University College
Division of Undergraduate Education

Program Review and Assessment Committee (PRAC) Annual Report 2017-2018

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

Table of Contents

Context and Assessment Methods 4
Needs Assessment Highlights 5
IUPUI Student Demographics 5
University College Student Demographic Summary 7
The top 10 most important reasons impacting the decision to select IUPUI 8
Risk Factors for First Year IUPUI Students 8
Success or Thriving Factors for First Year IUPUI Students 9
Academic Achievement and Progress 10
Changes Made and Planned Based on Student Retention and Progress Assessment 13
Program Assessment Highlights: Summer Bridge, LCs, SB-TLCs, 21st Century Scholars 15
- Summer Bridge Program 15
- Learning Communities Assessment Highlights and Implications for Practice 18
- Themed Learning Communities 18
- 2016 LC ePortfolio Pilot 23
- 2018 Themed Learning Communities and Gateway Learning Communities Enrollment 24
- Summer Bridge–Themed Learning Communities 25
- 21st Century Scholars Postsecondary Support Program 27

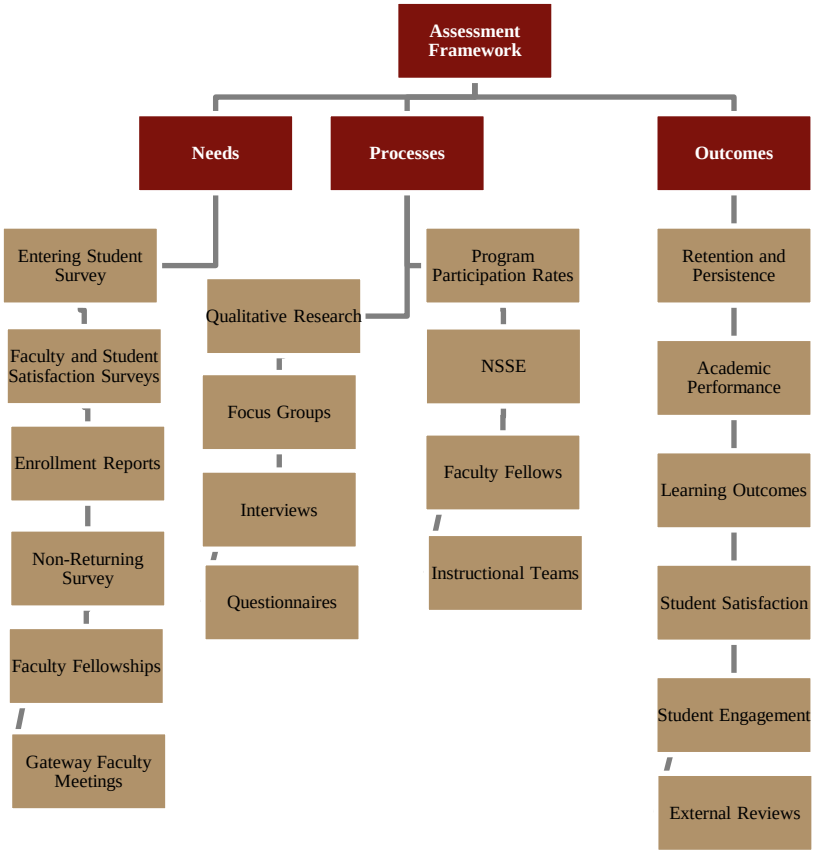
Diversity Enrichment and Achievement Program (DEAP) Highlights 29
Biology Resource Center Analysis 34
University College Course Approved Student Learning Outcomes 37
Planned Changes Based on Assessment 40

University College Assessment and Planning Matrix 41
21st Century Scholars Success Program .....**Error! Bookmark not defined.**
Academic and Career Development .....**Error! Bookmark not defined.**
DEAP (Diversity Enrichment and Achievement Program).....**Error! Bookmark not defined.**
First-Year Seminars.....**Error! Bookmark not defined.**
Life-Health Sciences Internship Program.....**Error! Bookmark not defined.**
Nina Mason Pulliam Scholars Program.....**Error! Bookmark not defined.**
Office of Student Employment.....**Error! Bookmark not defined.**
Orientation Services .....**Error! Bookmark not defined.**
SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners .....**Error! Bookmark not defined.**
Student Support Services (SSS) .....**Error! Bookmark not defined.**
Summer Bridge Program .....**Error! Bookmark not defined.**
Themed Learning Communities (TLCs) Program.....**Error! Bookmark not defined.**

Context and Assessment Methods

The Division of Undergraduate Education (DUE) 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 DUE 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 DUE 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 DUE Assessment Framework below.

DUE Assessment Framework



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Needs Assessment Highlights

Over the past decade, University College has administered an Entering Student Survey 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 2018 was 5,088, including students whose primary, second, or third major was in University College. This number is down quite a bit from 5,739 students in Fall 2017 and considerably down from Fall 2008 when UC enrollment was 6,638. In the short term, this decline is likely due in part to the decrease in new beginners and external transfers. There was also a sharp decrease in the number of non-degree from Fall 2017 to Fall 2018. 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.

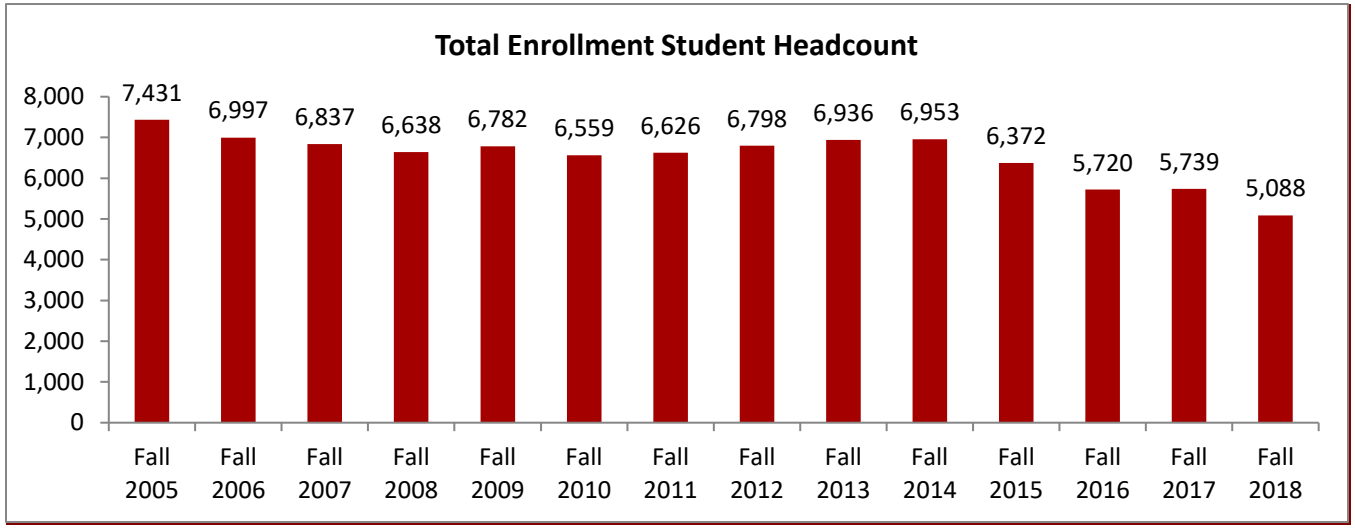
Fall 2018 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,515 first-time, full-time students (only 4%/ 134 part-time)
  - 1,920 (55%) University College admits
  - 1,595 (45%) dual admits/direct-school admits
- 7 (0.2%) admitted conditionally
- 14 (.04%) 25 years of age or older
- 3,198 (91%) Indiana residents
- 81 (2%) international students
- 265 (8%) African American
- 394 (11%) Latinx
- 3.37 average high school GPA (UC)
- 1058 average SAT score [a] (UC)
- 3.62 average high school GPA (Direct/Dual Admit)
- 1,201 average SAT score [a] (Direct/Dual Admit)

[a] Based on revised 2017 SAT scale

- 41% received a Pell Grant (Fall 2017 cohort)
- 589 (17%) Twenty First Century Scholars (received state money)
- 1,088 (31%) first-generation students (neither parent attended college)
- 1,567 (45%) live in campus housing
- 215 (6%) enrolled in the IUPUI Honors College
- 69% attempted 15 or more credit hours in the first semester
- 3,385 (96%) students participated in first-year seminars.
  - 1,851 University College students participated.
- 1,333 (38%) were enrolled in a Learning Community.
  - 638 participated in a Themed Learning Community
  - 695 participated in a new Gateway Learning Community
- 922 (26%) participated in the Summer Bridge Program

University College Fall Enrollment



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

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University College Student Demographic Summary

Fall University College Student Demographics

	2018		2017	
	N	%	*N*	%
Total	5,088	100%	5,739	100%
Race/Ethnicity				
American Indian/Alaskan Native	2	<0.1%	9	0.2%
African American	642	12.6%	744	13.0%
Asian American	300	5.9%	276	4.8%
Latinx	567	11.1%	540	9.4%
International	213	4.2%	260	4.5%
Native Hawaiian/Pacific Islander	1	<0.1%	5	0.1%
Two or More Races	303	6.0%	292	5.1%
White	3,038	59.7%	3,584	62.5%
Unknown	22	0.4%	29	0.5%
Gender				
Female	3,013	59.2%	3,376	58.8%
Male	2,075	40.8%	2,363	41.2%
Class Level				
Freshman	2,477	48.7%	2,703	47.1%
Sophomore	1,411	27.7%	1,643	28.6%
Junior	632	12.4%	708	12.3%
Senior	183	3.6%	171	3.0%
Undergrad Special/Unclassified	385	7.6%	514	9.0%
Residency				
Indiana Resident	4,708	92.5%	5,343	93.1%
Nonresident	380	7.5%	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. Availability of financial aid/scholarships
3. Graduates get good jobs
4. Job, career, and internship opportunities available in Indianapolis while attending school
5. Career and job opportunities available in Indianapolis after I complete my degree
6. Opportunity for an 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 the city of Indianapolis

Rank ordered by mean ratings out of 21 items
Note: Sources of Information: Based on 2018 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.
- Indicating they plan to transfer before starting at IUPUI
- Low self-efficacy in math
- 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

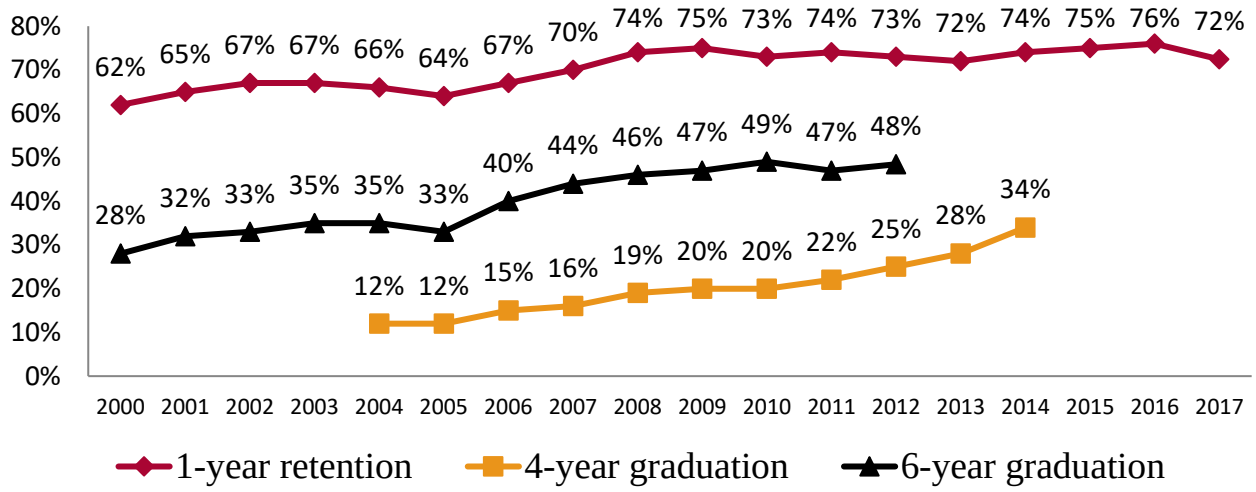
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum (having AP credit, earning an Indiana Honors diploma)
- Not being a first-generation college student
- Living in campus housing
- High self-efficacy in writing and study skills
- High personal ratings in motivation for college work and physical health
- Participating in early interventions or academic support programs such as Summer Bridge, First-Year Seminars, or Themed Learning Communities.
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math
- Working on (rather than off) campus

Academic Achievement and Progress

2017 First-Time, Full Time Students

There have been fairly steady increases in the one-year retention rates over the past 10 years (shown below). Though there was a slight drop in retention rates with the Fall 2017 cohort, it is still noteworthy that the one-year (fall-to-fall) for the Fall 2017 first-time, full-time IUPUI (Indianapolis only) cohort was 72% 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.

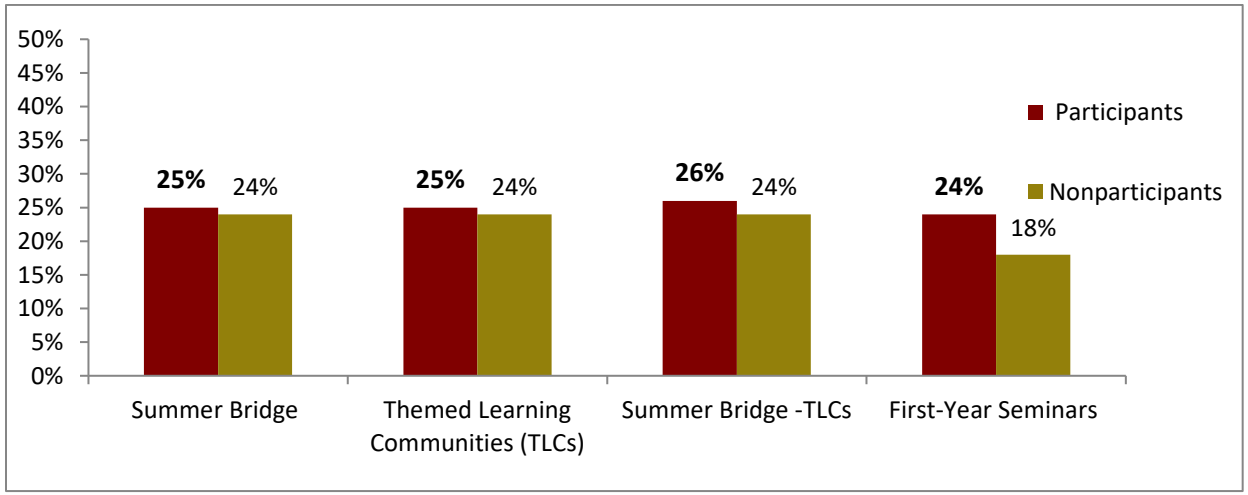
One-Year Retention Rates (Fall-to-Fall) First-Time, Full-Time Beginners

One-Year Retention Rate by Type	2012–2013	2013–2014	2014-2015	2015-2016	2016-2017	2017-2018
IUPUI* (includes all degree seeking—bachelor's, associate, certificates)	71.7%	70.8%	73.4%	74.1%	74.9%	***71.4%***
IUPUI* (includes only bachelor's degree seeking)	71.9%	70.9%	73.8%	74.2%	75.2%	***71.5%***
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates)	72.7%	71.7%	74.4%	75.4%	75.7%	***72.4%***
IUPUI Indianapolis (includes only bachelor's degree seeking)	73.0%	71.8%	74.9%	75.4%	76.0%	***72.4%***
IUPUI Columbus - (includes all degree seeking—bachelor's, associate, certificates)	59.7%	59.0%	61.8%	57.7%	62.0%	***57.4%***
IUPUI Columbus - (includes only bachelor's degree seeking)	60.3%	59.4%	61.7%	59.0%	62.3%	***58.0%***
IUPUI Indianapolis (includes all degree seeking—bachelor's, associate, certificates) **retained at IUPUI Indianapolis**	**68.4%**	**67.3%**	**69.1%**	**70.1%**	**71.1%**	***68.1%***

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

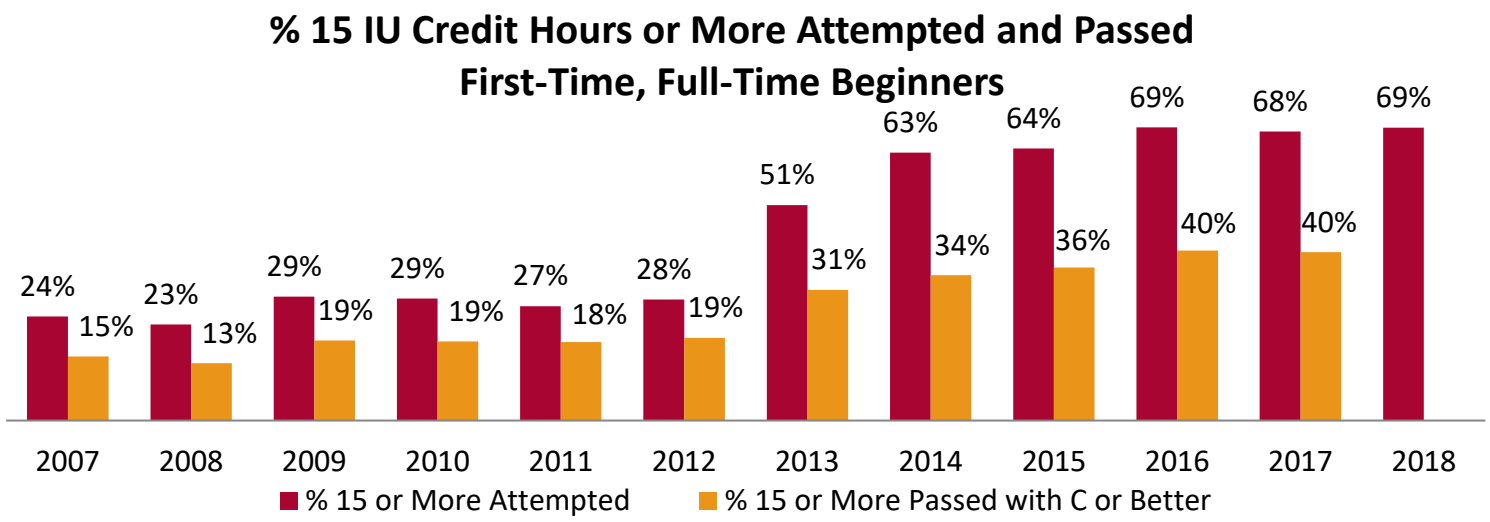
Indianapolis Only 2014 First-Time, Full-Time Cohort <u>University College Students Only</u>
Four-Year Graduation Rates for University College Program Participants Compared to Nonparticipants

*Graduated from IUPUI Indianapolis

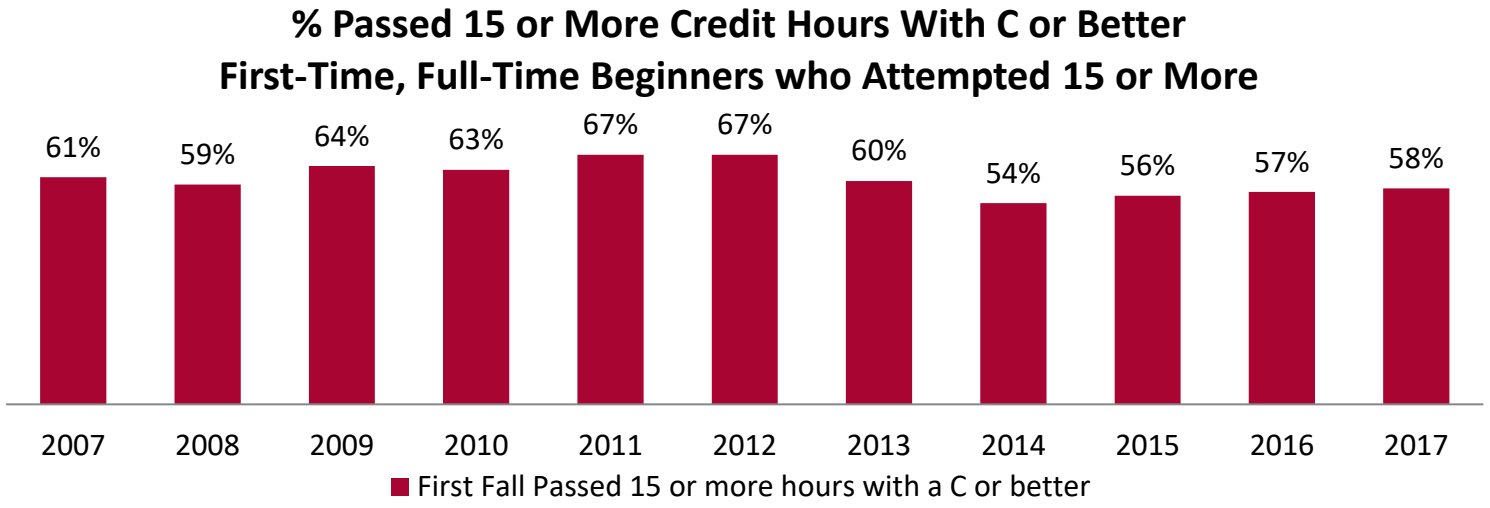


Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners.
Note 2: Summer Bridge Program participants: *N* = 398 and nonparticipants *N* = 1,799; TLC participants: *N* = 586 and nonparticipants *N* = 1,611; Summer Bridge-TLC participants: *N* = 180 and nonparticipants=2,017; first-year seminar participants: *N* = 2,067 and nonparticipants *N* = 130.

More Students Enroll and Complete 15 Credits or 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



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Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in the Division of Undergraduate Education and 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 13% 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), which led to the closer examination of the articulation of transfer credit and other initiatives to facilitate student transfer.
- 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. Action plans based on data will be developed and implemented in 2019.
- 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 Latinx students (2015). 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) (2016) to better serve the diverse undergraduate student population.
- Development of the Institute for Engaged Learning to encourage students to participate in high-impact practices such as first-year seminars, themed learning communities, service learning, student research, internships, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of the Summer Bridge Program and Learning Communities to facilitate student transitions to IUPUI and include increased emphasis on facilitating participation in high impact practices in the first year.

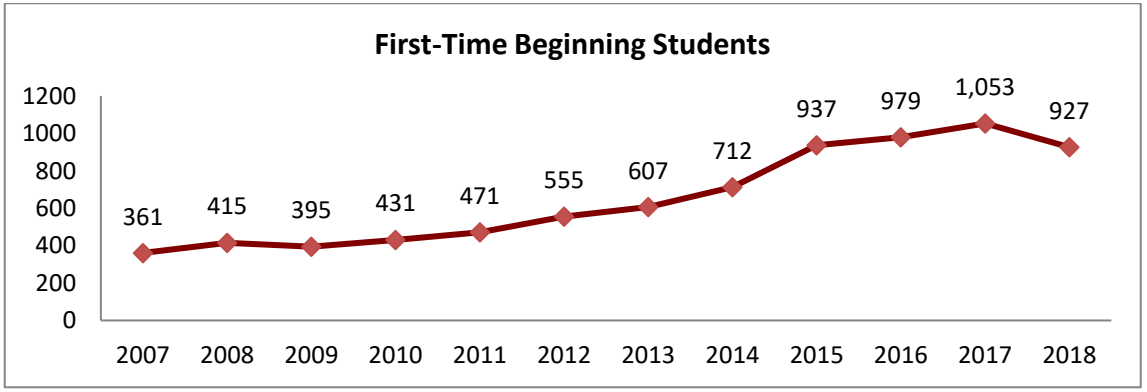
- Continued growth in the use of ePortfolios in learning communities as a method to promote and assess integrative learning.
- Implementation of a new program for students with expectations (previously conditional admits) focused on providing year-long sustained support through success coaching and participation in existing programs (Summer Bridge, 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 above suggests much progress in this area (69% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2018 compared to only 28% in Fall 2012). The Fall 2014 FTFT cohort, the first in which students were encouraged to take 15 hours per semester, had the highest 4-year graduation rate in recent years (34%).
- A new Entering Student Survey was piloted in the summer of 2012 and revised in Fall 2017 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. Data from the ESS has been shared with the Office of Student Affairs and Study Abroad to better facilitate engagement.
- 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 new initiative across the Division of Undergraduate Education was introduced in 2018 to encourage offices to hire students in work study positions. This was done as an initiative to encourage more students to work on campus, which has been shown to be related to student success.
- 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. New collaborations with Student Experience Council and Student Affairs will 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, LCs, SB-TLCs, 21st Century Scholars

Summer Bridge Program

- The IUPUI Summer Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each Summer Bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Summer Bridge Program experienced steady growth for more than a 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. In Fall 2018, the number of participants declined to 927, the first time a decline was noted since 2009.
- Students from the 2017 Summer Bridge Program earned significantly higher one-year retention rates (77% compared to 69% for nonparticipants) There was no difference in academic performance compared to nonparticipants despite the fact that Bridge participants had significantly lower SAT scores and were significantly more likely to be receiving a Pell grant.
- African American Bachelor's degree-seeking students who participated (138 participated and 168 did not) in the 2017 Summer Bridge Program had a significantly higher GPA in their first year (2.46 for participants compared to 2.13 for non-participants) and had higher fall-to-fall retention rates (76%) compared to nonparticipants (53%).
- Students were 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. This is a consistent positive finding.

Summer Bridge Program Growth 2007–2018



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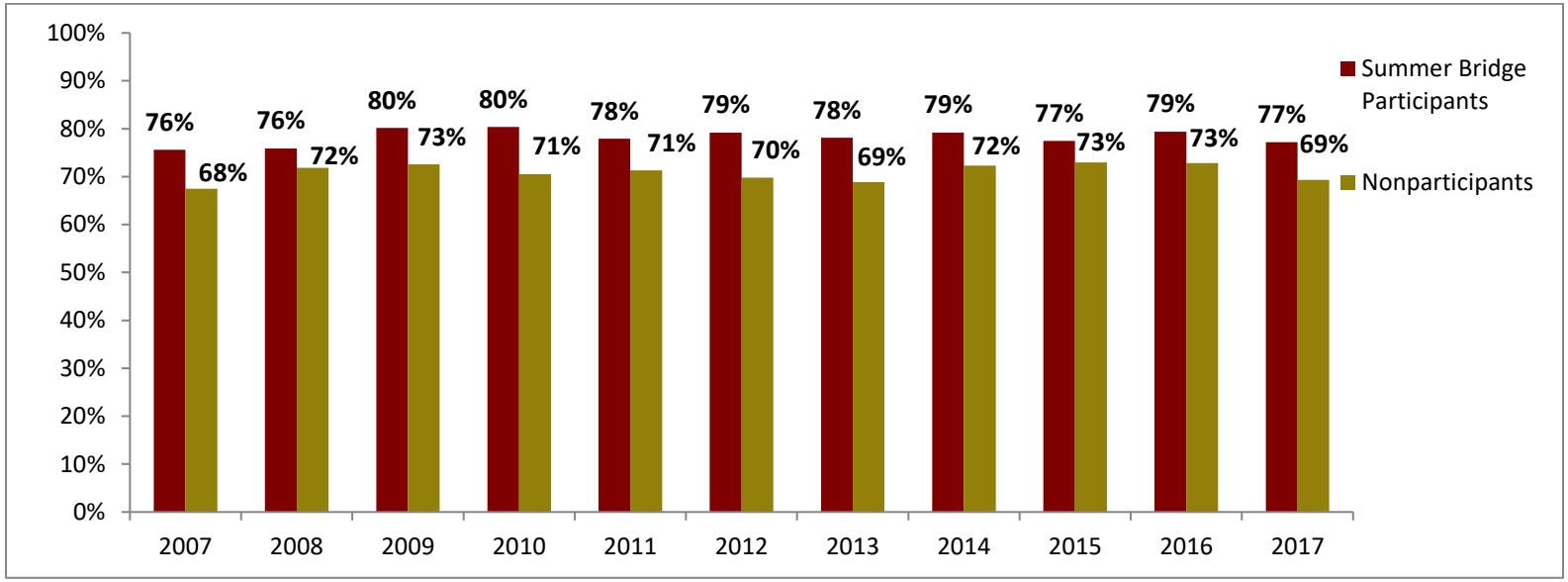
Summer Bridge Students Have Higher One-Year Retention Rates Compared to Nonparticipants



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

	Means								
Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	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

	Percent "Yes"								
Would you recommend the Summer Bridge Program to other first-year students?	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 2017 Bridge Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
Bridge	978	2.73	2.71
Non-Participants	2,607	2.71	2.72
Overall	3,585	2.71	

Note 1: Missing cases were excluded.
Note 2: Differences were not 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).

2017 Summer Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

	Summer Bridge Participants				Nonparticipants			
Student Characteristic	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**	**N**	**One-Year Retention (any IU)**	**One-Year Retention (IUPUI IN)**	**FY GPA**
African American	138	**76%**	**75%**	**2.46**	168	**53%**	**51%**	**2.13**
Latinx	141	75%	71%	2.51	233	68%	64%	2.50
Afr. American, Latinx Two or More Races	347	**73%**	**70%**	2.50	539	**63%**	**60%**	2.38
First Generation	353	**70%**	66%	2.55	795	**64%**	60%	2.57
Received Federal Pell Grant (proxy for low income)	582	**74%**	**70%**	2.66	896	**65%**	**61%**	2.47
Twenty First Century Scholars State Aid	413	**72%**	**67%**	**2.57**	509	**62%**	**58%**	**2.36**

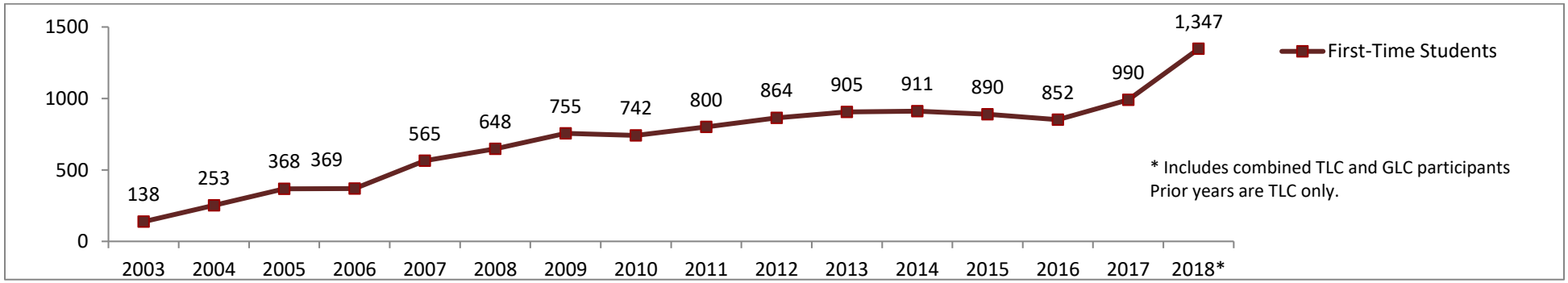
Note 1: Bolded items significantly different based on independent samples t-test or chi-square results.
Note 2. Analyses do not account for differences between Summer Bridge participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

Learning Communities Assessment Highlights and Implications for Practice

Themed Learning Communities

- TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences.
- The Learning Communities program has experienced steady growth. A total of 990 first-time IUPUI students participated in the TLC program in Fall 2017. There were 44 sections offered in 2017. The number of students participating between 2007 and 2017 is shown in the figure below.
- 2018 saw the introduction of Gateway Learning Communities (GLC) to the program. In Fall 2018, a total of 1,347 first-time beginners participated in any kind of Learning Community (703 in a GLC, 644 in a TLC).
- 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 – 2017. 2017 TLC participants had slightly higher one-year retention rates of (73% compared to 71% for nonparticipants).
- Fall 2017 beginners who completed a TLC had a significantly higher first-year GPA after controlling for high school GPA, SAT score, enrollment data and receipt of a Pell grant.
- 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.
- Collection of direct assessment data on integrative learning began with the first ePortfolio pilot project in Fall 2016. Early results seem to suggest that this method holds promise for collecting actionable student learning outcome assessment data. The project was scaled to more Learning Community sections in Fall 2018. Data from this assessment will be available in 2019.

Learning Community Program Growth 2007-2017



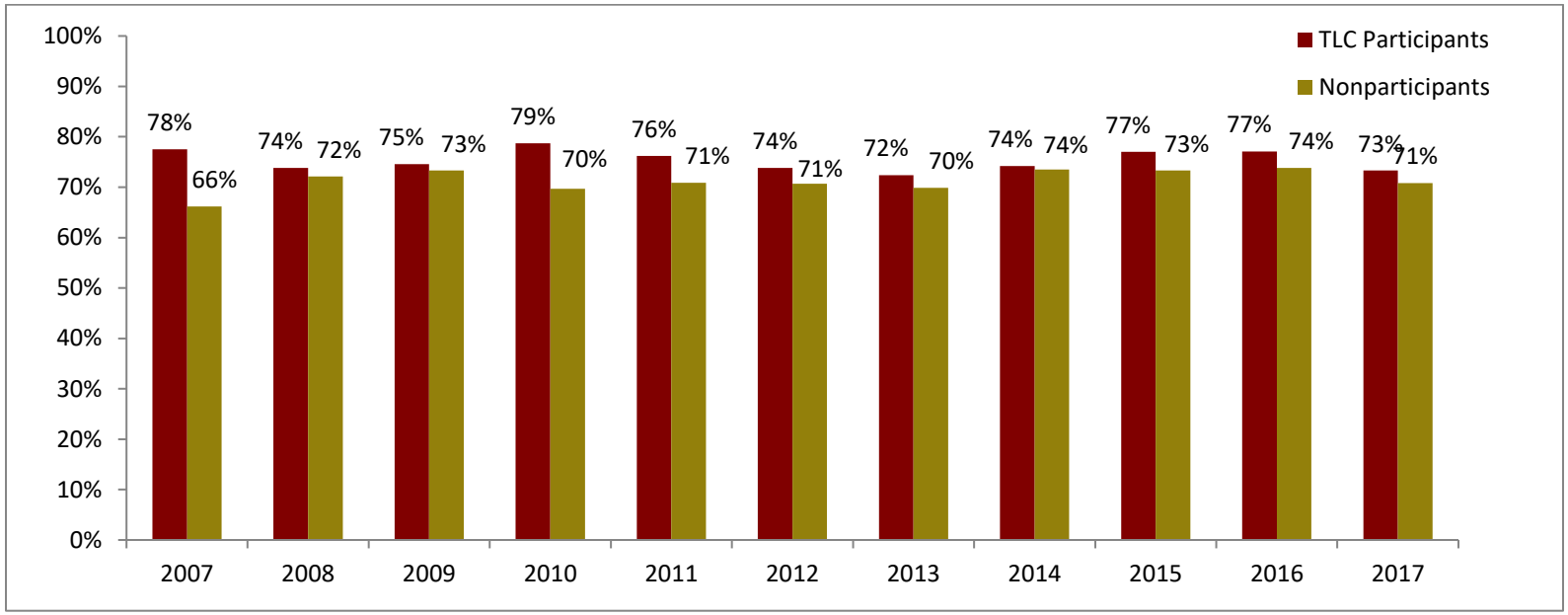
Additional reports on the effectiveness of UC/DUE programs can be found at https://irds.iupui.edu/students/due Website.

ANCOVA Results: Fall 2017 TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	936	2.76	**2.80**
Non-Participants	2,405	2.72	**2.71**
Overall	3,341	2.73	

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: Bold 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).

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



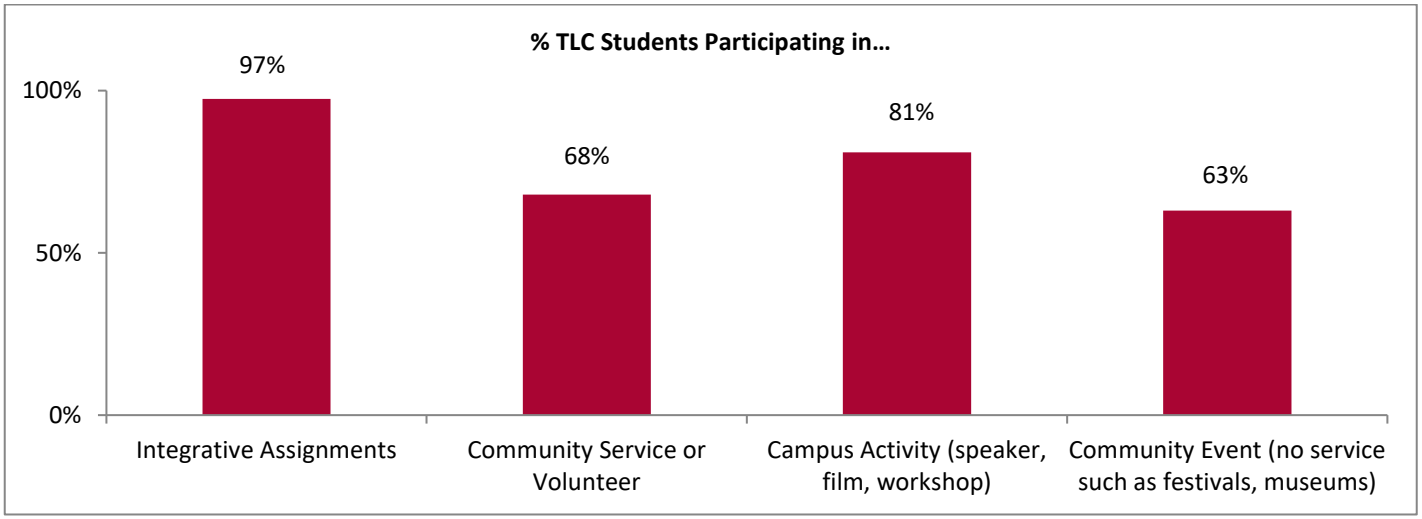
Note: Includes full-time students only. Excludes students who withdrew from a TLC. One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, and 2011 cohorts (HS GPAs, SAT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

2017 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

	TLC Participants				Nonparticipants			
Student Characteristic	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA
African American	78	62%	62%	2.19	219	65%	63%	2.39
Latinx	92	73%	68%	2.63	280	71%	66%	2.48
Afr. American, Latinx Two or More Races	230	67%	65%	2.49	639	68%	64%	2.44
First Generation	317	70%	66%	2.68	817	66%	62%	2.56
Received Federal Pell Grant (proxy for low income)	492	68%	64%	2.64	993	69%	65%	2.54
Twenty First Century Scholars State Aid	302	69%	65%	**2.59**	627	66%	61%	**2.43**

Note 1: Bolded items are 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.

2017 TLC Engaging Experiences



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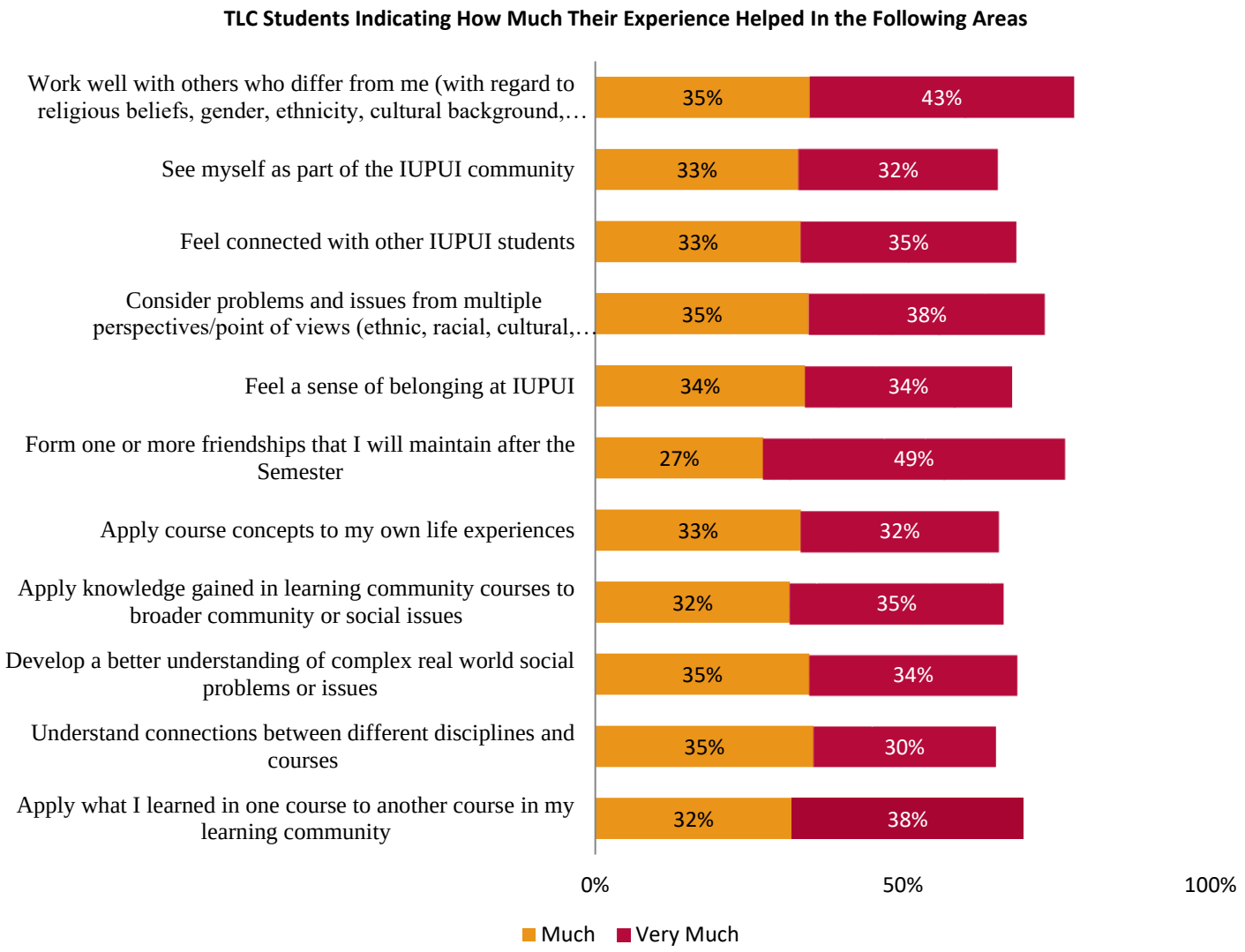
2017 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community



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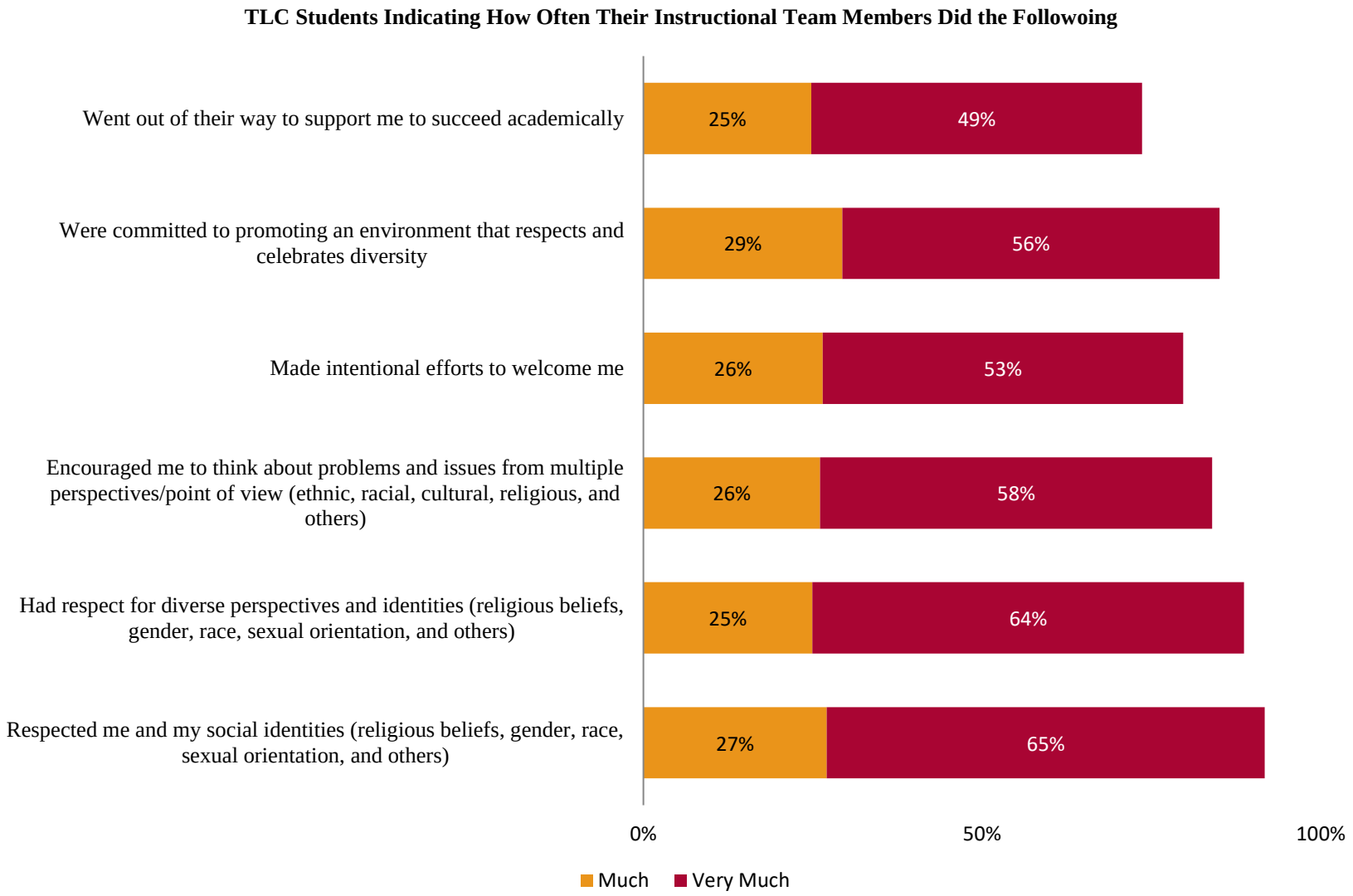
2017 TLC End-of-Course Questionnaire Results: TLC Students' Perceptions of Inclusiveness and Respect for Diversity



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

2016 LC ePortfolio Pilot

In Spring 2016 the Learning Communities 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). Each TLC team that participated received an individual report for their section. Based on these data, faculty revised assignments to better facilitate integrative learning and expanded communication between faculty members to form a more cohesive team. A summary of results can be found below.

Based on learning from the 2016 pilot, in 2018 an Eportfolio 2.0 project was launched in Learning Communities, focusing on professional development in eportfolio pedagogy and integrative learning for first-year seminar instructors teaching in a Learning Community. 15 LC instructors participated in professional development and implementation of an integrative eportfolio in Fall 2018. All participants will contribute to an evaluation of students' performance using the VALUE Rubric on Integrative Learning in 2019 as a form of both assessment and professional development.

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!

2018 Themed Learning Communities and Gateway Learning Communities Enrollment

In 2018, the Learning Communities program introduced the new Gateway Learning Community (GLC) format. GLC's include an FYS course and at least one gateway course. Demographics of participants in TLC, GLC, FYS sections not connected to a GLC or TLC, and students not enrolled in an FYS are depicted below. Comprehensive assessment of learning outcomes and the success of students by intervention will be investigated in 2019.

Demographics of 2018 Beginners by Intervention

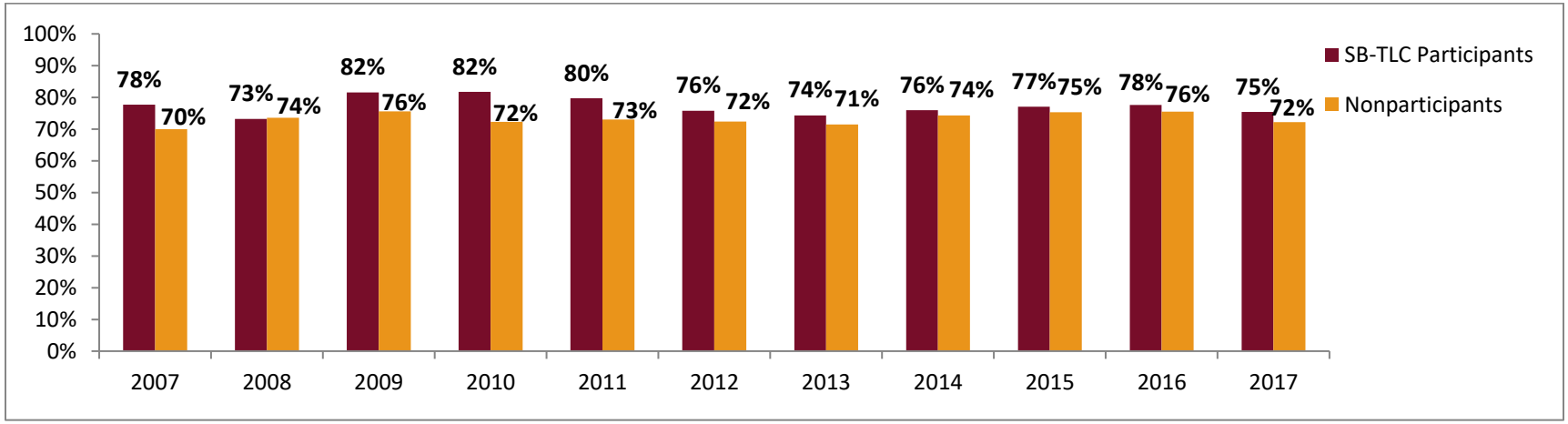
Attended Bridge	N	High School GPA	Best SAT	Enrolled Full-Time	15 or more Fall credits	Direct Admit	Female	African American	Latinx	Two or More Races	First Generation	Campus Housing [1]	Days Enrolled Before Census
		Means						*Percentages*					*Means*
Not enrolled in an FYS	208	3.47	1149	63%	26%	59%	45%	10%	7%	5%	23%	14%	36.1
Enrolled in FYS not connected to GLC or TLC	2,094	3.50	1136	98%	66%	47%	56%	8%	12%	6%	29%	46%	54.9
Gateway Learning Community	703	3.45	1089	99%	69%	31%	70%	7%	10%	6%	35%	44%	54.6
Themed Learning Community	644	3.46	1117	99%	78%	52%	61%	7%	11%	7%	31%	43%	51.8
All Beginners	3,649	3.48	1124	96%	66%	46%	59%	8%	11%	6%	30%	43%	53.3

[1] Campus Housing includes Park Place

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. In 2018, there were 124 students who participated and 3,391 who didn't.
- Students who participate in the SB-TLC program have consistently had higher persistence rates. The one-year retention rate for the 2017 cohort was 75% compared to 72% for nonparticipants. The fall-to-fall retention rates over a ten-year period can be seen below.
- Students who participated in 2017 SB-TLC program had slightly higher raw one-year GPAs compared to nonparticipants (2.78 and 2.73, 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 (2.85 and 2.73, respectively).
- Students who participated in the SB-TLC program had significantly higher GPA and retention rates both in fall and spring semesters than students who did not participate in either intervention. 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 2017 SB-TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
SB-TLC	184	2.78	2.85
Non-Participants	3,154	2.73	2.73
Overall	3,338	2.74	

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 2017 Beginner Retention and GPA by Intervention

		First Fall Semester GPA	Retained at IUPUI following spring	Retained any IU following spring	Year 1 Cum GPA at Census	Retained 1 Year at IUPUI	Retained 1 Year Any IU Campus
	N	Mean	Percentages		Mean	Percentages	
No intervention	164	2.37	67%	70%	2.42	52%	57%
FYS with no Bridge or TLC component	1,670	2.75[a]	83%[a]	85%[a]	2.73[a]	65%[a]	70%[a]
Bridge no TLC	888	2.76[a]	88%[ab]	89%[a]	2.75[a]	75%[ab]	78%[ab]
TLC no Bridge	814	2.86[a]	89%[ab]	90%[ab]	2.77[a]	69%[a]	73%[a]
Took TLC and Bridge but sections were not linked	0	--	--	--	--	--	--
Linked Bridge and TLC	**147**	**2.86[a]**	**92%[a]**	**93%[a]**	**2.77[a]**	**72%[a]**	**76%[a]**
All	3,683	2.76	85%	87%	2.73	68%	72%

Note 1: Only full-time participants. Students who withdrew from a TLC were counted as non-participants.
[a] ANOVA revealed significantly greater than students who received no intervention at $\alpha \leq 0.05$.
[b] ANOVA revealed significantly greater than students who an FYS with no Bridge or TLC component 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, Latinx, first-generation college students, low-income, and to have slightly lower levels of academic preparation (as indicated by best SAT scores).

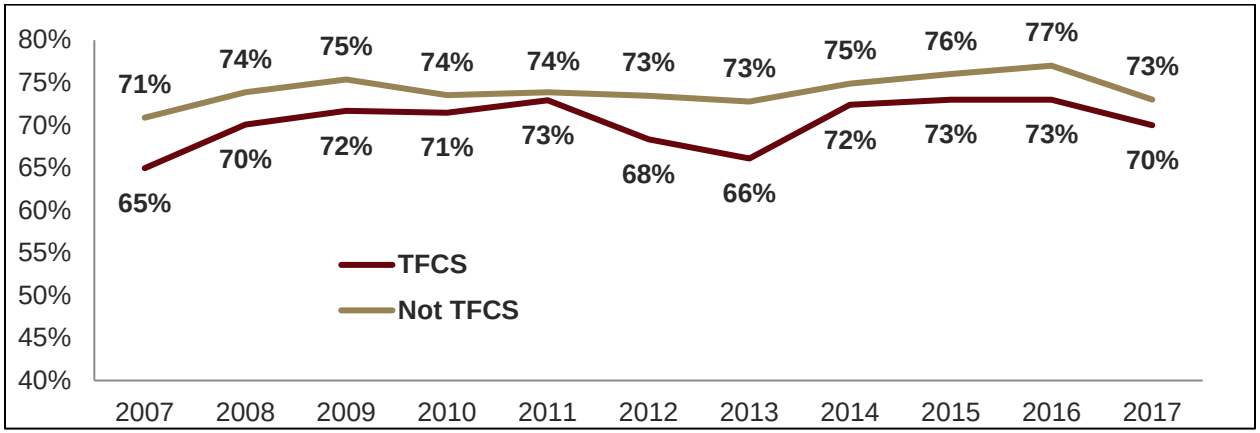
- The retention rates improve even more dramatically when 21CS participate in our success programs. Among Fall 2017 beginners, 73% of 21st Century Scholars who attended peer mentoring were retained. Similarly, in 2016, 74% of 21st Century Scholars who participated in peer mentoring were retained.

- One hundred first-year 21st Century Scholars participated in the Inside Track "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 21st Century Scholar program. Supported by a $2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana's early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. The Fall 2016 results indicated that the Inside Track students had a 14% higher one-year retention rate compared to a matched comparison group from 2013.

- The students participating in the 2017 Inside Track cohort were considerably different from the cohorts in previous years, in that the 2017 participants had a lower average high school GPA, few African American, Latinx, and students of Two or More Races, and fewer students living in campus housing. The 2017 group also had lower retention rates and GPAs than Inside Track beginners in previous cohorts.

- 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
Full-Time 21st Century Scholar Beginners (Defined as Actually Received State Funds)



Inside Track Student Outcomes Compared to a Matched Comparison Group*

Outcome and Comparison Measures	2017 Inside Track Coaching Participant N=97	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)	55%	64%	60%	59%	50%	47%
One-Year Retention Rate (IUPUI IN)	47%	60%	54%	57%	46%	46%
Fall-Spring Retention (Any IU)	68%	84%	75%	82%	75%	74%
First Fall Semester GPA	2.10	2.28	2.23	2.24	2.02	2.20
First-Year GPA	2.08	2.24	2.24	2.18	1.93	2.06
First-Year GPA Below 2.00	42%	32%	29%	37%	43%	44%
Comparison Measures						
High School GPA	3.03	3.31	3.30	3.23	3.27	3.24
Average SAT Score (pre-2017 scale)	960	944	944	923	952	962
% Received Pell Grant	63%	94%	94%	95%	93%	93%
% African American, Latinx, Two or More Races	32%	47%	40%	41%	34%	34%
% Living On Campus	7%	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 (DEAP, 2018). 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 or greater levels when compared to all IUPUI students. For further information on IUPUI retention rates, see the Student Retention and Graduation report at the IUPUI Data Link (https://irds.iupui.edu/data-link/index.html).

- 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 2016 and Fall 2017 cohorts. Highlights include the following:

- Seventy-nine percent of DEAP participants from the Fall 2017 beginning student cohort were retained at IUPUI in Fall 2018, compared to 60% 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 2017 first-time cohort also had a significantly higher GPA after their first year than similar students who did not participate in DEAP (2.71 average cumulative GPA for DEAP participants compared to 2.38 for non-participants).

- African American students in DEAP had especially strong outcomes. DEAP participants who were African American were more likely to be retained at IUPUI (82%) than non-participants (54%). African American DEAP participants also had a significantly higher GPA in their first year than non-participants (2.55 for participants compared to 2.18 for non-participants).

- Similarly, male beginners who participated in DEAP in 2017 were significantly more likely to be retained and had a significantly high GPA after their first year than African American, Latinx, and Two or more Races male beginners who did not participate.

- Fall 2017 beginners who participated in DEAP were just as likely to be first generation or have a Pell Grant compared to non-participants. DEAP participants, however, had significantly lower levels of unmet financial need and a slightly high school GPA.

- Notably, DEAP participants in both 2016 and 2017 were significantly more likely to be living in campus housing and participate in Summer Bridge.

Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2017

			Retained 1 Year Indianapolis 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	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester
		N	Percentages		Mean		Percentages		Mean			Percentages		Mean
DEAP Students	*Black/African American*	77	***82%***	***83%***	***2.61***	***2.55***	***18%***	100%	3.40	***57%***	***69%***	27%	66%	***$4,575.65***
	Latinx	61	75%	***85%***	***2.86***	***2.75***	***15%***	100%	3.49	***54%***	***72%***	64%	***75%***	$4,082.40
	Asian	4	100%	100%	3.35	3.17	0%	100%	3.32	25%	75%	0%	100%	$4,741.50
	International	6	83%	83%	2.93	3.01	17%	100%	3.58	0%	50%	67%	0%	$1,2371.00
	Two or More Races	15	80%	80%	3.02	2.88	20%	100%	3.47	47%	***67%***	27%	47%	$3,958.01
	White	15	73%	73%	3.11	2.98	7%	93%	3.49	53%	93%	33%	53%	$2,016.80
	All	178	***79%***	***83%***	***2.80***	***2.71***	***16%***	99%	***3.45***	***52%***	***71%***	41%	65%	***$4,220.27***
Non-DEAP Students	*Black/African American*	232	***54%***	***56%***	***2.15***	***2.18***	***39%***	99%	3.35	***28%***	***37%***	38%	70%	***$6,969.20***
	Latinx	316	65%	***68%***	***2.48***	***2.46***	***27%***	99%	3.40	***34%***	***31%***	57%	***59%***	$5,694.39
	Two or More Races	191	61%	64%	2.47	2.49	29%	98%	3.39	36%	***31%***	24%	51%	$5,245.55
	All	739	***60%***	***63%***	***2.37***	***2.38***	31%	99%	***3.38***	***33%***	***33%***	42%	61%	***$5,982.41***

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 2017

			Retained 1 Year Indianapolis 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	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester
		N	Percentages		Mean		Percentages		Mean			Percentages		Mean
DEAP students	*Female*	124	***79%***	***83%***	***2.83***	***2.72***	***16%***	99%	3.45	***55%***	***70%***	44%	66%	***$4,151.81***
	Male	54	***80%***	***83%***	***2.73***	***2.68***	***15%***	100%	***3.46***	***46%***	***74%***	35%	63%	$4,388.67
	All	178	***79%***	***83%***	***2.80***	***2.71***	***16%***	99%	***3.45***	52%	71%	41%	65%	***$4,220.27***
Non-DEAP students	*Female*	460	***61%***	***65%***	***2.46***	***2.48***	***29%***	98%	3.43	***36%***	***35%***	45%	65%	***$5,843.61***
	Male	279	***60%***	***61%***	***2.24***	***2.22***	***35%***	100%	***3.30***	***27%***	***28%***	39%	53%	$6,220.81
	All	739	***60%***	***63%***	***2.37***	***2.38***	***31%***	99%	***3.38***	33%	33%	42%	61%	***$5,982.41***

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 2016

			Retained 1 Year Indianapolis 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	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester
		N	Percentages		Mean		Percentages		Mean			Percentages		Mean
DEAP Students	*Black/African American*	104	***84%***	***89%***	***2.69***	***2.72***	***16%***	98%	3.32	***71%***	***92%***	42%	80%	***$4,031.21***
	Latinx	71	**72%**	80%	2.81	***2.77***	20%	99%	3.49	55%	***96%***	58%	66%	$5,522.78
	Asian	1	100%	100%	1.77	2.49	0%	100%	2.96	0%	0%	0%	100%	$0.00
	Two or More Races	24	71%	71%	2.78	2.63	13%	96%	3.47	46%	***92%***	21%	63%	$3,107.48
	White	1	100%	100%	3.42	3.32	0%	100%	3.67	100%	100%	0%	100%	$3,000.00
	All	201	***78%***	***84%***	***2.74***	***2.73***	***17%***	98%	3.40	***62%***	***93%***	45%	***73%***	$4,411.54
Non-DEAP Students	*Black/African American*	267	***61%***	***64%***	***2.32***	***2.24***	***36%***	98%	3.33	***42%***	***30%***	35%	73%	***$5,903.54***
	Latinx	246	**64%**	69%	2.52	***2.43***	31%	97%	3.41	45%	***35%***	52%	62%	$4,762.24
	Two or More Races	177	63%	66%	2.53	2.48	30%	99%	3.39	37%	***24%***	32%	51%	$4,795.23
	All	690	***62%***	***66%***	***2.44***	***2.37***	***33%***	98%	3.37	***42%***	***30%***	40%	***63%***	$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 Indianapolis 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	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester
		N	Percentages		Mean		Percentages		Mean	Percentages				Mean
DEAP students	*Female*	137	***81%***	***88%***	***2.83***	***2.79***	***16%***	98%	3.43	***69%***	***93%***	47%	***76%***	$4,785.42
	Male	64	72%	***77%***	2.55	***2.58***	***17%***	98%	3.34	***48%***	***92%***	39%	67%	$3,585.40
	All	201	***78%***	***84%***	***2.74***	***2.73***	***17%***	98%	3.40	***62%***	***93%***	45%	***73%***	$4,411.54
Non-DEAP students	*Female*	448	***63%***	***68%***	***2.51***	***2.45***	***30%***	97%	3.42	***46%***	***34%***	42%	***67%***	$5,241.08
	Male	242	61%	***63%***	2.31	***2.22***	***38%***	99%	3.29	***33%***	***22%***	36%	57%	$5,180.32
	All	690	***62%***	***66%***	***2.44***	***2.37***	***33%***	98%	3.37	***42%***	***30%***	40%	***63%***	$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.

Biology Resource Center Analysis

- The Biology Resource Center (BRC) offers free individual or group tutoring to students in IUPUI Biology courses. Though the BRC has been in operation for several years, there had never been a systematic analysis of the success of students who received services. IRDS developed a Research Brief that explored the effect of attending the BRC on grades in specific Biology courses. The tables below highlight key findings. Full results from these analyses can be found at https://irds.iupui.edu/_documents/students/due/bepko-learning-center/Biology%20Resource%20Center%20Grades%20in%20Biology.pdf

- Students who attend the BRC have a significantly higher cumulative GPA and are significantly more likely to be a biology or pre-biology major. However, there is still much that is not known about personality characteristics that might drive students to attend the BRC.

- In five courses, (K101, K103, K322, N217, and N261), students who attended the BRC earned a significantly higher grade, even when accounting for cumulative GPA and SAT score. In N261, the difference in grades between attendees and non-attendees was half of a grade.

- In these same five courses, the projected grade in each course would increase each time a student attends the BRC. For example, a Nursing major with a 3.0 cumulative GPA taking N261 would expect about a C+ if they never attend the BRC, but would expect a B if they attend the BRC five times.

Demographics and Academic Preparation of Fall 2015, Spring 2016, and Fall 2016 of BRC Attendees and Non-Attendees

	Attend	Non-Attend
Best SAT Score [a]	1048	1058
Cumulative GPA [b*]	3.28	3.10
Percentage Female [c*]	73.8%	69.6%
Percentage African American [c*]	11.8%	9.7%
Percentage Latino/a [c*]	10.5%	8.0%
Percentage Full-Time [c*]	87.6%	84.4%

* Statistically significant difference at $\alpha \leq 0.05$.

[c] 4,956 students who received a grade in BRC courses had an SAT score on file

[b] 5,710 students who received a grade in BRC courses had a cumulative GPA prior to the beginning of the semester.

The table below compares the average grade for BRC attendees and non-attendees in courses for which the BRC has tutoring services and had more than 25 students receiving tutoring between Fall 2015 and Fall 2016. In each course, students who had received services from the BRC had received a significantly higher grade in the course than students who did not. *For every course except N212 and N214, BRC students still earned significantly higher grades even when controlling for cumulative GPA and SAT score.*

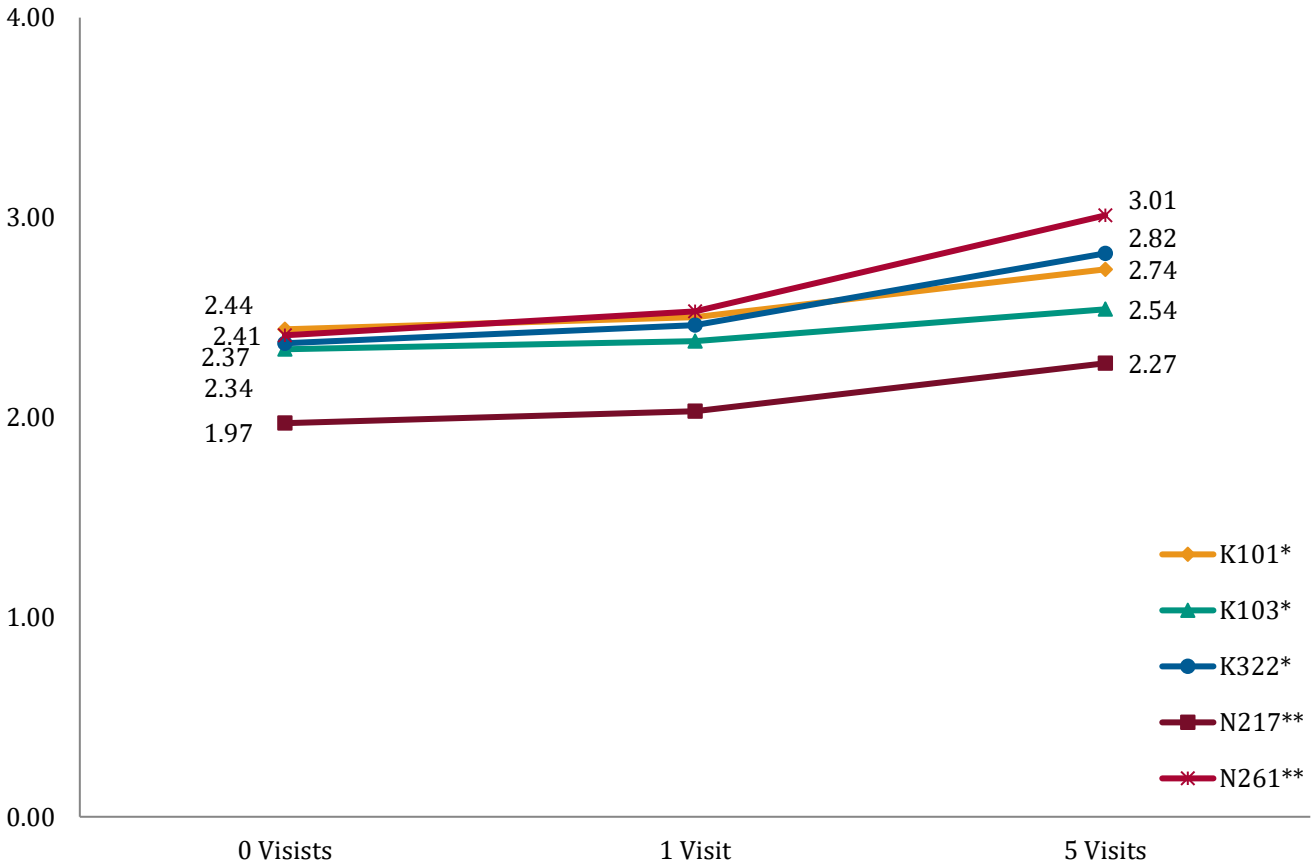
Difference in Course Grade by BRC Attendance [1]

	Unadjusted (N)		Adjusted[2]	
	Attend	Non-Attend	Attend	Non-Attend
BIOL K101[ab]	2.96 (179)	2.75 (534)	2.99	2.74
BIOL K103[ab]	2.89 (155)	2.66 (393)	2.82	2.69
BIOL K322[ab]	3.47 (71)	2.64 (313)	3.15	2.71
BIOL N212[a]	2.98 (25)	2.40 (374)	2.74	2.41
BIOL N214	2.68 (36)	2.57 (155)	2.60	2.59
BIOL N217[ab]	2.96 (66)	2.56 (672)	2.90	2.57
BIOL N261[ab]	3.18 (131)	2.72 (966)	3.02	2.74

[1] Of students who had a greater than 0.0 cumulative GPA prior to the semester. N's are included in parenthesis.
[2] Adjusted based on cumulative GPA and students' best SAT score.
[a] T-Test revealed significant difference in unadjusted means at $\alpha \leq 0.05$
[b] Analysis of covariance revealed significant difference in adjusted means at $\alpha \leq 0.05$

The figure below displays projected grades for students who attended the BRC 0, 1, and 5 times for their Biology class. For example, a female, African American, Nursing student with a 3.0 GPA taking N261 would be expected to earn about a C+ in her course (2.41). If that student were to visit the BRC 5 times, the expected grade would improve to about a B (3.01). Similarly, that same student would be projected to earn a C in N217 (1.97) but would be expected to earn a C+ after attending 5 BRC sessions (2.27). The effect of number of BRC sessions is significant for both of these courses as well as K101, K103, and K322 (The full model can be found in Appendix D at https://irds.iupui.edu/_documents/students/due/bepko-learning-center/Biology%20Resource%20Center%20Grades%20in%20Biology.pdf).

Projected Course Grade by Number of BRC Visits[1]



[1] Model assumes student with a 3.0 cumulative GPA, average SAT score for their course, female, African American, full-time, Bachelor's seeking non-transfer. K101, K103, and K322 assumes student is a pre-Biology major. N217 and N261 results assume student is a Nursing or pre-Nursing major.

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 the effectiveness of important DUE programs and services.
- 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.
- Use taxonomies to guide assessment, implementation, instruction, and pedogology for all high impact practices at IUPUI.
- Continue to scale High Impact Practices within the framework of the new Institute for Engaged Learning, including expanding access to first-year programs.
- Better integrate reporting strategies between IRDS and the various units of DUE (Honor's College, University College, Institute for Engaged Learning).

Indirect Assessment Results Highlights

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

- End-of-course and post-program questionnaires
- Pre/Post-questionnaires
- Focus groups and interviews
- Grade performance data
- Retention and graduation rates

University College Assessment and Planning Matrix

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

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Program Description The 21st Century Scholars Success Program is the IUPUI support service for students who affirm their 21st Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the 21st Century Scholars Success Program is to increase the retention of IUPUI scholars and to provide support through degree completion to ensure a successful transition into the college experience. The 21st Century Scholars Success Program offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development, and personal growth. Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21st Century Scholars and other students at IUPUI. Students who participate in the 21st Century Scholars Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service. While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population. Programmatic interventions for 21st Century Scholars include participation in a year-long peer mentoring program, involvement in the 21st Century Scholars student organization called Scholars Helping Scholars, participating in the ScholarCents financial literacy program, and	**Assessment Methods** A combination of quantitative and qualitative methods has been used to produce critical information about the value and effectiveness of the program (summative or accountability assessment) and for making data-driven improvements (formative assessment). Quasi-experimental designs have been employed to assess the impacts of the 21st Century Scholars Success Program on levels of academic achievement, retention rates, and graduation rates. The following instruments have been used to assess student learning and program effectiveness: • Self-appraisal for mentors • Mentor evaluation rubric • Group mentoring session evaluation • Individual mentoring session evaluation • One-on-one student-driven intervention meetings for 21st Century Scholar students **Assessment Results: Retention, Academic Performance, and Learning** As of Monday, December 18, 2017: 21st Century Scholars are currently 87% registered for fall term, up 1% (rounding issue) [-56 heads] when compared to this time last year. - The decline in heads is misleading because of the higher number of 21st century scholars in previous years. 21st Century as a whole are being retained at a rate slightly above the average.	Learning outcomes for our first-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and to improve the effectiveness of the program and its corresponding activities and workshops. Our office has added more distance education workshops, because our students have communicated that they may have transportation concerns that limit them from attending all in-person workshops. During the 2017-2018 academic school year, 21st Century Scholars students attended 14 Indiana Pacers home games through the partnership with Rose of Hope Foundation, Pacer Pals, and 21st Century Scholars. **ScholarCorps. Member** 21st Century Scholars continued to be the host site for the Indiana Commission for Higher Education's Americorps. Program for the 2017-2018 academic school year. The site member decided to add a program called the Scholars 2 Scholars program, which is developed himself and secured grant funding as well, that gave TFCS a service learning opportunity outside of serving as a peer mentor for fellow 21st Century Scholars students in college. Instead, students mentored high school level students. 2017-2018 was the first year that this program existed. For the service year, 21st Century Scholars office collaborated with George Washington High School (GWHS). Students mentored for an hour and a half every other Thursday from 4:00pm-5:00pm. It was a 10-12 month program. Student volunteers had academic requirements in order to be a mentor. Students had to have a 2.5 GPA, submit an application to be a part of the program, complete a background check for the high school, and be available for a 3-5 hours per month time commitment. Students also had to be a former or current 21st Century Scholar student.

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
participating in student-driven intervention meetings throughout the fall and spring semesters. Students receiving an IUPUI grant (scholars who have unmet financial need after applying the state support) during the 2017-2018 academic school year were required to participate in 21st Century Scholars Peer Mentoring program for the first two semesters attending IUPUI, and complete either the Summer Bridge Program or the Themed Living Learning Communities program. 21st Century Scholars are considered to be high-risk students, students who need comprehensive student service and supports on campus to improve their sense of belonging on campus and to positively impact their overall student experience while at IUPUI. Goals for 21st Century Scholars include 1) meeting students where they are developmentally by staff researching challenges of being under-resourced in the higher education landscape, along with 2) staff being educated about services available on IUPUI's campus in order to provide correct referrals for students. These two staff goals improve student learning outcomes as staff function as bridges to information unknown to students who are considered high-risk, due to the lack of knowledge that students possess about the unfamiliar social context. **Program Goals** The goals of the 21st Century Scholars Peer Mentoring Program are to provide support for first-year scholars, to positively impact student success, and to enhance student learning. **Peer Mentoring Program** The Peer Mentoring program provides each scholar participant caring mentors, positive role models, group and individual mentoring sessions, and a series of workshops and network events that focus on enhancing or developing strategies for success and referrals to academic support as well as personal and student development services on campus . Over 200 students participated in the program during the AY 2017-2018.	• Retention among African American students continues to run at -5% (from 87% last year to 83% this year)- This is a difference of -49 heads • Retention among Hispanic/Latino(a) students has improved 4% (from 86% last year to 90% this year) - This is a difference of +15 heads **Coaching 2017-2018** Total Outreach 120 Students Engaged in Coaching- 85 Percentage 71% No Coaching – 35 29% Outcomes for 21st Coaching AY 2017-2018 1-year Retention Number Retained 69 Percentage 57.5% Overall 120 Engaged in Coaching Number Retained 59 Percentage 85% No Coaching 10 Percentage 15%	Having high quality activities was the major goal of the ScholarCorps. Member, ensuring that scholars understood their award, but felt a part of a community at IUPUI. He hosted events like a Bone Marrow Drive with Be the Match, hosted a Self-Care Week addressing stress that students face as a student, and volunteering at the Latino Expo in Indianapolis, IN. AY 2017-2018, 363 21st Century Scholar hours were served. There were a total of 107 21st Century Scholar volunteers. New campus partnerships with IUPUI Campus Recreation, the Multicultural Center, Nina Scholars Program, the National Student Exchange and the Health Careers Opportunity Program developed for the 2017-2018 year. **Sophomore Experience Collaboration** February 2018, TFCS and Educational Partnerships and Student Success developed a letter of intent for the Welcoming Campus Innovation Fund. The campus strategic plan includes building on the success of our first year experience programs with a specific mention of components related to the sophomore experience. The project would support the campus strategic plan and continue to develop the work of the sophomore committee. **Student Success Coach** During AY 21017-2018, the Director and Student Success Coach completed the Inside Track coach and manager training program. During AY2017-2018, the Student Success Coach worked with 120 first year undergraduate students having 2 or more attributes that may influence their persistence and graduation from college, such as average unmet need GPA, and being first-generation There were over 315 intentional coaching meetings held with students during the AY 2017-2018. **Student Driven Intervention Meetings** Students attend in-person one-on-one meetings with TFCS staff at the beginning, middle, and end of the academic school semesters, in an effort to learn more about their award and to receive award materials and reminders to maintain their TFCS

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
IUPUI 21st Century Scholars Grant In addition to the state-funded scholarship, the majority of participants received the IUPUI 21st Century Scholars Grant. The grant requires students to maintain a 2.5 GPA and to participate in the Peer Mentoring Program in order to continue to receiving the funding. **Student Learning Outcomes:** Through group and individual mentoring of students, we aim to achieve the following learning outcomes: • Students will transition from high school to college life; • Students will value and take ownership of their academic success. • Students will learn the value of diversity and creating an inclusive climate. • Students will become engaged with campus and community life. • Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.		award. Each student driven intervention time spans for one week, allowing students to schedule a meeting and gain familiarity with their student account, TFCS staff, and to ask questions. Over 900 students completed student-driven interventions during the 17-18 year: Good Start Check-In (fall) Meetings (09/18/2017-09/22/2017), Fall MidCheck Meetings (10/18/2017-10/27/2017), WinterView Meetings (12/06/2017-12/08/2017), Good Start Check-In (spring) Meetings (01/16/2018-01/26/2018), Spring Review Meetings (03/29/2018-04/13/2018). **ICHE 21st Century Scholar Student Support Proposal** The goal of the 21st Century Scholars Support Fund Scholarship is to build upon the increased level of postsecondary supports by providing 21st Century Scholars with additional educational funding to help increase their retention and completion rates. Participating campuses will request funds from the Commission to provide additional financial support to college Scholars. Scholars will be eligible to receive up to $500 in scholarship funds. Funds will be drawn from the 21st Century Scholars Support Fund, which is funded through the 21st Century Scholars Program Tax Credit. Campuses are eligible for up to $3,000 in support funds. Please note that a scholarship funds provided to a student cannot create exceed the cost of education. Approved educational expenses include: (1) required textbooks, supplies or equipment and (2) any other material required by the approved postsecondary educational institution for a scholarship recipient to participate in regular class, seminar, laboratory or other type of instruction. **Social Work Practicum Student** The program continued to be a host site for a BSW practicum student for the 2017-2018 academic school year. The student's responsibilities were to assess student needs for campus and community resources and make referrals to agencies and organizations. 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.

Academic and Career Development

Goals and Student Learning Outcomes

Goals and Success markers

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

Student Learning Outcomes
Intellectual and Personal Growth

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

1. Recognize and take personal responsibility for their behavior, actions, and role in their own learning process. PUL 5, 6

Assessment Findings Highlights

Goal #1 Decrease the timeframe to certification/application to degree-granting school for continuously enrolled FTFT students.

- 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 2016 cohort until the fall 2018 census.
- There is a trend showing that more students are admitted to degree-granting schools after two semesters. For the fall cohorts, there is trend also showing since the fall 2013 cohort, the average semester length in UCOL is decreasing.

Fall Cohort - Only continuously enrolled students: After four semesters of enrollment

Number admitted to Degree-Granting School:	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort
After 1 semester	23	31	24	33	31
% of continuously cohort	*3.13%*	*3.21%*	*2.30%*	*2.97%*	*2.79%*
After 2 semesters	247	317	350	460	499
% of continuously cohort	*33.65%*	*32.85%*	*33.49%*	*41.37%*	*44.95%*
After 3 semesters	83	117	149	145	178
% of continuously cohort	*11.31%*	*12.12%*	*14.26%*	*13.04%*	*16.04%*
After 4 semesters	174	214	248	236	208
% of continuously cohort	*23.71%*	*22.18%*	*23.73%*	*21.22%*	*18.74%*
Average semester length in UCOL	2.77	2.76	2.81	2.67	2.61

**Start of cluster model*

- 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.

Changes Made Based on Assessment

ACD Goals 2018-2019

Goal #1 - Enhance our understanding of student experiences in ACD to improve programs, services, and communication.

AHHS - Provide opportunities for School partners to come up with a plan of action on creating a more welcoming environment for students that start in University College
Exploratory - Develop a strategic plan to assess the Exploratory student experience within Academic and Career Development.
Peers - Increase accessibility of advising support and services to promote educational equality.
Peers - Enhance assessment and positive feedback on student learning and development.

Goal #2 - Strengthen student's compatibility (fit) and confidence in major choice

Career - Assess major confidence in students in order to provide relevant and timely major and career-related interventions.
HLSAC - Increase engagement in major and career exploration for UCOL HLS students.

Academic and Career Development

Goals and Student Learning Outcomes

2. Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 2, 6
3. Recognize road blocks to success, determine and implement strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4

Academic and Career Development will:

1. Inform students of the IUPUI Student Code of Conduct, including rights and responsibilities.
2. Discuss time management and time commitment expectations for college success.
3. Teach students about resources to create balance and navigate road blocks.
4. Use FLAGS data to intervene with at-risks students.

Engagement

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

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

Assessment Findings Highlights

Spring Cohort - Only continuously enrolled students: After four semesters of enrollment

Number admitted to Degree-Granting School	Spring 2012 Cohort	Spring 2013 Cohort	Spring 2014 Cohort	Spring 2015 Cohort	Spring 2016 Cohort
After 1 semester	9	8	10	9	11
% of continuously cohort	*11.54%*	*10.00%*	*12.50%*	*15.52%*	*18.33%*
After 2 semesters	9	8	5	4	9
% of continuously cohort	*11.54%*	*10.00%*	*6.25%*	*6.90%*	*15.00%*
After 3 semesters	23	20	28	16	12
% of continuously cohort	*29.49%*	*25.00%*	*35.00%*	*27.59%*	*20.00%*
After 4 semesters	12	4	13	13	6
% of continuously cohort	*15.38%*	*5.00%*	*16.25%*	*22.41%*	*10.00%*
Average semester length in UCOL	2.72	2.5	2.79	2.79	2.34

Goal #2 Decrease the number of students on probation.

- Prior to the spring 2017 semester, the number and percentage (of total UCOL enrollment) of First Time Probation students was decreasing.
- 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.

Changes Made Based on Assessment

Goal #3 - Decrease time frame to admission to degree-granting schools of Undergraduate Beginners

EPP - Increase the percentage of pre-Business students, in the EPP cluster, who apply to Kelley School of Business under Option #1.
STEM - On average, first-time STEM students will certify into their degree granting school at 2.35 semesters.

Goal #4 - Increase fall to fall persistence of First-time Full-time Undergraduate Beginners

AHHS - Enroll 12 more AHHS students compared to the last day of advanced registration cycle of the previous year.
HLSAC - Increase retention of FYU students into their Sophomore Year.
Peers - Increase proactive forms of support to promote student preparedness.
PDR - Decrease the number of students on probation.
PDR - Decrease the number of first-time probation dismissals.

Goal #5 - Increase persistence of students in academic crisis

PDR - Increase the number of reinstated students who are retained after their first semester.
PDR - Decrease the length of time students are on probation.
PDR – Decrease the number of FYU dismissals.

Follow-up from *Assessment Finding Highlights*

Goal #1

Academic and Career Development

Goals and Student Learning Outcomes

Academic and Career Development will:

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

Career Planning

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

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

Academic and Career Development will:

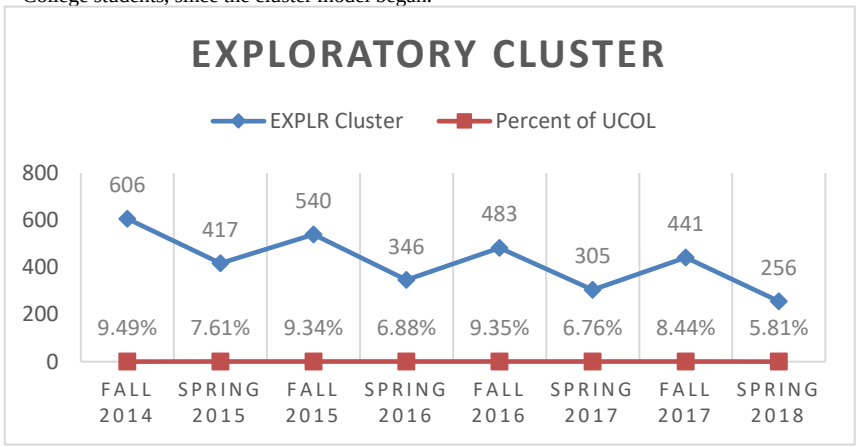
1. Advise and guide students through the STEP decision making process:
   a. **S**elf-focus: Assist students in identifying and articulating their VIPS.

Assessment Findings Highlights

Probation Report	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First Time Probation Students	233	216	176	126	201	458	410	350	437	408
Continuing Probation Students		79	72	86	99	59	77	70	66	91
Total Probation Students	**233**	**295**	**248**	**212**	**300**	**517**	**487**	**420**	**503**	**499**
% of total UCOL enrollment	3.63%	4.62%	4.29%	4.10%	5.74%	9.05%	8.89%	8.35%	11.13%	11.33%

Goal #7 Decrease the amount of time a student is exploratory.

- The Exploratory cluster has seen an overall decline in population, and in the percentage of all University College students, since the cluster model began.

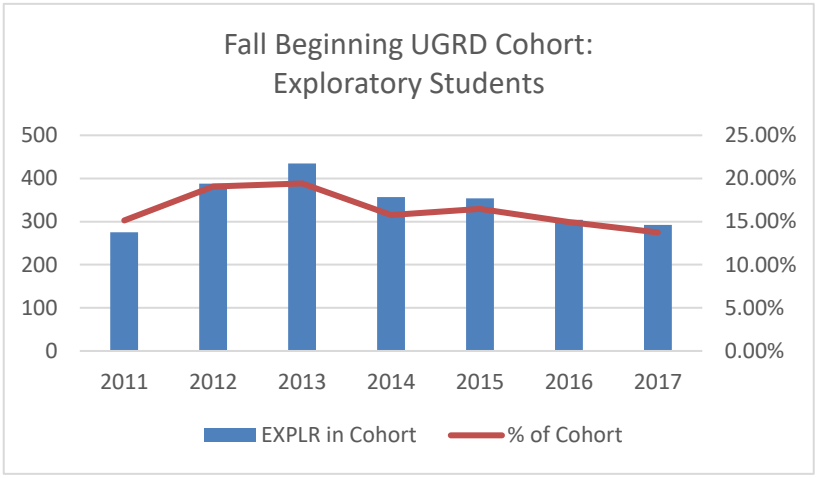
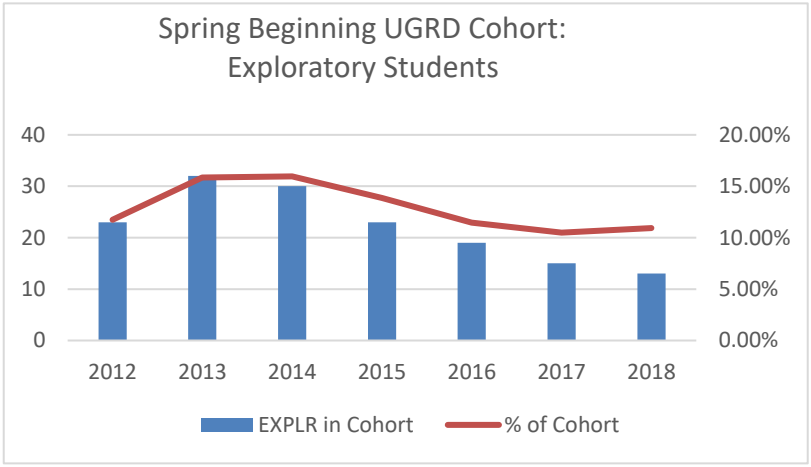


Changes Made Based on Assessment

- 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.
- ACD has created a Major Confidence and Compatibility Action Team (MCCAT) to discuss and implement actions to help students through the process of confidence and compatibility in major decision making. This process may help students decrease their length of time in UCOL, and have less students returning to UCOL after being admitted to a school. This is one of the initiatives that is part of 18-19 goal #2 that may also help in goal #3.

Goal #2

- Participation in the Stanford Study continues through fall 2018. After that period, the office can use the results gained from the study to make appropriates changes to the probation notification and mentoring process.

Academic and Career Development		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
b. **T**arget options: Educate students about the process for identifying major/career options. c. **E**xplore options: Teach students how to find and utilize resources. d. **P**lan for academic, co-curricular and experiential learning: Help students set career benchmarks to be reached throughout their college career. 2. Know how and when to refer students to their best resource. ***Academic Planning and Progress*** As a result of participating in University College's Academic and Career Advising Program, students will be able to: 1. Articulate reason for their major and/or career choice. PUL 1, 6 2. Identify degree requirements for their major choice and parallel plans. PUL 2, 3 3. Choose General Education Core requirements appropriate for degree options and VIPS. PUL 3, 6 4. Locate the application/certification requirements for their degree granting school. PUL 4 5. Develop a realistic plan to transition to their degree granting school. PUL 2 6. Set realistic goals for academic success. PUL 2	• When we break down the Exploratory cluster by the Undergraduate beginning population, we see a similar decline.  	• The STAR program coordinator has been working on a plan to introduce 'coaching' for all students on probation as well as a new way of matching students to their coach. Goal #7 • 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. Goal #8 • 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. ACD will also be embarking on the following that align with our mission and goals: **SSC Proactive Advising** SSC Campus, technology used in advising offices for predictive analytics and appointment scheduling, allows advisors to target specific populations of students to set up an appointment with an advisor. During the fall 2018 term, ACD will use the SSC Campaign function to outreach specifically to the following populations early on in the fall semester: • Students new to probation • New transfer students to IUPUI

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment

Academic and Career Development will:

1. Utilize the Confidence Model to confirm students major/career choice.
2. Teach students about the value of the General Education Core.
3. Help students understand and align their General Education Core choices with their degree plan and VIPS.
4. Teach students how to locate and understand their degree requirements, including the application/certification requirements.
5. Assist students in creating a 4 year plan.
6. Instruct students on the use of iGPS including Degree Maps, Academic Planner, and Shopping Cart, as well as other technology resources for academic planning and registration.
7. Know when and how to refer students to school faculty and staff.

Resources

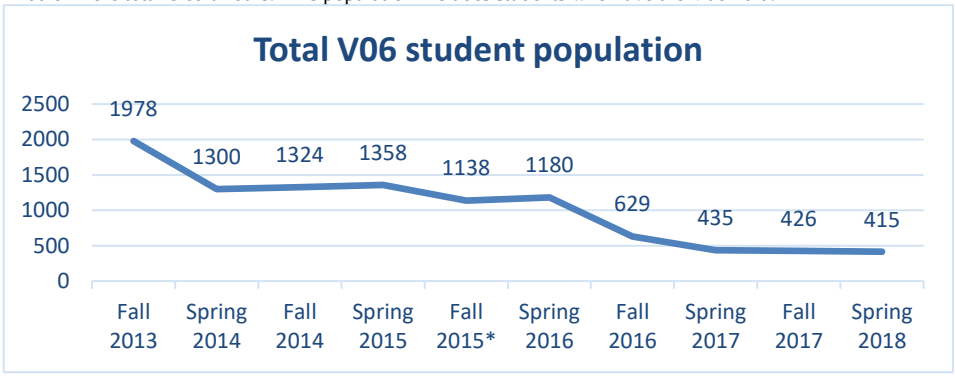
As a result of participating in University College's Academic and Career Advising Program, students will be able to:

1. Locate campus resources based on individual needs. PUL 1
2. Effectively use individualized campus resources to meet academic, financial, and personal needs. PUL 2

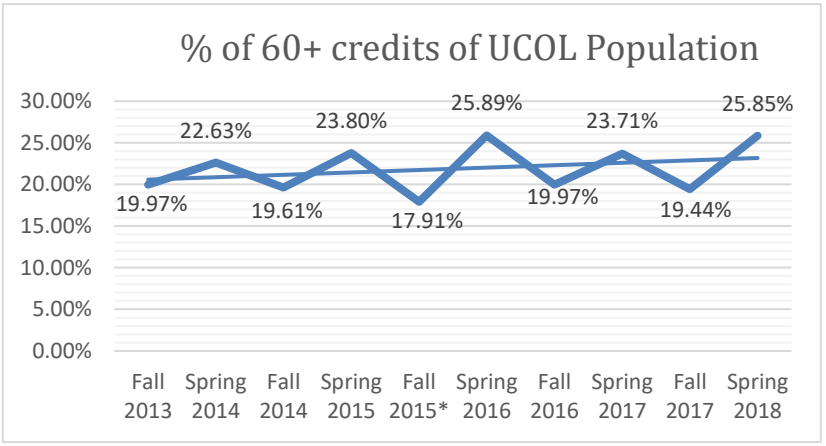
Academic and Career Development will:

Goal #8 Decrease the number of students in UCOL with 60 or more credit hours.

- 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.
- Further exploration occurred to examine the percentage of students who are degree-seeking in UCOL who have 60 or more total credit hours. This population includes students who have the V06 hold.



- Further exploration occurred to examine the percentage of students who are degree-seeking in UCOL who have 60 or more total credit hours. This population includes students who have the V06 hold.
  - A trend line has been added to show that there is an upward trend in the number of students who have 60 or more credit hours



- FYU students who are not enrolled in a First Year Seminar (FYS)

Welcoming Pre-Majors

Carlos Zapata and Maureen Kinney are on a Welcoming Campus Initiatives committee focused on pre-majors. During fall 2018 semester a Welcoming Pre-Majors institute was held with representation from nearly all schools on campus with the goal of examining current initiatives with pre-majors and action planning for the future. The UCOL team is comprised of Ally Boyd, Morris Jones, Martha Marshall, Katie Schuman, Eric Sickels, and Rebecca Wald Stoker.

Coaching

More advisors are trained in coaching, with Mikki Jeschke, along with Andrea Engler, heading up the program. In addition, some SSA's are now managing some other coaches. The goal is to have all advisors trained as coaches.

Academic and Career Development

Goals and Student Learning Outcomes

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

Academic and Career Development will:

1. Teach students how to find relevant dates and deadlines.
2. Interpret academic policies regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress,

Assessment Findings Highlights

Post-Appointment survey

All students who have an appointment are sent an email after his/her appointment asking for feedback. In January 2018, with the office move from SARS-GRID to SSC Campus, we lost the function of an automatic email sent post appointment with the link to the survey. Beginning on April 6 the office began sending out post appointment surveys manually to all students who checked-in for their appointment. This accounts for part of the reason that spring 2018 response rate is lower than usual. The summary below is inclusive of responses received fall 2017 and spring 2018.

Dates of Responses: August 1, 2017 through May 2, 2018

Number of Appointments: 13,966 (12,925 for Student Success Advisors, 1041 for Career Consultants)

Response Rate	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
Career Consultants	34	7.76%	7	1.71%	26	4.96%	9	1.74%
Student Success Advisors	273	3.99%	172	3.33%	304	4.12%	112	2.02%
Total	**307**	**4.22%**	**180**	**3.23%**	**330**	**4.18%**	**121**	**1.99%**

Responses after Career Consultant appointments

	Strongly Disagree/Disagree		Agree/Strongly Agree	
After meeting with the career consultant	**Fall 2017 %**	**Spring 2018 %**	**Fall 2017 %**	**Spring 2018 %**
I am able to identify and articulate my values, interests, personality traits, and/or skills.	0.00%	0.00%	100%	100%
I can now identify possible major/career options for further exploration.	0.00%	0.00%	100%	100%
I am able to locate resources to assist me in this exploration process.	0.00%	0.00%	100%	100%
I feel better able to make an informed decision regarding my major/career options.	0.00%	0.00%	100%	100%

Changes Made Based on Assessment

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment

probation, dismissal, reinstatement, and codes of conduct.

3. Teach students how to find and understand the application/certification policies and procedures for their degree granting school.

Responses after Student Success Advisors appointments

	Strongly Disagree/Disagree		Agree/Strongly Agree	
Because of my advising appointment, I:	**Fall 2017 %**	**Spring 2018 %**	**Fall 2017 %**	**Spring 2018 %**
I can articulate why I am pursuing my major/career.	4.24%	8.33%	95.76%	91.67%
I understand the requirements of my major.	3.94%	5.76%	96.05%	94.24%
I can locate the application/certification requirements for getting into my major/school of choice.	4.11%	5.82%	95.89%	94.18%
I can develop a realistic plan to transition to my degree granting school.	4.01%	4.95%	95.99%	95.05%
I understand how to explore additional major options to create a parallel plan.	8.78%	10.99%	91.23%	89.02%
I can locate campus resources for my needs.	5.55%	5.27%	94.44%	94.74%

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment

The Student Success Advisor I met with:	Strongly Disagree/Disagree		Agree/Strongly Agree	
	Fall 2017 %	Spring 2018 %	Fall 2017 %	Spring 2018 %
The SSA discussed my major/career goals with me.	6.39%	6.66%	93.62%	93.33%
The SSA was knowledgeable about major requirements.	4.53%	5.76%	95.47%	94.23%
The SSA taught me about the application/certification requirements for my major.	6.35%	7.21%	93.65%	92.78%
The SSA was helpful in supporting my transition to my major.	6.42%	8.24%	93.59%	91.75%
The SSA discussed additional major options based on my interests, goals, and academic progress.	11.25%	13.98%	88.75%	86.02%
The SSA showed me resources based on my needs.	4.36%%	6.54%	95.63%	93.45%

CARLI 2017

Collegiate Advising-Related Learning Inventory (CARLI) Campus-wide Administration Spring 2017

(The following summary was provided by Matt Rust to University College in fall 2017)

About the Survey

2385 enrolled undergraduate students participated in the Spring 2017 administration of CARLI which assesses domains 3 (Career Planning) and 4 (Degree Progress and Planning) of the IUPUI advising outcomes. These domains are sub-divided into six categories within CARLI: (1) assessing need for assistance with degree planning, (2) feasibility of a four-year degree plan, (3) setting academic goals, (4) degree requirements including pre-reqs, difficulty, course availability, and RISE, (5) career planning, and (6) tools for planning and enrollment. CARLI also measures the sources of these sub-divisions of knowledge. Below are areas the assessment team would like to highlight after reviewing the data.

Composite Learning Category Scores by Administration Year

	Campus		UC	
	2015	2017	2015	2017
Seeking Assistance with Degree Planning	4.93	4.82*	4.88	4.90
Feasibility of a Four Year Degree	5.01	5.09**	5.05	5.10
Goal-Setting (Academic and Prof'l)	5.26	5.29	5.33	5.28
Understanding of Degree Req's	4.88	4.92	4.94	4.97
Career or Pre-Professional Learning	N/A	4.76	N/A	4.87
Usage of Advising Technologies	4.65	4.75**	4.67	4.92**

**Difference between administration years significant at .05 level*
***Difference between administration years significant at .01 level*
****Difference between administration years significant at .001 level*

Satisfaction with Advising in School of Actual Primary Major by Administration Year

		Survey Year	N	Mean	Std. Dev.
Overall, I am satisfied with the academic advising in [University College/the School of _____].	*Campus*	2015	1033	5.01	1.412
		2017	1934	5.12*	1.278
	UC	2015	304	4.74	1.490
		2017	292	5.25***	1.126

**Difference between administration years significant at .05 level*

***Difference between administration years significant at .01 level*

****Difference between administration years significant at .001 level*

UC Item Level Changes by Administration Year

For the following items there was a statistically significant change among UC respondents when comparing this population's 2015 Responses to their 2017 Responses.

	Survey Year	N	Mean	Std. Dev.
(31) My degree has enough elective hours for me to complete a minor.	2015	311	4.47	1.439
	2017	315	4.72	1.367
(41) I regularly refer to my iGPS Degree Map/Plan in One.IU.	2015	311	3.94	1.752
	2017	294	4.87	1.455
(46) I plan to change my academic major from what it currently is.	2015	311	1.99	1.537
	2017	294	2.32	1.777

Bowen Scholars

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
In its fifth 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 now funded to support eleven students total each year.	**IUPUI Bowen Scholars Outcomes 2014-2018** Success rate* 96% Graduate cumulative GPA 3.36 Current Scholar cum GPA 3.14 *% graduated or still enrolled	**Attracted additional funding due to the success of the Bowen Scholars program** Thanks to the generous support of Bob and Terry Bowen and their support for our program model The Bowen Scholars was able to add an additional scholarship for 2018-19. The program utilizes many of the lessons learned over the last 17 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.

DEAP (Diversity Enrichment and Achievement Program)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
Mission: The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of IUPUI scholars from populations that have been traditionally underrepresented in higher education by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging scholars, DEAP helps to ensure their success at IUPUI. DEAP offers intensive retention programming and a supportive community. **Program Objectives and Learning Outcomes:** 1. Assisting DEAP scholars transition into the university setting *Programmatic Learning Outcomes* o DEAP scholars will develop individualized plans for success o DEAP scholars will develop a sense of self-efficacy	**IRDS data show** **Fall 2017 Cohort Data:** The Fall 2016 cohort included 178 first-time beginning students Black/African American 77 Latinx 61 Asian 4 2 or more races 15 White 15 International 6 All 178 **1-year retained at IUPUI** Black/African American 82% Latinx 75% Asian 100% 2 or more races 80% White 73% International 83% All 78%	**SAAB/Brother-2-Brother Welcoming Campus Initiative:** • DEAP received funding from Chancellor Paydar's Welcoming Campus Initiative to support the SAAB/B2B initiative which focused on supporting the needs of undergraduate Black and Latino males at IUPUI • The funding included program funding and support of a graduate assist to help coordinate the efforts • During the 2018-2019 DEAP was awarded a second round of funding of the welcoming campus initiative to continue the support of the SAAB/B2B initiative. • The second round of funding included funding to support the creation of videography to capture the story and essence of DEAP and SAAB/B2B. **Ghana Study Abroad:** • Campus data indicates that students of color at IUPUI and across the nation are less likely to participate in study abroad experiences

DEAP (Diversity Enrichment and Achievement Program)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
2. Providing scholars with programming and services that affirms their cultural and personal identities *Programmatic Learning Outcomes* o DEAP scholar will feel supported in their cultural and personal identities o DEAP scholars will articulate and reaffirm positive personal identities 3. Providing scholars with a safe, nurturing, and supportive community environment *Programmatic Learning Outcomes* o DEAP scholars will feel connected to a supportive community o DEAP scholar will express a sense of belongingness 4. Facilitating intentional interactions between scholars' peers and faculty/staff *Programmatic Learning Outcomes* o DEAP scholars will connect with campus student leaders in developmental contexts o DEAP scholars will connect with faculty/staff in various contexts 5. Facilitating scholars holistic development *Programmatic Learning Outcomes* o DEAP scholars will feel supported in their personal development o DEAP scholars will apply personal growth concepts 6. Providing close oversight and services that support scholars' academic and career needs *Programmatic Learning Outcomes* o DEAP scholars will experience increased levels of academic performance o DEAP scholars will articulate clear career goals 7. Providing scholars with involvement and leadership opportunities *Programmatic Learning Outcomes*	**First Fall GPA** Black/African American 2.61 Latinx 2.86 Asian 3.35 2 or more races 3.02 White 3.11 International 2.93 All 2.74 **Fall 2016 Cohort Data:** The Fall 2016 cohort included 201 first-time beginning students Black/African American 104 Latinx 74 Asian 1 2 or more races 24 White 1 All 201 **1-year retained at IUPUI** Black/African American 84% Latinx 72% Asian 100% 2 or more races 71% White 100% All 78% **First Fall GPA** Black/African American 2.69 Latinx 2.81 Asian 1.77 2 or more races 2.78 White 3.42 All 2.74 **Fall 2015 Cohort Data** 74 Total Students in the Fall 2015 cohort that were first-time beginning students Black/African American 48 Latinx 17 Asian 1 2 or more races 6	• DEAP in collaboration with the Multicultural Center and Africana Studies in Liberal Arts will partnered in the Summer of 2018 to take 12 students to Ghana for a 2 week study abroad experience that connected the student to contemporary culture in Ghana, as well as implications in Ghanaian history that include slavery, colonialism and independence, and the Pan-African movement. **Work-study Positions:** • Data indicated that IUPUI students work more than our peer institutions. Simultaneously, data indicated that work study funded students were not utilizing their work study funding. This is troublesome when considering that on-campus employment is shown to benefit students in compared to off-campus employment. • As such, DEAP added two work study positions and is seeking opportunities to add additional positions in the near future.

DEAP (Diversity Enrichment and Achievement Program)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
○ DEAP scholars will identify and connect with campus and community resources that support their personal and academic needs ○ DEAP scholars will experience growth in leadership skills **Key Retention Components:** • Student Connection prior to orientation (letter emailed to eligible students) • DEAP Summer Bridge Sections • Bridge scholarship • Freshman Induction Ceremony • DEAP House (Residential Based Learning Community • Individual intake meetings • Cultural and social activities • Students leadership opportunities (4 student organizations) • Individualized student assessments and tracking • Peer Mentoring • Faculty/Staff Mentoring • Developmental workshops	White 2 All 74 **1-year retained at IUPUI** Black/African American 77% Latinx 71% Asian 0% 2 or more races 67% White 0% All 72% **First Fall GPA** Black/African American 2.36 Latinx 2.54 Asian 2.03 2 or more races 3.13 White 2.04 All 2.74	

First-Year Seminars		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
First-year seminars (FYS) are designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member, a student mentor, and an academic advisor. The course aims to improve student success by: • Placing a strong emphasis on critical thinking, reflection, and college-level expectations • Introducing students to campus resources and career exploration and development • Creating opportunities for students to connect with faculty, advisors, peer mentors, and each other	• A total of 3,581 First-Year students who attempted more than 6 credit hours participated in First-Year seminars during Fall 2017. A total of 3,438 were enrolled as of Fall census in 2018. • Fall 2017 first-year students enrolled in more than 6 credit hours participating FYS courses had significantly higher one-year retention rates (73%) compared to nonparticipants (54%). However, there were only 183 who did not participate.	**Ongoing Assessment and Implementation of Changes** • The personal development plan (PDP) continued to be a required element of all University College-sponsored first-year seminars, with additional resources devoted to encouraging faculty to consider adoption of an electronic PDP and training them to implement the electronic PDP in their sections. Special sessions related to fully integrating the ePDP into the framework of the FYS were offered in preparation for fall 2016, and all new instructors attended a customized ePDP training session. • Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning. • A series of faculty development workshops was offered in collaboration with Gateway to Graduation and TLC programs. • New instructor orientation sessions focused on the FYS Template goals Belonging, Transitioning, and Planning, as well as the FYS high impact taxonomy. • A repository of curricular resources was created in Canvas to help instructors deliver curricular elements and explore innovative lessons to support the program goals. • A campus-level subcommittee focused on first-year programs was convened to make recommendations related to brining all first-year facing programs, including FYS sections, into alignment with one common curriculum. • Based on student success outcomes, University College will transition all stand-alone FYS sections to learning communities or enhanced, two-credit FYS models for fall 2019.

Learning Communities Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Learning Communities are designed to enhance the retention and academic success of IUPUI undergraduate students. A themed learning community (TLC) at IUPUI is a first-year seminar and two discipline-based courses linked by a theme that a group of 25 freshmen enroll in as a cohort. Themed learning communities enhance student learning by cultivating interdisciplinary understanding and integrative learning. The theme of each learning community provides a foundation for curricular connections between disciplines, and out-of-classroom experiences that enhance the academic experience. The faculty team collaborates to create an integrative, supportive, and challenging learning environment designed to support first-year students, further IUPUI's mission of undergraduate student learning and success and community engagement through collaboration across disciplines. Learning communities have been advocated as effective interventions for enhancing: • Student retention (Tinto, 2003). • Engagement levels (Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey & Parker, 2008; Zhao & Kuh, 2004) • Student learning and academic success (Hegler, 2004; Henscheild, 2004; Kuh, 2008; Stassen; 2003) • Opportunities for service learning (Oates & Leavitt, 2003) • Critical thinking and integrative learning (Lardner & Malnarich, 2008, 2008/2009, 2009) **The goals of the IUPUI learning communities program** are to support students to:	• The Learning Communities program has experienced steady growth. A total of 1347 first-time IUPUI students participated in the Learning Communities program in fall 2018. This includes 644 students enrolled in Themed Learning Communities and 703 students enrolled in Gateway Learning Communities. • TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators continue to work to make sure that that the program fidelity is maintained and that quality instructional teams are built during periods of growth. • 2017 TLC participants had higher one-year retention rates of (73% compared to 71% for nonparticipants). The 2017 TLC participants had slightly higher fall GPAs (adjusted 2.80) compared to nonparticipants (adjusted 2.71), even when taking into account HS GPAs, SAT Scores, Income Level, and Enrollment Date (a proxy for motivation and commitment). – updated data from IRDS is needed here • The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the academic success outcomes for students with diverse backgrounds and with identified "risk factors." • Students seem to react positively to TLC interventions that 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. • TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions. • Students responded positively to a post-program questionnaire (Fall 2017): • 78% of respondents indicated that their TLC helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc…) either much or very much. • During their TLC, 79% of students reported they often or very often explored topics directly related to the theme of their TLC, while 76% reported they often or very often actively discussed complex issues and ideas. • 97% of students reported completing a graded assignment that required integrating ideas, strategies, or skills • Nearly 80% of respondents indicated they were either satisfied or very satisfied with their TLC experience.81% of students reported participating in a campus activity as part of their TLC, and 67% participated in an extended service learning activity. • Learning Communities instructors responded to a post-program questionnaire (Fall 2017) where they indicated levels of success in implementing the five TLC High-Impact Practice Taxonomy attributes: • 93.4% of respondents indicated their team engaged in out-of-class activities at the high, higher, or highest impact level • 95.1% of respondents indicated their team is using active learning strategies in the classroom.	• A set of tools aligned with the TLC High-Impact Practice Taxonomy were developed to support faculty planning and implementation of the five attributes of learning communities, and to inform Learning Communities professional development and support. These tools include a team planning document, the student end-of-semester survey, and instructor end-of-semester survey. • A team planning document, aligned with the taxonomy was completed by every team, and used to identify areas of fidelity concern, and identify barriers team face when developing successful TLCs. • Building on the work from the 2016 ePortfolio project in TLCs, an Eportfolio 2.0 project was implemented in fall 2018, focusing on first-year seminar (FYS) instructors teaching in learning communities, to support integrative learning. 15 FYS instructors participated in professional development and implemented an integrative eportfolio in their fall 2018 learning community. An assessment project in 2019 will examine student eportfolios using the VALUE Rubric on Integrative Learning. • 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. • Building on the work of the cross-functional team that attended the National Summer Institute on Learning Communities in July 2017, and to increase equitable access to HIPs, the Gateway

Learning Communities Program

Goals and Student Learning Outcomes

1) Foster a meaningful college experience through the development of integrative thinking, critical thinking, and reflective thinking skills.
2) Develop a sense of belonging with the IUPUI community, through the creation of a support network of peers, faculty, and staff.
3) Build capacity to recognize, respect, and value diverse social identities and diverse perspectives.
4) Apply knowledge through experiential learning.

And to support faculty and staff to:

1) Develop a culture among faculty and staff regarding learning communities, which includes valuing integrative learning, and taking ownership of student success.

The TLC High-Impact Practice Taxonomy outlines five attributes to guide instructional teams use when developing a TLC:

1) Interdisciplinary theme shapes each course's design.
2) Integration of course content is each course is intentional; course design encourages integrative thinking in students.
3) Out-of-class activities enhance academic content, integrative thinking, and interdisciplinary theme.
4) Active learning strategies are central to each course.
5) Faculty collaboration fosters integrative approach, exploration of theme, out-of-class experiences, and student development.

Assessment Findings Highlights

- Learning Community Instructor Team Success: (Michele has a different visual with this info you could use as an alternative)

Question	N	Less than High Impact	High impact TLC	Higher Impact TLC	Highest Impact TLC
Interdisciplinary theme shapes each course's design.	121	11.6%	33.9%	33.1%	21.5%
Integration of course content in each course is intentional; course design encourages integrative thinking in students.	122	10.7%	36.9%	32.8%	19.7%
Out of class activities enhance academic content, integrative thinking, and interdisciplinary theme.	122	6.6%	27.9%	37.7%	27.9%
Active learning strategies are central to each course.	122	4.9%	27.0%	41.0%	27.0%
Faculty collaboration fosters integrative approach, exploration of theme, out-of-class experiences, and student development	121	17.4%	35.5%	23.1%	24.0%

Changes Made Based on Assessment

Learning Communities model was implemented in fall 2018. The Gateway LC model is a first-year seminar linked with one or more Gateway courses that a cohort of 25 freshmen co-enroll in. The key difference between the Gateway LC model and TLC model is that in the Gateway LC model, the FYS instructor is responsible for implementing the LC attributes, the linked disciplinary course(s) are taught without modification and may include students in addition to the LC cohort.

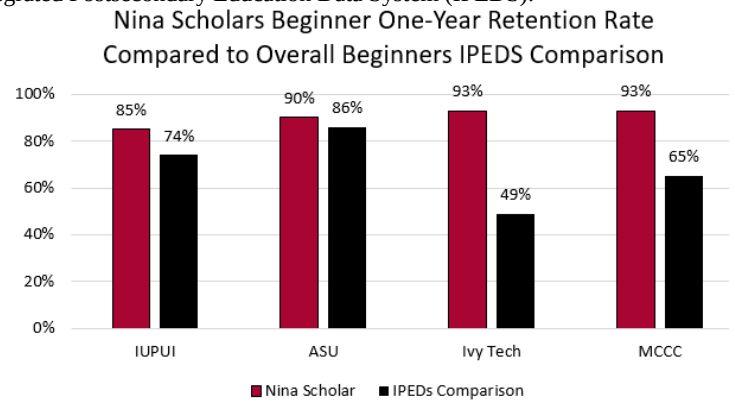
- Learning Communities provide an opportunity to integrate multiple High-Impact Practices (HIPs); all LCs include two HIPS, a first-year seminar and learning community; and many LCs include additional HIPs such as service learning and an eportfolio. Through partnerships in the new Institute for Engaged Learning, the LC program office will work to increase the incorporation of multiple HIPs into LCs.
- In response to IRDS reports showing students participating in HIPs increase success, and to increase equitable access to HIPs, the LC program continues to scale-up in partnership with First-Year Programs (Summer Bridge and First-Year Seminars).
- The LC program director is part of the Student Experience Council committee re-imagining the first-year experience at IUPUI, with a goal of serving all first-year students with a cohesive first-year experience that includes orientation, a pre-semester experience, and a learning community or enhanced first-year seminar.

Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment

Mission
To inspire IUPUI undergraduate student success through high-quality, structured internship experiences that encourage career exploration, skills development, and professional growth. This is accomplished through on-campus experiences with faculty and staff in the IUPUI graduate and professional programs as well as hospitals on and near campus.
 	
Program Goals
The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success by:
1. Maintaining high retention and graduation rates among participants as well as strong post-graduation outcomes.
2. Increasing preparedness of IUPUI undergraduates applying to LHSI.
3. Increasing career development and learning of IUPUI undergraduate interns in LHSI through engagement with at least two of the following three areas: career goal refinement, skills development, and establishing professional identity.
4. Increasing the quality and number of opportunities for guided reflection among interns.
 	
Intern Goals
By the end of the internship, interns will be able to:
• apply and articulate transferable, career-related, or research-specific skills.
• demonstrate an emerging professional identity.
• explain and analyze their career goals.
	Goal #1: Maintain high retention and graduation rates among participants as well as strong post-graduate outcomes.
	• **Graduation and retention:** For 529 intern participants through 2017-18 cohort:
	  • 86% graduated or were directly admitted to professional programs without completing undergraduate degree (DDS, PharmD)
	  • 11% still enrolled at IUPUI
	  • 2% transferred outside IU and 1% not enrolled
	• **Post-graduation:** Program data show a 74% rate of enrollment in graduation and professional programs among graduates and 26% employment in health/life science fields (89% knowledge rate).
	
	Goal #2: Increase preparedness of IUPUI undergraduates applying to LHSI.
	• **Application numbers:** Received 221 applications and reviewed 196 with 89 continuing to interviews. The average score was 67%.
	• **Informational e-mail communications**: 2,279 (up from 1,424) 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.
	• **Applicant nomination form:** 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 255 (up from 140) nominations through the form.
	• **Canvas site:** Second year of a Canvas site with resources, application rubric, and tips on applying and 280 students self-enrolled. Of those, 105 applied and had an average score of 71%. Those not in the site scored an average of 62%.
	• **Information sessions:** Information sessions are held in conjunction with career services and other relevant offices. Held 17 ambassador-led sessions, increased attendance from 90 (spring 2017) to 109 students. Students attending an information session had the highest average score of all interventions at 76%.
		Maintain high retention and graduation rates and post-graduation outcomes.
		• Continue to work with IRDS and internal program tracking to maintain data on program retention, graduation, and post-graduation outcomes.
		
		Improve diversity and inclusiveness of recruiting and outreach.
		Program staff and ambassadors will continue to intentionally promote the applicant Canvas.
		Continued the additional campus-wide networking event in fall semester in conjunction with the welcoming campus project on social class and career development success.
		• Increase tips and general career and application advice on social media and in communications to applicants.
		• Reviewed applicant resources and intern resources and policies for clarity and making hidden rules more clear.
		• Continued using EAB SSC Campus and partnering with student scholar and support programs to specialize outreach and began tracking race/ethnicity, first generation, and 21st Century Scholar status of applicants.
		
		Changes to programming to best serve interns.
		• Created syllabus and schedule to better clarify expectations, programming, and deadlines.
		• Added teamwork activities and prompts to programming.
		• Built on success of welcoming campus project on social class and career development to review programming materials and education for internship supervisors.
		• Submitted application to be included on the Record.

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	• **Chance to Advance networking event:** Held the fourth 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. 25 students attended the event. • **Multiple points of contact**: 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 63%. **Goal #3: Improve diversity and inclusiveness of recruiting and outreach.** • Held information sessions with Bowen/Nina Scholars, 21st Century Scholars, and DEAP. • Used SSC to filter and send personalized messages to DEAP and 21st Century Scholars meeting the major and GPA criteria. • Maintained similar diversity for spring 2018 recruiting cycle for the 2018-19 group to include 22% African American and Hispanic students, 27% first-generation, and 15% are 21st Century Scholars.	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
What methods have you used to assess (direct and indirect) student learning and success? Now in our 18th 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. **Vision, Mission, and Goals** Lower-income students who face significant barriers in life come to us with a broad set of needs. While developing and supporting 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: 1. How do individuals from marginalized backgrounds overcome and transcend limiting circumstances and diminished life chances? 2. How can individuals respond intentionally, skillfully, and in healthy and wise ways to social and educational barriers as well as inevitable challenges in life? 3. How might we help students engage in the transformative process of finding meaning, purpose, direction, and vitality?	Following up on a six-year **Multiprogram Longitudinal Evaluation** completed in June 2008, a grant officer of the Nina Mason Pulliam Trust has collected student achievement, persistence, and graduation data. In years one through six the annual evaluation report assessed student progress in comparison to a group of matched sample students who were eligible but not selected for the program. The findings of the initial study concluded that Nina Scholars performed as a group at a higher level than the comparison group in GPA, completion of credit hours and persistence. The six-year long study affirmed the benefits of the program's directors, student support including mentoring, financial assistance, and creation of a mutually supportive community of scholars. Since 2008 we have continued to track the success indicators of scholars and draw comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to the Integrated Postsecondary Education Data System (IPEDS). Nina Scholar retention and graduation rates continue to exceed those of the Integrated Postsecondary Education Data System (IPEDS):  	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. This year, the primary focus for the Nina Scholars program was on bringing in and preparing for a $3 million endowment. It was determined that the assessment results described did not require an immediate response. Staff focused mostly on the development and expansion of the THRIVE and Bowen Scholars program.

Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes

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

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

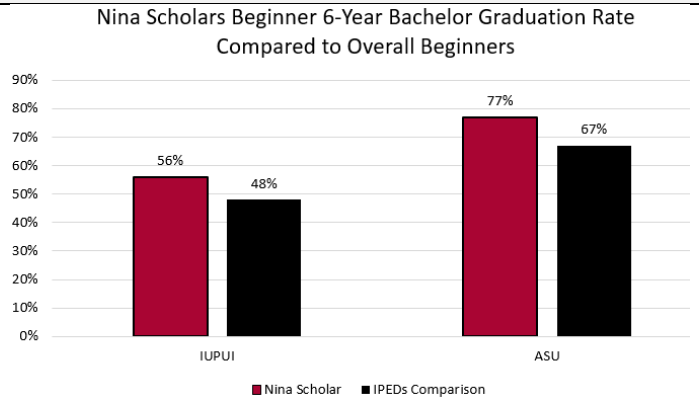
1. Develop a personal road map for success
2. Utilize goal-setting strategies
3. Develop critical thinking*
4. Develop intellectual depth, breadth, and adaptiveness*
5. Understand and apply student learning concepts and methods
6. Demonstrate effective executive functioning

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

1. Develop meaningful connections to fellow scholars
2. Offer academic and personal strengths to fellow scholars
3. Participate fully in program community service
4. Develop leadership identity and leadership skills in Nina Scholars Program

Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success

Assessment Findings Highlights



A key success indicator for the Nina Mason Pulliam Charitable Trust is overall success, which is a measure of the share of Nina Scholar students who have graduated or are currently enrolled over the past 10 years. If we include scholars who graduated beyond the six year window persistence goes up to 79% for IUPUI.

Table 1. Academic Outcomes 2007 – 2016 Cohorts by Institution Duplicated to Account for Passport Students

Institution	N	Overall Success (%)	One-Year Retn. (%)	First-Year GPA	Cum. GPA	% 2-yr Associates Attained	% 4-yr Associates Attained	% 4-yr Graduation Bachelor	% 6-yr Graduation Bachelor
IUPUI	86	74.4	90.7	2.90	2.91	-	-	24.7	64.8
ASU	109	87.2	93.6	3.14	3.13	-	-	40.5	74.6
Ivy Tech	81	74.1	92.6	3.01	2.96	25	72.6	-	-
MCCC	102	76.5	93.1	3.21	3.06	38.9	70.9	-	-

Note 1: Includes students who may have matriculated with credits already earned toward degree.
Note 2: Includes Passport students in figures for all institutions resulting in duplicated headcounts.

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

The third year of the study's findings suggest that the program is changing lives for the better with some interviewees even commenting that the program is helping them "break the cycle of poverty." Interviewed and surveyed students value program leadership, the supportive community developed by the program, and the

Changes Made Based on Assessment

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
1. Fully utilize program guidance and support 2. Readily access unit, campus, and community resources 3. Understand how to develop academic and professional success networks **Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success** 1. Understand and apply personal growth concepts and methods 2. Engage in experiential learning 3. Develop and utilize a sense of one's positive core and purpose 4. Develop an understanding society and culture* 5. Develop a sense of values and ethical standards* **Goal 5: Facilitate career development and graduate school readiness** 1. Understand and apply career development concepts and methods 2. Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose *Objectives noted with an asterisk come from IUPUI's Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.	personal growth programming offered by the program. It also appears that the IUPUI program is a leader in developing resiliency and personal growth curriculum. On the interviewees wish list was additional professional mentoring. **What are the major assessment results in the areas of retention, academic performance, and learning?** Percent persisting or graduated since 2007: 79% Average Cumulative GPA of program graduates: 3.22 Cumulative GPA of current scholars: 3.07 Number of continuing scholars: 30 Number of program graduates: 89 Number of program graduates completed/enrolled in graduate school: 30	

Office of Student Employment

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
Mission The mission of the IUPUI Office of Student Employment is to support the Division of Undergraduate Education by empowering students to pursue and succeed in meaningful, academically relevant college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through: • Creating campus dialogue and understanding of synergy between academics and collegiate work experiences. • Establishing and maintaining best practices and expectations for student employment programs. • Providing professional development opportunities through services and programming. • Connecting students and employers in mutually beneficial work experiences. **Goals** The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by: 1. Increasing the Number of Students Working on Campus 2. Promoting the importance of Collegiate Work Experiences 3. Enhancing opportunities for Student Professional Development & Job Preparedness 4. Empowering supervisors to enhance learning opportunities through quality work experiences	**Relevant Data in Support of Goals** **Goal #1: Increasing the Number of Students Working on Campus** • The Office of Student Employment's employer services and 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 16-17 of 3845 to AY 17-18 4088 of 243 students working in on campus positions. • **Part-Time Job Fair:** Held on August 30, 2017, the Part-Time Job Fair connected 73 on and off-campus employers to over 1,800 IUPUI students. • **Hire Achievers:** A campus-wide career and professional readiness pilot program which strengthens the experiences of student employees in on-campus positions and enhances preparation for professional work by connecting student employment to the IUPUI Principles of Undergraduate Learning competencies. 43 departments applied, 34 were accepted into the program. 44 position openings were approved. 44 positions were filled and reimbursed for earnings. Total earnings reimbursed = $72,126.54 as of 5.30.18. Due to extending the reimbursement time frame there will continue to be reimbursements through July 2018. Students worked a total of 13,986 hours within the academic year. **Goal #2: Promoting the importance of Collegiate** **Work Experiences** • **Job Local and Development (JLD) Program:** Part of the Federal Work-Study Program, the Office of Student Employment administered the JLD Program and successful outreach in AY 17-18 to local employers to identify, develop and increase the number of part-time opportunities available to IUPUI students. • **JagJobs:** Over 18,815 applications were submitted by students through the JagJobs system to over 1835 job postings	**Methods to assess direct and indirect student learning and success** The Office of Student Employment assesses student and employer learning and success, as well as behavior change and application of learning, primarily using pre and post-event 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. **Major assessment results in the areas of retention, persistence, academic performance and learning** 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 17-18 data is available at: https://tableau.bi.iu.edu/#/site/prd/views/2017-18WorkRetentionReport/FrontPage?:iid=1 Areas we want to more fully study and compare, in the trend data are as follows: • Ethnicity and wage compensation averages • Hours worked per week and pay rate • Fifteen to finish completion retention rates • Retention rates for first-time, full-time and by campus employment status

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	representing over 12,922 position vacancies. 10,527 unique students utilized the JagJobs system this academic year. • **National Student Employee Appreciation (NSEA) Week:** Held the second full week of April each year, NSEA Week 2017 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 17-18 = 5 events held with over 736 students and over 200 employers in outreach events. • **IUPUI Top 100:** 75 of the 2018 selected Top 100 students were currently working or had worked in on-campus employment experiences. **Goal #3: Enhancing opportunities for student professional development & job preparedness** • **Appointments and Drop-In Services:** The Office of Student 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 in AY 17-18 the total was 1017. • **Classroom and Group Presentations:** The Office of Student Employment delivered over 73 presentations and workshops (outside of the EIP Class and orientation) to over 9,7000 students and employers in AY17-18 on professional development and job search topics, as well as supervisory development. • **Federal Work-Study Program:** In collaboration with the Center for Service and Learning and Office of Student Financial Services, 512 students utilized their Federal Work-Study award. The Office of Student Employment supported the program through student education, award processing, and employer outreach/education. **Goal #4: Increasing the Quality of Student Employment Supervision** • **JAGUAR Supervisor Training Program**: A revamped version of supervisor training in the spring of 2018 that offers three series parts that build off each other. Each portion of the series	**Changes for the future to goals and/or program** The Office of Student Employment has utilized data and assessment results to clarify and revise: departmental strategic planning and processes; services and programs for students and employers; training/presentation content and delivery; assessment tools/methodologies. Examples are: • SSC shows increasing student appointments/drop-ins over the past five academic years. OSE decided to hire 7 student ambassadors that could assist in student outreach and drop-in coverage of basic services. This decision would provide us more coverage and provide peer-to-peer interactions with students while still meeting an increasing demand for services. • Supervisor Training attendance numbers have dropped over the past couple of years. As such, it was decided that OSE would work more on a consultation basis with on-campus employers to offer trainings/discussion topics around student employment. Areas requesting training would work in collaboration with OSE to ensure attendance of a minimum of 10 attendees for a topic. • The office will continue to base future changes on data and assessment results include continued enhancement of services and programs as well as use of data in marketing efforts to students, employer development services, and overall process improvement.

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	is offered twice annually for supervisors. Each 5-6 weeks series is a hybrid model of learning with online modules via canvas and in-person workshops. Data outlining program completion is as follows: Series 1 had 23 participants with 20 completing the series Series 2 and 3 began during the start of the next academic year for 2018-19. • **Supervisor/Staff Brown Bags, Trainings, Employer development and Workshops:** In addition to the JAGUAR Supervisor Training Program, 29 presentations/trainings on a variety of student employment and supervision topics were delivered to supervisors and staff with over 293 total supervisors and staffs in attendance. • **Hire Achievers Program:** A campus-wide career and professional readiness pilot program which strengthens the experiences of student employees in on-campus positions and enhances preparation for professional work by connecting student employment to the IUPUI Principles of Undergraduate Learning competencies. 43 departments applied, 34 were accepted into the program. 44 position openings were approved. 44 positions were filled and reimbursed for earnings. Total earnings reimbursed = $72,126.54 as of 5.30.18. Due to extending the reimbursement time frame there will continue to be reimbursements through July 2018. Students worked a total of 13,986 hours within the academic year.	

Orientation Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Academic Integration • Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation. • Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. • Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and to build a support system for their learning. **Social Integration** • Students will have the opportunity to make connections with other students. • Students will feel supported and will have a general sense of familiarity with the surroundings. • Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology. • Students will feel welcomed and connected to IUPUI. **Self-Efficacy** • Students will report that they feel prepared to meet the demands and expectations of college. Students will report that they have the ability to make a successful transition to IUPUI.	**Number of Students Served by Program** • In 2017, 3,829 beginning and 1,269 transfer students were served. • Students who attended orientation were likely to enroll; 97% of first-time freshmen, 91% of new transfers, and 92% of new intercampus transfers who attended orientation, subsequently enrolled in classes. **Beginning Student Exit Questionnaire Highlights (strongly agree-agree)** • 91% learned how to get involved in the campus community. • 93% of students were confident they made the right decision to attend IUPUI. • 76% found staying on campus a beneficial experience. • 93% Felt their questions were answered **Transfer Student 3 Month Questionnaire Highlights (strongly agree-agree)** • 80% understand their school's resources and academic expectations • 75% felt their questions were answered • 81% felt confident that they made the right decision to attend IUPUI • 74% found orientation a beneficial experience	**New Student Orientation** • 16-two-day overnight orientation programs were offered, 2 -1day (1 International), 7 transition, 3 condensed (1 international) There was an increased focus on: • Early orientation programs for Pledge Grant recipients – 3 programs were offered in early June reserved for those receiving a Pledge Grant **Changes for First Year Student Orientation** • There were no new additions to the summer orientation program agenda. • Winter Orientation programs (Nov – Jan) were lengthened and adjusted to include presentations from financial wellness, UITS, and Student Life. **Changes for Transfer Student Orientation** • Full implementation of 3 step process with Transfer Tuesday, Orientation, and advising uncoupled from the orientation experience. **Changes for Family Orientation** • There were no new additions to this year's program.

SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
SPAN Description The SPAN Division offers innovative educational choices that respond to the unique interests and talents of high ability secondary students; celebrate cultural and ethnic diversity; and foster student achievement. The SPAN Division follows the "immersion model" in which academically eligible high school students enroll in regular IUPUI courses taught by university faculty alongside regular IUPUI students for full college credit. Participants enroll in courses taught on-campus, online, and off-campus. **Scholars Summer Seminars:** This six week intensive course is designed to SPAN scholars "transition" their academic career from high school to college by exploring study skills, note taking, critical thinking and develop effective time management skills. **Community of Learners:** The semester-long course is intended to expose SPAN scholars to broad aspects of their chosen career by researching the various different career areas. In addition to career learning activities, students participate in regularly scheduled meetings with their classroom instructors and student mentor for the purpose of helping the student make the connection between academic learning and their future career goals. **Program Goals** • To provide and support opportunities for academically and technologically gifted/talented and high ability secondary students to enroll and be successful in college classes at the IUPUI campus. • To recruit and provide support for strong academic performers to IUPUI with a special focus on preparation to enter the STEM disciplines, as well as the health and life-sciences. • To recruit and facilitate increases in the number of secondary students from underrepresented minority, and at-risk populations who enroll in and successfully complete courses at IUPUI.	**Assessment Methods** The SPAN Division recognizes that program assessment and evaluation is an integrated, ongoing component of academic life and the student experience through SPAN programming participation. Assessment and evaluation supplements program review for infrastructure, policy, and practice improvements. SPAN utilizes both quantitative and qualitative evaluation methods to determine programming effectiveness and promote improvement. This framework provides a way to structure, gauge, and strengthen the learning experience of SPAN students across all of our programs. • Evaluation questionnaires are used to assess the effectiveness, and implement improvements for student services. • Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement. • Student academic performance is collected to determine college readiness factors, and pre-college qualifiers/identifiers (such as course completion of AP, Honors, dual credit), and standardized tests (such as PSAT, PLAN, SAT, and ACT).	**Learning Outcomes** Assessment has demonstrated strong evidence that scholars have acquired the following through participation in the SPAN Division Scholars Summer Seminar and Community of Learners: • Improved effective writing and speaking skills (Core Communication). • Utilization of information resources and technology (Core Communication). • Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking). • Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge). • Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture). • Describe the university rules regarding academic honesty and plagiarism (Values and Ethics). • Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth Breadth and Adaptiveness). Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars' ability to: • Differentiate between secondary and higher education. • Develop a supportive network of staff, faculty, and fellow students • Identify the physical layout of the campus • Use feedback from peer review and the course instructional team to improve academic performance.

Student Support Services (SSS)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students. **Key Retention Components** • Connecting with students during orientation (advising and registration) • An SSS Summer Bridge section • An SSS themed learning community • Professional academic advisors and financial aid advisor on staff • Peer mentoring for first-year students (juniors and seniors who are SSS students) • Mid-year and end-of-the-year written reports sent to students • Tutoring staff • Grants and scholarships • 50–60 workshop options each year • Monthly newsletters electronically sent to students through OnCourse • Leadership development opportunities through leadership conferences and regional conferences through organizations • Cultural and social trips and activities • Working with students from orientation until graduation **Intended Outcomes** • Developed relationships (peer-peer and advisor-student) • Student personal and professional development Students equipped with successful strategies to be retained through graduation	**Assessment Findings and Highlights 2016-2017** **Retention Rates** All SSS Students: N=300 (81%) Female: N=227 (81%) Male: N=73 (80%) African-Amer. Students: N=153 (82%) Latinx Students N=52: (93%) **Graduation** 45 Graduates (record high)	*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.

Summer Bridge Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The Summer Bridge intervention was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices. **Student Learning Outcomes** • Develop a comprehensive perspective on higher education • Develop a community of learners • Develop communication skills • Develop critical thinking skills • Develop study skills • Develop college adjustment skills • Understand the demands and expectations of college • Understand information technology • Understand and use university resources	• The Summer Bridge Program experienced steady growth for more than a decade (2007–2017). A total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 1,053 in Fall 2017. In Fall 2018, the number of participants declined to 927, the first time a decline was noted since 2009. • Students from the 2017 Summer Bridge Program earned significantly higher one-year retention rates (77% compared to 69% for nonparticipants) There was no difference in academic performance compared to nonparticipants despite the fact that Bridge participants had significantly lower SAT scores and were significantly more likely to be receiving a Pell grant. • African American Bachelor's degree-seeking students who participated (138 participated and 168 did not) in the 2017 Summer Bridge Program had a significantly higher GPA in their first year (2.46 for participants compared to 2.13 for non-participants) and had higher fall-to-fall retention rates (76%) compared to nonparticipants (53%).	• Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning. • Assessment results of student learning outcomes were presented to and discussed with administrators and faculty in schools considering offering new Summer Bridge sections or increasing the number of sections, resulting in the addition of sections from the Schools of Engineering and Technology and Science. • In an effort to increase the enrollment of minority students, scholarship funding was again made available and efforts were increased to reach out to late-enrolling minority students.. • 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. • A combined faculty development event was offered in spring semester to provide professional development to instructors in learning communities, Summer Bridge, and/or first-year seminars with a focus on active learning strategies.

THRIVE		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
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. **Program Goals:** **Goal 1:** Foster concepts of self and definitions or personal values and success that will provide a compass to students. **Goal 2:** Foster the development of a growth mindset, critical thought, intellectual practice, and a deep understanding of learning **Goal 3:** Foster the realization of Socio-Cultural Capital, the value of each students' story, and a multicultural and integrative approach to navigating the new culture presented by college. **Goal 4:** Foster the development of a community of mutual support and healthy interdependence. **Goal 5:** Foster mindful, emotionally aware, compassionate, and contemplative practice.	**The general institutional outcomes data for cohort 1 are:** ➨ Overall 1st Semester Persistence (N=26): **77%** ➨ 1st Semester Persistence at any institution (N=26): **81%** ➨ Overall 1-Year Persistence (as of December 6th, 2018) at any institution (N=26): **69%** ➨ 1-Year Persistence at IUPUI only (N=26): **58%** ➨ 1-Year Persistence if completed 1st semester of program (N=22): **81%/68%** ➨ Overall Average 1-year Credit Completion (N=26): **26 credit hours** ➨ Average Credit Completion if completed 1st semester of program (N=22): **31 credit hours** ➨ Overall Persistence - students who did not complete verification (N=3): **0%** ➨ Overall Persistence for students who did complete verification (N=23): **78%** **Pre/Post Tests Data and Themes:**	**Enhancements to the THRIVE: A Transitions Program for Independent Youth** **• Develop a Student Employment program for THRIVE students** **• Support independent students to navigate financial aid verification** **• Explore housing options for independent students during breaks** For cohort 2 this year, 100% completed verification and 65% of this year's cohort have been placed in on-campus employment through our new student employment program. THRIVE has three students who need winter break housing and they will all be accommodated. They are able to stay at Riverwalk Apartments over the break at a significant discount. For 2019 we are also developing a residence-based learning community at Ball Hall. We will have space for 26 THRIVE students with a program-trained resident assistant.

THRIVE		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	What Students Sought (Pre-Test) - Successfully Transitioning to College - Getting more Familiar with the Campus - Meeting new people and making Friends - Having Support in College - Facing and overcoming challenges - Growing as a person, finding direction - Getting outside comfort zone - Learning new things, skills for college What Students Felt They Found (Mid-Test) - A "sense of family", acceptance, support - Friendships, lasting connections - Self-awareness, self-discovery, direction - Sense of gratitude, appreciation - Passion for helping others - Confidence, focus - Exposure to new experiences and ideas - Learned a lot about self, others, life What Students Found most Valuable(Post-Test) - Everything! - The UCOL class and Summer Bridge - New and Lasting Friendships, Relationships - A place to be yourself - Learning to "stretch" and grow - Made the transition to college easier, and was better prepared to be successful - Meeting new people - New Experiences - How it changed my perspective on life - Connecting with others from similar backgrounds	