Program Review and Assessment Committee (PRAC) Annual Report for 2022–23

IUPUI Division of Undergraduate Education

Honors College
Institute for Engaged Learning
University College

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Overview of the Division's Assessment Strategy

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I engaged three major assessment-focused changes in AY2022-23. As I arrived on campus in February of 2023, I will share the work I initiated in that academic year and provide additional detail in the next PRAC report.

First, I noted upon reviewing existing unit reports within DUE that there was inconsistent reporting of student learning. All units shared data addressing their impact for students (for example, service metrics such as appointments held with different populations), but reporting on unit-level student learning outcomes, their measurement, and findings was not universal. As DUE is an academic unit that is staffed by educators working within a diverse range of professions, it was important to me that all student-facing units have articulated student learning outcomes and assess them regularly.

In May 2023, I presented to a retreat for all DUE staff on SLOs, including their phrasing, assessment artifacts, and measurement. I then set a target of June 30 for all units to submit to me their refreshed SLOs for further discussion, particularly across units. Units did successfully complete this step, setting us up for additional work in Fall 2023 and beyond.

Second, I revised the annual report template that each unit submits to my office in summer to streamline the PRAC reporting process and eliminate annual construction of the Partnership Report. Rather than extensive narrative reporting with much of the content at the discretion of the unit to construct, I restructured the template around SLOs and other metrics of impact on students. I also included opportunity for each unit to include up to three brief passages describing efforts that they felt the campus should be aware of. These "Partnership Communications" have since been included in my Weekly Student Success update, a kind of email-based mini newsletter that I send each Monday to a distribution list of over 200 administrators, faculty, and staff on campus. By highlighting one effort each week rather than publishing a 40+ page report once a year, recipients have a better chance to consume the details about each effort and gain greater understanding of DUE's campuswide role in student success.

Third, I was interested in implementing a program review cycle for all units in DUE, utilizing the existing framework for co-curricular program review. Working with the former Planning and Institutional Improvement office and DUE leadership, we adopted an approach where units carrying out similar functions (e.g., advising, pre-college programs, etc) would engage the self-study and review process together. This allows collaborative thinking across traditional silos and uses program review resources more efficiently than every office engaging an individual program review. The first unit to step forward for review was the Office of Student Employment, beginning with the self-study writing process in Fall 2023. Because of the scope of some of the collaborations, we are remaining flexible as to whether units will complete their self-study writing within one semester (with the external visit scheduled the next term), or whether they will be given a year for self-study and be visited the following academic year.

Units were surprisingly enthusiastic about the opportunity to participate in this process and receive concrete recommendations that could help them operate more effectively. I really should not have been surprised, as this is yet another example of the incredible spirit of innovation and collaboration that hallmarks DUE.

IUPUI Honors College Results

<u>Overview of the IUPUI Honors College</u>
The Honors College offers a unique experience with housing, peer mentoring, student organizations, and more benefits that will make students' time at IUPUI challenging, engaging, meaningful, and relevant. Comprised of high-achieving students from a variety of academic degree programs, Honors College students experience honors coursework, one-on-one advising, and opportunities for research, international study, service, and experiential learning, allowing them to build strong foundations inside and outside of the classroom.

Beginning in 2023, SPAN joined the organizational structure of the Honors College. The SPAN Division serves as the hub for all accelerated college immersion and early college entrance programming by providing on-campus enrollment opportunities for ~250 secondary students who are academically, technologically, and artistically high ability, accelerated, and profoundly gifted.

<u>Continuous Improvement</u>
Each unit in the division was asked to report on continuous improvement. For example, include one improvement the unit attempted in AY 2022–23 that was informed by the previous year's assessment efforts, specific data or finding that informed the initiative, and observations about the results of that improvement effort.

Belonging has been a central consideration for the Honors College for several years. On exit surveys, continuing and transfer students admitted to honors without scholarship funding have voiced their frustration that they do not feel part of our community due to lack of scholarship support. Creating a modest curriculum in honors that all students must complete regardless of major is one way we have tried to address this concern. Beginning in fall 2022, all incoming students completed HON-H 200 Intro to Honors. The fall semester was populated by continuing students, and the spring semester was populated by a majority of scholarship students.

	FL22 mean	*SP23 mean	*SP23 % agree or strongly agree
HON-H 200 helped me feel welcomed into the Honors College community.	4.5	4.07	78%
After taking HON-H 200, I see myself as part of the Honors College community.	4.13	4.02	77%
After taking HON-H 200, I feel that I fit right in in the Honors College.	4.2	3.96	73%
After taking HON-H 200, I feel a sense of belonging to the Honors College.	4.0	3.94	70%
After taking HON-H 200, I feel that I am a member of the Honors College community.	4.13	3.95	74%

*SP23 was the first semester we used the BLUE course evaluation process. We discovered about halfway through administration that there was a problem with the responses; many were submitted blank. While we tried to get students to go back and complete the surveys a second time, not many did. Our response rate was 111 from over 200 students and in part may explain the drop from fall to spring. For this reason, we've provided percentage responses for SP23.

On-Campus "Reach"
Each unit in the division was asked to report on their on-campus "reach." For example, what change from AY 2021–22 does that represent and what (if anything) do they know about the driver(s) of that change.

1. In the [Honors College FL22 Census Report](#), you can see the number of Honors College students in each school, including scholarship students, program students (continuing and transfer), and numbers related to demographics.

   The biggest change we have noticed is the drop in continuing and transfer students who choose to join honors. In FL20 we reached a high of 318 total continuing students. As of the FL22 census, that number had dropped to 222.

2. An area of continued celebration is our reach in terms of the diversity of our honors applicant pool and incoming class with the goal of growing the diversity of our entire student body. One major change we made for the FL23 cycle was moving the Chancellor's Scholar application deadline to February 15, while the named scholar deadline remained November 15. Continuous review of our holistic application process has included:
   - FL19 incoming class, SAT/ACT minima in place
   - FL20 incoming class, submit SAT/ACT; if below minima, include counselor letter
   - FL21 incoming class, required SAT/ACT but no minima or letter
   - FL22 incoming class, no scores required, first-year test blind; added submission of an academic artifact and a short question on why students believe it best represents their preparation for honors
   - FL23 incoming class, added second application deadline of Feb. 15 (in addition to Nov. 15, which has been our deadline for years); review of weighted vs. unweighted GPA minima

Incoming Scholars	FL 2017	FL 2018	FL 2019	FL 2020	FL 2021	FL 2022	FL 2023
Latinx	1.5%	4.2%	2.4%	5.81%	4.6%	6.7%	8.1%
African American	1.0%	1.4%	1.2%	1.2%	5.2%	5.3%	3.5%
Two or More Races	2.8%	4.2%	3.6%	2.9%	5.8%	6.3%	7.1%
First Gen	12.8%	11.6%	9.0%	14.5%	15.5%	14.0%	13.3%
21C Scholar	7.1%	4.2%	1.2%	6.9%	3.4%	4.3%	8.5%

Diversity of SPAN Students	AY 22/23	AY 21/22	AY20/21
American Indian/Alaska Native:	0.0%	0.0%	0.0%
Asian American:	7.0%	9.0%	6.0%
African American:	32.6%	31.3%	22.3%
Latinx	24.3%	21.8%	16.9%
Native Hawaiian/Pacific Islander	0.0%	1.1%	0.0%
Two or More Races	5.1%	3.2%	4.1%

White	47.2%	46.1%	50.5%
Unknown	4.7%	6.7%	5.3%
International	1.1%	0.0%	0.0%

3. The Honors College is fortunate in the scholarship funding we can provide to students. A continuing challenge is the lack of scholarships for honors continuing and transfer students, which may be the biggest driver in the drop in our continuing students and our low retention of those students in honors, which is currently 46%.

2022–23 Reach	# students as of FL22 census	Scholarship $
Bepko Scholars	62	$1,235,662.34
Bepko Fellows	19	$95,000.00
Plater International Scholars	18	$269,000.00
Herbert Presidential Scholars	38	$485,200.00
Named Scholar Study Abroad 22–23	21	$52,500.00
Chancellor's	524	$4,263,842.00
Chancellor's Study Abroad 22–23	44	$110,000.00
Continuing Students	222	$0.00
Continuing Student Study Abroad 22–23	41	$102,500

Financial Investment in SPAN: As of AY 2022–23, IUPUI has provided total tuition funding of $1,418,243.63 to SPAN students (Source: IUPUI Office of the Bursar).

Student Learning
Each unit in the division was asked to report on an aspect of student learning that they focused on during AY 2022–23, including what they hoped to find in their assessment and what they know at this point about student performance in this area.

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 [priority]
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
5. Develop a connection to the Honors College and their honors community

To date, the Honors College gathers assessment information through student participation, self-reporting, and course evaluations. We know that students participate in research and build communication skills as a regular part of their honors education. We have a random selection of student projects and reflections in which we could assess communication and civic-mindedness (community contributor) and would like to develop rubrics or other mechanisms that would allow us to assess problem-solving and innovation. In the longer term, the new required

ePortfolio will be a resource for capturing student learning across a variety of contexts and domains.

Update on goals 2 and 3 (listed above): During 2022–23, honors students completed 1,217 contracts and self-reported participating in the following engaged learning experiences and developing skills in one or more of the Profiles by completing their contract.

Research	765
Service	67
International	51
Experiential	209
Communicator	611
Problem Solver	351
Innovator	246
Community Contributor	177

Other engaged learning participation:
- Sixteen honors peer mentors were added to the Experiential and Applied Learning Record in Service.
- Five H200 peer mentors were added to The Record in Leadership in spring 2023. This is a new addition to The Record.
- A total of 106 students were able to use their study abroad stipends for AY 2022–23—4 for fall 2022, 68 for spring 2023, and 34 for summer 2023.
- Service total from 2022–23: 8,367 hours logged and verified. These hours are equivalent to a contribution of $266,070.60, according to the most recent estimated national value.
- Projected numbers (as of July 2023) for Honors Residential-Based Learning Community AY 2023–24: 71 Honors College scholars will reside in the Honors RBLC in University Tower and 48 in the Riverwalk apartments.
- Thirty-seven honors scholars participated in the Life–Health Science Internship Program in AY 2022–23.

Update on goal 4 (listed above): All students who complete an honors experience write a reflection on that experience at the conclusion of the semester. Our hope is to analyze those reflections in future years as a direct measure of assessment.

Update on goal 5 (listed above): HON-H 200 is a new requirement to help students develop a connection to honors and the honors community. See results above.

Progress on Student Learning Outcomes
Each unit in the division was asked to report on progress toward the division's SLO refresh, including how they hope to benefit from the process and what makes it a worthy investment of time for their unit.

We have refined our learning outcomes, identified assessment mechanisms, and hope to create a plan so that most are assessed prior to our next external review. We have hired an assessment

faculty fellow whose role is to develop our plan and lead us through an assessment process involving honors staff and faculty.

We have made progress on collecting data regarding student learning related to our advising outcomes through Canvas-based modules. There are data ready to be analyzed, and creating a formal assessment of the advising outcomes is the next step.

IUPUI Institute for Engaged Learning (IEL)

Overview of the IUPUI Institute for Engaged Learning
The IEL 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
- ePortfolio Program
- The Record of Experiential and Applied Learning

Continuous Improvement
Each unit in the division was asked to report on continuous improvement. For example, one improvement the unit attempted in AY 2022–23 that was informed by the previous year's assessment efforts, specific data or finding that informed the initiative, and observations about the results of that improvement effort.

Over the past several assessment cycles, many students participating in IEL programs suggested more interaction with their peers in other IEL programs, as well more professional development related to their careers after graduation. The IEL convened a scholar conference on January 13, 2023, which brought together students in IEL's cohort programs. These include the Jaguar Leadership Network, the Sam H. Jones Community Scholarship Program (Bonner Scholars and Paws Scholars), and the Diversity Scholars Research Program (DSRP). This conference, the first for most of the students, had opening remarks by the chancellor, executive vice chancellor, and a keynote speaker from the community. This was followed by afternoon sessions on the following topics:
- Resume creation
- First-generation students
- Community cultural wealth
- How to tell your story
- Undergraduate research
- Civic engagement
- Study abroad
- Internships
- How to use Handshake

After reviewing feedback from event participants, the planners met to debrief and reflect on the event. While it was decided to not make the Scholar Conference an annual event, IEL will plan to hold these events every three to four years, so that all students in IEL programming will have

an opportunity to attend. In addition, future events will include students in the mentor-based programs (e.g., Community Engagement Associates (CEA), Undergraduate Research Opportunity Program (UROP) and the Multidisciplinary Undergraduate Research Institute (MURI)).

In addition to direct assessment (see student learning section below), each year the IEL administers questionnaires to students participating in IEL programs. These assessment reports are available on Scholarworks and can be accessed via the IEL website at https://getengaged.iupui.edu/faculty-and-staff/assessment/index.html

Mattering/DUE Retreat
At the IUPUI Division of Undergraduate Education retreat on 9/30/2022, special guests Dr. Peter Felten and Heidi Weston from Elon University in North Carolina presented on the construct of "mattering." "Mattering is the feeling of being significant and important to other people" (Flett et al., 2019, p. 667), with implications for student learning and well-being (Weston and Felten, 2022). The IEL took steps to measure this construct by piloting 5 questions on mattering. These questions were added to the end-of-year questionnaire for all IEL sponsored programs (Bonner Leader Scholars, Jaguar Leadership Network, Community Engagement Associates, Undergraduate Research Opportunities Program, Multidisciplinary Undergraduate Research Institute, and the Diversity Scholars Research Program) in April 2023.

Students were asked to rate the frequency of occurrence of the following items (response options: 1=never, 2=seldom, 3=sometimes, 4=often, 5=always

1) *I feel like I have a voice in my classes*.
2) *I feel like I am taken seriously on our campus*.
3) I feel like I am taken seriously in my classes
4) *I feel like faculty and staff are investing in me on our campus*
5) *I feel like I have a voice on campus* (84%).

Findings on Mattering questions
- 87% of respondents "*feel like I have a voice on campus*" (sometimes, often always).
- 94% of respondents "*feel like I have a voice in my classes*" (sometimes, often always).
- 94% of respondents "*feel like I am taken seriously on our campus*" (sometimes, often always).
- 96% of respondents "*feel like I am taken seriously in my classes*" (sometimes, often always).
- 94% of respondents "*feel like faculty and staff are investing in me on our campus*" (sometimes, often always).

On-Campus "Reach"
Each unit in the division was asked to report on their on-campus "reach." For example, what change from AY 2021–22 does that represent and what (if anything) do they know about the driver(s) of that change.

With the murders of George Floyd, Ahmaud Arbery, and Breonna Taylor, as well as the systemic inequities exposed through the Covid-19 pandemic, our campus engaged in significant reflection and conversation around diversity, equity, and inclusion beginning in 2020.

Eric Williams (Educational Equity Programs in University College) and Khalilah Shabazz (formerly of the Multicultural Center and the Division of DEI) began showing their powerful video on the Black student experience on our campus and engaging many of us in difficult conversations around inclusive practices and equitable outcomes in our courses and programs.

The IEL team took action to address equity and inclusive practices in several intentional and strategic ways:

- We offered the first fully scaled Bridge program, open to all first-time, first-enrolling students. In prior years, Bridge served a maximum of 1,200 students. In August of 2022, the program served more than 2,900 students. The institution has data going back many years showing the positive impact of Bridge on retention and student success for participants (versus students not participating). Results consistently showed that students who participated in Bridge were retained at a rate of 4–8 percentage points higher compared to students who did not participate. Offering a fully scaled program is an important step in creating more equitable outcomes for our students.

Bridge Participant Retention versus Non-Participant Retention
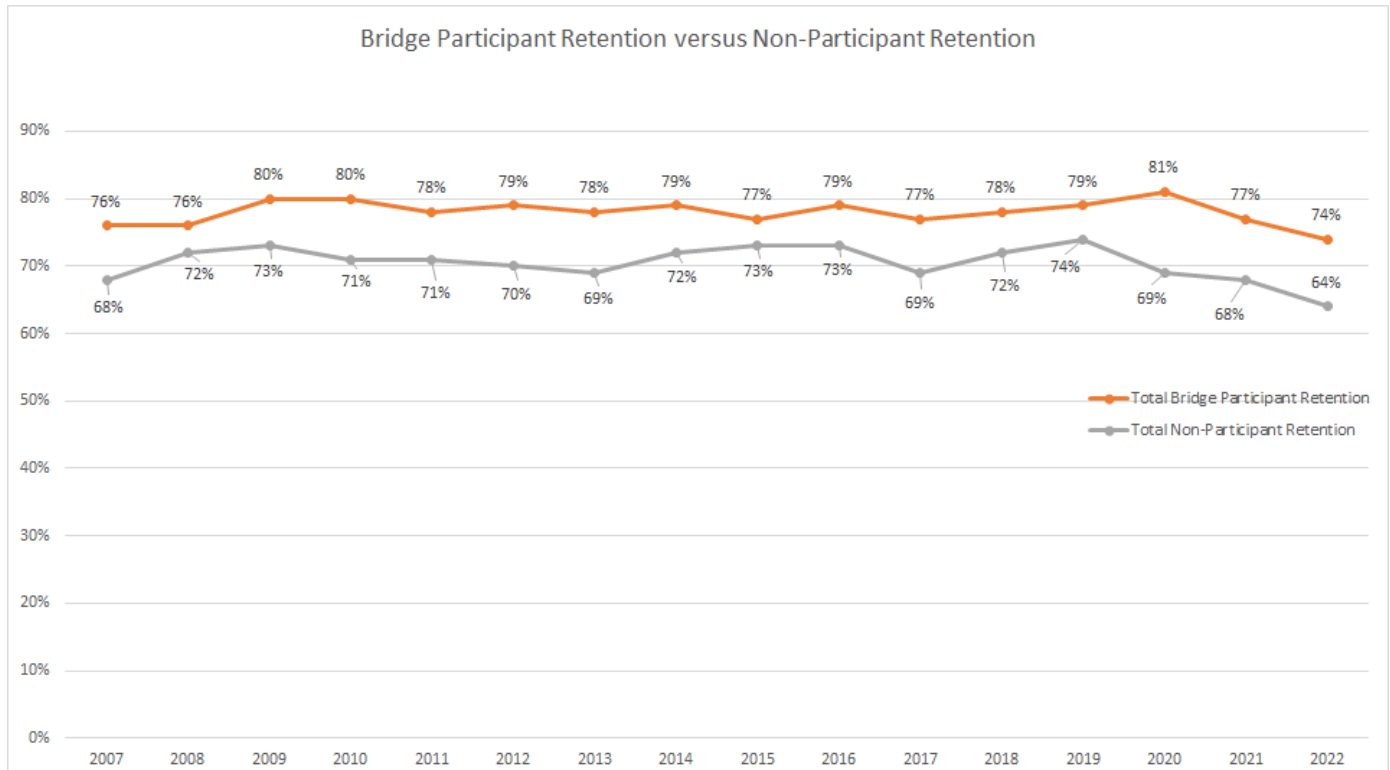
- Jerry Daday, executive associate dean in IEL, collaborated with two staff members in the Center for Teaching and Learning and three faculty members in the schools to create and launch the Equity Champions Program to support faculty teaching first-year courses (FYS and gateway/general education) so they can strive to create more equitable learning environments for their students. A pilot was conducted in Spring 2023 that included 15 faculty participants, who participated in weekly Zoom meetings. Faculty participants used the Ascend Survey from PERTs to gather student feedback on measures of social belonging, self-efficacy, institutional growth mindset, fairness and trust, identity safety, and

social connectedness. Faculty participants discussed these survey results in their weekly community meetings and discussed efforts to create more inclusive environments using a free classroom practices library.

Student Learning
Each unit in the division was asked to report on an aspect of student learning that they focused on during AY 2022–23, including what they hoped to find in their assessment and what they know at this point about student performance in this area.

As part of the strategic planning process within the division, 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, Problem Solver, and Community Contributor profiles within the Profiles of Learning for Undergraduate Success. To that end, this assessment applied selected rows from each of the following AAC&U VALUE Rubrics:

1. Written Communication VALUE Rubric:
   a. Content development
   b. Control of syntax and mechanics

2. Integrative Learning VALUE Rubric:
   a. Connections to experience
   b. Reflection and self-assessment

3. Civic Engagement VALUE Rubric:
   a. Diversity of communities and cultures

Learning Outcomes Assessed
By participating in engaged learning, students will:
- 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
- Make connections among ideas and experiences
- Demonstrate evidence of respectful engagement with their own and other communities and cultures

Dimension N = 100	Mean SD	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Does not meet (0)
Written Communication VALUE Rubric						
Content Development	2.31 .84	8 8%	31 31%	45 45%	16 16%	0 0%
Control of Syntax and Mechanics	2.59 .68	6 6%	52 52%	37 37%	5 5%	0 (0%)
Average/Total	2.45 .77	14 7%	83 41.5%	82 41%	21 10.5%	0 0%
Integrative Learning VALUE Rubric						

Connections to Experience	2.13 .98	9 9%	23 23%	45 45%	18 18%	5 5%
Reflection and Self-Assessment	2.15 .80	4 4%	28 28%	47 47%	21 21%	0 0%
Average/Total	2.14 .89	13 6.5%	51 25.5%	92 46%	39 19.5%	5 2.5%
Civic Engagement						
Diversity of Communities and Cultures	1.59 1.1	5 5%	18 18%	24 24%	37 37%	16 16%

For Written Communication: All of the student reflection artifacts at least met the benchmark for content development, as well as the benchmark for control of syntax and mechanics. Overall, 100% of the scores for Written Communication met the benchmark, and 89.5% at least met the milestone.

For Integrative Learning: 95% at least met the benchmark for connections to experience. All (100%) of the student reflection artifacts at least met the benchmark for reflection and self-assessment. Overall, 97.5% of the scores for Integrative Learning met the benchmark, and 80.5% at least met the milestone.

For Civic Engagement, specifically, Diversity of Communities and Cultures: A majority of student reflection artifacts (84 of 100) at least met the benchmark for Diversity of Communities and Cultures, while 47% met the milestone.

Progress on Student Learning Outcomes
Each unit in the division was asked to report on progress toward the division's SLO refresh, including how they hope to benefit from the process and what makes it a worthy investment of time for their unit.

We believe the unit-level and program-level SLOs in IEL were in satisfactory condition prior to the division's SLO refresh. Tom Hahn, director of research and assessment for IEL, has worked closely with IEL program directors for many years to establish and revise learning outcomes and to develop ways for assessing the outcomes using direct and indirect measures and processes.

We used the DUE SLO refresh as an opportunity to look at our learning outcomes holistically, making small changes to language (for specificity and measurability) and to consider how we can make our assessment work more equitable. Given the work published in *Reframing Assessment to Center Equity: Theories, Models and Practices* (2022), we will incorporate students into our assessment efforts during AY 2023–24. Students will provide input in the development of our new reflective prompt for our direct assessment work, and they will help us review existing instruments of data collection. We are considering bringing one or two students into the scoring of artifacts for our direct assessment efforts.

IUPUI University College

Overview of the IUPUI University College

University College provides a common gateway to the academic programs available to entering students. Programs and services offered by University College focus on assisting students with the development of the knowledge and skills needed for success in the collegiate environment, including academic advising, academic support, career planning, peer mentoring, and new student orientation. University College also offers college readiness programs that focus on helping high school students to become college bound.

Continuous Improvement

Each unit in the division was asked to report on continuous improvement. For example, one improvement the unit attempted in AY 2022–23 that was informed by the previous year's assessment efforts, specific data or finding that informed the initiative, and observations about the results of that improvement effort.

- 21st Century Scholars Success Program

  No formal assessment took place due to staff capacity. We have three professional staff members to serve over 2,200 students. Existing staff members were already fully engaged in other essential tasks, leaving little time for additional responsibilities, including conducting formal assessments.

  Alternative assessment: Measures taken to assess student learning include informal assessment methods, such as observations of students during the peer mentoring program, workshops, and check-in meetings.

  We have developed a comprehensive assessment plan that aligns with our student learning outcomes and programming to implement in the future.

- Academic and Career Development (ACD)

  ACD began using caseloads (groups based on GPA and year in school) in fall 2019 to support proactive advising. Caseloads allow us to track our meaningful middle students across various populations and prioritize advising meetings for certain populations. All University College students are proactively asked to see their advisor one or two times per semester, depending on which caseload they are in. After reviewing data with IRDS, caseloads were changed for fall 2022 and beyond. College GPA is now used for probation and continuing students in creating the caseloads.

The caseloads used in AY 2022–23 were:

Code	Description	Thresholds/Requirements
UCFM	UCOL First Year Meaningful Middle (MM) Student	FYU 4222/4225/4228 admit: HS GPA 3.12-3.32 (exclude 2nd semster FYU admits, 4222- IU cGPA below 2.0)
UCFY	UCOL First Year Student	FYU 4222/4225/4228 admit: HS GPA below 3.12 and above 3.32 (exclude 2nd semster FYU admits, 4222 - IU cGPA below 2.0)
UCPR	UCOL Probation Student	IU cGPA below 2.0 (excluding 1st semster FYU admits - 4225/4228)
UCTM	UCOL Transfer Meaningful Middle (MM) Student	TRU 4225/4228 admit: TR GPA 2.65-3.04 ICU 4225/4228 admit: IU cGPA 2.08-2.88 (for an incoming TRU/ICU 1st semester only - then go to Cont/PR)
UCTR	UCOL Transfer Student	TRU 4225/4228 admit: TR GPA below 2.65 and above 3.04 ICU 4225/4228 admit: IU cGPA below 2.08 and above 2.88 (for an incoming TRU/ICU 1st semester only - then go to Cont/PR)
UCCM	UCOL Continuing Meaningful Middle (MM) Student	All others: IU cGPA 2.08-2.88
UCCS	UCOL Continuing Student	All others: IU cGPA below 2.08 and above 2.88

Appointment data for AY 2022–23 showed persistence and term GPA from fall 2022 to spring 2023 peaked overall when students had two extra appointments. However, the students who attended two extra appointments represent only 4.2% of the population. The largest percentage of students, 30.8%, attended one less appointment than required.

	Persisted - UC Overall (N=3298)	Persisted - UCCM (N=543)	Persisted - UCCS (N=508)	Persisted - UCFM (N=235)	Persisted - UCFY (1198)	Persisted - UCPR (N=334)	Persisted - UCTM (N=71)	Persisted - UCTR (N=233)
No appointment (N=586)	60.24%	72.50%		37.50%	43.48%	18.52%	71.43%	54.55%
	353	145		9	50	15	10	24
1 Less (N=1,244)	81.67%	89.88%		73.63%	83.93%	53.57%	76.67%	81.45%
	1016	222		67	496	60	23	101
Just Right (N=816)	81.50%	81.94%	83.54%	69.51%	83.54%	74.73%	85.00%	88.64%
	665	59	137	57	274	68	17	39
1 Extra (N=456)	86.84%	100.00%	92.12%	85.00%	80.16%	66.67%	80.00%	82.35%
	396	16	222	17	101	18	4	14
2 Extra (N=139)	89.21%	100.00%	93.59%	75.00%	88.89%	69.23%	100.00%	100.00%
	124	4	73	9	24	9	2	3
3 or more extra (N=57)	85.96%	75.00%	92.00%	66.67%	81.82%	90.00%	----	100.00%
	49	3	23	4	9	9	----	1

- Bepko Learning Center
  One area we would like to highlight in terms of assessments conducted this year is our academic success coaching program. The subsequent data illustrates the efficacy of academic success coaching as a credible intervention strategy.

Impact of STAR Student Participation and Frequency of Visits with Success Coaching on Mean GPA			
Nonparticipants		Participants	
0 Visits	1–4 Visits	5–8 Visits	9 + Visits
Total Visits			
171	91	91	35
Mean GPA			
1.628	2.903*	2.001**	1.806

Note. * The t-value for the test was -2.88726, indicating a significant effect (p = .002106, two-tailed) at the p < .05 level. ** The t-value was -2.42 (df = 90). The p-value was .0081, indicating a significant result at p < .05.

The above table reports data from an assessment that was conducted with the goal of investigating the impact of student participation in the STAR program and the frequency of visits with success coaching on the mean GPA. The data were collected from a sample of STAR students, grouped according to the number of visits they had made with success coaches.

From a total of 171 students who had not attended any success coaching sessions, the mean GPA was found to be 1.628. This group served as a baseline to compare the impact of the coaching sessions.

A total of 91 students who attended between 1 to 4 coaching sessions had a mean GPA of 2.903. A t-test was conducted, yielding a t-value of -2.88726. This result was significant at the $p < .05$ level, with a two-tailed p-value of .002106. This significantly higher GPA as compared to the students who did not attend any coaching sessions indicates that the intervention had a positive impact on the academic performance of these students.

Similarly, another 91 students who had attended between 5 to 8 coaching sessions had a mean GPA of 2.001. The t-test result for this group yielded a t-value of -2.42, with degrees of freedom equal to 90. The p-value was .0081, which is also statistically significant at the $p < .05$ level. Despite having a lower GPA than the previous group (1–4 visits), the 5–8 visits group still had a significantly higher GPA than those students who did not attend any coaching sessions, further attesting to the positive impact of success coaching on student performance.

A group of 35 students who had 9 or more visits with success coaches had a mean GPA of 1.806. Although this score is higher than the mean GPA of students who had zero visits, the results were found to be non-significant.

In summary, the findings from this assessment suggest that attending at least 1 to 8 success coaching sessions can significantly enhance academic achievement, as reflected in the higher mean GPAs. More research is needed to determine the optimal number of coaching sessions a student needs to attend in order to clear their probation status. But from the mean GPAs, it appears that the group who visited their coach 1 to 4 times had the highest GPA, which suggests that moderate coaching could potentially be more beneficial than none or extensive coaching.

Impact of STAR Student Participation and Frequency of Visits with Success Coaching on Mean GPA		
	Nonparticipants	Participants
	0 Visits	1–12 Visits
Total Visits	171	217
Mean GPA	1.628	2.008**

Note. ** A t test was conducted with a significance level (alpha) of 0.01 for a two-tailed test, the resulted p-value of 0.000829 is less than the significance level. This result is statistically significant.

The above table details the results of students who were participants in the academic success coaching program (at least 1 visit to coaching) or nonparticipants (0 visits to an academic success coach). An Independent Samples t-test was conducted to ascertain the effectiveness of academic success coaching by analyzing end of the semester GPAs and frequency of visits with a coach. The statistical significance of the t-test suggests that the difference in mean GPA between the group of students who did not receive academic success coaching and the group of students who received coaching 1 to 12 times during the semester is unlikely to be due to chance. Thus, the data implies that academic success coaching can positively affect the GPA of students on academic probation.

The mean GPA of the group receiving academic success coaching was significantly higher than that of the group who did not receive coaching. This supports the hypothesis that academic success coaching can serve as an effective intervention for students on academic probation.

Effectiveness of Academic Success Coach Intervention on Probation Clearance Rates in STAR Program				
	Nonparticipants		Participants	
	n	Percent	n	Percent
Probation Cleared	76	44.44%	120	55.30%†
Probation Continues	95	55.56%	97	33.70%
Total	171		217	

Note. † A logistic regression analysis was performed to estimate the likelihood of a student successfully getting off academic probation, contingent upon the frequency of their visits to an academic success coach.

The data from the above table reveals the percentage of students, both those who participated and those who did not, who successfully transitioned off probation versus those who remained. The effectiveness of academic success coaches in helping students fulfill the STAR program's goal of probation clearance was assessed. A logistic regression analysis suggested that the frequency of visits to the academic success coach was a significant predictor in a student attaining a GPA above 2.000 and successfully transitioning off probation. Specifically, each additional visit to the academic success coach boosted the odds of a student transitioning off probation by approximately 6.09% (Odds Ratio = 1.0609, $p < 0.05$, 95% CI = 1.0038 to 1.1212).

The analysis explored the relationship between the frequency of student visits to an academic success coach and their likelihood of getting off academic probation, by achieving a GPA above 2.000. The logistic regression analysis indicated a positive association between these variables, which suggests that increased frequency of visits to the academic success coach is linked to higher chances of a student successfully transitioning off academic probation.

Specifically, the odds ratio for the number of visits was found to be 1.0609. This suggests that for each additional visit a student makes to the academic success coach, the odds of transitioning off probation increase by about 6.09%. While this increase might seem modest, over multiple visits, this can accumulate to a significant improvement in the likelihood of academic success. For instance, the calculations indicate that a student who visits the academic success coach 10 times has an estimated probability of 62% to transition off probation, whereas this probability increases to about 65% for 12 visits. The findings suggest that academic coaching can be an effective strategy for helping students transition off probation.

- Campus Career and Advising Services
  Our goal was to tailor at least two professional development events toward addressing inequitable career outcomes. This initiative was chosen given the history of inequitable career outcomes for IUPUI graduates as reported on the First Destination Survey. Campus Career and Advising Services held two professional development programs addressing this topic. The first session held was titled "Helping Clients Cope with Bias During the Job Search Process." There were 22 participants. The session discussed how to coach and advise students on overcoming bias in the job search process. The second session was titled "Supporting First-Gen Students in Pursuit of Competitive Careers." There were 8 participants. This session provided information on how to support first-generation students in pursuing careers in competitive careers with demanding timelines.

- Center for Transfer and Adult Students (CTAS)
  Operation 24 was initiated in spring 2021 with a goal of introducing general studies students to their CTAS career consultant in tandem with their advisor. This benefits students by early introduction to career resources and by having their first advising appointment prior to priority registration. The advisor had a caseload of 12–15 students who had 55–89 credits and were not registered for UCOL-U 210. Since spring 2021, 106 students have been served by Operation 24.

  As we move forward with Operation 24, we want to add our second general studies advisor, serve 30 students each semester, and create a data-informed plan based on re-enrollment and graduation rates. Also, we want to create a survey to determine the effectiveness of informing students about career development and resources. When students let us know their successes, we are encouraged to grow this campaign. For example, one student reported that after meeting with our career consultant about her resume, she secured employment with Liberty Mutual as a legal secretary. Another student informed us that after revising his cover letter with assistance from our career consultant, he finally had the confidence to apply for two sales jobs, one with the Colts and one with Aramark. Our goal is to track successes like this more clearly using a before and after survey so we can continue to improve this initiative.

- Diversity Enrichment and Achievement Program (DEAP)
  In AY 2022–23, we officially instituted our Career ConNEXTions Tier of the Diversity
  Enrichment and Achievement Program. Career ConNEXTions is designed to support juniors
  and seniors in their career preparation as they transition to working professionals in their
  desired career fields. DEAP utilizes formal and informal student feedback, retention and
  graduation data, and end-of-year survey to assess engagement and program satisfaction, as well
  as the achievement of programmatic and learning outcomes. Aligned with the program's
  strategic vision to develop a pathway to graduation, our juniors and seniors formally (EOY
  Survey) and informally expressed a desire to have more workshops and experiences
  specifically for them.

  With this being the first year of this specific tier, some growing pains were expected in hiring a
  new professional to oversee the tier and simply introducing a new initiative, which is what
  happened. The initiative did not go as expected; it appears the students had a lot on their plate.
  Additionally, our most recent assessment let us know the days and timing of our experiences
  did not align with student schedules. On a positive note, the more our new coordinator learned
  the role, the institution, and forged relationships with the students, the more ownership she has
  taken and has helped present ideas on new ways we can engage with juniors and seniors to
  meet their needs.

- Life–Health Sciences Internship (LHSI) Program
  We have measured belongingness, feeling like part of the team, and being welcomed since the
  2019–20 intern group. Previous intern written feedback showed elements of mattering. For
  example:
  - They make me feel like a valuable addition to the group and acknowledge that while what I
    do might be tedious, it helps make the bigger picture possible.
  - My supervisor is always telling me how appreciative she is of my work, and that makes me
    feel like I am making a difference.
  - They are extremely supportive and really care about making sure I grow from these
    experiences and learn as much as possible.
  - My direct supervisor made his best effort to ensure I made steady progress and always had
    excitement for my successes and encouraged questions for my failures.

  In summer 2022, we added a measure for AY 2022–23 of "I feel like I matter to my
  colleagues/coworkers" and some behavior-based measures of supervisors based on mattering
  literature to better assess what actions are the most meaningful to intern mattering, such as
  receiving feedback, having someone care about them as whole people, and valuing their input
  and contributions. We also changed some of the measures to split out "someone on my
  internship team" versus "my day-to-day supervisor" to get a better sense of who may be
  influencing the students' feelings of mattering and belonging to target our interventions if
  necessary. We have covered these topics in supervisor orientation since 2019, and in summer
  2022, we added background literature on mattering and information on what the internship
  teams can do.

By the end of spring 2022, 84% of interns agreed or strongly agreed with the mattering measure. The lowest rating selected for this question was one intern choosing "somewhat disagree." Other related measures include:

- Someone on my internship team gives me thoughtful and timely feedback—4.56 of 5 (SD of .59); 95% said all of the time or often.
- Someone on my internship team is interested in my development—4.71 of 5 (SD of .56); 95% said all of the time or often.
- Someone on my internship team cares about me as a person—4.69 of 5 (SD of .52); 97% said all of the time or often.
- Someone on my internship team values my ideas and suggestions—4.56 of 5 (SD of .62); 93% said all of the time or often.

The results continue to inform internship supervisor training and are used to flag issues for proactive outreach to interns. We are also working on changes to the services we provide directly to interns to ensure they are receiving thoughtful and timely feedback on program assignments and regular check-ins from the ambassadors and program staff.

- Nina-Bowen-THRIVE
  A central goal of our THRIVE program in 22-23 was to work with campus partners to add a graduate-level practicum student whose program and research/practice interest aligned with success for Independent Youth students. While we were working to secure an MSW practicum student, we were pleasantly surprised to be able to add Daniela Gonzalez, a student of Jane Williams in the Applied Organizational and Social Psychology Ph.D. program. Daniela was an excellent fit with our program and students. She is deeply committed to the success of students from marginalized backgrounds and has the academic and personal background to understand our curricular approach which includes significant elements drawn from many subdisciplines and modalities in psychology. An unexpected benefit is that Daniela is originally from Columbia and was able to help our students for whom English is an additional language better understand the technical and more nuanced concepts in our curriculum. Daniela will return for a second year with us in 23-24 and will be working on our pre-post assessments, review of our student learning outcomes, and is eager to dig into the data on our programs. A goal for our department in 23-24 is to more effectively use data to better tell the story of our model.

  Another goal was to engage in a visioning process through the summer of 2022 with Ascend Indiana and the Nina Pulliam Trust to develop ideas and goals for the future of THRIVE and for the support of independent youth at IUPUI. This work, which was supported by the Nina Mason Pulliam Charitable Trust culminated in a new 5-year commitment from the Trust to support the THRIVE program at IUPUI.

- Office of Student Employment
  We have assessed sense of belonging in our on-campus internship participants over the past several years. In AY 2021–22, due to staffing changes and some inconsistency in workflow, there were only six respondents. This was too low a number for a good result, so the survey to participants was redesigned and the timing of the survey was changed. We also increased the communication and expectation for completion of these questions. Results may be found later in this report.

- TRIO Student Support Services (SSS)
  In AY 2022–23, TRIO SSS added two Bridge/first-year seminar (FYS) sections. While TRIO SSS previously had one Bridge/FYS section, the previous program director decided to end participation in 2018. However, both assessment and opportunity dictated the decision to add this component back into the program.

  Long-term campus data affirmed the impact of IUPUI Bridge on nearly all students who participated in the weeklong comprehensive experience. In the 2021 Bridge Week Student Survey Report, 95% of participants said they would recommend the experience to others. In addition, 90% of respondents said they were satisfied or very satisfied with how Bridge prepared them with the resources to succeed in college at IUPUI.

  This data, along with previous affirming data in the past, led to the campus opening up Bridge to all beginning students starting in 2022. This provided the opportunity for TRIO SSS to request two Bridge/FYS sections due to the increased need for more sections to meet the added program participants. As such, two Bridge/FYS sections would help connect TRIO SSS scholars through more direct connections to the programs and its staff.

  Adding two Bridge/FYS sections, along with coming out of the pandemic, helped increase the visibility of the program to beginning students. As a result of the program's increased exposure and ability to connect with more students through two Bridge/FYS sections, the number of new beginning students in TRIO SSS increased from 85 in fall 2021 to 122 in fall 2022.

- Upward Bound
  From a Summer Academy student survey, which was administered to ensure that we offer engaging classes and engaging instructors for our students, we learned:
    o Students enjoy the summer program.
    o The program is academically challenging.
    o Students enjoy getting away from home for a little while.
    o Students enjoy the evening activities, such as basketball, volleyball, fitness, movie nights, and talent show.

On-Campus "Reach"
Each unit in the division was asked to report on their on-campus "reach." For example, what change from AY 2021–22 does that represent and what (if anything) do they know about the driver(s) of that change.

- 21st Century Scholars Success Program
    o 29 students received a combined total of $1,080 in tutoring assistance from Tutor Matching Services.
    o 307 students were served in the first-year peer mentoring program.
    o 18 peer mentor scholarships were awarded for AY 2022–23 with a total of $36,000.

- Academic and Career Development (ACD)
    - Number of students served by student success advisors and career consultants

Traffic Report	Student Success Advisors			Career Consultants		
	Summer 2022	Fall 2022	Spring 2023	Summer 2022	Fall 2022	Spring 2023
CENSUS		3,298	2553		3,298	2553
Total Student Sessions	2,117	5,818	4,879	24	195	158
Total # of drop-in contacts	6	1,507	898			
Total # of appointment contacts	2,111	4,311	3,981	24	195	158
Total Unduplicated Students*	1,976	3,275	2,561	24	168	133
% of Census		99.30%	100.31%		5.09%	5.21%
Unduplicated # of student drop-ins	6	1,298	803			
Unduplicated # of students appointments	2,022	4,048	3,524	24	188	146
# of students via orientation	1,527	239	216			

*Total Unduplicated students: taking the total list of students coming during the semester and removing duplicates

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In fall 2021, student success advisors saw 99.77% of census (3,891 unduplicated students) and career consultants saw 7.44%, both of which are higher than in fall 2022. Conversely, in spring 2022, student success advisors saw 90.23% of census (2,586 unduplicated students) and carer consultants saw 4.19%, both of which are lower than in spring 2023.

- Field Trip Fridays
    ACD brought back Field Trip Fridays in AY 2022–23, which provide experiences for students to learn about employers, explore academic programs, and pursue a hands-on career development opportunity. We hosted over 100 students in field trips to 11 different employers across the full range of career opportunities. Example employers included IndyGo, the Indiana Statehouse, Finish Line, the Indianapolis Motor Speedway, the IU School of Medicine, and more.

- Bridge Week/First-Year Seminars
    To promote the critical role of planning in the first-year seminars, ACD returned to UCOL-U 110s with a much stronger presence in fall 2022 (in fall 2021, ACD attended only one class meeting per section), supporting 48 UCOL-U 110 sections and instructors, 1,175 students, as well as first-year programs in the Institute for Engaged Learning. Team members presented six times to each section (three hours each over the course of the semester), totaling 144 hours of face time with first-year students. Classroom visits included content covering the following topics: role of the advisor, how to access advising and career support, important dates and policies, PMCID and Fall Career Week promotion, preparing for registration, using advising tools, registration, and major-career connection resources.

- Bepko Learning Center
    The reach of the Bepko Learning Center with students encountered a minor decrease, largely attributed to two significant factors: a decrease in biology class enrollment and substantial

alterations in the STAR program's policies. These factors collectively led to an overall 8.4% decline in student visits to our center and utilization of our services.

	Fall 2021	Fall 2022	Change (%)	Spring 2022	Spring 2023	Change (%)	Total 2021-22	Total 2022-23	Change (%)
Comparison of Bepko Learning Center Visits by Fall Semesters and Spring Semesters with Percentage Changes									
Coaching	739	655	-11.36	1,019	957	-6.08	1,758	1,612	-8.30
Mentoring	13,665	12,210	-10.64	9,082	8,727	-3.91	22,747	20,937	-7.96
Tutoring†	1,341	1,281	-4.47	1,137	886	-22.05	2,478	2,167	-12.54
Total	15,745	14,146	-10.16	11,238	10,570	-5.96	26,983	24,716	-8.40

Note. † Biology Resource Center tutoring only

o Biology Resource Center (BRC) Tutoring and Academic Mentoring
Over the past year, there has been a marked decrease in both biology course enrollment and corresponding visits to the Biology Resource Center (BRC) and academic mentoring sessions. With fewer students enrolled in biology courses, there was a lower demand for biology-related academic mentoring sessions. Compared to the previous academic year, visits to the BRC and academic mentoring sessions specific to biology fell by 10.25% (12.54% and 7.96% respectably).

While it is reasonable to anticipate that the demand for the BRC and academic mentoring sessions would naturally decrease alongside a decline in biology enrollment, these figures provide an opportunity to reassess our outreach and support strategies. We will investigate the root cause of this decrease in biology course enrollment to ascertain if there are trends or barriers that should be addressed.

o Academic Success Coaching
The assessment results in the table above detail the changes observed in the number of coaching visits in the most recent semester. Notably, there was a decrease in the total number of coaching visits from the previous semester, with an 8.30% reduction from 1,758 to 1,612 visits. This decrease can be attributed to the recent changes in the STAR program requirements. Prior to this semester, students were required to make weekly visits to their coaches. However, the revised policy only mandates four to five visits per semester.

The more granular data also demonstrates the influence of the revised policy on coaching visits. We noticed a reduction of 11.36% in fall 2022, dropping from 739 in fall 2021 to 655 visits. In the spring 2023 semester, the decline was somewhat less pronounced, with a decrease of 6.08% from 1,019 in spring 2022 to 957 visits.

The more moderate decrease in coaching visits observed in spring 2023 could be attributed to an increased outreach campaign carried out six times throughout the semester. These campaigns were strategically designed to provide support on key semester milestones, with a focus on topics such as time management, study planning, exam preparation, mental well-being, and Finals Week study schedule construction. Each campaign successfully drew

attention and generated a mean of 30 visits, demonstrating a positive effect between the strategic marketing efforts and student engagement with coaching sessions.

Our plan is to sustain these marketing initiatives into the fall semester of 2023. Additionally, we intend to optimize the utilization of the AJ chatbot to establish a more robust connection with the multitude of students in University College who can be accessed via this platform.

- Campus Career and Advising Services
    o Campus Career and Advising Services manages the IUPUI Handshake platform responsible for the sharing of nearly 100,000 employment opportunities with students in 2022–23. The office approves all employer accounts, alumni accounts, and external events submitted by organizations. Ongoing training and support are provided to all career services offices across campus.
    o $21,600 scholarship dollars were awarded to our 18 interns over AY 2022–23.
    o Of our 18 interns in AY 2022–23, 10 (55%) received the Sophomore Internship Program on their IUPUI Applied and Experiential Learning Record.
    o Campus Career and Advising Services facilitated 13 training and professional development events for academic advisors and career services professionals. We partnered with Academic and Career Development and Orientation Services to host the Orientation Kickoff, which included active involvement from Undergraduate Admissions, First-Year Experience, Division of Student Affairs, Office of Student Financial Services, Housing and Residence Life, Parking and Transportation, IUI Dining, Department of Mathematics, Department of English, Department of World Languages, and the Office of the Chancellor. This event yielded close to 200 attendees.
    o 90.0% of graduates reported positive career outcomes with employment or further education, and 59.4% reported full-time employment on the First Destination Survey. Most recent data come from the 2022 cohort (graduated July 2021 through June 2022; data collected through December 2022) and are based on a 42.2% knowledge rate.

- Center for Transfer and Adult Students (CTAS)
STAR program: CTAS participates in STAR coaching for University College and general studies students. These are adult students who had dropped below a 2.0 GPA or who had been newly reinstated. The STAR program helps students set realistic and attainable academic and personal goals, recommends campus resources, and addresses other needs or concerns as they arise through a series of emails, calls, and meetings with the goal of three to four coaching conversations during the semester.

From spring 2021 through spring 2023, an average of 63% of coached students persisted or graduated. Fall 2022 yielded the highest rate of success with 69% of coached students persisting or graduating. CTAS improved this process over time by identifying the "sweet spot" in coaching meetings. Initially the desired number of coaching meetings was set at eight to ten. However, CTAS coaches determined that more students participated and completed the coaching cycle when only four meetings were required.

Fall '23 STAR coaching was a success with 31.5% of students served earning a 3.0 or higher GPA, and 68.3% of students earning a 2.0 or higher GPA.

One example of the impact of STAR coaching is Destiny L, who started as a traditional freshman in 2015, but who had been dismissed from IUPUI. She was then in and out of Ivy Tech, and she finally completed her degree there and returned to IUPUI in spring 2023. Destiny's goal has always been to be accepted into Kelley, and she was assigned to Desiree Jaynes as her success coach. Working a full-time job and taking 17 credit hours, Destiny never missed a coaching appointment due to her own tenacity and Desiree's support. She completed the spring semester with a 3.6 GPA, and she is enrolled in I-Core at Kelley for fall.

- Diversity Enrichment and Achievement Program (DEAP)
  - Participation
    In fall 2022, DEAP served a program record of 783 students as we celebrated 10 years of supporting students. Program participation increased by 15.8% for AY 2022–23.

    Student success and graduation is our primary goal. However, cultivating a supportive community and sense of belonging in our students by affirming, empowering, and contributing to an increased sense of self-efficacy within our scholars is one of the greatest assets we possess in the retention of our students. DEAP is the premiere retention program for retaining traditionally underrepresented minority (URM) students on campus. The growth of the program can be partly attributed to the increase of Latinae student enrollment and participation in the program. Informally, the growth says our students are having a quality experience and sharing that with others.

    The larger the program grows, the more we can continue to contribute to the overall retention and success of URM students. From our 10-year anniversary report, since fall 2013, new beginners who participated in DEAP have consistently been more likely to be retained at the Indianapolis campus than beginners identifying as African American, Latinae, and Two or More Races who did not participate in DEAP. As a result, when we retain diverse students, the overall quality of the educational experience is better as we prepare future leaders for a diverse global society.

  - Scholarships
    - DEAP House (RBLC): 32–35 students x $2,500 = $87,500 total
    - Peer mentors: 19 peer mentors = $53,000 total
    - Over $130,000 total in student scholarships
      (The turnover in mentors and RBLC residents may skew the numbers somewhat.)

  - Schools of Students Served
    - 80% of students served by DEAP are in schools other than University College.

- First-Year Peer Mentoring
  Each year, the peer mentors in the first-year seminars are asked to meet with each of their students twice during the semester. The objectives of these meetings are:
  - Mentor Meeting 1

- Identify goals, plans, and aspirations for first semester at IUPUI.
- Explore potential involvement opportunities on campus.
- Develop a relationship with the peer mentor.
- Explore strengths and weakness as a student with support from mentor.
- Identify potential challenges throughout the semester and create a game plan with mentor to navigate those challenges.
- Identify support networks and resources available to utilize throughout semester.

o Mentor Meeting 2
- Identify changes in personal support networks.
- Update mentor on changes in life (student determines level necessary to share with mentor).
- Revisit personal goals and make adjustments as needed or develop new goals.
- Recognize newly learned skills for success.
- Navigate any wishes to change major, make academic adjustments, or explore new majors.
- Discuss any challenges or success.
- Assess preparedness for midterms or finals.
- Explore study strategies for midterms and finals.
- Discuss schedules, routines, and plans for semester.
- Identify any questions or concerns and get feedback and support from mentor.
- Identify if further support is needed.

In preparation for these two meetings, students in the class are asked to complete the New Student Check-In Survey to identify actionable areas in which the peer mentor and the student can come together on to determine ways to move the student forward toward their goals during the meetings.

The peer mentors are also asked to keep notes in AdRx to communicate with all other members of each student's support team.

In fall 2022, there were 1,833 appointments with peer mentors.
For spring 2023, there were 324 appointments with peer mentors.

The peer mentor is also assessed as part of the FYS class student evaluation:

Peer Leaders

	Mean	Median	Count	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Was helpful in supporting my transition to college	4.36	5.00	519	1%	2%	11%	35%	52%
Has been successful in creating a positive community within the class	4.41	5.00	519	1%	0%	10%	35%	54%
Was a valuable member of the instructional team	4.38	5.00	519	1%	1%	10%	35%	53%
Was knowledgeable about campus resources	4.42	5.00	520	1%	0%	8%	38%	53%
Was a positive role model	4.42	5.00	519	1%	0%	10%	33%	56%
Overall, I was very satisfied with my peer leader	4.46	5.00	520	1%	1%	8%	32%	58%

- Life–Health Sciences Internship (LHSI) Program
  - Application engagement numbers
    In spring 2023, we had 161 applicants for 75–85 internship positions, which was an increase from spring 2022 of 107 applicants and a return to the pre-pandemic number of applications. 48% of applicants were from an underserved background (11% Black/African American, 17% Hispanic/Latino, 29% first-generation, 22% 21st Century Scholars), which was also an increase from 44% in spring 2022.

    We had 670 eligible students signed up to receive communications from us. 71% of applicants received these messages, and 18% of applicants received messages through AdRx outreach. This was the first time we had tracked these numbers. We use this list to communicate throughout fall and early spring prompting students to attend tabling events, visit career services, and attend LHSI application help opportunities. We increased communications to encourage students to make appointments with us in SAS (Student Appointment Scheduler) and offered two new drop-in events for students to work on and edit application short-answer responses. 61 students attended something, 46 of those applied (28.6% of applicants attended).
    - 13 attended an info session hosted by ambassadors.
    - 34 attended a drop-in session.
    - 24 made appointments to meet with us.
    - 10 completed more than one option.

  - Internship completion
    In 2022–23, 76 interns completed the internship, an increase from 72 in 2021–22. Our capacity increased through funding from the Indiana Clinical and Translational Sciences Institute (CTSI) and Indiana Center for Musculoskeletal Health (ICMH).

  - Record
    87% of interns in 2022–23 (66/76) satisfactorily completed all program requirements to receive the Record in spring 2023. In comparison, 89% of interns in 2021–22 (64/72) received the Record. This percentage decrease is primarily due to some interns not successfully receiving at least a 2 of 4 on the ePortfolio rubric in all categories.

- Nina-Bowen-THRIVE
  In 2022–23, we had 41 students in our THRIVE program, which serves students from independent youth backgrounds, such as those who experienced housing insecurity, were in foster care, wards of the court, emancipated, disconnected from family or caregivers, and those providing primary support for family.

  Our Nina Scholars program had 30 students which focuses on the success of independent youth students as well as students with disabilities and students with dependents.

  We had 12 students in our Bowen Scholars program, which focuses on the success of selected students transferring from Ivy Tech and its Bowen Scholars program. These numbers have been relatively stable for some time, given donor intent, funding, and selection processes.

We were able to attract additional funding for all our programs starting in AY 2023–24. Nina Scholars and THRIVE were awarded five-year grants by the Nina Mason Pulliam Charitable Trust with increased funding for administrative costs and scholarships not covered by an endowment from the Trust in 2018.

Bowen Scholars was awarded a new four-year grant with a 30% increase in funding to support the selection of students from our Educational Equity Programs (TRIO Student Support Services; Diversity Enrichment and Achievement Program (DEAP), Twenty-First Century Scholars, Upward Bound, and THRIVE). Securing these long-term grants with increases in funding is a testament to the innovativeness and effectiveness of our program model.

- Office of Orientation Services
In 2022, the Office of Orientation Services, in collaboration with the First-Year Experience (FYE) program subcommittee, implemented a new orientation model to extend our reach to include all first-year students in a hallmark integrated experience. The new model fully integrated the FYE program and moved orientation to a one-day program and added social elements and just-in-time information to the Bridge program. The pre-semester program (Bridge) was also scaled to include all first-year students. This new model ensured meeting the desired learning outcomes of the orientation program (academic integration, social integration, and self-efficacy) while introducing a scaffolded approach of information, as well as a new shared experience for all freshmen, increasing prolonged engagement and belonging.

In addition, the transition orientation model was adjusted from a three-step process (Transfer Tuesday, orientation, advising), and advising and orientation registration holds were removed from the process. Students attending the Transition Orientation program (consisting of transfer, adult, and veteran students) followed the same model as freshmen and offered students the opportunity to advise and register for classes at orientation.

During the 2022 orientation season, which began in April 2022 and ended August 2022, 36 different orientation programs were facilitated:
  o 4 summer admit/transfer programs (April and May).
  o 21 freshman programs.
  o 6 transition programs (students with 18 or more transfer hours, adults, veterans).
  o 2 online international/out-of-state student programs.
  o 3 come-one-come-all programs that are open to a mix of beginning and transfer students—
     these orientations occur in late August just prior to the start of the fall semester.

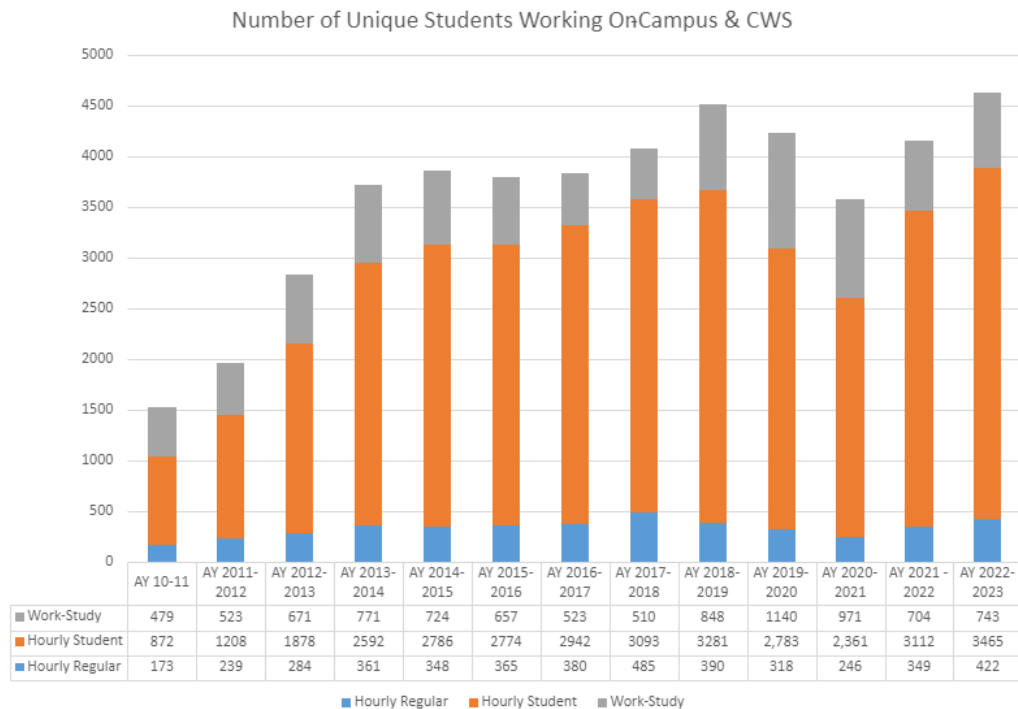| Reserved and Attended Orientation	2022		*August 8, 2022	
	Totals	Enrolled	Not Enrolled	% Enrolled
FYU	3107	3024	83	97%
TRU	754	690	64	92%
ICU	110	105	5	95%
TOTAL	3971	3819	152	96%

Of the 13,528 students eligible to attend an orientation, 3,971 reserved and attended one of the orientation programs. In order to be eligible to attend an orientation, a student's admissions profile must fit within specific parameters. Students must be:

- o Admitted as a first-year student, transfer student, or intercampus transfer—not a CERT, RTU, BACH or visiting student.
- o Admitted to University College or directly admitted to an academic school (not a professional school).

- Office of Student Employment (OSE)

OSE had increases in all forms of "reach," minus classroom presentations. This was by design to lessen the number of in-class presentations and focus on reaching students where they are in other events/locations on campus. The increase in appointments and drop-ins stemmed from a more present campus and out presence at more large-scale campus events and tabling around campus.

- o On-campus student employment

The number of students working in hourly on-campus positions is 4,630, which is an increase this year of 467 from the previous year. The number of work-study funded students working increased by 39. The graph below shows the current trend data for hourly students working.

Number of Unique Students Working OnCampus & CWS

	AY 10-11	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Work-Study	479	523	671	771	724	657	523	510	848	1140	971	704	743
Hourly Student	872	1208	1878	2592	2786	2774	2942	3093	3281	2,783	2,361	3112	3465
Hourly Regular	173	239	284	361	348	365	380	485	390	318	246	349	422

■ Hourly Regular ■ Hourly Student ■ Work-Study

Note: Unique students working data outlined in chart above encompass data from July 1, 2022 – June 30, 2023. All student employee data outlined is based on the total number of unique students working, not the total number of positions filled.

Of the 2023 Top 100 students for IUPUI, 64 were employed while enrolled as students either currently or at some point in their campus enrollment. All but 1 of the Top 10 and the Most Outstanding Student have worked in an IUPUI work experience.

o Community work-study (CWS)
There were 62 students working in CWS positions during AY 2022–23, which was a decrease of 17 from AY 2021–22. The number of agencies that hired students in AY 2021–22 was 36, which is an increase of 2 from the previous year's total.

	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY 22-23
Number of Agencies	42	39	38	39	40	24	21		28	28	34	36
Number of Students	192	205	233	193	164	143	97	71	101	95	79	62

o Student outreach/engagement
The Office of Student Employment delivered 28 presentations, resource tables, and workshops to 2,145 students. Add to those, 202 scheduled appointments and 184 drop-ins, 112 online reviews, 221 headshots, and 825 students attending the Part-Time Job Fair, and OSE connected with 1,400 students. Orientation contacts at the resource fair for students/families was 2,080.

o Employer outreach/engagement
The Office of Student Employment continues to support supervisors in the importance and opportunity they have to offer high-impact work experiences for their student employees in many instances. Through continued support and programming, like our Hire Achievers program, On-Campus Internship Program, Supervisor Summit, Jaguar Supervisor Training Program, and job board management, we 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.

OSE held 13 outreach/presentations/trainings on a variety of student employment and supervision topics. These were delivered to supervisors and staff with just under 333 supervisors and staff in attendance. The 4th Annual Supervisor Summit had 53 attendees. The Part-Time Job Fair was back in person this year. At the job fair, we had 73 employers and 825 students in attendance. During National Student Employee Appreciation Week, we held appreciation stations in our office. A total of 48 supervisors/employers picked up appreciation items for their estimated number of 402 student employees based on their self-reporting number of student employees.

The Jaguar Supervisor Training Program is a large-scale program that offers three series that build off each other. Jaguar Series 1 and 2 are offered twice annually for supervisors. Jaguar Series 3 has yearlong enrollment where the participants have one calendar year to complete necessary requirements to become a Champion Supervisor. Series 1 and 2 are four to five weeks in length and offer a hybrid model of learning with online modules via Canvas and Zoom. Below is the data outlining the program completion statistics from for AY 2022–23:

Jaguar Series 1	Jaguar Series 2	Jaguar Series 3
Fall 2022 had 17 participants, of which 13 passed. Spring 2023 had 12 participants, with 11 passing.	Spring 2023 had 8 supervisors from Series 1 participate, of which 8 passed the requirements to move into Series 3.	Series 3, a yearlong course where participants earn points to become a Champion Supervisor, had 7 sign up this AY. Our current and still employed at IUPUI list of Champion Supervisors* total is 44. *A Champion Supervisor is someone who has completed all three Jaguar Series.

- TRIO Student Support Services (SSS)
  As mentioned in the previous section, TRIO SSS was able to increase the number of scholars served in AY 2022–23, despite a decrease in the campuswide enrollment. Specifically, TRIO SSS supported 347 first-generation, low-income scholars, which is significantly more than the required 309 participants that the program must meet each year.

  The program provided over $400,000 in student awards to participants, which included:
  - $1,000 to all eligible participants through the SSS grant.
  - 20 TRIO SSS students living in the TRIO RBLC in the Riverwalk Apartments received a $4,000 housing stipend
  - Approximately $2,000 was awarded to six students from the Barbara Browning Scholars.
  - 13 eligible sophomores received a $2,000–2,500 Supplemental Pell Awards, which is part of the university cost share with the Department of Education.
  - Approximately $2,400 in support was provided to six scholars who traveled to Ghana as part of a study-abroad experience.

- Upward Bound
  During AY 2022–23, Upward Bound served 80 students. With the grants, there is capacity to serve 127 students, so increasing recruitment is a priority.

  Upward Bound partnered with multiple departments on campus to enhance the student experience, including the following:
  - The units below served as internship locations for Upward Bound students in the Pre-Professional Program:
    - Multicultural Center, Alumni and Advancement, Institute for Engaged Learning, Office of International Affairs, and DUE Office of Communications.
  - The Department of Chemistry and Chemical Biology provided access to their labs for summer courses.
  - Housing and Residence Life provided housing for Summer Academy students.
  - IUPUI Dining provided meals for Summer Academy students.

  Upward Bound maintained contact points with students during AY 2022–23. Contact points include interactions with students, either in-person interactions or attendance at an Upward

Bound event, program, or services. There were 1,843 recorded contacts with a total of 2,421 contact hours with students. About 784 contact hours were for tutoring. As a result of the contacts, only 6.7% of participating students fall in the high-risk category.

Student Learning
Each unit in the division was asked to report on an aspect of student learning that they focused on during AY 2022–23, including what they hoped to find in their assessment and what they know at this point about student performance in this area.

- 21st Century Scholars Success Program
The focus of student learning for AY 2022–23 was equipping students with techniques, knowledge, and resources to manage their mental health. However, limited time and staff were not available to conduct comprehensive formal assessments. Informal check-ins and conversations with individual students helped the staff to understand the student's perspective on mental health. Due to the sensitivity surrounding mental health topics and the need to protect students' privacy, it was difficult to conduct assessments of student learning outcomes regarding mental health.

- Academic and Career Development (ACD)
Student learning objectives for career planning include:
  o Understand the major/career exploration process.
  o Identify and articulate their VIPS (values, interests, personality traits, and/or skills).
  o Identify major/career options for further exploration.
  o Locate and utilize appropriate resources to assist in the exploration process.
  o Make an informed decision regarding major/career options.

What	How	When
Students will be able to: • Understand how to explore major/career options. • Articulate why I am pursuing my major/career goals. • Feel better able to make an informed decision regarding my major/career options.	Post-Appointment Survey: Responses to the career planning question	Aggregate data reviewed after each semester (fall and spring) • Fall 2022: 201 responses for 5,818 sessions (3.45% response rate) o I understand how to explore major/career options: 96.04% Agree/Strongly Agree o I can articulate why I am pursuing my major/career goals. 95.05% Agree/Strongly Agree o I feel better able to make an informed decision regarding my major/career options. 98.01% Agree/Strongly Agree • Spring 2023: 110 responses for 4,751 sessions (2.32% response rate) o I understand how to explore major/career options: 97.27% Agree/Strongly Agree o I can articulate why I am pursuing my major/career goals. 94.55% Agree/Strongly Agree o I feel better able to make an informed decision regarding my major/career options. 96.33% Agree/Strongly Agree

Decrease in the number of students changing their major multiple times. In AY 2021–22, 302 students (12.24% of requests received) had two or more requests involving changing a major.	The major change request form is one way to gauge students making an informed decision except when a student makes multiple requests for major changes.	Aggregate data reviewed after each semester (fall and spring)

	Semester	1 request submitted	2 requests submitted	3+ requests submitted	Total
	Fall 2022	848 (95.07%)	42 (4.71%)	2 (0.22%)	892
	Spring 2023	463 (94.88%)	24 (4.92%)	1 (0.20%)	488
	Combined	1243 (92.42%)	98 (7.29%)	4 (0.29%)	1345

Determining whether there is a positive correlation between career clarity and student persistence and GPA	Career clarity (ACD AY22 Goal #1). Create control and treatment groups among UCOL first-time, full-time students to receive additional career-related marketing and programming.	ACD updated important major and career materials and piloted an intervention with first-year students. 110 major-career connection sheets were updated for the newest available data. We developed introductory career consultant presentations for use in all UCOL-U 110 courses, with approximately half of those students receiving information from the major-career information sheets as a treatment group. While students anecdotally responded positively to the major-career connection sheets, there were no significant differences in student behaviors (e.g., major changing, fall-to-spring retention, GPA) between treatment and control groups. We believe that the intervention occurred too late in the fall 2022 term to have measurable outcomes. As a result, career-focused content has been built into all UCOL-U 110s for fall 2023 and will be conducted earlier in the term.

- Bepko Learning Center
  Intentional efforts were paid this year in assessing the supplemental instruction intervention for the academic mentoring program in BIOL-N 217 Human Physiology, BIOL-N 261 Human Anatomy, BUS-X 100 Introduction to Business Administration, and SOC-R 100 Introduction to Sociology. The following table illustrates findings from those assessments.

Impact of Supplemental Instruction Intervention on Student Academic Performance for Spring 2023: A Comparative Analysis of Participants vs. Nonparticipants

	n	Non-participants	n	Participants[†]	n	Course
ABC Rate	1,240	75.02%	131	94.93%	1,371	76.55%
DFW Rate	412	24.92%	7	5.07%	419	23.39%
Total Students & Avg GPA	1,653	2.46	138	2.93	1,791	2.46

Note. [†] Participants were students who attended an academic mentoring session 5 or more times.

In total, 491 students were served by the supplemental instruction intervention, which translated into 2,032 student visits. Out of 1,791 students across all four courses, 1,653 (or approximately 92.29%) were nonparticipants with an average GPA of 2.46, while 138 students

(or approximately 7.71%) participated in supplemental instruction and had a higher average GPA of 2.93.

The information contained in the above table suggests a correlation between participation in supplemental instruction with an academic mentor and higher academic performance, as reflected by a higher average GPA for participants versus nonparticipants.

There was a total of 419 students who fell into the DFW Rate category. Of these, a significant majority of 412 students (24.92% of the total student population) were nonparticipants in the supplemental instruction. This indicates that almost a quarter of all students who did not engage with the supplemental instructions with an academic mentor, received a D, F, or withdrew from the course.

On the other hand, only 7 students (or 5.07% of participants) who did participate in the supplemental instruction ended up with a D, F, or withdrew from the course. This represents a small fraction of the students who engaged with the supplemental instruction.

This data indicates that there appears to be a significant relationship between nonparticipation in supplemental instruction and a higher likelihood of falling into the DFW Rate. Conversely, students who did participate in the supplemental instruction had a significantly lower DFW Rate. This further underscores the potential benefits of participating in supplemental instruction, not only for improving GPA, but also for reducing the likelihood of poor grades or withdrawal from a course. It is our hope that we will see similar results for the fall 2023 semester, thus increasing the case for the supplemental instruction intervention.

- Campus Career and Advising Services
  For AY 2022–23, the Sophomore Internship Program focused on improving interns' reflection skills and competencies related to becoming a young professional. The learning outcomes for the academic year were to:
  - o Identify one's professional identity and convey how it fits into future plans.
  - o Demonstrate career-related skills gained from the internship.
  - o Explain and analyze career goals, as well as manage personal goals for growth.
  - o Communicate about the experience in a way that is appropriate to the audience, purpose, and context.

  Assessments of this learning were conducted using rubrics to grade interns' e-Portfolios. Interns scored an average of 27 out of 36 points on their reflections.

- Center for Transfer and Adult Students (CTAS)
  The focus on student learning remained on students becoming familiar or more familiar with CTAS and utilizing its services more, such as career and success coaching. A physical location would encourage more walk-ins, centralize our efforts, and increase the visibility of transfer and adult students. These students comprise approximately 30% of the undergraduate population, and their enrollment and retention will be increasingly important to the university. A visible, physical center could contribute to their sense of belonging and to their feeling comfortable as they transition to our large campus or as they make the decision to return to

college to complete their degrees. However, in lieu of a center, we are always working on ways to make our services known to transfer and adult students. One example is the welcome boxes sent out to nearly 500 incoming transfer students prior to Fall '23, a result of a Bridge to the Future grant. We hope to continue student learning about CTAS through efforts like this.

- Diversity Enrichment and Achievement Program (DEAP)
  Aspects of student learning have already been described above. We did our best to focus on this while also managing staff turnover. In our assessment, we were hopeful that students felt DEAP assisted in reaching the goals of increasing students' knowledge of campus resources and cultural understanding of self and others.

  As assumed, 90% of respondents shared that DEAP helped increase their cultural knowledge of self and others. Of those 90%, 60% believed that DEAP attributed "a lot" to increasing their cultural understanding of self and others, compared to the 30% who felt we "aided some" in this area. The results were similar in students feeling DEAP assisted in increasing knowledge of campus resources; 98% of respondents felt DEAP helped increase campus knowledge, with 58% expressing DEAP provided a lot of help with campus resources, and 40% sharing DEAP provided some help. One limitation of this data is that we need more students across all tiers to complete the end-of-year survey. It is encouraging that in our feedback/program review/ meetings with the program, students expressed the common theme of DEAP helping connect them to resources.

- Life–Health Sciences Internship (LHSI) Program
  The LHSI Record designation is a good measure of whether interns achieved the learning outcomes because most assignments and activities feed into the ePortfolio and our learning outcomes are ultimately measured by the rubric used to score the ePortfolio. Learning outcomes center on growth in and articulation of transferable skills, formation of professional identity, and exploration of career goals and steps to reach those goals. Our goal is for everyone to receive at least a 2 (describes) of 4 for each learning outcome covered on the rubric, which is heavily based on AAC&U VALUE rubrics. 87% of interns received a rubric score high enough to qualify for LHSI on the Record in spring 2023. The other qualifications for the Record are completing the program requirements, such as participation on discussion board posts, check-in meetings, and the final showcase.

  We made some minor edits in summer 2023 to the rubric and reconfigured the flow of the prompts to be clearer on expectations. Interns can see the rubric and receive detailed monthly written and rubric feedback on prompts. Ambassadors provide monthly constructive feedback of what else to add to deepen reflection and improve scores. The director and program coordinator give more ePortfolio feedback to all interns at the midpoint of the experience.

- Nina-Bowen-THRIVE
  Our programs are guided by a curriculum we call *transformative education*, which is about possibility. Educational inequity disempowers, inhibits growth, and, therefore, limits possibility. Through a deep understanding of the precarious position of underresourced and marginalized students, we can partner with them on an inner-journey of discovery and an

outer-experimentation with life. Self-doubt and hopelessness are transformed into positive identity, intrinsic motivation, academic hope, a sense of direction and purpose, and resiliency.

Through our collaborative educational process, participants recognize their efficacy, their unique characteristics, their human capacities to fully engage in life, and their wholeness and develop their compass that points an empowered way forward. By doing so, they begin to transform their lives, becoming increasingly skilled at navigating difficulty and barriers and living with intentionality aligned with their strengths and values. This, in turn, begins to transform their relationships, their environments, their families, the institutions they belong to, and their communities.

The transformative education curriculum was developed in alignment with the very specific needs of our student population in mind, but it is also what human beings need and are often not getting.

The learning outcomes focus on how:
- o Life can be extremely challenging at times, and we need a sort of instruction manual for being a human being and living a full and meaningful life.
- o Everyone experiences adversity—with many experiencing trauma—and we need mindsets and practices to respond in the most conscious, intentional, and compassionate ways possible.
- o As human beings on this planet, we are facing significant challenges and crises.

These are characteristically interdependent challenges and require collective responses using the conscious and intentional tools that will help us respond and take better care of each other and our world.

Our student learning outcomes are grouped into categories that point to the emotional, cognitive, behavioral, and contemplative skills needed to learn, grow, heal, and contribute. We refer to them as mindsets. These mindsets form the foundation of creating environments and facilitating experiences that invite the whole student to learn and helps to develop an inclusive culture:
- o I am born to inquire, learn, grow, and develop.
- o I am unique, capable, and worthy.
- o I can use self-discovery to build a compass for my life direction.
- o I have the capacity to be aware, intentional, and emotionally intelligent.
- o I can relate to myself and others in conscious and healthy ways.
- o I am the designer and driver of my life; I can more consciously self-regulate and choose values-oriented actions.
- o I can build stability in my life and bounce back readily in the face of challenges.
- o I can be willing to experience difficulty and discomfort in service of my values and growth.
- o I can practice interdependence and contribute to the creation of an inclusive culture.

Assessments vary by program, but our students demonstrate learning in these areas through pre-post assessments, journal submissions, final presentation assignments, and our co-creative approach to developing programming. The most significant findings are that students invariably ask us two questions: Why didn't I get to learn this sooner? Why doesn't everyone

get to learn this? Students will also share in their own language how the impact of the curriculum along with program culture and community was transformative not only in terms of their individual learning and growth, but also empowered them to address intergenerational trauma and positively impact others in their relationships and networks.

- Office of Orientation Services
  The 2022 program survey results yielded positive responses to the orientation programs. The questionnaire focuses on the program goals and learning outcomes within: academic integration, social integration, and self-efficacy.

  Overall, 96% of students who attended the student orientation program agreed or strongly agreed that orientation was a beneficial experience. Ninety-six percent (96%) of students also responded that their questions were answered while at orientation. In addition, 96% of students indicated they agreed or strongly agreed that they are confident they made the right choice to attend IUPUI. It is important to our program that students develop a belief that they will be successful on this campus and be able to meet the demands and expectations of IUPUI.

  While analyzing the qualitative responses, we were able to extract several themes. The overall positives and highlights include:
  - School and academic planning
    Allowing the students to get introduced to their schools and begin academic planning was a success. It allowed students to feel less stressed in regard to building their schedules.
    a. *"I was very happy we got to meet with advisors about the upcoming academic year. They were super helpful and kind."*
    b. *"I loved getting to work with my advisor to pick my classes because I was EXTREMELY confused."*

  - Open house/choose their own adventure
    This allowed students and guests to pick and choose which information sessions/hands-on events best suited them. This included presentations from campus partners and hands-on events.
    a. *"The free time where you could focus on the points you knew you needed to complete and have the resources readily available to help."*
    b. *"The resource fair was the most helpful. It allowed me to gain knowledge of things that can help me with school and college life."*

  - OTEAM leaders
    OTEAM leaders provide a unique experience for incoming students that allows them to feel more connected to campus by experiencing it through the lens of a current IUPUI student.
    a. *"The best part of orientation was Hayden my OTEAM leader. He made the day feel really natural and made everyone feel comfortable in their choice of attending IUPUI. He is the best! Also, everyone was very accommodating and could either answer the questions we had or point us in the right direction!"*

b. *"The O-Team member was very welcoming and made it easy to be able to ask questions and had very helpful answers. I enjoyed the day and learned lots of information that will help me with the transition next semester."*

Even though the students who attended found the program satisfying and indicated that it met their expectations, we found opportunities for improvement that will help guide programming for 2023.

Each year, we strive to create an orientation program that introduces the entering student body to the academic and social demands of this campus, and we attempt to empower the students with the knowledge and resources available so they feel that they will be successful at IUPUI. Just as the 2001 Council for the Advancement of Standards (Ward-Roof & Hatch, 2003) stated, an orientation program should: "facilitate the transition of new students into the institution; prepare new students for the institution's educational opportunities; and initiate the integration of new students into the intellectual, cultural, and social climate of the institution" (p. 198).

- Office of Student Employment (OSE)
    - Formal Assessment
    The spring 2023 Student Employee Survey was not done due to a staff member departing IRDS and OSE was still not at full staff capacity. The most current survey is below. The launch for the spring 2024 survey is planned, and a two-year schedule will be maintained. Odd years will be the Supervisor Survey, with the next one to be administered in spring 2025.

To what extent do you agree with the following statements about your on campus job (even if not currently employed on campus)?

Item	N	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
					Percentages		
My on-campus job has helped me develop skills and/or learn new skills	368	4.35	2.2	2.4	6.8	35.9	52.7
Being a student employee at IUPUI has positively impacted my overall college experience	368	4.18	1.9	3.5	12.5	38.6	43.5
My on-campus job has helped me understand workplace expectations and professionalism	367	4.05	4.4	2.2	13.9	43.1	36.5
My job has helped me plan and prepare for my future career	368	3.90	4.1	7.9	17.7	34.5	35.9
My on-campus job is directly related to my major and/or career interests	367	3.71	8.2	11.7	16.9	27.8	35.4
Being able to work on campus while attending IUPUI influenced my decision to stay enrolled at IUPUI	368	3.42	10.3	13.6	26.4	22.8	26.9

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

o Annual assessment

On-Campus Internship—Measure of Sense of Belongingness		
Assessment questions	**Rate of satisfaction Hire Achievers**	**Rate of satisfaction OCIP**
I feel a sense of belonging to my internship site	100% strongly agreed	100% SA and A
I see myself as a part of the team at my internship site	100% strongly agreed	100% SA and A
My internship has made me feel welcome	100% strongly agreed	100% SA and A
All were asked if supervisors gave them opportunities to grow and be challenged	100% strongly agreed	100% SA and A

N = 14 students

Metric Assessment—Handshake Job Postings	
IUPUI On Campus Jobs/Internships*	631
Community Work-Study Approved Jobs	16
Part-time/temp/hourly	4602

*Of the 631 on campus positions posted, 182 were work-study specific, but most on-campus positions could hire either work-study or non-work-study awarded students.

- TRIO Student Support Services (SSS)
  TRIO SSS participants will successfully integrate into the college environment and will achieve their goals through the following learning outcomes:
  o Students will articulate unique challenges as first-generation learners.
  o Students will identify campus resources appropriate to their academic and personal needs.
  o Students will identify career pathways.
  o Students will articulate a sense of competence and self-efficacy.
  o Students will identify healthy social networks withing the campus community.
  o Students will practice healthy financial literacy skills.
  o Students will articulate an appreciation of diverse cultures and communities.

  TRIO SSS measures learning outcomes through the yearly survey. In addition, the programs assess students following program workshops provided throughout the academic year. This year, the focus was on students' ability to identify campus resources and their ability to identify career pathways.

- Upward Bound
  Currently, Upward Bound uses a survey every semester and GPA to assess student learning. We are in the process of developing better ways to assess student learning during the Summer Academy program.

Progress on Student Learning Outcomes

Each unit in the division was asked to report on progress toward the division's SLO refresh, including how they hope to benefit from the process and what makes it a worthy investment of time for their unit.

- 21st Century Scholars Success Program
  We have collaborated with Sonia Ninon, director of Research, Planning, and DEI Evaluation from the Division of Diversity, Equity, and Inclusion, to help us create narrowed SLOs and a new assessment plan. The benefits of this process include improved curriculum relevance, better assessment methods, and assurance of data collection. Worthy investment of time as it promotes continuous improvement and creates a baseline understanding of data will help us set better goals.

- Academic and Career Development (ACD)
  Academic and Career Development last revised its SLOs in 2019. Our refreshed version includes contributions from our full team through various meeting settings. Insights from all team members informed our current draft, which includes nine SLOs that we expect every student interacting with our office to learn. Our drafted SLOs have been mapped to domains of learning and the Profiles of Learning for Undergraduate Education, and we are now working on metrics. Our team has benefitted from the process in various ways. Many staff are new to the office since 2019 and going through this exercise has been tremendously beneficial for our staff to clarify and articulate what we want students to learn from us.

- Bepko Learning Center
  Focusing on student learning outcomes can significantly benefit the Bepko Learning Center in several ways. Primarily, it ensures that the services and resources the center provides are purposeful and effective, specifically tailored to enhance the academic performance and personal growth of our students.

  By highlighting student learning outcomes, we will be better equipped to evaluate our services, identify areas for improvement, and validate our successes. In this way, our programs and strategies can be continuously revised and refined to meet the ever-changing needs of our student body.

Student Learning Outcomes (SLO) Progress Update	
SLO	Progress
1. Students will use at least one study strategy as result of Biology Resource Center (BRC) tutoring	Tutors are completing the metacognition online training by August 8. The student feedback survey for the BRC is being reviewed to adjust the question that relates to students' study skill implementation.

2. Students will develop a deeper understanding of course material as result of tutoring.	An additional question is being added to feedback survey for BRC to identify specific tutor behaviors that were helpful for deeper student understanding.
3. Students will report achieving a heightened sense of student belonging in academic mentoring sessions through inclusive practices training for mentors.	Questions are being revised for inclusion on the mentor evaluation by students.
4. Students will demonstrate an ability to set realistic, achievable academic goals and create actionable steps towards those goals. They will also show evidence of achieving more of their short-term and long-term academic goals.	Workshop has been developed to train success coaches on the SMART goal methodology.
5. Students will demonstrate a significant improvement in their time management abilities	Outreach campaigns are being revised to add helpful resources for time management.
6. Students will develop stronger belief in their own abilities to complete tasks and achieve goals.	A self-efficacy survey is being constructed as a pre-posttest to see if self-efficacy grows as part of the coaching intervention.

- Campus Career and Advising Services
  The DUE SLO refresh has allowed the Sophomore Internship Program to map e-Portfolio assignments to the student learning outcomes and, subsequently, the categories in the e-Portfolio rubric. This process has enriched how we think about the e-Portfolio and ensured that our professional development activities are connected to the SLOs. The process has been a worthy investment as our program welcomes a new program coordinator, who can utilize the document that outlines our SLOs and professional development activities in the upcoming academic year. The DUE SLO refresh also encouraged conversations among the Career Services Council to begin the development of learning outcomes for career services.

- Center for Transfer and Adult Students (CTAS)
  Creating SLOs will help CTAS focus more on its mission of serving transfer and adult students. CTAS is a relatively new unit, and with the effects of Covid and personnel changes, there is opportunity for a refreshed CTAS. The process of creating SLO's was a positive one for us.

  Some specific outcomes added will advance our efforts to serve students better. For example, we are adding satisfaction and knowledge surveys before and after students meet with our career coach and our advisors. Also, transfer student success strategies will be enhanced as we collaborate more with the schools. As an example, we are planning to add virtual info sessions

between the schools and Ivy Tech students twice a semester. Furthermore, expanded outreach is planned to Ivy Tech students who have not yet applied to IUPUI but are approaching their graduation date. All in all, the process of creating the SLO's was a positive experience and will help us as a unit to clarify our goals.

- Diversity Enrichment and Achievement Program (DEAP)
  The DEAP SLOs are completed. As a program, we emphasize a curriculum approach to developing our educational experiences. With all three tiers of our programs established, it was the perfect time to update and develop new SLOs—not only the overall program, but SLOs for each specific tier. To develop our SLOs, we took a collaborative approach. Each coordinator was charged with developing SLOs for their tier of responsibility, and we assessed them together to finalize our SLOs. Utilizing a collaborative approach to establish our SLOs, the hope is not only to generate buy-in but also allowing that process to become a blueprint to inform the experiences we create and the assessment we use to measure. This is a worthy investment of our time with such a large program. We can be intentional with where we spend our time and resources. In the spirit of continuous growth, this experience of developing SLOs was good for the team because we grew professionally through this experience.

- First-Year Peer Mentoring
  The student learning outcomes refresh was an opportunity to review and recommit to the objectives students are expected to learn and be able to do as a result of meeting with the peer mentor in the FYS class.

- Life–Health Sciences Internship (LHSI) Program
  We have mapped the SLOs to specific assignments and metrics we already use to easily show and explain the outcomes to both interns and our LHSI team members, including a new program coordinator. The SLOs are similar to our existing outcomes and doing this helped us break them down into clear, measurable SLOs that clearly connect to each of the rubric rows.

- Nina-Bowen-THRIVE
  Our hope is that the DUE SLO refresh allows us to better tell the story of the significant impact of our unique curricular approach designed specifically for students who have experienced both marginalization and trauma. We would also love to find campus partners who have an interest in this work to create synergies and cross-program learning.

- Office of Orientation Services
  The student learning outcomes refresh was an opportunity to review and recommit to the objectives students are expected to learn and be able to do as a result of participating in the orientation program.

- Office of Student Employment (OSE)
  The SLO refresh came at a time in which OSE was due to research how best to begin assessing engagement in our appointments and drop-ins with students. This SLO refresh gave us the opportunity to re-evaluate a pre-pandemic method and revitalize that to begin in August to better track student learning through action plan development.

- TRIO Student Support Services (SSS)
  TRIO SSS staff have reviewed and discussed the program SLOs following the May retreat. The plan is to again focus on the learning outcomes related to students being able to identify resources and career pathways. The staff agrees that the program has a better opportunity to execute those goals now with a full staff, which we have in place for the first time in two academic years. In addition, the plan is to work with IU Institutional Analytics to better assess these SLOs beyond the current method using the End-of-Year survey.

Presentations and Publications
during AY 2022–23

Brothers, L. J. (2023). Examining Student Athletes' Perceptions of Autonomy Support in Coaching and Learning Climates (Publication No. 30569434) [Doctoral dissertation, Indiana State University]. ProQuest Dissertations and Theses Global.

Campbell, M., Remy, A., Grice, N., and Holloway, A. (2023, April 6). Mattering: Undergraduate internships [Institute presentation]. IUPUI 2023 Plater Institute on the Future of Learning, Indianapolis, IN, United States.

Clossin, E., Collins, S., Ruch L., Sheeler, K. H., & Woodlee, K. (In press). Building virtual community: The power of peer-led engagement. In *Honors online: Teaching, learning, and building community virtually in honors education*.

Clossin, E., Collins, S., Ruch, L., & Woodlee, K. (2023, February). Making orientation meaningful using the flipped advising model [Concurrent presentation session]. Annual Conference on the First-Year Experience, Los Angeles, CA.

Clossin, E., Collins, S., & Woodlee, K. (2022, October). Building bridges with technology: A flipped advising approach [Concurrent presentation]. Annual conference of the National Academic Advising Association, Portland, OR. Selected as a sponsored session by the Technology in Advising Community.

Downey, E. (2023). Career navigation as an adult learner. EDGE [Conference presentation]. Indianapolis, IN.

Eltzroth, S., Eng, M., Lazorowicz, T., Lundy, S., & O'Brien, T. (2022, October 23–26). Building ladders: An important step to developing and retaining advisors [Conference presentation]. NACADA 2023 Annual Conference, Portland, OR.

Garrett, R. (2023, May 18). Focusing on gender-expansive students [Conference presentation]. IU EDGE, Indianapolis, IN.

Garrett, R., & Stokes, A. C. (2023, April 26–28). Focusing on gender-expansive students [Conference presentation]. NACADA Region 5 Conference, Windsor, Ontario, Canada.

Johnson, C. A. (2022, October 23). Transformative education: From surviving to thriving [Workshop facilitator]. XR Technologies Training, Indianapolis, IN.

Kaschner, J., & Luzetski, M. (2023, May 18). What's going on!? Embracing the change. [Conference presentation]. IU EDGE, Indianapolis, IN.

Kendall, M. R. (2022, September 8). Changing the story: Improving education outcomes for students in foster care—How former foster-youth THRIVE at IUPUI [Conference presentation]. Foster Success Educators Conference, Indianapolis, IN.

McLaughlin, K. (2023, January 13). Resume development [Conference presentation]. IEL Scholars Conference, IUPUI Campus Center, Indianapolis, IN.

McLaughlin, K., & Daley, O. (2022, November 16). Resume development. [Conference presentation]. State Financial Aid Association Support Staff Workshop, IUPUI Campus Center, Indianapolis, IN.

Miller, M. (2023). Learn about IUPUI Passport. EDGE [Conference presentation]. Indianapolis, IN.

Mills, E. (2023, January 13). Handshake tutorial [Conference presentation]. IEL Scholars Conference, IUPUI Campus Center, Indianapolis, IN.

Mills, E. (2023, April 6). Comparative Analysis of e-Portfolio development in internship programs: Life-Health Sciences Internship Program (LHSI) and Sophomore Internship Program [Institute presentation]. IUPUI 2023 Plater Institute on the Future of Learning, Indianapolis, IN.

Mills, E. (2023, May). Let's talk about access (to HIPs) [Conference presentation]. Career Development Professionals of Indiana Spring 2023 Annual Conference, South Bend, IN.

Slocum, M. (2023, May 19). We develop our students: Time to develop ourselves [Conference presentation]. IUPUI Staff Council Professional Development Mini-Conference, Indianapolis, IN.

Stokes, A. C. (2023, April 26–28). LGBTQ+ 101 [Conference presentation]. NACADA Region 5 Conference, Windsor, Ontario, Canada.

Williams, E. D. (2022, April). Educational equity programs: Supporting underserved and under-resourced students [Conference presentation]. 35th Annual Meeting of the Association of Deans and Directors of University Colleges and Undergraduate Studies, Indianapolis, IN.