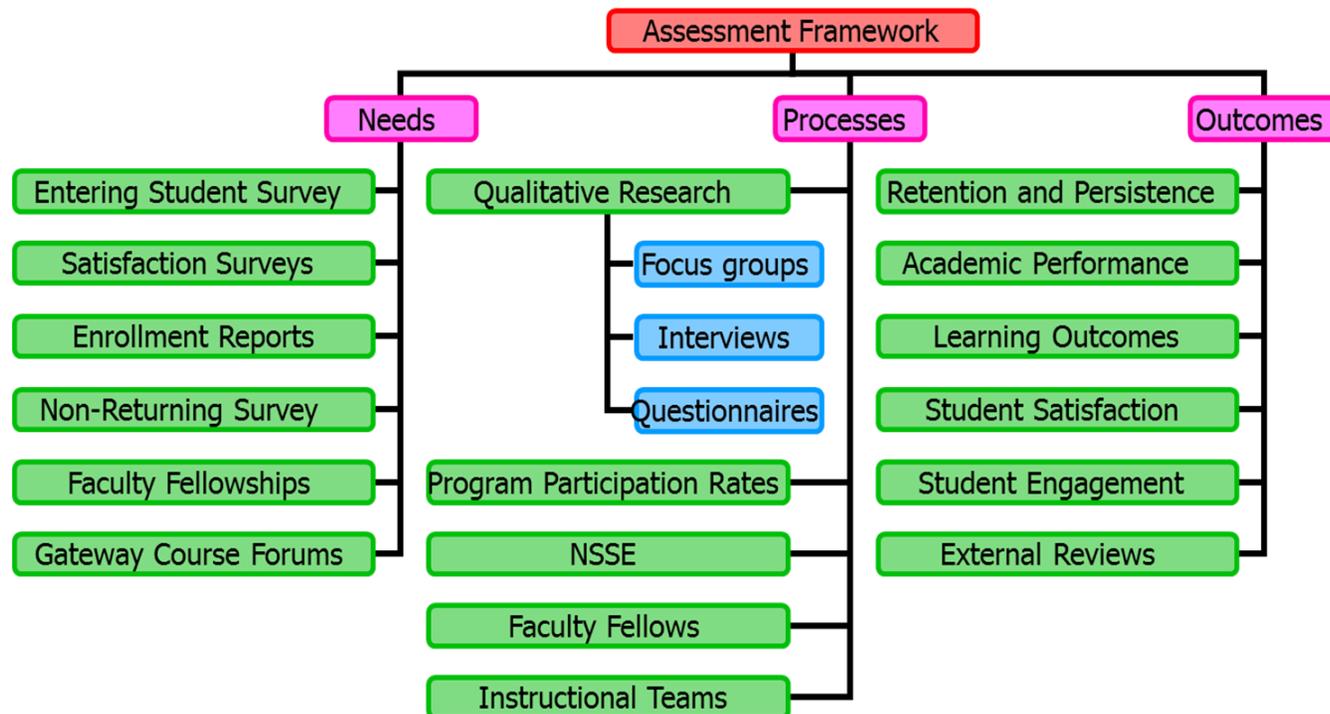


2011 – 2012 University College Program Review and Assessment Committee (PRAC) Report

Context and Assessment Methods

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



Needs Assessment Highlights

Over the past decade we have administered two Entering Student Surveys to collect information on students' needs. Due to concerns with these instruments (lack of predictive validity and unfavorable testing conditions) UC, IMIR, Admissions, and Student Life representatives created an alternative survey. Another impetus for a newly designed Entering Student Survey was the plans to develop a new survey for pre-enrolled students that would be used to predict which students might be most apt to benefit from particular types of interventions aimed at promoting persistence and success (associated with the IU FLAGS project). We began piloting a new instrument this past summer during New Student Orientation sessions. The new survey has been designed to be that we far more appropriate for the diverse array of beginner and transfer students that attend IUPUI. The survey will help us to assess a broader array of motivational, cognitive, and behavioral factors that are predictive of student learning and success:

- Sense of Belonging
- Academic Hope
- Academic Self-Efficacy
- Behaviors in High School or Previous College
- Self-Awareness
- Self-Efficiency/Perseverance
- Expected Time Commitments/Campus Engagement/RISE Activities
- Goal Setting
- Commitment to IUPUI
- College Expectations
- Reasons for Choosing IUPUI

Risk Factors for IUPUI Students – Associated with Low Levels of Academic Achievement and Persistence

- Gender (Males)
- Being a First-Generation college student
- Received a Pell Grant (proxy for low Socioeconomic Status - SES)
- Low levels of academic preparation (High school GPA is a strong predictor)
- Lack of rigor and intensity of High School Curriculum
- Living off-campus
- Institutional commitment (Intent to Transfer)
- Students' Estimates of the Hours they Expected to Devote to Non-Academic Activities (Work, Spending Time with Family, Volunteering, Socializing)
- Reporting that she/he was not careful in completing high school assignments and did not complete the assignments on time.

- Not having a good understanding of academic goals at entry.
- Not knowing what is required to succeed academically at entry.
- Not earning satisfactory academic performance in first-semester (earning below a 2.0)
- Not participating in early interventions such as Summer Bridge, First-Year Seminars, or Themed Learning Communities.

Fall 2011 IUPUI (Indianapolis Only) First Time, Full Time Students

- 2551 first-time, full-time students
 - 1672 (66%) University College admits
 - 879 (34%) Dual admits/Direct School
- 679 (27%) live in campus housing.
- 239 (9%) admitted conditionally.
- 1495 (59%) Female.
- 32 (1%) 25 years of age or older
- 2370 (93%) In-State Students or Resident Students
- 91 (4%) International Students (NEW DEFINITION)
- 294 (12 %) African American (NEW DEFINITION)
- 161 (6%) Latino/a (NEW DEFINITION)
- 1074 (42%) First Generation (neither parent attended college nor earned a degree beyond a high school diploma. Based on Institutional data).
- 13.82 hrs. Average Course Load
- 3.29 Average High School GPA
- 1003.48 Average SAT score

Process Assessment Highlights

Shown in Appendix A are tables that display the characteristics of University College students. During the 2011-2012 academic year, University College served over 6000 students. Many UC students have characteristics that place them at risk for academic failure such as having low-to-moderate levels of academic preparation (based on H.S. Grades and SAT scores), being low income and receiving financial aid, being first-generation college students, and being exploratory. As such, University College provides academic support services and courses that have been designed to serve the transitional needs of all entering students. For example, due to the positive assessment results indicating that seminar students have higher retention rates and academic performance levels compared to non-participants, the program has expanded substantially over the years. Approximately 91% of first-year students now participate in a First-Year Seminar. The tables below display the growth of programs and participation rates.

Number and Percentage of First-Time Students Enrolled in Greater than or Equal to 7 Credit Hours Who Participated in First-Year Seminars.

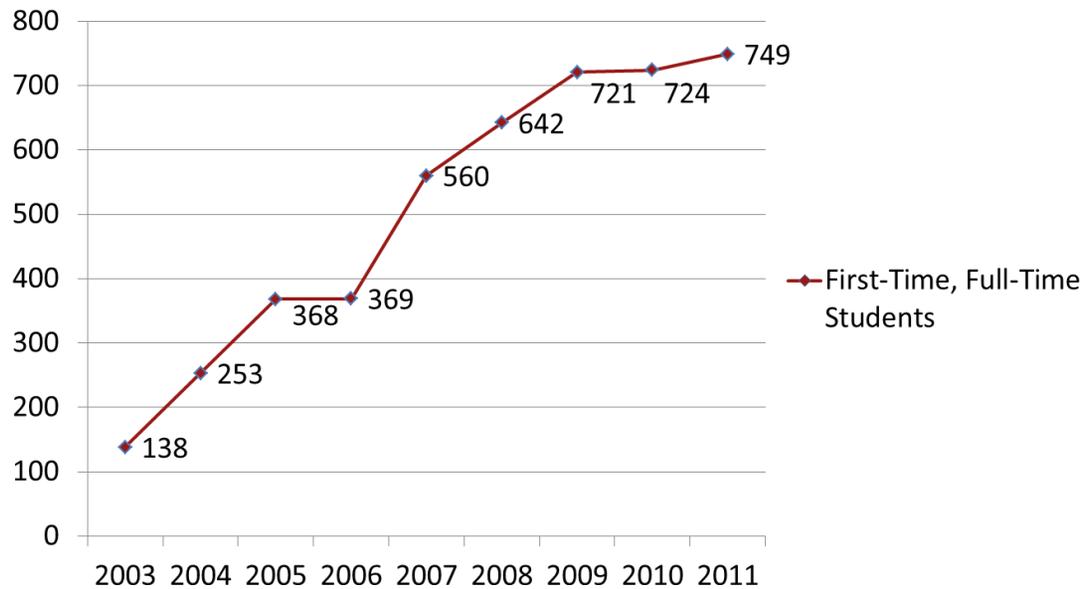
	Fall Entry Year												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Fall		2010	2011
	2008	2009	2010	2011									
Number	2027	1881	1626	1495	1574	1835	1927	2110	2229	2401	2394	2213	2425
Percentage	74%	73%	70%	68%	69%	81%	81%	86%	85%	92%	91%	92%	90%

Number and Percentage of First-Time, Full-Time Beginners at IUPUI (Indianapolis Only) who Participated in the Two-Week Summer Bridge program.

	Fall Entry Year											
	2001	2002	2003	2004	2005	2006	2007	Fall		2010	2011	
	2008	2009	2010	2011								
Number	16	76	182	161	172	196	335	411	389	421	455	
Percentage	1%	3%	8%	8%	8%	9%	14%	16%	15%	18%	18%	

Note: Bridge participants are defined as students who attended a 2-week bridge program in the summer preceding their first fall semester.

Themed Learning Community Program Growth 2003 to 2011



TLC Student Groups/Underrepresented Minority Participation and Academic Success Outcomes

Analyses were also conducted to examine the effects of 2010 and 2011 TLC participation on academic success outcomes for various subgroups of students. Results suggested that experiencing the TLC environment during the first semester seemed to benefit students from diverse backgrounds and students from underrepresented minority groups. For example, African American TLC participants had a one-year retention rate of 77% compared to 65% for African American nonparticipants. Additionally, first-generation college students that participated in a TLC had an 82% one-year retention rate compared to a 67% for nonparticipating first-generation students.

Fall 2010 Themed Learning Community Student Groups/Underrepresented Minority Participation and Academic Success Outcomes

	TLC PARTICIPANTS				NON-PARTICIPANTS		
	N	First-Year GPA	% First-Year GPA Below 2.0.	One-Year Retention Rate	First-Year GPA	% First-Year GPA Below 2.0.	One-Year Retention Rate
Female	481	2.82	17%	78%	2.67	22%	69%
First-Generation	303	2.69	20%	82%	2.47	30%	67%
Pell Grant	316	2.59	23%	77%	2.40	32%	66%
African American	82	2.34	30%	77%	2.11	40%	65%
Asian American	14	3.19	14%	100%	3.06	8%	91%
Latino/a	35	2.76	17%	80%	2.51	29%	69%
25 or Older	7	3.30	14%	86%	2.78	29%	55%
Conditional Admit	42	2.09	36%	67%	1.92	48%	56%

Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

Fall 2011 TLC Student Groups/Underrepresented Minority Participation and Academic Success Outcomes

	TLC PARTICIPANTS				NONPARTICIPANTS		
	N	Fall GPA	% Fall GPA Below 2.0.	Fall-Spring Retention Rate	Fall GPA	% Fall GPA Below 2.0.	Fall-Spring Retention Rate
Female	473	2.78	18%	93%	2.98	18%	89%
First-Generation	355	2.87	17%	93%	2.61	23%	85%
Pell Grant	340	2.74	20%	93%	2.51	26%	86%
African American	107	2.51	22%	92%	2.14	35%	83%
Asian American	10	2.81	10%	100%	2.93	15%	97%
Latino/a	46	3.11	9%	98%	2.57	26%	89%
25 or Older	3	3.67	0%	100%	2.60	30%	83%
Conditional Admit	99	2.16	40%	86%	2.12	39%	83%

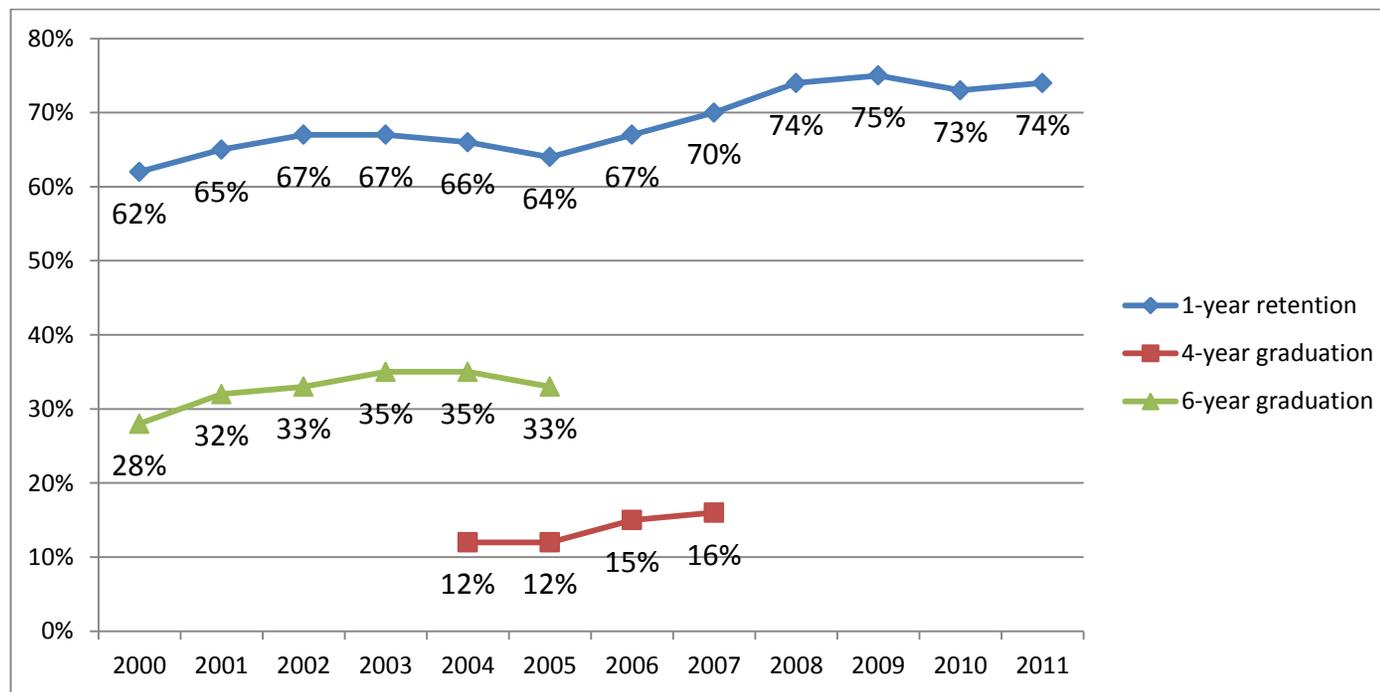
Note 1: Missing cases were excluded.

Note 2: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

Academic Achievement and Progress First-Time Full Time Students

- The 2011 first-time, full-time one-year retention rate (fall-to-fall semester) was 74% (Indianapolis only). Students are retained if they enroll at any IU campus for the semester or complete a degree or certificate after the beginning of the base semester and before the start of the “retained to” semester. This retention rate in 2010 was 73%.
- The Fall-to-Spring IUPUI retention rate (returned to IUPUI) was 88%. The rate was the same in 2010 and 2009 (88%). The rate was 87% for the Fall 2008 cohort.
- The average 2011 Fall semester GPA was 2.75 compared to 2.81 in 2010.
- The average cumulative first-year GPA was 2.61 compared to 2.67 in 2010.
- The average fall DFW rate was 19.09 (compared to 18.12% in 2010, 17.29% in 2009 and 20.97% for the Fall 2008 cohort).

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



Changes Made and Planned Based On Student Retention and Progress Assessment

The programs, practices, and policies in University College are designed to ensure students make progress toward their degrees and ultimately earn degrees. Since 2000 a number of the initiatives and interventions have been implemented to improve student academic success and engagement such as the following:

- The creation of the Council for Retention and Graduation (CRG)
- Organization of the curriculum and co-curriculum and other learning opportunities to get students to participate in high impact practices such as first-year seminars, themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success)
- The expansion of Summer Bridge
- The introduction of the Summer Success Academy for conditionally admitted students.
- The development and implementation of the Personal Development Plan (PDP) process.

Since 2005 there has been nearly a 10% increase in one- retention rates. However, the rate has plateaued over the past two years. Listed below are a number of data-driven plans to improve student success:

- Construction of a new Entering Student Survey (partnership w/ IMIR and Student Life) to support predictive analytics related to retention/student success [goal: serve as an institutional leader in designing an instrument that is reliable/valid for FTFT, Transfer, P/T, and returning adult students] – piloting in Summer 2012.
- Creating a Transfer Student Support Center [parallel AIP focus – distribution of transfer credit within majors]
- Implementation of a required 2-day New Student Orientation (pilot: Summer, 2013; expanded pilot: Summer, 2014; all FTFT students: Summer, 2015)
- Expanding scope of students' on-campus employment, externships, and internships
- Blended Learning Modules for the First-year Seminar (supported by Curriculum Enhancement Grant)
- Reconsidering definitions associated with University College faculty; faculty orientation and development
- Expand scope of what enhances student retention/success (cohort support programs, summer bridge, themed learning communities) beyond the first semester and into semesters 2-4
- University College Honors Program (target: entering transfer students and students that demonstrate success in first year)
- Future emphases on access programs in University College (Crispus Attucks Medical Magnet High School partnership; SPAN program, Project Lead the Way, Upward Bound)
- Future plans for Summer Success Academy given shifts in admission standards

University College Course Approved Student Learning Outcomes

Learning goals for beginning levels of the PULs in all University College courses (e.g., First-Seminars, Mentoring Courses, and Learning Communities) with faculty involvement have been specified. University College First-Year Seminar course goals, templates, and corresponding syllabi contain statements of expected learning outcomes for students that incorporate the PULs.

First-Year Seminars (FYS-U110)

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

1. Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs) areas: Core Communication; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture, and Values and Ethics:
 - Demonstrate effective writing and speaking (Core Communication).
 - Make effective use of information resources and technology (Core Communication).
 - Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions (Critical Thinking).
 - Be critical thinkers who demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems (Critical Thinking).
 - Evaluate the quality of information (Critical Thinking).
 - Apply their skills learned in first-year seminars (e.g., career exploration, time management, and evaluation of information) to other areas or problems (Integration and Application of Knowledge).
 - Compare and contrast approaches to knowledge in different disciplines and fields of study (Intellectual Depth, Breadth, and Adaptiveness).
 - Describe cultural traditions, appreciate the diversity of the human experience, and make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture).
 - Define and develop an appreciation of social and cultural diversity (Understanding Society and Culture).
 - Describe ethical principles within diverse cultural, social, environmental, and personal settings (Values and Ethics).
 - Describe University rules regarding academic honesty (Values and Ethics).
 - Describe University rules regarding plagiarism (Values and Ethics).
2. Complete a Personal Development Plan (PDP).
 - Self-Assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
 - Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
 - Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
 - Goal Setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
 - Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals.

Career Connections (U210)

Students who complete a University College Career Connections Course should:

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

Mentor Development Courses

Outdoor Leadership Experience (U 200):

Students who complete a University College Outdoor Leadership course should:

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

Introduction to Mentoring Techniques (U 201):

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

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

Active and Collaborative Learning in Groups (U 202):

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

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

Leadership and Transition (U 203):

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

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

Independent Study (U 204)

Students who complete a University College an Independent Study course should:

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

Direct Assessment Results Highlights

UC faculty members and instructional teams measured direct student learning outcomes by employing a course- embedded, authentic assessment approach. Faculty members engaged in a curriculum mapping process to identify which PULs are a major or moderate emphasis in UC courses. In some cases, we adapted AACU Value rubrics (<http://www.aacu.org/value/metarubrics.cfm>.) as appropriate to assess students' learning outcomes. Faculty members also developed local rubrics to assess the assignments, written reflections, based on the PULs.

The tables listed below are from a report entitled "IUPUI Faculty Ratings of Student Performance on Principles of Undergraduate Learning Report for University College Spring 2010, Fall 2010, and Spring 2011, Fall 2011, and Spring 2012 prepared by IMIR.

Faculty Ratings of University College Student Performance on PULs with Major Emphasis (100-Level & Lower)

PUL – Major Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	1,549 3.06	202 13.0%	184 11.9%	483 31.2%	680 43.9%	1,549 100.0%
2. Critical Thinking	24 3.50	0 0.0%	2 8.3%	8 33.3%	14 58.3%	24 100.0%
3. Integration and Application of Knowledge	7 4.00	0 0.0%	0 0.0%	0 0.0%	7 100.0%	7 100.0%
Total ¹	1,580 3.07	202 12.8%	186 11.8%	491 31.1%	701 44.4%	1,580 100.0%

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

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

Faculty Ratings of University College Student Performance on PULs with Moderate Emphasis (100-Level & Lower)

PUL – Moderate Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
2. Critical Thinking	613 3.01	88 14.4%	98 16.0%	147 24.0%	280 45.7%	613 100.0%
Total ¹	613 3.01	88 14.4%	98 16.0%	147 24.0%	280 45.7%	613 100.0%

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

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

³ **Critical Thinking was added as a Moderate Emphasis in First-Year Seminars Courses in Fall 2011.**

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

PUL – Major Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	934 3.65	24 2.6%	40 4.3%	172 18.4%	698 74.7%	934 100.0%
Total ¹	934 3.65	24 2.6%	40 4.3%	172 18.4%	698 74.7%	934 100.0%

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

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

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

PUL – Moderate Emphasis	Mean ²	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	74 2.85	19 25.7%	7 9.5%	14 18.9%	34 45.9%	74 100.0%
5. Understanding Society and Culture	860 3.77	15 1.7%	11 1.3%	130 15.1%	704 81.9%	860 100.0%
Total ¹	934 3.70	34 3.6%	18 1.9%	144 15.4%	738 79.0%	934 100.0%

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

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

Changes Made and Planned Changes Based on PUL Assessment

- The First-Year Seminar Template (student learning objectives, curriculum components, and intended learning outcomes) were revised in light of evaluation findings. Additionally, student learning outcomes were developed and made more explicit.
- Based on faculty evaluations of student performance with regard to The major PUL of 1A. Written, Oral, & Visual Communication Skills, there have not been notable improvements (the % of students rated “effective” or “very effective” in fall 2010 was 77% and the rate for the most recent semesters combined was 75%). It is noteworthy that Information Literacy is a component of PUL 1A. Learning modules are currently being developed as part of a blended learning approach in First-Year Seminars (supported by a Curriculum Enhancement Grant (CEG). The goal is to develop some computer-mediated activities on Information Literacy to form an integrated instructional approach to learning. Additionally, based on concerns about Information Literacy from a campus perspective (curriculum mapping procedure indicated that few courses cover Information Literacy and relatively low faculty evaluations of student performance in this area), First-Year Seminars instructional teams plan to develop effective pedagogy to ensure that students possess the Information Literacy skills necessary for successful performance in courses offered in the major and the workforce. Librarians are an integral member of the instructional team model in First-Year Seminar courses and their expertise is needed to ensure improvements in the area of Information Literacy. A criterion-referenced assessment process will be developed to effectively assess student performance in PUL 1A.
- Individualized feedback based on student anonymous end-of-course questionnaires is provided for instructors and used to make improvements in instruction and classroom activities. Results of student feedback questionnaires were presented to and discussed with instructional teams to guide future planning. The instrument is currently being modified to assess student learning in the areas of Critical Thinking and Information Literacy so that the information (students’ perceptions of their learning) can supplement the direct assessment of student learning (faculty evaluations) in these areas.
- A second PUL—Critical Thinking (with moderate emphasis)—was added to our PUL attainment evaluation. Approximately 70% of the students participating in First-Year Seminars were rated as “effective” or “very effective” in this area. However, nearly 15% (88 students of 618 rated) were rated as “not effective.” Based on evaluation findings and a desire among UC Faculty to improve their own professional development and improve student learning outcomes, a Faculty Learning Community for First-Year Seminar instructors was established to assist new and veteran faculty with planning, problem solving, and sharing of best practices. New faculty orientation meetings were also offered for first-time first-year seminar instructors in University College to assist with planning, syllabus development, and identification of resources.

Indirect Assessment Results Highlights

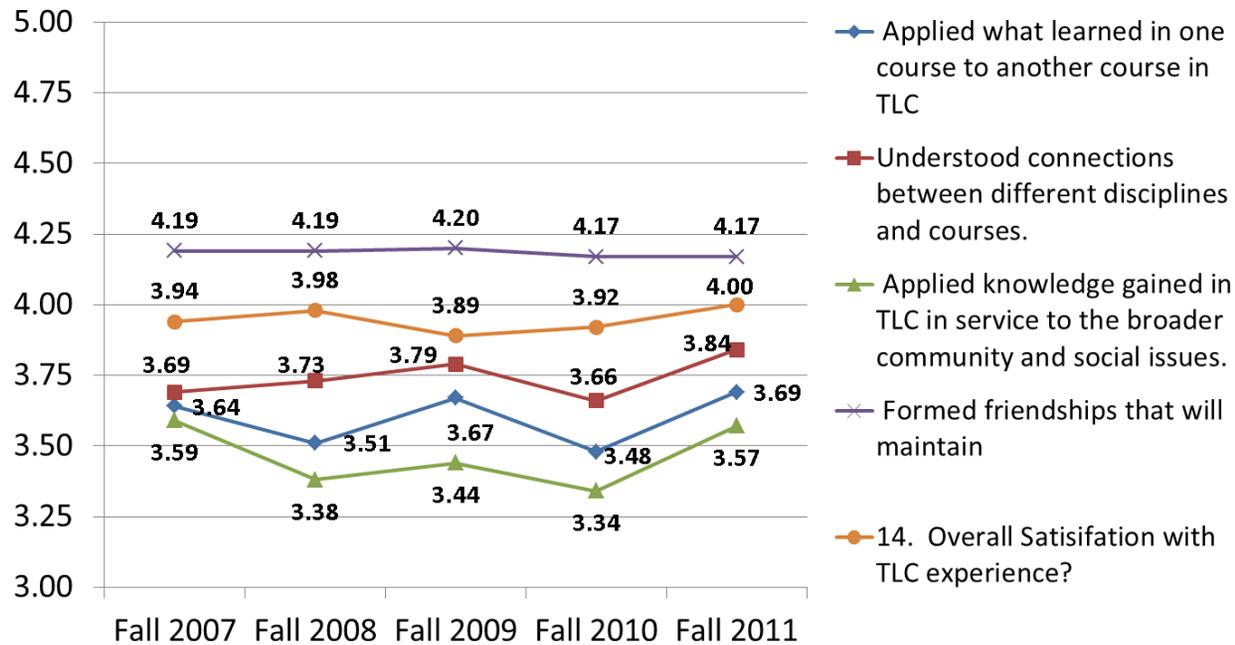
The following are some instruments and methods that we use to collect indirect Student Learning Outcomes (SLOs):

- National Survey of Student Engagement (NSSE)
- Continuing Student Satisfaction and Priorities Survey (CSSPS)
- End-of -Course and Post-Program Questionnaires
- Pre-Post Questionnaires
- Focus groups and Interviews
- Grade Performance Data
- Retention and Graduation Rates

National Survey of Student Engagement 2002-2009: IUPUI Improved on Five Measures – First Year Students

- **Active and Collaborative Learning**
 - How often students participate in class and collaborate with other students in solving problems or mastering difficult material.
- **Active Learning**
 - Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.
- **Collaborative Learning**
 - Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.
- **Supportive Campus Environment**
 - The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.
- **Student-Faculty Interaction**
 - How often students interact with faculty members inside and outside the classroom.

The figure below displays students' quality of TLC learning experiences from 2007 to 2011. Questionnaire results suggested that perceptions of their overall satisfaction with experiences and quality of peer interactions have remained fairly consistent over the last 5 years. Students' ability to understand connections between different disciplines and courses showed fairly steady improvements from 2007-2009 and reached the highest mean value in 2011(3.94). Based on a 5-point Liker-type scale ranging from 1= Very Little to 5=Very Much.



The First-Year Seminar End-of-Course Questionnaire: Assessing Changes Made in the Curriculum

All Items are significantly different based on independent samples t-tests results ($p < .05$) (4-point scale ranging from 0 = "Not at All" "to 4 "A Great Deal")

The First-Year Seminar improved my ability to (or improved my understanding of):	Year	N	Mean	Std. Deviation
See multiple sides of issues Critical Thinking PUL	Fall 2008	619	2.55	1.23
	Fall 2011	447	2.80	1.17
Evaluate the quality of information Critical Thinking and Information Literacy PUL	Fall 2008	619	2.57	1.17
	Fall 2011	447	2.76	1.16
Critically examine ideas and issues Critical Thinking PUL	Fall 2008	613	2.49	1.20
	Fall 2011	445	2.78	1.14
Complete well written papers PUL Core Communication	Fall 2008	605	2.39	1.29
	Fall 2011	447	2.66	1.26
Decide on a major or future career PDP	Fall 2008	618	2.53	1.45
	Fall 2011	444	2.76	1.27
My personal goals PDP	Fall 2008	619	2.75	1.33
	Fall 2011	447	3.06	1.14
My motivations for attending college PDP	Fall 2008	616	2.72	1.39
	Fall 2011	444	3.05	1.17
Make a successful transition to IUPUI PDP	Fall 2008	612	2.19	1.63
	Fall 2011	430	2.96	1.15
Develop an appreciation of social and cultural diversity PUL Understanding Society and Culture	Fall 2008	612	2.47	1.40
	Fall 2011	443	2.87	1.19
Discuss ideas with students with views different from my own PUL Understanding Society and Culture	Fall 2008	613	2.53	1.38
	Fall 2011	433	2.89	1.12

Changes Made Based on Indirect Assessments

- IUPUI was invited to participate in the NSSE Institute for Effective Educational Practice Learning to Improve: A Study of Evidence-Based Improvement in Higher Education. IUPUI showed a pattern of improved NSSE results over time for first-year students. One of the contributing factors to the improved scores has been sustaining University College (UC) as a student-centered, evidence-based unit that coordinates academic support programs for entering students.
- Many of the programs, practices, and policies in University College have been implemented based on assessment data collected via campus-wide and University College specific surveys and questionnaires. The organization of the curriculum and co-curriculum and other learning opportunities to get students to participate in high impact practices such as themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success) have been expanded.
- The First-Year Seminar curriculum was designed to place more emphasis on Critical Thinking, Information Literacy, Diversity (Understanding Society and Culture PUL), and Personal Development Planning. An analyses of students self-reported learning outcomes in these significantly improved from Fall 2008 to Fall 2011.
- The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. The ePDP has been successfully implemented in First-Year Seminars with promising results.
- Themed Learning Community assessment results are shared during annual retreats where faculty teams work collaboratively to plan their curricula. Based on assessment results, TLC faculty members have improved pedagogy to ensure that students integrate their learning experiences. Students' ability to understand connections between different disciplines and courses showed fairly steady improvements from 2007-2009 and reached the highest mean value in 2011 (3.84 compared to a mean of 3.69 in 2007).

University College Assessment and Planning Matrix

(Not all of UC programs, services, policies, and assessment results are reflected in the matrix. Please see <http://research.uc.iupui.edu> for more comprehensive reports).

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>New Student Orientation</p>	<p>Academic Integration</p> <ul style="list-style-type: none"> Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation. Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning. <p>Social Integration</p> <ul style="list-style-type: none"> Students will have the opportunity to make connections with other students. Students will feel supported and will have a general sense of familiarity with the surroundings. Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology. Students will feel welcomed and connected to IUPUI. <p>Self-Efficacy</p> <ul style="list-style-type: none"> Students will report that they feel prepared to meet the demands and expectations of college. Students will report they have the ability to make a successful transition to IUPUI. 	<ul style="list-style-type: none"> In 2011, 2,854 beginning and 1,672 transfer student were served. Students who attended orientation were likely to enroll. 95% of first-time freshmen, 96% New Transfers, 94% New IC Transfers of who attended enrolled in classes subsequently. <p>Student Exit Questionnaire Highlights:</p> <ul style="list-style-type: none"> 90% of these students reported that attending New Student Orientation improved their ability to make a successful transition to the IUPUI campus. 92% of students reported that orientation provided important contact information they may reference in future semesters. There was a 6% increase in the number of students who reported that orientation increased their awareness about involvement opportunities (compared to 2010; changes were made to the 2011 program based on 2010 assessment results) <p>Qualitative Response Summary:</p> <ul style="list-style-type: none"> The new students overall believed they received the information they needed to make a successful transition to IUPUI. A few common areas of concern were in regards to the Tour; some students reported they would have enjoyed a major based tour Not seeing housing; some students would have enjoyed the opportunity to visit campus housing 	<ul style="list-style-type: none"> In an effort to meet all the academic and social needs of students, an overnight or 2-day New Student Orientation. <p>Changes made for beginners</p> <ul style="list-style-type: none"> The feedback suggested that students wanted to learn more about campus involvement. This was the only major recommendation and change that was stated. To address the student involvement concern, we worked collaboratively with the Office of Student Involvement to include an involve piece to orientation during Jag 101. <p>Changes made for transfer students</p> <ul style="list-style-type: none"> Explore new logistical ideas for the advising session—to include more time, possible group setting, etc. Re-evaluate the flow of the day to create smoother transitions and consider incorporating a resource fair where transfer students could have the opportunity to connect with a variety of IUPUI offices. Keep reviewing current literature regarding transitional services for transfer students. <p>Changes made for family members</p> <ul style="list-style-type: none"> Explore new methods for sharing information with family members: use of different media to engage all learners. Re-evaluate the type of information being shared with the audience to make sure we are meeting their needs at that time period of their transition. Keep reviewing current literature regarding transitional services for family members.

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Summer Bridge	<ul style="list-style-type: none"> • The summer bridge intervention was developed to help students perform better in first year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices. Student Learning Outcomes: • Develop a comprehensive perspective on higher education • Develop a community of learners • Develop communication skills • Develop critical thinking skills • Develop study skills • Develop college adjustment skills • Understand the demands and expectations of college • Understand information technology • Understand and use university resources <p>Learning Outcome Assessment Results: Students reported participating Summer Bridge improved ability to (% Agree or Strongly Agree):</p> <ul style="list-style-type: none"> • See multiple sides of issues (81%) • Evaluate the quality of information (82%) • Critically examine ideas and issues (82%) • Do well in math courses (71%) • Communicate my thoughts in writing (77%) • Communicate my thoughts in speaking (79%) • Succeed academically (91%) • Adjust to college life (94%) • Established close friendships (87%) • Use IUPUI technology such as Oncourse (95%) • Locate the appropriate campus resources when help needed (92%) 	<ul style="list-style-type: none"> • A total of 455 Fall 2011 first-time, full-time (Indianapolis only) students participated in the Summer Bridge program. 76 Summer Bridge students were African American and 48 were Hispanic/Latino(a). • The higher proportion of African American and Latino(a) students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that scholarships have some positive implications in terms of: 1) attracting under-represented students to the program and 2) serving as an incentive for attaining high levels of academic performance. • Overall, the Summer Bridge participants had higher levels of academic performance (Fall GPA 2.90) compared to nonparticipants (Fall GPA 2.75). Students participating in Summer Bridge also had lower DFW rates (14%) compared to nonparticipants (19%). • African American students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating African American Students. • Hispanic/Latino(a) students who participated in Summer Bridge had notably higher GPAs, lower DFW rates, and higher fall-to-spring retention rates compared to nonparticipating Hispanic/Latino(a) students. • The first-time, full-time Summer Bridge participants had significantly higher one-year retention rates (81%) compared to nonparticipants (71%). • Participation in the Summer Bridge program prior to participation in a TLC contributed to academic success levels more than participation in TLCs or Seminars without Summer Bridge, even when considering student characteristics. The SB-TLC intervention contributed to more variance in GPAs and a larger proportion of retention than the other interventions. 	<ul style="list-style-type: none"> • Results of student questionnaires were presented to and discussed with instructional teams, program staff, and academic school liaisons to guide future planning. • In an effort to continue to increase the enrollment of minority students, additional scholarship funding was identified. Scholarship amounts were decreased slightly and scholarships were awarded to more students. • Requirements for scholarship awards were broadened to include post-Bridge support including participation in co-curricular programming and mandatory designated study periods in the fall and spring semesters. • Minority scholarship recipients were required to attend a co-curricular event. • A student position was created to do outreach to potential Bridge students over the summer and provide ongoing communications with minority students and their families in the months leading up to the program. • In collaboration with the Office of International Affairs, two Summer Bridge sections for international students were created and all incoming international freshmen were required to participate in the program. • In collaboration with the OIA, we integrated International Peer Mentoring Program mentors to provide additional support and continuity for international participants. • Specialized sessions on topics including academic integrity, study abroad, financial literacy, student involvement, and student employment were restructured to become recommended components of the regular instructional schedule in order to increase participation. • Expanded number of Summer Bridge-TLC sections.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
First-Year Seminars	<ul style="list-style-type: none"> • First-Year Seminars (FYS) were designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. • The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian. • The course aims to improve student success by placing a strong emphasis on critical thinking, frequent writing, information literacy, introducing students to campus resources, career exploration and development, and creating opportunities for students to connect with each other and faculty. • See page 11 for detailed SLOs. 	<ul style="list-style-type: none"> • The retention rate for First-Year Seminar participants was 74% compared to 73% for nonparticipants. • Overall, the first-year seminar participants earned statistically significant higher GPAs (2.52) compared to nonparticipants (2.20) (based on analysis of covariance results with H.S. GPAs, SAT scores, and gender entered as covariates). <p>Indirect Learning Outcome Assessment Results: Students reported participating UC 2011 (most recent available) First-Year Seminar improved ability to (% 4 or 5 out of a 5-point scale with 5 indicating a “great deal”):</p> <ul style="list-style-type: none"> • See multiple sides of issues (66%) • Evaluate the quality of information (66%) • Critically examine ideas and issues (66%) • Complete well-written papers (62%) • Give oral presentations (61%) • Communicate my thoughts in speaking (79%) • Succeed academically (67%) • Adjust to college life (70%) • Decide on a major of future career (66%) • Developed a high appreciation of social and cultural diversity (70%). • Discussed ideas with students with different views than their own. (71%) 	<ul style="list-style-type: none"> • The First-Year Seminar curriculum was designed to place more emphasis on Critical Thinking, Information Literacy, Diversity (Understanding Society and Culture PUL), and Personal Development Planning. An analyses of students self-reported learning outcomes in these significantly improved from Fall 2008 to Fall 2011. • The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. • Results of student feedback questionnaires were presented to and discussed with instructional teams to guide future planning. • Faculty Learning Community for First-Year Seminar instructors was established to assist new and veteran faculty with planning, problem solving, and sharing of best practices. • New faculty orientation meetings were offered for first-time first-year seminar instructors in University College to assist with planning, syllabus development, and identification of resources. • A task force was formed to examine hybrid-online sections of U110. Hybrid-online sections were made available to incoming students earlier in the registration cycle with an eye towards increasing the number of academically strong students selecting these sections.

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ePDP	<p>Overview</p> <ul style="list-style-type: none"> The Personal Development Planner (PDP) was developed and implemented in First-Year Seminars to serve as a multifaceted intervention to enhance student engagement, learning, and academic success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It essentially includes the most impactful elements of electronic portfolios with the benefits of intrusive advising. <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> Self-Assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build. Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options. Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies. Goal Setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals. Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals. 	<ul style="list-style-type: none"> A total of 346 Fall 2010 first-year students participated in e-PDP sections. The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College. \ Analysis of covariance (ANCOVA) results suggested that students participating in ePDP sections had marginally significantly higher fall adjusted semester GPAs (2.89) compared to nonparticipants (2.79), even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge participation, and Themed Learning Participation were entered as covariates ($p < .10$). Students who completed ePDPs were most likely to rate areas related to understanding themselves, deciding on a major or future career, and setting goals as the most beneficial aspects of the process. Students who reported that they completed All Parts of the ePDP reported statistically significant better outcomes compared to students who completed Almost All Parts of the ePDP (or were in sections that only required certain aspects). Students who were enrolled in Fall 2011 First-Year Seminar Sections that required ePDP completion (some or all parts) had significantly higher Fall Cumulative GPAs ($M=2.82$) compared to students in First-Year Seminar sections that did not require any aspects of the ePDP ($M=2.73$), once academic preparation, sex, and income levels were accounted for. There were no differences with regard to First Year Cumulative GPA (fall and spring combined) or Fall-Spring Retention Rates between ePDP and No ePDP students. 	<ul style="list-style-type: none"> More intrusive advising components added (role of advisor increased). Development of “evaluation capacity” by developing a plan to assess direct student learning outcomes by evaluating student uploaded artifacts, assignments, papers, reflections, responses to prompts, etc. Taskforces developed to explore connections and how ePDP will interface with the Roadmap. Exploration of technology that will allow more intuitive, easy to navigate platforms, and transportability (e.g., ePDP beyond course and used throughout student’s academic career and professional life). Expansion in number of First-Year Seminar sections that include the PDP process.

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Themed Learning Community	<ul style="list-style-type: none"> • TLCs are designed to enhance the retention and academic success of undergraduate students. The TLC intervention involves cohorts of students enrolled in 3 or more thematically-linked courses, including a first year seminar. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both in and outside of the classroom. • TLCs were designed to provide a structured first-semester learning environment where students could develop a strong sense of community and explore connections across disciplines. • SLOs. Students will: <ul style="list-style-type: none"> ○ Form one or more friendships maintained after the semester. Make connections between different disciplines and courses ○ Actively discuss complex issues and ideas. ○ Describe complex real world social problems and issues ○ Be effective in communicating thoughts in writing. 	<ul style="list-style-type: none"> • The first-time, full-time Themed Learning Community participants have significantly higher one-year retention rates (78%) compared to nonparticipants (71%). • TLC participants have higher levels of academic performance (FY GPA 2.78) compared to nonparticipants (FY GPA 2.63), even when High School GPA, SAT Score, Admit Date, and Income Level, and Sex are entered as covariates. • Students from underrepresented minority groups have significantly better academic success outcomes and retention rates compared to their peers that do not participate in TLCs. African American TLC participants have a one-year retention rate of 77% compared to 67% for nonparticipating African Americans. In fact, based on the results of a logistic regression analysis African American TLC participants have a 78% better odds of being retained compared to nonparticipants, even when academic preparation variables, income level, admit date (a good proxy for motivation), and sex were entered in the first step. • TLC participants have higher average 5 and 6-year graduation rates compared to nonparticipants. • IUPUI was ranked 5th by U.S. News and World Report in "Up-and-Coming National Universities" in 2012. IUPUI was also cited as a top pick by high school guidance counselors, and recognized yet again for programs in service learning, first-year experiences, and learning communities. • Students report that participating in a TLC help them (% Much or Very Much): <ul style="list-style-type: none"> ○ Form one or more friendships that I will maintain after the semester.(75%) ○ Understand connections between different disciplines and courses (73%). ○ Actively discuss complex issues and ideas.(63%) ○ Develop a better understanding of complex real world social problems and issues (62%). ○ Become more effective with communicating my thoughts in writing (60%) 	<ul style="list-style-type: none"> • Analyses of student questionnaire results suggest integrative learning is correlated with student satisfaction of the overall TLC experience. These findings will encourage greater focus on integrative learning in subsequent faculty development opportunities. • TLC faculty members have been invited to join a committee that will begin to lay the groundwork for investigating direct measures of integrative learning within the TLC program. • Plan to implement a committee of academic advisors to guide the future growth of the program. This committee will be informed through students' responses to the question "why did you choose to enroll in this particular TLC." • Plan to revise the student feedback questionnaire to include more questions to assess integrative learning outcomes.

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Bepko Learning Center Peer Mentoring	<p>Program Description</p> <ul style="list-style-type: none"> The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three offices: the Office of Academic Mentoring, the Office of Tutorial Support and the Office of Academic Enrichment. <p>Program Goals</p> <ul style="list-style-type: none"> To offer academic support in a variety of subjects in order to improve educational achievement. To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience. To facilitate appropriate referrals to other campus resources To provide support systems to enhance academic success To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner. 	<ul style="list-style-type: none"> Students who participated in the Structured Learning Assistance program 1-10 times obtained an average GPA of 2.05, 11-13 times obtained a 2.74 and 14 or more times obtained 2.98 Student who participated in the Supplemental Instruction program obtained an average GPA of 3.05 and non-participants obtained an average of a 2.46. Student who participated in the Supplemental Instruction program had a combined DFW rate of 11.32% as compared to a 31.64% for non-participants. <p>Methods used to assess student learning and success:</p> <ul style="list-style-type: none"> End of the Semester Evaluations Mentor Self Evaluations Grade Report (comparing participants to non-participants) Program Participant Attendance Instructor Evaluations Program Evaluations FLAGS Report 	<p>Based on the assessment results for programs, the following are future changes that will be implemented:</p> <ul style="list-style-type: none"> Increased marketing efforts for the Tutor Matching Service to make students aware of the new tutoring application. Increase the number of partnerships with gateway courses to augment academic supports for those courses. Further increase the email outreach used for students who have been flagged as “at-risk” by the new FLAGS system and follow with instructors to communicate referral activities.

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<p>Academic & Career Development (Advising)</p>	<p>Student Learning Outcomes for Individual Advising Students are aware of their academic progress and challenges and discuss with advisors</p> <ul style="list-style-type: none"> • Students accept responsibility for their college success • Students set goals for achievement in college • Students assess success-oriented and non-success oriented behaviors • Students alter behavior to lead to a greater level of success • Students identify other issues affecting college success <p>Students will gain an understanding of the major and career decision-making process</p> <ul style="list-style-type: none"> • Students identify interests, skills/abilities, and values • Students identify a major and articulate why they chose it • Students identify resources for gaining information on self, academic programs and the world of work • Students link their chosen major with possible careers <p>Students are aware of requirements for their program of study</p> <ul style="list-style-type: none"> • Students actively maintain their academic plan • Students identify resources where requirements are listed • Students know courses which fulfill requirements and discuss with advisors <p>Students will know the process of getting into their school of choice</p> <ul style="list-style-type: none"> • Students identify resources where requirements are listed • Students set a target date for admission into the school • Students discuss requirements for certification with advisors • Students fill out admission applications to the school in a timely manner <p>Students develop and register for a schedule of courses to suit their needs</p> <ul style="list-style-type: none"> • Students predict time requirements for classes, 	<p>2011 IUPUI Academic Advising Survey The magnitude of difference was “large” between University College Students and Overall IUPUI Students in the advising areas below (based on effect size calculations). Students were more satisfied with UC Advisors compared to IUPUI in the following areas:</p> <ul style="list-style-type: none"> • Is knowledgeable about the content of courses outside my major. • Is familiar with my academic goals. • Is able to help me set goals • Treats me as an individual, not a number. • Is willing to work with me to achieve my goals. • Understands how my personal life affects my academic progress. • Is familiar with my career goals. • Is well prepared for our meetings <p>First-Year Seminar End-of -Course Questionnaire (Advisor Section Highest Rated, 4-Point scale ranging from 0= “Not at all” to 4- “A Great Deal”)</p> <ul style="list-style-type: none"> • Knowledgeable about university policies (3.27) • Available when I needed assistance (3.26) • Encouraged me to obtain my educational goals (3.25) • Knowledgeable about major requirements (3.25) • Provided information about registration procedures (3.21) • Expressed interest in me as an individual (3.17) • Assisted me in deciding on a major or future career (3.14) • Provided important information about university policies (3.09) • Helped me deal with academic difficulties (3.05) <p>• Gwen Chastain, coordinator of academic services with Student Support Services, will be awarded a 2012 Outstanding Advising Certificate of Merit by the National Academic Advising Association (NACADA) in October.</p>	<ul style="list-style-type: none"> • Advisors play a more integral role in PDP process as part of the First-Year Seminar Instructional Team. • Development of an “Advisor Feedback” questionnaire so that advisors receive formative assessment information more consistently. • Improved advising services for students to explore all the health and life sciences programs available at IUPUI, including majors and pre-professional programs in administration, laboratory, and direct patient care. • The UC Advising Center now plays an active role in advancing advising across the campus, particularly with faculty members in the degree-granting schools. • Campus-wide advising workshops were planned and conducted, • Campus Advising Council was formed. • Provided support to involve advisors in the inquiry/scholarship of advising.

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	<p>work, family and studying</p> <ul style="list-style-type: none"> Students consider alternative courses such as off-campus learning centers, night and weekend courses, Internet and distance education courses Students consider academic support programs such as Supplemental Learning Assistance, Thematic and regular Learning Communities, Critical Inquiry classes Students register for classes independently <p>Students know campus services relevant to their needs</p> <ul style="list-style-type: none"> Students identify locations of campus services Students know specific services as they relate to their needs <p>Students are aware of engagement opportunities that enhance their academic plan</p> <ul style="list-style-type: none"> 		
<p>Academic & Career Development (Career Services)</p>	<p>Major/Career Information Day</p> <ul style="list-style-type: none"> Overview: Students explore and gather information about IUPUI's undergraduate majors, career possibilities, and RISE (Research, International study, Service learning, and Experiential education) opportunities in this interactive walk-around fair. They network and leave with information for their Personal Development Plans! Intended outcomes: Students will learn about majors and their related careers, services and resources related to these programs and RISE opportunities. <p>Externship Program</p> <ul style="list-style-type: none"> Overview: an opportunity for students to shadow a professional in an occupational area within their field of interest. This opportunity allows the extern to get an insider's view of what types of skills, knowledge, and capabilities they will need to acquire or develop in order to be successful in a particular industry. <p>Intended outcomes:</p> <ul style="list-style-type: none"> Through completing an externship experience students will: Observe professionals in their typical work setting for a minimum of 4 hours; Describe the specific job tasks of the person(s) 	<p>Major/Career Information Day</p> <ul style="list-style-type: none"> 174 evaluations were collected. Majority of students were very satisfied with the event and with the information they gathered, were more aware of resources available for possible majors and careers. The main question used to assess student learning was: After attending MCID, I am better aware of resources (people, written, online, etc.) available regarding possible majors or careers: <ul style="list-style-type: none"> Completely agree (55%) Somewhat agree (39%) Neither agree nor disagree (6%) Somewhat disagree (0%) Disagree (0%) (only 1 student) <p>Externship Program</p> <ul style="list-style-type: none"> Fall 2011-110 students participated, 353 applied, 152 were offered a match, and we had 63 hosts. Spring 2012-34 participated, 48 applied, 41 were offered a match, and we had 55 hosts. Administered questionnaire to students after the externship program. The main question used to assess student learning was: Overall, did you learn something about a particular major, field, or organization during your Externship? On a scale of 1-5, the mean response was 4.70. 	<p>Major/Career Information Day</p> <ul style="list-style-type: none"> Have requested that school representatives bring upperclassmen and/or alumni to this event in order to share more valuable information with students from their experiences and perspectives. <p>Externship Program</p> <ul style="list-style-type: none"> Require resume for student applications Students choose from list of hosts in their application (instead of coordinator choosing for them based on interest) Provide reflection guide in pre-externship workshop.

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	<p>shadowed;</p> <ul style="list-style-type: none"> • Identify potential career opportunities with possible majors of study; • Identify the interests, abilities, and values that may align with a particular career; • Connect and evaluate the experience with personal interest, abilities, and values relating to self; • Create a plan of professional career development. 	<ul style="list-style-type: none"> • Students were required to submit an externship reflection paper. This was typically 2 pages in length answering the prompts below: <ul style="list-style-type: none"> ○ Provide a summary of your externship experience that describes the specific job tasks of the person(s) you shadowed. ○ Identify and explain how possible academic majors connect with your externship experience. ○ Evaluate the interests, abilities, and values necessary for a job in the field, major or industry and compare to own. . ○ What 1-2 steps will you take because of this experience? • Approximately 80 students (out of 110) turned in a reflection paper. There was very rich data included and it appears that they all connected their experience with their own career paths. • Jill Vanderwall, experiential learning coordinator, was awarded the <i>New Professionals Award from the Career Development Professionals of Indiana</i> for her work with experiential learning on the IUPUI campus and for chairing a statewide conference. 	

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Office of Student Success (OSS)	<p>Program Overview</p> <ul style="list-style-type: none"> The mission of the Office for Student Success is to enhance the transition and success of minority students by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding and engaging students, we seek to ensure the success of students of color. Offers intensive retention programming such as academic check-ups, tutoring, direction to resources, workshops, and designated study time (DST) and support through the SAAB/B2B and SAAS/S2S organizations. <p>Key Retention Efforts</p> <ul style="list-style-type: none"> Communication with students upon acceptance to IUPUI. Encouraged participation in summer bridge program (\$ added value) Summer Bridge – end of the day programming for male and female students of color. Academic course load review In-person early-warning follow ups/academic check-ups and development of a plan as necessary. Referral to campus resources – Tutoring, CAPS, AES, Health Services, etc. Mid and end of the semester in-person contacts Communication to non-enrolled students (non-returns) Relationship Building/Mentoring Tailored workshops/meetings such as syllabus review, time management, financial literacy. Professional development opportunities via leadership conference attendance, resume workshops, etc. Cultivation of community building through a variety of service opportunities year-round (over 20 performed in 2011-2012 both on campus and in the community). 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> Developed relationships (peer-peer and Advisor-student) Student personal and professional development. Student equipped with successful strategies to be retained until graduation. <p>Retention Results</p> <p>Program Fall 2010 Fall-to-Spring Retention</p> <ul style="list-style-type: none"> Student African American Brotherhood (SAAB) 2010 (N=19) 94% compared to AA Students at IUPUI (158) 85% Student African American Sisterhood (SAAS) 2010 (N=31) 97% Compared to AA STUDENTS at IUPUI (N=258) 85% <p>Program Fall 2010 Fall-to-Fall Retention</p> <ul style="list-style-type: none"> Student participants had a retention rate of 74% compared to African American nonparticipants who has a retention rate of 68%. <p>Program Fall 2011 Fall-to-Fall Retention</p> <ul style="list-style-type: none"> A total of 34 students participated with a retention rate of 89% (PRELIMINARY). 	<ul style="list-style-type: none"> Based on positive results, expanded program to include Latino(a) students. More intrusive advising More extensive and frequent in-person early-warning follow ups/academic check-ups and development of a plan as necessary. Student will be required to respond to academic check-ups at semester week four and will also be subject to early warning follow-up meetings should there be any reported issues by faculty. Professional development opportunities will be presented such as providing resources (such as transportation, registration, etc.) to career/job fairs, leadership conferences, local seminars, etc. that support the mission and goals of the OSS program. Community Service opportunities will be highly recommended for all students to participate in. Opportunities will be collective (OSS) or SAAB/SAAS specific. Details will be provided via the list-serv that all students are subscribed to. OSS will collaborate with various community programs, agencies, groups, etc. that promote the education, retention and success of African American and/or Latino/a students to exchange best practices as well as stay abreast of cutting edge research in this area. OSS has two social clubs (SAAB/SAAS) which are officially recognized as student organizations at IUPUI. The OSS program will support the student organization in their efforts to create a supportive environment, offer social activities for bonding, academic support, peer mentoring, etc.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Twenty First Century Scholars</p>	<p>Program Overview</p> <ul style="list-style-type: none"> The Twenty-first Century Scholars Success Program is the IUPUI support service for students who affirm their Twenty-first Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the Twenty- first Century Scholars Success Program is to increase the retention of IUPUI scholars and provide support through degree completion To ensure a successful transition into the college experience. TFCSSP offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development and personal growth. <p>Peer Mentoring Program Goals</p> <ul style="list-style-type: none"> Provide support for first-year scholars Positively impact student success, and to enhance student learning. Provide each scholar participant caring mentors, positive role models, group and individual mentoring sessions and a series of workshops and network events which focus on enhancing or developing strategies for success and referrals to academic support as well as personal and student development services on campus. 	<ul style="list-style-type: none"> The program served 230 students during the 2011-2012 academic year. 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. Twenty-First Century Scholars are much more likely than 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 pledge grant were still enrolled at IUPUI in the second year at a rate nearly the same as the overall student population (71% vs. 73%). The retention rates improve even more dramatically when Scholars participate in our success programs. The Fall 2010 to Fall 2011 one-year retention rate for Twenty-first Century Scholars who participated in Summer Bridge and Peer Mentoring was 6% higher than first year students overall. Twenty-First Century Scholars who received the pledge grant and participated in two of our success programs, Summer Bridge and Peer Mentoring achieved an average GPA of 2.91 in Fall 2009 and 3.13 in Fall 2010. Those in the same group who did not participate in these programs achieved an average GPA of 2.34 in Fall 2009 and 2.35 in Fall 2010. The retention rates of TFCS students in 2006 (prior to the Twenty-first Century Scholars Success Program interventions) was approximately 58% and the retention rate for the TFCS who participated in programs offered by the Twenty-first Century Scholars Success Program in 2010 was 74%. The increased rate was 16% over the last five years. The TFCSSP has been awarded a <i>2012 NACADA Outstanding Institutional Advising Program</i> for its Peer Mentoring Program. 	<ul style="list-style-type: none"> Learning outcomes for our first-year peer mentoring program have been created with the intention of using these outcomes to assess student learning and improve the effectiveness of the program and its corresponding activities and workshops. Each of the outcomes will have associated measurable criteria and one or more assessment tools to gather the data. The results of these assessments will be collected and analyzed regularly. Through group and individual mentoring of students, we aim to achieve the following learning outcomes: <ul style="list-style-type: none"> Students will transition from high school to college life Students will be engaged in their academic careers Students will build a social support network on campus Students will become more aware of self and the diversity of others Students will become aware of major/career connections and steps needed to prepare for a successful transition to the workforce or graduate study.

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Nina Mason Pulliam Scholars</p>	<p>Our last faculty fellowship project as described above produced the following program learning outcomes:</p> <p>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</p> <ol style="list-style-type: none"> 1. Develop a personal road map for success 2. Utilize goal-setting strategies 3. Develop critical thinking* 4. Develop intellectual depth, breadth, and adaptiveness* 5. Understand and apply student learning concepts and methods 6. Demonstrate effective executive functioning <p>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars</p> <ol style="list-style-type: none"> 1. Develop meaningful connections to fellow scholars 2. Offer academic and personal strengths to fellow scholars 3. Participate fully in program community service 4. Develop leadership identity and leadership skills in Nina Scholars Program <p>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</p> <ol style="list-style-type: none"> 1. Fully utilize program guidance and support 2. Readily access unit, campus, and community resources 3. Understand how to develop academic and professional success networks <p>Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success</p> <ol style="list-style-type: none"> 1. Understand and apply personal growth concepts and methods 2. Engage in experiential learning 3. Develop and utilize a sense of one's positive core and purpose 4. Develop an understanding society and 	<ul style="list-style-type: none"> • First to second year retention for Nina Scholars, students who face significant challenges in life, much less in education, is significantly higher than the University as a whole. The four, five, and six year graduation rates for Nina Scholars are also substantially better than IUPUI as whole despite disadvantaged backgrounds and experiences of marginalization. • The six year external evaluation identified the following program strengths: scholar selection process that balances financial need with educational commitment and preparedness; emphasis on academic attainment coupled with an understanding of scholars' demanding life circumstances; highly skilled and effective full-time director; dedicated and diverse advisory council; exceptional camaraderie among many scholar cohorts. Through Fall 2012 81% of IUPUI Nina Scholars have graduated or are still enrolled. • Faculty fellows research has aided the program in validating program focus on social and cultural capital in student success. Lower socio-economic status students with less of the social and cultural capital associated with college and professional success must not only catch up, but they must make a sometimes painful transition to the middle-class culture of the institution. Possessing less social and cultural capital is also sources of student identity and reinforces self-doubt and alienation. One particular innovation of the program has been to address social and cultural capital development as an objective of the program and infuse in many activities such as peer mentoring as well as through the ethos of the program. • Another faculty fellow project to highlight is a study done by the IUPUI Center for Urban and Multicultural Education that focused on scholar loan indebtedness. That study found that scholars are taking out fewer loans for less money than in the past when the six year study showed that scholars were taking nearly as much out in loans as their matched sample peers who were eligible 	<p>Assessment Plan</p> <ul style="list-style-type: none"> • The learning outcomes and assessment plan have served as a firm foundation for us to think about student learning in the program as we plan and deliver programming and interventions. It has also served as a framework for articulating the goals of the program to others. <p>Cohort 9 and 10 Workshops</p> <ul style="list-style-type: none"> • After a few meetings with our career development colleagues we determined that the best approach short of a credited course for both cohorts was to think more broadly about workshops that would target success programs like Twenty-first Century Scholars Success Program, SAAB/SAAS, and Student Support Services in addition to Nina Scholars. This would give our career counselors a full audience for their customized presentations and would meet the career development goals of all similarly targeted programs. Jill offered to create webinars for scholars who are not able to attend future workshops. In the interim, however, I am requiring that all cohort 9 and 10 scholars meet with a career counselor, attend a career-related event, and write a reflection on both. Here is the communication to the students that we came up with: <ol style="list-style-type: none"> 1. First year students will attend Major and Career Information Day 2. Nina Scholars in the 2nd or 3rd year of the program are required to complete a career component. Options for completing the career component include: <ul style="list-style-type: none"> • Review 6 career development modules and successfully complete quiz for each. • Meet with a career counselor in University College Academic and Career Development. You might meet with a career counselor to: explore majors/careers, learn about externship and job shadowing opportunities, develop your job

Program	Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>culture*</p> <p>5. Develop a sense of values and ethical standards*</p> <p>Goal 5: Facilitate career development and graduate school readiness</p> <ol style="list-style-type: none"> 1. Understand and apply career development concepts and methods 2. Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose <p>Objectives noted with an asterisk come from IUPUI's six Principles of Undergraduate Learning. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.</p>	<p>but did not receive the Nina Scholars award.</p>	<p>search strategy and resume for degreed positions, or practice for an interview. Take intentional steps down a path to career success!</p> <ul style="list-style-type: none"> • Meet with a career advisor/counselor in your school/unit. (To determine your best resource, see http://www.iupui.edu/career/inventory). You may meet with a staff or faculty member for assistance with occupational information, job search strategies, resumes, networking and more. • Attend a career-related event (resume workshop, career fair, networking event, etc.) • After the meeting or event, complete a Letter of Participation and a reflection. Your reflection should be one page in length, double-spaced, in 12-point Times New Roman or Calibri font. Use the guidelines/questions below in writing your reflection: • Describe the meeting/event. (No more than one paragraph!) • What did you HOPE to get out of the meeting/event? • Did the meeting/event meet your expectations? • What did you learn by participating? • How did the meeting/event relate to your career aspirations? • What is the next step in your career planning? What do you still need?

Appendix A

Table 1: University College Students Demographic Summary, Fall 2011

	Fall 2011	
	N	%
Total	6170	
Ethnicity		
American Indian/Alaskan Native	12	0%
Asian	193	3%
Black	929	15%
Hispanic	315	5%
NR-Alien	211	3%
Native Hawaiiin/Pacific Islander	7	0%
Two or more races	227	4%
Other	4276	69%
Gender		
Female	3585	58%
Male	2585	42%
SAT		
1200 +	329	5%
800 - 1190	3713	60%
400 - 790	499	8%
None	1629	26%
High School Percentile Rank		
Top 10%	328	5%
11% - 25%	967	16%
26% - 50%	1659	27%
Bottom 50%	951	15%
Unknown	2265	37%

High School GPA		
3.0 - 4.0	2527	41%
2.99 - 2.0	1761	29%
1.99 - 1.0	74	1%
0.99 - 0	0	0%
None	1808	29%
Student Level		
High School Student	125	2%
Certificate first year	10	0%
Certificate second year	9	0%
Associate Freshman	211	3%
Associate Sophomore	194	3%
Baccalaureate Freshman	2447	40%
Baccalaureate Sophomore	1882	31%
Baccalaureate Junior	931	15%
Baccalaureate Senior	350	6%
Undergrad Special	11	0%

Table 2: University College Students' Demographic Information Continued, Intended Majors and Academic Success Outcomes Fall 2011

	Fall 2011	
	N	%
School of Intended Major		
Business	1066	17%
Dentistry	273	4%
Education	179	3%
Engineering and Technology	615	10%
Health & Rehab	22	0%
Herron	23	0%
Informatics	49	1%
Journalism	41	1%
Liberal Arts	178	3%
Medicine	435	7%
Nursing	872	14%
Phys. Ed & Tourism	283	5%
Science	963	16%
Continuing Studies	23	0%
Social Work	198	3%
SPEA	191	3%
University College	751	12%
All others	8	0%
Retention For Full-Time University College Students Only		
Fall To Spring	5130	83%
One Year Retention	4288	70%
Averages		
Average SAT		971.6
Average HS GPA		3.09

(Note: Based on official retention as of census spring 2012)

(Note: Preliminary - official retention is not yet available. Based on students enrolled at any IU campus or having received a degree as of August 23, 2012)

Average High School Rank		63%
First Generation		
% First Generation	2430	39%
Twenty-first Century Scholars		
Eligible	782	13%
Financial Aid Status - All University College Students		
Applied for Financial Aid	5102	83%
Received Any Financial Aid	4495	73%
Financial Aid Status - Full-Time University College Students Only		
Applied for Financial Aid		86%
Received Any Financial Aid		78%

Note: Retention reflects students enrolled on any IU campus or having received a degree or certificate.