University College

Program Review and Assessment Committee (PRAC) Annual Report 2013–2014
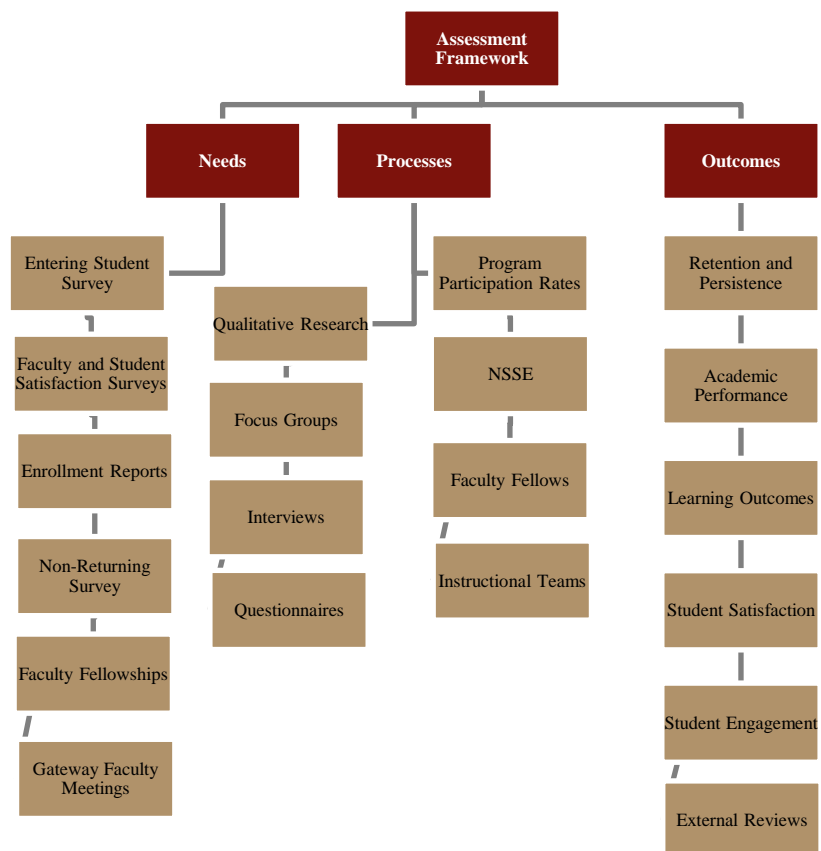
IUPUI

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

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Context and Assessment Methods

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

University College Assessment Framework

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Needs Assessment Highlights

Over the past decade, University College has administered two Entering Student Surveys to collect information on students' needs. Due to concerns with these instruments (lack of predictive validity and unfavorable testing conditions), University College, IMIR, Undergraduate Admissions, and Division of 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 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

IUPUI Student Demographics

Fall 2013 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,252 first-time, full-time students
  - 2,078 (64%) University College admits
  - 1,174 (36%) dual admits/direct-school admits
- 100 (3%) admitted conditionally

- 36 (1%) 25 years of age or older
- 3,315 (94%) Indiana residents

- 99 (3%) international students
- 322 (9%) African American
- 281 (8%) Latino

- 3.38 average high school GPA
- 1,029 average SAT score

- 1,138 (35%) first-generation students (neither parent attended college)
- 39 (1%) veterans
- 1,113 (34%) live in campus housing
- 235 (7%) enrolled in the IUPUI Honors College

- 51% attempted 15 or more credit hours in the first semester
- 2,930 (90%) students participated in first-year seminars and 948 (29%) participated in University College seminars (U110).
- 877 (27%) participated in a themed learning community.
- 586 (18%) participated in the Summer Bridge Program

- The top 10 most important reasons impacting the decision to select IUPUI:[1]
    1) Availability of specific academic programs (majors)
    2) Institution's academic offerings such as courses, certification, and degrees
    3) Opportunity for an IU or Purdue degree
    4) Career and job opportunities available in Indianapolis after degree completion
    5) Job, career, and internship opportunities available in Indianapolis while attending school
    6) Graduates get good jobs
    7) Availability of financial aid/scholarship
    8) Cost
    9) IUPUI's reputation
    10) Social opportunities associated with IUPUI located in city of Indianapolis

Note: Sources of Information
[1]Based on 2013 Entering Student Survey results. Please see Appendix A and B for additional information about UC and IUPUI Overall First Year Students.

Risk Factors for First Year IUPUI Students

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

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Success or Thriving Factors for First Year IUPUI Students

Factors Associated with High Levels of Academic Achievement and Persistence

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

Academic Achievement and Progress

2013 First-Time, Full-Time Students
- The 2013 first-time, full-time one-year retention rate (fall-to-fall semester) was 72% (Indianapolis only).
- The average 2013 fall semester GPA was 2.82 compared to 2.84 in 2012, 2.75 in 2011 and 2.81 in 2010.

2013 First-Time, Full Time Students
There have been fairly steady increases in the one-year retention rates over the past 10 years (shown below). It is noteworthy that the one-year (fall-to-fall) for the fall 2013 first-time, full-time IUPUI (Indianapolis only) cohort was 72% compared to 62% in 2000. It is about 1% down from the previous year (2012). Shown below are also the four- and six-year graduation rates by cohort year. Again, the graduation rates have shown fairly steady increases over the last 10 years. However, IUPUI's graduation rates are below those of our peer institutions. It is important to note that our one-year retention rates are in line with our peer institutions most likely due to the focus on providing quality first-year experience programs such as Summer Bridge, First-Year Seminars, Themed Learning Communities, and Summer Bridge-Themed Learning Communities.

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)
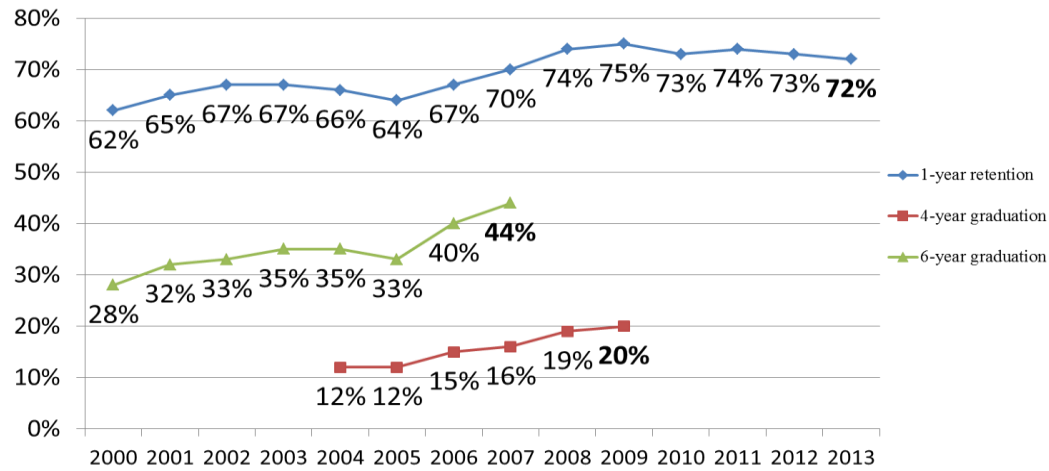
Note: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. Retained includes students awarded a degree or certificate or students who have re-enrolled.

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

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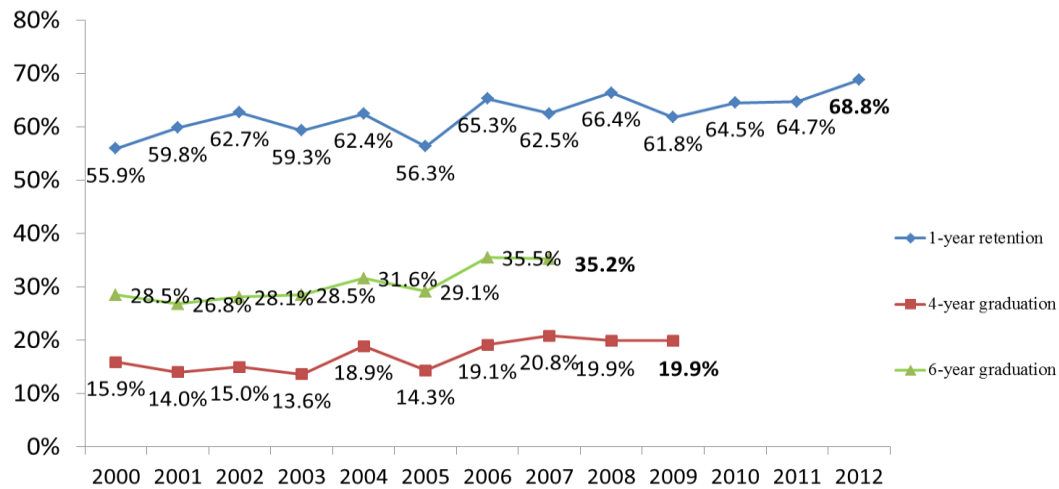
Indianapolis Only 2009 First-Time, Full-Time Cohort
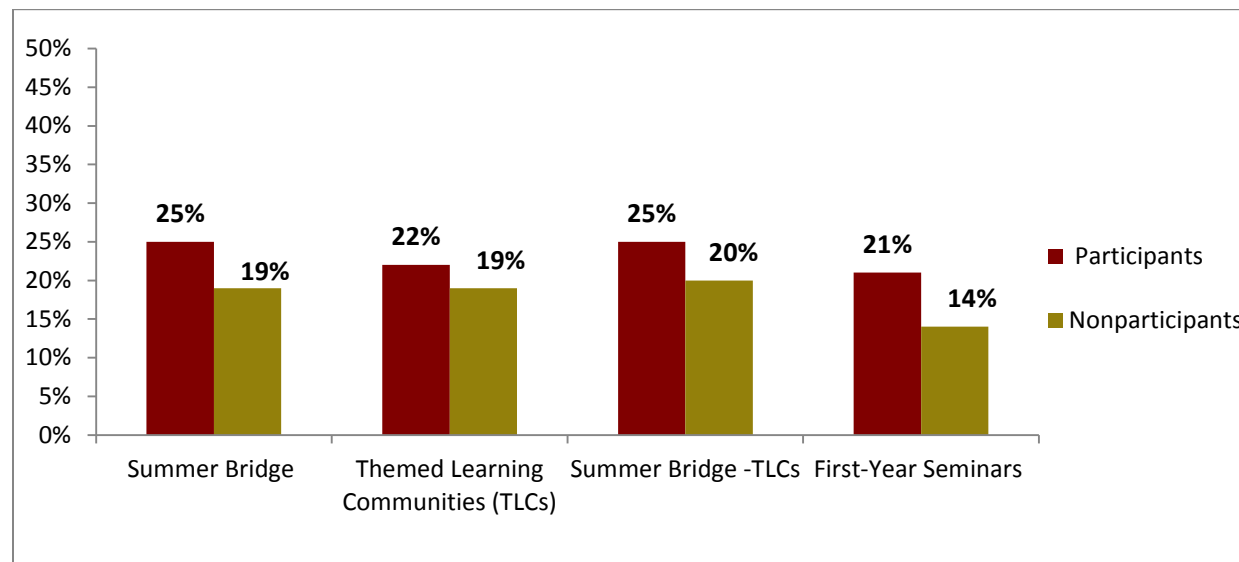**Four-Year Graduation Rates for University College Program Participants Compared to Nonparticipants**

Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners. The 2009 cohort four-year graduation figures are preliminary at this point in time and may not match official numbers once they are available.
Note 2: Summer Bridge Program participants: $N = 389$ and nonparticipants $N = 2127$; TLC participants: $N = 721$ and nonparticipants $N = 1795$; Summer Bridge-TLC participants: $N = 228$ and nonparticipants=2288; first-year seminar participants: $N = 2232$ and nonparticipants $N = 284$.

Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Since 2005, there has been nearly a 10% increase in one-year retention rates. However, the rate has plateaued over the past two years and decreased by almost 1% percent from 2012 to 2013. Listed below are a number of data-driven plans to improve student success:

- Explicit focus on student learning and success in the new IUPUI Strategic Plan (2013).
- The creation of a new office institutional research office Student Data, Analysis, and Evaluation focused on providing decision support for designing initiatives to improve student success and learning (2013).
- Participation in the Foundations of Excellence Focus on Transfer Students (launched Fall 2014).
- The creation of the Council on Retention and Graduation (CRG) in 2004 with a sustained focus under the leadership of Kathy Johnson Dean of University College and Associate Vice Chancellor of Undergraduate Education.
- Reorganization of advising to focus on the integration of career services and helping students select majors early and stay on track for on-time degree completion and progress toward completing general education courses. Also, University College Academic and Career Development staff provide students with degree planning sheets for entrance into degree programs at IUPUI. These degree planning

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sheets help students explore major fields of interest and understand the requirements and standards IUPUI schools maintain. The information is used as a guide in helping students make academic choices.

- Organization of curriculum, co-curriculum, and other learning opportunities to get students to participate in high-impact practices such as first-year seminars, themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of the Summer Bridge Program and Themed Learning Communities. More sections offered and more students participated in 2013 and 2014 than ever before.
- The introduction of the Online Math Academy (OMA) using ALEKS technology supported modules to help expedite placement in credit bearing Math in summer 2014. Shown below is a table that shows that fewer students placed into and enrolled in remedial math courses compared to previous years. This trend is not entirely due to the OMA implementation, yet it demonstrates that there has been some progress made in accelerating more students' enrollment in credit bearing math courses at IUPUI.
- The development and implementation of the personal development plan (PDP) process.
- Launched a *15 to Finish Campaign* to promote better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. The chart below suggests much progress in this area (63% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2014 compared to only 28% in Fall 2012).
- A new Entering Student Survey was piloted in the summer of 2012. (Partnership with IMIR and the Division of Student Life) to support predictive analytics related to retention/student success with a goal of serving as an institutional leader in designing an instrument that is reliable/valid for FTFT, transfer, PT, and returning adult students. A number of variables were shown to be significant predictors of student success (retention and FY GPAs). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions.
- Contract with Inside Track coaching to provide coaching for at-risk Twenty First Century Scholar First Year Students in fall 2014.
- Planning and implementation of the Health and Life Sciences Advising Center to collaborate with campus partners and provide students at all levels in a variety of academic disciplines with the information and guidance needed to explore, plan for, and enter fields in the life sciences as well as traditional health professions.
- Creation of a Transfer Student Services support center.
- Implementation of a required two-day New Student Orientation (pilot: summer 2012; expanded pilot: summer 2013). The two-day New Student Orientation was fully implemented in summer 2014. Students attending the two-day Orientation program in 2013 had significantly higher Sense of belonging mean scores compared to students attending the one-day program even when HS GPA, SAT scores, Unmet Financial Needs, and Timing of Registration was taken into account.
- Expansion of scope of students' on-campus employment, externships, and internships.
- Reconsideration of definitions associated with University College faculty, including faculty orientation and development.
- Expansion of scope of what enhances student retention/success (cohort support programs, Summer Bridge Program, Themed Learning Communities program) beyond the first semester and into semesters two through four.
- Future emphasis on access programs in University College (e.g., Crispus Attucks Medical Magnet High School partnership, SPAN program, Project Lead the Way, Upward Bound).

More Students Enroll and Complete 15 Credits of More During their First Fall Semester at IUPUI

% 15 IU Credit Hours or More Attempted and Earned
First-time, Full-Time Beginners

Year	% 15 or More Attempted	% 15 or More Earned
2005	21%	15%
2006	23%	17%
2007	24%	18%
2008	23%	16%
2009	29%	22%
2010	29%	22%
2011	27%	21%
2012	28%	23%
2013	51%	38%
2014	63%	

■ % 15 or More Attempted   ■ % 15 or More Earned
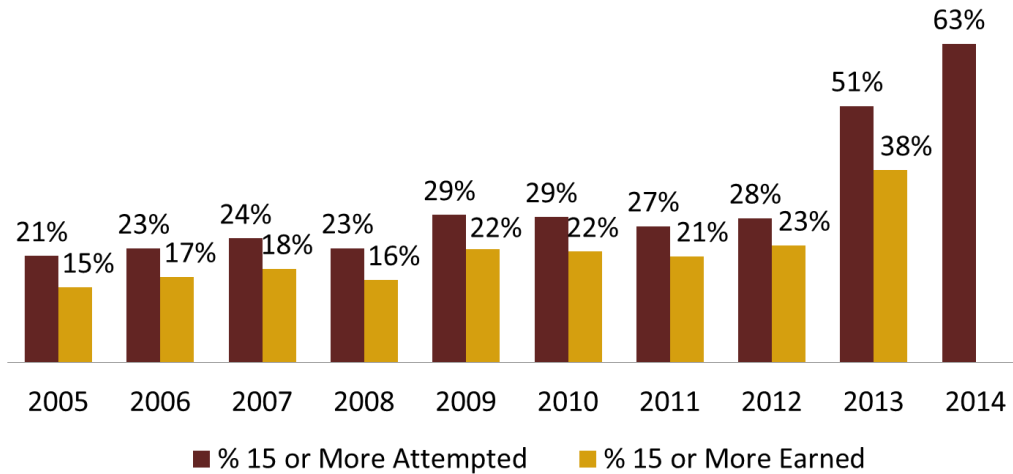
More Students Enroll and Complete 15 Credits of More During their First Spring Semester at IUPUI

% 15 Credit Hours or More Attempted and Earned in the Spring
Semester, First-time, Full-time Beginners Enrolling in Spring

Year	% 15 or More Attempted	% 15 or More Earned
2005	30%	17%
2006	35%	23%
2007	36%	25%
2008	38%	27%
2009	41%	29%
2010	40%	27%
2011	38%	27%
2012	37%	27%
2013	55%	39%

■ % 15 or More Attempted   ■ % 15 or More Earned

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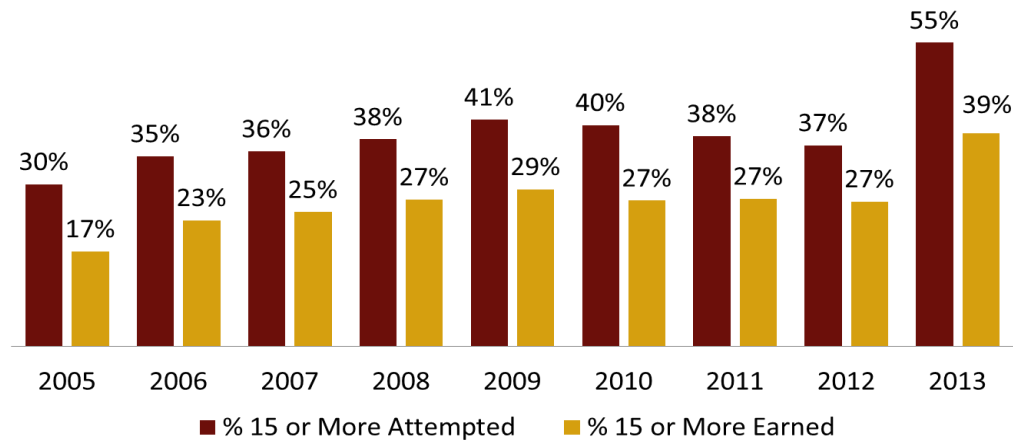
IUPUI Indianapolis Only Math Course Enrollments

Remedial Math Course Enrollments

Fall 2012	Fall 2013	Fall 2014
2,395	2,613	2,023

Note: Remedial courses include Math 00100, Math 11000, and Math 11100

100 Level General Education Core Math Course Enrollments

Fall 2012	Fall 2013	Fall 2014
2,996	3,167	3,931

Note: General Education Core Math Enrollments include: Math -M 118, Math -M 119, Math 13000, Math 13100, Math 13200, Math 13600, Math 15300, Math 15400, Math 15900, Math 16500, Math 16600, Math-S 165 and Math-S 166

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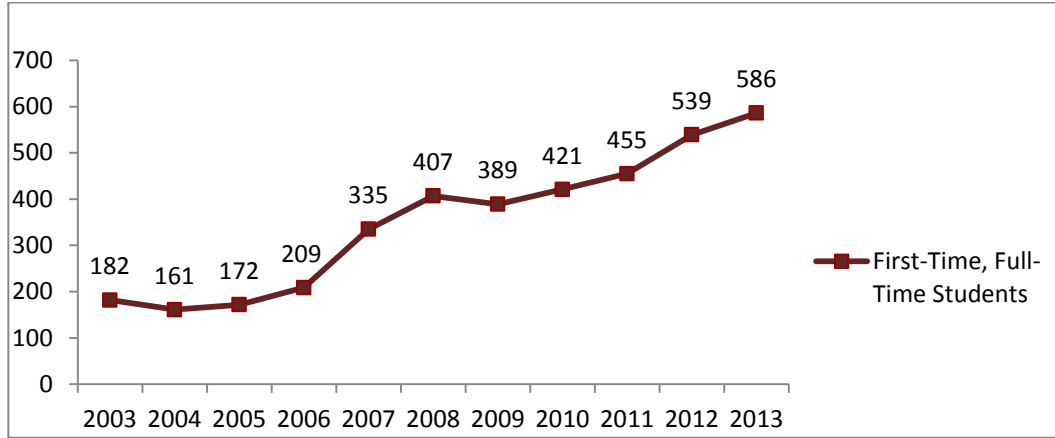
Program Assessment Highlights

Summer Bridge Program
- The IUPUI Summer Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each Summer Bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Summer Bridge Program has experienced steady growth over the past decade (2003–2013). As displayed above, a total of 539 first-time, full-time IUPUI students participated in Summer Bridge in 2012 compared to 455 in 2011. This marks a one-year increase in participation of 19%.
- Students from the 2012 Summer Bridge Program earned higher one-year retention rates (79% compared to 71% for nonparticipants) and had higher levels of academic performance (fall GPA 2.95) compared to nonparticipants (fall GPA 2.81). Students participating in Summer Bridge also had lower DFW rates (15%) compared to nonparticipants (18%).
- 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 (85%).
- Fall-to-spring retention among Hispanic/Latino students participating in Summer Bridge (92%) was notably higher than for Hispanic/Latino students not participating in Summer Bridge (81%). Hispanic/Latino Summer 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 higher one-year retention rates compared to nonparticipants. As shown below, the one-year retention rates are over a six-year period.
- 2012 African American students who participated in SB had higher Fall-to-Fall retention rates (72%) compared to nonparticipants (65%). African-American students who participated in the Summer Bridge program (2012) also were less likely to earn fall GPAs below 2.0.. Results suggest that the Summer Bridge program has a differential positive impact on African American, Latino, and students testing into remedial math.
- Students are highly satisfied with their Summer Bridge experiences. Students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. In addition, the vast majority of students (99%) indicated that they would recommend Summer Bridge to other first-year students.

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Summer Bridge Program Growth 2003–2013

Summer Bridge Students Have Higher One-Year Retention Rates Compared to Nonparticipants
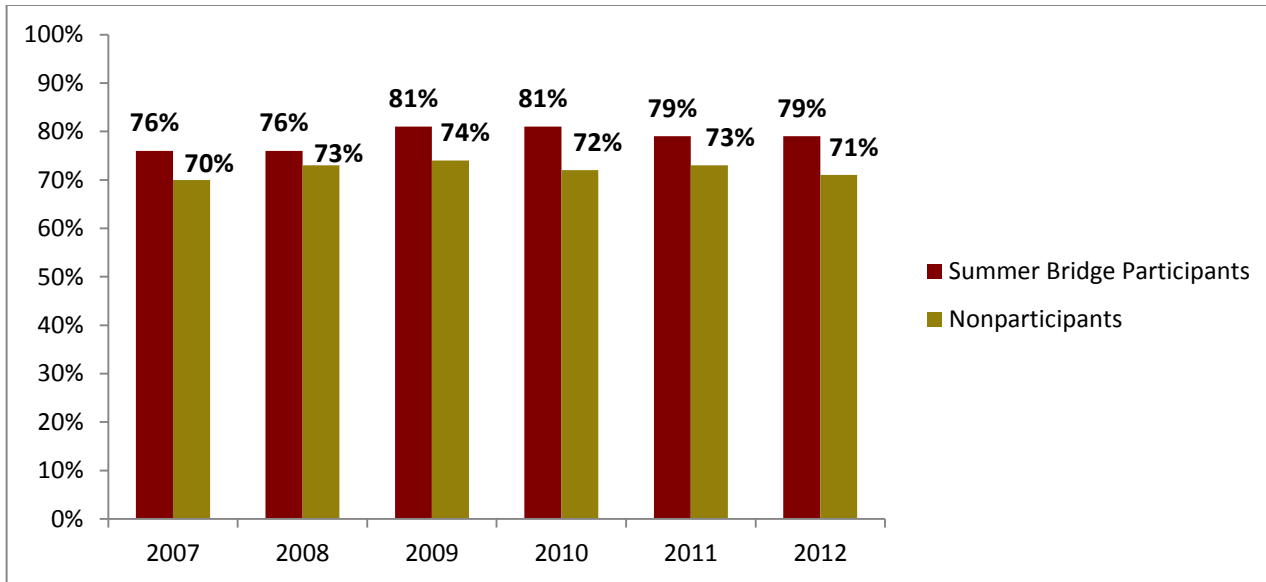
Note: One-year retention rates are significantly higher for Summer Bridge participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and admit date). 2012 one-year retention rates are preliminary.

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Summer Bridge Program: Overall Satisfaction

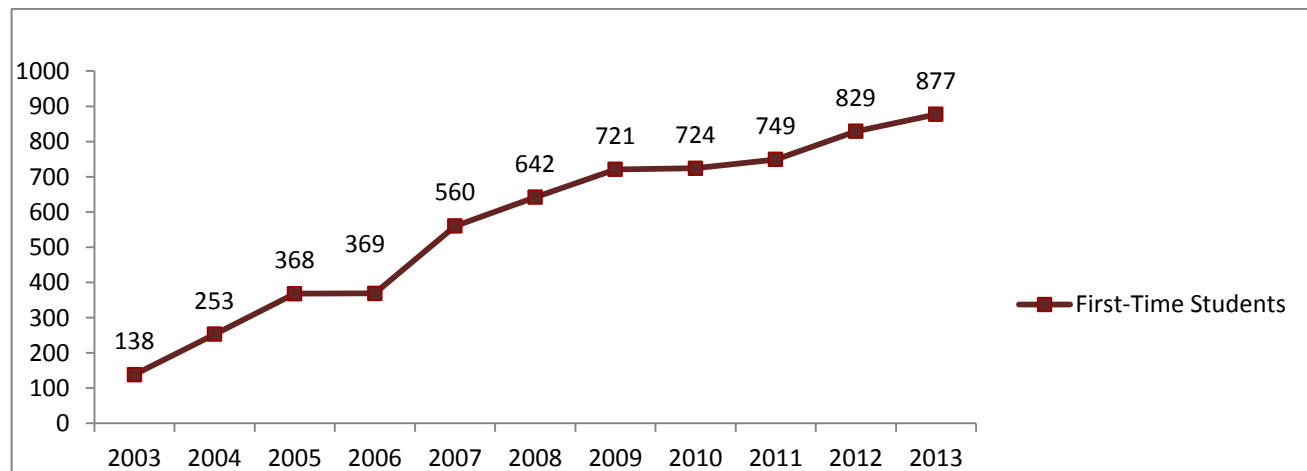| Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	Means				
	2009	2010	2011	2012	2013
	4.52	4.68	4.55	4.56	4.65

Would you recommend the Summer Bridge Program to other first-year students?	Percent "Yes"				
	2009	2010	2011	2012	2013
	99%	98%	99%	99%	99%

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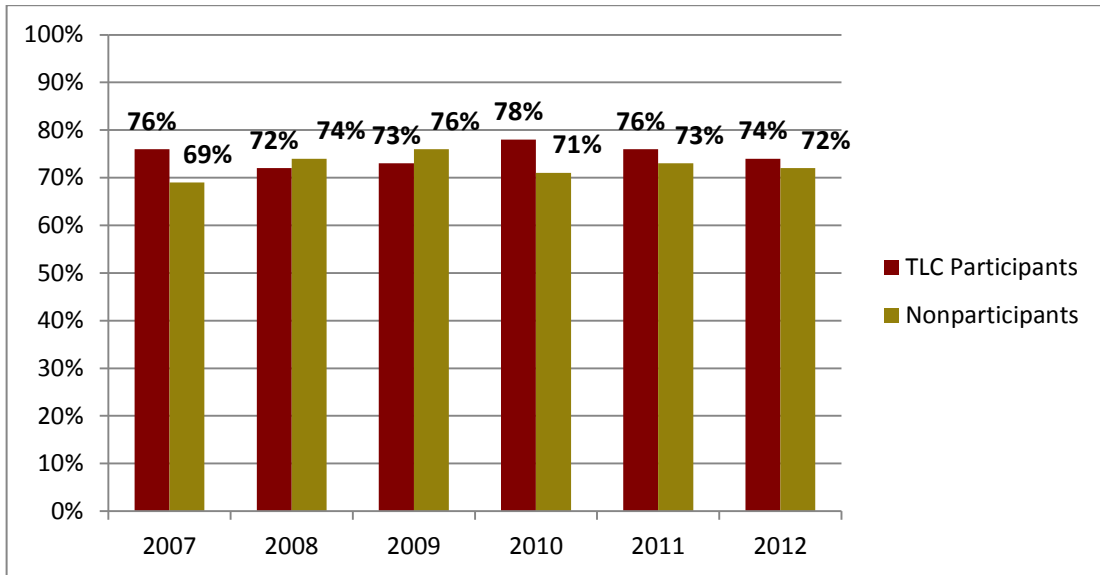Percentages rounded to the nearest whole.

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TLC Participation and Academic Success Outcomes

• The Themed Learning Communities (TLCs) program is designed to engage first-year students, faculty, librarians, advisors, peer mentors, and others in a community of learners to explore interdisciplinary connections through enriching learning experiences. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both in and outside of the classroom. TLCs are designed to provide a structured first-semester learning environment where students can develop a strong sense of community and explore connections across disciplines.

• The TLC program has experienced steady growth over the past decade (2003–2013). As displayed above, a total of 829 first-time, full-time IUPUI students were served in TLCs, which represented the most students served in the program to date (30% of FT, FT cohort). There were 40 sections offered in 2013. A total of 877 students actually participated (completed the course and were not administratively withdrawn and did not withdraw).

• TLC participants have had higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth and many new instructional teams were formed. Program administrators have made data-driven changes to help ensure that the program fidelity is maintained during periods of growth. The one-year retention rates over a six-year period are shown below.

• 2011 TLC participants had significantly higher one-year retention rates of (76% compared to 73% for nonparticipants). Based on the results of a logistic regression analysis, TLC participants had a 33% better odds of being retained compared to nonparticipants, even when academic preparation variables, income level, first-generation status, admit date (as a proxy for motivation), and gender were entered in the first step.

TLC Program Growth

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TLC Participants' One-Year Retention Rates Compared to Nonparticipants

Note: One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, and 2011 cohorts (HS GPAs, SAT scores, gender, income level, and admit date). 2012 one-year retention rates are preliminary.

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TLC Program Participation and Academic Success Outcomes

Compared to Nonparticipating First-Time, Full-Time Students

2012	First-Year GPA	% Below 2.0 GPA	Fall-to-Fall Retention Rate[*]
TLC	2.64	22%	74%
Nonparticipants	2.72	20%	72%
Overall	2.68	20%	73%
2013	**First-Year GPA**	**% Below 2.0 GPA**	**Fall-to-Fall Retention Rate[*]**
TLC	2.85	17%	**91%**
Nonparticipants	2.81	19%	**88%**
Overall	2.82	19%	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 ($p < .001$).
[*]Retention rate based on IUPUI Indianapolis only (includes all degree-seeking bachelors, associates, and certificates).

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ANCOVA Results: Fall 2013 TLC Participation and Fall GPA

	N	Fall GPA	Adjusted Fall GPA[*]
TLC	2.85	17%	**91%**
Nonparticipants	2.81	19%	**88%**
Overall	2.82	19%	89%

Note 1: Missing cases were excluded.
Note 2: Bolded items are statistically significant based on analysis of covariance (ANCOVA) results ($p < .045$).
Note 3: Partial eta squared = .023 indicating a small effect size.
*Covariates included in the model were high school GPA, SAT score, enrollment date (proxy for student motivation), and income level (received a Pell Grant or not dummy coded where 1 = received Pell Grant and 0 = did NOT receive a Pell Grant), and gender (dummy coded where 1 = female and 0 = not female or male).

2013 TLC Student Groups/Underrepresented Minority Participation

(N = 877 TLCs, N = 2,613 All Others or Nonparticipants)

|	TLC Participants		All Others IUPUI	
	N	% of TLC Population	*N*	% of All Others Population
African American	103	**12%**	219	**8%**
Asian American	28	3%	125	5%
Latino	83	10%	198	8%
International	1	**0%**	104	**4%**
Female	587	**67%**	1404	**54%**
First-Generation	322	37%	901	35%
Pell Grant	405	**46%**	1063	**41%**
25 or Older	1	0%	35	1%
Conditional Admit	16	2%	84	3%
Campus Housing	340	**39%**	797	**31%**

Note 1:Missing cases were excluded.
Note 2: Includes only first-time, full-time beginners.
Note 2: Bolded items are statistically significantly and practically different based on chi-square test results (p < .05).

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Summer Bridge–Themed Learning Communities

- The Summer Bridge-TLC (SB-TLC) program was designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. Summer Bridge interventions may help students tap the full power and potential of their high-impact practices (learning communities, seminars, service learning) offered during the first year.
- There were 271 first-time, full-time students who participated in the SB-TLC program in fall 2012. The number of TLC sections has gradually increased over the past six years. Only 195 students participated in 2007.
- Students who participate in the SB-TLC program have consistently had higher persistence rates and graduation rates. The four-year graduation rate for 2009 participants was 24% compared to 19% for nonparticipants. The one-year retention rate for the 2012 cohort was 76% compared to 72% for nonparticipants. The one-year retention rates over a six-year period can be seen below.
- Results of hierarchical logistic regression procedures suggest that participation in the Summer Bridge Program prior to participation in multiple high-impact practices contributed to retention rates more than participation in high-impact interventions without Summer Bridge (first-year seminars and themed learning communities), even when controlling for student characteristics. In other words, we found that the SB-TLC intervention contributed to a larger proportion of variance in the one-year retention rate than the other programs tested in the model. Our investigations suggest that participation in multiple high-impact practices can have synergistic positive effects on students' levels of academic success and that offering Summer Bridge interventions can create a sense of readiness for high-impact practices offered during the first year.

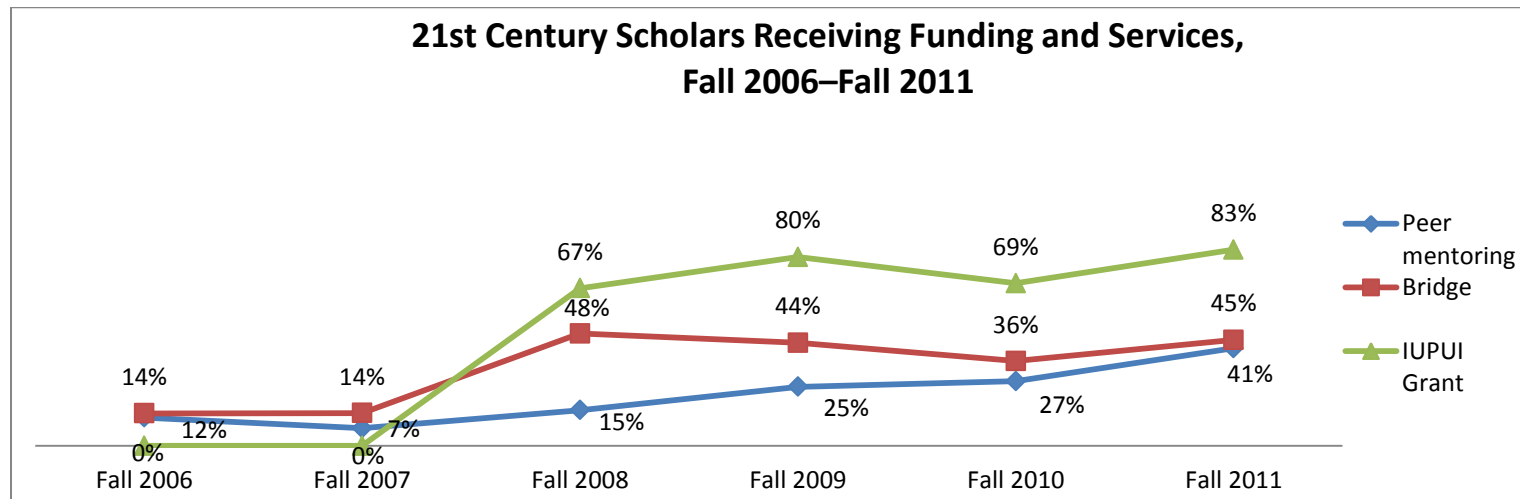**SB-TLC Participants' One-Year Retention Rates Compared to Nonparticipants**
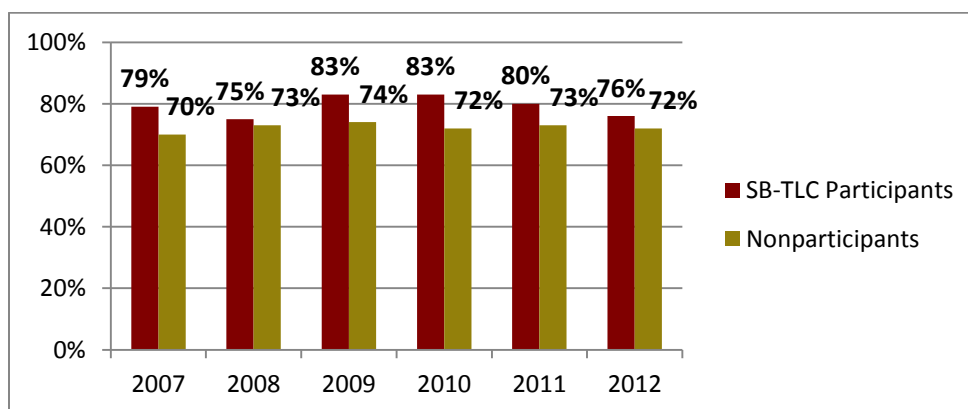
Note: One-year retention rates significantly are higher for Summer Bridge–TLC participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and admit date). 2012 one-year retention rates are preliminary. The difference was not significant for the 2008 cohort.

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21st Century Scholars Postsecondary Support Program

- Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21CS and other students at IUPUI. Students who participate in the 21CS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service.
- While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population.
- Programmatic interventions for 21CS include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI grant (scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring.
- 21CS are much more likely than IUPUI students overall to be African American, first-generation college students, low-income, and to have slightly lower levels of academic preparation.
- 21CS who received the IUPUI grant were still enrolled at IUPUI in the second year at a rate nearly the same as the overall student population (73% vs. 74%).
- The retention rates improve even more dramatically when 21CS participate in our success programs. The fall 2011 to fall 2012 one-year retention rate for 21CS who participated in Summer Bridge and peer mentoring ($N = 73$, retention rate = 92%) was higher than first-year students overall.
- 21CS who received the IUPUI grant and participated in two of our success programs, Summer Bridge and peer mentoring, achieved an average first-year GPA of 2.82. Those in the same group who did not participate in either of these programs achieved an average first-year GPA of 2.11.
- As can be seen below, as programming and financial support for 21CS increased over time, the one-year retention rate achievement gap narrowed.

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

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

Closing the One-Year Retention Rate Gap between 21st Century Scholars and All Other Students, Fall 2006–Fall 2011

Legend:
- 21st Century Scholars One-Year Retention
- Non-21st Century Scholars One-Year Retention

21st Century Scholars: 57%, 63%, 70%, 73%, 71%, 72%
Non-21st Century Scholars: 67%, 71%, 74%, 75%, 74%, 74%

X-axis: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011

21st Century Scholars Receiving Funding and Services, Fall 2006–Fall 2011

Legend:
- Peer mentoring
- Bridge
- IUPUI Grant

Peer mentoring: 12%, 7%, 15%, 25%, 27%, 41%
Bridge: 14%, 14%, 48%, 44%, 36%, 45%
IUPUI Grant: 0%, 0%, 67%, 80%, 69%, 83%

X-axis: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

University College Course Approved Student Learning Outcomes

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

First-Year Seminars (FYS-U110)

Students who complete a University College First-Year Seminar course should:

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

2) Complete a personal development plan (PDP)
    - Self-assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.

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- Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
- Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
- Goal setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
- Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They will identify specific short-term steps to reach their long-term goals.

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

Mentor Development Courses

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

Introduction to Mentoring Techniques (U201)
Students who complete a University College Introduction to Mentoring Techniques course should:
- Explain their role, responsibility, and contribution to the campus community.
- Explain and understand traits, functions, and activities associated with mentoring.
- Demonstrate how to access campus resources to support student success at IUPUI.
- Apply active listening skills and communication principles when working with students in their mentoring programs.

- Identify characteristics of diversity within the semester about the IUPUI student community to promote an inclusive learning experience.
- Recognize two positive tactics to maintain life balance in order to stay motivated for themselves and their students.

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

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

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

Direct Assessment Results Highlights
University College faculty members and instructional teams measure direct student learning outcomes by employing a course-embedded, authentic assessment approach. In previous semesters, faculty members engaged in a curriculum mapping process to identify which PULs

are a major or moderate emphasis in University College courses. In some cases, AACU value rubrics were adapted (see AACU website) as appropriate to assess students' learning outcomes. Faculty members also developed local rubrics to assess the assignments and written reflections based on the PULs.

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

University College Faculty Ratings of Student Performance on the PULs

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

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

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

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

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

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

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

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

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

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

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

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

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

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

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

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

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

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

Planned Changes Based on Assessment and External Program Review for Summer Bridge, UC First Year Seminars, and Themed Learning Communities Recommendations

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

Indirect Assessment Results Highlights

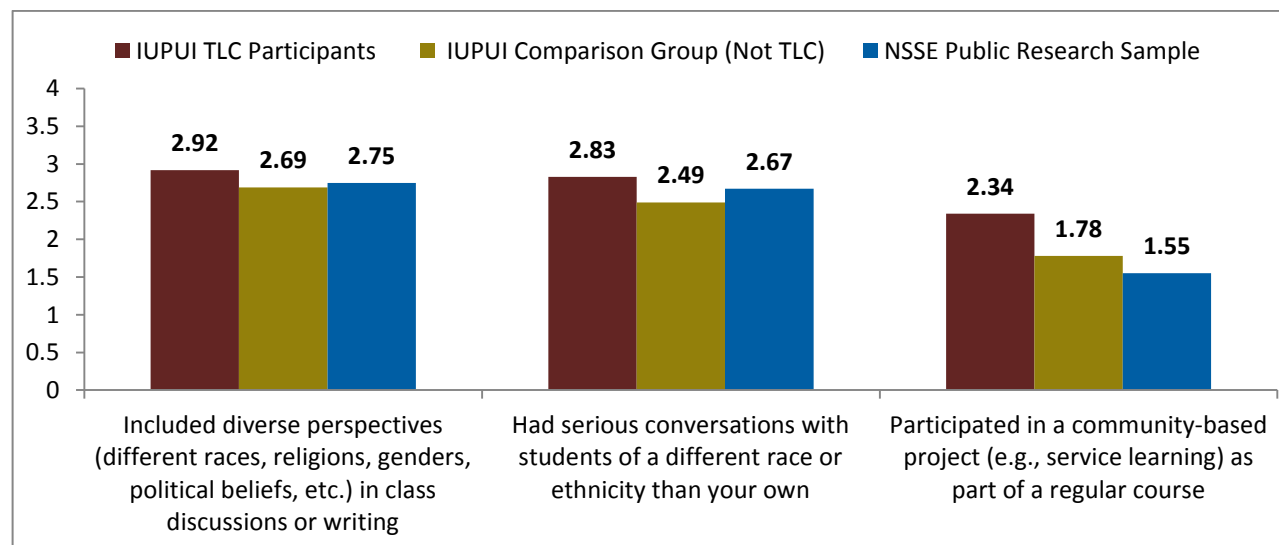The following are some instruments and methods that we use to collect indirect student learning outcomes (SLOs):
- National Survey of Student Engagement (NSSE)
- Continuing Student Satisfaction Survey (CSS)
- End-of-course and post-program questionnaires
- Pre/Post-questionnaires
- Focus groups and interviews
- Grade performance data
- Retention and graduation rates

Students' Experiences, Perceptions of Benefits, and Learning Outcomes

The National Survey of Student Engagement (NSSE) is designed to assess two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning. IUPUI first-year students that participated in TLCs had higher engagement levels in critical areas compared both to other IUPUI first-year students not participating in TLCs (based on independent samples t-test results, p<.01) and to the comparative NSSE sample comprised of Public Research Institutions. Results are displayed in below.
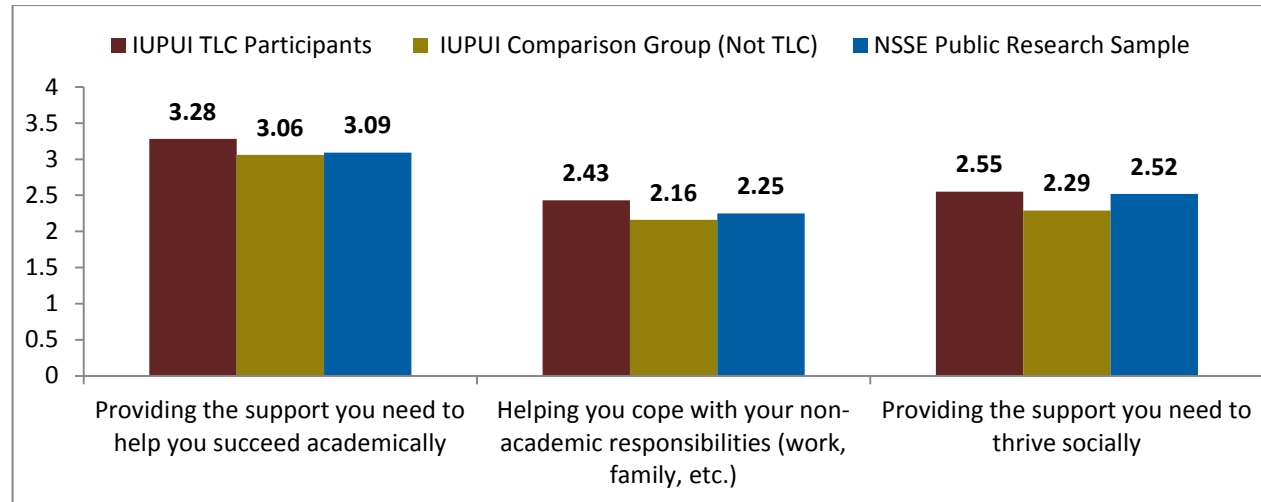
National Survey of Student Engagement Results

Academic and Intellectual Experiences

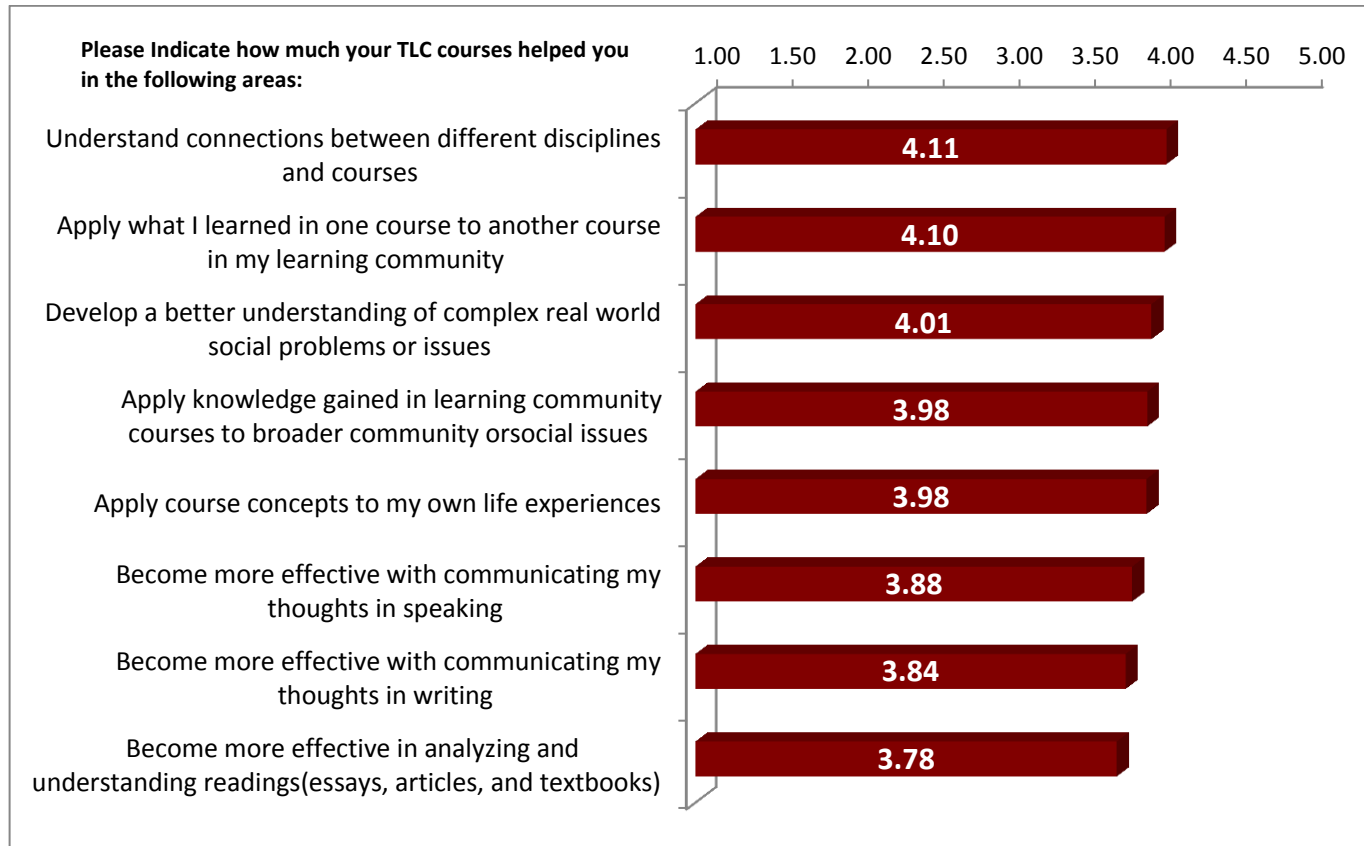Note: Responses based on a 4-point scale where 1 ="never," 2="sometimes, 3="often" and 4 = "very often"

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

Institutional Environment

Chart legend:
- IUPUI TLC Participants
- IUPUI Comparison Group (Not TLC)
- NSSE Public Research Sample

Category	IUPUI TLC Participants	IUPUI Comparison Group (Not TLC)	NSSE Public Research Sample
Providing the support you need to help you succeed academically	3.28	3.06	3.09
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.43	2.16	2.25
Providing the support you need to thrive socially	2.55	2.29	2.52

Note: Responses based on a 4-point scale where 1 ="very little," 2="some", 3= "quite a bit" and 4 = "very much"
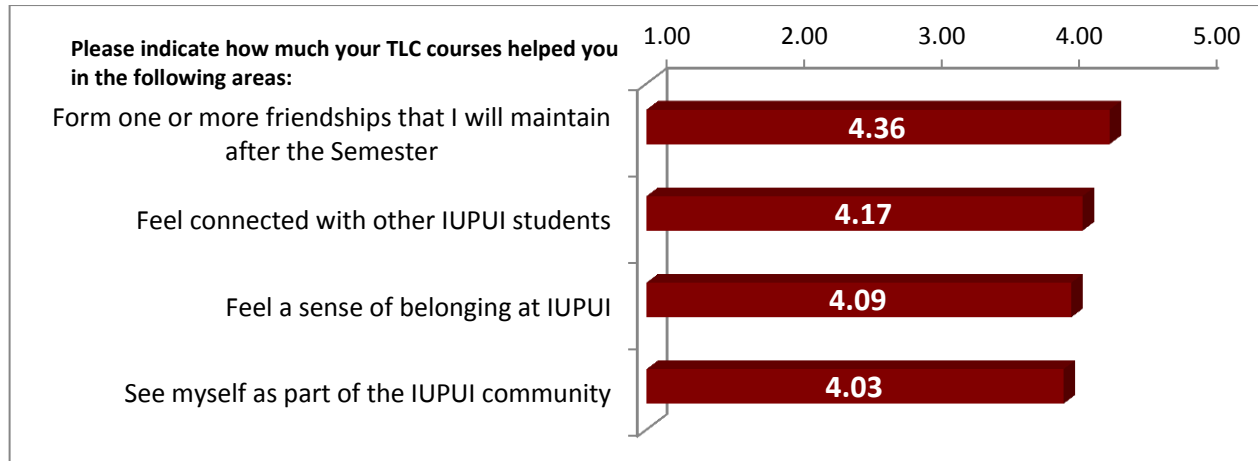
Students are asked to respond to anonymous end-of-course questionnaires each semester. A total of 697 students responded in fall 2013. Instructional teams are provided with individual reports displaying all means and frequencies as well as typed students' responses to open-ended items as a formative assessment strategy. Aggregate results are used for program evaluation purposes. Fall 2013 results are shown below. Students reported that the TLC program helped them improve their levels of critical thinking skills and integration/application of knowledge. Additionally, students reported high mean levels of sense of community experienced as a result the TLC program.

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

Students' Self-Reported Learning Outcomes PULs: Core Communication, Critical Thinking, and Integration and Application of Knowledge
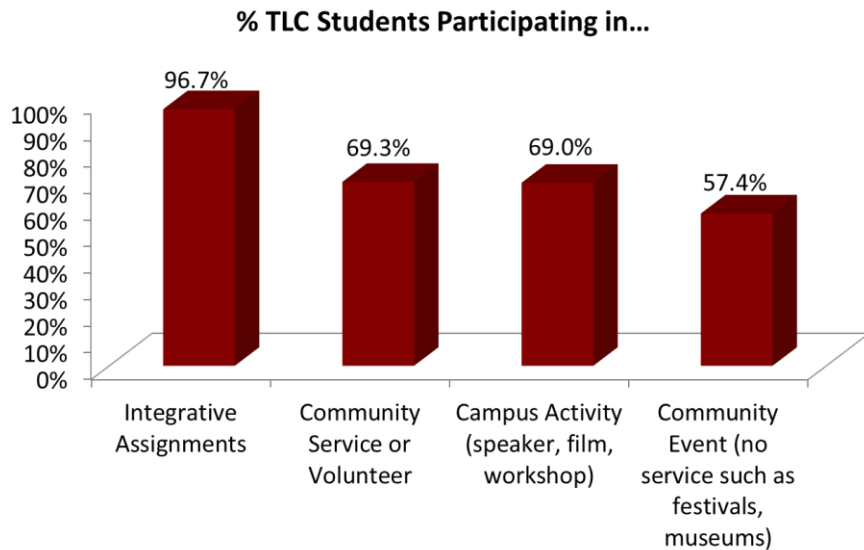

Please Indicate how much your TLC courses helped you in the following areas:

Area	Score
Understand connections between different disciplines and courses	4.11
Apply what I learned in one course to another course in my learning community	4.10
Develop a better understanding of complex real world social problems or issues	4.01
Apply knowledge gained in learning community courses to broader community orsocial issues	3.98
Apply course concepts to my own life experiences	3.98
Become more effective with communicating my thoughts in speaking	3.88
Become more effective with communicating my thoughts in writing	3.84
Become more effective in analyzing and understanding readings(essays, articles, and textbooks)	3.78

Note: Responses based on a 5 point Likert-Type scale where 1 = Very Little, 2 = Little, 3 = Some, 4 = Much, and 5 = Very Much

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

Students' Perceptions of Sense of Community Created by the TLC Program

	1.00	2.00	3.00	4.00	5.00

Please indicate how much your TLC courses helped you in the following areas:

Form one or more friendships that I will maintain after the Semester — **4.36**

Feel connected with other IUPUI students — **4.17**

Feel a sense of belonging at IUPUI — **4.09**

See myself as part of the IUPUI community — **4.03**

Note: Responses based on a 5 point Likert-Type scale where 1 = Very Little, 2 = Little, 3 = Some, 4 = Much, and 5 = Very Much

TLC Students Participate in Engaging Experiences/High Impact Practices

% TLC Students Participating in...

- Integrative Assignments: 96.7%
- Community Service or Volunteer: 69.3%
- Campus Activity (speaker, film, workshop): 69.0%
- Community Event (no service such as festivals, museums): 57.4%

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

First Year Seminar U110 University College Focus Group Results

A series of 13 student focus groups were conducted during Fall 2013. Please review the comprehensive U110 Focus Group Report in **Appendix E**. The purpose of the investigation was to understand students' perceptions of fall 2013 University College U110, First-Year Seminar (FYS) courses. Students enrolled in a FYS were asked to voluntarily participate in focus group interviews at the end of the semester. Students were asked to provide feedback about what they found most and least valuable about the course, suggestions for improvement, and the instructional team. Participants also provided information about their experiences completing an electronic Personal Development Plan (ePDP) and other assignments and activities. Student responses to these topic areas were de-identified, analyzed, and shared with specific instructional teams through individual feedback reports. Trained members of the Office of Student Data, Analysis, and Evaluation (OSDAE) facilitated the FYS student focus group interviews. The evaluation research project was supervised by Dr. Michele J. Hansen and approved by the IU Institutional Research Board (IRB #1310590044).

Recruitment Procedures. Students who agreed to voluntarily participate in the focus group interviews were asked to stay after class on the last day of the semester. As an incentive for participation students were provided pizza and refreshments. Prior to the start of interviews, potential student participants were given an IRB approved Study Information Sheet (SIS). OSDAE team members reviewed the SIS with participants highlighting the study's purpose, its procedures, and the nature of confidentiality. Only student participants and members of SDAE were present during the FYS focus groups. The group interviews lasted 30 minutes to one hour in duration and were audio recorded.

Participants. A total of 68 students participated in (n = 13) separate FYS focus group interviews. As shown in the table below, participants tended to be female, 18 or 19 years old, white, and studying as non-international students.

<div align="center">

Student Participant Demographic Characteristics

Gender		*Race / Ethnicity	
Female	56	American Indian or Alaskan Native	1
Male	12	Asian	4
Total	68	Black or African American	13
Age		Hispanic	0
18	33	White	46
19	27	Other	1
20-24	5	Prefer not to respond	1
25 yrs. or older	0	International or Foreign Student	4
No response	3		
Total	68		

</div>

Note: participants responded to more than one race/ethnicity category.

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.

Data Analysis. Analytical procedures were designed to facilitate an exploratory content analysis of 13 FYS focus group feedback reports. Individual feedback reports detailed major themes of discussion found within separate group interviews. This comprehensive report considers an *overall* view of *all* FYS focus groups. Therefore, its main goal is to understand and describe notable themes and patterns of discussion found across all of the FYS focus groups.

Results. Overall, it was clear students are benefiting greatly from their FYS experiences. Across all focus group discussions students described the FYS as helpful and meaningful to their learning both inside and outside of the classroom. For example, students described developing peer connections and forming friendships, being introduced to campus resources, discovering more about their major and career, and receiving instructional team support, as most valuable course aspects. Additionally, students identified these same items on a short survey as being notably helpful. Most students completed an electronic version of the personal development plan (PDP) and described the project as being helpful in planning and mapping out a future. However, some students indicated having uncertain expectations with the project or concerns with the amount of work required to complete it.

Participants spoke very positively of their instructional teams and the support they received. Specifically, students identified faculty members as having a personal interest in their success, being resourceful, and answering important questions. Academic advisors were described as being helpful in providing assistance with planning classes and declaring majors. Students often described peer mentors as supportive contacts that could provide emotional support and information on campus activities. When asked by interviewers to describe any specific needs not met by the FYS course students usually replied that the "class met most needs". However, a few students explained they could have benefited from receiving more information on campus resources and participating in more major and career discovery. Some students cited unhelpful assignments, time commitments and restraints, a need for improved group work and additional peer connection opportunities as least valuable course aspects.

Students are engaging in meaningful learning experiences through their FYS courses. Still, focused FYS improvements may need to be considered based on student feedback. For example, while many students described completing an ePDP as helpful, some students indicated having uncertain expectations with the project. FYS instructional teams may benefit from exploring new ways to communicate their expectations of the ePDP to students. Additionally, most students indicated the FYS met their needs. However, instructional teams should continue to make certain students receive information on campus resources and participate in major and career discovery. Continuing to provide meaningful pathways that allow students to develop peer connections and form friendships will establish further the value of FYS courses. Finally, it may be helpful to continue to respond to student reported least valuable aspects (e.g., unhelpful assignments and time commitments) on a course by course basis via individual feedback reports. Taken together, these results are designed to aid University College administrators, faculty, staff, and other stakeholders in further developing evidence-based FYS improvements.

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Electronic Personal Development Plan (ePDP) (see UC Assessment Planning Matrix for information about EPDP Assessment)

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. During the 2013-2014 academic year there was a continued development of a conceptual model to guide the implementation and assessment of the ePDP. Additionally, there is currently a transition to the use of TaskStream as the new ePortfolio platform, which should increase the number of first-year seminars that utilize the ePDP. There was also a revision of guided prompts and rubrics to more closely align with learning outcomes.

Conceptual Model for the Electronic Personal Development Plan

Additional reports on the effectiveness of UC programs can be found at http://osdae.iupui.edu/ Website will go live at the end of October.
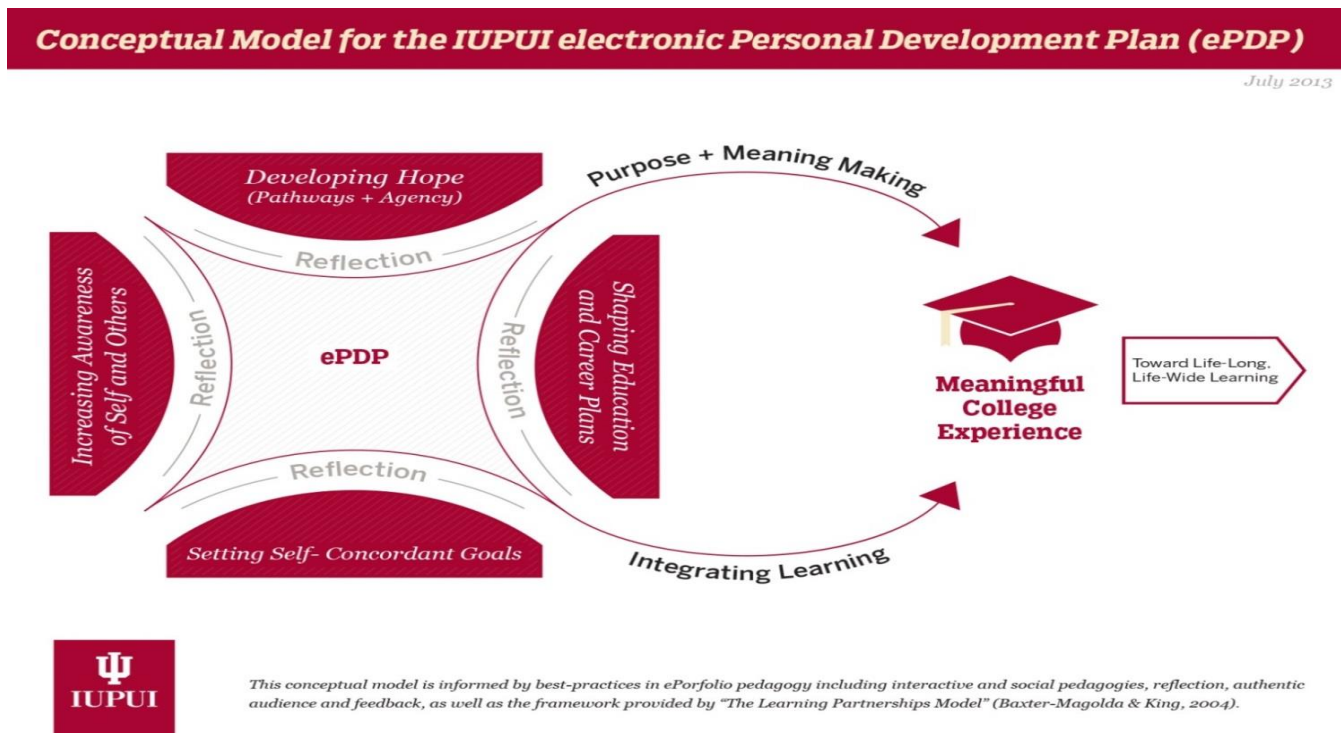
University College Assessment and Planning Matrix

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

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Program Description The 21st Century Scholars Success Program is the IUPUI support service for students who affirm their 21st Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the 21st Century Scholars Success Program is to increase the retention of IUPUI scholars and to provide support through degree completion to ensure a successful transition into the college experience. The 21st Century Scholars Success Program offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development, and personal growth. **Program Goals** The goals of the 21st Century Scholars Peer Mentoring Program are to provide support for first-year scholars, to positively impact student success, and to enhance student learning. **Peer Mentoring Program** The Peer Mentoring program provides each scholar participant caring mentors, positive role models, group and individual mentoring sessions, and a series of workshops and network events that focus on enhancing or developing strategies for success and referrals to academic support as well as personal and student development services on campus. The program served over 350 students during the 2013-2014 academic year. All students who participated in the program received the 21st Century Scholarship from the state of Indiana. **IUPUI 21st Century Scholars Grant** In addition to the state-funded scholarship, the majority of participants received the IUPUI 21st Century Scholars Grant. The grant requires students to maintain a 2.5 GPA and to participate in the Peer Mentoring Program in order to continue to receiving the funding.	**Assessment Methods** A combination of quantitative and qualitative methods has been used to produce critical information about the value and effectiveness of the program (summative or accountability assessment) and for making data-driven improvements (formative assessment). Quasi-experimental designs have been employed to assess the impacts of the 21st Century Scholars Success Program on levels of academic achievement, retention rates, and graduation rates. The following instruments have been used to assess student learning and program effectiveness: • Self-appraisal for mentors • Mentor evaluation rubric • Group mentoring session evaluation • Individual mentoring session evaluation • Pre/post college preparedness survey **Assessment Results: Retention, Academic Performance, and Learning** As the 21st Century Scholars Success Program has implemented programs, services, and policies to support the success of participating students, there have been notable and significant improvements in retention and persistence rates. The retention rates of 21stCS students in 2006 (prior to the 21st Century Scholars Success Program interventions) was approximately 58% and the retention rate for students who participated in programs offered by the 21st Century Scholars Success Program in 2011 was 74%. The retention rates improved when scholars participated in our first-year success programs (Summer Bridge and Peer Mentoring Program). The fall 2012 to fall 2013 one-year retention rate for 21st Century Scholars who participated in Summer Bridge and Peer Mentoring is 81%. The 21st Century Scholars who received the IUPUI 21st Century Scholars Grant and participated in peer mentoring achieved an	Learning outcomes for our first-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and to improve the effectiveness of the program and its corresponding activities and workshops. 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.

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21st Century Scholars Success Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Student Learning Outcomes: Through group and individual mentoring of students, we aim to achieve the following learning outcomes: • Students will transition from high school to college life; • Students will value and take ownership of their academic success. • Students will learn the value of diversity and creating an inclusive climate. • Students will become engaged with campus and community life. • Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.	average first-year GPA of 2.72. The 21st Century Scholars Success Program was awarded a 2012 NACADA Outstanding Institutional Advising Program Award for its Peer Mentoring Program.	

Academic and Career Development: Academic Advising		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

Annual Highlights
• Utilized staffing, student traffic, census, student satisfaction, and retention data to redesign the student services model for University College students and staff. Instead of assigning students to individual advisors, University College students are assigned to one of five major clusters. A set number of student success advisors (SSA) are assigned to each major cluster. One career consultant (CC) is also assigned to each major cluster. Clusters are below:
  o Health and Life Sciences (8 SSA, 1 CC)
  o STEM (6 SSA, 1 CC)
  o Arts, Humanities, and Human Services (3 SSA, 1 CC)
  o Enterprise, Policy, and Planning (5 SSA, 1 CC)
  o Exploratory (5 SSA, 1 CC)
• Utilizing census and certification data, we are able to determine that more students transition out of University College after the spring semester rather than the fall semester. This could be due to the admission cycles of application programs or the increased amount of time schools have to review and admit students during the
	Assessment Methods
	A post appointment survey is used to assess student satisfaction and student learning.
	
	Certification Data
	• The average hours when certified has consistently remained above the junior standing benchmark (56+ credits). When you take out post baccalaureate and transient students, the average hours when certified rises to 61.22 credits.
	  o 594 (48.69%) of those certified (to date) had less than 56 credit hours.
	  o 626 (51.31%) of those certified (to date) had 56 or more credit hours.
	• For certifications after spring 2014: 753 (62%) were FYU admits and 407 (33%) were TRU admits.
	  o FYU admitted in fall 2013 or spring 2014 that certified after spring 2014: 336 (27.5% of all certs).
	  o TRU admitted in fall 2013 or spring and summer 2014 that certified after spring 2014: 228 (18.7% of all certs).
		Future Goals and Directions
		• Utilizing retention data, the Retention Committee revised the reinstatement petition process for dismissed students. Initiated in the fall for spring reinstatement, all reinstatement decisions were made by a review committee instead of individual advisors. The percentage of students who were dismissed at the end of the fall semester was 35% and 23% in the spring after a new reinstatement committee review process was initiated.
		• Track students' movement from exploratory cluster to other clusters and from University College to the degree-granting school. Provide programming to move students to major commitment and certification as quickly as possible.
		• Provide targeted interventions to 56-hour students.
		• Review University College's certification methods when the new unit recorder is hired.
		• Assign students to major clusters instead of individual advisors with goal of increasing opportunities for advising interventions and of decreasing the average amount of time students remain in University College.
		• Recruit former STAR students who are enrolled and who

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Academic and Career Development: Academic Advising		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
summer. We will review our certification procedures and recorder's functions to see if we can assist in the fall to spring review. • Utilizing post appointment survey results, we provide staff with feedback on student satisfaction with our services and have emphasized service techniques to improve satisfaction.	**56 Hour Data** • The population in University College of students with 56 or more credit hours has remained between 20–30% for most of the last three years. The spring 56 credit hour student numbers during the spring semester has generally been higher than the fall semester of the same academic year (e.g., fall 2011 and spring 2012) except for fall 2013 and spring 2014. This will be an area to watch to see if this is the beginning of a trend, or an anomaly in the data. • Although certification data will still be compiled until fall 2014, the percentage of 56 credit hour students who have certified after spring 2014 is already on par with previous semesters. As certifications and acceptances to degree-granting schools continue, this number will most likely increase. • The percentage of 56 credit hour students in University College has been rising (except for spring 2014). We are unsure of the reasons behind this, so more exploration is needed. • Certification data is more accurate if pulled after fall census. **Retention Data** • Students who participated in the STAR program had an average fall-to-spring retention rate of 66% and a fall-to-summer/fall retention rate of 63%. • There was a slight decrease in the percent of students on first-time probation from fall 2012 to fall 2013: 4.1% to 3.36%. Spring 2013 to spring 2014 showed a slight increase in first-time probation: 6.87% to 7.51%. The increase was primarily due to first-time freshmen on probation after the semester: 199/419 in spring 2013 to 258/458 in spring 2014. • There was a slight increase in dismissal rates from fall 2012 to fall 2013: 5.7% to 5.9%. There was a slight increase from spring 2013 to spring 2014: 5.8% to 6.4%. Most of the increases for both semesters were due to an increase in V06 (academic hold for junior/senior standing) dismissals comparing fall 2012 and fall 2013: 77 to 112 and comparing spring 2013 to spring 2014: 86 to 114; probation numbers comparing spring 2013 and spring 2014: 193 to 226.	have improved their GPA to a minimum of 2.5.

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Academic and Career Development: Academic Advising		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	• Recruiting and retaining enough mentors for the number of students who are on probation for the first time is a challenge. Students are waived from STAR if they participate in other campus mentoring programs like Student Support Services, DEAP, or 21st Century Scholars. • Beginning fall 2013, spring reinstatement decisions were completed by a review committee instead of an individual advisor. The Academic and Career Development Retention Committee reviewed all petitions for spring reinstatement and made reinstatement decisions collectively. The percentage of students dismissed after their first semester dropped from 35% in the fall to 23% in the spring. • Reinstated students need more specialized assistance during their first semester returning from dismissal.	

Academic and Career Development: Career Planning		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

Quick Start Career Planning Workshops
• **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:
  o Identify three to five majors being considered
  o Identify three to five interests, skills, and values
  o Locate resources for more information about majors and careers
  o Identify three ways to explore majors and careers
  o Gain confidence in choosing a major and making career decisions
 	
Externship Program
	Quick Start Career Planning Workshops
	• **Findings:** In November 2013, February 2014, and April 2014, 45 students registered; 14 attended at least one session, 7 attended two sessions (4 of the 14 were referred to their best resource), and 4 completed all three sessions (including an individual session with counselor).
	  o Attendees at both workshop sessions:
	    ▪ Freshmen: 2
	    ▪ Sophomores: 4
	    ▪ Junior: 1
	• While students in the November session did not receive the pre-evaluation, students in that group who returned to the second session indicated a higher degree of confidence and hope in the major and career decision-making process. The pre-evaluation given to the February and April groups showed the following percentages of students agreeing to each of these statements:
	  o I can identify three to five skills that relate to my future work life (60%).
	  o I can identify three to five majors that I am
		Quick Start Career Planning Workshops
		• **Changes**: Due to organizational changes in Academic and Career Development, this workshop series will no longer be promoted campus wide. Teams (of ACD staff) can utilize this workshop model to provide programming to their student cluster populations.
		• Plan to have two facilitators, a student success advisor and career consultant, in order to better respond to individual needs.
		• Improve connection to individual appointments; give students concrete assignments in preparation for meeting with an advisor or consultant.
		
		Externship Program
		Changes: Due to organizational changes in Academic and Career Development and the strong employer connections that the Office of Student Employment has developed, the Externship Program will now be under the Office of Student Employment beginning fall 2014.

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Academic and Career Development: Career Planning		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

• **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:
    o Observe professionals in their typical work setting for a minimum of four hours
    o Describe the specific job tasks of the person(s) shadowed
    o Identify potential career opportunities with possible majors of study
    o Identify the interests, abilities, and values that may align with a particular career
    o Connect and evaluate the experience with personal interest, abilities, and values relating to self
    o Create a plan of professional career development
	considering (37%).
	    o I can identify three to five interests that I enjoy (43%).
	    o I can name three to five values that will impact my career choices (50%).
	    o I know where to get more information about majors and careers (37%).
	    o I know at least three 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:
	    o I can identify three to five skills that relate to my future work life (100%).
	    o I can identify three to five majors that I am considering (85%).
	    o I can identify three to five interests that I enjoy (100%).
	    o I can name three to five values that will impact my career choices (93%).
	• The attendance in this series is low, but the participants do indicate the ability to identify information about themselves and their resources that was lacking prior to attendance.
	
	Externship Program
	• **Findings:** In fall 2013, 175 applied; 48 were offered a match, 43 students participated, and there were 14 hosts. Compared to last year, we had an increase in applications, the same number of participants, and a decrease in hosts.
	• In spring 2014, 77 applied; 38 were offered a match, 28 participated, and there were 15 hosts. Compared to last year, we had a decrease in applications, the same number of participants, and a decrease in hosts.
	• A survey was administered to all students after the Externship Program to assess career self-efficacy. We gained IRB approval to begin the research on this group of students.
	• Students were required to submit an externship reflection paper. This was typically two pages in length answering the prompts below:	

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Academic and Career Development: Career Planning

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	- o Provide a summary of your externship experience that describes the specific job tasks of the person(s) you shadowed. - o Identify and explain how possible academic majors connect with your externship experience. - o Evaluate the interests, abilities, and values necessary for a job in the field, major, or industry and compare to your own. . - o What one to two steps will you take because of this experience? • Approximately 12 students (out of 71) turned in a reflection paper.	

Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
Program Description The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction, and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three areas: academic mentoring, academic success coaching, and tutoring support. **Program Goals** • To 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 toward making the student a more independent learner.	**Methods Used to Assess Student Learning and Success** • End-of-the-Semester Evaluations • Mentor Self-Evaluations • Grade Report (comparing participants to nonparticipants) • Program Participant Attendance • Instructor Evaluations • Program Evaluations • FLAGS Report **Major Assessment Results in the Areas of Retention, Academic Performance, and Learning** • Participants in the Supplemental Instruction program earned an average GPA of 3.25 with a 5.53% DFW rate, while nonparticipants earned a 2.41 GPA with a 28.04% DFW rate. Students who went 1–10 times received a GPA of 1.36; 11–13 times received a GPA of 2.54; and students who went more than 14 times received a GPA of 3.08 on average. • Exam Jam study review sessions were held to help students prepare for their finals. Academic mentors facilitated a lecture-based review session, while students enjoyed discussions, snacks, and received clarification on hard-to-understand concepts. Of Exam Jams offered, 521 students attended the fall 2012 Exam Jam and 507	**Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:** • Continue increase in marketing efforts for the Tutor Matching Service to make students aware of the tutoring support across campus. This will include: marketing tables, Facebook and Twitter promotion, campus board storming, and constant contact e-mails for courses that are supported by the Tutor Matching Service. • Increase the communication with the instructors who work directly with BLC mentors. Planned activities include: fall faculty workshop, mentor assessment dashboard for instructors, and ongoing communicating with at-risk mentors. • Increase the e-mail outreach used for students who have been flagged as at-risk by the new FLAGS system and follow up with instructors to communicate referral activities.

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Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	students attended the spring 2013 Exam Jam. • An Academic Success Coach program was piloted for second-semester freshmen to assist with goal setting, time management, and study skills. Overall, 95.3 % of students who provided feedback answered the question, "What is the degree to which your short-term/long-term goals were achieved?" indicated "Exceptionally Well." • Currently, 84% of gateway courses are covered by tutoring (through the Tutor Matching Services) or departmental academic support. Overall, 211 tutoring sessions were held during the academic year.	

Electronic Personal Development (ePDP) Plan		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Overview The personal development plan (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. **Student Learning Outcomes:** • 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	Overall results suggest the following: • Students participating in fall 2013 first-year seminar ePDP sections did not have significantly higher fall GPAs, first-year GPAs, or fall-to-spring retention rates compared to nonparticipants. • In Fall 2010, we did find statistically significantly higher first-year GPAs and retention rates for students who had completed the ePDP, but have not been able to replicate this result in any subsequent term. We postulate that this result is due to scaling up; in fall 2010, we had five faculty members in 16 first-year seminar sections, and every faculty member participated in a weeklong faculty development institute on ePortfolio pedagogy. • Exploratory students participating in fall 2013 first-year seminar ePDP sections had significantly higher fall GPAs and fall-to-spring retention rates compared to exploratory nonparticipants. The ePDP is designed to promote students' understanding of their educational goals, strengths, aspirations, and career. The reflective prompts also aid students in setting self-concordant goals and feeling a greater sense of purpose in pursuing their degrees. It appears that the ePDP process is particularly helpful for students who enter college as exploratory students.	**Ongoing Assessment and Implementation of Changes** • Continued development of a conceptual model to guide the implementation and assessment of the ePDP. • Transition to the use of TaskStream as the new ePortfolio platform, which should increase the number of first-year seminars that utilize the ePDP. • Revision of guided prompts and rubrics to more closely align with learning outcomes.

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Electronic Personal Development (ePDP) Plan		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
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.		

First-Year Seminars		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
First-year seminars (FYS) were designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian. The course aims to improve student success by: • Placing a strong emphasis on critical thinking, frequent writing, and information literacy • Introducing students to campus resources and career exploration and development • Creating opportunities for students to connect with each other and faculty	• A total of 796 first-year students participated in University College first-year seminars during Fall 2012 (beginning freshmen enrolling in at least 7 credit hours). There were 35 University College sections offered. • A total of 972 first-year students participated in University College first-year seminars during Fall 2013 (beginning freshmen enrolling in at least 7 credit hours). A total of 116 African American students participated in University College first-year seminars in fall 2013 (12% of participants). A total of 81 (8%) Latino(a) students and 32 (3%) Asian American students participated in first-year seminars in Fall 2013. • **Indirect Learning Outcome Assessment Results** Students reported participating in University College 2013 first-year seminars improved their ability to (% 4 good gain or 5 great gain based on a 5-point scale)): • Think critically about information and ideas (59%) • Write effectively in academic and professional work (58%) • Use reflective writing to understand my experiences (60%) • Determine the appropriate information sources for assignments and know how to retrieve them (55%) • Speak effectively for academic or career work (57%) • Communicate my thoughts in speaking (79%) • Identify major or future career that match my strengths, skills, and interests (70%) • Know requirements for a successful transition to my major (69%) • Have skills and knowledge to successfully navigate in a	**Ongoing Assessment and Implementation of Changes** • The personal development plan (PDP) continued to be a required element of all University College-sponsored first-year seminars, with additional resources devoted to encouraging faculty to consider adoption of an electronic PDP and training them to implement the electronic PDP in their sections. • Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning. • An annual workshop was developed by the First-Year Seminars Faculty Learning Community to address a need for professional development among FYS instructors and instructional teams.

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First-Year Seminars		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	complex and multicultural (64%) • Interact with students that are different from me (68%)	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The program's success is a compelling story of scholar perseverance and transformative impacts on participants. It has developed into a comprehensive program sensitive to the specific needs of each student and focuses on facilitating community, engagement, learning, and growth. Program assessment is guided by the following learning outcomes that provide specific targets for student learning and program success: **Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars by:** • Developing a personal road map for success • Utilizing goal-setting strategies • Developing critical thinking[*] • Developing intellectual depth, breadth, and adaptiveness[*] • Understanding and applying student learning concepts and methods • Demonstrating effective executive functioning **Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars by:** • Developing meaningful connections to fellow scholars • Offering academic and personal strengths to fellow scholars • Participating fully in program community service • Developing leadership identity and leadership skills in Nina Scholars Program **Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success by:** • Fully utilizing program guidance and support • Readily accessing unit, campus, and community	**Major Assessment Results in the Areas of Retention, Academic Performance, and Learning** • First-to-second year retention since 2001: 95% • Students persisting or graduated since 2001: 69% • Average cumulative GPA of program graduates: 3.24 • Average cumulative GPA of current scholars: 3.03 • Number of continuing scholars: 30 • Number of program graduates: 60 • Number of program graduates completed or enrolled in graduate school: 21 The first-to-second year retention rate for Nina Scholars is significantly higher than the university as a whole. The rate at which Nina Scholars are persisting and graduating since 2001 is remarkable, especially in light of the disadvantaged backgrounds and experiences of marginalization that characterize scholars' lives. A theme has also emerged from the qualitative data that highlights the degree to which scholars in the program are learning how to navigate challenges, move toward healthy interdependence, better utilize campus and community resources, and engage in a community of mutual support.	**Goals for 2014–2015:** 1. **Improve support for traditional-aged students; review and rethink first-year courses.** For fall 2014, the UCOL-U 110 Nina Scholars Seminar will continue to engage students in the exploration of college success and personal growth. The content of the course includes topics such as growth mindset, personal responsibility, making successful life transitions, self-discovery, resiliency, and self-concordant goal setting. However, Class 14 scholars who are new to college will meet eight times during the semester for sessions focused on college success. All of Class 14 will meet for eight separate sessions focused on identifying and more fully utilizing their strengths, values, passion, and sense of purpose. They will develop electronic personal development plans (ePDP) over the course of the fall and spring semesters. 2. **Develop a follow-up plan based on findings of the 2013–14 qualitative study.** The study is not yet complete, but preliminary results suggest that scholars in the program are learning how to navigate challenges, move toward healthy interdependence, better utilize campus and community resources, and engage in a community of mutual support. 3. **Scale up the non-resource intensive elements of our success, including looking at culture, mutual support, and growth-mindset ethos.** A significant theme over the course of program evaluation and student feedback over the last 10 years is the transformative nature of the program. Students have cited the leadership, culture, experiences, relationships, and learning of the program that has changed their lives in very positive ways, creating new growth-oriented life trajectories. For 2014–2015, we will build on this strength of the program by

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Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
resources • Understanding how to develop academic and professional success networks **Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success by:** • Understanding and applying personal growth concepts and methods • Engaging in experiential learning • Developing and utilizing a sense of one's positive core and purpose • Developing an understanding society and culture[*] • Developing a sense of values and ethical standards[*] **Goal 5: Facilitate career development and graduate school readiness by:** • Understanding and applying career development concepts and methods • Developing commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose [*]Objectives noted with an asterisk come from IUPUI's Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of a degree. Following up on a six-year **Multiprogram Longitudinal Evaluation** completed in June 2008, a grant officer of the Nina Mason Pulliam Trust has collected student achievement, persistence, and graduation data. In years one through six, the annual evaluation report assessed student progress in comparison to a group of matched sample students who were eligible but not selected for the program. The findings of the initial study concluded that Nina Scholars performed as a group at a higher level than the comparison group in GPA, completion of credit hours, and persistence. The six-year-long study affirmed the benefits of the program's directors, student support including mentoring, financial assistance, and creation of a mutually supportive community of scholars.		creating a theme for the year that formalizes a set of concepts and, more importantly, opportunities to apply and practice the choices of an empowered person. The choices we will highlight throughout the year are: growth orientation, curiosity, appreciative thinking, self-awareness, healthy and conscious communication and interrelations, personal responsibility and integrity, positively engage challenges, and interdependence and community service.

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Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Over the last seven years, we have continued to track the success indicators of scholars and draw comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to the general student population of each institution. Nina Scholar graduation and persistence rates continue to exceed those of the general population of each institution: Nina Scholar Graduation Rate/Institutional Graduation Rate IUPUI: 67%/39% ASU: 63%/57% Ivy Tech: 60%/8% MCCCD: 50%/16% Cohort 12 Scholar Retention Rate/Institutional Ret. Rate IUPUI: 89%/72% ASU: 90%/80% Ivy Tech: 100%/46% MCCCD: 100%/51% **A longitudinal study** that will follow Class 14 is now being planned to reinstitute the survey to the annual evaluation and add focus groups and interviews. The goals of the study are to add qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model. **Faculty fellowships** contribute to the ongoing assessment of this successful program by conducting an intensive examination of specific elements of the program's inventory of documented best practices (e.g., scholar/program staff relationships, academic evaluation and intervention, campus and community partnerships). This past year, the program began a new faculty fellow study led by faculty Rob Aaron, director of student affairs		

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Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
assessment and planning. This ongoing project focuses on a qualitative study of program learning outcomes. **Purpose:** To understand student learning in Nina Scholars by way of analyzing participant reflections and responses to an end-of-year annual survey. Major emphasis is on assessing learning outcomes as well as recognizing emerging themes that suggest programmatic improvements. **Paradigm:** This is a qualitative study designed to understand why and how students have learned a concept in addition to understanding what specifically they have learned. A qualitative paradigm is appropriate for this type of research because this is an analysis of students' reflections on the learning process over a one-year (or longer) span of time. Qualitative analysis allows for a deeper view into understanding how students make meaning of certain concepts that allow program administrators to understand and improve the facilitation of the program in the future. **Method:** Past participants from the entering fall 2011 cohort were asked to reflect upon their learning at the end of their first year at IUPUI. Those questionnaires will be analyzed for themes by the researcher for this study. In addition, a similar questionnaire administered online was sent to the fall 2012 cohort during the fall 2013 semester in order to collect similar information that is currently being analyzed for themes and compared with the prior cohort. In addition to analyzing questionnaire data, the researcher will also review the personal development plans students have submitted during the past year in order to connect salient learning moments with themes revealed in the reflection questionnaires. Past faculty fellows research has aided the program in validating program focus on social and cultural capital in student success. Lower socioeconomic status students with less of the social and cultural capital associated with college and professional success must not only catch up but they must make a sometimes painful transition to the middle-class culture of the institution. Possessing less social and		

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Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
cultural capital are also sources of student identity and reinforce self-doubt and alienation. One particular innovation of the program has been to address social and cultural capital development as an objective of the program and infuse in many activities such as peer mentoring as well as through the ethos of the program. Another faculty fellow project to highlight is a study done by the IUPUI Center for Urban and Multicultural Education that focused on scholar loan indebtedness. That study found that scholars are taking out fewer loans for less money than in the past when the six-year study showed that scholars were taking nearly as much out in loans as their matched sample peers who were eligible but did not receive the Nina Scholars award. Led by faculty fellow Karen Black, director of program review and institutional improvement, a 2010–2011 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 PULs. For 2011–2012, we will select key learning objectives to assess. The final report included the following recommendations: • Annually refine learning outcomes based on programmatic experience and existing assessment to determine the ongoing 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. **Scholar progress reports** monitor scholar academic progress throughout each semester at 4-, 9-, and 12-week points and achievement levels compared to IUPUI averages. **Mentor evaluations** provide feedback from scholars on		

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Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
their mentor and the mentoring program. Administered twice a year, evaluations suggest students found mentors to be very helpful. However, they think mentors could be better equipped to support the success of students who come from marginalized backgrounds and face numerous challenges to success. **Scholar surveys** provide effectiveness data on individual programming events and overall assessment of the Nina Scholars Program by scholars. Scholars valued self-exploration that related to their goals and success planning. The more engaged scholars lamented lack of participation by less engaged scholars and suggested more stringent accountability for full participation. Scholars also expressed interest in more alumni connections, use of social media for communication, and increased promotion of campus resources.		

Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The mission of the IUPUI Office of Student Employment is to empower students to pursue and to succeed in meaningful, academically relevant college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through creating campus dialogue and understanding of synergy between academics and collegiate work experiences, establishing and maintaining best practices and expectations for student employment programs, providing professional development opportunities through services and programming, and connecting students and employers in mutually beneficial work experiences. **Goals** The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by: 1. Increasing the number of students working on campus 2. Promoting awareness of off-campus collegiate work opportunities	The Office of Student Employment assesses both student and employer learning and success, as well as behavioral change and application of learning, primarily using pre- and post-event surveys. **Relevant Data in Support of Goals** 1. Increasing the number of students working on campus: • The Office of Student Employment's employer services and initiatives for IUPUI departments and supervisors of student employees are aimed at increasing capacity for departments to employ IUPUI students. Data extracted from IUIE indicates growth in the number of IUPUI students working on campus for AY 2013–2014. • Part-Time Job Fair: Held on August 22, 2013, the Part-Time Job Fair connected over 85 on- and off-campus employers to over 1,400 IUPUI students. While 98% of employers intended to interview students they spoke with at the event, 97% reported intention to hire students they spoke with as a result of the event. 2. Promoting awareness of off-campus collegiate work	• The Office of Student Employment has utilized data and assessment results to clarify and to revise: departmental strategic planning and processes; services and programs for students and employers; training and presentation content and delivery; assessment tools and methodologies. • Future changes based on data and assessment results include continued enhancement of services and programs as well as use of data in marketing efforts to students, employer development services, and overall process improvement. • The Office of Student Employment will be working with the Student Data, Analysis, and Evaluation staff to assess the retention, persistence, and academic performance of student employees compared to non-student employees for AY 2011–2012, 2012–2013, and 2013–2014.

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Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
3. Enhancing student professional development and job preparedness 4. Increasing the quality of student employment supervision 5. Fostering integration of student learning through engaging and academically relevant college work experiences	opportunities: • Summer Job and Internship Fair: Held February 20, 2014, the Summer Job and Internship Fair connected over 45 employers with nearly 200 students to discuss summer part-time jobs and internship opportunities. • Job Local and Development (JLD) Program: Part of the Federal Work-Study Program, the Office of Student Employment administered the JLD Program and successful outreach in AY 2013–2014 to local employers to identify, develop, and increase the number of part-time opportunities available to IUPUI students. • JagJobs: The JagJobs job posting system made over 8,000 on- and off-campus job postings available to IUPUI students in AY 2013–2014. 3. Enhancing student professional development and job preparedness: • Appointments and drop-in services: The Office of Student Employment conducted 1,183 individual drop-in and appointment sessions with students regarding their part-time job search, resume and cover letter development, and interview strategies. • Excellence in Professionalism (EIP) Program: EIP is the Office of Student Employment's signature professional development program for students. EIP trains and educates students on professionalism topics spanning self-management, workplace expectations, relationship building, and job searching. Off-campus employers are the primary content deliverers for the program to allow students to network as well as place content in context of a professional workplace environment. In AY 2013–2014, over 55 students completed the program, which requires students to attend at least eight sessions and to complete professional development assignments. Students report highest gains in resume development, identifying important aspects of professionalism, adding experience to their resume, overall professional enhancement, and standing out as a job applicant. • Classroom and group presentations: The Office of Student Employment delivered over 140 presentations and workshops to both students and employers in AY 2013–2014 on professional development and job search topics, as well as supervisory development.	

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	4. Increasing the quality of student employment supervision:
	• JAGUAR Supervisor Training Program: In AY 2013–2014, the JAGUAR Supervisor Training Series was transformed and formalized into the JAGUAR Supervisor Training Program. Over 25 on-campus supervisors completed the nine-hour, six- session supervisor training program, which focuses specifically on the supervision of IUPUI student employees. Direct assessment results show an overall participant satisfaction rating of 9.6 out of 10.0 and a 100% behavior change rate, reflecting changed supervision behavior as a result of participating in the program.
	• Supervisor and staff brown bag series: Monthly brown bag workshops on a variety of student employment and supervision topics were delivered to supervisors and staff with over 100 total supervisors and staffs in attendance.
	• Employer development services: Individualized coaching and consulting services delivered to on-campus supervisors and staff, as well as off-campus employers, were formalized and strengthened in AY 2013–2014 to guide employers through:
	    o Recruiting, hiring, orienting, and training student employees
	    o Planning, budgeting, and creating academically relevant positions
	    o Leveraging and navigating the Federal Work-Study Program and process
	    o Supervising, engaging, and managing student employees
	5. Fostering integration of student learning through engaging and academically relevant college work experiences:
	• Federal Work-Study Program: In collaboration with the Center for Service and Learning and Office of Student Financial Services, 825 students utilized their Federal Work-Study Program award in over 92 on-campus departments and 73 community work-study agencies in AY 2013–2014. The Office of Student Employment supported the program through student education, award processing, and employer outreach and education.
	• National Student Employee Appreciation (NSEA) Week:	

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Office of Student Employment		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	NSEA is held the second full week of April each year. NSEA Week 2014 celebrated IUPUI students working on and off campus through events and programs to empower supervisors to appreciate their students, draw campus wide attention to working college students, and the selection of a Student Employee of the Year for the IUPUI campus that moves on to regional and potentially national selection by the Midwest Association of Student Employment Administrators and NSEA.	

Office of Transfer Student Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Vision Our vision is a simple three-part approach: partner, promote, and connect. We will partner with campus departments and schools to promote services and unique programming in order to connect transfer students to the IUPUI campus. **Mission** The Office of Transfer Student Services supports all transfer students after the point of admission by facilitating seamless pathways and encouraging programming and resources to ensure successful transition, persistence, and graduation. **Office Goals** The Office of Transfer Student Services supports transfer students' academic integration, social integration, and enhancement of students' goal commitment and self-efficacy. **Transfer-Year Experience Learning Outcomes** *Transfer Seminar: Kelley School of Business-X103:* • Locate important campus and personal resources that will aid in their success. • Identify important campus expectations, demands, and policies. • Research meaningful involvement opportunities. • Recognize the importance of their academic advisors.	**Fall 2013** *Transfer Seminar Highlights* • The Kelley School of Business transfer seminar continued this semester. Transfer seminars are modeled after University College's traditional first-year seminars, but are demographically targeted toward transfer students. • Course evaluation highlights: Instructor did not receive course evaluations from the Kelley School of Business. Instructor continues to pursue this issue. *Transfer Connection Highlights* • Transfer Connection was piloted this semester for exploratory and health and life sciences transfer students. The program was intended to be a two-day, full-day experience to jump start the student's transition experience. No monetary incentives were provided. *Evaluation Data—Exploratory Section (collected via program exit survey)* • Transfer Connection improved my ability to locate campus resources (e.g., career development, mentoring opportunities). 　○ Strongly Agree 　○ Agree • Transfer Connection improved my ability to find the locations of my fall classes.	**Changes Made to Transfer Seminars** (Kelley School of Business X103) • Restructure course to have more consecutive class sessions. • Change delivery model for ePDP. • Continue to increase the role of the student mentor. **Changes Made for Transfer Connection** • Specify more narrowly the population groups. • Increase marketing campaigns utilizing transfer student orientation, mailings, and e-mails. • Partner with other departments as related to the specific population group. **Changes Made for Transfer Insider** • Continue to send two full newsletters, one prior to the start of classes and one at midterms. • Add a monthly or biweekly blog post regarding just-in-time information or opportunities on campus. **SPEAk the TRUth** • This program has been discontinued.

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Office of Transfer Student Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
- Construct an academic plan of study toward graduation. - Demonstrate the application of leadership styles. - Implement strategies that will foster a successful transition to IUPUI. - Develop a community of peers. *Transfer Connection* - Understand transfer credits, including the distribution process and utilizing the Academic Credit Report toward a degree plan. - Develop a two-year plan that includes academic, career, and experiential components, as well as resources needed to be successful. - Explore career options for each student's major. - Develop a campus identity, including a connection with the campus and with other IUPUI students, as well as a pride in the campus. *School-Based Transition Program: SPEAk the TRUth* - Locate important campus and personal resources that will aid in their success. - Identify important campus expectations, demands, and policies. - Recognize the importance of connecting with their academic schools. - Develop a community of peers. *Transfer Insider* - Identify specific campus resources, both virtual and physical, to aid in their transition. - Recognize the importance of campus systems such as Onestart, academic calendar, etc. - Locate meaningful engagement activities throughout the first semester at IUPUI.	○ Strongly Agree ○ Agree - Transfer Connection outlined how my transfer credits distribute into a degree plan. ○ Agree ○ Neutral - Transfer Connection connected me with an academic advisor to plan for future semesters. ○ Strongly Agree ○ Neutral - Transfer Connection connected me with other transfer students. ○ Strongly Agree ○ Agree - Describe what aspects of this program were MOST helpful: ○ Degree programs were perfect; finding my classes was very helpful; sitting down and talking with the advisors and mentors ○ The counseling - Describe anything that was **not** included in this program, but would have been helpful: ○ Everything was helpful ○ Nothing - What specific suggestions do you have for improving the Transfer Connection program: ○ Nothing ○ Nothing *Evaluation Data: Health and Life Sciences Section* Program surveys were not collected by the health and life sciences instructional team at the conclusion of the program. The team attempted to reach out to their students by sending the survey electronically, but with no response. *SPEAk the TRUth Highlights* - SPEAk the TRUth was a revisited pilot of the TRUexperience model from spring 2013. The section was staffed by a SPEA academic advisor and a SPEA transfer student mentor. 44 students in Oncourse site: inactive. - No students attended the weekly mentor hour option.	

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Office of Transfer Student Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	• Two students attended the SPEAk the TRUth Bootcamp during the first week of classes. *Transfer Insider Highlights (with two issues in circulation)* • Average open rate: 24.33% • Average click rate: 2.45% **Spring 2014** *Transfer Insider Highlights (with two issues in circulation)* • Average open rate: 42.6% • Average click rate: 3.35%	

Orientation Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
Academic Integration • Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation. • Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. • Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and to build a support system for their learning. **Social Integration** • Students will have the opportunity to make connections with other students. • Students will feel supported and will have a general sense of familiarity with the surroundings. • Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology. • Students will feel welcomed and connected to IUPUI. **Self-Efficacy** • Students will report that they feel prepared to meet the demands and expectations of college.	**Number of Students Served by Program** • In 2013, 3,369 beginning and 1,335 transfer students were served. • Students who attended orientation were likely to enroll; 96% of first-time freshmen, 92% of new transfers, and 91% of new intercampus transfers who attended orientation, subsequently enrolled in classes. **Beginning Student Exit Questionnaire Highlights** • 91% of these students reported that attending orientation improved their ability to make a successful transition to the IUPUI campus. • 90% agreed or strongly agreed that attending orientation improved their ability to meet the demands and expectations of college. • 96% learned how they can access campus resources and services available to help them be academically successful. **Qualitative Response Summary** • Overall, new students 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	**New Student Orientation** • Two-day overnight orientation programs were piloted to increase engagement and retention on campus (six programs total). • There was an increased focus on the tour and major/school presentations with information regarding financial literacy, the FYS/Bridge program, and student academic planning and preparation. **Transfer Student Orientation** • A full-day model was offered. • There was one check-in time daily with multiple advising times throughout the afternoon. • Three new sessions were offered: information about the transfer mentoring program, financial aid and wellness, and academic preparation session. **Changes Made for Beginners** • Collaboration was increased with university offices to provide programming on auxiliary services, housing, student involvement, parent and family programs, and EPSA. **Changes Made for Transfer Students** • A technology session was provided for all students.

Orientation Services		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
• Students will report that they have the ability to make a successful transition to IUPUI.	preferred to receive more information in person about financial aid, credit articulations, and the "unwritten rules" of IUPUI.	• An enhanced academic preparation session was offered. • An in-person financial aid session was offered. • The student panel was discontinued. • The Jag 102 academic session was also discontinued. **Changes Made for Family Members** • New methods for sharing information with family members were explored, including the use of different media to engage all learners. • A session on financial literacy/paying for college was added for students and family members. • Current literature regarding transitional services for family members was reviewed.

SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The SPAN Division offers innovative educational choices that respond to the unique interests and talents of high-ability secondary students, celebrate cultural and ethnic diversity, and foster student achievement. The SPAN Division follows the immersion model in which academically eligible high school students enroll in regular IUPUI courses taught by university faculty alongside regular IUPUI students for full college credit. Participants enroll in courses taught on campus, online, and off campus. **Scholars Summer Seminars** This six-week intensive course is designed to help SPAN scholars transition their academic career from high school to college by exploring study skills, note taking, and critical thinking and by developing effective time management skills. **Community of Learners** The semester-long course is intended to expose SPAN scholars to broad aspects of their chosen career by researching the various different career areas. In addition to career learning activities, students participate in regularly scheduled meetings with their classroom instructors and	**Assessment Methods** The SPAN Division recognizes that program assessment and evaluation is an integrated, ongoing component of academic life and the student experience through SPAN programming participation. Assessment and evaluation supplements program review for infrastructure, policy, and practice improvements. SPAN utilizes both quantitative and qualitative evaluation methods to determine programming effectiveness and to promote improvement. This framework provides a way to structure, gauge, and strengthen the learning experience of SPAN students across all of our programs. • Evaluation questionnaires are used to assess the effectiveness and to implement improvements for student services. • Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement. Student academic performance is collected to determine college readiness factors and precollege qualifiers and identifiers (such as course completion of AP, honors, dual	**Learning Outcomes** Assessment has demonstrated strong evidence that scholars have acquired the following through participation in the SPAN Division Scholars Summer Seminar and Community of Learners: • Improved effective writing and speaking skills (core communication) • Utilization of information resources and technology (core communication) • Increased critical thinking by demonstrating intellectual curiosity, problem-solving skills, and creativity in solving problems (critical thinking) • Application of skills learned in their Community of Learners seminar to their college courses (integration and application of knowledge) • Ability to make sound decisions with respect to individual conduct and citizenship (understanding society and culture) • Knowledge to describe the university's rules regarding academic honesty and plagiarism (values and ethics) • Ability to modify their approach to an issue or problem and knowledge to apply them to specific issues (intellectual depth, breadth, and adaptiveness)

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SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners

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

STAR (Students Taking Academic Responsibility)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
Each semester, Academic and Career Development provides a free service to students on first-time academic probation. These students are required to participate in an intervention to help them improve their grades. One of the primary intervention programs is STAR, which is a semester-long intensive mentoring program for University College students in academic difficulty. If first-time probation students do not participate in STAR, they must participate in another intervention program with the approval of their advisors. In 2013–2014, there were 743 University College students on probation, and 283 students who participated in the STAR program. **Objectives of STAR Mentors** Mentors participating in the STAR mentoring program will: • Meet weekly with the STAR student throughout the semester • Establish good communication with student • Help the student set long-term, semester, and weekly goals to provide motivation	**Number of Reinstatement Petitions Received/Number of Students Reinstated** Fall 2009: 129 petitions, 97 reinstated (76%) Spring 2010: 108 petitions, 85 reinstated (79%) Fall 2010: 175 petitions, 153 reinstated (87%) Spring 2011: 119 petitions, 101 reinstated (85%) Fall 2011: 181 petitions, 162 reinstated (89%) Spring 2012: 109 petitions, 83 reinstated (76%) Fall 2012: 173 petitions, 135 reinstated (78%) Spring 2013: 132 petitions, 90 reinstated (68%) Fall 2013: 138 petitions, 121 reinstated (87%) Spring 2014: 79 petitions, 73 reinstated (92%) **2013–2014 Reinstated Students Summary** Even though this cohort has only been reinstated since the fall 2013 semester, the trend continues that the first semester of reinstatement appears to hold the greatest opportunity for success or for redismissal for the fall 2013 cohort..	A long-range goal based on assessment is to target retuning adult students who were previously dismissed by hiring a graduate assistant.

STAR (Students Taking Academic Responsibility)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

• Discuss how improving life skills, such as time and stress management, can be applied to the student's academic endeavors
• Listen to student's story without making judgments about their academic or personal situations; offer support and encouragement to help student find better ways to deal with their issues
• Seek assistance from the STAR director or coordinator when needed
• Be familiar with available support services, student organizations, and workshops that could be helpful to the STAR student
• Hold the STAR student accountable to meet his or her commitments and goals, attend class regularly, and keep STAR mentoring appointments
	Of those who registered for fall 2013, 35.3% were dismissed at the end of the fall semester. Conversely, just under 26% were able to get off the V12 (register one term only) service indicator after their first semester of reinstatement.
	For spring 2014, there are currently 73 students enrolled at IUPUI who were part of the original 138 who were granted permission to register. Of those 73, 62 (84.93%) are still in University College, while 11 (15.07%) are in their degree-granting school.
	
	Of the 138 students given permission to register as reinstated students for fall 2013:
	• 121 students registered.
	• 116 remain registered throughout the semester.
	• At the end of the spring 2013 semester:
	   o 41 students were dismissed (this is 35.3% of 116).
	   o 7 chose not to enroll for the following semester (6.0% of 116).
	   o 30 students were off the V12 service indicator (25.8% of 116), of which one chose not to enroll in the following semester.
	
	In spring 2014:
	• 73 students, of the original 138, registered (52.89%).
	   o 62 students are in University College (84.93% of 73).
	   o 11 students are in a degree-granting school (15.07% of 73).
	• 62 University College students and spring 2014 service indicators:
	   o Academic: 40 (64.52%)
	   o V12: 18 (29.03%)
	   o No UCOL service indicator: 4 (6.45%)
	
	After fall 2013:
	• Of students dismissed:
	   o Average semester credit hours: 10.78 credits
	   o Average term GPA: 0.80
	   o Average cumulative GPA: 0.98
	• Of the students who got off V12:
	   o Average semester credit hours: 12.00 credits	

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STAR (Students Taking Academic Responsibility)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
	o Average term GPA: 3.31 o Average cumulative GPA: 2.24	

Student Support Services (SSS)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students. **Key Retention Components** • Connecting with students during orientation (advising and registration) • An SSS Summer Bridge section • An SSS themed learning community • Professional academic advisors and financial aid advisor on staff • Peer mentoring for first-year students (juniors and seniors who are SSS students) • Mid-year and end-of-the-year written reports sent to students • Tutoring staff • Grants and scholarships • 50–60 workshop options each year • Monthly newsletters electronically sent to students through OnCourse • Leadership development opportunities through leadership conferences and regional conferences through organizations • Cultural and social trips and activities • Working with students from orientation until graduation **Intended Outcomes** • Developed relationships (peer-peer and advisor-student)	**Assessment Findings and Highlights 2012–2013** **Retention Rates** All SSS Students: $N = 319$ (79%) SSS Females: $N = 242$ (77%) SSS Males: $N = 77$ (86%) SSS African American Students: $N = 186$ (78%) SSS African American Males: $N = 39$ (85%) SSS African American Females: $N = 147$ (77%) SSS Freshman: $N = 106$ (73%) SSS Sophomores: $N = 68$ (75%) SSS Juniors: $N = 67$ (84%) SSS Seniors: $N = 72$ (92%) **Graduation** 40 SSS Graduates 32% Six-Year Graduation Rate 23 SSS Graduates Were African American **Average Grade Point Averages** Freshman: 2.5 Sophomores: 2.6 Juniors: 2.7 Seniors: 2.8	*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.

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Student Support Services (SSS)		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**
• Student personal and professional development • Students equipped with successful strategies to be retained through graduation		

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

The Summer Bridge intervention was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices.
 	
Student Learning Outcomes
• Develop a comprehensive perspective on higher education
• Develop a community of learners
• Develop communication skills
• Develop critical thinking skills
• Develop study skills
• Develop college adjustment skills
• Understand the demands and expectations of college
• Understand information technology
• Understand and use university resources
 	
Learning Outcome Assessment Results
• At the completion of Summer Bridge, most participants complete a questionnaire:
  o Most students reported that they would recommend Summer Bridge to another first-year student (99%).
  o Results based on quantitative and qualitative investigations suggest that the Summer Bridge program helps students feel academically and socially integrated.
  o Students report that they are effectively introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective
	• A total of 586 fall 2013 first-time, full-time (Indianapolis only) students participated in the Summer Bridge Program. A total of 56 (10%) Summer Bridge students were African American and a total of 49 (8%) were Hispanic/Latino(a).
	• 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 three years (2010–2012).
	• Students from the 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%), and higher fall-to-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 students participating in Summer Bridge (92%) was notably higher than for Hispanic/Latino students not participating in Summer Bridge (81%).
	• Hispanic/Latino Summer 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 Summer Bridge participants were retained at 79% compared to 73% for nonparticipants, even when taking academic preparation and
		• Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning.
		• Assessment results of student learning outcomes were presented to and discussed with administrators and faculty in schools considering offering new Summer Bridge sections or increasing the number of sections, resulting in the addition of sections from the Schools of Informatics and Physical Education and Tourism Management.
		• In an effort to increase the enrollment of minority students, scholarship funding was again made available and increased outreach to Latino populations was explored.
		• Additional sections for international freshmen were created, including a hybrid section combining both domestic and international students in a multicultural experience.

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Summer Bridge Program

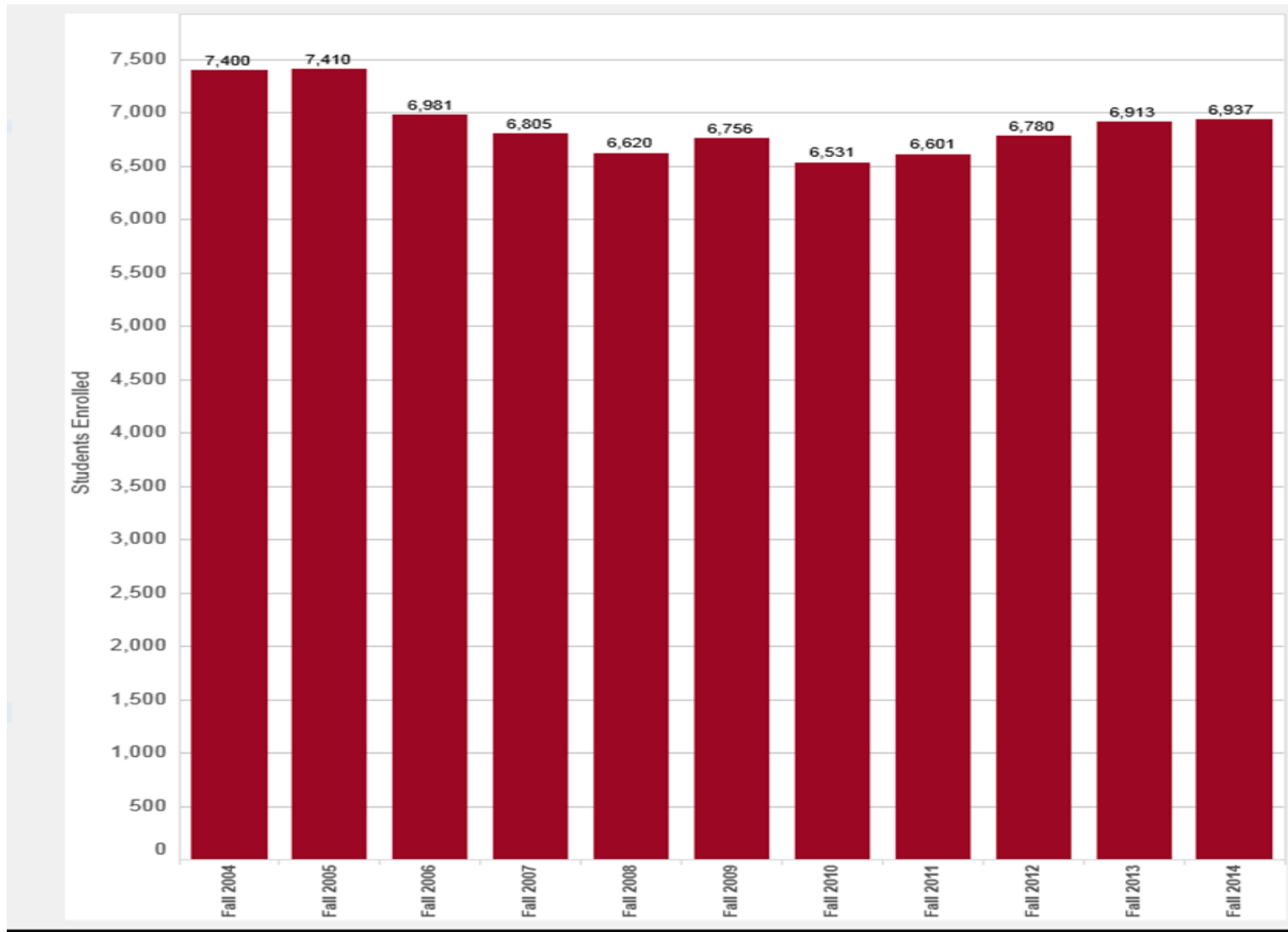| Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
study strategies o 2013 questionnaire results indicated that 99% of the students reported that the program helped them meet new people, 94% reported that they established close friendships, 94% reported that the program helped them locate appropriate campus resources, and 89% reported that the program helped them to develop an appreciation for social and cultural diversity. o A 2012 qualitative investigation. Students responded that meeting new people and forming friendships, learning to navigate campus and participating in tours, and receiving college transition assistance were aspects of the program that they valued the most. o Evidence from a multiple regression analysis suggested that four construct areas were related to student's program satisfaction: understanding college resources ($B = .236$; $p \le .01$), diversity and cultural awareness ($B = .141$; $p \le .01$), classroom strategies and instructional team support ($B = .163$; $p \le .05$), and developing connections and sense of belonging ($B = .138$; $p \le .05$). o An ANOVA with post-hoc revealed that on average answers in 2012 were significantly higher than those in 2009. The largest areas of growth were in diversity and cultural awareness ($r = .139$; $p \le .01$) and interactions with diverse peers ($r = .191$; $p \le .01$).	demographics into account (high school GPAs, SAT scores, gender, income level, and admit date).	

Themed Learning Communities (TLCs) Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
TLCs are designed to enhance the retention and academic success of IUPUI undergraduate students. The TLC intervention involves cohorts of students enrolled in three or more thematically linked courses, including a first-year seminar. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both inside and outside of the classroom. TLCs were designed to provide a structured first-semester learning environment where students could develop a strong sense of	• The TLC program has experienced steady growth over the past decade (2003–2013). There were 40 sections offered in 2013. A total of 877 students actually participated (completed the course and were not administratively withdrawn and did not withdraw). • TLC participants have had higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth and many new instructional teams were	• The TLC planning retreat focused on integrative assignments based on the data that integrative learning is correlated with student satisfaction. • Two new TLCs were added for fall 2014: o Pandemics and Plagues: An Unusual Look at Health Care. Students will explore careers in public health, health administration, sociology, medical humanities, and health professions while building a personal portfolio that demonstrates their skills in

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Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	**Assessment Findings Highlights**	**Changes Made Based on Assessment**

community and explore connections across disciplines.
 	
Learning communities have been advocated as effective interventions for enhancing:
• Student retention (Tinto, 2003).
• Engagement levels (Yancy, Sutton-Haywood, Hermitte, Dawkins, Rainey & Parker, 2008; Zhao & Kuh, 2004)
• Student learning and academic success (Hegler, 2004; Henscheild, 2004; Kuh, 2008; Stassen; 2003)
• Opportunities for service learning (Oates & Leavitt, 2003)
• Critical thinking and integrative learning (Lardner & Malnarich, 2008, 2008/2009, 2009)
 	
Student Learning Outcomes
Students will:
• Form one or more friendships maintained after the semester.
• Make connections between different disciplines and courses.
• Actively discuss complex issues and ideas.
• Describe complex real-world social problems and issues.
• Be effective in communicating thoughts in writing.
	formed. Program administrators have made data-driven changes to help ensure that the program fidelity is maintained during periods of growth.
	• Students participating in the Fall 2012 TLC program did not have significantly one-year higher retention rates or first-year GPAs compared to nonparticipants.
	• Students in the Fall 2013 TLC had significantly higher Fall GPAs (adjusted 2.88) compared to nonparticipants (2.81).
	• Students from some underrepresented minority groups had significantly better academic success outcomes and retention rates compared to their peers that did not participate in TLCs during the 2012 fall semester. 2012 TLC African American participants had a fall-to-fall retention rate of 73% compared to 63% for nonparticipating African Americans.
	• IUPUI was ranked fifth by *U.S. News & World Report* in "Up-and-Coming National Universities" in 2014. 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 (Fall 2013):
	  ○ 84% of TLC students reported that they were "satisfied" or "very satisfied" with their TLC experiences (compared to 75% in 2012).
	  ○ 97% reported that they completed a graded assignment (paper, project, speech, etc.) that required integrating ideas, strategies, or skills from a TLC class.
	  ○ 69% reported that they participated in a community service or volunteer activity.
	  ○ 69% reported that they participated in a campus activity (e.g., speaker, film, or event outside of class on campus).
	  ○ 57% reported that they participated in an activity or event in the Indianapolis community (that did not involve service).
		oral communication, critical thinking, writing, and leadership.
		○ Molecules into Medicine: The Chemical Biology of Life. This TLC is designed for honors students considering pre-professional graduate or health careers. Students will increase their exploration of both IUPUI and of their intended major and will engage in a health-related community service learning project. In addition, each student will select one area of scientific research that will serve as the basis for an interdisciplinary class project.

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Appendix A
University College Student Demographic Summary
Fall 2014

	N	%
Total	6,936	
Ethnicity		
American Indian/Alaskan Native	15	<1%
African American	1,006	15%
Asian American	267	4%
Hispanic	494	7%
International	322	5%
Native Hawaiian/Pacific Islander	10	<1%
Two or More Races	252	4%
White	4,494	65%
Unknown	76	1%
Gender		
Female	3,988	57%
Male	2,948	43%
Freshman	3,128	45%
Sophomore	2,073	30%
Junior	922	13%
Senior	296	4%
Undergrad Special/Unclassified	517	7%
Residency		
Indiana Resident	6,518	94%
Nonresident	418	6%

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University College Fall Enrollment

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Assessment Appendix B - Understanding the Characteristics of 2013 IUPUI First-Year Students

- The 2013 IUPUI first-time cohort includes 3252 first-time full time students and 238 part-time students. 5 year trends of part-time students are shown in Figure 1.
- Of the first-time full-time students, 64% (2078) are University College admits and 36% (1174) were admitted directly to their school. Figure 2 shows the five-year trends for dual/direct admits.
- 3% (100) of these students were conditionally admitted (Figure 3 and 3a)
- 34% (1113) of the first-time full time students live in campus housing (Figures 4 and 4a)
- 1% (39) are Veterans
- 7% (235) of first-time, full time students are in the Honors College
- 35% (1138) of first-time full time are first-generation college students (neither parent attended college) (Figure 5 and 5a)

Figure 1 Percent of Beginners Enrolled Part-time during First-Semester
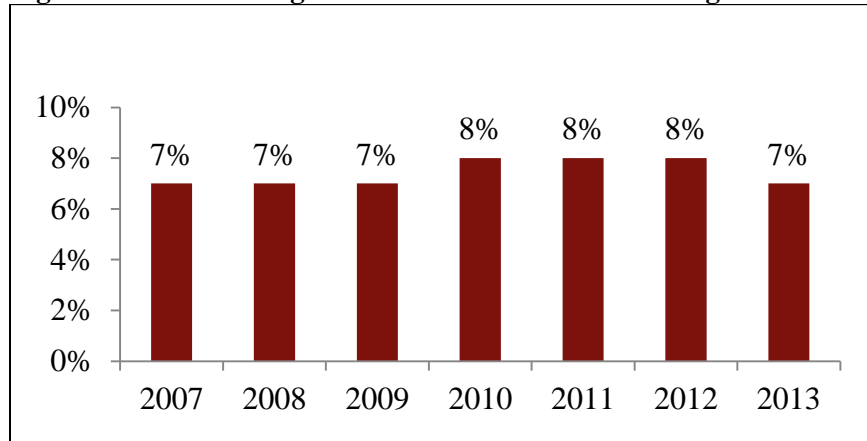
Figure 2 Percent Directly Admitted to a School (2007-2013)
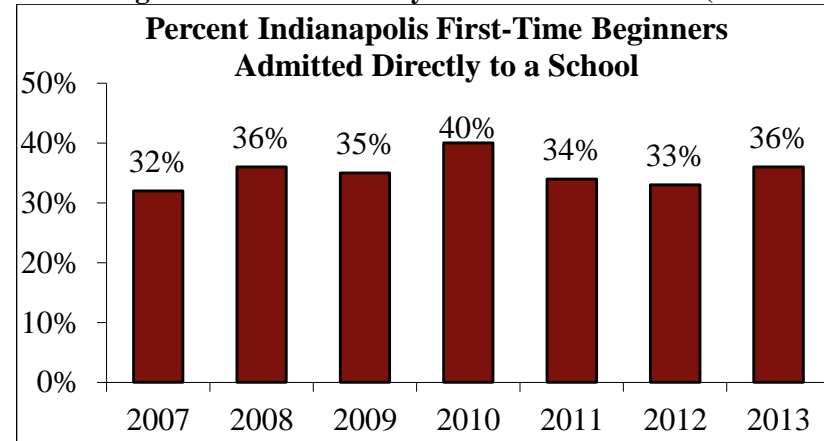
Figure 3 Number of Admitted Conditionally (2007-2013)
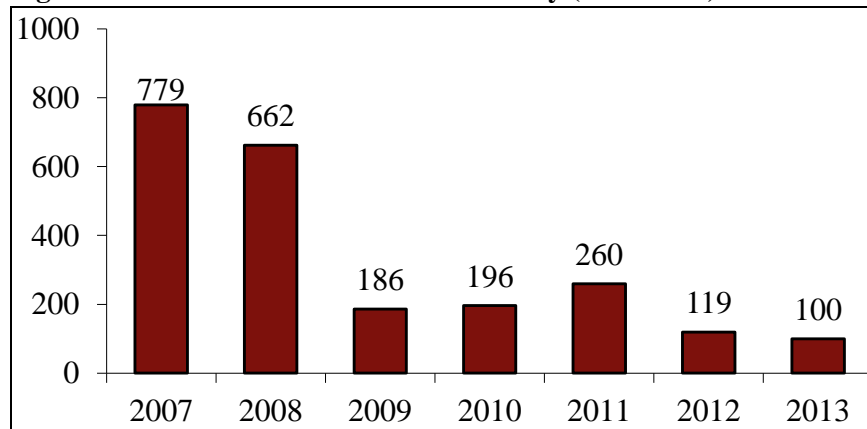
Figure 3a Percent Admitted Conditionally (2007-2013)

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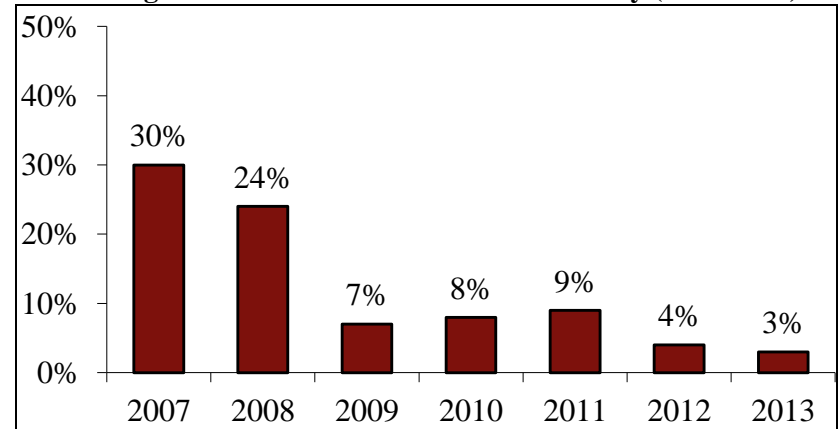
Figure 4 Number living in Campus Housing (2009-2013)

Year	Number
2009	669
2010	858
2011	901
2012	925
2013	1345
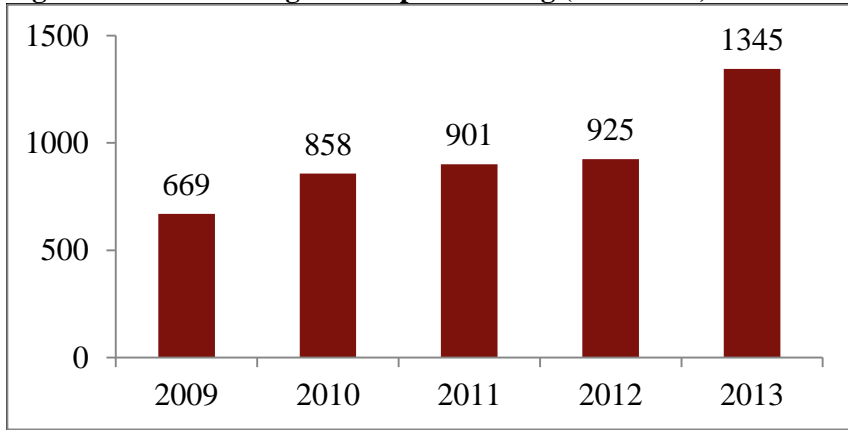
Figure 4a Percent Living in Campus Housing (2009-2013)

Year	Percent
2009	25%
2010	33%
2011	33%
2012	30%
2013	39%
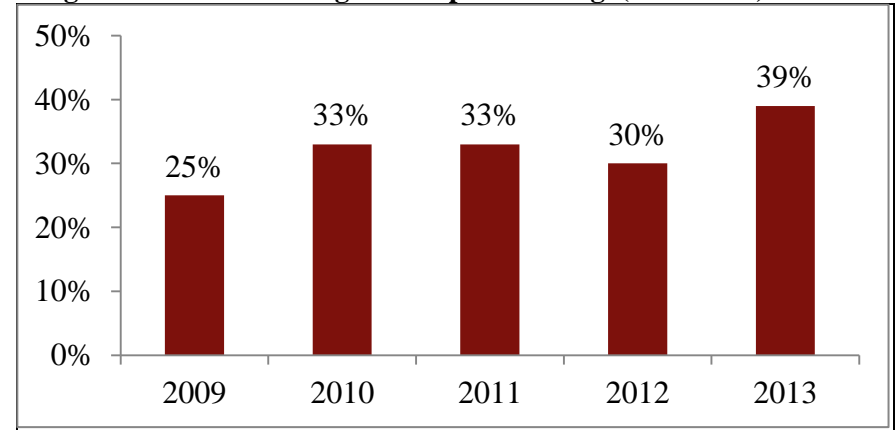
Figure 5 Number First Generation (2007-2013)

Year	Number
2007	1468
2008	1513
2009	1093
2010	1044
2011	1159
2012	1217
2013	1223
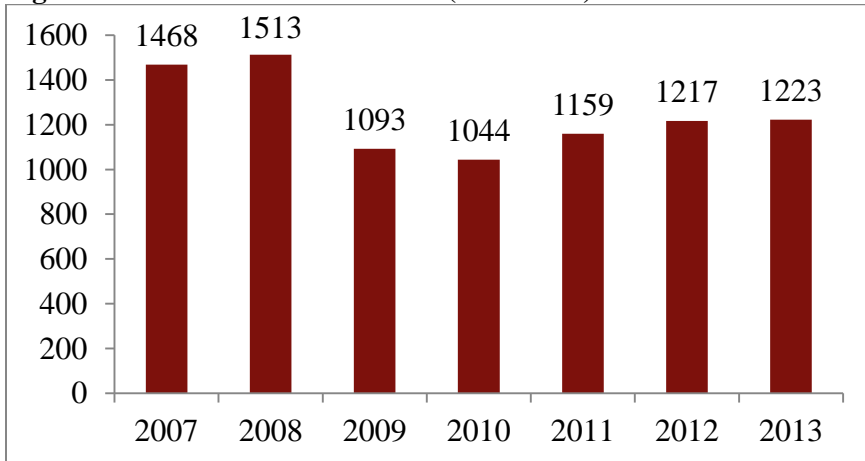
Figure 5a Percent who are First-Generation (2007-2013)

Year	Percent
2007	56%
2008	55%
2009	40%
2010	40%
2011	42%
2012	40%
2013	35%
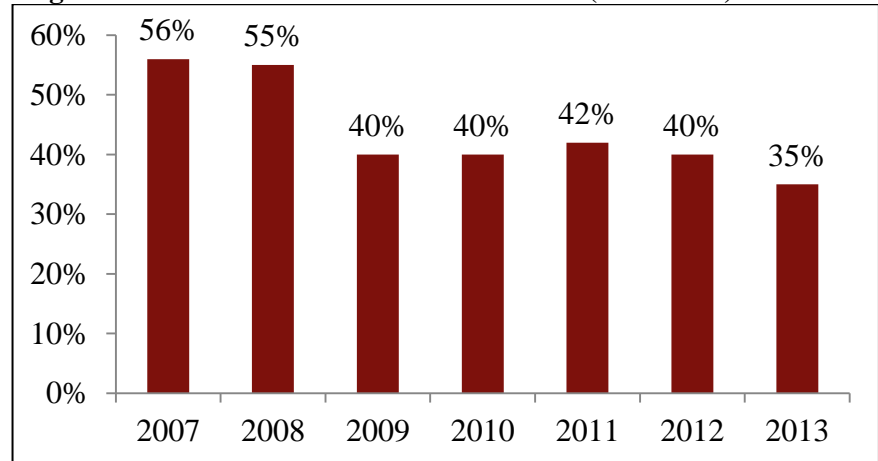
- The median age for first-time beginners is 18.75 (Figure 6)
- There are 36 (1%) first time beginners age 25 and older (Figure 7 and 7a)
- 16 (44%) of the first-time beginners over the age of 25 were enrolled part-time (Figure 7c)
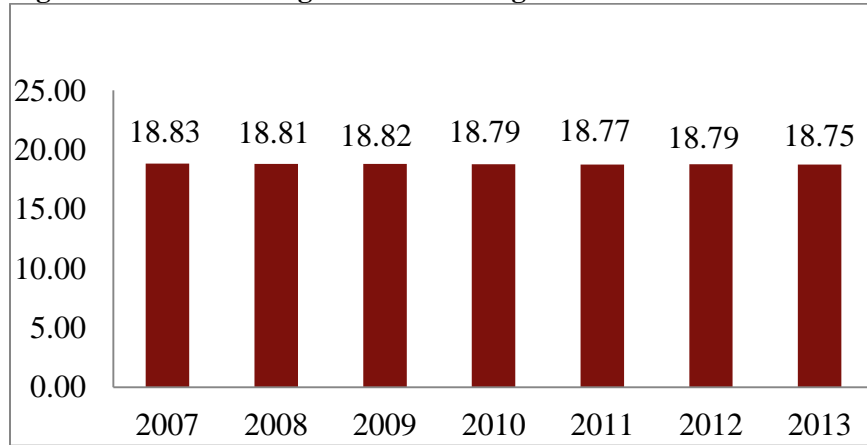
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Figure 6 First-Time Beginner Median Age

Year	Median Age
2007	18.83
2008	18.81
2009	18.82
2010	18.79
2011	18.77
2012	18.79
2013	18.75

Figure 7 Number of First-Time Beginners Age 25 and Older

Year	Number
2007	75
2008	97
2009	67
2010	48
2011	43
2012	42
2013	36
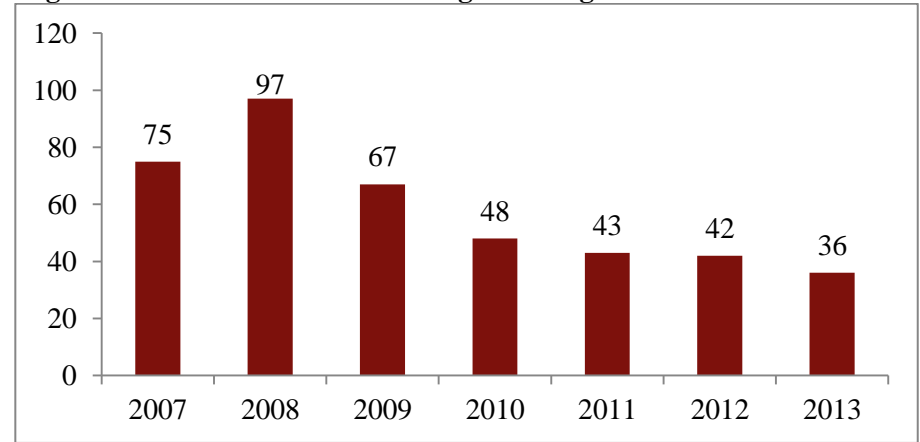
Figure 7a Percent of First-Time Beginners Age 25 or Older

Year	Percent
2005	6%
2006	5%
2007	3%
2008	4%
2009	2%
2010	2%
2011	2%
2012	1%
2013	1%
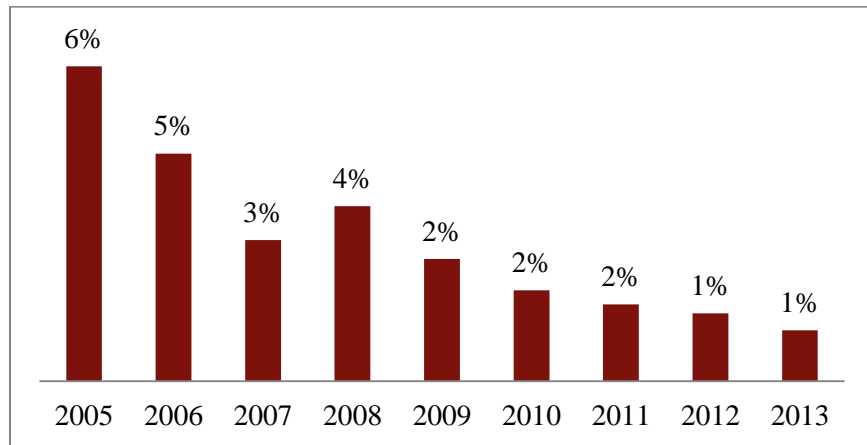
Figure 7c Percent of First-Time Beginners Age 25 or Older Enrolled Part-time

Year	Percent
2007	49%
2008	26%
2009	46%
2010	35%
2011	26%
2012	38%
2013	44%
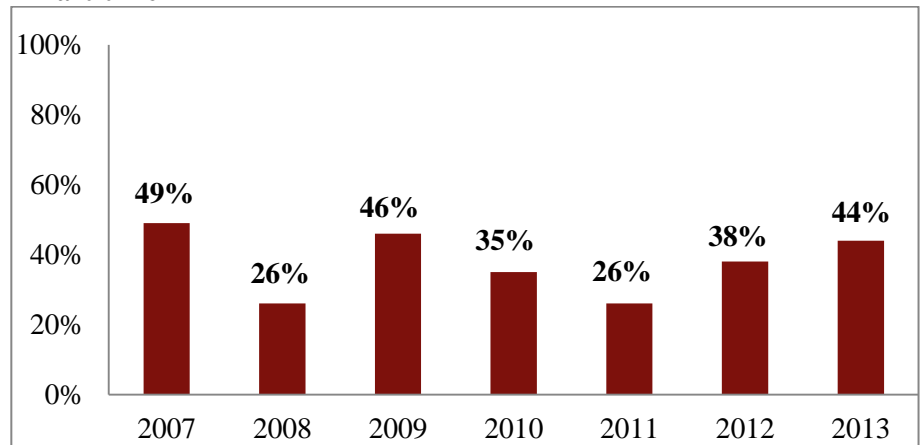
- 94% (3315) are Indiana residents (Figure 8)
- 3.1% (99) of the cohort are international students (Figure 9)
- Total cohort ethnicity can be found in Figure 10
- 9% of the total cohort are African American (Figure 11)
- 8% of the total cohort are Latino(a) (Figure 11)

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Figure 8 Percent of First Time Beginner Indiana Residents
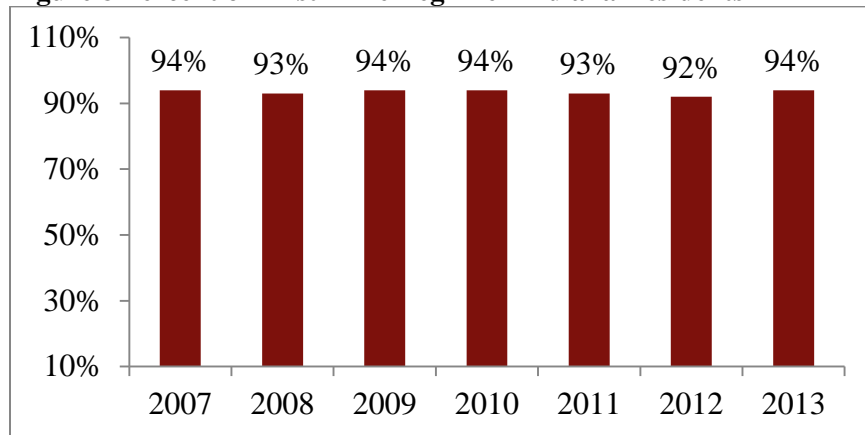

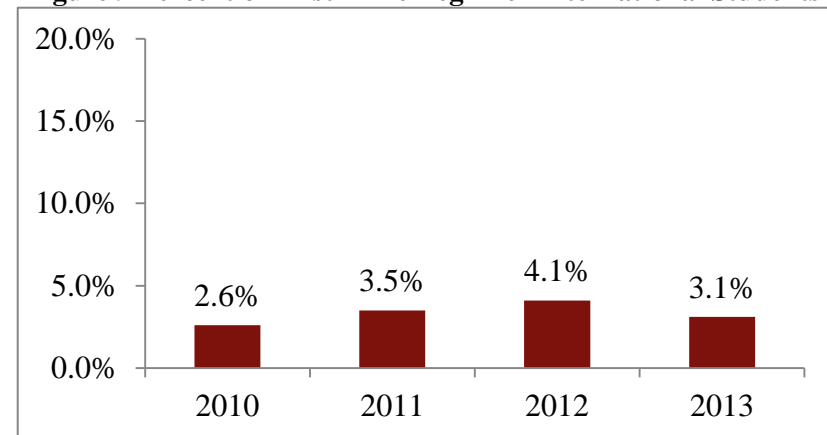**Figure 9 Percent of First-Time Beginner International Students**

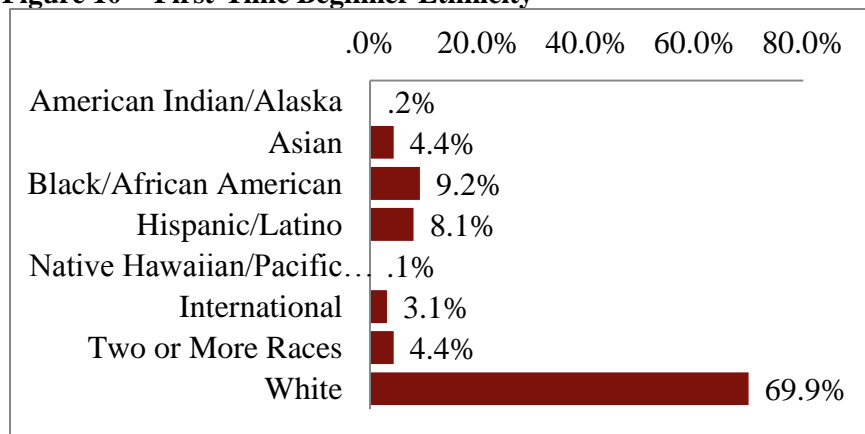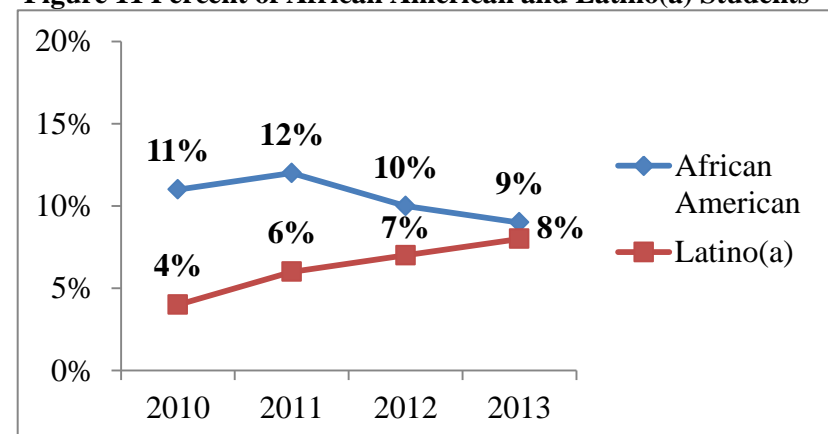**Figure 10   First-Time Beginner Ethnicity**

Figure 11 Percent of African American and Latino(a) Students

- 322 of the 2013 cohort are African American (Figure 12)
- 35% (108) African American students entered with a HS GPA above 3.30.
- 16% (48) African American students entered with an SAT score greater than 1015
- 281 of the 2013 cohort are Latino(a) (Figure 14)
- 58% (159) Latino(a)s entered with a HS GPA above 3.30

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- 37% (100) Latino(a) entered with an SAT score greater than 1015
- Figure 13 and 15 shows the percentage of female, first generation, and 15+ credit hours attempted for both the African American and Latino(a) students in the cohort.

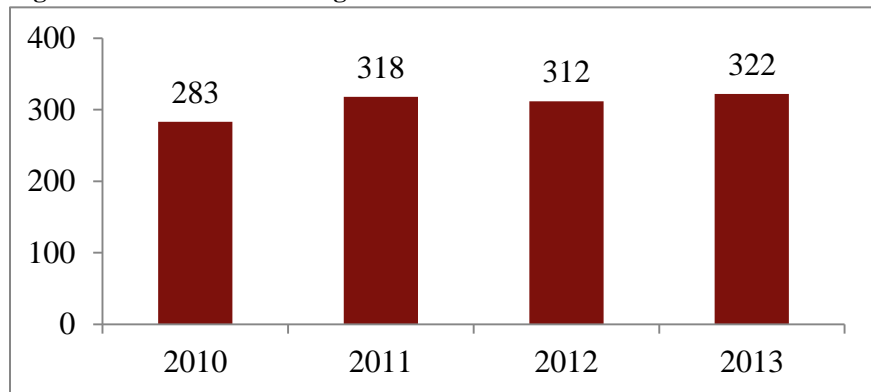**Figure 12 # of First-Time Beginner African American Students**

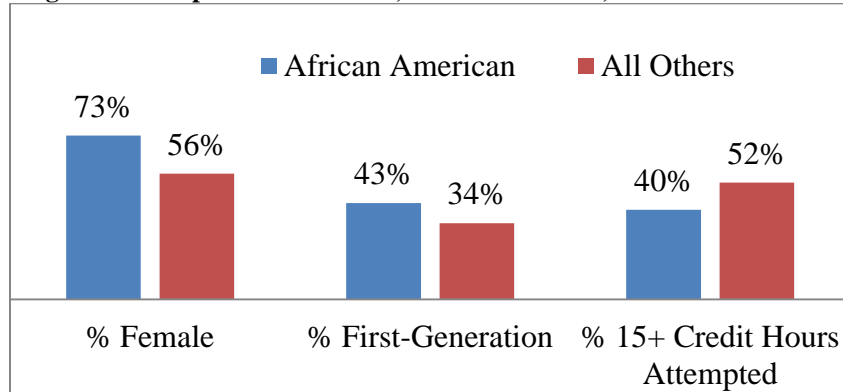**Figure 13 Comparison of Female, First-Generation, and 15+ credits**

Figure 14 # of First-Time Beginner Latino(a) Students
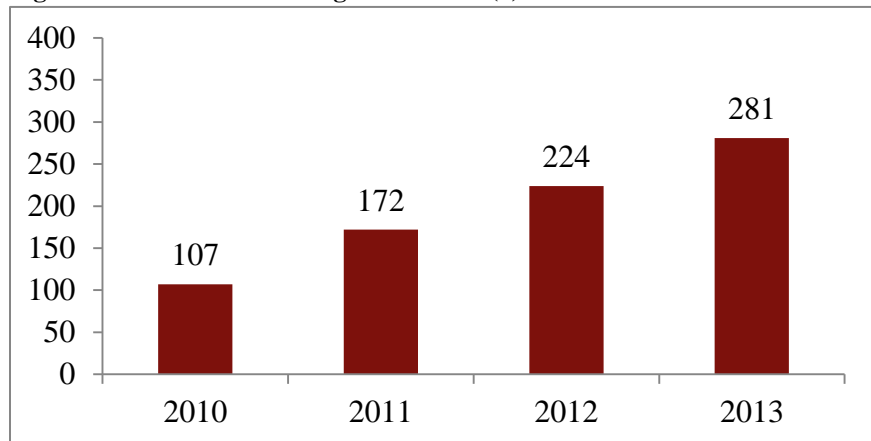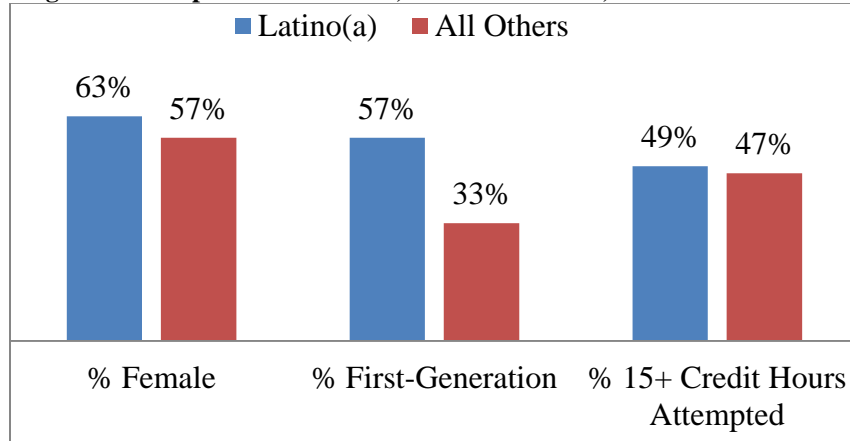

Figure 15 Comparison of Female, First-Generation, and 15+ credits

Further Characteristics of the Cohort

- With 3490 students, the cohort is larger than previous years (up from 3060) (Figure 16)
- Average HS GPA is now 3.38 (up from 3.32)
- Average SAT Score is now 1029 (up from 1023)

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- 65% of our in-state students have completed a Core 40 Diploma with Academic Honors (up from 59%) (Figure 17)
- 51% are attempting 15 or more credit hours in their first semester (up from 28%) (Figure 18)

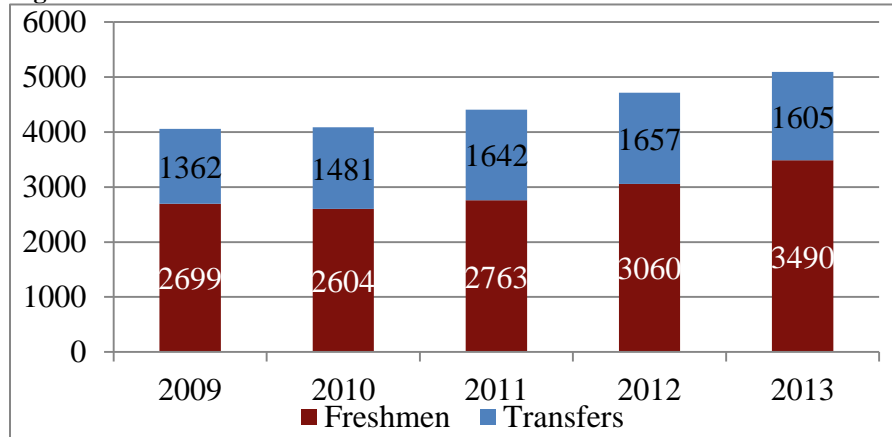**Figure 16 Total Number of Students in The Fall 2013 Cohort**

Legend: ■ Freshmen ■ Transfers

Transfers: 2009: 1362, 2010: 1481, 2011: 1642, 2012: 1657, 2013: 1605
Freshmen: 2009: 2699, 2010: 2604, 2011: 2763, 2012: 3060, 2013: 3490

Figure 17 # of Freshman with Academic Honors Diplomas

2009: 1432, 2010: 1285, 2011: 1357, 2012: 1673, 2013: 2127
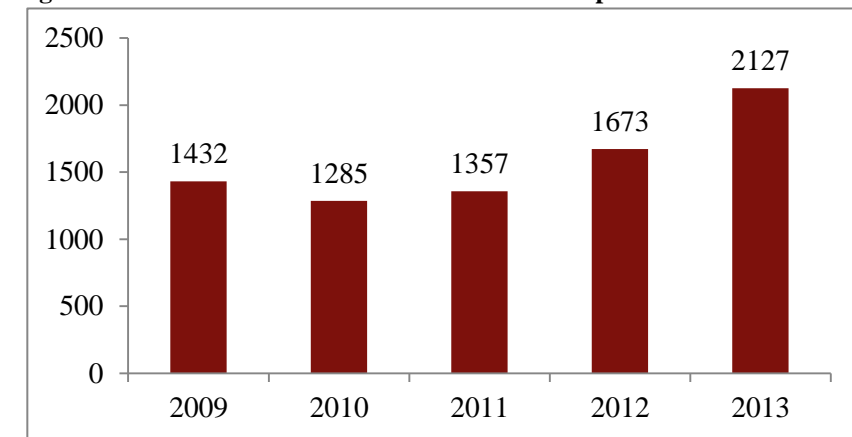
Figure 18 Percent Attempting 15 credits or more their First Semester

2005: 21%, 2006: 23%, 2007: 24%, 2008: 23%, 2009: 29%, 2010: 29%, 2011: 27%, 2012: 28%, 2013: 51%

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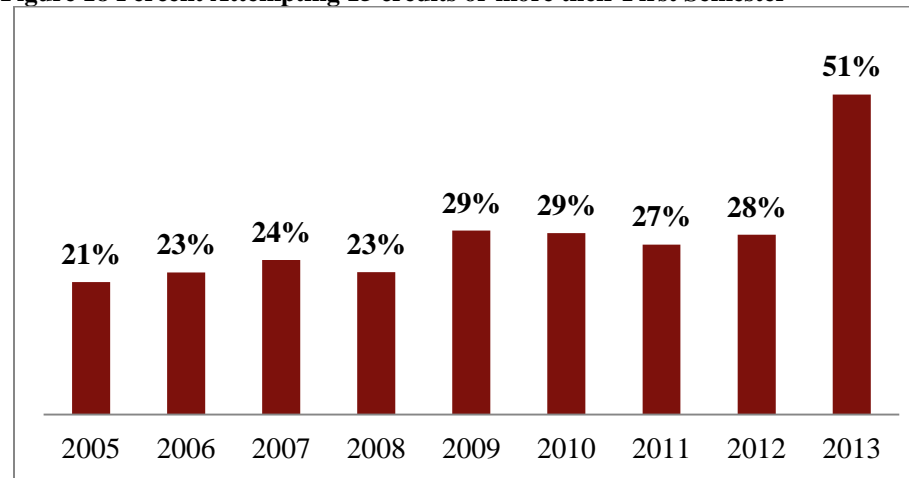
Entering Student Survey[1]

Sense of Belonging
Based on survey responses of "Moderately Agree or Strongly Agree"

- 67% (1227) feel a sense of belonging at IUPUI
- 59% (1084) feel they are a member of the IUPUI community
- 62% (1140) feel that they fit right in on campus
- 49% (893) feel connected with other IUPUI students
- 64% (1166) see themselves as part of the IUPUI community
- 67% (1207) believe it is important for them to graduate from IUPUI (e.g. rather than from another college)

Commitment to and Pride in IUPUI
Based on survey results of "Moderately or Strongly Agree"

- 14% (238) plan to transfer to another institution
- 20% (353) report it would take very little change in my present circumstances to cause me to leave this college.
- 74% (1290) are proud to tell others they go to school here
- 66% (1149) report that they are extremely glad that they chose IUPUI over other colleges
- 6% (105) report that there's not much to be gained by sticking with this college indefinitely
- 13% (221) report they could just as well be attending a different college with the same major.
- 4% (69) report that deciding to attend IUPUI was a definite mistake on their part.

Academic Hope
Based on survey responses of "Mostly or Definitely True"

- 64% (1111) report that if I should find myself in a jam, I could think of many ways to get out of it.
- 73% (1281) report that at the present time, I am energetically pursuing my goals.
- 56% (1004) report there are lots of ways around any school-related problems that I face
- 75% (1315) report that right now I see myself as pretty successful
- 73% (1288) report that I can think of many ways to reach my current academic goals
- 81% (1412) report that I see myself meeting the goals that I have set for myself.

Past Behavior

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[1] Based on first-time, full-time survey respondents, which may not represent the cohort total.

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Based on survey results of "Often or Very Often"

- 5% (88) report they came to class late
- 21% (367) report they waited until the last minute to get assignments done
- 14% (245) report they went to class without being fully prepared
- 89% (1548) report they strive for excellence in school work
- 83% (1437) report they comprehend all reading assignments
- 80% (1380) report they come to class with all required reading completed
- 72% (1252) report they revise papers to improve writing
- 64% (1118) report they ask questions in class

Time Commitments
Figures 19 and 20 illustrate how many hours per week first-time full-time students in the 2013 cohort expect to spend on typical activities during their first year of college

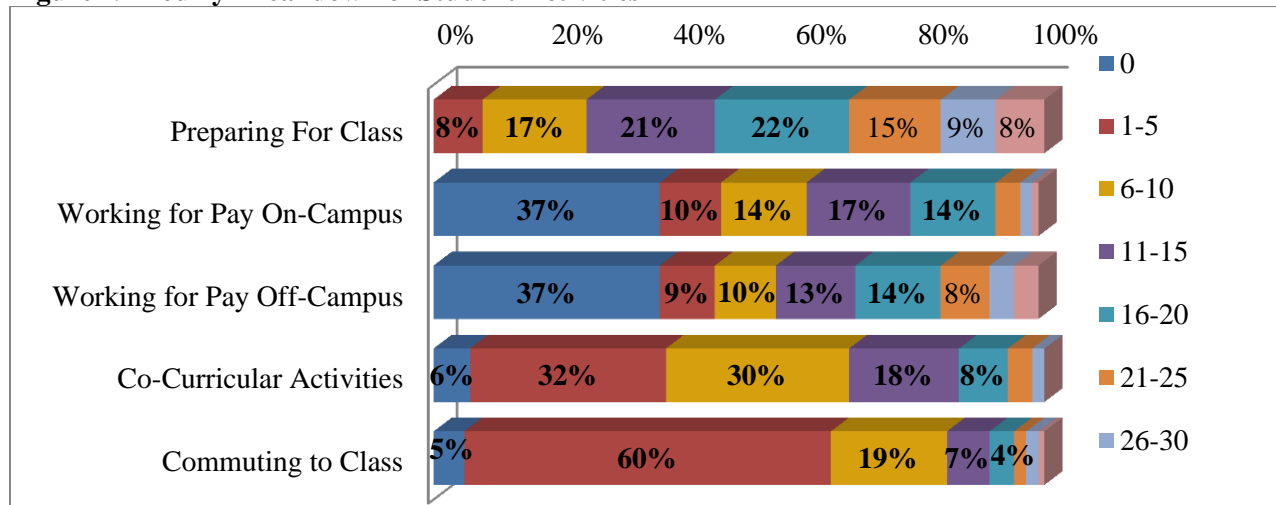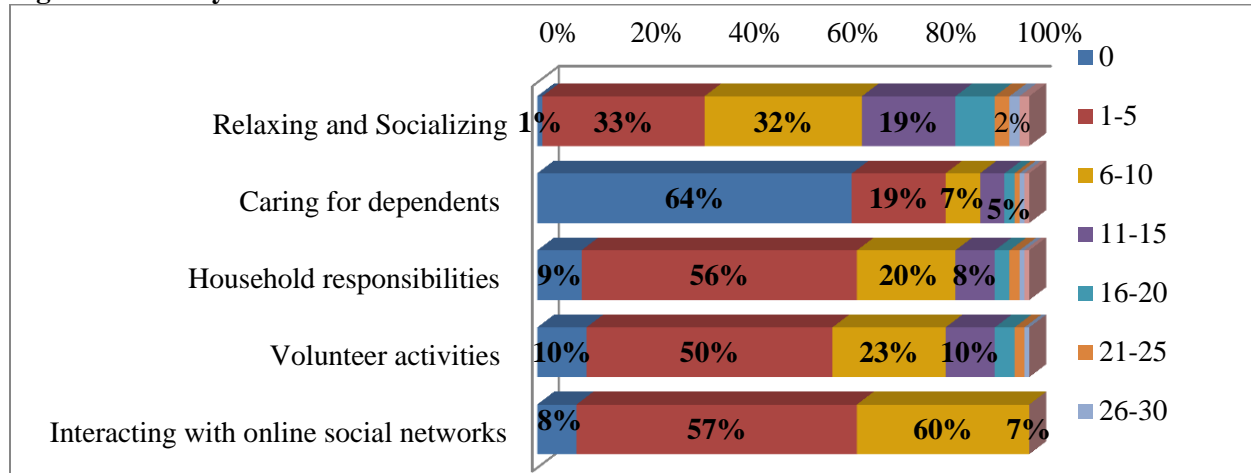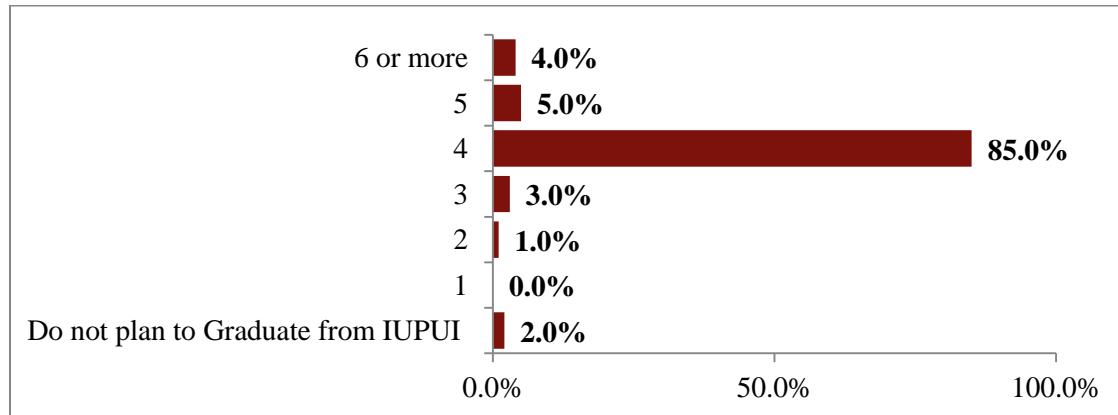**Figure 19 Hourly Breakdown of Student Activities**

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Figure 20 Hourly Breakdown of Student Activities Continued

Estimate of Time to Graduation

Figure 21 displays beginning students' estimate about how long it will take them to graduate from IUPUI. 85% believe they will graduate from IUPUI in 4 years.

Figure 21.Expected time to Graduate

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Concerns about Financing Education

- 25% (N=433) indicated they had no concerns about financing their education.
- 63% (N=1083) indicated they had some concern about financing their education.
- 13% (N=217) indicated they had major concern about financing their education.

Expectations *Based on survey responses of "Some chance or Very good chance"*

- 31% (534) indicated they may change their major field.
- 38% (650) indicated they may change their career choice.
- 92% (1583) indicated they would make a "B" average
- 98% (1680) indicated they would be satisfied with college life.
- 87% (1490) indicated would experience stress while balancing work and school-related responsibilities
- 74% (1257) indicated they would experience stress while balancing family and school-related responsibilities
- 89% (1517) indicated they would participate in student clubs/groups
- 91% (1551) indicated they would participate in events and activities on campus
- 84% (1428) indicate they would participate in service learning or community service
- 82% (1396) indicated they would work on research with a professor.
- 53% (904) indicated they would participate in study abroad or international travel related to school
- 84% (318) indicated they would get tutoring or peer mentoring help in specific courses.
- 65% (1106) indicated they would enroll in summer courses
- 84% (1435) indicated they would exercise on campus.
- 97% (1652) indicated they would make good choices for personal health (healthy eating, lifestyle, etc.)

The top ten most important reasons impacting the decision to select IUPUI:

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

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