

**University College  
Division of Undergraduate Education**

**Program Review and  
Assessment Committee (PRAC)  
Annual Report  
2016-2017**

The logo for Indiana University Purdue University Indianapolis (IUPUI) is located at the bottom center of the page. It consists of a red Greek letter Psi (Ψ) followed by the letters "IUPUI" in a dark blue, serif font.

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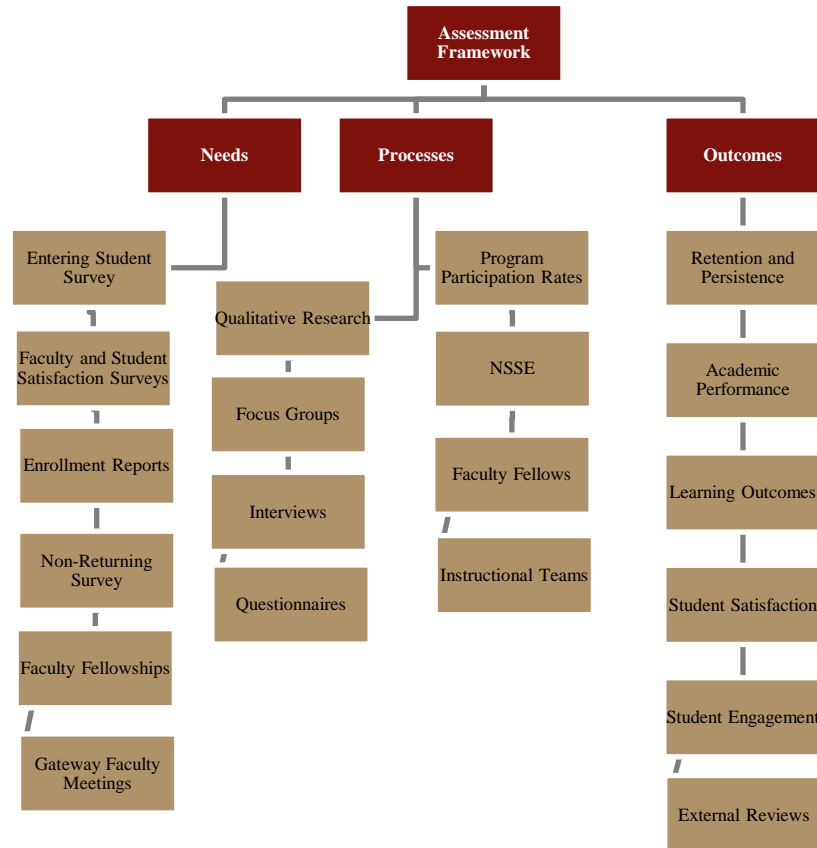
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## Context and Assessment Methods

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



## 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

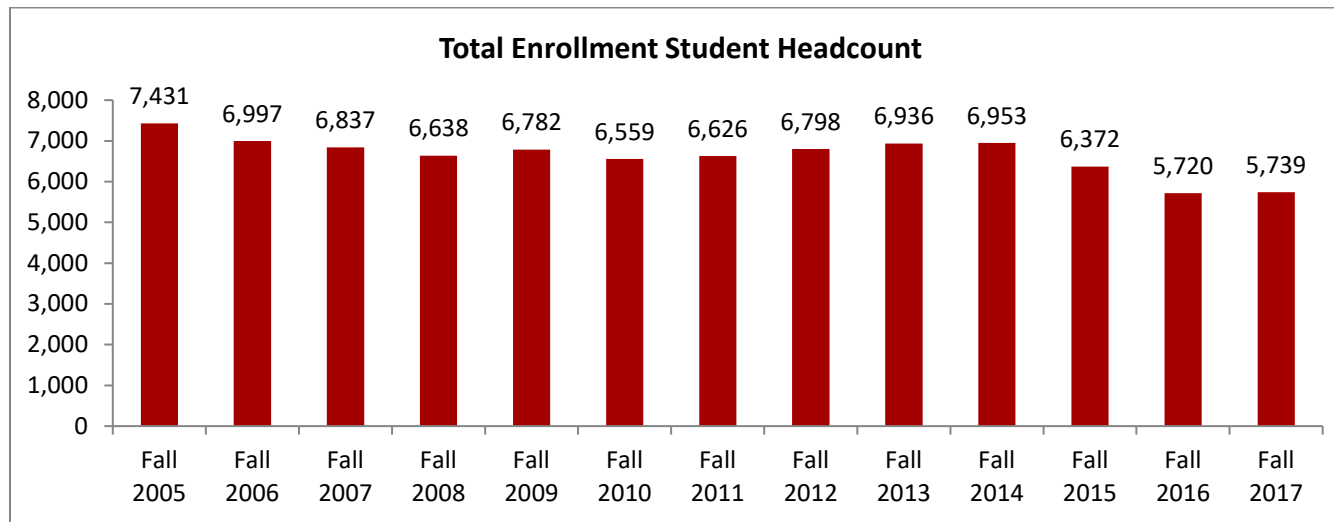
University College total enrollment for fall 2017 was 5,739, including students whose primary, second, or third major was in University College. This number is up slightly from 5,720 students in fall 2016 but considerably down from fall 2015 when UC enrollment was 6,372. Part of the long-term decline 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 academically prepared, more diverse (more likely to be African American) and younger than the overall IUPUI population of undergraduates.

## Fall 2017 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,683 first-time, full-time students (only 4%/ 137 part-time)
  - 2,055 (56%) University College admits
  - 1,628 (44%) dual admits/direct-school admits
- 31 (1%) admitted conditionally
- 16 (.04%) 25 years of age or older
- 3,373 (92%) Indiana residents
- 110 (3%) international students
- 297(8%) African American
- 372 (10%) Latino
- 3.36 average high school GPA (UC)
- 985 average SAT score (UC)
- 3.61 average high school GPA (Direct/Dual Admit)
- 1,127 average SAT score (Direct/Dual Admit)
- 41% received a Pell Grant (Fall 2016 cohort)
- 706 (19%) Twenty First Century Scholars (received state money)
- 1,134 (31%) first-generation students (neither parent attended college)
- 1,522 (41%) live in campus housing
- 196 (5%) enrolled in the IUPUI Honors College
- 68% attempted 15 or more credit hours in the first semester
- 3,546 (96%) students participated in first-year seminars.
  - 1,966 University College students participated.
- 990 (27%) were enrolled in a themed learning community.
- 1,042 (28%) participated in the Summer Bridge Program

## University College Fall Enrollment



Note: Includes students whose second or third major is in University College

## University College Student Demographic Summary

### Fall 2017 University College Demographics

	<i>N</i>	%
Total	5,739	100%
American Indian/Alaskan Native	9	0.2%
African American	744	13.0%
Asian American	276	4.8%
Hispanic	540	9.4%
International	260	4.5%
Native Hawaiian/Pacific Islander	5	0.1%
Two or More Races	292	5.1%
White	3,584	62.5%
Unknown	29	0.5%
Female	3,376	58.8%
Male	2,363	41.2%
Freshman	2,703	47.1%
Sophomore	1,643	28.6%
Junior	708	12.3%
Senior	171	3.0%
Undergrad Special/Unclassified	514	9.0%
Indiana Resident	5,343	93.1%
Nonresident	396	6.9%

Note: Includes students whose second or third major is in University College. Freshmen includes Certificate-seeking and first-year Associate's students. Sophomores includes second year Associates students. Undergrad Special includes SPAN students.

## 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. Job, career, and internship opportunities available in Indianapolis while attending school
4. Career and job opportunities available in Indianapolis after I complete my degree
5. Availability of financial aid/scholarship
6. Opportunity for and IU or Purdue Degree
7. Cost
8. IUPUI's reputation
9. Social Climate/Activities at the College
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 2017 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
- 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, taking care of household responsibilities).
- Working more than 20 hours off campus for pay
- Concerns about financing college.
- Low academic and personal self-efficacy
- Expecting to experience stress in balancing family and school-related responsibilities
- Not earning satisfactory academic performance in first semester (earning below a 2.0)
- 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

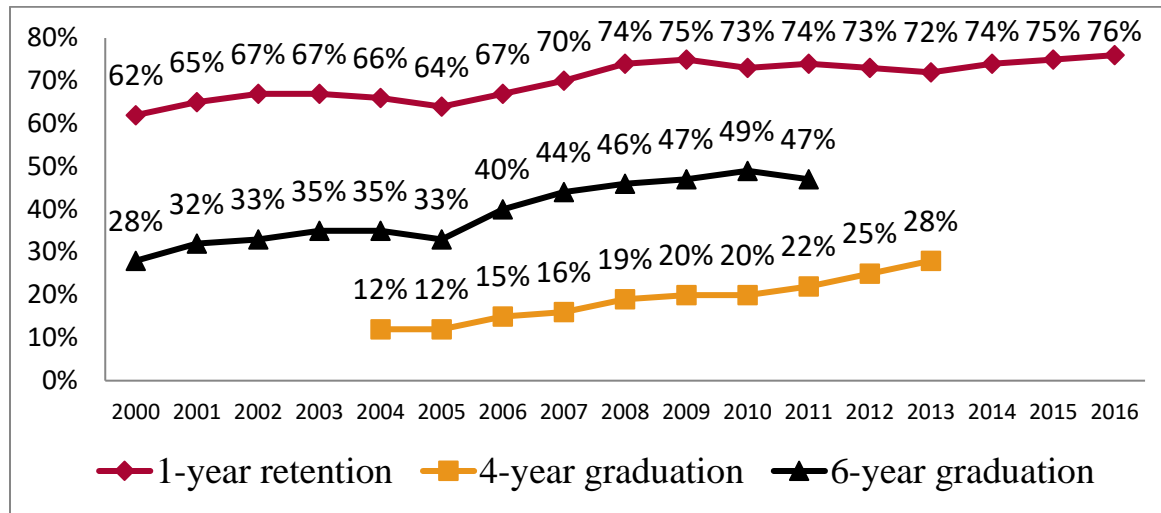
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum
- Not being a first-generation college student
- Living on campus
- High levels of organizational commitment (more important to graduate from IUPUI than another college)
- Expecting to spend significant amounts of time preparing for class
- High self-efficacy in math and study skills
- High personal ratings in motivation for college work and emotional health
- 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

### 2016 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 2016 first-time, full-time IUPUI (Indianapolis only) cohort was 76% compared to 62% in 2000. 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.

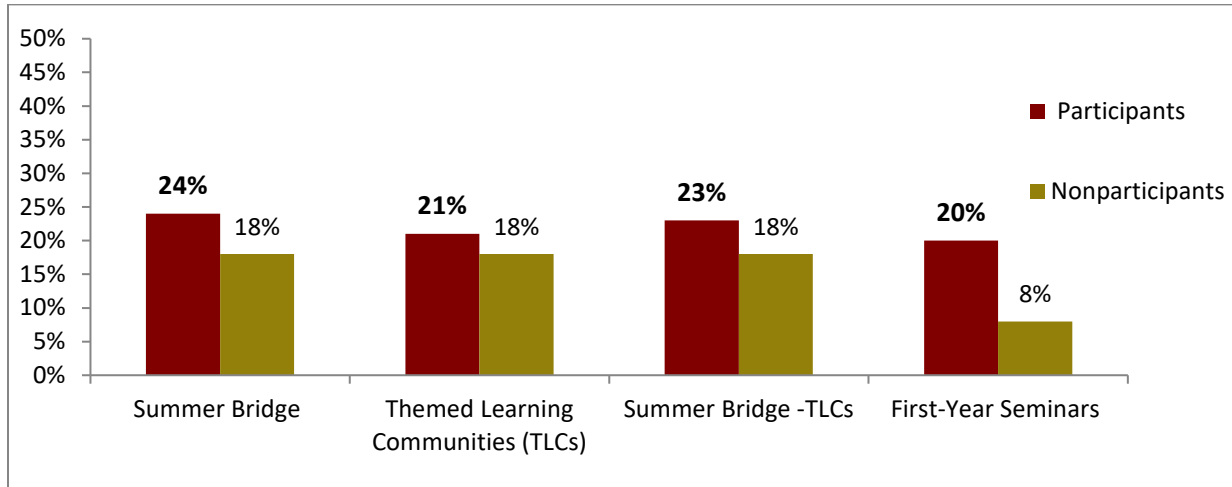
## One-Year Retention Rates (Fall-to-Fall) First-Time, Full-Time Beginners

One-Year Retention Rate by Type	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
IUPUI* (includes all degree seeking—bachelor's, associate, certificates)	72.3%	71.7%	70.8%	73.4%	74.1%	74.9%
IUPUI* (includes only bachelor's degree seeking)	72.2%	71.9%	70.9%	73.8%	74.2%	75.2%
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates)	73.8%	72.7%	71.7%	74.4%	75.4%	75.7%
IUPUI Indianapolis (includes only bachelor's degree seeking)	73.6%	73.0%	71.8%	74.9%	75.4%	76.0%
IUPUI Columbus - (includes all degree seeking—bachelor's, associate, certificates)	58.1%	59.7%	59.0%	61.8%	57.7%	62.0%
IUPUI Columbus - (includes only bachelor's degree seeking)	58.4%	60.3%	59.4%	61.7%	59.0%	62.3%
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates) <b>retained at IUPUI Indianapolis</b>	<b>69.2%</b>	<b>68.4%</b>	<b>67.3%</b>	<b>69.1%</b>	<b>70.1%</b>	<b>71.1%</b>

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

## Indianapolis Only 2013 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**

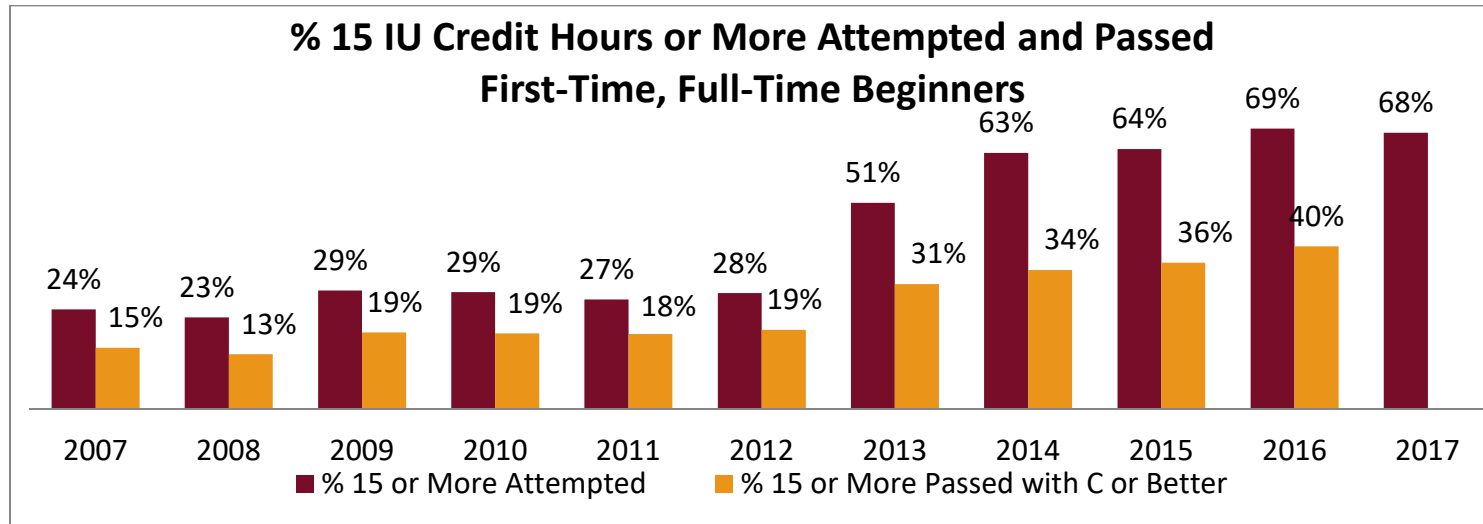


Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners.

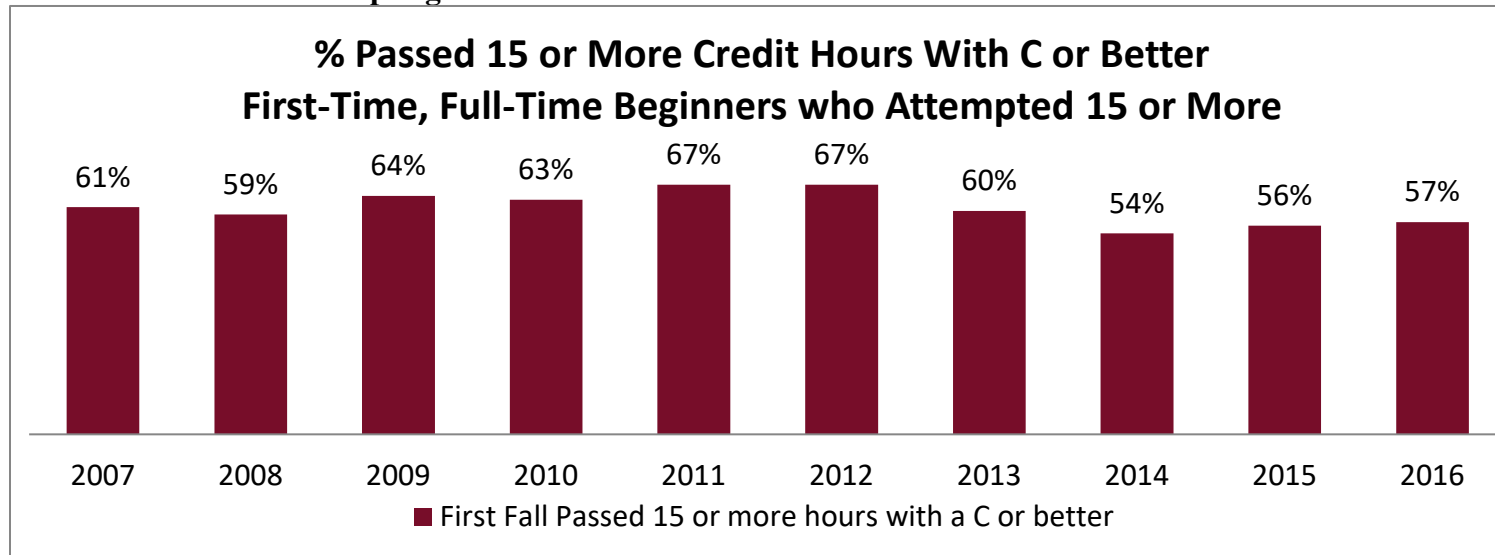
Note 2: Summer Bridge Program participants:  $N = 354$  and nonparticipants  $N = 1,724$ ; TLC participants:  $N = 601$  and nonparticipants  $N = 1,477$ ; Summer Bridge-TLC participants:  $N = 209$  and nonparticipants= $1,869$ ; first-year seminar participants:  $N = 1,817$  and nonparticipants  $N = 261$ .

**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.**



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



## 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 12% 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 Student Experience Council in 2017 to focus on improving student success and learning under the leadership of Jay Gladden Dean of University College and Associate Vice Chancellor of Undergraduate Education and Eric Weldy, Vice Chancellor for Student Affairs. Four subcommittees were established to develop action plans to improve student success: first-year experience, belonging and community, financial challenges, and communication with students.
- 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.
- Expansion of services for the Diversity, Equity, and Achievement Program (DEAP) to better serve the diverse undergraduate student population.
- 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 to include increased emphasis on facilitating participation in high impact practices in the first year.
- Implementation of a new program for students with expectations (previously conditional admits) focused on providing year-long sustained support through success coaching and participation in existing programs (Summer Bridge, Themed Learning Communities and First-Year Seminars). A data-driven decision was made to replace the Online Math Academy (OMA) due to assessment results indicating poor performance of students in math courses as well as low one-year retention rates.
- The development and implementation of the personal development plan (PDP) process.

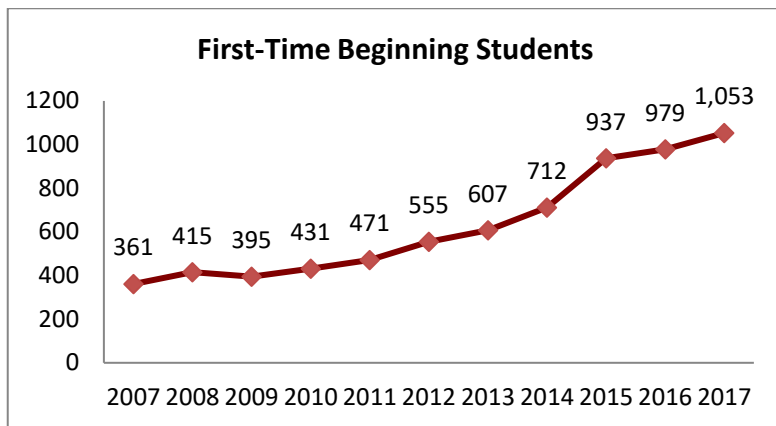
- Launched a *15 to Finish Campaign* to promote better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. The chart below suggests much progress in this area (68% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2017 compared 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. The survey was revised in 2017 to better focus on factors associated with student success.
- 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. This office won the NACADA award for Outstanding Advising Program in 2017 in part using data demonstrating that students who attended advising through their office were more likely to be retained.
- Creation of a Transfer Student Services support center.
- A 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).

## Program Assessment Highlights: Summer Bridge, TLCs, SB-TLCs, 21<sup>st</sup> Century Scholars

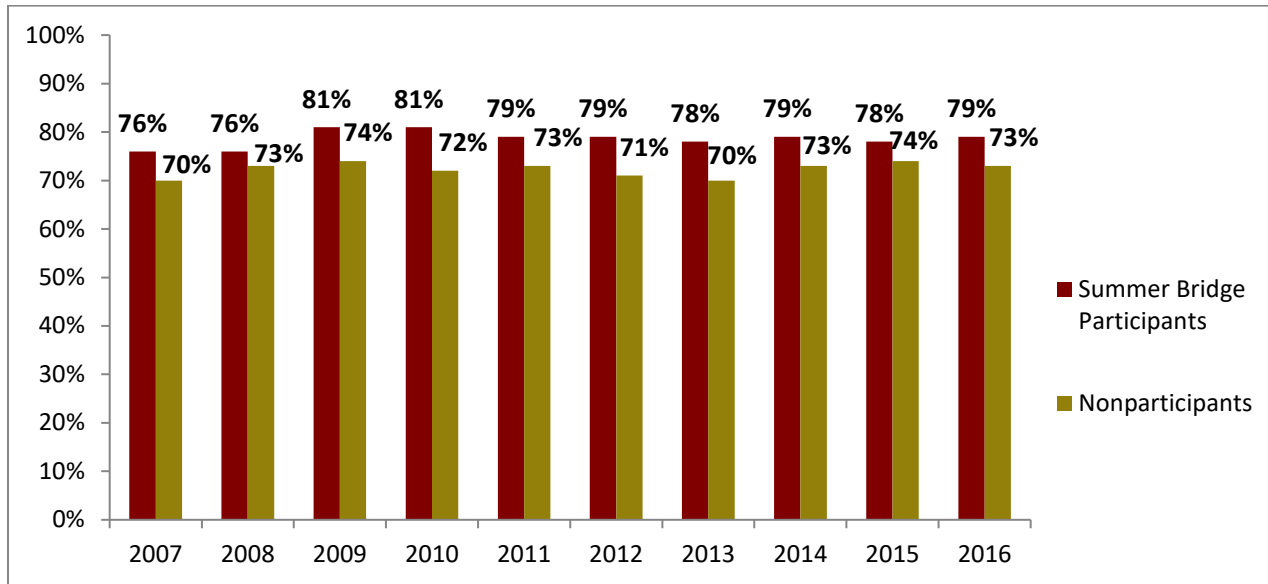
### Summer Bridge Program

- 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 (2007–2017). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 1,053 in Fall 2017.
- Students from the 2016 Summer Bridge Program earned significantly higher one-year retention rates (79% compared to 73% for nonparticipants) and had significantly higher levels of academic performance (adjusted one-year GPA 2.75) compared to nonparticipants (adjusted fall GPA 2.73). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy for motivation).
- African American Bachelor’s degree-seeking students who participated (174 participated and 189 did not) in the 2016 Summer Bridge Program had a significantly higher GPA in their first year (2.51 for participants compared to 2.27 for non-participants) and had higher fall-to-fall retention rates (79%) compared to nonparticipants (65%).
- 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 (97%) indicated that they would recommend Summer Bridge to other first-year students in 2017 and this is a consistent positive finding.

### Summer Bridge Program Growth 2007–2017



## 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).

## 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?	<b>Means</b>								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
	4.52	4.68	4.55	4.56	4.65	4.58	4.51	4.49	4.44
Would you recommend the Summer Bridge Program to other first-year students?	<b>Percent "Yes"</b>								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
	99%	98%	99%	99%	99%	96%	98%	99%	97%

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.



## ANCOVA Results: Fall 2016 Bridge Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
Bridge	917	<b>2.77</b>	<b>2.75</b>
Non-Participants	2,586	<b>2.72</b>	<b>2.73</b>
Overall	3,503	2.73	

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).

## 2016 Summer Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	Summer Bridge Participants				Nonparticipants			
	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	174	<b>79%</b>	<b>74%</b>	<b>2.51</b>	189	<b>65%</b>	<b>62%</b>	<b>2.27</b>
Latino(a)/Hispanic	151	75%	70%	2.60	158	68%	62%	2.41
Afr. American, Latino,(a) Two or More Races	387	<b>76%</b>	<b>71%</b>	<b>2.56</b>	483	<b>66%</b>	<b>63%</b>	<b>2.37</b>
First Generation	316	<b>76%</b>	<b>70%</b>	2.57	805	<b>66%</b>	<b>62%</b>	2.52
Received Federal Pell Grant (proxy for low income)	480	<b>75%</b>	<b>70%</b>	2.59	971	<b>67%</b>	<b>63%</b>	2.50
Twenty First Century Scholars State Aid	377	<b>74%</b>	<b>67%</b>	2.54	570	<b>65%</b>	<b>60%</b>	2.43

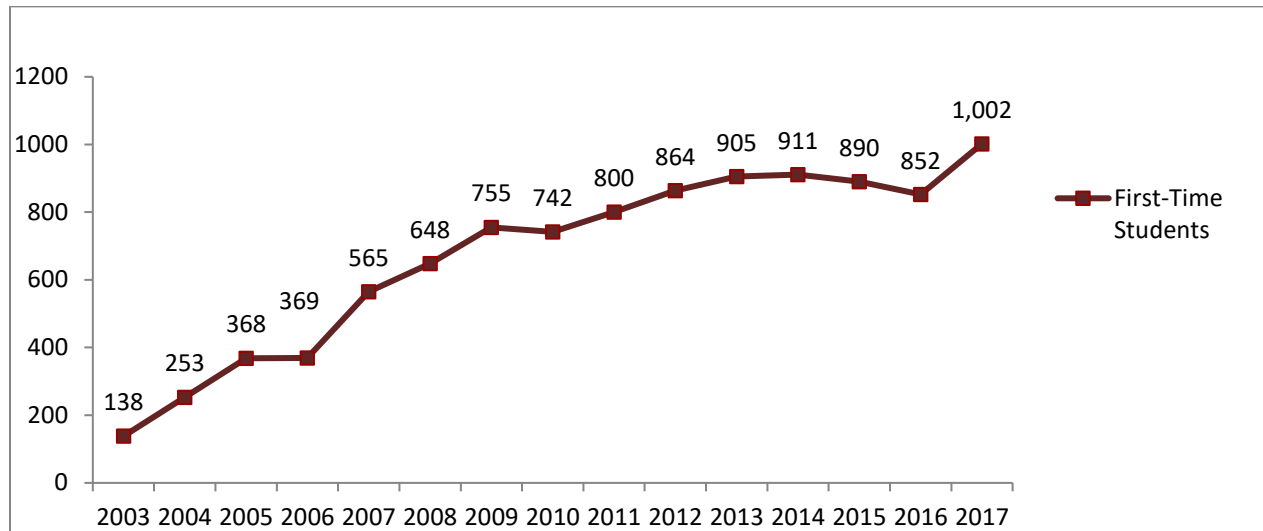
Note 1: Bolded items significantly different based on independent samples t-test or chi-square results.

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 1,002 first-time IUPUI students participated in the TLC program in fall 2017. There were 44 sections offered in 2017. 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. Program administrators worked to make sure 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 – 2016. 2016 TLC participants had slightly higher one-year retention rates of (77% compared to 75% for nonparticipants).
- The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the retention of students with diverse backgrounds and with identified “risk factors.”
- Students seem to react positively to TLC interventions that help them develop relationships, work with students different from themselves, equip them with skills necessary to effectively adjust to college, and help them make connections between courses.
- 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. This has begun with the TLC ePortfolio project in Summer 2017, which may be further scaled to other TLC’s.

### TLC Program Growth



## ANCOVA Results: Fall 2016 TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	797	2.77	2.78
Non-Participants	2,473	2.76	2.76
Overall	3,270	2.76	

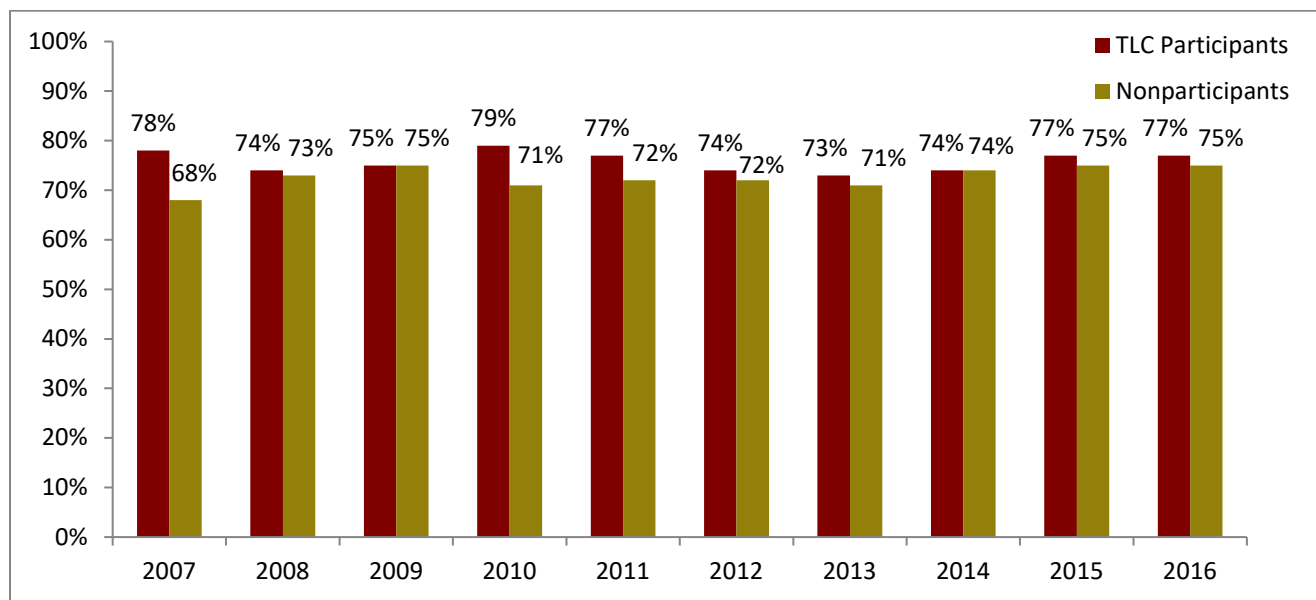
Note 1: Only full-time FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

Note 2: Differences were not statistically significant based on Analysis of Covariance (ANCOVA) results ( $p < .046$ ).

Note 3: Partial Eta Squared indicated a very 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).

## Full-time TLC Participants' One-Year Retention Rates Compared to Nonparticipants



Note: Includes full-time students only. Excludes students who withdrew from a TLC. 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).

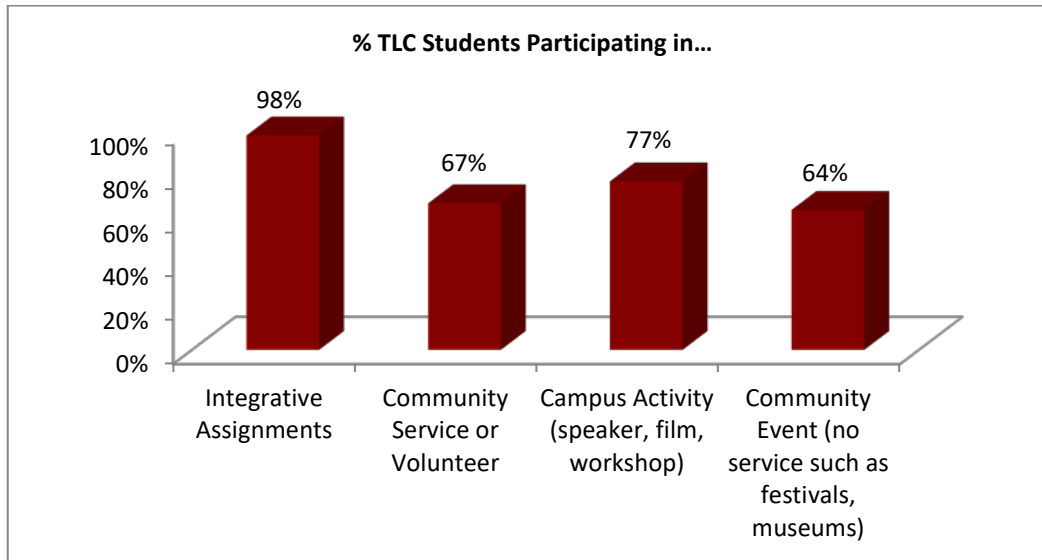
## 2016 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	TLC Participants				Nonparticipants			
	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	69	<b>84%</b>	75%	2.54	285	<b>71%</b>	67%	2.39
Latino(a)/Hispanic	80	75%	70%	2.54	232	70%	64%	2.51
Afr. American, Latino,(a) Two or More Races	192	<b>79%</b>	<b>73%</b>	2.56	660	<b>70%</b>	<b>65%</b>	2.46
First Generation	277	74%	70%	2.63	847	68%	64%	2.55
Received Federal Pell Grant (proxy for low income)	332	<b>75%</b>	<b>70%</b>	2.57	1,133	<b>68%</b>	<b>64%</b>	2.56
Twenty First Century Scholars State Aid	230	<b>76%</b>	<b>70%</b>	2.58	724	<b>67%</b>	<b>61%</b>	2.49

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.

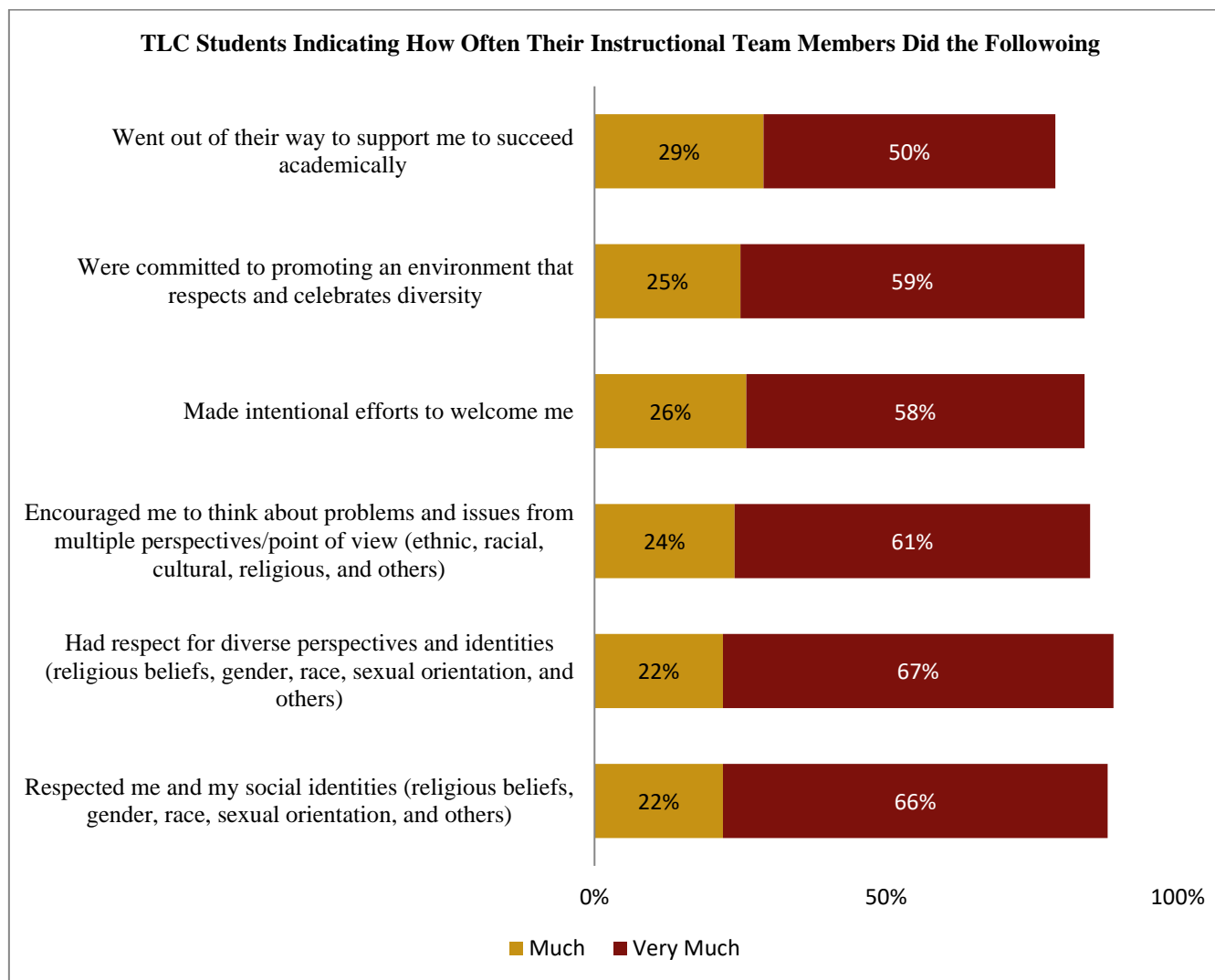
Note 2. Analyses do not account for differences between TLC participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

## 2016 TLC Engaging Experiences





## 2016 TLC End-of-Course Questionnaire Results: TLC Students' Perceptions of Inclusiveness and Respect for Diversity



## 2016 TLC ePortfolio Pilot

In Spring 2016 the TLC program office received a grant from the IUPUI Eportfolio Initiative to pilot an integrative ePortfolio with five TLC teams. The goal of this project was to foster integrative thinking and integrative learning in first-year students. During the Summer of 2017, a select group of faculty evaluated students' performance using the VALUE Rubric on Integrative Learning (<https://www.aacu.org/value/rubrics/integrative-learning>). A summary of results can be found below. Overall, students scored highest on Reflection and Self-Assessment, perhaps because the TLC ePortfolio provides ample opportunities to demonstrate these skills. The lowest scores were on Connections to Discipline.

Each TLC team that participated received an individual report for their section. Based on data from this pilot, faculty have revised assignments to better facilitate integrative learning and have expanded communication between faculty members to form a more cohesive team.

## 2016 TLC ePortfolio Pilot Overall Results

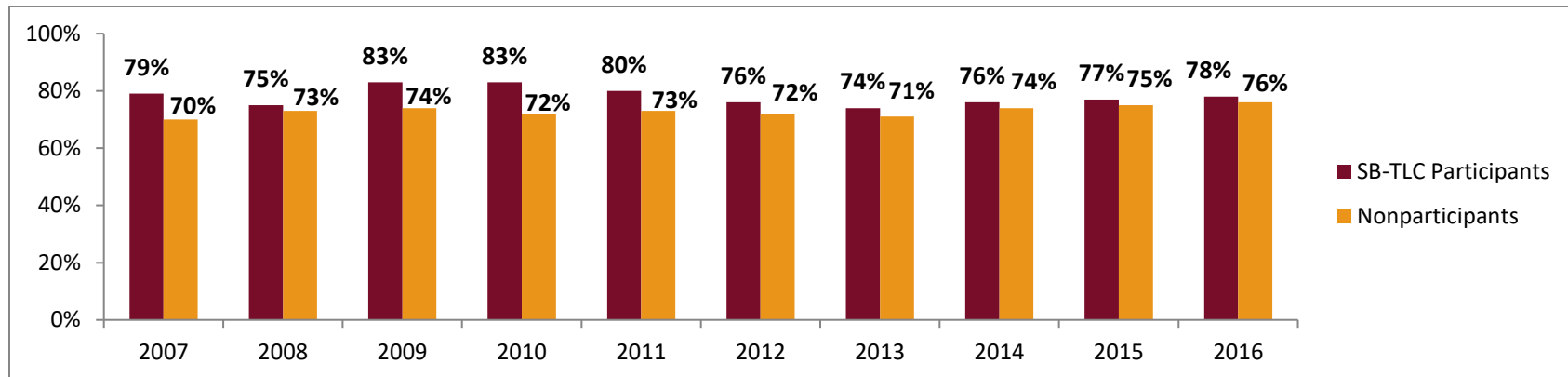
Dimension	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Does not meet (0)
Connections to Experience	0 0.0%	1 3.3%	8 26.7%	17 56.7%	4 13.3%
Connections to Discipline	0 0.0%	1 3.3%	6 20.0%	14 46.7%	9 30.0%
Transfer	0 0.0%	2 6.7%	4 13.3%	16 53.3%	8 26.7%
Integrated Communication	0 0.0%	2 6.7%	13 43.3%	12 40.0%	3 10.0%
Reflection and Self-Assessment	1 3.3%	5 16.7%	12 40.0%	10 33.3%	2 6.7%

Note: Six ePortfolios were selected at random from each of the 5 TLC's that participated in the pilot project. The five TLC's that participated in this project were Nanotechnology: The Science of Small, Neuroscience and Health, Our Stories Our Voices, Philanthropy: It's Not Just for Millionaires, and Team Effort!

## 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 191 first-time, full-time students who participated in the SB-TLC program in fall 2017 and 3,492 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 first-time, full-time 2013 participants was 30% compared to 28% for nonparticipants. The one-year retention rate for the 2016 cohort was 78% compared to 76% for nonparticipants. The fall-to-fall retention rates over a ten-year period can be seen below.
- Students who participated in 2016 SB-TLC program had lower raw one-year GPAs compared to nonparticipants (2.74 and 2.76, respectively), but higher adjusted GPA when controlling for High School GPA, SAT score, days enrolled before census, receipt of a Pell grant, and direct admit status (2.79 and 2.76, 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: First-time, full-time beginners only. 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.



## ANCOVA Results: Fall 2016 SB-TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
SB-TLC	280	2.76	2.76
Non-Participants	2,987	2.74	2.79
Overall	3,267	2.76	

Note 1: Only full-time FYS participants. Excludes students who were administratively withdrawn from a TLC or who were missing data on one or more covariates.

Note 2: 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), Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant), and direct admit status.

## Fall 2016 Beginner Retention and GPA by Intervention

	N	First Fall Semester GPA Mean	Retained at IUPUI following spring Percentages	Retained any IU following spring Percentages	Year 1 Cum GPA at Census Mean	Retained 1 Year at IUPUI Percentages	Retained 1 Year Any IU Campus Percentages
No intervention	148	2.38	70%	71%	2.46	59%	60%
FYS with no Bridge or TLC component	1,937	2.78 <sup>a</sup>	86% <sup>a</sup>	87% <sup>a</sup>	2.77 <sup>a</sup>	70%	75% <sup>a</sup>
Bridge no TLC	663	2.86 <sup>a</sup>	91% <sup>a</sup>	92% <sup>a</sup>	2.80 <sup>a</sup>	75% <sup>a</sup>	81% <sup>a</sup>
TLC no Bridge	577	2.86 <sup>a</sup>	90% <sup>a</sup>	91% <sup>a</sup>	2.77 <sup>a</sup>	72%	76% <sup>a</sup>
Took TLC and Bridge but sections were not linked	1	2.63	100%	100%	2.36	100%	100%
<b>Linked Bridge and TLC</b>	286	2.84 <sup>a</sup>	89% <sup>a</sup>	92% <sup>a</sup>	2.76	73%	78% <sup>a</sup>
<b>All</b>	3,612	2.79	87%	89%	2.76	71%	76%

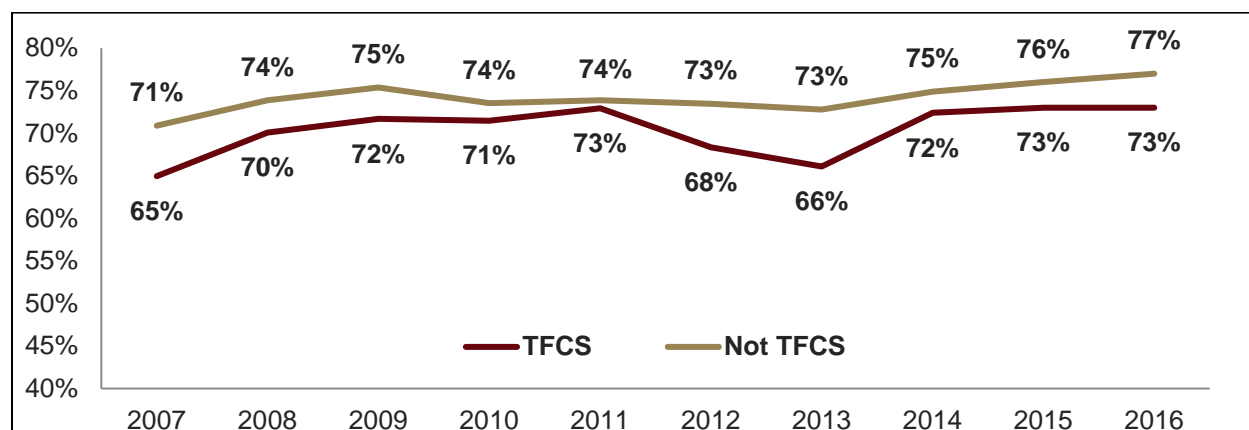
Note 1: Only full-time participants. Students who withdrew from a TLC were counted as non-participants.

<sup>a</sup> ANOVA revealed significantly greater than students who received no intervention at  $\alpha \leq 0.05$ .

## 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, Latino/a, first-generation college students, low-income, and to have slightly lower levels of academic preparation (as indicated by best SAT scores).
- The retention rates improve even more dramatically when 21CS participate in our success programs. Among Fall 2016 beginners, 73% of 21st Century Scholars were retained. This is similar to the retention rate of Fall 2015 21<sup>st</sup> Century Scholar beginners.
- One hundred first-year 21<sup>st</sup> Century Scholars participated in the Inside Tack “college success coach” Program in 2014, 2015, 2016. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state’s 21<sup>st</sup> 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 2016 results indicated that the Inside Track students had a 14% higher one-year retention rate compared to a matched comparison group from 2013.
- 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  
21<sup>st</sup> Century Scholars Defined as Actually Received State Funds**



**Inside Track Student Outcomes Compared to a Matched Comparison Group\***

Outcome and Comparison Measures	2016 Inside Track Coaching Participant N=98	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)	64%	60%	59%	50%	47%
One-Year Retention Rate (IUPUI IN)	60%	54%	57%	46%	46%
Fall-Spring Retention (Any IU)	84%	75%	82%	75%	74%
First Fall Semester GPA	2.28	2.23	2.24	2.02	2.20
First-Year GPA	2.24	2.24	2.18	1.93	2.06
First-Year GPA Below 2.00	32%	35%	37%	43%	44%
<b>Comparison Measures</b>					
High School GPA	3.31	3.30	3.23	3.27	3.24
Average SAT Score	944	945	925	952	962
% Received Pell Grant	94%	95%	95%	93%	93%
% African American, Latino(a), Two or More Races	47%	40%	41%	34%	34%
% Living On Campus	48%	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.

## Diversity Enrichment and Achievement Program (DEAP) Highlights

- The Diversity Enrichment and Achievement Program (DEAP) at IUPUI provides a supportive community and retention programs in order to aid students' transition to college and foster the success of students from traditionally underrepresented groups. Resources include supervision of student organizations, faculty and peer mentoring, and hosting a variety of events designed to enhance students' connection with IUPUI. While retention rates for African American, Latinx, and two or more races students have traditionally lagged behind IUPUI official retention rates, students who participate in DEAP have been retained at similar levels to all IUPUI students.
- The program was expanded in Fall 2016 in order to accommodate more students and provide housing stipends to some participants. The tables below provide demographic and academic characteristics and well as first-year retention and GPA information for first-time beginners who participated in DEAP compared to African American, Latinx, and students of two or more races from the Fall 2015, and 2016 cohorts.
- The number of students participating in DEAP grew considerably from 74 in Fall 2015 to 201 in Fall 2016.
- Seventy-eight percent of DEAP participants from the Fall 2016 beginning student cohort were retained at IUPUI in Fall 2017, compared to 62% of African American, Latinx, and two or more races students who did not participate in DEAP. This difference is statistically significant.
- DEAP participants from the Fall 2016 first-time cohort also had a significantly higher GPA after their first year than similar students who did not participate in DEAP (2.73 average cumulative GPA for DEAP participants compared to 2.44 for non-participants).
- Fall 2016 beginners who participated in DEAP had similar high school GPA were just as likely to be first generation compared to non-participants. DEAP participants were, however, significantly more likely to have a Pell grant and had slightly lower levels of unmet financial need.
- African American beginners who participated in DEAP in Fall 2015 were significantly more likely to be retained at IUPUI than Fall 2015 African American beginners who did not participate (77% of African American participants were retained compared to 57% of non-participants).

## Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2016

		N	Retained	Retained	First Fall GPA	Cumulative	Cumulative	Seeking a	High	First Generation	Pell first	Received	Unmet need
			1 Year IUIINA Campus	1 Year Any IU Campus		GPA at Census	GPA Below 2.0	Bachelor's Degree	School GPA		fall semester	Housing Stipend	in First Fall Semester
			Percentages		Mean		Percentages		Mean		Percentages		Mean
DEAP Students	Black/African American	104	<b>84%</b>	<b>89%</b>	<b>2.69</b>	<b>2.72</b>	<b>16%</b>	98%	3.32	42%	80%	<b>12%</b>	<b>\$4,031.21</b>
	Latinx	71	<b>72%</b>	<b>80%</b>	2.81	<b>2.77</b>	20%	99%	3.49	58%	66%	6%	\$5,522.78
	Asian	1	100%	100%	1.77	2.49	0%	100%	2.96	0%	100%	0%	\$0.00
	Two or More Races	24	71%	71%	2.78	2.63	13%	96%	3.47	21%	63%	8%	\$3,107.48
	White	1	100%	100%	3.42	3.32	0%	100%	3.67	0%	100%	0%	\$3,000.00
	All	201	<b>78%</b>	<b>84%</b>	<b>2.74</b>	<b>2.73</b>	<b>17%</b>	98%	3.40	45%	<b>73%</b>	9%	\$4,411.54
Non-DEAP Students	Black/African American	267	<b>61%</b>	<b>64%</b>	<b>2.32</b>	<b>2.24</b>	<b>36%</b>	98%	3.33	35%	73%	<b>5%</b>	<b>\$5,903.54</b>
	Latinx	246	<b>64%</b>	<b>69%</b>	2.52	<b>2.43</b>	31%	97%	3.41	52%	62%	4%	\$4,762.24
	Two or More Races	177	63%	65%	2.53	2.48	30%	99%	3.39	32%	51%	4%	\$4,795.23
	All	690	<b>62%</b>	<b>66%</b>	<b>2.44</b>	<b>2.37</b>	<b>33%</b>	98%	3.37	40%	<b>63%</b>	4%	\$5,220.09

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at  $\alpha \leq 0.05$ .

Note 1: Missing cases excluded. Percentages rounded to the nearest whole.

Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.

Note 3: Bolded items significantly different based on chi-square test or independent samples t-test results ( $p < .05$ ).

Note 4: There were 18 DEAP students who received housing stipends in Fall 2016.

## Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2016

			Retained 1 Year IUINA Campus	Retained 1 Year Any IU Campus	First Fall GPA	Cumulative GPA at Census	Cumulative GPA Below 2.0	Seeking a Bachelor's Degree	High School GPA	First Generation	Pell first fall semester	Received Housing Stipend	Unmet need in First Fall Semester
		N	Percentages		Mean	Percentages		Mean	Percentages		Mean		
DEAP students	Female	137	<b>81%</b>	<b>88%</b>	<b>2.83</b>	<b>2.79</b>	<b>16%</b>	98%	3.43	47%	<b>76%</b>	9%	\$4,785.42
	Male	64	72%	<b>77%</b>	2.55	<b>2.58</b>	<b>17%</b>	98%	3.34	39%	67%	9%	<b>\$3,585.40</b>
	All	201	<b>78%</b>	<b>84%</b>	<b>2.74</b>	<b>2.73</b>	<b>17%</b>	98%	3.40	45%	<b>73%</b>	9%	\$4,411.54
Non-DEAP students	Female	448	<b>63%</b>	<b>67%</b>	<b>2.51</b>	<b>2.45</b>	<b>30%</b>	97%	3.42	42%	<b>67%</b>	5%	\$5,241.08
	Male	242	61%	<b>63%</b>	2.31	<b>2.22</b>	<b>38%</b>	99%	3.29	36%	57%	4%	<b>\$5,180.32</b>
	All	690	<b>62%</b>	<b>66%</b>	<b>2.44</b>	<b>2.37</b>	<b>33%</b>	98%	3.37	40%	<b>63%</b>	4%	\$5,220.09

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at  $\alpha \leq 0.05$ .

Note 1: Missing cases excluded. Percentages rounded to the nearest whole.

Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.

Note 3: Bolded items significantly different based on chi-square test or independent samples t-test results ( $p < .05$ ).

Note 4: There were 18 DEAP students who received housing stipends in Fall 2016.

## Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2015

		N	Retained	Retained	First Fall GPA	Cumulative	Cumulative	Seeking a	High	First Generation	Pell	Unmet
			1 Year IUIA Campus	1 Year Any IU Campus		GPA at Census	GPA Below 2.0	Bachelor's Degree	School GPA		received first fall semester	financial need in First Fall Semester
			Percentages		Mean	Percentages		Mean	Percentages		Mean	
DEAP Students	Black/African American	48	<b>77%</b>	<b>77%</b>	2.36	2.31	27%	94%	<b>3.17</b>	48%	71%	\$5,309.58
	Latinx	17	71%	71%	2.54	2.51	29%	100%	3.44	76%	65%	\$5,475.53
	International Student	1	0%	0%	2.03	1.35	100%	100%	2.91	100%	0%	--
	Two or More Races	6	67%	83%	3.13	3.02	0%	83%	3.42	17%	50%	\$5,677.05
	White	2	0%	50%	2.04	2.12	50%	100%	3.36	50%	50%	\$3,405.50
	All	74	72%	74%	2.45	2.39	27%	95%	<b>3.25</b>	53%	66%	\$5,322.06
Non-DEAP Students	Black/African American	217	<b>57%</b>	<b>62%</b>	2.30	2.25	36%	99%	<b>3.29</b>	40%	79%	\$6,011.36
	Latinx	263	72%	77%	2.64	2.57	23%	97%	3.39	57%	60%	\$4,788.26
	Two or More Races	195	64%	68%	2.60	2.48	27%	96%	3.37	27%	52%	\$4,732.04
	All	675	65%	69%	2.52	2.44	28%	97%	<b>3.35</b>	43%	64%	\$5,176.22

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at  $\alpha \leq 0.05$ .

Note 1: Missing cases excluded. Percentages rounded to the nearest whole.

Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.

Note 3: Bolded items significantly different based on chi-square test or independent samples t-test results ( $p < .05$ ).

## Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2015

		N	Retained 1	Retained 1	First Fall GPA	Cumulative	Cumulative	Seeking a	High	First Generation	Pell received	Unmet financial
			Year IUINA Campus	Year Any IU Campus		GPA at Census	GPA Below 2.0	Bachelor's Degree	School GPA		first fall semester	need in First Fall Semester
			Percentages		Mean	Percentages			Mean	Percentages		Mean
DEAP students	Female	53	79%	81%	2.57	2.49	23%	94%	<b>3.28</b>	49%	64%	\$5,439.88
	Male	21	52%	57%	2.13	2.15	38%	95%	3.18	<b>62%</b>	71%	\$5,021.62
	All	74	72%	74%	2.45	2.39	27%	95%	<b>3.25</b>	53%	66%	\$5,322.06
Non-DEAP students	Female	421	67%	71%	2.57	2.50	25%	97%	<b>3.38</b>	46%	66%	\$4,981.59
	Male	254	62%	67%	2.44	2.35	34%	98%	3.29	<b>37%</b>	59%	\$5,498.20
	All	675	65%	69%	2.52	2.44	28%	97%	<b>3.35</b>	43%	64%	\$5,176.22

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at  $\alpha \leq 0.05$ .

Note 1: Missing cases excluded. Percentages rounded to the nearest whole.

Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.

Note 3: Bolded items significantly different based on chi-square test or independent samples t-test results ( $p < .05$ ).



## 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.

## 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 pedagogy.

### Indirect Assessment Results Highlights

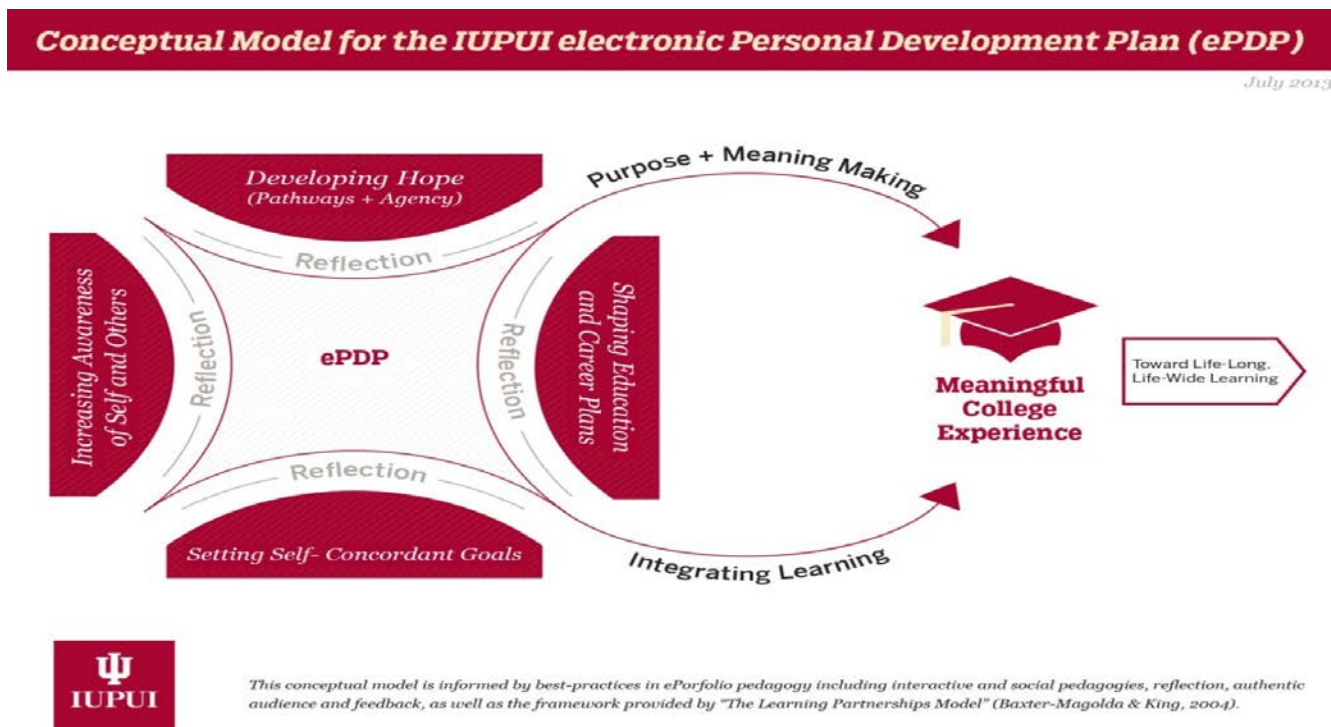
The following are some instruments and methods that we use to collect indirect student learning outcomes (SLOs):

- National Survey of Student Engagement (NSSE) – to be conducted in Fall 2018
- 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 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://irids.iupui.edu/> for more comprehensive reports.

<b>21st Century Scholars Success Program</b>		
<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p><b>Program Description</b></p> <p>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.</p> <p>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 21<sup>st</sup> Century Scholars and other students at IUPUI. Students who participate in the 21<sup>st</sup> 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.</p> <p>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.</p> <p>Programmatic interventions for 21<sup>st</sup> 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</p>	<p><b>Assessment Methods</b></p> <p>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.</p> <p>The following instruments have been used to assess student learning and program effectiveness:</p> <ul style="list-style-type: none"> <li>• Self-appraisal for mentors</li> <li>• Mentor evaluation rubric</li> <li>• Group mentoring session evaluation</li> <li>• Individual mentoring session evaluation</li> <li>• Pre/post college preparedness survey</li> </ul> <p><b>Assessment Results: Retention, Academic Performance, and Learning</b></p> <p>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 21<sup>st</sup> 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</p>	<p>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.</p> <p>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.</p> <p>During the 2016-2017 academic school year, the office experienced some position changes in an effort to meet the ever-changing needs of IUPUI 21<sup>st</sup> Century Scholar students. The Scholarship Coordinator and Program Coordinator was changed to the Student Success Coach and an Assistant Director positions. The Student Success Coach would provide 100 IUPUI 21<sup>st</sup> Century Scholars with in-office, one-on-one coaching with a full-time staff member. Additionally, the position of Assistant Director took on not only the responsibilities of the Scholarship Coordinator, but overarching financial literacy, education, programmatic, and assessment elements. These two positions received an extended three year funding and will support having stable and effective professional staff who can assist 2400+ 21<sup>st</sup> Century Scholars on IUPUI's campus.</p> <p>There were programmatic additions to the ScholarCents program, which is the financial literacy program that was added to the services provided by the 21<sup>st</sup> Century Scholars office during the fall 2015 semester. This program educates students on how to best maintain their scholarship award and make good financial decisions. These programs are available to all 21<sup>st</sup> Century Scholars. New additions included increased availability of intermittent semester 1:1 meetings with students, and an increase of offered distance</p>



21st Century Scholars Success Program		
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<p>(scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring.</p> <p>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.</p> <p><b>Program Goals</b></p> <p>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.</p> <p><b>Peer Mentoring Program</b></p> <p>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 2015-2016 academic year. All of the students who participated in the program received the 21st Century Scholarship from the state of Indiana.</p> <p>The 21st Century Scholars Success Program was awarded a 2012 NACADA Outstanding Institutional Advising Program Award for its Peer Mentoring Program.</p> <p><b>IUPUI 21st Century Scholars Grant</b></p> <p>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.</p> <p><b>Student Learning Outcomes:</b> Through group and individual mentoring of students, we</p>	<p>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.</p> <p>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.</p> <p>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%.</p> <p>As part of program assessment, a survey of students who participated in peer mentoring was completed at the end of 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</p>	<p>education programming.</p> <p>The program continued to be a 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. The practicum student oversaw a parent support group that invites 21<sup>st</sup> Century Scholar students who have children to come meet, discuss issues related to balancing student life and parenthood. The practicum student in this position also met 1:1 with scholars, asking them if they needed assistance with housing, food, clothing, and other social services.</p> <p>A total of more than 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.</p> <p>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 21<sup>st</sup> century Scholars Success Program office.</p> <p>The 21<sup>st</sup> Century Scholars Success Program increased its communication initiatives through the following efforts:</p> <ul style="list-style-type: none"> <li>• Canvas Messages</li> <li>• Facebook posts</li> <li>• IU Calendar @ 21<sup>st</sup> century.uc.iupui.edu</li> <li>• Targeted e-mail groups based on self-reported interested</li> <li>• Physical flyers and materials located in the student lounge area</li> <li>• Peer to peer communication of program opportunities through peer mentors</li> <li>• Distance education workshops</li> </ul>

**21st Century Scholars Success Program**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p>aim to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• Students will transition from high school to college life;</li> <li>• Students will value and take ownership of their academic success.</li> <li>• Students will learn the value of diversity and creating an inclusive climate.</li> <li>• Students will become engaged with campus and community life.</li> <li>• Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.</li> </ul>	<p>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.</p> <p>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."</p> <p>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 21<sup>st</sup> Century Scholars office. Several notable themes emerged in the focus group data through analysis .Overall, the students that participate in the 21<sup>st</sup> 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.</p>	



## Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																		
<p><b>Goals and Success markers</b></p> <ol style="list-style-type: none"> <li>1. Decrease the time frame to certification/application to degree-granting school for continuously enrolled FTFT students,</li> <li>2. Decrease the number of students on probation,</li> <li>3. Decrease the length of time students are on probation</li> <li>4. Decrease the number of dismissed students</li> <li>5. Increase the # of reinstated students who are successful in the first semester after reinstatement,</li> <li>6. Increase the number of opportunities for students to engage with ACD,</li> <li>7. Decrease the amount of time a student is exploratory,</li> <li>8. Decrease the number of students in UCOL with 60 or more credit hours,</li> <li>9. Decrease number who return to UCOL after certification to degree-granting school, and</li> <li>10. Use data and technology in meaningful ways to develop and/or deliver services.</li> </ol> <p><b>Student Learning Outcomes</b> <u>Intellectual and Personal Growth</u></p> <p>As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and take personal responsibility for their behavior, actions, and role in their own learning process. PUL 5, 6</li> <li>2. Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 2, 6</li> </ol>	<p><b>Goal #1 Decrease the timeframe to certification/application to degree-granting school for continuously enrolled FTFT students.</b></p> <ul style="list-style-type: none"> <li>▪ To create a baseline for comparing the continuously enrolled students in the beginning undergraduate cohort, each cohort is reviewed through their fifth semester census (first semester of the junior year). Because of that, the continuously enrolled population cannot be determined for the fall 2015 cohort until the fall 2017 census.</li> <li>▪ There is a trend showing that more students are admitted to degree-granting schools after two semesters. Although more students are admitted, there is not a trend visible to see if there is a decrease in the average semester length in UCOL.</li> </ul> <p><b>Fall Cohort - Only continuously enrolled students: After four semesters of enrollment</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Number admitted to Degree-Granting School</th> <th>Fall 2011 Cohort</th> <th>Fall 2012 Cohort</th> <th>Fall 2013 Cohort</th> <th>Fall 2014 Cohort*</th> </tr> </thead> <tbody> <tr> <td>After 1 semester</td> <td>23</td> <td>31</td> <td>24</td> <td>33</td> </tr> <tr> <td style="text-align: left;"><i>% of continuously cohort</i></td> <td>3.13%</td> <td>3.21%</td> <td>2.30%</td> <td>2.97%</td> </tr> <tr> <td>After 2 semesters</td> <td>247</td> <td>317</td> <td>350</td> <td>460</td> </tr> <tr> <td style="text-align: left;"><i>% of continuously cohort</i></td> <td>33.65%</td> <td>32.85%</td> <td>33.49%</td> <td>41.37%</td> </tr> <tr> <td>After 3 semesters</td> <td>83</td> <td>117</td> <td>149</td> <td>145</td> </tr> <tr> <td style="text-align: left;"><i>% of continuously cohort</i></td> <td>11.31%</td> <td>12.12%</td> <td>14.26%</td> <td>13.04%</td> </tr> <tr> <td>After 4 semesters</td> <td>174</td> <td>214</td> <td>248</td> <td>236</td> </tr> <tr> <td style="text-align: left;"><i>% of continuously cohort</i></td> <td>23.71%</td> <td>22.18%</td> <td>23.73%</td> <td>21.22%</td> </tr> <tr> <td><b>Average semester length in UCOL</b></td> <td>2.77</td> <td>2.76</td> <td>2.81</td> <td>2.67</td> </tr> </tbody> </table> <p><i>*Start of cluster model</i></p> <ul style="list-style-type: none"> <li>• Although the numbers are small, the percentage of acceptance for the spring beginning undergraduate cohort to their degree-granting school after their first semester of enrollment is increasing.</li> </ul> <p><b>Spring Cohort - Only continuously enrolled students: After four semesters of enrollment</b></p>	Number admitted to Degree-Granting School	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	After 1 semester	23	31	24	33	<i>% of continuously cohort</i>	3.13%	3.21%	2.30%	2.97%	After 2 semesters	247	317	350	460	<i>% of continuously cohort</i>	33.65%	32.85%	33.49%	41.37%	After 3 semesters	83	117	149	145	<i>% of continuously cohort</i>	11.31%	12.12%	14.26%	13.04%	After 4 semesters	174	214	248	236	<i>% of continuously cohort</i>	23.71%	22.18%	23.73%	21.22%	<b>Average semester length in UCOL</b>	2.77	2.76	2.81	2.67	<p><b>Goal #1</b></p> <ul style="list-style-type: none"> <li>• Evaluate data based on major/cluster and certification/admission requirements. There is great variation among the requirements for certification/admission across the majors/schools. Each cohort needs to be evaluated based on these requirements in order to ensure on-time certification/admission and to identify any gaps with specific majors/clusters. Based on those gaps, interventions can be appropriately developed by the clusters to expedite certification/admission into a degree-granting school.</li> </ul> <p><b>Goal #2</b></p> <ul style="list-style-type: none"> <li>• This next year, ACD will continue to participate in the study with Stanford University to see if a positive impact can be made on student success because of the language that is used during the probation notification process.</li> <li>• Beginning after the spring 2017, Academic and Career Development will begin adding <i>Academic Standing</i> to a student's record in the Student Information System (SIS). One of the codes for <i>Academic Standing</i> is "Academic Warning" and ACD will be adding this to students who have a cumulative GPA a 2.0 or higher, but the past semester GPA was below a 2.0. The intention is to prompt additional conversations and assistance for students so they can <i>avoid probation</i>.</li> </ul>
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## Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																																	
<p>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</p> <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> <li>1. Inform students of the IUPUI Student Code of Conduct, including rights and responsibilities.</li> <li>2. Discuss time management and time commitment expectations for college success.</li> <li>3. Teach students about resources to create balance and navigate road blocks.</li> <li>4. Use FLAGS data to intervene with at-risks students.</li> </ol> <p><b>Engagement</b> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Decide upon the appropriate level of co-curricular involvement. PUL 2, 3</li> <li>2. Explore opportunities for co-curricular involvement. PUL 2, 3</li> <li>3. Plan and pursue opportunities for co-curricular involvement. PUL 1, 3</li> </ol> <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> <li>1. Discuss appropriate levels of co-curricular involvement.</li> <li>2. Educate students on the value of RISE and other co-curricular involvement.</li> <li>3. Know where to locate RISE and other co-curricular involvement opportunities.</li> <li>4. Assist students in planning co-curricular involvement opportunities as it relates to academic and career goals.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">Number admitted to Degree-Granting School</th> <th style="text-align: center;">Spring 2012 Cohort</th> <th style="text-align: center;">Spring 2013 Cohort</th> <th style="text-align: center;">Spring 2014 Cohort</th> <th style="text-align: center;">Spring 2015 Cohort</th> </tr> </thead> <tbody> <tr> <td>After 1 semester <i>% of continuously cohort</i></td> <td style="text-align: center;">9 11.54%</td> <td style="text-align: center;">8 10.00%</td> <td style="text-align: center;">10 12.50%</td> <td style="text-align: center;">9 15.52%</td> </tr> <tr> <td>After 2 semesters <i>% of continuously cohort</i></td> <td style="text-align: center;">9 11.54%</td> <td style="text-align: center;">8 10.00%</td> <td style="text-align: center;">5 6.25%</td> <td style="text-align: center;">4 6.90%</td> </tr> <tr> <td>After 3 semesters <i>% of continuously cohort</i></td> <td style="text-align: center;">23 29.49%</td> <td style="text-align: center;">20 25.00%</td> <td style="text-align: center;">28 35.00%</td> <td style="text-align: center;">16 27.59%</td> </tr> <tr> <td>After 4 semesters <i>% of continuously cohort</i></td> <td style="text-align: center;">12 15.38%</td> <td style="text-align: center;">4 5.00%</td> <td style="text-align: center;">13 16.25%</td> <td style="text-align: center;">13 22.41%</td> </tr> <tr> <td><b>Average semester length in UCOL</b></td> <td style="text-align: center;">2.72</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.79</td> <td style="text-align: center;">2.79</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• A primary focus of the HLSAC upon its inception four years ago was to assist students in highly competitive programs with parallel planning. Particular attention has been on the pre-nursing population and the graph below shows that more students are getting admitted to either nursing or another program after just two semesters (fall 2011 – 28%; fall 2015 – 43%).</li> <li>• Pre-Nursing Time to Certification/Acceptance to any school – Continuously enrolled students</li> </ul> <div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>after 1 semester</th> <th>after 2 semesters</th> <th>after 3 semesters</th> <th>after 4 semesters</th> </tr> </thead> <tbody> <tr> <td>■ Fall 2011 Cohort</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>■ Fall 2012 Cohort</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>■ Fall 2013 Cohort</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>■ Fall 2014 Cohort</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>■ Fall 2015 Cohort</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">23%</td> <td></td> </tr> <tr> <td>■ Fall 2016 Cohort</td> <td style="text-align: center;">3%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div>	Number admitted to Degree-Granting School	Spring 2012 Cohort	Spring 2013 Cohort	Spring 2014 Cohort	Spring 2015 Cohort	After 1 semester <i>% of continuously cohort</i>	9 11.54%	8 10.00%	10 12.50%	9 15.52%	After 2 semesters <i>% of continuously cohort</i>	9 11.54%	8 10.00%	5 6.25%	4 6.90%	After 3 semesters <i>% of continuously cohort</i>	23 29.49%	20 25.00%	28 35.00%	16 27.59%	After 4 semesters <i>% of continuously cohort</i>	12 15.38%	4 5.00%	13 16.25%	13 22.41%	<b>Average semester length in UCOL</b>	2.72	2.5	2.79	2.79		after 1 semester	after 2 semesters	after 3 semesters	after 4 semesters	■ Fall 2011 Cohort	0%	28%	18%	16%	■ Fall 2012 Cohort	2%	27%	17%	19%	■ Fall 2013 Cohort	1%	30%	23%	23%	■ Fall 2014 Cohort	0%	41%	21%	16%	■ Fall 2015 Cohort	3%	43%	23%		■ Fall 2016 Cohort	3%				<p>Goal #7</p> <ul style="list-style-type: none"> <li>• Next steps will be to dig deeper into each cohort and see how quickly students are moving from “Exploratory” to a major, and then ultimately admittance into a degree-granting school.</li> </ul> <p>Goal #8</p> <ul style="list-style-type: none"> <li>• Because of this change in policy, we will further look at the number of students with 60 or more credit hours, not just those on the V06 hold. We hope to quickly and appropriately intervene with this population to ensure degree completion.</li> </ul> <p><b>Number of students who complete 30+ credits within 1 year</b></p> <ul style="list-style-type: none"> <li>• Although this is not one of the specific ACD student success makers, this is an important indicator to examine as it could be a factor in the increase of students admitted to degree-granting schools.</li> </ul> <p>ACD will also be embarking on the following that align with our mission and goals:</p> <p><b>Mobile Advising</b> At the end of 2017, in partnership with Nathan Byrer in DUETS, all of the ACD SSAs and CCs received a Google Chromebook. Due to ACD's location, some staff had been piloting various mobile advising initiatives across campus over the past two years to meet students where they are. Due to the success of these pilots, ACD is the first department in the IU system to utilize Chromebooks for advising purposes. In summer 2017, SSAs are using this technology</p>
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## Academic and Career Development

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<p><b><u>Career Planning</u></b> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the major/career exploration process. PUL 2, 3</li> <li>2. Identify and articulate their VIPS (values, interests, personality traits and/or skills). PUL 2, 6</li> <li>3. Identify major/career options for further exploration. PUL 2, 3, 6</li> <li>4. Locate and utilize appropriate resources to assist in the exploration process. PUL 1</li> <li>5. Make an informed decision regarding major/career options. PUL 2, 3, 4, 6</li> </ol> <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> <li>1. Advise and guide students through the STEP decision making process:               <ol style="list-style-type: none"> <li>a. <b>Self-focus:</b> Assist students in identifying and articulating their VIPS.</li> <li>b. <b>Target options:</b> Educate students about the process for identifying major/career options.</li> <li>c. <b>Explore options:</b> Teach students how to find and utilize resources.</li> <li>d. <b>Plan for academic, co-curricular and experiential learning:</b> Help students set career benchmarks to be reached throughout their college career.</li> </ol> </li> <li>2. Know how and when to refer students to their best resource.</li> </ol>	<p><b>Goal #2 Decrease the number of students on probation.</b></p> <ul style="list-style-type: none"> <li>• Prior to the spring 2017 semester, the number and percentage (of total UCOL enrollment) of First Time Probation students was decreasing.</li> <li>• From fall 2014 to fall 2015 the percentage of Transfer students after their first semester and sophomores who were first time probation students declined.</li> <li>• However during that same period new FYUs after their first semester saw a spike in first time probation (from 49.55% to 55.91% of the probation total) after a previous three years of decline.               <ul style="list-style-type: none"> <li>• In fall 2016, ACD began participation in a study with Stanford University. Beginning with the spring 2017, probation holds were placed using a different time frame than previous terms. Soon after the fall 2016 grades were final, probation holds were added for spring 2017; were as in the past, the holds were placed after spring 2017 census.</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Probation Report</th> <th style="text-align: center;">Fall 2013</th> <th style="text-align: center;">Fall 2014</th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Fall 2016</th> <th style="text-align: center;">Spring 2014</th> <th style="text-align: center;">Spring 2015</th> <th style="text-align: center;">Spring 2016</th> <th style="text-align: center;">Spring 2017</th> </tr> </thead> <tbody> <tr> <td>Total First Time Probation Students</td> <td style="text-align: center;">233</td> <td style="text-align: center;">216</td> <td style="text-align: center;">176</td> <td style="text-align: center;">126</td> <td style="text-align: center;">458</td> <td style="text-align: center;">410</td> <td style="text-align: center;">350</td> <td style="text-align: center;">437</td> </tr> <tr> <td>Continuing Probation Students</td> <td></td> <td style="text-align: center;">79</td> <td style="text-align: center;">72</td> <td style="text-align: center;">86</td> <td style="text-align: center;">59</td> <td style="text-align: center;">77</td> <td style="text-align: center;">70</td> <td style="text-align: center;">66</td> </tr> <tr> <td><b>Total Probation Students</b></td> <td style="text-align: center;"><b>233</b></td> <td style="text-align: center;"><b>295</b></td> <td style="text-align: center;"><b>248</b></td> <td style="text-align: center;"><b>212</b></td> <td style="text-align: center;"><b>517</b></td> <td style="text-align: center;"><b>487</b></td> <td style="text-align: center;"><b>420</b></td> <td style="text-align: center;"><b>503</b></td> </tr> <tr> <td>Percent of total UCOL enrollment</td> <td style="text-align: center;">3.63%</td> <td style="text-align: center;">4.62%</td> <td style="text-align: center;">4.29%</td> <td style="text-align: center;">4.10%</td> <td style="text-align: center;">9.05%</td> <td style="text-align: center;">8.89%</td> <td style="text-align: center;">8.35%</td> <td style="text-align: center;">11.13%</td> </tr> </tbody> </table> <p><b>Goal #7 Decrease the amount of time a student is exploratory.</b></p> <ul style="list-style-type: none"> <li>• The Exploratory cluster has seen an overall decline in population, and in the percentage of all University College students, since the cluster model began.</li> </ul> <div style="text-align: center; margin: 10px 0;"> <p><b>EXPLR Cluster by count</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <caption>EXPLR Cluster by count Data</caption> <thead> <tr> <th>Term</th> <th>EXPLR Cluster Count</th> <th>% of UCOL</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>783</td> <td>12.20%</td> </tr> <tr> <td>Spring 2014</td> <td>561</td> <td>8.74%</td> </tr> <tr> <td>Fall 2014</td> <td>606</td> <td>9.49%</td> </tr> <tr> <td>Spring 2015</td> <td>417</td> <td>7.61%</td> </tr> <tr> <td>Fall 2015</td> <td>540</td> <td>9.34%</td> </tr> <tr> <td>Spring 2016</td> <td>346</td> <td>6.88%</td> </tr> <tr> <td>Fall 2016</td> <td>483</td> <td>8.35%</td> </tr> <tr> <td>Spring 2017</td> <td>305</td> <td>6.76%</td> </tr> </tbody> </table> </div>	Probation Report	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Total First Time Probation Students	233	216	176	126	458	410	350	437	Continuing Probation Students		79	72	86	59	77	70	66	<b>Total Probation Students</b>	<b>233</b>	<b>295</b>	<b>248</b>	<b>212</b>	<b>517</b>	<b>487</b>	<b>420</b>	<b>503</b>	Percent of total UCOL enrollment	3.63%	4.62%	4.29%	4.10%	9.05%	8.89%	8.35%	11.13%	Term	EXPLR Cluster Count	% of UCOL	Fall 2013	783	12.20%	Spring 2014	561	8.74%	Fall 2014	606	9.49%	Spring 2015	417	7.61%	Fall 2015	540	9.34%	Spring 2016	346	6.88%	Fall 2016	483	8.35%	Spring 2017	305	6.76%	<p>during Beginner Orientation. SSAs are able to quickly find information on their advisees and record notes without the use of paper. The clusters in ACD will be developing a coordinated initiative to offer mobile advising (Ask An Advisor) across campus this next year, including in some of the residence halls.</p> <p><b><u>Online Exploratory Modules</u></b></p> <p>Jennifer Schott, Director of Career Development, along with the Exploratory Cluster, will be revamping the Online Exploratory Modules for beginning students. The plan is for all students to interact with the modules prior to orientation to assist with earlier major confirmation.</p> <p><b>IUPUI Welcoming Campus Initiative</b></p> <p><b><u>College Success Guides</u></b></p> <p>Kevin George, HLS Student Success Advisor, is collaborating with Julie Lash, Director of CAPS, Mark Minglin, Executive Director of Academic Support Programs, and masters level students from Social Work to provide College Success Guides through ACD. These guides will be able to provide personal and social support and guidance to students. Topics include stress, change management, personal conflicts, relationships, etc. The guides will provide support at the second level of a three-tiered system: Academic Success Coaches (academic), College Success Guides (personal/social), and Counseling &amp; Psychological Services (mental health).</p>
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<p><b>Academic Planning and Progress</b> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate reason for their major and/or career choice. PUL 1, 6</li> <li>2. Identify degree requirements for their major choice and parallel plans. PUL 2, 3</li> <li>3. Choose General Education Core requirements appropriate for degree options and VIPS. PUL 3, 6</li> <li>4. Locate the application/certification requirements for their degree granting school. PUL 4</li> <li>5. Develop a realistic plan to transition to their degree granting school. PUL 2</li> <li>6. Set realistic goals for academic success. PUL 2</li> </ol> <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> <li>1. Utilize the Confidence Model to confirm students major/career choice.</li> <li>2. Teach students about the value of the General Education Core.</li> <li>3. Help students understand and align their General Education Core choices with their degree plan and VIPS.</li> <li>4. Teach students how to locate and understand their degree requirements, including the application/certification requirements.</li> <li>5. Assist students in creating a 4 year plan.</li> <li>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.</li> <li>7. Know when and how to refer students to school faculty and staff.</li> </ol>	<ul style="list-style-type: none"> <li>• When we break down the Exploratory cluster by the Undergraduate beginning population, we see a similar decline.</li> </ul> <div style="text-align: center;"> <p><b>Fall Beginning Undergraduate Cohort: Exploratory Students</b></p> <table border="1" style="margin: 0 auto;"> <caption>Fall Beginning Undergraduate Cohort: Exploratory Students</caption> <thead> <tr> <th>Year</th> <th>EXPLR in Cohort</th> <th>% of Beginner Cohort</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>275</td> <td>15.14%</td> </tr> <tr> <td>Fall 2012</td> <td>388</td> <td>19.05%</td> </tr> <tr> <td>Fall 2013</td> <td>435</td> <td>19.42%</td> </tr> <tr> <td>Fall 2014</td> <td>357</td> <td>15.76%</td> </tr> <tr> <td>Fall 2015</td> <td>354</td> <td>16.46%</td> </tr> <tr> <td>Fall 2016</td> <td>304</td> <td>14.95%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Spring Beginning Undergraduate Cohort: Exploratory Students</b></p> <table border="1" style="margin: 0 auto;"> <caption>Spring Beginning Undergraduate Cohort: Exploratory Students</caption> <thead> <tr> <th>Year</th> <th>EXPLR in Cohort</th> <th>% of Beginner Cohort</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>23</td> <td>11.73%</td> </tr> <tr> <td>Spring 2013</td> <td>32</td> <td>15.84%</td> </tr> <tr> <td>Spring 2014</td> <td>30</td> <td>15.96%</td> </tr> <tr> <td>Spring 2015</td> <td>23</td> <td>13.86%</td> </tr> <tr> <td>Spring 2016</td> <td>19</td> <td>11.45%</td> </tr> <tr> <td>Spring 2017</td> <td>15</td> <td>10.49%</td> </tr> </tbody> </table> </div> <p><b>Goal #8 Decrease the number of students in UCOL with 60 or more credit hours.</b></p> <ul style="list-style-type: none"> <li>▪ Beginning with fall 2016 the Transition to Degree Granting School policy (V06) changed and only those who started at IUPUI as an FYU will receive the V06 hold if they are still in University College after completing 60 or more credit hours. Because of this change, there is a sharp decline in the Total V06 population.</li> </ul>	Year	EXPLR in Cohort	% of Beginner Cohort	Fall 2011	275	15.14%	Fall 2012	388	19.05%	Fall 2013	435	19.42%	Fall 2014	357	15.76%	Fall 2015	354	16.46%	Fall 2016	304	14.95%	Year	EXPLR in Cohort	% of Beginner Cohort	Spring 2012	23	11.73%	Spring 2013	32	15.84%	Spring 2014	30	15.96%	Spring 2015	23	13.86%	Spring 2016	19	11.45%	Spring 2017	15	10.49%	<p><b>Welcome Letter</b></p> <p>ACD will partner with Eric Sickels, Director of Communications and Digital Strategy, and IUPUI Enrollment Management to develop a “welcome letter/packet” for new beginning students who are admitted to IUPUI. For University College students to identify with their academic home and cluster within ACD upon IUPUI admission will assist with the transition to the college and greater understanding prior to receiving orientation information.</p> <p><b>Inside Track Coaching</b></p> <ul style="list-style-type: none"> <li>• One of the goals at IUPUI is to double the number of STEM degrees awarded to minority students from 295 to 590 over a five year span. As part of the Inside Track Coaching initiative, Katie Schuman, STEM SSA, had a proposal accepted to coach first-year, minority females in Biology for the 2017 - 2018 academic year.</li> <li>• Karley Clayton will be working with pre-elementary education students who have a 2.00-2.49 GPA. This population was chosen as Indiana is in need of teachers and the GPAs currently are not high enough for admission to the School of Education.</li> <li>• Megan Chaille is coaching new transfer students who are exploratory. She chose this population to help them connect to campus and to support them as they work toward narrowing down major and career options.</li> </ul>
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## Academic and Career Development

### Goals and Student Learning Outcomes

**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

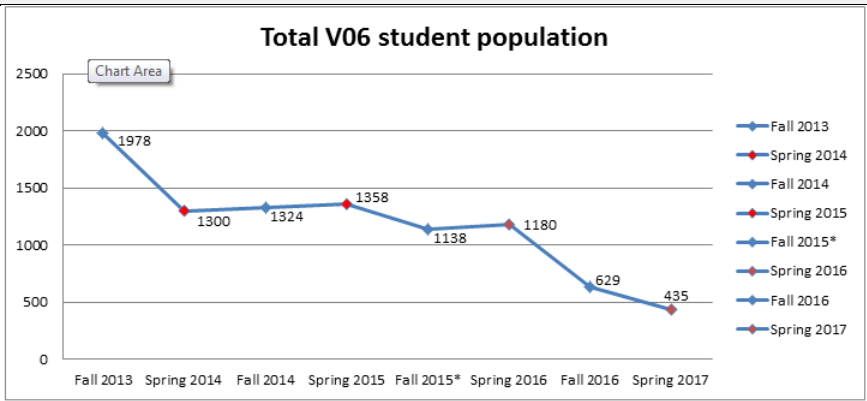
Academic and Career Development will:

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
3. Explain school specific policies and procedures related to application/certification to their degree granting school. PUL 1

### Assessment Findings Highlights



**Post-Appointment survey**

All students who have an appointment are sent an email after his/her appointment asking for feedback. In addition, the link to the survey is included in all templates for contracts/planning guides for student success advisors (SSA). Students are asked to self-report on things they have learned as a result of their appointment. The questions have been developed using the ACD Student Learning Outcomes.

It is important to note that in April and May 2017, the Post Appointment survey was replaced with the CARLI survey, administered by the IUPUI Campus Advising Council (CAC), so a lower response rate is expected.

**Dates of Responses:** August 1, 2016 through May 8, 2017  
**Number of Appointments:** 13,310 (12,013 for Student Success Advisors, 847 for Career Consultants)

Response Rate <i>(determined by # of responses compared to # of appointments)</i>	Fall 2015		Spring 2016		Fall 2016		Spring 2017	
Career Consultants	36	8.41%	20	4.72%	34	7.76%	7	1.71%
Student Success Advisors	168	2.56%	335	6.48%	273	3.99%	172	3.33%
<b>Total</b>	<b>204</b>	<b>2.92%</b>	<b>355</b>	<b>6.35%</b>	<b>307</b>	<b>4.22%</b>	<b>180</b>	<b>3.23%</b>

### Changes Made Based on Assessment

**ACD Principles**  
In the spring of 2017, ACD established the following guiding principles for the unit.

- Foster a team-oriented environment rooted in trust, engagement, and open mindedness.
- Be positive and respectful in our relationships.
- Communicate intentionally, authentically, and inclusively.
- Inspire a culture of creativity, innovation and professional growth.
- Give and receive honest and constructive feedback.
- Demonstrate professional integrity and take ownership for our actions.
- Recognize and celebrate strengths, contributions and accomplishments.
- Work collaboratively to inspire student authorship of their academic, career, and personal development.
- Provide service that reflects our commitment to diversity, equity, and inclusion.

Advocate for student success and the fulfillment of IUPUI's mission.

## Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																																																																											
<p>Academic and Career Development will:</p> <ol style="list-style-type: none"> <li>1. Teach students how to find relevant dates and deadlines.</li> <li>2. Interpret academic policies regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct.</li> <li>3. Teach students how to find and understand the application/certification policies and procedures for their degree granting school.</li> </ol>	<p><b>Responses after Career Consultant appointments</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2" style="text-align: center;">After meeting with the career consultant</th> <th colspan="2" style="text-align: center; color: red;">Strongly Disagree/Disagree</th> <th colspan="2" style="text-align: center; color: green;">Agree/Strongly Agree</th> </tr> <tr> <th style="text-align: center;">Fall 2016 %</th> <th style="text-align: center;">Spring 2017 %</th> <th style="text-align: center;">Fall 2016 %</th> <th style="text-align: center;">Spring 2017 %</th> </tr> </thead> <tbody> <tr> <td>I am able to identify and articulate my values, interests, personality traits, and/or skills.</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>I can now identify possible major/career options for further exploration.</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>I am able to locate resources to assist me in this exploration process.</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>I feel better able to make an informed decision regarding my major/career options.</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p><b>Responses after Student Success Advisors appointments</b></p> <table border="1" style="width: 100%; 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<p><b>Mission:</b> 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 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.</p> <p><b>Program Goals:</b> The Diversity Enrichment and Achievement Program (DEAP) further the university's and division's strategic plan to promote undergraduate learning and success by:</p> <ol style="list-style-type: none"> <li>1. Facilitate DEAP scholars' transition into the university culture</li> <li>2. Provide DEAP scholars with close oversight of academic performance and campus involvement.</li> <li>3. Help improve DEAP scholars' sense of self-efficacy</li> <li>4. Facilitate DEAP scholars' development of skills such as life balance, resilience, and adaptability</li> <li>5. Provide a sense of community among DEAP scholars</li> <li>6. Develop opportunities for connection and close ties between DEAP scholars and faculty/staff</li> </ol> <p><b>Key Retention Components:</b></p> <ul style="list-style-type: none"> <li>• Connecting prior to orientation (letter emailed to eligible students)</li> <li>• DEAP Summer Bridge Sections</li> <li>• Bridge scholarship</li> <li>• Freshman Induction Ceremony</li> <li>• Individual intake meetings</li> <li>• Cultural and social activities</li> <li>• Students leadership opportunities (4 student organizations)</li> <li>• Individualized student assessments and tracking</li> <li>• Peer Mentoring</li> <li>• Faculty/staff mentoring</li> <li>• Developmental workshops</li> </ul>	<p><b>IRDS data show</b> <b>Fall 2016 Cohort Data:</b> 201 Total Students in the Fall 2016 cohort that were first-time beginning students</p> <table> <tr><td>Black/African American</td><td>104</td></tr> <tr><td>Latinx</td><td>74</td></tr> <tr><td>Asian</td><td>1</td></tr> <tr><td>2 or more races</td><td>24</td></tr> <tr><td>White</td><td>1</td></tr> <tr><td>All</td><td>201</td></tr> </table> <p><b>1-year retained at IUPUI</b></p> <table> <tr><td>Black/African American</td><td>84%</td></tr> <tr><td>Latinx</td><td>72%</td></tr> <tr><td>Asian</td><td>100%</td></tr> <tr><td>2 or more races</td><td>71%</td></tr> <tr><td>White</td><td>100%</td></tr> <tr><td>All</td><td>78%</td></tr> </table> <p><b>First Fall GPA</b></p> <table> <tr><td>Black/African American</td><td>2.69</td></tr> <tr><td>Latinx</td><td>2.81</td></tr> <tr><td>Asian</td><td>1.77</td></tr> <tr><td>2 or more races</td><td>2.78</td></tr> <tr><td>White</td><td>3.42</td></tr> <tr><td>All</td><td>2.74</td></tr> </table> <p><b>Fall 2015 Cohort Data</b> 74 Total Students in the Fall 2015 cohort that were first-time beginning students</p> <table> <tr><td>Black/African American</td><td>48</td></tr> <tr><td>Latinx</td><td>17</td></tr> <tr><td>Asian</td><td>1</td></tr> <tr><td>2 or more races</td><td>6</td></tr> <tr><td>White</td><td>2</td></tr> <tr><td>All</td><td>74</td></tr> </table> <p><b>1-year retained at IUPUI</b></p> <table> <tr><td>Black/African American</td><td>77%</td></tr> <tr><td>Latinx</td><td>71%</td></tr> <tr><td>Asian</td><td>0%</td></tr> </table>	Black/African American	104	Latinx	74	Asian	1	2 or more races	24	White	1	All	201	Black/African American	84%	Latinx	72%	Asian	100%	2 or more races	71%	White	100%	All	78%	Black/African American	2.69	Latinx	2.81	Asian	1.77	2 or more races	2.78	White	3.42	All	2.74	Black/African American	48	Latinx	17	Asian	1	2 or more races	6	White	2	All	74	Black/African American	77%	Latinx	71%	Asian	0%	<p><b>Expansion of the Program</b></p> <p><b>Additional Professional Staff</b> Two graduate assistant positions were added to the staff</p> <ul style="list-style-type: none"> <li>• Graduate Liaison for Campus Housing</li> <li>• Graduate Assistant for Male Initiatives</li> </ul> <p><b>Summer 2017 Bridge &amp; Themed Learning Community (TLC)</b></p> <p>Four DEAP Bridge sections Two Bridge/TLC sections Two TLC sections</p> <p>This provides the program with the ability to serve 150-200 students through IUPUI Summer Bridge, plus 40-50 DEAP students who will participate in fall beginning TLC sections</p> <p>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.</p> <p><b>DEAP Residential Based Learning Community (RBLC) Est. Fall 2017</b> Created to provide safe academic and social space for DEAP students living in campus housing.</p> <p>37 DEAP students live in the RBLC. Each student has a housing stipend to help offset the costs of living on campus.</p> <p>A graduate assistant helps to provide academic and social programming.</p>
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Senior	16																																																																													
<b><u>Race/Ethnicity</u></b>																																																																														
Black/African American	79																																																																													
Asian	6																																																																													
Latinx	26																																																																													
White	10																																																																													
Native American	3																																																																													
Native Hawaiian or P.I.	1																																																																													
<b><u>Expectations of DEAP</u></b>																																																																														
Have been far exceeded	53																																																																													
Have been fairly met	35																																																																													
Have been somewhat	13																																																																													
Have not been met	2																																																																													
<b><u>DEAP helped sense of belongingness</u></b>																																																																														
Strongly Agree	38																																																																													
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Neither Agree nor Disagree	11																																																																													
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Strongly Disagree	0																																																																													



First-Year Seminars		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p>The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian.</p> <p>The course aims to improve student success by:</p> <ul style="list-style-type: none"> <li>• Placing a strong emphasis on critical thinking, frequent writing, and information literacy</li> <li>• Introducing students to campus resources and career exploration and development</li> <li>• Creating opportunities for students to connect with each other and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 3,532 First-Year students who attempted more than 6 credit hours participated in First-Year seminars during Fall 2016. A total of 3,613 participated in Fall 2017.</li> <li>• Fall 2016 first-year students enrolled in more than 6 credit hours participating FYS courses had significantly higher one-year retention rates (76%) compared to nonparticipants (58%). However, there were only 173 who did not participate.</li> </ul> <p><b>Indirect Learning Outcome Assessment Results:</b></p> <ul style="list-style-type: none"> <li>• Students reported participating in University College 2016 First-Year Seminars improved their ability to (mean ratings on a 5-point scale with 1=no gain to 5= great gain) <ul style="list-style-type: none"> <li>○ Connections and sense of belonging to others and the campus (3.6)</li> <li>○ Introduction to College – understanding college expectations and knowing where to find resources/navigating college (3.8)</li> <li>○ Academic skills - writing and critical thinking (3.5)</li> <li>○ Transition skills – having the academic skills and social skills necessary to adapt to college (3.8)</li> <li>○ Career and major exploration (3.9)</li> </ul> </li> </ul>	<p><b>Ongoing Assessment and Implementation of Changes</b></p> <ul style="list-style-type: none"> <li>• 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, and all new instructors attended a customized ePDP training session.</li> <li>• Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning.</li> <li>• A series of faculty development workshops was created in collaboration with Gateway to Graduation and TLC programs.</li> <li>• New instructor orientation sessions focused on the updated FYS Template goals Belonging, Transitioning, and Planning.</li> <li>• New resources to help instructor navigate the new mentor role were introduced in fall 2016.</li> </ul>

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Mission</b> 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.</p>	<p><b>Goal #1: Maintaining high retention and graduation rates among participants as well as strong post-graduate outcomes.</b></p> <ul style="list-style-type: none"> <li>• <b>Graduation and retention:</b> IRDS data show a 93% 6-year graduation rate and 94% retention rate among the cohorts through the 2014-15 year. This compares to a 33% 6-year graduation rate and 35% retention rate among the comparison group.</li> </ul>	<p><b>Maintain high retention and graduation rates and post-graduation outcomes.</b></p> <ul style="list-style-type: none"> <li>• Continue to work with IRDS and internal program tracking to maintain data on program retention, graduation, and post-graduation outcomes.</li> </ul> <p><b>Increase access and inclusiveness of application preparation materials.</b></p>

## Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Program Goals</b> The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success by:</p> <ol style="list-style-type: none"> <li>1. Maintaining high retention and graduation rates among participants as well as strong post-graduation outcomes.</li> <li>2. Increasing preparedness of IUPUI undergraduates applying to LHSI.</li> <li>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.</li> <li>4. Increasing the quality and number of opportunities for guided reflection among interns.</li> </ol> <p><b>Intern Goals</b> By the end of the internship, interns will be able to:</p> <ul style="list-style-type: none"> <li>• apply and articulate transferable, career-related, or research-specific skills.</li> <li>• demonstrate an emerging professional identity.</li> <li>• explain and analyze their career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Post-graduation:</b> Program data show a 75% rate of enrollment in graduation and professional programs among graduates. Through the 2014-15 year, IRDS comparisons found 34% enrolled in an IU graduate program compared to 6% from the comparison group.</li> </ul> <p><b>Goal #2: Increasing preparedness of IUPUI undergraduates applying to LHSI.</b></p> <ul style="list-style-type: none"> <li>• <b>Applicant nomination form:</b> Second year of using a form for faculty, staff, and student leaders to nominate applicants. Nominees received a customized email and follow-up communications about the application. There were 140 (up from 87) nominations through the form.</li> <li>• <b>Canvas site:</b> Second year of a Canvas site with resources, application rubric, and tips on applying and 313 self-enrolled (up from 69) students self-enrolled.</li> <li>• <b>Informational e-mail communications:</b> 1424 (up from 785) students signed up for e-mail communications about the program. Three emails were sent over fall and early spring with recruiting events, tips to prepare for the application, and a notification when the application opened.</li> <li>• <b>Information sessions:</b> Information sessions are held in conjunction with career services and other relevant offices. Decreased number of ambassador-led information sessions from 19 (2015-16) to 17, decreased attendance from 137 to 90 students, but increased percent of that group applying from 31% to 43%.</li> <li>• <b>Chance to Advance networking event:</b> Held the third 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. 62 students (up from 31) attended the event.</li> <li>• <b>Application numbers:</b> Received 261 applications (32% increase from the previous year) and 95% (up from 90%) were strong enough for the Advisory Team to review.</li> <li>• <b>Application scores:</b> The overall average score was 70%. Students enrolled in the Canvas site had an average score of 74% compared to those not in the site</li> </ul>	<ul style="list-style-type: none"> <li>• Program staff and ambassadors will continue to intentionally promote the applicant Canvas site with the goal of increasing self-enrollment in the site to 80% of applicants.</li> <li>• Added an additional campus-wide networking event to fall semester in conjunction with the welcoming campus project on social class and career development success.</li> <li>• Continue to promote the nomination form as a means of encouraging applicants who may not have otherwise heard of the program.</li> <li>• Began tracking first generation and 21<sup>st</sup> century scholar status of participants.</li> <li>• Made application scoring rubric available in the Canvas site.</li> <li>• Review and clarify program rules, directions, and information session content.</li> <li>• Increase tips and general career and application advice on social media and in communications to applicants.</li> </ul> <p><b>Changes to programming to best educate and engage the interns.</b></p> <ul style="list-style-type: none"> <li>• Reviewed and improved intern supervisor orientation to be more inclusive of our goals for interns and the role of being a mentor.</li> <li>• Began planning for mini-workshops that can be done at the internship site in clusters of similar sites or at each individual location.</li> <li>• Director, in conjunction with other Division and campus partners, was awarded a Welcoming Campus Innovation Fund grant in spring 2017 for reducing social class barriers to student career development success.</li> <li>• Reviewing program workshops and other programming to ensure we are best serving our more diverse intern population.</li> </ul>

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>scoring 64%. Applicants with at least two points of contact with our programming options (Canvas, info sessions, nomination form, Chance to Advance networking event) averaged 75%. Those with no contact score an average of 64%.</p> <p><b>Goal #3: Improve inclusiveness of recruiting and outreach.</b></p> <ul style="list-style-type: none"> <li>Increased African American and Hispanic student participation from 5 to 17 in one year.</li> <li>Current group has 19 first generation and 12 21<sup>st</sup> Century Scholars.</li> <li>Began information sessions with Bowen/Nina Scholars and 21<sup>st</sup> Century Scholars as well as increasing DEAP sessions.</li> </ul> <p>Used SSC to filter and reach out to DEAP and 21<sup>st</sup> Century Scholars meeting the major and GPA criteria.</p>	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>What methods have you used to assess (direct and indirect) student learning and success?</b></p> <p>Going into our 17th 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.</p> <p><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</p>	<p>Following up on a six-year <b>Multiprogram Longitudinal Evaluation</b> 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.</p> <p>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 Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to</p>	<p><b>What major changes have been implemented based on data and assessment results? What changes do you plan to make in the future (if any)?</b></p> <p><b>1. Oversee the successful development of the Fostering Success Program for 40 students with program coordinator</b></p> <p>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 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</p>

## Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																									
<p>academic skills, 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:</p> <ol style="list-style-type: none"> <li>1. How do individuals from marginalized backgrounds overcome and transcend limiting circumstances and diminished life chances?</li> <li>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?</li> <li>3. How might we help students engage in the transformative process of finding meaning, purpose, direction, and vitality?</li> </ol> <p>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.</p> <p><b>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</b></p> <ol style="list-style-type: none"> <li>1. Develop a personal road map for success</li> <li>2. Utilize goal-setting strategies</li> <li>3. Develop critical thinking*</li> <li>4. Develop intellectual depth, breadth, and adaptiveness*</li> <li>5. Understand and apply student learning concepts and methods</li> <li>6. Demonstrate effective executive functioning</li> </ol>	<p>the general student population of each institution.</p> <p>Nina Scholar graduation and persistence rates continue to exceed those of the general population of each institution:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">IUPUI</th> <th style="text-align: center;">ASU</th> <th style="text-align: center;">Ivy Tech</th> <th style="text-align: center;">MCCCD</th> </tr> </thead> <tbody> <tr> <td>Nina Scholar Graduation Rate %</td> <td style="text-align: center;">71</td> <td style="text-align: center;">66</td> <td style="text-align: center;">59</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Institutional Graduation Rate %</td> <td style="text-align: center;">47</td> <td style="text-align: center;">59</td> <td style="text-align: center;">9</td> <td style="text-align: center;">14</td> </tr> <tr> <th>2001-2015</th> <th style="text-align: center;">IUPUI</th> <th style="text-align: center;">ASU</th> <th style="text-align: center;">Ivy Tech</th> <th style="text-align: center;">MCCCD</th> </tr> <tr> <td>Persistence %*</td> <td style="text-align: center;">72</td> <td style="text-align: center;">71</td> <td style="text-align: center;">64</td> <td style="text-align: center;">58</td> </tr> </tbody> </table> <p>*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.</p> <p><b>A longitudinal study</b> 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.</p> <p>The second year of the study's findings suggest that the program is changing lives for the better. Interviewed and surveyed students 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</p>		IUPUI	ASU	Ivy Tech	MCCCD	Nina Scholar Graduation Rate %	71	66	59	51	Institutional Graduation Rate %	47	59	9	14	2001-2015	IUPUI	ASU	Ivy Tech	MCCCD	Persistence %*	72	71	64	58	<p>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.</p> <p>Ultimately we want to guide, coach, and support students to:</p> <ul style="list-style-type: none"> <li>• consciously, intentionally, and self-concordantly pursue learning, growth, development, and healthy interrelatedness</li> <li>• journey through transitions, and meet difficulties from a more aware, open, psychologically flexible, and appreciative mindset</li> <li>• dive deeply into the exploration and engagement of how one genuinely builds a life with purpose, values-alignment, and vitality</li> </ul> <p>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.</p> <p><b>1. 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</b></p> <p>In the first year of implementation, program staff learned a great deal about the unique challenges faced by the former foster/ward of court student population prior to college enrollment, and invested significant work and intervention during this period. Besides the serious challenges many of these students faced in that time, including a considerable amount experiencing homelessness, there were unexpected administrative obstacles with enrollment. Difficulties with financial aid verification, a process that "audits" information reported on the federal aid application (FAFSA), as well as difficulties securing and attending orientation dates, and securing campus housing all stood as obstacles to students matriculating successfully.</p>
	IUPUI	ASU	Ivy Tech	MCCCD																							
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## Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																						
<p><b>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholar</b></p> <ol style="list-style-type: none"> <li>1. Develop meaningful connections to fellow scholars</li> <li>2. Offer academic and personal strengths to fellow scholars</li> <li>3. Participate fully in program community service</li> <li>4. Develop leadership identity and leadership skills in Nina Scholars Program</li> </ol> <p><b>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</b></p> <ol style="list-style-type: none"> <li>1. Fully utilize program guidance and support</li> <li>2. Readily access unit, campus, and community resources</li> <li>3. Understand how to develop academic and professional success networks</li> </ol> <p><b>Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success</b></p> <ol style="list-style-type: none"> <li>1. Understand and apply personal growth concepts and methods</li> <li>2. Engage in experiential learning</li> <li>3. Develop and utilize a sense of one's positive core and purpose</li> <li>4. Develop an understanding society and culture*</li> <li>5. Develop a sense of values and ethical standards*</li> </ol> <p><b>Goal 5: Facilitate career development and graduate school readiness</b></p> <ol style="list-style-type: none"> <li>1. Understand and apply career development concepts and methods</li> </ol>	<p>investigators feel could be emulated by other programs.</p> <p>Some additional findings:</p> <ul style="list-style-type: none"> <li>• Nurturing personal growth is a defined project at IUPUI and it is recommended that ASU and Maricopa Community Colleges formalize programming based on the IUPUI model.</li> <li>• IUPUI Nina Scholars “provides tools to help Scholars thrive as people, not just survive as students.”</li> <li>• Many are working 25-30 hours, most are taking out student loans, they grapple with psychological and financial challenges in additions to academic ones, they want help with working toward transition from college to career.</li> </ul> <p><b>Mentor Evaluations</b> 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.</p> <p><b>Scholar Surveys</b> 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 campus resources.</p> <p><b>What are the major assessment results in the areas of retention, academic performance, and learning?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">1<sup>st</sup> to 2<sup>nd</sup> year retention since 2001</td> <td style="width: 20%; text-align: center;">94%</td> </tr> <tr> <td>Percent persisting or graduated since 2001</td> <td style="text-align: center;">78%</td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"> </td> </tr> <tr> <td>Average Cumulative GPA of program graduates</td> <td style="text-align: center;">3.25</td> </tr> <tr> <td>Cumulative GPA of current scholars</td> <td style="text-align: center;">2.98</td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"> </td> </tr> <tr> <td>Number of continuing scholars</td> <td style="text-align: center;">33</td> </tr> </tbody> </table>	1 <sup>st</sup> to 2 <sup>nd</sup> year retention since 2001	94%	Percent persisting or graduated since 2001	78%			Average Cumulative GPA of program graduates	3.25	Cumulative GPA of current scholars	2.98			Number of continuing scholars	33	<p>Individual outcomes for enrolled students on track to meet proposed outcomes with the 26 students in the program. 24 are still attending all classes regularly, and all 26 are still enrolled at IUPUI. All 26 completed Summer Bridge. 92% have not missed a day of class and required group meeting attendance has averaged 88%. 96% have regularly attended all peer mentoring and success coaching meetings.</p> <p><b>2. Attracted additional funding due to the success of the Bowen Scholars program</b></p> <p>In its fourth year of existence, The IUPUI Bowen Scholars Program was established to assist African American students who are transitioning to IUPUI in pursuit of a baccalaureate degree after earning an associate degree at Ivy Tech. The Bowen Scholars program is funded to support five students total each year.</p> <p><b>IUPUI Bowen Scholars Outcomes 2014-2017</b></p> <table style="width: 100%;"> <tbody> <tr> <td>Graduation rate</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>Graduate cumulative GPA</td> <td style="text-align: right;">3.45</td> </tr> <tr> <td>Current Scholar Spr 17 GPA</td> <td style="text-align: right;">3.27</td> </tr> <tr> <td>Current Scholar cum GPA</td> <td style="text-align: right;">3.36</td> </tr> </tbody> </table> <p>Thanks to the generous support of Bob and Terry Bowen and their support for our program model The Bowen Scholars was able to double its number of scholars served for 2017-18 and moving forward. The program utilizes many of the lessons learned over the last 16 years of the Nina Scholars program but also is sensitive to the specific needs of the individual student and the needs of African-American students transferring from a community college.</p> <p><b>3. Develop a community of practice based on equitable, transformative and integrative education: an approach to learning and support that addresses the full range of influences on student success using the latest research on success for targeted populations and for learning, growth, development and optimal human functioning.</b></p>	Graduation rate	100%	Graduate cumulative GPA	3.45	Current Scholar Spr 17 GPA	3.27	Current Scholar cum GPA	3.36
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Nina Mason Pulliam Scholars Program			
Goals and Student Learning Outcomes	Assessment Findings Highlights		Changes Made Based on Assessment
<p>2. Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose</p> <p>*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.</p>	Number of program graduates	80	<p>In 2017-18 we have launched the Transformative Education Community of Practice with support from the Gateway to Graduation program. Transformative Education is about possibility – the possibility that everyone has the opportunity to learn, grow, develop, and contribute. Through the lens of educational inequity, many face limited opportunities, considerable barriers, and diminished life chances. Students who have faced the disempowering nature of educational inequity come to us with a broad set of needs. Rather than start out simply with a best practices model borrowed from others, we are using an inquiry-to-practice approach that has been guided by big questions such as:</p> <ul style="list-style-type: none"> <li>• how do individuals from marginalized backgrounds overcome and transcend limiting circumstances and diminished life chances?</li> <li>• how can individuals respond intentionally, skillfully, and in healthy and wise ways to social and educational barriers as well as inevitable challenges in life?</li> <li>• how might we help students engage in the transformative process of finding meaning, purpose, direction, and vitality?</li> <li>• and, of course, how might we as a campus community find innovative ways to fill the opportunity gaps these students face?</li> </ul> <p>In the Transformative Education Community of Practice we have 23 participants bringing their questions about teaching for creating equitable outcomes for all students. We began with where our praxis has led us thus far with special attention to critical, integrative, transformative, and contemplative perspectives. Together we are engaging in an exploration of a pedagogy of possibility and a commitment to participatory inquiry, dialogue, reflection, and action.</p>
	Number of program graduates completed/enrolled in graduate school	29	
	<p>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.</p>		



Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Mission</b> 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 college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through:</p> <ul style="list-style-type: none"> <li>• Creating campus dialogue and understanding of synergy between academics and collegiate work experiences.</li> <li>• Establishing and maintaining best practices and expectations for student employment programs.</li> <li>• Providing professional development opportunities through services and programming.</li> <li>• Connecting students and employers in mutually beneficial work experiences.</li> </ul> <p><b>Goals</b> The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by:</p> <ol style="list-style-type: none"> <li>1. Increasing the Number of Students Working on Campus</li> <li>2. Promoting the importance of Collegiate Work Experiences</li> <li>3. Enhancing opportunities for Student Professional Development &amp; Job Preparedness</li> <li>4. Empowering supervisors to enhance learning opportunities through quality work experiences</li> </ol>	<p><b>Relevant Data in Support of Goals</b></p> <p><b>Goal #1: Increasing the Number of Students Working on Campus</b></p> <ul style="list-style-type: none"> <li>• The Office of Student Employment's employer services and 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 15-16 of 3510 to AY 16-17 3909 of 399 students working in on campus positions.</li> <li>• <b>Part-Time Job Fair:</b> Held on August 25, 2016, the Part-Time Job Fair connected 82 on and off-campus employers (with over 1,000 position openings) to over 1,350 IUPUI students.</li> <li>• <b>JagJobs Live:</b> 418 students and 36 employers participated in 4 events for part-time job searching.</li> <li>• <b>Hire Achievers:</b> Incentive Funding / Hire Achievers merge - launched 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. The first year off-set funding of 27 student employees and 21 departments. Students worked a total of 5002 hours within the academic year and earned over \$89,000. The student employee average earnings for the academic year = \$3,310.</li> </ul> <p><b>Goal #2: Promoting the importance of Collegiate Work Experiences</b></p> <ul style="list-style-type: none"> <li>• <b>Job Local and Development (JLD) Program:</b> Part of the Federal Work-Study Program, the Office of Student Employment administered the JLD Program and successful outreach in AY 16-17 to local employers to identify, develop and increase the number of part-time opportunities available to IUPUI students.</li> </ul>	<p><b>Methods to assess direct and indirect student learning and success</b> 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 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. The next survey will launch in Spring 2018.</p> <p><b>Major assessment results in the areas of retention, persistence, academic performance and learning</b></p> <p>The Office of Student Employment receives annual results from the Office of Institutional Research and Decision Support to assess retention, persistence, and academic performance of student employees compared to non-student. The link to AY 16-17 data is available at:</p> <p><a href="https://tableau.bi.iu.edu/#/site/prd/views/2016-17WorkRetentionReport/FrontPage?:iid=2">https://tableau.bi.iu.edu/#/site/prd/views/2016-17WorkRetentionReport/FrontPage?:iid=2</a></p> <p>Areas we want to more fully study and compare, in the trend data are as follows:</p> <ul style="list-style-type: none"> <li>• Ethnicity and wage compensation averages</li> <li>• Hours worked per week and pay rate</li> <li>• Fifteen to finish completion retention rates</li> <li>• Retention rates for first-time, full-time and by campus employment status</li> </ul> <p><b>Changes for the future to goals and/or program</b></p> <p>The Office of Student Employment has utilized data and</p>

**Office of Student Employment**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• <b>JagJobs:</b> Over 18,000 applications were submitted by students through the JagJobs system to over 2,100 job postings representing over 18,000 position vacancies. Over 5,800 unique students utilized the JagJobs system this academic year.</li> <li>• <b>National Student Employee Appreciation (NSEA) Week:</b> Held the second full week of April each year, NSEA Week 2016 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 16-17 = 9 events held with over 630 students and over 200 employers in attendance.</li> <li>• <b>IUPUI Top 100:</b> 84 of the 2017 selected Top 100 students were currently working or had worked in on-campus employment experiences. 12 were involved in the Experience in Professionalism Program.</li> </ul> <p><b>Goal #3: Enhancing opportunities for student professional development &amp; job preparedness</b></p> <ul style="list-style-type: none"> <li>• <b>Appointments and Drop-In Services:</b> The Office of Student 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:               <ul style="list-style-type: none"> <li>○ <b>AY 12-13: 673</b></li> <li>○ <b>AY 13-14: 764</b></li> <li>○ <b>AY 14-15: 865</b></li> <li>○ <b>AY 15-16: 1015</b></li> <li>○ <b>AY 16-17: 799</b> (Number drop due to the loss of 3 full-time staff members in July and August – 2 full-time staff managed the fall semester solely).</li> </ul> </li> <li>• <b>Experience in Professionalism (EIP) Program:</b> 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 is being piloted fall 2016 under the UC 210 designation. In AY 16-17, 26 students passed the course.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>



Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• <b>Classroom and Group Presentations:</b> The Office of Student Employment delivered over 77 presentations and workshops (outside of the EIP Class and orientation) to over 5,000 students and employers in AY16-17 on professional development and job search topics, as well as supervisory development.</li> <li>• <b>Federal Work-Study Program:</b> In collaboration with the Center for Service and Learning and Office of Student Financial Services, 530 students utilized their Federal Work-Study award. The Office of Student Employment supported the program through student education, award processing, and employer outreach/education.</li> </ul> <p><b>Goal #4: Increasing the Quality of Student Employment Supervision</b></p> <ul style="list-style-type: none"> <li>• <b>Employer Development Services:</b> Individualized coaching and consulting services for on-campus supervisors and staff, as well as off-campus employers, were provided to guide employers through: <ul style="list-style-type: none"> <li>○ Recruiting, hiring, orienting, and training student employees</li> <li>○ Planning, budgeting, and creating academically relevant positions</li> <li>○ Leveraging and navigating the Federal Work-Study Program and process</li> <li>○ Supervising, engaging, and managing student employees</li> </ul> </li> </ul>	

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Academic Integration</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.</li> <li>• Students will receive information regarding their academic programs, services, and opportunities available</li> </ul>	<p><b>Number of Students Served by Program</b></p> <ul style="list-style-type: none"> <li>• In 2016, 3,704 beginning and 1,237 transfer students were served.</li> <li>• Students who attended orientation were likely to enroll; 98% of first-time freshmen, 95% of new transfers, and 92% of new intercampus transfers who attended orientation, subsequently enrolled in classes.</li> </ul>	<p><b>New Student Orientation</b></p> <ul style="list-style-type: none"> <li>• 16-two-day overnight orientation programs were offered, 2 -1day, 7 transfers, 3 condensed (1 international)</li> <li>• There was an increased focus on: <ul style="list-style-type: none"> <li>• School information/Academic prep session was extended by 30 minutes (2:00 – 4:00pm)</li> <li>• iGPS introduced by some schools</li> </ul> </li> </ul>

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>to minimize their anxiety and to build a support system for their learning.</p> <p><b>Social Integration</b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to make connections with other students.</li> <li>• Students will feel supported and will have a general sense of familiarity with the surroundings.</li> <li>• Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology.</li> <li>• Students will feel welcomed and connected to IUPUI.</li> </ul> <p><b>Self-Efficacy</b></p> <ul style="list-style-type: none"> <li>• Students will report that they feel prepared to meet the demands and expectations of college.</li> <li>• Students will report that they have the ability to make a successful transition to IUPUI.</li> </ul>	<p><b>Beginning Student Exit Questionnaire Highlights (strongly agree-agree)</b></p> <ul style="list-style-type: none"> <li>• 90% learned how to get involved in the campus community.</li> <li>• 92% of students were confident they made the right decision to attend IUPUI.</li> <li>• 91% found staying on campus a beneficial experience.</li> <li>• 92.5% Felt their questions were answered</li> </ul> <p><b>Transfer Student Exit Questionnaire Highlights (strongly agree-agree)</b></p> <ul style="list-style-type: none"> <li>• 85% learned about the academic requirements for their program.</li> <li>• 93% felt their questions were answered</li> <li>• 90% felt confident that they made the right decision to attend IUPUI</li> <li>• 86.4% found orientation a beneficial experience</li> </ul> <p>(This data provides support to piloting a new transition program to improve student learning during the orientation program.)</p>	<p><b>Changes for First Year Student Orientation</b></p> <ul style="list-style-type: none"> <li>• There were no new additions to this year's program.</li> </ul> <p><b>Changes for Transfer Student Orientation</b></p> <ul style="list-style-type: none"> <li>• A 6+ hour program was offered as well as 3 pilot transition programs (3 step process with Transfer Tuesday, Orientation, and advising uncoupled from the orientation experience.</li> </ul> <p><b>Changes for Family Orientation</b></p> <ul style="list-style-type: none"> <li>• There were no new additions to this year's program.</li> </ul>

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
<p><b>SPAN Description</b> 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.</p> <p><b>Scholars Summer Seminars:</b> 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</p>	<p><b>Assessment Methods</b> 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.</p> <p>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.</p>	<p><b>Learning Outcomes</b> Assessment has demonstrated strong evidence that scholars have acquired the following through participation in the SPAN Division Scholars Summer Seminar and Community of Learners:</p> <ul style="list-style-type: none"> <li>• Improved effective writing and speaking skills (Core Communication).</li> <li>• Utilization of information resources and technology (Core Communication).</li> <li>• Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking).</li> <li>• Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge).</li> </ul>

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
<p>effective time management skills.</p> <p><b>Community of Learners:</b> 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 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.</p> <p><b>Program Goals</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation questionnaires are used to assess the effectiveness, and implement improvements for student services.</li> <li>Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement.</li> <li>Student academic performance is collected to determine college readiness factors, and pre-college qualifiers/identifiers (such as course completion of AP, Honors, dual credit), and standardized tests (such as PSAT, PLAN, SAT, and ACT).</li> </ul>	<ul style="list-style-type: none"> <li>Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture).</li> <li>Describe the university rules regarding academic honesty and plagiarism (Values and Ethics).</li> <li>Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth Breadth and Adaptiveness).</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>Differentiate between secondary and higher education.</li> <li>Develop a supportive network of staff, faculty, and fellow students</li> <li>Identify the physical layout of the campus</li> </ul> <p>Use feedback from peer review and the course instructional team to improve academic performance.</p>

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p><b>Key Retention Components</b></p> <ul style="list-style-type: none"> <li>Connecting with students during orientation (advising</li> </ul>	<p><b>Assessment Findings and Highlights 2014-2015</b></p> <p><b>Retention Rates</b>  All SSS Students: N=302 (80%)  Female: N=227 (77%)  Male: N=75 (85%)</p> <p>African-Amer. Students: N=165 (78%)  African-Amer. Males N=39 (85%)  African-Amer. Females N=126 (76%)  Latino SSS Students: (89%)</p>	<p>*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.</p>

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>and registration)</p> <ul style="list-style-type: none"> <li>• An SSS Summer Bridge section</li> <li>• An SSS themed learning community</li> <li>• Professional academic advisors and financial aid advisor on staff</li> <li>• Peer mentoring for first-year students (juniors and seniors who are SSS students)</li> <li>• Mid-year and end-of-the-year written reports sent to students</li> <li>• Tutoring staff</li> <li>• Grants and scholarships</li> <li>• 50–60 workshop options each year</li> <li>• Monthly newsletters electronically sent to students through OnCourse</li> <li>• Leadership development opportunities through leadership conferences and regional conferences through organizations</li> <li>• Cultural and social trips and activities</li> <li>• Working with students from orientation until graduation</li> </ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Developed relationships (peer-peer and advisor-student)</li> <li>• Student personal and professional development</li> </ul> <p>Students equipped with successful strategies to be retained through graduation</p>	<p>SSS Freshmen: (67%)  SSS Sophomores: (80%)  SSS Juniors: (86%)  SSS Seniors: (91%)</p> <p><b>Graduation</b>  31 Graduates  35% 6 Year Graduation Rate</p> <p><b>Grade Point Averages</b>  Freshmen: 2.79  Sophomores: 2.79  Juniors: 2.74  Seniors: 2.79</p>	

Summer Bridge Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Develop a comprehensive perspective on higher education</li> <li>• Develop a community of learners</li> <li>• Develop communication skills</li> <li>• Develop critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• The Summer Bridge Program has experienced steady growth over the past decade (2007–2016). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 943 in 2016.</li> <li>• Students from the 2015 Summer Bridge Program earned significantly higher one-year retention rates (79% compared to 73% for nonparticipants) and had slightly higher levels of academic performance (adjusted one-year GPA 2.75) compared to nonparticipants (adjusted fall GPA 2.73). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy</li> </ul>	<ul style="list-style-type: none"> <li>• Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning.</li> <li>• 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 Schools of Business and Informatics.</li> <li>• 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</li> </ul>

Summer Bridge Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> <li>• Develop study skills</li> <li>• Develop college adjustment skills</li> <li>• Understand the demands and expectations of college</li> <li>• Understand information technology</li> <li>• Understand and use university resources</li> </ul> <p><b>Learning Outcome Assessment Results</b></p> <ul style="list-style-type: none"> <li>• At the completion of Summer Bridge, most participants complete a questionnaire: <ul style="list-style-type: none"> <li>○ Most students reported that they would recommend Summer Bridge to another first-year student (99%).</li> <li>○ Results based on quantitative and qualitative investigations suggest that the Summer Bridge program helps students feel academically and socially integrated.</li> <li>○ 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</li> <li>○ 2016 questionnaire results indicated that 96% of the students reported that the program helped them meet new people, 87% reported that they established close friendships, 85% reported that the program helped them establish a meaningful relationship with a faculty member, and 90% reported that the program helped them to develop an appreciation for social and cultural diversity.</li> </ul> </li> </ul>	<p>for motivation).</p> <ul style="list-style-type: none"> <li>• African American students who participated (174 participated and 189 did not) in the 2016 Summer Bridge Program had higher fall-to-fall retention rates (79%) compared to nonparticipants (65%) and had a significantly higher fall GPA (2.51 fall GPA for participants compared to 2.27 for non-participants).</li> <li>• 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 (99%) indicated that they would recommend Summer Bridge to other first-year students in 2016 and this is a consistent positive finding.</li> <li>• In Fall 2016, a series of Bridge sections were developed in collaboration with the Diversity Enrichment and Achievement Program (DEAP). Students who participated in DEAP Bridge sections had a significantly higher Fall GPA (2.70) and Fall-Spring retention rate (90%) than African-American, Latino, Native American, or two or more races students who did not participate in Bridge (2.43 Fall GPA, 82% Fall-Spring retention rate).</li> </ul>	<p>minority students. Collaboration with the DEAP program was enhanced to include eight DEAP-themed sections.</p> <ul style="list-style-type: none"> <li>• Participation in Summer Bridge was required of all students from certain specific aid categories, and early orientations were scheduled to increase access to the program for underserved lower-income students.</li> <li>• As a result of the study of international students' experiences in Summer Bridge, the program increased funding for enhanced "sister section" interventions which allow increased opportunities for intentional connection between students in fully international and fully domestic sections, extending funding through fall semester to allow for sustained interaction.</li> <li>• A faculty workshop was held in spring semester, focusing on growth mindset, community building, and financial literacy programming.</li> </ul>

Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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 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</p>	<ul style="list-style-type: none"> <li>• TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences.</li> <li>• The TLC program has experienced steady growth. A total of 880 first-time IUPUI students participated in the TLC program in fall 2016. There were 37 sections offered in 2016.</li> <li>• TLC participants tend to have higher one-year</li> </ul>	<ul style="list-style-type: none"> <li>• The TLC High-Impact Taxonomy, developed by the TLC Advisory Board, was piloted in Fall 2016, as a planning guide to support incorporation of the key components that lead to increased student retention and academic success. 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, an out-of-</li> </ul>

## Themed Learning Communities (TLCs) Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>environment where students could develop a strong sense of community and explore connections across disciplines.</p> <p>Learning communities have been advocated as effective interventions for enhancing:</p> <ul style="list-style-type: none"> <li>• Student retention (Tinto, 2003).</li> <li>• Engagement levels (Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey &amp; Parker, 2008; Zhao &amp; Kuh, 2004)</li> <li>• Student learning and academic success (Hegler, 2004; Henscheid, 2004; Kuh, 2008; Stassen; 2003)</li> <li>• Opportunities for service learning (Oates &amp; Leavitt, 2003)</li> <li>• Critical thinking and integrative learning (Lardner &amp; Malnarich, 2008, 2008/2009, 2009)</li> </ul> <p><b>Student Learning Outcomes</b> Students will:</p> <ul style="list-style-type: none"> <li>• Connect examples, facts, or theories from more than one field of study or perspective.</li> <li>• Form learning support networks among students in their community.</li> <li>• Connect with a network of faculty and staff.</li> <li>• Engage in active exploration of complex issues and ideas.</li> <li>• Work collaboratively with other students to create new understanding through the navigation of complex problems.</li> <li>• Demonstrate reflective practices.</li> <li>• Be effective in communication, ethical development, critical thinking, team work, and civic engagement.</li> <li>• Recognize, respect, and value diverse social identities and multiple points of view.</li> </ul> <p><b>TLC ePortfolio Pilot</b></p> <ul style="list-style-type: none"> <li>• 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. An assessment of the pilot took place Spring 2016-Fall 2017, looking at student eportfolios as a direct measure of student work, using the VALUE Rubric on Integrative Learning to identify levels of integrative learning.</li> </ul>	<p>retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators continue to work to make sure that the program fidelity was maintained and that quality instructional teams were built during periods of growth.</p> <ul style="list-style-type: none"> <li>• 2016 TLC participants had higher one-year retention rates of (77% compared to 75% for nonparticipants). The 2016 TLC participants had slightly higher fall GPAs (adjusted 2.78) 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).</li> <li>• 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.”</li> <li>• 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.</li> <li>• Pedagogical strategies that facilitate integrative learning, sense of belonging/community, and peer interactions significantly affect students’ overall satisfaction ratings of their learning experiences.</li> <li>• TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions.</li> <li>• 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.</li> <li>• IUPUI has consistently been cited as a top pick by high school guidance counselors and recognized yet again for programs in service learning, first-year experiences, and learning communities in US News and World Report Rankings.</li> <li>• Students responded positively to a post-program questionnaire (Fall 2016):</li> </ul>	<p>class component in every TLC, active learning strategies in the classroom, and faculty collaboration during planning and implementation of the TLC.</p> <ul style="list-style-type: none"> <li>• A team planning document, aligned with the pilot taxonomy was completed by every team, and used to identify areas of fidelity concern, and identify barriers team face when developing successful TLCs. One significant change observed is the increase in the number of TLCs engaging in out-of-class activities (123 out-of-class activities in Fall 2016, up from 34 in 2015).</li> <li>• 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.</li> <li>• 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. An assessment of the pilot took place Spring 2016-Fall 2017, looking at student eportfolios as a direct measure of student work, using the VALUE Rubric on Integrative Learning to identify levels of integrative learning.</li> <li>• In response to IRDS research showing an increase of impact in TLCs with service learning (SL), in Spring 2017 the TLC program, in conjunction with the Center for Service and Learning, offered a Service Learning Institute to support TLC teams wanting to incorporate service learning in their TLC, with pilot teams implementing a project in Fall 2017.</li> <li>• 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.</li> <li>• In response to IRDS reports showing students participating in HIPs increase success, the TLC program</li> </ul>



<b>Themed Learning Communities (TLCs) Program</b>		
<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
	<ul style="list-style-type: none"> <li>○ 79% of TLC students reported that they were “satisfied” or “very satisfied” with their TLC experiences</li> <li>○ 98% reported that they completed a graded assignment (paper, project, speech, etc.) that required integrating ideas, strategies, or skills from a TLC class.</li> <li>○ 67% reported that they participated in a community service or volunteer activity.</li> <li>○ 77% reported that they participated in a campus activity (e.g., speaker, film, or event outside of class on campus).</li> <li>○ 64% reported that they participated in an activity or event in the Indianapolis community (that did not involve service).</li> <li>• In the ePortfolio pilot, at least 70% of ePortfolios scored using the Integrative Learning VALUE Rubric reached the Benchmark on every dimension. The strongest scores were on the Reflection and Self-Assessment dimension, while some of the lowest scores were on Connections to Discipline</li> </ul>	<p>continues to seek ways to increase the number of offerings. A cross-functional team was sent to the National Summer Institute on Learning Communities in July 2017 to explore alternate LC models for the IUPUI that take into consideration schools with degree programs that use large Gateway courses in the first year.</p> <ul style="list-style-type: none"> <li>• TLC team members used results from the ePortfolio pilot to revise reflections prompts and other course assignments. Results were also shared with new team members in order to facilitate greater collaboration with the teams. Results from the ePortfolio will also be shared widely in order to encourage further participation in the TLC ePortfolio initiative to support Integrative learning.</li> </ul>