

University College Highlights Report 2010–2011

University College faculty, staff, and collaborative partners continue to develop innovative programs and initiatives geared toward student success and persistence. Several faculty and staff received national recognition for their excellent work and contributions to serving students. Additional highlights from University College include the following:

Teaching and Learning

- The Biology Resource Center officially opened this year. The Bepko Learning Center and the Department of Biology received a \$25,000 grant last spring to revitalize space for the center. The center helps students on a walk-in basis and provides an informal learning space for faculty members to meet with groups of students.
- University College revised *A Template for First-Year Seminars at IUPUI*, which was incorporated into all University College first-year seminars. The template incorporates expanded coverage of the Principles of Undergraduate Learning, the RISE to the IUPUI Challenge, best practices, template foundational goals, and student learning outcomes.
- Five Nina Scholars received peer mentoring scholarships. One Nina Scholar won the Mentor of the Year Award. Another Nina Scholar won an internship with Department of Homeland Security. Over the last six years, 94% of Nina Scholars have been retained through the second year. Since the program's inception in 2001, 83% of Nina Scholars have graduated or are currently enrolled.
- The Bepko Learning Center implemented the Tutor Matching Service (TMS), a Facebook application that connects IUPUI students with peer tutors. IUPUI is one of only seven institutions in the country to use this service.
- The Themed Learning Community program continued to grow during the past year. New programs were launched in motorsports engineering and in the School of Liberal Arts.
- University College coordinated Fall Career Week for the entire campus, reaching over 1,000 students through 23 different events consisting of panels, workshops, and information fairs. Panelists and workshop presenters included school representatives, current students, alumni, and employers.
- Gerald Nosich, author of *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*, presented a two-day workshop in May on critical thinking based on the national Paul/Elder model of critical thinking. There were 108 faculty participants from the Gateway to Graduation Program and the School of Medicine.
- Over a ten-year period, the overall fall-to-fall DFW rate in gateway courses has improved 28 percentage points, which is a significant improvement. The retention rate for first-time, full-time freshman students reached an impressive 78%.
- During the past year, the Running Start and UpperClass programs have experienced tremendous growth with a 30% increase in student enrollment when compared to previous years. The total number of participants in the CyberTEENs Program grew by more than 50% when compared to previous years. All three programs are part of University College's SPAN Division.

- The SPAN Division introduced a new program this year: the Computer Information Leadership Technology (CILT) SPAN Scholars Program. This new competitive scholarship program awards a 50% off regular tuition benefit for up to 14 approved computer information technology courses. More than 50 scholarship applications have been approved and awarded for fall 2011.
- The SPAN Division has collaborated with other university departments and units to develop and launch two new programs during 2010–2011: the Nanotechnology Early College Initiative (NECI) and the Mechanical Engineering Early College Initiative (MEECI). There were 79 students enrolled in the NECI sessions. Ten scholarships were awarded for the MEECI program.
- The number of students and employer hosts participating in the externship programs over fall 2010 and spring 2011 breaks increased dramatically with 189 students and about 75 hosts. A PRAC grant was utilized to develop and implement a full assessment of the program. Data has shown that both students and hosts are satisfied with their experiences in the program.
- There was an increase in the number of first-time, full-time conditionally admitted students who completed the Summer Success Academy, from 169 in 2009 to 179 in 2010. The 2010 participants showed significant improvements in their levels of sense of belongingness, academic self-efficacy, math self-efficacy, and written communication self-efficacy.

Research, Scholarship, and Creative Activity

- Michele Hansen, director of University College assessment, and Joan Pederson, University College career development specialist, completed a study on the effects of career development courses on career decision-making self-efficacy (CDMSE), college adjustment, and learning integration. The results indicated that first-year exploratory students who completed theory-based career courses showed significant increases in all CDMSE domains, college adjustment, and learning integration.
- A research project on how students make successful transitions despite significant obstacles (e.g., being placed on probation during their first semester, being underprepared academically, or working full time off campus while attending classes full time) was conducted by the director of University College assessment and the University College qualitative research analyst in collaboration with Donna Boland (School of Nursing) and Joyce Mac Kinnon (School of Health and Rehabilitation Sciences). Results suggested that that academic hope provided an underlying theoretical framework for understanding how students generate pathways when encountering obstacles to desired goals, plan for success, seek out academic and social support, and persist.
- The University College assessment office conducted a comprehensive needs assessment of student veterans at IUPUI. The results suggested that veterans are persisting at a higher rate than their transfer student peers. A comparison of entering student veterans at IUPUI showed a four-year retention rate of 59% compared to 47% in a similar, civilian cohort. Findings also suggested that veteran students are very satisfied with the Office for Veteran and Military Personnel, somewhat dissatisfied with specific IUPUI credits for military transfer credits, and somewhat dissatisfied with credits provided for military duty performed during deployments.
- A comprehensive program evaluation of the Summer Bridge Program was conducted that showed that African American students who participated in Summer Bridge had notably higher GPAs and lower DFW rates compared to nonparticipating African American students. Results also suggested that the higher proportion of African American students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that offering scholarships to underrepresented students has

some positive implications in terms of attracting underrepresented students to the program and serving as an incentive for attaining high levels of academic performance.

- University College funded SPAN-focused faculty fellowships last year with the following departments: physics, chemistry, biology, and business. The goal of the fellowships were to help faculty review high school curriculum specific to the faculty member's area of expertise, make recommendations to increase preparedness for college enrollment, promote high school student success in dual credit courses at IUPUI, and provide a four-part lecture series taught at the high school during the regular school day.

Civic Engagement

- Twenty-first Century Scholars developed an initiative with the Central Indiana Community Foundation, the Mayor's Office of Education Innovation, and the Greater Indianapolis Progress Committee that focuses on increasing enrollment in Marion County. As a result, this year the program had an 18% increase in enrollment for eighth grade students.
- Regina Turner (University College) was invited to be a panelist at the Indianapolis Museum of Art's major exhibit opening of *Hard Truths: The Art of Thornton Dial* on April 8.
- The SPAN Division has developed early college articulations with the following local schools: New Tech at Decatur Central High School, Franklin Community High School (both within the general population as well as an initiative with their early college program that targets first-generation college-bound students), Irvington Community High School, Key Learning High School (IPS), Northwest High School (IPS), Business Magnet Program, Providence Cristo Rey High School, and Lumen Christi Catholic School. Collectively, all SPAN Division programs are currently enrolling students from 62 Indiana public, private, and parochial high schools. SPAN staff also work with several home education cooperatives and enrolled over 50 students from unique individual home schools.
- SAAS (Student African American Sisterhood) collected over \$1,000 worth of toiletries and linen to donate to the Damien Center in its Socks for SAAS campaign.
- Upward Bound has formed a partnership with Indianapolis Public Schools and Warren Township Schools. Eligible students may earn up to 10 elective credits for participating in the program. Students may earn an additional six credits for the Upward Bound Bridge Program.

Diversity

- University College has studied the factors associated with student success at IUPUI, including the effectiveness of specific University College programs. Several reports were produced examining how various high-impact interventions affect students from diverse backgrounds. Several questions were added to questionnaires to ascertain if University College is creating supportive environments for students, staff, and faculty.
- University College collaborated with the Multicultural Success Center (MSC) to relocate the Office for Student Success. With the Office of Student Success located in the MSC, the office now has increased visibility, which has resulted in over 324 students visiting the office, approximately 27% of the overall MSC student traffic.
- The Office for Student Success received \$50,000 from Dean Sukhatme's office in an effort to recruit minority students into the Summer Bridge Program. As a result, 48 African American students

successfully completed the 2010 program and participated in the retention programming for the academic year.

- The IUPUI SAAB (Student African American Brotherhood) chapter hosted the 2010 National SAAB Conference in March 2011. The conference had a record-breaking attendance of 475 African American males, advisors, and community representatives from across the nation.

Best Practices

- The Office of Student Employment piloted the [International Transition Program](#) (ITP) in summer 2011 with 16 students. The program promotes academic excellence and provides outstanding international students an opportunity to experience on-campus employment for four weeks in conjunction with various skill development workshops, resume reviews, and the presentation of a learned skill in a poster session.
- The IUPUI Mentoring Symposium, which is hosted by University College, has been changed to a national conference. Previously, the symposium was an event for the Midwest region, but has grown in number of participants and presenters over the years. The first [IUPUI National Mentoring Symposium](#) will take in fall 2011 and will allow faculty, staff, and students from around the nation to meet for professional development to discuss best practices for peer mentoring programs.
- Seven themed learning communities were recognized for having a 100% fall-to-spring retention rate.
- University College Technology Services developed two applications to improve efficiency and save resources. One was an application for service indicators to serve students faster when they are removed from probation, etc. The other application was to schedule block classes. This process has improved efficiency and reduced errors when students register for themed learning communities.
- Four career professionals completed the 120-hour career development facilitator course offered through the National Career Development Association, qualifying them to become certified global career development facilitators.
- Faculty communities of practice were formed for critical thinking and gateway technology. The communities of practice are faculty from across disciplines who meet on a regular basis to develop scholarly projects and best practices around an issue particular to first-year students and the Gateway to Graduation Program.
- There was an increase of 50% in the number of nominations for Student Employee of the Year Award by on- and off-campus employers. The Student Supervisor of the Year Award received an increase in nominations by 40%. These awards were presented during Student Employment Appreciation Week in April 2011.
- The Student Employment and Experience Fair had an increase of 40% of employers attending the event in August 2010. Over 1,500 students attended, and over 1,000 positions were available to students by employers represented at the event.
- During 2010–2011, 1,060 students participated in the Federal Work-Study Program, earning a total of \$2,008,990.28. Of that number, 1,042 were undergraduates, with 699 working on campus, 243 working in a community service position or off campus, and 100 working in the American Reads/America Counts program.

- The Office of Student Employment has developed the [Excellence in Professionalism](#) certification series. A certification program for students to participate in is also in development. The program will allow students to complete a series of workshops on various skills that employers seek in hourly student workers.

External Awards and Appointments

- Units of and organizations administered by University College were the recipients of four federal grants, one state grant, and five foundation grants totaling nearly \$2 million.
- The SPAN program was highlighted in a national publication, [EducationNext](#) in summer 2011. This academic journal is a collaborative publication by Harvard University and Stanford University. A SPAN student was featured in the [Indianapolis Star](#) on March 20, 2011. The student graduated from high school in May 2011 and will be attending IUPUI in fall 2011 as a top IUPUI Honors College scholarship recipient. The student was also featured in the [Daily Mail](#).
- Rebecca Wald Stoker, an academic advisor in University College, was selected by the National Academic Advising Association (NACADA) as an Outstanding Advisor in 2011.
- Lauren Chism, director of the Themed Learning Communities program, was selected as a resource faculty member for the National Summer Institute on Learning Communities.
- The Nina Mason Pulliam Legacy Scholars Program won a certificate of merit in 2011 for the National Academic Advising Association (NACADA) Outstanding Advising Program. The award recognizes programs that document innovative practices resulting in improvement of academic advising service.
- Michele Hansen, director of University College assessment, with Preston Bennett (University College assessment), Dan Trujillo (University College assessment), and Chris Foley were awarded the 2011 Association for Institutional Research (AIR) Best Poster Award for their poster entitled “Assessing the Effectiveness of a Summer Success Academy: A Theory-Based, Mixed-Methods Approach.”
- Michele Hansen, director of University College assessment, was a co-author of the paper that earned the 2010 Association for Institutional Research (AIR) Charles F. Elton Best Paper Award titled “Using Instrumental Variables to Account for Selection Effects in Research on First-Year Programs” with Gary Pike and Ching-Hui Lin.
- *The Link* magazine (winter 2011 issue) was the recipient of a Hermes Creative gold award, the highest award, and the SPOTS coupon book received a platinum award, the second highest award given. *The Link* is devoted to the success of precollege and first-year college students. SPOTS was a free coupon book given to incoming first-year students in 2010.
- Lindsay Smith, a joint academic advisor in University College and the School of Liberal Arts, received a \$500 grant from the Career Development Professionals of Indiana titled “Utilizing StrengthsQuest to Understand Approaches to Conflict in a Themed Learning Community.”
- *U.S. News & World Report* continues to recognize IUPUI for “Best Learning Communities” and “First-Year Experience.”