The Foundations of Excellence (FoE) Final Report and Recommendations document made two recommendations with six unique components (Appendix A) to improve the transfer student orientation program. The FoE Orientation Action Team met from November 2015 – February 2016 and proposes a new orientation model for all transfer, adult and veteran students admitted for the Fall 2016 semesters. The model meets the priority recommendations put forth through the Foundations of Excellence process by providing increased time on campus, with the academic school, and with the academic advisor. The new model addresses the secondary recommendation as it can be implemented for any admit term. Additionally, the model continues to meet the desired learning outcomes (Appendix B). To prepare students for this orientation program, Transfer Tuesday – an online transitional advising webinar designed to prepare students for their advising experience at IUPUI – will be required of all transfer students prior to participation in the program, academic advising and course registration.

Program Plan

Marketing Plan

Students will be identified through student admission data with the assistance of the Office of Undergraduate Admissions. Students will receive information via transfer admission letters and CRM messaging.

Information related to “next steps” will be outlined in the following locations:

- Completion of Transfer Tuesday
- Online, pre-orientation modules
- Orientation Services website (Transfer section)
- Office of Transfer Student Services website (Orientation section)

Model Overview

The sessions will be offered on select a Friday in May and two Wednesdays in June, each with a capacity of 300-500 students. After completing Transfer Tuesday, students reserve for their orientation experience via the Orientation Services online reservation system and participate in the experience outlined below. At the end of the orientation experience, students schedule their academic advising appointment utilizing online systems or in-person representatives (dependent on school preference). Students then meet with their academic advisor on another date for a 1-hour, one-on-one appointment and register for their first semester of courses. Two holds will be placed on the student record as “gates” between model components: an Orientation Hold and an Academic Advising Hold. The Orientation Hold would be released following the completion of
a Transfer Tuesday webinar and the orientation experience. The Advising Hold would be released by the school academic advisor or support staff during the advising appointment (in concordance with common hold release practices in the school).

Proposed Dates for Summer and Fall 2016 Admits

- May 27
- June 8
- June 15

General Content Overview (Detailed orientation agenda found in Appendix C)

Transfer Tuesday (30-60 min)

- How to Access and Read Your Transfer Credit Report
- Undistributed Credit Process
- How to Access Degree Maps
- How to Send Final Transcripts
- Office of Transfer Student Services & Transfer-Year Experience
- Next Steps (Scheduling Orientation Experience, Pre-Orientation Online Modules, etc.)

Orientation Experience (7-8 hours)

- Welcome & Office of Transfer Student Services (20 min)
- Campus Tour (60 min)
- Financial Wellness Presentation (30 min)
- Division of Student Affairs Presentation (45 min)
- Technology at IUPUI Presentation (30 min)
- Lunch (45 min) / Resource Fair (45 min) (Veterans visit OVMP)
- School Orientation Component (2-3 hours):
  - Tour of Services / Resources / Involvement Opportunities
  - Faculty/Student Panel
  - Advising Tools / Resources, Degree Maps, Career Planning
  - RISE Opportunities
  - Academic Integrity
  - Scholarships

Advising & Registration (1 hour)

- One-hour appointments
- Student-scheduled (at end of orientation experience or via online scheduler)
- On-Campus, by phone, or online (student and school dependent)
Note: Though not explicitly included in the overview, adult and veteran/military personnel students will have the opportunity to meet with their respective affiliated departments, the Degree Completion Office and Office for Veteran and Military Personnel respectively, during the program.

**Funding**

The Office of Orientation Services will not require additional funding for this program format; however, additional funding will be needed for the purchase of a system for online modules (Appendix D).

**Implementation**

This model will be implemented by the Office of Orientation in coordination with the Office of Transfer Student Services, academic schools, and other campus stakeholders as briefly outlined below:

- **Transfer Student Services**
  - Facilitation of Transfer Tuesday programming
  - Adding Transfer Tuesday student group to SIS & advising note to AdRx
  - Communicating attendees to Orientation Services
  - Assist Orientation Services with removal of orientation hold

- **Orientation Services**
  - Facilitation of pilot and subsequent implementation
  - Removal of orientation hold upon reconciliation of attendees

- **Academic Units**
  - Facilitation of school-based programming during pilot and subsequent implementation
  - Academic Advising appointments for students

**Assessment Plan**

Ongoing assessment is conducted of orientation programs to ensure they are meeting the diverse needs of entering students, to continuously monitor and improve program processes, and to assess the programs’ outcomes. A three-phase framework is employed to enhance the understanding of the orientation: assessment of students’ needs, program processes, and program outcomes:

I. **Needs Assessment.** Needs assessment is a process of gathering information (e.g., student, staff, and faculty perceptions) to determine what program components and services students need. For instance, the “Entering Student Survey” is administered to incoming students to collect a wealth of information regarding students’ needs, expectations, educational goals, and intentions. The data collected via this survey further enables
orientation leaders, faculty, and student affairs staff in their efforts to introduce students to the academic culture and help them achieve their goals.

II. *Process Assessment.* Process assessments will be conducted to determine if the program components are implemented as conceptualized, and to ensure that the intended populations are participating in the orientation. An orientation program evaluation is also used to continuously assess students’ perceptions of the program. Qualitative approaches such as open-ended questions on questionnaires and reports from student orientation leaders will also be used to gather in-depth information about program components and processes.

III. *Outcomes Assessment.* Outcome assessments are employed to answer that orientation is accomplishing intended goals (e.g., help students meet the demands and expectations of college, enhance student learning about campus resources and activities, provide opportunities for students to make connections with advisors, faculty, and other students, etc.). Additionally, analyses to determine if programs are having differential impacts on diverse groups of students (e.g., underrepresented ethnic groups, transfer students, and students older than 25 years of age) are conducted.

**Future Actions**

A full-scale implementation of this model is pending the assessment results of the pilot. However, full-scale implementation is anticipated for all students in these populations beginning with Spring 2017 admits. Additionally, the pre-orientation online modules are anticipated to be launched for Fall 2017 admits, regardless of the outcomes of the pilot.
References

Like Institutions with Similar Program Models

University of Missouri – Saint Louis
University of Cincinnati
University of Missouri – Kansas City
Cleveland State University
University of Memphis
Wayne State
University of Wisconsin – Milwaukee
Appendix A

Orientation Action Team – Guiding Final Report Recommendations

I. Priority Recommendation:
   a. Explore alternative delivery systems/structures for transfer student orientation (e.g., extension of program to a full-day, online modules)
   b. Increase one-on-one advising time to one hour
   c. Include an academic school component, time to connect with peers
   d. Discuss RISE opportunities and learn more information about school-specific requirements and opportunities
   e. Infuse diversity elements in all components of orientation including an introduction to JagNation, diversity as a key campus value and the diversity-related benefits of attending an urban campus.

II. Secondary Recommendation: Orientation for transfer students entering in the spring and summer terms should mirror orientation provided to fall transfer admits.
Appendix B

Learning Outcomes

As a result of attending orientation, students will:

I. Academic Integration
   a. Be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation.
   b. Build relationships with faculty, staff, and peers on campus.
   c. Receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning.

II. Social Integration
   a. Connect with other students.
   b. Gain a sense of familiarity with the surroundings of the campus.
   c. Receive information about services, non-classroom-related activities, residence opportunities, safety, and technology.
   d. Express feeling welcomed and connected to IUPUI.

III. Self-Efficacy
   a. Report they are comfortable in performing a variety of skills taught during the orientation program.
   b. Report that they feel prepared to meet the demands and expectations of college.
   c. Report they have the ability to make a successful transition to IUPUI.
Appendix C

“Transition” (Transfer) Orientation Program

7:30 – 8:00 Check-In/Meet your Leader
Students Check in and are introduced to their group leaders. Students are given a brief summary of their schedule and are directed into the room for the welcome.

8:00 – 8:30 Welcome
Students are welcomed to IUPUI, given a summary of the day’s activities. Following the Chancellor’s welcome video, the team is introduced and each group (students and guests) departs with their group leaders.

8:30 - 9:30 Explore the Roar/Guest Program
Students get their JagTag pictures taken while getting going on a campus tour as well as receive information about campus resources. Upon the tour’s conclusion each group will debrief giving the students an opportunity to ask questions they may have regarding their tour or any other aspect of IUPUI’s campus and or services.

Families and Guests are given information specific to them supporting their student(s) here at IUPUI. The family program is concluded with a panel of leaders that address any and all questions the families/guests may have.

9:45 - 10:30 Financial Wellness Panel
The Office of Student Financial Services, in collaboration with OTEAM leaders, will present a session to students regarding management of money, and true expectations regarding the cost of college. In addition, OTEAM members will share their personal experiences and inform students of resources available for help with financial management.

10:30 – 11:15 What it Means to be a Jaguar
Division of Student Affairs briefly emphasizes the importance of curricular and co-curricular learning, student expectations in relation to Student Code of Conduct and rights and responsibilities, campus safety, health and wellness support.

11:15 – 11:45 Technology @ IUPUI
Students will receive information about connecting their computers at IUPUI as well as the free software available to them as an IUPUI student. They will be informed of their rights and responsibilities as a technology user on campus and informed of computing policies and procedures. In addition, they will receive a tutorial on using One, Canvas, and IU Box.
12:00 – 1:45 Campus Resource Fair/Lunch

Students and guests are separated into two tracks for this part of the orientation day. Half of the students, along with parents and guests, are encouraged to roam about and review information presented by the representatives from various departments and organizations on campus. The other half of students and guests attend lunch. At the appropriate time, they switch.

Track A
12:00 – 12:45pm Resource Fair
1:00 – 1:45pm Lunch

Track B
12:00 – 12:45pm Lunch
1:00 – 1:45pm Resource Fair

*Veteran students follow Track B and visit OVMP instead of attending the Resource Fair.

2:00 – 4:00 School Information

2:00 – 2:45 School Welcome/Presentation

Items that can be included: History of school, majors, expectations, academic integrity, introduction of key faculty/staff, clubs and organizations, research, internship opportunities, career services, RISE, study abroad opportunities, faculty/staff/student panel.

3:00 – 3:45 Department Presentation or School Tour

For schools that have more than one major, and opportunity can be given to break out into smaller groups based on major for each department to share any additional information about major specific requirements, advising technology tools, degree maps, and expectations for setting academic goals.

If a smaller school with less majors, a school tour can be given that shows labs, offices, lounges, etc. Or a one-on-one meeting with faculty, or significant staff can occur.

4:00 – 5:00 Reservation for One-on-One Advising Appointment
Appendix D

Orientation Services would pursue the Gold package and additional ala carte options (outlined in the proposal and supporting Advantage Design Group options referenced below) totaling approximately $56,000.00. The subsequent yearly cost would be approximately $4,300.00 which includes unlimited support, training, and hosting.


Advantage Design Group Options - https://iu.box.com/ADGallpackages