A Template for IUPUI University College First-Year Seminars

Goals, Student Learning Outcomes and Instructional Team Roles
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Overview

National Context

Faculty on campuses nationwide have become increasingly aware of the need to provide entering students with a wide range of services supporting their transition to the college environment. First-year seminars have been widely proven to be an effective mechanism for facilitating this transition. These seminars introduce students to collegiate-level expectations, establish connections to peers and faculty, and provide resources to support student learning and engagement. National data show that even students who appear to be academically well prepared for college benefit from a course that develops the skills and qualities needed to successfully undertake college-level work. For first-generation, nonresidential, and academically underprepared students, comprehensive interventions aimed at helping students make the necessary adjustments as they begin college are truly critical to their persistence and academic success.

First-Year Seminar

Entering students are required to enroll in a first-year seminar to facilitate their successful transition to college. In addition to introducing key information and skills needed to succeed at IUPUI, the first-year seminar provides freshman students an opportunity to connect with faculty, advisors, librarians, and students as they explore the academic culture of the campus and to establish a foundation for lifelong learning. First-year seminars are taught by an instructional team that is anchored by a faculty member and includes an academic advisor and a student mentor.

Foundational Goals

The UCOL-U110 course is designed to integrate students into the academic community to maximize their potential for success and persistence to degree completion. Students are introduced to the intellectual life of the university and its Principles of Undergraduate Learning through a process of active learning. The course is structured around the fundamental and powerful concepts of belonging, transitioning, and planning that represent the conditions necessary for student success in college and beyond. In support of establishing high expectations and strengthening academic content of first-year seminars, three overarching goals have been defined for these courses:

1. Facilitate students’ belonging to the IUPUI academic community.
2. Support students’ first-semester transition to IUPUI.
3. Develop students’ planning strategies.
Learning Outcomes

Specific learning and student transition outcomes have been identified for the first-year seminar, which support the IUPUI Principles of Undergraduate Learning. Individual sections of the seminar may develop, emphasize, and assess these differently, but all will address each of them. Pursuit of these learning outcomes is expected to enhance the likelihood of academic success for all IUPUI students, regardless of level of academic preparation as they enter University College and their intended majors.

**Fundamental and Powerful Course Concept* – BELONGING**

**Goal 1--** Facilitate students’ belonging to the IUPUI academic community.

**Student Learning Outcomes** - At the end of this course, students will be able to:
- connect with peers and instructional team members.
- identify individuals who can provide a personal support network.
- identify campus programs and resources related to academic, professional, and social development.

**Fundamental and Powerful Course Concept* – TRANSITIONING**

**Goal 2--** Support students’ first-semester transition to IUPUI.

**Student Learning Outcomes** - At the end of this course, students will be able to:
- identify strategies to increase self-awareness and personal responsibility.
- explore and develop academic success skills such as information literacy and critical thinking.
- recognize differences in the human experience and the ways those differences enrich the academic learning environment.

**Fundamental and Powerful Course Concept* – PLANNING**

**Goal 3--** Develop students’ planning strategies.

**Student Learning Outcomes** – At the end of this course, students will be able to:
- practice academic and personal time management techniques.
- explore and plan for majors, minors, and careers.
- identify areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals.

Instructional Teams

Each first-year seminar is planned and delivered by an instructional team, which is anchored by a faculty member and includes an academic advisor and a student mentor. While team members’ roles differ, they complement each other to address the transitional issues of entering first-year students.

Faculty Role

Faculty shape the learning environment and in many ways serve as the human bond to the academic dimension of the university. Faculty model the scholarly enterprise and can best convey to students the calling, expectations, and commitment of academic learning in general, and their disciplines in particular. The central participation of faculty in the design, presentation, and assessment of each seminar is essential. Faculty are expected to take the lead in organizing, planning, and teaching the first-year seminar, while working collaboratively with the other members of the instructional team to ensure that the course is well planned and well executed. Ideally, the faculty member meets in a 25-student section for all contact hours and serves as an academic mentor to students. Specific faculty responsibilities include:

1. Schedule, organize, and conduct a meeting of the instructional team prior to the beginning of the semester
   a. Review the roles and responsibilities for each member of the instructional team
   b. Identify the instructional team resources that are available
   c. Determine which members of the instructional team might best be suited to lead particular classroom discussions, workshops, icebreakers, and collaborative learning activities
   d. Create, design, and revise the syllabus in collaboration with the instructional team
   e. Coordinate development and assessment of the student personal development plan (PDP) with the academic advisor

2. Facilitate and support the work of the instructional team members
   a. Solicit feedback on classroom activities
   b. Encourage communication between members of the instructional team
   c. Encourage involvement in class and with experiential activities
   d. Provide guidance, encouragement, and assessment of the student mentor
   e. Solicit input in planning for projects such as field trips
   f. Respond to correspondence from students and instructional team members in a timely fashion
   g. Encourage communication and input on student progress from instructional team members
   h. Complete a formative and summative evaluation of the student mentor

3. Support student learning
   a. Develop student engagement opportunities in collaboration with the instructional team
   b. Provide students with opportunities for face-to-face interactions
   c. Be accessible to students
   d. Communicate with members of the instructional team on a regular basis about students’ progress
   e. Encourage communication and early identification of student concerns and needs

4. Organize, coordinate, and lead appropriate classroom discussions and workshops
a. Utilize instructional team members for appropriate activities and discussions
b. Support student mentors in their leadership role conducting icebreakers
c. Secure necessary release forms for off-campus activities when appropriate
d. Plan for technology and photocopying needs

5. Perform assessment, evaluation, and grading
   a. Complete early warning and administrative withdrawal forms as appropriate
   b. Solicit input from members of the instructional team on student progress
   c. Utilize instructional team members, as appropriate, in the assessment of student progress and assignments
   d. Consolidate assessment and evaluation input from instructional team members
   e. Coordinate assessment of the PDP
   f. Determine Canvas access for student mentors, especially as related to student confidentiality
   g. Take sole responsibility to assign grades for all course assignments
   h. Assign and submit the final course grades
Advisor Role

The academic advisor is an integral component of the first-year seminar instructional team structure. This team model ensures that students have the opportunity to develop an ongoing relationship with an academic advisor who is familiar with the transition to college.

In the classroom, advisors provide students with the opportunity to learn more about and to value the role of University College academic advisors, as well as advisors in their major fields of study. Students are taught to use information about academic planning, registration, degree maps, schedule adjustments, admission to the major, and academic policies.

UCOL Advisor Processes to Support Student Learning in FYS

1. Educate students on academic and career information related to choosing and committing to an academic major
2. Educate students on academic and campus policies that relate to academic excellence and persistence toward graduation
3. Assist students with the development of an academic plan toward their academic major and career
4. Assist students with locating and accessing academic and career related resources

UCOL Advisor Time in FYS Fall 2015

- **Required Content** (see chart below) represents the academic and career-related content that should be consistently included in the course curriculum in all UCOL sections of the FYS and the recommended time allotment for each topic. Working together, the instructional team should determine dates and times for content delivery. Advisors should take responsibility for delivering or arranging delivery of this content and attend the entire session when this material is scheduled.

- **Suggested Content** (see chart below) represents topics that are useful for all first-year students that may be included in the course curriculum. These topics are well suited for delivery by any member of the instructional team. Advisors can assist with delivering or arranging the delivery of this material.

- UCOL advisors’ contributions to the instructional team and content delivery work best when the assigned advisor and faculty member meet early to discuss and plan the course syllabus, optimally before the end of the spring semester. Faculty and advisor assignments as well as 10-month appointments make meeting early a challenge.

- The UCOL advisor’s time in the classroom is best spent in an active role of assisting, educating, and interacting with students. With the exception of sessions where **Required Content** is delivered, UCOL advisors will attend at a minimum the first 10 minutes of class (to answer questions and make time-sensitive announcements). This is negotiable based on the needs of the instructional team and the Office of Academic and Career Development.

- The UCOL advisor’s support of students extends beyond the classroom in other capacities (see chart below).

- Each UCOL advisor is assigned to 3-5 FYS sections and is required to meet the obligations of each instructional team.
### Required Course Content & Time Recommendations

<table>
<thead>
<tr>
<th>Transition from University College to Schools</th>
<th>Academic Policies for First Year Students</th>
<th>Making Major &amp; Career Connections</th>
<th>Understanding &amp; Using Degree Maps in Academic Planning</th>
<th>Educational Goals and Academic Plan (PDP)</th>
<th>Registration for the Next Semester</th>
<th>Understanding Transcripts and Calculating GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>20 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>1 class session</td>
<td>30 minutes for Priority Registration</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Beginning of semester (maybe 1st class)</td>
<td>Beginning of semester</td>
<td>Before PDP Educational Goals</td>
<td>Before PDP Educational Goals</td>
<td>Before Registration</td>
<td>During priority registration during 10th week</td>
<td>Middle of semester or later</td>
</tr>
</tbody>
</table>

**Transition from University College to Schools:** Students will view the academic structure of degree granting schools at IUPUI and determine how they will transition from University College into their degree granting school. Students will know where to find the application or certification information for their majors.

**Academic Policies for First-Year Students:** Students will be introduced to the Academic Policies and Procedures section of the IUPUI bulletin and be knowledgeable of University College policies for dropping classes, being in good standing, and transitioning to the degree granting school.

**Making Major and Career Connections:** Students will be informed of the career resources on IUPUI’s campus and will be introduced to specific career resources for their major.

**Understanding & Using Degree Maps in Academic Planning:** Students will know where to locate the degree map for their majors and will understand how to individualize the maps for academic planning. They will also know where to find the General Education Core curriculum.

**Educational Goals and Academic Planning (PDP):** Students will develop a long-term road map for college based on their educational goals and a short-term plan for registering for the upcoming semester.

**Registration:** Students will register for the upcoming semester based on their short-term academic plan and long-term educational goals.

**Understanding Transcripts and Calculating GPA:** Students will review an IUPUI transcript and be aware of the resources to calculate their GPA.
Suggested Content & Time Recommendations

This material is optional and can be delivered or coordinated by any member of the instructional team.

<table>
<thead>
<tr>
<th>Understanding College Culture and Expectations</th>
<th>Campus Resources</th>
<th>Time Management Success Tips</th>
<th>RISE to the IUPUI Challenge</th>
<th>PUL’s: An Overview</th>
<th>Financial Literacy &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>1 class period</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>20 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Beginning of semester</td>
<td>Beginning of semester</td>
<td>Beginning of semester</td>
<td>Anytime</td>
<td>Anytime</td>
<td>Anytime</td>
</tr>
</tbody>
</table>

**Understanding College Culture and Expectations:** Students will understand the general expectations for interacting with faculty and staff and classroom decorum.

**Campus Resources:** Students will be introduced to campus resources for academic success and student involvement.

**Time Management Success Tips:** Students will learn techniques for maintaining school, work, and life balance.

**RISE to the IUPUI Challenge:** Students will be aware of the program objectives and benefits of engaging in Research, International Experiences, Service Learning, and Experiential Learning.

**PULs:** Students will have an overview of the Principles of Undergraduate Learning, a conceptual framework for all IUPUI students' general education.

**Financial Literacy:** Students will be familiar with Money Smarts and other financial resources on campus.

**Advisor Support of Students**

<table>
<thead>
<tr>
<th>UCOL Advisor Average Time Outside of the FYS Class Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewing &amp; Maintaining Student Records</strong></td>
</tr>
<tr>
<td>1 hour per week</td>
</tr>
</tbody>
</table>
Peer Mentor Role

Creating community and supporting the goals for the FYS template

To connect new students with instructional team members, other students, and create community in the class by supporting the course goals including belonging, transitioning, and planning.

<table>
<thead>
<tr>
<th>Course Goals:</th>
<th>Peer mentors will:</th>
<th>How they will accomplish this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>• Encourage and initiate participation in campus events by making weekly announcements Involvement Opportunities Newsletters (cultural event/service events)</td>
<td>In class weekly announcement Outside of class meetings Canvas Email</td>
</tr>
<tr>
<td>Belonging</td>
<td>• Know the students as peer individuals by communicating with students informally, before and after class, and outside of the classroom. Be a confidant for students and follow through with questions and concerns.</td>
<td>In/out class</td>
</tr>
<tr>
<td>Belonging</td>
<td>• Model and encourage students to complete their ePDP (per course requirement)</td>
<td>Post Introduction/About Me</td>
</tr>
<tr>
<td>Belonging</td>
<td>• Lead classroom warm-up activities utilizing energizers and community building activities. Design class Facebook or other social media group page.</td>
<td>In class weekly Canvas Online</td>
</tr>
<tr>
<td>Transitioning</td>
<td>• Role model professionalism, classroom etiquette, and netiquette. Share personal experiences regarding successes and set-backs.</td>
<td>In/out of class weekly Canvas Online</td>
</tr>
<tr>
<td>Transitioning/Planning</td>
<td>• Know and make referrals based upon student needs regarding services, social involvement, and academic resources. Follow up on goals, attendance to events, and answers to questions.</td>
<td>In/out of class Monthly meetings Canvas Email</td>
</tr>
<tr>
<td>Transitioning</td>
<td>• Create and support a safe, open, and inclusive learning environment</td>
<td>In/out of class weekly Canvas OnLine</td>
</tr>
</tbody>
</table>

Optional: Peer mentors are trained and available to assist with:
- ePDP and/or PUL’s
- Technology session (canvas, email, One)
- Digital storytelling
Additionally the Peer Mentor will hold 3 out of class meetings with students for discussion and planning:

- **First Out-of-Class meeting – to take place in September (1:1)**
  - Review Student profile worksheet – to be completed on the first day of class.
  - Review social life, determining likes, interests and work life balance
  - To discuss establishing/identifying the student’s personal support network
  - Get to know each student as an individual
  - Discuss personal communication, Canvas, Facebook, Campus Email, One
  - Make necessary referrals to campus events and academic services
  - Begin goal setting for the semester
  - Review Syllabi – time management planning

- **Second Out-of-Class meeting – to take place in October (Small group)**
  - Make necessary referrals to campus events/services and academic services
  - Goals revisited
  - Mid-term review
  - Make necessary referrals to campus events/services and academic services

- **Third Out-of-Class meeting – to take place in November (Small group)**
  - Discuss finals
  - Provide closure with your students and introduce 2nd semester mentoring, final checks before end of the semester Make necessary referrals to campus events/services and academic services
  - Second semester mentoring program – reminder
Resources

University Library
The library is an integral partner in first-year student success. The library provides the first-year seminar with resources that acquaint students with the 'culture of the academy’ and introduce new students to the centrality of information to the mission of higher education. Course content and assessments provided by the library help indicate the degree to which new students understand values, practices, and ethics associated with information use in a higher education setting.

Division of Student Life
In preparation for First Year Seminars (FYS), the Division of Student Affairs and the Office of Educational Partnerships and Student Advocacy has prepared resources to connect FYS curriculum to IUPUI co-curricular learning opportunities. The “Guide to Integrating Co-Curricular Learning into the Classroom” provides information on the importance of co-curricular learning, a list of presentations available to inform students of opportunities and resources in support of education, and a programming guide which provides a comprehensive list of programs available. The current Guide is available at http://studentaffairs.iupui.edu/involved/first-year-programs/faculty-resources/TLC%20Faculty%20Guide%202015-2016%20Final.pdf

Bepko Learning Center
The Bepko Learning Center enhances opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction and peer support play key parts in this process. Three areas of importance to the Center are academic mentoring, tutoring and success coaching. Further information is available at http://blc.uc.iupui.edu/

Additional Resources
Additional information for instructional teams, including rubrics, policies and procedures, sample syllabi, campus referrals and contacts, and other first-year seminar resources are available at https://resources.uc.iupui.edu.

5/28/15