

University College Program Review & Assessment Committee

(PRAC) Report 2012 – 2013

The logo for Indiana University Purdue University Indianapolis (IUPUI) is displayed in a large, serif font. The letters 'I', 'U', and 'I' are a dark red color, while the letters 'P' and 'U' are a gold or tan color.

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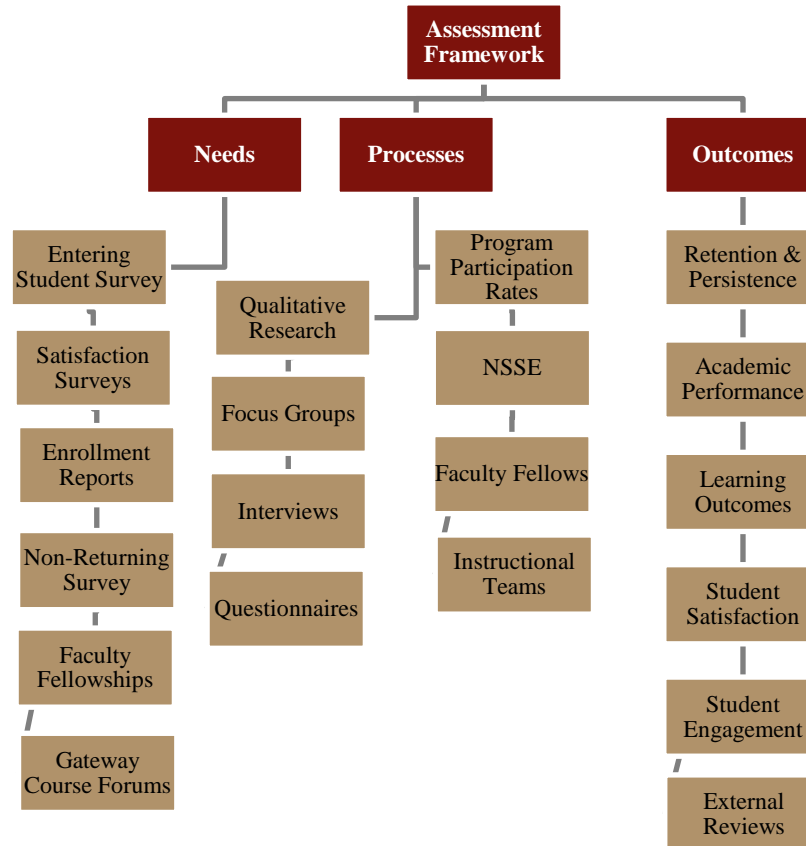
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Context and Assessment Methods

University College (UC) at IUPUI has a comprehensive range of programs, services, and policies designed to enhance student learning, academic achievement, and persistence. The focus on continuously improving student academic achievement and persistence has made a strong commitment to assessment and evaluation an integral aspect of the UC strategic plan. Assessing programs designed to enhance student educational outcomes during the First-Year of college requires careful conceptualization of the processes and relationships involved before choosing measures and evaluation designs. As such, the UC assessment strategy includes a three-phase approach to assessment including needs, process, and outcome assessment. In addition, we employ mix-method approaches that involve a combination of qualitative and quantitative methods as well as indirect and direct measures of student learning. Please see Figure 1 below.

Figure 1: University College Assessment Framework



Needs Assessment Highlights

Over the past decade UC has administered two Entering Student Surveys to collect information on students' needs. Due to concerns with these instruments (lack of predictive validity and unfavorable testing conditions) UC, IMIR, Admissions, and Student Life representatives created an alternative survey. Another impetus for a newly designed Entering Student Survey was the plan to develop a new survey for pre-enrolled students that would be used to predict which students might be most apt to benefit from particular types of interventions aimed at promoting persistence and success (associated with the IU FLAGS project). We began piloting a new instrument in the summer of 2012 during New Student Orientation sessions. The new survey is designed to be far more appropriate for the diverse array of beginner and transfer students that attend IUPUI. 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

Risk Factors for IUPUI Students – Associated with Low Levels of Academic Achievement and Persistence

- Gender (Males)
- Being a First-Generation college student
- Received a Pell Grant (proxy for low Socioeconomic Status - SES)
- Low levels of academic preparation (High school GPA is a strong predictor)
- Lack of rigor and intensity of High School Curriculum
- Living off-campus
- Institutional commitment (Intent to Transfer)
- Students' Estimates of the Hours they Expected to Devote to Non-Academic Activities (Work, Spending Time with Family, Volunteering, Socializing)
- Reporting that she/he was not careful in completing high school assignments and did not complete the assignments on time
- Not having a good understanding of academic goals at entry
- Not knowing what is required to succeed academically at entry
- Not earning satisfactory academic performance in first-semester (earning below a 2.0)
- Not participating in early interventions such as Summer Bridge, First-Year Seminars, or Themed Learning Communities.

Fall 2012 IUPUI (Indianapolis Only) First Time, Full Time Students²

- 2811 first-time, full-time students
 - 1853 (66%) University College admits
 - 958 (34%) Dual admits/Direct School
- 691 (25%) live in campus housing
- 101 (4%) admitted conditionally
 - Average SAT score = 932
 - Average High school GPA = 2.73
 - First-Generation 47%
- 1560 (55%) Female
- 26 (1%) 25 years of age or older
- 2595 (92%) In-State Students or Resident Students
- 119 (4%) International Students
- 271 (10%) African American
- 202 (7%) Latino/a
- 1121 (40%) First Generation
 - (Neither parent attended college nor earned a degree beyond a high school diploma. Based on Institutional data).
 - (%) First-Generation [neither parent completed a 4-year (bachelor's college degree). Based on ACT-COMPASS survey results 1063/1963 respondents to question.
- 13.83 hrs. Average Course Load
- 3.34 Average High School GPA
- 1027 Average SAT score
- 2430 (86%) students participated in First-Year Seminars
- 811 (29%) participated in a Themed Learning Community
- 539 (19%) participated in the Summer Bridge Program (12 or 2% were conditional admits).

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Academic Preparation

- 1593 (57%) completed a High School Honors Diploma. 11 completed technical honors diplomas and 1582 completed academic honors diplomas.
- 222 (8%) students were enrolled in the IUPUI Honors College.
- 243 (9%) received some form of Advanced Placement credit, including the College Level Examination Program (CLEP).

Commitment to IUPUI

- 74% (N = 330) reported (strongly or moderately agree) having a feeling of sense of belonging to IUPUI¹
- 77% (N = 346) reported (strongly or moderately agree) that it is important for them to graduate from IUPUI²
- 83% (N = 373) reported (strongly or moderately agree) that they were certain they made the right choice in attending IUPUI²
- The top five most important reasons impacting decision to select IUPUI: 1) Graduates get good jobs, 2) Availability of specific academic programs (majors), 3) Institution's academic offerings such as courses, certificates, and degrees 4) Opportunity for an IU or Purdue Degree, and 5) Gain a General Education.

Academic Goal Commitment

- 82% (N = 362) report being very committed to their academic goals (Definitely True and Mostly True).³

Note: Sources of Information –

1 – Based on a pilot of the Entering Student Survey, 448 respondents.

2 – Based on a pilot of the Entering Student Survey, 450 respondents.

3 – Based on a pilot of the Entering Student Survey, 443 respondents.

Process Assessment Highlights

Shown in Appendix A are tables that display the characteristics of University College students. During the 2012-2013 academic year, University College served over 6,700 students. Many UC students have characteristics that place them at risk for academic failure such as having low-to-moderate levels of academic preparation (based on H.S. Grades and SAT scores), being low income and receiving financial aid, being first-generation college students, and being exploratory. As such, University College provides academic support services and courses that have been designed to serve the transitional needs of all entering students. For example, due to the positive assessment results indicating that First-Year Seminar students have higher retention rates and academic performance levels compared to non-participants, the program has expanded substantially over the years. Approximately 86% of first-year students in 2012 participated in a First-Year Seminar. The Summer Bridge program has also seen steady program growth. 19% of students first-year students participated in Summer Bridge in 2012 compared to 15% in 2009 and 9% in 2006. The tables and figures below display the growth of programs and participation rates.

**Table 1: First-Year Seminar Participants
First-Time, Full-Time Only (Number & Percentage)**

	Fall Entry Year													
Fall	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number	2027	1881	1626	1495	1574	1835	1927	2110	2229	2401	2394	2213	2425	2430
Percentage	74%	73%	70%	68%	69%	81%	81%	86%	85%	92%	91%	92%	90%	86%

**Table 2: Two-Week Summer Bridge Participants
First-Time, Full-Time Beginners at IUPUI (Indianapolis Only)**

	Fall Entry Year											
Fall	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number	16	76	182	161	172	196	335	411	389	421	455	539
Percentage	1%	3%	8%	8%	8%	9%	14%	16%	15%	18%	18%	19%

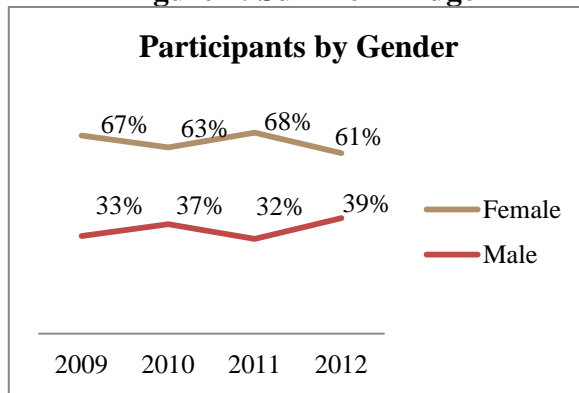
Note: Bridge participants are defined as students who attended a 2-week bridge program in the summer preceding their first fall semester.

Table 3: Summer Bridge Student Demographic Characteristics

Summer Bridge Program	2009		2010		2011		2012	
	N	%	N	%	N	%	N	%
Total Student Participants	389	100%	421	100%	455	100%	539	100%
Gender								
<i>Female</i>	262	67%	265	63%	310	68%	331	61%
<i>Male</i>	127	33%	156	37%	145	32%	208	39%
Ethnicity								
<i>White</i>	286	74%	285	68%	286	63%	323	60%
<i>Minority (Non-White)</i>	95	25%	133	32%	165	36%	215	40%
<i>Black / African American</i>	61	16%	80	19%	76	16%	64	12%
<i>Hispanic / Latino(a)</i>	16	4%	23	6%	48	11%	38	7%
<i>Asian</i>	11	3%	10	2%	11	2%	15	3%
<i>American Indian / Alaska Native</i>	1	0.3%	0	1%	1	1%	0	0
<i>International</i>	5	1%	3	1%	2	0.4%	70	13%
<i>Other / *Two or More</i>	1	0.3%	17	4%	27	6%	28	5%
<i>Refused to Answer</i>	5	1%	0	0%	0	0%	0	0
<i>Missing</i>	3	0.3%	3	1%	4	1%	1	0

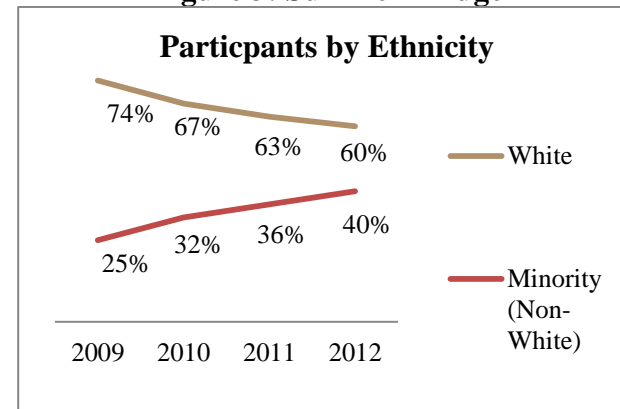
Note: representative of only First-time Full-time (FTFT) student participants. Percentages (%) rounded to nearest whole.

Figure 2: Summer Bridge



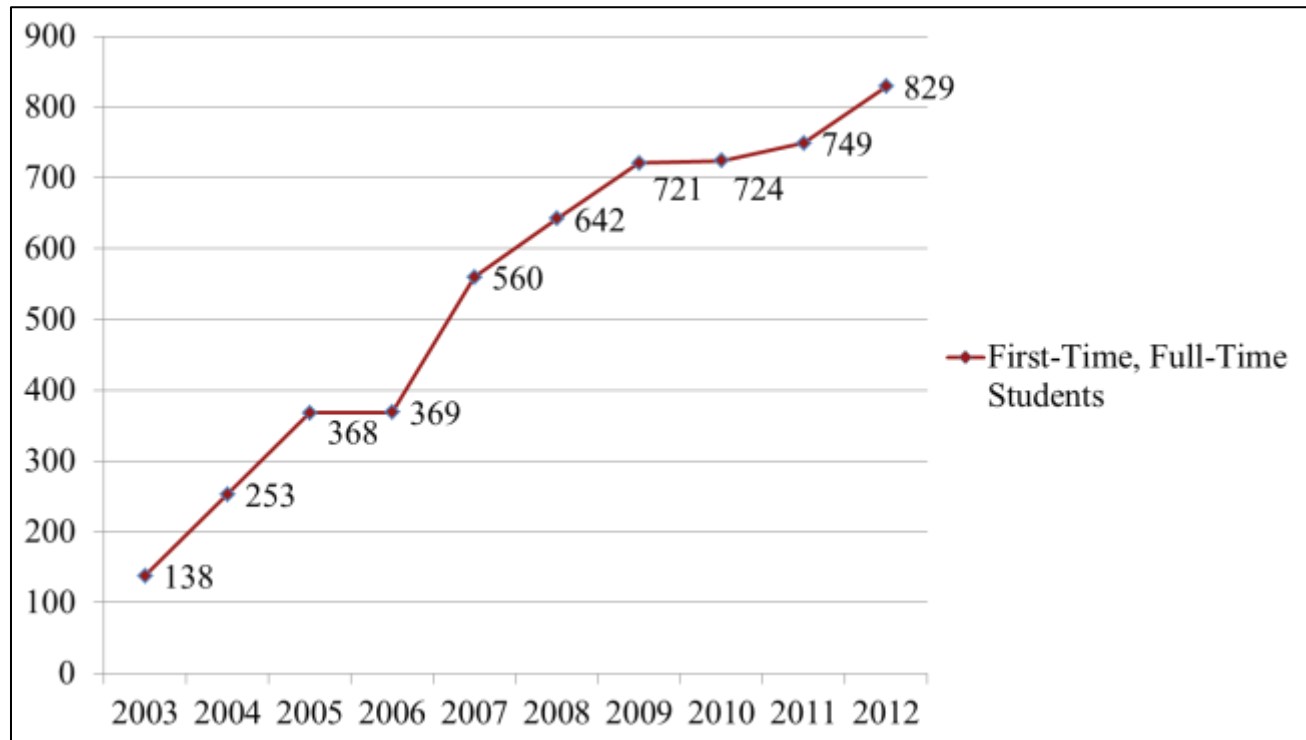
Note: First-time Full-time (FTFT) student participants only.

Figure 3: Summer Bridge



Note: First-time Full-time (FTFT) student participants only.

Figure 4: Themed Learning Community (TLC) Program Growth 2003 to 2012



TLC Participation and Academic Success Outcomes

829 First-time, full-time students participated in the Fall 2012 Themed Learning Community program (30% of FT, FT cohort). Analyses were also conducted to examine the effects of TLC participation on academic success outcomes. Fall 2011 TLC participants have higher levels of academic performance (First-Year GPA 2.74) compared to nonparticipants (First-Year GPA 2.53) even when High School GPA, SAT Score, Admit Date, Income Level and Sex are entered as covariates. Additionally, students from underrepresented minority groups have significantly better academic success outcomes and retention rates compared to that of peers that do not participate in TLCs. African American Fall 2011 TLC participants have a one-year retention rate of 77% compared to 65% for nonparticipating African Americans. Finally, TLC participants have higher 5-year (36%) and 6-year (42%) graduation rates compared to nonparticipants (5-year=32% / 6-year=40%).

Table 4: TLC Participation & Academic Success Outcomes

2011	% Below 2.0 First-Year GPA	One-year Retention Rate*
TLC	20%	76%
Non-Participants	24%	73%
Overall	23%	74%
2012		
TLC	17%	88%
Non-Participants	17%	89%
Overall	17%	89%

Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significant based on an independent samples t-test or chi-square test results ($p < .05$).

* Retention rate based on IUPUI Indianapolis only (includes all degree seeking – Bachelors, Associates, and Certificates).

Table 5: ANCOVA Results:

2012 TLC Participation & Cumulative Fall GPA

	N	Fall GPA	Adjusted Fall GPA
TLC	824	2.89	2.89
Non-Participants	1629	2.80	2.85
Overall	2453	2.85	

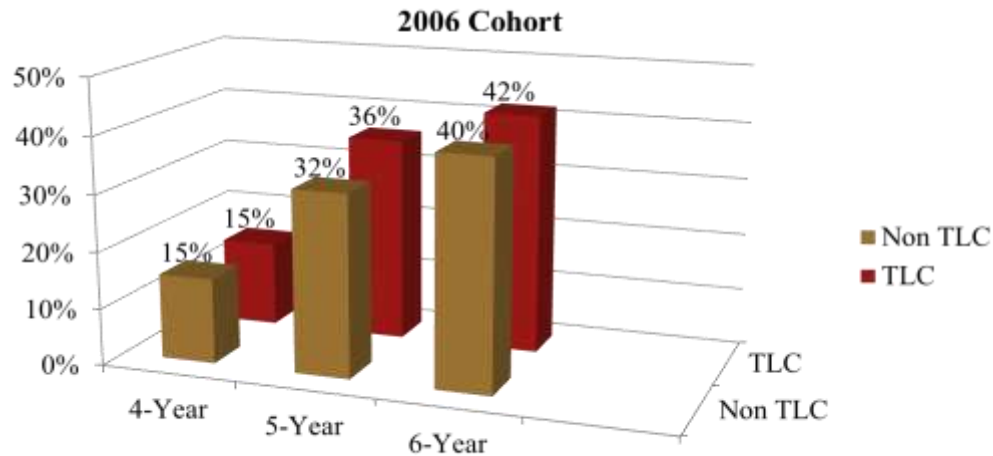
Bolded items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .0001$). Note 1: Covariates included: HS GPA, SAT Score, First Generation, Low Income, Gender.

Table 6: 2011 TLC Student Groups/Underrepresented Minority Participation & Academic Success Outcomes

	TLC Participants				Non-Participants		
	N	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	One Year Retention Rate
Female	481	2.82	17%	78%	2.67	22%	69%
First-Generation	303	2.69	20%	82%	2.47	30%	67%
Pell Grant	316	2.59	23%	77%	2.40	32%	66%
African American	82	2.34	30%	77%	2.11	40%	65%
Asian American	14	3.19	14%	100%	3.06	8%	91%
Latino/A	35	2.76	17%	80%	2.51	29%	69%
Conditional Admit	42	2.09	36%	67%	1.92	48%	56%

Notes: Missing cases were excluded; Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

Figure 5: TLC Impact on Graduation Rates



Note: Graduation figures include bachelors & associate degrees awarded through August of the appropriate year, and certificates awarded through December of the appropriate year.

Academic Achievement and Progress

2012 First-Time Full Time Students

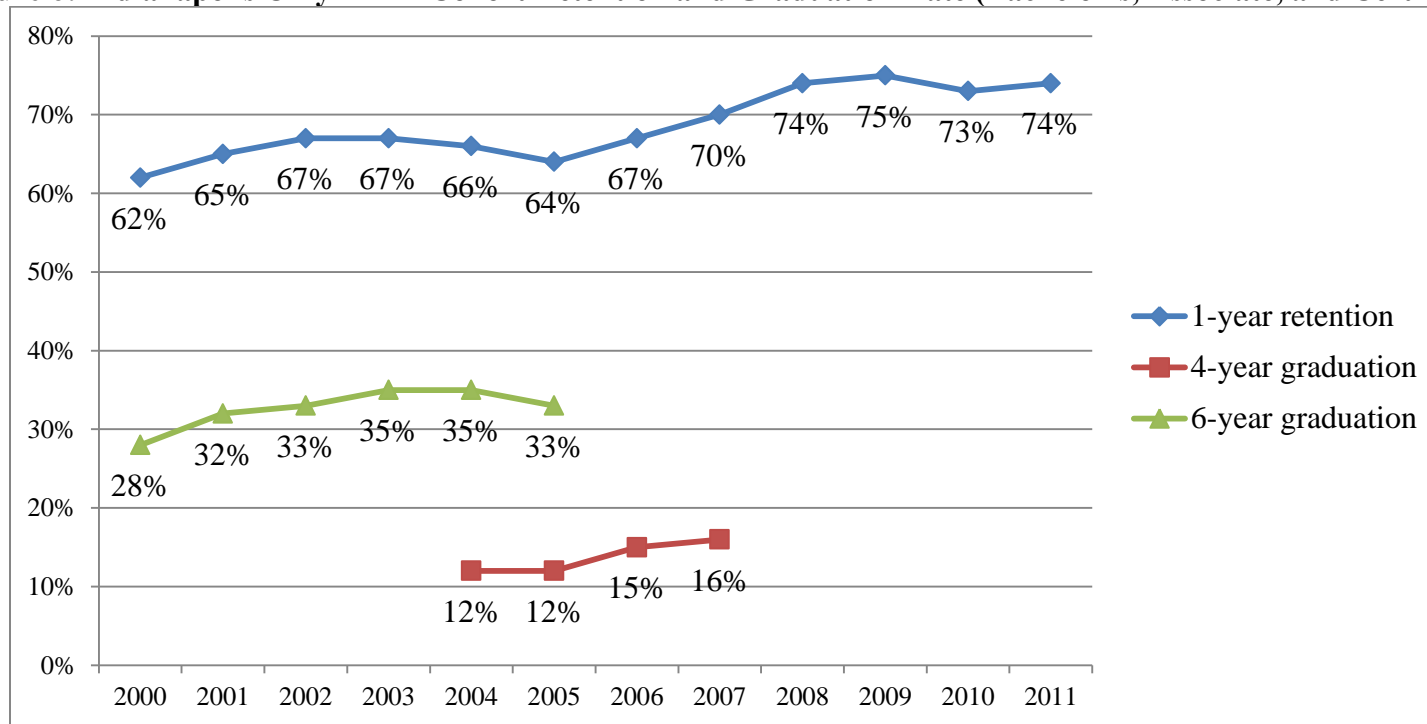
- The 2012 first-time, full-time one-semester retention rate (fall-to-spring semester) was 89% (Indianapolis only)¹.
- The average 2012 Fall Semester GPA was 2.84 compared to 2.75 in 2011 and 2.81 in 2010.
- The average fall DFW rate was 17% in 2012 compared to 19% in 2011 and 17% in 2009.

2011 First-Time Full Time Students

The information provided below is based on the 2011 First-Time Full Time Student Cohort. This is the most recent data available.

Retention and graduation rates for the 2012 cohort year will be updated as soon as the Fall 2013 official census is complete.

Figure 6: Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



¹ Students are retained if they enroll at any IU campus for the semester or complete a degree or certificate after the beginning of the base semester and before the start of the “retained to” semester.

Changes Made and Planned Based On Student Retention and Progress Assessment

The programs, practices, and policies in University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000 a number of the initiatives and interventions have been implemented to improve student success:

- The creation of the Council for Retention and Graduation (CRG).
- Organization of curriculum , co-curriculum, and other learning opportunities to get students to participate in high impact practices such as First-Year seminars, themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of Summer Bridge.
- The introduction of the Summer Success Academy for conditionally admitted students.
- The development and implementation of the Personal Development Plan (PDP) process.

Since 2005 there has been nearly a 10% increase in one- retention rates. However, the rate has plateaued over the past two years. Listed below are a number of data-driven plans to improve student success:

- A new Entering Student Survey was piloted in the summer of 2012. (Partnership w/ IMIR and Student Life) to support predictive analytics related to retention/student success [goal: serve as an institutional leader in designing an instrument that is reliable/valid for FTFT, Transfer, P/T, and returning adult students]. Fall 2012 First-time, Full-time cohort data is starting to become available (e.g., retention and graduation rates). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions.
- Creating a Transfer Student Support Center
- Implementation of a required 2-day New Student Orientation (pilot: Summer, 2012; expanded pilot: Summer, 2013). Although we hope to institutionalize the 2-day New Student Orientation next summer (Summer 2014), it is likely to be the case that some students will need a 1-day option.
- Expanding scope of students' on-campus employment, externships, and internships
- Blended Learning Modules for the First-Year Seminar (supported by Curriculum Enhancement Grant)
- Reconsidering definitions associated with University College faculty; faculty orientation and development
- Expand scope of what enhances student retention/success (cohort support programs, Summer Bridge, Themed Learning Communities) beyond the first semester and into semesters 2-4
- University College Honors Program (target: entering transfer students and students that demonstrate success in first year)
- Future emphases on access programs in University College (Crispus Attucks Medical Magnet High School partnership; SPAN program, Project Lead the Way, Upward Bound).

University College Course Approved Student Learning Outcomes

Learning goals for beginning levels of the PULs in all University College courses (e.g., First-Seminars, Mentoring Courses, and 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 should:

1.) Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs) 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 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 group.
- Analyze through writing self-reflections your 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 your role, responsibility, and contribution to the campus community.
- Explain 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 program.
- Identify characteristics of diversity within the semester about our student community to promote an inclusive learning experience.
- Recognize two positive tactics to maintain life balance in order to stay motivated for yourself and your students.

Active and Collaborative Learning in Groups (U202):

Students who complete a University College and 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 your self-awareness of your 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 and/or qualitative research methods to a question or problem.
- Interpret results of data collected.
- Synthesize the data and implications of your results as it applies to your question/problem.
- Demonstrate the ability to clearly communicate and illustrate, both orally and in writing, the findings of original research on mentoring.
- Summarize your individual mentoring experience within the larger mentoring context.

Direct Assessment Results Highlights

UC 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 UC courses. In some cases, AACU Value rubrics were adapted (<http://www.aacu.org/value/index.cfm>.) 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 2012 and Spring 2013**, from a report entitled "IUPUI Faculty Ratings of Student Performance on Principles of Undergraduate Learning" Report for University College Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012 and Spring 2013; prepared by the Office of Information Management and Institutional Research.

University College Faculty Ratings of Student Performance on the PULs

Table 7: Faculty Ratings of University College Student Performance on PULs with Major Emphasis (100 Level & Lower)

PUL – <u>Major Emphasis</u>	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	2,232 3.12	254 11.4%	266 11.9%	671 30.1%	1,041 46.6%	2,232 100.0%
2. Critical Thinking	29 3.48	0 0.0%	3 10.3%	9 31.0%	17 58.6%	29 100.0%
3. Integration and Application of Knowledge	7 4.00	0 0.0%	0 0.0%	0 0.0%	7 100.0%	7 100.0%
Total ¹	2,268 3.13	254 11.2%	269 11.9%	680 30.0%	1,065 47.0%	2,268 100.0%

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

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

Table 8: Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (100 Level & Lower)

PUL – <u>Moderate</u> Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
2. Critical Thinking	1,296 3.12	144 11.1%	197 15.2%	315 24.3%	640 49.4%	1,296 100.0%
Total ¹	1,296 3.12	144 11.1%	197 15.2%	315 24.3%	640 49.4%	1,296 100.0%

¹ Combined number of student ratings in all 100-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012 and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 100 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Table 9: Faculty Ratings of University College Student Performance on PULs with Major Emphasis (200 Level)

PUL – <u>Major</u> Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	1,385 3.67	28 2.0%	45 3.3%	280 20.2%	1,032 74.5%	1,385 100.0%
Total ¹	1,385 3.67	28 2.0%	45 3.3%	280 20.2%	1,032 74.5%	1,385 100.0%

¹ Combined number of student ratings in all 200-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 200 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Table 10: Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (200 Level)

PUL – <u>Moderate</u> Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	112 2.99	23 20.5%	11 9.8%	22 19.6%	56 50.0%	112 100.0%
5. Understanding Society and Culture	1,273 3.77	15 1.2%	11 0.9%	230 18.1%	1,017 79.9%	1,273 100.0%
Total ¹	1,385 3.70	38 2.7%	22 1.6%	252 18.2%	1,073 77.5%	1,385 100.0%

¹ Combined number of student ratings in all 200-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 200 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Table 11: Faculty Ratings of University College Student Performance on PULs with Major Emphasis (300 Level)

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

¹ Combined number of student ratings in all 300-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 300 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Table 12: Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (300 Level)

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

¹ Combined number of student ratings in all 300-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 300 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Table 13: Faculty Ratings of University College Student Performance on PULs with Major & Moderate Emphasis (400 Level)

PUL – Major Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
4. Intellectual Depth, Breadth, and Adaptiveness	7 3.57	0 0.0%	0 0.0%	3 42.9%	4 57.1%	7 100.0%
Total ¹	7 3.57	0 0.0%	0 0.0%	3 42.9%	4 57.1%	7 100.0%
3. Integration and Application of Knowledge	7 3.57	0 0.0%	0 0.0%	3 42.9%	4 57.1%	7 100.0%
Total ¹	7 3.57	0 0.0%	0 0.0%	3 42.9%	4 57.1%	7 100.0%

¹ Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 400 level course. ² Scale: 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

Changes Made and Planned Changes Based on PUL Assessment

- The First-Year Seminar Template (student learning objectives, curriculum components, and intended learning outcomes) were revised in light of evaluation findings. Additionally, student learning outcomes were developed and made more explicit. Based on faculty evaluations of student performance with regard to the major PUL of 1A. Written, Oral, & Visual Communication Skills, there have not been notable improvements (the % of students rated “effective” or “very effective” in fall 2010 was 77% and the rate for the most recent semesters combined was also 77%). It is noteworthy that Information Literacy is a component of PUL 1A. Learning modules are currently being developed as part of a blended learning approach in First-Year Seminars (supported by a Curriculum Enhancement Grant (CEG). The goal is to develop some computer-mediated activities on Information Literacy to form an integrated instructional approach to learning.
- Individualized feedback based on student anonymous end-of-course questionnaires is provided for instructors and used to make improvements in instruction and classroom activities. Results of student feedback questionnaires were presented to and discussed with instructional teams to guide future planning. The instrument is currently being modified to assess student learning in the areas of Critical Thinking and Information Literacy so that the information (students’ perceptions of their learning) can supplement the direct assessment of student learning (faculty evaluations) in these areas.
- A second PUL—Critical Thinking (with moderate emphasis)—was added to our PUL attainment evaluation. Approximately 74% of the students participating in First-Year Seminars were rated as “effective” or “very effective” in this area. However, nearly 15% (144 students of 1,296 rated) were rated as “not effective.” Based on evaluation findings and a desire among UC Faculty to improve their own professional development and improve student learning outcomes, a Faculty Learning Community for First-Year Seminar instructors was established to assist new and veteran faculty with planning, problem solving, and sharing of best practices. New faculty orientation meetings were also offered for first-time First-Year seminar instructors in University College to assist with planning, syllabus development, and identification of resources.

Indirect Assessment Results Highlights

The following are some instruments and methods that we use to collect indirect Student Learning Outcomes (SLOs):

- National Survey of Student Engagement (NSSE)
- Continuing Student Satisfaction and Priorities Survey (CSSPS)
- End-of -Course and Post-Program Questionnaires
- Pre-Post Questionnaires
- Focus groups and Interviews
- Grade Performance Data
- Retention and Graduation Rates

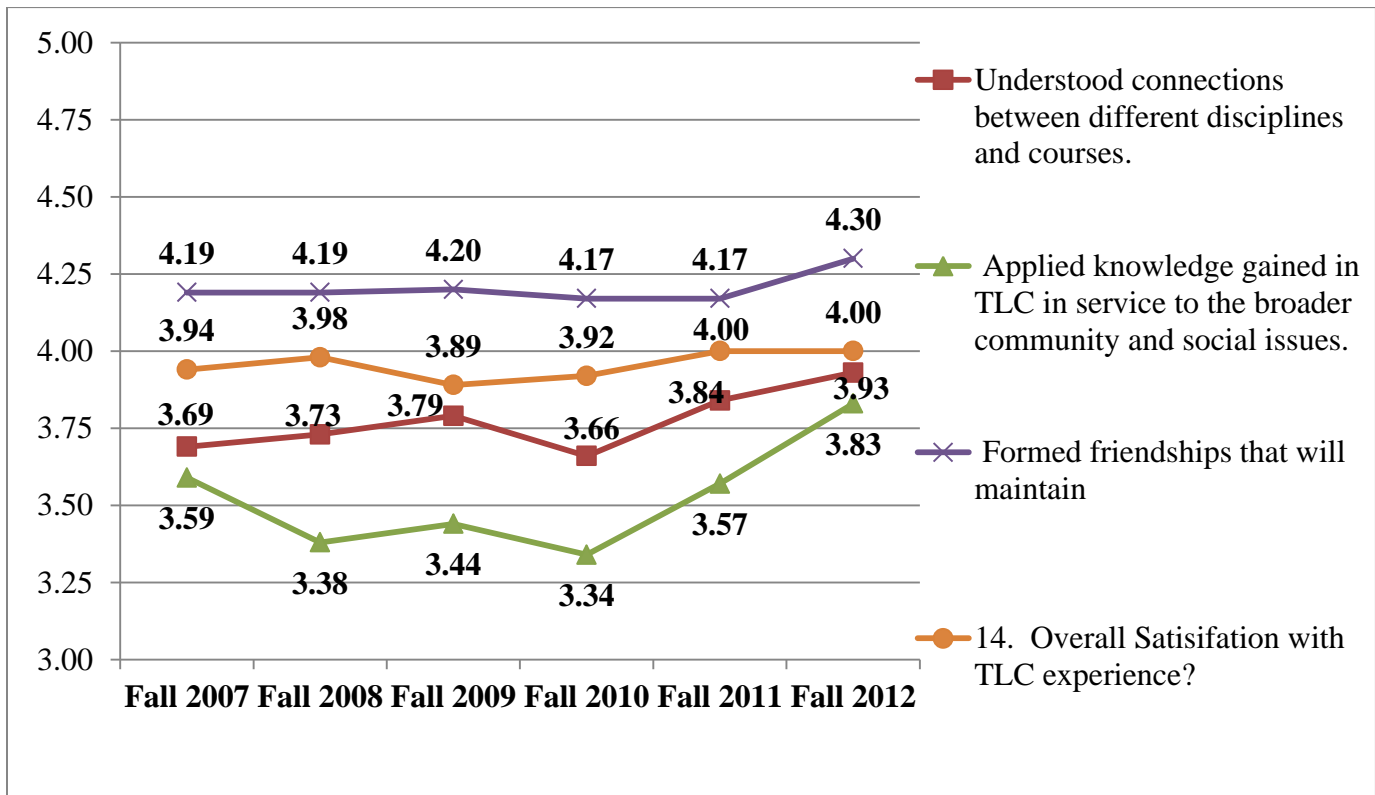
National Survey of Student Engagement 2002-2009: IUPUI Improved on Five Measures – First Year Students

- **Active and Collaborative Learning**
 - How often students participate in class and collaborate with other students in solving problems or mastering difficult material.
- **Active Learning**
 - Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.
- **Collaborative Learning**
 - Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.
- **Supportive Campus Environment**
 - The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.
- **Student-Faculty Interaction**
 - How often students interact with faculty members inside and outside the classroom.

Additional Information on Student Learning and Academic Success

The figure below displays students' quality of TLC learning experiences from 2007 to 2012. Questionnaire results suggested that perceptions of their overall satisfaction with experiences and quality of peer interactions have remained fairly consistent over the last 6 years. Students' ability to understand connections between different disciplines and courses showed fairly steady improvements from 2007-2009 and reached the highest mean value in 2012 (3.94). Based on a 5-point Liker-type scale ranging from 1= Very Little to 5=Very Much.

Figure 8: Themed Learning Communities: Students' Quality of Experiences Over Time



First-Year Seminar Qualitative Results

In an effort to provide an overview of students' First-Year Seminar (FYS) course experiences qualitative data obtained from end-of-course questionnaires during the fall 2012 semester was examined. Within these questionnaires students provided open-ended response feedback in the areas of what they found most and least valuable about the course, suggestions for improvement, and reasons behind their intentions to possibly not return to IUPUI for the next academic year. The FYS questionnaire was updated and revised this past year. As part of the new questionnaire, students were **asked to identify course “take-a-ways”**, or specific aspects that they will carry with them into their other classes. A coding process was employed as the primary means of examination. The software program ATLAS.ti assisted in the management and analysis of the qualitative data. A total of 2,155 student comments were examined for common opinions and perceptions.

Notable Findings

Students provided several most valuable FYS course aspects. The #1 most common response provided was “Meeting New People and Forming Friendships”. There was a relative three-way tie for the (#2) most common response given by students: “Information About IUPUI / Campus”, “College Transition Assistance”, and “Major and Career Discovery”. Students in previous FYS cohorts (2011 & 2010) also identified these same course components as being most valuable. However, “Information about IUPUI / Campus” was only the #5 most common response provided in 2011. Student participants described “Not Meaningful, Helpful, Productive (“Busy Work”)” and “Reading and Writing Components” as being least valuable FYS aspects. These represented a two-way tie for the (#1) most frequent response given. In fall 2011 and fall 2010, these same components were identified with slightly less frequency and ranked as the #2 and #3 most common answers provided.

FYS students described several course “take-a-ways” that they will carry with them into their other classes. The #1 most common “take-a-way” described by students was “Time Management Skills & Strategies”. This was followed by “Friendships and Met New People”, “Study Skills and Habits”, and “Knowledge of Campus Resources”. The new open-ended question revealed a wealth of information regarding the knowledge and skills that students’ are learning in FYS courses. Other class “take-a-ways” identified by students included: “Goals: General, Major, & Career”, “Communication Skills”, “Critical Thinking Skills”, “Organizational Skills”, “Work Ethic & Motivation” and “Diversity & Cultural Awareness & Understanding” among others.

Questionnaire participants also provided specific suggestions for improving the FYS class. However, it should be noted that when asked to provide suggestions for improvement students often responded with simple answers of “N/A, None, Nothing”. For example, this was the #1 most common suggestion given in fall 2012, 2011, and 2010. “Improve Course Organization and Communication” was the #2 most frequent suggestion for FYS course improvement provided by fall 2012, 2011, and 2010. Additionally, students indicated “More Meaningful,

Helpful, & Productive (Less ‘Busy Work’)” as a suggestion. It was the #3 most frequent suggestion provided in 2012, but it did not emerge as being notable by students in 2011. Finally, students also described reasons behind their intentions to possibly not return to IUPUI for the next academic year. When asked about this possibility, most students who answered the question indicated that they “Plan on Returning” (46%) or indicated “N/A” (20%). Still, some students did indicate “Major of Study Not Offered” or “Lack of Campus Life / Feelings of ‘Commuter’ Campus” as possible reasons for not returning to IUPUI. Students from previous FYS cohorts also identified these same reasons for possibly not returning.

Possible Implications

Analysis of the U110, First-Year seminar (FYS) qualitative data reveals several *possible* implications. First, students are self-reporting that their participation in FYS course is helping them to meet new people and develop friendships, transition to college, gain information about IUPUI and the campus, and participate in major and career discovery. It is also notable that students self-identified several course “take-a-ways” such as time management skills and techniques, study skills and habits, and knowledge of campus resources. On the other hand, several students identified reading and writing components as least valuable FYS aspects. Taken together, this suggests that students may perceive the most beneficial and meaningful FYS course components to be those that are focused on the college transition process and first-year experience overall. It may be helpful to further develop FYS course aspects that specifically focus on developing students’ knowledge, skills, and abilities in these areas. For example, many students described that they would utilize the time management skills, study habits, and critical thinking abilities, which they developed in their FYS course throughout their college careers.

FYS students also offered a wide-variety of suggestions for improving the course overall. It should not be missed that students suggested that there should be an improvement in course organization and communication. This was the #2 most common suggestion for improvement given in fall 2012, 2011, and 2010. It may be helpful to examine this area further and continue efforts to alleviate logistical issues and concerns. Additionally, students indicated “Not Meaningful, Helpful, Productive” (‘Less Busy Work’) as the #3 most common suggestion for improvement. This suggestion did not emerge in fall 2011. Finally, while most students indicated that they planned to return to IUPUI for the next academic year, some students described that they may not return because their major was not offered on-campus. Students in fall 2011 also spoke to this issue. However, in fall 2011 students also described difficulty getting accepted into their major or school of study as reasons for not returning. In fall 2012 this issue was not addressed by students. It appears that efforts to remedy or mitigate these concerns may be working.

Assessment of the First-Year Seminar (FYS) courses is an on-going process. This process is designed to identify both areas of the course that are working well and those that may be in need of improvement. Ideally, through gaining a greater understanding of students’ FYS experiences we will be able to further understand effective teaching and learning.

Table 15: Fall 2012 First-Year Seminar (FYS), Examples of Actual Student Comments

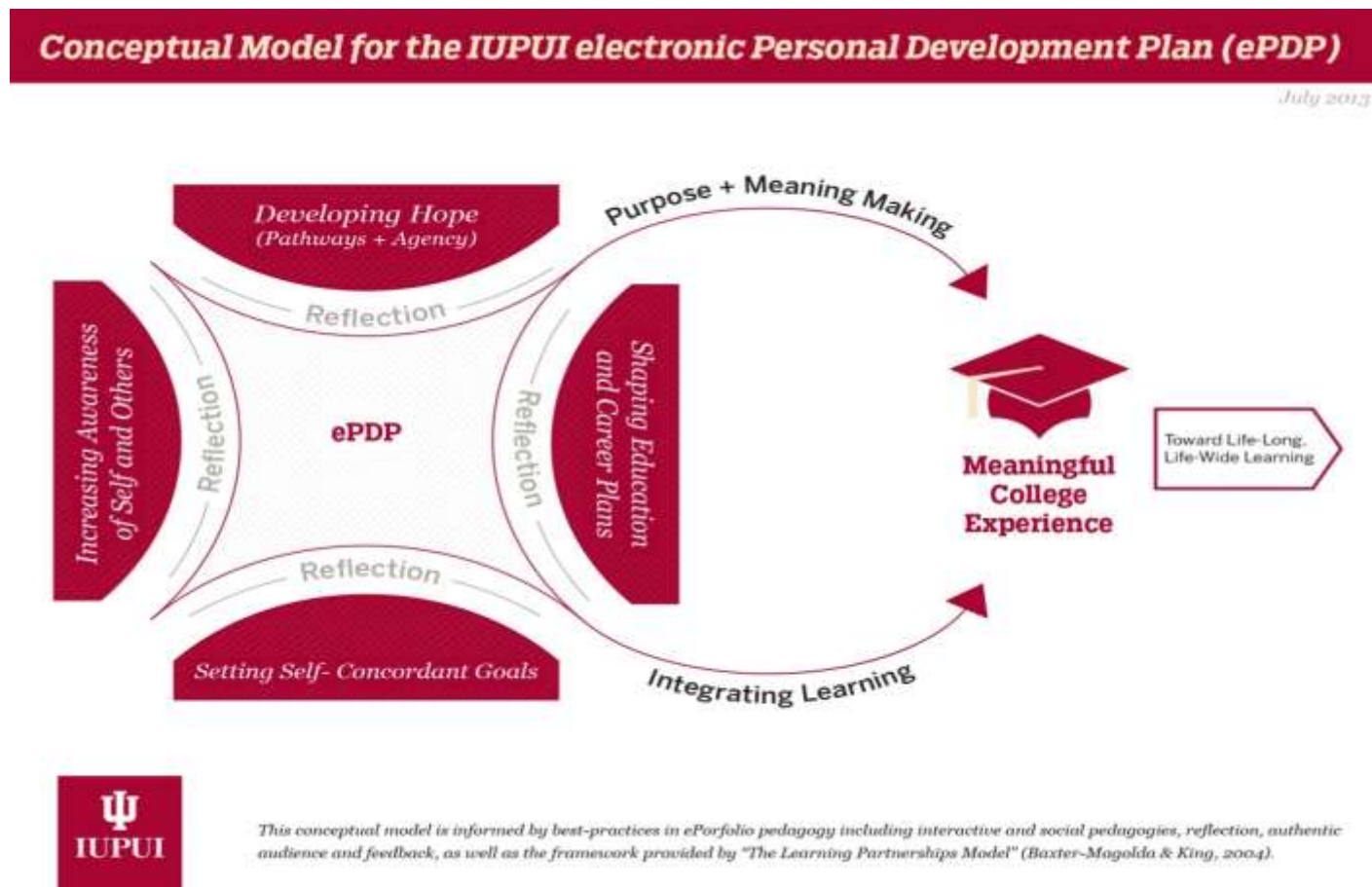
What will you CARRY WITH YOU into other classes or other aspects of your life? (N=471)

Course “Take-a-Ways”	N	%	Examples of Actual Student Comments
Time Management Skills & Strategies	<u>74</u>	<u>16%</u>	<ul style="list-style-type: none"> • “Time management.” • “Being able to manage my time.” • “Manage my time wisely.” • “Time management skills.” • “I will carry some time management skills.” • “I will carry the time management module with me for the rest of my school career.” • “The keys of time management. We have so much time, sometimes we waste it doing things we don’t need to be doing.”
Friendships & Met New People	<u>58</u>	<u>12%</u>	<ul style="list-style-type: none"> • “My friends.” • “The friends I made.” • “The people I’ve met.” • “Friendships made in class.” • “I will carry on the people I met and how we all evolved.” • “I will carry with me the friendships I have made during this UCOL class.” • “I will carry the ability to make and keep new friendships with people different than me.”
Study Skills & Habits	<u>45</u>	<u>10%</u>	<ul style="list-style-type: none"> • “Study skills.” • “Notes taking.” • “Study techniques and habits.” • “Best study habits for me.” • “My learning style and study habits.” • “I will carry with me how to become a better student overall and how to study.”
Knowledge of Campus Resources	<u>41</u>	<u>9%</u>	<ul style="list-style-type: none"> • “Knowledge about campus resources.” • “Where to find help when I need it.” • “My options I have in the library.” • “If I need help with math next semester I can go to the MAC Center.” • “I will continue to use the resources that we learned about.” • “The importance of using your resources and especially using the internet.”
Goals: General, Major & Career	<u>33</u>	<u>7%</u>	<ul style="list-style-type: none"> • “I will know my career goals.” • “New goals I set for myself.” • “The goals that I have set for myself.” • “Having personal goals and reflecting on them.” • “How to achieve my goals whether it is educational or personal.”

Electronic Personal Development Plan (ePDP) Assessment Results

The Electronic Personal Development Planner (ePDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. The ePDP includes Student Learning Outcomes related to Self-Assessment, Exploration, Evaluation, and Goal Setting. During the 2012-2013 academic year changes of the ePDP based on assessment included integration with the Student Information System (SIS) Academic Planner. Academic advisors are also now able to view ePDPs through a link in SIS.

Figure 9: Conceptual Model for the electronic Personal Development Plan



Changes Made Based on Indirect Assessments

- IUPUI was invited to participate in the NSSE Institute for Effective Educational Practice Learning to Improve: A Study of Evidence-Based Improvement in Higher Education. IUPUI showed a pattern of improved NSSE results over time for First-Year students. One of the contributing factors to the improved scores has been sustaining University College (UC) as a student-centered, evidence-based unit that coordinates academic support programs for entering students.
- Many of the programs, practices, and policies in University College have been implemented based on assessment data collected via campus-wide and University College specific surveys and questionnaires. The organization of the curriculum and co-curriculum and other learning opportunities to get students to participate in high impact practices such as themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success) have been expanded.
- The First-Year Seminar curriculum was designed to place more emphasis on Critical Thinking, Information Literacy, Diversity (Understanding Society and Culture PUL), and Personal Development Planning. An analyses of students self-reported learning outcomes in these significantly improved from Fall 2008 to Fall 2011.
- The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. The ePDP has been successfully implemented in First-Year Seminars with promising results.
- Themed Learning Community assessment results are shared during annual retreats where faculty teams work collaboratively to plan their curricula. Based on assessment results, TLC faculty members have improved pedagogy to ensure that students integrate their learning experiences. Students' ability to understand connections between different disciplines and courses showed fairly steady improvements from 2007-2009 and reached the highest mean value in 2011 (3.84 compared to a mean of 3.69 in 2007).

University College Assessment & Planning Matrix

Not all of UC programs, services, policies, and assessment results are reflected in the matrix

Please see <http://research.uc.iupui.edu> for more comprehensive reports.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>New Student Orientation</p>	<p>Academic Integration</p> <ul style="list-style-type: none"> 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 build a support system for their learning. <p>Social Integration</p> <ul style="list-style-type: none"> 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, non-classroom-related activities, residence opportunities, safety, and technology. Students will feel welcomed and connected to IUPUI. <p>Self-Efficacy</p> <ul style="list-style-type: none"> Students will report that they feel prepared to meet the demands and expectations of college. Students will report they have the ability to make a successful transition to IUPUI. 	<p>Number of Students Served by Program</p> <ul style="list-style-type: none"> In 2012, 3001 beginning and 1,413 transfer students were served. Students who attended Orientation were likely to enroll. 95% of first-time freshmen, 91% new transfers, and 93% of new inter-campus transfers who attended New Student Orientation, subsequently enrolled in classes. <p>Student Exit Questionnaire Highlights</p> <ul style="list-style-type: none"> 90% of these students reported that attending Orientation improved their ability to make a successful transition to the IUPUI campus. 88% agreed or strongly agreed that attending new student orientation improved their ability to meet the demands and expectations of college. 95% learned how they can access campus resources and services available to help them be academically successful. <p>Qualitative Response Summary</p> <ul style="list-style-type: none"> The new students overall believed they received the information they needed to make a successful transition to IUPUI. While transfer students found their orientation experience to be beneficial they did state that they would have preferred to receive more information in-person about financial aid, credit articulations, and the “unwritten rules” of IUPUI. 	<p>New Student Orientation</p> <ul style="list-style-type: none"> Two-day overnight orientation programs will be piloted in an effort to increase engagement and retention on campus. Increased focus in the tour & major/school presentations on information regarding RISE, the FYS course, and student’s specific major. <p>Transfer Student Orientation</p> <ul style="list-style-type: none"> Extend orientation to be a full-day model. One check-in time daily; with multiple advising times throughout the afternoon. Include 3 new sessions: students learn about the transfer mentoring program, financial aid and wellness, and how to use transfer credit report & degree planning sheets. <p>Changes made for beginners</p> <ul style="list-style-type: none"> Based on feedback students want to learn more about campus involvement: Collaborating with Office of Student Involvement to update Jag 101. <p>Changes made for transfer students</p> <ul style="list-style-type: none"> Explore new logistical ideas for advising session to include more time (group setting). Re-evaluate flow of day. Create smoother transitions. Considering Resource Fair. Continue to review current literature on transfer students. <p>Changes made for family members</p> <ul style="list-style-type: none"> Explore new methods for sharing information with family members: use of different media to engage all learners. Re-evaluate the type of information being shared with the audience to make sure we are meeting their needs. Keep reviewing current literature regarding transitional services for family members.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Summer Bridge</p>	<p>The Summer Bridge intervention was developed to help students perform better in First-Year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices.</p> <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • 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; <p>Learning Outcome Assessment Results:</p> <ul style="list-style-type: none"> • At the completion of Summer Bridge most participants completed a questionnaire: • In 2012 students responded that the program provided “the resources and information to help them succeed in college” (4.56 on 5.0 scale: 4=Agree / 5=Strongly Agree). • Most students reported that they would recommend Summer Bridge to another First-year student (99%). • Evidence from a multiple regression analysis suggested that 4 construct areas were related to student’s program satisfaction: Understanding College Resources ($B=.236$; $p\leq.01$), Diversity & Cultural Awareness ($B=.141$; $p\leq.01$), Classroom Strategies & Instructional Team Support ($B=.163$; $p\leq.05$), & Developing Connections & Sense of Belonging ($B=.138$; $p\leq.05$). • An ANOVA with post-hoc revealed that on average answers in 2012 were significantly higher than those in 2009. Largest areas of growth were in Diversity & Cultural Awareness ($r=.139$; $p\leq.01$) & Interactions with Diverse Peers ($r=.191$; $p\leq.01$). 	<ul style="list-style-type: none"> • A total of 539 Fall 2012 first-time, full-time (Indianapolis only) students participated in the Summer Bridge (SB) program. The program has seen an increase in participation of 22% over the past 3 years (2010-2012). • Overall, minority (non-white) student participation has increased by 8% during this time frame. In 2012, 12% of participants were African American, 7% were Latino(a), and 12% were International Students. • Student from the most recent 2012 Summer Bridge program had higher levels of academic performance (fall GPA 2.95) compared to nonparticipants (fall GPA 2.81). Student participants also had lower DFW rates (15%) compared to nonparticipants (18%) & higher fall-spring retention rates (92%) compared to nonparticipants (88%). • African American students who participated in the most recent Summer Bridge program (2012) were less likely to earn fall GPAs below 2.0 and had higher fall-to-spring retention rates (92%) compared to nonparticipants. • Fall-to-spring retention among Hispanic/Latino(a) students participating in bridge (92%) was notably higher than for Hispanic/Latino(a) students not participating in Bridge (81%). • Hispanic/Latino(a) bridge students also had notably higher levels of academic success (14% of participants earned Fall GPAs below 2.0 compared to 23% for nonparticipants). • Summer Bridge participants have consistently had higher one-year retention rates compared to nonparticipants. For example, in 2012 Bridge participants were retained at 79% compared to 73% for non-participants; even when taking academic preparation and demographics into account (HS GPAs, SAT Scores, Gender, Income Level, and Admit Date). 	<ul style="list-style-type: none"> • Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning. • In an effort to continue to increase the enrollment of minority students, additional scholarship funding was identified. Scholarship amounts were decreased slightly and scholarships were awarded to more students. • Requirements for scholarship awards were broadened to include post-Bridge support including participation in co-curricular programming and mandatory designated study periods in the fall and spring semesters. • Minority scholarship recipients were required to attend a co-curricular event. • A student position was created to do outreach to potential Bridge students over the summer and provide ongoing communications with minority students and their families in the months leading up to the program. • In collaboration with the Office of International Affairs, two Summer Bridge sections for international students were created and all incoming international freshmen were required to participate in the program. • In collaboration with the OIA, we integrated International Peer Mentoring Program mentors to provide additional support and continuity for international participants. • Specialized sessions on topics including academic integrity, study abroad, financial literacy, student involvement, and student employment were restructured to become recommended components of the regular instructional schedule in order to increase participation. • Expanded number of Summer Bridge-TLC sections.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>First-Year Seminars</p>	<ul style="list-style-type: none"> • First-Year Seminars (FYS) were designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. • The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian. • The course aims to improve student success by placing a strong emphasis on critical thinking, frequent writing, information literacy, introducing students to campus resources, career exploration and development, and creating opportunities for students to connect with each other and faculty. 	<p>Indirect Learning Outcome Assessment Results: Students reported participating UC 2011 (most recent available) First-Year Seminar improved ability to (% 4 or 5 out of a 5-point scale with 5 indicating a “great deal”):</p> <ul style="list-style-type: none"> • See multiple sides of issues (66%) • Evaluate the quality of information (66%) • Critically examine ideas and issues (66%) • Complete well-written papers (62%) • Give oral presentations (61%) • Communicate my thoughts in speaking (79%) • Succeed academically (67%) • Adjust to college life (70%) • Decide on a major of future career (66%) • Developed a high appreciation of social and cultural diversity (70%). • Discussed ideas with students with different views than their own. (71%) 	<p style="text-align: center;">Ongoing Assessment & Implementation of Changes</p> <ul style="list-style-type: none"> • The First-Year Seminar curriculum was designed to place more emphasis on Critical Thinking, Information Literacy, Diversity (Understanding Society and Culture PUL), and Personal Development Planning. An analyses of students self-reported learning outcomes in these significantly improved from Fall 2008 to Fall 2011. • The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. • Results of student feedback questionnaires were presented to and discussed with instructional teams to guide future planning. • Faculty Learning Community for First-Year Seminar instructors was established to assist new and veteran faculty with planning, problem solving, and sharing of best practices. • New faculty orientation meetings were offered for first-time First-Year seminar instructors in University College to assist with planning, syllabus development, and identification of resources. • A task force was formed to examine hybrid-online sections of U110. Hybrid-online sections were made available to incoming students earlier in the registration cycle with an eye towards increasing the number of academically strong students selecting these sections.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Electronic Personal Development Plan (ePDP)</p>	<p>Overview</p> <ul style="list-style-type: none"> The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> 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 identify specific short term steps to reach their long term goals. 	<ul style="list-style-type: none"> A total of 346 Fall 2010 first-year students participated in e-PDP sections. The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two PsychAs, one Technology, and three University College. Analysis of covariance (ANCOVA) results suggested that students participating in ePDP sections had marginally significantly higher fall adjusted semester GPAs (2.89) compared to nonparticipants (2.79), even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge participation, and Themed Learning Participation were entered as covariates ($p < .10$). Students who completed ePDPs were most likely to rate areas related to understanding themselves, deciding on a major or future career, and setting goals as the most beneficial aspects of the process. Students who reported that they completed All Parts of the ePDP reported statistically significant better outcomes compared to students who completed Almost All Parts of the ePDP (or were in sections that only required certain aspects). Students who were enrolled in Fall 2011 First-Year Seminar Sections that required ePDP completion (some or all parts) had significantly higher Fall Cumulative GPAs ($M=2.82$) compared to students in First-Year Seminar sections that did not require any aspects of the ePDP ($M=2.73$), once academic preparation, sex, and income levels were accounted for. There were no differences with regard to First Year Cumulative GPA (fall and spring combined) or Fall-Spring Retention Rates between ePDP and No ePDP students. 	<p>Changes in the ePDP for last year include:</p> <ul style="list-style-type: none"> Integration of ePDP with the Student Information System (SIS) Academic Planner Advisors are able to view ePDPs through a link in Student Information System (SIS). <p>Ongoing Assessment & Implementation of Changes</p> <ul style="list-style-type: none"> More intrusive advising components added (role of advisor increased). Development of “evaluation capacity” by developing a plan to assess direct student learning outcomes by evaluating student uploaded artifacts, assignments, papers, reflections, responses to prompts, etc. Taskforces developed to explore connections and how ePDP will interface with the Roadmap. Exploration of technology that will allow more intuitive, easy to navigate platforms, and transportability (e.g., ePDP beyond course and used throughout student’s academic career and professional life). Expansion in number of First-Year Seminar sections that include the PDP process.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Themed Learning Communities (TLCs)</p>	<ul style="list-style-type: none"> • TLCs are designed to enhance the retention and academic success of undergraduate students. The TLC intervention involves cohorts of students enrolled in 3 or more thematically-linked courses, including a first year seminar. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both in and outside of the classroom. • TLCs were designed to provide a structured first-semester learning environment where students could develop a strong sense of community and explore connections across disciplines. <p>Learning Communities have been advocated as effective interventions for enhancing:</p> <ul style="list-style-type: none"> • Student Retention (Tinto, 2003). • Engagement Levels (Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey & Parker, 2008; Zhao & Kuh, 2004). • Student Learning & Academic Success (Hegler, 2004; Henscheid, 2004; Kuh, 2008; Stassen; 2003). • Opportunities for Service Learning (Oates & Leavitt, 2003) • Critical Thinking & Integrative Learning (Lardner & Malnarich, 2008, 2008/2009, 2009) • SLOs. Students will: <ul style="list-style-type: none"> ○ Form one or more friendships maintained after the semester. Make connections between different disciplines and courses ○ Actively discuss complex issues and ideas. ○ Describe complex real world social problems and issues ○ Be effective in communicating thoughts in writing. 	<ul style="list-style-type: none"> • 829 first-time, full time students participated in the Fall 2012 Themed Learning Community program. (30% of FT, FT Cohort). • The first-time, full-time Themed Learning Community participants have significantly higher one-year retention rates (76%) compared to nonparticipants (73%). • TLC participants have higher levels of academic performance (FY GPA 2.74) compared to nonparticipants (FY GPA 2.53), even when High School GPA, SAT Score, Admit Date, and Income Level, and Sex are entered as covariates. • Students from underrepresented minority groups have significantly better academic success outcomes and retention rates compared to their peers that do not participate in TLCs. African American TLC participants have a one-year retention rate of 77% compared to 65% for nonparticipating African Americans. • TLC participants have higher average 5-year (36%) and 6-year (42%) graduation rates compared to nonparticipants (5-year = 32% / 6-year = 40%). • IUPUI was ranked 5th by U.S. News and World Report in "Up-and-Coming National Universities" in 2012. IUPUI was also cited as a top pick by high school guidance counselors, and recognized yet again for programs in service learning, First-year experiences, and learning communities. • Students responded positively to a post-program questionnaire: <ul style="list-style-type: none"> • 75% reported that they were "Satisfied" or "Very Satisfied" with their TLC Experiences. • 94% reported that they completed a graded assignment (paper, project, speech, etc) that required integrating ideas, strategies, or skills from a TLC class. • 61% reported that they participated in a community service or volunteer activity. • 65% reported that they participated in a campus activity (speaker, film or event outside of class on campus) • 50% reported that they participated in an activity or event in the Indianapolis community (that did not involve service) 	<ul style="list-style-type: none"> • Two new committees focused on investigating integrative learning were formed. • The student feedback questionnaire was revised to include more questions regarding integrative learning outcomes, as well as intention to persist. • Monthly faculty development opportunities planned.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Bepko Learning Center</p> <p>(Peer Mentoring)</p>	<p>Program Description</p> <ul style="list-style-type: none"> The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three offices: the Office of Academic Mentoring, the Office of Tutorial Support and the Office of Academic Enrichment. <p>Program Goals</p> <ul style="list-style-type: none"> To offer academic support in a variety of subjects in order to improve educational achievement. To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience. To facilitate appropriate referrals to other campus resources To provide support systems to enhance academic success To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner. 	<ul style="list-style-type: none"> Students who participated in the Structured Learning Assistance program a total of 1-10 times obtained an average GPA of 2.49, 11-13 times obtained a 2.66 and 14 or more times obtained 2.93. Student who participated in the Supplemental Instruction program obtained an average GPA of 3.28 and non-participants obtained an average of a 2.61. Student who participated in the Supplemental Instruction program had a combined DFW rate of 8.98% as compared to a 23.68% for non-participants. <p>Methods used to assess student learning and success:</p> <ul style="list-style-type: none"> End of the Semester Evaluations Mentor Self Evaluations Grade Report (comparing participants to non-participants) Program Participant Attendance Instructor Evaluations Program Evaluations FLAGS Report 	<p>Based on the assessment results for programs, the following are future changes that will be implemented:</p> <ul style="list-style-type: none"> Increased marketing efforts for the Tutor Matching Service to make students aware of the tutoring support across campus. Increase the number of partnerships with Gateway Courses and the new General Education Curriculum to augment academic supports for those courses. Further increase the email outreach used for students who have been flagged as “at-risk” by the new FLAGS system and follow with instructors to communicate referral activities. Increase the availability of the Biology Resource Center; make available to students on Fridays. Implement online tutoring support for BIOL N217: Human Physiology and N261: Human Anatomy for weekend students. Introduce programming for Sophomores due to the fact that they are 32% of the students we serve based on attendance data.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Academic & Career Development (Advising)</p>	<p>Student Learning Outcomes for Individual Advising</p> <ul style="list-style-type: none"> • Students are aware of their academic progress and challenges and discuss with advisors. • Students will gain an understanding of the major and career decision-making process. • Students are aware of requirements for their program of study. • Students will know the process of getting into their school of choice. • Students develop and register for a schedule of courses to suit their needs. • Students know campus services relevant to their needs. • Students are aware of engagement opportunities that enhance their academic plan. 	<p>2011 IUPUI Academic Advising Survey The magnitude of difference was “large” between University College Students and Overall IUPUI Students in the advising areas below (based on effect size calculations). Students were more satisfied with UC Advisors compared to IUPUI in the following areas:</p> <ul style="list-style-type: none"> • Is knowledgeable about the content of courses outside my major. • Is familiar with my academic goals. • Is able to help me set goals • Treats me as an individual, not a number. • Is willing to work with me to achieve my goals. • Understands how my personal life affects my academic progress. • Is familiar with my career goals. • Is well prepared for our meetings <p>First-Year Seminar End-of -Course Questionnaire (Advisor Section Highest Rated, 4-Point scale ranging from 0= “Not at all” to 4- “A Great Deal”)</p> <ul style="list-style-type: none"> • Knowledgeable about university policies (3.27) • Available when I needed assistance (3.26) • Encouraged me to obtain my educational goals (3.25) • Knowledgeable about major requirements (3.25) • Provided information about registration procedures (3.21) • Expressed interest in me as an individual (3.17) • Assisted me in deciding on a major or future career (3.14) • Provided important information about university policies (3.09) • Helped me deal with academic difficulties (3.05) <p>• Gwen Chastain, coordinator of academic services with Student Support Services, will be awarded a <i>2012 Outstanding Advising Certificate of Merit by the National Academic Advising Association (NACADA)</i> in October.</p>	<p>Ongoing Assessment & Implementation of Changes</p> <ul style="list-style-type: none"> • Advisors play a more integral role in PDP process as part of the First-Year Seminar Instructional Team. • Development of an “Advisor Feedback” questionnaire so that advisors receive formative assessment information more consistently. • Improved advising services for students to explore all the health and life sciences programs available at IUPUI, including majors and pre-professional programs in administration, laboratory, and direct patient care. • The UC Advising Center now plays an active role in advancing advising across the campus, particularly with faculty members in the degree-granting schools. • Campus-wide advising workshops were planned and conducted, • Campus Advising Council was formed. • Provided support to involve advisors in the inquiry/scholarship of advising.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Academic & Career Development</p> <p>Career Planning:</p> <p>Quick Start Workshops</p>	<p>Quick Start Career Planning Workshops</p> <ul style="list-style-type: none"> • Overview: A three-part workshop series targeting Sophomores was designed to assist students with choosing a major and career. Each session provided resources to help them select a major and career, sell their skills, learn their strengths and interests, and discover career paths that best fit who they are. Students were to meet individually with a career counselor for the third session. • Intended outcomes: Through the completion of the three-part workshop series, students will: <ul style="list-style-type: none"> ○ Identify 3-5 majors being considered; ○ Identify 3-5 interests, skills, and values; ○ Locate resources for more information about majors and careers; ○ Identify 3 ways to explore majors and careers; ○ Gain confidence in choosing a major and making career decisions. 	<p>Quick Start Career Planning Workshops</p> <ul style="list-style-type: none"> • February and April 2013-33 students registered, 14 attended at least one session, 11 attended two sessions (3 of the 14 were referred to their best resource), and 9 completed all 3 sessions (including individual session with counselor). <ul style="list-style-type: none"> ○ Attendees at both workshop sessions: <ul style="list-style-type: none"> ▪ Freshmen-3 ▪ Sophomores-5 ▪ Seniors-3 • The Pre-evaluation showed the following percentages of students agreeing to each of these statements: <ul style="list-style-type: none"> ○ I can identify 3-5 skills that relate to my future work life (50%) ○ I can identify 3-5 majors that I'm considering (43%) ○ I can identify 3-5 interests that I enjoy (50%) ○ I can name 3-5 values that will impact my career choices (50%) ○ I know where to get more information about majors and careers (43%) ○ I know at least 3 ways to explore majors and careers (21%) • The Post-evaluation (after two workshop sessions) showed the following percentages of students agreeing to each of these statements: <ul style="list-style-type: none"> ○ I can identify 3-5 skills that relate to my future work life (100%) ○ I can identify 3-5 majors that I'm considering (100%) ○ I can identify 3-5 interests that I enjoy (100%) ○ I can name 3-5 values that will impact my career choices (91%) ○ I know where to get more information about majors and careers (100%) ○ I know at least 3 ways to explore majors and careers (100%) 	<p>Quick Start Career Planning Workshops</p> <ul style="list-style-type: none"> • Plan to revise some of the marketing materials so as not to exclude those outside of the Sophomore year. • Revise registration to include only one series at a time in order to reduce the amount of time between registration and the start of the workshops. • Follow-up with registrants prior to start of series. • Plan to have two facilitators in order to better respond to individual needs. • Improve connection to counselor appointment; give students concrete assignment in preparation for meeting with counselor.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Academic & Career Development</p> <p>Career Planning:</p> <p>Externship Program</p>	<p>Externship Program</p> <ul style="list-style-type: none"> • Overview: an opportunity for students to shadow a professional in an occupational area within their field of interest. This opportunity allows the extern to get an insider’s view of what types of skills, knowledge, and capabilities they will need to acquire or develop in order to be successful in a particular industry. • Intended outcomes: Through completing an externship experience students will: <ul style="list-style-type: none"> ○ Observe professionals in their typical work setting for a minimum of 4 hours; ○ Describe the specific job tasks of the person(s) shadowed; ○ Identify potential career opportunities with possible majors of study; ○ Identify the interests, abilities, and values that may align with a particular career; ○ Connect and evaluate the experience with personal interest, abilities, and values relating to self; ○ Create a plan of professional career development. 	<p>Externship Program</p> <ul style="list-style-type: none"> • Fall 2012-107 applied, 55 were offered a match, 45 students participated, and we had 54 hosts. • Spring 2013-142 applied, 39 were offered a match, 29 participated, and we had 22 hosts. • Administered survey to all students after the externship program to assess career self-efficacy. Gained IRB approval to begin the research on this group of students. • Students were required to submit an externship reflection paper. This was typically 2 pages in length answering the prompts below: <ul style="list-style-type: none"> ○ Provide a summary of your externship experience that describes the specific job tasks of the person(s) you shadowed. ○ Identify and explain how possible academic majors connect with your externship experience. ○ Evaluate the interests, abilities, and values necessary for a job in the field, major or industry and compare to own. . ○ What 1-2 steps will you take because of this experience? • Approximately 50 students (out of 74) turned in a reflection paper. • Jill presented “Externship in a Box” presentation to 2 national audiences, National Society for Experiential Education and Intern Bridge, to help other schools implement a similar program from start to finish. 	<p>Externship Program</p> <ul style="list-style-type: none"> • Required resume for student applications • Changed pre-externship guide and students had less questions and seemed more confident going into their experience.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Office of Student Employment</p>	<p>The mission of the Office of Student Employment is to provide resources and to empower students to find meaningful, academically relevant part-time work experiences that enhance both academic and personal success. Staff supports IUPUI students with resume basics, cover letter development, networking and interview strategies, and professional development. Also helps students find part-time job resources and assists work-study awarded students with information and job search strategies.</p> <p>Key Programmatic Efforts:</p> <ul style="list-style-type: none"> • Excellence in Professionalism (EIP): completion designed to enhance students' self-realization of their professional image, boost both skills and confidence, and provide opportunity to gain an edge over peers in an interview setting and in acquired skill sets. Participants complete a resume, create a LinkedIn page, and attend a variety of workshops: maintaining your online image, financial literacy, interviewing skills, customer service, advancing your skill set, and work place expectations,. • Work Initiative Funding (WI) is a matching funds program that is aimed at providing department's fiscal support in hiring of students into on-campus part-time positions. Positions are funded at a percentage for up to 10 hours per week at a maximum of \$10/hour. This program ties directly into supporting the persistence rates among students working in on-campus positions. Funding for the 2012-2013 Fall/Spring academic year was just over \$108,000.00 <p>Student Employment Job Fairs</p> <ul style="list-style-type: none"> • Annual August Part-Time Job Fair – 70-80 employers with 1300+ students attending • Summer Job and Internship Fair February 2013 	<p>Full-time students employed on campus are more likely to persist than their counterparts not working on campus. Other factors typically related to persistence, such as academic performance and various demographics, have not been considered in these calculation:</p> <ul style="list-style-type: none"> • Overall, based on 2010 data persistence to the following year at IUPUI is about notably higher for students working on-campus (89%) than those not working on campus (77%). • Additionally, persistence to the following year is greater for full-time working students at IUPUI (90%) than part-time working students (80%). • Persistence to the following year is lowest for part-time students' not working on-campus (68%). <p>Retained at IUPUI (Fall 2010)</p> <ul style="list-style-type: none"> • Freshman: Student Employee (77%) / Not Employed (66%): Difference: (11%) • Sophomore: Student Employee (90%) / Not Employed (78%): Difference (12%) • Junior: Student Employee (94%) / Not Employed (85%): Difference (8%) • Senior: Student Employee (94%) / Not Employed (3%): Difference (3%) 	<p>Key Efforts & Services Implemented 2012-2013:</p> <ul style="list-style-type: none"> • Work Initiative Funding for Academic year 2012-2013 for \$108,000 • Successful outreach to local employers to increase opportunities to post part-time job opportunities • Hosted larger number of local companies for on-campus recruiting activities • Increased marketing of office services to students • Use of social media in marketing services, job postings and events to students • Increased the number of presentations offered for faculty & Staff in classroom settings • Communication with students upon attendance to Orientation at IUPUI. • Summer Bridge –programming for students • Participation in International Student Orientation and International Student Employment Conference in conjunction with the Office of International Affairs • Referral to campus career resources • Resume development session for veteran students held in partnership with Career Planning and Veteran's affairs office at IUPUI • Tailored workshops/meetings such as customer service, supervision, and other requested topics • Enhanced the JAGUAR Series for Supervisors of Student Employees to better prepare supervisors for the mentor role, supervision techniques and their role as a connection piece to the University for student employees • Over 1000 student visits to the Office of Student Employment for services • Over 20,000 students with active accounts in the online job posting system JagJobs.org • Collaborate with the Office of Community Work Study and the Office of Student Financial Services on work study spending, initiatives and education for supervisors and students.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Twenty-First Century Scholars Success Program</p>	<p>Program Description The 21st Century Scholars Success Program is the IUPUI support service for students who affirm their Twenty-first 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 provide support through degree completion to ensure a successful transition into the college experience, 21st Century Scholars Success program offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development and personal growth.</p> <p>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.</p> <p>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 which focus on enhancing or developing strategies for success and referrals to academic support as well as personal and student development services on campus. The program served over 250 students during the 2012-2013 academic year. All students who participated in the program received the 21st Century Scholarship from the state of Indiana.</p> <p>IUPUI Pledge Grant In addition to the state funded scholarship, the majority of participants received the IUPUI Pledge Grant. The Pledge Grant requires students to maintain a 2.5 GPA and to participate in the Peer Mentoring Program, in order to continue to receiving the funding.</p>	<p>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:</p> <ul style="list-style-type: none"> • Self-Appraisal for Mentors • Mentor Evaluation Rubric • Group Mentoring Session Evaluation • Individual Mentoring Session Evaluation <p>Pre/Post College Preparedness Survey</p> <p>Assessment Results: Retention, Academic Performance & Learning As the TFCSSP has implemented programs, services, and policies to support the success of TFCS students, there have been notable and significant improvements in retention and persistence rates. The retention rates of TFCS students in 2006 (prior to the Twenty-first Century Scholars Success Program interventions) was approximately 58% and the retention rate for the TFCS who participated in programs offered by the Twenty-first Century Scholars Success Program in 2010 was 74%.The retention rates improved when Scholars participated in our first year success programs (summer bridge and peer mentoring program). The fall 2011 to Fall 2012 one-year retention rate for 21st Century Scholars who participated in Summer Bridge and Peer Mentoring(N=73%,Retention Rate =92%) was higher than first year students overall. The 21st Century Scholars who received the IUPUI Pledge Grant and participated in two of our success programs, Summer Bridge and Peer Mentoring, achieved an average First Year GPA of 2.83. Those in the same group who did not participate in either of these programs achieved an average First Year GPA of 2.11</p> <p>The 21st Century Scholars Success Program was awarded a 2012 NACADA Outstanding Institutional Advising Program for its Peer Mentoring Program.</p>	<p>Changes based on Data & Assessment Results Learning outcomes for our First-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and improve the effectiveness of the program and its corresponding activities and workshops. Each of the outcomes will have associated measurable criteria and one or more assessment tools to gather the data. The results of these assessments will be collected and analyzed regularly.</p> <p>Through group and individual mentoring of students, we aim to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> • Students will transition from high school to college life; • Students will be engaged in their academic careers; • Students will build a social support network on campus; • Students will become more aware of self and the diversity of others; • Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Student Support Services (SSS)</p>	<p>The mission of the Student Support Services Program is to create a climate in which 300 students who are first-generation, low-income and academically have a lesser chance of graduating will have additional support in reaching their goals. Through proactive academic, financial and career advising, tutoring, peer mentoring, progressive workshops and leadership development, SSS creates an ongoing motivational, developmental and challenging environment for our students.</p> <p>Key Retention Components</p> <ul style="list-style-type: none"> • Connecting with students when they go through Orientation (Advising and Registration) • An SSS Summer Bridge • An SSS Themed Learning Community • Professional academic advisors and financial aid advisor on staff • Peer mentoring for First-year students (Upper-class SSS students) • Mid-Year and End of the Year written report sent to students • Tutoring staff • Grants and Scholarships • 50-60 workshop options each year • Monthly Newsletter electronically sent to students through OnCourse • Leadership development opportunities through leadership conferences and regional conference through organizations • Cultural and social trips and activities • Working with students from Orientation until graduation <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Developed relationships (peer-peer and Advisor-student) • Student personal and professional development. • Student equipped with successful strategies to be retained until graduation. 	<p>Assessment Findings/ Highlights 2011-2012</p> <p>N / (Retention Rate) All SSS Students: N= 336 / (81%) Female: N= 250 (85%) Male: N =86 (71%)</p> <p>African-Amer. Students: N= 195 (72%) African-Amer Males: N=44 (68%) African-Amer Females: N=151 (82%)</p> <p>SSS Freshmen: N=102 (81%) SSS Sophomores: N=83 (72%) SSS Juniors: N=76 (84%) SSS Seniors: N=73 (89%)</p> <p>Graduation 40 Graduates 2011-2012 31% 6-year graduation rate 20 graduates were African American</p> <p>Grade Point Averages Freshmen: 2.5 Sophomores: 2.6 Juniors : 2.7 Seniors: 2.8</p>	<p>*This is a grant funded program with limited parameters to make substantial changes in funded activities and processes.</p>

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Diversity Enrichment & Achievement Program (DEAP) (Formerly the Student Success Program)</p>	<ul style="list-style-type: none"> DEAP is a University College program designed to assist students of color at IUPUI in pursuing and obtaining their college degrees. The intensive retention program takes a holistic approach in serving students by addressing personal, academic, and social experiences that have an impact on student success. DEAP seeks to positively impact the personal development, retention, and graduation of students of color at IUPUI. The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of students of color by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding and engaging students, we seek to ensure their success. DEAP offers intensive retention programming such as academic check-ups, tutoring, direction to resources, workshops, and designated study time (DST) and support through the SAAB/B2B and SAAS/S2S student organizations. 	<p>Student Success Indicators (2011 & 2012)</p> <p>Number of New Students Participating in the Program</p> <p>2011 African American: (N = 27) Hispanic / Latino(a): (N = 12) Average GPA of Groups Combined: 2.74 Average GPA of Non-Participants N = 465 / 2.41 Fall-to-Fall Retention of Student Participants: 72% Fall-to-Fall Retention of Non-Participants: N= 473 / 63%</p> <p>2012 African American: (N = 31) Hispanic / Latino(a): (N = 10) Other : (N = 2) Average GPA of All Groups Combined: 2.51 Average GPA of Non-Participants: N =4 65 / 2.54</p>	<ul style="list-style-type: none"> Communication with students upon acceptance to IUPUI. Encouraged participation in summer bridge program (added value). DEAP welcome & program orientation day. In-person early-warning follow ups/academic check-ups and development of an accountability plan as necessary. Referral to campus resources – Tutoring, CAPS, AES, Health Services, etc. Mid and end of the semester in-person contacts Communication to non-enrolled students (non-returners) Relationship Building/Mentoring Tailored workshops/meetings such as syllabus review, time management, financial literacy. Professional development opportunities via leadership conference attendance, resume workshops, etc. Cultivation of community building through a variety of service opportunities year-round

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Nina Mason Pulliam Scholars</p>	<p>The Nina Mason Pulliam Scholars program has developed into a comprehensive program sensitive to the specific needs of each student and focuses on facilitating community, engagement, learning, and growth. Program assessment is guided by the following learning outcomes that provide specific targets for student learning and program success.</p> <p>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</p> <ol style="list-style-type: none"> 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 <p>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars</p> <ol style="list-style-type: none"> 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 <p>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</p> <ol style="list-style-type: none"> 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 <p>Goal 4: Facilitate learning and personal growth of Nina Scholars associated with</p>	<p>Led by faculty fellow Karen Black, Director of Program Review and Institutional Improvement, a previous project helped the Nina Scholars Program develop an outcomes-based Assessment Plan that aligns with program learning goals and objectives including the RISE initiative and the PUL's. For 2012-2013 we selected key learning objectives to assess based on the final reports recommendations:</p> <ul style="list-style-type: none"> • Annually refine learning outcomes based on programmatic experience and existing assessment to determine the on-going appropriateness of each goal and objective; • Include others in University College on the refinement of the learning outcomes and their assessment for ideas about collaboration, assessment ideas, and overlap of content; • Develop a plan and establish a timeline to assess selected outcomes over a two to three year period taking into account Trust, campus, and University College priorities including NSSE; <p>Scholar Progress Reports monitor scholar academic progress throughout each semester at 4, 9, and 12 week points and achievement levels compared to IUPUI averages.</p> <p>Mentor Evaluations provides feedback from scholars on their mentor and the mentoring program. Administered twice a year, evaluations suggest students found mentors to be very helpful. However, they think mentors could be better equipped to support the success of students who come from marginalized backgrounds and face numerous challenges to success.</p> <p>Scholar Surveys provide effectiveness data on individual programming events and overall assessment of the Nina Scholars Program by scholars. Scholars valued self-exploration that related to their goals and success planning. The more engaged scholars lamented lack of participation by less engaged scholars and suggested more stringent accountability for full participation.</p>	<p>Revised IUPUI Nina Scholars Participation Policy (effective Fall 2013)</p> <p>As a condition of the scholarship funding:</p> <ul style="list-style-type: none"> • All Scholars are required to attend monthly "All Scholars" meetings; • All Scholars are required to attend a minimum of two community service events; • All Scholars are required to attend a minimum of one cultural event; • Second and third year scholars are required to complete all career development requirements including meeting with a career counselor, a professional mentor, a career development activity, and short online modules each semester; • First year scholars will attend and successfully complete UCOL U110 and U112 Nina classes, attend new scholar orientation, challenge education, Trust reception, and bi-weekly mentoring sessions. <p>Scholars who are not meeting scholarship participation requirements will have stipends withheld and will schedule a meeting with the Director to create a plan for full participation in the Nina Scholars program. Emphasis will be placed on organizing one's schedule to prioritize scholarship participation.</p> <p>Qualitative Study of Nina Scholar Learning Outcomes</p> <p>A faculty fellow will work with the Nina Scholars Program Director to qualitatively assess scholar reflections, PDP's, and responses to an end-of-the year survey. Emphasis will be on assessing learning as well as looking for emerging themes. The Program has a set of learning outcomes and objectives that guide program development and will be used to guide assessment and overall analysis.</p> <p>Communication with Scholars</p>

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>overcoming and transcending of barriers to success</p> <ol style="list-style-type: none"> 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* <p>Goal 5: Facilitate career development and graduate school readiness</p> <ol style="list-style-type: none"> 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 <p>Objectives noted with an asterisk come from IUPUI's six Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.</p>	<p>Scholars also expressed interest in more alumni connections, use of social media for communication, and increased promotion of campus resources.</p> <p>Retention & Academic Performance</p> <ul style="list-style-type: none"> • 1st to 2nd year retention since 2001 (96%). • Percent persisting or graduated since 2001 (76%). • Average Cumulative GPA of program graduates (3.23) • Cumulative GPA of current scholars (3.03) • Number of continuing scholars (34) • Number of program graduates (42) • Number of program graduates/enrolled in graduate school (20) <p>**Starting in 2013-14, Rob Aaron, a faculty fellow, will work with the Nina Scholars Program Director to qualitatively assess scholar reflections, Personal Development Plans (ePDP), and responses to an end-of-the year survey. Emphasis will be on assessing learning as well as looking for emerging themes.</p>	<ul style="list-style-type: none"> • Improve utilization of social media including using Twitter and texting • Regularly feature a campus resource and with a student profile who has successfully utilized the resource <p>Recruitment of New Scholars</p> <ul style="list-style-type: none"> • Enhance Advisory Council networks through training and getting commitment to develop relationship with three agencies for the purpose of identifying prospective scholars • Increase use of scholar alums in recruitment activities

Appendix A: University College Student Demographic Summary, Fall 2012

	N	%
Total	6798	
Ethnicity		
American Indian/Alaskan Native	10	<1%
African American	1002	15%
Asian American	257	4%
Hispanic	432	6%
International	246	4%
Native Hawaiian/Pacific Islander	5	<1%
Two or more races	285	4%
Other	4561	67%
Gender		
Female	3936	58%
Male	2862	42%
SAT		
1200 +	381	6%
800-1190	4166	61%
400 – 790	463	7%
None on file	1788	26%
High School Percentile Rank		
Top 10%	408	6%
11% - 25%	1053	15%
26% - 50%	1819	27%
Bottom 50%	911	13%
None on file	2607	38%
High School GPA		
3.0 – 4.0	3156	46%
2.99 – 2.0	1886	28%
1.99 – 1.0	73	1%
<1.0	2	<1%
None on file	1681	25%
Student Level		
High School Student	114	2%
Certificate first year	9	<1%
Certificate second year	5	<1%
Associate Freshman	244	4%
Associate Sophomore	185	3%
Baccalaureate Freshman	2772	41%
Baccalaureate Sophomore	1824	27%
Baccalaureate Junior	918	14%
Baccalaureate Senior	352	5%
Undergrad Special	375	6%