

Division of Undergraduate Education

**Honors College
Institute for Engaged Learning
University College**

**Program Review and
Assessment Committee (PRAC)
Annual Report
2020-2021**



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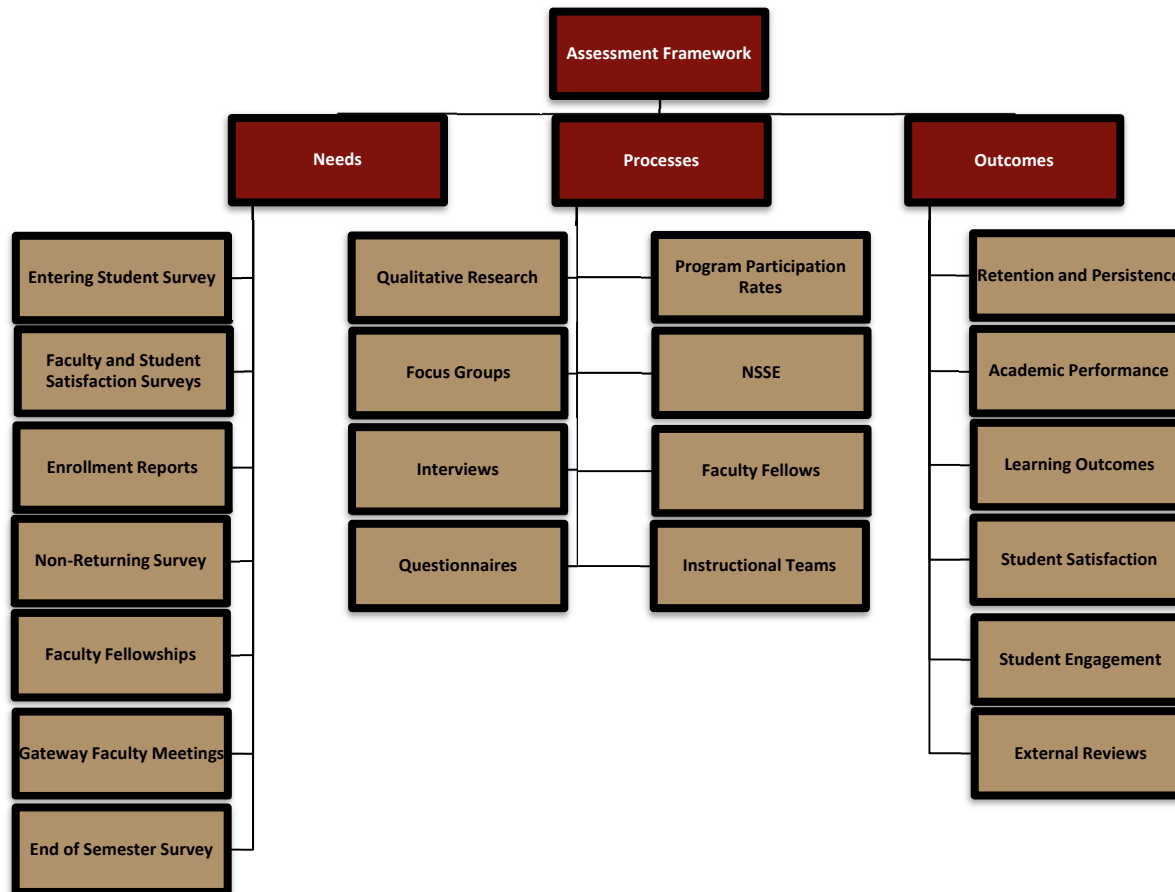
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Context and Assessment Methods

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

DUE Assessment Framework



Needs Assessment Highlights

Entering Student and Check-In Surveys

DUE, in collaboration with the Office of Institutional Research and Decision Support, connected with students to determine their needs and assess their engagement and development through ongoing questionnaires. Before students officially start classes they received the Entering Student Survey (ESS) via an emailed survey link. A few weeks into their first fall semester, a second survey was administered to all students in the first-year new beginner cohort (Check-In Survey). These surveys help DUE and IRDS assess a broader array of motivational, cognitive and behavioral factors that are predictive of student learning and success, and track development on these factors over the course of the first term. Factors included on the ESS and Check-In surveys are included below.

Entering Student Survey only

- Expected time commitments
- Reasons for choosing IUPUI
- Potential challenges in learning environment
- Reasons for choosing major
- Other colleges/universities applied to

Check-In Survey only

- Academics/Study Skills/Time Management Help
- Personal/Social Life Help
- Work/Finances/Housing Help
- Current employment status
- Plans for next semester

Results from the 2021 ESS survey were prepared by Jessica Rauch and can be found on the IRDS website. Some of the highlights include:

- Overall beginning student respondents feel welcomed at IUPUI. About **84%** of students agree **‘the IUPUI campus community has made me feel welcomed.’**
- About **85%** of respondents agreed that the IUPUI campus is ‘very inclusive and celebrates all students with different backgrounds and cultures.’
- **At least 90%** of respondents agreed they are **‘proud to tell others I am going to school here.’**
- **At least 51%** of respondents **planned to work on campus for pay** and **62% planned to work off-campus for pay** during their first year.
- **55%** of respondents indicated their major being aligned with their interests was an ‘extremely important’ factor in choosing their current major.

The 2021 New Beginner Check-In Survey report, also prepared by Jessica Rauch, can be found on the IRDS website as well. Some of the key findings are:

- **Ninety-five percent** of respondents planned to reenroll next semester and 85% did not plan to transfer to another college or university.
- **78%** of respondents agreed **they felt a sense of belonging.**
- The top three areas students reported needing help were 1) preparing for exams properly, 2) math, and 3) time management.
- As a result of the COVID-19 pandemic students reported experiencing either quite a bit or very much an increase in the following areas: 1) **mental or emotional exhaustion** (47%), 2) **inability to concentrate** (32%), and 3) **depression or anxiety that interfered with daily functioning** (31%).

Entering Student Survey and Check-In Survey shared Sense of Belonging items.

After completing the Entering student survey (ESS), Fall 2021 beginners also completed the New Beginner Check-In Survey in September 2021. When completing the ESS at Orientation, students reported relatively high sense of belonging and felt welcomed at IUPUI. Students still agreed with these statements on the check-in survey, mean ratings for each item increased.

2021 Entering Student Survey and New Beginner Check-In Survey Sense of Belonging Results

| | Entering Student Survey | | | Check-In Survey | | |
|--|-------------------------|------|-----------|-----------------|------|-----------|
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. |
| The IUPUI campus community has made me feel welcomed | 601 | 5.82 | 1.139 | 1,112 | 6.08 | 1.094 |
| It is important for me to graduate from IUPUI (e.g., rather than from another college) | 601 | 5.59 | 1.629 | 1,111 | 5.63 | 1.557 |
| I feel a sense of belonging at IUPUI | 604 | 5.31 | 1.210 | 1,108 | 5.47 | 1.372 |

Note 1: 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Neither Disagree nor Agree, 5=Slightly Agree, 6=Moderately Agree, 7=Strongly Agree

IUPUI New Beginner Demographics

Below are the demographics of Fall 2021 IUPUI full-time beginners. Forty-seven percent were University College admits, a substantial decrease from Fall 2020 (53%). Seventeen percent of Fall 2021 new beginners were Latinx, and 11% were African American. The average high school GPA for University College students was 3.37, while dual/direct admit students had an average high school GPA of 3.68. About 62% of full-time new beginners were enrolled in 15 credit hours or more, continuing the decline in the number of first-time, full-time beginners registering for 15 credit hours or more.

Fall 2021 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 2,991 first-time, full-time students (about 4% (130) part-time)
 - 1,400 (47%) University College admits
 - 1,591 (53%) dual admits/direct-school admits
- 11 (0.4%) 25 years of age or older
- 2,713 (91%) Indiana residents
- 44 (1%) international students
- 324 (11%) African American
- 495 (17%) Latinx
- 3.37 average high school GPA (UC)
- 1090 average SAT score ^a (UC)
- 3.68 average high school GPA (Direct/Dual Admit)
- 1198 average SAT score ^a (Direct/Dual Admit)
- 1,300 (43%) received a Pell Grant in the first fall semester
- 577 (19%) Twenty First Century Scholars (received state money)
- 878 (29%) first-generation students (neither parent attended college)
- 1,278 (43%) live in campus housing
- 174 (6%) enrolled in the IUPUI Honors College
- 1,853 (62%) attempted 15 or more credit hours in the first semester
- 2,701 (90%) students were enrolled in a first-year seminar at census.
 - 1,189 University College students participated.
- 1,082 (36%) Participated in Summer Bridge
- 846 (28%) were enrolled in a Learning Community at census.
 - 285 were enrolled in a Themed Learning Community.
 - 561 were enrolled in a Gateway Learning Community.

^a Based on revised 2019 SAT scale

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

1. Availability of financial aid/scholarships
2. Academic quality
3. Availability of specific academic programs (majors)
4. Graduates get good jobs
5. Affordability
6. Focus on hands-on experiential learning (e.g. internships, service learning, and research projects)
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. Career and job opportunities available in Indianapolis while attending school.
9. Welcoming campus
10. Opportunity for an IU or Purdue degree

Rank ordered by mean ratings out of 32 items

Note: Based on 2021 Entering Student Survey results.

Risk Factors for First Year IUPUI Students

Risk Factors Associated with Low Levels of Academic Achievement and Persistence

- 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
- Math placement lower than is offered at IUPUI
- Living off campus
- Students' estimates of the hours they expected to devote to nonacademic activities (e.g. working off-campus, taking care of household responsibilities).
- Working more than 20 hours off campus for pay
- Not earning satisfactory academic performance in first semester (earning below a 2.0)

Success or Thriving Factors for First Year IUPUI Students

Factors Associated with High Levels of Academic Achievement and Persistence

- 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 (amount of AP credit, earning an Indiana Honors diploma)
- Not being a first-generation college student
- Living in campus housing
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math

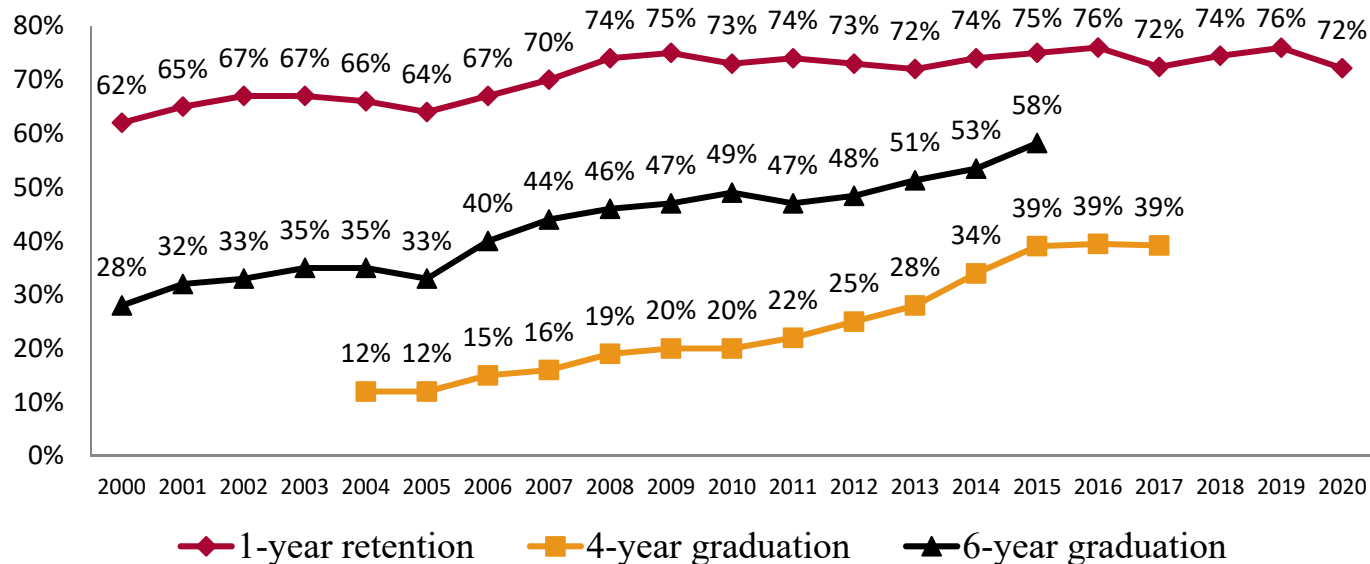
Academic Achievement and Progress of 2020 First-Time, Full-Time Students

2020 First-Time, Full Time Students

The IUPUI first-time, full-time retention rate at any IU campus decreased to 72% in Fall 2021, the lowest it has been since Fall 2007. Part of this decrease was because academic policies implemented in Spring 2020 because of the COVID-19 pandemic were not continued into Fall 2020. However, there may be other reasons for this decrease that will need to be further investigated.

More encouraging results were found in four and six-year graduation rates, which continue to share fairly steady increases. In fact, 58% of the Fall 2015 cohort graduated from any IU campus within six-years, a new record. However, IUPUI's retention and graduation rates continue to lag below those of our peer institutions. Further strategies will need to be considered and developed to bring IUPUI student success in line with peer institutions.

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



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

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

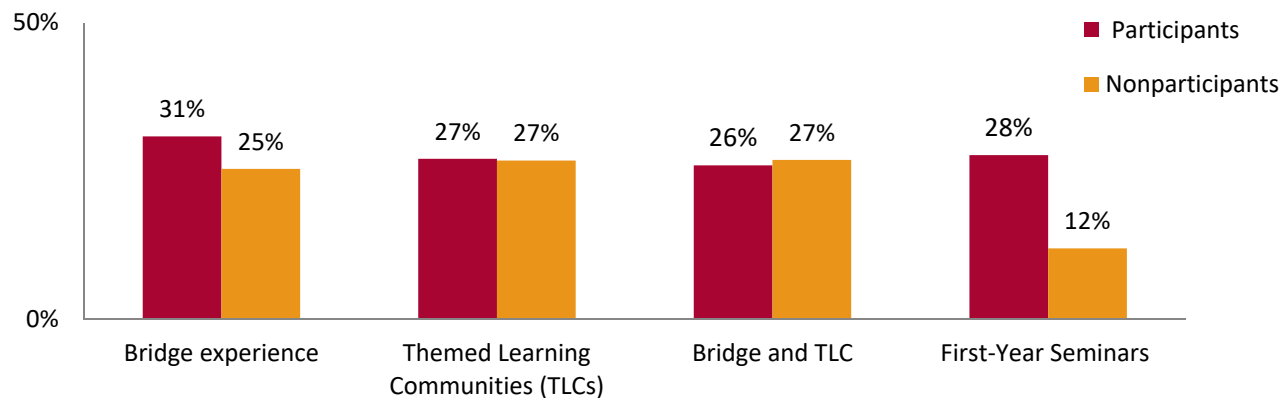
| One-Year Retention Rate by Type | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| IUPUI (includes all degree seeking—bachelor’s, associate, certificates) | 74.1% | 74.9% | 71.4% | 72.8% | 74.4% | 69.0% |
| IUPUI (includes only bachelor’s degree seeking) | 74.2% | 75.2% | 71.5% | 72.9% | 74.6% | 69.1% |
| IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) | 75.4% | 75.7% | 72.4% | 74.5% | 76.0% | 72.2% |
| IUPUI Indianapolis (includes only bachelor’s degree seeking) | 75.4% | 76.0% | 72.4% | 74.7% | 76.2% | 72.2% |
| IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates) | 57.7% | 62.0% | 57.4% | 63.6% | 63.7% | 48.5% |
| IUPUI Columbus - (includes only bachelor’s degree seeking) | 59.0% | 62.3% | 58.0% | 63.4% | 63.5% | 48.5% |
| IU Fort Wayne - (includes all degree seeking—bachelor’s, associate, certificates) | | | | 54.5% | 63.1% | 45.4% |
| IU Fort Wayne - (includes only bachelor’s degree seeking) | -- | -- | -- | 54.5% | 63.2% | 45.3% |
| IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis | 70.1% | 71.1% | 68.1% | 71.1% | 72.6% | 69.0% |

Note 1: IUPUI official always includes Columbus and Fort Wayne. Retained means re-enrolled next fall semester at any IU campus unless otherwise specified.

Note 2: First IU Fort Wayne cohort began in the Fall 2018 semester. There were no beginners seeking an Associate’s or Undergraduate Certificate in that cohort.

Indianapolis Only 2017 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 by August 31, 2021. The rates exclude Columbus beginners.

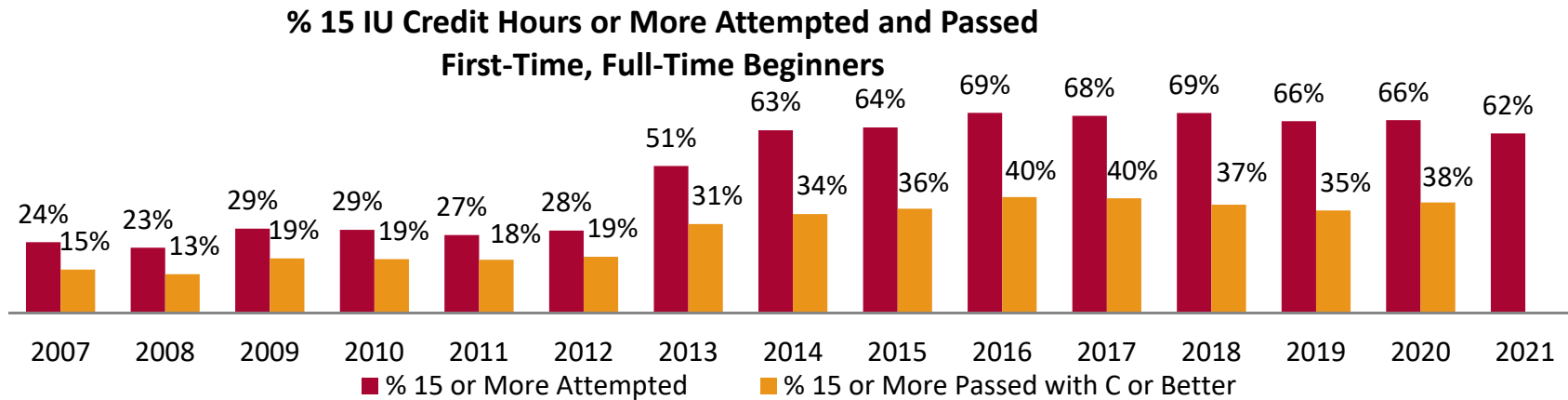
Note 2: Summer Bridge Participants were significantly more likely than nonparticipants to graduate in 4 years. FYS participants were also significantly more likely to graduate in four years than non-participants. Analyses were conducted using chi-square analysis at $\alpha \leq 0.05$.

Note 3: Summer Bridge Program participants: $N = 558$ and nonparticipants $N = 1,492$; TLC participants: $N = 473$ and nonparticipants $N = 1,577$; Bridge and TLC participants: $N = 81$ and nonparticipants=1,969; first-year seminar participants: $N = 1,941$ and nonparticipants $N = 109$.

In recent years, new IUPUI beginners have been encouraged to enroll in 15 credits or more during their first fall semester, in order to demonstrate sufficient progress toward graduation. Approximately 66% (2,109) of Fall 2020 full-time beginners enrolled in 15 credit hours or more during their first fall term. Of those, 57% (1,211) passed at least 15 credit hours with a grade of “C” or better during that first fall semester¹. This was an increase from Fall 2019, when only 53% of students attempting 15 hours or more completed 15 hours or more. In Fall 2021, 62% (1,853) of new beginners were enrolled in 15 credit hours or more at census. This is the lowest percentage of beginners attempting at least 15 credit hours since Fall 2013.

First-time, Full-time Beginners Enrolled and Completing 15 Credits or More During their First Fall Semester at IUPUI

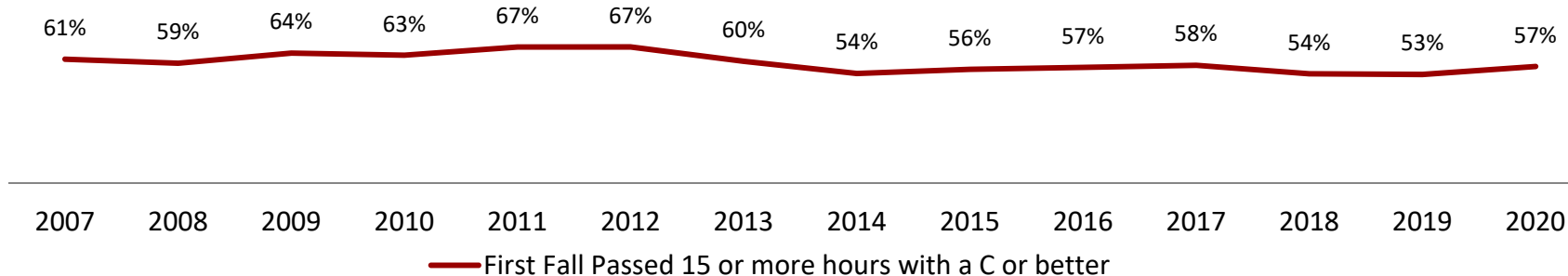
*Passed all 15 credit hours with a C or Better.



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

% Passed 15 or More Credit Hours With C or Better

First-Time, Full-Time Beginners who Attempted 15 or More



¹ 21 Fall 2019 beginners and 8 Fall 2020 beginners were not enrolled in 15 credit hours at census but had completed 15 credit hours by the end of the semester. These students may have enrolled in another class after census or earned credits through a second-8 week course.

Profiles of Learning for Undergraduate Success: Indirect Assessment Comprehensive Results

In an effort to assess students' learning outcomes related to the Profiles of Learning for Undergraduate Success, IRDS developed new survey items or mapped existing items on several survey instruments including the End-of Semester Survey, the National Survey of Student Engagement (NSSE) and IUPUI Campus Alumni Surveys. Results from these indirect assessment were compiled into a comprehensive report that was shared as part of the Profiles Retreat hosted by the Office of Academic Affairs on August 27, 2021. The full report can be found on the IRDS website (here: https://irds.iupui.edu/_documents/reports-presentations/assessment/Students%20Self-Reported%20Learning%20for%20the%20Profiles%20of%20Learning%20for%20Undergraduate%20Success.pdf).

The data described below are “indirect” measures of student learning. They are not to be interpreted as actual measures of students' skills and abilities. However, indirect measures can be used to determine which skills and abilities students' feel are being most enhanced by their IUPUI education. These data can also be used in conjunction with direct assessments of students' performance on the Profiles to gain more comprehensive information which areas may need additional emphasis.

Alumni Survey

In 2019, IRDS was charged with conducting a survey of recent alumni. The survey was administered to all undergraduate degree/certificate recipients from the 2014 and 2016 cohorts. There were 611 total respondents with a response rate of 9.7%. Among the highlights

Satisfaction with Co-Curricular Experiences and Other Services

- Undergraduate student alumni reported that they would like to have more opportunities for career and professional development and to participate in international activities on campus. More than one-quarter of respondents reported being dissatisfied or very dissatisfied with these two items.

Participation In Co-curricular Experiences

- The most common extra-curricular activity reported among alumni respondents was internship, co-op, field experience, etc. (61%), followed by community service or volunteer work that was not part of a course (59%).
- Just over half (51.5%) of respondents also indicated working on a project addressing a real-world problem and as well as participating in community service or volunteer work that was part of a course.

Knowledge and Skills

- Respondents rated themselves as “quite a bit” to “very much” prepared to understand and value cultural differences (79%), as well as working with people from different backgrounds (81%). Similarly, 75% of respondents indicated being “quite a bit prepared” or “very much prepared” to initiate interactions with those who are culturally different.

- Areas in which students reported lower levels of agreement with being “quite a bit” or “very much” prepared including the ability to recognize one’s own cultural rules and biases (68%) and contribute to communities locally and globally (60%).

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) includes items designed to collect data on students’ confidence in performing specific academic skills and the extent to which their institution helped them develop these skills. Each of the Perceived Learning Gains items was mapped to one of the IUPUI profiles. Among the highlights:

- In 2015, 2018, and 2021, both Beginners’ and Seniors’ highest ratings were in their ability to think critically and analytically. This skill is linked to the “Problem Solver” Profile.
- In 2015, Beginners’ lowest rating was related to being an informed and active citizen, associated with the “Community Contributor” profile. This was also the lowest self-rating for seniors in all three years.
- Less than half of first-year beginners in 2021 indicated that they had learned “quite a bit” or “very much” regarding solving complex real-world problems or acquiring job- or work-related skills. Conversely, at least 63% of 2021 seniors indicated that they learned “quite a bit” or “very much” from IUPUI regarding these skills.
- Preliminary results suggests that Beginners’ perceptions of their learning in 2021 were lower than Beginners’ perceptions in 2018 across every dimension. This will be investigated further once NSSE results have been finalized.

Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in the Division of Undergraduate Education and University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Listed below are a sample of plans to improve student success based on data and assessment of student learning outcomes reported by the staff of the Division of Undergraduate Education. Further examples can be found in the Division of Undergraduate Education Assessment and Planning Matrix (starting on page 84).

- *Academic and Career Development*
 - Facilitated virtual workshops/events and increased the major and career-related resources available in our Kaltura media gallery so students can access at their convenience.
 - Created more higher-quality Canvas modules and will continue to refine these for students and faculty to utilize in First Year Seminars and in the ePortfolio.
 - Continue to be purposeful in our meetings with students to include the topics of networking, as well as skills gained and/or needed considering challenges faced over the past year.
- *Bepko Learning Center*
 - In the future the idea of roster management for students in academic mentoring session will be expanded to look at other metrics to get a better picture of students who need a connection with an academic mentor. Items such as Canvas interaction and Session Attendance.
 - Based off the high results of students being helped in using the concept of metacognition, more activities will be implemented to assist student in using the metacognitive concepts.
 - A Rebound Week will be implemented to help students “rebound” from their first series of tests. Some activities include: Poster sessions, workshops, academic support resources scavenger hunt, and a national speaker on metacognitive strategies.
 - As a result of the high success rate of the students who were coached, the Office of Academic Enrichment will continue to train coaches in the use of metacognitive strategies. Additionally, modules will be created to assist First Year Seminar courses with introducing these concepts to entering student
- *Bridge Week*
 - In fall of 2020, the Bridge Week experience was made available to all students for the first time, though attendance was not mandated.
 - For fall of 2021, Bridge Week returned to a fully in-person format with a more structured schedule and program expectations.
 - The campus is proceeding with plans to mandate attendance in Bridge Week for all incoming freshmen beginning in fall 2022.
 - Based on survey feedback from both students and instructional teams, Bridge Week will slightly alter its format for 2022 to shorten the structured part of the program day and allow for more casual, social opportunities in the late afternoons.
- *Center for Service Learning*
 - CSL continues to scaffold learning opportunities within the SAM programs. Feedback from program directors in prior years requested the implementation of a four-year cohort model to enhance student learning and campus-community partnerships.

- *DEAP*
 - DEAP utilized a survey conducted by IRDS during the spring of 2021 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.
- *First-Year Seminars*
 - The IUPUI First-Year Experience Advisory Board, consisting of representatives from all participating academic units and other campus stakeholders, developed and implemented a common core curriculum for FYS, designed to provide a baseline common experience for all students while allowing room for customization based on format or school.
 - An FYE Canvas Course Shell was developed to facilitate delivery of the first-year seminar across all academic units on the IUPUI campus. The course shell made it possible to quickly pivot to partially- or fully-online delivery of the FYS to students during the fall of 2020 and ensured that all students received a common core curriculum regardless of format or school.
 - A series of online/Zoom-based professional development opportunities was offered that campus-wide FYS instructors during summer and fall of 2020 to help them address challenges brought about by the pandemic, including best practices for hybrid and online course delivery, building community in online spaces, and helping to manage students' stress and accommodate pandemic-related challenges students were facing.
- *Learning Communities Program*
 - Because learning community outcomes continue to demonstrate positive impacts on student success, a working group has been formed within the First-Year Experience Advisory Board to make recommendations regarding future growth of learning communities at IUPUI.
 - This working group will make recommendations to address scalability challenges of the current learning communities model, as well as examining the disparities in efficacy outcomes between the Themed and Gateway Learning Communities formats.
 - To further address scalability challenges, the office of First-Year Experience is working to develop alternate first-year seminar models that allow for layering of multiple high-impact practices, similar to LCs, within a more flexible, stand-alone course format.
 - A revised planning document will be rolled out in fall 2022 in response to instructor feedback that the current LC planning document is too dense and difficult to work with.
- *Life-Health Sciences Internship Program*
 - Continue to track demographic breakdowns from application > interview > accepted to see if or where we are losing students. Improve recruitment of first-generation and 21st Century Scholars in response to the lower percent of participants compared to the overall population of IUPUI.
 - Switching to Handshake for internship description search (moved from a custom search on our website) to improve access and searchability. The goal is to help students find and request sites that are a good fit from the start of the process and reduce unmatched sites and improve the strength of matches.
 - We ask interns to evaluate the internship site. When interns noted increases in supervisors promoting teamwork and recognizing intern contributions in the workplace, feeling like part of the team and belonging increased and recognizing contributions was also related to feeling welcomed. These results informed supervisor orientation and professional development communications throughout the year.

- *Office of Student Employment*
 - Determined hybrid model of training sessions would be offered moving forward and brown bags would continue in virtual only format for foreseeable future.
- *SPAN*
 - Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars' ability to:
 - Differentiate between secondary and higher education.
 - Develop a supportive network of staff, faculty, and fellow students
 - Identify the physical layout of the campus
 - Use feedback from peer review and the course instructional team to improve academic performance.

Honors College Results



Honor's College Responses to PRAC Supplemental Questions

What did you learn from the unexpected transition to remote teaching, learning, and assessment?

Reflection on what was learned: Disruptions in traditional, in-person instruction limited students' abilities to connect in with faculty and fellow students in the classroom, in opportunities for mentored research, in community service opportunities, in opportunities for study abroad, and in leadership development, all important parts of the IUPUI experience and in particular in the Honors College experience and the IUPUI PLUS profiles. For many students, experiencing the pandemic has resulted in a greater emphasis on mental health and coping strategies, on spending additional time caring for family members rather than spending time on campus, and in learning to rapidly adapt to new strategies for learning and completing coursework. For many, it has also been an opportunity to develop creative ways to stay engaged and involved in campus life, participate in or organize to virtual or hybrid service learning projects, and re-assess their professional plans and goals. Faculty and staff supporting Honors College students experienced many challenges as well in the shift to hybrid or on-line teaching, and student advising and support offered through Zoom. Ongoing efforts will be needed to support faculty and staff as they help Honors College students effectively move forward on their educational path, and how to assess the effect that the pandemic has had on Honors College student's academic and social development, resilience and belonging.

How has the COVID-19 pandemic impacted the assessment of student learning?

We have recently developed a new set of service learning reflections related to the the effect of the COVID-19 pandemic on service learning, which was largely transitioned to a hybrid service learning during the Pandemic. In the coming year will review to determine whether the new prompt encourages students to consider their service experience more critically, particularly given the need for assessment of students' experience through virtual, hybrid, or a combination of service activities. During academic year 2020-21, Honors Scholars volunteered over 8,585.5 hours, primarily completed virtually due to the pandemic. Honors Scholars completed service hours through over 30 different student organizations, campus partners, and community organizations. Students also completed volunteer hours virtually due to the restrictions on in-person activities from the COVID-19 pandemic. Based on this initial effort, we revised the prompt to which we are asking students to respond. The revision reads as separate questions, with space to respond to each, as follows:

- What were your expectations going into the activity?
- How did your thinking change during and after?
- What did you learn about yourself, others with whom you volunteered, and the community you are serving?
- What was most challenging? How did you overcome this challenge?
- What is the value of performing service of this kind?
- How will you approach volunteer work in the future, either as a continuing Honors scholar or as a graduate?

What progress have you made to date on implementing the Profiles into teaching, learning, and assessment?

The Honors College spent last summer developing a new Introduction to Honors course (H200) designed as a first course for all Honors College students, whether they are directly admitted as first year students or join through an Honors Program. The course is designed to guide students to develop their identity as an Honors College student, provide opportunities to form connections with Honors peers, faculty, and staff, and think intentionally about planning their experience as an Honors College student to meet your academic and personal goals. The course is designed around the goals of the Honors College mentioned on the first page of the PRAC report, and the IUPUI Profiles, and focuses on leadership development (through an engaged learning and leadership project), critical thinking skills and research methods (students identify a challenge, research the issue to learn more, and explore solutions), presentation skills (group project presentation to community) provides support to professional and personal development (development of an "I am" --> "We are" --> "I want to become" progression leading to an Honors ePortfolio). Course assessments, reflections, and course evaluations will analyze student achievement of the Profiles.

What have you done to identify, develop, or redesign experiences for inclusion in the Record?

The Honors Peer Mentor Program was accepted to participate in IUPUI's Experiential and Applied Learning Record in 2019. In order for mentors to have their experience documented in The Record, they must complete mid-semester and end-of-semester reflection assignments in Canvas, and an additional program evaluation. If mentors complete all of these items, their mentoring experiences will be listed in the Service Achievement Category in their Record. Twenty mentors had their experience added to The Record for the 2019-2020 academic year, and twenty-five mentors had their experience added to The Record for the 2020-2021 academic year. Reflection responses have largely been used to make changes to the mentor trainings to meet the needs of the mentors more accurately. In the program evaluation, we assess whether students felt they had met learning outcomes. According to the past two years of The Record's data, ninety-seven percent of the responses indicated that students either 'agreed' or 'strongly agreed' that they had met the learning outcomes. The other three percent of responses indicated that students felt neutral about meeting the learning outcomes.

Overview

The IUPUI Honors College was founded in August 2009. In eleven years, the Honors College has grown from a dozen scholarship students to over 174 scholarship students admitted for fall 2020. Our total active population across four years at [fall 2021 census](#) is 981 students: 658 scholarship students and another 316 students admitted as continuing students through their schools (and another 7 students who are actively enrolled, but their scholarships have expired).

| Residency of Scholarship Students | | | | |
|-----------------------------------|-----------------|--------|--------------------|--------|
| | First-Year 2021 | | Sophomores-Seniors | |
| | Indiana | 148 | 85.06% | 678 |
| Out of State | 26 | 14.94% | 129 | 15.98% |
| International | | | | |

| Race/Ethnicity of Scholarship Students | | | | |
|--|-----------------|--------|--------------------|--------|
| IPEDS | First-Year 2021 | | Sophomores-Seniors | |
| | Asian | 13 | 7.47% | 76 |
| Black/African American | 9 | 5.17% | 21 | 2.61% |
| Hispanic/Latinx | 8 | 4.60% | 38 | 4.70% |
| White | 131 | 75.29% | 590 | 73.21% |
| NR-Alien | 3 | 1.72% | 41 | 5.08% |
| Two or More Races | 10 | 5.75% | 39 | 4.83% |
| Unknown | | | 2 | 0.25% |

Housing Preferences: Due to the Covid-19 pandemic many first-year students opted to live at home for the Fall 2020 semester. However, over a third of our incoming students chose to live in the Honors Tower RBLC and 8% of sophomores through seniors elected to live at the Honors River Walk RBLC.

In Fall 2021, these numbers increased, with 43% of our incoming students choosing to live in the Honors Tower RBLC and 20% of sophomores through seniors electing to live at the Honors River Walk RBLC.

| Honors RBLC | | | | |
|---------------------------------|--------------------|-------|---------------------------------|-----|
| | First-Year (Tower) | | Sophomores-Seniors (River Walk) | |
| Living in Honors RBLC 2020-2021 | | 34.5% | | 8% |
| Living in Honors RBLC 2021-2022 | | 43% | | 20% |

Goals for overall population structure and diversity, 2021-2022

- Continue to explore ways to increase diversity among honors students,
- Explore expanding school-based gateways into the Honors College.
- Find effective ways to encourage students to live on campus beyond their first year.
- Develop intentional partnerships with diversity scholarship programs such as DSRP, Norman Brown, and Olaniyan Scholars.
- November 2021 is the first time the Honors College has used the test-optional application process, which may enhance equity in the admissions processes for fall 2022 and create more opportunities for first generation students and students of color.
- The first [Honors College Faculty Fellow](#) 2021-2022 , Dr. Joseph Tucker Edmonds, will provide strategic leadership and guidance related to supporting Honors College students, especially those from underrepresented groups, with meaningful mentoring and research experiences beyond the classroom.

Honors College Student Experience and Learning Outcomes

We want all students enrolled in the IUPUI Honors College to

1. Be active participants in their intellectual experience.
2. Participate in at least four engaged learning experiences including research, international/cultural, service, and experiential/applied learning.
3. Develop strong communication, problem solving, and civic-minded skills.
4. Reflect on their growth as a learner through classes and engaged experiences inside and outside the classroom, and
5. Develop a connection to the Honors College and their Honors community.

In this report, we will provide evidence of student participation in engaged experiences such as study abroad, peer mentoring, and service experiences (goal 2 above). We will also identify what we have done to help our students reflect more effectively on their service learning experiences and their development of civic identity (goals 3, 4). Finally, we will discuss the additional reflections we have added on the Profiles and Engaged Learning (goals 3, 4) and end with our strong retention and graduation report.

Honors College Study Abroad

The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students. We view our support of study abroad as a responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange.

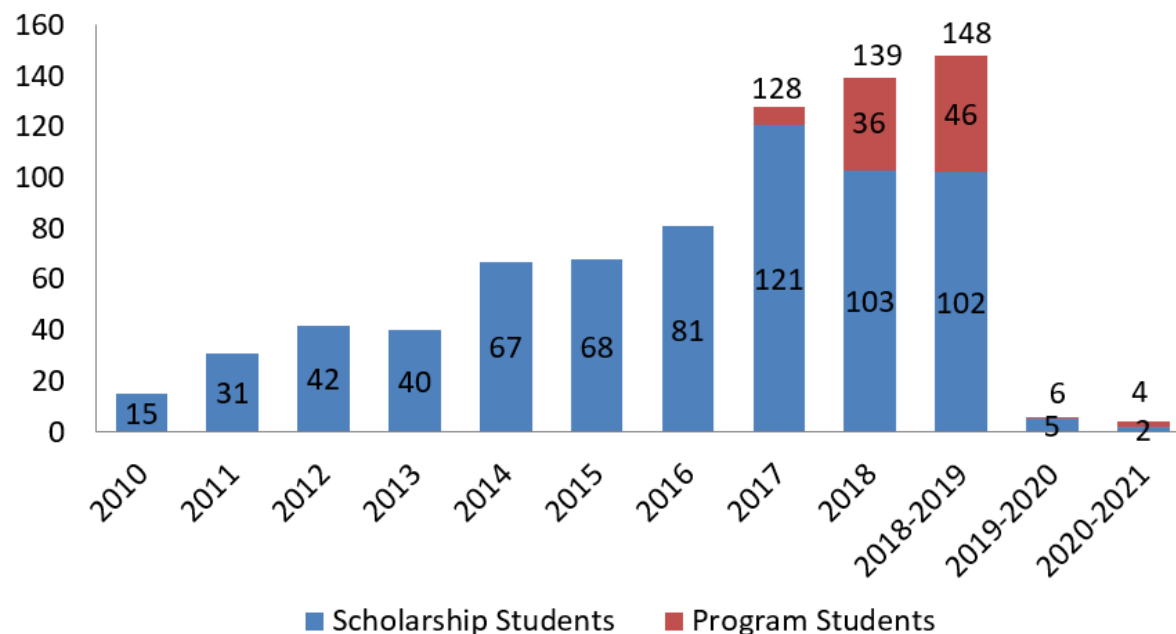
Support

The following are actions taken by the Honors College to encourage study abroad experiences for its students:

1. All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting. Advisors help students find programs that fit their curricular and time-frame specifications.
2. All students receiving an Honors College scholarship have been awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Starting in 2016, students participating in an honors program through their academic units have also been awarded the \$2500 stipend.
3. The Honors College has consistently offered an Honors study abroad opportunity in Costa Rica every year over spring break since 2012. This program, as well as some other newer programs the Honors College had begun to offer in the summer, were cancelled in 2020-2021 and in spring 2022 due to the coronavirus pandemic.

History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per year. Please note that for the last three years, the data reflects stipends used per academic year (the first year representing fall 2018, spring and summer 2019 and the second year representing fall 2019 and spring and summer 2020, and the third year representing fall 2020 and spring and summer 2021). In previous years, the data reflects the number of stipends used per calendar year.



A marked increase occurred in the students' use of the study abroad stipend in 2017. This increase could be attributed to the expansion of the stipend availability to Honors program students, as well as better awareness of study abroad and the availability of the stipend for all students. The extreme drop in stipend usage for from 2019-2020 through the present is due to ongoing University restrictions on travel due to the coronavirus pandemic.

Future Plans

- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.
- The Honors College will continue to monitor any updates of Indiana University's coronavirus policies regarding study abroad programs, and will plan for future study abroad programs accordingly. The Honors College will keep its students informed of any future developments with study abroad and let students know about programs that are approved by Indiana University during the coronavirus pandemic.

Honors College Peer Mentor Program

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with continuing Honors College Scholars. They serve as a resource for students during the summer before they arrive at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first semester. Students participating as mentees in the Honors Peer Mentor Program demonstrate a strong retention rate from their first to second years at IUPUI. The Honors College started tracking the retention rate of its mentees in 2018.

| Retention Rates of Mentees from First to Second Years at IUPUI | |
|--|-------------------------------------|
| Semester participating in the Honors Peer Mentor Program | First to second year retention rate |
| 2018 | 100% |
| 2019 | 97% |
| 2020 | 98% |

Overview

The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with a more senior Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio. Mentors have entered the Honors College either as a first-year student or through their academic programs.

A Peer Mentor Leader Council was incorporated into the program in 2014-2015 to provide the student perspective to the Honors College staff. The Council is comprised of six experienced mentors who plan events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. For 2020, the program included one additional peer mentor leader for a total of seven but has gone back to the original number of six mentor leaders for 2021. Additionally, each Mentor Leader is assigned a small group of six mentors to assist and guide throughout the program.

The program was accepted to participate in IUPUI's Experiential and Applied Learning Record in 2019. Mentors who complete all reflections and evaluations required for this program will have the experience documented in the Service Achievement Category in their Record. **Twenty mentors** had their experience added to The Record for the 2019-2020 academic year, and **twenty-five mentors** had their experience added to The Record for the 2020-2021 academic year.

| Number of Program Participants | | |
|---------------------------------------|----------------|----------------|
| | Mentors | Mentees |
| 2011-2012 | 24 | 24 |
| 2012-2013 | 33 | 66 |
| 2013-2014 | 30 | 82 |
| 2014-2015 | 43 | 85 |
| 2015-2016 | 41 | 86 |
| 2016-2017 | 41 | 77 |
| 2017-2018 | 45 | 85 |
| 2018-2019 | 46 | 86 |
| 2019-2020 | 46 | 86 |
| 2020-2021 | 48 | 89 |
| 2021-2022 | 51 | 83 |

Honors Peer Mentors are selected each spring semester. Mentees are invited to participate in the summer before their first year. Mentors are expected to communicate with their mentees during the summer and then meet with their mentees biweekly during the fall semester. The Honors Peer Mentor Program is voluntary.

| Academic Standing of Mentors | | | |
|-------------------------------------|------------------|---------------|---------------|
| | Sophomore | Junior | Senior |
| 2011-2012 | 5 | 13 | 6 |
| 2012-2013 | 18 | 10 | 5 |
| 2013-2014 | 18 | 7 | 5 |
| 2014-2015 | 21 | 15 | 7 |
| 2015-2016 | 17 | 17 | 7 |
| 2016-2017 | 15 | 14 | 12 |
| 2017-2018 | 21 | 14 | 10 |
| 2018-2019 | 18 | 17 | 11 |
| 2019-2020 | 14 | 19 | 13 |
| 2020-2021 | 16 | 16 | 16 |
| 2021-2022 | 20 | 19 | 12 |

As demonstrated in the chart above, the program attracts slightly less seniors as mentors, most likely due to the increased external commitments of this population.

Future Plans

- The program continues to refine its trainings for peer mentors by adding goal setting and peer coaching workshops.
- The program will continue to research and implement ways to improve the level of commitment to a voluntary program.
- Workshops for mentoring special student populations can be offered throughout the program.

Honors College Service, Service Learning, Civic Engagement

IUPUI is nationally recognized for its commitment to service, service learning, and civic engagement, as evidenced by six U.S. Presidential Honor Roll for Community Service designations (Indiana University-Purdue University Indianapolis, 2015a). It is important to note the difference in definition between service, civic engagement, and service learning because the level of engagement varies widely. For the purposes of this report, service is traditional volunteering, where students seek out opportunities in which they can contribute back to the campus or community.

Service and volunteering are interchangeable in this document. Community Service and Civic Engagement, an office in the Center for Service and Learning, is the primary resource for students seeking service opportunities. Civic engagement involves a deeper level of connection and commitment to understanding the civic community (Indiana University-Purdue University Indianapolis, 2015a). Service-learning encourages more structured reflection and experiences within the community through a classroom experience (Steinberg, Hatcher, & Bringle, 2011). Because service learning is a high-impact educational practice, it is also included as part of RISE to the IUPUI Challenge, an initiative intended to “engage undergraduates more deeply in their learning” (Indiana University-Purdue University Indianapolis, 2015b).

This report will focus primarily on service. Service and volunteerism among scholars promotes connection to the campus and community, continued academic success, and opportunities to give back to the campus and community that actively invests in their education. Energetic commitment to service is a hallmark of IUPUI Honors Scholars.

Service offers students the opportunity to:

- Discover new experiences
- Hone leadership skills
- Develop new skills and talents
- Explore interests
- Make a lasting impact on the community
- Understand the issues facing the community
- Cultivate an appreciation of philanthropy

To maintain scholarship and status in the Honors College, Honors Scholars must volunteer at least 10 hours per academic year except for Bepko Scholars, who must complete 20 hours of service per academic year. Bepko Scholars are required to complete additional volunteer hours because the scholarship focuses on a commitment to service. All Honors Scholars are added to the Honors College email listserv and Canvas site, and they receive ongoing notification regarding various volunteer opportunities. Upon completion of volunteer activity, scholars must submit an online Volunteer Verification Form to the Honors College for documentation.

Assessment of Volunteer Reflections

Last year we reported our initial assessment of student service reflections. Students were asked to reflect on their experience by responding to the following prompt:

Please provide a brief reflection of your service experience and what you learned while volunteering. This may include, but is not limited to, describing what you learned, what was challenging, and how you felt during your service experience.

We assembled a team of 8 faculty members from across campus to assist in the evaluation of the reflections using the civic identity and commitment line from the [AAC&U Civic Engagement VALUE Rubric](#). After a brief norming session provided by Morgan Studer from the Center for Service and Learning, faculty assessed 208 of the 462 service reflections.

While 75% of our students demonstrated a modest level of civic identity (2 or higher on a 4-point scale), we noticed from this first effort that students focused a great deal of their reflection on describing the activity rather than describing what they learned or demonstrating their level of civic identity and commitment.

Based on this initial effort, we revised the prompt to which we are asking students to respond. The revision reads as separate questions, with space to respond to each, as follows:

- What were your expectations going into the activity?
- How did your thinking change during and after?
- What did you learn about yourself, others with whom you volunteered, and the community you are serving?
- What was most challenging? How did you overcome this challenge?
- What is the value of performing service of this kind?
- How will you approach volunteer work in the future, either as a continuing Honors scholar or as a graduate?

We have recently developed a new set of service reflections and in the coming year will review to determine whether the new prompt encourages students to consider their service experience more critically, particularly given the need for assessment of students' experience through virtual, hybrid, or a combination of service activities.

Additional Civic Engagement Activities

During academic year 2020-21, Honors Scholars volunteered over **8,585.5 hours**. These hours were primarily completed virtually due to the pandemic; however, there were some who served at IUPUI, in Indianapolis, and in their local communities. These service hours are equivalent to a contribution of **\$158,678.63**, according to the Center for Service and Learning Annual Report in 2014.

Honors Scholars completed service hours through over 30 different student organizations, campus partners, and community organizations, such as Honors Academics for Civic Engagement, Jagathon, and Keep Indianapolis Beautiful. Students also completed volunteer hours virtually due to the restrictions on in-person activities from the COVID-19 pandemic. They engaged in virtual volunteer work through online organizations such as 7 Cups, Missing Maps, and the Smithsonian.

Participation in Campus Initiatives

In the 2019-20 academic year, twenty Honors Scholars participated in the Sam H. Jones Scholarship Programs, a group of scholarship programs administered by the Center for Service Learning that is based on exemplary service in the community, in high school, or at IUPUI. Through the Sam H. Jones Scholarship Programs, students are recognized for their past service record and take on leadership roles in various service-based programs.

In the 2020-21 academic year, eighteen Honors Scholars participated in the Sam H. Jones Scholarship Programs, even with restrictions put in place during the ongoing pandemic.

The Honors College partnered with the Alternative Break program to offer the first Honors-sponsored Alternative Fall Break trip during the 2019 fall break. The trip was developed and led by two Honors Scholars in collaboration with Honors College staff. The group volunteered at the Cumberland Trail in Tennessee, and the theme was environmentalism. The Honors College is planning to do a spring 2022 Alternative Spring Break as another option for students who would have done an International Study Abroad but are unable to do so given the pandemic.

Additionally, Ten out of the 15 undergraduate students (66%) selected for the William M. Plater Civic Engagement Medallion in spring 2021 were Honors Scholars. The Plater Medallion honors graduating undergraduate and graduate students who have shown exemplary commitment to their communities and requires an application, recommendation letters, and a written statement.

Future Plans

- The Honors College will continue to collaborate with the Center for Service and Learning to promote service experiences and support programs that meet the needs of our students, such as their new Peer Consulting program.
- Distribute information to Honors Scholars with service opportunities that meet their expressed interests.
- Partner with the Office of Student Affairs to sponsor an Alternative Spring Break in 2022.
- Continue to grow ACE to an organization that can provide multiple types of service opportunities to Honors Scholars.
- Support the Center for Service and Learning's goal to create civic-minded graduates by supporting development of the three dimensions: identity, educational experiences, and civic experiences.
- Develop a survey to assess students' view of the benefits of service and assist with planning for future service events.

Reflection on Profiles of Learning

With leadership from our Honors Faculty Advisory Council, we implemented a reflection at the conclusion of each semester for all honors scholars enrolled in an honors contract or credit experience that is not a regular honors section of a class. Those students will be asked to reflect on 1) engaged learning and 2) their development along the Profiles of Learning for Undergraduate Success.

These are the questions students are asked to respond to:

- Briefly tell us what you accomplished in your Honors project.
- Review the email you received on how you categorized this project as an engaged learning experience: research, international/cultural, service, or experiential/applied learning. What did you learn about the engaged learning experience area(s) by completing this project?
- Review the email you received on which Profile of Learning for Undergraduate Success aligns with your honors experience: communicator, problem solver, innovator, or community contributor. How have you added to your knowledge and skill in the Profile area(s) by completing this project?
- What did you learn about yourself, your educational growth, and being an Honors student by completing this project?
- What challenges did you encounter and how did you address those challenges? What will you do differently next time (if you are not graduating this semester)?
- What will you take with you into your next Honors experience or your life after graduation? How will this experience impact your future?

In the year ahead, we will have a robust set of student reflections that will allow us to collect and analyze indirect evidence of student learning.

Retention and Graduation

The Honors College engages in proactive advising to support students and make sure they are set up for success in the Honors College. Our retention and graduation rates continue to be strong and improve over time, such that our retention and graduation rates are well above that of the campus.

Retention:

| | Enrolled for Spring 2021 |
|--|---------------------------------|
| 2020 FTFT | 97% |
| Continuing Honors College Students (scholarship + program students) | 93.3% |

Continued improvement in Honors scholarship student [Graduation rates](#):

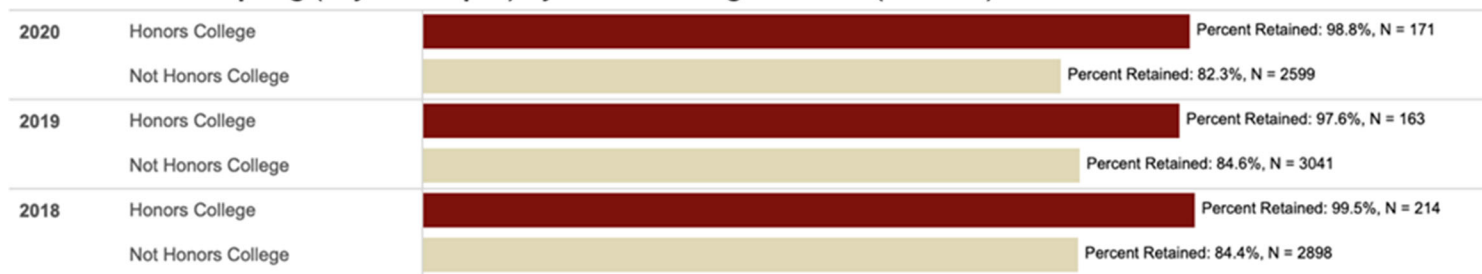
| | 4 year | 5 year | 6 year |
|--------------------|--------|--------|--------|
| 2017 cohort | 79.6% | | |
| 2016 cohort | 82.70% | 88.9% | |
| 2015 cohort | 73.90% | 85.90% | 87.6% |
| 2014 cohort | 74.10% | 84.20% | 85.80% |
| 2013 cohort | 71.20% | 82% | 83.70% |
| 2012 cohort | 68.50% | 79.50% | 80.80% |

Importantly, the retention and graduation rates of students in the Honors College also exceed those students who are not members of the Honors College. The dedicated support system put in place through Honors advising and peer mentors is a model that helps us stand apart and ensure student success.

Outcomes - Honors Students Compared to Not in Honors (prepared by IRDS)







The following charts compare the retention results for Honors College Students in their first fall to spring compared to those not in Honors in their first fall to spring. IUPUI Honors College students are retained at significantly higher percentages than student not in honors.

Retained in the Spring (any IU campus) by Honors College Student (first fall) Status






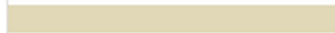


Four year graduation rates are similarly favorable when examining the 4- and 6-year graduation metrics of Honors College students compared to students who are not in the IUPUI Honors College

4-Year Graduation Rate from Any IU Campus by Honors College Student (first fall) Status

| | | | |
|------|--------------------|--|------------------------------------|
| 2016 | Honors College |  | Percent Graduated: 83.4%, N = 176 |
| | Not Honors College |  | Percent Graduated: 35.5%, N = 1258 |
| 2015 | Honors College |  | Percent Graduated: 74.2%, N = 216 |
| | Not Honors College |  | Percent Graduated: 34.3%, N = 1141 |
| 2014 | Honors College |  | Percent Graduated: 74.2%, N = 184 |
| | Not Honors College |  | Percent Graduated: 29.8%, N = 992 |

6-Year Graduation Rate from Any IU Campus by Honors College Student (first fall) Status

| | | | |
|------|--------------------|--|------------------------------------|
| 2014 | Honors College |  | Percent Graduated: 85.9%, N = 213 |
| | Not Honors College |  | Percent Graduated: 50.3%, N = 1672 |
| 2013 | Honors College |  | Percent Graduated: 83.5%, N = 197 |
| | Not Honors College |  | Percent Graduated: 47.1%, N = 1531 |
| 2012 | Honors College |  | Percent Graduated: 80.5%, N = 178 |
| | Not Honors College |  | Percent Graduated: 44.4%, N = 1257 |

[\[Link\]](#)

Conclusion

This report has provided evidence of Honors College student participation in engaged experiences such as study abroad, peer mentoring, and service experiences (goal 2 above). We identified what we have done to help our students reflect more effectively on their service learning experiences and their development of civic identity (goals 3, 4). Finally, we discussed the additional reflections we have added on the Profiles and Engaged Learning (goals 3, 4) and our strong retention and graduation rates. We look forward to having additional evidence of Honors student learning to share next year.

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Institute for Engaged Learning Results

The logo for IUPUI, featuring a red Greek letter Psi (Ψ) followed by the text "IUPUI" in a dark red, serif font.

Institute for Engaged Learning Introduction

The Institute for Engaged Learning promotes and supports the equitable progression of undergraduates through pathways of connected and scaffolded curricular and co-curricular, applied, integrative, and experiential learning opportunities that prepare students for lives of commitment and success with skills to communicate, innovate, and engage in local and global communities to address 21st century problems.

The institute is comprised of units and centers that work together to support faculty, staff, and students in these efforts, including:

- First-Year Experience programs
- Center for Service and Learning
- Center for Research and Learning
- Gateway Learning Academy
- ePortfolio Initiative
- RISE
- See <https://getengaged.iupui.edu/about/index.html>

Assessing Written Reflections of Engaged Learning Experiences Using the AAC&U Written Communication VALUE Rubric

OVERVIEW

The results below (originally produced by Tom Hahn from the Institute for Engaged Learning) describe an assessment activity within the IUPUI Institute for Engaged Learning (IEL) for students participating in IEL programs and the Life Health Sciences Internship (LHSI) Program during AY 2020-2021. The IEL Assessment Workgroup assessed written reflection artifacts of 124 students from 14 co-curricular programs. Using selected rows from the Written Communication and Integrative Learning VALUE Rubrics, the raters assessed the Communicator and Problem Solver Profiles of Undergraduate Learning. For **Written Communication**, overall results indicate that all of the student reflection artifacts at least met the benchmark for Control of Syntax and Mechanics. Nearly all (123 of 124) of the student reflection artifacts at least met the benchmark for Content Development. Overall, 99.6% of the scores for Written Communication met the benchmark. For **Integrative Learning**, nearly all of the student reflection artifacts (122 of 124) at least met the benchmark for Connections to Experiences. Likewise, nearly all of the student reflection artifacts (123 of 124) at least met the benchmark for Reflection and Self-Assessment. Overall, 98.8% of the scores for Integrative Learning met the benchmark.

As part of the strategic planning process within Division of Undergraduate Education (DUE), IEL articulated an assessment plan that included direct assessment of student learning within its engaged learning programming. Specifically, the focus in this year's assessment was on the [“Communicator”](#) and [“Problem Solver”](#) profiles within the [Profiles of Learning for Undergraduate Success](#). To that end, this assessment applied two rows from each of the following AAC&U VALUE Rubrics:

1) [Written Communication VALUE Rubric](#)

Content Development
Control of Syntax and Mechanics

2) [Integrative Learning VALUE Rubric](#)

Connections to Experience
Reflection and Self-Assessment

The learning outcomes assessed were the following: By participating in engaged learning, students will:

- 1) *Convey ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels.*
- 2) *Make connections among ideas and experiences.*

The IEL Assessment workgroup implemented the recommendations for the AY 2019-2020 Workgroup raters. These include the following:

| Recommendation | Implementation* |
|---|--|
| Each of the programs administer a common prompt | Done. |
| In addition to the Written Communication VALUE Rubric, rows from another VALUE Rubric should be employed. | Done. Rows from the Integrative Learning VALUE Rubric were employed. |
| Require a minimum and maximum length for all reflection essays | Instructed students to write 150 to 300 words per reflection prompt. |
| Share the rubric with students when they are given the reflection prompt | Rubric was shared with students when they were give the prompts. |

*Done for all programs, except the Life Health Sciences Programs, which elected to use its own reflection prompt

METHOD

Participants

The reflection artifacts reviewed were created by students from various programs (see Table 1) within IEL and DUE.

Table 1

| | Reflective Papers assessed | Total Students | Percent of Total |
|---|-----------------------------------|-----------------------|-------------------------|
| Ambassador | 4 | 4 | 100% |
| Bonner Leader Scholarship Program Year 1 * | 6 | 11 | 55% |
| Bonner Leader Scholarship Program Year 2 * | 8 | 11 | 73% |
| Bonner Leader Scholarship Program Year 3 * | 4 | 11 | 36% |
| Bonner Leader Scholarship Program Year 4 * | 3 | 8 | 38% |
| Community Engagement Associates ** | 20 | 92 | 22% |
| Diversity Scholars Research Program (DSRP)*** | 7 | 16 | 44% |
| Family School and Neighborhood Scholarship Program (FSNE)* | 2 | 4 | 50% |
| Fugate Scholarship Program* | 1 | 6 | 17% |
| Jaguar Leadership Network**** | 30 | 95 | 32% |
| Life Health Sciences Internship Program (LHSI)***** | 14 | 71 | 20% |
| Multidisciplinary Undergraduate Research Institute (MURI) *** | 10 | 51 | 20% |
| Paws Scholarship Program (Paws)* | 4 | 5 | 80% |
| Undergraduate Research Opportunity Program (UROP) *** | 10 | 19 | 53% |
| Total | 124 | 415 | 30% |

* Information for these programs can be found at: <https://csl.iupui.edu/programs/scholarships/index.html>

** Information for this program can be found at: <https://csl.iupui.edu/resources-support/grants/faculty-staff/cea-program/application-eligibility-criteria.html>

*** Information for these programs can be found at: <https://crl.iupui.edu/studentprograms/crlprograms/index.html>

**** Welcoming its first cohort in fall 2020, program information can be found at: <https://getengaged.iupui.edu/jag-leadership-network/index.html>

***** Information on the LHSI program is located at www.lhsi.iupui.edu

The AAC&U VALUE Rubrics Used in this Assessment

Beginning in 2007, the AAC&U convened teams of faculty experts and other educational professionals from its membership to conceptualize, draft, and refine the [16 VALUE rubrics](#). VALUE stands for *Valid Assessment of Learning in Undergraduate Education*. The faculty experts examined several extant rubrics and related documents in creating the rubrics (VALUE, 2009).

Written Communication VALUE Rubric

The AAC&U Written Communication VALUE Rubric defines written communication as “the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” (VALUE, 2009).

Integrative Learning VALUE Rubric

The AAC&U Integrative Learning VALUE Rubric defines integrative learning as “an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Review Team

The review team, comprised of 7 staff members from IEL and 1 graduate student, directly assessed 124 students’ written reflection artifacts of their experiences in AY 2020-2021.

In preparation for the subsequent calibration meeting, each review team member scored three written reflection artifacts.

Calibration

Led by a facilitator from the Office of Institutional Research and Decision Support, the group reconvened a few weeks later to discuss and calibrate the scores. The purpose of calibration is to ensure that the group evaluates the scores consistently and in alignment with the rubric. This process increases the reliability of the assessment data. As the group members shared their scores, the facilitator encouraged group members to consider where the differences in the scores occurred and why group members scored differently, especially the highest and lowest scores. Group members then explained and justified scores by referencing specific language in the rubric and evidence in the student artifacts. The group discussed each of the three reflections and scores, resolving issues around either the meaning of the rubric language or the quality and validity of the evidence in the student work. This process continued until the group reached consensus. The eight group members then divided into groups. Each group was randomly assigned reflection artifacts to score.

Reflection Prompts

1) Describe your experience with [Specific Program]. Specifically, what were your key responsibilities? What issues/needs/or critical questions did your program or project address? For whom/what was this project/program important? Why was it important? (Please write between 150 to 300 words)

2) In what ways were you able to connect your previous educational training (e.g., academic courses), extra-curricular experiences, and life experiences with the activities and professional development required of this experience to deepen your understanding of your field of study? (Please write between 150 to 300 words)

3) How would you evaluate your contribution to this experience? What strengths or skills did you utilize or develop while engaging in this experience? Describe at least one challenge you faced during this experience. How did you address and overcome this challenge? (Please write between 150 to 300 words)

The review team used two rows from each of the AAC&U VALUE Rubrics.

1) Written Communication VALUE Rubric

Content Development

Control of Syntax and Mechanics

2) Integrative Learning VALUE Rubric

Connections to Experience

Reflection and Self-Assessment

RESULTS

Table 2: Overall

| Dimension N=124 | Mean SD | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) | Does not meet (0) |
|---|---------------------|---------------------|----------------------|----------------------|---------------------|----------------------|
| Written Communication VALUE Rubric | | | | | | |
| Content Development | 2.59 .82 | 15 12.1% | 53 42.7% | 47 37.9% | 8 6.5% | 1 .8% |
| Control of Syntax and Mechanics | 2.61 .71 | 10 8.1% | 62 50.0% | 46 37.1% | 6 4.8% | 0 (0%) |
| Average/Total | 2.60 .67 | 25 10.1% | 115 46.4% | 93 37.5% | 14 5.6% | 1 .4% |
| Integrative Learning VALUE Rubric | | | | | | |
| Connections to Experience | 2.19 .89 | 10 8.1% | 31 25.0% | 58 46.8% | 23 18.5% | 2 1.6% |
| Reflection and Self-Assessment | 2.27 .88 | 11 8.9% | 35 28.2% | 55 44.4% | 22 17.7% | 1 .8% |
| Average/Total | 2.23 .83 | 21 8.5% | 66 26.6% | 113 45.6% | 45 18.1% | 3 1.2% |

For Written Communication, all of the student reflection artifacts at least met the benchmark for Control of Syntax and Mechanics. Nearly all (123 of 124) of the student reflection artifacts at least met the benchmark for Content Development. Overall, 99.6% of the scores for Written Communication met the benchmark and 94% at least met the milestone.

For Integrative Learning, nearly all of the student reflection artifacts (122 of 124) at least met the benchmark for Connections to Experience. Likewise, nearly all of the student reflection artifacts (123 of 124) at least met the benchmark for Reflection and Self-Assessment. Overall, 98.8% of the scores for Integrative Learning met the benchmark and 80.7% at least met the milestone.

Table 3: Scores by Gender of Students

| Written Communication | Gender | N | Mean | SD |
|---|--------|----|------|-----|
| Written Communication VALUE Rubric | | | | |
| Content Development | Female | 86 | 2.63 | .81 |
| | Male | 38 | 2.50 | .83 |
| Control of Syntax and Mechanics | Female | 86 | 2.69 | .69 |
| | Male | 38 | 2.45 | .72 |
| Average | Female | 86 | 2.66 | .67 |
| | Male | 38 | 2.47 | .68 |
| Integrative Learning VALUE Rubric | | | | |
| Connections to Experience | Female | 86 | 2.22 | .91 |
| | Male | 38 | 2.13 | .84 |
| Reflection and Self-Assessment | Female | 86 | 2.26 | .88 |
| | Male | 38 | 2.29 | .90 |
| Average | Female | 86 | 2.24 | .84 |
| | Male | 38 | 2.21 | .80 |

For Written Communication, there were no significant differences between male and female scores for both Content Development and Control of Syntax and Mechanics.

For Integrative Learning, there were no significant differences between male and female scores for both Connections to Experience and Reflection and Self-Assessment.

Table 4: Score by Ethnicity of Students

| Dimension | Gender | N | Mean | Std. Dev. |
|--|---------------|------------|-------------|------------------|
| Content Development | Asian | 14 | 2.57 | .76 |
| | Black | 21 | 2.57 | .81 |
| | Latinx | 14 | 2.57 | .94 |
| | Mixed | 12 | 2.42 | .90 |
| | White | 59 | 2.66 | .78 |
| | International | 4 | 2.25 | 1.3 |
| | Total | 124 | 2.59 | .82 |
| Control of Syntax and Mechanics | Asian | 14 | 2.79 | .58 |
| | Black | 21 | 2.29 | .56 |
| | Latinx | 14 | 2.50 | .76 |
| | Mixed | 12 | 2.42 | .67 |
| | White | 59 | 2.78 | .72 |
| | International | 4 | 2.25 | .96 |
| | Total | 124 | 2.61 | .71 |
| Connections to Experience | Asian | 14 | 2.29 | .73 |
| | Black | 21 | 2.19 | .75 |
| | Latinx | 14 | 1.93 | .83 |
| | Mixed | 12 | 2.08 | 1.1 |
| | White | 59 | 2.31 | .93 |
| | International | 4 | 1.50 | 1.0 |
| | Total | 124 | 2.19 | .89 |
| Reflection and Self-Assessment | Asian | 14 | 2.36 | .75 |
| | Black | 21 | 2.33 | .58 |
| | Latinx | 14 | 2.21 | .98 |
| | Mixed | 12 | 2.00 | 1.1 |
| | White | 59 | 2.34 | .92 |
| | International | 4 | 1.50 | 1.0 |
| | Total | 124 | 2.27 | .88 |

Table 5: Mean Scores Across Programs

| Dimension | Gender | N | Mean | Std. Dev. |
|--|---------------|------------|-------------|------------------|
| Content Development | Ambassador | 4 | 2.75 | .50 |
| | Bonner Year 1 | 6 | 2.67 | .82 |
| | Bonner Year 2 | 8 | 2.88 | .64 |
| | Bonner Year 3 | 5 | 2.80 | .84 |
| | Bonner Year 4 | 3 | 2.67 | .58 |
| | CEA | 20 | 2.30 | .92 |
| | DSRP | 7 | 1.57 | .78 |
| | FSNE | 2 | 3.00 | 1.4 |
| | Fugate | 1 | 1.00 | 0 |
| | JLN | 30 | 2.43 | .63 |
| | LHSI | 14 | 3.14 | .66 |
| | MURI | 10 | 2.50 | .97 |
| | Paws | 4 | 3.00 | 0 |
| | UROP | 10 | 3.10 | .57 |
| | Total | 124 | 2.59 | .82 |
| Control of Syntax and Mechanics | Ambassador | 4 | 3.25 | .50 |
| | Bonner Year 1 | 6 | 2.67 | .52 |
| | Bonner Year 2 | 8 | 2.62 | .74 |
| | Bonner Year 3 | 5 | 2.40 | .55 |
| | Bonner Year 4 | 3 | 2.67 | .58 |
| | CEA | 20 | 2.45 | .69 |
| | DSRP | 7 | 1.86 | .90 |
| | FSNE | 2 | 3.00 | 1.4 |
| | Fugate | 1 | 2.00 | 0 |
| | JLN | 30 | 2.40 | .56 |
| | LHSI | 14 | 2.93 | .83 |
| | MURI | 10 | 2.70 | .48 |
| | Paws | 4 | 3.00 | .82 |
| | UROP | 10 | 3.20 | .42 |
| | Total | 124 | 2.61 | .71 |

Table 5: Mean Scores Across Programs (Cont.)

| Dimension | Gender | N | Mean | Std. Dev. |
|---------------------------------------|---------------|------------|-------------|------------------|
| Connections to Experience | Ambassador | 4 | 2.00 | 1.4 |
| | Bonner Year 1 | 6 | 2.67 | .82 |
| | Bonner Year 2 | 8 | 2.38 | .92 |
| | Bonner Year 3 | 5 | 2.40 | .89 |
| | Bonner Year 4 | 3 | 2.33 | .58 |
| | CEA | 20 | 2.10 | 1.0 |
| | DSRP | 7 | 1.57 | .79 |
| | FSNE | 2 | 3.00 | 1.4 |
| | Fugate | 1 | 1.00 | - |
| | JLN | 30 | 2.03 | .67 |
| | LHSI | 14 | 2.43 | 1.0 |
| | MURI | 10 | 2.00 | .82 |
| | Paws | 4 | 2.25 | .96 |
| | UROP | 10 | 2.60 | .84 |
| | Total | 124 | 2.19 | .89 |
| Reflection and Self-Assessment | Ambassador | 4 | 2.25 | .96 |
| | Bonner Year 1 | 6 | 2.50 | .84 |
| | Bonner Year 2 | 8 | 2.38 | .92 |
| | Bonner Year 3 | 5 | 2.60 | .55 |
| | Bonner Year 4 | 3 | 2.67 | .58 |
| | CEA | 20 | 1.70 | .80 |
| | DSRP | 7 | 1.57 | .98 |
| | FSNE | 2 | 3.00 | 1.4 |
| | Fugate | 1 | 1.00 | - |
| | JLN | 30 | 2.27 | .58 |
| | LHSI | 14 | 2.57 | 1.02 |
| | MURI | 10 | 2.10 | 1.1 |
| | Paws | 4 | 2.50 | .58 |
| | UROP | 10 | 3.00 | .82 |
| | Total | 124 | 2.27 | .88 |

Table 6: Mean Scores by Class Year

| Dimension | Gender | N | Mean | Std. Dev. |
|---|--------------|------------|-------------|------------|
| Written Communication VALUE Rubric | | | | |
| Content Development | First-Year | 8 | 2.50 | .76 |
| | Sophomore | 57 | 2.58 | .80 |
| | Junior | 29 | 2.59 | .95 |
| | Senior | 19 | 2.63 | .68 |
| | Graduate | 10 | 2.60 | .97 |
| | Non-Degree | 1 | 3.00 | - |
| | Total | 124 | 2.59 | .82 |
| Control of Syntax and Mechanics | First-Year | 8 | 2.38 | .74 |
| | Sophomore | 57 | 2.61 | .68 |
| | Junior | 29 | 2.59 | .87 |
| | Senior | 19 | 2.68 | .58 |
| | Graduate | 10 | 2.70 | .68 |
| | Non-Degree | 1 | 3.00 | - |
| | Total | 124 | 2.61 | .71 |
| Integrative Learning VALUE Rubric | | | | |
| Connections to Experience | First-Year | 8 | 2.38 | .92 |
| | Sophomore | 57 | 2.23 | .87 |
| | Junior | 29 | 2.14 | .92 |
| | Senior | 19 | 1.95 | .91 |
| | Graduate | 10 | 2.40 | .97 |
| | Non-Degree | 1 | 3.00 | - |
| | Total | 124 | 2.19 | .89 |
| Reflection and Self-Assessment | First-Year | 8 | 2.38 | .92 |
| | Sophomore | 57 | 2.28 | .86 |
| | Junior | 29 | 2.24 | .95 |
| | Senior | 19 | 2.32 | .95 |
| | Graduate | 10 | 2.00 | .82 |
| | Non-Degree | 1 | 3.00 | - |
| | Total | 124 | 2.27 | .88 |

For Written Communication, the means across all class years were above Milestone.

For Integrative Learning, the means across all class years were above Milestone, with the exception of seniors for Connections to Experience (1.95), which, while above Benchmark, was surprising. We believe this decline is likely a product of data collection. These reflection artifacts were collected at different points in the spring semester. Next year we will administer the prompts on the same date.

Future IEL Direct Assessment

Following discussion with the raters, the following recommendations were made for the AY 2021-2022 Assessment.

- An additional prompt will be added to assess Diversity of Communities and Cultures to assess the Community Contributor Profile. The workgroup will use one row from the AACU Civic Engagement VALUE Rubric.
- The prompts will be administered earlier in the spring of 2022 on the same date.

References

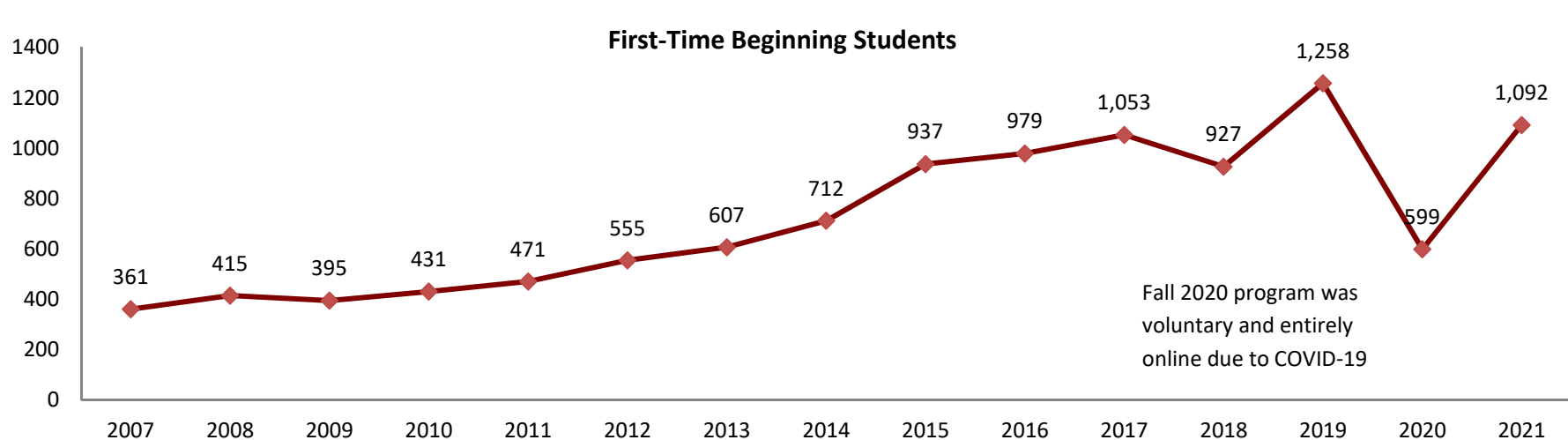
Association of American Colleges and Universities (AAC&U). (2009). *Written communication VALUE rubric*. Retrieved from www.aacu.org/value/rubrics/written-communication

Program Assessment Highlights: Bridge, LCs, Results by Intervention

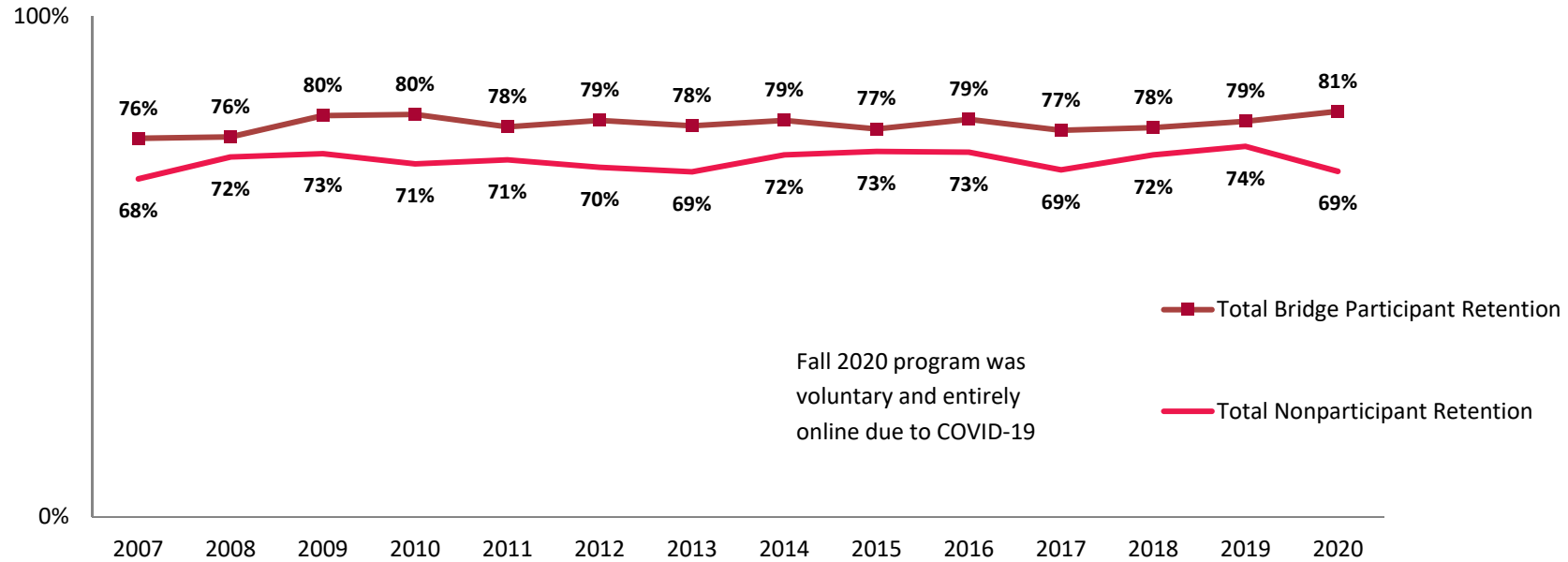
IUPUI Bridge Program

- The IUPUI Bridge Program started as a two-week program for incoming freshmen held in August before fall classes begin. In Fall 2020, the program was modified to an entirely online format and made voluntary for all students. In Fall 2021, the program transitioned to a “Bridge Week” format in which all first-year students were expected, but not required to attend. A total of 1,092 first-year beginners participated in Bridge week in Fall 2021. This represented 35% of all Fall 2021 Indianapolis beginners.
- Because of the voluntary nature of the Fall 2020 Bridge program, participants differed from non-participants in several ways. Fall 2020 Bridge participants were significantly more likely to be female (65% compared to 59% of non-participants), more likely to be enrolled in 15 credit hours or more (73% compared to 61% of non-participants), and more likely to be living in Campus housing (49% compared to 28% of non-participants). Bridge participants also had a significantly higher high school GPA (3.61 compared to 3.52 for non-participants) and registered for classes significantly earlier than non-participants.
- Fall 2021 beginners who participated in Bridge were more likely to be living in Campus Housing (56% of participants compared to 34% on nonparticipants) and were more likely to be enrolled in 15 or more credit hours (67% of participants compared to 55% of non-participants). They also registered slightly earlier than non-participants.
- Bridge was associated with higher GPA and retention rates across a wide variety of groups. For example, African American bachelor’s degree-seeking students who participated in the 2020 Bridge Program (70 participated and 251 did not) had significantly higher fall-to-fall retention rates at any IU campus (81%) compared to nonparticipants (61%). Likewise, first generation students who participated in Bridge were also significantly more likely to be retained at any IU campus (79%) than first generation students who were not retained (64%). Because Bridge was entirely voluntary, this may be due to self-selection.

Bridge Program Growth 2007–2020



Bridge Students Continue to be More Likely to be Retained with a GPA of 2.0



Note: In Fall 2020, one-year retention is significantly higher for Summer Bridge participants compared to nonparticipants.

ANCOVA Results: Fall 2020 Bridge Participation and First-Year Cumulative GPA

| | N | First-Year Cumulative GPA | Adjusted Fall GPA* |
|------------------|-------|---------------------------|--------------------|
| Bridge | 569 | 2.99 | 2.77 |
| Non-Participants | 2,558 | 2.59 | 2.64 |
| Overall | 3,127 | 2.66 | |

Note 1: Missing cases were excluded.

Note 2: Differences were statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .0001$).

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).

2020 Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

| Student Characteristic | Summer Bridge Participants | | | | | | Nonparticipants | | | | | |
|--|----------------------------|-----------------------------|---|-------------------------------|--|-------------|-----------------|-----------------------------|---|-------------------------------|--|-------------|
| | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA |
| African American | 70 | 81% | 69% | 80% | 67% | 2.64 | 251 | 61% | 53% | 59% | 51% | 2.20 |
| Latinx | 80 | 76% | 70% | 74% | 68% | 2.77 | 384 | 64% | 57% | 61% | 54% | 2.31 |
| Afr. American, Latinx Two or More Races | 179 | 81% | 72% | 79% | 70% | 2.77 | 802 | 64% | 55% | 62% | 54% | 2.32 |
| First Generation | 150 | 79% | 73% | 78% | 71% | 2.88 | 794 | 64% | 57% | 62% | 55% | 2.45 |
| Received Federal Pell Grant (proxy for low income) | 234 | 77% | 70% | 75% | 68% | 2.75 | 1,061 | 68% | 60% | 65% | 57% | 2.45 |
| Twenty First Century Scholars State Aid | 157 | 76% | 66% | 74% | 63% | 2.56 | 712 | 67% | 59% | 63% | 55% | 2.37 |

Note 1: Bold and italicized items significantly different based on independent samples t-test or chi-square results. Bold items are not significantly different but noteworthy.

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

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 | | | | | | | | | | | | 2020 | 2021 |
|--|-------|------|------|------|------|------|------|------|------|------|------|---|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | | | |
| | 4.52 | 4.68 | 4.55 | 4.56 | 4.65 | 4.58 | 4.51 | 4.49 | 4.44 | 4.35 | 4.30 | * | 4.29 | |

| Would you recommend the Summer Bridge Program to other first-year students? | Percent "Yes" | | | | | | | | | | | | 2020 | 2021 |
|---|---------------|------|------|------|------|------|------|------|------|------|------|---|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | | | |
| | 99% | 98% | 99% | 99% | 99% | 96% | 98% | 99% | 97% | 97% | 96% | * | 96% | |

Note: Responses provided on a Likert-type scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

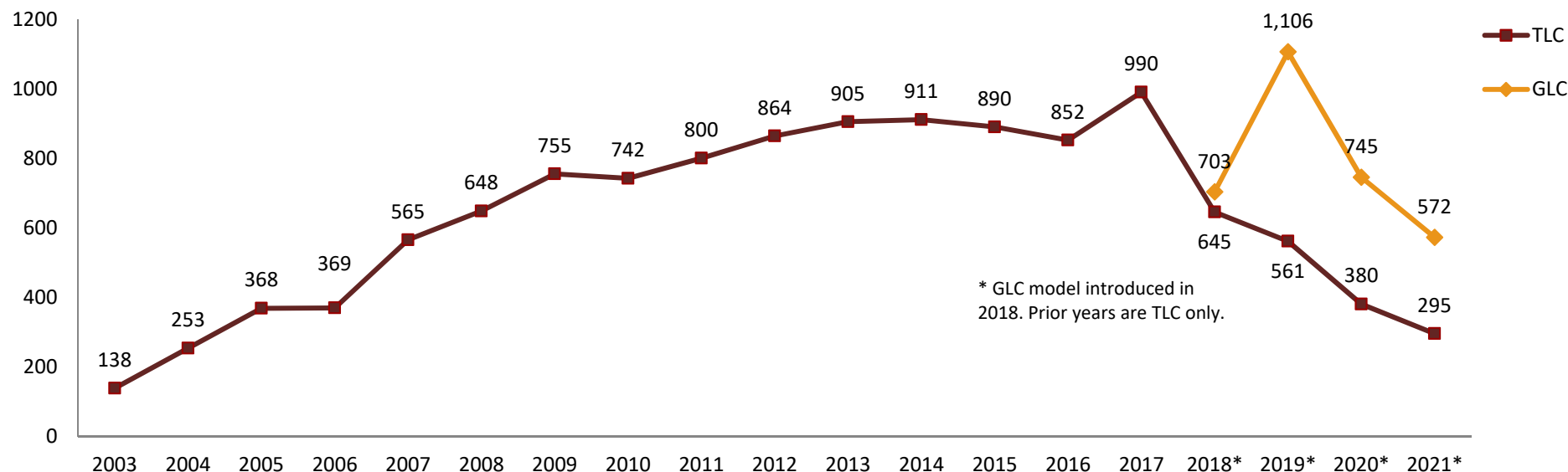
Percentages rounded to the nearest whole.

* Bridge survey was not administered in Fall 2020

Learning Communities Assessment Highlights and Implications for Practice

- The Learning Communities program includes both Themed Learning Communities (TLC’s) and Gateway Learning Communities (GLC’s). In 2018, the Learning Communities program introduced the new Gateway Learning Community (GLC) format. GLC’s include an FYS course and at least one gateway course.
- The introduction of the GLC model yielded even more growth in Learning Community participation. In Fall 2019, a total of 1,667 first-time beginners participated in any kind of Learning Community (561 in a GLC, 1,106 in a TLC).
- Since Fall 2020, a decline in first-time beginner enrollment as well as a need to adjust the LC models to accommodate the pandemic has led to a decline in overall LC enrollment. About 28% of all Indianapolis new beginners (867 out of 3,121) were enrolled in a Learning Community Course at census. The figure below displays the steady increase in the LC program over time, followed by the decline beginning in Fall 2020.

Learning Community Program Census Enrollment 2003-2021



Themed Learning Communities

- Themed Learning Communities (TLC’s) include a first-year seminar course and two general education or discipline-based courses. They are organized around a central theme and all faculty who teach a TLC course are responsible for planning and implementation. There were 26 TLC section in Fall 2020. In Fall 2021, there were 20 sections that met the criteria
- As shown in the table below, Fall 2020 beginners who completed a TLC had a significantly higher first-year GPA after controlling for high school GPA, enrollment date, receipt of a Pell Grant, and majoring in Nursing.
- Shown in the figure on the next page are the one-year retention rates for the program cohorts in 2007 – 2019 compared to full-time beginners that did not participate. In Fall 2020, new full-time beginners who participated in a TLC had significantly higher one-year retention rates (76% compared to 72% for nonparticipants). This difference was statistically significant even when accounting for high school GPA, SAT score, days enrolled before census, and receipt of a Pell grant.
- African American and Latinx beginners who participated in a TLC were slightly more likely to be retained than similar non-participants. Seventy-four percent of African American beginners who participated in a TLC were retained at any IU campus, compared to 69% of nonparticipants. Similarly, 74% of Latinx beginners who participated in a TLC were retained at any IU campus compared to 66% of non-participants.
- Indirect assessment data obtained from the TLC end-of-course questionnaire revealed that TLC participants felt the experience contributed quite a bit to their appreciation for diversity. Ninety-two percent of participants felt that their TLC helped their understanding of diversity, equity, privilege, and power, and 88% of respondents indicated that their TLC helped their ability to interact more effectively with others different from them very much or much.

ANCOVA Results: Fall 2020 TLC Participation and First-Year Cumulative GPA

| | N | Cumulative GPA | Adjusted Fall GPA* |
|------------------|-------|----------------|--------------------|
| TLC | 336 | 2.83 | 2.88 |
| Non-Participants | 2,885 | 2.69 | 2.69 |
| Overall | 3,221 | 2.71 | |

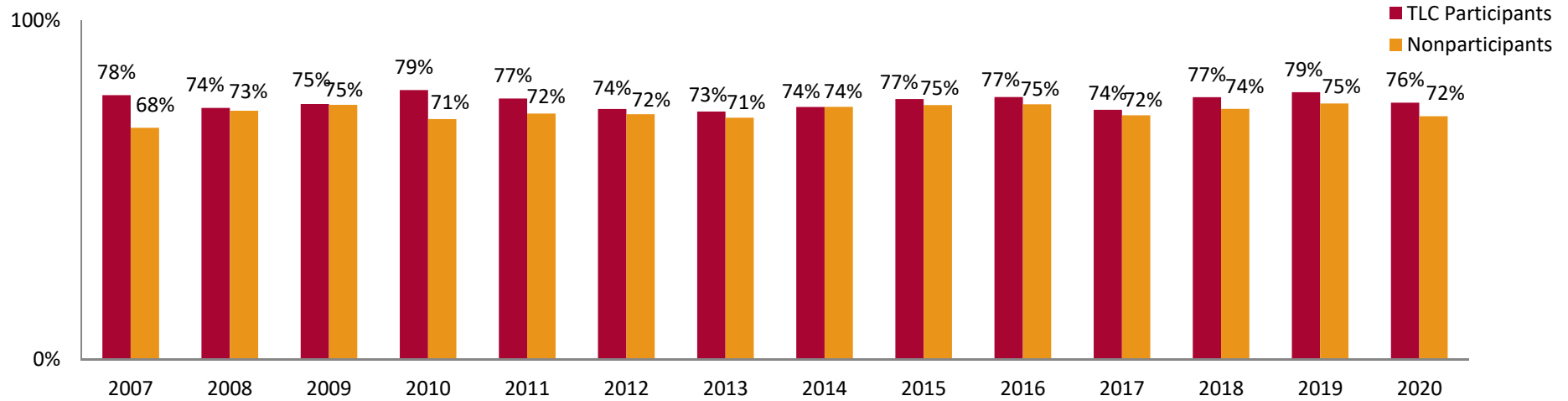
Note 1: Only full-time FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

Note 2: Bold items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .001$).

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

* Covariates included in the model were High School GPA, Enrollment Date (proxy for student motivation), Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant), and major in Nursing (1=majoring in Nursing, 0=Not majoring in Nursing). Major in Nursing was added to account for curricular changes in the Pre-Nursing program.

Full-time TLC Participants' One-Year Retention Rates Compared to Nonparticipants (Fall 2007-Fall 2019)



Note: Includes full-time students only. Excludes students who withdrew from a TLC. One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, 2011, 2018, 2019, and 2020 cohorts (HS GPAs, SAT scores, income level (Receipt of a Pell grant), and registration date).

2020 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

| Student Characteristic | TLC Participants | | | | | | Nonparticipants | | | | | |
|--|------------------|-----------------------------|---|-------------------------------|--|--------|-----------------|-----------------------------|---|-------------------------------|--|--------|
| | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA |
| African American | 35 | 74% | 66% | 74% | 66% | 2.61 | 249 | 69% | 59% | 67% | 58% | 2.32 |
| Latinx | 43 | 74% | 67% | 70% | 63% | 2.49 | 359 | 66% | 59% | 64% | 57% | 2.41 |
| Afr. American, Latinx Two or More Races | 100 | 72% | 64% | 70% | 62% | 2.54 | 759 | 69% | 60% | 67% | 59% | 2.43 |
| First Generation | 97 | 64% | 59% | 62% | 57% | 2.68 | 749 | 69% | 62% | 68% | 61% | 2.55 |
| Received Federal Pell Grant (proxy for low income) | 131 | 69% | 63% | 67% | 60% | 2.62 | 1,063 | 72% | 64% | 69% | 61% | 2.54 |
| Twenty First Century Scholars State Aid | 77 | 74% | 65% | 73% | 64% | 2.53 | 711 | 71% | 62% | 67% | 59% | 2.45 |

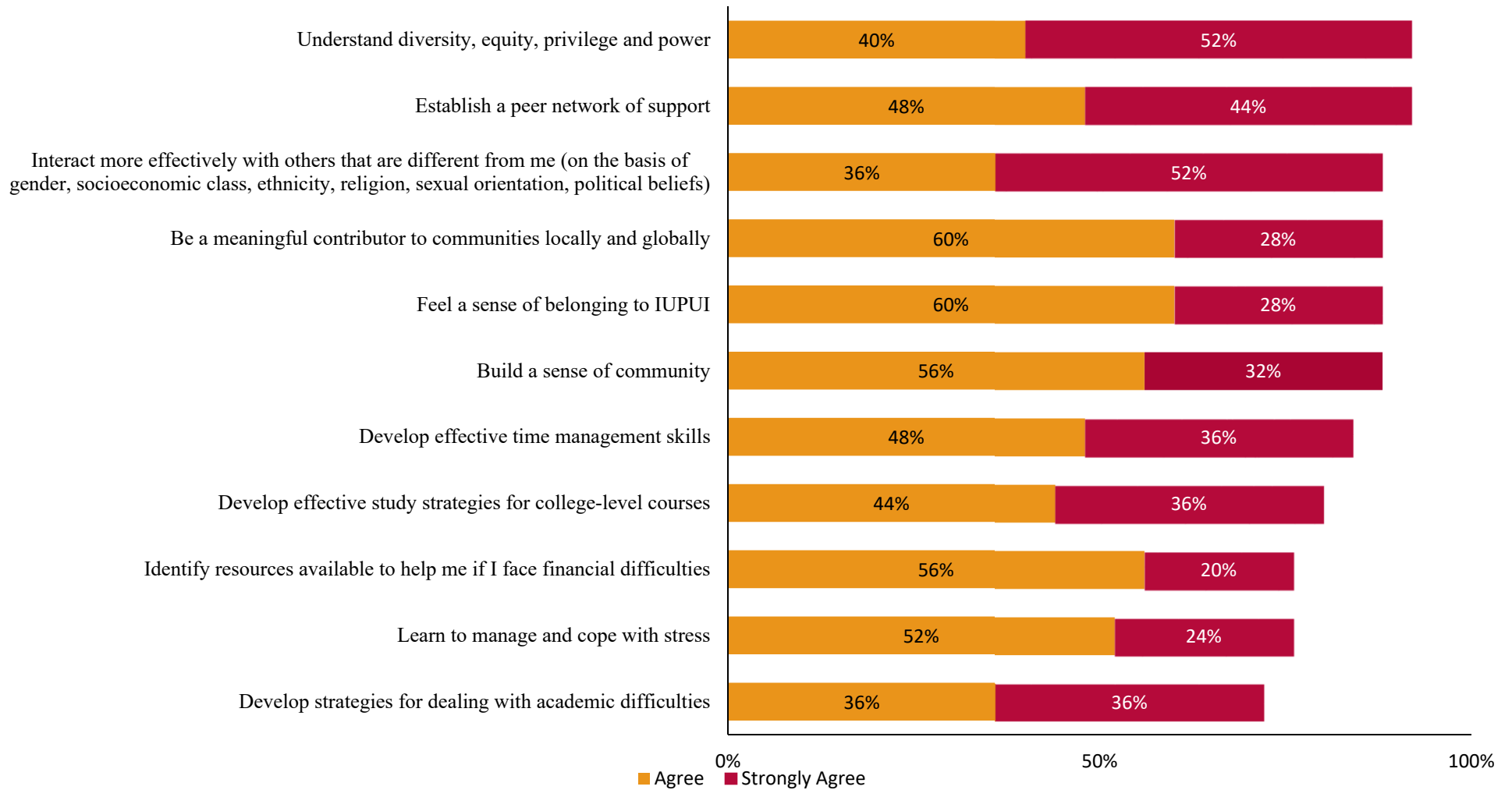
Note 1: Bold and italicized items significantly different based on independent samples t-test or chi-square results. Bold items are not significantly different but noteworthy.

Note 2: FY GPA includes only students who participated in a first-year seminar course.

Note 3. Analyses do not account for differences between TLC participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

2021 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

TLC Students Indicating How Much Their Experience Helped In the Following Areas



N=25

Gateway Learning Communities

- Gateway Learning Communities (GLC's) include a first-year seminar course and one more gateway course. The FYS instructor is primarily responsible for integrating content between courses. In Fall 2020, there were 51 FYS sections that met the criteria of a GLC. There were 35 such sections in Fall 2021.
- Fall 2020 beginners who completed a GLC had a similar GPA in their first year compared to other beginners who were in an FYS not connected to a TLC or GLC. This remained the case after adjusting for high school GPA, SAT score enrollment date, receipt of a Pell Grant, and majoring in Nursing, GLC participants had a slightly higher GPA in their first year.
- African American students who participated in a GLC performed particularly well. African American beginners who participated in a GLC were significantly more like to be retained at another IU campus than FYS participants not in a learning community (79% of participants compared to 65% of non-participants). African American participants also had a significantly higher GPA in their first fall semester than non-participants (2.53 for participants compared to 2.22 for non-participants).
- First generation students who were enrolled in a GLC also had significantly better retention rates than students who did not participate in a TLC or GLC. Three-fourths of first generation beginners who participated in a GLC were retained at an IU campus compared to 67% of first generation FYS participants no in an LC.
- More than 80% of GLC participants who completed the end-of-course questionnaire indicated their experience in a GLC helped them understand diversity, equity, privilege, and power, establish a peer network of support, or build a sense of community very much or much. In addition, about 79% felt their GLC helped them interact more effectively with others who are different from themselves.

ANCOVA Results: Fall 2020 GLC Participants and First-Year Cumulative GPA

| | N | Fall GPA | Adjusted Fall GPA* |
|---|----------|-----------------|---------------------------|
| GLC | 679 | 2.72 | 2.74 |
| Non-Learning Community FYS Participants | 1,761 | 2.71 | 2.70 |
| Overall | 2,440 | 2.71 | |

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

Note 2: Bold items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .05$).

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), Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant), and major in Nursing (1=majoring in Nursing, 0=Not majoring in Nursing). Major in Nursing was added to account for curricular changes in the Pre-Nursing program.

2020 GLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

| Student Characteristic | GLC Participants | | | | | | Nonparticipants | | | | | |
|--|------------------|-----------------------------|---|-------------------------------|--|-------------|-----------------|-----------------------------|---|-------------------------------|--|-------------|
| | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA | N | One-Year Retention (any IU) | One-Year Retention (any IU) and GPA > 2.0 | One-Year Retention (IUPUI IN) | One-Year Retention (IUPUI) and GPA > 2.0 | FY GPA |
| African American | 77 | 79% | 71% | 78% | 70% | 2.53 | 172 | 65% | 54% | 63% | 53% | 2.22 |
| Latinx | 99 | 72% | 68% | 70% | 66% | 2.54 | 260 | 64% | 55% | 62% | 53% | 2.36 |
| Afr. American, Latinx Two or More Races | 205 | 76% | 70% | 74% | 68% | 2.56 | 554 | 66% | 57% | 64% | 55% | 2.38 |
| First Generation | 221 | 75% | 70% | 73% | 67% | 2.61 | 528 | 67% | 59% | 66% | 58% | 2.52 |
| Received Federal Pell Grant (proxy for low income) | 312 | 75% | 69% | 72% | 67% | 2.61 | 751 | 70% | 61% | 68% | 59% | 2.50 |
| Twenty First Century Scholars State Aid | 210 | 75% | 70% | 71% | 67% | 2.58 | 501 | 69% | 59% | 65% | 56% | 2.39 |

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

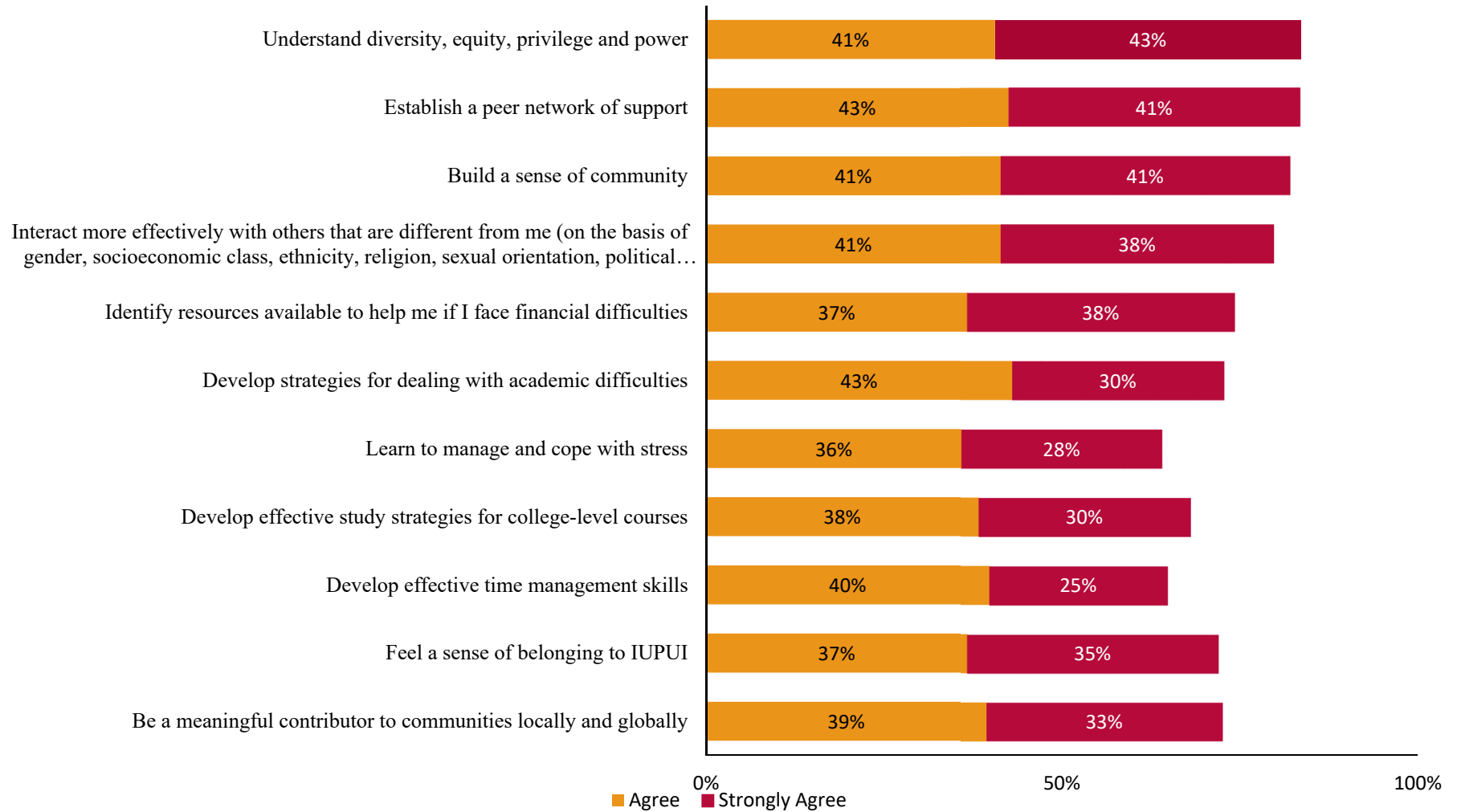
Note 2: Bold and italicized items significantly different based on independent samples t-test or chi-square results. Bold items are not significantly different but noteworthy.

Note 3: FY GPA includes only students who participated in a first-year seminar course.

Note 4: Analyses do not account for differences between GLC participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

2021 GLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

GLC Students Indicating How Much Their Experience Helped In the Following Areas

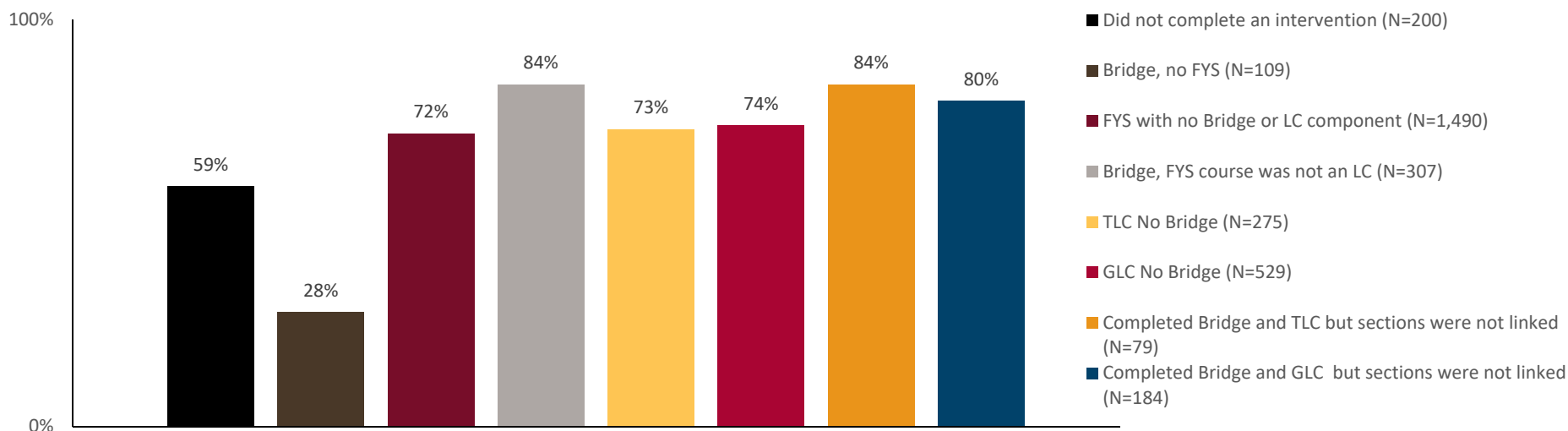


N=128

Results by Intervention

- The Bridge-TLC program was initially 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. In Fall 2018, this program was expanded to include GLC sessions linked to Bridge. In Fall 2020, because of pandemic related challenges, there were no FYS (including no TLC or GLC) sections linked to Bridge.
- In 2020, there were 79 first-time, full-time students who completed both Bridge and TLC sections and 184 who completed Bridge and GLC. About 47% of first-time, full-time beginners (1,490) were enrolled in first-year seminars but did not attend Bridge and did not complete an LC.
- A small group (200) of first-time, full-time beginners did not complete any intervention. Students not completing an intervention enrolled significantly later and were enrolled in fewer credit hours than students who completed Bridge or a Learning Community. They were also significantly less likely to be living in campus housing in the fall. Students who did not participate in an intervention had significantly lower Cumulative GPA than other full-time beginners regardless of the intervention, even after accounting for High School GPA, SAT Score, Enrollment Date, receipt of a Pell Grant, and enrollment in Nursing.
- Because of changes in the administration of Bridge during the 2020 pandemic, 109 first-time, full-time beginners completed Bridge but did not complete any other intervention. These students registered slightly later and were slightly less likely to be living in campus housing. The outcomes for these students were particularly poor, as only 28% were retained at any IU campus the following Fall. Students who completed Bridge but not an FYS also had significantly lower Cumulative GPA than all other full-time beginners after accounting for High School GPA, SAT Score, Enrollment Date, receipt of a Pell Grant, and enrollment in Nursing.
- Students not completing an intervention or only completing Bridge were slightly more likely to be African American than students who completed an FYS, including LC's.

2020 Full-Time Beginner Retention by Intervention Completion



Note 1: Classification based on completion of intervention. Students enrolled in an FYS who later dropped the course were coded as “No FYS” or “No Intervention”

Note 2: Retention depicts retention at any IU campus. These are the retention rates that are officially reported.

Characteristics of 2020 Full-Time Beginners by Intervention Completed

| | N | African Female Percentage | American Latinx Percentage | Direct Admit | Days enrolled before census Mean | First Generation Percentage | Living in Campus Housing Percentage | Total Credit Hours in Fall Mean | Tested into remedial math Percentage | High School GPA Mean | Best SAT score Mean | |
|--|-------|---------------------------|----------------------------|--------------|----------------------------------|-----------------------------|-------------------------------------|---------------------------------|--------------------------------------|----------------------|---------------------|-------------|
| No intervention | 200 | 66% | 12% | 20% | 25% | 48.28 | 37% | 16% | 14.6 | 39% | 3.38 | 1063 |
| Bridge, but dropped or did not enroll in FYS | 109 | 57% | 15% | 20% | 42% | 53.93 | 37% | 20% | 14.8 | 37% | 3.34 | 1061 |
| FYS with no Bridge or LC | 1,490 | 55% | 9% | 13% | 49% | 60.12 | 29% | 31% | 15.0 | 25% | 3.56 | 1125 |
| Bridge and FYS that was not an LC | 307 | 62% | 9% | 14% | 58% | 79.49 | 21% | 49% | 15.4 | 23% | 3.62 | 1150 |
| TLC No Bridge | 275 | 66% | 10% | 12% | 80% | 54.93 | 27% | 29% | 15.0 | 33% | 3.52 | 1146 |
| GLC no Bridge | 529 | 68% | 9% | 15% | 29% | 65.09 | 31% | 33% | 15.5 | 35% | 3.51 | 1088 |
| Took TLC and Bridge but sections were not linked | 79 | 68% | 10% | 14% | 73% | 70.90 | 29% | 48% | 15.4 | 34% | 3.59 | 1141 |
| Took GLC and Bridge but sections were not linked | 184 | 70% | 17% | 11% | 29% | 81.35 | 31% | 52% | 15.6 | 24% | 3.63 | 1097 |
| All | 3,173 | 61% | 10% | 14% | 47% | 62.91 | 29% | 33% | 15.1 | 29% | 3.54 | 1116 |

Note 1: Only full-time participants. Students who withdrew from an FYS or LC were not counted as completers

Note 2: SAT score uses 2019 test scale.

Note 3: Bold items were significantly different based on chi-square or ANOVA results. ($\alpha \leq 0.05$).

ANCOVA Results: Fall 2020 First-Year Cumulative GPA by Intervention

| | N | First-Year Cumulative GPA | Adjusted Cumulative GPA * |
|--|-------|---------------------------|---------------------------|
| No intervention | 178 | 2.27 | 2.56 |
| Bridge, but dropped or did not enroll in FYS | 69 | 2.11 | 2.41 |
| FYS with no Bridge or LC | 1,445 | 2.66 | 2.65 |
| Bridge and FYS that was not an LC | 297 | 2.96 | 2.74 |
| TLC No Bridge | 262 | 2.76 | 2.83 |
| GLC no Bridge | 513 | 2.59 | 2.64 |
| Took TLC and Bridge but sections were not linked | 74 | 3.06 | 2.93 |
| Took GLC and Bridge but sections were not linked | 177 | 3.05 | 2.85 |

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

Note 2: Bold items were significantly greater than students with no intervention and students who only completed Bridge net the effect of the covariates at $\alpha \leq 0.05$.

Note 3: ANCOVA was statistically significant at $\alpha \leq 0.05$. Partial Eta Squared indicated a very a small effect size.

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

Fall 2020 Full-Time Beginner Retention by Intervention

| | N | First Fall Semester GPA | Retained in Spring at IUPUI | Retained in Spring any IU | Year 1 Cum GPA | Fall-Fall retention at IUPUI | Fall-Fall retention at IUPUI with > 2.0 GPA | Fall-Fall retention any IU | Fall-Fall retention any IU with > 2.0 GPA |
|---|-------------|-------------------------|-----------------------------|---------------------------|-------------------------|------------------------------|---|----------------------------|---|
| | | Mean | Percentage | Percentage | Mean | Percentage | Percentage | Percentage | Percentage |
| <i>No intervention</i> | 200 | 2.18 | 61% | 64% | 2.31 | 53% | 48% | 59% | 53% |
| <i>Bridge, but dropped or did not enroll in FYS</i> | 109 | 0.82 | 29% | 29% | 2.10 | 25% | 18% | 28% | 20% |
| <i>FYS with no Bridge or LC</i> | 1,490 | 2.76^a | 85%^a | 86%^a | 2.67^a | 69%^a | 62%^a | 72%^a | 65% |
| <i>Bridge and FYS that was not an LC</i> | 307 | 3.07^a | 94%^a | 94%^a | 2.98^a | 81%^a | 77%^a | 84%^a | 79%^a |
| <i>TLC No Bridge</i> | 275 | 2.88^a | 87%^a | 87%^a | 2.76^a | 70%^a | 64%^a | 73% | 68% |
| <i>GLC no Bridge</i> | 529 | 2.64^a | 84%^a | 84%^a | 2.59^a | 72%^a | 66%^a | 74%^a | 68% |
| <i>Took TLC and Bridge but sections were not linked</i> | 79 | 3.18^a | 94%^a | 94%^a | 3.07^a | 84%^a | 80%^a | 84%^a | 80%^a |
| <i>Took GLC and Bridge but sections were not linked</i> | 184 | 3.13^a | 90%^a | 92%^a | 3.08^a | 78%^a | 74%^a | 80%^a | 76%^a |
| All | 3173 | 2.71 | 83% | 84% | 2.69 | 69% | 63% | 72% | 66% |

Note 1: Only full-time participants. Students who withdrew from an FYS or LC were not counted as completers

Note2: Bold items indicate ANOVA or Chi-square was statistically significant at $\alpha \leq 0.05$.

^a ANOVA revealed significantly greater than students who received no intervention or who completed Bridge but dropped/never enrolled in an FYS at $\alpha \leq 0.05$.

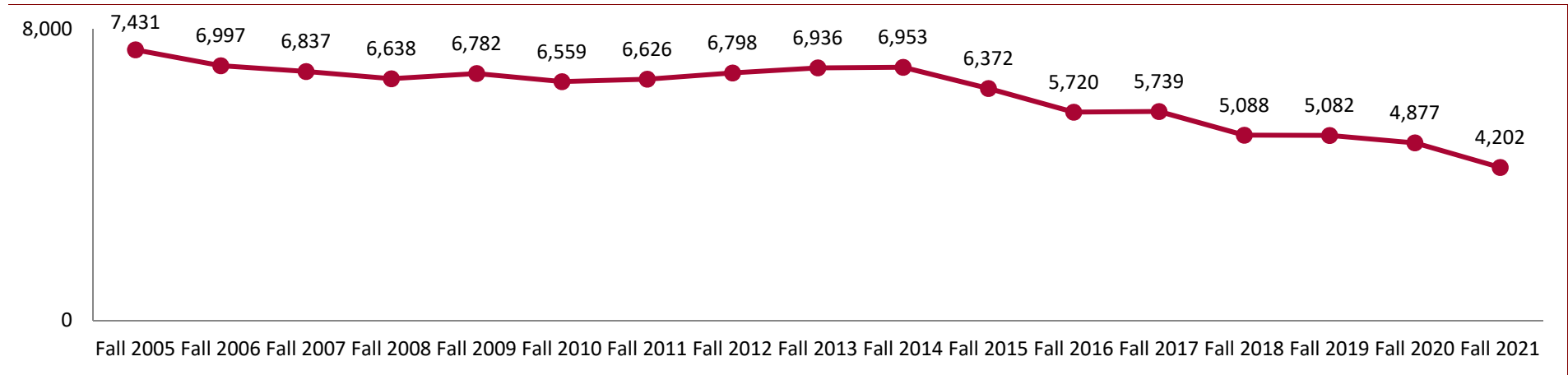
University College Results

The logo for Indiana University Purdue University Indianapolis (IUPUI) features a red Greek letter Psi (Ψ) followed by the letters "IUPUI" in a black, serif font.

University College Student Demographic Summary

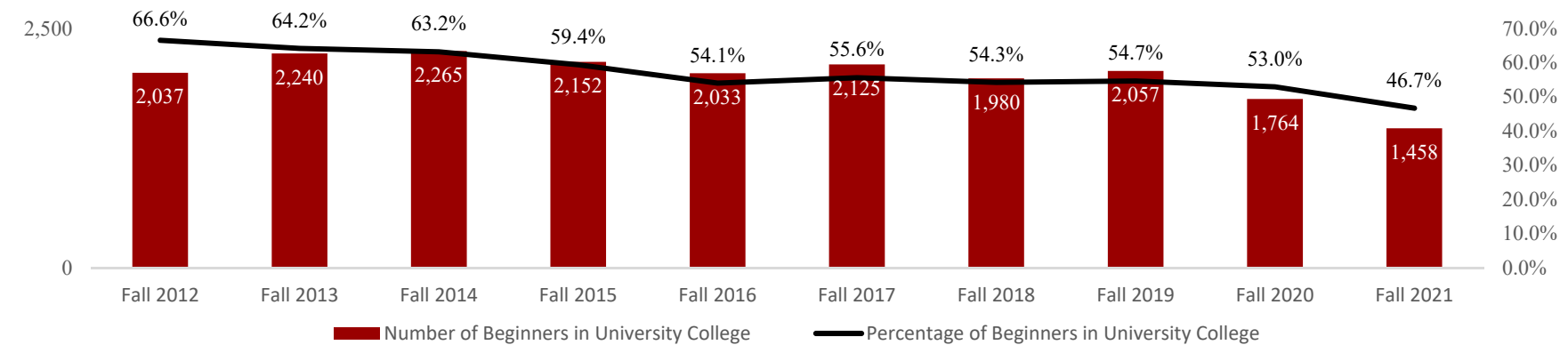
University College total enrollment for Fall 2021 was 4,202, including students whose primary, second, or third major was in University College (UC). While the number of first-time Indianapolis beginners in Fall 2021 (3,121) was lower than in Fall 2020 (3,331), the decrease in UC enrollment was greater than the decrease in beginners. Because of changes in school-level admissions criteria, the number of new beginners admitted only to UC was 47% in Fall 2021, the lowest it had been in some time. Also, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward gaining admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress are strongly advised to pursue another major. As a result, the number of degree-seeking students in UC decreased at every level from Fall 2020 to Fall 2021.

University College Fall Enrollment



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

Number and Percentage of New Beginners Admitted to only University College: Fall 2012 – Fall 2021



Fall University College Student Demographics

| | Fall 2021 | | Fall 2020 | |
|----------------------------------|-----------|-------|-----------|-------|
| | <i>N</i> | % | <i>N</i> | % |
| Total | 4,202 | 100% | 4,877 | 100% |
| Race/Ethnicity | | | | |
| American Indian/Alaskan Native | 3 | 0.1% | 8 | 0.2% |
| African American | 601 | 14.3% | 715 | 14.7% |
| Asian American | 292 | 7.0% | 292 | 6.0% |
| Latinx | 660 | 15.7% | 701 | 14.4% |
| International | 84 | 2.0% | 115 | 2.4% |
| Native Hawaiian/Pacific Islander | 3 | 0.1% | 2 | <0.1% |
| Two or More Races | 252 | 6.0% | 296 | 6.1% |
| White | 2,282 | 54.3% | 2,737 | 56.1% |
| Unknown | 25 | 0.6% | 11 | 0.2% |
| Gender | | | | |
| Female | 2,505 | 59.6% | 3,018 | 61.9% |
| Male | 1,697 | 40.4% | 1,859 | 38.1% |
| Class Level | | | | |
| Freshman | 1,916 | 45.6% | 2,305 | 47.3% |
| Sophomore | 1,222 | 29.1% | 1,458 | 29.9% |
| Junior | 596 | 14.2% | 615 | 12.6% |
| Senior | 171 | 4.1% | 190 | 3.9% |
| Undergrad Special/Unclassified | 247 | 5.9% | 237 | 4.9% |
| High School/SPAN | 50 | 1.2% | 72 | 1.5% |
| First Generation Status | | | | |
| First Generation | 1,392 | 33.1% | 1,578 | 32.4% |
| Not First Generation | 2,810 | 66.9% | 3,299 | 67.6% |
| Residency | | | | |
| Indiana Resident | 3,933 | 93.6% | 4,587 | 94.1% |
| Nonresident | 269 | 6.4% | 290 | 5.9% |

Note 1: Includes students whose second or third major is in University College. Freshmen includes Certificate-seeking and first-year Associate's students. Sophomores includes second year Associates students.

University College Student Responses to the New Beginner Check-In Survey

The New Beginner Check-in Survey was designed to help advisors, peer mentors, and campus leaders understand the needs of students after a few weeks of classes. The survey was administered to all new beginner IUPUI students enrolled in Fall 2021. The survey was distributed in September 2021. A total of 490 undergraduate (response rate= 33.6%) University College students responded to the survey. The survey respondents were representative of the overall University College population with regard to age, ethnicity, income, and residency. However, respondents were more likely to be women.

- Respondents reported feeling higher levels of happiness at IUPUI than connectedness. On a five-point scale ranging from 0-Not at all to 5-Very Much, 70% of students rated their happiness at IUPUI either a 4 or 5 compared to 34% of students reporting the same rating in for connectedness.
- Almost all of the students reported they plan to reenroll at IUPUI next semester (92%), or not transfer to another college or university (83%).
- Students were asked to rate their level of agreement with various items pertaining to their academic ability or their IUPUI experiences. The following items were rated the highest in levels of agreement: 1) I believe that I can improve my academic ability if I work hard enough (96%); 2) there are instructors/staff at IUPUI who care about my learning (92%); 3) there are instructors/staff at IUPUI who want to help me attain my personal goals (90%); 4) IUPUI has made me feel welcome (92%); and 5) IUPUI has met my expectations for providing the best academic/learning experience possible given the circumstances (92%).
- 76% of respondents agree they feel a sense of belonging to IUPUI.
- Students were asked how much help they need with different items in academics/study skills/time management. The top three areas students reported needing help were 1) preparing for exams properly, 2) math, and 3) time management.
- Additionally, students were asked how much help they need with different items regarding their personal/social life. The top three areas students reported needing help were 1) ability to manage stress, 2) making new friends, and 3) emotional health.
- The final area students were asked how much help they needed help in referenced work/finances/housing. The top three areas students reported needing help were 1) financial aid options, 2) effectively managing work/life/school balance, and 3) my financial situation.
- 17% of University College students reported the COVID-19 pandemic interfered with their ability to succeed as a student either 'quite a bit' or 'very much'.
- As a result of the COVID-19 pandemic students reported experiencing either quite a bit or very much an increase in the following areas: 1) mental or emotional exhaustion (45%), 2) inability to concentrate (31%), and 3) depression or anxiety that interfered with daily functioning (32%).

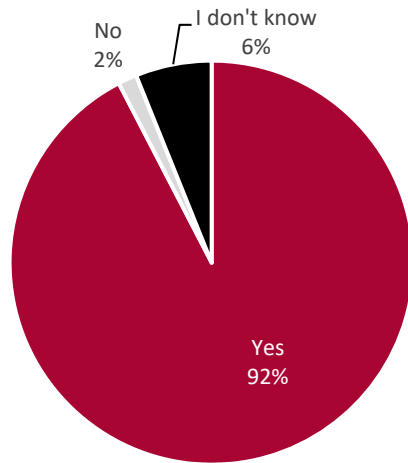
| To what extent, if any, has the COVID-19 pandemic interfered with the following? | | | | | | | |
|--|-----|------|------------|-------------|------|-------------|-----------|
| | N | Mean | Not at all | Very little | Some | Quite a bit | Very much |
| Your ability to succeed as a student | 432 | 1.27 | 33.8 | 27.1 | 22.7 | 10.9 | 5.6 |
| Your college plans | 432 | 1.24 | 32.4 | 29.6 | 24.5 | 8.3 | 5.1 |
| Your ability to pay for college and living expenses | 432 | 1.04 | 44.9 | 25.0 | 17.6 | 6.3 | 6.3 |

0=Not at all, 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

| As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following? | | | | | | | | |
|--|-----|------|------------|-------------|------|-------------|-----------|--------------------|
| | N | Mean | Not at all | Very little | Some | Quite a bit | Very much | Don't know/unsure* |
| Mental or emotional exhaustion | 430 | 2.24 | 15.1 | 14.0 | 25.8 | 22.1 | 23.0 | 0.2 |
| Inability to concentrate | 429 | 1.74 | 27.5 | 19.1 | 22.1 | 14.2 | 17.0 | 0.2 |
| Depression or anxiety that interfered with daily functioning | 426 | 1.75 | 26.8 | 18.5 | 23.0 | 16.0 | 15.7 | 0.6 |
| Loneliness | 428 | 1.43 | 34.8 | 21.7 | 21.3 | 10.0 | 12.1 | 0.4 |
| Feeling hopeless about your current situation | 430 | 1.29 | 38.1 | 23.0 | 20.0 | 9.1 | 9.8 | 0.0 |

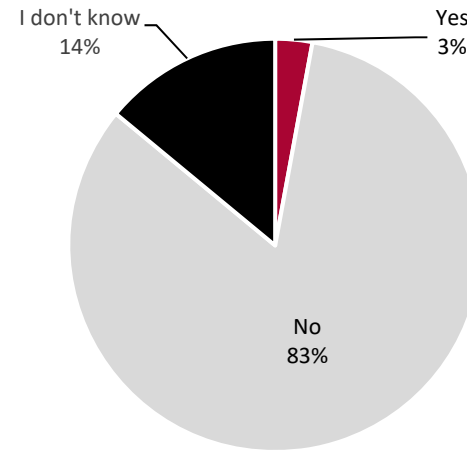
0=Not at all, 1=Very little, 2=Some, 3=Quite a bit, 4=Very much
 * Don't know/unsure not included in calculation of Mean or N

Do you plan to re-enroll at IUPUI in the Spring?



N=456

Do you plan to transfer to another college or university?



N=456

University College Responses to PRAC Supplemental Questions

What did you learn from using new teaching, learning, and assessment models during the COVID-19 pandemic?

21st Century Scholars Success Program- “Students generally like in-person activities more than virtual. Students prefer to seek support in an office setting. Student do not like to talk on Zoom. Zoom fatigue was wide spread with students and caused them to not seek out additional support on zoom with our office.”

Academic and Career Development (ACD)-

- a. Changes we will make or have made in the career consultant program and services based on this learning (from the 2020-2021 annual report):
 - i. Facilitated virtual workshops/events and increased the major and career-related resources available in our Kaltura media gallery so students can access at their convenience.
 - ii. Created more higher-quality Canvas modules and will continue to refine these for students and faculty to utilize in First Year Seminars and in the ePortfolio.
 - iii. Continue to be purposeful in our meetings with students to include the topics of networking, as well as skills gained and/or needed considering challenges faced over the past year.
- b. Changes we will make or have made in the dismissal/reinstatement services based on this learning:
 - i. When a student is academically dismissed, the student could reach out to the reinstatement coordinator and ask for an immediate appeal. This was not, however, specifically outlined in the dismissal notification.
 - ii. Beginning in December 2020, a link to an immediate reinstatement petition was included in all dismissal notifications, allowing for students to advocate more easily for themselves. This practice continued in May 2021 and will continue in all future dismissal proceedings.

Bepko Learning Center- “Some of the changes that have resulted in responding to the COVID 19 challenge is having more services available virtually during the early morning and late evenings and decreasing staffing at the front desk during that time frame.”

DEAP - “During the 2020 – 2021 AY, DEAP delivered all programs and services to participants through a virtual platform. The shift to a virtual experience was a new experience for both students and staff. However, the COVID restrictions and increased use of technology taught us there is an opportunity to incorporate a virtual component of some of our existing processes, programs, and services to increase effectiveness, access, and expand our reach to participants. The survey created by IDRS used to reach students through individualized phone calls confirmed students appreciated the convenience of a virtual option. Demonstrating there is a place for virtual engagement/options in our program in moderation, but not to replace the in-person engagement our students enjoy. We are currently exploring where there may be opportunities to utilize technology to engage current and prospective students.

One change we have made for fall 2021 is to conduct virtual intake meetings for first-year participants, beginning with the fall 2021 cohort. Intake meetings are one-on-one meetings between new DEAP participants and a DEAP staff member to review the program, expectations, individual goals, challenges, and an opportunity to build rapport. Completion of the intake meeting is contingent on an applicant formally joining their assigned DEAP cohort in the fall semester. Historically, for new first-year applicants, these meetings were held at the beginning of the fall semester and subsequent

weeks. For the 2020-2021 AY, the staff held intake meetings virtually due to COVID-19 restrictions and found it beneficial leading to the decision to conduct intake meetings virtually. Conducting our intake meeting virtually will allow us to begin this process over the summer and solidify our fall cohort before they are inducted into the program for tracking purposes.”

Life-Health Sciences Internship Program – “We learned the importance of efficiency and effectiveness in our everyday work to allow enough flexible time to work with interns individually as needed. We saw major time savings in doing all scheduling in SAS and holding all 75 fall site visits with interns and supervisors in Zoom. In early spring we sent interns a survey to collect their specific needs and questions as they wrap up the internship, then met through Zoom individually to check in and address those needs. Fall site visits and individual spring check-ins will remain largely through Zoom.

In the past we struggled to get interns to stop by during drop-in hours or to make appointments to see us in the office. Having the flexibility of Zoom and easy appointment scheduling in SAS increased engagement and solved the problem of getting them to stop by when they had issues or questions. While COVID surfaced more student challenges than a typical year, more students reached out for Zoom meetings to request resources and help or let us know about special challenges they were facing and allowed us to connect them to help or work with the internship site to ensure their needs were met. Additionally, we held four optional Zoom chats to build community and create stronger connections with and among the interns. 45 interns attended at least one of the four Zoom chats (63% of all interns) and 15 attended 3 or 4 sessions (21% of all interns). We will continue to use SAS for scheduling appointments or open hours for interns to meet with our team for questions, whether in person or through Zoom and will hold one Zoom chat per semester to provide additional opportunities for interns to connect with the flexibility of joining from anywhere. The Internship Showcase continued as an online showcase of intern ePortfolios with all 71 LHSI and 110 total interns taking part in the showcase. Some interns also presented posters in the Research and Creative Activities Day showcase and Honors College Showcase. We will continue to take part in the IUPUI Engaged Learning virtual showcase in the future, even as we resume in-person events. The ePortfolios and this showcase were an integral part of the remote period and provided a way to keep interns connected, collect reflections, and showcase in a public way what they had learned that can then be used as an archive of student activities. It is also a way to include visitors, such as family and friends, who are unable to attend an in-person showcase event.”

SPAN Division – “Multiple student "touchpoints" delivered through multiple platforms are necessary to maintain robust engagement with students.”

TRIO- Student Support Services – “We learned that many of our services were adaptable to online settings; however, the best way to delivery continuous services is to provide a mixture of both in-person and online options. Students now prefer and expect to be provided options for participating and accessing services.”

How has the COVID-19 pandemic continued to impact the assessment of student learning?

21st Century Scholars Success Program – “The pandemic has made assessment of student learn hard to assess because of the lack of student engagement in programs. Both virtual and in-person programs were not highly utilized by students.”

Bepko Learning Center – “Even though this year was full of many challenges due to COVID 19, the Bepko Learning Center demonstrated much creativity and inventiveness by transferring many of the academic support programs to a virtual environment while still maintaining in-person activities on the IUPUI campus. We researched many effective ways to keep student actively involved in our programing while in a Zoom format.”

DEAP – “One of the limitations of assessing student learning during the COVID-19 pandemic is that it is difficult to apply current findings during this unusual time to forecast future behavior.”

Life-Health Sciences Internship Program - "We began measuring immediate post-internship involvement in other engaged learning to assess our role in connecting sophomore/junior interns with the next step of engaged learning such as undergraduate research, other internships, and the transition to capstone. Participating in LHSI should set students up for next career steps and we found that even with pandemic-related cuts and restrictions to experiences, 90% of interns were able to secure additional engaged learning experiences in the summer or fall after the interns. We focused on educating supervisors about maintaining belonging virtually and they worked together to come up with ideas during supervisor orientation. We didn't see any drops in belonging and feeling of being part of the team during the remote period and will continue to carefully track and assess belonging to see what else we can do to educate supervisors as many of our sites continue to work in a hybrid format.

In preparation for the virtual Internship Showcase, we put more effort into working with interns on reflection and creating strong ePortfolios. This impacted our learning assessment because we use those ePortfolio reflection to assess learning and participated in the IEL workgroup using AAC&U Written Communication and Integrative Learning VALUE Rubrics to evaluate reflections. Scores increased from the previous year.”

Office of Student Employment – “A goal on sense of belongingness of interns in the on-campus internships program was hindered by small numbers participating. Making it difficult to show significant value of belongingness in measurement. Smaller number affected the response rate and the value of impact was too small for any significant assessment.

For both Hire Achievers and the On-campus Internship Program the major changes we incorporated were related to site visits. These are not conducted virtually and questions have been revised to better assess how supervisor check in with students and support them through challenges. We also changed our site visits to incorporate a time to just meet with the students to remove the pressure of having their supervisor present. This had provided us with much better quality feedback and information from the students than our previous Qualtrics form.

SPAN Division – “Students have been less likely to respond to survey questions.”

TRIO- Student Support Services – “COVID-19 did not impact that way in which SSS conducted its assessment practices because TRIO-SSS had been conducting its overall program assessment and its services (workshops, events, etc.) through Qualtrics prior to COVID-19. However, the pandemic did alter the program's deliverables and the assessment of the resulting data because everything had to be put into proper context. Meaning, it was difficult to assess students satisfactions with the programs services in comparison to previous years because so much of our services (advising, tutoring, peer mentoring, and workshops) were moved to online formats. Additionally, it was difficult to consider long term planning based on the assessment data that was collected during COVID-19 because of the anticipation that activities would return to normal. Therefore, 2020-2021 essentially became a year that was very difficult to compare to any previous year.

What progress have you made to date on implementing the Profiles into teaching, learning, and assessment?

21st Century Scholars Success Program- “We are working on implementing the Profiles into the first- year Peer Mentoring program and Success Coaching.”

Academic and Career Development (ACD) – “Academic and Career Development offers one course, UCOL-U210: Career Connections. The current student learning goals and outcomes for the UCOL-U210: Career Connections course incorporate elements related to IUPUI’s Profiles of Learning for Undergraduate Success (PLUS+); however, the learning goals and outcomes have not yet been mapped to PLUS+. Mapping learning outcomes for the course to PLUS+ will be a goal for the 2021-22 academic year.”

DEAP- “The DEAP sponsored bridge sections of the First-Year Seminar (FYS) courses are modeled after the University College First-Year Seminar course. As a result, the DEAP sponsored FYS sections incorporated the same curriculum as the overall University College sections of FYS. Please refer to the Office of First-year programs regarding the profiles, learning, and assessment.”

Life-Health Sciences Internship Program - “Profiles are featured on our syllabus and provided as interns write their personal goals for the internship. For a second year, we contributed reflections to the Institute for Engaged Learning workgroup assessing 124 student reflections using the AAC&U Written Communication and Integrative Learning VALUE Rubrics. We supplied a sample of 14 LHSI ePortfolio reflections (20% of the group) representative of the overall gender and race/ethnicity breakdown of LHSI 2020-21. The content development mean score for LHSI samples was 3.14 of 4 (.66 SD) compared to the overall mean score of 2.59 (.82 SD). The connections to experience mean score for LHSI samples was 2.43 of 4 (1.0 SD) compared to overall 2.19 of 4 (.89 SD). The reflection and self-assessment mean score was 2.57 of 4 (1.02 SD) with overall score of 2.27 of 4 (.88 SD).

We reference the Profiles as early as the application period, with application question: “What transferable skills (skills you have that can be applied in any new experience) can you contribute to the internship sites you have listed above? Your response can include skills you’ve gathered during coursework, class projects, prior work or volunteer experiences, leadership activities, or other experiences. Be sure to highlight skills and experience that might relate to the sites you chose, or that can help you be a successful team member at that site. Check out the IUPUI learning profiles for some guidance on what skills IUPUI wants you to start developing as an undergraduate student. (and a link to Profiles website)” The average score for this question was 3.85 of 5 with at least 66% of applicants being able to identify at least two skills and clear examples of how those connect to the requested internship.

Office of Student Employment – “For both Hire Achievers and the On-campus Internship Program we previously used a pre/post assessment process to measure learning related to the Profiles. However, we realized that we were not receiving quality data from students with this method. Students would rate themselves highly in the specific aspects of the Profiles in both the pre and the post assessment. We realized that students’ understanding of the Profiles most likely changed throughout the year and this could not be accounted for on the assessment when they rated themselves the same both times. We have adjusted our assessment to only measure learning at the end of the programs and have adjusted the questions accordingly.”

SPAN Division – “minimal”

TRIO- Student Support Services – “We have incorporated areas of the Profile into our annual program student assessment that is distributed to students at the end of each year. This is an opportunity for students to provide feedback on how they’ve benefited as a participant in the program

from a social and educational perspective. Additionally, we have begun providing assessments of our topical workshops that all incorporates aspects of the Profile.”

What have you done to identify, develop, or redesign experiences for inclusion in the Record?

Academic and Career Development - "The Peer Advisor program in Academic and Career Development continues to use the Record. Seven Peer Advisors have been successful in demonstrating advanced competencies in the Communication and Problem-Solving dimensions and had the Peer Advisor designation added to their record in the past year.”

Bepko Learning Center - " Every semester, we submit names of students who have successfully served as academic success coaching, academic mentoring, and tutoring for that experience to be included in their record.”

DEAP – “Currently, DEAP does not have standalone experiences to be included in the Record. DEAP is working on developing a new leadership tier of DEAP for sophomore participants. The Sophomore Leadership Program has the potential to qualify as an experience to be included in the Record. Furthermore, a Sophomore Leadership Program timely as we attempt to engage emerging sophomores who experienced the effects of online learning throughout their first-year experience due to COVID-19. The sophomore leadership program will introduce and/or enhance participant understanding of concepts of leadership, interpersonal skills, proficiency, and competency to engage as leaders in their role as emerging student leaders.

Life-Health Sciences Internship Program - "The LHSI 2020-21 intern group was the third year on the Record and 90% of the interns received the entry. We also have a Record entry for LHSI ambassadors with 100% of the ambassadors receiving the entry. Most of the effort recently has been in strengthening the final ePortfolio reflections because that score is the major assessment of whether or not a student qualifies for the entry, including participation in the final showcase using the ePortfolio as the means of presenting.”

Office of Student Employment – “Record experience: Annually we make revisions to Hire Achievers (HA) and On-campus (OCIP) based on participant feedback from site visits and the assessment at the end. In the past, we had a standard set of modules that students in Hire Achievers would complete, but we learned from the students that not all modules were beneficial for them. This led to a new structure where students have some modules they are all expected to complete, but for the majority they are given the option to choose modules that benefit their personal growth and learning. All modules align with the NACE Career Readiness Competencies. We have found that this leads to more engagement and helps the students take more ownership of their learning. Moving forward, we will also require all students in both programs put together an e-portfolio to make the reflection process more robust and ensure students know how to share their experiences in the future.”

SPAN Division – “none”

TRIO- Student Support Services – “TRIO-SSS has not specifically developed or identified specific experiences for inclusion in the Record. However, TRIO-SSS peer mentors experiences were identified, along with the other UC/DUE peer mentor positions as an included experience in the Record. This work was largely led by the efforts of Andrea Engler.”

Programs Results and Analysis

21st Century Scholars Postsecondary Support Program

Indiana’s 21st Century Scholars Program offers income-eligible Indiana resident students up to four years of paid tuition at an eligible Indiana college or university after they graduate from high school. In middle and high school, 21st Century Scholars are connected to programs and resources to help them plan, prepare, and pay for college. Once in college, Scholars receive support to complete their college degrees and connect to career opportunities. Scholars attending IUPUI have the opportunity to participate the 21st Century Scholars Success Program, which offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development, and personal growth. A select group of students are also invited to participate in Students Success coaching (“coaching”). Though the criteria for selection into success coaching have changed over the years, generally students are selected based on a combination of late enrollment and high levels of unmet financial need. Students not selected for coaching and not receiving services from other educational equity programs such as Diversity Enrichment and Achievement Program (DEAP), the Student Support Services program (SSS), or the Nina Scholars Program (Nina) are encouraged, but not required, to participate in peer mentoring. Highlights of these analyses include the following.

- 21CS are much more likely than IUPUI students overall to be African American, Latinx, first-generation college students, and be receiving a Pell Grant. They also scored lower on the SAT than other IUPUI students but had comparable high school GPAs.
- The retention rates improve even more dramatically when 21CS participate in our success programs. Among Fall 2020 beginners, 88% of 21st Century Scholars who attended peer mentoring were retained, compared to 65% of 21CS who did not participate in Peer Mentoring. Seventy-nine percent of 2018 21CS beginners who participated in peer mentoring were retained the following fall as well.

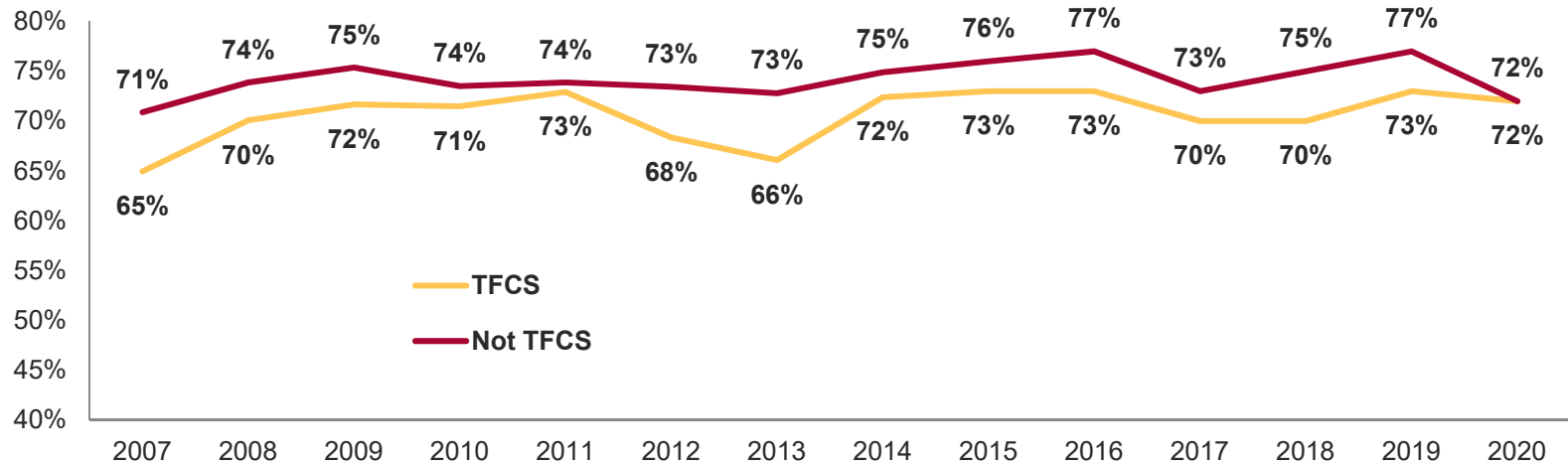
Characteristics of 2020 Indianapolis Full-Time Beginners by Receipt of 21st Century Scholar State Aid

| | N | African American | Latinx | Two or more Races | First Generation | Received Pell in Fall | High School GPA | Best SAT score |
|--|-------|------------------|------------|-------------------|------------------|-----------------------|-----------------|----------------|
| | | Percentage | | | | | Mean | |
| <i>21st Century Scholar</i> | 576 | 18% | 22% | 9% | 46% | 88% | 3.53 | 1067 |
| <i>Not a 21st Century Scholar</i> | 2,597 | 8% | 12% | 5% | 25% | 29% | 3.54 | 1127 |
| <i>All</i> | 3,173 | 10% | 14% | 6% | 29% | 40% | 3.54 | 1116 |

Note 1: SAT score uses 2019 test scale.

Note 2: Bold and italicized items were significantly different based on chi-square or t-test results. ($\alpha \leq 0.05$).

As Programming and Financial Support for 21st Century Scholars Increases, the Achievement Gap Narrows
Retention of Full-Time 21st Century Scholar Beginners (Defined as Actually Received State Funds) Compared to Non-Recipients



Full-Time 21st Century Scholar Beginners Retention by Intervention

| Intervention | Participant | N | Retained at Indianapolis Campus | First-Year Cumulative GOA |
|--|-------------|-----|---------------------------------|---------------------------|
| 21 st Century Peer Mentoring | Yes | 188 | 84% | 3.04 |
| | No | 388 | 62% | 2.27 |
| Attended Summer Bridge | Yes | 114 | 71% | 2.58 |
| | No | 462 | 69% | 2.52 |
| Participated in Peer Mentoring and Summer Bridge | Yes | 41 | 83% | 3.15 |
| | No | 535 | 68% | 2.48 |
| Lived in Campus Housing | Yes | 188 | 76% | 2.76 |
| | No | 388 | 66% | 2.42 |

Note 1: Population is Fall 2020 First-time, full-time 21st Century Scholars
 Significant differences are bold and italicized

Diversity Enrichment and Achievement Program (DEAP) Highlights

The Diversity Enrichment and Achievement Program (DEAP) at IUPUI provides a supportive community and retention programs in order to aid students' transition to college and foster the success of students from traditionally underrepresented groups (DEAP, 2021). Resources include supervision of student organizations, faculty and peer mentoring, and hosting a variety of events designed to enhance students' connection with IUPUI. While retention rates for African American, Latinx, and Two or More Races students have traditionally lagged behind IUPUI official retention rates, students who participate in DEAP have been retained at similar or greater levels when compared to all IUPUI students. For further information on IUPUI retention rates, see the Student Retention and Graduation report at the IUPUI Data Link (<https://irds.iupui.edu/data-link/index.html>).

Tables below provide demographic and academic characteristics as well as first-year retention and GPA information for first-time beginners who participated in DEAP compared to African American, Latinx, and students of Two or More Races from the Fall 2020 cohort. Highlights include the following:

- Seventy-eight percent of DEAP participants from the Fall 2020 beginning student cohort were retained at IUPUI in Fall 2020, compared to 63% of African American, Latinx, and Two or More Races students who did not participate in DEAP.
- African American students in DEAP had especially strong outcomes. DEAP participants who were African American earned a significantly higher GPA in their first fall semester compared to students who did not participate in DEAP (2.60 for participants compared to 2.11 for non-participants), and were significantly more likely to be retained at IUPUI (79% of DEAP participants compared to 59% of non-participants). It should be noted that African American students participating in DEAP were significantly more likely to be living in Campus Housing and were also more likely to participate in Summer Bridge.
- Female DEAP participants were more likely to be retained at IUPUI than similar female beginners who did not participate in DEAP (81% of DEAP participants compared to 65% of non-participants). Female students in DEAP were also more likely to participate in Bridge and were more likely to be living in campus housing.

For further information on DEAP and results from past assessments, please visit the IRDS website at <https://irds.iupui.edu/students/du/diversity-enrichment-achievement-program.html>.

Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2020

| | | Retained 1 Year Indianapolis Campus | Retained 1 Year Any IU Campus | First Fall GPA | Cumulative GPA at Census | Cumulative GPA Below 2.0 | Retained 1 Year at IUPUI and GPA above 2.0 | Seeking a Bachelor's Degree | High School GPA | Campus Housing | Bridge Participant | First Generation | Pell first fall semester | Unmet need in First Fall Semester | |
|--------------------------|-------------------------------|-------------------------------------|-------------------------------|----------------|--------------------------|--------------------------|--|-----------------------------|-----------------|----------------|--------------------|------------------|--------------------------|-----------------------------------|----------|
| | | N | Percentages | Mean | | | Percentages | | Mean | | Percentages | | | Mean | |
| <i>DEAP Students</i> | <i>Black/African American</i> | 71 | 79% | 80% | 2.60 | 2.52 | 29% | 66% | 99% | 3.41 | 54% | 44% | 34% | 70% | \$5,262 |
| | <i>Latinx</i> | 63 | 76% | 79% | 2.86 | 2.76 | 23% | 68% | 100% | 3.60 | 41% | 38% | 60% | 60% | \$4,224 |
| | <i>Asian American</i> | 2 | 100% | 100% | 3.95 | 3.83 | 0% | 100% | 100% | 3.98 | 100% | 0% | 50% | 50% | \$0 |
| | <i>International</i> | 4 | 75% | 75% | 2.33 | 2.22 | 25% | 75% | 100% | 3.40 | 0% | 25% | 50% | 0% | \$23,668 |
| | <i>Two or More Races</i> | 16 | 75% | 75% | 2.83 | 2.66 | 19% | 69% | 100% | 3.48 | 69% | 38% | 38% | 63% | \$4,668 |
| | <i>White</i> | 2 | 100% | 100% | 4.00 | 3.80 | 0% | 100% | 100% | 3.70 | 100% | 50% | 50% | 50% | \$0 |
| | <i>All</i> | 158 | 78% | 80% | 2.75 | 2.66 | 24% | 68% | 99% | 3.50 | 50% | 40% | 46% | 63% | \$4,759 |
| <i>Non-DEAP Students</i> | <i>Black/African American</i> | 251 | 59% | 61% | 2.19 | 2.23 | 34% | 52% | 100% | 3.41 | 27% | 16% | 33% | 69% | \$7,048 |
| | <i>Latinx</i> | 403 | 62% | 64% | 2.33 | 2.33 | 32% | 55% | 100% | 3.47 | 21% | 14% | 54% | 58% | \$5,714 |
| | <i>Two or More Races</i> | 180 | 70% | 72% | 2.60 | 2.60 | 30% | 60% | 99% | 3.52 | 28% | 13% | 31% | 55% | \$4,943 |
| | <i>All</i> | 834 | 63% | 65% | 2.34 | 2.36 | 32% | 55% | 100% | 3.47 | 24% | 14% | 43% | 60% | \$5,956 |

- Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at $\alpha \leq 0.05$.
- Note 1: Missing cases excluded. Percentages rounded to the nearest whole.
- Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.
- Note 3: Bolded and italicized items significantly different based on chi-square test or independent samples t-test results ($p < .05$). Bold items were not significantly different but meaningful.

Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2020

| | | Retained 1 Year Indianapolis Campus | Retained 1 Year Any IU Campus | First Fall GPA | Cumulative GPA at Census | Cumulative GPA Below 2.0 | Retained 1 Year at IUPUI and GPA above 2.0 | Seeking a Bachelor's Degree | High School GPA | Campus Housing | Bridge Participant | First Generation | Pell first fall semester | Unmet need in First Fall Semester | |
|--------------------------|---------------|-------------------------------------|-------------------------------|----------------|--------------------------|--------------------------|--|-----------------------------|-----------------|----------------|--------------------|------------------|--------------------------|-----------------------------------|---------|
| | | N | Percentages | Mean | Mean | Mean | Percentages | Mean | Mean | Mean | Percentages | Mean | Mean | Mean | |
| <i>DEAP students</i> | <i>Female</i> | 124 | 81% | 82% | 2.80 | 2.71 | 21% | 72% | 99% | 3.53 | 50% | 45% | 48% | 62% | \$4,544 |
| | <i>Male</i> | 34 | 68% | 71% | 2.58 | 2.44 | 35% | 55% | 100% | 3.41 | 50% | 21% | 38% | 68% | \$5,543 |
| | <i>All</i> | 158 | 78% | 80% | 2.75 | 2.66 | 24% | 68% | 99% | 3.50 | 50% | 40% | 46% | 63% | \$4,759 |
| <i>Non-DEAP students</i> | <i>Female</i> | 524 | 65% | 67% | 2.37 | 2.39 | 32% | 57% | 100% | 3.51 | 27% | 15% | 42% | 65% | \$5,752 |
| | <i>Male</i> | 310 | 59% | 61% | 2.30 | 2.31 | 32% | 50% | 99% | 3.38 | 21% | 14% | 45% | 53% | \$6,312 |
| | <i>All</i> | 834 | 63% | 65% | 2.34 | 2.36 | 32% | 55% | 100% | 3.47 | 24% | 14% | 43% | 60% | \$5,956 |

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

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

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

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

University College Course Approved Student Learning Outcomes

Learning goals in University College were originally developed for beginning levels of the Profiles in all University College courses (e.g., first-year seminars, mentoring courses, and themed learning communities). These student learning outcomes have been developed and specified by faculty. Syllabi for specific courses contain statements of expected learning outcomes for all students.

First-Year Seminars (UCOL-U110)

In Fall 2019, the UCOL-U110 course was designed to integrate students into the academic community to maximize their potential for success and persistence to degree completion. Students were introduced to the intellectual life of the university and the Profiles through a process of active learning. The course is structured around the fundamental and powerful concepts of belonging, transitioning and planning* that represent the conditions necessary for student success in college and beyond. In support of establishing high expectations and strengthening academic content of first-year seminars, three overarching goals were defined for these courses:

Fundamental and Powerful Course Concept* – Belonging

Goal 1-- Facilitate students' belonging to the IUPUI academic community.

Student Learning Outcomes - At the end of this course, students will be able to:

- connect with peers and instructional team members.
- identify individuals who can provide a personal support network.
- identify campus programs and resources related to academic, professional, and social development.

Fundamental and Powerful Course Concept* – Transitioning

Goal 2-- Support students' first-semester transition to IUPUI.

Student Learning Outcomes - At the end of this course, students will be able to:

- identify strategies to increase self-awareness and personal responsibility.
- explore and develop academic success skills such as information literacy and critical thinking.
- recognize differences in the human experience and the ways those differences enrich the academic learning environment.

Fundamental and Powerful Course Concept* – Planning

Goal 3-- Develop students' planning strategies.

Student Learning Outcomes – At the end of this course, students will be able to:

- practice academic and personal time management techniques.
- explore and plan for majors, minors, and careers.
- identify areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals.

Career Connections (U210)

Students who complete a University College Career Connections course should:

1. Further understand and articulate more about themselves as it relates to Values, Interests, Personality, and Skills (VIPS).
2. Identify and explore potential degree plans at IUPUI that best align with their VIPS to select a major and build a plan/parallel plan.
3. Identify and explore potential careers/fields to pursue after graduation that best align with their VIPS.
4. Learn career management skills that they will use both now and in their future, including networking and resume building.

Mentor Development Courses

UCOL-U 200 Foundations for Student Leaders (1 cr.)

Students who complete a University College Introduction to Leadership course should:

- Describe the leadership development process
- Apply leadership skills to a variety of leadership experiences
- Identify personal factors and behaviors that influence group and individual development
- Demonstrate effective communication skills for working in groups
- Recall the university's structure, vision, mission, and goals as they relate to various academic services

UCOL-U 201 Introduction to Mentoring Techniques (1 cr.)

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

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

UCOL-U 202 Mentoring: Appreciative Mentoring for Student Learning (1 cr.)

Students who complete a University College Mentoring: Appreciative Mentoring for Student Learning course should:

1. Demonstrate the collaborative learning process and understand the importance it has in the mentoring role and to others.
2. Understand that all mentoring has an impact on academic success.
3. Apply the appreciative mentoring model to support student growth and development.
4. Differentiate and adapt the stages of group and individual mentoring techniques and strategies to one's role.
5. Evaluate that student's outcomes are aligned to the desired goals as a result of their mentoring relationship.

UCOL-U 203 Mentoring: Leadership and Transition (1 cr.)

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

1. Increase self-awareness through the exploration and personal introspection of their skills, competencies, and personal leadership philosophy.
2. Apply critical thinking to compare and to contrast leadership theories and practices.
3. Identify relational leadership principles and apply them when leading a group.
4. Articulate values, qualities, and skills important to leadership positions.
5. Develop practical professional skills for leading and managing groups.
6. Construct a leadership action plan for their use of theory learned to enhance their work as leaders and mentors.

UCOL-U 204 Mentoring: Capstone Experience (1 cr.)

Students who complete a University College Mentoring: Capstone Experience course should:

1. Investigate current mentoring literature by applying their comprehensive mentoring experiences (weekly group presentations).
2. Reflect upon their mentoring experiences to evaluate the development of their skills and understanding of mentoring (weekly CATS).
3. Describe how their work, role, experiences, and skills of mentoring have been developed and applied by focusing on a specific topic inspired by the literature within the larger mentoring context (digital story).

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 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. Mapping of learning outcomes to the new Profiles will be an ongoing process.

Division of Undergraduate Education Assessment and Planning Matrix

Please note that not all University College programs, services, policies, and assessment results are reflected in the matrix. See <http://irlds.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>Learning Outcomes:</p> <ul style="list-style-type: none"> • Aid in the transition of First-Year Students 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 engage with campus resources and community life. • Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study. | <p>The number of 21st Century Scholars students enrolled at IUPUI increased from 251 in 2010 to a peak of 776 in Fall 2016. There were 683 TFCS students in the Fall 2019 Indianapolis beginner cohort.</p> <div style="text-align: center;"> <p>Figure 1 Number of IUPUI Indianapolis First-Time Beginners who were 21st Century Scholars¹</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Data for Figure 1</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>2010</td><td>251</td></tr> <tr><td>2011</td><td>322</td></tr> <tr><td>2012</td><td>403</td></tr> <tr><td>2013</td><td>533</td></tr> <tr><td>2014</td><td>635</td></tr> <tr><td>2015</td><td>741</td></tr> <tr><td>2016</td><td>776</td></tr> <tr><td>2017</td><td>707</td></tr> <tr><td>2018</td><td>589</td></tr> <tr><td>2019</td><td>683</td></tr> </tbody> </table> <p>¹ Includes resident and non-resident students</p> </div> | Year | Number of Students | 2010 | 251 | 2011 | 322 | 2012 | 403 | 2013 | 533 | 2014 | 635 | 2015 | 741 | 2016 | 776 | 2017 | 707 | 2018 | 589 | 2019 | 683 | <p>We have made a strong push for in-person programming in the Fall 2021 semester.</p> <p>In collaboration with other Educational Equity Programs we have made changes to ensure that each first-year student is connect to a support program on campus. This reduces stress on students and limits duplication of program requirements.</p> |
| Year | Number of Students | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 251 | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 322 | | | | | | | | | | | | | | | | | | | | | | | |
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| 2018 | 589 | | | | | | | | | | | | | | | | | | | | | | | |
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Academic and Career Development

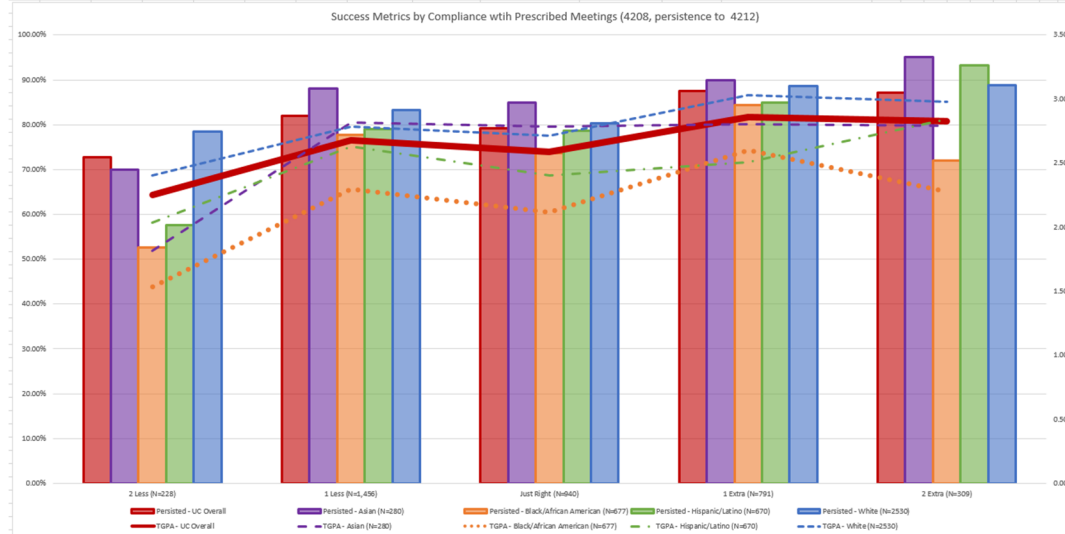
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|---|---|--|
| <p>ACD Goals 2020-2021</p> <p><i>Goal 1: Increase fall-to-fall persistence of all University College degree-seeking students.</i></p> <p><i>Goal 2: Enhance our understanding of student experiences in ACD particularly with regards to virtual engagement and the restart back to campus.</i></p> <p><i>Goal 3: Strengthen student’s compatibility and confidence in major choice.</i></p> <p><i>Goal 4: Develop a clear communication plan and process to return to IUPUI for students who have stopped out of University College.</i></p> <p>ACD AY 2020-2021 University College Retention outcome</p> <p>Increase the number of students who have the appropriate number of meetings with an ACD staff member as prescribed under caseload management by 2%.</p> <p>This would mean the fall 2020 fidelity is 70% and the spring 2021 fidelity is 61%.</p> | <p><u>Goal #1 & Retention Goal update:</u></p> <p>Caseload Management</p> <p>ACD continues to utilize the Caseload Management system launched in fall 2019 to provide more proactive advising to all students in university college. ACD utilized a communication plan using email, text messages, and phone calls to drive students in to advising appointments, and depending on the caseload, students were driven to up to three appointments in the semester.</p> <ul style="list-style-type: none"> • In fall 2020, only 48.32% of students had the appropriate number of meetings with an ACD Staff member. In Spring 2021, that number improved to 58.48%. • Overall, the UC population had the highest fall to spring persistence rate when they meet 1 extra time than prescribed at 87.48%. Students meeting 2 extra times at 87.06% follow this closely. • However, when you break down by ethnicity we see some slight differences. <ul style="list-style-type: none"> ○ Black/African American students has the highest fall to spring persistence rate, 84.43%, when meeting with an advisor one extra time. ○ Hispanic/Latinx students had the highest fall to spring persistence rate (93.22%) when meeting 2 extra times. • Similarly, the UC population overall, had the highest term GPA for students meeting 1 extra time with 2.863. Again, students meeting 2 extra times follow this closely with a 2.825 term GPA. And, the trends are similar when you break down the GPA by ethnicity. <ul style="list-style-type: none"> ○ Black/African American students has the highest term GPA average, 2.598, when meeting with an advisor one extra time. ○ Hispanic/Latinx students had the highest term GPA average, 2.844, when meeting 2 extra times. <p>The chart below looks at persistence and GPA by ethnicity by meeting attendance for all UC students, regardless of caseload they were assigned to. The “just right” column group are all students who attended the prescribed amount of meetings (Note that students were prescribed 0, 2, or 3 meetings depending on their caseload). To the right are students who attended one extra or two extra meetings. To the left are students who attended one less or two less meetings.</p> | <p>Goals for 2020-2021 have been created to intentionally examine the way we are structured and the way we do things to ensure they are supporting the growth, development, and needs of students and staff.</p> <p>ACD Goals 2020-2021</p> <p><i>Goal 1: Evaluate the ACD cluster model for size, capacity, and equity, especially related to the STEM cluster, with the possibility of proposing changes to the cluster structure</i></p> <p><i>Goal 2: Evaluate the caseload groups devised for the Caseload Management Model to determine if the thresholds originally established are still relevant.</i></p> <p><i>Goal 3: More explicitly involve the Career Consultants (CCs) in the caseload management model to provide relevant and timely major and career-related interventions to students in pre-majors typically associated with poor career outcomes based on First Destination Survey (FDS) data.</i></p> |

Academic and Career Development

Goals and Student Learning Outcomes

Assessment Findings Highlights

Changes Made Based on Assessment



Fall-to-Fall retention data

Reviewing the fall-to-fall retention of the first-time full-time Undergraduate Beginner cohort is a bit of a mixed bag. Through the fall 2016 cohort the retention rate to the third semester was predominately increasing. The fall 2017 cohort retention dropped, the fall 2018 and fall 2019 cohort increased, however, the fall 2020 cohort decreased.

| | Fall 2011 Cohort | Fall 2012 Cohort | Fall 2013 Cohort | Fall 2014 Cohort* | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort |
|-------------------------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Number returning to IUPUI each term | | | | | | | | | | |
| Total FTFT Number in Cohort | 1672 | 1853 | 2078 | 2201 | 2063 | 1962 | 2055 | 1920 | 2020 | 1693 |
| Returned 2nd semester | 1418 | 1566 | 1762 | 1868 | 1744 | 1656 | 1648 | 1571 | 1609 | 1338 |
| % of ACD retained | 84.81% | 84.51% | 84.79% | 84.87% | 84.54% | 84.40% | 80.19% | 81.82% | 79.65% | 79.03% |
| Returned 3rd semester | 1071 | 1151 | 1279 | 1386 | 1314 | 1263 | 1221 | 1202 | 1302 | 1051 |
| % of ACD retained | 64.06% | 62.12% | 61.55% | 62.97% | 63.69% | 64.37% | 59.42% | 62.60% | 64.46% | 62.08% |

Goal 2 update:

This was not a goal that we examined during the 20-21 academic year aside from adjusting our appointment offerings to allow for on-line appointments. However, technology only allowed the staff member to indicate in an appointment was in-person or online. During the 21-22 AY we will be examining this more closely as the technology for appointments allows an advisor to offer an appointment in multiple modalities (online and in-person) and when the student schedules the appointment, they can pick which way to meet.

Changes we will make or have made in the **career consultant** program and services based on this learning:

- Facilitated virtual workshops/events and increased the major and career-related resources available in our Kaltura media gallery so students can access at their convenience.
- Created more higher-quality Canvas modules and will continue to refine these for students and faculty to utilize in First Year Seminars and in the ePortfolio.
- Continue to be purposeful in our meetings with students to include the topics of networking, as well as skills gained and/or needed considering challenges faced over the past year.

Academic and Career Development

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|-------------------------------------|---|----------------------------------|
| | <p><u>Goal 3 update: Career Consultants (CC)</u> Strengthen student’s compatibility and confidence in major choice: More explicitly involve the Career Consultants (CCs) in the caseload management model to provide relevant and timely major and career-related interventions.</p> <ul style="list-style-type: none"> • Fall Campaign ran for 6 weeks and included 332 current First Gen, non TFCS continuing students that would not have otherwise had an individual appointment with an advisor • 69 students met with a CC • Spring Campaign ran for 6 weeks and included 296 current First Gen, non TFCS continuing students that would not have otherwise had an individual appointment with an advisor • 40 students met with a CC • CCs held 888 individual student sessions June 1, 2020-May 31, 2021, an increase from 713 in previous year <p>What we learned as Career Consultants about serving and supporting students during COVID:</p> <ul style="list-style-type: none"> • Students really do value hands-on experiences (job-shadowing, touring spaces, etc.) when it comes to making decisions on majors and careers, but recording workshops and panels with alumni and employers and making them accessible online can benefit future students in their research process. • Teaching and learning online does not come without its own set of challenges, and individual experiences, preferences, and capabilities vary greatly for both students and instructors. • The world of careers is even more ever-changing now. Helping students re-envision networking and discussing adaptability/parallel planning/pivoting as a career skill is critical. <p><u>Goal 4 update:</u> The plan for outreach to students who have previously stopped out was added to the responsibilities of the Returning Student Coordinator in 2019. This plan included not only outreach to students who left during each semester, but also to students previously dismissed to inform interested students of the reinstatement petition process. Through an internal office process, the Returning Student Coordinator receives notification when students withdraw completely from IUPUI and conducts outreach to those students directly. The Returning Student Coordinator did not attempt outreach to previously dismissed students during fall 2020 because of the reinstatement petition process from August 1 to November 1 and subsequent follow up through the end of the semester. The RSC resigned in January 2021 to take another position within ACD so there were no outreach efforts made during this semester. Outreach efforts to previously dismissed students resumed during the 2021-22 academic year.</p> | |

Bowen Scholars

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | |
|--|--|---|-----|-------------------------|------|---|
| <p>The IUPUI Bowen Scholars Program was established to assist African American students who are transitioning to IUPUI in pursuit of a baccalaureate degree after earning an associate degree at Ivy Tech. The Bowen Scholars program is now funded to support fifteen students total each year. The program partners with the Diversity, Enrichment, and Achievement Program (DEAP) to provide each Bowen Scholar with a faculty or staff mentor.</p> | <p><u>IUPUI Bowen Scholars Outcomes 2015-2020</u></p> <table border="0"> <tr> <td>Success rate*</td> <td align="right">95%</td> </tr> <tr> <td>Graduate cumulative GPA</td> <td align="right">3.31</td> </tr> </table> <p align="center">*% graduated or still enrolled</p> | Success rate* | 95% | Graduate cumulative GPA | 3.31 | <p>What major changes have been implemented based on data and assessment results? What changes do you plan to make in the future (if any)?</p> <p>The most significant change in the Nina Scholars and Bowen Scholars programs center on what we call the four C’s of the programs – Community, Culture, Curriculum, and Commitment. These four elements form the foundation of what makes the program an effective force for individual learning, growth, and development. It is also why we call our model “Transformative Education,” as these students are then in a position to contribute to and positively transform their spheres of influence.</p> <p>One of the primary responses to the previous year and the assessment data shown here is to make subtle but substantive adjustments in how we support students. We want to be responsive to their needs in the context of their lived experiences and aligned with what assessment and student voices tell us about their readiness for developmental work. Over the past two years, part of this context has been the pandemic and white supremacy. Such challenges make critical, responsive, engaged, and contemplative pedagogy and practice so timely and urgent. It calls for deep co-created learning, growth, and development addressed in three areas:</p> <ul style="list-style-type: none"> • life in general – just the process of identity, learning, growing, relationships, and finding vocation is challenging for us all and we don’t get an instruction manual • living in our uncertain, vulnerable world is beyond the developmental capabilities of most unless that development is responsively supported, 2) many of us have experienced significant trauma and adversity which significantly has impacts on many levels, • we are all confronted with unsustainable paradigms; marginalized people are confronted with inequity in all its forms; and our conscious and subconscious well-being is tied up in it. We are born to learn, grow and develop though it is significantly impeded by life’s difficulties, past adversities, and unsustainability and inequities embedded in our institutions. Much of this is conditioned and socialized in us in ways that we are not consciously aware of. It takes an inside-out approach that utilizes critical, responsive, engaged, and |
| Success rate* | 95% | | | | | |
| Graduate cumulative GPA | 3.31 | | | | | |

Bowen Scholars

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|-------------------------------------|--------------------------------|---|
| | | <p>contemplative pedagogy to promote <i>both</i> psychological flexibility and true conscious, reflective, and intentional change toward a more equitable, just, and sustainable future.</p> <p>In practical terms our response was to design a unified programming theme for the 21-22 academic year around the theory and practice of intentionality.</p> <p>Intention is not planning or even goal setting. Planning and setting goals are necessary, no doubt. They certainly can come out of intention. But intention comes from the most aware, wise, and compassionate aspect of you. It comes out of a process, a practice, and mind-body shift toward curiosity, openness, and courage.</p> <p>We implemented the programming theme in every cell and fiber of the program. Some of the primary ways this was implemented was in our monthly meetings with Nina and Bowen Scholars. This was also integrated into the two classes Nina Scholars take that focus on self-discovery, personal empowerment, emotional intelligence, and relational literacy. Finally, intentionality has been woven into our mentoring program through mentor training, mentor development, and our mentoring syllabus. To support this focus on intentionality we provided t-shirts and water bottles with intentionality messaging for our students.</p> <p>Here are some highlights of the intentionality content we infused throughout our programming.</p> <p>We talk about it as ARI² = Awareness, Reflection, Intention, Interdependence</p> <p>Discussion: What are some of your most aware, wise, and compassionate intentions right now? How do we get there?</p> <ul style="list-style-type: none"> • It starts with awareness, wake up to the present moment, get out of your mind and into your life • Move toward authenticity. Separating what you were taught you should or are supposed to do from what just what helps you live with vitality. |

Bowen Scholars

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|-------------------------------------|--------------------------------|---|
| | | <ul style="list-style-type: none"> • Allowing ourselves to be seen. Why do we hide? Why do we have personas and wear “masks”? • Finding our people – who is open, accepting, caring, connective, and also committed to learning, and growing? Community and co-regulation. • Create space for reflection. Journal, mindful walks, time in nature, courageous conversations • Self-care and energy management among others create the conditions and the room for you to practice intentionality. <p>Three kinds of intention:</p> <ul style="list-style-type: none"> • Moves me toward the life I want for me and those I care about • Moves me toward being the change I want to see in the world • Moves me toward rich experience and insight <p>Intentionality and wellbeing</p> <ul style="list-style-type: none"> • Emotional • Academic and intellectual • Relationships • Health and self-care • Financial stability and basic needs • Joy and vitality (often gets crowded out) What I am really after here is what is not about succeeding or being better, or fixing something and connects and supports you just being. Being whole. Connected to something bigger. Spirituality. Difference between happiness and joy. Conditional and unconditional. |

| Bepko Learning Center (peer mentoring programs) | | |
|---|--|---|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>Program Description The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction, and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three areas: academic mentoring, academic success coaching, and tutoring support.</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 use assessment and innovation for the continuous improvement of processes, programs, and services. <p>Student Learning Outcomes Academic Mentoring</p> <ul style="list-style-type: none"> Students who participated in academic mentoring, virtually | <p>Methods Used to Assess Student Learning and Success</p> <ul style="list-style-type: none"> End-of-the-Semester Evaluations Mentor Self-Evaluations Grade Report (comparing participants to nonparticipants) Program Participant Attendance Instructor Evaluations Program Evaluations FLAGS Report <p>Major Assessment Results in the Areas of Retention, Academic Performance, and Learning</p> <p>Academic Mentoring</p> <p>Student GPA Comparison based on Attendance (Participants vs. Non-Participants)</p> <ul style="list-style-type: none"> Participants <ul style="list-style-type: none"> GPA (3.21) DFW Rate (9.45%) Non-Participants <ul style="list-style-type: none"> GPA (2.34) DFW Rate (35.22%) <p>Additional measurements were implemented to reach the student outcome that students would report an increase in their sense of belonging through participating in academic mentoring.</p> <ul style="list-style-type: none"> Academic mentors were trained on rapport building, connecting with students in a virtual environment , and marketing efforts during the Fall and Spring semester trainings. The Office of Academic Mentoring developed email templates and student contact lists for each semester. Several metrics were used to connect with disengaged students: <ul style="list-style-type: none"> Student Engagement Roster Students repeating courses (IUIE report) Exam Scores (when possible) Exam review attendees Students attending 1 session in first 3 weeks Individual communications were sent out frequently | <p>Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> In the future the idea of roster management for students in academic mentoring session will be expanded to look at other metrics to get a better picture of students who need a connection with an academic mentor. Items such as Canvas interaction and Session Attendance. <p>Tutoring</p> <ul style="list-style-type: none"> Based off the high results of students being helped in using the concept of metacognition, more activities will be implemented to assist student in using the metacognitive concepts: A Rebound Week will be implemented to help students “rebound” from their first series of tests. Some activities include: Poster sessions, workshops, academic support resources scavenger hunt, and a national speaker on metacognitive strategies. |

| Bepko Learning Center (peer mentoring programs) | | |
|--|--|---|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>and in-person, increased their sense of belonging.</p> <p>Tutoring</p> <ul style="list-style-type: none"> Students who participated in tutoring in the Biology Resource Center (BRC) were exposed to metacognitive strategies in tutoring sessions. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> Students who participated in academic success coaching from the Office of Academic Enrichment were introduced to metacognitive strategies that were used to learn course material at deeper levels. | <ul style="list-style-type: none"> Academic mentors made regular course announcements (in-person/video) and used Canvas to publicize sessions <p>Results</p> <ul style="list-style-type: none"> Based on Qualtrics survey results sent out at the end of each semester, 73.3% of students reported feeling connected to follow students in the session. <p>Tutoring</p> <p>Strategies were implemented to increase tutors' knowledge base regarding the concept of metacognition and how techniques of this concepts can be used to enhance academic achievement.</p> <ul style="list-style-type: none"> Tutors were trained on the concept of metacognition from Pre-Online training and TutorLingo (a national vended product on tutoring best practices which included metacognition as a framework) The outcome accomplished many of the objectives we focus on in tutoring sessions, (a) promote independent learning, (b) personalize instruction, (c) facilitate insight into learning and learning processes, and (d) provide a peer perspective on learning and student success. <p>Results</p> <ul style="list-style-type: none"> At the end of each semester, students indicated that they were encouraged by tutors to use metacognitive strategies during a Fall 2019: 114 of 115 tutoring requests were successfully referred, 99.1%. Spring 2020: 50 of 52 tutoring requests were successfully referred, 96.2% 2019-2020 Academic Year Total: 164 of 167 tutoring requests were successfully referred, 98.2% <p>Academic Success Coaching</p> <p>Strategies were used to increase the use of metacognitive strategies in coaching sessions</p> <ul style="list-style-type: none"> Coaches were trained on metacognition strategies as part of the Pre-Online training and onsite training Coaches dedicated one of their required SMART goals to using metacognition strategies in their session <ul style="list-style-type: none"> 96.0% (Fall 2020) 97.3% (Spring 2021) <p>Results</p> <p>Based on a Qualtrics survey that was sent to all student who were coached, results showed that 96.7% of students who were coached indicated that they strongly agreed/agreed that they learned at least one important metacognition strategy from an academic success coach during the semester.</p> | <p>Academic Success Coaching</p> <ul style="list-style-type: none"> As a results of the high success rate of the students who were coached, the Office of Academic Enrichment will continue to train coaches in the use of metacognitive strategies. Additionally, modules will be created to assist First Year Seminar courses with introducing these concepts to entering students. |

| Bridge Week | | |
|---|---|--|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>Bridge Week was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Develop a comprehensive perspective on higher education • Develop a community of learners • Develop communication skills • Develop critical thinking skills • Develop study skills • Develop college adjustment skills • Understand the demands and expectations of college • Understand information technology • Understand and use university resources | <p>In fall of 2020, the Bridge Week experience (formerly known as Summer Bridge) moved to a fully online experience in order to accommodate the challenges of the COVID-19 pandemic. The program also shifted format significantly in removing most cohort-based activities, faculty involvement, and mandatory attendance.</p> <p>Despite these shifts, students who attended Bridge Week continued to demonstrate a higher likelihood of retention than those who were not. Even students who attended Bridge Week but did not enroll in first-year seminar for fall semester showed slightly higher rates of retention than those who did not participate in any intervention.</p> | <ul style="list-style-type: none"> • In fall of 2020, the Bridge Week experience was made available to all students for the first time, though attendance was not mandated. • For fall of 2021, Bridge Week returned to a fully in-person format with a more structured schedule and program expectations. • The campus is proceeding with plans to mandate attendance in Bridge Week for all incoming freshmen beginning in fall 2022. • Based on survey feedback from both students and instructional teams, Bridge Week will slightly alter its format for 2022 to shorten the structured part of the program day and allow for more casual, social opportunities in the late afternoons. |

Center for Transfer and Adult Students

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|--|--|---|
| <p>Increase the number of General Studies students engaging with the Center for Transfer and Adult Students by 10%</p> | <p><u>Strategies accomplished for achieving IMPACT and outcome</u></p> <ul style="list-style-type: none"> Enhanced the Center for Transfer and Adult Students' student success coaching model Targeted emails to all General Studies students. Targeted calls/follow-up emails to not-yet-registered General Studies students (to get initial meeting of the academic scheduled). <p><u>How IMPACT was measured?</u></p> <ul style="list-style-type: none"> Tracked number of General Studies students engaging with the Center for Transfer and Adult Students; compared 2020-21 numbers to 2019-20 numbers Tracked retention of engaged 2020-21 General Studies Students vs. non-engaged 2019-20 General Studies students. <p><u>Data/Measurement</u></p> <ul style="list-style-type: none"> In the 2020-21 academic year, CTAS interacted with 389 General Studies students, which is 110 fewer General Studies students than the Center for Transfer and Adult Students interacted with in the 2019-20 academic year (499 students engaged in 2019-20). This represents a 22% decrease. There were 411 General Studies students enrolled as of census FA20. As of 06/17/21, 167 of those students have graduated and 100 are currently enrolled for FA21. This represents a total persistence rate of 64%. The General Studies students who engaged with the Center for Transfer and Adult Students in 2020-21 (207 of the 411) persisted at a rate of 44% as compared to their unengaged peers who persisted at a rate of 84.3%. It is important to examine this by class standing. There were 273 seniors and 138 non-seniors. Among seniors (273): engaged students persisted at a rate of 34.3% rate; unengaged at 90.1%. Among non-seniors (138): engaged students persisted at a rate of 53.3% (down slightly from 55% in AY 19-20); unengaged at 54.4% (up quite a bit from 44% in AY 19-20) | <p>CTAS incorporated targeted AdRx, email and telephone call campaigns in order to increase student engagement.</p> |

DEAP (Diversity Enrichment and Achievement Program)

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------------------|-----|--------|-----|-------|----|-----------------|----|-------|----|----------------------|-----------|------------|------------|------------------------|----|--------|----|-------|---|-----------------|----|-------|---|----------------------|----------|------------|------------|------------------------|-----|--------|-----|-------|------|-----------------|-----|-------|------|----------------------|------------|------------|------------|------------------------|------|--------|------|-------|------|---|
| <p>Mission: The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of IUPUI scholars from populations that have been traditionally underrepresented in higher education by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging scholars, DEAP helps to ensure their success at IUPUI. DEAP offers intensive retention programming and a supportive community.</p> <p>Program Objectives and Learning Outcomes:</p> <ol style="list-style-type: none"> Assisting DEAP scholars transition into the university setting <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> DEAP scholars will develop individualized plans for success DEAP scholars will develop a sense of self-efficacy Providing scholars with programming and services that affirms their cultural and personal identities <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> DEAP scholar will feel supported in their cultural and personal identities DEAP scholars will articulate and reaffirm positive personal identities Providing scholars with a safe, nurturing, and supportive community environment <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> DEAP scholars will feel connected to a supportive community DEAP scholar will express a sense of belongingness | <p align="center">IRDS data show</p> <p>The Diversity Enrichment and Achievement Program served a total of 647 students Fall 2020</p> <table border="0"> <tr><td>Black/African American</td><td align="right">320</td></tr> <tr><td>Latinx</td><td align="right">213</td></tr> <tr><td>Asian</td><td align="right">12</td></tr> <tr><td>2 or more races</td><td align="right">63</td></tr> <tr><td>White</td><td align="right">23</td></tr> <tr><td><u>International</u></td><td align="right"><u>16</u></td></tr> <tr><td>All</td><td align="right">647</td></tr> </table> <p align="center">Fall 2020 Cohort Data:</p> <p>The fall 2020 cohort included 158 total first-time full time students</p> <table border="0"> <tr><td>Black/African American</td><td align="right">71</td></tr> <tr><td>Latinx</td><td align="right">63</td></tr> <tr><td>Asian</td><td align="right">2</td></tr> <tr><td>2 or more races</td><td align="right">16</td></tr> <tr><td>White</td><td align="right">2</td></tr> <tr><td><u>International</u></td><td align="right"><u>4</u></td></tr> <tr><td>All</td><td align="right">158</td></tr> </table> <p><u>1-year retained at IUPUI (Indy)</u></p> <table border="0"> <tr><td>Black/African American</td><td align="right">79%</td></tr> <tr><td>Latinx</td><td align="right">76%</td></tr> <tr><td>Asian</td><td align="right">100%</td></tr> <tr><td>2 or more races</td><td align="right">75%</td></tr> <tr><td>White</td><td align="right">100%</td></tr> <tr><td><u>International</u></td><td align="right"><u>75%</u></td></tr> <tr><td>All</td><td align="right">78%</td></tr> </table> <p>First Fall GPA</p> <table border="0"> <tr><td>Black/African American</td><td align="right">2.60</td></tr> <tr><td>Latinx</td><td align="right">2.86</td></tr> <tr><td>Asian</td><td align="right">3.95</td></tr> </table> | Black/African American | 320 | Latinx | 213 | Asian | 12 | 2 or more races | 63 | White | 23 | <u>International</u> | <u>16</u> | All | 647 | Black/African American | 71 | Latinx | 63 | Asian | 2 | 2 or more races | 16 | White | 2 | <u>International</u> | <u>4</u> | All | 158 | Black/African American | 79% | Latinx | 76% | Asian | 100% | 2 or more races | 75% | White | 100% | <u>International</u> | <u>75%</u> | All | 78% | Black/African American | 2.60 | Latinx | 2.86 | Asian | 3.95 | <p>DEAP utilized a survey conducted by IRDS during the spring of 2021 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.</p> |
| Black/African American | 320 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 213 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>16</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 647 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>4</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 158 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>75%</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 2.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 2.86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 3.95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

DEAP (Diversity Enrichment and Achievement Program)

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------------------|------|-------|------|----------------------|-------------|------------|-------------|--------------------------------------|--|--|--|------------------------|-----|--------|----|-------|---|-----------------|----|-------|---|----------------------|----------|------------|------------|--------------------------------|--|------------------------|-----|--------|-----|-------|------|-----------------|-----|-------|-----|----------------------|-----------|------------|------------|---|--|------------------------|------|--------|------|-------|------|-----------------|------|-------|------|----------------------|-------------|------------|-------------|-------------------------------------|--|--|--|--|
| <p>4. Facilitating intentional interactions between scholars' peers and faculty/staff <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will connect with campus student leaders in developmental contexts ○ DEAP scholars will connect with faculty/staff in various contexts <p>5. Facilitating scholars holistic development <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will feel supported in their personal development ○ DEAP scholars will apply personal growth concepts <p>6. Providing close oversight and services that support scholars' academic and career needs <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will experience increased levels of academic performance ○ DEAP scholars will articulate clear career goals <p>7. Providing scholars with involvement and leadership opportunities <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will identify and connect with campus and community resources that support their personal and academic needs ○ DEAP scholars will experience growth in leadership skills <p>Key Retention Components:</p> <ul style="list-style-type: none"> • Student Connection prior to orientation (letter emailed to eligible students) • DEAP Summer Bridge Sections • Bridge scholarship • Freshman Induction Ceremony | <table border="0"> <tr> <td>2 or more races</td> <td align="right">2.83</td> </tr> <tr> <td>White</td> <td align="right">4.00</td> </tr> <tr> <td><u>International</u></td> <td align="right"><u>2.33</u></td> </tr> <tr> <td>All</td> <td align="right">2.75</td> </tr> <tr> <td align="center" colspan="2"><u>Fall 2019 Cohort Data:</u></td> </tr> <tr> <td colspan="2">The fall 2019 cohort included 171 total second year students Fall 2020</td> </tr> <tr> <td>Black/African American</td> <td align="right">100</td> </tr> <tr> <td>Latinx</td> <td align="right">46</td> </tr> <tr> <td>Asian</td> <td align="right">1</td> </tr> <tr> <td>2 or more races</td> <td align="right">21</td> </tr> <tr> <td>White</td> <td align="right">2</td> </tr> <tr> <td><u>International</u></td> <td align="right"><u>1</u></td> </tr> <tr> <td>All</td> <td align="right">171</td> </tr> <tr> <td colspan="2">Retained 2 Years (Indy)</td> </tr> <tr> <td>Black/African American</td> <td align="right">59%</td> </tr> <tr> <td>Latinx</td> <td align="right">72%</td> </tr> <tr> <td>Asian</td> <td align="right">100%</td> </tr> <tr> <td>2 or more races</td> <td align="right">67%</td> </tr> <tr> <td>White</td> <td align="right">50%</td> </tr> <tr> <td><u>International</u></td> <td align="right"><u>1%</u></td> </tr> <tr> <td>All</td> <td align="right">63%</td> </tr> <tr> <td colspan="2">Cumulative GPA at Fall 2020 Census</td> </tr> <tr> <td>Black/African American</td> <td align="right">2.37</td> </tr> <tr> <td>Latinx</td> <td align="right">2.63</td> </tr> <tr> <td>Asian</td> <td align="right">0.98</td> </tr> <tr> <td>2 or more races</td> <td align="right">2.91</td> </tr> <tr> <td>White</td> <td align="right">2.01</td> </tr> <tr> <td><u>International</u></td> <td align="right"><u>3.19</u></td> </tr> <tr> <td>All</td> <td align="right">2.50</td> </tr> <tr> <td align="center" colspan="2"><u>Fall 2018 Cohort Data</u></td> </tr> <tr> <td colspan="2">The fall 2018 cohort included 206 total second year students Fall 2020</td> </tr> </table> | 2 or more races | 2.83 | White | 4.00 | <u>International</u> | <u>2.33</u> | All | 2.75 | <u>Fall 2019 Cohort Data:</u> | | The fall 2019 cohort included 171 total second year students Fall 2020 | | Black/African American | 100 | Latinx | 46 | Asian | 1 | 2 or more races | 21 | White | 2 | <u>International</u> | <u>1</u> | All | 171 | Retained 2 Years (Indy) | | Black/African American | 59% | Latinx | 72% | Asian | 100% | 2 or more races | 67% | White | 50% | <u>International</u> | <u>1%</u> | All | 63% | Cumulative GPA at Fall 2020 Census | | Black/African American | 2.37 | Latinx | 2.63 | Asian | 0.98 | 2 or more races | 2.91 | White | 2.01 | <u>International</u> | <u>3.19</u> | All | 2.50 | <u>Fall 2018 Cohort Data</u> | | The fall 2018 cohort included 206 total second year students Fall 2020 | | |
| 2 or more races | 2.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 4.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>2.33</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 2.75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Fall 2019 Cohort Data:</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The fall 2019 cohort included 171 total second year students Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>1</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 171 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retained 2 Years (Indy) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>1%</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cumulative GPA at Fall 2020 Census | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black/African American | 2.37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latinx | 2.63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 0.98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 or more races | 2.91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 2.01 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>3.19</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 2.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Fall 2018 Cohort Data</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The fall 2018 cohort included 206 total second year students Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DEAP (Diversity Enrichment and Achievement Program) | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------------|------------------------|------------------------|--------|--------|-------|-----------------|-----------------|-----------------|-------|----------------------|----------------------|----------------------|------------|-------------|------------|------------|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • DEAP House (Residential Based Learning Community) • Individual intake meetings • Cultural and social activities • Students leadership opportunities (4 student organizations) • Individualized student assessments and tracking • Peer Mentoring • Faculty/Staff Mentoring • Developmental Workshops | <table border="0"> <tr> <td>Black/African American</td> <td style="text-align: right;">81</td> </tr> <tr> <td>Latinx</td> <td style="text-align: right;">73</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">5</td> </tr> <tr> <td>2 or more races</td> <td style="text-align: right;">26</td> </tr> <tr> <td>White</td> <td style="text-align: right;">14</td> </tr> <tr> <td><u>International</u></td> <td style="text-align: right;"><u>7</u></td> </tr> <tr> <td>All</td> <td style="text-align: right;">206</td> </tr> </table> | Black/African American | 81 | Latinx | 73 | Asian | 5 | 2 or more races | 26 | White | 14 | <u>International</u> | <u>7</u> | All | 206 | | | |
| | Black/African American | 81 | | | | | | | | | | | | | | | | |
| | Latinx | 73 | | | | | | | | | | | | | | | | |
| | Asian | 5 | | | | | | | | | | | | | | | | |
| | 2 or more races | 26 | | | | | | | | | | | | | | | | |
| | White | 14 | | | | | | | | | | | | | | | | |
| | <u>International</u> | <u>7</u> | | | | | | | | | | | | | | | | |
| | All | 206 | | | | | | | | | | | | | | | | |
| | <table border="0"> <tr> <td colspan="2">Retained 3 Years (Indy)</td> </tr> <tr> <td>Black/African American</td> <td style="text-align: right;">57%</td> </tr> <tr> <td>Latinx</td> <td style="text-align: right;">53%</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>2 or more races</td> <td style="text-align: right;">54%</td> </tr> <tr> <td>White</td> <td style="text-align: right;">50%</td> </tr> <tr> <td><u>International</u></td> <td style="text-align: right;"><u>50%</u></td> </tr> <tr> <td>All</td> <td style="text-align: right;">56%</td> </tr> </table> | Retained 3 Years (Indy) | | Black/African American | 57% | Latinx | 53% | Asian | 100% | 2 or more races | 54% | White | 50% | <u>International</u> | <u>50%</u> | | All | 56% |
| | Retained 3 Years (Indy) | | | | | | | | | | | | | | | | | |
| | Black/African American | 57% | | | | | | | | | | | | | | | | |
| | Latinx | 53% | | | | | | | | | | | | | | | | |
| | Asian | 100% | | | | | | | | | | | | | | | | |
| | 2 or more races | 54% | | | | | | | | | | | | | | | | |
| | White | 50% | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>50%</u> | | | | | | | | | | | | | | | | | |
| All | 56% | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td colspan="2">Cumulative GPA at Fall 2020 Census</td> </tr> <tr> <td>Black/African American</td> <td style="text-align: right;">2.47</td> </tr> <tr> <td>Latinx</td> <td style="text-align: right;">2.57</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">2.87</td> </tr> <tr> <td>2 or more races</td> <td style="text-align: right;">2.73</td> </tr> <tr> <td>White</td> <td style="text-align: right;">2.85</td> </tr> <tr> <td><u>International</u></td> <td style="text-align: right;"><u>2.83</u></td> </tr> <tr> <td>All</td> <td style="text-align: right;">2.58</td> </tr> </table> | Cumulative GPA at Fall 2020 Census | | Black/African American | 2.47 | Latinx | 2.57 | Asian | 2.87 | 2 or more races | 2.73 | White | 2.85 | <u>International</u> | <u>2.83</u> | All | 2.58 | | |
| Cumulative GPA at Fall 2020 Census | | | | | | | | | | | | | | | | | | |
| Black/African American | 2.47 | | | | | | | | | | | | | | | | | |
| Latinx | 2.57 | | | | | | | | | | | | | | | | | |
| Asian | 2.87 | | | | | | | | | | | | | | | | | |
| 2 or more races | 2.73 | | | | | | | | | | | | | | | | | |
| White | 2.85 | | | | | | | | | | | | | | | | | |
| <u>International</u> | <u>2.83</u> | | | | | | | | | | | | | | | | | |
| All | 2.58 | | | | | | | | | | | | | | | | | |

| First-Year Seminars | | |
|---|--|---|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>First-year seminars (FYS) are designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students.</p> <p>The courses are taught by an instructional team, including a faculty member, a student mentor, and an, in some cases, an academic advisor.</p> <p>The course aims to improve student success by:</p> <ul style="list-style-type: none"> • Placing a strong emphasis on critical thinking, reflection, and college-level expectations • Introducing students to campus resources and career exploration and development • Creating opportunities for students to connect with faculty, advisors, peer mentors, and each other | <p>Students enrolled in all first-year experience interventions, including the stand-alone first-year seminar, as well as first-year seminars connected to Bridge Week, TLCs, and GLCs, continue to demonstrate higher rates of fall-to-fall retention and GPA than students not enrolled in any FYE intervention.</p> | <ul style="list-style-type: none"> • The IUPUI First-Year Experience Advisory Board, consisting of representatives from all participating academic units and other campus stakeholders, developed and implemented a common core curriculum for FYS, designed to provide a baseline common experience for all students while allowing room for customization based on format or school. • An FYE Canvas Course Shell was developed to facilitate delivery of the first-year seminar across all academic units on the IUPUI campus. The course shell made it possible to quickly pivot to partially- or fully-online delivery of the FYS to students during the fall of 2020 and ensured that all students received a common core curriculum regardless of format or school. • A series of online/Zoom-based professional development opportunities was offered that campus-wide FYS instructors during summer and fall of 2020 to help them address challenges brought about by the pandemic, including best practices for hybrid and online course delivery, building community in online spaces, and helping to manage students' stress and accommodate pandemic-related challenges students were facing. |

| Honors College Peer Mentor Program | | |
|---|--|--|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p><u>Introduction</u></p> <p>The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with honors sophomores, juniors, and seniors. They serve as a resource for students during the summer before arriving at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first semester.</p> <p>Honors Peer Mentors are selected each spring semester. Mentees are invited to participate in the summer before their first year at IUPUI. Mentors are expected to communicate with their mentees during the summer and then meet with their mentees biweekly during the fall semester. The Honors Peer Mentor Program is voluntary.</p> <p>Twenty mentors had their experience added to The Record for the 2019-2020 academic year, and twenty-five mentors had their experience added to The Record for the 2020-2021 academic year. Reflection responses have largely been used to make changes</p> | <p><u>Overview</u></p> <p>The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with an honors Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio. Mentors include both scholarship students and students who entered the Honors College through their academic programs.</p> <p>A Peer Mentor Leader Council was incorporated into the program in 2014-2015 to provide the student perspective to the Honors College staff. The Council is comprised of six experienced mentors who plan organized events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentors to assist and guide throughout the program.</p> <p>The Honors Peer Mentor Program was accepted to participate in IUPUI's Experiential and Applied Learning Record in 2019. In order for mentors to have their experience documented in The Record, they must complete mid-semester and end-of-semester reflection assignments in Canvas, and an additional program evaluation. If mentors complete all of these items, their mentoring experiences will be listed in the Service Achievement Category in their Record.</p> | <p><u>Changes made</u></p> <ul style="list-style-type: none"> • The program continues to refine its trainings for peer mentors by adding goal setting and peer coaching workshops. • The program will continue to research and implement ways to improve the level of commitment to a voluntary program. • Workshops for mentoring special student populations can be offered throughout the program. • According to the past two years of The Record's data, 97% of the responses indicated that students either 'agreed' or 'strongly agreed' that they had met the learning outcomes. • The other 3% of responses indicated that students felt neutral about meeting the learning outcomes. |

| Honors College Peer Mentor Program | | | | | |
|---|---------------------------------------|------------------|----------------|----------------------------------|---------------|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | | | Changes Made Based on Assessment | |
| <p>to the mentor trainings to meet the needs of the mentors more accurately. In the program evaluation, we assess whether students felt they had met learning outcomes.</p> <p>Students participating as honors mentees demonstrated a 98% - 100% retention rate between the 2018-2019 and 2020-2021 academic year.</p> | Number of Program Participants | | | | |
| | | Mentors | Mentees | | |
| | 2011-2012 | 24 | 24 | | |
| | 2012-2013 | 33 | 66 | | |
| | 2013-2014 | 30 | 82 | | |
| | 2014-2015 | 43 | 85 | | |
| | 2015-2016 | 41 | 86 | | |
| | 2016-2017 | 41 | 77 | | |
| | 2017-2018 | 45 | 85 | | |
| | 2018-2019 | 46 | 86 | | |
| | 2019-2020 | 46 | 86 | | |
| | 2020-2021 | 48 | 89 | | |
| | 2021-2022 | 51 | 83 | | |
| | Academic Standing of Mentors | | | | |
| | | Sophomore | Junior | | Senior |
| | 2011-2012 | 5 | 13 | | 6 |
| | 2012-2013 | 18 | 10 | | 5 |
| | 2013-2014 | 18 | 7 | | 5 |
| | 2014-2015 | 21 | 15 | | 7 |
| | 2015-2016 | 17 | 17 | | 7 |
| 2016-2017 | 15 | 14 | 12 | | |
| 2017-2018 | 21 | 14 | 10 | | |
| 2018-2019 | 18 | 17 | 11 | | |
| 2019-2020 | 14 | 19 | 13 | | |
| 2020-2021 | 16 | 16 | 16 | | |
| 2021-2022 | 20 | 19 | 12 | | |

Honors College Study Abroad

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------------|----------------------|------------------|-------|------|----|---|----|------|----|---|----|------|----|---|----|------|----|---|----|------|----|---|----|------|----|---|----|------|----|---|----|------|-----|---|-----|------|-----|----|-----|------|-----|----|-----|------|---|---|---|------|---|---|---|---|
| <p>Overview The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students.</p> <p>We view our support of study abroad as a responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange.</p> <p>Support The following are actions taken by the Honors College to encourage study abroad experiences for its students:</p> <ol style="list-style-type: none"> All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting to find programs that fit their curricular and time-frame specifications. All Honors College students have been awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad | <p style="text-align: center;">History and Outcomes of the Addition of the Study Abroad Stipend</p> <p>Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per year. Please note that starting with fall 2019, the data reflects stipends used per academic year. In previous years, the data reflects the number of stipends used per calendar year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Study Abroad Stipend Data</caption> <thead> <tr> <th>Year</th> <th>Scholarship Students</th> <th>Program Students</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>2010</td><td>15</td><td>0</td><td>15</td></tr> <tr><td>2011</td><td>31</td><td>0</td><td>31</td></tr> <tr><td>2012</td><td>42</td><td>0</td><td>42</td></tr> <tr><td>2013</td><td>40</td><td>0</td><td>40</td></tr> <tr><td>2014</td><td>67</td><td>0</td><td>67</td></tr> <tr><td>2015</td><td>68</td><td>0</td><td>68</td></tr> <tr><td>2016</td><td>81</td><td>0</td><td>81</td></tr> <tr><td>2017</td><td>121</td><td>7</td><td>128</td></tr> <tr><td>2018</td><td>103</td><td>36</td><td>139</td></tr> <tr><td>2019</td><td>102</td><td>46</td><td>148</td></tr> <tr><td>2020</td><td>6</td><td>0</td><td>6</td></tr> <tr><td>2021</td><td>4</td><td>0</td><td>4</td></tr> </tbody> </table> | Year | Scholarship Students | Program Students | Total | 2010 | 15 | 0 | 15 | 2011 | 31 | 0 | 31 | 2012 | 42 | 0 | 42 | 2013 | 40 | 0 | 40 | 2014 | 67 | 0 | 67 | 2015 | 68 | 0 | 68 | 2016 | 81 | 0 | 81 | 2017 | 121 | 7 | 128 | 2018 | 103 | 36 | 139 | 2019 | 102 | 46 | 148 | 2020 | 6 | 0 | 6 | 2021 | 4 | 0 | 4 | <p style="text-align: center;">Changes made</p> <ul style="list-style-type: none"> The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula. Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint. Assess student reflections of their study abroad experience using the civic engagement value rubric. The Honors College Costa Rica experience was recently added to The Record of Applied and Experiential Learning and 12 students received both the service and global learning designations this spring after completing reflections on their intercultural learning. |
| Year | Scholarship Students | Program Students | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 15 | 0 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 31 | 0 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 42 | 0 | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 40 | 0 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 67 | 0 | 67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 68 | 0 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 81 | 0 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 121 | 7 | 128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 103 | 36 | 139 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019 | 102 | 46 | 148 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020 | 6 | 0 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 4 | 0 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Honors College Study Abroad

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|--|---------------------------------------|---|
| <p>experience. Starting in 2016, students participating in an honors program through their academic units have also been awarded the \$2500 stipend.</p> <p>3. The Honors College has consistently offered an Honors study abroad opportunity in Costa Rica every year over spring break since 2012. This program, as well as some other newer programs the Honors College had begun to offer in the summer, were cancelled in 2020-2021 and in spring 2022 due to the coronavirus pandemic.</p> | | |

| Learning Communities Program | | |
|--|--|---|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>Learning Communities are designed to enhance the retention and academic success of IUPUI undergraduate students. A learning community (LC) at IUPUI is a first-year seminar and one or more discipline-based courses linked by a theme that a group of 25 freshmen enroll in as a cohort. Learning communities enhance student learning by cultivating interdisciplinary understanding and integrative learning. The theme of each learning community provides a foundation for curricular connections between disciplines, and out-of-classroom experiences that enhance the academic experience. The instructional team collaborates to create an integrative, supportive, and challenging learning environment designed to support first-year students, and further IUPUI's mission of undergraduate student learning and success and community engagement through collaboration across disciplines.</p> <ul style="list-style-type: none"> • The goals of the IUPUI learning communities program are to support students to: <ul style="list-style-type: none"> • Foster a meaningful college experience through the development of integrative thinking, critical thinking, and reflective thinking skills. • Develop a sense of belonging with the IUPUI community, through the creation of a support network of peers, faculty, and staff. • Build capacity to recognize, respect, and value diverse social identities and diverse perspectives. • Apply knowledge through experiential learning. • And to support faculty and staff to: <ul style="list-style-type: none"> ○ Develop a culture among faculty and staff regarding learning communities, which includes valuing integrative learning, and taking ownership of student success. | <p>Learning communities were significantly impacted by the COVID-19 pandemic, with fewer expectations for faculty collaboration and reduced or eliminated opportunities for out-of-class experiences. Despite these challenges, students who participated in learning communities continued to show higher one-year rates of retention than students who participated in stand-alone first-year seminar classes.</p> | <ul style="list-style-type: none"> • Because learning community outcomes continue to demonstrate positive impacts on student success, a working group has been formed within the First-Year Experience Advisory Board to make recommendations regarding future growth of learning communities at IUPUI. • This working group will make recommendations to address scalability challenges of the current learning communities model, as well as examining the disparities in efficacy outcomes between the Themed and Gateway Learning Communities formats. • To further address scalability challenges, the office of First-Year Experience is working to develop alternate first-year seminar models that allow for layering of multiple high-impact practices, similar to LCs, within a more flexible, stand-alone course format. • A revised planning document will be rolled out in fall 2022 in response to instructor feedback that the current LC planning document is too dense and difficult to work with. |

Life-Health Sciences Internship Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | |
|---|--|----------------------------------|------------|---------------|------------|---------------|-------------------------------|----|----|----|----|-------|----|----|----|----|---|
| <p>Program Goals The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success through on-campus internships. We will:</p> <ul style="list-style-type: none"> • Maintain high retention and graduation rates among participants as well as strong post-graduation outcomes. • Increase preparedness of IUPUI undergraduates applying to LHSI. • Maintain diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population. • Improve the quality of opportunities for interns to engage in guided reflection. • Understand and impact intern belonging in the workplace. <p>Student Learning Outcomes By the end of the internship, interns will:</p> <ul style="list-style-type: none"> • Carefully consider, explore, and articulate their career goals, including an analysis of how they arrived at that path and what steps they need to take next. (Community Contributor, Communicator) • Understand their role and strengths on a professional team and analyze who they would like to become as a professional. (Communicator) | <p>Persistence, graduation, post-graduate outcomes Of the 347 intern participants in the five most recent groups through 2019-20:</p> <ul style="list-style-type: none"> • 81% have graduated and 15% are still enrolled at IUPUI. • Of 282 graduates, 68% are enrolled in graduate and professional programs and 32% went directly into the workforce (78% knowledge rate on post-graduate outcomes). <p>Next steps after LHSI 90% of 2020-2021 interns said they were doing some form of engaged learning after LHSI. The rest indicated required shadowing, volunteer hours, exam prep, or other tasks specifically related to graduate school applications. Their plans included (could select more than one):</p> <ul style="list-style-type: none"> • 44% continuing at the internship site • 38% applying to other programs and experiences to try something new this summer or next year • 34% are starting the capstone course soon. <p>Spring 2021 Recruitment Cycle In Spring 2021 for AY 2021-2022 we had 149 applicants for 75-85 internship positions. Applicants represented nine academic schools/units and 34 majors. Increased use of Adrx to identify and reach out to qualified applicants from groups with lower rates of applying to LHSI. 39% of the 2021-22 interns are from an underserved background (10% Black/African American, 13% Hispanic/Latino, 13% First-Gen, 15% 21st Century Scholars).</p> <p>Maintained same demographic breakdowns from application > interview > accepted across all race/ethnicity categories. First-generation and 21st Century Scholars were less represented than the overall campus population. Table shows percentages at application, interview, and accepted for the internship as compared to overall IUPUI undergraduate population.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Race/Ethnicity</th> <th style="text-align: center;">Applied %</th> <th style="text-align: center;">Interview %</th> <th style="text-align: center;">Accepted %</th> <th style="text-align: center;">Total IUPUI %</th> </tr> </thead> <tbody> <tr> <td>American Indian/Alaska Native</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> | Race/Ethnicity | Applied % | Interview % | Accepted % | Total IUPUI % | American Indian/Alaska Native | 0% | 0% | 0% | 0% | Asian | 7% | 8% | 6% | 6% | <p>Application stage</p> <ul style="list-style-type: none"> • Continue to track demographic breakdowns from application > interview > accepted to see if or where we are losing students. Improve recruitment of first-generation and 21st Century Scholars in response to the lower percent of participants compared to the overall population of IUPUI. • For spring 2021 we had 90 internship sites for interviews. Applicants may select 2-4 sites on the application and 23% of sites had two or fewer students request them while 34% had more students request than they had space for interviews. • 80 interns matched across 62 of the 90 internship sites. Unmatched sites are referred to other campus programs and invited back the next year. • Switching to Handshake for internship description search (moved from a custom search on our website) to improve access and searchability. The goal is to help students find and request sites that are a good fit from the start of the process and reduce unmatched sites and improve the strength of matches. <p>Belonging and Community</p> <ul style="list-style-type: none"> • We ask interns to evaluate the internship site. When interns noted increases in supervisors promoting teamwork and recognizing intern contributions in the workplace, feeling |
| Race/Ethnicity | Applied % | Interview % | Accepted % | Total IUPUI % | | | | | | | | | | | | | |
| American Indian/Alaska Native | 0% | 0% | 0% | 0% | | | | | | | | | | | | | |
| Asian | 7% | 8% | 6% | 6% | | | | | | | | | | | | | |

Life-Health Sciences Internship Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | | | | | Changes Made Based on Assessment |
|---|--------------------------------|--------------------|--------------------|----------------------|----------------------|--|
| <ul style="list-style-type: none"> Gain and strengthen skills relevant to next steps after graduation, such as communication, collaboration, teamwork, analysis/synthesis/evaluation, independence, confronting challenges and failure, problem-solving and perseverance, and constructive criticism. (Problem Solver, Communicator) Convey ideas and knowledge effectively through an ePortfolio and a presentation of the internship work. (Problem Solver, Communicator) | Black/African American | 9% | 10% | 10% | 10% | like part of the team and belonging increased and recognizing contributions was also related to feeling welcomed. These results informed supervisor orientation and professional development communications throughout the year. |
| | Hispanic/Latino | 12% | 12% | 11% | 10% | |
| | Native Hawaiian/Pacific Island | 0% | 0% | 0% | 0% | |
| | NR-Alien | 5% | 7% | 8% | 3% | |
| | Two or More Races | 13% | 15% | 13% | 5% | |
| | White | 53% | 49% | 53% | 64% | |
| | (blank) | 1% | 0% | 0% | 0% | |
| | FGEN Status | Applied % | Interview % | Accepted % | Total IUPUI % | |
| | Cont'ing Gen | 90% | 88% | 87% | 76% | |
| | First Gen Stu | 10% | 12% | 13% | 24% | |
| 21st Century | Applied % | Interview % | Accepted % | Total IUPUI % | | |
| Non-21C | 83% | 82% | 85% | 87% | | |
| 21C Scholar | 17% | 18% | 15% | 13% | | |
| <p>Belonging in the Workplace for 2020-21 Interns</p> <p>No major change in belonging scores from previous year, even with more remote work and some interns never having met their internship teams in person. 44% of interns selected strongly agree for all three belonging measures by end of spring 2021:</p> <ul style="list-style-type: none"> I feel a sense of belonging to my internship site, I see myself as part of the team at the internship site, and The internship site has made me feel welcomed. <p>We held four optional casual Zoom chats throughout 2020-21 to build community and give interns opportunities to meet their peers. 63% of all interns attended at least one chat and 20% attended 3 or 4.</p> | | | | | | |

| Life-Health Sciences Internship Program | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------|-----------------|---------------|----------------------------------|-----------------|---------------|-----------------|---------------|------|------|-----|------|-----|---------|------|-----|------|-----|--|
| Goals and Student Learning Outcomes | Assessment Findings Highlights | | | | Changes Made Based on Assessment | | | | | | | | | | | | | | | |
| | <p>ePortfolio Reflections For a second year, contributed reflections to the Institute for Engaged Learning workgroup assessing 124 student reflections using the AAC&U Written Communication and Integrative Learning VALUE Rubrics. Supplied a sample of 14 LHSI ePortfolio reflections (20% of the group) representative of the overall gender and race/ethnicity breakdown of LHSI 2020-21. The ePortfolio captures reflections on career goals, skills gained, career-related self-knowledge, and professional identity.</p> <p>Content Development was measured both years (all scores out of 4):</p> <table border="1"> <thead> <tr> <th></th> <th>2019-20 Mean</th> <th>2019-20 SD</th> <th>2020-21 Mean</th> <th>2020-21 SD</th> </tr> </thead> <tbody> <tr> <td>LHSI</td> <td>2.72</td> <td>.61</td> <td>3.14</td> <td>.66</td> </tr> <tr> <td>Overall</td> <td>2.44</td> <td>.83</td> <td>2.59</td> <td>.82</td> </tr> </tbody> </table> <p>New categories measured in 2020-21:</p> <ul style="list-style-type: none"> • Connections to experience: <ul style="list-style-type: none"> o LHSI: 2.43 mean score of 4 (1.0 SD) o Overall: 2.19 mean score of 4 (.89 SD) • Reflection and self-assessment: <ul style="list-style-type: none"> o LHSI: 2.57 mean score of 4 (1.02 SD) o Overall: 2.27 mean score of 4 (.88 SD) | | | | | 2019-20 Mean | 2019-20 SD | 2020-21 Mean | 2020-21 SD | LHSI | 2.72 | .61 | 3.14 | .66 | Overall | 2.44 | .83 | 2.59 | .82 | |
| | 2019-20 Mean | 2019-20 SD | 2020-21 Mean | 2020-21 SD | | | | | | | | | | | | | | | | |
| LHSI | 2.72 | .61 | 3.14 | .66 | | | | | | | | | | | | | | | | |
| Overall | 2.44 | .83 | 2.59 | .82 | | | | | | | | | | | | | | | | |

Nina Mason Pulliam Scholars Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|--|--|--|
| <p>Nina Mason Pulliam Legacy Scholars Program</p> <p>The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed to successfully complete their college education. The Nina Scholars program provides a scholarship award to assist with the students' cost of attendance at IUPUI. The program also is committing to empowering students to cultivate their full capacity to learn, grow, and develop using the Transformative Education model. Through the provision of educational and community-based programs this approach has shown over 20 years to close the achievement gap for under-resourced and underserved students of all ages. The Transformative Education model has taken hundreds of participants through a deep learning, personal growth, and human development process that connects intrapersonal awareness, reflection, and intentionality practice with mindsets and behaviors associated with educational and professional success as well as emotional intelligence, vitality, purpose, and well-being.</p> | <p>What methods have you used to assess (direct and indirect) student learning and success?</p> <p>Since the program's inception in 2001 Nina Scholars has provided scholarships and support programming to students who because of family responsibility, physical disability, or foster care/independent youth background, might not otherwise have had the chance for a college education. The program has tracked the success indicators of scholars and drawn 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 graduation and persistence rates compared to the Integrated Postsecondary Education Data System (IPEDS). With direction from the Nina Mason Pulliam Charitable Trust, a team from Institutional Research and Decision Support collects and reports the data. They also provide a qualitative report from student surveys.</p> <p>What are the major assessment results in the areas of retention, academic performance, and learning?</p> <p>Key findings for IUPUI Nina Scholars:</p> <ul style="list-style-type: none"> • Findings suggest that Nina Scholars outperform other college students attending IUPUI based on a comparison of outcomes (retention and graduation rates) accessed via the Integrated Postsecondary Education Data System (IPEDS). The Nina Scholar one-year retention rates were notably higher than the one-year retention rates of overall beginners for IUPUI (86% vs 73%). The Nina Scholar four-year graduation rates were notably higher than the four-graduation rates of overall beginners for IUPUI (31% vs 28%) The Nina Scholar six-year bachelor's degree-seeking graduation rates were notably higher than the six-graduation rates of overall beginners for IUPUI (61% vs 51%). • Overall results indicate that Passport Scholars are successfully completing their Associate Degrees at Ivy Tech and then persisting to six-year Bachelor degree completion at IUPUI (68.4%) | <p>What major changes have been implemented based on data and assessment results? What changes do you plan to make in the future (if any)?</p> <p>The most significant change in the Nina Scholars and Bowen Scholars programs center on what we call the four C's of the programs – Community, Culture, Curriculum, and Commitment. These four elements form the foundation of what makes the program an effective force for individual learning, growth, and development. It is also why we call our model “Transformative Education,” as these students are then in a position to contribute to and positively transform their spheres of influence.</p> <p>One of the primary responses to the previous year and the assessment data shown here is to make subtle but substantive adjustments in how we support students. We want to be responsive to their needs in the context of their lived experiences and aligned with what assessment and student voices tell us about their readiness for developmental work. Over the past two years, part of this context has been the pandemic and white supremacy. Such challenges make critical, responsive, engaged, and contemplative pedagogy and practice so timely and urgent. It calls for deep co-created learning, growth, and development addressed in three areas:</p> <ul style="list-style-type: none"> • life in general – just the process of identity, learning, growing, relationships, and finding vocation is challenging for us all and we don't get an instruction manual • living in our uncertain, vulnerable world is beyond the developmental capabilities of most |

Nina Mason Pulliam Scholars Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------------|----------------|-----------------|----------------|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|------------------------------|------------------------------|-------|----|-------|-------|------|------|---|---|-------|-------|-----|----|-------|-------|------|------|---|---|-------|-------|----------|----|-------|-------|------|------|-------|-------|---|---|------|----|-------|-------|------|------|-------|-------|---|---|---|
| <p>The Nina Scholars program serves students who must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Is an adult who has dependents in the family unit • Is an adult with physical disabilities • Adults, ages 18-25, who have experienced foster care or have been disconnected from their parents or primary caregiver and are responsible for their own financial support. <p>Nina Scholar Learning Outcomes:</p> <p>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</p> <ol style="list-style-type: none"> 1. Develop a personal road map for success 2. Utilize goal-setting strategies 3. Understand and apply student learning concepts and methods 4. Demonstrate effective executive functioning <p>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars</p> <ol style="list-style-type: none"> 1. Develop meaningful connections to fellow scholars 2. Offer academic and personal strengths to fellow scholars 3. Participate fully in program community service | <p>A key success indicator for the Nina Mason Pulliam Charitable Trust is overall success, which is a measure of the share of Nina Scholar students who have graduated or are currently enrolled over the past 10 years.</p> <p>Table 1. Academic Outcomes 2010 – 2019 Cohorts by Institution Duplicated To Account for Passport Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Institution</th> <th style="text-align: center;">N</th> <th style="text-align: center;">Overall Success</th> <th style="text-align: center;">One-Year Retn.</th> <th style="text-align: center;">First-Year GPA</th> <th style="text-align: center;">Cum. GPA</th> <th style="text-align: center;">% 2-year Associates Degree Attained</th> <th style="text-align: center;">%4-Year Associates Degree Attained</th> <th style="text-align: center;">% 4-Year Graduation Bachelor</th> <th style="text-align: center;">% 6-Year Graduation Bachelor</th> </tr> </thead> <tbody> <tr> <td>IUPUI</td> <td style="text-align: center;">75</td> <td style="text-align: center;">74.7%</td> <td style="text-align: center;">90.7%</td> <td style="text-align: center;">2.97</td> <td style="text-align: center;">2.95</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> <td style="text-align: center;">28.8%</td> <td style="text-align: center;">64.0%</td> </tr> <tr> <td>ASU</td> <td style="text-align: center;">99</td> <td style="text-align: center;">83.8%</td> <td style="text-align: center;">96.0%</td> <td style="text-align: center;">3.11</td> <td style="text-align: center;">3.11</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> <td style="text-align: center;">43.9%</td> <td style="text-align: center;">77.1%</td> </tr> <tr> <td>Ivy Tech</td> <td style="text-align: center;">69</td> <td style="text-align: center;">73.9%</td> <td style="text-align: center;">94.2%</td> <td style="text-align: center;">3.13</td> <td style="text-align: center;">3.06</td> <td style="text-align: center;">29.5%</td> <td style="text-align: center;">78.2%</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>MCCC</td> <td style="text-align: center;">78</td> <td style="text-align: center;">80.8%</td> <td style="text-align: center;">97.4%</td> <td style="text-align: center;">3.22</td> <td style="text-align: center;">3.11</td> <td style="text-align: center;">57.1%</td> <td style="text-align: center;">81.0%</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> </tbody> </table> <p><small>Note 1. Includes students who may have matriculated with credits already earned toward degree. Note 2. Includes Passport students in figures for all institutions resulting in duplicated headcounts.</small></p> <p>Surveys</p> <p>Alumni results</p> <p>In December, Trust staff contacted Nina Scholars program graduates from the last five years to glean basic information regarding continuing education, employment status, major life events and any interest in participating in proposed alumni groups and activities in each community. Staff contacted 16 IUPUI alumni.</p> <p>All IUPUI respondents, 100%, are employed compared to 88% overall. Impressively, 50% of IUPUI respondents are pursuing master’s degrees.</p> <p>Current Scholar Survey</p> <p>As in previous years, the Trust surveyed active Scholars regarding their perceptions of and satisfaction with Nina Scholar supports and programs. IUPUI staff administered the survey using its software. Of the 79 active scholars, 42 (53%) responded to the survey.</p> <p>This year, staff added questions about the impact of the COVID-19 pandemic on Scholars. As you may recall, Trust staff worked with Nina Scholars program directors to deploy unused program funds for direct student support, and trustees</p> | Institution | N | Overall Success | One-Year Retn. | First-Year GPA | Cum. GPA | % 2-year Associates Degree Attained | %4-Year Associates Degree Attained | % 4-Year Graduation Bachelor | % 6-Year Graduation Bachelor | IUPUI | 75 | 74.7% | 90.7% | 2.97 | 2.95 | — | — | 28.8% | 64.0% | ASU | 99 | 83.8% | 96.0% | 3.11 | 3.11 | — | — | 43.9% | 77.1% | Ivy Tech | 69 | 73.9% | 94.2% | 3.13 | 3.06 | 29.5% | 78.2% | — | — | MCCC | 78 | 80.8% | 97.4% | 3.22 | 3.11 | 57.1% | 81.0% | — | — | <p>unless that development is responsively supported, 2) many of us have experienced significant trauma and adversity which significantly has impacts on many levels,</p> <ul style="list-style-type: none"> • we are all confronted with unsustainable paradigms; marginalized people are confronted with inequity in all its forms; and our conscious and subconscious well-being is tied up in it. We are born to learn, grow and develop though it is significantly impeded by life’s difficulties, past adversities, and unsustainabilities and inequities embedded in our institutions. Much of this is conditioned and socialized in us in ways that we are not consciously aware of. It takes an inside-out approach that utilizes critical, responsive, engaged, and contemplative pedagogy to promote <i>both</i> psychological flexibility and true conscious, reflective, and intentional change toward a more equitable, just, and sustainable future. <p>In practical terms our response was to design a unified programming theme for the 21-22 academic year around the theory and practice of intentionality.</p> <p>Intention is not planning or even goal setting. Planning and setting goals are necessary, no doubt. They certainly can come out of intention. But intention comes from the most aware, wise, and compassionate aspect of you. It comes out of a process, a practice, and mind-body shift toward curiosity, openness, and courage.</p> <p>We implemented the programming theme in every cell and fiber of the program. Some of the primary ways this was implemented was in our</p> |
| Institution | N | Overall Success | One-Year Retn. | First-Year GPA | Cum. GPA | % 2-year Associates Degree Attained | %4-Year Associates Degree Attained | % 4-Year Graduation Bachelor | % 6-Year Graduation Bachelor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Nina Mason Pulliam Scholars Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|---|--|---|
| <p>4. Develop leadership identity and leadership skills in Nina Scholars Program</p> <p>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</p> <ol style="list-style-type: none"> Fully utilize program guidance and support Readily access unit, campus, and community resources 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</p> <ol style="list-style-type: none"> Understand and apply personal growth concepts and methods Engage in experiential learning Develop and utilize a sense of one's positive core and purpose <p>Goal 5: Facilitate career development and graduate school readiness</p> <ol style="list-style-type: none"> Understand and apply career development concepts and methods Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, | <p>approved an increase of available emergency funds from \$10,000 per site to \$20,000. The results of the survey justify those moves and provide a sobering glimpse of how Scholars are experiencing this unprecedented disruption.</p> <ul style="list-style-type: none"> Most students, 70%, responded that they experienced stress and anxiety and 60% had financial challenges. Most Scholars, 55%, reported that online learning is difficult. Scholars experienced loneliness and a lack of connection to others (51%), learning challenges due to difficulty studying (43%) and struggled with not having dedicated learning space (34%). All respondents with physical disabilities reported that they experienced loneliness and a lack of connection to others compared with 63% of adults with dependents and 64% of students with a history of abuse and neglect. Arizona Scholars were more likely to experience financial challenges, with 80% of ASU and 67% Maricopa Community College Scholars reporting the pandemic caused money problems, compared with 39% of Scholars at IUPUI and 43% at Ivy Tech. | <p>monthly meetings with Nina and Bowen Scholars. This was also integrated into the two classes Nina Scholars take that focus on self-discovery, personal empowerment, emotional intelligence, and relational literacy. Finally, intentionality has been woven into our mentoring program through mentor training, mentor development, and our mentoring syllabus. To support this focus on intentionality we provided t-shirts and water bottles with intentionality messaging for our students.</p> <p>Here are some highlights of the intentionality content we infused throughout our programming.</p> <p>We talk about it as ARI² = Awareness, Reflection, Intention, Interdependence</p> <p>Discussion: What are some of your most aware, wise, and compassionate intentions right now? How do we get there?</p> <ul style="list-style-type: none"> It starts with awareness, wake up to the present moment, get out of your mind and into your life Move toward authenticity. Separating what you were taught you should or are supposed to do from what just what helps you live with vitality. Allowing ourselves to be seen. Why do we hide? Why do we have personas and wear "masks"? Finding our people – who is open, accepting, caring, connective, and also committed to learning, and growing? Community and co-regulation. Create space for reflection. Journal, mindful walks, time in nature, courageous conversations |

Nina Mason Pulliam Scholars Program

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|--|---------------------------------------|--|
| <p>personal values, and life purpose</p> | | <ul style="list-style-type: none"> • Self-care and energy management among others create the conditions and the room for you to practice intentionality. <p>Three kinds of intention:</p> <ul style="list-style-type: none"> • Moves me toward the life I want for me and those I care about • Moves me toward being the change I want to see in the world • Moves me toward rich experience and insight <p>Intentionality and wellbeing</p> <ul style="list-style-type: none"> • Emotional • Academic and intellectual • Relationships • Health and self-care • Financial stability and basic needs • Joy and vitality (often gets crowded out) What I am really after here is what is not about succeeding or being better, or fixing something and connects and supports you just being. Being whole. Connected to something bigger. Spirituality. Difference between happiness and joy. Conditional and unconditional. |

| Office of Student Employment | | |
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| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p><u>Mission</u> 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><u>Goals</u> The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by:</p> <p>Goal #1: Measure On-campus Internship Program interns' sense of belonging in the workplace in the 2020-2021 AY to maintain an 80% positive sense of belonging The Office of Student Employment will continue to measure internship participants about their sense of belonging to their internship site. By measuring the progression of belongingness from the start of the year to the end, this will provide insight to assist and measure and identify how our programs</p> | <p>Relevant Data in Support of Goals:</p> <p>Goal #1: Measure On-campus Internship Program interns' sense of belonging in the workplace in the 2020-2021 AY to maintain an 80% positive sense of belonging</p> <p>Sense of Belonging Highlights, facts and measurements:</p> <p>Due to pandemic the numbers of participants was much lower and therefore responses were small and/or insignificant to measure.</p> <p>Goal #2: Increase the number of students utilizing their FWS award in community service agencies to 150.</p> <p>CWS Highlights, facts and measurements:</p> <ul style="list-style-type: none"> • # of inactive agencies receiving outreach to recommit to the program and hire IUPUI students was 10 _____ • Number of students that utilized FWS funding in a community agency position was 95. This number was lower than expected due to COVID-19 but yet was on target before the pandemic to exceed the 2018-2019 numbers that were at 103. • Number of new agencies increased by 9 in 2020-2021. Total hiring agencies for 20-21 was 21. <p>Goal #3: Increase the number of new departments participating in the On-Campus Internship Program (OCIP) or Hire Achievers (HA) by 5.</p> <p>OCIP/HA Highlights, facts and measurements:</p> <p>Overall net gain of new departments was:</p> <p>4 new – Hire Achievers Program</p> <p>4 new – On-campus Internship Program</p> <p>4 reactivated from long hiatus (=> 2 years)</p> | <p>Goal #4:</p> <ul style="list-style-type: none"> • Determined attendance was good with total virtual sessions but interaction was missed to build cohort relationships with other supervisors. • Determined hybrid model of training sessions would be offered moving forward and brown bags would continue in virtual only format for foreseeable future. |

| Office of Student Employment | | | | | | | | |
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| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment | | | | | | |
| <p>currently support our students and where expansion or support to continue to grow and scale up programs to bolster belonging.</p> <p>Goal #2: Increase the number of students utilizing their FWS award in community service agencies to 150. CWS positions offer students the same opportunity as an on-campus student position to build a sense of belonging in their workplace environment, the institution and as a result continue to experience higher retention rates than students that do not work on campus or at all per the data from IRDS.</p> <p>Goal #3: Increase the number of students utilizing their FWS award in community service agencies to 150.</p> <p>Goal #3: Increase the number of new departments participating in the On-Campus Internship Program (OCIP) or Hire Achievers (HA) by 5. An effort to continue to increase the number of student employment opportunities on campus, focused OSE efforts on expanding these programs further by recruiting new departments to the program. Site/departments hosting experiences increase the number of students who can participate in the programs and obtain employment on campus. This experiences also increase the number of departments on campus offering quality work positions.</p> <p>Goal #4: Increase the number of supervisors connecting with OSE in presentations, workshops and brown bag sessions to enhance</p> | <p>Goal #4: Increase the number of supervisors connecting with OSE in presentations, workshops and brown bag sessions to enhance the learning opportunity provided to their student employees by 5%.</p> <p>Supervisor connections to OSE Highlights, facts and measurements:</p> <ul style="list-style-type: none"> • OSE held 21 outreach/presentations/trainings on a variety of student employment and supervision topics were delivered to supervisors and staff with over 376 total supervisors and staff in attendance. The 3rd annual Supervisor Summit had 61 attendees. The Part-Time Job Fair was virtual and employer attendance was at 26. During NSEA Week, we offered swag bag pick up and 31 supervisors, including 3 CWS supervisors, picked up bags to distribute goodies to their student employees. • JAGUAR Supervisor Training Program: The Jaguar Series is our large-scale supervisor training that offers three series that build off each other. Jaguar Series 1, 2, 3 are offered twice annually for supervisors. Each series is 5-6 weeks (about 1 and a half months) in length and offers a hybrid model of learning with online modules via canvas and in person workshops. <p>Below is the data outlining the program completion statistics from 7/1/2020-6/30/2021:</p> <table border="1"> <tbody> <tr> <td>Jaguar Series 1</td> <td>Fall 2020 had 13 on campus supervisors participate of which 11 passed the requirements to move into series 2. Spring 2021 had 13 participants of which 10 passed.</td> </tr> <tr> <td>Jaguar Series 2</td> <td>Fall 2020 had 10 supervisors from series 1 participate of which 9 passed the requirements to move into series 3. Spring 2021 had 6 participants, and all passed.</td> </tr> <tr> <td>Jaguar Series 3</td> <td>Summer 2020 had 12 participants who completed the series and all 12 passed. Spring 2021 had 9 supervisors participate of which all 9 passed.</td> </tr> </tbody> </table> | Jaguar Series 1 | Fall 2020 had 13 on campus supervisors participate of which 11 passed the requirements to move into series 2. Spring 2021 had 13 participants of which 10 passed. | Jaguar Series 2 | Fall 2020 had 10 supervisors from series 1 participate of which 9 passed the requirements to move into series 3. Spring 2021 had 6 participants, and all passed. | Jaguar Series 3 | Summer 2020 had 12 participants who completed the series and all 12 passed. Spring 2021 had 9 supervisors participate of which all 9 passed. | |
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| Office of Student Employment | | |
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| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| <p>the learning opportunity provided to their student employees by 5%.</p> <p>The Office of Student Employment would like to continue to support supervisors in the importance and opportunity they have to offer a high impact work experience for their student employees in many instances. Through continued support and programming like OSE's Hire Achievers program, On-campus internship program, Supervisor summit, Jaguar Supervisor Training Program and more OSE will continue to assist in the development of employment experiences that can provide students unique and professional pathways to experiences useful to them at the time of graduation and beyond.</p> | <p>Supervisor Survey (Spring 2021): 219 of 856 supervisors included in the survey responded for a response rate of 25.6%. 96% of respondents strongly agreed or agreed that students employed in their areas were learning new skills. 87% indicated that student employees in their contact were prepared for a successful transition to the workplace upon graduation. The top challenge was connection due to COVID-19 at 40% of supervisors. 42% of respondents' stated financial support was most frequent issue in the inability to hire more students, followed by 11% with not enough work for students to add additional staff, 7% needing greater capacity to supervise more student staff, and only 6% stating they needed more students to apply to open positions.</p> | |

| Orientation Services | | |
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| 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 associated with higher education, and information that can be used and applied after orientation. • Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. • Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and to build a support system for their learning. <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. | <p>Number of Students Served by Program</p> <p>The Summer 2021 orientation program was significantly adjusted and enhanced from 2020 to elevate the virtual experience by making it more personal encouraging more connection.</p> <ul style="list-style-type: none"> • Students did completed a short survey after each portion of the virtual orientation; Jaguar Launch and Orientation Live! • Students were asked to complete a program evaluation after attending Explore the Roar. • In 2021, 3193 beginning and 1156 transfer/intercampus transfer students were served in the Orientation Live! zoom programs. • For 2021, we did not distinguish between freshman/transfer students on the survey(s). <p>Orientation Live! Program Survey Key Highlights:</p> <p>1640 students completed the program evaluation. The online format continues to yield less completion of evaluations than the in-person program.</p> <ul style="list-style-type: none"> • 94% of respondents indicated the Orientation Live! session was beneficial to their transition to IUPUI. • 97% of respondents agreed the Orientation Live! session included useful information about their major school's resources and academic expectations. • 97% of respondents agreed the Orientation Live! session provided ample opportunities to ask questions. • 97% of respondents agreed that the Orientation Live! session provided useful information about general campus resources and services. <p>Jaguar Launch Key Highlights:</p> <p>3219 students completed the Jaguar Launch modules.</p> <ul style="list-style-type: none"> • 91% of respondents agree that they learned about Financial Aid options and resources available to them. • 91% of respondents agree they can find ways to get involved in the campus community (such as service opportunities, student clubs/organizations and campus activities) | <p>Based on 2020 program feedback, the following adjustments were made for 2021:</p> <p>Condensed the orientation process from 12 to 4 steps:</p> <ul style="list-style-type: none"> Jaguar Launch Orientation Live Academic Advising Explore the Roar <p>Freshman and Transition specific programs were offered.</p> <p>Implemented school specific Zoom orientation sessions that focused primarily on learning about and understanding academic expectations based on the students chosen major. (School Session and Academic Planning)</p> <p>Scheduled Academic Advising appointments for students prior to the end of the Orientation Live! zoom session.</p> <p>Included student Orientation Leaders as part of the 200+ Orientation Live! Zoom sessions to allow students an interaction with a current IUPUI student and to learn about campus life and ask questions.</p> <p>Jaguar Launch was enhanced to move from a pre-orientation tool to the primary method of relaying important critical campus information. (Financial Aid, Academic Services, Campus Traditions, etc.)</p> <p>Staffed a registration help room with Orientation Leaders; students could join anytime for assistance. While offered, most students registered on their own</p> |

| Orientation Services | | |
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| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
| | <ul style="list-style-type: none"> 94% of respondents agree that they know how to keep themselves healthy and safe while attending IUPUI. <p>Explore the Roar Key Highlights: 123 participants completed the evaluation for attending the on-campus event prior to the start of the semester.</p> <ul style="list-style-type: none"> 90% of respondents agreed they acquired helpful information during the resource fair. 92% of respondents agreed they had ample opportunities to ask questions. 93% of respondents agreed the OTEAM student orientation leaders were friendly and helpful. 92% of respondents agreed the event was beneficial to their transition to IUPUI. | <p>Orientation Leaders followed up to check on enrollment.</p> <p>Orientation Leaders wrote postcards to all students after the Orientation Live! sessions to welcome them to IUPUI and offer support.</p> <p>Offered several opportunities for students to come to campus in August for Explore the Roar days where they could explore campus on their own with guidance from Orientation Leaders; students were provided spirit items; campus resources and student organizations participated for a lively atmosphere in the campus center.</p> <p>International students were able to join any Orientation Live! session appropriate for their major.</p> <p>Parent and Family Program: Worked with the EPSS office to offer several parent and family zoom sessions focused on campus resources and the transition from high school to college.</p> |

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 |
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| <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 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. | <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 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>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 (Core Communication). • Utilization of information resources and technology (Core Communication). • Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking). • Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge). • Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture). • Describe the university rules regarding academic honesty and plagiarism (Values and Ethics). • Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth Breadth and Adaptiveness). <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. |

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 |
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| <ul style="list-style-type: none">• 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. | | |

THRIVE

| Goals and Student Learning Outcomes | Assessment Findings Highlights | Changes Made Based on Assessment |
|--|--|---|
| <p>This Fall the Fifth cohort of THRIVE joined the program. Our cohort this year was smaller than average, after a lower number of applicants and response to communication than previous years. However, we exceeded our goals for this year's cohort. The THRIVE program has proven highly responsive to the unique challenges faced by the independent youth population prior to college enrollment, and program staff have invested significant work in building a community of support for independent youth at IUPUI. With THRIVE, students have been able to navigate and overcome considerable challenges in their transition to college, including homelessness and basic needs insecurity. Students are supported through navigating their uniquely complex transition to college, starting with processes like Financial aid verification, proving state residency, attending, and navigating new student orientation, and securing campus housing, which all represent significant obstacles for independent youth matriculating successfully. THRIVE has positively affected the student experience in every way as proven by both qualitative and quantitative metrics. The program is highly responsive to student needs in an agile way, with the program being consistently co-created with students each semester.</p> <p>Program Goals: <u>Goal 1:</u> Foster self-awareness through supporting self-discovery and articulation of personal values and strengths that provide a compass towards intrinsically-valued outcomes for students.</p> | <p>The general institutional outcomes data for each cohort are:</p> <ul style="list-style-type: none"> • Overall 1st Semester Persistence: <ul style="list-style-type: none"> • Cohort 1 (N=26): 77% • Cohort 2 (N=40): 80% • Cohort 3 (N=36): 86% • Cohort 4 (N=40): 70% • 1-Year Persistence at IU only: <ul style="list-style-type: none"> • Cohort 1 (N=26): 58% • Cohort 2 (N=40): 70% • Cohort 3 (N=36): 78% • Cohort 4 (N=40): 53% • Current Persistence or Graduation (as of December 2nd, 2021): <ul style="list-style-type: none"> • Cohort 1 (N=26): 38% • Cohort 2 (N=40): 60% • Cohort 3 (N=36): 56% • Cohort 4 (N=40): 53% • Graduation Rate (as of December 2nd, 2021) <ul style="list-style-type: none"> • Cohort 1 (4-year): 35% • Cohort 2 (3-year): 13% • Cohort 3 (2-year): N/A • Cohort 4 (1-year): N/A <p>Pre/Post Tests Data and Themes (Cohort 3): <u>What Students Sought (Pre-Test)</u></p> <ul style="list-style-type: none"> • I'm looking forward to the mentoring and life coaching aspect to the Thrive program. I think it will really help give me some direction and guidance for my freshman year and beyond. • Interacting with people who have at least some understanding of my life, and hopefully helping and being helped. Being able to express my emotions on my past and having someone to understand that is important. • I am expecting to meet a group of individuals who are just like me and/or have encountered situations just as I did. I look forward to meeting new people and building relationships. • To feel welcomed and to have a place to be open about my feelings and what goes on. • Potential growth. • Meeting new people. | <p>THRIVE is designed to be co-created throughout the year. Each semester, students in the program plan and lead the coming semester's activities with staff to determine learning objectives and how to achieve them. In this way, the assessment loop is direct and our response is agile. While our curriculum and program goals are a foundation on which all programming and coursework is built, the program evolves in many ways each year to be responsive to the students currently in the program, as determined through their voice.</p> <p>Our assessment does go beyond this process though, with professionally-guided iterative development of responses to greater themes as determined through assessing the experiences and outcomes of independent youth coming to IUPUI.</p> <p>In response to assessment, we have added an MSW practicum and have increased our mentoring team and it's diversity in terms of identity and lived experience. These efforts have been successful, and we look to continue to build partnership to expand support for our students. We are working on intentional partnerships with Academic and Career Services, Student Financial Services, and the Multicultural Center, as examples.</p> |

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| <p><u>Goal 2:</u> Foster the development of a growth mindset, critical thought, intellectual practice, and a deep understanding of learning through a process of personal growth.</p> <p><u>Goal 3:</u> Foster the realization of Socio-Cultural Capital, the value of each student’s story, and a multicultural and integrative approach to navigating the new culture presented by college.</p> <p><u>Goal 4:</u> Foster the development of a community of mutual support and healthy interdependence.</p> <p><u>Goal 5:</u> Foster mindful, emotionally aware, compassionate, and contemplative practice that supports meaning-making and the development of self-concordant purpose.</p> | <ul style="list-style-type: none"> • I am looking forward to talking to people who might have similar circumstances as me, and making new friends along the way! • I want to be able to be part of a community who has gone through the same hardships I have and can work out the issues together. • I look forward to having a helping in helping me succeed in college. • A good path forward for college, considering the hardships that others have had to face and all. <p><u>What Students Found Most Valuable (Post-Test)</u></p> <ul style="list-style-type: none"> • The relationships I made with people I can now trust. • The sense of belonging. I really needed that in the first few weeks of college. • I valued my mentor and friends the most in thrive. • having someone there to talk to about life and school things made my first year very good and I created a lot of bonds with the other students. • The community that it offered, without the help and support I received during my freshman year, I truly don't think I would have been as successful. • connection with other students, • I valued the close-knit community. • The mentor meetings • The people • The lessons I learned • I valued having people to talk and share with. People who have been though it and understand the deeper feelings. and the best thing is when there isn't anything to say but they are still there just to be with you. Handling stress has helped me the most and led to a lot of my successes now. • I value the mentoring aspect of THRIVE the most. Being able to talk to someone who would listen to me was really comforting and it helped me get through some of the stress. • I valued the support the most. It was wonderful to have it. • The community and how willing everyone is to help one another. • Making new friends • Having Michael and the mentors there for anything we needed • The connections and relationships that I have made. • The mentors and the people I can confide in. They really make you feel worth listening to and they go above and beyond to be there for you. • The relationships I’ve built. • The lessons | |

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| | <ul style="list-style-type: none"> • Everything I was taught, because now I am better able to navigate through certain times in my life without having the same thought process I had before THRIVE. • I loved the mentors and the connections I made. Michael is also great. • I valued how accepting everyone was, and the support system that THRIVE provided. <p>Pre/Post Tests Data and Themes (Cohort 4): <u>What Students Sought (Pre-Test)</u></p> <ul style="list-style-type: none"> • I am looking forward to getting to know new people and to have the mentors/leaders help guide me through my first year of college. • I really think Thrive could help me change my outlook on life. I really enjoy the people and the goals Thrive is trying to achieve. It's good to know theres people out there who actually care about students like me and I'm super glad to be apart of it. • Having a kind and fun community to hang out with and just talk to. • Within the THRIVE program I look forward to meeting new people whose goals are similar but not identical to my own. I also look forward to working with a mentor on a more personal level to help me insure I stay on the right track to success. • having a community with similar hardships • Learning to love myself and create a stronger foundation for my mental health. • building lifelong, healthy friendships • I am looking forward to meeting new people that have some of the same/identical issues going on, having healthy discussions to, to talk about things and having the trust of others to not judge and give helpful advice to aid and fix the struggle, and being part of a group that strives in helping others feel assured and welcomed to the college experience. • I look forward to being a part of a community moving forward towards my first year at college! • I look forward to connecting with people who may have had similar experiences in life. I look forward to being a community where I feel safe and involved in. • Making connections with other students and having friends I can rely on • learning new things & meeting new people • I already love the help and support that you provide, therefore I only expect to have a good group where we can all share. | |

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| | <ul style="list-style-type: none"> • I look forward to gain new experiences and meet new people. I am also very excited to attend classes that will benefit me in my future career. I am wanting to take advantage of every opportunity in life and prepare myself for a future :). I am expecting THRIVE to be supporter (which is been happening) and give us the opportunity to develop and improve our skills. • Having a community who are going through similar things. • I'm really looking forward to the 1:1 mentorship and the accountability that will be required of myself in this program. Often, I get tangled in my stresses which is something I have been working on. Having someone who cares for my success and helps encourage me to go after it is something I feel will greatly help me. • I'm not even sure anymore , the idea I have of what I thought thrive was is totally different. In a good way. <p><u>What Students Found Most Valuable (Post-Test)</u></p> <ul style="list-style-type: none"> • Being able to talk and relate to others. • Having someone to talk to. • I really enjoyed the people and the meaningful lessons I've learned along the way. • The community and resources it provided • I think the most meaningful lesson in THRIVE was "You can't pour from an empty cup." A lot of us, at the beginning, had a really bad habit of putting other people above ourselves. A close second is the Dreaded Drama Triangle and The Empowerment Dynamic. • I loved the sense of community and understanding that was shared between everyone. The mentors and Michael all showed genuine care and interest in us students and that means everything. • The lessons • Getting to know people even though we weren't in person. • For me, the community was the best part. I really enjoyed knowing that I had people there for me and people to rely on. It was a great start to college and it really made the college transition a lot easier. • hearing others experiences navigating college • I liked that the concepts we learned in class were more applicable life lessons I could use on a regular basis to help myself. • Mentor meetings were incredibly helpful. Discussions in class were also very helpful, especially for creating understandable analogies. | |

Appendix A

Supplemental Matrix tables

Academic and Career Development

| Fall 2018 Cohort | | | | | | | Fall 2019 Cohort | | | | | | |
|------------------|-----------|-------------|------------|------------|----------------|------------|------------------|-----------|-------------|------------|------------|----------------|------------|
| N | Dismissed | % Dismissed | # Enrolled | % Enrolled | 1 Yr Enrol Dif | 1 Yr % Dif | N | Dismissed | % Dismissed | # Enrolled | % Enrolled | 1 Yr Enrol Dif | 1 Yr % Dif |
| 252 | 23 | 9.1% | 147 | 58.3% | -30 | -4.7% | 243 | 22 | 9.1% | 149 | 61.3% | 2 | 3.0% |

Note: The initial N for Fall 2018 is -168 lower than the Fall 2017 Cohort

Note: The initial N for Fall 2019 is +159 higher than the Fall 2018 Cohort

Demographics - Ethnicity

| | Fall 2018 Cohort | | | | | | | Fall 2019 Cohort | | | | | | |
|--------------------------------|------------------|-----------|-------------|------------|------------|----------------|------------|------------------|-----------|-------------|------------|------------|----------------|------------|
| | N | Dismissed | % Dismissed | # Enrolled | % Enrolled | 1 Yr Enrol Dif | 1 Yr % Dif | N | Dismissed | % Dismissed | # Enrolled | % Enrolled | 1 Yr Enrol Dif | 1 Yr % Dif |
| American Indian/Alaska Native | 1 | 0 | 0.0% | 1 | 100.0% | 1 | 100.0% | | | 0.0% | | 0.0% | | -100.0% |
| Asian | 14 | 2 | 14.3% | 10 | 71.4% | 1 | -3.6% | 11 | 0 | 0.0% | 7 | 63.6% | -3 | -7.8% |
| Black/African American | 12 | 3 | 25.0% | 4 | 33.3% | -7 | -35.4% | 28 | 6 | 21.4% | 16 | 57.1% | 12 | 23.8% |
| Hispanic/Latino | 26 | 2 | 7.7% | 17 | 65.4% | -10 | -9.6% | 34 | 1 | 2.9% | 16 | 47.1% | -1 | -18.3% |
| Native Hawaiian/Pacific Island | | | 0.0% | | 0.0% | | 0.0% | | | 0.0% | | 0.0% | | 0.0% |
| NR-Alien | 4 | 1 | 25.0% | 3 | 75.0% | 2 | 50.0% | | | 0.0% | | 0.0% | | -75.0% |
| Two or More Races | 21 | 3 | 14.3% | 9 | 42.9% | 6 | 9.5% | 10 | 1 | 10.0% | 7 | 70.0% | -2 | 27.1% |
| White | 174 | 12 | 6.9% | 103 | 59.2% | -23 | -2.9% | 159 | 14 | 8.8% | 102 | 64.2% | -1 | 5.0% |
| Unknown | | | 0.0% | | 0.0% | | 0.0% | 1 | 0 | 0.0% | 1 | 100.0% | 1 | 100.0% |
| Grand Total | 252 | 23 | 9.1% | 147 | 58.3% | -30 | -4.7% | 243 | 22 | 9.1% | 149 | 61.3% | 2 | 3.0% |