University College
Division of Undergraduate Education

Program Review and Assessment Committee (PRAC) Annual Report 2015-2016

Additional reports on the effectiveness of UC/DUE programs can be found at http://irds.iupui.edu/ Website.

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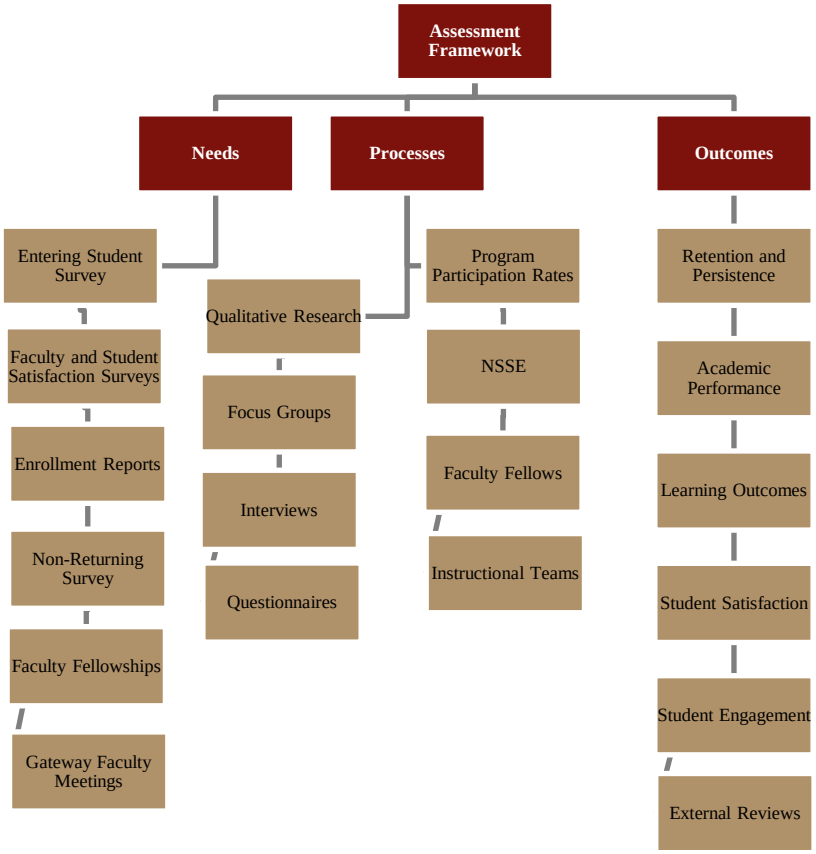
Context and Assessment Methods

University College (UC) at IUPUI has a comprehensive range of programs, services, and policies designed to enhance student learning, academic achievement, and persistence. The focus on continuously improving student academic achievement and persistence has made a strong commitment to assessment and evaluation an integral aspect of the UC strategic plan. Assessing programs designed to enhance student educational outcomes during the first-year of college requires careful conceptualization of the processes and relationships involved before choosing measures and evaluation designs. As such, the UC assessment strategy includes a three-phase approach to assessment including needs, process, and outcome assessment. In addition, we employ mix-method approaches that involve a combination of qualitative and quantitative methods as well as indirect and direct measures of student learning. Please see the University College Assessment Framework below.

University College Assessment Framework



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Needs Assessment Highlights

Over the past decade, University College has administered an Entering Student Surveys during new student orientation sessions to collect information on students' needs. The survey helps us to assess a broader array of motivational, cognitive and behavioral factors that are predictive of student learning and success:

- Sense of belonging
- Academic hope
- Academic self-efficacy
- Behaviors in high school or previous college
- Self-awareness
- Self-efficiency/perseverance
- Expected time commitments/campus engagement/RISE activities
- Goal setting
- Commitment to IUPUI
- College expectations
- Reasons for choosing IUPUI

IUPUI Student Demographics

University College total enrollment for fall 2015 was 6,372 down from 6,953 in fall 2014. Part of the decline in total UC enrollment is due to the fact that more students are making a successful transition to their school of major. Additionally, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward gaining admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress in their major are strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school. Below are the demographics of IUPUI students as well as the demographics of UC students. UC students tend to be slightly less academic prepared, more diverse (more likely to be African American) and younger than the overall IUPUI population of undergraduates.

Fall 2015 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,444 first-time, full-time students (only 5%/ 178 part-time)
  - 2,151 (59%) University College admits
  - 1,471 (41%) dual admits/direct-school admits
- 40 (1%) admitted conditionally

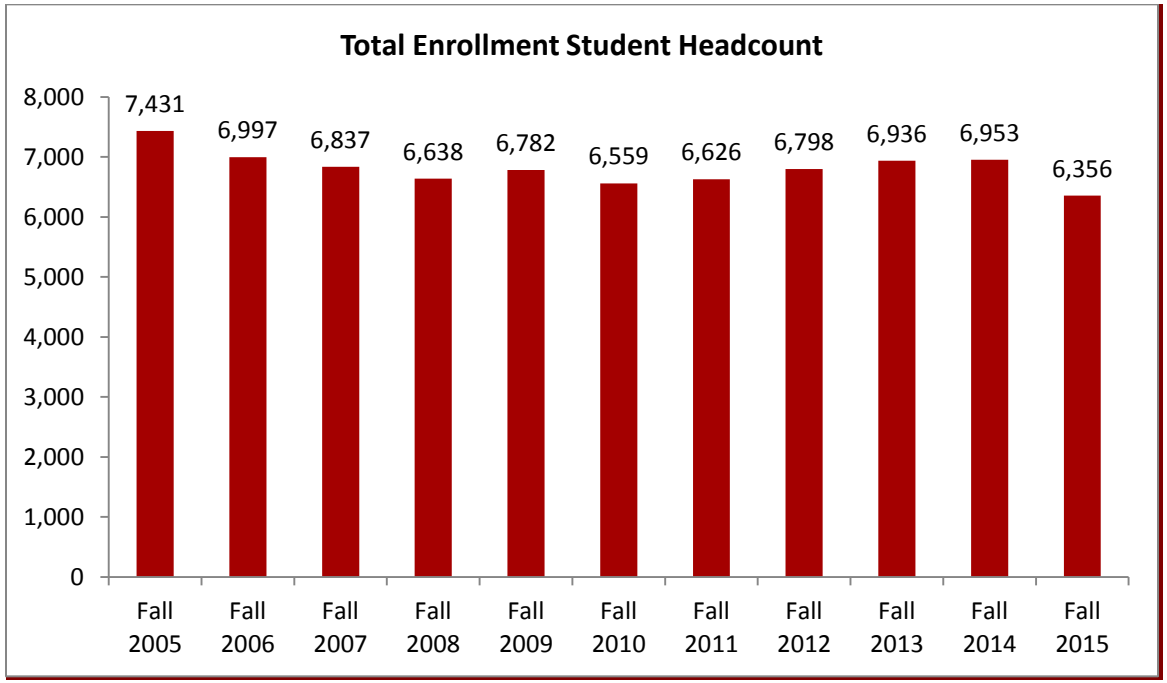
- 18 (.05%) 25 years of age or older
- 3,429 (95%) Indiana residents

- 105 (3%) international students
- 265 (7%) African American
- 280 (8%) Latino
- 42% received a Pell Grant (Fall 2014)
- 741 (21%) Twenty First Century Scholars (received state money)
- 1,138 (35%) first-generation students (neither parent attended college)
- 1,444 (40%) live in campus housing
- 291 (8%) enrolled in the IUPUI Honors College

- 64% attempted 15 or more credit hours in the first semester
- 3,371 (93%) students participated in first-year seminars.
  - 1960 University College students participated.
- 877 (27%) participated in a themed learning community.
- 937 (26%) participated in the Summer Bridge Program

- 3.34 average high school GPA (UC)
- 983 average SAT score (UC)
- 3.58 average high school GPA (Direct/Dual Admit)
- 1,133 average SAT score (Direct/Dual Admit)

University College Fall Enrollment



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University College Student Demographic Summary

Fall 2015 University College Demographics

	N	%
Total	6,356	
Ethnicity		
American Indian/Alaskan Native	7	<1%
African American	779	12%
Asian American	264	4%
Hispanic	479	8%
International	334	5%
Native Hawaiian/Pacific Islander	8	<1%
Two or More Races	303	5%
White	4,135	65%
Unknown	47	7%
Gender		
Female	3,692	58%
Male	2,664	42%
Freshman	2965	47%
Sophomore	1868	29%
Junior	781	12%
Senior	252	4%
Undergrad Special/Unclassified	490	8%
Residency		
Indiana Resident	5,943	94%
Nonresident	413	6%

The top 10 most important reasons impacting the decision to select IUPUI

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. Institution's academic offerings such as courses, certification, and degrees
4. Career and job opportunities available in Indianapolis after I complete my degree.
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Opportunity for an IU or Purdue Degree
7. Availability of financial aid/scholarship
8. Cost
9. IUPUI's reputation
10. Social opportunities associated with IUPUI located in city of Indianapolis

Rank ordered by mean ratings out of 21 items
Note: Sources of Information: Based on 2015 Entering Student Survey results.

Risk Factors for First Year IUPUI Students

Risk Factors Associated with Low Levels of Academic Achievement and Persistence

- Gender (males)
- Registering for classes late during summer registration.
- Being a first-generation college student
- Received a Pell Grant (proxy for low socioeconomic status or SES) or having high levels of unmet financial need.
- Low levels of academic preparation (High school GPA is a strong predictor.)
- Lack of rigor and intensity of high school curriculum
- Living off campus
- Institutional commitment (intent to transfer)
- Students' estimates of the hours they expected to devote to nonacademic activities (e.g., high number of hours working for pay off campus, commuting, caring for dependents).
- Working more than 20 hours off campus for pay
- Reporting that she or he was not careful in completing high school assignments and did not complete assignments on time
- Not having a good understanding of academic goals at entry
- Not knowing what is required to succeed academically at entry
- Not earning satisfactory academic performance in first semester (earning below a 2.0)
- Applying and registering late (proxy for motivation)
- Not participating in early interventions such as Summer Bridge Program, First-Year Seminars, or Themed Learning Communities

Success or Thriving Factors for First Year IUPUI Students

Factors Associated with High Levels of Academic Achievement and Persistence

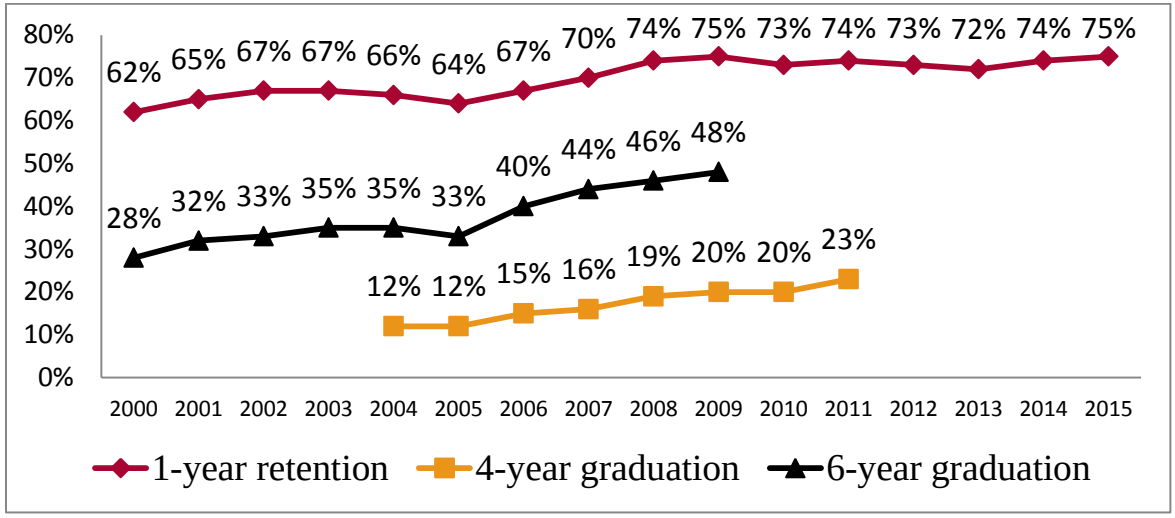
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum
- Not being a first-generation college student
- Living on campus
- High levels of institutional commitment (not intending to transfer at entry)
- Not expecting to spend significant amounts of time engaged in nonacademic activities (e.g., working for pay off campus, spending time caring for dependents, commuting)
- Reporting that she or he was careful in completing high school assignments and completing assignments on time
- Reporting high levels of sense of belonging to IUPUI and other students early in transition
- Participating in early interventions or academic support programs
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math
- Participating in early interventions such as Summer Bridge, First-Year Seminars, or Themed Learning Communities.

Academic Achievement and Progress

2015 First-Time, Full Time Students

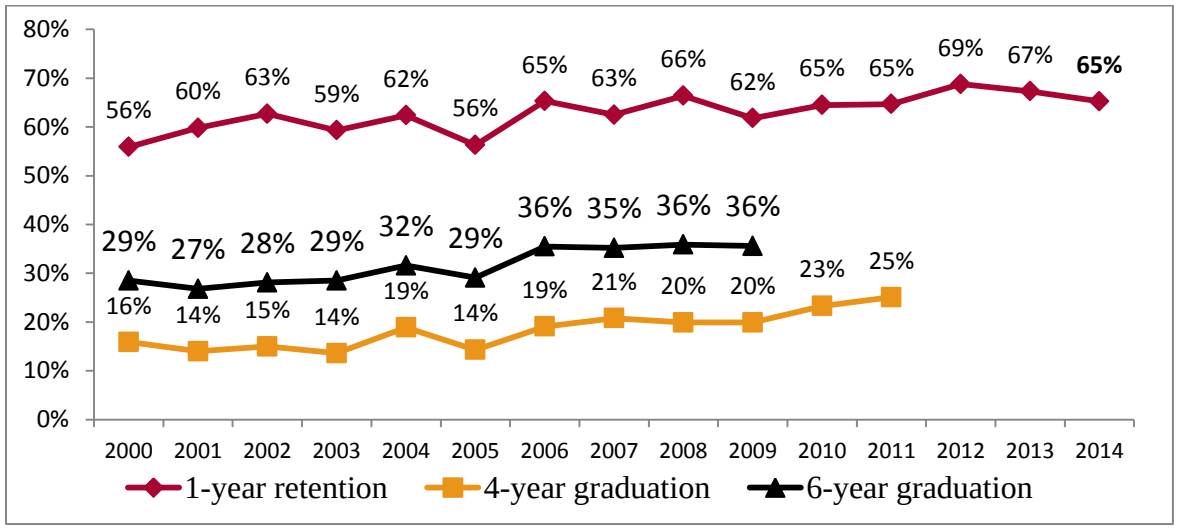
There have been fairly steady increases in the one-year retention rates over the past 10 years (shown below). It is noteworthy that the one-year (fall-to-fall) for the fall 2015 first-time, full-time IUPUI (Indianapolis only) cohort was 75% compared to 62% in 2000. It is about 1% up from the previous year (2014). Shown below are also the four- and six-year graduation rates by cohort year. Again, the graduation rates have shown fairly steady increases over the last 10 years. However, IUPUI's graduation rates are below those of our peer institutions. It is important to note that our one-year retention rates are in line with our peer institutions most likely due to the focus on providing quality first-year experience programs such as Summer Bridge, First-Year Seminars, Themed Learning Communities, and Summer Bridge-Themed Learning Communities.

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



Note: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. Retained includes students awarded a degree or certificate or students who have re-enrolled.

IUPUI New External Transfers, Full-Time Bachelor Degree Seeking Transferred In as Freshmen (includes Columbus)



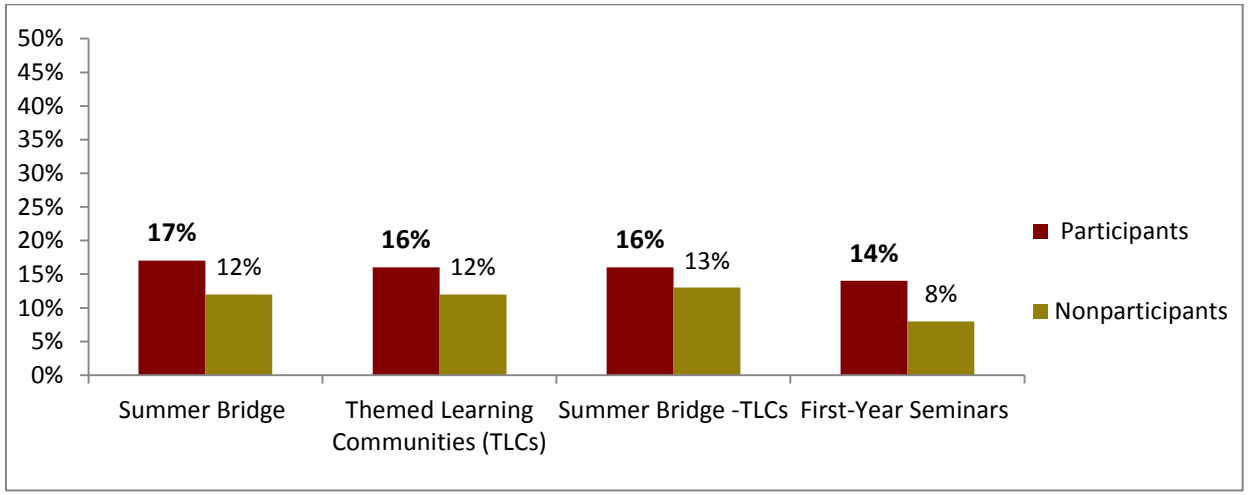
One-Year Retention Rates (Fall-to-Fall) First-Time, Full-Time Beginners

One-Year Retention Rate by Type	2011–2012	2012–2013	2013–2014	2014-2015	2015-2016
IUPUI* (includes all degree seeking—bachelor's, associate, certificates)	72.3%	71.7%	70.8%	73.4%	**73.8%**
IUPUI* (includes only bachelor's degree seeking)	72.2%	71.9%	70.9%	73.8%	**73.9%**
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates)	73.8%	72.7%	71.7%	74.4%	**75.1%**
IUPUI Indianapolis (includes only bachelor's degree seeking)	73.6%	73.0%	71.8%	74.9%	**75.1%**
IUPUI Columbus - (includes all degree seeking—bachelor's, associate, certificates)	58.1%	60.1%	59.0%	62.2%	**57.7%**
IUPUI Columbus - (includes only bachelor's degree seeking)	58.4%	60.3%	59.4%	62.1%	**59.0%**
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates) **retained at IUPUI Indianapolis**	**69.2%**	**68.0%**	**67.0%**	**68.7%**	69.9%

*IUPUI official always includes Columbus. Retained means re-enrolled next fall semester at any IU campus.

Indianapolis Only 2011 First-Time, Full-Time Cohort University College Students Only
Four-Year Graduation Rates for University College Program Participants Compared to Nonparticipants

*Graduated from IUPUI Indianapolis



Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners. The 2011 cohort four-year graduation figures are preliminary at this point in time and may not match official numbers once they are available.
Note 2: Summer Bridge Program participants: *N* = 343 and nonparticipants *N* = 1470; TLC participants: *N* = 553 and nonparticipants *N* = 1260; Summer Bridge-TLC participants: *N* = 223 and nonparticipants=1,590; first-year seminar participants: *N* = 1534 and nonparticipants *N* = 279.

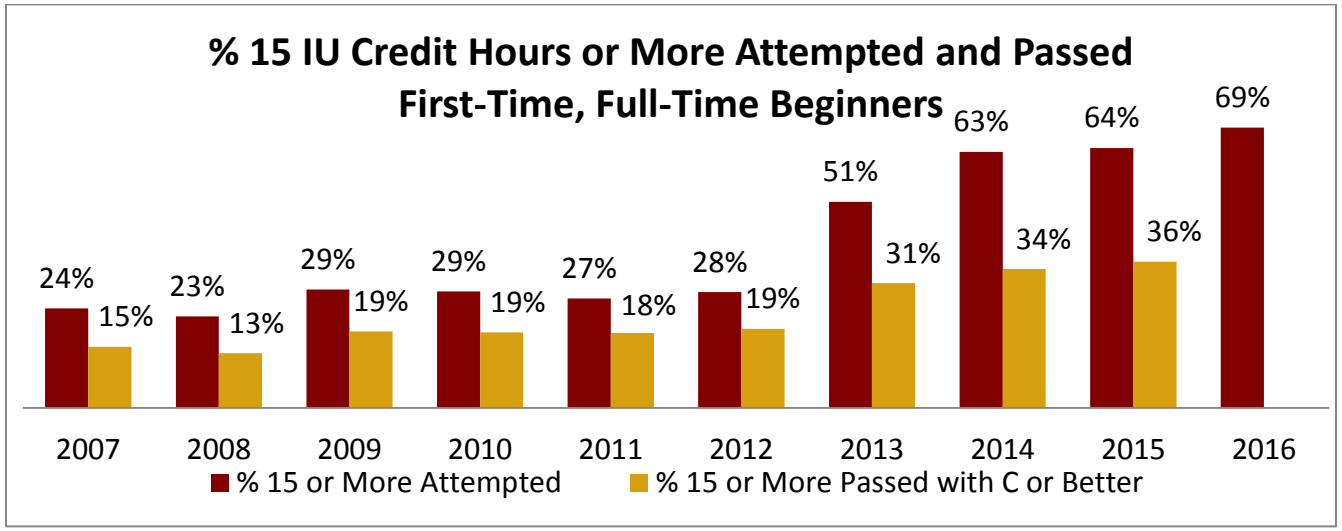
Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Since 2005, there has been a 10% increase in one-year retention rates. Listed below are a number of data-driven plans to improve student success:

- Explicit focus on student learning and success in the new IUPUI Strategic Plan (2013).
- The creation of a new office institutional research office Student Data, Analysis, and Evaluation focused on providing decision support for designing initiatives to improve student success and learning (2013) and continuing this work with additional staff in the new Office of Institutional Research and Decision Support (August 2015) .
- Participation in the Foundations of Excellence Focus on Transfer Students (launched Fall 2014).
- The creation of the Council on Retention and Graduation (CRG) in 2004 with a sustained focus under the leadership of Kathy Johnson Dean of University College and Associate Vice Chancellor of Undergraduate Education and interim Stephen Hundley.
- Reorganization of advising to focus on the integration of career services and helping students select majors early and stay on track for on-time degree completion and progress toward completing general education courses. Also, University College Academic and Career Development staff provide students with degree planning sheets for entrance into degree programs at IUPUI. These degree planning sheets help students explore major fields of interest and understand the requirements and standards IUPUI schools maintain. The information is used as a guide in helping students make academic choices.
- The creation of taskforces with a focus on the access and success of African American and Latino/students. These taskforces both made recommendations to improve students' academic success outcomes using comprehensive approaches to provide a better support infrastructure for students and focusing on students' financial, academic, and social needs.
- Organization of curriculum, co-curriculum, and other learning opportunities to get students to participate in high-impact practices such as first-year seminars, themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of the Summer Bridge Program and Themed Learning Communities. More sections of Summer Bridge were offered and more students participated in 2015 than ever before.
- The introduction of the Online Math Academy (OMA) using ALEKS technology supported modules to help expedite placement in credit bearing Math in summer 2014. Shown below is a table that shows that fewer students placed into and enrolled in remedial math courses compared to previous years. This trend is not entirely due to the OMA implementation, yet it demonstrates that there has been some progress made in accelerating more students' enrollment in credit bearing math courses at IUPUI.
- The development and implementation of the personal development plan (PDP) process.

- Launched a *15 to Finish Campaign* to promote better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. The chart below suggests much progress in this area (64% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2015 compared to only 28% in Fall 2012).
- A new Entering Student Survey was piloted in the summer of 2012 to support predictive analytics related to retention/student success with a goal of serving as an institutional leader in designing an instrument that is reliable/valid for FTFT, transfer, PT, and returning adult students. A number of variables were shown to be significant predictors of student success (retention and FY GPAs). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions.
- Contract with Inside Track coaching to provide coaching for at-risk Twenty First Century Scholar First Year Students in fall 2014.
- Planning and implementation of the Health and Life Sciences Advising Center to collaborate with campus partners and provide students at all levels in a variety of academic disciplines with the information and guidance needed to explore, plan for, and enter fields in the life sciences as well as traditional health professions.
- Creation of a Transfer Student Services support center.
- Implementation of a required two-day New Student Orientation (pilot: summer 2012; expanded pilot: summer 2013). The two-day New Student Orientation was fully implemented in summer 2014. Students attending the two-day Orientation program in 2013 had significantly higher Sense of belonging mean scores compared to students attending the one-day program even when HS GPA, SAT scores, Unmet Financial Needs, and Timing of Registration was taken into account.
- Expansion of scope of students' on-campus employment, externships, and internships.
- Reconsideration of definitions associated with University College faculty, including faculty orientation and development.
- Expansion of scope of what enhances student retention/success (cohort support programs, Summer Bridge Program, Themed Learning Communities program) beyond the first semester and into semesters two through four. Focus on "sophomore year" to provide needed support through graduation.
- Future emphasis on access programs in University College (e.g., Crispus Attucks Medical Magnet High School partnership, SPAN program, Project Lead the Way, Upward Bound).

More Students Enroll and Complete 15 Credits of More During their First Fall Semester at IUPUI
***Passed all 15 credit hours with a C or Better.**



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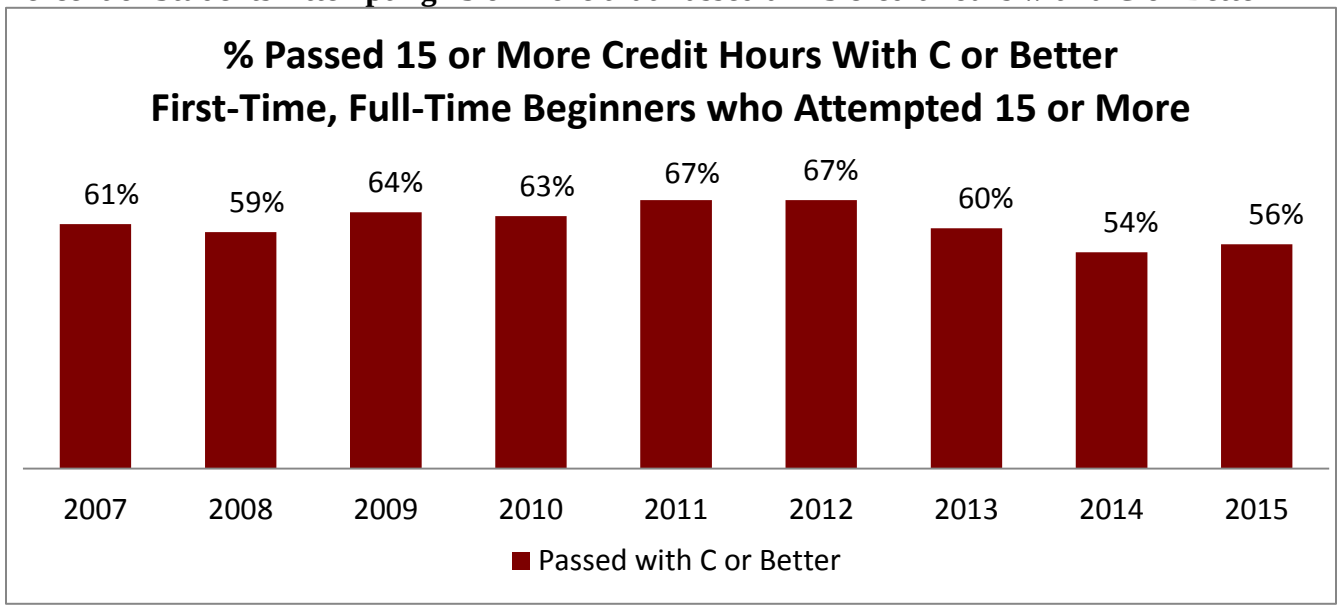
Percent of Students Attempting 15 or more that Passed all 15 credit hours with a C or Better



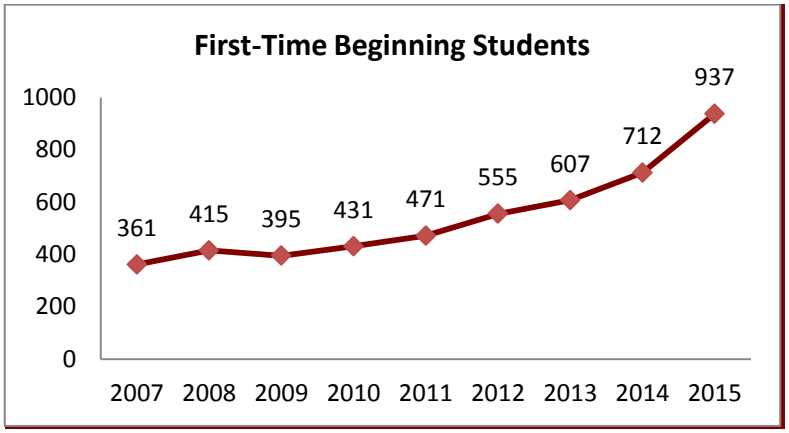
Program Assessment Highlights: Summer Bridge, TLCs, SB-TLCs, 21st Century Scholars

Summer Bridge Program

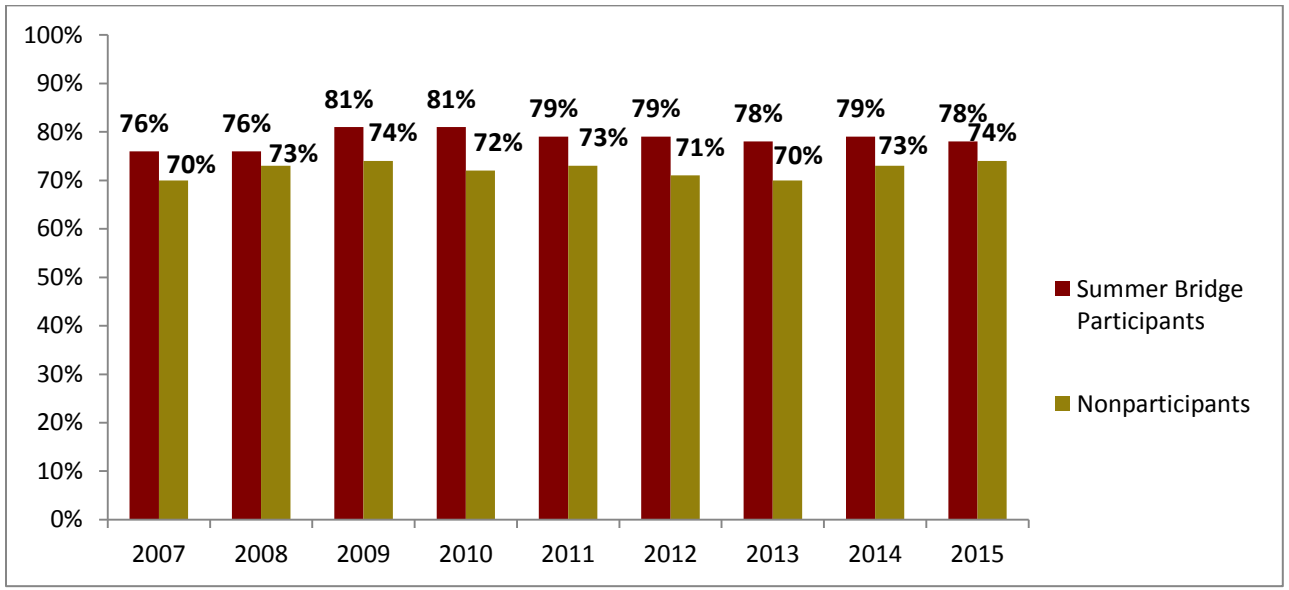
- The IUPUI Summer Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each Summer Bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Summer Bridge Program has experienced steady growth over the past decade (2007–2015). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 937 in 2015.
- Students from the 2015 Summer Bridge Program earned significantly higher one-year retention rates (78% compared to 74% for nonparticipants) and had marginally significant higher levels of academic performance (adjusted one-year GPA 2.83) compared to nonparticipants (adjusted fall GPA 2.77). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy for motivation).
- African American full-time students who participated (92 participated and 164 did not) in the 2015 Summer Bridge Program were less likely to earn one-year below 2.0 (28% and 39%, respectively) and had higher fall-to-fall retention rates (77%) compared to nonparticipants (59%).

- Students are highly satisfied with their Summer Bridge experiences. Students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. In addition, the vast majority of students (98%) indicated that they would recommend Summer Bridge to other first-year students in 2015 and this is a consistent positive finding.

Summer Bridge Program Growth 2007–2015



Summer Bridge Students Have Higher One-Year Retention Rates Compared to Nonparticipants



Note: One-year retention rates are significantly higher for Summer Bridge participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and registration date).

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Summer Bridge Program: Overall Satisfaction

Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	**Means**						
	2009	2010	2011	2012	2013	2014	2015
	4.52	4.68	4.55	4.56	4.65	4.58	4.51
Would you recommend the Summer Bridge Program to other first-year students?	**Percent "Yes"**						
	2009	2010	2011	2012	2013	2014	2015
	99%	98%	99%	99%	99%	96%	98%

Note: Responses provided on a Likert-type scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.
Percentages rounded to the nearest whole.

2015 Summer Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

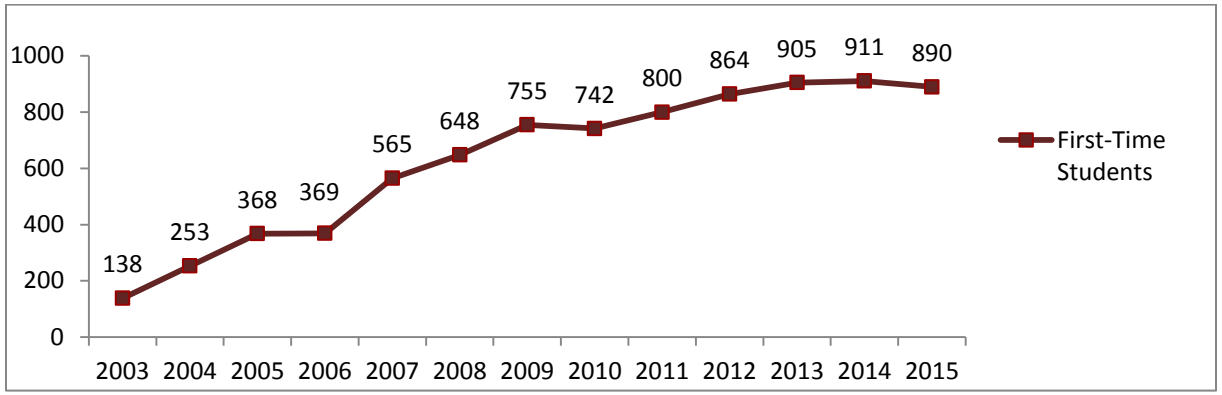
	Summer Bridge Participants				Nonparticipants			
Student Characteristic	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**
African American	92	**77%**	**75%**	2.38	164	**59%**	**54%**	2.23
Latino(a)/Hispanic	93	**82%**	**78%**	2.64	173	**75%**	**69%**	2.54
Afr. American, Latino,(a) Two or More Races	238	**77%**	**75%**	2.51	478	**68%**	**63%**	2.44
First Generation	375	72%	68%	2.65	816	69%	66%	2.62
Received Federal Pell Grant (proxy for low income)	464	**73%**	**69%**	**2.67**	937	**68%**	**63%**	**2.54**
Twenty First Century Scholars State Aid	366	75%	71%	2.66	374	71%	66%	2.54

Note 1: Bolded items significantly different based on independent samples t-test or chi-square results.
Note 2. Analyses do not account for differences between Summer Bridge participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

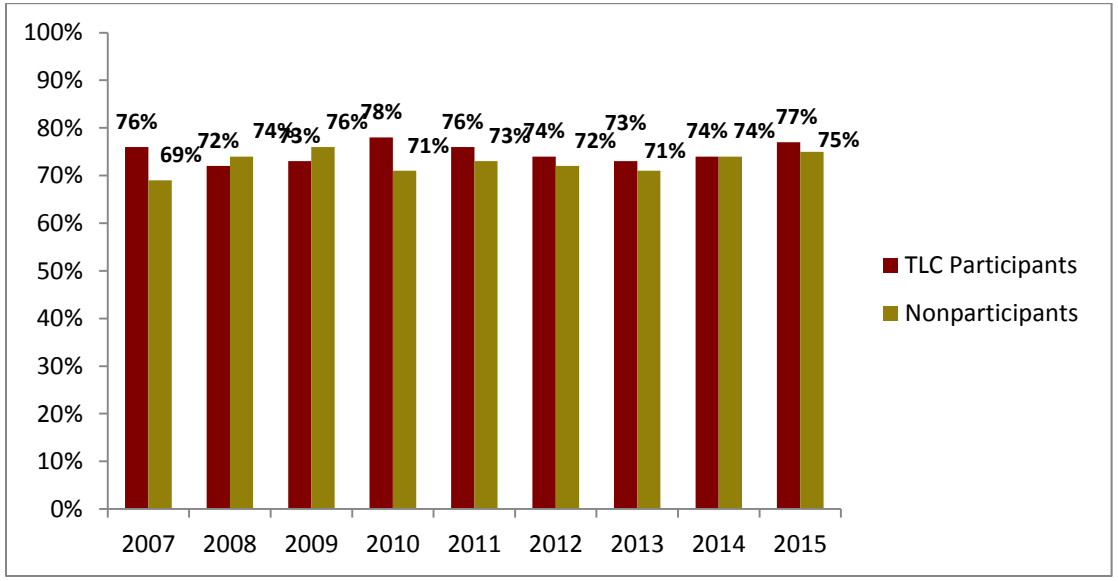
Themed Learning Communities Assessment Highlights and Implications for Practice

- TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences.
- The TLC program has experienced steady growth. A total of 890 first-time IUPUI students participated in the TLC program in fall 2015. There were 39 sections offered in 2015. The number of students participating each year is shown in the figure below.
- TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators worked to make sure that that the program fidelity was maintained and that quality instructional teams were built during periods of growth. Shown in the figure below are the one-year retention rates for the program cohorts representing 2007 – 2014. 2015 TLC participants had higher one-year retention rates of (77% compared to 75% for nonparticipants). The 2015 TLC participants had significantly higher fall GPAs (adjusted 2.85) compared to nonparticipants (adjusted 2.76), even when taking into account HS GPAs, SAT Scores, Income Level, and Enrollment Date (a proxy for motivation and commitment).
- The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the academic success outcomes for students with diverse backgrounds and with identified "risk factors."
- Students seem to react positively to TLC interventions that facilitate positive connections, interactions, equip them with skills necessary to effectively adjust to college, and help them make connections between courses.
- Pedagogical strategies that facilitate integrative learning, sense of belonging/community, and peer interactions significantly affect students' overall satisfaction ratings of their learning experiences.
- TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions.
- There is a need to continue to develop assessment techniques and methods to investigate impacts of TLC interventions on integrative learning. Ideally, we can collect integrative and signature assignments to assess student learning outcomes directly using the AACU value rubrics and other assessment tools.

TLC Program Growth



TLC Participants' One-Year Retention Rates Compared to Nonparticipants



Note: One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, and 2011 cohorts (HS GPAs, SAT scores, gender, income level, and registration date).

ANCOVA Results: Fall 2015 TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	833	**2.84**	**2.85**
Non-Participants	2480	**2.76**	**2.76**
Overall	3241	2.78	

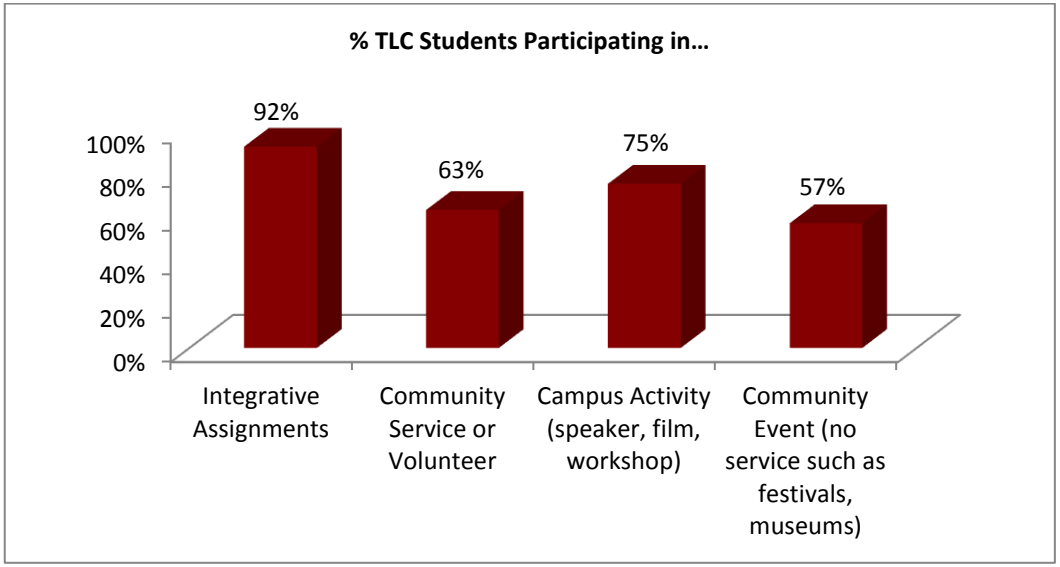
Note 1: Missing cases were excluded.
Note 2: Bolded items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .046$).
Note 3: Partial Eta Squared indicated a very a small effect size.
* Covariates included in the model were High School GPA, SAT Score, Enrollment Date (proxy for student motivation) , and Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant).

2015 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

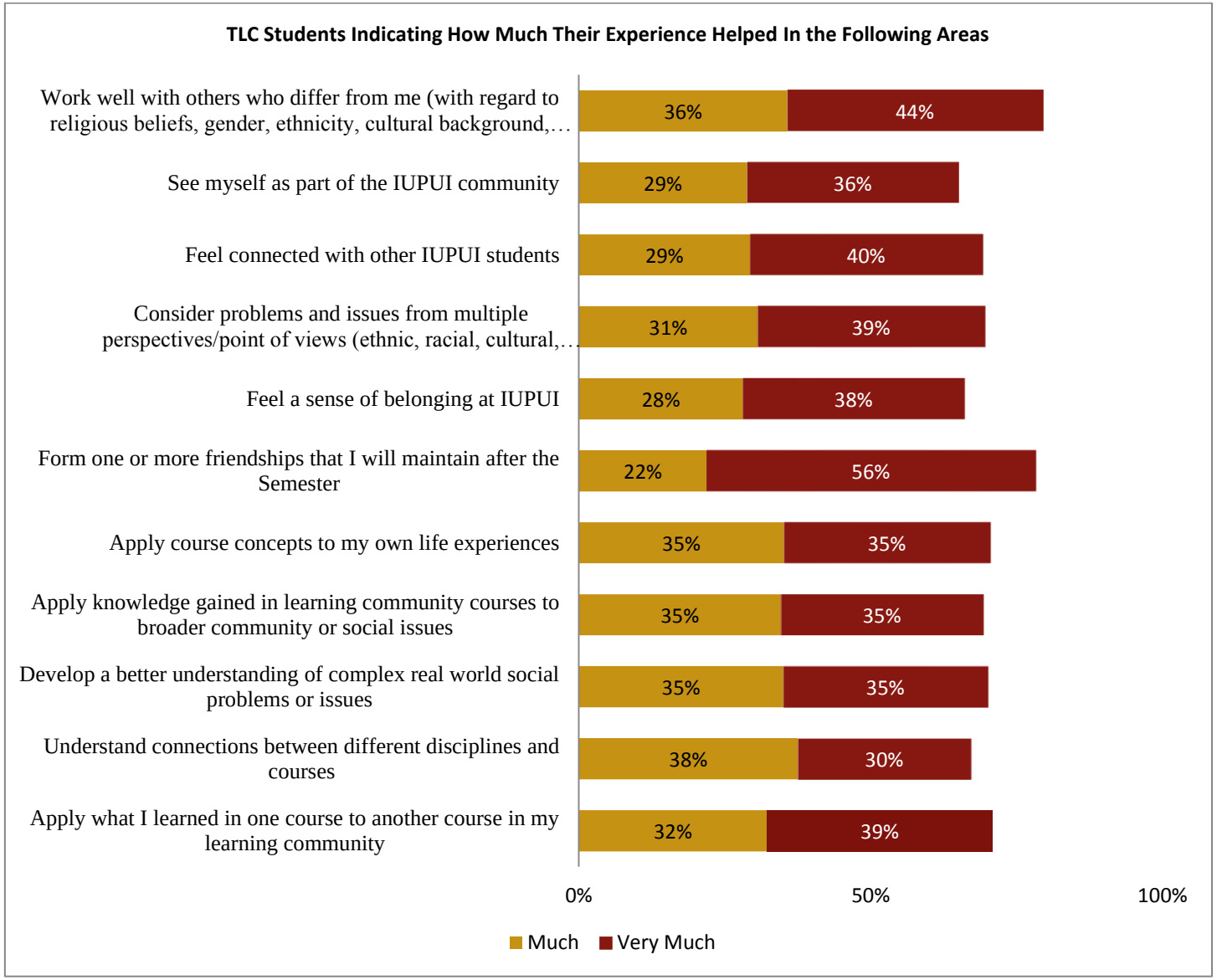
	TLC Participants				Nonparticipants			
Student Characteristic	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**
African American	54	**70%**	65%	**2.56**	202	**64%**	61%	**2.21**
Latino(a)/Hispanic	69	**83%**	75%	2.69	197	**76%**	72%	2.54
Afr. American, Latino,(a) Two or More Races	168	**77%**	**71%**	**2.60**	548	**69%**	**65%**	**2.42**
First Generation	292	**74%**	**70%**	2.65	899	**69%**	**66%**	**2.62**
Received Federal Pell Grant (proxy for low income)	353	72%	67%	**2.73**	1048	69%	65%	**2.53**
Twenty First Century Scholars State Aid	176	**77%**	**72%**	**2.81**	563	**72%**	68%	**2.54**

Note 1: Bolded items are practically significant and/or significantly different based on independent samples t-test or chi-square results. Full-time students only.
Note 2. Analyses do not account for differences between TLC participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

2015 TLC Engaging Experiences

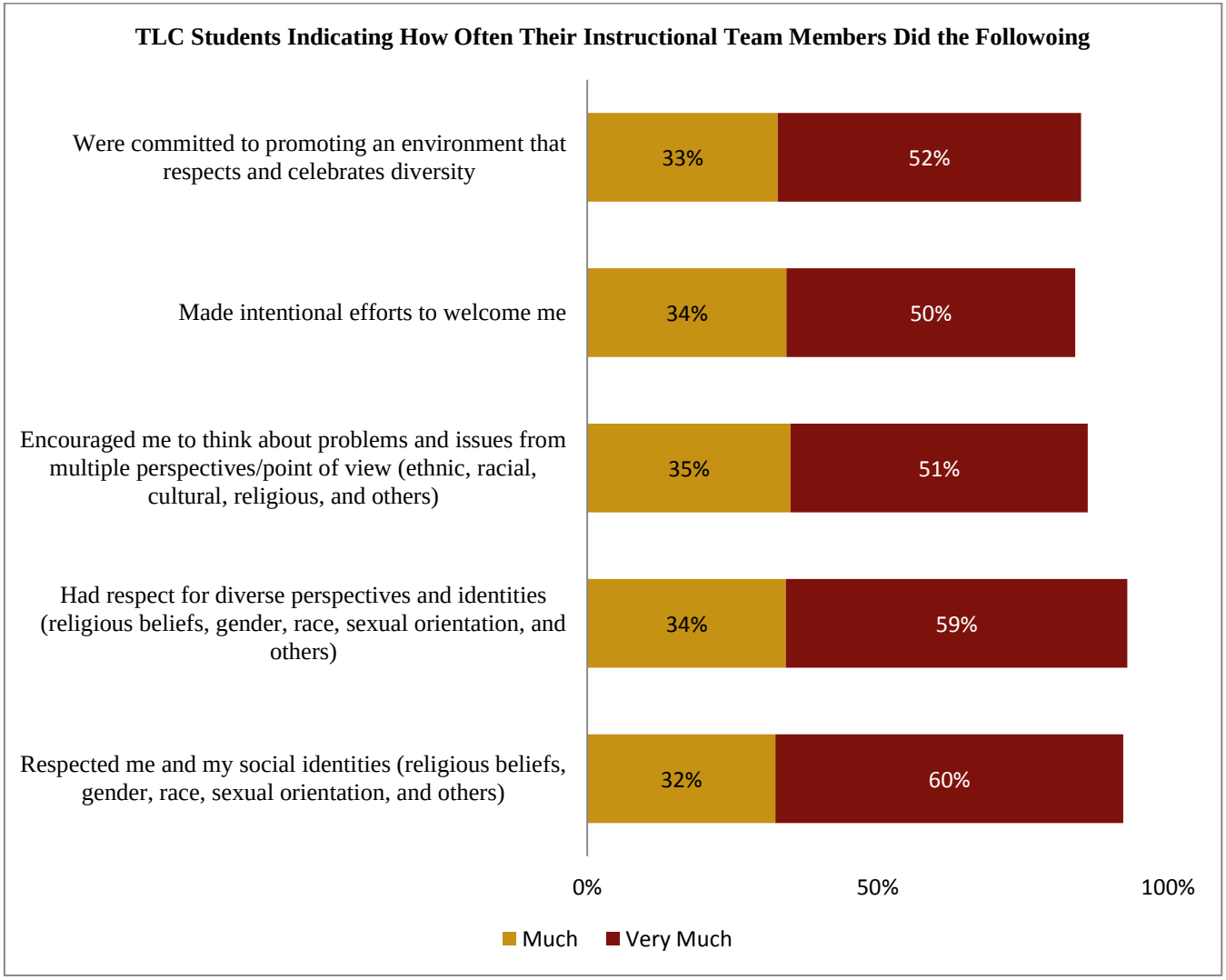


2015 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community



Additional reports on the effectiveness of UC/DUE programs can be found at http://irds.iupui.edu/ Website.

2015 TLC End-of-Course Questionnaire Results: TLC Students' Perceptions of Inclusiveness and Respect for Diversity



Additional reports on the effectiveness of UC/DUE programs can be found at http://irds.iupui.edu/ Website.

Factors that significantly predict overall satisfaction with TLC learning experiences:

- **Integrative Thinking and Learning**
  - Understand connections between different disciplines and courses
  - Develop a better understanding of complex real world social problems or issues
  - Apply what I learned in one course to another course in my learning community
  - Apply knowledge gained in learning community courses to broader community or social issues
  - Apply course concepts to my own life experiences
- **Sense of Belonging and Community**
  - Form one or more friendships that I will maintain after the Semester
  - Feel a sense of belonging at IUPUI
  - Feel connected with other IUPUI students
  - See myself as part of the IUPUI community
- **Peer Interactions**
  - Discussed ideas from the TLC courses with peers outside of class.
  - Exchanged ideas with students whose views are different from my own.

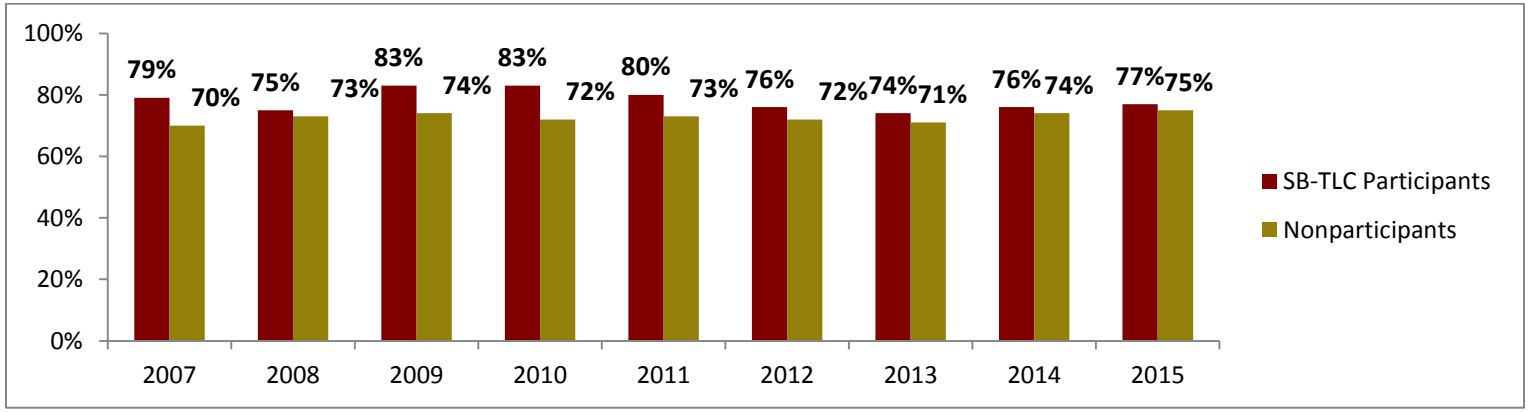
Factor that significantly predicts students' intentions to persist:

- **Sense of Belonging**
  - Form one or more friendships that I will maintain after the semester
  - Feel connected with other IUPUI students

Summer Bridge–Themed Learning Communities

- The Summer Bridge-TLC (SB-TLC) program was designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. Summer Bridge interventions may help students tap the full power and potential of their high-impact practices (learning communities, seminars, service learning) offered during the first year.
- There were 265 first-time, full-time students who participated in the SB-TLC program in fall 2015 and 3179 who did not participate.
- Students who participate in the SB-TLC program have consistently had higher persistence rates and graduation rates. The four-year IUPUI IN graduation rate for 2011 participants was 16% compared to 13% for nonparticipants. The one-year retention rate for the 2014 cohort was 77% compared to 75% for nonparticipants. The one-year retention rates over a seven-year period can be seen below.
- It is important to note that the retention rate for being retained at the IUPUI Indianapolis campus was significantly higher for SB-TLC participants (75%) compared to nonparticipants (70%) even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and registration date).
- Students who participated in 2015 SB-TLC program had significantly higher one-year GPAs compared to nonparticipants (2.93 and 2.78, respectively)
- Our investigations suggest that participation in multiple high-impact practices can have synergistic positive effects on students' levels of academic success and that offering Summer Bridge interventions can create a sense of readiness for high-impact practices offered during the first year.

SB-TLC Participants' One-Year Retention Rates Compared to Nonparticipants



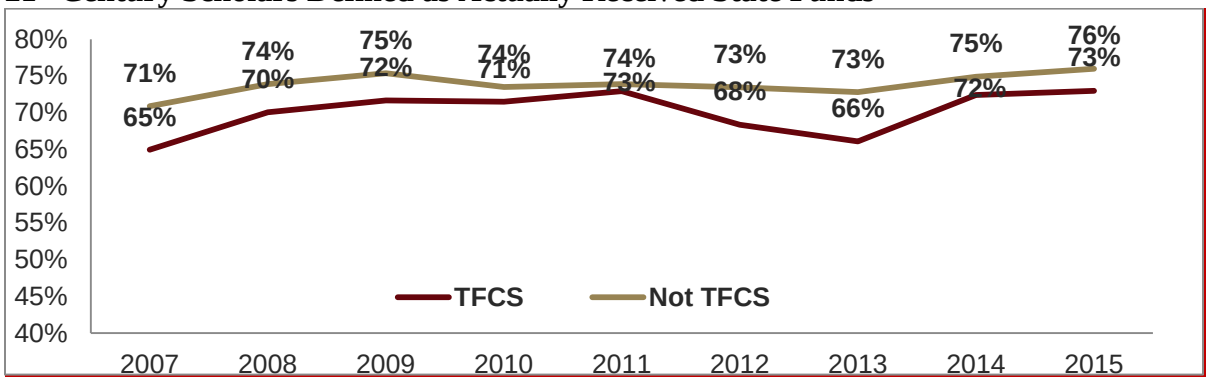
Note: One-year retention rates significantly are higher for Summer Bridge–TLC participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and registration date). The difference was not significant for the 2008, 2013, or 2014 cohort.

21st Century Scholars Postsecondary Support Program

- Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21CS and other students at IUPUI. Students who participate in the 21CS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service.
- While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population.
- Programmatic interventions for 21CS include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI grant (scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring.
- 21CS are much more likely than IUPUI students overall to be African American, first-generation college students, low-income, and to have slightly lower levels of academic preparation.
- The retention rates improve even more dramatically when 21CS participate in our success programs. According to the August 2015 census registration report for Fall 2014 beginners, 21st Century Scholars were 73% retained, 7% improvement over the 2013 rate. This is the highest one year retention rate 21st Century Scholars have had in the last ten years.
- One hundred first-year 21st Century Scholars participated in the Inside Tack "college success coach" Program in 2014 and 2015. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state's 21st Century Scholar program. Supported by a 2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana's early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. The fall 2015 results indicated that the Inside Track students had a 10% higher one-year retention rate compared to a matched comparison group.
- IUPUI received over $206,000 from The Indiana Commission for Higher Education (ICHE) to fund the development and expansion of programs to support student success for a diverse group of first-year 21st Century Scholars and Frank O'Bannon Scholars. The grant expanded the university's efforts to serve low-income students through the Summer Bridge Program, and develop an innovative curriculum focusing on building resiliency and college success planning for 21CS students.
- As can be seen below, as programming and financial support for 21CS increased over time, the one-year retention rate achievement gap narrowed.

As Programming and Financial Support for 21st Century Scholars Increases, the Achievement Gap Narrows

21st Century Scholars Defined as Actually Received State Funds



Inside Track Student Outcomes Compared to a Matched Comparison Group*

Outcome and Comparison Measures	2015 Inside Track Coaching Participant** N=100	2014 Inside Track Coaching Participant N= 100	Matched Comparison Group* Fall 2013 N=112	Matched Comparison Group* Fall 2012 N=87
One-Year Retention Rate (any IU)	60%	59%	50%	47%
One-Year Retention Rate (IUPUI IN)	54%	57%	46%	46%
Fall-Spring Retention (Any IU)	75%	82%	75%	74%
Academically Dismissed First Fall	14%	15%	15%	18%
First Fall Semester GPA	2.23	2.24	2.02	2.20
First-Year GPA	2.24	2.18	1.93	2.06
First-Year GPA Below 2.00	35%	37%	43%	44%
Comparison Measures				
High School GPA	3.30	3.23	3.27	3.24
Average SAT Score	945	925	952	962
% Received Pell Grant	95%	95%	93%	93%
% African American, Latino(a), Two or More Races	40%	41%	34%	34%
% Living On Campus	41%	10%	32%	22%

* Matched comparison group consisted of First-Time, Full-Time 21st Century Scholars Students at IUPUI Indianapolis who Received State and IUPUI Institutional Funds and did not participate in peer mentoring or summer bridge interventions (2013 and 2012 cohorts previous to the implementation of the Inside Track Coaching interventions).

** 2015 Inside Track group includes only students who were 21 years old and under and excludes the Inside Track focused intervention on students 22-24 years old.

Foundations of Excellence – Transfer Focus Highlights

In 2014 Indiana University–Purdue University Indianapolis (IUPUI) embarked on its first self-study to better understand the way it facilitates the transfer student experience. Institutional Research and Decision Support (IRDS) was committed to providing data reports and information to support this initiative. Based on its commitment to transfer students and nationally recognized success in enhancing students' first-year experience—for which the campus has been honored by U.S. News & World Report for 13 consecutive years—IUPUI was selected to participate in the Foundations of Excellence Transfer Focus project sponsored by the John N. Gardner Institute for Excellence in Undergraduate Education.

This data-driven process resulted in the following major recommendations and a series of taskforces have been formed to address each major area of the action plan. The FoE Steering Committee worked to combine and summarize the individual recommendations into 28 priority recommendations and 11 secondary recommendations and a timeline was assigned to each. The full listing of recommendations and the timeline can be found in the final report (http://transfer.iupui.edu/FoundationsofExcellence/FindingsandRecommendations.aspx). **Excerpts taken directly from the report are below.**

Priority Recommendations. Priority recommendations were developed by categorizing recommendations from each dimension committee by theme. Priority was determined by alignment with the IUPUI Strategic Plan, potential for significant impact on the enrollment and success of transfer students or as a foundational action for other recommendations.

Campus Culture and Structure

1. The IUPUI Philosophy Statement on Transfer Students should be widely distributed and appear in all appropriate publications and websites. In particular, in order to communicate IUPUI's strong commitment to transfer students, this statement should be widely available to students from Ivy Tech as the largest transfer partner.
2. Develop and implement a well-targeted communications campaign aimed at faculty, administrators, advisors and staff designed to increase understanding and awareness of the transfer student population, including the array of types of transfer students, at IUPUI. Specific attention should be paid to the misconception that transfer students have low levels of academic preparation and success.

Admissions and Credit Evaluation

1. Use admission, enrollment and success data to examine transfer admissions processes and policies, including the consideration of an earlier admission standard for transfer students.
2. Revisit school-based admission processes and policies in order to admit more transfer student directly into their degree-granting school and to increase conformity and clarity of the standards. Determine which students are best served by being admitted to University College.
3. Develop and implement a procedure for prospective transfer students to access transfer credit articulation information and degree planning resources prior to applying for admission. Consolidate credit articulation databases (TES, CATS) into one robust database; increase the robustness of the database thereby reducing the number of credits that come in as undistributed.

Advising

1. Conduct regular advising training on TES, credit articulation process, single articulation pathways and Statewide General Education Core, as well as the use of degree maps and AARs for transfer student degree planning.
2. Strategically use advising holds to promote regular meetings with an advisor to confirm articulation of transfer credit, apply earned credit to the student's degree plan and ensure the student understands degree milestones and requirements at IUPUI.
3. Each unit should identify one person who will serve as the primary contact on transfer student issues and services. This person should serve as a school representative on the Council of Transfer Students.

Communication

1. Create a "one stop shop" website for prospective, admitted and enrolled transfer students to apply and get information; website should be user-friendly, mobile device-compatible, link to department/school transfer and admission requirements and include engaging photos and stories. This website should contain clear information on the Statewide General Education Core as well as the Single Articulation Pathways. Additionally, each school should develop and maintain a portion of their school-specific website dedicated to transfer student' academic requirements and support.
2. Streamline materials for transfer students. Create a comprehensive checklist of things a transfer student needs to complete from application through the first semester. Include specific checklists to speak to various populations (e.g., international transfers, Ivy Tech transfers). Make checklists visible and distribute with other key pieces of communication. Specifically address timing, types and cost of placement testing.

Curriculum

1. Examine the possibility of developing a required transitional program/course for transfer students (e.g., transfer seminar) to meet their unique needs and enhance acclimation to the IUPUI community, with attention to issues of diversity and social justice.
2. Closely monitor the implementation, policies, procedures and curricular impact of the Statewide General Education Core as well as Single Articulation Pathways. Work with faculty and key campus groups (e.g., Undergraduate Affairs Committee) to ensure these initiatives meet the needs of students as well as academic departments.
3. Conduct an audit of school-based honors programs to ensure that all transfer students have access to honors courses and programs within their majors.

Data

1. Develop a set of key performance indicators, including benchmarks and learning outcomes, at the institution and school level from which the success of IUPUI's transfer initiatives will be measured.
2. Create targeted information about transfer students, in both aggregate and disaggregate formats, mirroring beginning first-time student (FYU) data points where appropriate. Widely disseminate regular transfer reports to key decision makers, faculty, advisors and others who work directly with transfer students. This information should also be included in the IRDS data infrastructure and reporting system and shared at the Deans meetings annually.
3. Develop regular reports for academic units on transfer student characteristics and success, including comparisons to native students for use in improving student success, especially in regard to measures typically used such as retention, persistence in major and graduation rates. Please see the presentation entitled "Understanding IUPUI Transfer Students" to view updated characteristics and academic success outcomes for transfer students compared outcomes and native students.

University College Course Approved Student Learning Outcomes

Learning goals for beginning levels of the Principles of Undergraduate Learning (PULs) in all University College courses (e.g., first-year seminars, mentoring courses, and themed learning communities) have been developed and specified by faculty. University College first-year seminar course goals, templates, and corresponding syllabi contain statements of expected learning outcomes that incorporate the PULs for all students.

First-Year Seminars (FYS-U110)
Students who complete a University College First-Year Seminar course should:

1) Attain beginning levels of competency in all PUL areas: core communication; critical thinking; integration and application of knowledge; intellectual depth, breadth, and adaptiveness; understanding society and culture; and values and ethics:
   - Demonstrate effective writing and speaking (core communication).
   - Make effective use of information resources and technology (core communication).
   - Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions (critical thinking).
   - Be critical thinkers who demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems (critical thinking).
   - Evaluate the quality of information (critical thinking).
   - Apply their skills learned in first-year seminars (e.g., career exploration, time management, and evaluation of information) to other areas or problems (integration and application of knowledge).
   - Compare and contrast approaches to knowledge in different disciplines and fields of study (intellectual depth, breadth, and adaptiveness).
   - Describe cultural traditions, appreciate the diversity of the human experience, and make sound decisions with respect to individual conduct and citizenship (understanding society and culture).

- Define and develop an appreciation of social and cultural diversity (understanding society and culture).
- Describe ethical principles within diverse cultural, social, environmental, and personal settings (values and ethics).
- Describe university rules regarding academic honesty (values and ethics).
- Describe university rules regarding plagiarism (values and ethics).

2) Complete a personal development plan (PDP)
   - Self-assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
   - Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
   - Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
   - Goal setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
   - Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They will identify specific short-term steps to reach their long-term goals.

Career Connections (U210)
Students who complete a University College Career Connections course should:
- Identify their career-related interests, personality preferences, values, and skills based on self-assessment exercises.
- Identify several academic and career options that are compatible with their self-assessment information.
- Locate and utilize information resources and people to research and explore academic majors and career paths.
- Evaluate the suitability of several major and career options based on an integration of self-assessment and researched major/career information.
- Develop and implement a specific plan of action for subsequent semesters to assist them in confirming their tentative choice(s) of majors/careers.

Mentor Development Courses

Outdoor Leadership Experience (U200)
Students who complete a University College Outdoor Leadership course should:
- Describe their leadership development process and goals for the future.
- Apply relational leadership skills in leadership experiences.
- Identify factors and behaviors that influence group development.
- Demonstrate effective communication skills for working in groups.
- Analyze through writing self-reflections their strengths and limitations of group role.
- Apply experiential learning skills to practical and everyday references.

Introduction to Mentoring Techniques (U201)

Students who complete a University College Introduction to Mentoring Techniques course should:
- Explain their role, responsibility, and contribution to the campus community.
- Explain and understand traits, functions, and activities associated with mentoring.
- Demonstrate how to access campus resources to support student success at IUPUI.
- Apply active listening skills and communication principles when working with students in their mentoring programs.
- Identify characteristics of diversity within the semester about the IUPUI student community to promote an inclusive learning experience.
- Recognize two positive tactics to maintain life balance in order to stay motivated for themselves and their students.

Active and Collaborative Learning in Groups (U202)
Students who complete a University College Active and Collaborative Learning in Groups course should:
- Summarize the collaborative learning process and its role in the mentoring experience.
- Implement developmental and holistic approaches for student learning and academic success.
- Apply positive relationship and communication skills to individual and group mentoring experiences.
- Differentiate the stages of group and individual mentoring techniques and strategies.
- Implement collaborative and assessment guided approaches to mentoring activities.

Leadership and Transition (U203)
Students who complete a University College Leadership and Transition course should:
- Identify relational leadership principles through readings, class discussions, and self-reflection.
- Describe the role of relational leadership.
- Compare and contrast relational leadership with other leadership theories.
- Apply relational leadership principles by characterizing the unique traits of themselves and their group members.
- Summarize the values, qualities, and skills necessary to being a relational leader through small group discussions.
- Analysis through writing their self-awareness of their mentoring skills, competencies, and leadership philosophy.
- Construct a leadership action plan by synthesizing the information gained from class readings and inventories completed.

Independent Study (U 204)
Students who complete a University College Independent Study course should:
- Generate a researchable question to address a mentoring issue.
- Conduct a competent literature search for empirically based articles.
- Apply quantitative or qualitative research methods to a question or problem.
- Interpret results of data collected.
- Synthesize the data and implications of their results as it applies to their question or problem.
- Demonstrate the ability to clearly communicate and illustrate, both orally and in writing, the findings of original research on mentoring.
- Summarize their individual mentoring experience within the larger mentoring context.

Direct Assessment Results Highlights

University College faculty members and instructional teams measure direct student learning outcomes by employing a course-embedded, authentic assessment approach. In previous semesters, faculty members engaged in a curriculum mapping process to identify which PULs are a major or moderate emphasis in University College courses. In some cases, AACU value rubrics were adapted (see AACU website) as appropriate to assess students' learning outcomes. Faculty members also developed local rubrics to assess the assignments and written reflections based on the PULs.

The tables listed below contain new data for fall 2013 and spring 2013 from a report entitled "IUPUI Faculty Ratings of Student Performance on Principles of Undergraduate Learning" for University College for spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013, which was prepared by the Office of Information Management and Institutional Research.

University College Faculty Ratings of Student Performance on the PULs

Faculty Ratings of University College Student Performance on PULs with Major Emphasis (100 level and lower)

PULs—Major Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, and Visual Communication Skills	2784 3.18	288 10.3	318 11.4	780 28.0	1398 50.2	2784 100.0
2. Critical Thinking	29 3.48	0 0.0	3 10.3	9 31.0	17 58.6	29 100.0
3. Integration and Application of Knowledge	7 4.00	0 0.0	0 0.0	0 0.0	7 100.0	7 100.0
Total[1]	2820 3.19	288 10.2	321 11.4	789 28.0	1422 50.4	2820 100.0

[1]Combined number of student ratings in all 100-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 100-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (100 level and lower)

PUL—Moderate Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
2. Critical Thinking	1803 3.19	181 10.0	245 13.6	434 24.1	943 52.3	1803 100.0
Total[1]	1803 3.19	181 10.0	245 13.6	434 24.1	943 52.3	1803 100.0

[1]Combined number of student ratings in all 100-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 100-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Major Emphasis (200 level)

PUL—Major Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	1565 3.67	33 2.1	47 3.0	321 20.5	1164 74.4	1565 100.0
Total[1]	1565 3.67	33 2.1	47 3.0	321 20.5	1164 74.4	1565 100.0

[1]Combined number of student ratings in all 200-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 200-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (200 level)

PULs—Moderate Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, and Visual Communication Skills	137 3.01	27 19.7	13 9.5	28 20.4	69 50.4	137 100.0
5. Understanding Society and Culture	1428 3.77	16 1.1	11 0.8	264 18.5	1137 79.6	1428 100.0
Total[1]	1565 3.70	43 2.7	24 1.5	292 18.7	1206 77.1	1565 100.0

[1]Combined number of student ratings in all 200-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 200-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Major Emphasis (300 level)

PUL—Major Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
4. Intellectual Depth, Breadth, and Adaptiveness	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0
Total[1]	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0

[1]Combined number of student ratings in all 300-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 300-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (300 level)

PUL—Major Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0
Total[1]	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0

[1]Combined number of student ratings in all 300-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 300-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Major Emphasis (400 level)

PUL—Major Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
4. Intellectual Depth, Breadth, and Adaptiveness	7 3.57	0 0.0	0 0.0	3 42.9	4 57.1	7 100.0
Total[1]	7 3.57	0 0.0	0 0.0	3 42.9	4 57.1	7 100.0

[1]Combined number of student ratings in all 400-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 400-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (400 level)

PUL—Moderate Emphasis	Mean[2]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	7 3.57	0 0.0	0 0.0	3 42.9	4 57.1	7 100.0
Total[1]	7 3.57	0 0.0	0 0.0	3 42.9	4 57.1	7 100.0

[1]Combined number of student ratings in all 400-level courses sampled in spring 2010, fall 2010, spring 2011, fall 2011, spring 2012, fall 2012, spring 2013, and fall 2013. A student may be evaluated more than once if he or she is taking more than one 400-level course.

[2]Scale: 1 = "Not Effective," 2 = "Somewhat Effective," 3 = "Effective," 4 = "Very Effective"

Planned Changes Based on Assessment

- Clarify mission, audience, and capacity of first-year experience programs.
    - Subcommittees of University College Curriculum Committee currently working to:
        - Clarify program goals through revision of existing Template for First-Year Seminars document
        - Revise instructional team member roles to address resource limitations and create a new model that is both sustainable and meets program goals
- Articulate and demonstrate program effectiveness more clearly.
- Develop and assess instructional teams.
- Align and revise student selection process to fulfill program mission and maximize use of available resources
- Engage campus interest in these programs to systematize resources and processes to maximize success.
- Develop strategies to address enrollment and organizational changes
- Develop taxonomies for all first-year high-impact practices to guide assessment, implementation, instruction, and pedogology.

Indirect Assessment Results Highlights

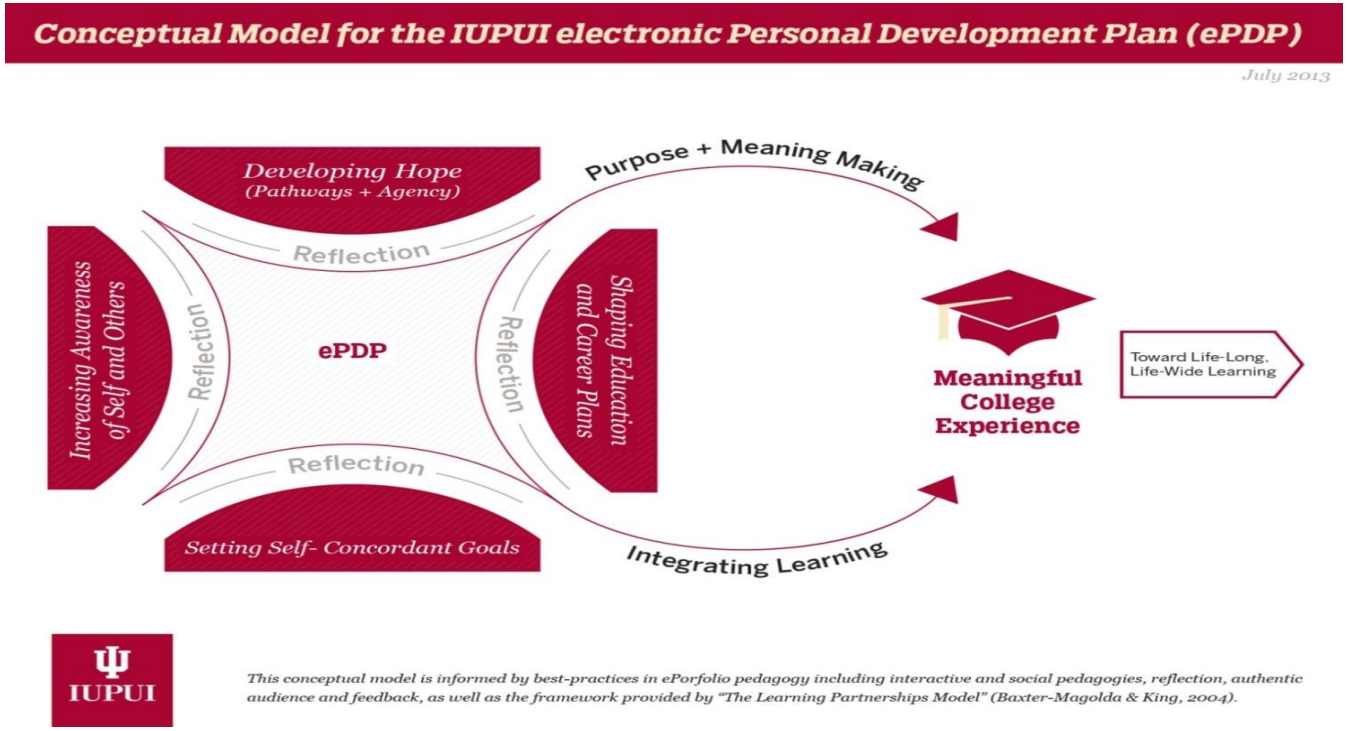
The following are some instruments and methods that we use to collect indirect student learning outcomes (SLOs):

- National Survey of Student Engagement (NSSE)
- Continuing Student Satisfaction Survey (CSS)
- End-of-course and post-program questionnaires
- Pre/Post-questionnaires
- Focus groups and interviews
- Grade performance data
- Retention and graduation rates

Electronic Personal Development Plan (ePDP)

The electronic personal development planner (ePDP) was developed and implemented in first-year seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. The ePDP includes student learning outcomes related to self-assessment, exploration, evaluation, and goal setting. Academic advisors are also now able to view ePDPs through a link in SIS. During the 2013-2014 academic year there was a continued development of a conceptual model to guide the implementation and assessment of the ePDP. Additionally, there is currently a transition to the use of TaskStream as the new ePortfolio platform, which should increase the number of first-year seminars that utilize the ePDP. There was also a revision of guided prompts and rubrics to more closely align with learning outcomes. In Fall 2015 a total of 1050 UC students participated in a FYS section that required completion of an e-ePDP (there were 724 students who participated in a section that did not require an ePDP). UC ePDP participants had significantly higher one-year cumulative GPAs compared to nonparticipants (2.70 and 2.54, respectively).

Conceptual Model for the Electronic Personal Development Plan



University College Assessment and Planning Matrix

Please note that not all University College programs, services, policies, and assessment results are reflected in the matrix. See http:// http://irds.iupui.edu/ for more comprehensive reports.

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Program Description The 21st Century Scholars Success Program is the IUPUI support service for students who affirm their 21st Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the 21st Century Scholars Success Program is to increase the retention of IUPUI scholars and to provide support through degree completion to ensure a successful transition into the college experience. The 21st Century Scholars Success Program offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development, and personal growth. Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21st Century Scholars and other students at IUPUI. Students who participate in the 21st Century Scholars Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service. While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population. Programmatic interventions for 21st Century Scholars include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI grant	**Assessment Methods** A combination of quantitative and qualitative methods has been used to produce critical information about the value and effectiveness of the program (summative or accountability assessment) and for making data-driven improvements (formative assessment). Quasi-experimental designs have been employed to assess the impacts of the 21st Century Scholars Success Program on levels of academic achievement, retention rates, and graduation rates. The following instruments have been used to assess student learning and program effectiveness: • Self-appraisal for mentors • Mentor evaluation rubric • Group mentoring session evaluation • Individual mentoring session evaluation • Pre/post college preparedness survey **Assessment Results: Retention, Academic Performance, and Learning** As the 21st Century Scholars Success Program has implemented programs, services, and policies to support the success of participating students, there have been notable and significant improvements in retention and persistence rates. The retention rates of 21st Century Scholars students in 2006 (prior to the 21st Century Scholars Success Program interventions) was approximately 58% and the retention rate for students who participated in programs offered by the 21st Century Scholars Success Program in 2011 was 74%.The retention rates improved when scholars	Learning outcomes for our first-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and to improve the effectiveness of the program and its corresponding activities and workshops. Our office has added more distance education workshops, because our students have communicated that they may have transportation concerns that limit them from attending all in-person workshops. The hiring of two additional full -time professional staff members increased new services and programs available to the students. Two new program initiatives, ScholarCents and Scholar Kaleidoscope have been made available to our students. Scholar Kaleidoscope is a personal and professional development program similar to ScholarTrack completed in high school. Kaleidoscope covers seven competencies that help students stay on track for success in college, in their career choice, and beyond graduation. The competencies are personal wellness, civic engagement academic success, personal enrichment, career development, cultural competency, and financial literacy. The ScholarCents program is a financial literacy program that educates students on how to best maintain their scholarship award and make good financial decisions. These programs are available to all 21st Century Scholars. Students in the peer mentoring program have to attend two programs per semester, and having more programs allows students to meet the requirements in a timely manner. The program is the host site for a BSW practicum student. Their responsibilities are to assess student needs for campus and community resources and make referrals to agencies and organizations.

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
(scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring. 21CS are much more likely than IUPUI students overall to be African American, first-generation college students, low-income, and to have slightly lower levels of academic preparation. **Program Goals** The goals of the 21st Century Scholars Peer Mentoring Program are to provide support for first-year scholars, to positively impact student success, and to enhance student learning. **Peer Mentoring Program** The Peer Mentoring program provides each scholar participant caring mentors, positive role models, group and individual mentoring sessions, and a series of workshops and network events that focus on enhancing or developing strategies for success and referrals to academic support as well as personal and student development services on campus. The program served over 300 students during the 20152016 academic year .All of the students who participated in the program received the 21st Century Scholarship from the state of Indiana. The 21st Century Scholars Success Program was awarded a 2012 NACADA Outstanding Institutional Advising Program Award for its Peer Mentoring Program. **IUPUI 21st Century Scholars Grant** In addition to the state-funded scholarship, the majority of participants received the IUPUI 21st Century Scholars Grant. The grant requires students to maintain a 2.5 GPA and to participate in the Peer Mentoring Program in order to continue to receiving the funding. **Student Learning Outcomes:** Through group and individual mentoring of students, we	participated in our first-year success programs (Summer Bridge and Peer Mentoring Program). The fall 2012 to fall 2013 one-year retention rate for 21st Century Scholars who participated in Summer Bridge and Peer Mentoring is 81%. The 21st Century Scholars who received the IUPUI 21st Century Scholars Grant and participated in peer mentoring achieved an average first-year GPA of 2.72. The retention rates improve even more dramatically when 21CS participate in our success programs. According to the August 2015 census registration report for Fall 2014 beginners, 21st Century Scholars were 72% registered,7% ahead of this point last year. This is the highest one year retention rate 21st Century Scholars have had in the last ten years. One hundred first-year 21st Century Scholars participated in the Inside Tack "college success coach" Program. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state's 21st Century Scholar program. Supported by a 2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana's early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. After two years of implementation, the retention rate for the target group of scholars increased from 58% to 64%. As part of program assessment, a survey of students who participated in peer mentoring was completed at the end the fall 2015 semester of the 2015-2016 academic school year. Out of a total number of 293 students participating in peer mentoring, 199 total student responses were collected. Students were asked to indicate how many programs they participated in during the semester (student are mandated to complete 2 programs or workshops). Findings showed that, 46.76% of students completed the required 2 programs per semester and 3.60% completed 3-5 programs per semester. Eleven percent completed 1 event in a semester, and 38.13% did not attend any programs during the fall 2015 semester. The most common reason indicated for not attending any programs was that available programs did not	Parents have communicated a need to know the requirements of their student's award. The office has parent caucus meetings that parents can attend in order to be educated about the 21st Century Scholars Success Program. The program has added a parent support group for students who have children. This group hopes to provide support, encouragement, and resources for this student population. The office also implemented Fall MidChecks (October 2015), WinterViews (December 2015), Spring reviews (April-May 2016) for students, so they can communicate how they perceive their semester start. Over 200 students were seen and educated about the office's resources and services. Because of the success of these programs, the Good Start Check-In initiative was proposed to launch in September 2016. These added checks start at the beginning of the school year, so students can communicate any issues at the very beginning of their college experiences. Like the other check-in meetings, these meetings educate students about the specifics of their scholarship award, gives them program information on how to get involved with the office's services, and connects them with staff in the 21st century Scholars Success Program office. The 21st Century Scholars Success Program increased its communication initiatives through the following efforts: • Canvas Messages • Facebook posts • IU Calendar @ 21st century.uc.iupui.edu • Targeted e-mail groups based on self-reported interested • Physical flyers and materials located in the student lounge area • Peer to peer communication of program opportunities through peer mentors • Distance education workshops

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
aim to achieve the following learning outcomes: • Students will transition from high school to college life; • Students will value and take ownership of their academic success. • Students will learn the value of diversity and creating an inclusive climate. • Students will become engaged with campus and community life. • Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.	meet academic or work schedules. Current staff are working to find more ways to reach nonresponsive students who are a part of the peer mentoring program, and finding more innovative ways to provide programming. In terms of outcomes, 90.21% stated that they understood their scholarship and the consequences of not getting the credits that they need per academic year and the GPA needed and 9.79% stated that they needed more information to feel confident about their scholarship award. And additional student satisfaction survey was administered at the end of the 2015-2016 academic school year. Student comments indicated that students appreciated the support of the staff and the services provided by the program. On student said, "I feel the people that I have the chance to interact with were all very helpful and understanding. My problems were heard and were solved very quickly." Another indicated that, "I think these services are amazing. They have always been helpful anytime I had questions or concerns. Also, I love the accessibility of 21st Century representatives, being able to text/call one anytime during the week has been extremely helpful! Also, they seem to be very informed about all of the information and express how much they want you to be successful often. I'm extremely happy with these services at IUPUI." The Institutional Research and Decision Support (IRDS) staff conducted a student focus group study as part of the Special Populations Program Review. The purpose of the study was to understand the benefits students receive from participating in programs and services offered by the 21st Century Scholars office. Several notable themes emerged in the focus group data through analysis .Overall, the students that participate in the 21st Century Scholars Success Program feel that they have gained a support system that has helped them in numerous ways as a college student. The students also reported that the staff are great resources and that students feel comfortable approaching staff and asking for help. However, students felt they would benefit more from receiving additional reminders that they can refer by to.	

Academic and Career Development

Goals and Student Learning Outcomes

Goals and Success markers

1. Decrease the time frame to certification/application to degree-granting school for continuously enrolled FTFT students,
2. Decrease the number of students on probation,
3. Decrease the length of time students are on probation
4. Decrease the number of dismissed students
5. Increase the # of reinstated students who are successful in the first semester after reinstatement,
6. Increase the number of opportunities for students to engage with ACD,
7. Decrease the amount of time a student is exploratory,
8. Decrease the number of students in UCOL with 60 or more credit hours,
9. Decrease number who return to UCOL after certification to degree-granting school, and
10. Use data and technology in meaningful ways to develop and/or deliver services.

Student Learning Outcomes

Intellectual and Personal Growth

As a result of participating in University College's Academic and Career Advising Program, students will be able to:

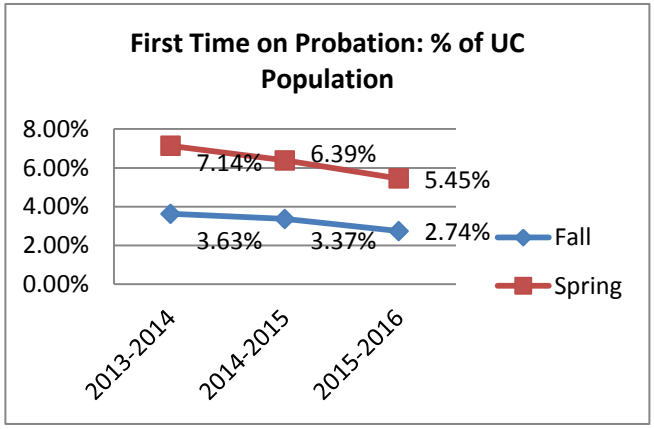
1. Recognize and take personal responsibility for their behavior, actions, and role in their own learning process. PUL 5, 6
2. Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 2, 6
3. Recognize road blocks to success, determine and implement strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4

Academic and Career Development will:

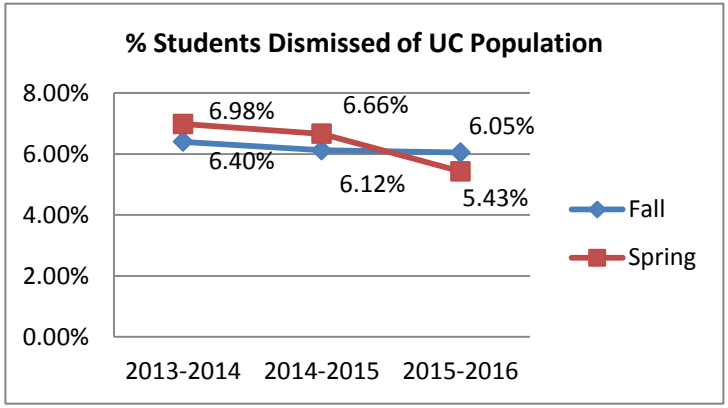
1. Inform students of the IUPUI Student Code of Conduct, including rights and responsibilities.
2. Discuss time management and time

Assessment Findings Highlights

- Since fall 2013, the number and percentage (of total UCOL enrollment) of First Time Probation students has decreased.



- When comparing fall to fall and spring to spring dismissal rates, the number (and percentage) of UCOL students being dismissed has declined since fall 2013.



- The Exploratory cluster has seen an overall (desired) decline in population, and in the percentage of all University College students, since the cluster model began. This is in part due to the implementation of the Sophomore Exploratory (V26) hold.

Changes Made Based on Assessment

2016-2017 will be another year of transition in Academic and Career Development with the start of a new Executive Director, Maureen Kinney on July 25. We will be reviewing service goals, Student learning outcomes, as well as all aspects of the program in the coming months and year to begin to move forward with a new leadership structure.

During the 15-16 academic year the foundations of excellence transfer committee evaluated policies and procedures that impacted transfer students. As a result, a change in the Transitions Policy will be implemented in fall 2016. Only students who begin at IUPUI as an FYU will receive the Transition (V06) hold. If a student began at IUPUI as a TRU (transfer) or ICU (intercampus transfer) they will not be subject to the Transitions Policy. This however, does not exclude a TRU or ICU from the other policies in University College, including Transfer Probation (V11), Academic Probation (V00), Advising (V03) or Dismissal (V02).

Beginning with the 2015-2016 academic year, a graduate assistant began with a focus on reinstated students first semester. Because of the data we have collected on academic success and difficulties during the first semester of reinstatement, in the 2016-2017 academic year all first semester reinstated students will be required to participate in the STAR.

In Spring 2016, a task force within Academic and Career Development met to review the advisor role in First Year Seminars (FYS) as the demand for advisor time continues to increase. With the work of the task force, the following will begin in fall 2016:

- All UCOL-U110 sections will be assigned to a SSA.
- Non UCOL sections can submit a Request for Advising Support.
- UCOL students in FYS section without an

Academic and Career Development

Goals and Student Learning Outcomes

commitment expectations for college success.
3. Teach students about resources to create balance and navigate road blocks.
4. Use FLAGS data to intervene with at-risks students.

Engagement

As a result of participating in University College's Academic and Career Advising Program, students will be able to:

1. Decide upon the appropriate level of co-curricular involvement. PUL 2, 3
2. Explore opportunities for co-curricular involvement. PUL 2, 3
3. Plan and pursue opportunities for co-curricular involvement. PUL 1, 3

Academic and Career Development will:

1. Discuss appropriate levels of co-curricular involvement.
2. Educate students on the value of RISE and other co-curricular involvement.
3. Know where to locate RISE and other co-curricular involvement opportunities.
4. Assist students in planning co-curricular involvement opportunities as it relates to academic and career goals.

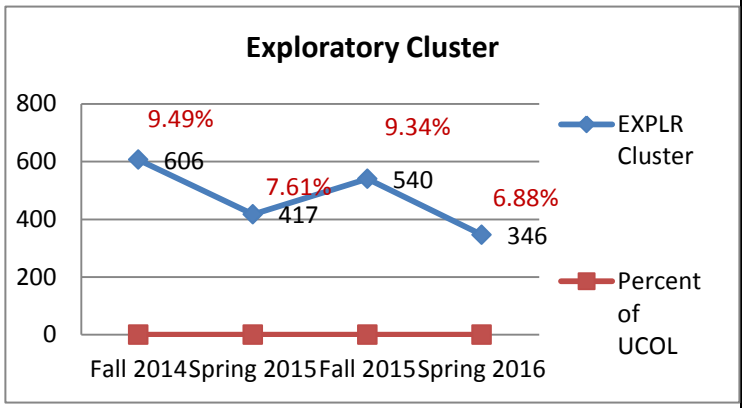
Career Planning

As a result of participating in University College's Academic and Career Advising Program, students will be able to:

1. Understand the major/career exploration process. PUL 2, 3
2. Identify and articulate their VIPS (values, interests, personality traits and/or skills). PUL 2, 6
3. Identify major/career options for further exploration. PUL 2, 3, 6
4. Locate and utilize appropriate resources to assist in the exploration process. PUL 1
5. Make an informed decision regarding major/career options. PUL 2, 3, 4, 6

Assessment Findings Highlights

- In addition, around 80% of students who have had the V26 hold have either declared a major or have been accepted to their degree-granting school by the end of the semester in which they received the V26 hold.



- The percentage of students who were removed from the V12 (reinstatement hold) after their first reinstated semester because of academic success, was 27% in fall 2015 and 10.29% in spring 2016.
- The percentage of students dismissed after their first reinstated semester decreased from 34% in spring 2015 to 23.53% in spring 2016. In spring 2014, the percentage dismissed after their first reinstated semester was 23.59%.
- In spring 2016, ACD conducted a Mobile Technology pilot program with the support of DUE Technology Services. Five Microsoft surfaces were utilized and allowed the participants to do the following:
  - Tabling: Ask an Advisor outreach in various locations on campus
  - Online drop-in services on Sunday night
  - Appointments outside of Taylor Hall/Hine Hall
  - First Year Seminar (FYS) support
- A notable area of improvement is in the overall response rate of the *post appointment survey*, which was over 6.00% in spring 2016.

Changes Made Based on Assessment

assigned advisor will be targeted for outreach by clusters and Bepko for coaching.
- SSAs will have
  - 6 hours of in-class time
  - 6 hours of before or after class time (15 minutes before each class session)
  - Classroom commitments should be completed prior to Priority Registration

By more purposefully planning for the Student Success Advisor's time spent in the First Year Seminar, we ensure that the advisors' time is utilized more efficiently and that services are clearly in-line with the role expectations outlined in the First Year Seminar template.

During the 2015-2016 academic year, analysis was done on the student employee model used in ACD: Peer Mentors. The Peers served primarily as the front desk staff: checking in appointments, making appointments, and answering phone calls. The review examined the number of student sessions hosted in ACD (appointment and drop-ins) as well as peak times during the year in which advising appointments (mandatory for any hold) were booked 2-3 weeks out. This was in part due to SSA time in FYS, but also the time spent on drop-in advising services. By design, drop-in advising services are for those low-level advising needs that can be addressed in 15 minutes or less; seen more as transactional. By moving the Peer Mentors to Peer Advisors, and providing training and continue supervision, the drop-in services can be facilitated by the Peer Advisors, in turn, opening up more advising appointments for the SSA's.
Beginning in August 2016, the Peer Advisors will serve as the main point of contact for drop-in services. There will be two advisors who will serve as support for the Peer Advisor (each for 1.5 hours each week) during drop-in services. This practice will be monitored and evaluated during the 2016-2017 academic year.

Academic and Career Development

Goals and Student Learning Outcomes

Academic and Career Development will:

1. Advise and guide students through the STEP decision making process:
   a. Self-focus: Assist students in identifying and articulating their VIPS.
   b. Target options: Educate students about the process for identifying major/career options.
   c. Explore options: Teach students how to find and utilize resources.
   d. Plan for academic, co-curricular and experiential learning: Help students set career benchmarks to be reached throughout their college career.
2. Know how and when to refer students to their best resource.

Academic Planning and Progress

As a result of participating in University College's Academic and Career Advising Program, students will be able to:

1. Articulate reason for their major and/or career choice. PUL 1, 6
2. Identify degree requirements for their major choice and parallel plans. PUL 2, 3
3. Choose General Education Core requirements appropriate for degree options and VIPS. PUL 3, 6
4. Locate the application/certification requirements for their degree granting school. PUL 4
5. Develop a realistic plan to transition to their degree granting school. PUL 2
6. Set realistic goals for academic success. PUL 2

Academic and Career Development will:

1. Utilize the Confidence Model to confirm students major/career choice.
2. Teach students about the value of the General Education Core.
3. Help students understand and align their General Education Core choices with their degree plan and VIPS.

Assessment Findings Highlights

Response Rate *(determined by # of responses compared to # of appointments)*	**Spring 2015**		**Fall 2015**		**Spring 2016**	
Career Consultants	34	9.77%	36	8.41%	20	4.72%
Student Success Advisors	148	3.16%	168	2.56%	335	6.48%
Total	**182**	**3.62%**	**204**	**2.92%**	**355**	**6.35%**

- On the *post appointment survey*, well over 90% of the student respondents indicated they were able to do the following after their career consultant sessions:
  - I am able to identify and articulate my values, interests, personality traits, and/or skills.
  - I can now identify possible major/career options for further exploration.
  - I am able to locate resources to assist me in this exploration process.
  - I feel better able to make an informed decision regarding my major/career options.
- From fall 2015 to spring 2016, on the *post appointment survey*, student respondents increased on all areas, from 71% to over 90% in all areas, about what they were able to do as a result of their student success advisor appointment:
  - I can articulate why I am pursuing my major/career.
  - I understand the requirements of my major.
  - I can locate the application/certification requirements for getting into my major/school of choice.
  - I can develop a realistic plan to transition to my degree granting school.
  - I understand how to explore additional major options to create a parallel plan.
  - I can locate campus resources for my needs.
- All staff must participate in the Training and Professional Development (TDP) program, integrating core requirements, essential to the operation of the department, with elective requirements, which allow staff to tailor their professional development to complement their current responsibilities and future career goals.
  - 16 hours of core requirements completed by all staff.
  - 335 hours of elective professional development completed by 37 professional staff in ACD, each tied to one or more of the

Changes Made Based on Assessment

Academic and Career Development		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
4. Teach students how to locate and understand their degree requirements, including the application/certification requirements. 5. Assist students in creating a 4 year plan. 6. Instruct students on the use of iGPS including Degree Maps, Academic Planner, and Shopping Cart, as well as other technology resources for academic planning and registration. 7. Know when and how to refer students to school faculty and staff. **Resources** As a result of participating in University College's Academic and Career Advising Program, students will be able to: 1. Locate campus resources based on individual needs. PUL 1 2. Effectively use individualized campus resources to meet academic, financial, and personal needs. PUL 2 Academic and Career Development will: 1. Engage in educational opportunities to learn more about support services. 2. Know how and when to refer students to campus faculty and staff. 3. Assess students' needs and potential risk factors and educate students on available resources. 4. Utilize appropriate technology to record advising information, identify and track student groups, and conduct outreach when necessary. **Policies and Procedures** As a result of participating in University College's Academic and Career Advising Program, students will be able to: 1. Locate and adhere to relevant dates and deadlines. PUL 2 2. Abide by academic policies and procedures regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct. PUL 2, 3	professional competencies.	

Academic and Career Development		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
3. Explain school specific policies and procedures related to application/certification to their degree granting school. PUL 1 Academic and Career Development will: 1. Teach students how to find relevant dates and deadlines. 2. Interpret academic policies regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct. 3. Teach students how to find and understand the application/certification policies and procedures for their degree granting school.		

Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Program Description The mission of the Bepko Learning Center is to enhance the 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. To assist students in realizing their full academic potential, the Bepko Learning Center houses three areas: academic mentoring, academic success coaching, and tutoring support. **Program Goals** • To create learning environments which promote student engagement, retention, and graduation. • To support high impact learning experiences for undergraduate students. • To partner across the division, IUPUI, and nationally to develop effective strategies for synergistic relationships for academic support services. • To use assessment and innovation for the continuous	**Methods Used to Assess Student Learning and Success** • End-of-the-Semester Evaluations • Mentor Self-Evaluations • Grade Report (comparing participants to nonparticipants) • Program Participant Attendance • Instructor Evaluations • Program Evaluations • FLAGS Report **Major Assessment Results in the Areas of Retention, Academic Performance, and Learning** **Academic Mentoring** • Based on the student feedback, 92.3% (n=1,334) felt that the knowledge shared in the mentoring session was helpful or very helpful. 82.4% of students in recitations with mentoring sessions passed with a C- or higher, while 90.03% of students who voluntarily attended academic mentoring session passed with a C- or higher.	**Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:** **Academic Mentoring** • In the future, the Office of Academic Mentoring will try to solicit feedback that informs what specifically mentors can do in session that helps with understanding material, and increases the students desire to participate on traditionally difficult material. • Next academic year the Office of Academic Mentoring will challenge the mentors to pre-teach a 5 minute lesson in order to allow for students to feel they can collaborate on material. In the past, PowerPoints and YouTube videos have been discouraged, but there appears to be a need for students to have a starting point in processing information. The Office of Academic Mentoring will work to help mentors understand how to make short YouTube videos and PowerPoints effectively used in sessions to aid the collaboration process. • The mentors will have to articulate that they do not see the exams prior to them being dispersed. In addition, The Office of Academic Mentoring will be further

Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
improvement of processes, programs, and services. **Student Learning Outcomes** **Academic Mentoring** • Gain greater understanding of historically difficult concepts of the course. • Learn to work in a collaborative manner with peers to increase content help, as well as course engagement. • Receive the necessary tools to learn study strategies. **Tutoring** • Become an independent and self-regulated learner • To demonstrate understanding of tutoring content • To gain better understanding of course concepts as a result of tutoring • To develop confidence in their ability as a learner **Academic Success Coaching** • Enhance their goal setting/action planning skills by reflecting on their documented goals and LASSI results.	• Based on the observations of the mentors, students were collaborating and exchanging ideas on average 86% of the session. 92.23% of student feedback collected (n=1,334) rated collaboration with peers either "helpful" or "very helpful" to their success in the course. • 86.5% (n=1,334) of students on the mentor feedback survey felt that the mentor provided useful study skills, and 88.31% of students did feel the mentoring session helped prepare them for exams. The mentors presented 19 different study techniques throughout their sessions. The academic mentors offered a total of 86 exam reviews in addition to their regular sessions in the 2015-2016 academic year. **Tutoring** • Greater than a 60% threshold of Strongly Agree and Agree responses. In Fall 2015, 84.0% of students (n = 240) indicated they Strongly Agree or Agree that tutoring stimulated their ability to become self-sufficient when solving similar problems after working with a tutor. In Spring 2016, 83.3% of students (n = 175) shared they Strongly Agree or Agree that tutoring stimulated their ability to become self-sufficient when solving similar problems after working with a tutor. • Both semesters students were given the opportunity to demonstrate their understanding of tutoring content, and students believed tutors were able to confirm whether or not they understood the tutored concepts. In Fall 2015, 82.2% of students (n = 241) reported they Strongly Agree or Agree they were given the opportunity to demonstrate their knowledge while 85.7% of students (n = 175) reported they Strongly Agree or Agree they were given the opportunity to demonstrate their knowledge. In Fall 2015, 82.5% students (n = 240) indicated they Strongly Agree or Agree that they believed tutors accurately determined whether or not the student had grasped the tutored concept. In Spring 2016, 83.4% of students (n = 175) shared they Strongly Agree or Agree that they believed tutors accurately determined whether or not they grasped the tutored concept. • Many students indicated they gained better understanding of course concepts as result of tutoring	researching this year areas that students struggle in preparing for exams. By looking at students in the CARE Coaching Model, we have concluded that reading is a factor in a student's success. The student's ability not to master a study skills technique that is effective for them and an over dependence on mentors providing all the information on test with no further studying may all be hindering the student in developing self-efficacy in the areas of study habits. The program will be looking into ways to address these issues in an effective manner. **Tutoring** • 60% threshold of students who Strongly Agree and Agree that tutors stimulated their ability to become a self-sufficient in solving similar problem should be changed. The new threshold should be 80% as results from the past two years have been in the 80–90 percentiles. Also, the other question that should be used in this goal is already being asked, The tutor encouraged me to become independent of their help. The latter question also informs the objective of this learning outcome. • Using 80% as the threshold for students indicating that they Strongly Agree or Agree they were both able to demonstrate their understanding of the tutoring content and whether tutors were able to determine if they understood tutored concepts. • The threshold for students will be changed to an 80% threshold for students to Strongly Agree and Agree. Keeping this learning outcome at the same threshold of all other learning outcomes will allow for all uniformity of all learning outcomes. Though the threshold has been lowered by 10%, achieving 90% is still attainable. Caution is needed so that tutors do not sacrifice the importance of getting students to become independent and self-regulated learners at the expense of getting students to better understand course concepts. In other words, tutors should not change their tutoring style where the student passively receives answers from the tutor in the tutoring session. • The threshold will be changed to 80% Strongly Agree and Agree for student responses for Tutoring has increased my confidence level as a learner. In addition, a new tutor learning outcome should incorporate the use of

Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	but the goal of having 90% of students indicate this did not occur. In Fall 2015, 85.8% of students (n = 239) reported they Strongly Agree or Agree they gained better understanding of course concepts as result of tutoring. Similarly in Spring 2016, 86.9% of students (n = 175) indicated they Strongly Agree or Agree they gained better understanding of course concepts as result of tutoring. • The 85% threshold of Strongly Agree and Agree responses was not surpassed. In Fall 2015, 78.2% of students (n = 239) reported they Strongly Agree or Agree that tutoring increased their confidence level as a learner while 81.7% of students (n = 175) in Spring 2016 increased their confidence level as a learner through tutoring. **Academic Success Coaching** • During Fall 2015 semester, 148 students participated in success coaching, 34 of which (22.9%) completed the Goal Progress Form and 31 (20.9%) completed the LASSI Reflection Form. Of the 65 students that completed the forms, 64 (98.5%) identified specific behaviors that either assisted or prevented them in achieving their goals. During Spring 2016, 134 students participated in success coaching, 62 (46.3%) of which completed the Goal Progress Form and 55 (41.0%) completed the LASSI Reflection Form. Of the 117 students that completed the forms, 117 (100%) identified specific behaviors that either assisted or prevented them in achieving their goals.	positive affirmation. The use of positive affirmation from the tutor is a method that could be observed in the tutoring session. Asking for this to be a learning outcome for tutors may result in an increase next year in students who believe tutoring has increased their confidence level as a learner. Questions pertaining to the student's self-efficacy will also be added in the future to assess this learning outcome. **Academic Success Coaching** • Training on these forms needs to be adjusted and emphasized to increase the completion rate. Additionally, access to reliable computers must be secured so that coaches can effectively complete the forms with students.

DEAP (Diversity Enrichment and Achievement Program)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Mission: The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of IUPUI scholars from populations that have been traditionally underrepresented in higher education by addressing	IRDS data show **Retention Rates:** 1-year retention rate of 73% for DEAP scholars compared to 62% to Non-DEAP scholars	**Expansion of the Program** **Additional Professional Staff** Two additional professional coordinators added to the staff and the third position reclassified to meet the needs of

DEAP (Diversity Enrichment and Achievement Program)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging scholars, DEAP helps to ensure their success at IUPUI. DEAP offers intensive retention programming and a supportive community. **Program Goals:** The Diversity Enrichment and Achievement Program (DEAP) further the university's and division's strategic plan to promote undergraduate leaning and success by: 1. Facilitate DEAP scholars' transition into the university culture 2. Provide DEAP scholars with close oversight of academic performance and campus involvement. 3. Help improve DEAP scholars' sense of self-efficacy 4. Facilitate DEAP scholars' development of skills such as life balance, resilience, and adaptability 5. Provide a sense of community among DEAP scholars 6 Develop opportunities for connection and close ties between DEAP scholars and faculty/staff **Key Retention Components:** • Connecting prior to orientation (letter emailed to eligible students) • DEAP Summer Bridge Sections • Bridge scholarship • Freshman Induction Ceremony • Individual intake meetings • Cultural and social activities • Students leadership opportunities (4 student organizations) • Individualized student assessments and tracking • Peer Mentoring • Faculty/staff mentoring • Developmental workshops **Learning Outcomes:**	**Graduation Rates:** 4-Year: 17% graduation rate for DEAP scholars compared to 12% for Non-DEAP scholars 5-Year: 46% graduation rate for DEAP scholars compared to 36% **Financial Need Characteristics:** DEAP average unmet need = $6,716.32 Non-DEAP average unmet need= $6,589.59 *Non-DEAP scholars are IUPUI (Indianapolis campus) undergraduate students who are African-American, Hispanic/Latino, to two or more races that are not participants in the program. **DEAP Pell Recipients:** 75% of DEAP scholars are Pell Recipients compared to 65% of Non-DEAP scholars **DEAP 21st Century Scholars:** 47% of DEAP scholars are 21st Century Scholars compared to 34% of Non-DEAP scholars **Student Housing:** 34 of the 74 DEAP 2015 Fall first-time, beginners lived in housing Campus data indicate that IUPUI students who live in housing are more academically successful, but also more likely to be more affluent than non-housing IUPUI students **IUPUI TLC** DEAP student are shown to have similar positive outcomes from participating in TLC as they do Summer Bridge **Program Data show** The DEAP lounge recorded 6390 student visits during the 2015-2016 academic year and served 209 students. Program End of Year Survey N= 28	upperclassman • Coordinator for Academic and Career Support • Coordinator for College Transition and Leadership Development • Coordinator for Upperclassman and RISE Initiatives **Summer Bridge** Four DEAP sections and four additional hybrid sections (DEAP/21st Century) This provides the program with the ability to serve 150-200 students through IUPUI Summer Bridge. Students are expected to participate in Bridge and join DEAP as an expectation of their campus award (Pell Pledge or GAP Award) or they were given a $500 Bridge Scholarship to provide incentive for participating in both Bridge and DEAP. **Peer Mentors** Added 6 additional peer mentors to increase the number of student served **DEAP Residential Based Learning Community (RBLC) Est. Fall 2017** Created to provide safe academic and social space for DEAP students living in campus housing. DEAP students living in the RBLC will have housing stipends to help offset the costs of living on campus. A graduate assistant will be added to work with the residential assistant to help coordinate academic and social programming. **Faculty and staff mentoring** Increase connection and close ties between DEAP scholars and faculty/staff • Implemented faculty/staff mentoring initiative **DEAP Themed Learning Community (TLC)** DEAP will add a TLC section in the fall 2017 to fit the

DEAP (Diversity Enrichment and Achievement Program)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
• DEAP Scholars' articulate and reaffirm positive personal identities as collegiate scholars • DEAP Scholars articulate increased levels of academic and career expectations • DEAP Scholars identify multiple resources for personal development and academic support • DEAP Scholars identify campus and community activities/organizations in which to participate • DEAP Scholars articulate a developed sense of personal goals that are connected to their purpose and career aspirations • DEAP Scholars articulate a developed sense of self-efficacy	• 81% were satisfied with the DEAP student lounge space • 74% were satisfied with the DEAP Designated Study Time (DST) requirement • 70% were satisfied with the DEAP study tables • 88% mentioned that DEAP increased their knowledge of campus resources • 87% mentioned that DEAP increased their cultural understanding of themselves and/or others	needs of students who cannot participate in Bridge or would rather prefer a TLC option.

First-Year Seminars		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
First-year seminars (FYS) were designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian. The course aims to improve student success by: • Placing a strong emphasis on critical thinking, frequent writing, and information literacy • Introducing students to campus resources and career exploration and development • Creating opportunities for students to connect with each other and faculty	• A total of 2,189 First-Year students participated in University College first-year seminars during Fall 2015. • Fall 2015 UC students participating FYS courses had significantly higher one-year retention rates (74%) compared to nonparticipants (41%). However, there were only 170 who did not participate. . • **Indirect Learning Outcome Assessment Results:** • Students reported participating in University College 2015 First-Year Seminars improved their ability to (mean ratings on a 5-point scale with 1=no gain to 5= great gain) ○ Connections and sense of belonging to others and the campus (3.7) ○ Introduction to College – understanding college expectations and knowing where to find resources/navigating college (3.9) ○ Academic skills - writing and critical thinking (3.6) ○ Transition skills – having the academic skills and social skills necessary to adapt to college (3.9)	**Ongoing Assessment and Implementation of Changes** • The personal development plan (PDP) continued to be a required element of all University College-sponsored first-year seminars, with additional resources devoted to encouraging faculty to consider adoption of an electronic PDP and training them to implement the electronic PDP in their sections. Special sessions related to fully integrating the ePDP into the framework of the FYS were offered in preparation for fall 2016. • Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning. • An annual workshop was developed by the First-Year Seminars Faculty Learning Community to address a need for professional development among FYS instructors and instructional teams. • A revamped new instructor training plan we instituted prior to fall 2015. Orientation sessions focused on the updated FYS Template goals Belonging, Transitioning, and Planning. • An updated student mentor role was introduced in fall

First-Year Seminars		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	○ Career and major exploration (3.9)	2015, including mandatory out-of-class sessions with the mentor related to goal setting, planning, community building, and successful transition.

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Mission To inspire IUPUI undergraduate student success through high-quality, structured internship experiences that encourage career exploration, skills development, and professional growth. This is accomplished through on-campus experiences with faculty and staff in the IUPUI graduate and professional programs as well as hospitals on and near campus. **Program Goals** The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success by: 1. Maintaining high retention and graduation rates among participants as well as strong post-graduation outcomes. 2. Increasing preparedness of IUPUI undergraduates applying to LHSI. 3. Increasing career development and learning of IUPUI undergraduate interns in LHSI through engagement with at least two of the following three areas: career goal	**Goal #1: Maintaining high retention and graduation rates among participants as well as strong post-graduate outcomes.** • **Graduation and retention:** IRDS data show a 93% 4-year graduation rate and 94% retention rate among the cohorts through the 2014-15 year. This compares to a 33% 4-year graduation rate and 35% retention rate among the comparison group. • **Post-graduation:** Program data show a 73% rate of enrollment in graduation and professional programs among graduates. IRDS comparisons found 34% enrolled in an IU graduate program compared to 6% from the comparison group. **Goal #2: Increasing preparedness of IUPUI undergraduates applying to LHSI.** • **Applicant nomination form and Canvas site:** Instituted a form for faculty, staff, and student leaders to nominate applicants and nominees received a customized email and follow-up communications about the application. There	**Increase access to application preparation materials.** • Program staff and ambassadors will intentionally promote the applicant Canvas site with the goal of increasing self-enrollment in the site to 80% of applicants. • Add an additional networking event to fall semester. • Review of information session script and informational e-mails for emphasis on seeking career services assistance, enrolling in the Canvas site, and attending an information session and other events, and applying well before the deadline. • Review of information session attendance by days and times to choose ideal timing. • Continue to promote the nomination form as a means of encouraging applicants who may not have otherwise heard of the program. **Maintain high retention and graduation rates and post-graduation outcomes.**

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
refinement, skills development, and establishing professional identity. 4. Increasing the quality and number of opportunities for guided reflection among interns. **Intern Goals** By the end of the internship, interns will be able to: • apply and articulate transferable, career-related, or research-specific skills. • demonstrate an emerging professional identity. • explain and analyze their career goals.	were 87 nominations through the form, 41% applied. Instituted a Canvas site with resources, application rubric, and tips on applying. 69 students self-enrolled, 52% completed the application. • **Informational e-mail communications**: 785 students signed up for e-mail communications about the program. A fall communication was sent about recruiting events in fall semester. A December communication was sent about tips to prepare ahead of the application opening. A final communication was sent in late January when the application opened. • **Information sessions:** Information sessions are held in conjunction with career services and other relevant offices. Increased number of ambassador-led information sessions from 15 (2014-15) to 19. 137 students attended a session and 31% of attendees applied. • **Chance to Advance networking event:** Held the second annual spring networking event for applicants. This includes a brief presentation on how to network and then a chance to practice with career services professionals and LHSI program staff and student leaders. 31 students registered for the event and 58% applied to the program. • **Application numbers:** We received 197 applications (up from 171) and 90% were strong enough for the Advisory Team to review. Our communications to applicants about submitting well before the deadline resulted in a decrease in the number of applications submitted the day of the deadline (25% to 24%) and increase in submissions at least a week prior to the deadline (30% to 39%). **Goal #3: Increasing career development and learning of IUPUI undergraduate interns in LHSI through engagement with at least two of the following three areas: career goal refinement, skills development, and establishing professional identity.** • **Mandatory program events:** LHSI holds three mandatory in-person events each year. The first is a pre-interview workshop for applicants where professionalism and interviewing skills are covered. The second is orientation to the program where interns learn about our goals for them and write an agreement form with three of their own goals for the year. The third is a workshop to prepare interns for the poster session where	• Continue to work with IRDS and internal program tracking to maintain data on program retention, graduation, and post-graduation outcomes. **Changes to programming for increasing career development, learning, and reflection opportunities.** • **Mentor communications:** Continue monthly newsletter on mentoring and communication with interns. Expand readership to anyone at the internship site who may help supervise interns. Revise mentor orientation to include more information about writing and meeting intern goals for the year. Modify evaluation of mentors to assess frequency of discussions with interns on career goals, skills development, and professional identity. • **electronic Personal Development Plan (ePDP):** To encourage more regular reflection, the program will have weekly reflection prompts that interns can choose to integrate into the ePDP and have the chance to be posted on the program's blog. • **Mandatory online ePDP chat sessions:** Changing fall ePDP chat to an in-person meeting to facilitate face-to-face interactions between interns. • **Mandatory program events:** Revise all three mandatory events to more intentionally cover the three goals of the program and emphasize communication and reflection. • **Optional programming:** Increase the number of partnerships on optional events and increase the promotion of career-related events by other offices that we promote to the interns.

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	communication skills and professionalism are emphasized. • **Optional programming:** LHSI partners with career offices on at least one workshop or panel discussion per year and promotes workshops and programming put on by career offices and partner offices. • **Mentor communications:** Implemented monthly newsletter with information and resources on mentoring and having discussions with interns on their goals, skills, and professional identity. **Goal #4: Increasing the quality and number of opportunities for guided reflection among interns.** • **electronic Personal Development Plan (ePDP):** All interns complete an ePDP with prompts around career goals, skills gained, and professional identity. **Mandatory online ePDP chat sessions:** All interns are required to attend one online chat session per semester. Interns answer reflective questions and discuss their internships with each other.	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
What methods have you used to assess (direct and indirect) student learning and success? Going into our 16th year, the Nina Scholars program's success is a compelling story of scholar perseverance and transformative impacts on participants. It has developed into a comprehensive program sensitive to the specific needs of each student and focuses on facilitating community, engagement, learning, and personal growth. Program assessment is guided by the following learning outcomes that provide specific targets for student learning and program success. <u>Vision, Mission, and Goals</u> Lower-income students who face significant barriers in life come to us with a broad set of needs. While developing and supporting academic skills,	Following up on a six-year **Multiprogram Longitudinal Evaluation** completed in June 2008, a grant officer of the Nina Mason Pulliam Trust has collected student achievement, persistence, and graduation data. In years one through six the annual evaluation report assessed student progress in comparison to a group of matched sample students who were eligible but not selected for the program. The findings of the initial study concluded that Nina Scholars performed as a group at a higher level than the comparison group in GPA, completion of credit hours and persistence. The six-yearlong study affirmed the benefits of the program's directors, student support including mentoring, financial assistance, and creation of a mutually supportive community of scholars. Since 2008 we have continued to track the success indicators of scholars and draw comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa	**What major changes have been implemented based on data and assessment results? What changes do you plan to make in the future (if any)?** **2016-2017 goals** **1. Provide direction and energy for campus and community dialogue on a new paradigm in learning, growth, and development focused on awareness, reflection, and intentionality.** Our focus is on empowering students by developing their capacity to not only bounce back when things do not go as planned, but also to become more conscious of and more fully utilize active learning, personal growth, and self-empowerment. We guide students to embark on a journey of self-discovery and growth, resulting in greater connection and engagement with the program, campus support, and their own

Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes

promoting diligence, and executing a plan for success are key ingredients to their success there is clearly much more to the recipe. Rather than start out simply with a best practices model borrowed from others, we have used an inquiry to practice program development approach that has been guided by big questions such as:

1. How do individuals from marginalized backgrounds overcome and transcend limiting circumstances and diminished life chances?
2. How can individuals respond intentionally, skillfully, and in healthy and wise ways to social and educational barriers as well as inevitable challenges in life?
3. How might we help students engage in the transformative process of finding meaning, purpose, direction, and vitality?

Just as an organization crafts a mission statement to stay aligned with its fundamental purpose and values and a strategic plan to focus on desired results, we have created learning outcomes to bring all our efforts and decisions back to the core of what we do and what we are after. This approach also allows us to guide the development and assessment of these efforts so that we stay on track and continuously improve in a clearly articulated direction.

Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars

1. Develop a personal road map for success
2. Utilize goal-setting strategies
3. Develop critical thinking*
4. Develop intellectual depth, breadth, and adaptiveness*
5. Understand and apply student learning concepts and methods
6. Demonstrate effective executive functioning

Goal 2: Develop a community of mutual support and relational leadership among Nina Scholar

1. Develop meaningful connections to fellow

Assessment Findings Highlights

Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to the general student population of each institution.

Nina Scholar graduation and persistence rates continue to exceed those of the general population of each institution:

	IUPUI	ASU	Ivy Tech	MCCCD
Nina Scholar Graduation Rate %	65	66	59	51
Institutional Graduation Rate %	42	59	9	14

2001-2015	IUPUI	ASU	Ivy Tech	MCCCD
Persistence %*	69	71	64	58

*A key success indicator for the Nina Mason Pulliam Charitable Trust, this statistic is a measure of the share of Nina Scholar students who have graduated or are currently enrolled since the program's inception in 2001. If we include scholars who graduated beyond the six year window persistence goes up to 77% for IUPUI.

A longitudinal study started in 2014 gathered qualitative data from one-on-one interviews of first year students and surveys of all students. Data gathering and analysis for year two has been completed and the formal report is to be issued yet this fall. The goals of the study are to add qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model.

The first year of the study's findings suggest that the program is changing lives for the better. Interviewed and surveyed students

Changes Made Based on Assessment

learning and development. We expect them to develop and strengthen interpersonal skills such as self-awareness, self-motivation, and self-regulation while they learn and practice interpersonal skills such as healthy boundaries and communication, interdependence, and social awareness. We know from the Nina Scholars experience that such gains mean that students are more likely to persist academically and to be more resilient in the face of difficulty. This curricular approach focuses on three broad areas characterized by our unique integrative, transformative, and contemplative approach.

Ultimately we want to guide, coach, and support students to:

- consciously, intentionally, and self-concordantly pursue learning, growth, development, and healthy interrelatedness
- journey through transitions, and meet difficulties from a more aware, open, psychologically flexible, and appreciative mindset
- dive deeply into the exploration and engagement of how one genuinely builds a life with purpose, values-alignment, and vitality

The director is working to find opportunities to share the efficacy and promise of this model with others. He is networking with campus, local, and national partners as well as presenting to various constituencies.

2. **Work with the Nina Mason Pulliam Charitable Trust on developing the next phase of Nina Scholars in response to longitudinal study and in concert with Trust decision-making about the future of program in areas such as eligibility categories**

At its very basic, the lesson to be learned from the Nina Scholars Program is that while sufficient funding and traditional academic support are necessary, it is not near enough. There is great promise in facilitating the learning, growth, and development of students who have not enjoyed the advantages of an enriched environment with relatively greater academic, social, and economic resources; who face transitional barriers to entering and operating successfully in a middle class to upper-middle class environment; and who

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
scholars 2. Offer academic and personal strengths to fellow scholars 3. Participate fully in program community service 4. Develop leadership identity and leadership skills in Nina Scholars Program **Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success** 1. Fully utilize program guidance and support 2. Readily access unit, campus, and community resources 3. Understand how to develop academic and professional success networks **Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success** 1. Understand and apply personal growth concepts and methods 2. Engage in experiential learning 3. Develop and utilize a sense of one's positive core and purpose 4. Develop an understanding society and culture* 5. Develop a sense of values and ethical standards* **Goal 5: Facilitate career development and graduate school readiness** 1. Understand and apply career development concepts and methods 2. Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose *Objectives noted with an asterisk come from IUPUI's Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.	value program leadership, the supportive community developed by the program, and the personal growth programming offered by the program. It also appears that the IUPUI program is a leader in developing resiliency and personal growth curriculum that the investigators feel could be emulated by other programs. Some additional findings: • Students remark on the positive ripple effect of their supported success on family members and their future • "personal development is embedded in [programming and coursework] which scholars say provide them with the psychological tools they can use to manage a difficult situation at school, home, or work." • IUPUI Nina Scholars strengths: emphasis on personal growth, support from program staff, mutual support from scholar peers, mentoring program, leadership development, dedicated space for scholars. • IUPUI Nina Scholars wish list: more financial stability, informal social events, help finding other scholarships, promoting healthy eating and exercise • many are working 25-30 hours, most are taking out student loans, they grapple with psychological and financial challenges in additions to academic ones, and they want help with working toward transition from college to career. **Scholar Progress Reports** monitor scholar academic progress throughout each semester at 4, 9, and 12 week points and achievement levels compared to IUPUI averages. **Mentor Evaluations** provides feedback from scholars on their mentor and the mentoring program. Administered twice a year, evaluations suggest students found mentors to be very helpful. However, they think mentors could be better equipped to support the success of students who come from marginalized backgrounds and face numerous challenges to success. **Scholar Surveys** provide effectiveness data on individual programming events and overall assessment of the Nina Scholars Program by scholars. Scholars valued self-exploration that related to their goals and success planning. The more engaged scholars lamented lack of participation by less engaged scholars and suggested more stringent accountability for full participation. Scholars also expressed interest in more alumni connections, use of social media for communication, and increased promotion of	often face barriers associated with academic and professional alienation. The Nina Scholars curriculum provides learning and developmental model provides a unique and leading-edge framework for facilitating the development of students from marginalized backgrounds in ways that benefit and impact student self-awareness, reflection, motivation, self-efficacy, intentionality, persistence, and overall functioning. The Nina curriculum includes the development of soft skills or non-cognitive skills such emotional intelligence, perseverance, motivation, and self-regulation which are increasingly recognized as critical to academic success. These "set of attitudes, behaviors, and strategies that are thought to underpin success in school and at work" are perhaps even more critical to filling in the gaps for students from lower socioeconomic status backgrounds as they face the headwinds generated by educational inequity. The Nina curriculum presents a mindset encourages life-long practices that facilitate the big developmental process from socialized mind to self-authorship. Students are introduced to new mindsets and practical tools focused on curiosity, complexity, awareness, reflection, intentionality as well as bridging and bonding social capital. Program learning is built into every facet of the student experience and program culture providing the foundation and the flexibility that align with intra- and interpersonal discovery and valued life-direction within a global learning context. One central objective is developing psychological flexibility which offers ways of seeing, being, knowing, and doing that allow us to move toward meaning, purpose, and vitality. The longitudinal study results thus far as well as numerous student testimonials suggest that the constructive-developmental approach not only supports academic success, it also serves to optimize human functioning and well-being in ways that positively impact student and family outcomes well after graduation. Like the "third wave of psychology" the Nina curriculum mirrors the paradigm shift seen in the social sciences characterized by more integrative, contemplative, and holistic approaches seeking optimal human functioning and wellness.

Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	campus resources. **What are the major assessment results in the areas of retention, academic performance, and learning?** 1st to 2nd year retention since 2001: 94% Percent persisting or graduated since 2001: 77% Average Cumulative GPA of program graduates: 3.25 Cumulative GPA of current scholars: 2.86 Number of continuing scholars: 28 Number of program graduates: 75 Number of program graduates completed/enrolled in graduate school: 23 First to second year retention for Nina Scholars, students who face significant challenges in life, much less in education, is significantly higher than the University as a whole. The rate at which Nina Scholars are persisting and graduating since 2001 is remarkable, especially in light of the disadvantaged backgrounds and experiences of marginalization that characterize scholars' lives.	**3. Work with Trust to develop pre-college and bridge support for foster youth, formerly homeless students, and students with children.** In partnership with the Indiana University Foundation, our team has submitted a $200,000 proposal to the Nina Mason Pulliam Charitable Trust that would fund a support program focused on replicated the mentoring and curriculum elements of the Nina Scholars program. This represents an opportunity to demonstrate that we can positively impact retention and success indicators for IUPUI students who come for foster youth and ward of the court backgrounds without the significant outlay of private scholarship funding. The Nina Scholars experience shows us that the immense confidence, motivation, and existential purpose that results from our developmental curricular approach can contribute to uncommon levels of success for those who battle the headwinds of educational inequity. In 2014, students who experienced foster care, risk of homelessness or were wards of the court or emancipated minors had a one-year retention rate of 53% compared to 74% for all IUPUI first-time full-time students. The goal of this program is to raise the one-year retention rate to 60%. Ultimately, the proposed program will actualize the replication of a cohort-based, high-touch, developmental curricular approach to supporting underserved youth in a higher education setting. It will do this by demonstrating the effectiveness of this approach with former foster youth students and increasing the likelihood that more programs like it will be implemented.

Office of Student Employment

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
Mission The mission of the IUPUI Office of Student Employment is to support the Division of Undergraduate Education by empowering students to pursue and succeed in meaningful, academically	**Relevant Data in Support of Goals** **Goal #1: Increasing the Number of Students Working on Campus** • The Office of Student Employment's employer services and	**Methods to assess direct and indirect student learning and success** The Office of Student Employment assesses student and employer learning and success, as well as behavior change and application of learning, primarily using pre and post-event

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
relevant college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through: • Creating campus dialogue and understanding of synergy between academics and collegiate work experiences. • Establishing and maintaining best practices and expectations for student employment programs. • Providing professional development opportunities through services and programming. • Connecting students and employers in mutually beneficial work experiences. **Goals** The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by: 1. Increasing the Number of Students Working on Campus 2. Promoting the importance of Collegiate Work Experiences 3. Enhancing opportunities for Student Professional Development & Job Preparedness 4. Empowering supervisors to enhance learning opportunities through quality work experiences	initiatives for IUPUI departments and supervisors of student employees are aimed at increasing capacity for departments to employ IUPUI students. Data extracted from IUIE indicates growth in the number of IUPUI students working on campus. Increase from AY 14-15 of 3440 to AY 15-16 of 3510 students working in on campus positions. • **Part-Time Job Fair:** Held on August 27, 2015, the Part-Time Job Fair connected 89 on and off-campus employers (with over 1200 position openings) to over 1,500 IUPUI students. • **JagJobs Live:** 327 students and 29 employers participated in 3 events for part-time job searching. • **Hire Achievers:** Incentive Funding / Hire Achievers merge - launch into Hire Achievers: This redesign, that incorporates the functions of a high-impact practice, will continue the accessible off-set funding for new student employee positions on campus while at the same time increasing the level of quality experiences for students in these funded positions. **Goal #2: Promoting the importance of Collegiate Work Experiences** • **Job Local and Development (JLD) Program:** Part of the Federal Work-Study Program, the Office of Student Employment administered the JLD Program and successful outreach in AY 15-16 to local employers to identify, develop and increase the number of part-time opportunities available to IUPUI students. • **JagJobs:** Over 13,000 applications were submitted by students through the JagJobs system to over 2,200 job postings representing 21,000 position vacancies. Nearly 7,000 unique students utilized the JagJobs system this academic year. • **National Student Employee Appreciation (NSEA) Week:** Held the second full week of April each year, NSEA Week 2015 celebrated IUPUI students working on and off campus through events and programs to empower supervisors to appreciate their students, draw campus-wide attention to working college students, and the selection of a Student Employee of the Year for the IUPUI campus. AY 15-16 = 8 events held with over 500 students and employers in attendance. • **IUPUI Top 100:** 75 of the 2016 selected Top 100 students were currently working or had worked in on-campus employment experiences. **Goal #3: Enhancing opportunities for student professional development & job preparedness** • **Appointments and Drop-In Services:** The Office of Student	surveys in programs/courses. Biannually the office, with the assistance of the Office of Student Data Analysis and Evaluation, added a survey of all hourly students employed at IUPUI. This is due to be administered again in spring 2017. **Major assessment results in the areas of retention, persistence, academic performance and learning** The Office of Student Employment is expecting results from the Office of Institutional Research and Decision Support to assess retention, persistence, and academic performance of student employees compared to non-student employees for AY14-15, and AY15-16. The link to AY 13-14 data is available at: https://tableau.bi.iu.edu/t/prd/views/ProfileofUndergrauateStudentEmployees2013-14/FullReport?:embed=y&:display_count=no#1 Areas we want to more fully study and compare, to the yet to arrive, new data to AY 13-14 are as follows: • Ethnicity and wage compensation averages • Hours worked per week and pay rate • Fifteen to finish completion retention rates • Retention rates for first-time, full-time and by campus employment status **Changes for the future to goals and/or program** The Office of Student Employment has utilized data and assessment results to clarify and revise: departmental strategic planning and processes; services and programs for students and employers; training/presentation content and delivery; assessment tools/methodologies. Examples are: • GRID data shows increasing student appointments/drop-ins over the past four academic years. OSE decided to hire 4 student ambassadors that could assist in student outreach and drop-in coverage of basic services. This decision would provide us more coverage and provide peer-to-peer interactions with students while still meeting an increasing demand for services. • Supervisor Training attendance numbers have dropped over the past couple of years. As such, it was decided that OSE would work more on a consultation basis with on-campus employers to offer trainings/discussion topics around student employment. Areas requesting training would work in collaboration with OSE to ensure attendance of a minimum of 10 attendees for a topic.

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	Employment's individual drop-in and appointment sessions with students regarding their part-time job search, resume and cover letter development, and interview strategies has continued to increase: ○ **AY 12-13: 673** ○ **AY 13-14: 764** ○ **AY 14-15: 865** ○ **AY 15-16: 1015** • **Experience in Professionalism (EIP) Program:** EIP is the Office of Student Employment's signature professional development program for students which trains and educates on professionalism topics spanning self-management, workplace expectations, relationship building, and job searching is transitioning to move the workshop series program to a for-credit 8 week, 1 credit hour course. It will be piloted fall 2016 under the UC 210 designation. In AY 15-16, 87 students completed the program, which required students to attend at least 8 sessions and complete professional development assignments. 167 unique students attended at least one workshop in the program. All 87 students that completed the program participated in at least 1 experiential component activity. These could have been panels, job fairs, site visits, networking events, and or internships. • **Classroom and Group Presentations:** The Office of Student Employment delivered over 144 presentations and workshops (outside of the EIP Program) to over 6,000 students and employers in AY15-16 on professional development and job search topics, as well as supervisory development. • **Federal Work-Study Program:** In collaboration with the Center for Service and Learning and Office of Student Financial Services, over 550 students utilized their Federal Work-Study award. The Office of Student Employment supported the program through student education, award processing, and employer outreach/education. **Goal #4: Increasing the Quality of Student Employment Supervision** • **JAGUAR Supervisor Training Program:** In AY 15-16, 7 on-campus supervisors completed the 9 hour, 6 session supervisor training program which focuses specifically on the supervision of IUPUI student employees. • **Supervisor/Staff Brown Bag Series:** In addition to the JAGUAR Supervisor Training Program, 11 brown bag	• The office will continue to base future changes on data and assessment results include continued enhancement of services and programs as well as use of data in marketing efforts to students, employer development services, and overall process improvement.

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	workshops/special presentations on a variety of student employment and supervision topics were delivered to supervisors and staff with over 84 total supervisors and staffs in attendance. • **Employer Development Services:** Individualized coaching and consulting services for on-campus supervisors and staff, as well as off-campus employers, were provided over 540 times AY 15-16 to guide employers through: ○ Recruiting, hiring, orienting, and training student employees ○ Planning, budgeting, and creating academically relevant positions ○ Leveraging and navigating the Federal Work-Study Program and process ○ Supervising, engaging, and managing student employees	

Orientation Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Academic Integration • Students will 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. • Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. • Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and to build a support system for their learning. **Social Integration** • Students will have the opportunity to make connections with other students. • Students will feel supported and will have a general sense of familiarity with the surroundings. • Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology. • Students will feel welcomed and connected to IUPUI.	**Number of Students Served by Program** • In 2015, 3,577 beginning and 1,617 transfer students were served. • Students who attended orientation were likely to enroll; 95% of first-time freshmen, 91% of new transfers, and 91% of new intercampus transfers who attended orientation, subsequently enrolled in classes. **Beginning Student Exit Questionnaire Highlights** • 97% were satisfied that the Orientation program provided them with the information and resources needed as a new IUPUI student. • 92% agreed or strongly agreed that attending orientation improved their ability to meet the demands and expectations of college. • 95% learned how they can access campus resources and services available to help them be academically successful. **Qualitative Response Summary** • Overall, new students thought the strengths of the	**New Student Orientation** • 17-two-day overnight orientation programs were offered, 2 -1day, 8 transfers, 3 condensed • There was an increased focus on the tour and major/school presentations with information regarding financial literacy, the FYS/Bridge program, and student academic planning and preparation. **Transfer Student Orientation** • A 6+ hour program was offered. • There were two check-in times daily with multiple advising times throughout the program. • Sessions offered included: financial aid and wellness, and what it means to be a jaguar **Changes Made for Beginners** • Collaboration was increased with university offices to provide programming on auxiliary services, housing, student involvement, parent and family programs communication regarding the transition to college and placement testing.

Orientation Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Self-Efficacy • Students will report that they feel prepared to meet the demands and expectations of college. • Students will report that they have the ability to make a successful transition to IUPUI.	program include the tour, the OTEAM, time to make friends and meet with other students, the social time and JagBlast. • Areas of improvements recommended include: adding breaks, reducing repetition, more time for bonding with other students, and shorten the days. • While transfer students found their orientation experience to be beneficial, they specifically liked the tour and the OTEAM, and requested longer tours and one-on-one financial services.	**Changes Made for Transfer Students** • Transfer Tuesday webinars were implemented **Changes Made for Family Members** • New methods for sharing information with family members was enhanced • A revised session on financial literacy/paying for college was added for students and family members and presented separately. • What it means to be a jaguar session was also offered to students and parents separately.

SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
SPAN Description The SPAN Division offers innovative educational choices that respond to the unique interests and talents of high ability secondary students; celebrate cultural and ethnic diversity; and foster student achievement. The SPAN Division follows the "immersion model" in which academically eligible high school students enroll in regular IUPUI courses taught by university faculty alongside regular IUPUI students for full college credit. Participants enroll in courses taught on-campus, online, and off-campus. **Scholars Summer Seminars:** This six week intensive course is designed to SPAN scholars "transition" their academic career from high school to college by exploring study skills, note taking, critical thinking and develop effective time management skills. **Community of Learners:** The semester-long course is intended to expose SPAN scholars to broad aspects of their chosen career by researching the various different career areas. In addition to career learning activities, students	**Assessment Methods** The SPAN Division recognizes that program assessment and evaluation is an integrated, ongoing component of academic life and the student experience through SPAN programming participation. Assessment and evaluation supplements program review for infrastructure, policy, and practice improvements. SPAN utilizes both quantitative and qualitative evaluation methods to determine programming effectiveness and promote improvement. This framework provides a way to structure, gauge, and strengthen the learning experience of SPAN students across all of our programs. • Evaluation questionnaires are used to assess the effectiveness, and implement improvements for student services. • Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement. • Student academic performance is collected to determine college readiness factors, and pre-college	**Learning Outcomes** Assessment has demonstrated strong evidence that scholars have acquired the following through participation in the SPAN Division Scholars Summer Seminar and Community of Learners: • Improved effective writing and speaking skills (Core Communication). • Utilization of information resources and technology (Core Communication). • Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking). • Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge). • Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture). • Describe the university rules regarding academic honesty and plagiarism (Values and Ethics). • Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth

SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
participate in regularly scheduled meetings with their classroom instructors and student mentor for the purpose of helping the student make the connection between academic learning and their future career goals. **Program Goals** • To provide and support opportunities for academically and technologically gifted/talented and high ability secondary students to enroll and be successful in college classes at the IUPUI campus. • To recruit and provide support for strong academic performers to IUPUI with a special focus on preparation to enter the STEM disciplines, as well as the health and life-sciences. • To recruit and facilitate increases in the number of secondary students from underrepresented minority, and at-risk populations who enroll in and successfully complete courses at IUPUI.	qualifiers/identifiers (such as course completion of AP, Honors, dual credit), and standardized tests (such as PSAT, PLAN, SAT, and ACT).	Breadth and Adaptiveness). Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars' ability to: • Differentiate between secondary and higher education. • Develop a supportive network of staff, faculty, and fellow students • Identify the physical layout of the campus • Use feedback from peer review and the course instructional team to improve academic performance.

Student Support Services (SSS)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students. **Key Retention Components** • Connecting with students during orientation (advising and registration) • An SSS Summer Bridge section • An SSS themed learning community • Professional academic advisors and financial aid advisor on staff • Peer mentoring for first-year students (juniors and seniors	**Assessment Findings and Highlights** **2014-2015** **Retention Rates** All SSS Students: N=302 (80%) Female: N=227 (77%) Male: N=75 (85%) African-Amer. Students: N=165 (78%) African-Amer. Males N=39 (85%) African-Amer. Females N=126 (76%) Latino SSS Students: (89%) SSS Freshmen: (67%) SSS Sophomores: (80%) SSS Juniors: (86%) SSS Seniors: (91%) **Graduation**	*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.

Student Support Services (SSS)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
who are SSS students) • Mid-year and end-of-the-year written reports sent to students • Tutoring staff • Grants and scholarships • 50–60 workshop options each year • Monthly newsletters electronically sent to students through OnCourse • Leadership development opportunities through leadership conferences and regional conferences through organizations • Cultural and social trips and activities • Working with students from orientation until graduation **Intended Outcomes** • Developed relationships (peer-peer and advisor-student) • Student personal and professional development Students equipped with successful strategies to be retained through graduation	31 Graduates 35% 6 Year Graduation Rate **Grade Point Averages** Freshmen: 2.79 Sophomores: 2.79 Juniors: 2.74 Seniors: 2.79	

Summer Bridge Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The Summer Bridge intervention was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices. **Student Learning Outcomes** • Develop a comprehensive perspective on higher education • Develop a community of learners • Develop communication skills • Develop critical thinking skills • Develop study skills • Develop college adjustment skills • Understand the demands and expectations of college • Understand information technology • Understand and use university resources	• The Summer Bridge Program has experienced steady growth over the past decade (2007–2015). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 937 in 2015. • Students from the 2015 Summer Bridge Program earned significantly higher one-year retention rates (78% compared to 74% for nonparticipants) and had marginally significant higher levels of academic performance (adjusted one-year GPA 2.83) compared to nonparticipants (adjusted fall GPA 2.77). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy for motivation). • African American full-time students who participated (92 participated and 164 did not) in the 2015 Summer Bridge Program were less likely to earn one-year below 2.0 (28% and 39%, respectively) and had higher fall-to-fall retention rates (77%) compared to nonparticipants (59%). • Students are highly satisfied with their Summer Bridge	• Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning. • Assessment results of student learning outcomes were presented to and discussed with administrators and faculty in schools considering offering new Summer Bridge sections or increasing the number of sections, resulting in the addition of sections from the School of Business and School of Health and Rehabilitation Sciences. • In an effort to increase the enrollment of minority students, scholarship funding was again made available and efforts were increased to reach out to late-enrolling minority students. Collaboration with the DEAP program was enhanced to include four dedicated and four hybrid DEAP sections. Participation in Summer Bridge was required of all students from certain specific aid categories. • In an effort to provide increased access to late-enrolling

Summer Bridge Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

Learning Outcome Assessment Results
• At the completion of Summer Bridge, most participants complete a questionnaire:
  ○ Most students reported that they would recommend Summer Bridge to another first-year student (99%).
  ○ Results based on quantitative and qualitative investigations suggest that the Summer Bridge program helps students feel academically and socially integrated.
  ○ Students report that they are effectively introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies
  ○ 2015 questionnaire results indicated that 97% of the students reported that the program helped them meet new people, 78% reported that they established close friendships, 80% reported that the program helped them establish a meaningful relationship with a faculty member. and 93% reported that the program helped them to develop an appreciation for social and cultural diversity.
	experiences. Students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. In addition, the vast majority of students (98%) indicated that they would recommend Summer Bridge to other first-year students in 2015 and this is a consistent positive finding.
	• International students who participate in the Summer Bridge program have higher levels of academic success compared to nonparticipants. The fall to spring retention rate for 2015 International SB participants was 88% compared to 78% for nonparticipants. Summer Bridge participants had higher English for Academic Purposes (EAP) Placement Levels*, were more likely to be female, and were more likely to live on campus than nonparticipants. Although international students in the Engineering Integrated section had higher EAP placement levels, they did not have higher levels of academic performance (Fall or First-Year GPAs) compared to students in the All International student sections. (Note: A higher EAP placement level indicates that the student is required to take fewer EAP support courses).
	• A mixed-method investigation indicated that providing opportunities for quality interactions between International and American students is crucial to ensure successful transitions for International students and for increasing the likelihood of learning about diverse cultures among all IUPUI students.
	• The investigation also suggested that International students have unique, basic needs (e.g., housing, transportation, navigating the U.S. and IUPUI environment) that must be addressed early in their transitions to IUPUI to make certain that they will be academically and socially successful.
		students, seats in various sections were strategically held back until later orientation dates.
		• As a result of the study of international students' experiences in Summer Bridge, the program added two additional hybrid (domestic+international) sections and enhanced "sister section" interventions which allow increased opportunities for intentional connection between students in fully international and fully domestic sections.

Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
TLCs are designed to enhance the retention and academic success of IUPUI undergraduate students. The TLC intervention involves cohorts of students enrolled in three or	• TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences.	• The 2015-16 TLC Advisory Board developed a TLC High-Impact Taxonomy to clearly define what makes a TLC at IUPUI a different student and faculty experience

Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
more thematically linked courses, including a first-year seminar. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both inside and outside of the classroom. TLCs were designed to provide a structured first-semester learning environment where students could develop a strong sense of community and explore connections across disciplines. Learning communities have been advocated as effective interventions for enhancing: • Student retention (Tinto, 2003). • Engagement levels (Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey & Parker, 2008; Zhao & Kuh, 2004) • Student learning and academic success (Hegler, 2004; Henscheild, 2004; Kuh, 2008; Stassen; 2003) • Opportunities for service learning (Oates & Leavitt, 2003) • Critical thinking and integrative learning (Lardner & Malnarich, 2008, 2008/2009, 2009) **Student Learning Outcomes** Students will: • Form one or more friendships maintained after the semester. • Make connections between different disciplines and courses. • Actively discuss complex issues and ideas. • Describe complex real-world social problems and issues. • Be effective in communicating thoughts in writing.	• The TLC program has experienced steady growth. A total of 890 first-time IUPUI students participated in the TLC program in fall 2015. There were 39 sections offered in 2015. • TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators worked to make sure that that the program fidelity was maintained and that quality instructional teams were built during periods of growth. • 2015 TLC participants had higher one-year retention rates of (77% compared to 75% for nonparticipants). The 2015 TLC participants had significantly higher fall GPAs (adjusted 2.85) compared to nonparticipants (adjusted 2.76), even when taking into account HS GPAs, SAT Scores, Income Level, and Enrollment Date (a proxy for motivation and commitment). • The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the academic success outcomes for students with diverse backgrounds and with identified "risk factors." • Students seem to react positively to TLC interventions that facilitate positive connections, interactions, equip them with skills necessary to effectively adjust to college, and help them make connections between courses. Results shown in Figures 5 and 6. • Pedagogical strategies that facilitate integrative learning, sense of belonging/community, and peer interactions significantly affect students' overall satisfaction ratings of their learning experiences. • TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions. • There is a need to continue to develop assessment techniques and methods to investigate impacts of TLC interventions on integrative learning. Ideally, we can collect integrative and signature assignments to assess student learning outcomes directly using the AACU value rubrics and other assessment tools. • IUPUI has consistently been cited as a top pick by high school guidance counselors and recognized yet again	than the same courses taken and taught individually. This taxonomy identifies five attributes that are the core of the TLC model, including the prominence of an interdisciplinary theme, integration of course content and integrative thinking, a co-curricular/out-of-class component in every TLC, active learning strategies in the classroom, and faculty collaboration through planning and implementation of the TLC. • The TLC High-Impact Taxonomy was introduced to TLC teams in April 2016 to be used as a planning guide to support incorporation of the key components that lead to increased student retention and academic success. • TLCs provide an opportunity to integrate multiple High-Impact Practices (HIPs); all TLCs include two HIPS, a first-year seminar and learning community; and many TLCs include additional HIPs such as service learning and an eportfolio. Through the TLC High-Impact Practice Taxonomy and faculty development initiatives, the TLC program office will be focusing on increasing the incorporation of multiple HIPs into TLCs. • In Spring 2016 the TLC program office received a grant from the Eportfolio Initiative to pilot an integrative eportfolio with five TLC teams, with a goal of increasing integrative thinking and integrative learning in first-year students. • In Spring 2017 the TLC program in conjunction with the Center for Service and Learning, will offer a Service Learning Institute to support TLC teams wanting to incorporate service learning in their TLC. • The TLC Advisory Board continues to explore the impact of TLCs with one or more large format courses on student outcomes. This work is in the context of the HIP Taxonomy, with the intent to identify ways to remove barriers to implementing all five attributes of a TLC at a high impact level when the class size is not limited to cohort of 25 TLC students. • TLC faculty formed a Multicultural and Inclusive Teaching Learning Community to continue faculty development in the important area of creating an inclusive environment and celebrating diversity. The mission of this group is: Members of this learning community reflectively practice multicultural and inclusive teaching. Community members will discover,

Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	for programs in service learning, first-year experiences, and learning communities in US News and World Report Rankings. • Students responded positively to a post-program questionnaire (Fall 2015): ○ 81% of TLC students reported that they were "satisfied" or "very satisfied" with their TLC experiences ○ 92% reported that they completed a graded assignment (paper, project, speech, etc.) that required integrating ideas, strategies, or skills from a TLC class. ○ 63% reported that they participated in a community service or volunteer activity. ○ 75% reported that they participated in a campus activity (e.g., speaker, film, or event outside of class on campus). ○ 57% reported that they participated in an activity or event in the Indianapolis community (that did not involve service).	develop, and engage in curricular and pedagogical practices that create positive learning environments in which students feel included, valued, supported, and empowered. These practices will be shared with members of the community, TLC colleagues, and outside the university.