

University College Highlights Report 2013–2014

[University College](#) faculty, staff, and collaborative partners continue to develop innovative programs and initiatives geared toward student success, persistence, and timely graduation. Highlights from the 2013–2014 academic year are listed below.

The Success of Our Students

- The [Themed Learning Communities](#) (TLCs) program added two new themes this year. *Pandemics and Plagues: An Unusual Look at Health Care* helps students explore careers in public health, health administration, sociology, medical humanities, and health professions. *Molecules into Medicine: The Chemical Biology of Life* helps students explore the interrelatedness between biology and chemistry, from historical foundations to their current impact on society, global health, and medicine.
- The [Summer Bridge Program](#) expanded in 2013 to serve 625 students from 12 academic schools and programs. The Summer Bridge Program offered a section for students from the School of Informatics for the first time and expanded offerings for STEM students and students from the School of Physical Education and Tourism Management.
- Campuswide first-year seminars at IUPUI expanded from 115 sections in 2012 to 130 sections in 2013. First-year seminars sponsored by University College expanded from 37 sections in 2012 to 45 sections in fall 2013.
- Based on a comprehensive analysis by IUPUI Information Management and Institutional Research that students who take at least 15 credit hours per semester have higher graduation rates than students who do not take 15 credits, University College collaborated with Enrollment Services to launch a Stay on Track communications campaign that encourages students to enroll in 15 credits per semester or 30 credits per year. The campaign also communicates the opportunity costs of taking more time to finish a degree. Many efforts have been made to get this message out to students, including orientation, mail flyers, and academic advisors, as well as banners, posters, and digital signage. The percentage of beginning students enrolled in at least 15 credits increased from 28% in fall 2012 to 51% in fall 2013.
- Academic and Career Development restructured student services to provide more integrated academic and career advising to University College students. Utilizing cluster teams of student success advisors, career consultants, and peer mentors, students are supported to make major and career choices early and to transition to their degree-granting schools as quickly as possible. Students are assigned to and services are delivered through five major cluster areas based on their majors: health and life sciences; STEM; arts, humanities, and human services; enterprise, policy, and planning; and exploratory.
- The [Gateway to Graduation](#) program has expanded its critical thinking initiative. The Writing Program in the Department of English has adopted the Paul-Elder model of critical thinking as part of their program revision. In addition, the COMM-R 110 course in public speaking has published a new text using the critical thinking model as a foundational element.
- The [Gateway to Graduation](#) program expanded its use of the Turning Technologies classroom response system (or clickers) this year in gateway classes.
- The Office of Transfer Student Services developed a new [online guide](#) for transfer students. The guide is for students who are unable to attend orientation or who are waived from attending due to commitments (e.g., military students). If students are waived from orientation, they receive an

invitation to the guide. The guide helps students make a smooth transition to IUPUI and connects them to useful campus resources. It is a particularly valuable resource for adult degree completers.

- A two-day orientation model, which was piloted in 2013 with over 1,000 new students and their families, was implemented in summer 2014. The [two-day orientation agenda](#) was developed to increase student engagement, build community, and maximize student involvement in academic planning.
- The [Office of Transfer Student Services](#) added a financial wellness presentation and integrated an academic preparation session into the [orientation agenda for transfer students](#). The financial wellness component focuses on financial responsibility and teaches students about IUPUI policies and procedures. The academic preparation component gives students an opportunity to review their transfer credit, understand the different types of transfer credit, learn how to interpret a transfer credit report, and know how to resolve undistributed credit. New business procedures for articulating undistributed credit with general education competencies were developed in collaboration with the Division of Enrollment Services in order to facilitate transfer student advising during orientation.
- The number of first-time, full-time students attending orientation for fall 2013 has increased by 300 students. The [IUPUI Orientation Program](#) facilitates the transition of new students by preparing them for new educational opportunities and initiates the integration of new students into the intellectual, cultural, and social climate of the institution.
- University College career consultants implemented the use of a new online career assessment called [Compass](#) to assist students in connecting their personalities and preferences to majors and career options. This user-friendly tool can be completed quickly and conveniently on any computer or mobile device. Several hundred individuals in the past few months have already used Compass, and it is now being utilized in exploratory orientation sessions to get students excited about the exploration process and the many possible majors and career options available to them.
- Of all University College probation students in spring 2014, 56% were allowed to continue for fall 2014. University College probation students who participated in the [STAR](#) (Students Taking Academic Responsibility) program had a retention rate of 63%.
- The DFW rates for gateway courses fell from 21.2% in fall 2012 to 20.2% in fall 2013 and from 23.0% in spring 2013 to 20.9% in spring 2014.
- A comprehensive qualitative investigation for University College first-year seminars was developed and implemented. A series of 13 focus groups were conducted with 68 students participating. Across all focus group discussions, students described the first-year-seminar as helpful and meaningful to their learning both inside and outside of the classroom. Students described developing peer connections and forming friendships, being introduced to campus resources, discovering more about their majors and careers, and receiving instructional team support as the most valuable course aspects.
- Nina Scholars participated in study abroad programs this year in the Dominican Republic and Poland. 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.
- University College career consultants increased the number of presentations about majors and careers to pre-college and first-year seminar students, reaching an additional 600 students from the previous year.

- Dr. Regina Turner’s COMM-T 100 Rehearsal and Performance course, in collaboration with the Center for Service and Learning and the School of Education, offered two students service learning assistantships in spring 2014.
- Tau Sigma National Honor Society was recognized as an official IUPUI student organization in March. The [induction ceremony](#) was held on December 11, 2013. Tau Sigma is for students who have transferred to IUPUI after completing at least one semester at their previous institutions and have earned a minimum GPA of 3.5.
- The [Bepko Learning Center](#) implemented online mentoring sessions for weekend students in BIOL-N 217 (physiology) and BIOL-N 261 (anatomy). Previously, these students had no academic support programming available. The online mentoring sessions were held once a week and were recorded so students could play them back later.
- The [Bepko Learning Center](#) piloted a new program that remodeled their one-on-one mentoring program from a resource and study skill peer mentoring model to a proactive, goal-driven success coaching program aimed at assisting second-semester freshmen who did not participate in a first-year seminar course. The center targeted over 360 second-semester freshmen who had not participated in a first-year seminar from a variety of majors, credit hours, and GPAs. The outreach resulted in 75 regular student participants in the pilot.
- University College partnered with Enrollment Services in developing and implementing a coaching program for seniors receiving low-interest loans through the Home Stretch Initiative pilot program in fall 2013. A randomized subset of students received coaching and mentoring by University College academic advisors throughout the academic year. Students who graduate by August 2014 will have their loans paid off immediately through a Home Stretch grant.

Advances in Health and Life Sciences

- The [Health and Life Sciences Advising Center](#) held its grand opening in August of 2013. The center collaborates with campus partners to provide students with information and guidance needed to explore, plan for, and enter fields in the life sciences as well as the traditional health professions. During 2013–2014, staff held over 1,000 advising appointments and hosted over 20 workshops or group programs.
- In its first year of operation, the [Health and Life Sciences Advising Center](#) has partnered with other schools to provide advising space for program advisors in the health and life sciences. Advisors from the Health Professions Programs, School of Public Health, School of Informatics and Computing, School of Health and Rehabilitation Sciences, and Department of Kinesiology all hold office hours in the center to make advising more convenient for students seeking assistance in these areas.
- The [Health and Life Sciences Advising Center](#) developed a career information series in partnership with three schools for public health, kinesiology, and health information administration.

Contributions to the Well-Being of the Citizens of Indianapolis, the State of Indiana, and Beyond

- In an effort to encourage greater interest and achievement in STEM disciplines among younger minority children who usually live in STEM-poor environments, students in Dr. Regina Turner’s COMM-T 100 Rehearsal and Performance course researched the factors that contribute to the relatively low attainment in education, especially STEM disciplines, and incorporated this information in the puppet show that was performed in two low-income minority communities. The show dramatized the biography of African American physicist Ronald Mallett, who is a contemporary world leader in time-travel research. The theater presentation contained original music, African-based presentation features, and important information regarding the unique challenges of an African American scientist.

- University College Research, Planning, and Evaluation investigated how various interventions impacted the educational outcomes of students from diverse groups. Diverse groups included 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 [Gateway to Graduation](#) faculty offered a new community of practice on academic integrity, in addition to the other communities of practice already available: technology, information literacy, and two on critical thinking. Members of these communities of practice presented at three national conferences and two regional conferences.
- The [Gateway Teaching Academy](#) was unveiled in fall 2013. Faculty can achieve gold, silver, and bronze status by participating in workshops, presenting at symposiums, developing a philosophy of teaching, providing peer reviews, etc. The Gateway Teaching Academy is available to all Gateway to Graduation program faculty.
- The [Themed Learning Communities](#) (TLCs) program added two new themes this year. One of the new TLCs, Pandemics and Plagues, includes a service learning opportunity with the American Red Cross.
- Several students, including students from Dr. Regina Turner’s COMM-T 100 Rehearsal and Performance class, were invited to perform at NCORE (National Conference on Race and Ethnicity), which convened in Indianapolis, May 27–31, 2014, for the first time in its 27-year history. Students performed an excerpt from a presentation made in a low-income urban community under the title of “Performance as Service in a Low-Income Urban Community.”
- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) developed an early college articulation with George Washington Community High School (IPS). Select seniors were awarded SPAN TAKE6 scholarships this past year and enrolled in IU School of Education courses at IUPUI through the IUSE Teacher CADET Program.
- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) developed a collaborative partnership with Upward Bound to provide an on-campus immersion/enrollment opportunity for 15 seniors who were at the top of their classes academically. Tuition, fees, and books were funded through a grant.
- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) collaborated with the Office of the Vice Chancellor for Research to develop the Nanotechnology College Immersion Initiative. This year, the program allowed qualified high school students to participate in a nanotechnology summer camp that included college enrollment opportunities.
- [Upward Bound](#), which serves high school students who are low-income or first-generation, expanded its work-study program from nine students last year to 20 this year. A component of the Upward Bound Summer Academy, the work-study pre-professional internship program allows students to gain experience working in a professional environment.
- A new Entering Student Survey was developed and pilot tested, in partnership with IMIR and the Division of Student Life, to support predictive analytics related to retention and student success outcomes. The goal was to serve as an institutional 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 during 2013.

- Nathan Byrer and John Gullion from University College Technology Services obtained Microsoft Certified Trainer certification this year.
- Several University College staff held appointments in external professional organizations, including the following:
 - Craig Pelka, assistant director of student employment and assessment in the Office of Student Employment, was recently selected as president-elect of the Midwest Association of Student Employment Administrators.
 - Roxanne Gregg, director of Upward Bound, is the president-elect of the Mid-America Association of Educational Opportunity Program Personnel.
 - Yecenia Tostado, assistant director of Upward Bound, is serving as president of Indiana TRIO.
 - Janna McDonald, director of the Office of Student Employment, is the vice president for marking and membership for the National Student Employment Association.
 - Kathy Johnson, dean, is the president-elect of the Association of Deans and Directors of University Colleges and Undergraduate Studies.
- University College career consultants served as president and director of member services of the Career Development Professionals of Indiana. The president met with career services staff around Indiana to gather information on implementation of and procedures for utilizing First Destination Surveys. Another career consultant served on the College Career Center Consortium board and as co-chair of the Teacher Candidate Interview Day, a job fair for education students from across the state.
- The 2014 University College faculty and staff retreat was held on February 7. The day's activities focused on moving forward with University College's diversity and inclusion initiatives. The retreat featured keynote speaker, Dr. Maura Cullen, author of *35 Dumb Things Well-Intended People Say*. The retreat also offered various discussions on the IUPUI common theme of civil discourse. University College is striving to become a campus leader in diversity initiatives and working to create an environment where all students, staff, and faculty feel valued and included.

Best Practices

- In March, University College launched the *University College News*, an electronic magazine that reaches the Indiana University regional campus community, metropolitan businesses owners, and libraries, as well as friends of University College. The magazine, which received a 2014 Hermes Creative Gold Award, informs readers about how University College impacts undergraduate education. The *University College News* is part of IU's virtual bookshelf.
- The Office of Student Employment implemented a [Brown Bag Series](#), which was created for supervisors and colleagues of student employees. The one-hour lunchtime topics cover a variety of areas that discuss the importance of solid work experiences, connecting student employment to academic success, and enhanced supervision. The topics this year included: All Things Work-Study: Basic Training and Boot Camp; Top 10 Essentials of Student Employee Supervision; Recruiting, Screening, and Hiring Student Employees; and Employing Engagement: A Supervisor's Guide to Engaging Student Employees.
- In the spring semester, University College held an extensive program review of its first-year programming, including first-year seminars, themed learning communities, and the Summer Bridge Program. Prior to this review, extensive research and assessment was conducted related to all programs. An expert team of external and internal individuals guided the review process under the umbrella of best practices with a goal of enhancing first-year programs in University College and IUPUI.