herron continues to raise funds toward its \$12 million goal. Currently at 40% of goal. Priorities include student success, innovation and creating global leaders.
- During this fiscal year, 462 friends, alumni, foundations and corporations gave \$2.1 million in private support to a variety of programs and initiatives at Herron.
- The Randolph H. Deer Professor in Painting was established—the first-ever endowed professorship at Herron.
- The school’s first Visiting Senior Fellowship Program was launched through support from the Windgate Charitable Foundation.

#### *Future Plans and Priorities for the Success of our Students*

- Revise BFA Fine Arts Capstone Course
- Continue to supplement and improve career advising
- Continue to develop Basile Center partnerships which support student learning and professional practice
- Promote the work of the Design Scholars through the Basile Center for Art, Design and Public Life
- Continue to Increase Scholarship Support through philanthropic gifts
- Continue to develop and improve the newly established pilot programs for academic success providing coaching to at-risk students and those on academic probation/reinstatement.
- Increase student internship opportunities
- Develop an on-line Alumni Mentoring Program

#### **Kelley School of Business**

##### *Highlights and Accomplishments*

- Nine Kelley students were honored as IUPUI Top 100 students: Stephanie Atallah, Megan Broman, Jacob Brown, Joshua Graham, Lindsey Gray, Lennart Kuester, Karen McIlrath, Kurtis Oldiges, and David Wheeler. Students are selected in recognition of their scholastic achievement, extracurricular activities on campus, and civic and community service. A panel of alumni, faculty, and staff selected the top students based on nominations by faculty and staff. [http://alumni.iupui.edu/top100\\_2016names.html](http://alumni.iupui.edu/top100_2016names.html)
- Four undergraduate supply chain management and finance students participated in the General Motors Supply Chain Case Competition at Wayne State University in October. Alison Graves, Jhoselyn Hneich, Tyler Russell, and Spencer Tenbarga were among 80 students from 20 schools who competed in the event. Teams had 25 days to analyze an



automotive supply chain challenge and present their case at the event, which was judged by GM executives.

- Kelley senior Jordan Sewell received the 2016 William M. Plater Civic Engagement medallion. This award is given to IUPUI graduating seniors and graduate students who are most dedicated to civic engagement.
- Kelley Indianapolis seniors continued to perform very well compared to other undergraduates and their teams worldwide in the Capstone Business Simulation. Nearly 50% of Kelley teams (46 of 94) placed in the top 10% at the end of the eight-round simulated year. In the Comp-XM individual simulation assessment, 23% of Kelley seniors placed in the top 10% with 45% placing in the top 20%. Kelley also had good representation in the fall 2015 and spring 2016 Capstone Challenge with five teams finishing in the top 10% and 26 finishing in the top 20% (out of the 1,056 international undergraduate, MBA, and executive education teams that completed the preliminary rounds).
- A total of 95 direct admit students were enrolled in the BUS X103 (Learning Communities) sections (compared to 28 in the past “Road Trip” sections). Throughout the semester, four classes came together for peer networking, service learning at Gleaners Food Bank of Indiana, and alumni networking. The students rounded out their first semester competing in the inaugural BUS X103 Case Competition. Kelley faculty Peggy Daniels Lee, chair of the Undergraduate Program and clinical assistant professor of operations and supply chain management, and Mark Frohlich, associate professor of operations management, Kelley upperclassmen, and alumni served as judges. Due to the success of this new format, the direct admit sections will continue in fall 2016.
- For academic year 2015-2016, Kelley Indianapolis Career Services (KICS) saw continued demand for Kelley Indianapolis undergraduate students. Ninety-seven percent (97%) of August 2015 graduates reported full-time employment or graduate school at three months post-graduation (73% reporting), and 95% of December 2015 graduates reported full-time employment or graduate school at three months post-graduation (79% reporting). At the time of this report, data on May 2016 baccalaureate graduates is still being collected.
- *The Delphia E. Croft Endowed Scholarship for Business Ownership* was established by Professor Emeritus Dan DeHayes to recognize the accomplishments of his longtime partner and Kelley alumna Delphia Croft for her lengthy career as an entrepreneur. The intent of the scholarship is to offer support to students from disadvantaged backgrounds whose goal is to own their own businesses. This two-year scholarship helps to offset tuition for students pursuing their degrees at the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the award will be \$9,000 over two years.
- The *Helen Jeffers Memorial Scholarship* was established by Don and Cindy Sparks of Mansfield, TX and is open to any student who has graduated from high school in Clay or Vigo Counties in Indiana and is applying to the Kelley School of Business. The award may be renewed annually so long as the recipient remains a student in good standing at the Kelley School of Business. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be \$9,000.

- The *E. James and Barbara Flynn Study Abroad Scholarship* was established to support undergraduate scholarships for students enrolled in the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be \$4,500.
- During the 2014-2015 academic year, the Kelley Indianapolis Assessment Committee (KIAC) instituted an improved process for the creation, collection, and evaluation of faculty assessment reports. The new three-step process—housed entirely on Canvas—features standardized forms, scheduled due dates, an assessment syllabus, and training videos. The new process was well-received by faculty and allowed KIAC to collect 19 assessment reports for fall 2014 and 16 assessment reports for spring 2015. The program continues to assess courses on a rolling basis, with 15 assessment reports during the 2015-2016 academic year. The resulting Assessment Memo, along with data from other stakeholders, will be used to improve the Undergraduate Program.
- Undergraduate Business Learning Goals were revised and approved by the Kelley Indianapolis faculty in 2013-2014. This academic year, faculty teams developed two to four learning outcomes for each program learning goal. An undergraduate curriculum map was completed in August 2015. It highlighted gaps in the curriculum that will be addressed by the faculty in the coming academic year.
- *Honors Program*: There were 130 students enrolled in the Kelley Honors Program in 2015-2016: a 20% increase from 2014-2015. Of this group, 25 students graduated in May/August 2016. In fall 2015, the program expects 125 students in the Kelley Honors Program, including 51 students enrolled in I-Core compared to 16 just three years prior. The slight drop from fall 2015 to fall 2016 is due to the competitive application process for the freshmen Chancellors Scholarship for the fall 2016 class. With the addition of an honors section of I-Core in spring 2017, the Kelley Honors Program enrollment is expected to increase to more than 140 students.
- Some *Introduction to Business* students have the opportunity to participate in a learning experience designed to provide history, background and exposure to the financial community in New York. [https://hub.kelley.iupui.edu/blog/\\_blog/new-york-financial-community-learning-experience.html](https://hub.kelley.iupui.edu/blog/_blog/new-york-financial-community-learning-experience.html)
- For academic year 2015-2016, KICS saw continued demand for Kelley Indianapolis undergraduate students. Ninety-seven percent (97%) of August 2015 graduates reported full-time employment or graduate school at three months post-graduation (73% reporting), and 95% of December 2015 graduates reported full-time employment or graduate school at three months post-graduation (79% reporting). At the time of this report, data on May 2016 baccalaureate graduates is still being collected.
- *Job Postings*: For academic year 2015-2016, Kelley Indianapolis Career Services saw another increase in full-time opportunities. Full-time job postings increased by 19% over last academic year. Through a strategic partnership with Indiana InternNet, KICS was able to increase the number of internship postings in KelleyCareers by 49%.

- Several IUPUI students and Kelley students spent Spring Break in Silicon Valley as University Innovation Fellows.  
<https://hub.kelley.iupui.edu/blog/blog/rethinking-entrepreneurs.html>
- The Graduate Accounting Programs at Kelley Indianapolis continue to reach out to undergraduate accounting students to recruit them to the 3+1 and 4+1 options to complete the requirements for the CPA exam in Indiana. Meetings between the GAP staff and the Undergraduate Program staff are ongoing to develop a seamless program for these students.
- Kelley Indianapolis Assessment Committee instituted an improved process for the creation, collection, and evaluation of faculty assessment reports.

### *Future Plans and Priorities*

- In the Coming Academic Year
  - Honors Program: This past year concluded the full implementation of the Kelley Honors Program curriculum. Record enrollments were documented for all courses. In 2016-2017, the program plans to offer a spring section of Honors I-Core and BUS J402 to expand the program and to accommodate both students who are on track to graduate early and transfer students who add diversity to the classroom.
  - Kelley House: During its third year in University Tower, Kelley House was able to accommodate more students, with a total of 30 residents. Kelley House is an on-campus, residential-based learning community for students who are majoring in business. Students residing in Kelley House have the opportunity to get involved in special academic, career, social, and cultural programs organized by the resident assistant, the IUPUI Office of Housing and Residence Life, and the school. Because Kelley has consistently filled this Residence Based Learning Community, Kelley House will accommodate a full floor of 72 students during the 2016-2017 academic year.
  - Graduate Accounting Programs: To increase timely undergraduate graduation the program began recruiting for the new 3+1 and 4+1 programs in accounting, which will offer undergraduate accounting students the opportunity to complete both baccalaureate and Master degrees in either 4 or 5 years. The program will evaluate whether financial assistance should be considered to encourage the +1 opportunities to help defray the increased cost of an MSA degree over a fifth year of undergraduate courses.
  - To increase timely graduation for GAP students, faculty and staff have increased investment in professional development and career opportunities for graduating students. This year the program had a 96% job placement rate in the undergraduate program and a 100% job placement in the Master of Science Accounting program within three months of graduation. Job opportunities lead to greater incentives for students to graduate in a timely fashion.
- Longer-Term Goals
  - Plans of increasing development to provide a greater number of student scholarships.
  - The Undergraduate Program continues to approach capacity in faculty resources. Over the next two years, the program anticipates 50% of I-Core sections will require new faculty members. With the addition of three new faculty members for the 2015-2016 academic year, this situation should ease over the short term. Given these growth projections, a comprehensive assessment of faculty needs is becoming critical to the success of the program. The program continues to see issues with staffing summer I-Core with full-time faculty members. As enrollments continue to grow, the lack of physical

space will become an issue. However, as stated above, intelligently managing growth, while maintaining the missions of the school and IUPUI, will be critical to managing resources.

- Evaluating the ability of the Undergraduate Program to grow.
- Increase non-resident student recruiting, especially taking advantage of the Midwest Student Exchange Program (MSEP).

## **Lilly Family School of Philanthropy**

*Highlights and accomplishments, including evidence of effectiveness*

- The [Lilly Family School of Philanthropy](#) participated in a comprehensive 5-Year Review, including a self-study and an external review, which will help inform and guide planning and implementation for our [degree and certificate programs](#) and the services we provide to our undergraduate and graduate students.
- Eighteen undergraduate students were [graduated](#) from the Lilly Family School of Philanthropy in 2016, the largest number to earn bachelor's degrees from the school to date.
- A total of 64 students were graduated from the Lilly Family School of Philanthropy in 2016, the [largest graduating class in the school's history](#).
- The Lilly Family School of Philanthropy had 65 undergraduate majors as of spring 2016, a record high for the new school.
- A new campus-wide course open to all undergraduate students to introduce them to concepts of philanthropy, civic engagement and the nonprofit sector and to our school, P330: Celebrity Philanthropy, launched in spring 2016. Taught by faculty members [Gene Tempel](#), [Genevieve Shaker](#) and [Sarah Nathan](#), the course brought to the IUPUI campus celebrities such as Indianapolis Colts player Pat McAfee and former IndyCar driver Lyn St. James to help students understand how celebrities can help or hinder charities' work. Students produced public service announcements for Central Indiana charity partners Bring Change 2 Mind, Outrun the Sun, and Kappa Delta Pi.
- A new, undergraduate course, Psychology of Giving, was offered for the first time by faculty member [Sara Konrath](#).
- The [Learning by Giving](#) course taught by faculty member [Greg Witkowski](#) awarded Easter Seals Crossroads a \$10,000 grant to complete a new, state-of-the-art, multisensory activity gym for children and adults with autism. Students learned how foundations operate and about giving wisely by making grants to nonprofits.
- Several Lilly Family School of Philanthropy faculty and students were featured speakers at the Nonprofit Academic Centers Council Conference in Chicago.
  - [Greg Witkowski](#) and [Julie Hatcher](#) (along with Ph.D. alumnus Peter Weber of Murray State University and Rebecca Riccio of Northeastern University) presented "Experiential Philanthropy as the New Frontier of Nonprofit Education: the Case of the Learning by Giving Foundation."
  - [Julie Hatcher](#), [Genevieve Shaker](#), and [Tyrone Freeman](#) presented "The Collective Power of Faculty Learning Communities."
  - [Tyrone Freeman](#), [Richard Turner](#) and alumnae Elena Hermanson, Caily Wolma, and Ashley Cookson presented "Undergraduate Inquiry into Philanthropy and Nonprofitness through the Capstone Course."
  - [Patrick Rooney](#) co-presented "When the Process Gets in the Way of Innovation and Doing the Right Thing: Challenges of Bureaucracy and Administration for Nonprofit

Research Centers.” He also was part of a session on “War Stories and Tips on Hiring Nonprofit Tenure-Track Faculty.”

- [Tyrone Freeman](#), [Kathi Coon Badertscher](#), [Julie Hatcher](#), and [Fran Huehls](#) presented “Signature Assignments for Promoting Deep Undergraduate Learning in Philanthropic Studies.”
- The Lilly Family School of Philanthropy’s [research department](#) provided training and financial support to two philanthropic studies and economics undergraduates. One was then hired as a permanent research staff member.

#### *Future Plans and Priorities*

- In the Coming Academic Year
  - Developing support for [student scholarships](#) is the top priority for the Lilly Family School of Philanthropy.
  - The school will reflect on and incorporate recommendations from the 5-year external review through conversations with our faculty, staff and students.
  - [Diana Aviv, CEO of Feeding America](#), and former president and CEO of Independent Sector, a top national nonprofit sector leadership organization, is serving as a [Distinguished Visiting Practitioner and Visiting Fellow](#) from January 1, 2016 through June 30, 2018.
  - Entrepreneur Michael Levitan will serve as a visiting fellow at the school from June 1, 2016 through June 30, 2017. He is exploring an innovative endowment competition for promising nonprofits to scale up with additional support based on ideas from private equity practice.
- In the Longer Term
  - We plan to develop and add new courses in fundraising and then add an undergraduate certificate in fundraising.
  - We plan to develop more undergraduate electives and to have more courses taught by our full-time faculty, especially as we add new faculty.

#### **McKinney School of Law**

##### *Highlights and Accomplishments*

Not applicable as McKinney is a professional school. Nothing reported for Goal 1

#### **Richard M. Fairbanks School of Public Health**

##### *Highlights and Accomplishments*

- The Fairbanks School of Public Health (FSPH) was thrilled that two of our undergraduate students, [Mark Aiuto and Hadyatoullaye Sow](#), were selected not only for the IUPUI Top 100, but also for the Top 10 Students for 2016! Mark is earning his Bachelor of Science in Public Health in the Community Health concentration. Hadya is majoring in Medical Humanities in Liberal Arts and minoring in Public Health.
- The FSPH Biostatistics Department submitted a proposal for a new Bachelor of Science in Health Data Science. The program was developed in response to requests from Eli Lilly and other corporate partners for graduates with these skills. To date the BS in Health Data Science proposal has been approved by Undergraduate Curriculum Committee.

- Curricula for FSPH existing undergraduate degrees – the Bachelor of Science in Public Health (BSPH) and the Bachelor of Science in Health Services Management (BSHSM) – were reviewed and revised to better align with today’s practice priorities and expectations.
- FSPH had an additional three courses approved to meet General Education requirements. The school now offers four courses for public health majors and non-majors:
  1. B300 Biostatistics (meets the Analytic Reasoning Gen Ed requirement)
  2. S120 Intro to Community Health (meets the Social Sciences Gen Ed requirement)
  3. E109 - Intro to Public Health (meets the Social Sciences Gen Ed requirement)
  4. E210 - Zombie Apocalypse & Doomsday Infections (meets the Life Sciences Gen Ed requirement)
- April 12 was the first ever IU Day, an online, worldwide celebration of Indiana University. Epidemiology lecturer and PhD student, Tom Duszynski, was featured in a video promoting his popular “Zombie Apocalypse and Other Doomsday Infections” class. Website analytics revealed [his video interview](#) was one of the most highly visited pages of the campaign.
- Katrina Conrad, MPH, Director of Undergraduate Recruitment and Programs, used an innovative approach to engage undergraduate students. In a W131 class, Ms. Conrad asked students to illustrate ways that IUPUI promotes public health by posting photos to [Twitter](#) (#ispyiupuiublichealth). The group with the most photos won FSPH gifts.
- The recently established FSPH Undergraduate Student Association experienced strong growth in FY16. The group fielded a team at the Regatta, provided opportunities for professional development, and introduced a new line of [spirit wear](#).

#### *Future Plans and Priorities*

- Hire a Director of Undergraduate Recruitment.
- Raise funds for undergraduate scholarships.
- Promote the school’s undergraduate honors option (scholarships, study abroad support).
- Expand community partnerships to identify more internships for undergraduate students.
- Prepare to launch the Bachelor of Science in Health Data Science program.

### **School of Dentistry**

#### *Highlights and Accomplishments*

IUSD sponsors three undergraduate programs: an AS degree in dental hygiene; a BS degree in Public Health Dental Hygiene degree-completion program and a nine-month certificate program in dental assisting that is offered in both traditional and online formats.

#### Dental Hygiene Program

- On time graduate rate is 95% for the two year A.S. program.
- The BS Degree completion program moved to an online platform in 2013 and has increased enrollment every year since with 30 students enrolled in AY 15-16.
- Increased IPE participation on campus. During their two year program, dental hygiene students participate in IPE activities with the Schools of Nursing, OT, Social Work, Physician Assistants, Medicine and Dentistry.
- The R. Hunter Rackley scholarship for first year dental hygiene students has been created and is currently working on funding.

- A simulated private practice intra-professional experience for dental hygiene, dental assisting and periodontal residents was created, allowing students the chance to learn how to work together prior to graduation.
- Obtained service-learning & research assistants to work as tutors in various courses, including pharmacology.
- Obtained a \$5K Curriculum Enhancement Grant to improve the link between didactic teaching and clinical competencies.
- Reorganized the class schedule in order to take advantage of banded tuition.
- Increased community outreach through new partnerships with the Bonner Center and Marion County Health Department to provide dental health education and services.
- Created a Dental Hygiene Faculty-led summer elective for DDS students which provides additional instruction in periodontal instrumentation. The elective was hugely successful, and will be conducted annually.

#### *Future plans and priorities*

- Complete the transition of the AS degree to a baccalaureate degree as the entry level degree for the dental hygiene program. It is anticipated that the first IUSD BS DH class will be admitted in the fall of 2017. This will add only 21 additional credit hours and better prepare dental hygiene graduates for a wider variety of employment opportunities such as public health, administrative positions or research activities.
- Identify additional opportunities for IPE through faculty participation in the IUSD IPE working group and current campus partners.

#### Dental Assisting

- Over 95% of enrolled students complete the program on time.
- 2015 first time pass rate of 95% on the Dental Assisting National Board, a rate which exceeds both the Indiana and national averages.
- IUSD has one of the few on-line dental assisting programs in the country, offering working students a flexible alternative to the on-campus program.
- Co-ordinated agreement from all regional dental assisting programs to update the Dental Assisting Master Course List, facilitating acceptance of dental assisting course credits toward baccalaureate degrees at IUPUI.

#### *Future plans and priorities*

- A Task Force on Dental Assisting Education was appointed by the Dean in fall 2015 to evaluate recruitment, enrollment and workforce capacity for both tracks of the dental assisting program, and will report its findings and action plans to the Dean on Aug. 2, 2016.

### **School of Education**

#### *Highlights and Accomplishments*

- The School of Education Teacher Education Program serves approximately 300 undergraduate students in interdisciplinary blocks in urban education methods, through partnerships with K-12 school districts. The majority of courses are held on K-12 campuses,

team taught, and include early field experiences for all students, prior to practicum (student teaching) experiences.

- [Curriculum Enhancement](#) Grants were awarded to Dr. Paula Magee and Dr. Craig Willey to redesign student teaching using Canvas and innovative video technology.
- Dr. Crystal Morton was awarded the [Alvin S. Bynum Award for Excellence in Academic Mentoring](#). This competitive award acknowledges faculty who have demonstrated outstanding mentoring efforts to undergraduate or graduate students that have directly impacted the student's success.
- School of Education-focused themed learning communities (TLC) continue to provide students who are not yet enrolled in education courses ("pre-block" students) with a course for a cohort of declared or intended education majors. Within the themed learning community, discussions and assignments are focused on urban education, social justice, and reflective practice. Currently the three themed learning communities (with approximately 25-30 students in each every fall semester) are:
  - Fishing for Answers: Finding Voice
  - Diversity of Thought
  - Social Justice Past & Present: An Interdisciplinary Exploration
- During spring 2016, further development of the TLC, Fishing for Answers: Finding Voice, occurred. The themed learning community has a stronger focus on the experiences of Latino students in the context of American education. During spring 2016 and summer 2016, the School of Education hired a local Mexican community leader who leads local youth programs focused on cultural awareness, pride, and community advocacy. The leader's experiences in K-12 teaching and community-based programs enriches the curriculum redesign and introduction to the teacher preparation programs' mission to increase bias awareness and sustain social justice.
- In Spring 2016, three Black males taught pre-block education courses in Multiculturalism and Global Awareness and Introduction to Teaching. These instructors incorporated their expertise in urban education-focused programming for US and refugee youth, college career development, and community center programming related to environmental activism, and Black community mobility and sustainability. The hiring of expert adjunct faculty of color for introductory education courses is part of a broader strategy to attract students of color who have expressed interest in education, as well as expose students from predominantly white, rural, and suburban areas with access to diverse faculty actively serving within Black, Latino, and other communities that are often marginalized in public schools.

### *Future Plans and Priorities*

- School of Education administration and faculty are working with a local district to develop early college and teacher cadet pathway programs through a partnership between the School of Education, IUPUI, and the school district.
- School of Education faculty and administration will continue developing an articulation plan with Ivy Tech to enhance early childhood teacher preparation.



- To further enrich the preparation of future teachers for culturally responsive teaching and advocacy in urban schools, the pre-block course coordinator, program faculty, and advisors are presently collaborating on the following:
  - Increased participation of full-time faculty in recruitment of students of color
  - Earlier and more persistent marketing in the areas of school-based, local, and state scholarships to support education majors
  - Continued free Core Academic Skills Assessment (CASA) tutoring support
  - Increased programming for pre-block students (currently there are 50 students of color who are taking courses in education with the goal of program admission)
  - Creation of an additional option for singular, long-term service learning experience to further develop disposition and capacity to contribute to urban schools (as opposed to short-term experiences across several courses)
  - Full time faculty participation in Scholarship of Teaching and Learning with specific focus on service learning experience for program and career readiness
  - Increased collaboration with University College, Multicultural Center, and Admissions Office (especially Multicultural Outreach) for recruitment
  - Development of an online section of E201: Multiculturalism and Global Awareness given its status as a statewide transferrable diversity course and requirement for program admission
  - Review of pre-block syllabi to sustain work in the area of anti-racist and anti-oppressive practices.
- Implement an articulated partnership for an early childhood Bachelor's degree. This should affect at least 40 students each semester graduating with Associate's degrees from Ivy Tech.

## **School of Engineering and Technology**

### *Highlights and Accomplishments*

Numerous undergraduate students from the School of Engineering and Technology (E&T) have successfully competed at the highest levels over the past year. Several representative examples follow:

- The E&T 2015 Post-Graduate Survey of BS graduates had a record-setting response rate of 83.2% and reflected an average starting salary of \$54,723 among E&T BS degree recipients across all majors. Over 80% of the respondents are employed in Indiana. The combined annual salaries of 2015 BS grads responding to the survey was \$10,889,894.
- An electrical engineering student was awarded the [“Most Outstanding Atlanta University Consortium Center \(AUCC\) Dual Degree Engineering Student of the Year.”](#) After completing his degree in 2013 in applied physics from Morehouse College, a highly respected HBCU, the student studied at IUPUI graduating in May 2016 earning the BS in electrical engineering through the AUCC program.
- E&T undergraduate students were awarded the [Best Student Presentation Award](#) at the 43th IEEE Photovoltaic Specialists Conference for the paper entitled: “*Design of a Highly Efficient Microinverter.*”
- E&T energy engineering and computer graphics technology students captured second place and a \$6,000 purse at the prestigious International *SunSat* Design Competition for their video and technical abstract “[Pathway to Power.](#)”

- Undergraduate students from the [Rocket Club](#), hosted in E&T, had papers accepted for publication at the American Society of Engineering Education's (ASEE) Annual Conference in the Aerospace Division. This is the third consecutive year that the Rocket Club has published through ASEE with undergraduates.
- Undergraduate interns from three countries joined together in 2015 to study Space Solar Power, the concept of gathering sunlight in space and beaming it wirelessly to ground-based receivers. Their work was published by the American Institute of Aeronautics and Astronautics at the SPACE 2015 technical conference.
- Undergraduate energy engineering students completed a study of start-up efficiency of a novel biomass gasifier, trimming the parasitic energy budget for this farm-scale waste-to-energy system. This work supports commercialization of technology managed by IURTC, intended to help farm operations become more energy self-sufficient and have a smaller carbon footprint.
- Undergraduate engineering students have been studying the Indiana Code for guidance in the design of a peer-to-peer power sharing technology invented in E&T. This challenging study is a precursor to hands-on build and test activities planned during the 2016-2017 academic year. The US Navy and the US Secret Service have expressed interest in this project.
- The Mechanical Engineering Department's Society of Automotive Engineers (SAE) chapter competed in the 2016 SAE Clean Snowmobile Challenge in Houghton, Michigan. The team placed 5th in the electric category of the competition.
- E&T's student chapter of the American Society of Mechanical Engineers (ASME) and the Eco-marathon club competed in the Shell Eco-marathon Americas 2016 competition. The ASME team competed with CNG-powered vehicle. The Eco-marathon Club team participated in the race with an electric powered vehicle.
- An undergraduate engineering technology student was awarded a prestigious [national scholarship](#) in the field of healthcare engineering technology management from the Association for the Advancement of Medical Instrumentation (AAMI).
- An undergraduate engineering technology student was awarded one of three [Association of Modified Asphalt Producers](#) scholarships for Academic Excellence in Asphalt Technology.

Other representative E&T-led initiatives focused on undergraduate student learning and success, included the following:

- Emphasizing engineering technology learners who are first generation students, five faculty members prepared and submitted a proposal in response to the National Science Foundation's S-STEM initiative. If funded, the grant would help advance the transformation of the first year learning experience and include extensive support for first generation learners in engineering technology.
- E&T is expanding the breadth and impact of student projects by sponsoring and achieving complementary MURI funding for Senior Design Capstone projects with Riley Pediatric Research, along with several other internal and external partners.
- The Department of Computer Information and Graphics Technology received its second, three-year grant to bring undergraduates from across the nation to IUPUI to experience research related to mobile cloud security. Mobile devices such as smart phones use cloud servers to access, manage, store, and secure digital assets. Students will experiment with cyber attack and defense techniques needed to secure our pervasive mobile devices. The program is aimed at retaining and graduating students in computer science, computer engineering, and computer and information technology and recruiting students from groups

traditionally under-represented in computing fields, and increasing recruitment of students into graduate programs.

- With funding from the E&T Student Council, Peer-Led Team Learning (PLTL) was incorporated into BME 22200 Biomeasurements this year focused on improving retention rates. The primary instructor reported a noticeable improvement in the quality of in-class discussion and questions from students this semester and the approach is being extended to some ME classes in collaboration with CTL.
- The Department of Biomedical Engineering, in collaboration with Freshman Engineering and the Department of Biology, has developed a Themed Learning Community (TLC) for first-year students planning to study biomedical engineering. This TLC, "[Bioengineering: Shaping the Future of Medicine](#)," will expand the opportunities for first-year students to learn about biomedical engineering and to work on biomedical design problems.
- The STEM floor for School of Engineering and Technology and School of Science freshman students will be moving from its current location in the TOWER to the new North Hall. Occupant size will increase from 75 beds to 150 beds. This year's STEM floor will include a WISE Wing - a wing for Women in Science and Engineering. A graduate student will also be living on site for the first time together with 4 Resident Assistants.

#### *Future plans and priorities*

- Expand Peer-Led Team Learning (PLTL) in strategic E&T courses.
- Engineering technology programs within the department of engineering plan to incorporate ePortfolios into multiple courses.
- Programs within the department of engineering technology plan to increase enrollment and retention with implementation of TSAP bridge courses.
- Expand undergraduate research opportunities for all programs.

### **School of Health and Rehabilitation Sciences**

#### *Highlights and Accomplishments*

- SHRS expanded the core BS in Health Sciences course offerings permitting the degree to be offered in either an online or on campus format.
- 62 BS in Health Sciences students graduated in May 2016, 4 with High Distinction.
- 16 community partners were identified to provide internships for undergraduate students.
- Alexis Hunt, a May 2016 graduate from the BS in Health Sciences program, was featured as one of IUPUI's Top 100.
- SHRS received a three-year federal Health Careers Opportunity Program (HCOP) grant totaling nearly \$2 million. The HCOP grant is designed to increase the diversity of the health care workforce through the recruitment and training of individuals, including non-traditional students and veterans, from educationally disadvantaged backgrounds. The grant focuses on increasing academic preparation and health careers awareness for high school students providing them with support to successfully enroll in health professions schools; increase enrollment of disadvantaged undergraduate and associate degree students in the IU SHRS by 10%; and prepare undergraduate students for graduate/professional health degrees.
- The Department of Physical Therapy hosted 80 undergraduates at the program's annual Open House on April 11, 2016.
- The Department of Occupational Therapy hosted 54 undergraduates at the program's annual Open House in 2015.

*Future Plans and Priorities*

Nothing reported

**School of Informatics and Computing**

*Highlights and Accomplishments*

- In 2015-16, the SoIC offered the following undergraduate degrees and certificates:

<b><i>Bachelor of Science Degree Programs (Dept)</i></b>	<b><i>Certificates</i></b>	<b><i>Minors</i></b>
Health Information Management (BHI) Informatics (HCC) Media Arts and Science (HCC)	Human-Computer Interaction (HCC) Informatics (HCC) Legal Informatics (HCC) Medical Coding (BHI)	Informatics (HCC) Studio Arts & Technology (HCC)
<b><i>Accelerated Bachelor's to Master's Degree Programs</i></b>		
B.S. Biology to M.S. Bioinformatics B.S. Health Sciences to M.S. Health Informatics B.S. Nursing to M.S. Health Informatics B.S. Sports Management to M.S. Sports Analytics B.S. Health Information Administration to M.S. Health Informatics B.S. Informatics to M.S. Bioinformatics B.S. Informatics to M.S. Health Informatics B.S. Informatics to M.S. Human-Computer Interaction B.S. Media Arts and Science to M.S. in Human-Computer Interaction		

- Over the past three years, the SoIC has devoted significant time, energy and resources to the challenges of promoting undergraduate success. Thanks in large part to administrative vision, to the implementation of a departmental structure with chairs to more closely monitor teaching/learning outcomes, and the overall process management of associate dean Karl MacDorman, the SoIC concerted and focused strategy that has elevated our enrollment and undergraduate academic performance beyond previous levels. Very simply explained, this success can be attributed to three factors: Better recruitment; elevated academic standards; and enhanced student support (both via advising and in scholarship support).

The two tables immediately below document some of the financial support.

<b>Requirements</b>	<b>Campus Scholarship</b>	<b>Campus Scholarship Deadline</b>	<b>SoIC Scholarship (in addition to campus scholarship, upon admission to SoIC at IUPUI)</b>
<b>High School GPA 3.75 SAT 1250** or ACT 28</b>	IUPUI Chancellor's Scholarship \$8,000/year up to 4 years <i>Renewable with GPA of 3.3</i>	Dec 1***	\$2,000/year up to 4 years <i>Renewable with GPA of 3.3</i>
<b>Valedictorian &amp; Salutatorian****</b>	\$5,000/year up to 4 years <i>Renewable with GPA of 3.0</i>	Feb 1	\$2,000/year up to 4 years <i>Renewable with GPA of 3.0</i>

<b>High School GPA 3.5 SAT 1200** or ACT 26</b>	IUPUI Dean of Faculties \$4,000/year up to 4 years <i>Renewable with GPA of 2.75</i>	Feb 1	\$3,500/year up to 4 years <i>Renewable with GPA of 3.0</i>
<b>High School GPA 3.25 SAT 1150** or ACT 25</b>	IUPUI Academic Honors \$1,000/year up to 4 years <i>Renewable with GPA of 2.75</i>	Feb 1	\$1,500/year up to 4 years <i>Renewable with GPA of 3.0</i>
<b>High School GPA 3.0 SAT 1070** or ACT 23</b>		rolling	\$1,500/year up to 4 years <i>Renewable with GPA of 3.0</i>

\* Students must maintain full-time student status each semester to receive the scholarship.

\*\* Critical Reading/Verbal + Math section only. Writing scores are not factored for consideration.

\*\*\* Students who miss the campus Dec 1 deadline may still be eligible for the IUPUI Dean of Faculties and SoIC scholarships.

\*\*\*\* Students who also meet the Chancellor's Scholarship criteria will receive an additional \$4,000 for a total of \$9,000 annually.

Students who have applied for admission as incoming freshmen for the following Fall by the deadline indicated and meet eligibility requirements will automatically be considered. No separate application is required.

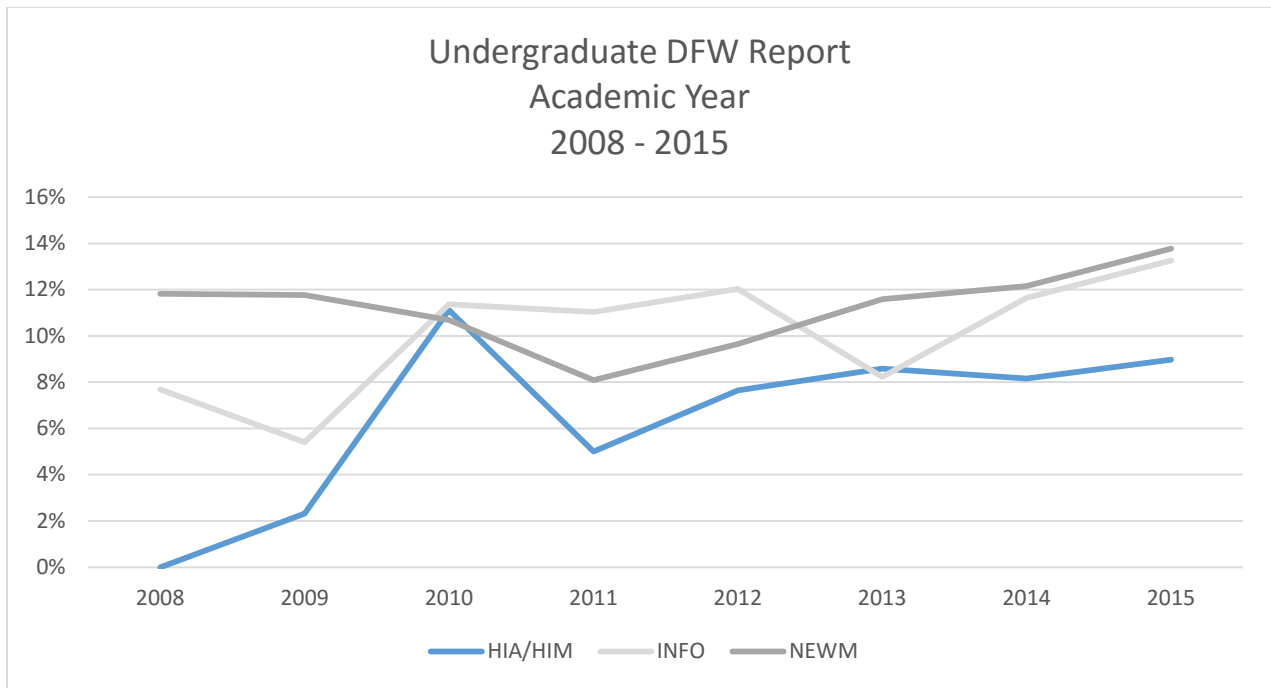
Scholarship/ Fellowship	Amount	GPA	Other Criteria
<b>Health Information Technology Scholarship</b>	\$500-\$1,000, not renewable	3.2	Supports a junior or senior majoring in INFO, HIM, or MAS with an interest in health information technology. May be given to a student with a strong affinity for working in a health field through the study of informatics and the health sciences, health information administration, bioinformatics or media arts and science. Student demonstrates strong leadership qualities and a desire to pursue education beyond the undergraduate degree.
<b>John R. Gibbs Undergraduate Scholarship/ Graduate Fellowship for Innovation</b>	\$1,000, not renewable	3.5	One award is given to <i>either</i> an undergraduate or graduate student in the School of Informatics and Computing. Preference is given to those who have demonstrated or expressed a stated interest in innovation and entrepreneurship.
<b>Dean's Advisory Council Senior Scholarship</b>	\$1,000, not renewable	3.5	Supports a student of senior standing currently majoring in Informatics or Media Arts and Science. Student must have a record of innovation, community service or academic excellence. Student must also maintain his or her major in Informatics or Media Arts and Science throughout his or her senior year.
<b>Transfer Student Scholarships</b>	\$1,000, renewable	3.0	The School of Informatics and Computing offers a scholarship for qualified transfer students who are enrolling into the IU system with more than 15 credit hours from an outside institution. Students who transfer in with a minimum cumulative GPA of a 3.0 or more will be automatically awarded the scholarship upon admission, which is renewable for up to three years so long as the student completes a full course load each semester and maintains a cumulative GPA of a 3.0 or above.

<b>Aspirations in Computing Freshman Scholarship</b>	\$1,000, renewable	3.2	The scholarship is awarded to students who won the NCWIT Aspirations in Computing competition and are admitted directly to the School of Informatics and Computing at IUPUI. This scholarship is available to incoming female freshman for their computing-related achievements and interests. Awardees are selected for their computing and IT aptitude, leadership ability, academic history, and plans for post-secondary education. The scholarship is automatically renewed for up to four years of study with a GPA of 3.2 and continuous full-time enrollment.
<b>RJE Knoll School of Informatics Internship</b>	\$1,250	3.0	<p>One award is granted annually to a full-time undergraduate student currently in the School of Informatics and Computing that has arranged an internship with both an Employer and SoIC Career Services. The student must have a record of academic excellence and a minimum GPA of 3.0 on a scale of 4.0. Students must fulfill the following requirements additional to the application to be eligible:</p> <ul style="list-style-type: none"> <li>• Completion of the following courses: Informatics – I101, I201, I202, I210, I211, N299</li> </ul>

- Student Support - Advising
  - Undergraduate students meet regularly with their advisors to ensure proper program progression. Many of our courses, particularly in the MAS program, our most popular undergraduate major, require technical skills, and only make pedagogical sense when students advance from basic to intermediate to advanced courses. The SoIC uses prerequisites to ensure that students are placed into the correct level of courses, and the students are able to move into the next level of courses, and this process repeats until students complete their degree. The advising staff works with the faculty to ensure the correct prerequisites are in place and adjustments are made as needed.
  - Advisors hold orientation sessions year round with the busiest time being the summer. Advisors often hold two-day group orientations for pre-Informatics and first-year Informatics students to welcome them to the program, explain policies and resources, and guide them through the registration process. Most students follow the degree map related to their major and area of concentration. Although well-planned, the system is necessarily flexible to accommodate class availability, transfer credits, and AP or dual credits already earned. Advisors also hold one-day transfer orientations and meet with students individually to review transfer credits and create a plan of study. In all orientation sessions, advisors are prepared to make individualized plans of study as needed.
  - Advising is offered for pre-Informatics and Informatics students year-round, with each advisor responsible for approximately 350 undergraduate students. The undergraduate advisors use an online appointment scheduling system, which allows students to schedule advising appointments as convenient. For first-year and transfer students, it is mandatory that the student meets with his/her advisor at least once each semester during the first year. An advising hold is placed on the student account to ensure the student cannot register for classes without attending the appointment. Advising is also mandated for probationary students, with the same hold process followed. Advisors also hold weekly advising hours at the Health and Life Sciences Advising Center for University College students who are interested in changing their major to Health Information Management. The SoIC advising staff also offers email and phone advising for distance

learners; holds late night registration events to accommodate the schedules of working students; and conducts group registration in freshmen seminar classes.

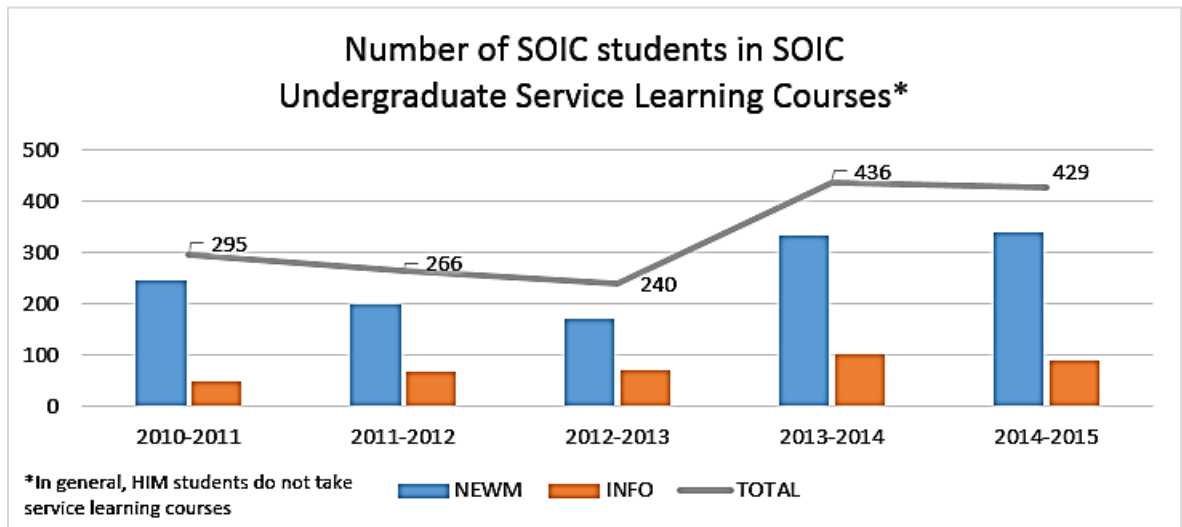
- Free tutoring is available for certain listed undergraduate SoIC courses and begins the second week of the semester. Courses are placed on the tutoring list based on DFW rates (courses with high rates of students earning grades of ‘D,’ ‘F,’ or ‘W’—meaning ‘withdrawn’) or by faculty request. Historically, this list covers 8-10 courses each semester. Faculty identify capable students to tutor peers who are struggling in certain courses, and the SoIC employs them.



- In the first month of each semester, instructors begin using the FLAGS system, which notifies advisors of at-risk students for each course. The flag input by the faculty alerts the advisors that a student is not attending class, not turning in assignments, or performing poorly. Once the information is received, the advisor will reach out to all flagged students about the course and will urge the student to use the available resources offered to them (i.e., meeting with the advisor or faculty, using a tutor, attending the MAC or Writing Center). Advisors and faculty also discuss concerns about students informally when an issue or concern arises.
- Peer-to-Peer Support
  - Currently, there are 14 active special interest student groups (SIG) within the SoIC that attract both undergraduate and graduate students in any major. These groups include ACM SIGGRAPH IUPUI Student Chapter, Anime Club, Association of Library and Information Science Students, Cosplay Club, E-Sports, Game Developers’ Group at IUPUI, Gamers’ Guild of IUPUI, Health Information Management Connection, Informatics and Computing Student Council, Mobile App Developers at IUPUI, Omniscient Audio Collective, SoIC Service Group, Students and Technology in Academia, Research, and Services (STARS), and Women in Technology. These are essentially student clubs with faculty mentors. Most groups are devoted to ideas and experiences that complement or feed directly into current SoIC curricula, offering the

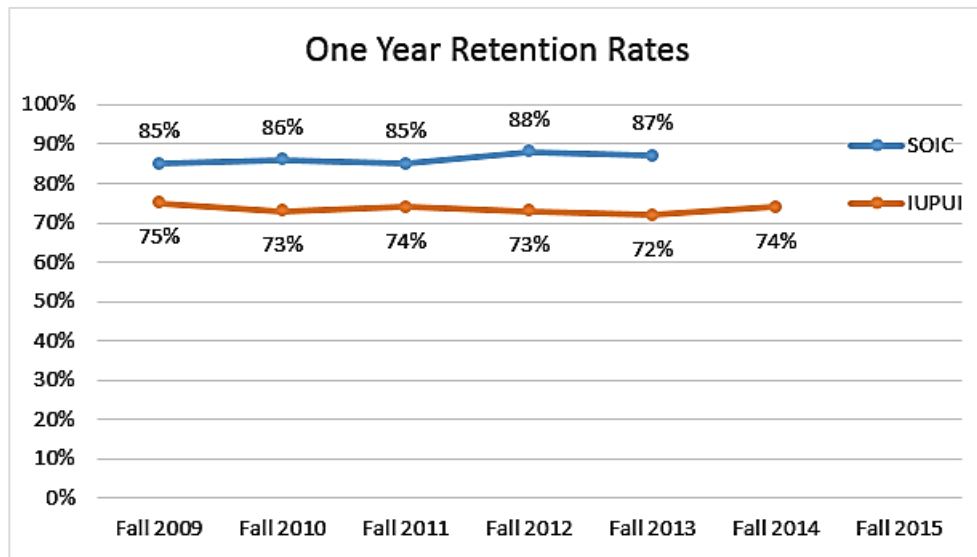
- opportunity for students to reinforce their personal enthusiasms, expand their conceptual and technical skills in informal settings, and interact with faculty or external professionals who periodically appear at group meetings.
- These groups comprise a network of informal learning and co-curricular experiences. The SoIC believes there are opportunities to build more formal alignments between our departmental curricula and the experiences offered in these groups. In 2016-17, the SoIC will be working more closely with SIG faculty mentors and student leadership to explore such alignments.
  - With the construction of North Hall, IUPUI's newest on-campus living facility, undergraduates in the SoIC will have the opportunity to take part in, and enjoy the support of, the School's first Residential Based Learning Community: "the SoIC Community." The SoIC Community is reserved for students majoring in one of the SoIC undergraduate majors: Health Information Management, Informatics, or Media Arts and Science. The Community provides residents with the opportunity to develop relationships with peers who have the same interests and major, while building academic and creative excellence through unique opportunities only open to the SoIC Community residents.
  - Opportunities for student involvement in program planning and evaluation.
    - At the end of each semester, students anonymously fill out course evaluations giving feedback on their experiences in their courses. These course evaluations are reviewed for the School by the Associate Dean of Academic Affairs and for each department by the department chair. The chair addresses issues with individual faculty, the relevant Program Director, and/or advisors, as appropriate. The AD addresses broader issues, such as those involving academic policy, through the Academic Affairs Committee and Faculty Council. Students also have the opportunity to provide feedback on an annual student satisfaction survey on their overall experience in the program. The advisors read these responses and, when appropriate, make changes in a student's degree map. Advisors also reach out to all students who earned a D, F, or W at the end of each semester, asking why. All of the responses gathered are closely reviewed and changes are made when appropriate.
  - Students in service courses
    - The chart below shows how many MAS and Informatics students participate in service learning courses. The courses offered for Informatics students include *Internship in Informatics Professional Practice*, *Career Development for Informatics Majors*, *Current Topics in Informatics*, *Capstone Project Internship*, *Senior Thesis*, *Design and Development of an Information System*, and *Readings and Research in Informatics*. The courses offered for MAS students include *Career Planning*, *Documenting Cultural Heritage*, *Independent Study*, *Enrichment Internship*, *Capstone Experience* and *Video for Social Change*.
  - Evidence of student learning in service courses offered by the department
    - In a popular MAS service learning course, *Video for Social Change*, students explore theories of documentary filmmaking by screening and writing analyses of seminal documentaries. They also create a documentary about a cause or controversy, or work with a nonprofit client to develop material and produce a finished video. Some examples of student learning can be found in work done by two students for the IU Student Outreach Clinic. Examples of this type of student work can be found at: [http://comet.soic.iupui.edu/index.php?seq= 001\\_004\\_001&article=4](http://comet.soic.iupui.edu/index.php?seq= 001_004_001&article=4).





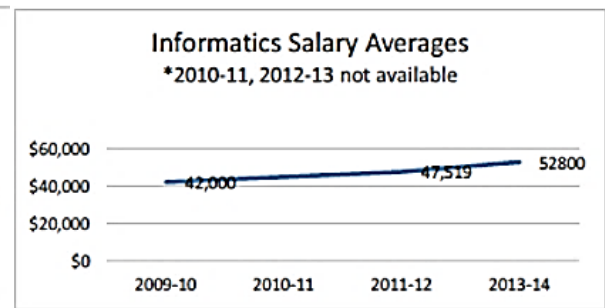
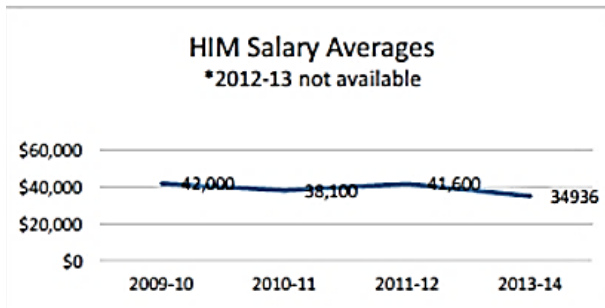
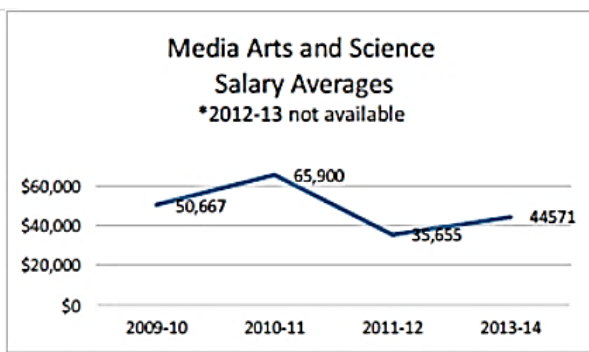
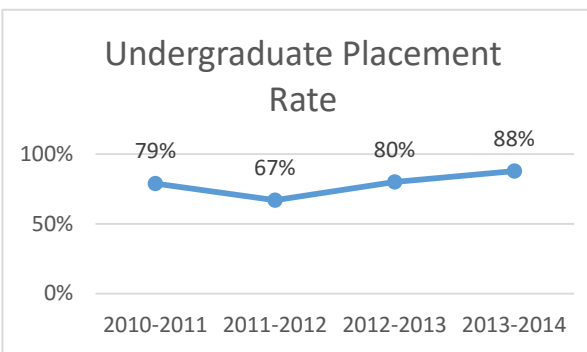
- Placement Services
  - During their academic careers, undergraduates are given many opportunities to consider and apply for full-time positions. The SoIC maintains an online recruiting system, *SoIC Careers*, where students view and apply for positions specifically related to their majors. Each academic year, approximately 3,500-4,000 full-time positions are posted to *SoIC Careers*, including local, national, and international jobs – although our students are generally interested in jobs in the Indiana or Midwest regions. Positions at high profile organizations are also emailed directly to students to ensure they are aware of them and have the opportunity to apply.
  - The School also maintains a section of the School website to provide career-related resources, including listings of additional online job search resources and articles focused on successful job search methods at [www.soic.iupui.edu/careers](http://www.soic.iupui.edu/careers). Additionally, LinkedIn and Facebook are used to connect students with alumni and employers for networking and sharing of opportunities and events.
  - The Career Services Office brings organizations to the campus and directly to the School for career fairs and information/recruiting sessions. Every fall, the SoIC is a partner in the annual Career Connection STEM Career Fair. This event brings to campus 85 companies focused on IT, engineering, and life science careers for direct student interaction. Partnering with other Schools on campus, the SoIC participates in the staging of other career fairs, including the annual IUPUI Spring Career Fair, which are open to SoIC majors. SoIC majors are welcomed to attend the career fairs of all other Schools on campus.
  - Throughout the fall and spring semesters, companies visit the School to present employment opportunities to students. Employers are invited to attend the annual presentation of capstone projects as well. Last year, companies visiting the School included Access Sciences, Ernst & Young, Salesforce, Rolls-Royce, First Data Bank, Appirio, Yahoo, Kronos, Policystat, MediaFuel, Stringcan, and Extension Healthcare.
- Support for entering students, including first-year seminars and learning communities.
  - When first-year students attend orientation, they sign up for either *Summer Bridge* or a *First Year Experience* course. *Summer Bridge* starts two weeks before the fall semester and is taught by faculty and advisors. The *First Year Experience* takes place once a week in the fall semester and is taught by advisors. Both courses educate the students about college resources and other opportunities, and cover areas such as study abroad, the

IUPUI Top 100 program, time management, stress management, and the large idea of individual learning styles (and how to identify and accommodate your own). Thanks to the *Summer Bridge*, students are already part of a community by the time their first fall semester begins. As demonstrated in the chart below this layered strategy of advising / standards / support has been beneficial for retention rates in that critical first year, when SoIC outcomes are consistently above IUPUI norms.



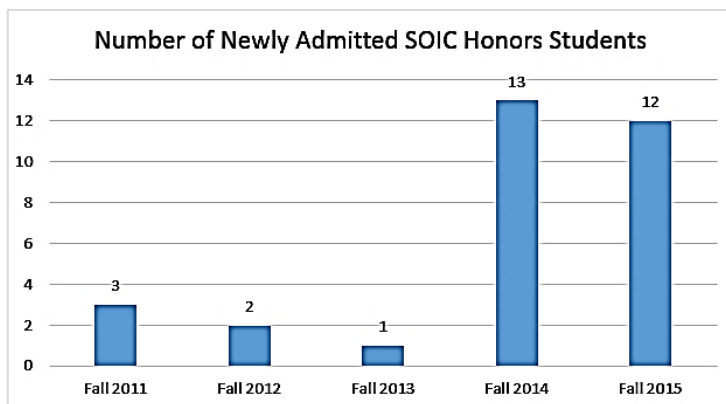
- Outcomes for Undergraduate Students -- Indicators of Program Quality
  - At the SoIC, all undergraduate courses have been assessed at least twice over the past five years period using the IUPUI Principles of Undergraduate Learning (PULs). For each course, faculty members designate the PUL of Major Emphasis, the PUL of Moderate Emphasis, and the PUL of Some Emphasis. Courses must include assignments that allow students to demonstrate some level of mastery for the particular PULs that have been designated as most relevant for that course.
  - The SoIC also regularly evaluates courses for their delivery of a number of competencies, which encompass general and specific learning outcomes in technical knowledge; the social dynamics of information technology; domain-specific critical-thinking and problem-solving skills; collaboration and teamwork; and professional ethics and development. In 2014–2015, faculty began the process of revising these competencies to be more specific to the SoIC curricula. This work is ongoing. Faculty of the Department of Library and Information Science (LIS) have considerable experience in evaluation and assessment. The SoIC will enlist their leadership in developing a comprehensive evaluation and assessment protocol for every school program.
  - In addition to PULs, students in the Health Information Management (HIM) program demonstrate mastery of transferable skills in Practicum courses and in the outcomes from the Registered Health Information Administration (RHIA) examination—the key credential in their program field. Last year, the RHIA exam pass rate was 90% for SoIC-IUPUI students.
- Evidence of placement of graduate in employment in the field or in further education.
  - The graph below shows historical placement data for undergraduate graduates, combining the totals for placement rate in full-time positions, graduate school, or

internships in fields relevant to the students' major within six months post-graduation from the 2010-11 through 2013-14 (most current data). The data is collected via paper and electronic survey and other self-reported methods included LinkedIn and telephone calls. The graph at the upper right shows the average salaries of MAS graduates; the graph at the lower left shows post-graduate HIM salaries; and the graph at lower right shows data for informatics majors. Please note that the overall category of undergraduate placement rate (88%) may be statistically "soft" to the extent that it has been calculated from self-reported data, which may include reports of self-employment as "full-time" but not include hard salary numbers. In short, our most financially successful graduates may readily report attractive salaries, but the number of reports may be limited. This probably explains the wide variation from \$65K averages in 2010-11 down to \$36K the next year, and \$45K the following year.



- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies.
  - In 2014, the School of Informatics and Computing began implementing an annual Student Satisfaction Survey, asking students to rank a variety of areas ranging from advising to faculty concern for student success, on both importance and satisfaction. The results allow us to see the top areas that are most important to students and evaluate the students' level of satisfaction in each of those areas. In 2014, the overall level of satisfaction with the SoIC was 4.16 on a scale of 1 (lowest) to 5 (highest). In 2015, the overall level of satisfaction increased to 4.33. This shows that the students' level of satisfaction with the program is increasing. Results from the 2015-16 survey have not be tabulated yet.

- Evidence that honors students benefit from initiatives sponsored by the School.
  - Over the last five years, the SoIC has had 31 students enter the IUPUI Honors College. The Honors program provides high-achieving students with increased opportunities to interact with faculty members, develop relationships with other motivated students, and graduate with honors distinction from IUPUI. Honors students also have access to Honors College advisors and use of the Honors College facility, which includes dedicated study space, computer labs, and group work rooms. There are many requirements of the Honors students, including community service hours, completing honors courses, and maintaining a minimum cumulative GPA.
- The SoIC has had five Honors students graduate in the past five years, and that number is likely to rise dramatically for Fall 2016 given the large increase in recent admits.



- Accelerated Bachelor's to Master's Degree Programs
  - In addition to the undergraduate programs listed above, over the past year the School has explored and developed accelerated five-year bachelor's + master's (BS/MS) degree programs. In 2015-16 the SoIC began planning for a BS/MS degree in MAS, our most popular undergraduate degree program. In 2016-17 we will continue to develop this degree program based on analysis of industry and professional trends in the Indiana and national marketplaces. Although initial feedback from students indicates that the idea would be appealing, we want to make sure that any such program meets substantial demand in the professional marketplace, including digital media application domains in healthcare, business and marketing, and other fields that already established in central Indiana.
  - Currently, a BS in Informatics student can move into the MS in Bio-informatics, Health Informatics (HI), or Human-Computer Interaction (HCI). A student with a BS in HIM student can earn an MS in HI, and an MAS undergraduate can move on to the MS in HCI. The SoIC has also built relationships with external programs to offer BS students in biology a segue into an MS in Bio-informatics; BS students in Nursing or Health Sciences into an MS in Health Informatics; and a BS in Sports Management into an MS Sports Analytics, through our SoIC's HCC Department.
  - To date, the School already has 17 students enrolled in these accelerated programs. As so many other traditional fields evolve toward greater use of data analytics, digital media and computer applications, these BS/MS programs become increasingly appealing to students who realize the advantage of adding an informatics competence to their discipline-specific training. For example, the basic biology degree has one of the least job

opportunities, whereas, augmenting that with an MS in Bio-informatics is a much more marketable degree. The SoIC believes that by developing such programs, our school can expand its service to the students, the campus and the community, while increasing our own enrollments without necessarily sapping students from other schools.

### *Future Plans and Priorities*

Nothing reported

### **School of Liberal Arts**

#### *Highlights and Accomplishments*

- Elizabeth Cotter, a journalism major, received the 2015 [Jim Murray Memorial Foundation Judges' Choice Scholarship Award](#), winning top honors while competing against students nationwide; Ms. Cotter was also appointed as an [IU Presidential intern](#), the first IUPUI student so honored.
- Professor Jeremy Wilson, assistant professor of Anthropology, received the 2016 JACADA (Jaguar Academic Advising Association) Award for Advisor of the Year as well as the [2016 Kathryn J. Wilson Award for Outstanding Leadership and Mentoring of Undergraduate Research](#) from the Center for Research and Learning.
- Fall 2015 saw the launch of the School of Liberal Arts (SLA) new degree program, [Law in Liberal Arts](#); the inaugural cohort in Fall 2015 numbered 15 students.
- Building upon the Law and Liberal Arts degree, an accelerated BA/JD program proposal has received approval through the Academic Leadership Council level. If approved by the IU Board of Trustees at their August 12 meeting, the review process will be complete. This program will make for a great streamlined career path.
- The Liberal Arts and Management Program (LAMP), a certificate proposal that combines liberal arts courses and business school courses, has been approved by the Undergraduate Affairs Committee. It is on the August 11 consent agenda for ALC; if approved, it will move to the Administrative Action Report for the IU Board of Trustees.
- SLA's Undergraduate Curriculum and Standards Committee completed an initial mapping of SLA's baccalaureate competencies to the Degree Qualifications Profile, Principles of Undergraduate Learning, and the Indiana statewide competencies with recommendations for ongoing assessment.
- SLA made significant progress this past year in [assessment](#). Most important, an ad-hoc committee is now leading efforts to refine assessment school-wide and to bring the conversations about assessment to the school through forums and other events; this effort complements work taking place within individual departments and programs.
- Retention rates in SLA continue to be above the campus (Indianapolis) averages. Comparing [SLA/campus](#) averages, one sees the following retention rates for the latest cohort for which data is available: year one 81/74.9; year two 81.7/63.3; year three 74.6/58.9; year four 70.1/53.5; year five 64.2/54.5; and year six 59.2/53.1.
- Graduation rates in SLA continue to be above the campus (Indianapolis) averages. For the most recent data, comparing [SLA/campus](#) averages, one sees the following graduation rates: four-year rate, 38.8/22.2; five-year rate, 54.7/40.5; and six-year rate, 56.6/46.6.
- SLA awarded over \$293,000 in scholarships and awards at its Celebration of Scholarship on April 23, 2016; this is an increase of nearly \$100,000 since 2010.

- Based on information presented in Fall 2014 at the Council on Retention and Graduation, data indicated that the point at which a student drops out of school is when unmet financial need hits \$2,500. This past year, SLA conceived and began fundraising for the [Liberal Arts Works Scholarship](#) program, which will seek to provide 10 \$2,500 scholarships each year to help students with unmet need.

### *Future Plans and Priorities*

- In the Coming Academic Year
  - SLA is in the (lengthy) process of applying for American Bar Association Accreditation for its paralegal program. Currently, only three institutions of higher learning in the state of Indiana carry the [accreditation](#); none in the nine-county metropolitan region surrounding Indianapolis.
  - Develop and approve within SLA B.S. baccalaureate competencies in order to create B.S. degrees in appropriate fields (e.g., quantitative economics, geographic information systems, etc.).
  - Finish proposal and start review process for a joint degree program with the School of Engineering and Technology: B.A. in Japanese/B.S. in Engineering.
  - Attain full funding for 10 Liberal Arts Works scholarships.
  - Continue conversations on a collaborative Digital Humanities with Computing and Informatics and with Herron.
  - Continue conversations about a possible certificate collaboration with SPEA on Liberal Arts and Public Policy (LAPP).
  - Continue conversations concerning an Intergroup Dialogue certificate collaboration with Social Work and Engineering and Technology.
  - Develop a proposal for a minor in Social Justice.
  - Develop a minor in LGBTQ+ Studies.
  - Develop Friday Faculty Forums devoted to assessment
- Longer-term
  - Award 10 Liberal Arts Works scholarships for 2017-2018.
  - Development of a corporate advisory board that will help cultivate additional internship opportunities for students.
  - Develop more intentional pairing of liberal arts majors with minors and certificates that add specific skills that will broaden students' opportunities post-degree, both inside and outside the school.
  - Promote minors and certificates to majors from other schools that help hone skills within the chosen major (for example, advertising the benefits of a public relations minor to business majors).

## **School of Nursing**

### *Highlights and Accomplishments*

- IUSON holds two National League for Nursing (NLN) Center of Excellence in Nursing Education designations: Creating Environments that Promote the Pedagogical Expertise of Faculty (since 2006) and Creating Environments that Advance the Science of Nursing Education (since 2012).

- NCLEX pass rates are 88%, above the national pass rates (NCLEX exam is known as the National Council Licensure Examination, the standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice).
- Evaluation of IUSON's concept-based BSN Curriculum is underway. Curricular enhancements will focus on interprofessional education, simulation, ensuring good exemplars, and teaching excellence.
- BSN Honors Program students completed research and were accepted to present posters at multiple local and national nursing and research conferences [e.g., the Midwest Nursing Research Society (MNRS), the National Conferences on Undergraduate Research (NCUR), the American Music Therapy Association (AMTA), and the Society of Behavioral Medicine (SBM)].
- IUSON finalized the concurrent enrollment option partnership with Ivy Tech Community College (ITCC) which will begin in January 2017, providing an academic transition from ITCC to IUSON where students complete their BSN.
- BSN students can now obtain an informatics certificate or enroll in informatics coursework concurrently with their nursing degree.
- Through the academic-clinical partnership with IU Health, students learn from nursing leaders who present clinical problems and unit-based data, then work in teams to develop innovative and evidence-based solutions for practice
- Successful innovations in clinical learning, include implementation of:
  - Clinical Learning Partnership (CLU) model of clinical education on units in which students learn from both an embedded faculty member and from staff nurses who served as clinical learning partners.
  - Interprofessional clinical learning opportunities for senior students included high fidelity simulations at the Fairbanks Center for Simulation, experiences at Eskenazi Health and IU Health Methodist, and the IU Student Outreach Clinic.
  - Junior nursing students and fourth-year medical students worked together as dyads during an assessment and planning activity with patients in an acute care setting.
  - Service to the interprofessional education efforts and team at Indiana University Student Outreach Clinic.
- Seven nursing students were named in the IUPUI Top 100 Undergraduate Students: Emily Storkman, Katherine Williams, Nicole Blair, Brenna Vernengo, Maranda Buha, Alexis Turpin, Lisa Edgington. In addition, Emily Storkman and Lisa Edgington were named as Top 10 IUPUI Females Students. Emily Storkman was named as the Top Female Student for 2015-2016.

### *Future Plans and Priorities*

Nothing reported

## **School of Physical Education and Tourism Management**

### *Highlights and accomplishments, including evidence of effectiveness*

- Awarded 418 degrees in FY 2016, a 35% increase over FY 2015 (309). Increased the number of bachelor's degrees awarded by 29% (from 191 to 247), and increased the number of certificates awarded by 52% (from 108 to 164).
- Launched [Sports Analytics](#) 4+1 track where students receive a BS, Tourism, Conventions and Event Management, Sports Management Major, and a Masters in Informatics in 5 years.
- Development of [PETM Honors Program](#), providing a pathway to the Honors College for high ability students not accepted upon admission to IUPUI. On target for admits per year to meet the goal of 25 students total in the program.
- Nearly 95% of PETM first year students reported engaging in some form of high impact practice, well above the campus average.
- Created the position of Coordinator of First Year Learning Experience to expand and facilitate the first year experience of PETM students. Dr. Lisa Angermeier was appointed to the role.
- Undergraduate Research Program in Kinesiology was created. Associated with this program, Kinesiology began offering a zero-credit course in Undergraduate Research and introduction of undergraduate research (HPER 443) course as an internship option for students.
  - 35 students enrolled in one of the two options in 2015.
- Developing minors in Military Science and Wellness (both awaiting approval).
- Addition of Assistant Director of Career Development to Student Success office to further systematize the career development for all PETM students.
- Department of Tourism, Conventions and Event Management (TCEM) piloted the Noble Hour software tool in an attempt to better track student learning and engagement with Indianapolis organizations.
- 19% of Department of Kinesiology courses were offered in an alternative mode (online, hybrid, etc.) to accommodate diverse learners and their diverse schedules.
- Expanded Bridge section offerings from 2 to 3.
- Mutsa Godza, as a student in the Department of Kinesiology, was selected as an Undergraduate Scholar by the American Kinesiology Association.
- Stephanie Forsythe, a TCEM student, is a 2016-17 Jesse H. & Beulah Chanley Cox Scholar.

### *Future plans and priorities*

- Add an additional full-time advisor such that all advising is handled by full-time advisors.
- Set benchmarks for student satisfaction and overall learning outcomes achieved through senior exit surveys.
- Further highlight and communicate the unique features of PETM undergraduate programs (e.g., extensive high impact practices and experiential learning in the community) to a variety of stakeholder groups.
- Cultivate and solicit donors to increase student scholarship opportunities.



## **School of Public and Environmental Affairs**

### *Highlights and Accomplishments*

- Top 100
  - 6 SPEA Undergraduate Students named to Top 100 – 2 to the Top 10
- Plater Medallion - honors graduates who demonstrate exemplary commitment to their communities during their time at IUPUI and have exhibited personal development, intellectual growth, and positive community impact as a result of their civic engagement experiences.
  - 8 Undergraduate students
  - 4 Graduate students
- Internships
  - Undergraduates – 126 students participated in internships for academic credit
    - Fall 2015 - 31
    - Spring 2016 – 49
    - Summer 2016 – 46
- Cover your Class – This program, offered by career services, provides professional development for students in classes when an instructor cannot attend. It was delivered to 20 classes with 427 students responding to an evaluation survey. Ninety-four percent of the respondents felt professional development was important to their career success, and 87 percent felt the information would assist them with their academic and career goals.
- Chancellor's Award for Outstanding Undergraduate Research - Jenna Tyler garnered the 2016 campus level award. Pursuing the accelerated B.S.-M.S. program in criminal justice and public safety, Jenna assisted Associate Professor Akeem Sadiq.
- UROP - Undergraduate Research Opportunity Program
  - First SPEA student in summer UROP (Undergraduate Research Opportunity Program) – Sarah Barnhart with Brad Ray as Faculty Mentor
- Washington Leadership Program – internships in Washington DC
  - Fall 2015 – 4 Students
  - Spring 2016 – 2 students participated in internships in DC – no WLP offered
- SPEA IUPUI established the largest endowed scholarship gift at SPEA IUPUI through the Marv Smalley Indiana State Police scholarship.
- We designed and implemented a new peer advising program in which specially trained students can help provide answers to simple advising questions (though professional advisors are still there for the more substantial issues).
- We redesigned and implemented a new approach to the introductory course to the public affairs degree (170) to be more oriented toward community problems and solutions

### *Future Plans and Priorities*

- Develop videos on student and alumni success for use online and on TVs in hallways
- Hire another career services advisor to further assist students with internships and career placement
- Assess undergrad sequencing and numbering system to better reflect level of learning and learning outcomes
- Develop a new law and policy certificate in cooperation with the Law School
- Move our proposal for an undergraduate Nonprofit Management degree through campus and university approval

## School of Science

### *Highlights and Accomplishments*

- School of Science graduates record numbers of baccalaureate degrees in 2015. The School of Science conferred 582 undergraduate degrees in 2015.
- Ayodamola Otun (Biology Major) is awarded the Top Male Student at IUPUI. 46 of IUPUI Top 100 students were from SOS; 10 of the top twenty students were from SOS.  
<http://science.iupui.edu/news/junior-biology-student-named-iupuis-2016-most-outstanding-male-student>
- 89 SOS incoming freshman accepted a Honors College Scholarship (Bepko, Chancellor's, Plater awards)
- 94 students are currently participating in the School of Science Honors program.
- Science PREPS office sees record number of students. For the second year in a row, the School of Science Office of Pre-Professional and Career Preparations (PREPs) office saw an increase in 1:1 advising sessions. They interacted with 1090 students (an increase of 16%). They also brought 140 employers and professional schools to campus. The overall knowledge rate of first destinations following graduation was 82.8%.
- 54 SOS students participated in credit-bearing internships. Approximately 30 other students participated in non-credit internships.
- Distributed Drug Discovery (D3). Distributed Drug discovery (D3) is an ongoing project between SOS faculty and students. The goal is to examine neglected diseases such as malaria and tuberculosis and speed the development of drugs for neglected diseases.
  - This year the D3 program established a five-way collaboration with the Medical University of Lublin (Poland), Santa Clara University (California), Goshen College (Indiana) and Colorado College (Colorado) that enables professors and students to propose and make new molecules as potential antibiotics. Together they have made over 60 new molecules that are being sent to either Poland or Australia's Community Open Access Antimicrobial Drug Discovery ("CO-ADD") program for biological evaluation.
  - In spring of 2016, C344 chemistry students made and K357 biology students tested 72 new compounds to identify several potent inhibitors of *Pseudomonas aeruginosa* – the cause of serious infections in patients with cystic fibrosis
- \$1M gift from faculty to endow professorship and undergraduate scholarship in mathematics. The School of Science at IUPUI has received a \$1 million planned gift from two of its Department of Mathematical Sciences faculty members. The gift from Distinguished Professor Alexander R. Its and associate research professor Elizabeth N. Its will endow a professorship within the department and an undergraduate scholarship for an honors student.  
<http://science.iupui.edu/news/school-science-announces-1m-gift-alexander-and-elizabeth-its-mathematical-science-faculty-member>
- Associate professor, chair receives national physics teaching award. The American Association of Physics Teachers (AAPT) awarded Andy Gavrin with the 2016 David Halliday and Robert Resnick Award for Excellence in Undergraduate Physics Teaching. This award is given in recognition of contributions to undergraduate physics teaching and awardees are chosen for their extraordinary accomplishments in communicating the excitement of physics to their students.  
<http://science.iupui.edu/news/associate-professor-chair-receives-national-physics-teaching-award>
- IUPUI internship program inspires future STEM educators. The IUPUI STEM Summer internship engages current undergraduate science, technology, engineering and mathematics

(STEM) students in “educationally purposeful activities that allow them the opportunities to examine their interest in and disposition for teaching science in middle or high schools.” During the internship, students early in their undergraduate careers are paired with STEM education mentors at locations such as the Indianapolis Zoo Education Center, the Clinical and Translational Sciences Institute and the IUPUI Bepko Learning Center.

<http://science.iupui.edu/news/iupui-internship-program-inspires-future-stem-educators>

- Computer science alumnus recognized as CTO of the Year by IBJ. The Indiana Business journal named Jim Hutchins, Executive Vice President of Engineering and Technology for T2 Systems, as the Chief Technology Officer of the Year. T2 systems designs parking management services used by Universities (e.g., IUPUI, Ball State, Indiana, Purdue, and Duke) and large cities (e.g., Houston). <http://www.ibj.com/articles/54374-cto-of-the-year-jim-hutchins>
- IUPUI will help U.S. State Department develop policy solutions through Diplomacy Lab. Gabriel Filippelli, a professor in the Department of Earth Sciences at IUPUI, led IUPUI's efforts to apply for the Diplomacy Lab partnership. He had served for a year in a science advisory position at the State Department after he was named a Jefferson Science Fellow in 2013. Filippelli said the State Department has identified 44 policy issues that reflect the wide array of challenges it faces, including climate change, human rights, counterterrorism, legal and judicial reform and women’s issues. In the fall semester, one or more teams of IUPUI graduate students and students in their final year of undergraduate degrees will focus on State Department-assigned policy issues in a semester-long class led by faculty. <http://earthsciences.iupui.edu/news/iupui-will-help-us-state-department-develop-policy-solutions-through-diplomacy-lab>
- Neuroscience Major continues to flourish. The neuroscience program (implemented in fall 2012) has grown to nearly 200 majors and has already had 66 graduates from the program). These are highly capable students who have the highest overall GPA in the school (3.4 cumulative GPA). 50% of the neuroscience majors are honors students and 12 were in the top 100 this year.

### *Future Plans and Priorities*

- In the coming Academic Year
  - Assessment of Evidenced Based Classrooms Activities. In partnership with Engineering and Technology and SEIRI, we will be conducting assessment of the Evidence Based Instructional Practices in use in the two schools. Based on that assessment, we will begin to offer workshops and develop communities of practice for faculty who are interested in implementing these in their courses.
- Longer-term
  - Increase retention of First Time Full-Time students to 70% by 2017.
  - Look for ways to increase honors courses within the school.

### **School of Social Work**

#### *Highlights and Accomplishments*

- The BSW Program was rated as one of the best 30 BSW Programs in the U.S. by BestSchools.org. There are more than 400 BSW programs in the U.S.

- Rosie Bryant, who graduated with her BSW degree in May was featured in *The New Social Worker* magazine as a student role model. [http://www.socialworker.com/magazine/digital-edition/the\\_new\\_social\\_worker\\_digital\\_issues](http://www.socialworker.com/magazine/digital-edition/the_new_social_worker_digital_issues) Bryant also gave the student address at commencement.
- The School has used worked to expand the use of its Wallace International Scholarship to help social work students study abroad. Amy Shackelford, for example, was awarded a Wallace Scholarship and is using the money to help pay the expenses of her 4-month practicum in Cape Town, South Africa, where she is working on reproductive and economic rights of women.
- The School's BSW program recruit's students to participate in research with faculty, including the McNair Scholars and the Summer Diversity Scholars Research Program.
- The Department of Labor Studies, which is part of the School of Social Work, offers labor studies certificates, associate and Bachelor of Science degrees. Labor studies courses are available on all IU campuses.
- The School's Develop Director, Sandy Noe, came up with an innovative approach to boost interest in the IUSSW Alumni Association Scholarship. At the Alumni Association's annual conference in 2016, a pitch was made to get as many alumni as possible to donate \$5. The association saw a jump in donations of over 115 percent.
- The Bachelor of Social Work Student Association launched an ongoing fundraising effort to support the School's social work students through scholarships. The Association set a goal of reaching one million people and asking each person to donate a dollar (or more if they could afford it.) Thus far, the students have raised more than \$2,000.

#### *Future Plans and Priorities*

- In the Coming Academic Year
  - The BSW Program Director will continue to work with BSW students to focus on the Pocket Change for Social Change campaign to create excitement about the fund-raising effort and learning opportunities.
- Longer-term
  - Work on developing an online BSW program to allow students who might not otherwise be able to leave their jobs and other responsibilities to earn a BSW degree. We are still waiting on IU approval of this program. Our proposal was submitted over two years ago.

### **Vice Chancellor for Community Engagement**

#### *Highlights and Accomplishments*

The Office of Community Engagement supports student success through engagement with the community. Research shows that participating in service and community engagement during college is a predictor of future behaviors such as attending graduate school, earning higher degrees, donating money to one's alma mater, socializing with different racial/ethnic groups, and participating in volunteer/community service work after college. The Sam H. Jones Community

Service scholarship programs are one example of support for high-ability, low-income students who are successful at IUPUI.

- Funding/Scholarships to support undergraduate education:
  - Leveraged Federal Work Study funding to deepen engagement in the community by dedicating \$346,785 to support 172 students at 29 sites through [Community Work Study](#). This represents 24.42% of the campus's Federal Work Study funds, well above the 7% minimum requirement.
  - Enhanced learning and development of 143 undergraduate [Sam H. Jones Scholars](#) through \$254,200 in scholarship funding who contributed 14,425 hours of service to the community.
  - Supported and promoted faculty-undergraduate student mentorship through community-based research, service-learning teaching, and community project management. \$133,800 in assistantships were awarded to 60 undergraduate Service Learning Assistants.
  - Established the Stefan S. Davis Regatta Scholarship, through the IUPUI Office of Alumni Relations, and awarded ten scholarships \$1,000 each. The scholarship was created to foster student leadership in the community and create opportunities for students to develop relationships with alumni and enhance dedication to IUPUI.
- Student engagement and co-curricular learning:
  - Developed, managed and coordinated with Office of Student Involvement three Days of Service for 757 members of the campus community providing 4,542 hours of service in 41 community partner sites.
  - Promoted campus pride and a sense of community among students by hosting a signature event - the 7<sup>th</sup> IUPUI Regatta. One hundred and fifty teams with nearly 750 participants competed before a crowd of 10,000 spectators.
  - Managed and developed student potential through the [Student Organization for Alumni Relations \(SOAR\)](#), an organization that increases awareness of IUPUI alumni programs and campus pride while also developing relationships with alumni, included 34 students from seven schools.
  - Encouraged connectivity and retention by matching thirty international students with alumni mentors through the [International HOST](#) program. The program provides a more welcoming and personalized experience for international students.
  - Intensified IUPUI's national reputation for excellence in service learning through national conference presentations on Themed Learning Communities and Service Learning leveraged for student success.
- Student recognition programs:
  - Cultivated and inspired future engagement through recognition of student's volunteerism, advocacy, service learning, community engagement, and community work study achievements through the [William M. Plater Civic Engagement Medallions](#); 27 undergraduate students representing 10 schools on campus were recognized.
  - Created a sense of commitment to community engagement and the linkage to academic success through the 17<sup>th</sup> IUPUI [Top 100 Outstanding Student Recognition Program](#); 43 Juniors and 57 Seniors from 11 schools were honored.

### *Future plans and priorities*

- Build on IUPUI's national reputation for excellence in community engagement as a student success strategy.

- Increase community work study by 20% to support high impact practices and deepen the collective impact of student engagement in the community.
- Expand and improve the quality of undergraduate Themed Learning Communities in partnership with University College.
- Continuously improve and support the development of the [Sam H. Jones Scholarship](#) program.
- Broaden the influence of community engaged experience among undergraduates through [Service Learning Assistantships](#).
- Develop a comprehensive volunteer “talent” development program to connect students with opportunities to serve the community and develop job ready skills.
- Recognize the impact of student engagement on the individual and the community.
  - Promote, advance and further develop the Top 100 Outstanding Student program, William Plater Civic Engagement Medallions.

## **Diversity, Equity, and Inclusion**

### *Highlights and Accomplishments*

Multiple units within DEI work to ensure that students are successful in the classroom by providing services, personnel and spaces where diverse students and those interested in creating cross-cultural alliances can gather. Such spaces, services and activities have proven to enhance classroom performance and contribute to student development. In the previous academic year, members from all DEI officers served on Task Forces created to increase the presence and improve retention rates of Black/African American and Latina/o Students at IUPUI. The following are activities of Adaptive Education Services, Multicultural Center and LGBTQ+ Center occurred during the 2015-2016 academic year:

- Adaptive Educational Services (AES)
  - AES staff leadership participated in the following undergraduate initiatives:
    - Norm Brown Diversity and Leadership Scholarship Program Advisory Committee
    - Olaniyan Scholars Committee Member and Mentor
    - Advisory Council Committee member for American Educational Research Association (AERA)
    - Advisor of Pinky Promise Student Organization
    - Provided the keynote address for the School of Education December Graduation
    - Provided the keynote address for the IPS Key Learning Community Commencement
    - Provided the keynote address for the Ian Smith Foundation’s 8th Annual Youth Summit sponsored by the Indiana Fever, Indiana Pacers, UPS, Indianapolis Colts, Sam’s Club and PepsiCo
    - Member of the Nina Pulliam Scholars Advisory Council
    - Member of the Nina Pulliam Emergency Fund Review

*Accomplishments, Effectiveness:* These committees and scholarship opportunities focus on students who are underrepresented, have disabilities and need additional support. Further the presence of AES professionals at various summits and as speakers at graduations solidifies the idea that the university in general, IUPUI in particular, is a place where they too can aspire and succeed.

### *Future Plans*

- In addition to bringing an exhibit to campus which highlights the history and struggle of individuals with disabilities (Fall 2016), we are proud to have been included in the 2014 Climate Survey, recent iterations of the Tunnel of Oppression and hope that the creation of the new Advocate for Equity in Accessibility Award will help eliminate the obstacles IUPUI students with disabilities face on campus.
- Multicultural Center (MC)

Over the course of the last academic year, the staff of the MC was involved in the following activities in support of undergraduate success:

  - The Multicultural Center kicked off the academic year by hosting “The Meeting” – a play depicting the supposed meeting between Malcolm X and Dr. Martin Luther King, Jr. Over 200 students, faculty and staff were in attendance.
  - In partnership with Community Engagement, the MC organized the on and off campus Steward Speaker Series with special guests Star Jones, Common and Dr. Cornel West over the Academic Year.
  - Partnered with the Eiteljorg Museum & Purdue Universities LGBTQ Center, we hosted “A Montana Artists Utopia: Out West with the Women of Basin” for the 2015 Spirit & Place Festival.
  - The Multicultural Leadership Empowerment Program (MLEP) was launched and included a cohort of 16 students who completed a series of workshops, activities and reflections during the spring 2016 semester. Participants were awarded a certificate of completion at the end of program ceremony.
  - Nearly 1000 students, faculty, staff and community members participated in diversity training and workshops coordinated by the Multicultural Center.
  - Over the academic year, over 77 programs were held to include Cultural Heritage Month programming, monthly series, special “pop-up” programming, etc. Many programs (38%) were in held with campus partners, community partners or student organizations.
  - JagVersity Peer Educators conducted several diversity presentations to their peers over the course of the academic year.
  - Through targeted marketing and recruitment efforts, the Norman Brown Diversity Leadership & Scholars Program saw a dramatic increase in scholarship applications. Over 70 were received for the limited scholar spots.
  - The Multicultural Student Organizations housed in the IUPUI consistently used their office spaces and met regularly with the MC graduate assistant for support.

### *Future Plans*

- Continue to evaluate best practices and benchmark diversity and multicultural education to best meet the needs of the IUPUI community.
- Evaluate and align all programmatic and educational efforts with institutional goals, strategic plans, DEI goals, as well as curricular and c-curricular learning objectives.
- Expand the Multicultural Leadership Empowerment Program to hold at least 2 cohorts per semester.
- Increase the marketing efforts associated with the JagVersity Peer Educators diversity workshops.

- Enhance the support to Multicultural Student Organizations housed in the MC by meeting regularly with them and working with their Campus Advisors. Will expand the hours of access to the student organization suite and continue to support their programmatic efforts via marketing, attendance, financial, etc.
- **Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) Center**  
The LGBTQ+ Center is an inclusive and intersectional space that advocates on the behalf of the LGBTQ+ community by providing resources, trainings, education and programmatic initiatives that align with IUPUI's mission to further diversity, equity, and inclusion throughout the campus and greater Indianapolis community. Founded in March 2016, the LGBTQ+ Center Director Tristan Vaught has been pulled in multiple directions by various on- and off-campus entities in need of the expertise now available. In the first months the LGBTQ+ Center has been involved in the following initiatives that will directly impact student success:
  - Working with CAPS on the development of sessions for students after the Orlando shootings
  - Creating networks with other LGBTQ Centers across the state to better serve students
  - Sharing Safe Space Training techniques with our colleagues at IU Bloomington
  - Providing Safe Space Training for all IUPUI and IUPUC Police Officers
  - Working with the Director of Women's Studies on the development of an LGBTQ minor
  - Numerous consultations with LGBTQ+ students across campus, as well as prospective students

#### *Future Plans*

- Work with students and the LGBT Faculty & Staff Council on the planning and possible revamping of the Harvey Milk Dinner
- Development of an LGBTQ+ Scholarship to provide emergency support for students who continue to lose familial support
- Introduce a weekly Transgender Student Support Group in the Fall
- Introduce Shades of Pride for Queer Students of Color weekly meetings
- Move the LGBTQ Student Alliance meetings into the LGBTQ+ Center
- Develop more programs, perhaps host a small Indiana-based conference for students from other Indiana campuses
- Make use of the 2014 Climate Survey to develop programs and initiatives to better serve LGBTQ+ students

### **Executive Vice Chancellor and Chief Academic Officer**

#### *Highlights and Accomplishments*

Because our 10 unit reports, in aggregate, reflect the highlights and accomplishments, future plans and priorities of Academic Affairs at IUPUI, our individual report seeks only to “fill in gaps” as well as to articulate a few key overarching themes and priorities that will be emphasized in the upcoming year(s) by the EVCCAO.

- IUPUI was selected to participate with 8 other US institutions in the [Comprehensive Student Record Project](#) supported by the Lumina Foundation. Coding is underway in partnership with UITS to ensure that students can derive a cover letter to augment the student transcript that lists coursework aligned with Principles of Undergraduate Education and RISE experiences.



This work, led by the Division of Enrollment Management, will include partnerships across the Division of Undergraduate Education, Student Affairs, and academic units.

- In advance of the transition to banded tuition, student-facing communications were generated to help further strengthen the culture of on-time degree completion at IUPUI, as well as champion the benefits of taking additional coursework for personal enrichment. The average number of credits completed by undergraduate students continued to climb this year.

### *Future Plans and Priorities*

- In the Coming Academic Year
  - IUPUI and Ivy Tech Central Indiana are partnering on the GEMS pathway project through AAC&U. This project is intended to embed high impact practices in transfer single articulation pathways in intentional ways.
  - We plan to identify a faculty fellow to help lead an examination of the capstone experience at IUPUI, explore the feasibility of using ePortfolios to showcase capstone-level work, and linking this initiative to the comprehensive student record project.
  - Begin to implement strategies and action steps generated by the task forces focused on African American and Latino student recruitment and retention.
  - Continue to press for student success, particularly for at-risk students and students of color, and in STEM areas that are particularly important for our state.
  - Concentrate on internationalization of the curriculum which is good for Indianapolis and our state and is great for our students.
- Longer Term
  - Fully implement strategies and action steps generated by the task forces focused on African American and Latino student recruitment and retention.
  - Ensure that every undergraduate student has a meaningful engagement with the city of Indianapolis (e.g., internships, externships, service learning).
  - Elevate the student experience – curriculum and the co-curriculum to ensure that IUPUI is preparing future leaders.
  - Connect Gateway courses to SEIRI – Innovations in STEM education.
  - Expand paid internships, particularly for 21<sup>st</sup> Century Scholars and DEAP scholars.
  - Continue fundraising to support student scholarships, study abroad, and paid internships.

## **EVCCAO Center for Teaching and Learning**

### *Highlights and Accomplishments*

- Curriculum Enhancement Grants. The CTL [Curriculum Enhancement Grant \(CEG\) initiative](#) provides faculty with support, time, and resources to implement projects designed to improve student learning and success. In 2016, CTL awarded nine CEG grants for projects involving undergraduate courses for a total of \$51,231 in funds, not including the required department/school matches. The projects involve 14 IUPUI and IUPU Columbus Faculty as principal or co-principal investigators and will impact 1,480 students per academic year. In 2015, CTL awarded 14 CEGs to projects involving undergraduate courses.
- Advancing high-impact practices. The CTL offered workshops to faculty promoting the use of high-impact and evidence-based practices, including *Introduction to High-Impact Practices*, *Collaborative Learning*, *Global Learning at the Course Level*, *Evidence-based Instructional Practices in STEM*, and *Teaching Metacognitive Skills* (see a complete [list of](#)

[past and future CTL workshops and events](#)) and consulted with faculty about high-impact practices, particularly experiential learning. CTL staff served on the RISE Steering Committee, assisting with planning the RISE Day event, reviewed RISE grant proposals; and also collaborated with the director of Themed Learning Communities (TLC) to plan the spring TLC retreat.

- Mosaic Faculty Fellows Program. The UIITS [Mosaic Faculty Fellows program](#) selected 15 faculty members at IUPUI to participate in the 2016-2017 faculty learning community which will provide faculty with the support they need to transform their teaching and promote engaged student learning as they teach in active learning classrooms. The CTL will be working with these Faculty Fellows to provide the support they need through course/assignment redesign, instructional approaches, technology use, assessment, and research design.
- Learning Environment Grants program. Through the awarding of small grants the [Learning Environments Committee \(LEC\)](#) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. The committee funded five projects for a total of \$125,000 in 2015-2016.
- Cyber Peer-Led Team Learning (cPLTL). [Cyber Peer-Led Team Learning](#) (cPLTL) was developed in the Center for Teaching and Learning. Grounded in Peer-Led Team Learning methodology, cPLTL situates small groups' problem solving discussions in a synchronous online setting rather than face-to-face environment. In cPLTL, six to eight students and a trained peer leader participate in the virtual workshop session by logging into a web-conference, such as an Adobe Connect meeting. This teaching method has the capacity to positively impact student retention rate, students' mastery of subject learning, and to increase deep learning and leadership develop for non-traditional underrepresented students.
- CTL has been working with faculty from these schools who are considering adding PLTL or cPLTL to one or more of their courses:
  - School of Engineering & Technology to expand their PLTL program to other courses with the inclusion of cPLTL.
  - Department of Computer Science, School of Science, to expand PLTL/cPLTL through their curriculum (Snehasis Mukhopadhyay and Michele Roberts are planning on expanding
  - Department of Chemistry, School of Science, to incorporate PLTL in CHEM 106.chemistry
  - Interprofessional Education (IPE) group composed of faculty from School of Public Health, IU School of Medicine, Department of Chemistry, Center for Interprofessional Health Education Practice, and School of Dentistry to explore using PLTL or cPLTL for interprofessional education which brings together students from the different schools and departments in multidisciplinary teams.
- The cPLTL project led by Pratibha Varma-Nelson, former executive director of the CTL, continued to produce publications and presentations.
  - cPLTL Publication
    - Feder, E., Khan, I., Mazur G., Vernon, T., Janke, T., Newbrough, J., Shuck, L., Zhu, L., & Varma-Nelson, P. V. (2016). Accessing Collaborative Online Learning with Mobile Technology in Cyber Peer-Led Team Learning. *EDUCAUSE Review Online*, 51(2).
  - cPLTL Presentations

- Feder, E., Khan, I., Mazur, G., Vernon, T., Janke, T. Newbrough, J., Shuck, L., Zhu, L., & Varma-Nelson, P. (2015, October). Using mobile technology to expand access to collaborative online learning. Poster presented at the Educause Annual Conference, Indianapolis, Indiana.
- Varma-Nelson, P. (2015, November). Peer-Led Team Learning and Cyber Peer-Led Team Learning. Invited by the Department of Biology to present a talk for The Ohio State University, Columbus, Ohio.
- Varma-Nelson, P. (2015, November). Peer-Led Team Learning and Cyber Peer-Led Team Learning. Invited by the Department of Biology to present a talk for The Ohio State University, Columbus, Ohio.
- Varma-Nelson, P. (2015, December). Cyber Peer-Led Team Learning (cPLTL). Lecture delivered at Pacifichem, Honolulu, Hawaii.
- Varma-Nelson, P. (2015, December). Overview of Peer-Led Team Learning (PLTL). Lecture delivered at Pacifichem, Honolulu, Hawaii
- Wilson, S.B. & Varma-Nelson, P. (2015, June). Cyber Peer-Led Team Learning in organic chemistry. Poster presented at the Chemistry Education Research & Practice Gordon Research Conference, Lewiston, Maine.
- Varma-Nelson, P. (2016, February). Peer-Led Team Learning: Small Groups, Significant Impact, University of Georgia, Chemistry Department.
- Varma-Nelson, P. (2016, March). Cyber Peer-Led Team Learning (cPLTL) in Organic Chemistry. Lecture to be delivered at the 251st ACS National Meeting, San Diego, California.
- Varma-Nelson, P. (2016, March). Empowering effect of leadership roles in undergraduate education. Lecture to be delivered at the 251st ACS National Meeting, San Diego, California.
- Varma-Nelson, P. (2016, May). Lessons Learned from cPLTL Project University of California, Irvine, School of Education.

### *Future Plans and Priorities*

- In the Coming Academic Year
  - Survey recipients of 2010-2014 Curriculum Enhancement Grants (CEG) regarding long-term impact on student learning and scholarly teaching and develop conclusions about effectiveness of the approach and present results of the survey at the national meeting of Professional and Organizational Developers (POD)
  - Update extensive CTL resources, especially those related to high-impact practices, to reflect current best practices and improve access for faculty.
- Longer-term
  - Develop capacity to support faculty in implementing the pedagogies needed to ensure student success in the revised General Education core;
  - Make high-impact teaching practices an explicit and central element in all conversations about teaching; and
  - Lead conversations about supporting and documenting experiential learning.

*Highlights and Accomplishments, including evidence of effectiveness*

- IUPUI continues to be recognized by *U.S. News & World Report* for its work in the area of first-year experience.
- One hundred first-year 21st Century Scholars participated in the Inside Track college success program. The program is supported by a \$2.4 million grant from USA Funds. The coaching initiative is part of a larger redesign of Indiana's early promise program that emphasizes clearer expectations for students and proactive support at all levels. The [21st Century Scholars Success Program](#) staff work in collaboration with an assigned Inside Track coach to provide services to the 100 program participants.
- In spring 2016, [Academic and Career Development](#) piloted a mobile technology program with the support of DUE Technology Services. During the semester, mobile technology was used for tabling so students could ask advisors questions through outreach in various locations on campus, online drop-in services on Sunday nights, appointments outside of Taylor Hall and Hine Hall, and first-year seminar support. A second pilot will be conducted in summer and fall 2016 to link mobile technology to learning outcomes with an emphasis on data collection.
- A postappointment survey for [Academic and Career Development](#) (ACD) during 2015–2016 showed improvement in every area, including students' understanding of major requirements, development of a realistic plan to transition to degree-granting schools, and ability to identify possible major and career options for future exploration. Overall, 90% in fall 2015 and 94% in spring 2016 strongly agree or agree that they would recommend ACD to other students.
- The [Bepko Learning Center](#)'s [academic success coaching](#) served 48 (48.0%) more students and conducted 213 (40.5%) more coaching meetings during fall 2015 compared to fall 2014. Academic success coaching also served 32 (31.3%) more students and conducted 77 (12.7%) more coaching meetings during spring 2016 compared to spring 2015.
- Over 530 sessions were facilitated by the [Tutor Matching Service](#) for private tutoring.
- There were 2,251 student visits in the [Biology Resource Center](#) for fall 2015 and spring 2016.
- Students who participated in [academic mentoring](#) gained a greater understanding of historically difficult concepts. Based on student feedback, 92.3% (n = 1,334) felt that the knowledge shared in mentoring sessions was helpful or very helpful. In addition, 82.4% of students in recitations with mentoring sessions passed with a C– or higher, while 90.0% of students who voluntarily attended academic mentoring session passed with a C– or higher.
- [Campus Career and Advising Services](#) developed a syllabus and course content for a new academic internship course to be offered through the School of Liberal Arts. The course will target freshman and sophomore students in University College or students in majors that do not currently offer an internship course. The course has been submitted for approval and will likely launch in spring 2017.
- [Campus Career and Advising Services](#) led efforts to develop an internship course taxonomy as part of a campuswide initiative to develop taxonomies on high-impact practices. The taxonomy classifies baseline expectations for high-quality internship courses and also identifies midlevel and highest impact practices for internship courses using the following criteria: instructor expertise, internship's application of classroom knowledge, interpersonal development of student, critical reflection on internship experience, use of assessment for course improvement, mutual benefit to institution and employer, and health, safety, and security.

- In collaboration with other IUPUI schools, the IUPUI Career Services Council, and IUPUI Institutional Research and Decision Support, [Campus Career and Advising Services](#) developed a First Destination Survey and launched a strategy that has included email campaigns and phone calls that has garnered over 1,000 responses. The survey includes the NACE (National Association of Colleges and Employers) standard first destination questions, questions on internships and satisfaction, and also has school-specific sections from those schools that wished to include such a section.
- The [Degree Completion Office](#) implemented a student success coach model in fall 2015. Data management tools were used to create caseloads to allow for a thorough and proactive communication plan with current adult students at IUPUI. In addition, the success plan coaching contract was created and utilized with new students. These changes resulted in an increase in overall traffic (from 719 appointments in 2014–2015 to 1,820 appointments in 2015–2016) and an increase in coaching-specific appointments (from 52 appointments in 2014–2015 to 172 appointments in 2015–2016).
- The [Degree Completion Office](#) (DCO) convened degree partners and representatives from related student services offices to participate in the first annual Summit on Adult Degree Completion. The focus of the summit was to review developments and accomplishments of the DCO to date; to discuss areas for improved partnerships; and to begin the process of formalizing MOUs between DCO and degree partners. In addition, a needs analysis was conducted and will be the basis for the structure of a mini-grant process that will be implemented next year.
- The [Degree Completion Office](#) compiled a summary of existing prior learning assessment opportunities for students across campus. An [updated website](#) communicates existing opportunities for easy access.
- Fall 2014 first-time, full-time students participating in the [Diversity Enrichment and Achievement Program](#) had higher GPAs (2.7) than nonparticipants (2.4).
- In collaboration with the McKinney School of Law, the [Diversity Enrichment and Achievement Program](#) (DEAP) established the DEAP Law Scholar Award, which is designed to provide financial assistance and mentorship experiences for a graduating undergraduate. The scholar will matriculate into the McKinney School of Law and will receive a tuition discount, guaranteed experiential learning opportunities (such as an externship) after completing 30 credit hours in law school, and a current student or alumni mentor.
- In spring 2015, the [Diversity Enrichment and Achievement Program](#) piloted a faculty and staff mentoring initiative that focused on the needs of the program's junior and senior students. Approximately 20 students participated in the mentoring initiative. The objective of the initiative was to assist participants with social and academic/career support related to planning and preparation for their postbaccalaureate experience, such as a career profession or graduate/professional schools.
- The [Diversity Enrichment and Achievement Program](#) collaborated with Ivy Tech Community College Office of Student Life and Development to send 20 students to the Black and Latino Male Summit hosted by the University of Illinois.
- More than 50% of the 2015–2016 graduating [Special Programs for Academic Nurturing](#) participants matriculated to IUPUI or an IU campus.
- Students participating in the [Students Taking Academic Responsibility](#) program were dismissed at a lower rate (33.1%) than their peers not participating in the program (51.9%) for spring 2016.

- Over 13,000 applications were submitted by students through the [JagJobs](#) system to over 2,200 job postings representing 21,000 position vacancies. Nearly 7,000 unique students utilized the JagJobs system in the past academic year.
- Nearly 6,000 students and 400 campus and community employers were served through over 100 workshops, trainings, and special events hosted by the [Office of Student Employment](#) during the past year.
- [Student Support Services](#) (SSS) expanded a previous pilot program with a Summer Bridge section for SSS students. The section had a theme of financial literacy.
- [Summer Bridge](#) offered sections in 2015 that were designed specifically for state aid recipients and underrepresented minority students. Faculty teaching these sections attended a one-week, ICHE-funded institute and piloted new curricular components focusing on resiliency and growth mindset, financial literacy, and career exploration.
- As part of the [Foundations of Excellence project](#), the Council on Transfer Students has been reconvened to continue exploring and working on issues that transfer students face while transitioning to IUPUI.
- The [Themed Learning Communities](#) (TLC) Advisory Board developed a TLC high-impact taxonomy to clearly define what makes a TLC at IUPUI a different student and faculty experience than the same courses taken and taught individually. This taxonomy identified five attributes that are the core of the TLC model, including the prominence of an interdisciplinary theme, integration of course content and integrative thinking, a co-curricular component in every TLC, active learning strategies in the classroom, and faculty collaboration through planning and implementation of the TLC. The five attributes of a TLC promote undergraduate student learning and success by connecting students to the IUPUI campus and community and by connecting the co-curricular to the curriculum of the TLC. Completed goal statements during fall 2016 with the TLC Advisory Board will be used to determine the accomplishment of this goal.
- [University College](#) instituted a revised, more intentional role for student mentors in campuswide first-year seminar sections.
- [University College](#) increased the overall number of first-year seminar sections from 54 in fall 2014 to 59 in fall 2015.
- In fall 2015, there were 39 [themed learning communities](#) offered in 10 schools.
- The number of first-time probation students in [University College](#) has decreased from 9.1% in spring 2014 to 8.4% in spring 2016.
- [University College](#) students in the exploratory cluster have declined overall since the cluster model began in [Academic and Career Development](#). This is in part due to the implementation of the sophomore exploratory (V26) hold. Around 80% of students who had the V26 hold have either declared a major or have been accepted to their degree-granting school by the end of the semester in which they received the V26 hold.

### *Future Plans and Priorities*

- In the Coming Academic Year:
  - The [21st Century Scholars Success Program](#) will reach out to targeted subgroups of students (such as transfer students) to engage them in the program. Information from IUPUI Institutional Research and Decision Support about students' persistence rates, GPAs, retention rates, and class registration percentages will determine the success of this goal. Student satisfaction surveys completed in the peer mentoring program will reveal the experiences of students regarding the services that the office provides.

- The [21st Century Scholars Success Program](#) will develop an advisory council to enhance the preparation of 21st Century Scholars to better prepare them to use community resources and to understand the requirements of their award; to share challenges that 21st Century Scholars face, connecting them to macro-issues that can be communicated to find student-driven interventions; and to allow the program to be more visible to the student population and the campus community.
- [Academic and Career Development](#) (ACD) will increase the number of academically at-risk students (probation and reinstated) who are in good standing and persisting to their degree-granting programs. Census data, ACD benchmarking data, and postappointment survey data will be used to determine if this goal is accomplished.
- [Academic and Career Development](#) will increase the capacity of student success advisors to provide a more developmental approach to advising as well as a more proactive outreach by leveraging the benefits of peer-to-peer interaction through peer advising.
- The [Bepko Learning Center](#) will increase [supplemental instruction](#) session attendance for courses served by academic mentoring to an average of five visits per student. Attendance will be tracked by using session sign-in sheets and the student success collaborative campus module.
- The [Bepko Learning Center](#) will evaluate the [academic success coaching](#) program to determine the grade difference between participants and nonparticipants in the program. Grade data from IUPUI Institutional Research and Decision Support will be analyzed to determine if there is a significant difference in students who participated in academic success coaching and those who did not.
- [Campus Career and Advising Services](#) will refine the collection methods necessary to have first destination data that is comprehensive and easily accessible by campuswide stakeholders. The goal is to attain a 65% knowledge rate with the 2016–2017 graduating cohort (August, December, and May), which is the aspirational goal set by the National Association of Colleges and Employers.
- The [Degree Completion Office](#) will increase the number of adult students (23+) utilizing services provided by the office, including success coaching, career coaching, and taking advantage of prior learning assessment opportunities. Census data and utilization data will be used to determine if the goal is accomplished.
- The [Degree Completion Office](#) will create a structure for the delivery of prior learning assessment (PLA), including policies, practices, and a campuswide communication plan, in partnership with the PLA Steering Committee.
- The [Diversity Enrichment and Achievement Program](#) (DEAP) will increase the quality of students' experiences and resources as the program continues to expand in the number of students served. This includes seeking opportunities to strengthen, enhance, and increase the programming and academic resources provided to DEAP students through direct support or through collaborative efforts. Specifically, the program will work with campus partners to help students in a range of issues (e.g., student financial aid and literacy, perceptions of campus climate, cultural affirmation programming, support services, academic and social engagement, and RISE and high impact practices, etc.) that are known to impact their persistence and graduation. This also includes providing a welcoming, safe campus space for DEAP students that meets their needs both academically and socially. Student perception data, which will include continued improvement of the program's end-of-the-year student survey, will be used to improve DEAP's services, as well as student academic performance data.
- First-Year Programs will streamline processes and structures related to [Summer Bridge](#) to make it more efficient and sustainable.

- The [Gateway to Graduation](#) program will be more involved with other support groups for gateway students, including the Bepko Learning Center, University Writing Center, Speaker's Lab, CAPS, and other student support offices.
- [New Student Orientation](#) piloted a new orientation program for transfer students, adult students, and veterans admitted for fall 2016. Sessions were offered on three days during the summer. The pilot served approximately 600 students. After completing a [Transfer Tuesday](#) webinar, students reserved and participated in their orientation. At the end of the orientation experience, students scheduled their academic advising appointment utilizing online systems or in-person representatives (dependent on school preference).
- The [Office of Student Employment](#) will increase the number of students working on campus by 5% for the 2016–2017 academic year. IUPUI Institutional Research and Decision Support data will be used to determine the success of this goal.
- The [Office of Student Employment](#) will promote the importance of student collegiate work experiences and will enhance opportunities for student professional development and job preparedness. IUPUI Institutional Research and Decision Support data on retention and graduation will be used to determine if this goal is accomplished, as well as event attendance, internal office reporting, and the number of touchpoints to all stakeholders.
- The [Office of Student Employment](#) will empower supervisors to enhance learning opportunities through quality work experiences. The number of employer contacts, event attendance, number of resources offered, and internal reporting will be used to determine if this goal is accomplished.
- The [Office of Transfer Student Services](#) will create a transfer ambassador program to provide an opportunity for transfer students to connect to successful transfer mentors who can assist them during their transition to IUPUI. Transfer students who opt into the program will be compared to a like sample of students who did not. The students' GPAs, credit hours obtained, engagement on campus, etc., will be analyzed.
- The director of [RISE](#) will develop a recognition ceremony for students who complete the RISE program.
- The director of [RISE](#) will continue to develop taxonomies for RISE.
- The Scholar Support Programs will provide direction and energy for campus and community dialogue on a new paradigm in learning, growth, and development demonstrated by the [Nina Scholars](#) curriculum outcomes.
- The Scholar Support Programs will work with the Nina Mason Pulliam Trust and partners (if funded) to develop and to implement a program that will support the success of first-year students from foster care, ward of the court, and homeless backgrounds primarily through a specially designed Summer Bridge and first-year seminar. The percentage of increase in first-year retention will be studied to determine the success of this goal.
- [Special Programs for Academic Nurturing](#) (SPAN) and Accelerated College Immersion Programs will expand opportunities for academically and technologically gifted/talented and high-ability secondary students to enroll in IUPUI college classes taught by university faculty at area high schools. The number of students participating in SPAN programs and performance data will be collected and evaluated.
- Student Transitions and Mentor Initiatives will review, revise, and enhance the first-year seminar mentor training program for the peer mentors and will create an educational training piece for the instructional team members in the first-year seminars.
- The number of [themed learning communities](#) (TLCs) being offered will be increased for fall 2017. Ideas for additional TLCs will be solicited from faculty, schools, and advisors.



- [Upward Bound](#) will develop a structured mentoring program using college students. Retention and satisfaction surveys will be used to determine program effectiveness.
- [Upward Bound](#) will create an IUPUI scholarship for successful Upward Bound students.
- Longer term:
  - The [21st Century Scholars Success Program](#) will develop a living-learning community for 21st Century Scholars in partnership with campus housing.
  - [Academic and Career Development](#) will utilize technology (e.g., Surfaces, a text application, social media) in innovative ways to increase staff engagement with students outside of the traditional one-on-one meeting (proactive advising).
  - [Academic and Career Development](#) will redesign the lobby to create a collaborative environment that facilitates learning and student-staff engagement.
  - The [Degree Completion Office](#) will utilize technology (e.g., text application and social media) in innovative ways to increase student success coach contact with students.
  - The [Diversity Enrichment and Achievement Program](#) will implement its living-learning community in North Hall in fall 2017.
  - First-Year Programs will identify the most impactful components of both [Summer Bridge](#) and [themed learning communities](#) to find ways to offer these experiences to all first-year students, possibly in partnership with orientation, student affairs, and others.
  - The [Office of Student Employment](#) will establish a framework for on-campus credit bearing internships in partnerships with Campus Career and Advising Services and will communicate the framework to campus collaboration partners.
  - The [Office of Transfer Student Services](#) (OTSS) will create an in-person shared space as a front door for transfer students. The space will include OTSS, Passport Office, Office for Veterans and Military Personnel, and credit analysis/advisors.
  - [Special Programs for Academic Nurturing](#) and Accelerated College Immersion Programs will develop and market an IUPUI dual credit program modeled after the IUB Advance College Project initiative.
  - [University College](#) program directors will collaborate and strategize to make first-year interventions more efficient for entering students.

## **EVCCAO Enrollment Management**

### *Highlights and Accomplishments*

- Enrollment Management offices provided advising, training, and systems support to IUPUI academic units, offices, and campus committees throughout 2015-16. EM offices worked with these units to simplify and improve administrative processes and systems through more efficient, detailed, and timely sharing of data and other resources.
- The Office of Student Financial Services (SFS) continues to take a number of steps to promote student success:
  - New Institutional Aid Funding Programs: New institutional grant funding for “at risk” needy students continued to evolve in 2015-16. A new program called the Grant for Access and Persistence (GAP) Award provided a \$2000 grant with support programming for students eligible for both the Federal Pell Grant and the State of Indiana O’Bannon Grant. GAP awarding was done manually in 15-16, but was able to be included in financial aid awarding automation for 16-17 academic year.
  - New Institutional Aid Options for Summer 2016: While Indiana University discontinued a 25% tuition discount offered in recent summer semesters, the IUPUI Summer “Get-On-

Track” Grant program was expanded to include students eligible not only for the 21<sup>st</sup> Century Scholar Award but also the Indiana O’Bannon Grant.

- Identifying Best Targets of New Institutional Aid: Student Financial Services has been highly involved in considering ways to assist needy IUPUI students with a goal of improving student persistence. In particular, considerable time was spent in reviewing how new institutional aid could be targeted to help students negatively impacted by banded tuition implementation in 2016-17. In addition, plans evolved in March and June to award an additional \$4 million in need-based in 2016-17 with an overall goal to get the right aid to the right students in the right way at the right time.
- Innovative Financial Aid Program Continues: The Home Stretch Program launched in the 2013-14 academic year continued in 2015-16. The program provides direct financial support through the awarding of institutional loan funds to needy students within one year of graduation. Once confirmed that the Home Stretch recipient completed the bachelor’s degree as planned, the loan amount borrowed through the program is repaid on behalf of the student by an institutional grant. For 15-16, 92 students near graduation benefitted from the program and 76% are on track to complete bachelor’s degree by August 2016, with an additional 12% remaining enrolled.
- Expanded Loan Counseling Efforts: We have developed different ways to deliver more effective entrance and exit loan counseling, as well as annual loan counseling. We have continued to send out loan debt letters to current students and transfer students upon entry. We have seen some continued attendance success with some new in-person exit loan counseling outreach efforts.
- Less Student Loan Borrowing Continues: Financial outreach messaging at orientation and across campus continues to emphasize responsible, smart borrowing. Outreach efforts include sending out annual student loan debt statements that may help students think about student loan debt before they make student loan borrow decisions.
- Developed and Promoted College Budget Balancer Tool: A web-based College Budget Balancer tool was developed in collaboration with IUPUI Division of Undergraduate Education programmer/analysts. Student Financial Services has promoted use of the tool in First Year Seminars, at orientation, and in other ways. The Kelley School of Business F151 class “Finances of the College Student” uses the College Budget Balancer tool as a final exam exercise for students.
- Office of Scholarships Cross Training: With the Office of Scholarships move to the Campus Center, Student Financial Services has considered more cross training opportunities. Student Financial Services and the Office of the Bursar have played a central role in private scholarship processing business redesign. Student Financial Services has also provided training and Waterway space for scholarship staff.
- Student Financial Stability Faculty & Staff Training: Student Financial Services worked closely with Student Affairs, Institutional Research & Decisions Support, the 21<sup>st</sup> Century Scholars Support Program, and other campus leaders to develop a successful campus training event. Attended by over 100 IUPUI faculty and staff, the training utilized some tools developed by a Lumina grant-funded toolkit titled Beyond Financial Aid. Similar campus faculty and staff training initiatives are expected to continue to promote student success and financial stability for at risk students at IUPUI.

## **EVCCAO Faculty Appointments and Advancement (FAA)**

### *Highlights and Accomplishments*

Nothing reported for Goal 1

## **EVCCAO Graduate Office**

### *Highlights and Accomplishments, including evidence of effectiveness*

- Supported tiered mentoring by promoting the inclusion of IUPUI graduate and medical students in group meetings with diverse undergraduate and high school students engaged in summer research on campus. IUPUI programs impacted include SEED, Simon Cancer Center summer interns, CTSI summer students, and Minority Serving Institutions (MSI) Summer STEM scholars.
- Provided resources for recruitment and educational support for students within the Summer STEM Scholars program. This program offers research experiences for undergraduate students from MSI's, IUPUI and IUB on our Bloomington and Indianapolis campuses. <http://stem.indiana.edu/summer-scholars-institute.html>

### *Future plans and priorities*

- In the Coming Academic Year
  - Work to improve the proficiency of our graduate students in STEM teaching and research to benefit undergraduate learners on campus. In collaboration with the IUPUI CTL and our Bloomington Graduate School and CITL partners, we are developing resources for institutional and campus-specific programming for the IU Center for Research, Teaching and Learning (CIRTL).  
<http://news.iu.edu/releases/iu/2016/03/research-teaching-learning-partnership.shtml>  
<http://www.cirtl.net/>
- Longer-term
  - Develop new partnerships with MSIs and HBCUs to bring diverse undergraduate students to IUPUI for research and engagement with graduate and professional students on campus.
  - Increase communication with IUPUI Schools to encourage graduate and professional student engagement and mentoring for undergraduate and high school students on campus.
  - Determine if postdoctoral fellows within our STEM schools could be tapped to help teach and mentor undergraduate students.

## **EVCCAO Honors College**

### *Highlights and Accomplishments*

The IUPUI Honors College actively promotes undergraduate student learning and success. Attracting and retaining IUPUI's high-achieving students is done through a combination of state-of-the-art recruiting practices, high impact advising practices, creative student programming, and cultivated relationships with our campus partners.

### Growth in Honors College Enrollment

- Excellent academic programs coupled with competitive Honors scholarships continue to feed the growth of the IUPUI Honors College. In addition to the Bepko Scholars and Fellows Program, the Herbert Presidential Scholars Program, and the Plater Distinguished Scholars Program, IUPUI added an admission-based Chancellor's Scholarship to the College in 2011-2012. In fall 2015 the Chancellor's Scholarship was changed from admission-based to competitive admission and reduced to 150 scholarships.
- The IUPUI Honors College continues to grow in enrollment and academic profile. In Fall 2015, Honors new student enrollment reached 289. This was our most talented and diverse Honors class to date. College enrollment in fall 2015 was 1,089 students (including school-based enrollments) in over 90 majors. Honors Scholars continue to graduate in four years at a rate greater than IUPUI students in general: 70 percent versus 22 percent. Since 2010, Honors has graduated 637 students with the Honors Notation.

### Awards and Recognitions

IUPUI Honors Scholars continued to be recognized for civic engagement, academic excellence, and service to IUPUI and our community:

- Eight IUPUI Honors Scholars were recognized as 2016 IUPUI Undergraduate Plater Medallion Recipients. The William Plater Civic Engagement Medallion is designed to honor graduating IUPUI students who have shown an exemplary commitment to the community and who have developed an ethic of civic mindedness.  
<http://csl.iupui.edu/doc/plater-medallion/plater-pr-2016.pdf>
- The IUPUI Alumni Council and the Student Organization for Alumni Relations (SOAR) annually sponsor the Top 100 student recognition at IUPUI. More than 2,000 students were nominated for the prestigious recognition of IUPUI's top 100 students for 2016. From the top 100 students, the top 10 female and male students were chosen by a panel of alumni, faculty, and staff.

Eight of the Top Ten Female Students were IUPUI Honors Scholars and seven of the Top Ten Male students were IUPUI Honors Scholars. The Top Female student is also an Honors Scholar. Seventy of the 2016 IUPUI Top 100 juniors and seniors recognized for scholastic achievement, extracurricular activities on campus, and civic and community service are IUPUI Honors Scholars.

<http://news.iupui.edu/releases/2016/04/top-iupui-outstanding-male-female-students-named.shtml>

- Westin Wright, a Bepko Scholar in the IUPUI Honors College, was selected as the IUPUI Honors College Chancellor's Scholar for 2016. The Chancellor's Scholar Award is presented annually to the student who has the highest college GPA and who demonstrates a commitment to the university and the communities it serves. This student also serves as the keynote speaker at the annual Honors College Graduation Dinner and Medal Ceremony. Weston majored in Biology with a Minor in Economics. Weston begins IU Medical School in fall 2016 as a Bepko Fellow. He is enrolled in the MD/MBA program which will prepare him for healthcare leadership in the future.
- The IUPUI Chapter of Alpha Lambda Delta (ALD), National Honor Society for First-Year Students, was recognized fall 2015 with the Order of the Torch Award. This is the annual award for the most outstanding chapters of Alpha Lambda Delta in the nation. Each year, up to five chapters may be awarded the Order of the Torch. In 2015-16, over 60 percent of the

ALD officers are Honors Scholars and over 58 percent of its new members are Honors Scholars. David Kane, Chancellor’s Scholar, was selected in a national competition to be a member of the National ALD Council. ALD at IUPUI is advised by Lisa Ruch, Director of Academic Affairs in the Honors College.

*Future Plans and Priorities*

- In fall 2015, the IUPUI Honors College made a significant change to its admissions process through implementation of the competitive Chancellor’s Scholarship Program. In 2016-2017 we will continue to optimize our enrollment management by monitoring and evaluating the changes this process has caused in the overall quality of our scholars, diversity, four year completion rate, and yield.
- We have initiated new elements of advising centered on the Senior Year Experience. These efforts will link to development of an IUPUI Honors College Alumni Association fall 2016.
- In 2016-2017 we will finalize work the Lilly School of Philanthropic Studies to offer a school-based Honors Program as well as an Honors Minor in Philanthropy.
- We are conducting a retention analysis in order to improve College processes, including our existing retention program and high impact advising practices. . Longer term, the College will work with the school-based Honors Programs to ensure a quality student experience and improve completion rates from this student population. A new Honors orientation program is scheduled for fall 2016 for our new students. Staff professional development continues through active use of campus resources as well as attendance and presentation at national meetings.
- Actionable recommendations offered though the College Program review are being implemented.

**EVCCAO Institutional Research and Decision Support**

*Highlights and Accomplishments*

- All IRDS staff assisted in the development of [IUPUI Data Link](#), which houses interactive dashboards displaying actionable information on numerous facets of the IUPUI strategic plan. This includes information on retention rates and graduation rates for undergraduate and graduate students, degree counts, time to degree, and high impact practices that may be used at the school and, eventually, the program level.
- IRDS Team members took a collaborative, strategic, and data-driven approach to clearly defining goals for our retention, graduation, and degree completion rates at IUPUI. The approach included [Institutional Research and Decision Support IRDS](#) team members working collaboratively with the [Council on Retention and Graduation \(CRG\)](#) and the [Enrollment Management Advisory Council \(EMAC\)](#) The following [goals strategic plan goals aligned with key performance indicators](#) were set:

	Current	2020	2025
One-Year Retention	74%	80%	85%

Four-Year Graduation	22%	25%	30%
Six-Year Graduation	46%	50%	55%

- IRDS worked collaboratively with leaders and decision makers across campus to ensure that we continuously make educational improvements through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. Retention, graduation, and degree completion rates are made available via static yearly reports such as [Understanding Our Students and An Update On Retention And Graduation Progress](#) and the [IUPUI Data Link](#).
- Helped develop a sustained focus on strategic enrollment management and increase in institutional aid and programming to improve the success of low-income students (based directly on data that suggests that students with high levels of unmet need have lower retention rates compared to students with lower levels of unmet financial need). The report [Assisting Low-Income Student Success at IUPUI](#) highlights how student success results were used to make data-driven changes. This approach is aligned with [Lumina Beyond Financial Aid initiative](#).
- In order to make meaningful improvements to improve retention rates and degree completion rates, IRDS conducted many analyses to understand the educational, institutional practices, and student factors that predict retention and graduation rates. Additionally, we examined student success outcomes among unique groups of students such as [African American Students](#), Latino Students, [Low-Income Students](#), [Students in Specific Programs such as Learning Communities](#) and other [First-Year University College Students](#), [Sophomore Students](#), [Transfer Students](#), and [Near Completers who receive institutional grants through a Homestretch program](#). Additionally, we not only [report on one-year graduation rates, we also use the National Clearinghouse](#) to understand what happens to students who are not retained at IUPUI Indianapolis. For example, we found that there were there were 235 students in UC Pre-Health Majors that were not retained to 2014. Many of these students did not perform well enough academically to gain access to competitive programs and transferred to other institutions.
- Provided comprehensive information on student performance in [Gateway courses to the Gateway to Graduation program](#). This information was used to identify courses and course sections that may create bottlenecks for students.
- IRDS staff provided information related to the evaluation of numerous student success initiatives in the Division of Undergraduate Education and University College, including information for the evaluation of Bepko Scholars, surveys and focus groups to be used for the programs included in the Special Populations program review, and evaluation of the Health and Life Sciences Mentoring program.
- IRDS staff collaborated with colleagues in University College and the Division of Undergraduate Education to revise the Entering Student Survey and develop a Mentor Intake form to be distributed to students within their first week at IUPUI. The data obtained from these questionnaires will be used to better understand student behaviors, perceptions, and attitudes that may be linked with retention and success. The mentor intake form will also be used to intervene with students at a critical period and facilitate better academic and social integration.

- IRDS staff provided commentary and assistance in the development of the high impact practice taxonomies, consulted with Jennifer Thorington-Springer on the assessment of RISE programs, and provided school-level information on RISE participation through NSSE.
- Provided information for 8 program reviews, including information directly related to student success
- Provided information to Athletics for NCAA reporting
- Reporting information from Climate Survey to multiple decision makers
- Helped facilitate administrator/dean meeting regarding LGBTQ+ student concerns (Mitchell)
- IRDS members served on Program Review and Assessment Committee (Graunke, Hansen, Mitchell)
- Served as Chair of the Program Review Subcommittee of PRAC (Mitchell)
- Served as a members of the Foundations of Excellence Data Committee as well as other FOE committees (Childress, Hancock, Graunke, Hansen, Mitchell)

### *Future Plans and Priorities*

- Develop a communication strategy for ensuring that decision makers have the data and information needed to continuously improve student success. As such, this communication strategy would include information on what data is available, where to find it, and when it is available.
- Restructure student survey schedule to administer surveys based on timing of student progression: beginners (Entering Student Survey), first semester (Mentor Intake Form University College focused), and sophomore year (Sophomore Survey). Help serve to better understand school based exit surveys and institutional need for a campus level student exit survey
- Continue to provide indicators of student success for Diversity, Equity, and Inclusion
- Continue to provide information regarding student success for every program review (including unique data collection for each program)
- Investigate best practices to better understand IUPUI alumni post-graduation
- Continue to provide Athletics information related to student satisfaction and success
- Creation of interactive dashboard showing faculty engagement in high impact practices by faculty type
- Provide more workshops and education so that those working directly with students understand what data is available and how to use it for effective decision making.

## **EVCCAO Office for International Affairs**

### *Highlights and Accomplishments*

- First-year retention of international freshmen consistently has exceeded that of the general student population by at least ten percentage points since 2011. Retention of new international beginners enrolled in Fall 2014 to Fall 2015 was 86.1%, compared to 74.9% for all IUPUI freshmen. Source: <https://tableau.bi.iu.edu/t/prd/views/RetentionGraduationbySchoolsandStudentAttributes/Retention?iid=1&embed=y#1>
- The 4-year graduation rate for IUPUI international freshmen enrolled in Fall 2011 (FT, Bach degree-seeking) increased to 34.4%. The 6-year graduation rate for Fall 2009 increased to 56.3%. Source: <https://cbi.bi.iu.edu/>, Student Data Reports, Persistence & Graduation Rates.

- The [International Peer Mentor Program](#) (IPMP) provided support to over 100 international undergraduate students. Surveys show that 96% of mentees were satisfied or very satisfied with the support they received after arrival and through their first semester. 92% said IPMP helped them to adjust to life at IUPUI more quickly.
- IPMP expanded its reach into two new responsibility areas: 1) Three IPMP mentors served as Academic Success Coaches in the University College Bepko Learning Center specifically for international students; and 2) Two IPMP mentors provided support to the Program for Intensive English students during their orientation and activities.
- A record number of IUPUI students studied abroad and curriculum internationalization work continued to expand.
  - See Strengthen Internationalization Efforts

#### *Future Plans and Priorities*

- Overhaul the current international student orientation programming to create a more engaging and interactive experience for new students, including an online orientation option.

### **EVCCAO Office for Women**

#### *Highlights and Accomplishments*

- Women's Annual Leadership Awards Reception (with OSI) - March 31, 2016. As part of the National Women's History Month observance every year in March, women faculty, staff and *student* leaders are recognized and celebrated at an annual leadership reception sponsored by the Office for Women and the Office of Student Involvement. Because of implicit bias and cultural norms, the accomplishments of women are often not recognized and become invisible. This recognition event is an intervention to change that norm. The event has evolved over the years into an annual reception featuring a keynote address on the National Women's History Month theme and the presentation of awards to top women leaders on campus. Awards made to the following students:

#### *2016 Student Awards:*

Sarah Cruser, Doctor of Physical Therapy

Taylor Dooley, Bachelor of Arts in philanthropic studies

Jazmin Jones, Bachelor of Science in health services management

Johanna Leblanc, Juris Doctorate

Emily Sightes, Bachelor of Arts in community health

Anna Sohail, Bachelor of Arts in chemistry

- Advancing Women's Mentoring Program (with OSI) The Advancing Women Mentoring Program is designed to empower *students* toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Students have the opportunity to be mentored throughout the academic year by IUPUI faculty and staff. In addition, the program highlights topics pertaining to the advancement of women both in the university and the workplace in workshops throughout the year. In 2015-16, there were 35 mentor/mentee teams. See: <http://studentaffairs.iupui.edu/involved/leadership-programs/programs-seminars/women-mentoring/index.shtml>
- 2015-16 AWMP Workshop Schedule: September 30 – Mentor Training; October 21 – Orientation and Strengths Finder Training; November 18 – Identity Wheel Workshop; December 1 – Unconscious Bias Workshop; January 20 – Health and Wellness; February 17



– Gender and Communication: March 23 – Professional Branding/Networking:: April 22 – Closing Ceremony

- Women’s History Month Programming (with Office of Student Involvement and Multicultural Center) –March 2015. Women’s History month is an annual national celebration enacted into law by the United States Congress in 1987 to redress the omission of women’s accomplishments and contributions to our nation’s history. IUPUI celebrates Women’s History month as one of its Cultural Heritage Months. Working with the Multicultural Center, the Office of Student Involvement and other campus units and student clubs, the Office for Women plans programming highlighting the achievements of women.
  - Sexual Assault Prevention, Intervention and Response Task Force, co-chairs Kathleen Grove and Sareen Dale. The task force provides a forum for planning and coordinating primary prevention education for *students*, faculty and staff; sharing of policies and procedures for student conduct; articulation of victims’ rights; coordination of message and dissemination of information; police reports and training for faculty and staff. It has broad representation from stakeholders across campus and the community. This campus-wide coalition of over 30 members representing about 20 units and community organizations also helps coordinate efforts to address sexual assault and intimate partner violence on campus. It meets monthly and co-sponsors Sexual Assault Awareness month and Domestic Violence Awareness month and other events on campus. Also sponsors a campus website: <http://safir.iupui.edu/>
- AAUW Start Smart Salary Negotiation workshops (American Association of University Women) The \$tart \$mart workshop is directed especially to women who are college juniors and seniors, as well as graduate students, to provide them with knowledge and skills when approaching the job market to negotiate salaries and benefits so that they receive fair and realistic compensation. The Start Smart Campus Initiative is supported by the American Association of University Women. The IUPUI Office for Women is a trained and licensed provider of \$tart \$mart. <http://www.aauw.org/what-we-do/salary-negotiation-workshops/>
- Life Beyond IUPUI –Women in the Workplace panel with Kathy Grove, Kathy Cabello, Charlotte Westerhouse-Renfrow and Amanda Apodaca; co- sponsored with Student Organization for Alumni Relations, April 11, 2016 <http://soar.iupui.edu/senior/life.html>

#### *Future Plans and Priorities*

- The Office for Women and collaborators will continue the ongoing programming of Advancing Women’s Mentoring Program, Women’s Leadership Awards, Women’s History Month programming, Life Beyond IUPUI and Start Smart Negotiation Workshops. Director Grove will continue to serve as the co-chair of the IUPUI Sexual Assault Prevention, Intervention and Response Task Force. On August 11, 2016, SAPIR and OFW will help co-sponsor a national conference at IUPUI, “Creating Cultures of Care and Compassion: Commuter and Regional Campuses Role in the Prevention of Sexual Assault,” <http://safir.iupui.edu/SAPIREvents/Conferences>.
- The Office for Women and representatives from the IUPUC campus in Columbus have received a \$13,000 grant from the IU Foundations’ Women’s Philanthropy Council to hire a part-time program assistant under the supervision of the director of the OFW to develop programming to support and advance women on the Columbus campus. The person will start in August 2016 and be assisted by an Advisory Council made up of IUPUC faculty, staff and students. Applicable programming from OFW will be expanded to the Columbus campus where appropriate.

## **EVCCAO University Library**

### *Highlights and Accomplishments, including evidence of effectiveness*

- Examples include: student learning outcomes achieved, programs developed or expanded, funding/scholarships to support undergraduate education, student satisfaction, high impact practices, student engagement and co-curricular learning, innovative instructional/curricular practices employed, etc.
  - The University Library provides the resources — books, journal articles, and databases — that support the academic work of students. In 2015-16 the library circulated 40,007 items. Use of electronic journals amounted to over 1.8 million articles and there were over 550,000 electronic book uses. The library provided over 28,000 items through interlibrary loan and document delivery. In 2015-16 the library's web pages hosted 848,000 sessions with 1.4 million page views.
  - The University Library provides the primary informal academic space for students on campus. The library's gate count for 2015-16 was over 870,000. In 2015 there were 285,000 logons to the libraries public computers. Studies for April 2016 indicate that for nearly all of the hours between 10:30 am and 5:30 pm Monday to Thursday over 70% of the public computers are in use. A similar study in the same month indicated that 11:00 am and 8:00 pm Monday and Thursday 80% of the group study rooms were in use. Use rates for group study rooms were over 60% during the afternoons on Friday and Sunday as well. In 2015-16 there were 24,547 reservations for group study rooms and 3,539 reservations for the library's meeting rooms.
  - The University Library works to assure that students are aware of the changing scholarly information ecosystem and can ethically and legally use it to their advantage both as consumers and creators of knowledge. University Library librarians provide significant instruction and consulting support for students. In 2015-16 librarians conducted 709 instructional sessions involving 7,913 students; they conducted 22 workshops or tours involving 588 attendees; answered 977 chat reference questions, and conducted 745 research consultations.
  - The University Library works with University College to productively engage in their first year program so that students have a solid grounding in the role of information in higher education and how this impacts their ability to be effective college students. This includes engagement with the Bridge Program and first year programs.

### *Future Plans and Priorities*

- In the Coming Academic Year
  - A project is under way to develop a plan to renovate library space with a focus on increasing and enhancing the informal study space available on campus.
  - The library continues to expand its ability to provide books, journals and other scholarly content on an on-demand basis, thus both expanding what is available and doing so at in a more cost effective way.
  - The library is focusing on providing instructional content in the form of subject guides, tutorials and other digital objects that can easily be embedded in Canvas.
- Longer-term

- Working with the IU Foundation the library is seeking a naming gift for the library that would, among other things, provide the funding for the renovation now being planned.
- The library will continue to request modest increases to the materials budget to support new degree programs.

## **Finance and Administration**

### *Highlights and Accomplishments*

- Surplus - Herron faculty brought students into Surplus to select items for course projects; provided electronics to technology departments to help students conduct IT experiments.
  - *Future plans:* Continue to expand opportunities for redistribution of surplus items to benefit student success.
- HRA – Provided consultation to Enrollment Services to review process flow and backlog issues with a restructure and reclassification of reporting lines of staff to align with USSS process changes. This included a merging of transfer credit processing back into the application review process. The revised process flow was able to reduce pre-consulting weighted average days to final decision from 38.3 days in fall 2015 to 3.9 days in fall 2016.
- Bookstores – Increase in on-time textbook adoption from 40% in prior year to 50% in current year. B&N continued to reach out to academic departments to increase timely submission of textbook requirements to ensure items are available by the start of the semester for students.
  - *Future plans:* Continue to focus on increasing on-time adoptions; provide reports to academic units on progress towards goal of 100% on-time textbook adoption rate.
- Card Services – Increased participation in [EZ Deposit](#) to assist students with purchasing textbooks and course materials in a timely manner.
  - *Future plans:* Partner with B&N for cross promotion to continue to provide awareness for students of the option to encourage timely purchase of class materials.
- Card Services – Increased options for students, faculty and staff for greater access and convenience of retail options. New vendors including CAPS and Informatics 3D Printing Labs now accept JagTag payment.
- Food Services – Provided an additional meal plan option to respond to student’s needs. The elective meal plan options grew by 29% over the prior year.
- Events and Conference Services – Developed internship program in collaboration with the School of Physical Education and Tourism Management to provide students with internships and part-time job opportunities.
- Finance – Work with campus partners on communication plans regarding the implementation of banded tuition for Fall 2016.
- Campus Facility Services - In addition to infrastructure projects to replace components that are past their useful life in campus buildings such as air handlers, electrical switchgear, etc., several other R&R projects were completed over this past year which have a more direct impact on facility use: Cavanaugh Hall restroom renovations, fume hood infrastructure installation at Engineering, Science and Technology which allows for the ability to add research labs, renovation of the connector between Long and Clinical, replacement of the roof at the Science Building and replacement of carpet and wall finishes on 2<sup>nd</sup> floor of Hine. A complete list of FY 2016 projects can be found at <https://cfs.iupui.edu/projects.asp>.

- *Future plans:* Examples of additional R&R projects that would impact student learning that have been submitted for funding are:
  - Repairs to campus sidewalks and curbs
  - Medical Science dock and building envelope repairs
  - Replace University Library roof
  - Improve various learning spaces
  - Complete final phase of Cavanaugh restroom rehabilitation
- *Long term:* Continue to assess and maintain an up to date backlog list of spaces, building systems and utility infrastructure in need of rehabilitation to take advantage of future funding and to move towards the goal of “zero deferred maintenance.”
- Campus Facility Services - Prioritized undergraduate classroom modernization (UCM) funding for three general inventory R&R renovation projects by purchasing furniture for the rooms:
  - Hine Hall rooms: 118 and 102
  - Education Social Work rooms: 1116 and 1126
  - Lecture Hall room: 104
  - *Future plans:* Implement plans to create three 60+ seat classrooms by combining two classrooms into one large classroom in the following buildings: Education/Social Work 2104 & 2105, 2107 & 2108 (both in summer 2016) and Business/SPEA BS 3015 & 3016 (summer 2017)
  - *Long term:* Develop long term plans to identify other classrooms that require major renovations
- Campus Facility Services - Developed new classroom designations for general inventory classrooms. They are: Basic Classroom – typical technology, furniture; Active learning classroom – typical technology, flexible furniture, collaboration tools; Mosaic classroom – high end technology, collaboration tools, flexible furniture
  - *Future plans:* Identify basic classrooms that can be labeled “active learning” by adding student collaboration tools (whiteboards) and implement plan to install whiteboards wherever possible by fall 2016 start of school.
  - *Long term:* In collaboration with the IUPUI Classroom Committee identify and develop plans to create more MOSAIC classrooms.
- Office for Intergroup Dialogue and Civil Community - IGD Curriculum Development and Certificate: The IGD/CC Office has supported faculty from four schools (Liberal Arts, Social Work, SPEA, Engineering & Technology) in their efforts to develop curriculum that incorporates IGD principles and practices. IGD/CC staff assisted faculty in facilitating dialogues within the classroom. The IGD/CC Office is coordinating efforts among these four schools to develop an undergraduate Intergroup Dialogue certificate proposal. This certificate will be a 15-credit hour certificate that students can complete within the 120 credit hour/four-year graduation completion requirement.
  - *Future plans:* In the coming Academic Year: Complete the proposal and submit it for review and approval. Proposal submission deadline is November, 2017.
  - *Long-term:* Schedule first cohort of IGD content courses within the certificate for fall, 2017. Certificate includes a leadership development component in which students develop skills to facilitate dialogue among peers. The first skill development courses should be offered in fall, 2018, assuming initial content courses begin fall, 2017.
- Sustainability – Collaborated with campus and community partners to provide educational opportunities and programs, to combine active, experiential learning with real world problem solving on campus and in the broader community.

- The Natatorium went [Zero Waste](#) for the 2016 Olympic Diving Trials. As a part of this initiative, [Pam Napier's Herron School of Art Visual Communications](#) course developed print and digital materials to communicate Zero Waste to fans, athletes, and the IUPUI community in partnership with IUPUI Sustainability, [The Natatorium leadership team](#), and the [Indiana Sports Corp.](#)
- [The Campus Kitchen @ IUPUI](#) is a student-led hunger relief initiative, serving to those who are food insecure. To date, over 400 volunteers (predominantly students) have recovered over 3 tons of food, prepared and served over 2,500 meals to Wheeler Mission Men's and Women and Children's shelter and recently to the families at the Ronald McDonald House in Riley. IUPUI Sustainability and the SPEA Student Council hosted the first Indy ReCYCLE Ride! Eight teams of four rode bikes across Indianapolis to collect waste from along the Indianapolis Cultural Trail. A total of 180 lbs. of waste (110 lbs. of which was recyclable material) was recovered. The Pacers BikeShare graciously donated the use of 25 bikes to IUPUI students.
  - *Future plans:* Continue partnership with Professor Pamela Napier to create an ongoing sustainability project for her course
  - *Long term:* Develop an inventory of courses across campus that need/require project-based learning and target those courses with sustainability projects either through the Office of Sustainability or any of our community partners; Better integrate the Office of Sustainability into the Center for Earth and Environmental Science's (CEES) Service Learning program, which serves over 500 students annually;
- Sustainability - Provided community internship and collaborative opportunities with sustainability partner community organizations. Partnered with [Keep Indianapolis Beautiful](#) and [SPEA](#) to create a new internship position that serves both the IUPUI and Indianapolis community. This position worked to increase the community engagement of KIB's efforts while also managing IUPUI's [Tree Campus USA](#) program. Sustainability – has [Indiana Recycling Coalition](#), [SPEA Indy](#), and IUPUI Sustainability partnered to create a unique internship opportunity for SPEA undergrad and grad students that focuses on recycling in Indianapolis and at IUPUI. This position will split time between community and campus, while serving the needs of both.
  - *Future plans:* Continue internship partnerships with Keep Indianapolis Beautiful and the Indiana Recycling Coalition. Explore internship expansions with other sustainability non-profits.
- Sustainability - The IUPUI Office of Sustainability along with the Student Sustainability Council (SSC), collaborated with multiple units/organizations to celebrate [Earth Month 2016](#) as well as Earth Month Discussions @ Democracy Plaza; [Great Indy CleanUp](#) in the Near Westside neighborhood; [DIGS/CKIUPUI](#) – IUPUI campus garden spring clean days; [SPEA Student Council](#)'s Indy [ReCYCLE Ride](#); [Arbor Day](#) tree care workshop/planting service day; Biology Club – Greenhouse tour; as well as participated at the Earth Day Indiana Festival & The Indiana State Museum's Going Green Festival.
  - *Future plans:* Continue campus-wide celebrations, with particular emphasis on Campus Sustainability Month (October) and Earth Month (April) and create a master schedule of sustainability events in partnership with the Student Sustainability Council and other on-campus units
  - *Long term:* Work with Student Sustainability Council and other sustainability-related student groups to offer a student sustainability summit on campus to better organize student groups around sustainability.

## Planning and Institutional Improvement

### *Highlights and Accomplishments*

- Students hired as test proctors and receptionists in the IUPUI Testing Center acquire work-related skills.
- Testing Center staff increased the total number of proctored computer-based classroom tests by 15% (i.e., up from approximately 45,500 to 52,500 class tests proctored in the SL070 Testing Center facility). This service saves faculty members a class period every time they use the service, so it gives them extra time to cover new material in the classroom as students enjoy the flexibility of taking their exams at their own convenience. Customers (faculty and students) using proctored classroom testing came from the Schools of Engineering & Technology, Liberal Arts, Medicine, Nursing, and Science.
- Testing Center staff increased the total number of test appointments by approximately 20% (i.e., up from a total of 2,137 to 2,560 high-stakes tests) for students taking the *GRE*, *MCAT*, and *Pearson Assessments* (Teacher Licensure Testing and Performance Assessments) administered in the BS3000 Testing Center facility.
- Testing Center staff maintained the administration of ALEKS mathematics placement assessments and the IUPUI world language placement tests using remote and ‘unproctored’ Internet testing.
  - For the current reporting period (7/1/2015 – 6/30/2016), TC administered a total of **5,775** ALEKS Math assessments online, and a total of **1,688** World Language Online Placement Tests [i.e., French: 231; German: 102; and Spanish: 1,355]
- Mzumara assisted faculty in the Department of Chemistry with development and implementation of batch processing of placement exam scores for the new Chemistry Placement Exam launched on June 3rd, 2016.
- *Online Course Evaluations*: In conjunction with faculty participants from 12 schools, Testing Center staff coordinated and successfully completed two campus-wide online course evaluation projects using the Blue/Evaluation system ([www.explorance.com/blue/course-evaluations/](http://www.explorance.com/blue/course-evaluations/)), with overall mean response rates of 53% (for Fall 2015 semester with a total of 3,542 classes evaluated) and 56% (for Spring 2016 semester with a total of 3,258 classes evaluated), quite comparable with a national average response rate of around 55% for online course evaluations. IUPUI schools using Blue/Evaluations include Kelley Business (Indianapolis), Education, Engineering & Technology, Health & Rehabilitation Sciences, Herron Art & Design, Informatics & Computing (LIS Department), Law, Liberal Arts, Physical Education & Tourism Management, Science, SPEA; and University College.
- Mzumara has served as evaluator for an NSF-funded project that has increased the number of graduates in the Schools of Science and Engineering & Technology by at least 10%/year for the past 5 years.
- Earning credit for prior learning can save students time and money. Mzumara served as a charter member of the *Prior Learning Assessment (PLA) Steering Committee* established in March 2016. During the spring and summer of 2016, the PLA Steering Committee coordinated the compilation of *PLA Accordion Links* posted at the DCO website: <http://complete.iupui.edu/prospective-students/credit-evaluation-and-prior-learning-assessment/>
- Mzumara served as a member of the sub-committee that compiled information for IUPUI’s Assurance Argument Report for the Higher Learning Commission’s Core Component 4.A.

- Mzumara participated in the Degree Completion Office (DCO) *Summit on Adult Degree Completion/Prior Learning Assessment (PLA)* conducted at IUPUI on February 5<sup>th</sup>, 2016.
- Electronic portfolios enable students to show employers what they know and can do. Kahn directed and Scott coordinated the IUPUI campus's ePortfolio Initiative, which supported current ePortfolio projects in moving from Oncourse to the new Taskstream platform and provided grants to help launch new projects. New ePortfolio grants helped fund two program transition projects and eleven new course and program projects, bringing the total ePortfolio adoption at IUPUI to approximately 58 undergraduate and graduate projects in 16 schools (41 programs) and 4 other units. All of these programs and courses adopted ePortfolios to enhance student learning and success or to assess student learning outcomes for purposes of improvement or, most frequently, both.
- Kahn and Scott worked with University College and the Life-Health Sciences Internship Program to mount the second IUPUI ePortfolio Showcase, which recognizes excellent student ePortfolios and helps to foster wider adoption of ePortfolios across the institution.
- Kahn and Scott worked with leaders of the RISE Initiative to offer two new course grants to support adoption of ePortfolios for RISE courses.
- Program Review staff coordinated eight reviews: Honors (October 7-9, 2015); Forensic Science (November 9 – 11, 2015); Housing and Residence Life (September 28-30, 2015); Sociology (February 22-24, 2016); Philanthropy (February 29 - March 2, 2016); Informatics and Computing (April 11-13, 2016); Philosophy (April 20-22, 2016); and Kinesiology (April 25 – 27, 2016)
- Program Review staff participated in seven follow-up meetings: MS in Technology, Nursing, Chemistry and Chemical Biology, Computer and Information Sciences, Anthropology, World Languages and Cultures, and Advising in Engineering. Some examples of uses of the reviewers reports are: World Languages and Cultures faculty held a retreat to develop a strategic plan and strengthen assessment activities. Computer and Information Sciences faculty in the gateway courses have completed a curriculum mapping. Chemistry and Chemical Biology faculty have restructured much of their governance processes and made changes to improve teaching infrastructure. Anthropology reported a new hire to teach Anthropology A104 and standardization of teaching in A104 as has been done in A103. Advising in Engineering restructured advising and now academic advisors report to the Assistant Dean for Student Services.
- PAII staff conducted nine program review planning meetings for reviews to be conducted during 2016-2017: Criminal Justice, Geography, Student Involvement, Student Conduct, University College Underserved student programs, Testing Center, Technical Leadership and Communication, Museum Studies, Religious Studies, and Center for Teaching and Learning.
- Banta taught a graduate course (C750) that prepares students to conduct outcomes assessment, and Black taught two undergraduate courses in 2015-2016 (UCOL 110 and TCM 3200).
- Black served as chair of the University College Academic Policies and Procedures Committee and as a University College Faculty Associate.
- Banta served as a member of the Undergraduate Affairs Committee.

#### *Future Plans and Priorities:*

- During Academic Year 2016-2017, the top work priorities for the Testing Center include:
  - Assess the efficacy, utility and appropriateness of the remote and “unproctored” Internet testing for placement testing, particularly to evaluate the success of students using

- ALEKS Math placement assessment scores to enroll in advanced-level mathematics courses at IUPUI;
  - Undertake an administrative review of the Testing Center and implement reviewers' recommendations accordingly; and
  - Plan and conduct (with a coalition of willing faculty participants) a pilot of the Bluepulse product (<http://www.explorance.com/blue-applications/bluepulse/>) that can help instructors collect real-time feedback to stimulate continuous improvement of their classes.
- During Academic Year 2016-2017, the top priorities for the Office of Institutional Effectiveness include:
  - Move the ePortfolio Showcase date to late February 2017 to avoid calendar conflicts we believe to be partly responsible for lower attendance than targeted.
  - Several of the grants made in 2015-16 will be completed in 2016-17, with two of the program-level projects eligible for second-year implementation funding.
- During 2016-17, Program Review personnel will:
  - Conduct at least eight program reviews (Center for Teaching and Learning will be deferred to a future year).
- Longer-term plans for the Testing Center include:
  - Development of new Web interfaces to facilitate online administration of the new EAP Placement Tests (i.e., the Michigan Test of English Language Proficiency, or MTELP), and the WebCAPE Modern Language Placement Tests for French, German, and Spanish; plus associated Web applications to facilitate automated upload of placement scores in SIS.
  - Periodic assessment of the appropriateness and usefulness of the new placement tests (MTELP and WebCAPE) for course placement at IUPUI.
  - In collaboration with the IUPUI campus leadership and the Budget Office, the Testing Center will continue to explore the feasibility of implementing centralized funding solutions to support and sustain proctored computer-based classroom testing services at TC, and the campus-wide administration of online course evaluations using Blue products from eXplorance, Inc.
  - Mzumara will continue to represent the Testing Center as a member of the PLA Steering Committee, and TC staff will work collaboratively with faculty interested in expanding opportunities for offering PLA/CBE options for students enrolled at IUPUI.
- Longer-term plans for the Office of Institutional Effectiveness include:
  - Depending on the result of new mission and directions for the ePortfolio Initiative, we will focus attention on documenting specific effects of ePortfolio use.
- Longer-term plans for program review include:
  - Conducting a review of practices employed to complete and follow up program reviews.
  - Conducting periodic studies of uses of program review.

## **Office of the Vice Chancellor for Research**

### *Highlights and Accomplishments*

- Presented finding funding workshop to undergraduates as part of the RISE sessions through the Center for Research & Learning (CRL) and created funding alerts for possible future fellowships.
- Advised faculty on strategies for integrating students into their research successfully.
- Organized and held the JagStart annual competition, the IUPUI student idea pitch to solve social and economic challenges. <http://www.crl.iupui.edu/jagstart/>
- Awarded a RISE scholarship in research to five undergraduate students.



- Sponsored multidisciplinary research (MURI) teams consisting of undergraduate students for the academic year: 10 teams, 47 students; and summer: 11 teams, 47 students. [http://crl.iupui.edu/programs/MURI\\_Project\\_Awards/index.asp](http://crl.iupui.edu/programs/MURI_Project_Awards/index.asp)
- Sponsored Undergraduate Research Opportunity Program (UROP) grants during the academic year (26 students) and the summer (19 students). <http://crl.iupui.edu/programs/UROP/index.asp>
- Provided travel support up to \$500 to students who presented at regional and national meetings.
- Organized and held student research orientation sessions for the academic year and summer programs.
- Developed and implemented new assessment tools for students accepted to CRL programs.
- Launched a new CRL program, Fast Track, which is open for applications year round and provides supply money to student mentors.
- Sponsored and directed the Innovation-to-Enterprise Central program which included undergraduate and graduate students exploring and developing ventures in five different entrepreneurial projects. <http://crl.iupui.edu/programs/I2E/index.asp>

### *Future Plans and Priorities*

Nothing reported for Goal 1

## **Office of the Vice Chancellor for Student Affairs**

### *Highlights and Accomplishments*

- First-time, full-time students living in the residence halls have higher GPAs than their peers who live off-campus. Additionally, students living on-campus are retained to the campus at rates higher than their peers. Additionally, students involved in fraternity and sorority life also out-perform their undergraduate peers with regard to GPA.
- An increase in use of the services provided by Counseling and Psychological Services (CAPS) and the student advocate in the Office of Educational Partnerships and Student Advocacy suggests that students see Division staff as valuable resources with regard to addressing personal concerns and mental well-being. Assessment indicates that students taking advantage of CAPS services are more likely to be retained than their peers.
- Work from the Office of the Dean of Students, the Office of Student Conduct, and the Office of Health and Wellness Promotion continues to ensure our campus provides an environment that is optimal for learning through programming on personal and academic misconduct, bystander intervention training, programming on sexual assault prevention, and increased commitment to Title IX, Violence Against Women Act, and the Campus SaVE Act.

### *Future Plans and Priorities*

Nothing reported for Goal 1

## **University Information Technology Services (UITS)**

### *Highlights and Accomplishments*

The Education Advisory Board – Student Success Collaborative is migrating to a new product called ‘Campus.’ Significant staff effort and developer time have gone into updating and refining the data feed specifications from EAB to accommodate the new product needs. In addition to being able to identify students at (some kinds of) risk, ‘Campus’ provides the ability to communicate with students, a process for scheduling student appointments with advisors and

tutors, and a process for creating and tracking cases (for students needing an intervention). The data feeds also support the Institutional Analytics used by academic departments and IU administrators for our ‘big data’ analysis efforts to develop and guide processes that improve student retention and success.

- iGPS (Graduation Planning System)
  - Degree Map tool is used to collect and maintain degree maps for all active undergraduate programs. New enhancements related to collecting and displaying degree map descriptions help students identify degrees that meet their interests and career objectives. The ability to identify online degrees and TSAP degree maps in degree map maintenance screens is also more prominent. In addition, editing tool enhancements allow for the mapping of degrees that are pending approval – as well as the ability to map placeholders for courses that are pending approval – to make maps available for student planning as soon as possible.
  - A new user interface replaced the Degree Map maintenance process, allowing for degree map data to be managed in such a way that edits and changes to maps are not disruptive to student planning.
  - Students are now able to add placeholders and milestones to the iGPS Planner tool from the degree map. The planning tool was enhanced to display test, transfer, and other credit.
  - Added course and class details help students search by attribute (general education and others), waitlist capacity, department descriptions, enrollment requirement groups, and textbook and eText information.
  - From placeholders in the Plan, students can now select and swap courses as interests come into focus and the Schedule of Classes is released.
  - Added point-in-time planning feedback means students are aware that they are adding a class they have already planned, completed, or registered for – or an in-progress class.
  - Schedule Builder enhancements provide better support for registration. Prior to building schedules, students can filter for mode of instruction, location, and session. This allows students to more efficiently identify possible schedules. By viewing class attributes, class notes, pre-requisites, and session details from within Schedule Builder, students can more readily identify actionable classes that meet their needs.
- Symplicity’s Career Service Manager tool, implemented by IUPUI units, now gives students the ability to seek employment opportunities, apply for jobs, schedule on-campus interviews, view upcoming career fairs and employer attendees, and build resumes.
- Integration with IU’s Student Information System makes it easier for students to access tools that provide alcohol and sexual harassment education. Single sign-on and access via one.iu.edu are especially useful for those who use Alcohol.edu, Sanctions, and Haven.
- Career EDGE is a grant-funded project led by the Indiana University Office of Completion and Student Success and supported by UITS’s eLearning Design & Services. A series of career preparation modules developed by a multi-campus team of faculty and staff have been published to Canvas Commons. A custom integration between Canvas and the Advising Records (AdRx) system allows students to share their Career EDGE assignments submissions with their academic advisors. In addition to being used by advisors across the university, individual modules or the entire set can be downloaded by faculty into any Canvas course. Faculty piloting the modules in face-to-face or online classes are offered a stipend to test the modules and report back to the development team through facilitator and student surveys. As of June 2016, we tracked over 140 individual module downloads.
- eAdd Notifications

- In preparation for university-wide adoption of banded tuitions, several teams collaborated on the implementation of an eAdd notification widget in Canvas. The widget alerts instructors to pending student requests to add their course. Clicking the eAdd widget takes instructors to a filtered view of their Action list, where they can process all pending requests. This feature helps ensure students are added to classes in a timely manner during the Add/Drop period.
- FLAGS / Advising Records and Career EDGE
  - Advanced filters were implemented in Advising Records Caseload for FLAGS, Program Plan Stack, Program GPA, Service Indicators, Current and Cumulative hours, and others. This enables advisors to identify students at risk, contact them, and track all communications. This is core functionality that supports the work of advisors in student retention and success: Identify -> Communicate -> Track (and, eventually, Assess).
  - Student Appointment Scheduler (SAS): design and programming improvements to the student view bring the entire student experience into a contemporary and mobile-friendly design. Students will now be able to easily find first available appointments and appointment types (in person, online, phone, etc.). Development is complete and testing is underway for the SAS to Outlook process, which updates advisors' Outlook calendars with any activity that takes place in the SAS.
  - Advising Records (AdRx) enhancements are ongoing and include:
    - Quick Notes let advisors and administrators enter stored and standard student contact information into the record with a single click. This improves records and assessment of student retention work.
    - Threaded notes allow advisors to link communications into a thread rather than one-off note records, creating a more logical view that is easier to consume.
    - Caseload Management provides improved ability to create and edit custom groups of students, to communicate with them via email, and to download a caseload group into Excel for more analysis and communication options. Improved performance means large groups load quickly, and the system can handle advisors with large numbers of Caseload groups (one over 800).
    - By converting local advising data from IUPUI Kelley and General Studies to AdRx, we improve retention work as all student advising records become accessible across all campuses.
    - With Onbase doc viewing and uploading, advisors can now see admissions documents – including transfer transcripts, some student records documents, Career EDGE documents, and more. Advisors can also attach documents to the student record. This gives advisors access to a great deal more information than they have had in the past.
- Improvements to SIS Advisor are designed to make the process of maintaining clean Advisor Caseloads easier, enabling advisors to do their retention and success work more efficiently. Inaccurate lists of advisees have long been a troubling issue, as maintenance depends on manual staff effort. Units now have the option to have SIS automatically un-assign students under certain conditions, which will give both students and advisors more accurate information.
- Distributed 10,886 copies of Microsoft Office, 1,488 copies of Windows, and 6,636 subscriptions to Adobe products to IUPUI undergrad students. Total Microsoft keys for IUPUI students/faculty/staff totaled 23,798; Adobe keys totaled 13,978.
- Launched in May 2016, Google@IU is an additional way for students, faculty, and staff to collaborate. Google Docs, Drive, Sites, Sheets, and many other Google apps are available.

As the campus (and university) finishes its migration from Oncourse to the new Canvas learning management system, a Google@IU groupspace can also provide a collaborative environment similar to an Oncourse project site. <https://itnews.iu.edu/articles/2016/uits-news-for-04-11-2016.php>

- The GlobalNOC hosted a career day for IUPUI students from the Schools of Informatics and Engineering and Technology. <https://itnews.iu.edu/articles/2015/stemming-the-brain-drain-indiana-students-for-globalnoc-jobs.php>
- The university-wide Mosaic Active Learning Initiative ([mosaic.iu.edu](http://mosaic.iu.edu)) is a comprehensive set of services and strategies to support faculty teaching in active learning classrooms. The Mosaic Faculty Fellows Program will launch at IUPUI in the Fall 2016 semester with 15 IUPUI Faculty Fellows selected through an application process. <https://itnews.iu.edu/articles/2015/iu-creates-mosaic-initiative-to-support-active-learning-environments.php>
- A new immersive classroom in University Hall is tailored to the current generation of college students, featuring an interactive, touch-screen video wall. Powered by Mersive Solstice software, the wall allows students to collaborate in real time and share content from any mobile device. <https://itnews.iu.edu/articles/2015/IUPUI-launches-high-tech-immersive-classroom.php>
- IUanyWare aids undergraduate education at IUPUI through access to over 400 applications. Over 1,000 IUPUI undergraduate students made use of IUanyWare's virtual application delivery services.
- Forty-two IUPUI undergraduate and graduate students utilized advanced visualization lab (AVL) facilities for a course or capstone projects during the spring 2016 semester. Students using AVL facilities were from many disciplines, ranging from digital arts & media to technical disciplines from the School of Informatics & Computing and School of Engineering & Technology.
- IU Print rolled out a self-service billing environment for 3D printing in Student Technology Center Labs.
- The Testing Center is in full production with Respondus LockDown Browser, a secure browser that locks down other functions on the test computer and is now integrated into IU's Canvas environment. Expanded scheduling software also creates an efficient way to schedule tests for students and instructors. Testing center usage increased, offering exams for several large section courses and multiple sections of Communications R110.
- To support the transition from Oncourse to Canvas, the Center for Teaching and Learning (CTL) offered nearly 64 Canvas-specific workshops (many in collaboration with IT Training) and nearly 950 Canvas-related individual consultations to IUPUI faculty. In addition, the CTL continued to support faculty interested in technology-enhanced instructional approaches and practices.
- The IU eTexts initiative added new publishing partners Boundless, Harvard Business School Publishing, and Helios Digital Learning. In spring semester 2016, over 23,000 IU students (4,300 at IUPUI) saved more than \$2,200,000 (over \$420,000 at IUPUI) over the cost of purchasing a retail printed textbook. <http://go.iu.edu/CsD> <http://go.iu.edu/CsE>
- The Assistive Technology and Accessibility Centers (ATAC) provide support and services to all IU campuses for creating an equal and inclusive environment. All IU faculty, students, and staff also have access to Read&Write Gold, a versatile text-to-speech application that supports assistive reading and writing. Additional support is available for creating accessible documents, captioning audio and video, and finding other accessibility services. In 2015-2016, the ATAC prepared 123,000 of pages of alternate media, facilitated 8,550 minutes of

high quality captions for video, made 168 loans of assistive technology to IUPUI students, and performed 184 website and IT accessibility evaluations for IU.

*Future Plans and Priorities*

Nothing reported for Goal 1