

University College Highlights Report 2012–2013

[University College](#) faculty, staff, and collaborative partners continue to develop innovative programs and initiatives geared toward student success and persistence. Several faculty, staff, and programs received national recognition for their excellent work and their contributions to serving students. Additional highlights from University College are below.

Teaching and Learning

- Gateway coordinators led the university in the implementation of the FLAGS Early Warning System. The [Gateway to Graduation](#) program collaborated with the Bepko Learning Center, University Writing Center, Math Assistance Center, and Speaker's Lab to ensure that students who are flagged in the system are contacted and receive the support services they need to be successful in their courses.
- The [Bepko Learning Center](#) (BLC) implemented a follow-up system to support at-risk students who were flagged in the university's [early warning system](#). The flagged students were contacted via e-mail and asked to come in for a study skills inventory. BLC staff gave students recommendations based on the results of their study skills inventory. Some students were referred to tutors for additional help.
- The 2012 [Summer Bridge Program](#) welcomed a record 569 first-year students to campus. For the first time, tourism management majors from the School of Physical Education and Tourism Management participated. The program also partnered with the Office of International Affairs to require all international freshmen to participate in the program for the first time, serving approximately 80 international students.
- University College piloted a first-year seminar class for transfer students. The class, which served 12 students in fall 2012, is designed to support transfer students' successful acclimation to IUPUI to facilitate their transition to their intended degree program.
- A comprehensive assessment plan for the pilot transfer seminars was developed and implemented. The plan included the development and implementation of new end-of-course questionnaires and focus group protocols. Assessment results indicated that the transfer seminars helped students make smoother transitions to IUPUI, assisted them in establishing career goals, and provided more opportunities for engagement with peers and faculty members. Results were used to plan future seminars to meet the needs of transfer students.
- The First-Year Seminar Faculty Learning Community hosted its first "[Idea Exchange](#)" for first-year seminar faculty teaching on the IUPUI campus. The event, which attracted approximately 50 faculty and staff working in first-year seminars, is expected to become an annual gathering to help support the development of first-year seminar instructors by exchanging ideas and examining best practices.
- The [Themed Learning Communities](#) (TLCs) program expanded to reach the most entering students (829 in 2012) in the program's history. Approximately 30% of full-time freshmen were enrolled in a TLC. Two additional program offerings debuted relating to critical thinking and computer information technology, bringing the total number of TLCs to 39 in 2012. The added critical thinking TLC was offered as a two-semester TLC, incorporating ENG-W 130 in the fall and ENG-W 131 in the spring.
- There were significant differences between IUPUI students who participated in themed learning communities (TLCs) and nonparticipants based on the results of the 2012 National Survey of Student Engagement (NSSE). There were significant positive differences for TLC students compared to the NSSE public research institutions group in the following areas: including diverse perspectives in class discussions or writing assignments; working on a paper or project that required integrating ideas or

information from various sources; participating in a community-based (e.g., service learning) project as part of regular course; and quality of relationships with other students, faculty, and staff.

- The [Bepko Learning Center](#) worked with Dr. Robert Yost (Department of Biology) to implement problem-based learning exercises through case studies in two sections of BIOL-K 103. In fall 2013, all BIOL-K 103 sections will be utilizing this in mentoring. The office also worked with Patricia Clark (Department of Biology) to implement thinking maps into mentoring sessions and expanded the implementation training from BIOL-N 217 mentors to all returning mentors.
- The DFW rates for gateway courses fell from 23.6% in fall 2012 to 22.0% in fall 2013.
- This year, the [Gateway to Graduation](#) faculty doubled their Communities of Practice (COPs) to four: two for critical thinking, one for technology, and one for information literacy. Faculty in these COPs presented their research at local, regional, and international conferences.
- The [Gateway to Graduation](#) program has expanded its critical thinking initiative. The Department of Computer and Information Technology is adopting the Paul-Elder model for curriculum development. Also, psychology and communication studies gateway courses created new texts based on this model. Gateway faculty have been sharing information about the Paul-Elder model with other institutions.
- The [University College Spring Awards Convocation](#) was held on April 12, 2013. The event was changed this year to highlight students, including their success stories, awards, and accomplishments.
- Student visits to the [Biology Resource Center](#) (BRC), a collaboration between the [Bepko Learning Center](#) and the Department of Biology, increased by 41% percent, from 825 student visits in the 2011–2012 academic year to 1,162 student visits in the 2013–2013 academic year. Experienced student mentors in the BRC offer free assistance to students who need additional help in eight biology courses.
- The [Gateway to Graduation](#) program piloted the use of the digital *New York Times* in sociology and communication studies gateway courses. The effort is investigating whether the digital newspaper can replace textbooks in the classroom.
- The [Gateway to Graduation](#) program offered new faculty development sessions this year, including a speaker from the University of Nevada Las Vegas to teach about information literacy and a webinar and in-person workshop on the use of a remote classroom response system to enhance classroom learning.
- The overall GPAs of students in the Crispus Attucks Medical Magnet High School (CAMMHS) have increased from 2.97 last year to 3.15 this year, and 90% of all CAMMHS scholars maintained a cumulative GPA of 2.0 or higher in their first semester at IUPUI, up 80% from the previous year. In addition, 50% of 2012 CAMMHS graduates matriculated to IUPUI as regular degree-seeking students, up from 30% in 2011.
- Nina Scholars participated in study abroad programs this year in the Dominican Republic, Cuba, and Spain. The [Nina Mason Pulliam Legacy Scholars](#) program provides support and resources to students who have traditionally had difficulty gaining access to higher education. The program includes a scholarship award to assist with the cost of attending college for up to six years.

Research, Scholarship, and Creative Activity

- University College, in partnership with IMIR and the Division of Student Life, developed and pilot tested a new Entering Student Survey to support predictive analytics related to retention and student success outcomes. The goal is to have IUPUI serve as a state leader in designing an instrument that is reliable and valid for first-time/full-time, transfer, part-time, and returning adult students. Pilot testing

began during orientation sessions in summer 2012, and full implementation began (after completion of the validation study during the 2012–2013 academic year) during orientation in 2013.

- In collaboration with Purdue University, University College hosted the [Indiana College Access and Success Network Conference](#), which was attended by 240 people. The conference was held at IUPUI in September 2012 and brought together educators from across Indiana in higher education and K–12 to collaborate on how to meet the state’s goals for higher education. This year the conference took the form of a summit with a specific focus on the issue of concurrent enrollment, or dual credit.
- University College hosted the [17th Annual National Learning Communities Conference](#) on November 8–10, 2012. The conference, titled “Creative Communities: Inspire, Innovate, and Invigorate,” attracted 275 attendees from institutions across the country and Canada.
- Indiana Members Credit Union renewed its scholarship and granted two awards of \$1,000 each to two undergraduates. Grainger Industrial Supply made a \$10,200 donation to University College to establish the [Grainger Foundation Mentor Scholarship](#), which will provide scholarships for mentors in the Bepko Learning Center and the Office of International Affairs. A new University College scholarship, Moving Forward Scholarship, has been approved by the IU Foundation and will be awarded in 2014.

Civic Engagement

- In a partnership between University College, Campus Residence Life, and the Multicultural Success Center, Dr. Regina Turner led the formation of a residential learning series entitled “SO WHAT?” The series consisted of faculty and community presenters and was designed to extend learning opportunities for students to learn about current, pressing issues that may not be covered in their classes, but will have significant meaning for them as engaged, responsible citizens.
- Dr. Regina Turner’s COMM-T 100 course (Rehearsal and Performance) researched the history, demographics, sociology, and culture of an Indianapolis community. The students wrote, rehearsed, and performed scenes that might have taken place in the homes and families of the community, focusing on the value and barriers residents might meet in seeking higher education. The course was the recipient of the Service Learning Course Transformation Award.
- University College supported the Upward Bound Pre-Professional Summer Internship Program by [employing four local Upward Bound students](#) as interns in summer 2013. Two interns were from Warren Central High School, one from Arsenal Technical High School, and one from Northwest High School. The interns worked alongside staff, developed valuable skills, and were exposed to a professional work environment for approximately four weeks.
- The [SPAN Division](#) developed an early college articulation with John Marshall Community High School (IPS). Nine students from this school were awarded SPAN TAKE6 scholarships this past year.
- The Crispus Attucks Medical Magnet High School (CAMMHS) lecture series was expanded this year to include faculty from the School of Medicine. The series is a collaboration between IUPUI and CAMMHS that allows IUPUI faculty to share expertise in their specific fields. The series already includes faculty from the following areas: physics, chemistry, biology, English, education, communications, mathematics, and health and life sciences.
- The [SPAN Division](#) collaborated with the School of Nursing and School of Medicine to pilot the Crispus Attucks Medical Magnet High School (CAMMHS) Scholars Community of Learners in 2012–2013. The CAMMHS Community of Learners allows students to participate in career learning activities and engage in meetings with an instructional team to help the students make connections between academic learning and future career goals. Twenty-seven students participated in the pilot program.

Diversity

- IUPUI was named as one of the [30 best non-Historically Black Colleges and Universities for minorities in the United States](#) by *Diversity: Issues in Higher Education* through targeted programs, including University College and the Diversity Enrichment and Achievement Program.
- The University College [Research, Planning, and Evaluation](#) office investigated how various interventions (e.g., first-year seminars, themed learning communities, Summer Bridge Program, and Summer Success Academy) impacted the educational outcomes of students from diverse groups, including African American, Asian American, Hispanic/Latino, international, first-generation, low-income, above the age of 25, and female students. Programs such as Summer Success Academy and first-year seminars showed differential positive impacts for students from low-income backgrounds and African American students.
- The [Diversity Enrichment and Achievement Program](#) (DEAP) is a revamped University College program designed to assist students of color at IUPUI in pursuing and obtaining their college degrees. The intensive retention program takes a holistic approach in serving students to address personal, academic, and social experiences that have an impact on student success. DEAP offers intensive retention programming such as academic checkups, accountability plans, tutoring, information about campus and community resources, skill development workshops, designated study time, and additional support through student organizations. The office was visited by over 830 students during 2012–2013.
- The [Diversity Enrichment and Achievement Program](#) (DEAP) collaborated with the Neal-Marshall Alumni Associate and the Indiana Black Expo (IBE) to host an internship workshop. Five students who participated in the workshop were selected as IBE interns.
- The University College [Research, Planning, and Evaluation](#) office, in collaboration with the University College Project MOSAIC (Maximizing Opportunities to Secure an Accepting and Inclusive Culture) committee members, developed, implemented, and analyzed the Project MOSAIC State of Diversity, Equity, and Inclusion Survey for University College faculty and staff. The questionnaire assessed faculty and staff members' perceptions of the environment and experiences in University College. Project MOSAIC committee members shared results widely and developed data-driven action plans.
- In the fall 2011 semester, the [Bepko Learning Center](#) (BLC) began an initiative to increase its student mentor diversity. Since then, BLC has increased underrepresented ethnic groups of academic and resource mentors by 16%. As of the spring 2013 semester, 41% of the BLC student mentor population identify with an underrepresented ethnic group.

Best Practices

- [Transfer Student Services](#), established in 2012, shares space with the IUPUI and Ivy Tech Coordinated Programs (Passport) Office. Ideally, this will lead to collaborative programming for students transferring from Ivy Tech. Transfer Student Services provides holistic support to all transfer students, as defined by the Office of Admissions, through the first year after transitioning from a prior institution.
- In fall 2012, the following transfer student seminars were piloted: a business seminar through the Kelley School of Business and a University College seminar. Modeled after University College's traditional first-year seminars, these demographically targeted courses were well received and will serve as models for future transfer student seminars.
- University College has opened the new Health and Life Sciences Academic and Career Advising Center (in Hine Hall, Room 241). The center collaborates with campus partners to provide students with the information and guidance needed to explore, plan for, and enter fields in the life sciences as

well as the traditional health professions. Staff assist students in exploring the health and life sciences professions in order to identify degree programs that fit best with students' interests and strengths.

- The University College Career Planning office invested in a new resource for students: [Candid Career](#). Candid Career is available on the Career Planning website and allows students to choose from thousands of informational video interviews to hear from real-life professionals about what they do, what they like about their jobs, what they find challenging, how they got where they are, and advice they would give young professionals. There have been over 1,000 logins in just the past several months.
- University College implemented the Quick Start Career Planning workshops this spring. Each session provides resources to help students select a major and career, sell their skills, learn their strengths and interests, and discover career paths that best fit who they are. All participants completed the workshops with an action plan for next steps in their career planning.
- The [Office of Student Employment](#) hosted the inaugural Summer Job and Internship Fair in February 2013 with 53 employers and over 400 students attending. The event offered students an opportunity to meet face to face with a variety of employers offering short-term job and internship opportunities during the summer months. The event was open to IUPUI students of all majors and class standings.
- The [Office of Student Employment](#) expanded the [Excellence in Professionalism](#) (EIP) series, which trains and educates students on professionalism. EIP was offered both fall and spring semesters for the first time since the program started. This free program is open to all undergraduate students and is particularly beneficial to freshmen and sophomores preparing to seek part-time employment.
- A two-day orientation model was piloted in June 2013 with over 1,000 new students and their families. The goal of the pilot was to increase student engagement, build community, and maximize student involvement in academic planning. Early feedback indicates the model is a success. A decision on moving to the two-day model for all students will be made early this fall.
- The University College Leadership Program was reinstated and served 10 University College staff members interested in developing their leadership skills. The program is designed to maximize the talent and contributions of mid-level staff. As part of the program, participants complete a one-semester project designed to further the goals of University College.

External Awards and Appointments

- Beth Goodman, an academic advisor in University College, was selected by the National Academic Advising Association (NACADA) as an Outstanding Advisor in 2013. [Phyllis Washington](#), program coordinator for IUPUI's Twenty-first Century Scholars program, was awarded the 2012 Outstanding Institutional Advising Program award by NACADA in October.
- University College staff members served as president elect and director of member services of the [Career Development Professionals of Indiana](#). Another staff member served as co-chair of the College Career Center Consortium, providing leadership to the group on several projects throughout the year.
- From over 6,000 entries, University College received a 2012 MarCom Award for the externship marketing campaign (a platinum award). University College also received [three Hermes Creative Awards](#) in 2013—a gold award for the *University College News Report*, a platinum award for the National Learning Communities Conference program, and an honorable mention for the *Inspire, Innovate, and Invigorate* series.
- *U.S. News & World Report* continues to recognize IUPUI for [“Best Learning Communities”](#) and [“First-Year Experience.”](#)