

University College

**Program Review and
Assessment Committee (PRAC)**

**Annual Report
2014-2015**




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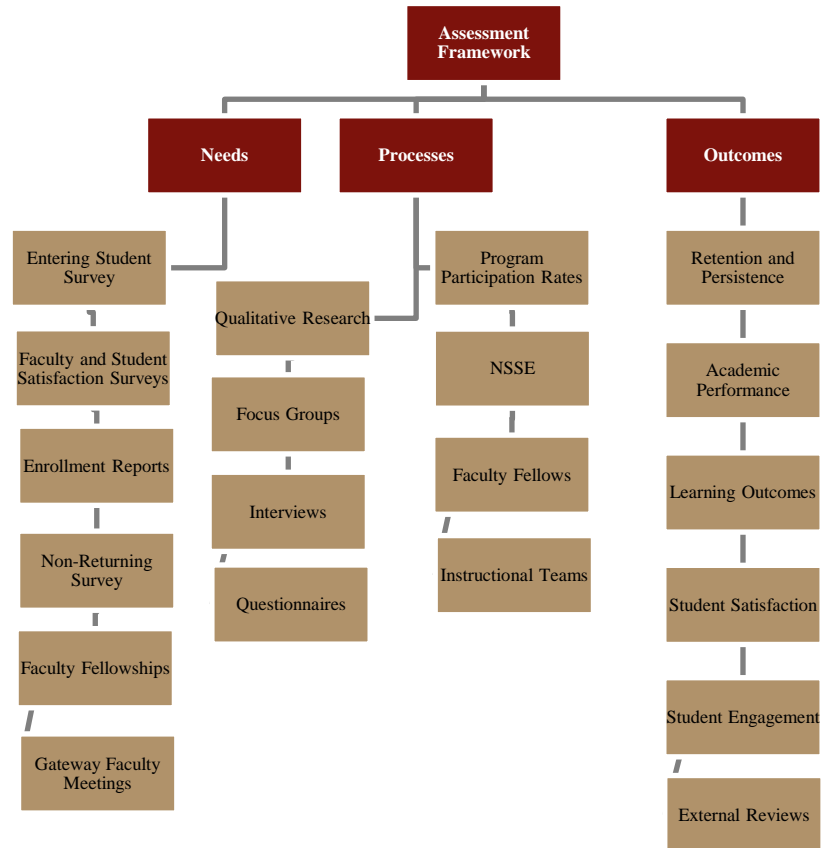
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Context and Assessment Methods

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

University College Assessment Framework



Needs Assessment Highlights

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

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

IUPUI Student Demographics

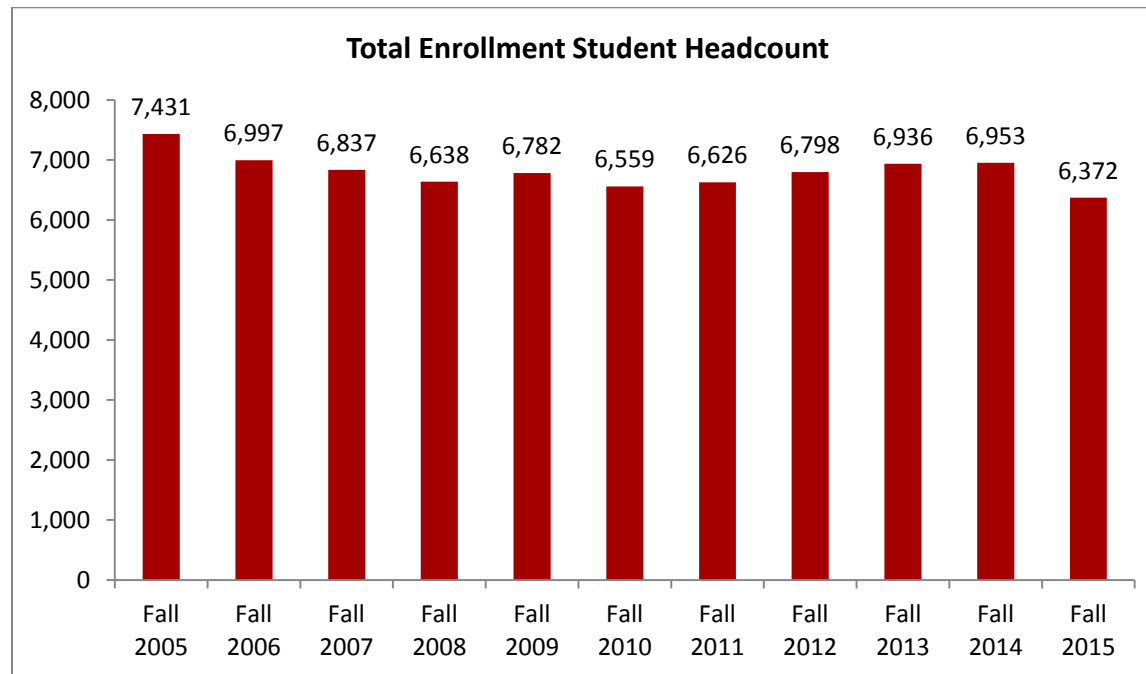
University College total enrollment for fall 2015 was 6,372 down from 6,953 in fall 2014. Part of the decline in total UC enrollment is due to the fact that more students are making a successful transition to their school of major. Additionally, UC has implemented policies a procedures to make sure students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

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

- 3,444 first-time, full-time students (only 5%/ 178 part-time)
 - 2,151 (59%) University College admits
 - 1,471 (41%) dual admits/direct-school admits
- 40 (1%) admitted conditionally
- 18 (.05%) 25 years of age or older
- 3,429 (95%) Indiana residents
- 105 (3%) international students
- 265 (7%) African American
- 280 (8%) Latino
- 42% received a Pell Grant (Fall 2014)
- 741 (21%) Twenty First Century Scholars (received state money)
- 1,138 (35%) first-generation students (neither parent attended college)
- 1,444 (40%) live in campus housing
- 291 (8%) enrolled in the IUPUI Honors College
- 64% attempted 15 or more credit hours in the first semester
- 3,371 (93%) students participated in first-year seminars.1534 University College students participated.
- 877 (27%) participated in a themed learning community.
- 937 (26%) participated in the Summer Bridge Program

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

University College Fall Enrollment



University College Student Demographic Summary

Fall 2013 University College Demographics

	<i>N</i>	%
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%
Level		
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%

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

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

Rank ordered by mean ratings out of 21 items

Note: Sources of Information: Based on 2015 Entering Student Survey results.

Risk Factors for First Year IUPUI Students

Risk Factors Associated with Low Levels of Academic Achievement and Persistence

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

Success or Thriving Factors for First Year IUPUI Students

Factors Associated with High Levels of Academic Achievement and Persistence

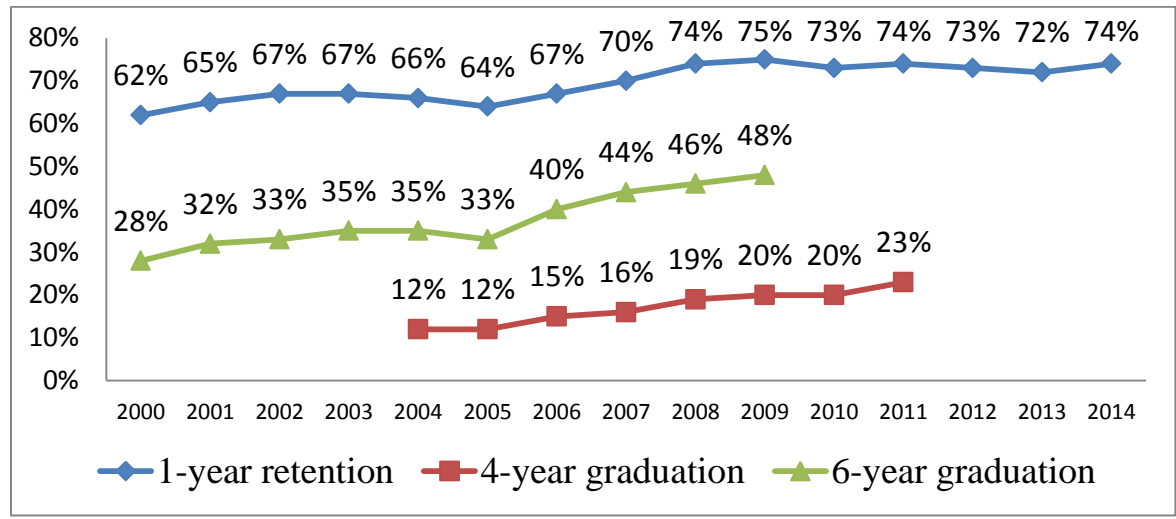
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum
- Not being a first-generation college student
- Living on campus
-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

Academic Achievement and Progress

2014 First-Time, Full Time Students

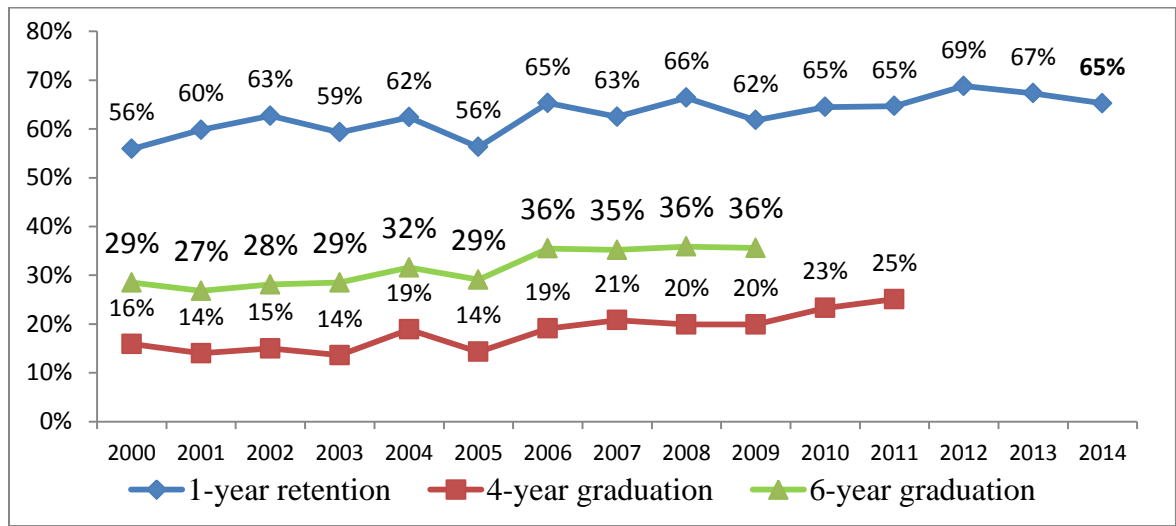
There have been fairly steady increases in the one-year retention rates over the past 10 years (shown below). It is noteworthy that the one-year (fall-to-fall) for the fall 2014 first-time, full-time IUPUI (Indianapolis only) cohort was 74% compared to 62% in 2000. It is about 2% up from the previous year (2013). Shown below are also the four- and six-year graduation rates by cohort year. Again, the graduation rates have shown fairly steady increases over the last 10 years. However, IUPUI's graduation rates are below those of our peer institutions. It is important to note that our one-year retention rates are in line with our peer institutions most likely due to the focus on providing quality first-year experience programs such as Summer Bridge, First-Year Seminars, Themed Learning Communities, and Summer Bridge-Themed Learning Communities.

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



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

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



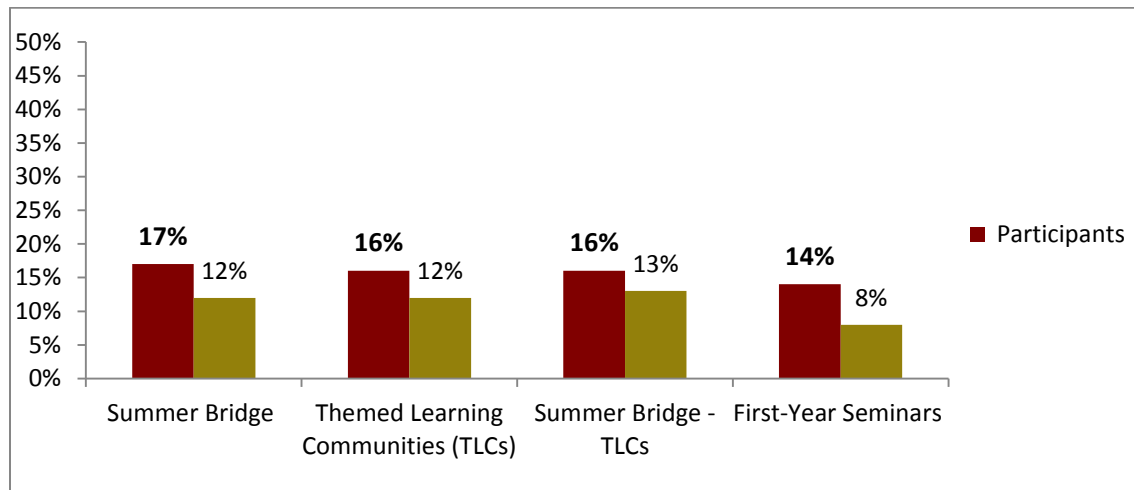
One-Year Retention Rates (Fall-to-Fall) First-Time, Full-Time Beginners

One-Year Retention Rate by Type	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	71.30%	72.30%	71.70%	70.80%	73.4%
IUPUI* (includes only bachelor’s degree seeking)	71.80%	72.20%	71.90%	70.90%	73.8%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	72.90%	73.70%	72.70%	71.70%	74.4%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	74.00%	73.60%	73.00%	71.80%	74.9%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis	68.20%	69.10%	68.00%	67.00%	68.7%

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

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

*Graduated from IUPUI Indianapolis



Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners. The 2011 cohort four-year graduation figures are preliminary at this point in time and may not match official numbers once they are available.

Note 2: Summer Bridge Program participants: $N = 343$ and nonparticipants $N = 1470$; TLC participants: $N = 553$ and nonparticipants $N = 1260$; Summer Bridge-TLC participants: $N = 223$ and nonparticipants= $1,590$; first-year seminar participants: $N = 1534$ and nonparticipants $N = 279$.

Changes Made and Planned Based on Student Retention and Progress Assessment

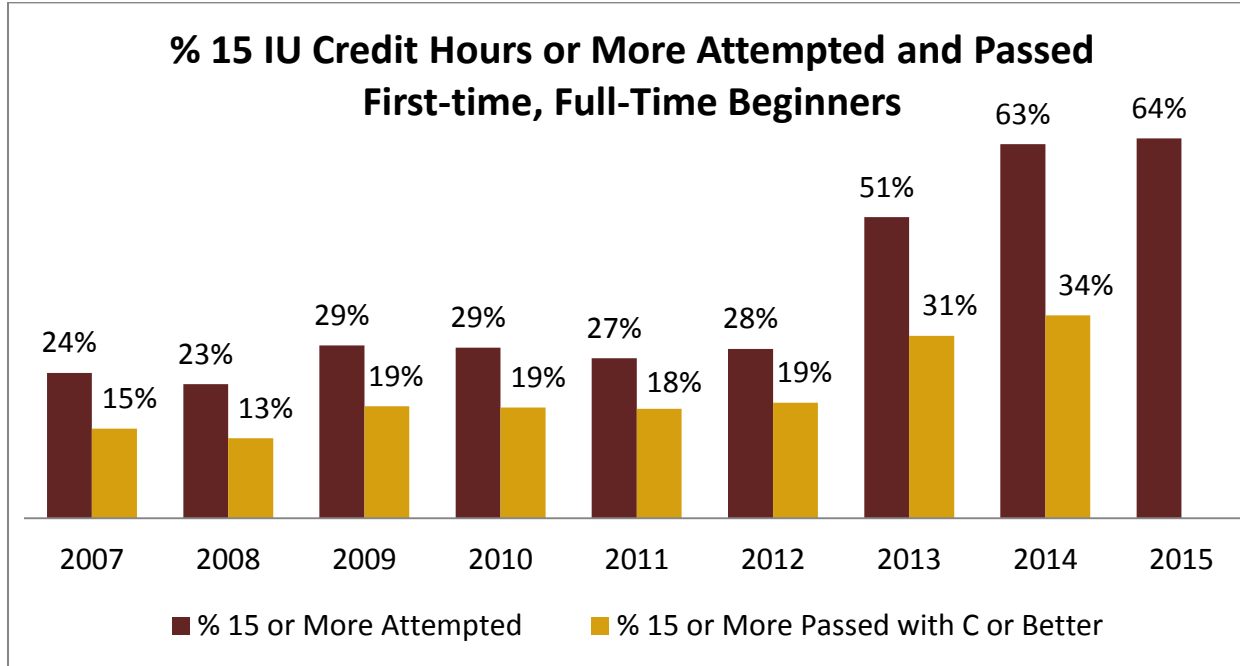
The programs, practices, and policies in University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Since 2005, there has been a 10% increase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

- Explicit focus on student learning and success in the new IUPUI Strategic Plan (2013).
- The creation of a new office institutional research office Student Data, Analysis, and Evaluation focused on providing decision support for designing initiatives to improve student success and learning (2013) and continuing this work with a additional staff in the new Office of Institutional Research and Decision Support (August 2015) .
- Participation in the Foundations of Excellence Focus on Transfer Students (launched Fall 2014).
- The creation of the Council on Retention and Graduation (CRG) in 2004 with a sustained focus under the leadership of Kathy Johnson Dean of University College and Associate Vice Chancellor of Undergraduate Education and interim Stephen Hundley.
- Reorganization of advising to focus on the integration of career services and helping students select majors early and stay on track for on-time degree completion and progress toward completing general education courses. Also, University College Academic and Career Development staff provide students with degree planning sheets for entrance into degree programs at IUPUI. These degree planning sheets help students explore major fields of interest and understand the requirements and standards IUPUI schools maintain. The information is used as a guide in helping students make academic choices.
- 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 2014 and 2015 than ever before.
- The introduction of the Online Math Academy (OMA) using ALEKS technology supported modules to help expedite placement in credit bearing Math in summer 2014. Shown below is a table that shows that fewer students placed into and enrolled in remedial math courses compared to previous years. This trend is not entirely due to the OMA implementation, yet it demonstrates that there has been some progress made in accelerating more students' enrollment in credit bearing math courses at IUPUI.
- The development and implementation of the personal development plan (PDP) process.
- Launched a *15 to Finish Campaign* to promote better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. The chart below suggests much progress in this area (64% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2015 compared to only 28% in Fall 2012).
- A new Entering Student Survey was piloted in the summer of 2012. (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. Focus on “sophomore year” to provide needed support through graduation.
- Future emphasis on access programs in University College (e.g., Crispus Attucks Medical Magnet High School partnership, SPAN program, Project Lead the Way, Upward Bound).

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

*Passed all 15 credit hours with a C or Better.

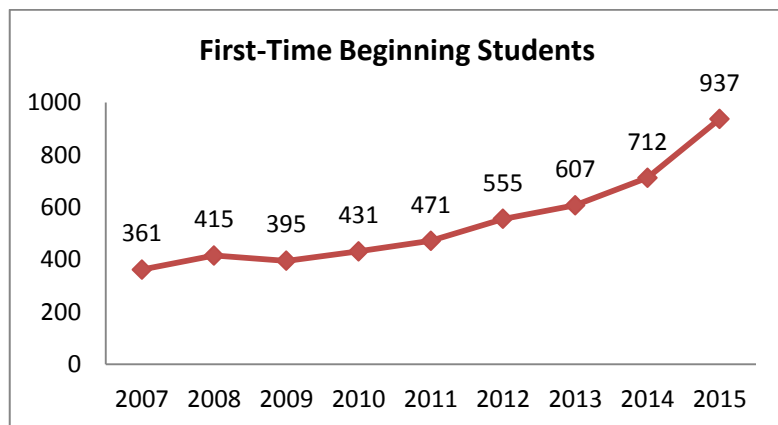


Program Assessment Highlights: Summer Bridge, TLCs, SB-TLCs, 21st Century Scholars

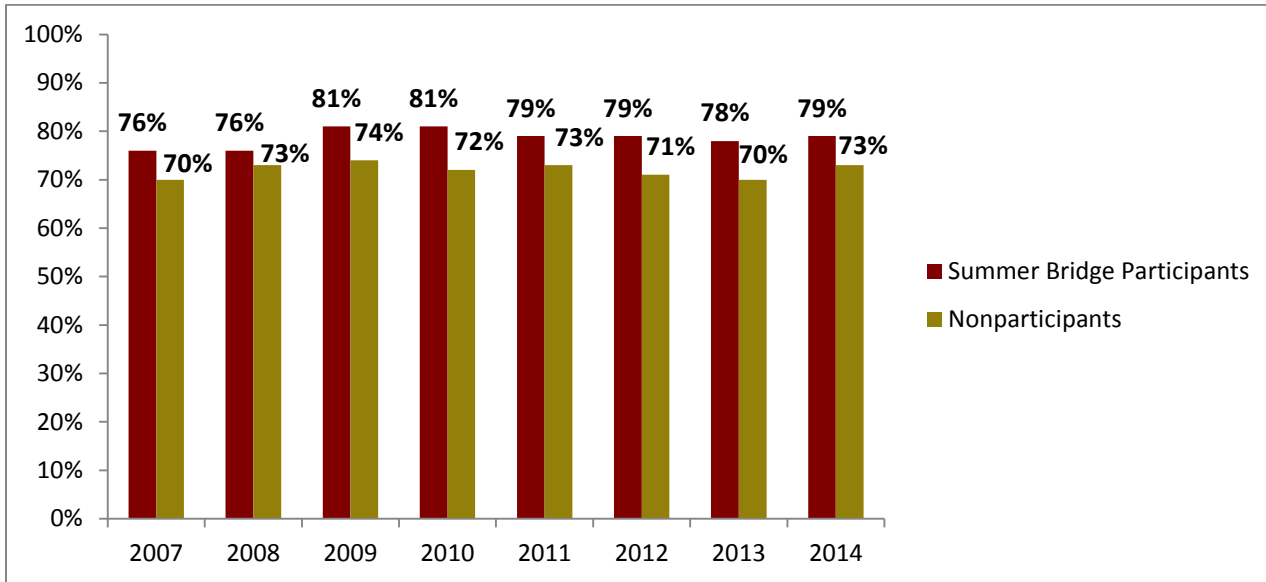
Summer Bridge Program

- The IUPUI Summer Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each Summer Bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Summer Bridge Program has experienced steady growth over the past decade (2007–2015). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 937 in 2015.
- Students from the 2014 Summer Bridge Program earned significantly higher one-year retention rates (79% compared to 73% for nonparticipants) and had significantly higher levels of academic performance (adjusted one-year GPA 2.78) compared to nonparticipants (adjusted fall GPA 2.70). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy for motivation).
- African American students who participated (72 participated and 219 did not) in the most recent Summer Bridge Program (2014) were less likely to earn one-year below 2.0 (19% and 41%, respectively) and had higher fall-to-fall retention rates (74%) compared to nonparticipants (62%).
- 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.

Summer Bridge Program Growth 2007–2015



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



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

Summer Bridge Program: Overall Satisfaction

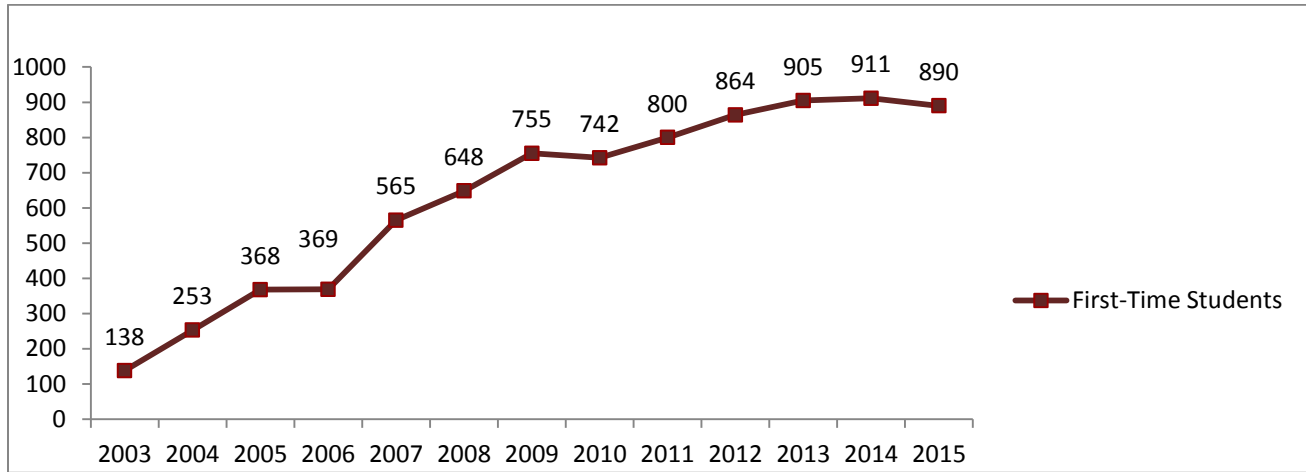
Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	Means						
	2009	2010	2011	2012	2013	2014	2015
	4.52	4.68	4.55	4.56	4.65	4.58	4.51
Would you recommend the Summer Bridge Program to other first-year students?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

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

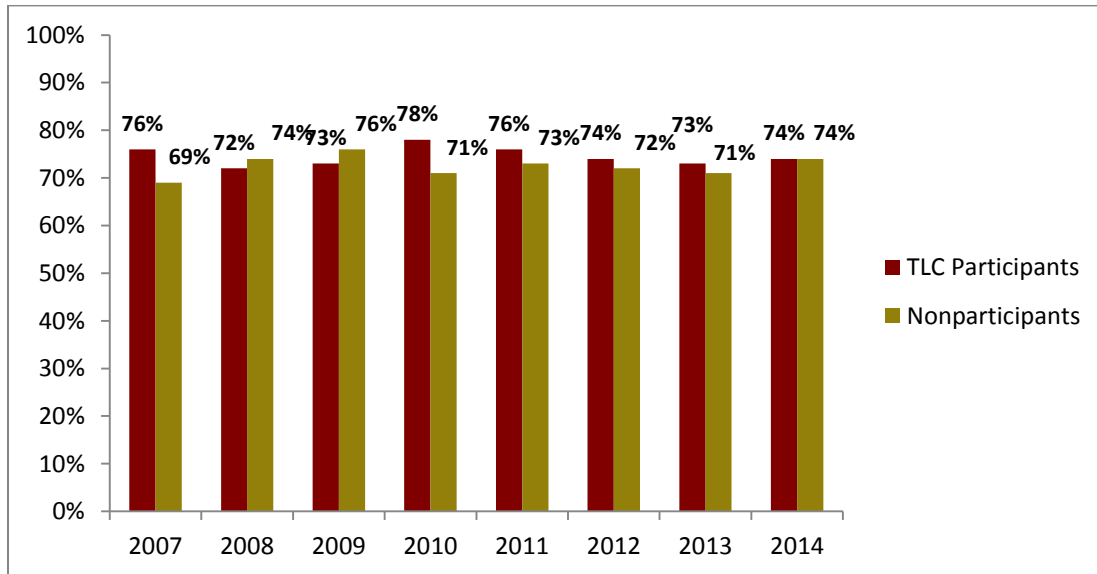
Themed Learning Communities Assessment Highlights and Implications for Practice

- TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences.
- The TLC program has experienced steady growth. A total of 911 first-time IUPUI students participated in the TLC program in fall 2014. This represents the most students served in the program to date (25% of the fall first-time cohort participated). There were 40 sections offered in 2014. The number of students participating each year is shown in the figure below.
- TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators worked to make sure that the program fidelity was maintained and that quality instructional teams were built during periods of growth. Shown in the figure below are the one-year retention rates for the program cohorts representing 2007 – 2014. 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.
- The 2014 TLC participants had significantly higher fall GPAs (adjusted 2.86) compared to nonparticipants (adjusted 2.79), even when taking into account HS GPAs, SAT Scores, Income Level, and Enrollment Date (a proxy for motivation and commitment).
- School of Science, Engineering & Technology, and Physical Education & Tourism Management TLC students had higher than expected fall GPAs based on students' academic preparation levels, income levels, and enrollment characteristics.
- The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the academic success outcomes for students with diverse backgrounds and with identified “risk factors.”
- Students seem to react positively to TLC interventions that facilitate positive connections, interactions, equip them with skills necessary to effectively adjust to college, and help them make connections between courses. Results shown in Figures 5 and 6.
- Pedagogical strategies that facilitate integrative learning, sense of belonging/community, and peer interactions significantly affect students' overall satisfaction ratings of their learning experiences.
- TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions.
- There is a need to continue to develop assessment techniques and methods to investigate impacts of TLC interventions on integrative learning. Ideally, we can collect integrative and signature assignments to assess student learning outcomes directly using the AACU value rubrics and other assessment tools.

TLC Program Growth



TLC Participants' One-Year Retention Rates Compared to Nonparticipants



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

Fall 2014 TLC Program Students' Academic Success Outcomes Compared to Non-Participating First-Time, Full-Time Students

	Fall GPA	% Below 2.0 Fall GPA	Fall-Spring Retention Rate Any IU	Fall-Spring Retention Rate IUPUI IN
TLC	2.82	17%	90%	87%
Nonparticipants	2.82	18%	89%	89%
Overall	2.82	18%	89%	88%

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).

ANCOVA Results: Fall 2014 TLC Participation and Fall GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	865	2.81	2.86
Non-Participants	2379	2.80	2.79
Overall	3244	2.81	

Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .046$).

Note 3: Partial Eta Squared indicated a very a small effect size.

* Covariates included in the model were High School GPA, SAT Score, Enrollment Date (proxy for student motivation), and Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant), and Gender (dummy coded where 1=Female and 0 = Not Female or Male).

2014 TLC Program Types/Schools and Students' Academic Success Outcomes

TLC	N*	Actual Fall GPA	Adjusted Fall GPA**	Fall-Spring Retention Rate
Business	47	3.08	3.09	91%
Education	70	2.91	3.01	88%
Engineering & Technology	70	2.88	2.70	94%
Herron	17	2.93	3.11	82%
Physical Education and Tourism Management	44	2.86	2.74	91%
Science	95	2.78	2.66	91%
Liberal Arts	147	2.90	2.90	92%
SPEA	56	2.70	2.83	93%
Social Work	22	3.01	3.06	96%
Technology	40	2.29	2.36	88%
University College	257	2.76	2.79	87%
Overall	865	2.81		90%

*Missing cases are excluded from analyses. Some students withdrew after census and did not have fall semester GPAs while other students had missing HS GPAs and SAT scores.

**Adjusted while taking into account HS GPAs, SAT scores, Pell Grant Received, and Enrollment Date (proxy for motivation and commitment) d based on ANCOVA results.

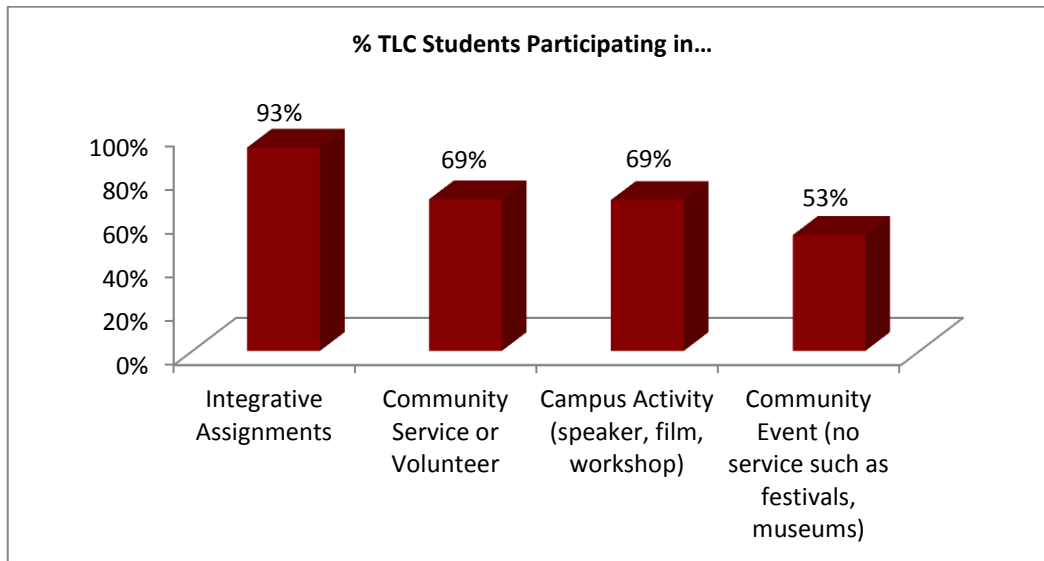
Note: **Green** shading indicates that actual Fall GPA is above expected or adjusted.

2014 TLC Underrepresented and High Risk Students and Students' Academic Success Outcomes

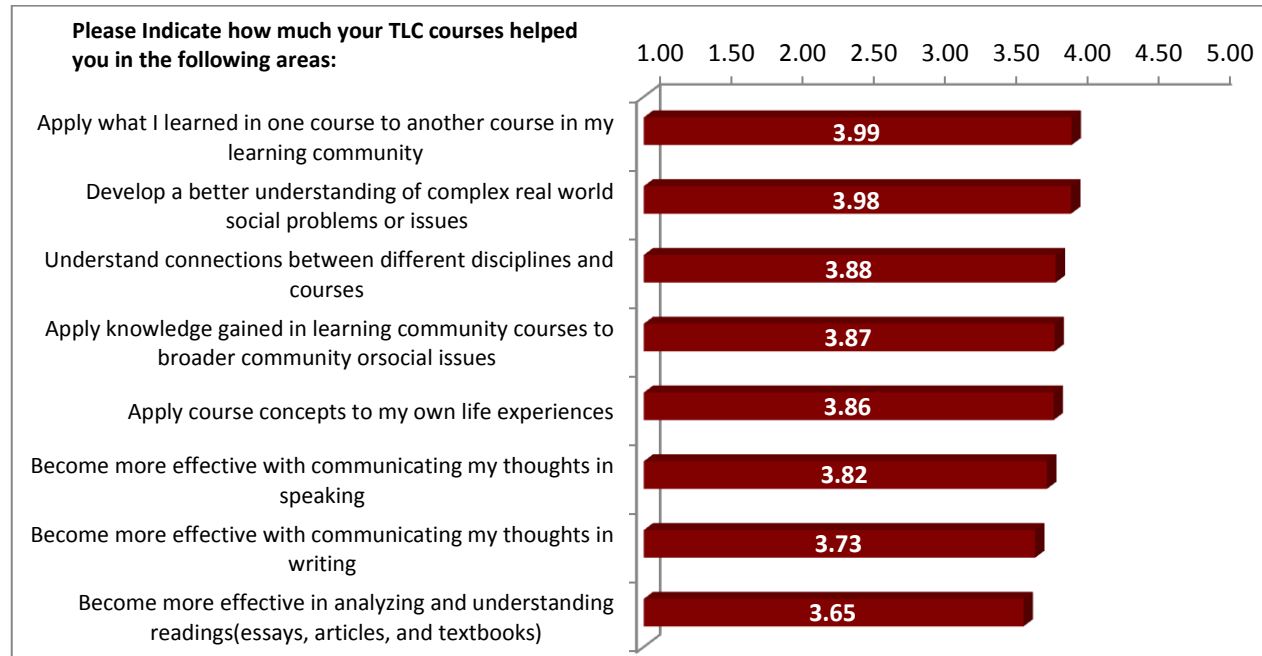
Student Group	TLC N	Nonparticipants N	TLC Fall GPA	Nonparticipants Fall GPA	TLC Fall-Spring Retention Rate	Nonparticipants Fall-Spring Retention Rate
African American	98	209	2.61	2.21	92%	75%
Latino	78	175	2.73	2.59	87%	88%
Pell Grant Recipients	448	1058	2.73	2.57	90%	84%
First-Generation Students	352	846	2.70	2.65	87%	83%
21 st Century Scholars	352	407	2.75	2.58	90%	87%

Note: Bolded items are statistically significant based on an independent samples t-test or chi-square test results ($p < .01$).

TLC Engaging Experiences

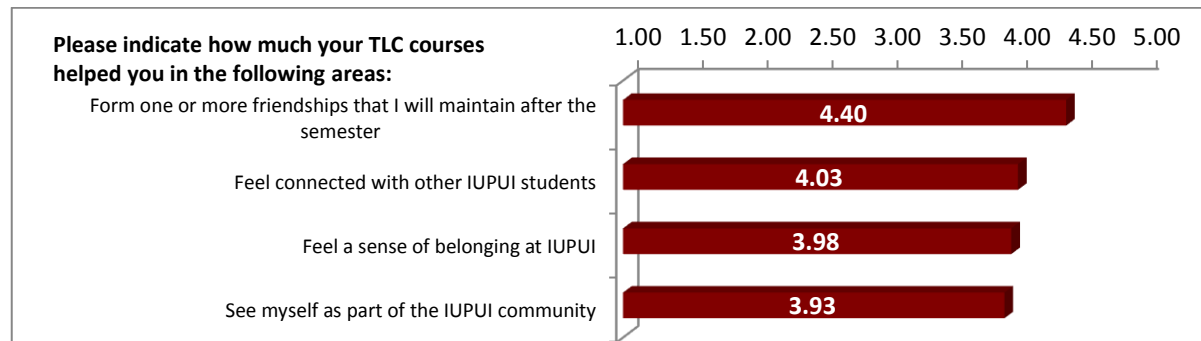


2014 TLC End-of-Course Questionnaire Results: Real World Applications, Integrative Learning and Reflection



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

2014 TLC End-of-Course Questionnaire Results: Sense of Belonging/Community



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

Factors that significantly predict overall satisfaction with TLC learning experiences:

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

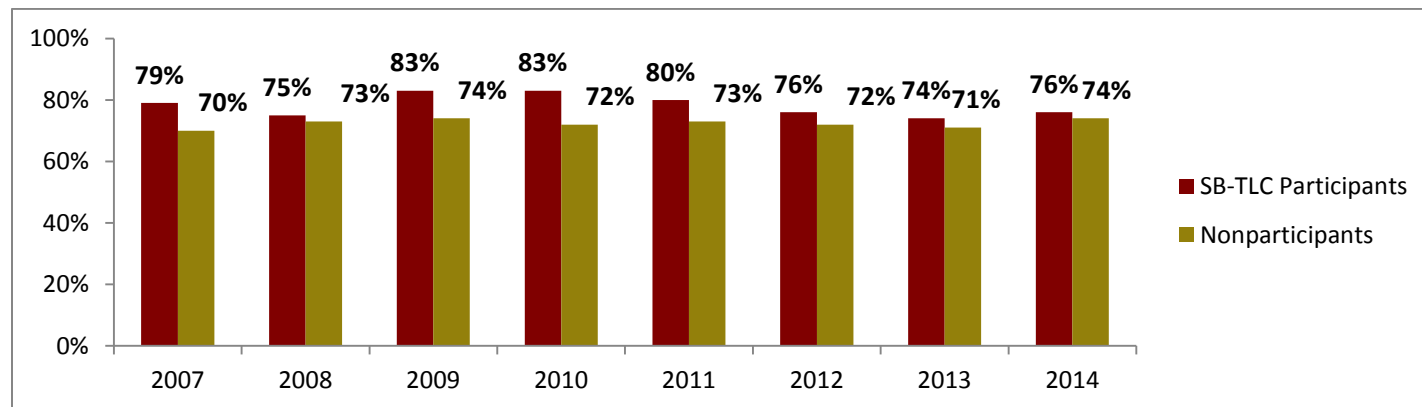
Factor that significantly predicts students' intentions to persist:

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

Summer Bridge–Themed Learning Communities

- The Summer Bridge-TLC (SB-TLC) program was designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. Summer Bridge interventions may help students tap the full power and potential of their high-impact practices (learning communities, seminars, service learning) offered during the first year.
- There were 257 first-time, full-time students who participated in the SB-TLC program in fall 2014 and 3190 who did not participate.
- Students who participate in the SB-TLC program have consistently had higher persistence rates and graduation rates. The four-year IUPUI IN graduation rate for 2011 participants was 16% compared to 13% for nonparticipants. The one-year retention rate for the 2014 cohort was 76% compared to 74% for nonparticipants. The one-year retention rates over a seven-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

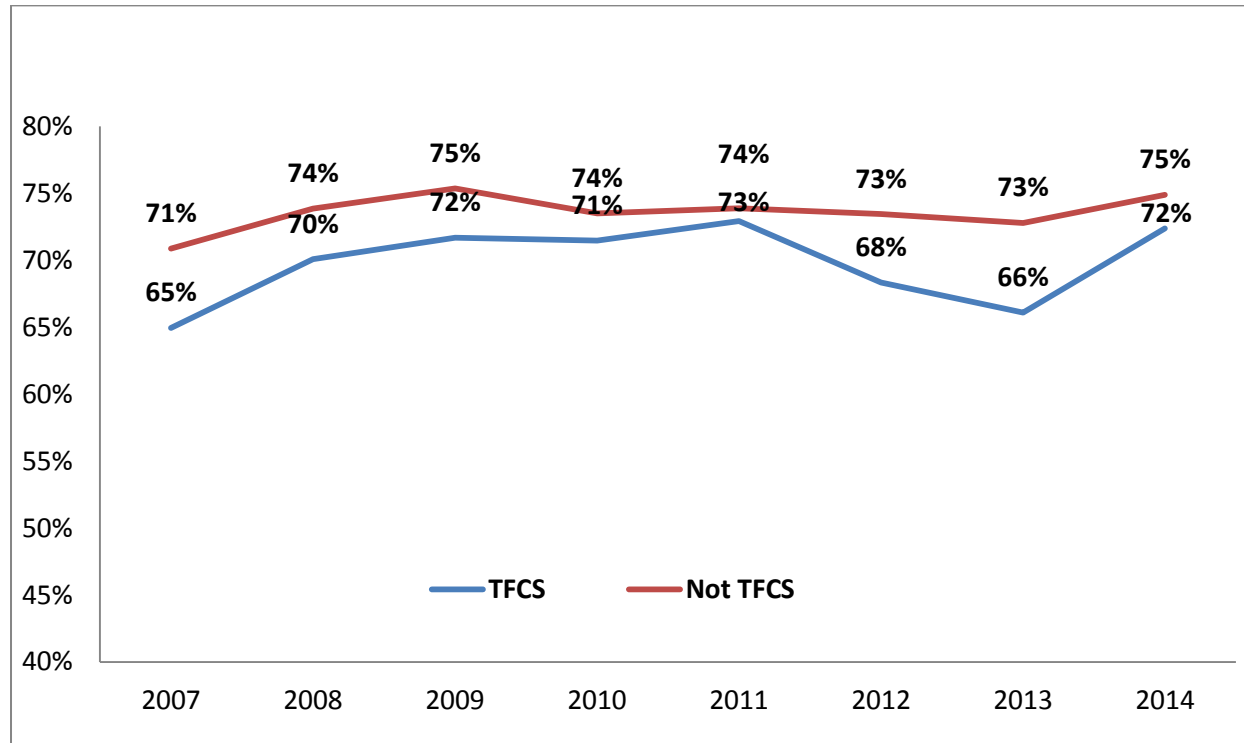


Note: One-year retention rates significantly are higher for Summer Bridge–TLC participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT scores, gender, income level, and admit date). The difference was not significant for the 2008, 2013,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

21st Century Scholars Postsecondary Support Program

- Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21CS and other students at IUPUI. Students who participate in the 21CS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service.
- While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population.
- Programmatic interventions for 21CS include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI grant (scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring.
- 21CS are much more likely than IUPUI students overall to be African American, first-generation college students, low-income, and to have slightly lower levels of academic preparation.
- The retention rates improve even more dramatically when 21CS participate in our success programs. According to the August 2015 census registration report for Fall 2014 beginners, 21st Century Scholars were 72% retained, 6% improvement over the 2013 rate. This is the highest one year retention rate 21st Century Scholars have had in the last ten years.
- One hundred first-year 21st Century Scholars participated in the Inside Tack “college success coach” Program. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state’s 21st Century Scholar program. Supported by a 2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana’s early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. The fall 2014 results are scheduled to be presented in October 2015.
- IUPUI received over \$206,000 from The Indiana Commission for Higher Education (ICHE) to fund the development and expansion of programs to support student success for a diverse group of first-year 21st Century Scholars and Frank O’Bannon Scholars. The grant expanded the university’s efforts to serve low-income students through the Summer Bridge Program, and develop an innovative curriculum focusing on building resiliency and college success planning for 21CS students.
- As can be seen below, as programming and financial support for 21CS increased over time, the one-year retention rate achievement gap narrowed.

As Programming and Financial Support for 21st Century Scholars Increases, the Achievement Gap Narrows
21st Century Scholars Defined as Actually Received State Funds



Foundations of Excellence – Transfer Focus Highlights

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

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

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

Campus Culture and Structure

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

Admissions and Credit Evaluation

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

Advising

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

Communication

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

Curriculum

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

Data

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

University College Course Approved Student Learning Outcomes

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

First-Year Seminars (FYS-U110)

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

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

- Define and develop an appreciation of social and cultural diversity (understanding society and culture).
 - Describe ethical principles within diverse cultural, social, environmental, and personal settings (values and ethics).
 - Describe university rules regarding academic honesty (values and ethics).
 - Describe university rules regarding plagiarism (values and ethics).
- 2) Complete a personal development plan (PDP)
- Self-assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
 - Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
 - Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
 - Goal setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
 - Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They will identify specific short-term steps to reach their long-term goals.

Career Connections (U210)

Students who complete a University College Career Connections course should:

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

Mentor Development Courses

Outdoor Leadership Experience (U200)

Students who complete a University College Outdoor Leadership course should:

- Describe their leadership development process and goals for the future.
- Apply relational leadership skills in leadership experiences.
- Identify factors and behaviors that influence group development.
- Demonstrate effective communication skills for working in groups.
- Analyze through writing self-reflections their strengths and limitations of group role.
- Apply experiential learning skills to practical and everyday references.

Introduction to Mentoring Techniques (U201)

Students who complete a University College Introduction to Mentoring Techniques course should:

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

Active and Collaborative Learning in Groups (U202)

Students who complete a University College Active and Collaborative Learning in Groups course should:

- Summarize the collaborative learning process and its role in the mentoring experience.
- Implement developmental and holistic approaches for student learning and academic success.
- Apply positive relationship and communication skills to individual and group mentoring experiences.
- Differentiate the stages of group and individual mentoring techniques and strategies.
- Implement collaborative and assessment guided approaches to mentoring activities.

Leadership and Transition (U203)

Students who complete a University College Leadership and Transition course should:

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

Independent Study (U 204)

Students who complete a University College Independent Study course should:

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

Direct Assessment Results Highlights

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

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

University College Faculty Ratings of Student Performance on the PULs

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

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

¹Combined 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.

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

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

PUL—Moderate Emphasis	Mean²	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

¹Combined 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.

²Scale: 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	Mean²	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

¹Combined 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.

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

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

PULs—Moderate Emphasis	Mean²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, and Visual Communication Skills	137 3.01	27 19.7	13 9.5	28 20.4	69 50.4	137 100.0
5. Understanding Society and Culture	1428 3.77	16 1.1	11 0.8	264 18.5	1137 79.6	1428 100.0
Total ¹	1565 3.70	43 2.7	24 1.5	292 18.7	1206 77.1	1565 100.0

¹Combined 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.

²Scale: 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	Mean²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
4. Intellectual Depth, Breadth, and Adaptiveness	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0
Total ¹	11 3.82	0 0.0	0 0.0	2 18.2	9 81.8	11 100.0

¹Combined 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.

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

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

PUL—Major Emphasis	Mean²	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

¹Combined 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.

²Scale: 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	Mean²	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

¹Combined 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.

²Scale: 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	Mean²	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

¹Combined 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.

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

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

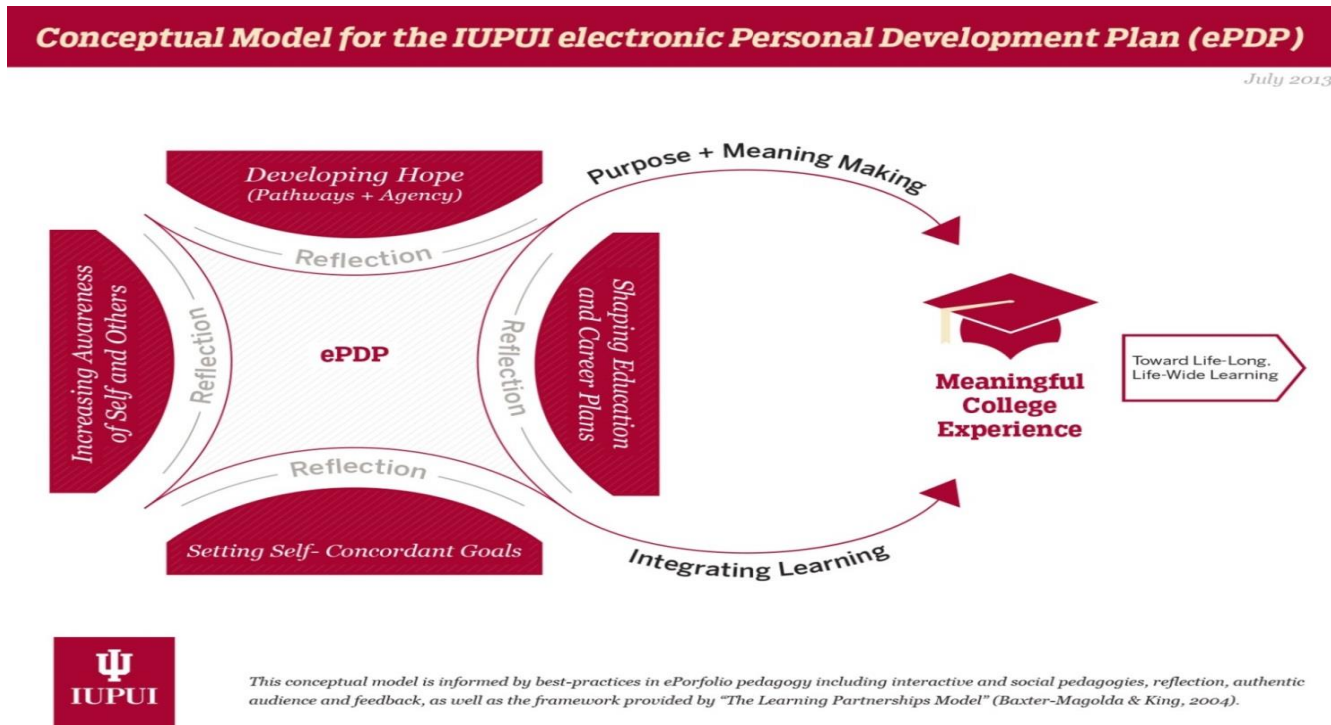
The following are some instruments and methods that we use to collect indirect student learning outcomes (SLOs):

- 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

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



University College Assessment and Planning Matrix

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

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p>Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 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.</p> <p>While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population. 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</p>	<p>Assessment Methods A combination of quantitative and qualitative methods has been used to produce critical information about the value and effectiveness of the program (summative or accountability assessment) and for making data-driven improvements (formative assessment). Quasi-experimental designs have been employed to assess the impacts of the 21st Century Scholars Success Program on levels of academic achievement, retention rates, and graduation rates.</p> <p>The following instruments have been used to assess student learning and program effectiveness:</p> <ul style="list-style-type: none"> • Self-appraisal for mentors • Mentor evaluation rubric • Group mentoring session evaluation • Individual mentoring session evaluation • Pre/post college preparedness survey <p>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 average first-year GPA of 2.72.</p>	<p>Learning outcomes for our first-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and to improve the effectiveness of the program and its corresponding activities and workshops. Each of the outcomes will have associated measurable criteria and one or more assessment tools to gather the data. The results of these assessments will be collected and analyzed regularly.</p>

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>mentoring.</p> <p>21CS are much more likely than IUPUI students overall to be African American, first-generation college students, low-income, and to have slightly lower levels of academic preparation.</p> <p>Program Goals The goals of the 21st Century Scholars Peer Mentoring Program are to provide support for first-year scholars, to positively impact student success, and to enhance student learning.</p> <p>Peer Mentoring Program The Peer Mentoring program provides each scholar participant caring mentors, positive role models, group and individual mentoring sessions, and a series of workshops and network events 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 450 students during the 2014-2015 academic year. All students who participated in the program received the 21st Century Scholarship from the state of Indiana.</p> <p>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.</p> <p>Student Learning Outcomes: Through group and individual mentoring of students, we aim to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> • Students will transition from high school to college life; • Students will 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 	<p>The retention rates improve even more dramatically when 21CS participate in our success programs. According to the August 2015 census registration report for Fall 2014 beginners, 21st Century Scholars were 72% registered, 7% ahead of this point last year. This is the highest one year retention rate 21st Century Scholars have had in the last ten years.,</p> <p>One hundred first-year 21st Century Scholars participated in the Inside Tack “college success coach” Program. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state’s 21st Century Scholar program. Supported by a 2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana’s early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. The fall 2014 results are scheduled to be presented in October 2015.</p> <p>The 21st Century Scholars Success Program was awarded a 2012 NACADA Outstanding Institutional Advising Program Award for its Peer Mentoring Program.</p>	

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
the workforce or graduate study.		

Academic and Career Development		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Annual Highlights</p> <ul style="list-style-type: none"> The cluster model officially began with the 2014-2015 school year. Goals of this structural change are <ol style="list-style-type: none"> Decrease the time frame to certification/application to degree-granting school for continuously enrolled FTFT students, Decrease the number of students on probation, Increase the # of reinstated students who are successful in the first semester after reinstatement, Increase the number of opportunities for students to engage with ACD, Decrease the amount of time a student is exploratory, Decrease the number of students in UCOL with 60 or more credit hours, Use data and technology in meaningful ways to develop and/or deliver services, and Decrease number who return to UCOL after certification to degree-granting school For the 2014-2015 academic year, a set number of student success advisors (SSA) and one career consultant (CC) are assigned to each major cluster. <ol style="list-style-type: none"> Arts, Humanities, and Human Services: 3 SSA and 1 CC Enterprise, Policy, and Planning: 5 SSA (includes 2 graduate assistants) and 1 CC Exploratory: 5 SSA and 1 CC Health and Life Sciences: 8 SSA (includes 2 graduate assistants) and 1 CC STEM: 6 SSA (includes 2 graduate assistants) and 1 CC 	<p>Assessment Methods</p> <ul style="list-style-type: none"> Post-Appointment survey is used to assess student satisfaction and student learning Data collected throughout the year <p>Certification/application to degree-granting schools (goal #1):</p> <ul style="list-style-type: none"> 2.25% of the FTFT cohort in fall 2014 was accepted to the degree-granting program for spring 2015. This is up from 1.52% for the fall 2013 FTFT cohort. Final data about fall 2015 certification will not be available for the spring 2015 FTFT cohort until after fall 2015 census. However, at the time initial reports were run there is an increase in acceptance to degree-granting programs for the spring 2015 cohort from the spring 2014 cohort. The average hours when certified has consistently remained above the junior standing benchmark (56+ credits). The average credits hours at certification has decreased from 65.09 in fall 2013 to 63.01 in fall 2014. This is also true for students who certify after the spring semester: 61.77 in spring 2014 to 61.55 in spring 2015 (to date). When you take out Post Baccalaureate and Transient Students, the average hours when certified rises to 62.86 credits. In spring 2014: 770 (45.94%) of those who certified had less than 56 credit hours In spring 2015 (to date): 723 (44.80%) of those who certified had less than 56 credit hours In spring 2014: 906 (54.06%) of those who certified had 56 or more credit hours In spring 2015 (to date): 891 (55.20%) of those who certified had 56 or more credit hours Certifications by admit type after spring 2015 (to date): 1035 (65.24%) were admitted as FYU students with 482 of those admitted in fall 2014 or spring 2015. 	<p>Future Goals and Directions</p> <ul style="list-style-type: none"> Collect and review data as it relates to all 8 goals established. Since 2014-2015 was the first year of the cluster model, determining if the goals are successful. 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 students at Junior/Senior level. With the shift from junior status beginning at 60 credit hours (instead of 56 credit hours), we will need to track how this affects numbers. After evaluating student numbers and appointment usage, for the 2015-2016 academic year, staffing of the Student Success Advisors (SSA) and Career Consultants (CC) will be: <ol style="list-style-type: none"> Arts, Humanities, and Human Services: 4 SSA (includes 1 graduate assistant) and 1 CC Enterprise, Policy, and Planning: 6 SSA (includes 3 graduate assistants) and 1 CC Exploratory: 5 SSA and 1 CC Health and Life Sciences: 7 SSA (includes 1 graduate assistants) and 1 CC STEM: 7 SSA (includes 2 graduate assistants) and 1 CC

Academic and Career Development		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> • 529 (32.78%) were admitted as TRU students with 294 of those admitted in fall 2014 or spring 2015. □ Student certifications increased to 1030 (15% of UCOL) in fall 2014 from 983 in fall 2013 (14% of UCOL) □ Although spring certifications numbers increased to 1676 in spring 2014 (from 1661 in spring 2013), this has remained at 27% of the University College population. To date, 1614 students have certified out after spring 2015. This too, is 27% of the University College population. The final spring 2015 certification data will not be run until after fall 2015 census. <p>Exploratory Students (goal #5):</p> <ul style="list-style-type: none"> □ A V26 hold for Sophomore Exploratory students began in spring 2015 • 86 sophomores who were exploratory students in SIS were placed on this hold in spring 2015. • Prior to fall 2015 census, when we will get final numbers, here are the current statuses of those students: <ul style="list-style-type: none"> o 16 (18.6%) are still exploratory o 41 (47.67%) are in University College, but have a declared major o 29 (33.72%) are accepted to their degree-granting program • Continued examination of this population of students will occur throughout this next academic year. □ In fall 2014, there were 655 students who were exploratory majors at census. In spring 2015, that number was 443. □ Creation of Career development resources (Grab and Go) for the classroom in spring 2015 <p>Use of Data and Technology (goal #7):</p> <ul style="list-style-type: none"> • HLS cluster initiated 7 separate outreach campaigns utilizing the Student Success Collaborative (SSC) in March 2015. <ol style="list-style-type: none"> 1. Pre-Public Health majors (12 – 40 credits, cGPA range 2.0 – 2.49, currently enrolled). To certify into Public Health a student MUST have a cGPA of a 2.5 or higher 2. Pre-PETM (currently enrolled, sophomores, cGPA above a 2.0, at moderate risk) 3. Pre-PETM (pre-PETM, cGPA 2.0 or higher, completed HPER P212, P205 and Math 11100, currently enrolled). These students are ready to certify into PETM and have not yet completed the application required by 	

Academic and Career Development		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	PETM. <ul style="list-style-type: none"> • 50% of students followed outreach instructions and applied, and were ultimately admitted, to PETM. • Pre-Nursing (pre HSM, 25-56 credit hrs, cGPA 2.0-2.65, currently enrolled). To apply to the Nursing program students MUST have a 2.7 cGPA) • Additional follow up occurred after spring 2015 grades posted. • Pre-Health Sciences (pre health sciences, cGPA of 2.0 and 2.499). To certify into SHRS a student MUST have a cGPA of a 2.5 or higher • Pre-HPP (pre HPP students, GPA 2.0 – 2.49, currently enrolled). To apply to the HPP programs students MUST have a minimum 2.5 cGPA) • Pre-HPP (pre HPP students, GPA 2.5 – 3.0, currently enrolled). Students can apply with a 2.5 but are rarely competitive at below a 3.0 – with the exception of paramedic sciences) • Total Contact Numbers: • 140 students identified • After all contacts were made (email, phone, texts): 64 students (45.7%) responded to the outreach efforts either by appointment, drop-in services, completed applications/instructions in outreach, or conversation by phone 	

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	Methods Used to Assess Student Learning and Success <ul style="list-style-type: none"> • 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,	Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented: Academic Mentoring <ul style="list-style-type: none"> • Next year, we will challenge academic mentors to do more collaborative learning activities that focus on analytical skills. • From the responses we received from student surveys, we will encourage academic mentors to incorporate a note-taking activity in session conducted early in the semester

Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>tutoring support.</p> <p>Program Goals</p> <ul style="list-style-type: none"> To create learning environments which promote student engagement, retention, and graduation. To support high impact learning experiences for undergraduate students. To partner across the division, IUPUI, and nationally to develop effective strategies for synergistic relationships for academic support services. To use assessment and innovation for the continuous improvement of processes, programs, and services. <p>Student Learning Outcomes</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> Students will be able to articulate and display knowledge of concepts that have been reviewed during mentoring sessions. Students will be able to use the skills, strategies, and information received in order to study for the course in a productive manner. <p>Tutoring</p> <ul style="list-style-type: none"> Students will become independent and self-regulated learners Students will be able to demonstrate understanding of tutoring content. Students will gain a better understanding of course concepts as a result of tutoring. Students will develop confidence in their ability as a learner. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> Students will identify, discuss, and document their academic goals and needs. Students will receive individualized one-on-one guidance in creating and implementing an action plan that aligns with their goals. Students will learn to recognize and utilize their strengths 	<p>Academic Performance, and Learning</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> Based on the student feedback, 97% (n=1,103) felt that the knowledge shared in the mentoring session was “helpful” to “very helpful.” Of the students in recitations with mentoring sessions, 80% passed with a “C-“ or higher, while 89% of students who voluntarily attended academic mentoring sessions passed with a “C-“ or higher. Based on the observations of mentors, students were collaborating and exchanging ideas on average of 83% of the session. Of the feedback collected (n=1,103), 96% of students related collaboration with peers either as “helpful” or “very helpful” to their success in the course. <p>Tutoring</p> <ul style="list-style-type: none"> In the Fall 2014 and Spring 2015 semester, 94.7% and 91% of students (respectively) suggested that they “agree” or “strongly agree” that tutoring stimulated their ability to become self-sufficient when solving similar problems after meeting with a tutor. During the academic year, 89.5% of students in the Fall and 92.3% of students in the Spring indicated that they “agree” or “strongly agree” that they were given the opportunity to demonstrate their knowledge. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> During Fall 2014 semester, 100 students participated in success coaching, 43 of which (43.0%) completed both the Academic Success Assessment (ASA) form and utilized one of the outlined goal-setting strategies. Of the 100 students, 22 (22.0%) completed the coaching feedback survey. Of these students, 20 (90.9 %) indicated adequate to high levels of satisfaction in achieving both their short term and long term goals. In Spring 2015, 102 students participated in success coaching, 72 of which (70.6%) completed both the ASA form and utilized one of the outlined goal-setting strategies. Out of the 102 students, 15 (14.7%) completed the coaching feedback survey. All 15 (100%) indicated adequate to high levels of satisfaction in achieving both their short term and long 	<p>to assist students with this important skill.</p> <p>Tutoring</p> <ul style="list-style-type: none"> Encouraging students to become independent and self-regulated learners is something that needs to continue. Using the criterion of having 80% of students reporting “agree” or “strongly agree” with this learning objective is still sufficient. Increasing the response rate needs attention. A potential way to improve the response rate is to administer surveys by paper at the end of the tutoring session. From the results of the survey taken by students who have attended tutoring sessions, increasing the goal of students indicating that they “agree” or “strongly agree” that they are becoming independent and self-regulated learners to 80% seems appropriate. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> For future semesters, the staff will reevaluate established goal tracking methods to ensure that outcome related data can accurately and consistently be captured. Additionally, staff will ensure that student leaders and success coaches are better trained on how to accurately and consistently document student goal progress in alignment with the student learning outcomes. Lastly, the department will adjust the target metric for successful goal identification and documentation. Specifically, the metric should not be set up as a double-barrel measure; looking only for students who completed both the Academic Success Assessment (ASA) and another goals setting strategy.

Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
based on their interests/goals. • Students will develop skills-based knowledge about their own learning habits and campus resources.	term goals	

Electronic Personal Development (ePDP) Plan

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Self-assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build. • Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options. • Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies. • Goal setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals. • Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short-term steps to reach their long-term goals. 	<p>Overall results suggest the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Ongoing Assessment and Implementation of Changes</p> <ul style="list-style-type: none"> • 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.

First-Year Seminars		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>First-year seminars (FYS) were designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students.</p> <p>The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian.</p> <p>The course aims to improve student success by:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • A total of 1534 first-year students participated in University College first-year seminars during Fall 2015 and 2004 participated in 2014. • Fall 2014 UC students participating FYS courses had significantly higher one-year retention rates (73%) compared to nonparticipants (52%). However, there were only 195 who did not participate. . <p>Indirect Learning Outcome Assessment Results Students reported participating in University College 2014 first-year seminars improved their ability to (% 4 good gain or 5 great gain based on a 5-point scale):</p> <ul style="list-style-type: none"> • Think critically about information and ideas (59%) • Write effectively in academic and professional work (53%) • Use reflective writing to understand my experiences (57%) • Identifying the use and purpose of library resources (48%) • Determining the appropriate information sources for an assignment and knowing how to retrieve them (54%) • Speak effectively for academic or career work (57%) • Identify major or future career that match my strengths, skills, and interests (68%) • Know requirements for a successful transition to my major (67%) • Have skills and knowledge to successfully navigate in a complex and multicultural (64%) • Interact with students that are different from me (69%) 	<p>Ongoing Assessment and Implementation of Changes</p> <ul style="list-style-type: none"> • 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. • A new template is was approved by UC Faculty in Spring 2015. “The UCOL-U110 course is designed to integrate students into the academic community to maximize their potential for success and persistence to degree completion. Students are introduced to the intellectual life of the university and its Principles of Undergraduate Learning through a process of active learning. The course is structured around the following concepts and goals that represent the conditions necessary for student success in college and beyond.” Goals focused on Belonging, Transitions, and Planning.

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Going into our 15th year, 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 personal growth. Program assessment is guided by the following learning outcomes that provide specific targets for student learning and program success.</p>	<p>Major Assessment Results in the Areas of Retention, Academic Performance, and Learning</p> <ul style="list-style-type: none"> • First-to-second year retention since 2001: 94% • Students persisting or graduated since 2001: 77% • Average cumulative GPA of program graduates: 3.25 • Average cumulative GPA of current scholars: 3.02 • Number of continuing scholars: 33 • Number of program graduates: 62 	<p>Goals for 2015-2016:</p> <ol style="list-style-type: none"> 1. Evaluate and share the first year results of the Nina Scholars longitudinal study. A longitudinal study started in 2014 gathered qualitative data from one-on-one interviews of first year students and surveys of all students. The data gathering and analysis have been completed. The formal report is to be issued in late August 2015. The goals of the study are to add

Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars by:</p> <ol style="list-style-type: none"> 1. Develop a personal road map for success 2. Utilize goal-setting strategies 3. Develop critical thinking* 4. Develop intellectual depth, breadth, and adaptiveness* 5. Understand and apply student learning concepts and methods 6. Demonstrate effective executive functioning <p>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars by:</p> <ol style="list-style-type: none"> 1. Develop meaningful connections to fellow scholars 2. Offer academic and personal strengths to fellow scholars 3. Participate fully in program community service 4. Develop leadership identity and leadership skills in Nina Scholars Program <p>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success by:</p> <ol style="list-style-type: none"> 1. Fully utilize program guidance and support 2. Readily access unit, campus, and community resources 3. Understand how to develop academic and professional success networks <p>Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success by:</p> <ol style="list-style-type: none"> 1. Understand and apply personal growth concepts and methods 2. Engage in experiential learning 3. Develop and utilize a sense of one's positive core and purpose 4. Develop an understanding society and culture* 5. Develop a sense of values and ethical standards* <p>Goal 5: Facilitate career development and graduate school readiness by:</p> <ol style="list-style-type: none"> 1. Understand and apply career development concepts and methods 2. Develop commitment and motivation to achieve a college degree and to a career field related to 	<ul style="list-style-type: none"> • Number of program graduates completed or enrolled in graduate school: 23 <p>First to second year retention for Nina Scholars, students who face significant challenges in life, much less in education, is significantly higher than the University as a whole. The rate at which Nina Scholars are persisting and graduating since 2001 is remarkable, especially in light of the disadvantaged backgrounds and experiences of marginalization that characterize scholars' lives.</p> <p>Following up on a six-year Multiprogramming 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.</p> <p>Since 2008 we have continued to track the success indicators of scholars and draw comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to the general student population of each institution.</p> <p>Nina Scholar graduation and persistence rates continue to exceed those of the general population of each institution:</p> <p><u>Nina Scholar Graduation Rate/Institutional Graduation Rate</u> IUPUI: 65%/42% ASU: 66%/59% Ivy Tech: 59%/9% MCCCD: 51%/14%</p>	<p>qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model.</p> <ol style="list-style-type: none"> 2. Develop follow-up and implementation plans based on findings of the longitudinal study. A draft presentation of the study's findings suggest that the program is changing lives for the better. Interviewed and surveyed students value program leadership, the supportive community developed by the program, and the personal growth programming offered by the program. It also appears that IUPUI is a leader in developing resiliency and personal growth curriculum that the investigators feel could be emulated by other programs. The final report will better highlight campus-specific findings and recommendations. The program's goal is to look for opportunities to identify and address gaps in learning and support and ensure the continued success of the Nina Scholars. 3. Develop strategies for improving and extending recruitment of prospective Nina Scholars. In our efforts to attract a more robust and representative applicant pool for Nina Scholars we have created the Nina Ambassadors program which will launch in Fall 2015. Ambassadors will have three main functions—outreach to community organizations to share their Nina experiences, especially as it relates to their learning, growth, and belonging to our scholarship community; providing leadership to build community and program culture, especially with and among Class 15; and sharing their Nina stories on campus to benefit a wider audience of students and higher education professionals. It is expected that the ambassador program will be very beneficial to the program, supportive to our new and continuing students, and serve as a significant experience for the ambassadors themselves.

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>natural strengths, personal values, and life purpose</p> <p>*Objectives noted with an asterisk come from IUPUI's Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.</p>	<p><u>2001-2015 Persistence percentage*</u> IUPUI: 69% ASU: 71% Ivy Tech: 64% MCCCD: 58%</p> <p>*A key success indicator for the Nina Mason Pulliam Charitable Trust, this statistic is a measure of the share of Nina Scholar students who have graduated or are currently enrolled since the program's inception in 2001. If we include scholars who graduated beyond the six year window persistence goes up to 77% for IUPUI.</p> <p>A longitudinal study started in 2014 gathered qualitative data from one-on-one interviews of first year students and surveys of all students. The data gathering and analysis have been completed. The formal report is to be issued in late August 2015. The goals of the study are to add qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model.</p> <p>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).</p> <p>Completed in January 2015, the latest faculty fellow study was begun by Rob Aaron, Director of Student Affairs Assessment and Planning and completed the IUPUI Office of Student Data, Analysis, and Evaluation.</p> <p>Purpose: The goal of this project is 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.</p>	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>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.</p> <p>Results:</p> <p>Quoting from the report:</p> <p>Through deductive coding, the following Nina Program Objectives were largely substantiated by Nina Scholars: demonstrate effective executive functioning; offer academic and/or personal strengths to fellow scholars; develop and/or utilize a sense of one’s positive core and purpose; develop commitment and/or motivation to achieve a college degree and to a career field related to natural strengths, personal values and life purpose.</p> <p>When asked “What did you learn? How did Nina Scholar activities help you?”, scholars largely focused on the following activities: how the results of their StrengthsQuest™ test impacted their relationships, leadership experiences, career and/or academic aspirations; the transformative learning experience of the Inside-Out class; and how participating in community service helped them recognize that helping others is an important part of their academic and future lives.</p> <p>Across both cohorts of Nina Scholars 21 out of 26 (81%) stated that their academic and/or career plans had changed during their time in the program. Common changes included a change in major, career goals, or academic</p>	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>planning/path.</p> <p>The design of the open-ended questions did not allow respondents to strongly articulate any impression or impact the experience of being a Nina Scholar, or participating in specific Nina Program experiences, had in relation to the IUPUI Undergraduate Principles of Learning (PULs). Across the 167 different responses there were eight occurrences of scholars denoting the development of critical thinking, six occurrences which conveyed an understanding of society and culture, five occurrences implying a sense of value and ethical standards, and zero occurrences providing evidence of intellectual depth, breadth, and adaptiveness.</p> <p>Findings suggest that the Nina Scholars Program is fulfilling its purpose at IUPUI. Scholars report that the program provided not only the financial support they needed but that it provided other resources necessary to successfully pursue and finish a college degree. The focus on providing holistic and intrusive support partnered with learning and growth through the development of a community of mutual support is evidenced throughout, not only the notable findings above, but many of student voices contained in this analysis.</p> <p>Past faculty fellows research has aided the program in validating program focus on social and cultural capital in student success. Lower socio-economic 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 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.</p> <p>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</p>	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>were taking nearly as much out in loans as their matched sample peers who were eligible but did not receive the Nina Scholars award.</p> <p>Led by faculty fellow Karen Black, Director of Program Review and Institutional Improvement, a 2010-11 project helped the Nina Scholars Program develop an outcomes-based Assessment Plan that aligns with program learning goals and objectives including the RISE initiative and the PUL's. For 2011-12 we will select key learning objectives to assess. The final report included the following recommendations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annually refine learning outcomes based on programmatic experience and existing assessment to determine the on-going appropriateness of each goal and objective <input type="checkbox"/> 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 <input type="checkbox"/> Develop a plan and establish a timeline to assess selected outcomes over a two to three year period taking into account Trust, campus, and University College priorities including NSSE <p>Scholar Progress Reports monitor scholar academic progress throughout each semester at 4, 9, and 12 week points and achievement levels compared to IUPUI averages.</p> <p>Mentor Evaluations provides feedback from scholars on their mentor and the mentoring program. Administered twice a year, evaluations suggest students found mentors to be very helpful. However, they think mentors could be better equipped to support the success of students who come from marginalized backgrounds and face numerous challenges to success.</p> <p>Scholar Surveys provide effectiveness data on individual programming events and overall assessment of the Nina Scholars Program by scholars. Scholars valued self-exploration that related to their goals and success planning. The more engaged scholars lamented lack of participation</p>	

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	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
<p>Mission The mission of the IUPUI Office of Student Employment is to support the Division of Undergraduate Education by empowering students to pursue and succeed in meaningful, academically relevant college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through:</p> <ul style="list-style-type: none"> • Creating campus dialogue and understanding of synergy between academics and collegiate work experiences. • Establishing and maintaining best practices and expectations for student employment programs. • Providing professional development opportunities through services and programming. • Connecting students and employers in mutually beneficial work experiences. <p>Goals The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by:</p> <ol style="list-style-type: none"> 1. Increasing the Number of Students Working on Campus 2. Promoting Awareness of Off-Campus Collegiate Work Opportunities 3. Enhancing Student Professional Development & Job Preparedness 4. Increasing the Quality of Student Employment Supervision 5. Fostering Integration of Student Learning through Engaging and Academically Relevant College Work Experiences 	<p>Relevant Data in Support of Goals</p> <p>Goal #1: Increasing the Number of Students Working on Campus</p> <ul style="list-style-type: none"> • 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. • Part-Time Job Fair: Held on August 28, 2014, the Part-Time Job Fair connected 88 on and off-campus employers (with over 1200 position openings) to over 1,400 IUPUI students. 95% of employers intended to interview students they spoke with at the event while 95% also reported intention to hire students they spoke with as a result of the event. <p>Goal #2: Promoting Awareness of Off-Campus Collegiate Work Opportunities</p> <ul style="list-style-type: none"> • 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 14-15 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 7,000 on and off-campus job postings available to IUPUI students in AY14-15. • National Student Employee Appreciation (NSEA) 	<p>Methods to assess direct and indirect student learning and success</p> <ul style="list-style-type: none"> • The Office of Student Employment assesses both student and employer learning and success, as well as behavior change and application of learning, primarily using pre and post-event surveys. This year the office, with the assistance of the Office of Student Data Analysis and Evaluation, added a survey of all hourly students employed at IUPUI. <p>Major assessment results in the areas of retention, persistence, academic performance and learning</p> <ul style="list-style-type: none"> • The Office of Student Employment is expecting results from the Office of Student Data Analysis and Evaluation to assess retention, persistence, and academic performance of student employees compared to non-student employees for AY11-12, 12-13, and 13-14. <p>Changes for the future to goals and/or program</p> <ul style="list-style-type: none"> • The Office of Student Employment has utilized data and assessment results to clarify and revise: departmental strategic planning and processes; services and programs for students and employers; training/presentation content and delivery; assessment tools/methodologies. The launch of a High Impact Practice (HIP) pilot program, Hire Achievers, in Spring 2015 is an example of the creation of a new initiative based on the data obtained. The office will continue to base future changes on data and assessment

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>Week: Held the second full week of April each year, NSEA Week 2015 celebrated IUPUI students working on and off campus through events and programs to empower supervisors to appreciate their students, draw campus-wide attention to working college students, and the selection of a Student Employee of the Year for the IUPUI campus that moves on into regional and potentially national selection by the Midwest Association of Student Employment Administrators and National Student Employment Association.</p> <p>Goal #3: Enhancing Student Professional Development & Job Preparedness</p> <ul style="list-style-type: none"> • Appointments and Drop-In Services: The Office of Student Employment’s individual drop-in and appointment sessions with students regarding their part-time job search, resume and cover letter development, and interview strategies has continued to increase: <ul style="list-style-type: none"> ○ AY 12-13: 673 ○ AY 13-14: 764 ○ AY 14-15: 865 • Experience in Professionalism (EIP) Program: EIP is the Office of Student Employment’s signature professional development program for students which trains and educates on professionalism topics spanning self-management, workplace expectations, relationship building, and job searching. 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 14-15, 48 students completed the program, which requires students to attend at least 8 sessions and complete professional development assignments. Over 150 unique students attended at least one workshop in the program. Students report highest learning gains in identifying and marketing transferable skills, gaining valuable networks, identifying important aspects of professionalism, and understanding how to stand out as a job applicant. • Classroom and Group Presentations: The Office of Student Employment delivered over 70 presentations 	<p>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.</p>

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>and workshops (outside of the EIP Program) to over 5,000 students and employers in AY14-15 on professional development and job search topics, as well as supervisory development.</p> <p>Goal #4: Increasing the Quality of Student Employment Supervision</p> <ul style="list-style-type: none"> • JAGUAR Supervisor Training Program: In AY 14-15, Over 25 on-campus supervisors completed the 9 hour, 6 session supervisor training program which focuses specifically on the supervision of IUPUI student employees. Direct assessment results show an overall participant satisfaction rating of 9.6/10.0 and 100% intent to change behavior rate, reflecting changed supervision behavior as a result of participating in the program. • Supervisor/Staff Brown Bag Series: In addition to the JAGUAR Supervisor Training Program, monthly brown bag workshops on a variety of student employment and supervision topics were delivered to supervisors and staff with over 200 total supervisors and staffs in attendance. • Employer Development Services: Individualized coaching and consulting services for on-campus supervisors and staff, as well as off-campus employers, were provided over 500 times AY 14-15 to guide employers through: <ul style="list-style-type: none"> ○ Recruiting, hiring, orienting, and training student employees ○ Planning, budgeting, and creating academically relevant positions ○ Leveraging and navigating the Federal Work-Study Program and process ○ Supervising, engaging, and managing student employees <p>Goal #5: Fostering Integration of Student Learning through Engaging and Academically Relevant College Work Experiences</p> <ul style="list-style-type: none"> • Federal Work-Study Program: In collaboration with the Center for Service and Learning and Office of Student Financial Services, over 680 students utilized their Federal Work-Study award in over 94 on-campus departments and 73 	

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>Community Work-Study agencies in AY14-15. The Office of Student Employment supported the program through student education, award processing, and employer outreach/education.</p> <ul style="list-style-type: none"> • National Student Employee Appreciation (NSEA) Week: Held the second full week of April each year, NSEA Week 2015 celebrated IUPUI students working on and off campus through events and programs to empower supervisors to appreciate their students, draw campus-wide attention to working college students, and the selection of a Student Employee of the Year for the IUPUI campus that moves on into regional and potentially national selection by the Midwest Association of Student Employment Administrators and National Student Employment Association. 	

Office of Transfer Student Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Vision Our vision is a simple three part approach: Partner, Promote, & 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.</p> <p>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.</p> <p>Office Goals The Office of Transfer Student Services supports transfer students' academic integration, social integration, and enhancement of students' goal commitment and self-efficacy.</p> <p>Transfer-Year Experience Learning Outcomes</p>	<p>Fall 2014 <i>Transfer Seminar Highlights</i></p> <ul style="list-style-type: none"> • 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. <p><i>Transfer Insider Highlights</i></p> <ul style="list-style-type: none"> • Two issues in circulation: <ul style="list-style-type: none"> ○ Average open rate – 34.45% ○ Average click rate – 2.75% • Announcements / Blog posts: <ul style="list-style-type: none"> ○ 3 T-shirt Swap announcements ○ Blog – Student Employment ○ Blog – Fall Career Week ○ Promo – Fall Career Week 	<p>Changes made for Transfer Seminar <i>Kelley School of Business X103:</i></p> <ul style="list-style-type: none"> • Continue consecutive class sessions. • Continue to increase the role of the student mentor <p>Changes made for Transfer Insider</p> <ul style="list-style-type: none"> • Continue to send two full newsletters, one prior to the start of classes and one at midterms, in addition to blog posts focusing on campus events (e.g. career weeks, off-campus housing fairs)

Office of Transfer Student Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><i>Transfer Seminar: Kelley School of Business-X103:</i></p> <ul style="list-style-type: none"> 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 advisor Construct an academic plan of study towards graduation Demonstrate the application of leadership styles Implement strategies that will foster a successful transition to IUPUI Develop a community of peers <p><i>Transfer Insider:</i></p> <ul style="list-style-type: none"> 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 <p><i>Transfer Tuesday (Pilot – May-August):</i></p> <ul style="list-style-type: none"> Evaluate how their credits transferred, undistributed versus distributed. Explain the process for resolving undistributed credit. Outline the advising resources available to help them succeed. 	<ul style="list-style-type: none"> Promo – Off-Campus Housing Preview Day Promo – U210 Career Connections Course <p>Spring 2015 <i>Transfer Insider Highlights:</i></p> <ul style="list-style-type: none"> Two issues in circulation: <ul style="list-style-type: none"> Average open rate – 44.0% Average click rate – 1.2% Announcements / Blog posts: <ul style="list-style-type: none"> 2 T-shirt Swap announcements Promo – Spring Study Abroad Fair Promo – Homecoming Promo – Off-Campus Housing Fair Promo – Spring Career Fair <p><i>Transfer Tuesday (Pilot – May-August):</i></p> <ul style="list-style-type: none"> The sessions were offered through Adobe Connect, each with a capacity of 30-50 students. The program introduced students to the following: sending final transcripts, reading the transfer credit report, undistributed credit process, accessing Degree Maps, and more. Highlights: <ul style="list-style-type: none"> Number of sessions: 22 Registered students: 229 Students attended: 109 Yield: 47.6% Number of Schools represented: <ul style="list-style-type: none"> 13 Academic Schools (including UCOL) 74 different sending institutions 98% Strongly Agree or Agree: Transfer Tuesday was a beneficial experience. 	

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Academic Integration</p> <ul style="list-style-type: none"> Students will be exposed to information related to the purpose of higher education, the expectations 	<p>Number of Students Served by Program</p> <ul style="list-style-type: none"> In 2014, 3,617 beginning and 1,617 transfer students were served. 	<p>New Student Orientation</p> <ul style="list-style-type: none"> Sixteen two-day overnight orientation programs were offered

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>associated with higher education, and information that can be used and applied after orientation.</p> <ul style="list-style-type: none"> 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. <p>Social Integration</p> <ul style="list-style-type: none"> Students will have the opportunity to make connections with other students. Students will feel supported and will have a general sense of familiarity with the surroundings. Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology. Students will feel welcomed and connected to IUPUI. <p>Self-Efficacy</p> <ul style="list-style-type: none"> Students will report that they feel prepared to meet the demands and expectations of college. Students will report that they have the ability to make a successful transition to IUPUI. 	<ul style="list-style-type: none"> Students who attended orientation were likely to enroll; 95% of first-time freshmen, 91% of new transfers, and 91% of new intercampus transfers who attended orientation, subsequently enrolled in classes. <p>Beginning Student Exit Questionnaire Highlights</p> <ul style="list-style-type: none"> 95% of these students reported that attending orientation made them feel prepared to begin classes. 90% agreed or strongly agreed that attending orientation improved their ability to meet the demands and expectations of college. 95% learned how they can access campus resources and services available to help them be academically successful. <p>Qualitative Response Summary</p> <ul style="list-style-type: none"> Overall, new students believed they received the information and had the resources from the OTEAM and advisors to make a successful transition to IUPUI. While transfer students found their orientation experience to be beneficial, they did state that they appreciated their advising time and touring the campus the most. 	<ul style="list-style-type: none"> 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. <p>Transfer Student Orientation</p> <ul style="list-style-type: none"> 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. <p>Changes Made for Beginners</p> <ul style="list-style-type: none"> Collaboration was increased with university offices to provide programming on auxiliary services, housing, student involvement, parent and family programs communication regarding the transition to college and placement testing. <p>Changes Made for Transfer Students</p> <ul style="list-style-type: none"> A technology session was provided for all students. An enhanced academic preparation session was offered. A revised financial aid session was offered. <p>Changes Made for Family Members</p> <ul style="list-style-type: none"> New methods for sharing information with family members were implemented A revised session on financial literacy/paying for college was added for students and family members.

SPAN Division (Special Programs for Academic Nurturing): Summer Seminars and Community of Learners		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>SPAN Description The SPAN Division offers innovative educational choices that respond to the unique interests and talents of high ability secondary students; celebrate cultural and ethnic diversity; and foster student achievement. The SPAN Division follows the “immersion model” in which</p>	<p>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</p>	<p>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:</p> <ul style="list-style-type: none"> Improved effective writing and speaking skills

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

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>academically eligible high school students enroll in regular IUPUI courses taught by university faculty alongside regular IUPUI students for full college credit. Participants enroll in courses taught on-campus, online, and off-campus.</p> <p>Scholars Summer Seminars: This six week intensive course is designed to SPAN scholars “transition” their academic career from high school to college by exploring study skills, note taking, critical thinking and develop effective time management skills.</p> <p>Community of Learners: The semester-long course is intended to expose SPAN scholars to broad aspects of their chosen career by researching the various different career areas. In addition to career learning activities, students participate in regularly scheduled meetings with their classroom instructors and student mentor for the purpose of helping the student make the connection between academic learning and their future career goals.</p> <p>Program Goals</p> <ul style="list-style-type: none"> • To provide and support opportunities for academically and technologically gifted/talented and high ability secondary students to enroll and be successful in college classes at the IUPUI campus. • To recruit and provide support for strong academic performers to IUPUI with a special focus on preparation to enter the STEM disciplines, as well as the health and life-sciences. • To recruit and facilitate increases in the number of secondary students from underrepresented minority, and at-risk populations who enroll in and successfully complete courses at IUPUI. 	<p>practice improvements.</p> <p>SPAN utilizes both quantitative and qualitative evaluation methods to determine programming effectiveness and promote improvement. This framework provides a way to structure, gauge, and strengthen the learning experience of SPAN students across all of our programs.</p> <ul style="list-style-type: none"> • Evaluation questionnaires are used to assess the effectiveness, and implement improvements for student services. • Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement. • Student academic performance is collected to determine college readiness factors, and pre-college qualifiers/identifiers (such as course completion of AP, Honors, dual credit), and standardized tests (such as PSAT, PLAN, SAT, and ACT). 	<p>(Core Communication).</p> <ul style="list-style-type: none"> • Utilization of information resources and technology (Core Communication). • Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking). • Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge). • Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture). • Describe the university rules regarding academic honesty and plagiarism (Values and Ethics). • Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth Breadth and Adaptiveness). <p>Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars’ ability to:</p> <ul style="list-style-type: none"> • 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
<p>Each semester, Academic and Career Development provide 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</p>	<p>We use three main methods to assess student learning and success:</p> <p>STAR Application and Self-Assessment: Students new to</p>	<p>Based on the data, we are focused on these areas as learning outcomes: New mediums of communication regarding academic policies that impact them, sharing engagement opportunities that enhance student academic and career</p>

STAR (Students Taking Academic Responsibility)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>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.</p> <p>Objectives of STAR Mentors Mentors participating in the STAR mentoring program will:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>probation receive an emailed letter to the university email account informing them of his or her Academic Probation standing. Students are asked to complete a series of steps, including the STAR Application and Self-Assessment. Students are given the opportunity to self-identify from a list of 42 reasons what lead to their academic difficulty. These 42 reasons were split up in to three large categories: Academic, Personal Skills & Habits, and Personal & Social life.</p> <p>STAR Mentoring Post-Survey with open ended questions to qualitatively assess our mentoring program and learning outcomes for students. The survey asks for the following responses as a result of participating in STAR: learning outcomes from participating in the STAR program, Goal setting and strategies to achieving goals, student resources used, lessons learned that students would share with a student that may be struggling academically, recommendations and improvements students would make to the program.</p> <p>We track data semester to semester assessing students that participated in the program and were dismissed/retained vs students that did not participate and were dismissed/retained.</p> <p>The STAR Application and Self-Assessment results showed after reviewing the top ten reasons and combining the fall 2014 and spring 2015 responses, the first four all have to do with time: managing time, procrastination, or trying to balance many commitments.</p> <p>STAR Mentoring Post Survey :</p> <ul style="list-style-type: none"> - Learning outcomes from participating in the STAR program: most responses highlighted time management, and learning to accept and use help, including campus resources - Goal setting and strategies to achieving goals: the vast majority of responses included making a plan: using a planner, setting weekly commitments, list steps, and set deadlines - Student resources used: By far, most students mentioned the MAC. Other resources cited were advisors, 	<p>goals, campus services that are relevant to a students’ needs, focusing more on time management and goal setting strategies in individual mentoring sessions, mentoring sessions focus on specific academic skills that enhance a students’ learning in and out of classroom</p>

STAR (Students Taking Academic Responsibility)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>faculty members, Bepko Learning Center, the library, speaker's lab, and the writing center</p> <ul style="list-style-type: none"> - Lessons learned that students would share with a student that may be struggling academically: Treat school like it is a job, you may not see the rewards, or income yet, but it really is worth it. It's worth doing and it's worth doing right - Recommendations and improvements students would make to the program: "if it were not for the STAR program, I feel like I would not have tried as hard to succeed. Being in this program gave me a reminder that there are people there to help and they care." I recommended completing a grade track of when your start program and then see the improvement when it is finished. <p>Data from 2014-2015: In Fall 2014, 99 students participated in the STAR program and 29 were dismissed. 71% were retained for next semester. In Fall 2015, 205 students participated in the STAR program and 76 were dismissed. 67% were retained for next semester. Also, it's important to note the percent of UCOL students on first time probation has dropped almost each semester.</p>	

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students.</p> <p>Key Retention Components</p> <ul style="list-style-type: none"> • Connecting with students during orientation (advising and registration) • An SSS Summer Bridge section • An SSS themed learning community 	<p>Assessment Findings and Highlights 2013-2014</p> <p>Retention Rates All SSS Students: N=316 (84%) Female: N=235 (82%) Male: N=81(84%)</p> <p>African-Amer. Students: N=184 (83%) African-Amer. Males N=43 (88%) African-Amer. Females N=141 (82%)</p> <p>SSS Freshmen: N=109 (80%) SSS Sophomores: N=71 (83%) SSS Juniors N=58 (83%)</p>	<p>*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.</p>

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> 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 <p>Intended Outcomes</p> <ul style="list-style-type: none"> Developed relationships (peer-peer and advisor-student) Student personal and professional development Students equipped with successful strategies to be retained through graduation 	<p>SSS Seniors N= 72 (97%)</p> <p>Graduation 33 Graduates 35% 6 Year Graduation Rate</p> <p>Grade Point Averages Freshmen: 2.6 Sophomores: 2.6 Juniors: 2.7 Seniors: 2.9</p>	

Summer Bridge Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The Summer Bridge intervention was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> Develop a comprehensive perspective on higher education Develop a community of learners Develop communication skills Develop critical thinking skills Develop study skills Develop college adjustment skills 	<ul style="list-style-type: none"> The Summer Bridge Program has experienced steady growth over the past decade (2007–2015). As displayed below, a total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 937 in 2015. Students from the 2014 Summer Bridge Program earned significantly higher one-year retention rates (79% compared to 73% for nonparticipants) and had significantly higher levels of academic performance (adjusted one-year GPA 2.78) compared to nonparticipants (adjusted fall GPA 2.70). Adjusted based on HS GPA, SAT Score, Income Level (Pell Grant), and Registration Date (proxy for motivation). African American students who participated (72 	<ul style="list-style-type: none"> Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning. Assessment results of student learning outcomes were presented to and discussed with administrators and faculty in schools considering offering new Summer Bridge sections or increasing the number of sections, resulting in the addition of sections from the School of Physical Education and Tourism Management. In an effort to increase the enrollment of minority students, scholarship funding was again made available and efforts were increased to reach out to late-enrolling minority students. In an effort to provide increased access to late-enrolling

Summer Bridge Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> • Understand the demands and expectations of college • Understand information technology • Understand and use university resources <p>Learning Outcome Assessment Results</p> <ul style="list-style-type: none"> • At the completion of Summer Bridge, most participants complete a questionnaire: <ul style="list-style-type: none"> ○ Most students reported that they would recommend Summer Bridge to another first-year student (99%). ○ Results based on quantitative and qualitative investigations suggest that the Summer Bridge program helps students feel academically and socially integrated. ○ Students report that they are effectively introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies ○ 2015 questionnaire results indicated that 97% of the students reported that the program helped them meet new people, 78% reported that they established close friendships, 80% reported that the program helped them establish a meaningful relationship with a faculty member, and 93% reported that the program helped them to develop an appreciation for social and cultural diversity. ○ A 2014 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. ○ Evidence from a multiple regression analysis suggested that four construct areas were related to student's program satisfaction: understanding college resources ($B = .236; p \leq .01$), diversity and cultural awareness ($B = .141; p \leq .01$), classroom strategies and instructional team support ($B = .163; p \leq .05$), and developing connections and sense of belonging ($B = .138; p \leq .05$). ○ An ANOVA with post-hoc revealed that on average 	<p>participated and 219 did not) in the most recent Summer Bridge Program (2014) were less likely to earn one-year below 2.0 (19% and 41%, respectively) and had higher fall-to-fall retention rates (74%) compared to nonparticipants (62%).</p> <ul style="list-style-type: none"> • 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. 	<p>students, seats in various sections were strategically held back until later orientation dates.</p>

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<p>answers in 2012 were significantly higher than those in 2009. The largest areas of growth were in diversity and cultural awareness ($r = .139$; $p \leq .01$) and interactions with diverse peers ($r = .191$; $p \leq .01$).</p>		

Themed Learning Communities (TLCs) Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>TLCs are designed to enhance the retention and academic success of IUPUI undergraduate students. The TLC intervention involves cohorts of students enrolled in three or more thematically linked courses, including a first-year seminar. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both inside and outside of the classroom. TLCs were designed to provide a structured first-semester learning environment where students could develop a strong sense of community and explore connections across disciplines.</p> <p>Learning communities have been advocated as effective interventions for enhancing:</p> <ul style="list-style-type: none"> • 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) <p>Student Learning Outcomes Students will:</p> <ul style="list-style-type: none"> • Form one or more friendships maintained after the semester. • Make connections between different disciplines and courses. • Actively discuss complex issues and ideas. • Describe complex real-world social problems and issues. • Be effective in communicating thoughts in writing. 	<ul style="list-style-type: none"> • TLC instructional teams have developed pedagogical strategies that foster engagement, integrative thinking, and positive learning experiences. • The TLC program has experienced steady growth. A total of 911 first-time IUPUI students participated in the TLC program in fall 2014. • TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth. Program administrators worked to make sure that the program fidelity was maintained and that quality instructional teams were built during periods of growth. • 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. • The 2014 TLC participants had significantly higher fall GPAs (adjusted 2.86) compared to nonparticipants (adjusted 2.79), even when taking into account HS GPAs, SAT Scores, Income Level, and Enrollment Date (a proxy for motivation and commitment). • School of Science, Engineering & Technology, and Physical Education & Tourism Management TLC students had higher than expected fall GPAs based on students' academic preparation levels, income levels, and enrollment characteristics. • The positive learning and collaborative environments 	<ul style="list-style-type: none"> • The 2014 TLC planning retreat focused on integrative assignments based on the data that integrative learning is correlated with student satisfaction. • A new TLC Advisory Committee was formed to implement changes to the program based on the FYE Program Review, use assessment data to make changes and recommendations, and reevaluate the goals and future direction of the program. • There is a need to continue to develop assessment techniques and methods to investigate impacts of TLC interventions on integrative learning. Ideally, we can collect integrative and signature assignments to assess student learning outcomes directly using the AACU value rubrics and other assessment tools.

Themed Learning Communities (TLCs) Program		
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	<p>created by the TLC instructional teams seem to have positive effects on the academic success outcomes for students with diverse backgrounds and with identified “risk factors.”</p> <ul style="list-style-type: none"> • Students seem to react positively to TLC interventions that facilitate positive connections, interactions, equip them with skills necessary to effectively adjust to college, and help them make connections between courses. Results shown in Figures 5 and 6. • Pedagogical strategies that facilitate integrative learning, sense of belonging/community, and peer interactions significantly affect students’ overall satisfaction ratings of their learning experiences. • TLC interventions and pedagogical strategies that help students develop feelings of belonging and community positively affect persistence intentions. • IUPUI was ranked fifth by <i>U.S. News & World Report</i> 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 2014): <ul style="list-style-type: none"> ○ 76% of TLC students reported that they were “satisfied” or “very satisfied” with their TLC experiences (compared to 84% in 2013). ○ 93% 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). ○ 53% reported that they participated in an activity or event in the Indianapolis community (that did not involve service). 	