

Division of Undergraduate Education Highlights Report for 2014–2015

The [Division of Undergraduate Education](#) was established in July 2014 and includes University College; the Degree Completion Office; the Office of Student Data, Analysis and Evaluation; and the Center for Coordinated Undergraduate Initiatives. The mission of the division is to support strategic planning related to promoting undergraduate student learning and success through collaboration with academic and support units across IUPUI. Highlights from 2014–2015 are listed below.

The Success of Our Students

- The [Office of Student Data, Analysis, and Evaluation](#) (OSDAE) was formed in fall 2014 to provide the data infrastructure and analytic expertise necessary to ensure that IUPUI effectively implements both the student success and learning and the strategic enrollment management priorities in the campus strategic plan. Information from OSDAE allows greater coordination and alignment of activities to achieve maximum impact for IUPUI's mission and strategies related to the success and learning of students.
- The Center for Coordinated Undergraduate Initiatives (CCUI) was established in July 2014 to support faculty and staff leaders in launching, assessing, scaling, and sustaining programs and services that enable students to make the most out of their undergraduate experience. The CCUI includes the [Office of Student Employment](#), [Transfer Student Services](#), [Campus Career and Advising Services](#), and [RISE](#).
- The [Degree Completion Office](#) (DCO) opened in 2014 and serves as a resource for returning students who have earned some college credit and who want to complete a degree or certificate program. DCO offers support to returning students to help them complete their degrees. In the first year, the DCO staff have seen approximately 700 students for coaching and academic advising and have implemented a new success coach model, which allows students to have more frequent contact with coaches. Coaching contacts are tailored to the needs of students who are working to complete their degrees while balancing other priorities. The DCO staff also contacted students who were near completion of their degrees at IUPUI but not currently enrolled. The DCO team members made calls and sent emails to students who were within one year of completing their degrees to encourage them to return.
- The 21st Century Scholars Success Program had 100 first-year students participate in the [InsideTack College Success Coaching Program](#), which is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the 21st Century Scholars program. The program was supported by a \$2.4 million grant from USA Funds to the Indiana Commission for Higher Education. The coaching initiative is part of a larger redesign of Indiana's early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels to support on-time degree completion.
- The [IUPUI Bowen Scholars Program](#) was established in 2014 to assist African American students transitioning to IUPUI in pursuit of a bachelor's degree after earning an associate degree at Ivy Tech. The Bowen Family Foundation funds the new program as part of a broader expression of the program model originated at Ivy Tech. The scholarship provides up to \$1,000 per semester toward the cost of attendance and a living stipend. The program began with five Bowen Scholars, one of which graduated in May with a bachelor's degree in social work.
- A new pilot initiative was launched in spring 2015 by the Office of Student Transitions and Mentor Initiatives and the Office of Academic Affairs in University College to provide second semester mentoring to first-year students. Peer mentors established mentoring relationships with students in their [first-year seminar courses](#) during the fall semester. The pilot program was intended to continue that relationship into the second semester as a voluntary mentoring program providing continued support for students' ongoing transition to college. Eight sections of the first-year seminar were chosen for participation.

- The Diversity Enrichment and Achievement Program collaborated with Chi Alpha Epsilon [to charter the IUPUI Eta Alpha chapter](#). The new member ceremony was held in January 2015. Chi Alpha Epsilon was formed to promote high academic standards, to foster increased communication among its members, and to honor academic excellence achieved by students.
- [University College](#) was awarded a \$206,000 grant from the Indiana Commission for Higher Education to fund the development and expansion of programs to support student success for a diverse group of first-year 21st Century Scholars and Frank O’Bannon Scholars. The grant will expand IUPUI’s efforts to serve low-income students through the Summer Bridge Program and will develop an innovative curriculum focused on building resiliency and college success planning.
- The [Summer Bridge Program](#) expanded in 2014 to serve 723 students from 14 academic schools and programs. The program offered a section for students from the Herron School of Art and Design for the first time and expanded offerings for students from the School of Informatics and Computing.
- [First-year seminars](#) at IUPUI expanded from 130 sections in 2013 to 148 sections in 2014. First-year seminars sponsored by University College expanded from 45 sections in fall 2013 to 54 sections in fall 2014.
- The Bepko Learning Center created [the IUPUI A+ app](#), which can be downloaded through the Apple App Store or Google Play for free. The app lists all offices and programs on campus that provide academic support resources for specific majors, classes, or programs. The app includes locations, hours, and contact information for each office and program.
- *U.S. News & World Report* continues to recognize IUPUI for its work in [first-year experience and learning communities](#).
- In fall 2014, the Office of Transfer Student Services, in partnership with the IUPUI and Ivy Tech Coordinated Programs (Passport) Office, the School of Social Work, and the 21st Century Scholars Success Program, offered specialized programming for 21st Century Scholars and human services students intending to major in social work from the Ivy Tech Central Indiana campus. Nine students participated in a two-day transition program, Transfer Connection, and then transitioned into Pathways to IUPUI, a [Transfer-Year Experience](#) support program.
- Transfer Tuesdays are transitional advising webinars being piloted by the [Office of Transfer Student Services](#) in 2015. Transfer Tuesdays focus on post-admission, pre-orientation advising with content focused on the transfer credit report, undistributed credit process, and degree maps.
- Students in Dr. Regina Turner’s first-year seminar presented for the campus a theatre production entitled “My First Year: Fantasy Forest or Jaguar Jungle?” in the newly inaugurated campus black box theatre. This, like other ethnographic theatre productions, featured the students giving their impressions of various experiences of their first semester in college.
- A collegiate advising-related learning inventory, which measures domain four of the IUPUI advising outcomes, was piloted this year with 1,069 students completing the inventory. The survey team was led by the director of [Campus Career and Advising Services](#). After data is analyzed, reports will be prepared for schools on campus, and meetings will take place with school representatives to make decisions for improved advising practices.
- The Hire Achievers Program is a campuswide career and professional readiness program that strengthens the experiences of student employees in on-campus positions and enhances preparation for professional

work by connecting student employment to the Principles of Undergraduate Learning. The program was piloted in spring 2015 with 22 students and helps participants to utilize specific tools, processes, and conversations regarding the academic relevance of on-campus employment.

- Use of the University College online career assessment tools, [Compass and FOCUS](#), has doubled over the last year. Through the use of these tools, students are exposed to career development and learn how to navigate the process of exploring career options and majors, moving students closer to the ability to make decisions and plan for their futures.
- University College implemented an academic advising hold with impact on registration for students with over 26 credits who are still exploring their majors. The hold requires students to [complete a video series and worksheets](#), designed and developed by the career planning team. This type of intervention has been needed to assist students in the exploration process and to move them closer to transitioning from University College into a degree-granting school.
- The University College career planning team designed and developed career development resources for use by faculty and advisors in first-year seminars and beyond. These [resources](#) include a series of printable career tip sheets; grab-and-go activities mapped to the Principles of Undergraduate Learning with learning outcomes, lesson plans, and reflection questions; a collection of videos and articles with corresponding lesson plans; and career training videos.
- [Nina Mason Pulliam Legacy Scholars](#) participated in study abroad programs this year in Cuba and France. Nina Scholars were also awarded the IUPUI Outstanding Woman Student Leader, the Patricia Payne Scholarship for Teacher Candidates, and the Lambda Pi Eta award for academic achievement.
- The [Bepko Learning Center](#) increased the number of study skills workshops hosted across campus. There were approximately 425 participants in 27 workshops, resulting in an 81% increase overall in workshop participants compared to last year.
- The [Bepko Learning Center](#) introduced the CARE (Contact, Assess, Response, and Evaluate) model to support IUPUI faculty in better preparing students enrolled in their courses. This model served as a course early alert system to support struggling students. In spring 2015, CARE provided support to 313 students, with 68% of those students completing their courses with a C– or higher.
- The [Health and Life Sciences Advising Center](#), in partnership with other IUPUI school faculty and advisors, initiated new programing that includes information sessions, panels, and lunch and learn events that focus on exposing students to a broad range of careers and majors within the health and life sciences at IUPUI. Programming also addressed how to strategically map a plan toward competitive application-based programs with parallel planning strategies. Over 500 students participated.
- Upward Bound celebrated its [50 year anniversary](#) on November 5, 2014. The program includes after-school, midweek, and summer programs to assist students in achieving their goals. Participants are from low-income families in which neither parent has a college degree. The aim of the program is to provide students with the education needed to obtain jobs while becoming productive in their communities.

Advances in Health and Life Sciences

- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) expanded the Project Lead the Way Biomedical Sciences High School Program, which served 764 students in 2014–2015. Participating students explored the concepts of human medicine and were introduced to topics such as physiology, genetics, microbiology, and public health.

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

- The [Diversity Enrichment and Achievement Program](#) (DEAP) was a highlighted program as part of the [2014 Higher Education Excellence in Diversity Award](#) given to IUPUI from *Insight Into Diversity* magazine. DEAP assists students of color at IUPUI in pursuing and obtaining their college degrees. The program uses a holistic approach in serving students by addressing personal, academic, and social experiences that have an impact on student success.
- Students from Dr. Regina Turner’s COMM-T 100 Rehearsal and Performance class, in collaboration with the Department of Communication Studies and the School of Education, expanded a puppet show from 15 minutes to one hour and added music and dance to perform for students at the Wheeler Boys and Girls Club in Indianapolis. The show is about an African American physicist and was designed to encourage early interest and achievement in STEM disciplines.
- Seven students, including students from Dr. Regina Turner’s COMM-T 100 Rehearsal and Performance class, were invited to perform at the 27th Annual National Conference on Race and Ethnicity (NCORE) in Washington, D.C. The students performed a vignette that focused on the relationship between race, class, retention, achievement, and curricular choices.
- The [Office of Student Data, Analysis, and Evaluation](#) has developed a series of dashboards related to student success using Tableau software. Many of these reports provide information divided by gender, race/ethnicity, age, and other demographic and academic characteristics.
- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) and SPAN students were featured in the inaugural edition (winter 2015) of *Embrace* magazine. The issue celebrated initiatives that advance IUPUI’s commitment to diversity and inclusion.
- Sylvia White-Hooks, University College Technology Services, has been giving a workshop in local low-income communities. Her presentation, Intersectionality of Race and Class: Implication for Curriculum in Higher Education, helps students understand the experiences they may encounter in a college classroom.
- Erika Huber, assistant director of the Office of Academic Mentoring in University College, was awarded the [regional Student Employment Supervisor of the Year](#) for the Midwest Association of Student Employment Administrators. She also won the State of Indiana Student Employment Supervisor of the Year Award.
- Craig Pelka, assistant director of the [Office of Student Employment](#), was presented with two awards at the Midwest Association of Student Employment Administrators (MASEA) annual conference in June—the MASEA President’s Award and the Dan Kreidler Newcomer Award.
- [Division of Undergraduate Education](#) staff held appointments in the following professional organizations:
 - Jenna Corcoran served as the National Student Employment Association editor.
 - Dr. Kathy Johnson is the president of the Association of Deans and Directors of University Colleges and Undergraduate Studies.
 - Janna McDonald served as the vice president of membership and marketing of the National Student Employment Association.
 - Craig Pelka is the president-elect of the Midwest Association of Student Employment Administrators.

Best Practices

- IUPUI was one of two institutions nationwide selected to participate in the [Foundations of Excellence Transfer Focus project](#) sponsored by the John N. Gardner Institute for Excellence in Undergraduate

Education. The project was chaired by Dr. Cathy Buyarski and Dr. Gina Sanchez Gibau. The project included a self-study of how IUPUI serves transfer students.

- The [Offices of Development, Operations, External Affairs, and Human Resources](#) received a 2015 Hermes Creative Gold Award for event materials produced for the IUPUI Mentoring Symposium. The unit also received the following awards for the *University College News*, an electronic magazine: AVA Digital Gold; and MARCOM Platinum, Gold, and Honorable.
- [The RISE program](#) awarded two inaugural grants to faculty members for RISE course development. The \$2,500 grants were awarded to Martin Vaughn, Department of Biology, and Dr. Paul Mullins, Department of Anthropology.
- In the first year of the [Gateway Teaching Academy](#), 15 faculty in the Gateway to Graduation program achieved bronze status. 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 academy is available to all Gateway to Graduation faculty.
- The [Gateway to Graduation](#) program faculty offered two new communities of practice on civility and iPads, in addition to the other communities of practice already available: technology, information literacy, and critical thinking.
- Campus Career and Advising Services piloted over 20 professional development events during the year. The final event of the year was the inaugural [EDGE \(Exploration, Development, Graduation, and Employment\) Conference](#) on integrated career and academic planning. The daylong conference had 180 IU advisors and career services professionals in attendance.
- [Academic and Career Development](#) established a new training and professional development program, which consists of professional competencies that include advising, assessment and research, diversity, ethical practice, law and policy, leadership, project management, student learning and development, and service.
- Keely Floyd and Martha Marshall from the Health and Life Sciences Advising Center are the advisors for the [Health Careers Club](#), an undergraduate student organization that relaunched in spring 2015. The club's mission is to promote, educate, advise, and raise awareness and interest in health care careers.

Collaboration

- IUPUI was selected as one of ten founding institutions for the Statements of Aspirational Practice for Institutional Research. The [Office of Student Data, Analysis, and Evaluation](#) led the effort for IUPUI to assess the statements of aspirational practice. Themes included in the statement of aspirational practice were an expanded definition of decision makers, a student-focused paradigm, and institutional research leadership 2.0.
- University College, the Multicultural Center, and Housing and Residential Life collaborated to present monthly presentations for the residential series, "So What?" Presenters came from faculty and the community to discuss research and other topics to help students be good citizens.
- The [SPAN \(Special Programs for Academic Nurturing\) Division](#) collaborated with the School of Nursing, School of Medicine, and Crispus Attucks Medical Magnet High School (CAMMHS) to offer a community of learners to expose CAMMHS students to their chosen careers and to help them make connections between academic learning and future career goals.