The word “coach” has a very specific meaning and usually has a connotation associated with athletics. However, in recent years the term has taken off as a popular practice in several arenas, including business, education, organizational communication, and leadership and management. According to Connor and Pakora (2012), “both coaching and mentoring are learning relationships which help people to take charge of their own development, to release their potential and to achieve results which they value” (p. 12). Despite the similarities between coaching and mentoring, the authors clarify that coaching is different because “the agenda is focused on achieving specific, immediate goals” (Connor & Pakora, 2012, p. 13). Many colleges and universities are using coaching practices in their mentoring programs to improve college student persistence and retention.

Academic success coaching came about in University College in an effort to improve the retention of students between their first year and second year. The Bepko Learning Center was charged with developing a pilot program focused on creating an individualized coaching model targeting second-semester freshmen who had not participated in a first-year learning community. Research has demonstrated the positive impact of peer relationships and peer mentoring on college student development and degree completion. In addition, learning communities are among the top high-impact practices for increased persistence and retention. Pairing students who did not participate in a first-year learning community with a peer mentor who has been trained as a coach was intended to increase the likeness that students would persist in the second year.

In preparation for the spring 2014 semester, 25 academic success coaches, formerly known as resource mentors in the Bepko Learning Center, were trained as peer mentors to assist students in identifying and achieving their academic goals. Academic success coaches are not prescriptive in their mentoring approach. Instead, academic success coaches are trained to ask thoughtful and reflective questions and to administer pre- and post-assessment tools in order to assist students in discovering their goals and strengths to create a unique action plan to meet each student’s needs. Moreover, academic success coaches participate in weekly trainings to learn various strategies to help students develop skills such as setting goals, planning, and developing self-efficacy.

During the spring 2014 semester, the pilot program reached out to 350 second-semester freshmen from a variety of majors, credit hours, and GPAs who had not participated in a first-year learning community. These students were invited to schedule a meeting with an academic success coach to assist them in meeting their academic goals for the semester. Of the 350 students, 75 participated in regular coaching sessions throughout the semester. Meetings were offered weekly, biweekly, or monthly and ranged from 15 minutes to 60 minutes and were conducted via in person, telephone, email, or a combination of in-person and email interactions. Before the conclusion of the semester, student participants were sent an online survey to assess their experience with the coaching program. Over 17 percent of the students representing various backgrounds responded to the survey. The qualitative responses suggest that students benefited from having an ongoing relationship with a peer to work on specific goals and topics identified by the student. Even students who were not seeking academic help reported that meeting with an academic success coach was beneficial in other areas of campus life. The results from the program assessment have been used to make adjustments and improvements for the fall 2014 semester. The Bepko Learning Center will continue to gather more data regarding the impact of coaching on student success.

Academic success coaching is a free service open to all undergraduate students at IUPUI. To learn more about academic success coaching, please visit http://uc.iupui.edu/success.

Reference
In fall 2007, Ryan Blythe began his mentoring career as a tutor to high school students in math and physics courses when he was a freshman at IUPUI. In his second semester, Blythe was enrolled in CHEM-C 105 Principles of Chemistry I, and he actively participated in Peer-Led Team Learning (PLTL) workshops. His PLTL leader, Krystle Roberts, who was a PLTL student coordinator or “superleader” at the time, encouraged him to apply to be a PLTL leader. After that, Blythe led PLTL workshops for seven consecutive semesters. He was one of the first peer leaders who led cyber-PLTL workshops online.

Currently, Blythe is a high school math teacher at Warren Central High School in Indianapolis, Indiana, teaching both geometry and algebra II, mentoring, and teaching kids every day. When asked what he enjoyed the most about being a PLTL leader and what his most important takeaways from the PLTL program were, he responded with, “I enjoyed the opportunity to guide others. Leading by example has always been something I have enjoyed. Being a PLTL leader allowed me to be a leader, but not necessarily an expert. I enjoyed that students could come to me with a question that we both would work together to find an answer to. When we did, it was really cool to see the students ‘get it.’ PLTL always welcomed and encouraged different ideas and angles, because we were all equals, and because I wasn’t the expert. It has made me a more approachable person and more open minded, which are important traits as a teacher. It made me more encouraging as well.” The knowledge of classroom awareness and student dynamics he first learned as a PLTL leader has also translated to his teaching style and practice.

When asked if he had any advice for the current PLTL leaders, Blythe stated, “PLTL is what you make it. Come to your classroom ready and excited to encourage and work together with your peers. Through PLTL you will become a more confident and outgoing person and leader. The professors and staff members are great mentors and resources. They are awesome examples of people who have found their calling, so hopefully you can bring the same type of enthusiasm in whatever you choose to pursue.”

Laura Allen has been an academic mentor with the Bepko Learning Center since spring 2012. After graduating from Ohio University in 2009 with a degree in anthropology, Allen spent time in Japan teaching English before returning to the academic world in 2012 as a post-baccalaureate pre-med student at IUPUI. Allen has served as the head mentor for BIOL-K 101 Concepts of Biology I for the past year and has worked at connecting the gaps between faculty, mentors, students, and mentoring staff. Allen’s hard work is evident as an increase has been noted in new mentor applications, and the rate of unsuccessful students has decreased for the course.

Aside from mentoring, Allen’s most important job is being the best mother ever. Allen’s daughter Charlotte was born while teaching in Japan. The same attention is paid to all aspects of her life. Throughout her career at IUPUI, she has been able to juggle motherhood, marriage, extremely difficult courses, and excelling at the MCAT—all tasks difficult on their own, let alone when grouped together.

Allen’s performance as a mentor has given her several opportunities. She co-authored the BIOL-K 101 recitation manual, serves as an academic mentor for the newly established honors section of BIOL-K 101, and in 2014 she was the recipient of the Academic Mentor of the Year award at the University College Spring Convocation Awards. As Allen completes her last semester at IUPUI before heading to medical school, she is working toward her long-term career goals, which include a desire to serve as a doctor in rural Indiana and eventually teach future doctors in medical school.
Why We Should CARE!

BY ERIKA HUBER

A new model is easy to explain to academic mentors: CARE (Contact, Assess, Response, Evaluate). Academic mentors of the Bepko Learning Center are on a mission to CARE for students in hopes of increasing student success. The CARE model was created to challenge academic mentors to view themselves as more than content providers to students. Instead, academic mentors were asked to assume the role of advocates for student learning. All academic mentors have risen to this challenge and exceeded hopes for a successful launch.

In the first six weeks of the fall 2014 semester, over 600 students were contacted by academic mentors in hopes of assessing their academic needs. After contacting and assessing what information, resources, and assistance the various students from a variety of courses needed, a response plan for these students was made. Response plans included but were not limited to sending students to the bookstore, financial aid, tutoring, coaching, faculty, Counseling and Psychological Services (CAPS), and having the students talk to their parents. Because the program is in its first semester of implementation, it is yet to be determined if the success of the CARE model has an effect on DFW rates. There has been an increase of students reaching out to faculty, attending the Biology Resource Center, and meeting with academic success coaches. Academic mentors report feeling connected to students in a more meaningful way.

Maya Angelou once said, “When you know better, you do better.” The hope is that the CARE model will allow students, academic mentors, student services, and faculty to work together to create a better understanding of the educational struggle faced by IUPUI students to help us all do better.
Synchronous online peer tutoring has emerged as a means for students to access on-demand content-based learning assistance from any location. This type of service is becoming more readily available at learning assistance centers across all types of postsecondary institutions. User experience and learning assistance literature in this domain are still in their infancy as the technology is only now becoming readily available to offer such assistance. A key finding, supported by mathematics education literature, is that best practices for virtual mathematical teaching and learning are similar to best practices for in-person mathematical teaching and learning.

The culture of mathematical assistance offered at the Mathematics Assistance Center (MAC) on IUPUI’s campus is making a broad impact on how students engage with their course work. Unprecedented numbers of students are coming to the MAC to get the support that they need to be successful in their mathematics classes. The MAC now averages 2,500 student visits per week, which doubles the spring 2014 traffic. Many students state that the culture of the MAC, as a peer-to-peer, open access, holistic-minded academic support center, is the reason for continuing to return to the MAC for academic support. The goal is to take this model—a successful culture of mathematical assistance offered at the MAC—and replicate it in the synchronous online tutoring space. This will provide IUPUI students with access to innovative mathematical assistance from anywhere. The realization of this goal will take place in two phases.

The first phase of the project is currently active as a MAC student resource. Through the newly built MAC website (mac.iupui.edu), students can now gain access to synchronous online mathematical assistance by selecting the Live Help tab at the top of the home page. This service provides over 40 hours of access to an interactive whiteboard space where students and peer tutors can collaborate around the mathematical topics for courses, including MATH 00100, 11000, 11100, 15300, 15400, 15900, M-118, and M-119. Currently, online tutoring traffic is increasing steadily as more students are utilizing the interactive service to gain access to MAC tutor assistance.

The second phase of the project is an intersection between mathematics education, mathematics, and computer science. This phase positions the MAC to partner with the Innovation-to-Enterprise Initiative program at IUPUI to produce, pilot, and refine a synchronous online peer tutoring interface. The product will be created by IUPUI students under the leadership of the MAC. The goal is to fulfill two separate but related missions of the MAC and IUPUI: to offer students state-of-the-art peer-to-peer support for their mathematical course work and to encourage the culture of innovation and invention that is unique to IUPUI’s urban campus.
The University College Leadership Grant for mentors was established in 2006. Peer mentors who have received the Scott E. Evenbeck Leadership Scholarship for at least two semesters are eligible to apply for funds to participate in a university-approved experience. These experiences enable peer mentors to leave their familiar surroundings and grow academically, culturally, and personally. The grant funds participation in any of the following program areas:

- Service learning projects
- Attendance at academic conferences or institutes
- Study abroad experiences
- Domestic exchanges with another college or university
- Internships
- Research related to mentoring

Mentors are encouraged to select and to apply for a program that will directly complement their academic, personal, and career goals and to consider an experience that will expand their understanding of their community, nation, and world. Rebekah Smith, a Bepko Learning Center and First-Year Seminar program mentor, participated in the Salamanca (Spain) Summer program in summer 2014. This experience allowed Smith to travel in Spain, Portugal, and Morocco.

As a cultural anthropology major and a Spanish minor, Smith was able to experience Spanish life unfiltered and found it to be a very rewarding experience. The multiple dialects spoken in Spain proved to be a challenge for Smith. Despite the language challenge, Smith felt comfortable speaking with local residents. Through the University of Salamanca’s International Office, Smith was able to experience the Festival of San Fermín, or the “Running of the Bulls,” in Pamplona, Spain, and attend a Flamenco dancing course taught by a professional.

She still remains in touch with her host family, who often refer to her as “hija” or daughter. As a mentor, she uses her personal experience to encourage her mentees to study abroad. She advises all students who want to study abroad to do everything in their power to make it happen. She waited until her junior year to study abroad and wishes that she could make it a personal hobby. Studying abroad is a way for students to open up their perspective to the world around them. As a result of this experience, Smith is a better mentor, a better student, and is more culturally aware in a vast globalized world.

InsideTrack Coaching at IUPUI

In fall 2014, IUPUI, Indiana State University, and Ivy Tech Community College began a partnership with InsideTrack to implement a college success coaching program designed to increase graduation rates for the 21st Century Scholars Success Program. This year, the program is funded through a grant from the Indiana Commission of Higher Education. At IUPUI, the program has one coach who partners with 100 scholars for the academic year.

Initially, the coach reaches out by phone to students the week before the fall semester for an introduction, learn more about the student, and ensure a strong start. From there, the coach travels to campus to meet students in person on campus during one of the first weeks of classes. The rest of the coaching is done remotely by phone and other means of communication. Recognizing that traditional college students today are more inclined to text than speak on the phone, the coach offers options for communication. The coach reaches out by phone on a biweekly structured basis for 10–20 minute meetings, but students can also choose to communicate by text, email, and Facebook.

The coach meets regularly with students and provides them with the support, tools, and motivation they need to persist through their first year and to get the most out of their education at IUPUI. The goal is for the coach to work proactively alongside students to help them to prioritize and balance commitments in their lives, resulting in students who can:

- Build defined academic, personal, and career goals with plans to achieve them
- Understand and fully utilize available resources at IUPUI
- Manage time, energy, and stress in order to perform at their best

Coaching is designed to be personalized, fun, informative, and helpful for students as they navigate their first year of college.

The coach will always ensure students are getting what they need to succeed. Common coaching topics include:

- Manage commitments inside and outside of school
- Create realistic plans to accomplish tasks and goals
- Develop strategies for effectiveness
- Build a strong sense of school community
- Manage stress and personal well-being
- Maximize school resources and support systems
- Learn about budgets and financial literacy
- Build and maintain motivation
- Envision graduation
Elizabeth Alexander (Peer-Led Team Learning) was executive director of the 2014 IUPUI Regatta. Alexander was also a Loren T. Jones Memorial Scholar, which supported summer research in Dr. Lisa Jones’s lab in the IUPUI School of Science. Alexander is currently vice president of administration for the IUPUI Student Organization of Alumni Relations.

Zach Bennett (Peer-Led Team Learning) is doing research in oral health for Dr. Richard L. Gregory of the Indiana University School of Dentistry. Bennett also serves as president of the IUPUI Student Athlete Advisory Committee.

Adam Bogs (Peer-Led Team Learning) is historian and public relations chair of the Phi Kappa Psi fraternity and vice president of civic engagement for the Interfraternity Council at IUPUI. He also served as coordinator of donations for the 2014 IUPUI Regatta.

Kyle Compton (Peer-Led Team Learning) completed an internship with IndyCar and served as assistant head judge at the 2014 Arthritis Foundation Auto Show and Cruise-In.

Nhan Do (International Peer Mentoring Program) is president of the Engineering Technology Worldwide Club at IUPUI.

Joe Dobbs (Peer-Led Team Learning) studied abroad in China this year.

Keaton Dubois (Peer-Led Team Learning) is an intern at St. Joseph Hospital in Kokomo, Indiana.

Rikki Gaddy (Bepko Learning Center) is the PanHellenic Association delegate for Sigma Kappa sorority at IUPUI.

Rashell Garretson (Peer-Led Team Learning) is an intern in the Life-Health Sciences Internship Program.

Sam Haluska (Peer-Led Team Learning) got married in summer 2014.

Courtney Harris (Bepko Learning Center) is the part-time sales lead of Express in Greenwood, Indiana.

Mellisa Hege (Peer-Led Team Learning) is an intern in the Life-Health Sciences Internship Program.

Branden Hensley (Bepko Learning Center) completed an internship in summer 2014 at Simon Property Group.

Nicholas Hester (Bepko Learning Center and First-Year Experience Program) is a junior researcher in the IUPUI Center for Research and Learning’s Multidisciplinary Undergraduate Research Institute.

Garret Hillsdon-Smith (Peer-Led Team Learning) presented research results at the IUPUI Center for Research and Learning Summer Poster Session.

Alexandra Hochstetler (Peer-Led Team Learning) studied abroad in Spain and was director of the regatta week for the 2014 IUPUI Regatta. Hochstetler is also the co-director of Paw’s Pantry.

Aquil Janwari (Bepko Learning Center) was a member of OTEAM in summer 2014.

Kayla Jenkins (Bepko Learning Center) is vice president of the National Association of Black Journalists.

Janine Kabir (Bepko Learning Center and Peer-Led Team Learning) served as director of volunteers for the 2014 IUPUI Regatta.

Kenyari Keith (Bepko Learning Center) is the technology chairman for Alpha Kappa Alpha sorority at IUPUI.

Nick Lesch (Peer-Led Team Learning) won the Patient Care Award as a patient care assistant at Riley Hospital for Children.

Sarah Lewis (Bepko Learning Center) was a research assistant in the Indiana University School of Medicine’s Laboratory Animal Resource Center in summer and fall 2014.

Gabrielle Mazer (Peer-Led Team Learning) served as an Indiana University School of Medicine BioMedical Gateway Program intern in summer 2014. Mazer is vice president of Alpha Lambda Delta honor society and is currently an intern in the Life-Health Sciences Internship Program.

Landan Mintch (Peer-Led Team Learning) interned for a biomedical firm in Fort Wayne, Indiana, in summer 2014.

Sally Momoh (International Peer Mentoring Program and Peer-Led Team Learning) is currently president of the IUPUI International Club and president of the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) chapter at IUPUI. Momoh was also the IUPUI exhibitor at the NOBCChE conference in New Orleans, Louisiana.

Jessica Muldoon (Peer-Led Team Learning) is vice president of the IUPUI Chemistry Club, secretary of the IUPUI Pre-Med Club, senor of the IUPUI School of Science Undergraduate Student Council, and an intern in the Life-Health Sciences Internship Program.

Sandra Ndichu (Bepko Learning Center) presented at the 2014 IUPUI National Mentoring Symposium.
Alec Pierce (Peer-Led Team Learning) was an intern at Universal Studios in summer 2014. Pierce also serves as a mentor at Dream Alive, an organization that provides mentoring for inner-city kids in Indianapolis, Indiana.

Kayla Rinker (Bepko Learning Center) is a peer advisor in the IUPUI Department of Psychology.

Karlee Rowland (Bepko Learning Center) is the vice president of communications for IUPUI Kelley School of Business’ Women in Business student organization.

Melanie Scheive (Peer-Led Team Learning) studied abroad in China and Swaziland for two months during summer 2014. Scheive also served as student organization coordinator for the 2014 IUPUI Regatta. Scheive is currently an intern in the Life-Health Sciences Internship Program.

Jason Sibray (Bepko Learning Center) is currently on Army ROTC active duty.

Rachel Skillman (Peer-Led Team Learning) is doing nanotechnology research in Dr. Rajesh Sardar’s laboratory in the IUPUI Department of Chemistry and Chemical Biology.

Amna Sohail (Peer-Led Team Learning) is an intern in the Life-Health Sciences Internship Program. Sohail also serves as vice president of pre-med mentoring program.

Oliver Strobel (Peer-Led Team Learning) presented research results at the IUPUI Center for Research and Learning Summer Poster Session.

John Wells (Peer-Led Team Learning) completed 10 weeks of research in summer 2014 with the Indiana University Neuroscience Center of Excellence in Molecular Hematology Student Enrichment program. Wells is also president of the IUPUI Honors Housing Council and serves as an organic chemistry lab teaching assistant.

Weston Wright (Peer-Led Team Learning) presented at the 2014 IUPUI National Mentoring Symposium. Wright is serving as an organic chemistry lab teaching assistant.

Dana Yenko (Peer-Led Team Learning) is a resident assistant of the IUPUI International House and a service learning assistant for the Sam H. Jones Community Service Scholar program. Yenko also presented at the 2014 IUPUI National Mentoring Symposium.

Hanyin Zhang (Peer-Led Team Learning) is vice president of the Engineering and Technology Worldwide Club at IUPUI.
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<td>Brittany Sherrill*</td>
<td>Nursing &amp; French</td>
<td></td>
</tr>
<tr>
<td>O’Neal Shyne</td>
<td>Pre-Nursing</td>
<td></td>
</tr>
<tr>
<td>Jason Sibray</td>
<td>Organizational Leadership and Supervision</td>
<td></td>
</tr>
</tbody>
</table>
IUPUI FALL 2014 MENTORS

Listed by academic program for which they currently serve.
Student’s academic major is listed with their name.
*Mentors with honors

Chelsea Smith
Psychology

Derrian Smith
 Sociology & Philosophy

Justin Staley
 Pre-Medicine

Ankita Sutaria*
 Biology

Javed Syed*
 Biomedical Engineering

Tyler Terhune
 Chemistry

Erik Thacker*
 Biology

Khoa Trinh*
 Biology

Chase Turner*
 Chemistry

Roziya Tursunova*
 Neuroscience & Psychology

Stephanie Uggen
 Biology

Shawn Ware
 Biological Chemistry

Macy Weaver*
 Pre-Clinical Laboratory Science

David Wheaton
 Biology

Caylen White
 Pre-Medicine Exercise Science

Krystal White
 Public Safety & Criminal Justice

Hanyu Xia
 Medical Humanities & Health Studies

FIRST-YEAR SEMINAR

Raeanne Adams*
 Forensic and Investigative Sciences

Samuel Baker
 Mechanical Engineering

Vladislav Berman*
 Mechanical Engineering & Motorsports Engineering

Kalee Bolton
 Elementary Education

Fernanda Bucio
 Mechanical Engineering

Malcolm Cannon
 Mechanical Engineering Technology

Tiera Clark
 Pre-Nursing

Abigail Corbett*
 Neuroscience

Joshua DeBard
 Social Studies Education

Frederick Dixie
 Elementary Education

Taylor Dooley*
 Art History & Philanthropy

Monique Dorsel
 Communication Studies

Sabrienne Duncan
 Health and Rehabilitation Sciences

Craig Dunn
 Computer Graphics Technology

Wiaam Elkhatib*
 Biomedical Engineering

John Faulkner
 Social Work

Luke Fisher*
 Philosophy & Political Science

Jordan Fleming
 Exploratory

Kelsi Frank
 Physical Education

Charmelle Free
 Psychology

Atrisha Gardner
 Social Work

Joshua Gilley*
 Computer Engineering

Mutsa Godza
 Pre-Physical Therapy Physical Education, Tourism Management, & Kinesiology

Jessica Goodman
 Public Relations

Darrien Grays
 Social Studies Education

Kieran Grubbs
 Management

Fatima Gunn
 Exercise Science

Emily Haley
 Biology

Emily Hammell
 Journalism & Public Relations

Aliyah Hawkins
 Management

Luke Hemminger-Jones
 Media Arts and Science

Carlos Hernandez
 Exercise Science & Kinesiology

Nicholas Hester
 Social Work

Rebekah Hodge*
 Pre-Medicine Psychology & Neuroscience

Ching Huang
 Management

Aquil Janwari
 Mechanical Engineering

Jaymie Jarecki
 Nursing

Jeffery Joll*
 Biomedical Engineering

Jennifer Jones
 Social Work

Dorothy Jones-Ray
 Pre-Medicine Public Health, & Health Services Management

Tyler Keenan*
 English

Seth Keeton
 Chemistry

Randall Kelso
 Mechanical Engineering

Paisley Kinchlow
 Journalism & Public Relations

Hannah Lane
 Pre-Nursing

Tabitha Lannom
 Forensic and Investigative Science & Chemistry

Gregory Lawrence
 Philanthropic Studies

Devon Leary
 Computer Information Technology

Sierra Lee*
 Biology

Matthew Lund
 Mechanical Engineering

Olivia MacIsaac
 Art History

Kyle McElyea*
 Biomedical Engineering

Lauren Moore
 Elementary Education

Natasha Moore
 Pre-Health Information Administration

Alison Mosier
 Pre-Physical Therapy Exercise Science

Yavonna Murdock
 Pre-Physical Therapy Exercise Science

Mahaley Orme
 Criminal Justice

Christian O’Sullivan
 Political Science & History

Liliana Patino
 Neuroscience
IUPUI FALL 2014 MENTORS

**Listed by academic program for which they currently serve.**

**Student’s academic major is listed with their name.**

*Mentors with honors*

David Perry  
Media Arts and Science

Patrick Perry  
Exercise Science & Physical Education

Elena Peters*  
Biology

Du’Janique Peterson  
Biomedical Engineering

Darrell Pirtle  
Exercise Science

Megan Pollard  
Nursing

Antonio Priestly  
Criminal Justice

Dione Reynolds  
Electrical Engineering Technology

India Rias*  
Communications

Cora Richardson*  
Media Arts and Science

La’Jaysha Richardson  
Exercise Science

Jaskiran Sandhu*  
Criminal Justice

Raquel Shuff  
Psychology

Carolyn Simpson  
Secondary Education

Marjan Sitnikoski  
Forensic and Investigative Science

Joshua Smith  
Nursing

Rebekah Smith*  
Anthropology

Stephanie Springer  
General Studies

Jacob Starr*  
Sustainable Management and Policy

Stephen Stashefsky  
Pre-Physical Therapy Exercise Science

John Flowers*  
Mechanical Engineering

Simran Gurdasani*  
Mathematics

Yemi Harford  
Business

Jhoselyn Hneich  
Business Management & International Studies

Hannah Ishikawa*  
English & French

Naomi Ito  
Business

Susan Mertz*  
Neuroscience & Psychology

Sally Momoh*  
Chemistry

Michelle Ramirez  
Public Health & International Studies

Andrea Rosa  
Tourism and Event Management

Faridah Shamsuddin  
Pre-Respiratory Therapy

Yaniv Shmukler*  
Spanish

Ali Tahir*  
Biology

Khoa Trinh*  
Biology

Deanna Van  
Spanish

Hanyin Zhang  
Mechanical Engineering

INTERNATIONAL PEER MENTORING PROGRAM

Youssef Adib  
Mechanical Engineering Technology

Aishwar Agarwal  
Business

Keyla Ramirez  
Pre-Nursing

Jonathan Nderitu  
Energy Engineering

Fatima Gunn  
Health Sciences

Andrea Rosa  
Tourism and Event Management

Re’Nesia Brown  
General Studies

Lenayh Carson  
Pre-Social Work

NINA SCHOLARS PROGRAM

Laura Cherne  
Nursing

Kimberly Crockett  
General Studies

MATHEMATICS ASSISTANCE CENTER

Tiera Clark  
Pre-Nursing

Brittany Crider  
Psychology

Amanda Dunn*  
Art Education

Mia Enriquez  
Pre-Nursing

Nina Schum  
Nursing

Parker Leisure  
Motorsports Engineering

Keith Lipking  
Mechanical Engineering

Fran Massari  
Nursing

Allison Mill  
Neuroscience

Paige Morrison*  
Pre-Physical Therapy Exercise Science

Jonathan Nderitu  
Energy Engineering

Tyler Ziliak  
Biomedical Engineering
Jennifer Jones
Social Work

Nina Kwayisi
Rehabilitation Services

Tosha Lumbreras
Criminal Justice

PEER-LED TEAM LEARNING

Elizabeth Alexander*
Chemistry

Paige Ballew
Biology

Zach Bennett*
Biology

Tyler Blythe*
Biology

Adam Bogs*
Chemistry

Mary Bormett
Non-Degree Seeking

Jacob Burch
Environmental Science

Jarrett Campbell*
Biology

Joshua Cline
Chemistry

Kyle Compton*
Motorsports Engineering

Hunter Cox
Biomedical Engineering

Mark Daiuto*
Biology

Joseph Dobbs*
Biology

Keaton Dubois*
Biology

Laura Espinoza
Pre-Physical Therapy

Rashell Garretson*
Biology

Benjamin Haggard
Neuroscience

Samuel Haluska
Non-Degree Seeking

Mellisa Hege*
Chemistry

Garret Hillsдон-Smith
Chemistry

Jacob Hitchens*
Chemistry

Alexandra Hochstetler*
Biology

Ryan Hopkins*
Chemistry

Janine Kabir*
Biology

Harsimran Kaur
Neuroscience

Benjamin Leads
Biology

Nicholas Lesch*
Biology

Connor Love*
Biology

Gabriela Mazur*
Chemistry

Nicole McGaughey
Criminal Justice

Jaclyn McTaggart
Non-Degree Seeking

Landan Mintosh*
Biomedical Engineering

Sally Momoh*
Chemistry

Hunter Muhney*
Biology

Jessica Muldoon*
Chemistry

Raven Murdock*
Chemistry

Rushiv Patel
Biology

Katelyn Thuman*
Biomedical Engineering

Sally Momoh*
Chemistry

Katelyn Thuman*
Biomedical Engineering

Nina Kwayisi
Rehabilitation Services

Tosha Lumbreras
Criminal Justice

PEER-LED TEAM LEARNING

Elizabeth Alexander*
Chemistry

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Adam Bogs*
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Mary Bormett
Non-Degree Seeking

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Joshua Cline
Chemistry

Kyle Compton*
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Hunter Cox
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Joseph Dobbs*
Biology

Keaton Dubois*
Biology

Laura Espinoza
Pre-Physical Therapy

Rashell Garretson*
Biology

Benjamin Haggard
Neuroscience

Samuel Haluska
Non-Degree Seeking

Mellisa Hege*
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Garret Hillsдон-Smith
Chemistry

Jacob Hitchens*
Chemistry

Alexandra Hochstetler*
Biology

Ryan Hopkins*
Chemistry

Janine Kabir*
Biology

Harsimran Kaur
Neuroscience

Benjamin Leads
Biology

Nicholas Lesch*
Biology

Connor Love*
Biology

Gabriela Mazur*
Chemistry

Nicole McGaughey
Criminal Justice

Jaclyn McTaggart
Non-Degree Seeking

Landan Mintosh*
Biomedical Engineering

Sally Momoh*
Chemistry

Hunter Muhney*
Biology

Jessica Muldoon*
Chemistry

Raven Murdock*
Chemistry

Rushiv Patel
Biology

Jasmine Grimes
Human Services Management

Erika Taylor
Social Work

Alec Pieris*
Electrical Engineering

Luis Ramos*
Biology

Kaity Reeves*
Clinical Lab Science

Johnathan Ryder*
Chemistry

Hannah Sanders
Exploratory

Melanie Scheive*
Neuroscience

Logan Short
Health Science

Lovekiran Singh
Biology

Rachel Skillman
Chemistry

Amna Sohail*
Chemistry

Kaelin Steele
Clinical Laboratory Science

Jordan Sterr*
Biology

Oliver Strobel*
Chemistry

Tyler Terhune
Chemistry

Ashley Thacker
Biology

Katelyn Thuman*
Biomedical Engineering

Tyler Vernon
Biology

Thomas Wagner
Chemistry

Lincoln Wallis*
Chemistry

John Wells*
Chemistry

Zach Wolfe
Health Science

Weston Wright*
Biology

Jeffrey Wurtz
Non-Degree Seeking

Sydni Yates
Exploratory

Dana Yenko*
Forensic and Investigative Science

Hanyin Zhang
Mechanical Engineering

TRANSFER-YEAR EXPERIENCE

Jasmine Grimes
Human Services Management

Erika Taylor
Social Work
IUPUI Mentoring Programs

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