

Assessment Brief

First-Year Scholars Profile

IUPUI Honors College

Fall 2013

Introduction

Understanding the experiences and expectations of the IUPUI Honors College first-year student population is essential to meeting the needs of our scholars. The Honors College utilizes a four-year developmental plan to encourage students to excel inside and outside of the classroom. RISE to the IUPUI Challenge (Indiana University-Purdue University Indianapolis, 2013) provides a framework for the goals for Honors Scholars. RISE is an acronym for learning experiences in Research, International, Service, and Experiential opportunities which are recorded on the student's transcript. Research suggests that involvement of students in academic work and extracurricular activities impacts student development. In addition, the level of involvement predicts the potential impact of the college experience (Astin, 1999; Gellin, 2003). The Honors College seeks to understand past experiences of first-year scholars as well as future interests.

We compared the first-year scholars to all other Honors College scholars in order to set a foundation for understanding the development of the Honors College demographically.

Methodology

The two primary information gathering techniques used were an online survey and data retrieval from the Indiana University Information Environment (IUIE) on pre-matriculation and first-semester characteristics of our first-year scholars.

We sent the survey to all incoming students and asked them to complete it before the required meeting with their respective Honors Advisor at the beginning of the semester. Each first-year scholar is required to meet with her/his Honors Advisor to review individual goals and expectations for IUPUI and the Honors College. This information is incorporated into their four-year-plan.

The IUIE data were collected on October 22, 2013. We examined multiple variables such as home

address, major, gender, race/ethnicity, and SAT/ACT scores. Information from all students in the IUPUI Honors College was collected and used for the comparisons. The first-year student information was extracted from the full list in order to do the comparisons.

Both of the sources were combined using student ID numbers. Microsoft Excel was used to run descriptive statistics on the information. The following tables and charts are a result of those summaries.

Results

Comparisons

The fall 2013 cohort is comprised of 236 students, while there are 507 upper-class students in the comparative dataset. The following tables identify the totals and proportions of the first-year scholars compared to all other scholars in the Honors College on the variables of gender, residency, race/ethnicity, and academic school.

Gender				
	First-Year		All Other Scholars	
	N	%	N	%
Female	135	57.2%	287	56.6%
Male	101	42.8%	220	43.4%
Total	236		507	

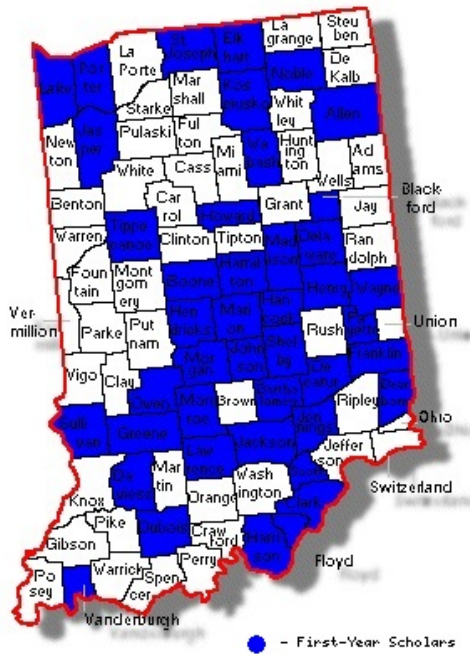
The proportion of gender of this incoming cohort stayed relatively consistent compared to all other scholars.

Residency				
	First-Year		All Other Scholars	
	N	%	N	%
Indiana	210	89.0%	465	91.7%
Out of State	24	10.2%	31	6.1%
International	2	0.8%	11	2.2%
Total	236		507	

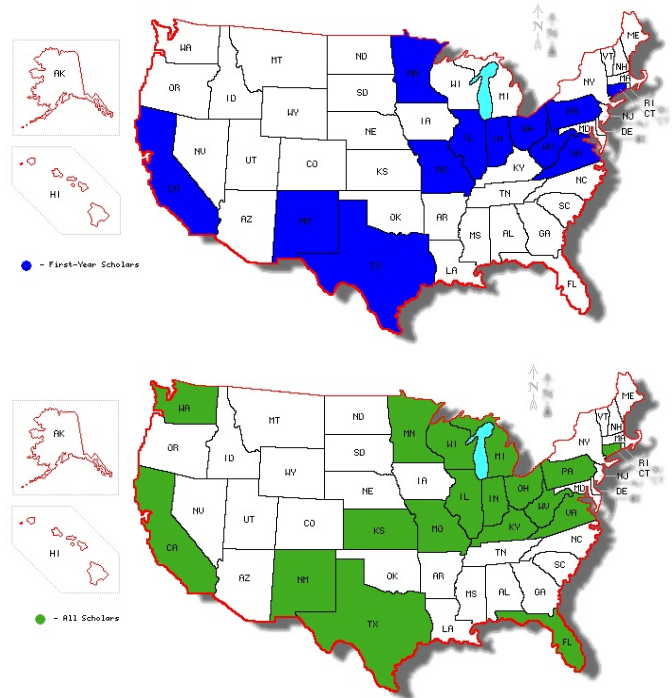
There is a slightly higher proportion of students from outside of Indiana than in the other cohorts.

Geography

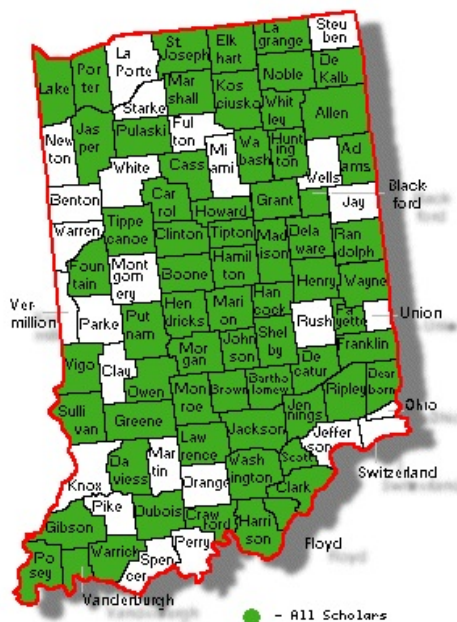
To expand upon the state residency demographic of our students, the following map indicates all of the Indiana counties which at least one first-year scholar identifies as his/her home county.



The following maps show the states our first-year students and then all of our scholars, respectively, identify as their home state.



The following map shows the Indiana counties for all scholars.



Race/Ethnicity				
	First-Year		All Other Scholars	
	N	%	N	%
American Indian/ Alaska Native	1	0.4%	3	0.6%
Asian/Native Hawaiian/ Other Pac. Isl.	21	8.9%	36	7.1%
Black/African American	4	1.7%	9	1.8%
Hispanic/Latino	8	3.4%	10	2.0%
White	197	83.5%	430	84.8%
Not Applicable (Alien)	5	2.1%	19	3.7%
Total	236		507	

The proportion of White students is slightly lower than the other scholars. This can be accounted for with an increase in Hispanic/Latino and Asian/Native Hawaiian/Other Pacific Islander both having increases. Black/African American and American Indian/Alaska Native groups both stayed relatively the same. There was also a decrease in Non-Resident Alien students.

Scholarship Cohorts

First-Year Scholarship Cohorts		
	N	%
Bepko	26	11.0%
Adam W. Herbert Presidential	11	4.7%
Plater International	9	3.8%
Chancellor's	190	80.5%
Total	236	

Academic Major

Academic Major				
	First-Year		All Other Scholars	
	N	%	N	%
Herron	13	5.5%	29	5.7%
Business	19	8.1%	63	12.4%
Education	3	1.3%	14	2.8%
Engineering and Technology	53	22.5%	87	17.2%
Health and Rehabilitation Sciences	2	0.8%	1	0.2%
Informatics	2	0.8%	6	1.2%
Journalism	2	0.8%	1	0.2%
Liberal Arts	11	4.7%	35	6.9%
Medicine	5	2.1%	7	1.4%
Nursing	16	6.8%	64	12.6%
Philanthropy	1	0.4%	1	0.2%
Physical Education and Tourism Management	6	2.5%	22	4.3%
Public and Environmental Affairs	1	0.4%	13	2.6%
Public Health	1	0.4%	0	0.0%
Science	92	39.0%	148	29.2%
Social Work	1	0.4%	2	0.4%
University College	8	3.4%	14	2.8%
Total	236		507	

Nearly 62% of the incoming students are enrolled in Science, Engineering, and Technology majors, compared to 48% of All Other Scholars in the same schools. It is important to note that Business, Nursing, and Public and Environmental Affairs have school Honors programs. This accounts for greater increases in the number of upperclass scholars.

Living Situation

Living Situation During First Year		
	N	%
On-Campus Housing	145	61.4%
At Home	43	18.2%
Off-Campus Housing	15	6.4%
Did Not Respond	33	14.0%
Total	236	

The majority of our first-year scholars lives in campus housing. Of the 145 students reporting to live on campus, five live in Ball Hall, one student lives in the Townhomes, 15 live in the Riverwalk Apartments (including eight Plater International Scholars freshmen in International House), and 124 live in University Tower. This year also launched the expansion of the Honors Residential Communities into the University Tower with two floors dedicated to Honors Scholars, including a new Honors Lounge on the 8th floor. Honors Scholars are encouraged to live in campus housing, and many are awarded a stipend to cover at least a portion of the cost. Research indicates that living on campus improves student performance and retention (Terenzini, Pascarella, & Bliming, 2010).

College Employment

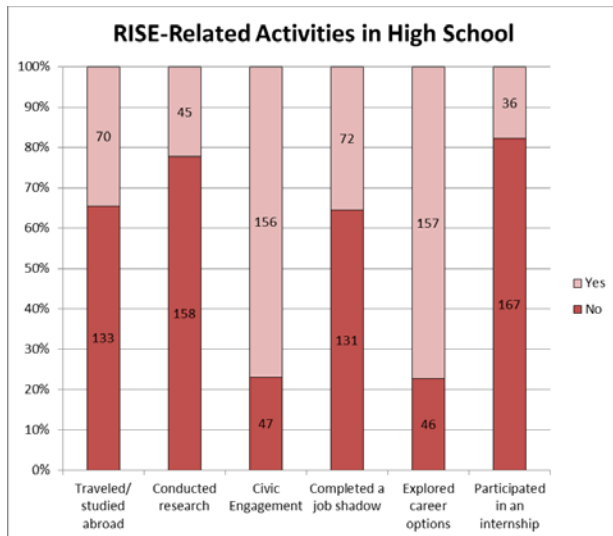
Working While in School (First-Year)		
	N	%
Yes, I already have a job.	52	22.0%
Yes, but I don't have a job yet.	48	20.3%
No	50	21.2%
I'm not sure.	53	22.5%
Did Not Respond	33	14.0%
Total	236	

Students who responded that they are currently employed are working an average of 12.3 hours per

week. The range is from two hours to 30 hours. Of the students working, 26 of them are working more than 10 hours per week. Five are working more than 20 hours per week.

It will be important to identify whether students are working on or off campus in future surveys. The benefits of on-campus employment include higher rates of persistence and graduation (Beeson & Wessel, 2002).

Pre-College RISE Experiences



Over 75% of our students have previously participated in civic engagement activities and explored their career options. The two lowest areas of experience before attending IUPUI are conducting research and participating in an internship.

Future Actions

As our knowledge of our new scholars grows, so do the initiatives and events we implement for them. The following is a list of recommendations we have created for working with our first-year scholars based upon the data we have collected.

- Revise first-year scholars' survey to collect additional information.
- Continue to develop and monitor individual Four-Year Plans.
- Engage students early in their academic career with RISE opportunities, taking full advantage of their early interests.

- Find better ways to connect first-year scholars living off-campus to the campus community.
- Build relationships with all Honors Scholars by encouraging participation and leadership in Honors College student organizations, participation in signature events such as Academic Bowl and the Honors College Showcase, and communication through our Oncourse site, weekly emails to the Honors College listserv, and scholarship cohort Facebook groups.
- Assist students seeking a job with finding on-campus employment and limiting work hours.
- Work with campus career services to assist students in the process of identifying job shadowing and internship opportunities.
- Continue to develop stronger connections with campus constituents such as Housing and Residence Life, Student Employment, the Center for Research and Learning, and the Center for Service Learning, to ensure Honors Scholars have maximum access to resources.

References

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Introduction

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with upper class Honors College Scholars. Honors Peer Mentors serve as individual peer advisors to first year Honors Scholars. They serve as a resource for students during the summer before they arrive at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors also welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first year of college. The literature suggests that peer mentors are effective for many different reasons. Peers are closer in experience to first-year students than faculty or staff (Lockspeiser, O'Sullivan, Tehrani, & Muller, 2008). They are also likely to be the first resource students go to for answers (Newton & Ender, 2010).

Honors Scholars face numerous challenges that are enhanced when compared to the average college student. Literature shows that the challenges range widely from fear of success or failure to career selection based on outside pressure to difficulty selecting a major because of the potential to succeed in numerous academic areas (Gordon, 1992). Other challenges Honors students face include pressure to succeed, perfectionism, struggles with academic issues like development of effective study habits, potential for many different majors and careers, entitlement, and criticism of self and others (McDonald, 2003). The Honors Peer Mentor Program is designed to address these unique needs of Honors Scholars.

History

The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The program was student-initiated and began as a direct result of an Honors Scholar interested in creating positive connections and networks for first-year students. During the first

year, students were matched using a 1:1 mentor/mentee ratio. Peer Mentors were recruited from within the cohort of upper class Bepko Scholars with the knowledge that mentors would work with incoming Bepko Scholars. One of the goals during the pilot year of the program was to expand opportunities for upper class students to interact and support first-year students in the same cohort of Scholars. A primary challenge faced during the pilot year was the inability to match first-year students with mentors in similar majors or disciplines.

The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with an upper class Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio.

Number of Program Participants		
	Mentors	Mentees
2011-2012	24	24
2012-2013	33	66
2013-2014	30	82

Honors Peer Mentors are selected each spring semester through an application process and serve for one academic year. Mentees are invited to participate in the summer before beginning their freshman year. Mentors complete training that focuses on helping them serve their peers effectively. Mentors are expected to communicate with their mentees during the summer and also meet with their mentees biweekly during the course of the fall semester. Mentors do not receive a financial incentive for participating in the program; thus, only upper class students who want to serve as a role model tend to apply to be mentors.

Academic Standing of Mentors			
	Sophomore	Junior	Senior
2011-2012	5	13	6
2012-2013	18	10	5
2013-2014	18	7	5

Eleven of the 24 mentees from the pilot program went on to serve as Honors Peer Mentors in 2012-2013. Three mentors from the pilot program continued on as mentors for a second year. Thirteen mentees returned to serve as a mentor in 2013-2014, and 10 mentors would return to serve as a mentor for an additional year.

Objectives:

1. To provide first-year Honors Scholars with a positive Honors role model;
2. To connect first-year Honors Scholars with the IUPUI Honors College;
3. To connect first year Honors Scholars with their academic program;
4. To help students balance the expectations of being an Honors Scholar with other roles;
5. To provide meaningful and authentic partnerships between Honors Scholars;
6. To expand students’ awareness of campus resources;
7. To build networks for first-year Honors Scholars;
8. To provide a venue for students to process their college experience;
9. To connect students with student organizations, campus events, and opportunities that match their interests and passions.

Methodology

Scholars participating in the Honors Peer Mentor Program were surveyed after the end of the fall semester in January using an online survey including both quantitative and qualitative ratings. A separate survey was sent out to mentors and mentees. Students were sent a link to the survey via email and received one reminder two weeks later to complete the survey.

Results

Response rates for 2013-2014 increased significantly over the last year. For 2013-2014, all

30 mentors completed the online survey, with a 100% response rate, compared to 51% in the previous year. Fifty-four mentees completed the survey, resulting in a 65% response rate, compared to 39% in the previous year.

Participants were asked to rate their level of agreement with how well the objectives of the Honors Peer Mentor Program were met. The ratings below include Agree and Strongly Agree responses.

Objective	Mentor Response	Mentee Response
1	93%	90.7%
2	60%	62.9%
3	86.7%	64.8%
4	83.3%	70.3%
5	86.7%	77.8%
6	86.7%	85%
7	36.7%	50%
8	90%	70.3%
9	83.3%	70.3%

Participants provided the highest rating for the following objectives: connecting Scholars with a positive role model (Objective 1), helping students balance the expectations of being an Honors Scholar with other roles (Objective 4), and expanding students’ awareness of campus resources (Objective 6). Participants rated the following objective lowest: helping students build networks (Objective 7) and providing a venue for students to process their experience (Objective 8).

Matching

Students rate the following factors as being most important for a successful pairing:

- Academic Interests, including major and academic school
- Career Interests
- Desire for Similar Experiences in College
- Housing
- Personal Interests

Training

All respondents stated they felt prepared to be a mentor. Respondents rated FERPA training, Oncourse monthly reminders, and campus resources as the most important aspects of mentor training.

Overall Experience

To gauge overall experience with the Honors Peer Mentor Program, participants were asked which components of the program they enjoyed most. In comparison, they were also asked what challenges they faced in the Honors Peer Mentor Program. Both sections were free response. Themes below are divided into mentee and mentor responses.

Components Participants Enjoyed Most:

Mentee Responses

Theme	Representative Quotes
Someone to go to for help and questions	<ul style="list-style-type: none"> “...the thing I have enjoyed most is just having someone available to answer questions, give input, and listen if there is ever a time I need guidance.” “I really liked that I knew when I came to campus that I would have someone to help me find all my classes and get adjusted in the first few days.”
Gaining knowledge from an experienced student	<ul style="list-style-type: none"> “It was nice having somebody there that was a student and who has been through similar situations.” “Probably one of the most comforting and reassuring bits of knowledge that eased the transition into college was the knowledge that not only did I have advisers and peers within the Honors College to assist me, but also someone who has been there and experienced firsthand what I was experiencing.”
Getting to know others through the Mentor	<ul style="list-style-type: none"> “I have most enjoyed my mentor introducing me to other Honors students. It was helpful that we met weekly with other Honors students.” “Meeting a lot of other people through my mentor who I otherwise probably wouldn’t have.”

Mentor Responses

Theme	Representative Quotes
Connecting with new students	<ul style="list-style-type: none"> “Connecting with new students and acting as a guide for their first year.” “I enjoyed getting to meet incoming freshmen.”
Serving as a resource	<ul style="list-style-type: none"> “I’ve enjoyed being a resource for someone who has asked for my help – I’ve made so many mistakes that could have been solved by having a

	mentor, so I’ve enjoyed helping others steer clear of those mistakes.”
Seeing mentees grow	<ul style="list-style-type: none"> “I enjoyed meeting my mentees and slowly watching them grow in confidence as their circle of friends expanded.” “It’s nice to be able to watch them grow and make friend within the Honors College (and outside of it).”

Challenges of the Honors Peer Mentor Program:

Mentee Responses

Theme	Representative Quotes
Finding a time to meet	<ul style="list-style-type: none"> “Being able to meet with my mentor on a regular basis because we are two busy people.” “I think the hardest thing was just finding time to meet with my mentor.”

Finding a time to meet was the only consistent theme that arose from mentee responses regarding challenges they faced.

Mentor Responses

Themes	Representative Quotes
Non-responsive Mentees	<ul style="list-style-type: none"> “As a mentor I have faced the challenge of mentees not responding to meet with me.” “Some of my mentees did not want to meet with me. I almost felt like I was pulling teeth to get them to meet.”
Mentees that didn’t need help	<ul style="list-style-type: none"> “My mentees really never needed me at all so I felt quite useless.” “One of my mentees had an older sibling who attended IUPUI so he didn’t have many questions for me.”
Finding a time to meet	<ul style="list-style-type: none"> “I have a terrible time trying to get my mentees to meet with me.” “I found finding a time for use to meet was sometimes challenging.”

Mentor challenges were much more related to feeling needed or useful. While they also reported difficulty finding a time to meet, this did not stand out as much as having non-responsive mentees or having a mentee that didn’t need/want help.

Discussion

It is interesting to note that on every objective, mentees rate the program equal to or higher than mentors. This could be attributed to the expectations for the program. Since mentors devote additional time to training and preparation, they may rate the objectives more harshly than mentees, who may see the program as an added advantage. The objectives that mentors rated lower were those for which mentors received less training. Much of the focus of mentor training was on the objectives that rated highest.

The completion rate of the survey was also much lower than would be ideal. The low completion rate could have been a result of when the survey was distributed to students. Distribution was early in January, after much of the mentoring relationship occurred and at the beginning of a new semester. Another factor that could impact the low rate of completion by the mentors is that mentors are not provided a financial incentive to serve in their roles and may not feel a strong commitment.

Additionally, after matches were provided in the summer, mentees did not receive much communication from the Honors College directly about the program. Instead, communication about the program came directly from their mentor. The completion rate may have been low among mentees because the survey was sent from the Honors College.

Recommendations

As the Honors Peer Mentor Program moves from infancy to greater development, assessment can help direct efforts to ensure the program meets the needs of both mentors and mentees. While the first two years have focused on growing the program to serve any interested Honors Scholar, future years should focus more on thorough development of training and support for the students involved. The following is a list of recommendations for improving the Honors Peer Mentor Program based upon the data we have collected.

- Develop continued in-person training options for mentors.
- Devote similar amounts of time and resources to all objectives in mentor training.

- Prepare mentors to expect varied levels of involvement from their mentees.
- Develop strategies for mentors to work effectively with mentees that are non-responsive or who do not appear to need or want help.
- Send additional reminders for students to complete the survey and use mentors to distribute the survey to mentees in order to improve the completion rate.
- Prepare mentees more for their role and the expectations of participating in the program.
- Improve the survey so that more correlations can be drawn from the data.

Major Changes for 2014-2015

- Addition of Honors Peer Mentor Leader role to serve in an advisory capacity and program development role.

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Introduction

The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students. We have a special responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange (Wolfsenberger, 2012).

Based on a survey the British Council conducted on American and British students interested in studying abroad, “access to and information about the options available are the first barriers that students face” in making study abroad experiences a reality. An additional hindrance cited in the survey was cost, with nearly three-quarters of American students stating expense was a likely obstacle to international study (Fischer, 2013). To combat these issues, the Honors College works with its students early and often to make study abroad possible.

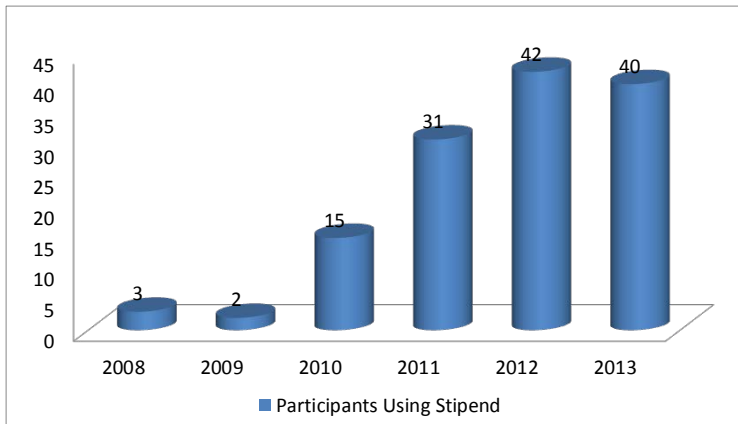
Support

The following are actions taken by the Honors College to encourage study abroad experiences for its students:

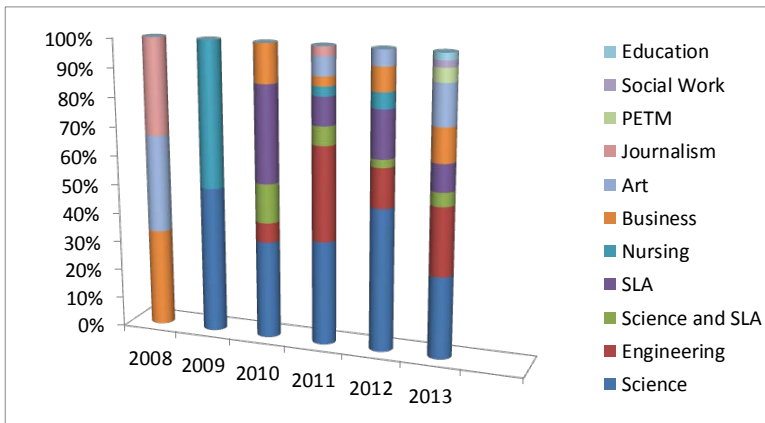
1. The Honors College offers two study abroad programs specifically for its students: a one-week spring break program in Costa Rica and a summer program in Kenya. Both programs offer service-learning components with a higher level of intellectual expectations within the coursework.
2. Students are introduced to the Honors College’s commitment to study abroad through the recruitment and orientation processes.
3. All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting. Advisors help students find programs that fit their curricular and time-frame specifications. They are introduced to a database of over 70 IUPUI-administered study abroad programs as well as programs administered by non-IUPUI campuses. They also direct them to resources available through the IUPUI Study Abroad Office as well as their individual schools.
4. All students in the Honors College are provided with a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Students participating in the Honors College Kenya program are offered an additional \$1000 to help with travel expenses. The availability of a scholarship can stimulate the student to find additional resources needed to study abroad (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). To help with this process, students are made aware of funding for study abroad through their individual academic units, in addition to a general study abroad scholarship offered by the IUPUI Study Abroad Office.
5. Students may earn Honors credit through study abroad experiences, either by participating in the Honors College Kenya or Costa Rica programs, by pursuing an Honors Contract for IUPUI administered programs, or by registering for HON-H 398 for non-IUPUI programs.
6. Students returning from study abroad have the opportunity to share their experiences through individual connections facilitated by advisors and/or through the Honors College Showcase.

History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below:



As the numbers of students conducting a study abroad experience increased, the types of majors of the students participating became more varied.



Results

Students surveyed about the Honors College administered study abroad programs have indicated a high level of satisfaction with their experiences. When asked what they appreciated most about the programs, following is a representative sampling of their responses:

- “Learning a new language, feeling unbelievably welcomed everywhere and being able to disprove many African

stereotypes are just a few things I really appreciated.”

- “It let me put my own minor problems into perspective and realize the resilient nature of human happiness.”
- “Working at Escuela de Guatuso was an honor. From the mountains surrounding me to the voices of sweet children that carried from the classroom as we worked in the garden, I found myself humbled each day. It was a privilege to play even the smallest role in helping to impact these children’s lives.”

Future Plans

- In response to the large proportion of Honors College students interested in careers in healthcare, the Honors College is investigating a healthcare-focused study abroad program in Swaziland in collaboration with the Schools of Nursing and Public Health. The program, if approved, will launch as early as the summer of 2014.
- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Students within the Honors College who have studied abroad may volunteer to serve as ambassadors for their programs. They can volunteer to have their names on a phone/e-mail list for students interested in learning more about their programs.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.
- A representative from the Honors College is serving on the American Council on Education’s Internationalizing the Local Experience Subcommittee at IUPUI. The Honors College helps to provide relevant feedback to the committee in preparation for their contribution to IUPUI’s Strategic Plan.

References

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Introduction

The IUPUI Honors College, in collaboration with the Office of Orientation Services, conducted one-day Honors orientations for all incoming scholars in 2013 on June 6, 7, 10, and 11. The first day was open to the incoming Bepko, Herbert Presidential, and Plater International scholars. The following three days were available to the Chancellor's Scholars.

Honors Orientation Agenda

8:30 – 9:00	<i>Check-in & Continental Breakfast</i>
9:00 - 10:00	<i>Welcome & Honors College Overview</i>
10:00 - 10:45	<i>Student Panel</i>
10:45-11:00	<i>Q&A/Break</i>
11:00-11:30	<i>Financial Presentation</i>
11:30-12:15	<i>Exploring the Campus for Students Panel Discussion for Parents</i>
12:30-1:30	<i>Lunch Buffet</i>
1:30 - 4:30	<i>Advising and Registration</i>

Methodology

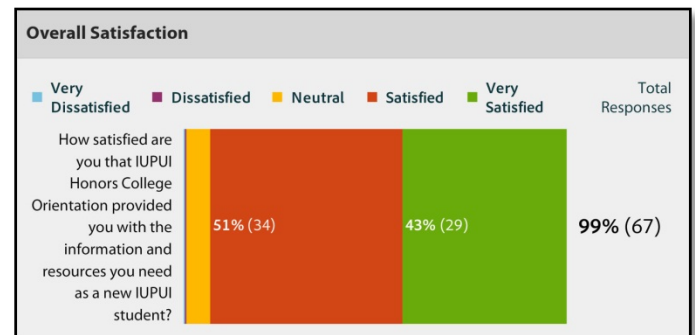
On June 24, 2013, an online survey developed through Adobe Formscentral was sent to all 236 first-year students through the IU listserv, hcclassof2017, created for all incoming scholars. The survey administered by the Office of Orientation Services was adapted to

meet the needs of the Honors College orientations.

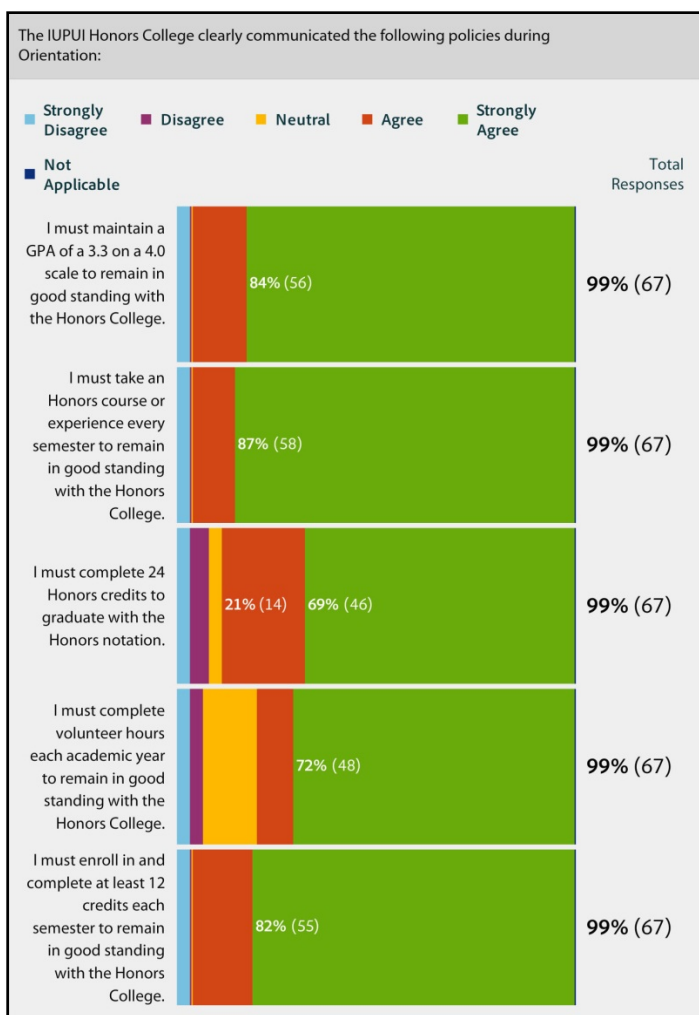
The survey consisted of 61 open-ended and Likert scale questions in the following areas: IUPUI Honors College Presentation, Honors Scholar Panel, Financial Presentation for Students and Parents, Food, Topics Learned and Connection, Major and Academic Advising, and Overall Experience.

Results

Of the 236 students on the listserv eligible to respond to the survey, only 68 responded. Thus, the survey had a response rate of 29%. With this low response rate, little can be transferred to the overall population of first-year students, but some points of satisfaction and areas for improvement can be identified to assist in future planning.



The overall results of the Likert scale questions regarding satisfaction were quite positive. There was a 95% response of agree or strongly agree that the Honors Orientation provided information and resources needed to be successful at IUPUI.



maintain good standing with the Honors College.

Future Plans

It is important to note here that IUPUI is transitioning to a two-day orientation for all students. The Office of Orientation Services piloted a number of two-day orientations during summer 2013 with some units continuing the traditional one-day programs. The Honors College staff decided transition to a two-day orientation for its students beginning in the summer of 2014 in order to concur with other units on campus and provide our students with a comparable experience to other students.

The IUPUI Honors College staff is in the process of developing our two-day orientation schedule. Due to students’ high satisfaction with the summer 2013 orientation, the staff plans to incorporate many elements from our previous orientations. A blend of the two-day schedule, allowing for more time for students to review university and school requirements will be incorporated, along with important sessions such as the Honors Scholar Panel and Financial Presentation for Parents and Students.

Bepko, Herbert Presidential, and Plater International Scholars will attend orientation on June 2-3, with the remaining orientation on June 5-6 set aside for all incoming Chancellor’s Scholars. Our main concern regarding the two-day orientation is not the content but rather the size of the Chancellor’s Scholars group with approximately 200 potential students in attendance.

One of the primary desired outcomes for the Honors Orientation was for students to understand the requirements and expectations of the IUPUI Honors College. As shown above, a majority of the respondents thought the policies were clearly communicated. The area that showed the lowest rating was that of volunteer requirements, with only 80% agreeing or strongly agreeing that they were clearly communicated.

Discussion

Respondents identified high satisfaction with the 2013 Honors Orientation. The main point the Honors College staff noted was the need to clarify volunteer requirements for students to

Introduction

IUPUI is nationally recognized for its commitment to service, service learning, and civic engagement, as evidenced by three U.S. Presidential Honor Roll for Community Service designations (Indiana University-Purdue University Indianapolis, 2013a). It is important to note the difference in definition between service, civic engagement, and service learning because the level of engagement varies widely. For the purposes of this report, service is traditional volunteering, where students seek out opportunities in which they can contribute back to the campus or community. Service and volunteering are interchangeable in this document. Community Service and Civic Engagement, an office in the Center for Service and Learning, is the primary resource for students seeking service opportunities. Civic engagement involves a deeper level of connection and commitment to understanding the civic community (Indiana University-Purdue University Indianapolis, 2013a). Service-learning encourages more structured reflection and experiences within the community through a classroom experience (Steinberg, Hatcher, & Bringle, 2011). Because service learning is a high-impact educational practice, it is also included as part of RISE to the IUPUI Challenge, an initiative intended to “engage undergraduates more deeply in their learning.” (Indiana University-Purdue University Indianapolis, 2013b).

Information

This report will focus primarily on service. Service and volunteerism among scholars promotes connection to the campus and community, continued academic success, and opportunities to give back to the campus and community that actively invests in their education. Energetic commitment to service is a hallmark of IUPUI Honors Scholars.

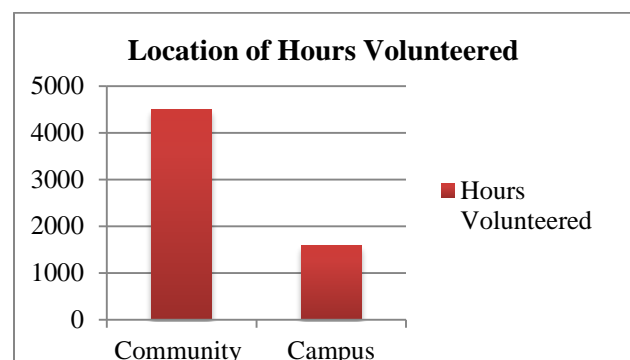
Service offers students the opportunity to:

- Discover new experiences
- Hone leadership skills
- Develop new skills and talents
- Explore interests
- Make a lasting impact on the community
- Understand the issues facing the community
- Cultivate an appreciation of philanthropy

To maintain scholarship and status in the Honors College, Honors Scholars must volunteer at least 10 hours per academic year with the exception of Bepko Scholars, who must complete 10 hours of service per semester. Bepko Scholars are required to complete additional volunteer hours because the scholarship focuses on a commitment to service. All Honors Scholars are added to the Community Service and Civic Engagement email listserv and receive ongoing notification regarding various volunteer opportunities. Upon completion of volunteer activity, scholars must submit a Volunteer Verification Form to the Honors College for documentation.

Discussion

During academic year 2012-13, Honors Scholars volunteered over 6,084 hours at IUPUI and in the Indianapolis community, equivalent to a contribution of \$134,699 (Center for Service and Learning, 2009; Independent Sector, 2013). In addition to volunteering at 57 different campus events, Honors Scholars actively gave back to 227 community organizations.



The culture of volunteerism and civic engagement is evident at IUPUI when examining how students completed their service hours. Many students volunteered with a campus student organization. In total, Honors Scholars completed service hours through 32 different student organizations, such as Timmy Global Health, Alpha Lambda Delta/Phi Eta Sigma honors societies, and fraternities and sororities. Numerous volunteer requirements were also completed through IUPUI-sponsored events such as the campus-wide days of service.

College Initiatives

The Honors College sponsors teams for campus-wide service events, including iServe, the United Way Day of Caring, Martin Luther King, Jr. Day of Service, and Cesar Chavez Day of Service. Honors College sponsorship allows opportunities for students to volunteer with peers from the College.

In addition, the Honors College facilitates two study abroad service-learning programs in Kenya and Costa Rica. While the programs grant credit for the International/Study Abroad component of RISE rather than the Service Learning component, the programs operate on the underlying philosophy of service-learning by encouraging structured reflection and in-depth understanding of the populations served.

One of the Honors College student organizations, Academics for Civic Engagement (ACE), strives to provide leadership and inspire action in the area of civic engagement for the IUPUI Honors College. ACE seeks to build long-term relationships through a committed membership, increased awareness of current issues, and active, on-going interaction with the Indianapolis community. ACE sponsors service events throughout the academic year.

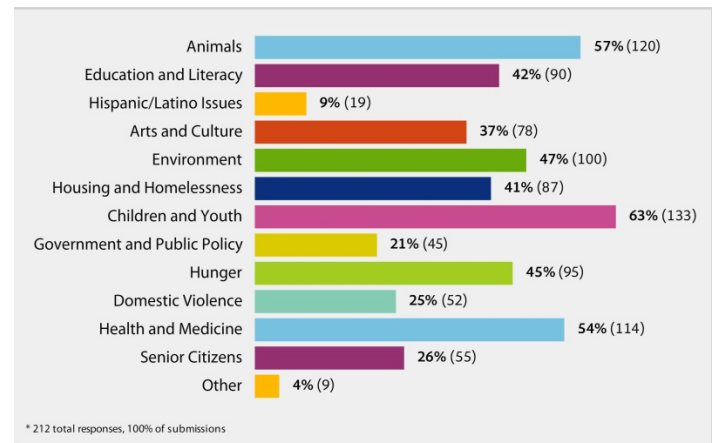
Participation in Campus Initiatives

Thirty-five Honors Scholars also participated in the Sam H. Jones Scholar Program, a scholarship program administered by the Center for Service Learning that is based on exemplary service in the community, in high school, or at IUPUI. Through the Sam H. Jones Scholar Program, students are recognized for their past service record and take on leadership roles in various service-based programs.

Additionally, seven out of the 33 students selected for the William M. Plater Civic Engagement Medallion in spring 2013 were Honors Scholars. The Plater Medallion honors graduating seniors who have shown exemplary commitment to their communities and requires an application, recommendation letters, and a written statement.

Student Interests

In August 2013, first-year students were asked what types of service projects they would be most interested in participating. The responses are compiled below. The categories are in line with Community Service and Civic Engagement's volunteer interest areas. Honors Advisors used this information to shared details about volunteer opportunities corresponding to student interests during meetings with first-year Honors Scholars.



Future Plans

- The Honors College will continue to collaborate with the Center for Service and Learning to promote service experiences that meet the needs of our Scholars.
- Distribute information to first-year Scholars with service opportunities that meet their expressed interests.
- Develop a volunteer framework and goals that mirror the pedagogy of the Center for Service and Learning.
- Develop a built-in reflection for service experiences coordinated by the Honors College.
- Grow ACE to an organization that can provide multiple types of service opportunities to Honors Scholars.

- Support the Center for Service and Learning's goal to create civic-minded graduates by supporting development of the three dimensions: identity, educational experiences, and civic experiences.
- Develop a survey to assess students' view of the benefits of service and assist with planning for future service events.

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