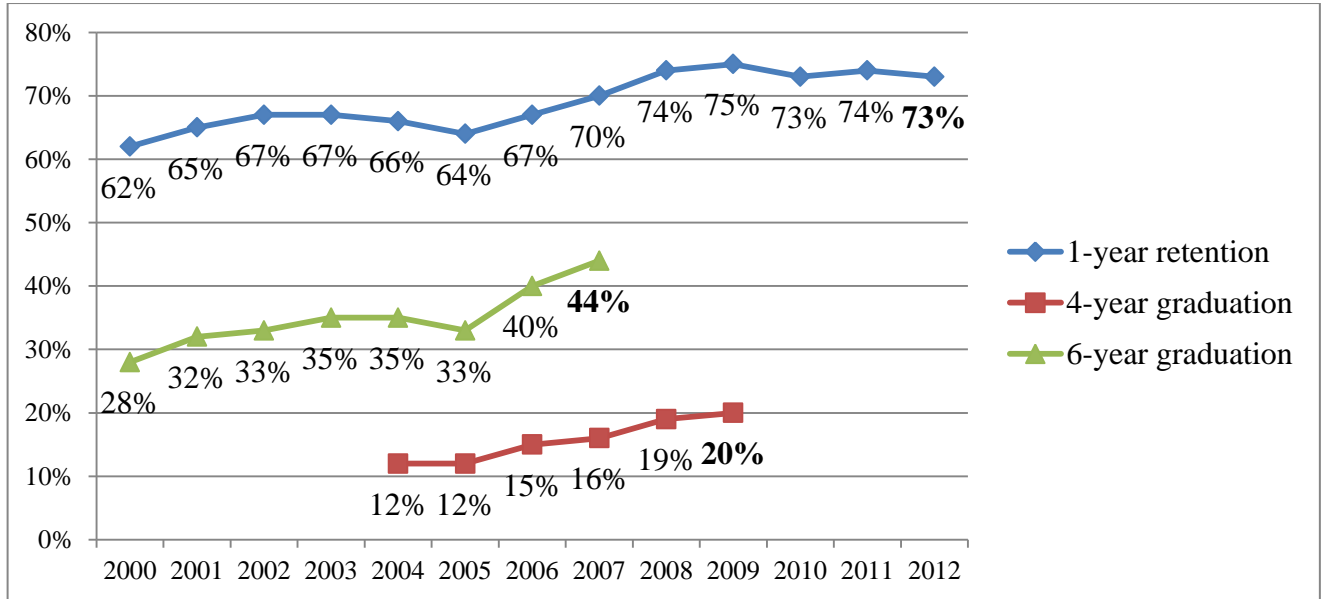




IUPUI University College Student Success Programs

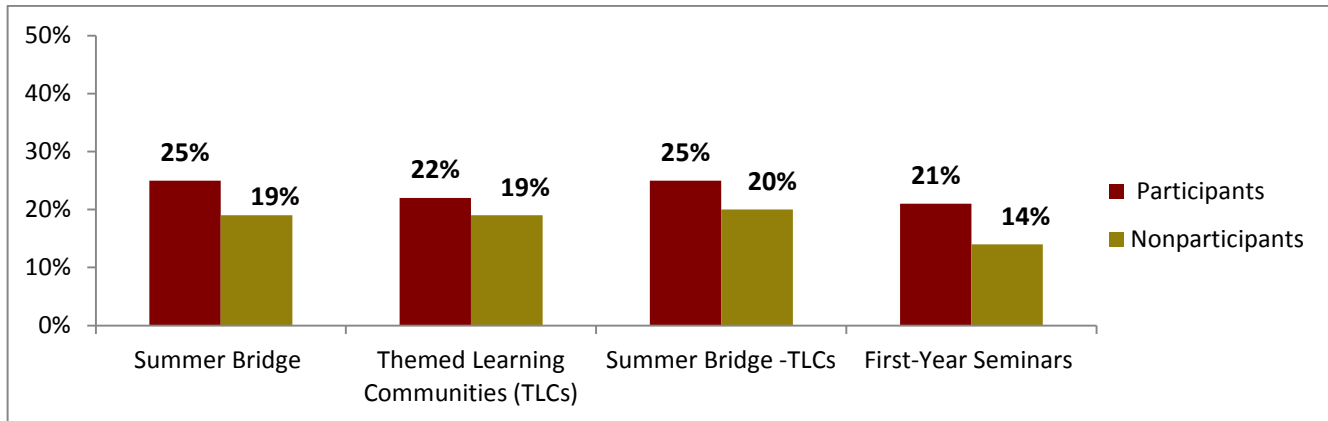
Highlights and Outcomes

Figure 1. Indianapolis Only First-Time, Full-Time Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



Note: Graduation figures include Bachelor and Associate degrees and Certificates awarded in 150% of time. Retained includes students awarded a degree or certificate or students who have re-enrolled. The rates exclude Columbus beginners. Fall 2012, 2009, and 2007 cohort retention and graduation figures are preliminary at this point in time, and may not match official numbers once they are available (bolded values)

Figure 2. Indianapolis Only 2009 First-Time, Full-Time Cohort 4-Year Graduation Rates for UC Program Participants compared to Nonparticipants



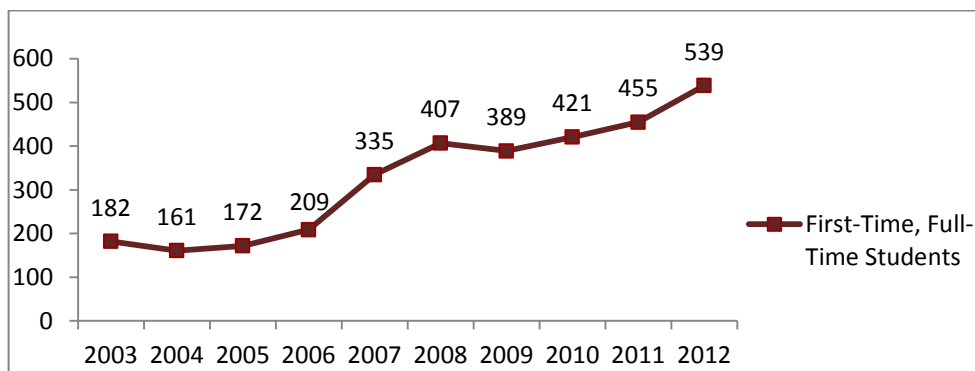
Note 1: Graduation figures include Bachelor and Associate degrees and Certificates awarded in 150% of time. The rates exclude Columbus beginners. The 2009 cohort 4-year graduation figures are preliminary at this point in time, and may not match official numbers once they are available.

Note 2: Summer Bridge participants N=389 and nonparticipants N= 2127, TLC participants N=721 and nonparticipants N=1795, Summer Bridge-TLC participants N=228 and nonparticipants=2288, First-Year Seminar participants N=2232 and nonparticipants N=284.

Summer Bridge Program

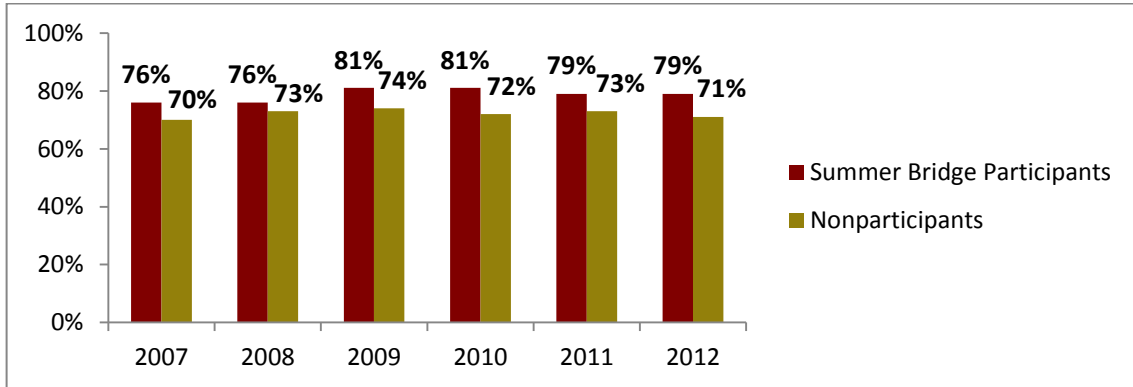
- The IUPUI Summer Bridge program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Summer Bridge program has experienced steady growth over the past decade (2003-2012). As displayed in Figure 3, a total of 539 first-time, full-time IUPUI students participated in Summer Bridge in 2012 compared to 455 in 2011. This marks a one year increase in participation of 19%.

Figure 3. Summer Bridge Program Growth



- Students from the 2012 Summer Bridge program earned higher one-year retention rates (79% compared to 71% for nonparticipants) and had higher levels of academic performance (fall GPA 2.95) compared to nonparticipants (fall GPA 2.81). Students participating in Summer Bridge also had lower DFW rates (15%) compared to nonparticipants (18%).
- African-American students who participated in the most recent Summer Bridge program (2012) were less likely to earn fall GPAs below 2.0 and had higher fall-to-spring retention rates (92%) compared to nonparticipants (85%).
- Fall-to-spring retention among Hispanic/Latino(a) students participating in bridge (92%) was notably higher than for Hispanic/Latino(a) students not participating in bridge (81%). Hispanic/Latino(a) bridge students also had notably higher levels of academic success (14% of participants earned Fall GPAs below 2.0. compared to 23% for nonparticipants).
- Summer Bridge participants have higher one-year retention rates compared to nonparticipants. Shown in Figure 4 are the one-year retention rates over a 6-year period.

Figure 4. Summer Bridge Students Have Higher One-Year Retention Rates Compared to Nonparticipants



Note: One-Year retention rates are significantly higher for Summer Bridge participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT Scores, Gender, Income Level, and Admit Date). 2012 one-year retention rates are preliminary.

- Students are highly satisfied with their Summer Bridge experiences. As shown below in Table 1 below, students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. Additionally, the vast majority of students (99%) indicated that they would recommend Summer Bridge to other first-year students.

Table 1. Summer Bridge Overall Program Satisfaction

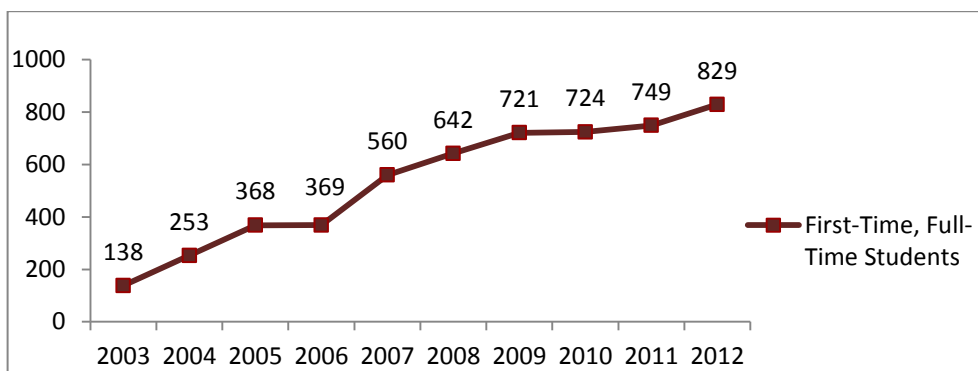
	Means			
	2009	2010	2011	2012
Overall, how satisfied were you that the Summer Bridge program provided you with the resources and information to help you succeed in college?	4.52	4.68	4.55	4.56
	Percent Yes			
	2009	2010	2011	2012
Would you recommend the Summer Bridge Program to other first-year students?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

Note: responses provided on a Likert-type scale: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. Percentages (%) rounded to the nearest whole.

Themed Learning Communities

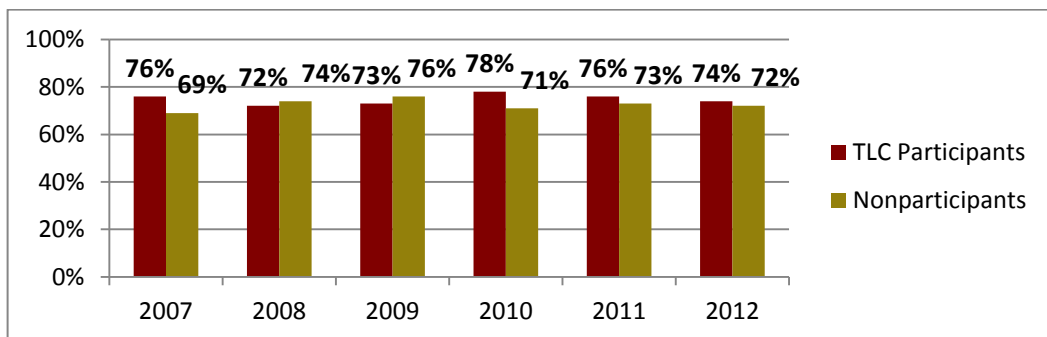
- Themed Learning Communities (TLCs) are designed to engage first-year students, faculty, librarians, advisors, peer mentors and others in a community of learners that explore interdisciplinary connections through enriching learning experiences. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both in and outside of the classroom. TLCs are designed to provide a structured first-semester learning environment where students can develop a strong sense of community and explore connections across disciplines.
- The TLC program has experienced steady growth over the past decade (2003-2012). As displayed in Figure 5, a total of 829 first-time, full-time IUPUI students were served in TLCs which represented the most students served in the program to date (30% of FT, FT Cohort). There were 39 sections offered in 2012. A total of 811 students actually participated (completed the course and were not administratively withdrawn and did not withdraw).

Figure 5. TLC Program Growth



- TLC participants have had higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. These were periods of rapid growth and many new instructional teams were formed. Program administrators have made data-driven changes to help ensure that the program fidelity is maintained during periods of growth. Shown in Figure 6 are the one-year retention rates over a 6-year period.

Figure 6. TLC Participants' One-Year Retention Rates Compared to Nonparticipants



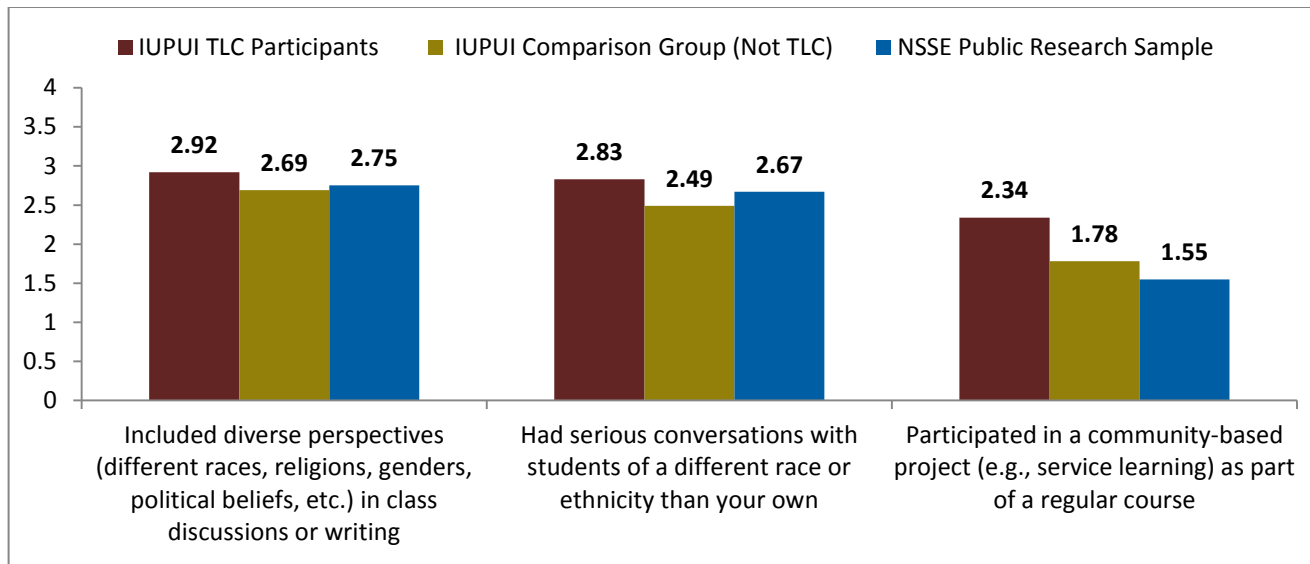
Note: One-Year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, and 2011 cohorts (HS GPAs, SAT Scores, Gender, Income Level, and Admit Date). 2012 one-year retention rates are preliminary.

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

- The National Survey of Student Engagement (NSSE) is designed to assess two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning. IUPUI first-year students that participated in TLCs had higher engagement levels in critical areas compared both to other IUPUI first-year students not participating in TLCs (based on independent samples t-test results, $p < .01$) and to the comparative NSSE sample comprised of Public Research Institutions. Results are displayed in Figure 7.

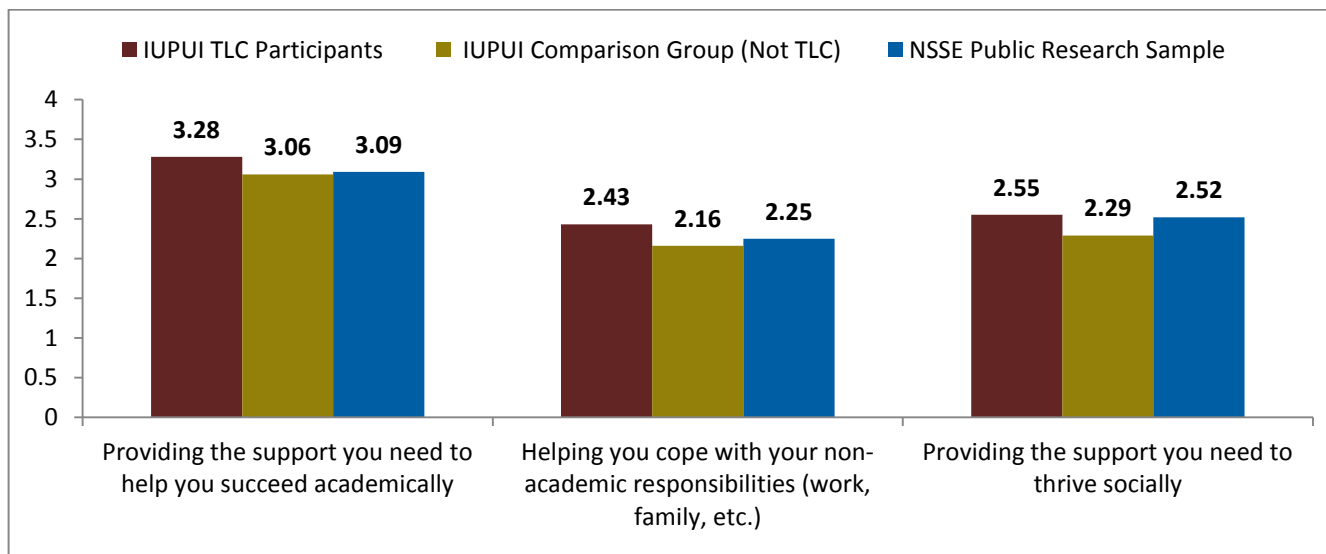
Figure 7. National Survey of Student Engagement Results

Academic and Intellectual Experiences



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

Institutional Environment

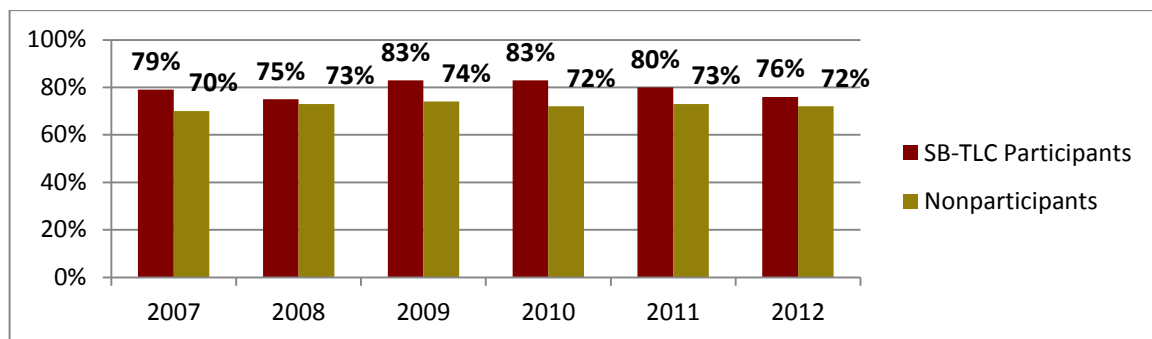


Note: Responses based on a 4-point scale where 1 = "very little," 2 = "some," 3 = "quite a bit" and 4 = "very much"

Summer Bridge-Themed Learning Communities

- The Summer Bridge-TLC (SB-TLC) program was designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. Summer Bridge interventions may help students tap the full power and potential of their high-impact practices (learning communities, seminars, service learning) offered during the first-year.
- There were 271 first-time, full-time students who participated in the SB-TLC program in Fall 2012. The number of TLC sections has gradually increased over the past 6 years. Only 195 students participated in 2007.
- Students who participate in the SB-TLC program have consistently had higher persistence rates and graduation rates. The 4-year graduation rate for 2009 participants was 24% compared to 19% for nonparticipants. The one-year retention rate for the 2012 cohort was 76% compared to 72% for nonparticipants. Shown in Figure 8 are the one-year retention rates over a 6-year period.

Figure 8. SB-TLC Participants' One-Year Retention Rates Compared to Nonparticipants



Note: One-Year retention rates significantly are higher for Summer Bridge –Themed Learning Community participants compared to nonparticipants even when taking academic preparation and demographics into account (HS GPAs, SAT Scores, Gender, Income Level, and Admit Date). 2012 one-year retention rates are preliminary. The difference was not significant for the 2008 cohort.

- Results of hierarchical logistic regression procedures suggest that participation in the Summer Bridge program prior to participation in multiple high-impact practices contributed to retention rates more than participation in high-impact interventions without Summer Bridge (First-Year Seminars and Themed Learning Communities), even when controlling for student characteristics. In other words, we found that the SB-TLC intervention contributed to a larger proportion of variance in the one-year retention rate than the other programs tested in the model. Our investigations suggest that participation in multiple high-impact practices can have synergistic positive effects on students' levels of academic success and that offering summer bridge interventions can create a sense of readiness for high-impact practices offered during the first year. Results are displayed in Table 2.

Table 2. Hierarchical Logistic Regression Results: High-Impact Practices and One-Year Persistence (N=2028)

	Variable	B	SE	Odds Ratio	95% CI	Wald Statistic	p
Step 1	Z H.S GPA	.50	.06	1.64	[1.45, 1.86]	61.50	.000
	Z SAT Score	.14	.06	1.15	[1.01, 1.30]	4.81	.028
	Z Student Motivation	.17	.06	1.18	[1.06, 1.32]	8.95	.003
	Low Income	-.14	.11	.87	[.70, 1.08]	1.64	.201
	Gender	-.22	.11	.81	[.64, 1.01]	3.55	.060
Step 2	Z H.S GPA	.51	.06	1.66	[1.46, 1.88]	62.08	.000
	Z SAT Score	.14	.06	1.15	[1.01, 1.30]	4.71	.030
	Z Student Motivation	.13	.06	1.14	[1.02, 1.27]	5.05	.025
	Low Income	-.16	.11	.86	[.69, 1.07]	1.97	.160
	Gender	-.22	.12	.80	[.64, 1.00]	3.70	.054
	Summer Bridge-TLC	1.34	.23	3.83	[2.43, 6.05]	33.40	.000
	TLC-FYS	.74	.19	2.09	[1.45, 3.01]	15.50	.000
	Summer Bridge (no TLC-FYS)	.91	.26	2.47	[1.47, 4.16]	11.71	.001
FYS (no Summer Bridge or TLC)	.53	.16	1.70	[1.24, 2.32]	11.11	.001	

Note. Fall 2010 cohort. FYS denotes First-Year Seminar and TLC denotes Themed Learning Community. Low Income is a dummy coded variable for received a Pell Grant = 1 or not = 0. Gender dummy coded for Female =1 or Not = 0. Intervention Variables were dummy coded as Summer Bridge-TLC, FYS-TLC no Summer Bridge, Summer Bridge only, FYS only (1=Participated and 0=Did Not Participate .for each variable. **Summer Bridge-TLC participants had a 3.83 better odds of being retained compared to non-participants (based on the odds ratio).** Nagelkerke $R^2 = .092$ for Step 1; Nagelkerke $R^2 = .119$ for Step 2 .

First-Year Seminars

- IUPUI First-Year Seminars (FYS) are designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member, a student peer mentor, an academic advisor, and a librarian. The courses aim to improve student success by placing a strong emphasis on critical thinking, frequent writing, information literacy, introducing students to campus resources, career exploration and development, and creating opportunities for students to connect with each other and faculty.
- A total of 2,569 first-year students participated in first-year seminars during fall 2012 (86% of fall 2011 beginning freshmen enrolling in at least 7 credit hours participated). Students who withdrew or were administratively withdrawn from their seminar course were not counted as participants (N = 75).
- The 2012 first-year seminar participants earned statistically significant higher one-year GPAs (2.69 adjusted) compared to nonparticipants (2.45 adjusted). Results based on analysis of covariance (ANCOVA) with Course Load, HS GPA, SAT Score, Gender, Low Income (received a Pell Grant) and Admission Date entered as covariates.
- The 2011 first-year seminar participants had statistically significant higher one-year retention rates (75%) compared to nonparticipants (57%) (based on logistic regression results with Course Load, HS GPA, SAT Score, Gender, and Low Income entered as covariates).
- The 2012 African American first-year seminar participants earned statistically significant higher one-year GPAs (2.39 adjusted) compared to African American nonparticipants (1.81 adjusted) (based on analysis of covariance results with Course Load, HS GPA, SAT Score, Gender, and Low Income and Admission Date entered as covariates).
- The 2012 Hispanic/Latino(a) first-year seminar participants earned notably higher one-year GPAs (2.50) compared to Hispanic/Latino(a) nonparticipants (2.05).
- The 2011 Hispanic/Latino(a) seminar participants had higher one-year retention rates (76%) compared to Hispanic/Latino(a) nonparticipants (71%).
- UC FYS faculty members measured direct student learning outcomes by employing a course- embedded, authentic assessment approach. Faculty collected student work (written assignments, reflections, work from students' electronic Personal Development Plans, etc.) and assessed students' levels of Core Communication and Critical Thinking Skills. Results from UC First Year Seminar Courses are displayed in Table 3. The vast majority of seminar students attained high levels of communication and critical thinking skills (77% and 74% were rated as "Effective" or "Very Effective" in their communication and critical thinking skill levels).

Table 3. University College First Year Seminar Levels of Core Communication and Critical Thinking Skills¹

Principle of Undergraduate Learning	Sample Size Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
Core Communication	2,232 3.12	254 11.4%	266 11.9%	671 30.1%	1,041 46.6%	2,232 100.0%
Critical Thinking	1,296 3.12	144 11.1%	197 15.2%	315 24.3%	640 49.4%	1,296 100.0%

¹ Combined number of student ratings in all UC FYS courses in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013.

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

Twenty-First Century Scholars Postsecondary Support Program

- Since 2008, IUPUI has invested considerable institutional resources to provide Scholars with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for TFSC and other students at IUPUI. Students who participate in the TFCS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service.
- While Twenty-First Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI and/or participate in our success programs fare nearly as well and in some cases better than the overall student population.
- Programmatic interventions for Twenty-First Century Scholars include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI Grant (scholars who have unmet financial need after applying the state support) are required to participate in Summer Bridge and/or peer mentoring.
- Twenty-First Century Scholars are much more likely than IUPUI students overall to be African-American, First-Generation College Students, low-income, and to have slightly lower levels of academic preparation.
- Twenty-First Century Scholars who received the IUPUI Grant were still enrolled at IUPUI in the second year at a rate nearly the same as the overall student population (73% vs 74%).
- The retention rates improve even more dramatically when Scholars participate in our success programs. The Fall 2011 to Fall 2012 one-year retention rate for Twenty-first Century Scholars who participated in Summer Bridge and Peer Mentoring (N=73, Retention Rate =92%) was higher than first year students overall.
- Twenty-First Century Scholars who received the IUPUI Grant and participated in two of our success programs, Summer Bridge and Peer Mentoring achieved an average First Year GPA of 2.82. Those in the same group who did not participate in either of these programs achieved an average First Year GPA of 2.11.
- Figure 9 shows that as programming and financial support for Twenty- First Century Scholars increased over time, the one-year retention rate achievement gap narrowed.

Figure 9. As Programming and Financial Support for Twenty-First Century Scholars Increases, the Achievement Gap Narrows

