

Division of Undergraduate Education

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

**Program Review and
Assessment Committee (PRAC)
Annual Report
2018-2019**



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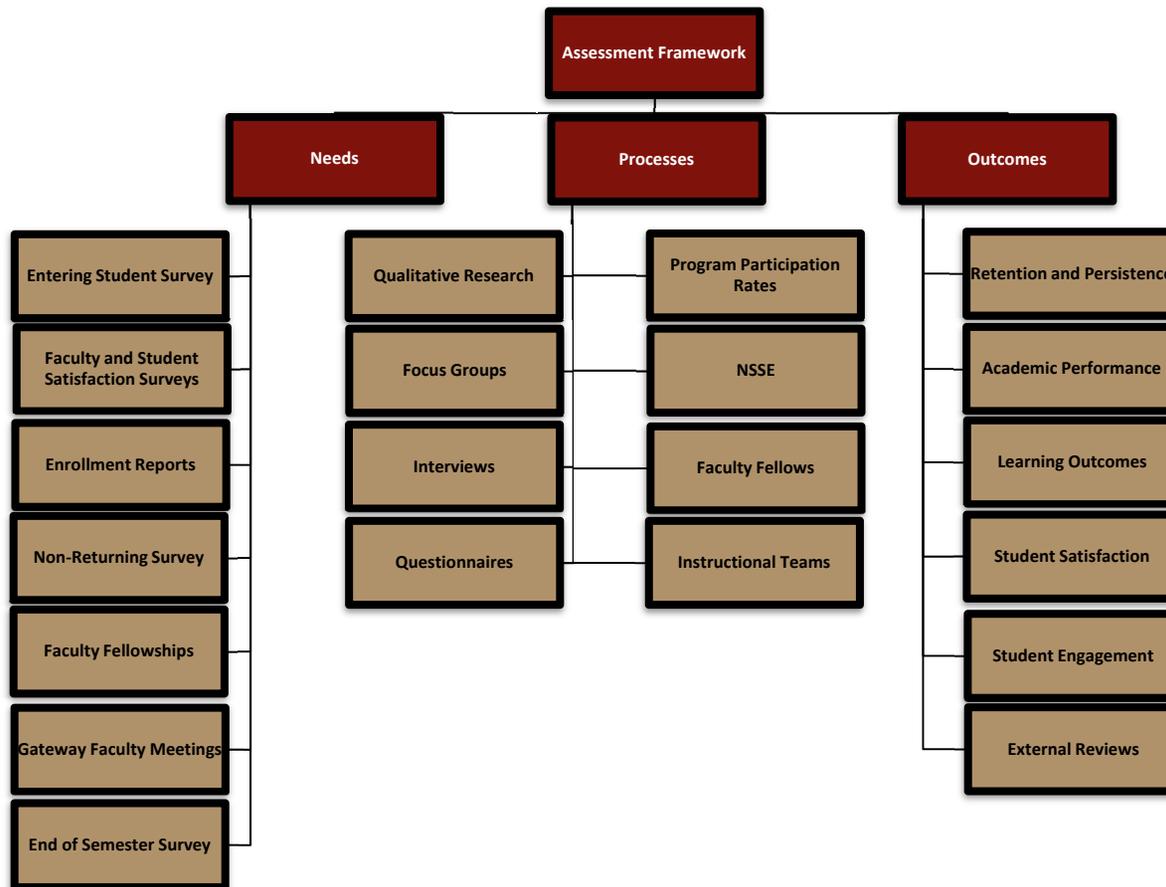
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Context and Assessment Methods

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

DUE Assessment Framework



Needs Assessment Highlights

DUE, in collaboration with the Office of Institutional Research and Decision Support, connects with students to determine their needs and assess their engagement and development through ongoing questionnaires. During new student orientation sessions, students receive the Entering Student Survey (ESS). At the end of the fall semester, a second survey is administered to all students in the first-year beginning cohort. These surveys help DUE and IRDS assess a broader array of motivational, cognitive and behavioral factors that are predictive of student learning and success, and track development on these factors over the course of the first term. Factors included on both the ESS and End of Semester surveys are included below.

Both Surveys

- Sense of Belonging
- Organizational Commitment (to IUPUI)
- Academic self-efficacy

Entering Student Survey only

- Behaviors in high school or previous college
- Financial support
- Expected time commitments
- Expected engagement, including participation in high impact practices
- Reasons for choosing IUPUI

End of Semester Survey only

- Growth mindset
- Actual time commitments
- Current and anticipated participation in high impact practices
- Indirect self-assessment of skills related to Profiles of Learning for Undergraduate Success
- Plans for next semester

Results from the 2018 ESS survey were prepared by Jessica Rauch and can be found on the IRDS. Some of the highlights include the following:

- Overall beginning student respondents feel welcomed at IUPUI. About **94%** of students agree **‘the IUPUI campus community has made me feel welcomed.’**
- About **58%** of respondents rated their **mathematical ability as average or lower**, suggesting a possible need for assistance with Math courses. **Seventy-one percent** rated their study skills as average or lower, suggesting this may also be an area of need.
- **Sixty-five percent** of respondents reported having **‘some concerns’** about **financing their college education** while **13%** reported having **‘major concerns’**.
- **Approximately two thirds** of respondents **planned to work on campus for pay**, while **62%** indicated they **planned to work off-campus for pay** during their first year.
- **At least 22%** of respondents indicated there was a ‘very good chance’ they would **work on a research project with a professor, participate in service learning or community service, or participate in study abroad or international travel related to school.**

The 2018 End of Semester Survey report, also prepared by Jessica Rauch, can be found on the IRDS website as well. Some of the key findings are described below:

- **Eighty-two percent** of respondents were satisfied with their **overall academic experience at IUPUI.**
- **At least 72%** of respondents were very satisfied or satisfied with **peer mentoring or tutoring, coaching and other support services.**
- Approximately 65% of respondents indicated they were very satisfied or satisfied with **academic advising in University College or career services in University College.**

Entering Student Survey and End of Semester Survey shared items.

The tables below depict the results of common items between the Sense of Belong and Organization Commitment items on the ESS and the End of Semester Survey. When completing the ESS at Orientation, students reported relatively high sense of belonging and were pleased in their decision to attend IUPUI. While students still generally agreed with these statements at the end of semester, mean ratings for every item on both scales were significantly lower. These results suggest that at least some first-year students may experience a decrease in their sense of belonging and commitment to IUPUI between the beginning of the semester and the end. While it is reasonable to suspect that students whose sense of belonging or organizational commitment decreases during the semester might be at greater risk for departure, further research will be needed to investigate whether this is the case. It will also be beneficial to measure these constructs at other points in the semester, in order to better identify students who might be at risk.

2018 Entering Student Survey and End of Semester Survey Sense of Belonging Results

	Entering Student Survey			End of Semester Survey		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<i>The IUPUI campus community has made me feel welcomed</i>	1,933	6.31	1.09	1,016	5.80	1.36
<i>I see myself as part of the IUPUI community</i>	1,932	5.84	1.23	1,019	5.38	1.54
<i>I feel a sense of belonging at IUPUI</i>	1,937	5.88	1.20	1,019	5.58	1.48
<i>I feel that I am a member of the IUPUI community</i>	1,936	5.75	1.23	1,017	5.47	1.49
<i>I feel that I fit right in on campus</i>	1,927	5.76	1.25	1,019	5.50	1.54
<i>I feel connected with other IUPUI students</i>	1,932	5.68	1.30	1,017	5.26	1.63

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

Note 2: Bold and italicized items indicate the 2-sample t-tests reveal that Entering Student Survey mean was significantly greater than End of Semester Survey mean at $\alpha \leq 0.001$.

2018 Entering Student Survey and End of Semester Survey Organizational Commitment Results

	Entering Student Survey			End of Semester Survey		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<i>I am proud to tell others I am going to school here</i>	1,922	6.15	1.26	992	5.88	1.45
<i>I am extremely glad that I chose IUPUI over other colleges</i>	1,924	5.94	1.33	993	5.74	1.63
<i>It is important for me to graduate from IUPUI (e.g., rather than from another university).</i>	1,924	5.86	1.51	991	5.64	1.78

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

Note 2: Bold and italicized items indicate the 2-sample t-tests reveal that Entering Student Survey mean was significantly greater than End of Semester Survey mean at $\alpha \leq 0.001$.

IUPUI Student Demographics

Below are the demographics of Fall 2019 IUPUI Indianapolis full-time beginners. About 55% were University College admits, which is consistent with recent years. Fourteen percent of Fall 2019 new beginners were Latinx, which was a record for the Indianapolis campus. An additional 9% were African American. The average high school GPA for University College students was 3.38, while dual/direct admit students had an average high school GPA of 3.63. About two-thirds of full-time new beginners were enrolled in 15 credit hours or more, compared to 69% of Fall 2018 full-time beginners.

Fall 2019 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,674 first-time, full-time students (only 2% (89) part-time)
 - 2,020 (55%) University College admits
 - 1,654 (45%) dual admits/direct-school admits
- 11 (0.3%) 25 years of age or older
- 3,383 (92%) Indiana residents
- 61 (2%) international students
- 328 (9%) African American
- 527 (14%) Latinx
- 3.38 average high school GPA (UC)
- 1053 average SAT score ^a (UC)
- 3.63 average high school GPA (Direct/Dual Admit)
- 1201 average SAT score ^a (Direct/Dual Admit)
- 41% received a Pell Grant (Fall 2018 cohort)
- 683 (19%) Twenty First Century Scholars (received state money)
- 1,036 (28%) first-generation students (neither parent attended college)
- 1,575 (43%) live in campus housing
- 167 (5%) enrolled in the IUPUI Honors College
- 66% attempted 15 or more credit hours in the first semester
- 3,499 (95%) students participated in first-year seminars.
 - 1,895 University College students participated.
 - 1,652 (45%) were enrolled in a Learning Community.
 - 556 participated in a Themed Learning Community.
 - 1,096 participated in a Gateway Learning Community.
- 1,253 (34%) participated in a Bridge experience.

^aBased on revised 2017 SAT scale

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

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

Rank ordered by mean ratings out of 21 items

Note: Based on 2019 Entering Student Survey results.

Risk Factors for First Year IUPUI Students

Risk Factors Associated with Low Levels of Academic Achievement and Persistence

- Gender (males)
- Registering for classes late during summer registration.
- Being a first-generation college student
- Received a Pell Grant (proxy for low socioeconomic status or SES) or having high levels of unmet financial need.
- Low levels of academic preparation (High school GPA is a strong predictor.)
- Lack of rigor and intensity of high school curriculum
- Living off campus
- Students' estimates of the hours they expected to devote to nonacademic activities (e.g., high number of hours working for pay off campus, commuting, caring for dependents, taking care of household responsibilities).
- Working more than 20 hours off campus for pay
- Concerns about financing college.
- Indicating they plan to transfer before starting at IUPUI
- Low self-efficacy in math
- Not earning satisfactory academic performance in first semester (earning below a 2.0)
- Not participating in early interventions such as Summer Bridge Program, First-Year Seminars, or Themed Learning Communities

Success or Thriving Factors for First Year IUPUI Students

Factors Associated with High Levels of Academic Achievement and Persistence

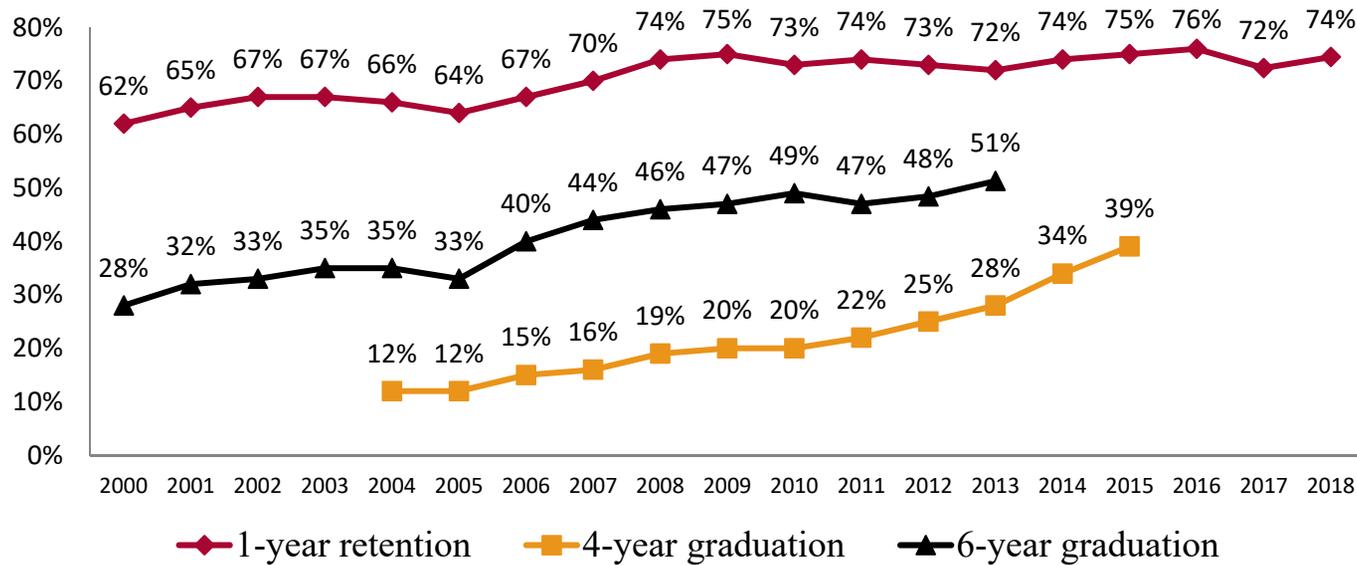
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum (having AP credit, earning an Indiana Honors diploma)
- Not being a first-generation college student
- Living in campus housing
- Participating in early interventions or academic support programs such as Summer Bridge, First-Year Seminars, or Themed Learning Communities.
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math

Academic Achievement and Progress of 2018 First-Time, Full-Time Students

2018 First-Time, Full Time Students

There had been fairly steady increases in the one-year retention rates from 2000 to 2008, though retention has been more steady in recent years (shown below). The Fall 2018 cohort saw an improvement to a 74% retention rate following a drop to 72% with the Fall 2017 cohort. Shown below are also the four- and six-year graduation rates by cohort year. The graduation rates have shown fairly steady increases over the last 10 years, with the Fall 2013 cohort being the first cohort to attain a graduation rate over 50%. However, IUPUI's graduation rates are below those of our peer institutions. It is important to note that our one-year retention rates are in line with our peer institutions most likely due to the focus on providing quality first-year experience programs such as Bridge, First-Year Seminars, Learning Communities, and support programs for low income and underrepresented students.

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



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

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

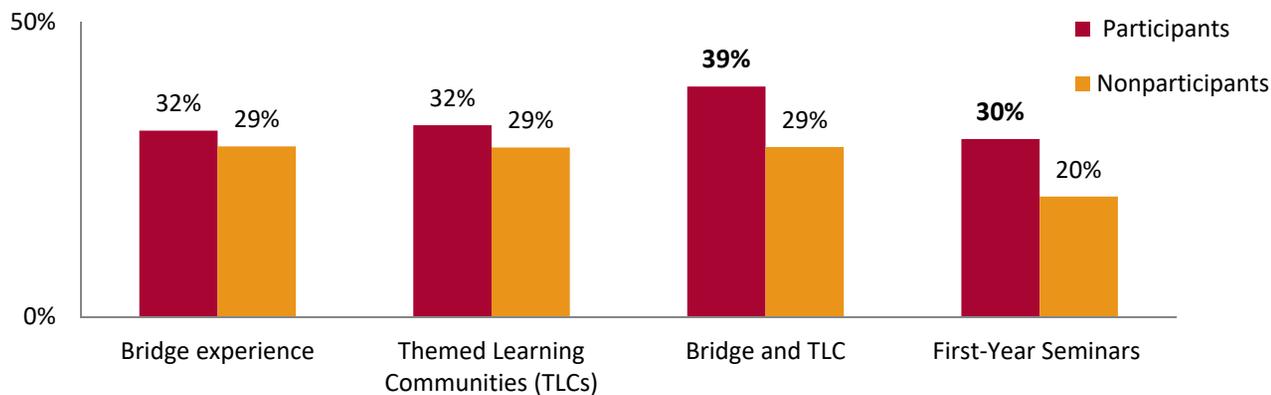
One-Year Retention Rate by Type	2013– 2014	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	70.8%	73.4%	74.1%	74.9%	71.4%	72.8%
IUPUI* (includes only bachelor’s degree seeking)	70.9%	73.8%	74.2%	75.2%	71.5%	72.9%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	71.7%	74.4%	75.4%	75.7%	72.4%	74.5%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	71.8%	74.9%	75.4%	76.0%	72.4%	74.7%
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	59.0%	61.8%	57.7%	62.0%	57.4%	63.9%
IUPUI Columbus - (includes only bachelor’s degree seeking)	59.4%	61.7%	59.0%	62.3%	58.0%	63.4%
IU Fort Wayne - (includes only bachelor’s degree seeking)	--	--	--	--	--	54.5%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis	67.3%	69.1%	70.1%	71.1%	68.1%	71.1%

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

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

Indianapolis Only 2015 First-Time, Full-Time Cohort University College Students Only Four-Year Graduation Rates for University College Program Participants Compared to Nonparticipants

*Graduated from IUPUI Indianapolis



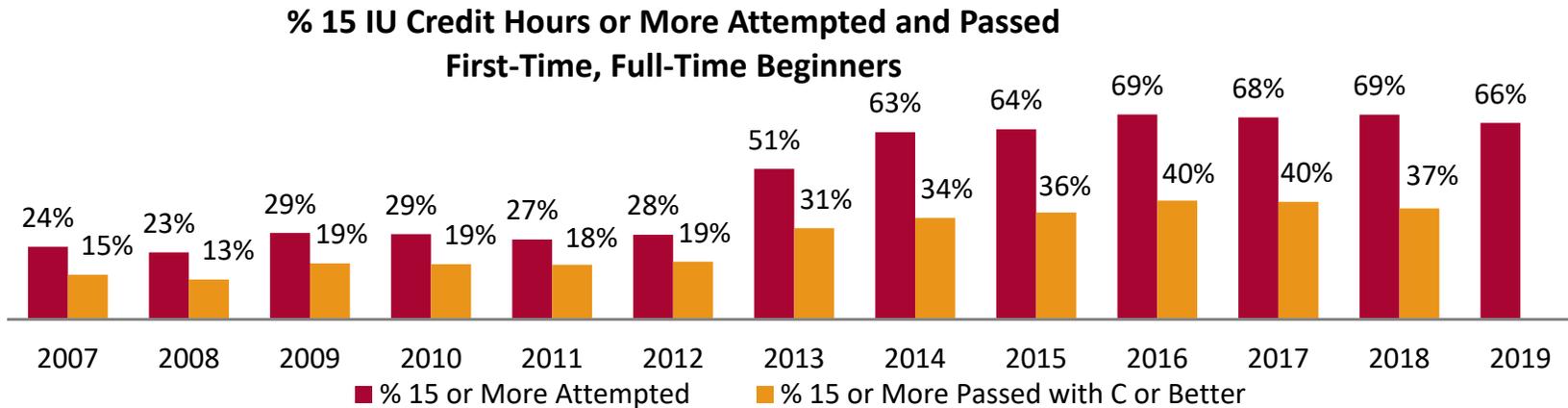
Note 1: Graduation figures include bachelors and associate degrees and certificates awarded in 150% of time. The rates exclude Columbus beginners. Bold numbers are significantly greater than nonparticipants using chi-square analysis at $\alpha \leq 0.05$.

Note 2: Summer Bridge Program participants: $N = 567$ and nonparticipants $N = 1,495$; TLC participants: $N = 508$ and nonparticipants $N = 1,554$; Bridge and TLC participants: $N = 169$ and nonparticipants $N = 1,893$; first-year seminar participants: $N = 1,959$ and nonparticipants $N = 103$.

In recent years, new IUPUI beginners have been encouraged to enroll in 15 credits or more during their first fall semester, in order to demonstrate sufficient progress toward graduation. Approximately 69% (2,423) of Fall 2018 full-time beginners enrolled in 15 credit hours or more during their first fall term, the largest percentage of any beginning cohort. Of those, only 54% (1,304) passed at least 15 credit hours with a grade of “C” or better during that first fall semester¹. In Fall 2019, 66% (2,430) of new beginners were enrolled in 15 credit hours or more at census, a slight decrease in percentage from the previous year.

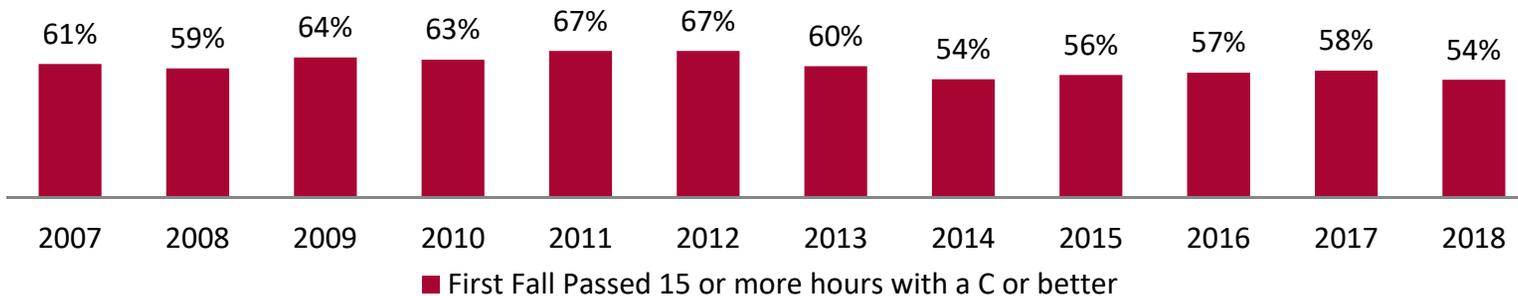
More Students Enroll and Complete 15 Credits or More During their First Fall Semester at IUPUI

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



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

% Passed 15 or More Credit Hours With C or Better
First-Time, Full-Time Beginners who Attempted 15 or More



¹ Ten Fall 2018 beginners were not enrolled in 15 credit hours at census but had completed 15 credit hours by the end of the semester. These students may have enrolled in another class after census or earned credits through a second-8 week course.

Profiles of Learning for Undergraduate Success: Fall 2018 First-Year Students' Self-Assessment of Associated Skills and Abilities

In December 2018, all IUPUI first-year beginning students at the Indianapolis campus were asked to participate in the first administration of the End of Semester Survey. Among the questions were a set of items in which students were asked to rate their level of confidence with regard to a series of skills and abilities related to the Profiles for Undergraduate Learning and Success (Profiles).

The table below was originally included in the 2018 End of Semester Survey Report, compiled by Jessica Rauch and Michele Hansen and found on the [IRDS website](#). Among the highlights:

- IUPUI Beginners demonstrated the most confidence in a skill that cut across all four Profiles. Eighty-six percent of respondents were very confident or confident in their ability to work with people from different backgrounds.
- Respondents were extremely confident in skills related to the Community Contributor Profile. At least 78% of respondents were very confident or confident that they could effectively recognize and appreciate cultural differences, advocate for their beliefs in a civil and respectful manner, and recognize their own cultural rules and biases.
- “Communicator” was the profile where respondents demonstrated the lowest level of confidence. Sixty-five percent of respondents were confident or very confident in their ability to support an argument using appropriate data. Similarly, about 62% were very confident or confident they could effectively write a well-organized final report or paper, and 58% were very confident or confident they could effectively prepare a formal oral presentation.

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

Beginning Students' Self-Ratings of Effectiveness on the Profiles of Learning for Undergraduate Success

I feel confident that I can effectively...	Profile	N	Mean	Not At All Confident	Somewhat Confident	Neutral	Confident	Very Confident
Percentage								
Work with people from different backgrounds (e.g., races, ethnicities, religions, socioeconomic backgrounds, cultural, or sexual orientations)	All profiles	935	4.26	0.3	4.7	9.1	40.2	45.7
Recognize and appreciate cultural differences and initiate interactions with those who are culturally different	Community Contributor	937	4.17	1.0	3.8	13.1	41.2	40.9
Advocate for my beliefs in a civil and respectful manner	Community Contributor	931	4.14	0.6	4.5	14.3	41.8	38.8
Recognize my own cultural rules and biases	Community Contributor	937	4.05	0.7	3.3	17.4	47.3	31.3
Engage in meaningful self-examination and reflection	Problem Solver	937	4.04	0.4	4.1	18.7	45.3	31.6
Modify how I approach a problem based on the requirements of the situation	Problem Solver	938	4.02	0.5	3.7	16.7	50.7	28.3
Be a meaningful contributor to communities locally and globally	Community Contributor	938	3.94	0.9	5.2	21.5	43.7	28.7
Generate new ideas about how to approach an issue	Innovator	938	3.74	1.1	9.3	22.6	48.9	18.1
Support an argument using appropriate data (quantitative or non-quantitative) data	Communicator	937	3.69	1.8	12.2	21.0	45.4	19.6
Write a well-organized final report or paper	Communicator	939	3.61	2.9	13.2	22.0	43.3	18.5
Prepare a formal oral presentation to communicate ideas and information	Communicator	938	3.52	4.5	14.9	23.0	38.9	18.7

1=Not at All Confident, 2=Somewhat Confident, 3=Neutral, 4=Confident, 5=Very Confident

Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in the Division of Undergraduate Education and University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Since 2005, there has been a 13% increase in one-year retention rates. Listed below are a number of data-driven plans to improve student success:

- Explicit focus on student learning and success in the IUPUI Strategic Plan (2013).
- Participation in the Foundations of Excellence Focus on Transfer Students (launched Fall 2014), which led to the closer examination of the articulation of transfer credit and other initiatives to facilitate student transfer.
- The creation of the Student Experience Council in 2017 to focus on improving student success and learning under the leadership of Jay Gladden, Dean of University College and Associate Vice Chancellor of Undergraduate Education and Eric Weldy, Vice Chancellor for Student Affairs. Four subcommittees developed action plans that are currently being implemented in 2019. In Fall 2016, six new subcommittees were organized to continue the work of the previous groups and develop further actions for facilitating student success. Those groups are: Financial Barriers, Communications, African American Student Retention, FYE: Second Semester, FYE: Faculty Development, and FYE: Scaling Bridge.
- Reorganization of advising major clusters to better focus services around similar majors (2019).
- Adoption of proactive advising model to increased student engagement with academic advising (2018).
- Expansion of services for the Diversity, Equity, and Achievement Program (DEAP) (2016) to better serve the diverse undergraduate student population.
- Creation of the Institute for Engaged Learning (2018) to encourage students to participate in high-impact practices such as first-year seminars, themed learning communities, service learning, student research, internships, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of the Summer Bridge Program and Learning Communities (2019) to facilitate student transitions to IUPUI and include increased emphasis on facilitating participation in high impact practices in the first year.
- Development of new FYS sections to facilitate student success in certain 100-level Math courses.
- Expanded definition of “nontraditional student” to better focus the mission and vision of the Degree Completion Office.
- Integration of the IUPUI ePortfolio initiative into the Institute for Engaged Learning, including continued growth in the use of ePortfolios in learning communities as a method to promote and assess integrative learning.
- Launched a *15 to Finish Campaign* to promote better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. The chart above suggests much progress in this area (69% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2018 compared to only 28% in Fall 2012). The Fall 2015 FTFT cohort, the second in which students were encouraged to take 15 hours per semester, had the highest 4-year graduation rate in recent years (39%).

- A new Entering Student Survey was piloted in the summer of 2012 and revised in Fall 2017 to support predictive analytics related to retention/student success with a goal of serving as an institutional leader in designing an instrument that is reliable/valid for FTFT, transfer, PT, and returning adult students. A number of variables were shown to be significant predictors of student success (retention and FY GPAs). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions. Data from the ESS has been shared with the Office of Student Affairs and Study Abroad to better facilitate engagement.
- Contract with Inside Track Coaching to provide coaching for at-risk Twenty First Century Scholar First Year Students in Fall 2014.
- Planning and implementation of the Health and Life Sciences Advising Center to collaborate with campus partners and provide students at all levels in a variety of academic disciplines with the information and guidance needed to explore, plan for, and enter fields in the life sciences as well as traditional health professions. This office won the NACADA award for Outstanding Advising Program in 2017, in part using data demonstrating that students who attended advising through their office were more likely to be retained.
- Encouragement of DUE offices to hire students in work study positions. This was done as an initiative to encourage more students to work on campus, which has been shown to be related to student success.
- Future emphasis on access programs in University College (e.g., Crispus Attucks Medical Magnet High School partnership, SPAN program, Project Lead the Way, Upward Bound).

Honors College Results



Overview

The IUPUI Honors College was founded in August 2009. In ten years the Honors College has grown from a dozen scholarship students to nearly 170 scholarship students admitted for fall 2019. Our total active population across four years at census is 989 students: 717 Scholarship Students and another 272 students admitted as continuing students through their schools.

Residency of Scholarship Students				
	First-Year		Sophomores-Seniors	
	N	%	N	%
Indiana	142	85%	473	82%
Out of State	19	11.4%	85	14.8%
International	6	3.4%	18	3.1%
Total	167		576	

Race/Ethnicity of Scholarship Students				
IPEDS	First-Year		Sophomores-Seniors	
	N	%	N	%
Asian	10	6%	58	10.5%
Black/African American	2	1.2%	5	1%
Hispanic/Latinx	5	3%	19	3.4%
White	135	81%	425	77.3%
NR-Alien	7	4%	17	3.1%
Two or More Races	6	3.6%	24	4.4%
Unknown	2	1.2%	2	.4%
Total	167		550	

The majority of Honors College incoming scholarship students live in our Honors RBLC and nearly 10% of sophomores through seniors elect to live at River Walk.

Honors RBLC				
	First-Year (Tower)		Sophomores- Seniors (River Walk)	
	N	%	N	%
Living in Honors RBLC	86	52.0%	50	9%
Total	167		550	

Goals for overall population structure and diversity

- Explore ways to increase diversity among honors students including considering a test optional application process and expanding school-based gateways into the Honors College.
- Find effective ways to encourage students to live on campus beyond their first year.

Honors College Student Experience and Learning Outcomes

We want all students enrolled in the IUPUI Honors College to

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

In this report, we will provide evidence of student participation in engaged experiences such as *study abroad*, *peer mentoring*, and *service experiences*. We will also provide a baseline assessment report of student reflections on their service learning experience and their development of civic identity.

Honors College Study Abroad

The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students.

We view our support of study abroad as a responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange.

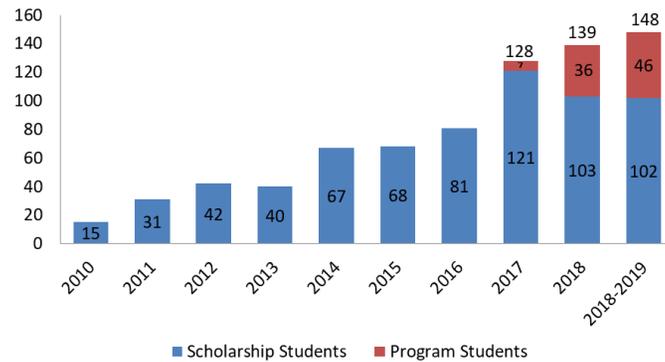
Support

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

- The Honors College offers three study abroad programs specifically for its students: a one-week spring break program in Costa Rica, a summer program in France, and a new multi-country summer program in central Europe, with the first group participating in the summer of 2020.
- All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting. Advisors help students find programs that fit their curricular and time-frame specifications.
- All students receiving an Honors College scholarship have been awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Starting in 2016, students who joined the Honors College through their academic units have also been awarded the \$2500 stipend.

History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per year. Please note that starting with Fall 2019, the data reflects stipends used per academic year. In previous years, the data reflects the number of stipends used per calendar year.



A marked increase occurred in the students’ use of the study abroad stipend in 2017. This increase could be attributed to the expansion of the stipend availability to Honors students admitted via their schools as well as better awareness of study abroad and the availability of the stipend for all students.

The Honors College Costa Rica experience was recently added to The Record of Applied and Experiential Learning and 12 students received both the service and global learning designations this spring after completing reflections on their intercultural learning.

Future Goals

- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.
- Assess student reflections of their study abroad experience using the civic engagement value rubric.

Honors College Peer Mentor Program

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with honors sophomores, juniors, and seniors. They serve as a resource for students during the summer before arriving at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first semester. **Students participating as honors mentees demonstrated a 100% retention rate between the 2018-2019 and 2019-2020 academic year.**

Overview

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

A Peer Mentor Leader Council was incorporated into the program in 2014-2015 to provide the student perspective to the Honors College staff. The Council is comprised of six experienced mentors who plan organized events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentors to assist and guide throughout the program.

This year, the program was added to IUPUI's Experiential and Applied Learning Record. Mentors who complete all reflections and evaluations required for this program will have the experience documented in the Service Achievement Category on their Record.

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

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

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

Future Plans

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

Honors College Service

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

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

Service offers students the opportunity to:

Discover new experiences

Hone leadership skills

Develop new skills and talents

Explore interests

Make a lasting impact on the community

Understand the issues facing the community

Cultivate an appreciation of philanthropy

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

Assessment of Volunteer Reflections

Based on our focus on engaged learning experiences, and especially our commitment to service and volunteerism in the Honors College, we hope students graduate with the ability to demonstrate civic learning. To date, we have not assessed their learning in this area.

For the 2018-19 academic year, 725 Honors College students completed nearly 1500 service/volunteer experiences totaling over 10,000 hours and ranging from 1 hour to over 100 hours. The average number of hours per service reflection was 6.8.

Students were asked to reflect on their experience by responding to the following prompt:

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

For the purposes of this report, 1500 service reflections were reduced to 462, using the following criteria:

- no more than one from each student
- reflections on activities that were at least 6 hours in duration, approximately the average of all service activities

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

Results:

Number of Reflections N = 208	Evaluation Level	Key Indicators
52 (25%)	1	No connection to civic identity
78 (37.5%)	2	Some description of civic-engagement activities motivated by scholarship requirements rather than a sense of civic identity
65 (31.25%)	3	Growing sense of civic identity
13 (6.25%)	4	Clarified sense of civic identity and continued commitment

Not only have we never evaluated student reflections in the past to assess civic learning, we have not provided feedback to students on their reflections. Our efforts this year are a baseline effort that we hope to improve in the future.

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

Additional Civic Engagement Activities

During academic year 2018-19, Honors Scholars volunteered over 8,818 hours at IUPUI and in the Indianapolis community, equivalent to a contribution of \$162,975.76 locally (Center for Service and Learning, 2014).

The culture of volunteerism and civic engagement is evident at IUPUI when examining how students completed their service hours. Many students volunteered with a campus student organization. In total, Honors Scholars completed service hours through over 30 different student organizations, such as Academics for Civic Engagement, academic honor societies, and fraternities and sororities. Numerous volunteer requirements were also completed through IUPUI-sponsored events such as the Cesar Chavez Day of Service.

College Initiatives

The Honors College sponsors teams for campus-wide service events, including SECRET Day of Service, the United Way Day of Caring, Martin Luther King, Jr. Day of Service, and Cesar Chavez Day of Service. Honors College sponsorship allows opportunities for students to volunteer with peers from the College.

In addition, the Honors College facilitates one study abroad service-learning program in Costa Rica. The program operates on the underlying philosophy of service-learning by encouraging structured reflection and in-depth understanding of the populations served.

One of the Honors College student organizations, Academics for Civic Engagement (ACE), strives to provide leadership and inspire action in the area of civic engagement for the IUPUI Honors College. ACE seeks to increase awareness of current issues, and promote active, on-going interaction with the Indianapolis community. ACE sponsors service events throughout the academic year.

Participation in Campus Initiatives

In the 2018-19 academic year, thirty-four Honors Scholars participated in the Sam H. Jones Scholarship Programs, a group of scholarship programs administered by the Center for Service Learning that is based on exemplary service in the community, in high school, or at IUPUI. Through the Sam H. Jones Scholarship Programs, students are recognized for their past service record and take on leadership roles in various service-based programs.

Additionally, 11 out of the 28 undergraduate students selected for the William M. Plater Civic Engagement Medallion in spring 2019 were Honors Scholars. One Bepko Fellow was also selected for this award out of 22 graduate students. The Plater Medallion honors graduating undergraduate and graduate students who have shown exemplary commitment to their communities and requires an application, recommendation letters, and a written statement.

Future Plans

- Modify the reflection prompt to make sure students understand their goal is to describe briefly, focusing their reflection on the experience and what they learned. We will also explore ways to provide feedback to students on their reflections, whether through their advisor, our Canvas site, or on the reflection form itself.
- Distribute information to Honors Scholars with service opportunities that meet their expressed interests and may be appropriate for the development of civic identity and commitment.
- Partner with the Office of Student Affairs to sponsor an Alternative Spring Break in 2020.

We are proud of the work of our honors scholars in furthering campus goals related to engaged learning, specifically study abroad, peer mentoring, and civic engagement. The IUPUI Honors College is committed to student success and we look forward to feedback on ways we can continue to challenge and support our scholars for a lifetime of success.

References

Center for Service and Learning. (2014). *2013 2014 annual report*. Retrieved July 10, 2015, from Indiana University-Purdue University Indianapolis, Center for Service and Learning Web site:
<http://csl.iupui.edu/doc/annual%20report/2013-14-highlights.pdf>.

Indiana University-Purdue University Indianapolis. (2015). *About IUPUI*. Retrieved online from:
<http://www.iupui.edu/civicengagement/>.

Institute for Engaged Learning Results

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

Institute for Engaged Learning Introduction

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

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

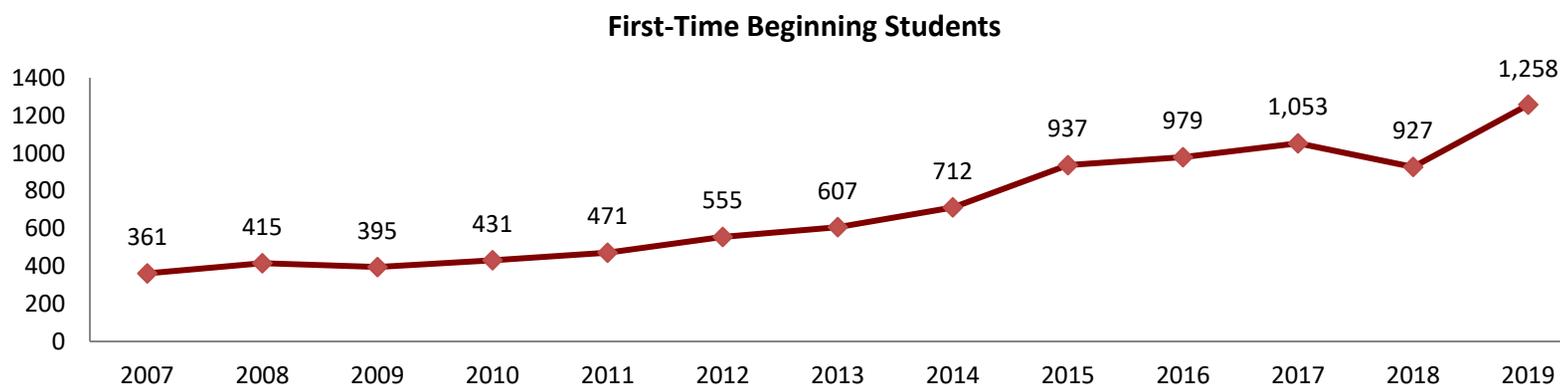
- First-Year Experience programs
- Center for Service and Learning
- Center for Research and Learning
- Gateway Learning Academy
- ePortfolio Initiative
- RISE
- See <https://getengaged.iupui.edu/about/index.html>

Program Assessment Highlights: Bridge, LCs, Results by Intervention

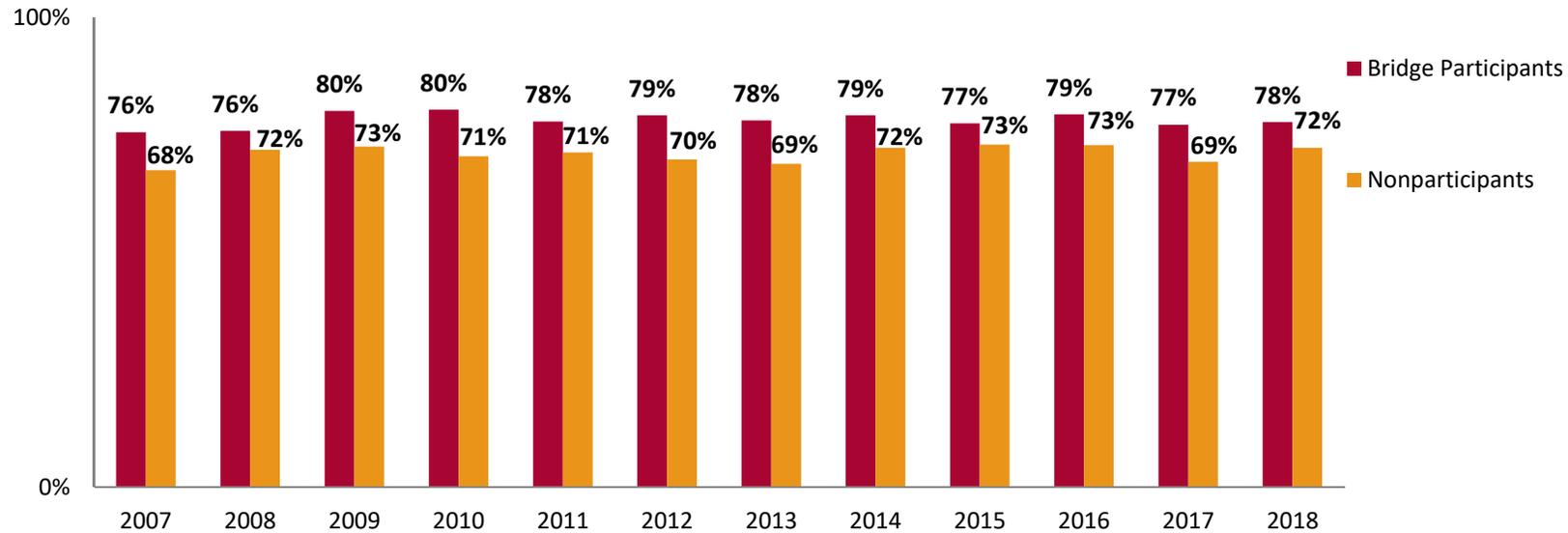
IUPUI Bridge Program

- The IUPUI 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, and a student mentor. Participants also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- The Bridge Program experienced steady growth for more than a decade (2007–2017). As displayed below, a total of 361 first-time IUPUI students participated in Bridge in 2007 compared to 1,053 in Fall 2017. In Fall 2019, staff at IUPUI began the process of scaling Bridge to allow more students to participate. A total of, 1,258 students participated in Bridge, a record high number. It is hoped that within the next two years every beginning student will participate in a Bridge experience.
- As in previous years, students from the 2018 Bridge Program were significantly more likely to be retained the following fall (78% compared to 72% for nonparticipants). There was no difference in academic performance compared to nonparticipants despite the fact that Bridge participants had significantly lower SAT scores and were significantly more likely to be receiving a Pell grant.
- African American Bachelor’s degree-seeking students who participated (102 participated and 176 did not) in the 2018 Bridge Program had significantly higher fall-to-fall retention rates at the Indianapolis campus (70%) compared to nonparticipants (57%).
- Students were highly satisfied with their Bridge experiences. Students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. In addition, the vast majority of students (96%) indicated that they would recommend Bridge to other first-year students in 2018. This is a consistent positive finding, though satisfaction has decreased slightly over time.

Bridge Program Growth 2007–2019



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 registration date).

Bridge Program: Overall Satisfaction

Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	Means										
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	4.52	4.68	4.55	4.56	4.65	4.58	4.51	4.49	4.44	4.35	4.30

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

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

ANCOVA Results: Fall 2018 Bridge Participation and First-Year Cumulative GPA

	N	First-Year Cumulative GPA	Adjusted Fall GPA*
Bridge	881	2.72	2.71
Non-Participants	2,534	2.67	2.67
Overall	3,415	2.68	

Note 1: Missing cases were excluded.

Note 2: Differences were not statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .046$).

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

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

2018 Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	Summer Bridge Participants				Nonparticipants			
	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA
African American	102	72%	70%	2.31	176	61%	57%	2.20
Latinx	146	77%	75%	2.70	253	72%	66%	2.54
Afr. American, Latinx Two or More Races	311	75%	72%	2.58	578	68%	63%	2.46
First Generation	330	74%	72%	2.55	763	67%	62%	2.46
Received Federal Pell Grant (proxy for low income)	469	76%	74%	2.60	941	68%	64%	2.50
Twenty First Century Scholars State Aid	290	73%	71%	2.48	518	64%	59%	2.34

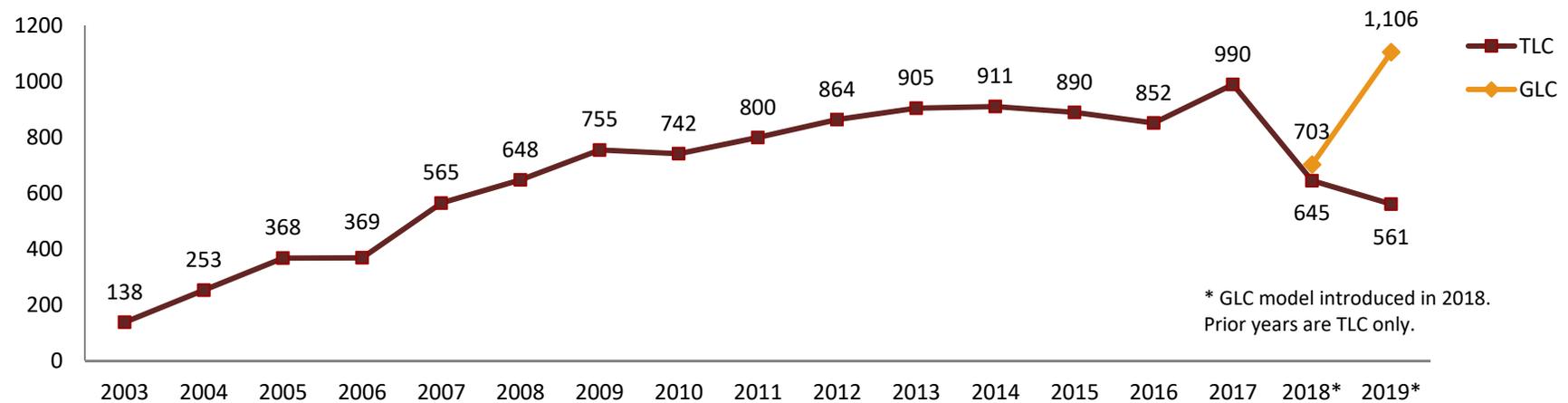
Note 1: Bolded items significantly different based on independent samples t-test or chi-square results.

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

Learning Communities Assessment Highlights and Implications for Practice

- The Learning Communities program includes both Themed Learning Communities (TLC's) and Gateway Learning Communities (GLC's). In 2018, the Learning Communities program introduced the new Gateway Learning Community (GLC) format. GLC's include an FYS course and at least one gateway course.
- The Learning Communities program has experienced steady growth. A total of 990 first-time IUPUI students participated in the TLC program in Fall 2017, at the time a record.
- The introduction of the GLC model yielded even more growth in Learning Community participation. In Fall 2018, a total of 1,348 first-time beginners participated in any kind of Learning Community (703 in a GLC, 644 in a TLC). In Fall 2019, about 44% of all new beginners (1,667 out of 3,763) were enrolled in a Learning Community Course at census. The largest area of growth was in GLC's in which 1,106 first-time beginners were enrolled. The number of students participating between 2003 and 2019 is shown in the figure below.

Learning Community Program Growth 2003-2019



Themed Learning Communities

- Themed Learning Communities (TLC's) include a first-year seminar course and two general education or discipline-based courses. They are organized around a central theme and all faculty who teach a TLC course are responsible for planning and implementation. In Fall 2018, there were 33 FYS sections that met the criteria of a TLC.
- Shown in the figure below are the one-year retention rates for the program cohorts in 2007 – 2018 compared to full-time beginners that did not participate. In Fall 2018, new full-time beginners who participated in a TLC had significantly higher one-year retention rates (77% compared to 74% for nonparticipants). This difference was statistically significant even when accounting for high school GPA, SAT score, days enrolled before census, and receipt of a Pell grant.
- Fall 2018 beginners who completed a TLC had a significantly higher first-year GPA after controlling for high school GPA, SAT score, enrollment data, receipt of a Pell grant, and majoring in Nursing.
- The positive learning and collaborative environments created by the TLC instructional teams seem to have positive effects on the retention of students with diverse backgrounds and with identified “risk factors”, particularly African American students.
- On subsequent course evaluations, TLC participants reported engaging in numerous engaged learning experiences. Ninety-seven percent of TLC participants reported participating in an integrative learning assignment as part of a TLC. Approximately 49% participated in in a one-time service activity, and about 40% participated in an extended service activity.
- TLC participants felt that the experience contributed quite a bit to their learning. Eighty-one percent of participants felt that their TLC helped their ability to work well with others different from themselves very much or much. Three-fourths of respondents indicated that their TLC helped their ability to consider problems or issues from multiple points of view very much or much.
- Ninety-one percent of TLC course evaluation respondents felt the instructional team members in their TLC respected them and their various social identities. Eighty-seven percent felt their instructional team members had respect for diverse perspectives and identities.
- Collection of direct assessment data on integrative learning began with the first ePortfolio pilot project in Fall 2016. The project was scaled to more Learning Community sections in Fall 2018. Early results seem to suggest that this method holds promise for collecting actionable student learning outcome assessment data.

ANCOVA Results: Fall 2018 TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	589	2.73	2.79
Non-Participants	2,628	2.70	2.68
Overall	3,217	2.70	

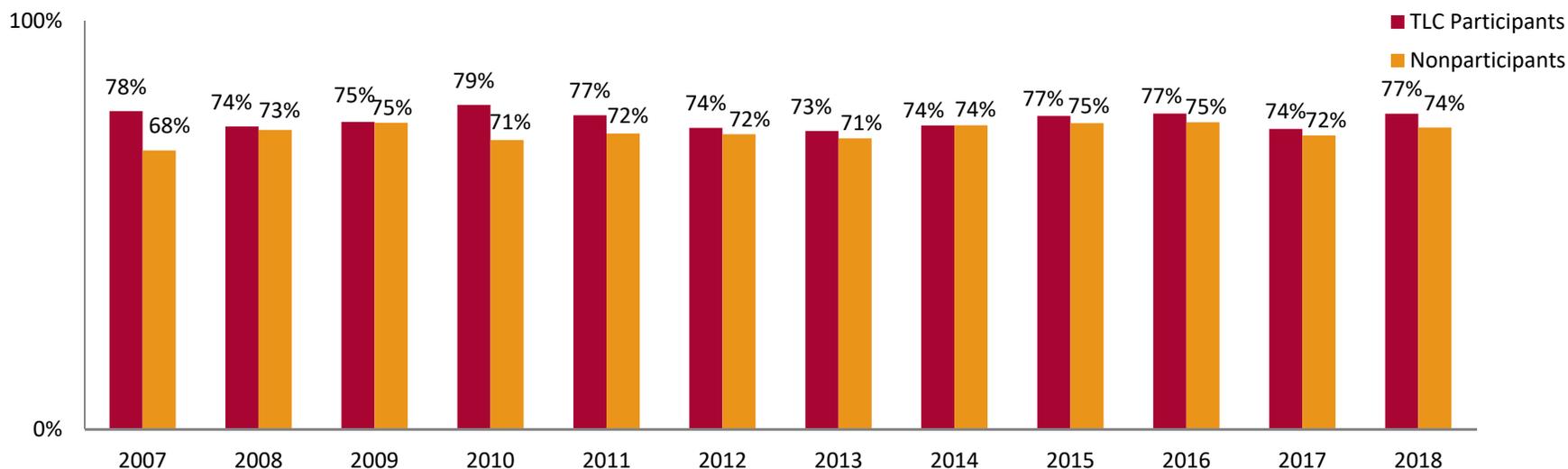
Note 1: Only full-time FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

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

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

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

Full-time TLC Participants' One-Year Retention Rates Compared to Nonparticipants (Fall 2007-Fall 2018)



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

2018 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

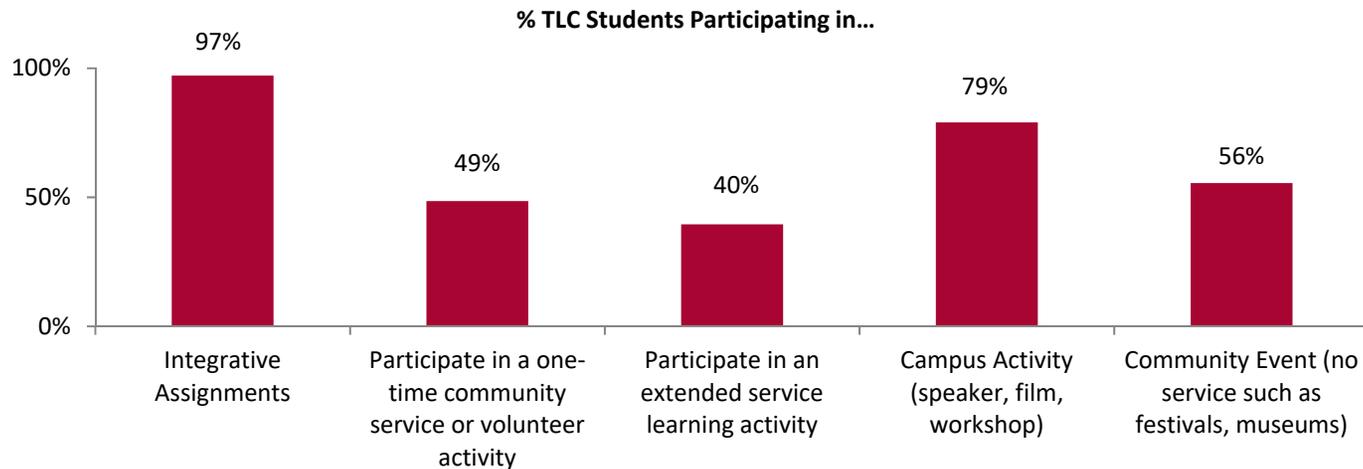
Student Characteristic	N	TLC Participants			Nonparticipants			
		One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA
African American	45	76%	73%	2.41	206	66%	63%	2.28
Latinx	68	75%	69%	2.62	315	75%	69%	2.60
Afr. American, Latinx, Two or More Races	155	75%	72%	2.56	679	71%	67%	2.53
First Generation	194	70%	65%	2.61	857	70%	66%	2.49
Received Federal Pell Grant (proxy for low income)	282	73%	70%	2.63	1,076	71%	68%	2.53
Twenty First Century Scholars State Aid	147	67%	63%	2.51	626	69%	64%	2.41

Note 1: Bolded items are significantly different based on independent samples t-test or chi-square results. Full-time students and first-year seminar participants only.

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

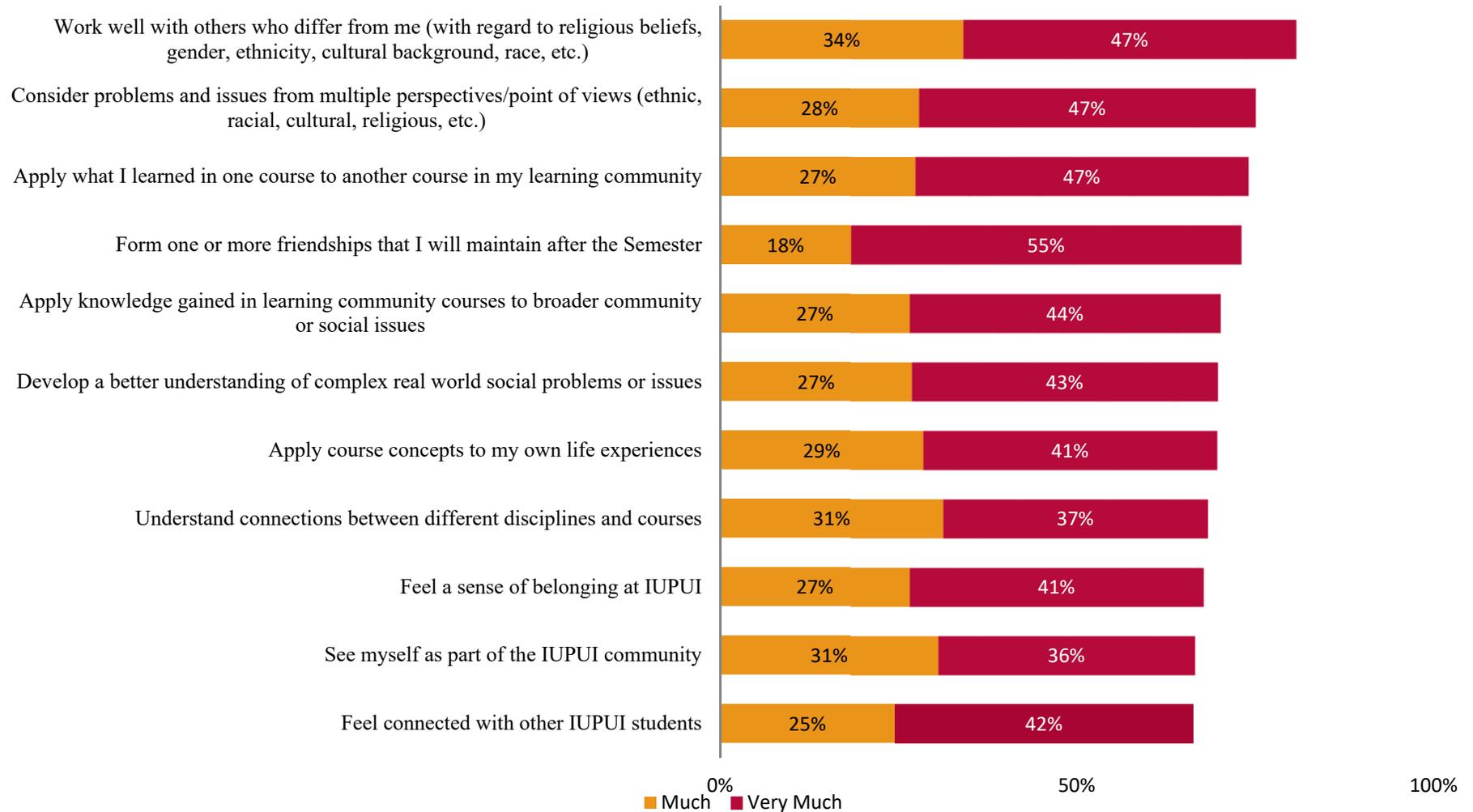
Note 3. Analyses do not account for differences between TLC participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

2018 TLC Course Evaluation – Participation in Engaged Learning Experiences



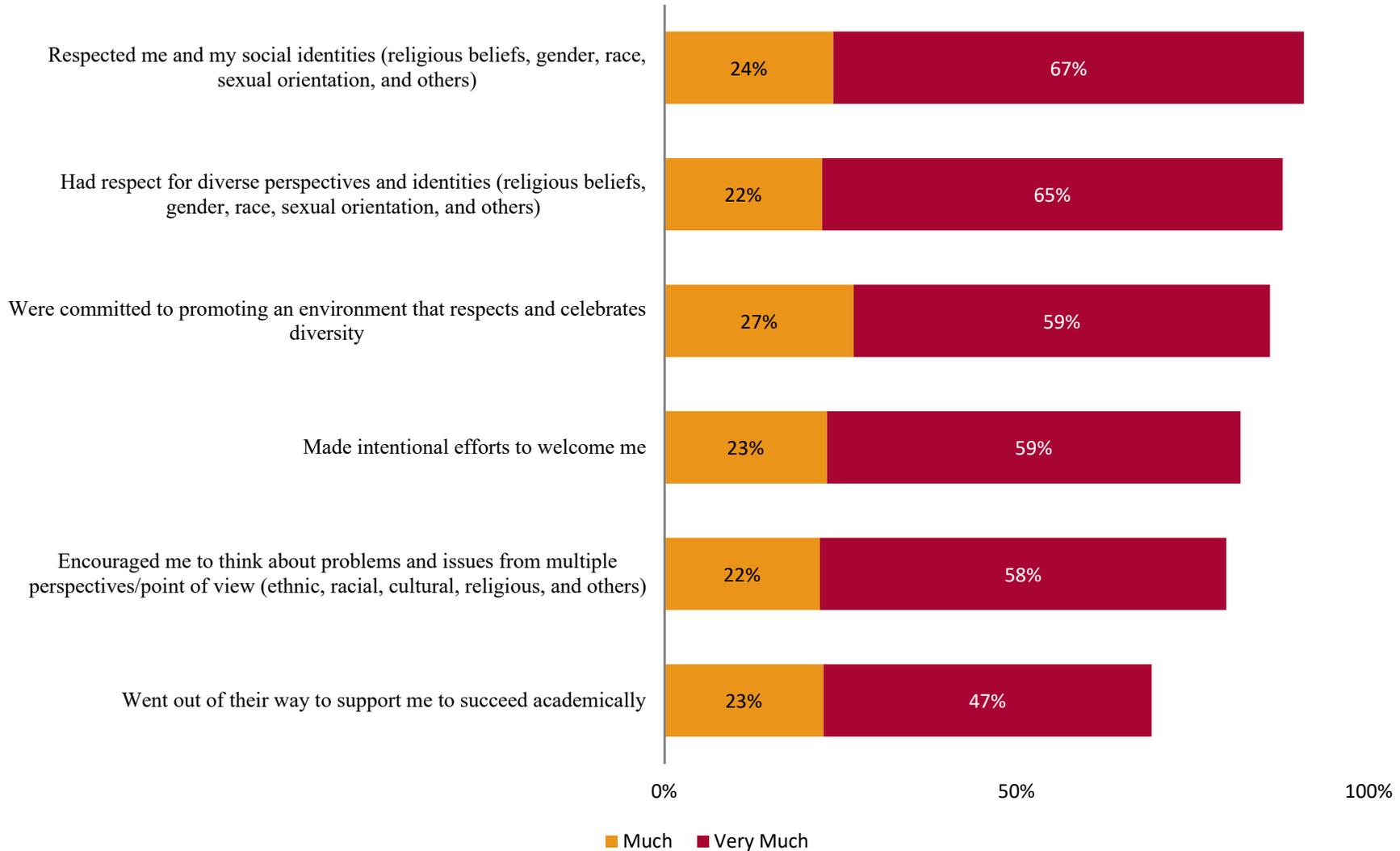
2018 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

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



2018 TLC End-of-Course Questionnaire Results: TLC Students' Perceptions of Inclusiveness and Respect for Diversity

TLC Students Indicating How Often Their Instructional Team Members Did the Following



Gateway Learning Communities

- Gateway Learning Communities (GLC's) include a first-year seminar course and one more gateway course. The FYS instructor is primarily responsible for integrating content between courses. In Fall 2018, there were 31 FYS sections that met the criteria of a GLC.
- Fall 2018 beginners who completed a GLC had a similar GPA in their first year compared to other beginners who were in an FYS not connected to a TLC or GLC. However, after adjusting for high school GPA, SAT score, enrollment date, receipt of a Pell grant, and majoring in Nursing, GLC participants had a significantly high GPA in their first year. This is primarily because GLC participants had significantly lower SAT scores and were significantly more to have received a Pell grant than non-LC participants.
- African American students who were enrolled in a GLC had slightly, but not significantly, better retention rates and first-year GPA than students who did not participate in a TLC or GLC. First generation students, students receiving a Pell grant, and 21st Century Scholars who were enrolled in a GLC performed about as well as students who did not participate in a GLC or TLC.
- Like TLC participants, GLC participants reported engaging in numerous engaged learning experiences. Approximately 95% percent of GLC participants reported participating in an integrative learning assignment as part of the first-year experience course in their GLC.
- Results from the GLC course evaluation revealed that participants felt that their greatest gains were socially experience. Seventy-three percent of participants felt that their GLC helped them form one or more friendships that will last after that semester. In addition, about 72% felt their GLC helped them work well with others different from themselves very much or much.
- Nine out of ten GLC course evaluation participants felt their instructional team members had respect for diverse perspectives and identities.

ANCOVA Results: Fall 2018 GLC Participants and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
GLC	660	2.69	2.77
Non-Learning Community Participants	1,968	2.70	2.68
Overall	2,628	2.70	

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

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

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

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

2018 GLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

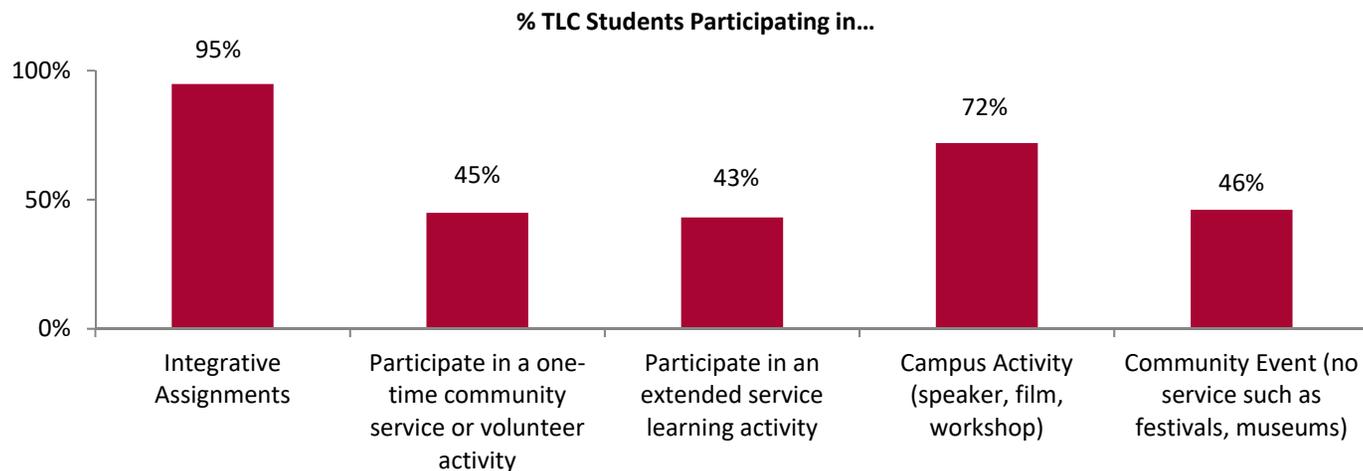
Student Characteristic	N	GLC Participants			Nonparticipants			
		One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	
African American	47	72%	68%	2.44	159	64%	61%	2.23
Latinx	67	79%	64%	2.50	248	73%	71%	2.63
Afr. American, Latinx, Two or More Races	155	73%	65%	2.52	524	71%	68%	2.53
First Generation	234	69%	63%	2.51	623	70%	67%	2.49
Received Federal Pell Grant (proxy for low income)	331	71%	64%	2.58	745	71%	69%	2.52
Twenty First Century Scholars State Aid	191	69%	63%	2.49	435	68%	65%	2.37

Note 1: Bolded items are significantly different based on independent samples t-test or chi-square results. Full-time students and first-year seminar participants only.

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

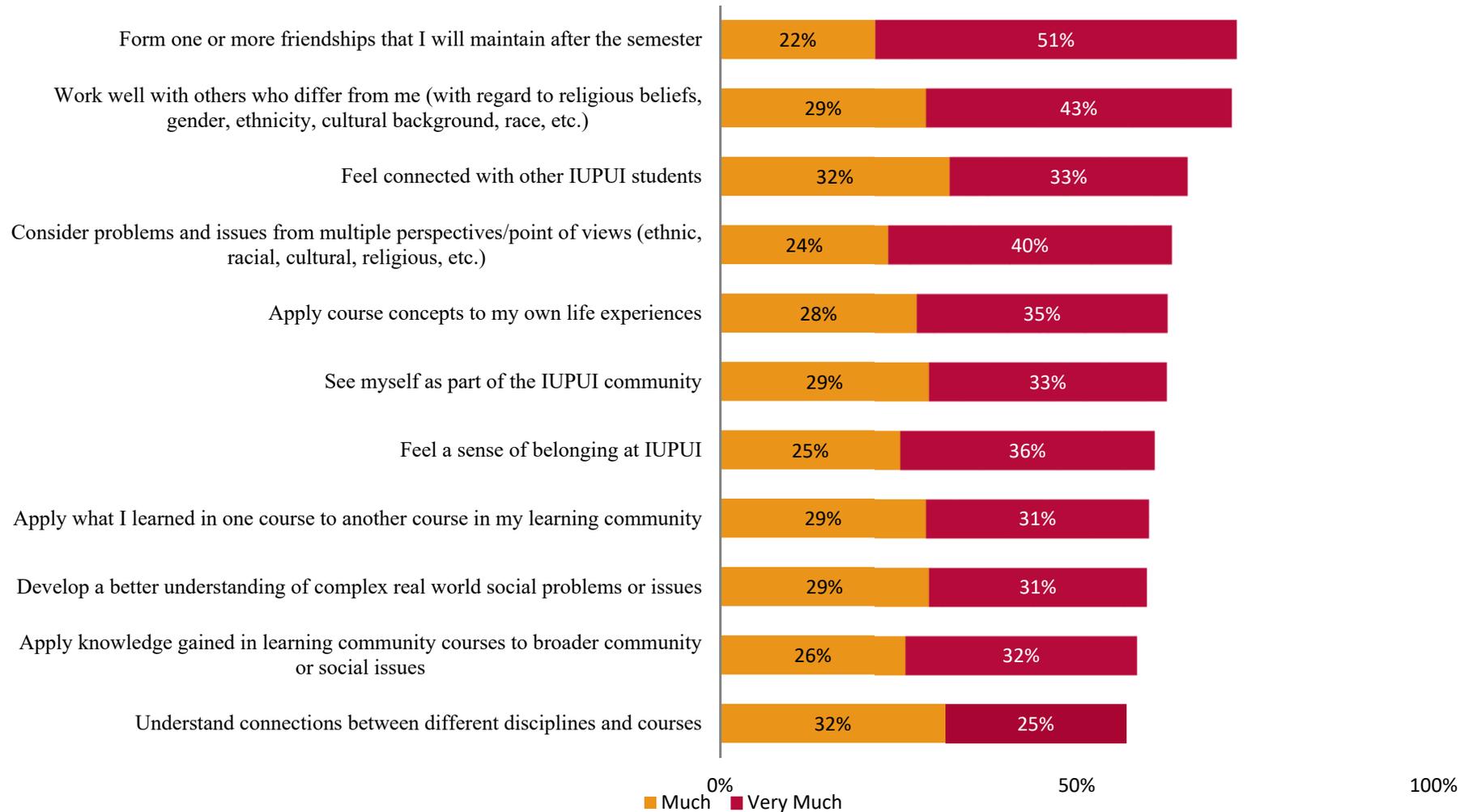
Note 3: Analyses do not account for differences between GLC participants and FYS participants not in a TLC or GLC with regard to academic preparation, demographics, or other background characteristics.

2018 GLC Course Evaluation – Participation in Engaged Learning Experiences



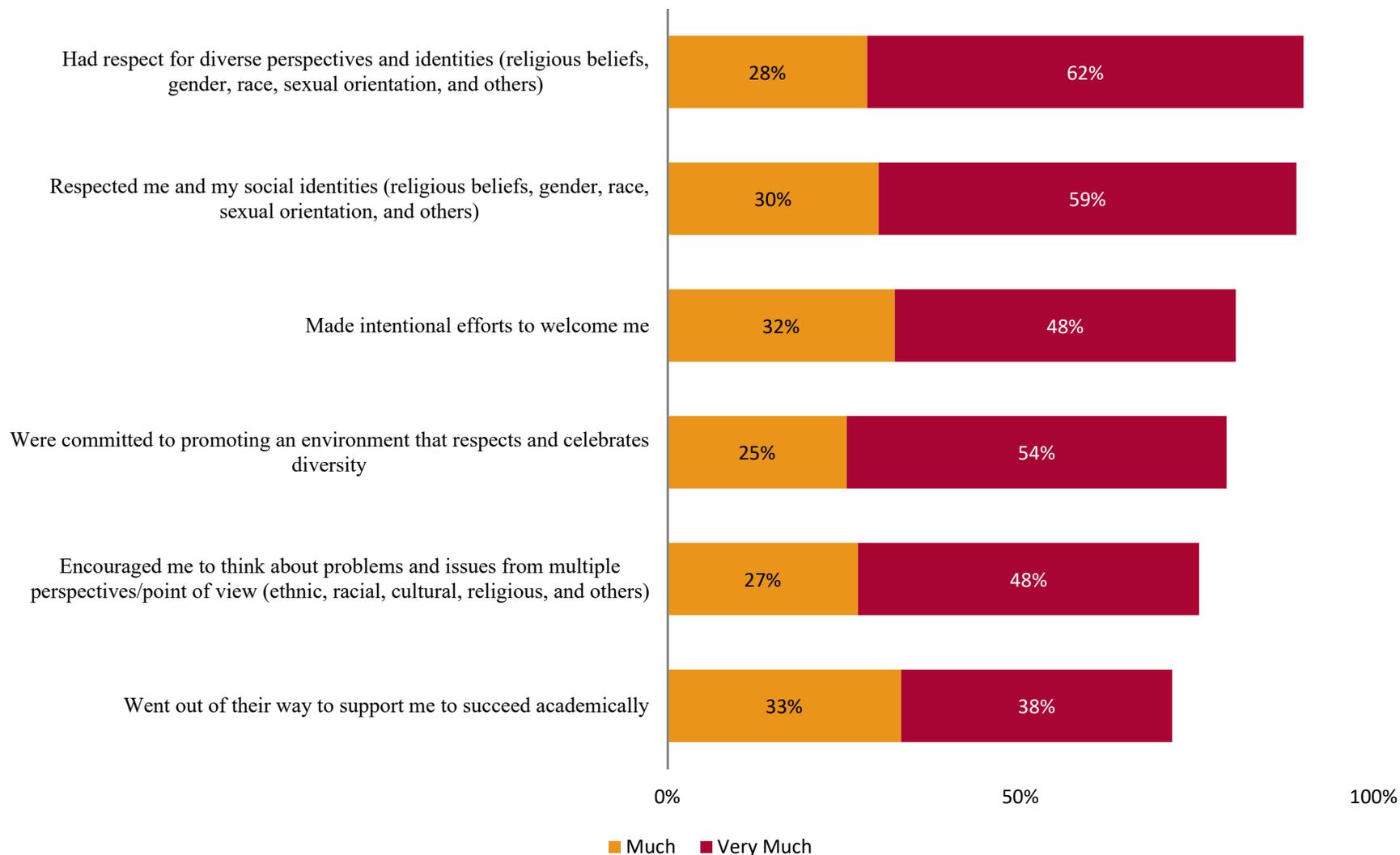
2018 GLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

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



2018 GLC End-of-Course Questionnaire Results: TLC Students' Perceptions of Inclusiveness and Respect for Diversity

GLC Students Indicating How Often Their Instructional Team Members Did the Following



2018 Learning Community ePortfolio Project 2.0

In Spring 2016 the Learning Communities program office received a grant from the IUPUI ePortfolio Initiative to pilot an integrative ePortfolio with five TLC teams. The goal of this project was to foster integrative thinking and integrative learning in first-year students. During the Summer of 2017, a select group of faculty evaluated students' performance using the VALUE Rubric on Integrative Learning (<https://www.aacu.org/value/rubrics/integrative-learning>). Each TLC team that participated received an individual report for their section. Faculty used these data to revise assignments to better facilitate integrative learning and expanded communication between faculty members to form a more cohesive team.

Based on learning from the 2016 pilot, in 2018 an Eportfolio 2.0 project was launched in TLC's and GLC's, focusing on professional development in eportfolio pedagogy and integrative learning for first-year seminar instructors teaching in a Learning Community. Fifteen Learning Community instructors participated in a comprehensive workshop and implemented an integrative eportfolio in Fall 2018. All participants then contributed to the evaluation of students' performance using the VALUE Rubric on Integrative Learning in Spring 2019 as a form of both assessment and professional development.

Results from the 2018 ePortfolio 2.0 project can be seen below. Students scored particularly well in Reflection and Self-Assessment. However, 44% of students did not meet the benchmark with regards to Connections to Discipline.

2018 Learning Community ePortfolio 2.0 Overall Results

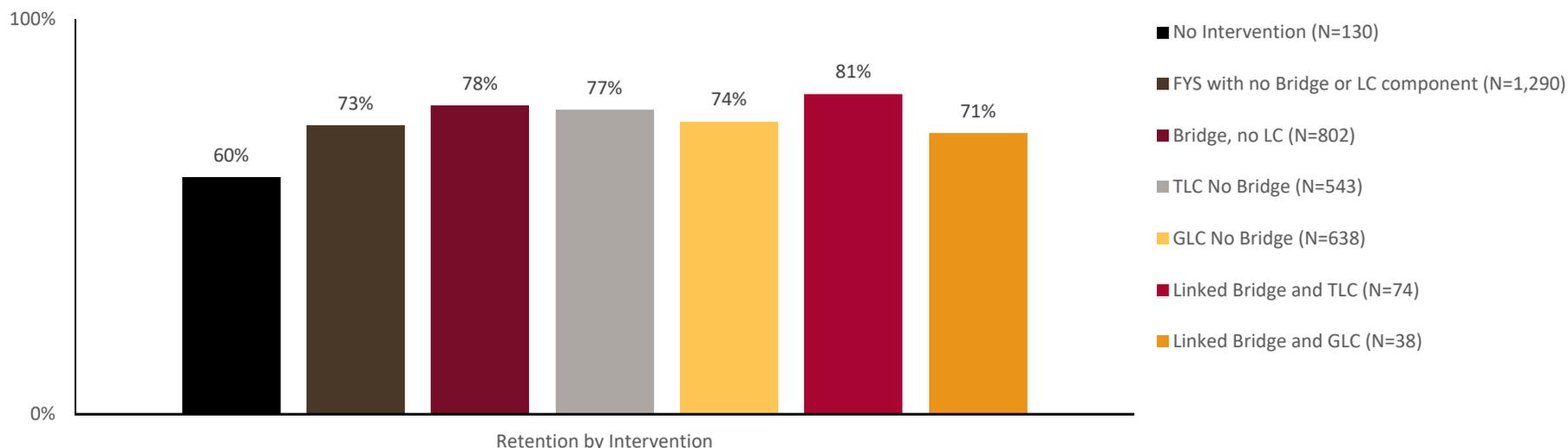
Dimension	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Does not meet (0)
Connections to Experience	0 0.0%	2 2.5%	16 19.8%	39 48.1%	24 29.6%
Connections to Discipline	0 0.0%	0 0.0%	15 18.5%	30 37.0%	36 44.4%
Transfer	0 0.0%	0 0.0%	18 22.2%	31 38.3%	32 39.5%
Integrated Communication	0 0.0%	5 6.2%	8 9.9%	40 49.4%	28 34.6%
Reflection and Self-Assessment	0 0.0%	7 8.6%	22 27.2%	30 37.0%	22 27.2%

Note: Six ePortfolios were selected at random from each of the 14 Learning Communities that participated in the ePortfolio 2.0 project. The LC's that participated in this project were Communicating in Sport and Tourism, Expanding Intercultural Landscapes in STEM, Express Yourself: Designing a Future that Fits, Global Perspective on Communication and Culture, Multicultural Perspectives, Preventing Injury and Disease, Race, Conflict, and Peaceful Communication, SCI 1120 stand alone, Science, Society, and Bioethics, So You Want to be a Teacher in Urban Schools, Strategies for Algebra Success 1 & 2, Sustainability: Thriving Communities Thriving Plant, Team Effort!, and U110 Stand Alone.

Results by Intervention

- The Bridge-TLC program was initially designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. In Fall 2018, this program was expanded to include GLC sessions linked to Bridge.
- There were 74 first-time, full-time students who participated in linked Bridge-TLC sections and 38 in linked Bridge-GLC sections. However, more than one-third of first-time, full-time beginners (1,290) were enrolled in first-year seminars that were not linked with Bridge or an LC of any kind.
- A small group (130) of first-time, full-time beginners were not involved in any intervention. Students not in an intervention enrolled significantly later and were enrolled in fewer credit hours than students in linked Bridge-LC sections. They were also significantly less likely to be living in campus housing in the fall. Students who did not participate in an intervention had significantly lower Cumulative GPA and retention rates than students who participated in any intervention, regardless of what that intervention was.
- Students who participated in a linked Bridge-TLC section had the highest cumulative GPA (2.75) and fall-to-fall retention rate (81%) than any other group. Only 74 students participated in a linked Bridge-TLC section. Those students were more likely to be a direct admit and enrolled earlier than students with no intervention or in an FYS section not connected to Bridge or an LC. However, those students were also more likely to test into remedial Math and had comparable high school GPA with students in other groups.
- Of those in a Linked Bridge-GLC section, students earned an average cumulative GPA of 2.53 with a retention rate of 71%. While this was slightly (but not significantly) lower than all beginners, it should be noted that only 38 students participated in a linked section. Results may be more conclusive once more data is collected on students participating in this combination of interventions.

2018 Full-Time Beginner Retention by Intervention



Note 1: Retention depicts retention at any IU campus. These are the retention rates that are officially reported.

Characteristics of 2018 Full-Time Beginners by Intervention

	N	African Female Percentage	Latinx Percentage	Direct Admit Percentage	Days enrolled before census Mean	First Generation Percentage	Living in Campus Housing Percentage	Total Credit Hours in Fall Mean	Tested into remedial math Percentage	High School GPA Mean	Best SAT score
No intervention	130	51%	11%	47%	46.4	28%	24%	14.3	34%	3.39	1120
FYS with no Bridge or LC	1,290	54%	5%	9%	46%	50.5	26%	42%	15.1	33%	1148
Bridge no LC	802	59%	11%	16%	51%	62.1	35%	53%	15.3	38%	1117
TLC No Bridge	543	60%	7%	10%	52%	51.0	31%	43%	15.3	41%	1125
GLC no Bridge	638	69%	7%	9%	33%	54.2	34%	44%	15.3	47%	1090
Linked Bridge and TLC	74	68%	8%	16%	65%	61.4	38%	49%	15.6	59%	1073
Linked Bridge and GLC	38	97%	3%	18%	8%	63.6	42%	58%	15.6	47%	1095
All	3,515	59%	8%	11%	45%	54.1	31%	45%	15.2	39%	1124

Note 1: SAT score uses 2017 test scale.

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

ANCOVA Results: Fall 2018 First-Year Cumulative GPA by Intervention

	N	First-Year Cumulative GPA	Adjusted Cumulative GPA*
No Intervention	106	2.27	2.38
FYS with no Bridge or LC component	1,208	2.68	2.62
Bridge no LC	760	2.73	2.72
TLC no Bridge	518	2.72	2.77
GLC Bridge	622	2.70	2.76
Linked Bridge and TLC	71	2.75	2.87
Linked Bridge and GLC	38	2.53	2.56
Overall	3,323	2.69	--

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

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

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

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

Fall 2018 Full-Time Beginner Retention by Intervention

	N	First Fall Semester GPA	Retained in Spring at IUPUI	Retained in Spring any IU	Year 1 Cum GPA	Fall-Fall retention at IUPUI	Fall-Fall retention any IU
		Mean	Percentage	Percentage	Mean	Percentage	Percentage
<i>No intervention</i>	130	2.21	71%	71%	2.34	58%	60%
<i>FYS with no Bridge or TLC/GLC component</i>	1,290	2.63^a	84%	84%	2.69^a	69%	73%
<i>Bridge no TLC/GLC</i>	802	2.77^a	90%	91%	2.74^a	76%	78%
<i>TLC No Bridge</i>	543	2.83^a	89%	90%	2.74^a	73%	77%
<i>GLC no Bridge</i>	638	2.75^a	86%	89%	2.70^a	68%	74%
<i>Linked Bridge and TLC</i>	74	2.89^a	95%	95%	2.77^a	80%	81%
<i>Linked Bridge and GLC</i>	38	2.58	92%	92%	2.53	68%	71%
<i>All</i>	3,515	2.71	86%	87%	2.70	71%	74%

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

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

^a ANOVA revealed significantly greater than students who received no intervention at $\alpha \leq 0.05$.

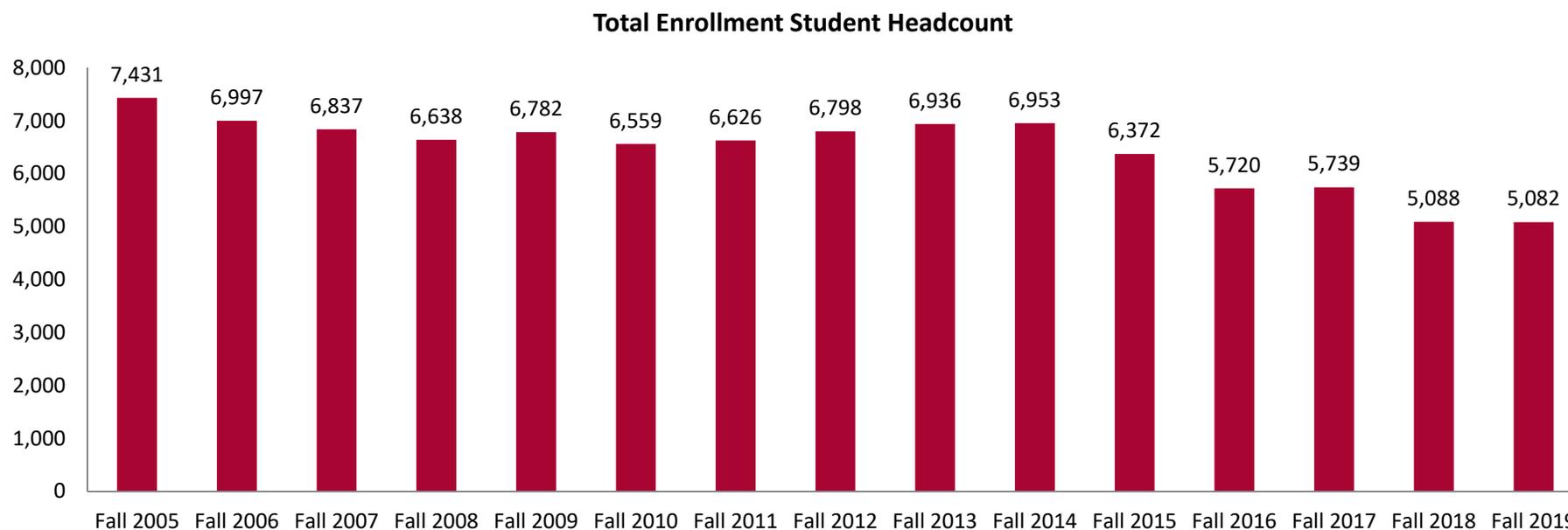
University College Results

The logo for Indiana University Purdue University Indianapolis (IUPUI) features a red Greek letter Psi (Ψ) to the left of the text "IUPUI" in a black, serif font.

University College Student Demographic Summary

University College total enrollment for Fall 2019 was 5,082, including students whose primary, second, or third major was in University College. This number is more or less stable following a large decline in Fall 2017, and considerably down from Fall 2008 when UC enrollment was 6,638. The number of new beginners and external transfers increased slightly in Fall 2019, which may be one reason why University College enrollment remained steady in Fall 2019. About 51% of University College students in Fall 2019 were Freshmen (including Baccalaureate Freshmen, Certificate-seeking and Associate's-seeking students). Part of the long-term decline in total UC enrollment is due to the fact that more students are making a successful transition to their school of major. Additionally, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward gaining admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress in their major are strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school.

University College Fall Enrollment



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

Fall University College Student Demographics

	Fall 2019		Fall 2018	
	<i>N</i>	%	<i>N</i>	%
Total	5,082	100%	5,088	100%
Race/Ethnicity				
American Indian/Alaskan Native	9	0.2%	2	<0.1%
African American	631	12.4%	642	12.6%
Asian American	301	5.9%	300	5.9%
Latinx	709	14.0%	567	11.1%
International	162	3.2%	213	4.2%
Native Hawaiian/Pacific Islander	1	<0.1%	1	<0.1%
Two or More Races	290	5.7%	303	6.0%
White	2,959	58.2%	3,038	59.7%
Unknown	20	0.4%	22	0.4%
Gender				
Female	3,019	59.4%	3,013	59.2%
Male	2,063	40.6%	2,075	40.8%
Class Level				
Freshman	2,597	51.1%	2,477	48.7%
Sophomore	1,311	25.8%	1,411	27.7%
Junior	604	11.9%	632	12.4%
Senior	153	3.0%	183	3.6%
Undergrad Special/Unclassified	304	6.0%	277	5.4%
High School/SPAN	113	2.2%	108	2.1%
Residency				
Indiana Resident	4,756	93.6%	4,708	92.5%
Nonresident	326	6.4%	380	7.5%

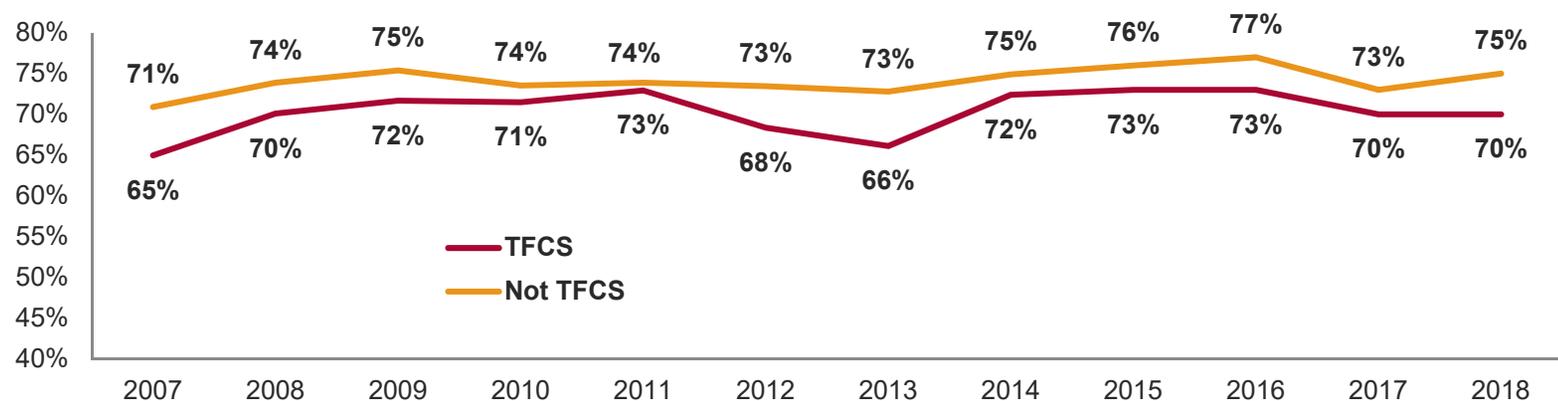
Note: Includes students whose second or third major is in University College. Freshmen includes Certificate-seeking and first-year Associate's students. Sophomores includes second year Associates students.

University College Support Programs Results and Analysis

21st Century Scholars Postsecondary Support Program

- Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented programs, services, and policies that have significantly narrowed the gap in retention rates for 21CS and other students at IUPUI. Students who participate in the 21CS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about service learning, study abroad, career planning, cultural awareness, social balance, financial literacy, goal setting, and community service.
- While 21st Century Scholars are at a greater risk for not persisting, those who receive additional aid from IUPUI or participate in our success programs fare nearly as well, and in some cases better than, the overall student population. Programmatic interventions for 21CS include participation in a two-week summer college transition program (Summer Bridge) and a year-long peer mentoring program. Students receiving an IUPUI grant (scholars who have unmet financial need after applying the state support) are required to participate in the Summer Bridge Program and/or peer mentoring.
- 21CS are much more likely than IUPUI students overall to be African American, Latinx, first-generation college students, and be receiving a Pell Grant. They also have slightly lower levels of academic preparation (as indicated by best SAT scores).
- The retention rates improve even more dramatically when 21CS participate in our success programs. Among Fall 2018 beginners, 79% of 21st Century Scholars who attended peer mentoring were retained, compared to 62% of 21CS who did not participate in Peer Mentoring. Similarly, in 2017, 76% of 21CS who participated in peer mentoring were retained.
- One hundred first-year 21st Century Scholars participated in the Inside Track “college success coach” Program in 2014, 2015, 2016. This program is a new state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state’s 21st Century Scholar program. Supported by a \$2.4 million grant from USA Funds to the Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana’s early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. The results indicated that the Inside Track students had a slightly higher one-year retention rate compared to a matched comparison group from 2013.
- Beginning in 2017, Inside Track was replaced with professional coaching in the 21st Century Scholars office. The 2017 had lower GPA and retention rates than previous Inside Track cohorts. In 2018, retention rates and GPA were comparable to previous Inside Track cohorts. However, the 2018 group had a higher high school GPA and were more likely to be living in campus housing than the 2017 cohort.

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



Professional Coaching and Inside Track Student Outcomes Compared to a Matched Comparison Group*

Outcome and Comparison Measures	2018 Professional Coaching Participant N=175	2017 Professional Coaching Participant N=101	2016 Inside Track Coaching Participant N=98	2015 Inside Track Coaching Participant** N=100	2014 Inside Track Coaching Participant N= 100	Matched Comparison Group* Fall 2013 N=112	Matched Comparison Group* Fall 2012 N=87
One-Year Retention Rate (any IU)	67%	54%	64%	60%	59%	50%	47%
One-Year Retention Rate (IUPUI IN)	62%	51%	60%	54%	57%	46%	46%
Fall-Spring Retention (Any IU)	83%	75%	84%	75%	82%	75%	74%
First Fall Semester GPA	2.43	1.87	2.28	2.23	2.24	2.02	2.20
First-Year GPA	2.40	1.95	2.24	2.24	2.18	1.93	2.06
First-Year GPA Below 2.00	31%	42%	32%	29%	37%	43%	44%
Comparison Measures							
High School GPA	3.46	3.28	3.31	3.30	3.22	3.27	3.24
Average SAT Score (pre-2017 scale)	1077	931	944	944	923	952	962
% Received Pell Grant in first academic year	87%	90%	94%	94%	95%	93%	93%
% African American, Latinx, Two or More Races	41%	48%	47%	40%	41%	34%	34%
% Living On Campus	53%	26%	48%	41%	10%	32%	22%

* Matched comparison group consisted of First-Time, Full-Time 21st Century Scholars Students at IUPUI Indianapolis who Received State and IUPUI Institutional Funds and did not participate in peer mentoring or summer bridge interventions (2013 and 2012 cohorts previous to the implementation of the Inside Track Coaching interventions).

** 2015 Inside Track group includes only students who were 21 years old and under and excludes the Inside Track focused intervention on students 22-24 years old.

Diversity Enrichment and Achievement Program (DEAP) Highlights

The Diversity Enrichment and Achievement Program (DEAP) at IUPUI provides a supportive community and retention programs in order to aid students' transition to college and foster the success of students from traditionally underrepresented groups (DEAP, 2018). Resources include supervision of student organizations, faculty and peer mentoring, and hosting a variety of events designed to enhance students' connection with IUPUI. While retention rates for African American, Latinx, and Two or More Races students have traditionally lagged behind IUPUI official retention rates, students who participate in DEAP have been retained at similar or greater levels when compared to all IUPUI students. For further information on IUPUI retention rates, see the Student Retention and Graduation report at the IUPUI Data Link (<https://irds.iupui.edu/data-link/index.html>). Tables below provide demographic and academic characteristics as well as first-year retention and GPA information for first-time beginners who participated in DEAP compared to African American, Latinx, and students of Two or More Races from the Fall 2016, Fall 2017, and Fall 2018 cohorts. Highlights include the following:

- Seventy-three percent of DEAP participants from the Fall 2018 beginning student cohort were retained at IUPUI in Fall 2019, compared to 65% of African American, Latinx, and Two or More Races students who did not participate in DEAP. This difference is statistically significant.
- DEAP participants from the Fall 2018 first-time cohort also had a significantly higher GPA after their first fall semester than similar students who did not participate in DEAP (2.64 average first fall GPA for DEAP participants compared to 2.46 for non-participants).
- African American students in DEAP had especially strong outcomes. DEAP participants who were African American were more likely to be retained at any IU campus (75%) than non-participants (61%). It should be noted that African American students participating in DEAP had a significantly higher high school GPA, were significantly more likely to be living in Campus Housing, and were also more likely to participate in Summer Bridge.
- Similarly, female beginners who participated in DEAP in 2018 were significantly more likely to be retained and had a significantly higher GPA after their first semester than African American, Latinx, and Two or More Races female beginners who did not participate.
- Fall 2017 beginners who participated in DEAP were significantly more likely to be retained to their second year both at IUPUI and at any IU campus than similar students who did not participate. DEAP participants from that cohort had also earned a significantly higher IU Cumulative GPA after 2 years than non-participants. Fall 2016 DEAP beginners were also significantly more likely to be retained and had a higher cumulative GPA after their third year than similar students who started at the same time.

Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2018

		Retained 1 Year Indianapolis Campus	Retained 1 Year Any IU Campus	First Fall GPA	Cumulative GPA at Census	Cumulative GPA Below 2.0	Seeking a Bachelor's Degree	High School GPA	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester	
		N	Percentages	Mean	Percentages	Percentages	Mean	Percentages	Percentages	Percentages	Percentages	Percentages	Mean	
<i>DEAP Students</i>	<i>Black/African American</i>	81	70%	75%	2.47	2.33	28%	100%	3.38	67%	68%	33%	67%	\$6,334.69
	<i>Latinx</i>	73	75%	78%	2.72	2.61	21%	99%	3.39	59%	58%	64%	68%	\$5,205.32
	<i>Asian</i>	5	100%	100%	3.03	2.88	0%	100%	3.56	0%	80%	20%	60%	\$6,191.25
	<i>International</i>	7	71%	71%	2.80	2.89	14%	100%	3.46	0%	29%	86%	0%	\$21,385.00
	<i>Two or More Races</i>	26	69%	73%	2.76	2.70	19%	100%	3.52	69%	65%	27%	54%	\$5,480.99
	<i>White</i>	14	79%	79%	2.80	2.77	14%	100%	3.40	71%	50%	50%	64%	\$3,640.22
<i>All</i>		206	73%	77%	2.64	2.54	22%	<100%	3.41	61%	62%	46%	63%	\$5694.50
<i>Non-DEAP Students</i>	<i>Black/African American</i>	198	58%	61%	2.20	2.19	38%	99%	3.28	34%	24%	35%	66%	\$7,409.47
	<i>Latinx</i>	331	68%	73%	2.52	2.60	21%	99%	3.45	35%	32%	54%	59%	\$4,422.77
	<i>Two or More Races</i>	185	66%	70%	2.63	2.62	23%	98%	3.43	35%	25%	26%	43%	\$5,161.74
	<i>All</i>	714	65%	69%	2.46	2.46	26%	99%	3.40	35%	28%	42%	57%	\$5,461.25

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

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

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

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

Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2018

		Retained 1 Year Indianapolis Campus	Retained 1 Year Any IU Campus	First Fall GPA	Cumulative GPA at Census	Cumulative GPA Below 2.0	Seeking a Bachelor's Degree	High School GPA	Campus Housing	Bridge Participant	First Generation	Pell first fall semester	Unmet need in First Fall Semester	
		N	Percentages	Mean	Mean	Percentages	Mean	Mean	Percentages	Percentages	Percentages	Percentages	Mean	
<i>DEAP students</i>	<i>Female</i>	161	74%	78%	2.69	2.61	20%	99%	3.42	65%	61%	48%	64%	\$5,501.78
	<i>Male</i>	45	71%	71%	2.46	2.29	31%	100%	3.36	47%	64%	38%	60%	\$6,410.33
	<i>All</i>	206	73%	77%	2.64	2.54	22%	<100%	3.41	61%	62%	46%	63%	\$5,694.50
<i>Non-DEAP students</i>	<i>Female</i>	429	64%	69%	2.47	2.52	26%	99%	3.42	37%	29%	42%	60%	\$5,410.56
	<i>Male</i>	285	66%	69%	2.46	2.44	27%	99%	3.37	31%	26%	41%	52%	\$5,537.02
	<i>All</i>	714	65%	69%	2.46	2.49	26%	99%	3.40	35%	28%	42%	57%	\$5,461.25

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

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

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

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

Retention Rates to Second Year by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2017

			Retained 2 Years Indianapolis Campus	Retained 2 Years Any IU Campus	Cumulative GPA at Fall 2019 Census	Cumulative GPA Below 2.0 at Fall 2019 Census
		N	Percentages		Mean	Percentages
<i>DEAP Students</i>	<i>Black/African American</i>	77	75%	77%	2.54	22%
	<i>Latinx</i>	61	59%	66%	2.68	20%
	<i>Asian</i>	4	100%	100%	3.19	0%
	<i>International</i>	6	83%	83%	2.95	17%
	<i>Two or More Races</i>	15	67%	67%	2.64	27%
	<i>White</i>	15	67%	67%	2.78	20%
	<i>All</i>	178	69%	72%	2.65	21%
<i>Non-DEAP Students</i>	<i>Black/African American</i>	232	45%	48%	2.17	40%
	<i>Latinx</i>	316	55%	59%	2.40	30%
	<i>Two or More Races</i>	191	49%	52%	2.43	29%
	<i>All</i>	739	50%	54%	2.34	33%

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

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

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

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

Note 4: Cumulative GPA and Cumulative GPA below 2.0 includes students who were not retained in prior semesters.

Retention Rates to Second Year by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2017

			Retained 2 Years Indianapolis Campus	Retained 2 Years Any IU Campus	Cumulative GPA at Fall 2019 Census	Cumulative GPA Below 2.0 at Fall 2019 Census
		N	Percentages		Mean	Percentage
<i>DEAP students</i>	<i>Female</i>	124	69%	73%	2.66	20%
	<i>Male</i>	54	69%	70%	2.62	22%
	<i>All</i>	178	69%	72%	2.65	21%
<i>Non-DEAP students</i>	<i>Female</i>	460	50%	55%	2.45	30%
	<i>Male</i>	279	50%	52%	2.16	37%
	<i>All</i>	739	50%	54%	2.34	33%

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at $\alpha \leq 0.05$.
 Note 1: Missing cases excluded. Percentages rounded to the nearest whole.
 Note 2: Comparison group includes all African American, Latinx, and Two or More Races students not included in DEAP.
 Note 3: Bolded items significantly different based on chi-square test or independent samples t-test results ($p < .05$).
 Note 4: Cumulative GPA and Cumulative GPA below 2.0 includes students who were not retained in prior semesters.

Retention Rates to Third Year by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2016

			Retained 3 Years Indianapolis Campus	Retained 3 Years Any IU Campus	Cumulative GPA at Fall 2019 Census	Cumulative GPA Below 2.0 at Fall 2019 Census
		N	Percentages		Mean	Percentages
<i>DEAP Students</i>	<i>Black/African American</i>	104	64%	71%	2.63	22%
	<i>Latinx</i>	71	56%	66%	2.68	25%
	<i>Asian</i>	1	100%	100%	3.15	0%
	<i>Two or More Races</i>	24	58%	58%	2.43	38%
	<i>White</i>	1	100%	100%	3.13	0%
	<i>All</i>	201	61%	68%	2.63	25%
<i>Non-DEAP Students</i>	<i>Black/African American</i>	267	46%	49%	2.21	37%
	<i>Latinx</i>	246	48%	53%	2.37	33%
	<i>Two or More Races</i>	177	47%	50%	2.41	34%
	<i>All</i>	690	47%	51%	2.32	35%

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

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

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

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

Note 4: There were 18 DEAP students who received housing stipends in Fall 2016.

Note 5: Cumulative GPA and Cumulative GPA below 2.0 includes students who were not retained in prior semesters.

Retention Rates to Third Year by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2016

			Retained 3 Years Indianapolis Campus	Retained 3 Years Any IU Campus	Cumulative GPA at Fall 2019 Census	Cumulative GPA Below 2.0 at Fall 2019 Census
		N	Percentages		Mean	Percentages
<i>DEAP students</i>	<i>Female</i>	137	63%	70%	2.69	23%
	<i>Male</i>	64	58%	64%	2.50	30%
	<i>All</i>	201	61%	68%	2.63	25%
<i>Non-DEAP students</i>	<i>Female</i>	448	50%	54%	2.42	31%
	<i>Male</i>	242	41%	44%	2.13	42%
	<i>All</i>	690	47%	51%	2.32	35%

Bold and Italicized numbers indicate a significant difference between DEAP students and non-DEAP students at $\alpha \leq 0.05$.
 Note 1: Missing cases excluded. Percentages rounded to the nearest whole.
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University College Course Approved Student Learning Outcomes

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

First-Year Seminars (UCOL-U110)

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

Fundamental and Powerful Course Concept* – Belonging

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

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

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

Fundamental and Powerful Course Concept* – Transitioning

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

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

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

Fundamental and Powerful Course Concept* – Planning

Goal 3-- Develop students' planning strategies.

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

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

Career Connections (U210)

Students who complete a University College Career Connections course should:

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

Mentor Development Courses

Outdoor Leadership Experience (U200)

Students who complete a University College Outdoor Leadership course should:

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

Introduction to Mentoring Techniques (U201)

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

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

Active and Collaborative Learning in Groups (U202)

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

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

Leadership and Transition (U203)

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

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

Independent Study (U 204)

Students who complete a University College Independent Study course should:

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

Direct Assessment Results Highlights

University College faculty members and instructional teams measure direct student learning outcomes by employing a course-embedded, authentic assessment approach. In some cases, AACU VALUE rubrics were adapted (see [AACU website](#)) as appropriate to assess students' learning outcomes. Faculty members also developed local rubrics to assess the assignments and written reflections. Mapping of learning outcomes to the new Profiles will be an ongoing process.

Some UCOL-110 sections also participated in the Learning Communities ePortfolio 2.0 project. For details, please see page 43.

DUE Planned Changes Based on Assessment

- Expand Bridge program to provide a Bridge experience to all incoming beginners.
 - Continue to assess Summer Bridge for implementation fidelity to ensure that expanded program preserves aspects that are effective.
- Articulate and demonstrate the effectiveness of DUE programs and services designed to facilitate student success.
- Align and revise student selection process to fulfill program mission and maximize use of available resources
- Engage campus interest in these programs to systematize resources and processes to maximize success.
- Develop strategies to address enrollment and organizational changes.
- Use taxonomies to guide assessment, implementation, instruction, and pedagogy for all high impact practices at IUPUI.
- Continue to scale High Impact Practices within the framework of the new Institute for Engaged Learning, including expanding access to first-year programs.
- Better integrate reporting strategies between IRDS and the various units of DUE (Honor's College, University College, Institute for Engaged Learning).

Indirect Assessment Results Highlights

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

- End of Semester Survey administered to beginning students
- End-of-course and post-program questionnaires
- Pre/Post-questionnaires
- Grade performance data
- Retention and graduation rates

Division of Undergraduate Education Assessment and Planning Matrix

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

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The 21st Century Scholars success program is an extension of the statewide financial support program for low-income Hoosiers. Participating post-secondary institutions are required to provide support services for enrolled 21st Century Scholars. The 21st Century Scholars Success Program is the support program who complete their state 21st Century Scholars Success program and attend IUPUI. The program empowers scholars to articulate and to achieve their personal, educational, and career goals by providing services, resources, and support systems that promote academic achievement.</p> <p>Since 2008, IUPUI has invested considerable institutional resources to provide 21st Century Scholars (21CS) with additional financial support and has implemented new programs, services, and policies that have significantly narrowed the gap in retention rates for 21CS as other students at IUPUI.</p> <ul style="list-style-type: none"> • Programmatic interventions for first-year 21CS include for participation in a two-week summer college transition Summer Bridge Program. • Programmatic interventions for first-year 21CS include a year-long mentoring program. Students who participate in the 21CS Peer Mentoring Program attend individual and group meetings that facilitate intrinsic investment and responsibility in their college success and explore personal professional development opportunities through workshops about career planning, social balance, financial literacy, self-awareness, goal setting, and community service. The Peer Mentoring Program completed an assessment of the 2018-2019 academic year. (see attached assessment report). 	<p>Peer Mentor Program Assessment</p> <p>The following report compiles the assessment data from the 2018-2019 Peer Mentoring End of the Year Evaluation completed by the 2018-2019 first year mentee participants. This information was gathered via the online platform of Qualtrics during the final group session of the 2018-2019 school year. Overall, there were 177 responses of approximately 280 participants. Note: Not all 177 answered every single question.</p> <p>The evaluation was divided into four sections of feedback:</p> <ul style="list-style-type: none"> • Group Sessions • Programmatic Requirements • Individual Mentors* • Reflections and Suggestions <p>*The responses regarding individual mentor feedback was already addressed with the Peer Mentors and will not be included in this report.</p> <p>Group Sessions</p> <ul style="list-style-type: none"> • Students responded that they enjoyed the Group Session piece, but suggested having fewer sessions per semester allowing for certain topics to be covered in more detail. • The recommendation would be to have 3 Group Sessions per semester, 6 per year. <p>Programmatic Requirements</p> <ul style="list-style-type: none"> • Approximately 93.5% of participants were Slight, Moderately, or Extremely clear on their understanding of the program requirements. • Students found individual mentor meetings the most helpful requirement, and found the group sessions the least helpful. <p>Overall Reflections</p>	<p>Plans for the 21st Century Scholars Success Program :</p> <ul style="list-style-type: none"> • Advance check-in meetings • Improving delivery service • Revisit or develop a new survey to understand impact of Check-in Meetings in student success • Assessment of Check-in Meetings • Track fall-fall retention rates for students that participated in Check-in Meetings

21st Century Scholars Success Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> Programmatic interventions for first-year students included participation in the Inside Track coaching model for 120 scholars by the 21CS staff Success Coach. This program is a state initiative designed to increase the graduation rates by up to 15% for students enrolled in the state’s 21st Century Scholars program. The coaching initiative is part of a larger design of Indiana’s early-promise scholarship that emphasizes clearer expectations for students and proactive support at all levels. First-year 21CS Coaching worked with over 120 students and achieved a fall to spring retention rate of 93%. (see fall 2019 outcome and comparison document). Programmatic interventions included student check in meetings. The staff completed over 1,000 meetings to advise scholars about scholarship requirements, campus and community resources and to promote academic achievement. These meetings serve as a system to monitor student progress during the semester and provide necessary interventions to increase student success and retention. This initiative is by far the most wide reaching touchpoint with 21CS. Programmatic intervention included the IUPUI Welcoming Campus Involvement Fun: Sophomore Supporter Program. This initiative along with the theme of Creating a Vibrant and Inclusive Student Experience supported students in their second year in building peer connections, building a student’s connectedness and sense of belonging. Two 21st Century Scholar were hired as Sophomore Supporters to mentor 20 21CS sophomore students during the 2018-2019 academic year. Collaborators included seven campus partners. 	<ul style="list-style-type: none"> Approximately 83.3% of participants felt this program was moderately, very, or extremely effective in helping their transition to IUPUI Approximately 81% of participants felt their experiences in the program were slightly, moderately, or extremely good. 	

21st Century Scholars Success Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none">• 21CS are much more likely than IUPUI students overall to be African American, Latinx, first-generation college students and to have slightly lower levels of academic preparation (as indicated by SAT scores).• While 21CS are at greater risk for not persisting, those who receive additional aid and connect with our support services fare nearly as well than the overall student population.		

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Goals and Success markers 2018-2019</p> <p>Goal #1 - Enhance our understanding of student experiences in ACD to improve programs, services, and communication.</p> <p>AHHS - Provide opportunities for School partners to come up with a plan of action on creating a more welcoming environment for students that start in University College</p> <p>Exploratory - Develop a strategic plan to assess the Exploratory student experience within Academic and Career Development.</p> <p>Peers - Increase accessibility of advising support and services to promote educational equality.</p> <p>Peers - Enhance assessment and positive feedback on student learning and development.</p> <p>Goal #2 - Strengthen student's compatibility (fit) and confidence in major choice</p> <p>Career - Assess major confidence in students in order to provide relevant and timely</p>	<p><u>Fall 2018 Proactive Advising</u></p> <ul style="list-style-type: none"> During the 2018-2019 academic year, ACD participated in Proactive Advising, a challenge launched through the Campus Advising Council (CAC) in an effort to use deliberate intervention to enhance student motivation and engagement. In fall 2018, ACD focused on these populations: 1) Students on probation, 2) Beginner students not enrolled in an FYS, 3) new Transfer Students, and 4) a population of each clusters choosing. The campus goal was to meet with 30-50% of the undergraduate population during the first seven weeks of the semester. After seven weeks, ACD met with 43.3% of the undergraduate UC population, and achieved the highest percentage of all schools! Proactive Advising continued in the spring 2019 semester with a focus on these populations: 1) Students on probation, 2) Rising Sophomores, 3) new Transfer Students, and 4) a population of each clusters choosing. After seven weeks, ACD met with 49.01% of the undergraduate UC population! <p>In October 2019, additional analysis was presented from the fall 2018 proactive advising initiative. The findings are encouraging.</p> <ul style="list-style-type: none"> To date (one year later), the Fall 2018 <i>moderate risk</i> students campus-wide have persisted or graduated at a rate significantly lower ($p < .001$) than all other students. <i>However</i>, within the top four schools from last Fall's proactive advising initiative, the moderate risk students persisted or graduated at a rate <i>significantly higher</i> ($p < .01$) than the other students in those schools. What's more, within the top school from last Fall (University College), students who had a proactive advising appointment were <i>significantly more likely</i> ($p < .001$) to <i>persist</i> than those without an appointment in the first seven weeks (67.9% vs. 62.0%). <p>Goal #1 - Enhance our understanding of student experiences in ACD to improve programs, services, and communication.</p> <p>At the beginning of the 18-19 academic year, ACD held a training to the entire staff on developing learning outcomes and assessment. The intention is for all programs and workshops to have learning outcomes created, assessed, summarized, and examined for future programming.</p> <p>During the 18-19 year, 32 assessments/summaries were submitted. These summaries helped the cluster review programming to determine whether to continue, change, or discontinue offering a program in the 19-20 academic year.</p> <p>Goal #2 - Strengthen student's compatibility (fit) and confidence in major choice</p> <p>The Major Confidence and Compatibility Action Team (MCCAT) met throughout the 18-19 academic year and presented a summary of its findings. The team continues to work on an updated <i>Change of Major</i> form that will have triggers guiding students to come in to talk to an advisor (if needed). In addition, the team developed a document called the <i>Major Info Binder</i> to provide information about majors/schools to aid advisors who are working with students exploring majors outside of their cluster. In May, all staff were trained on the initial tools that will aid them during major exploration/change conversations with students.</p>	<p><i>Follow-up from Assessment Finding Highlights</i></p> <p>The Cluster model began in Fall 2014. Since that time, majors have remained in their original cluster. However, upon review of Holland Codes, Career Consultants (CC) submitted a proposal to move around some majors to better align with each other. Beginning at the end of May 2019, major re-alignment went into effect. Students will still be assigned to the appropriate cluster and advisor based on their major, however some students will be assigned to a new cluster and major due to the re-alignment. Although the changes occurred in May 2019, the effect will come in fall 2019 and later, once the majority of students return to campus.</p> <p>Proactive advising, as initiated in 2018-2019 academic year continues in 2019-2020 through the ACD Caseload Management model. This model encompasses a number of aspects: 1) student groups, 2) coaching, and 3) proactive advising. The first step is assigning groups to one of six caseloads (student groups) based on their admission year/type, high school GPA (to determine the "meaningful middle"), college cumulative GPA, and a student's involvement in Educational Equity Programs. Then based on a caseload a student is in, the assigned advisor will launch proactive advising campaigns. The campaigns will have students come in as many as three times a semester for one-on-one meetings to invitations for group advising. To work to increase retention, a coaching model is utilized for all first year students (as defined by the undergraduate beginning cohort code, i.e.</p>

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																																						
<p>major and career-related interventions. HLSAC - Increase engagement in major and career exploration for UCOL HLS students.</p> <p>Goal #3 - Decrease time frame to admission to degree-granting schools of Undergraduate Beginners EPP - Increase the percentage of pre-Business students, in the EPP cluster, who apply to Kelley School of Business under Option #1. STEM - On average, first-time STEM students will certify into their degree granting school at 2.35 semesters.</p> <p>Goal #4 - Increase fall to fall persistence of First-time Full-time Undergraduate Beginners AHHS - Enroll 12 more AHHS students compared to the last day of advanced registration cycle of the previous year. HLSAC - Increase retention of FYU students into their Sophomore Year. Peers - Increase proactive forms of support to promote student preparedness.</p>	<p>During the 19-20 academic year, work toward strengthening a student's confidence and compatibility of their major will continue.</p> <p>Goal #3 - Decrease time frame to admission to degree-granting schools of Undergraduate Beginners All ACD:</p> <ul style="list-style-type: none"> Admission to Degree-Granting Schools: Data is tracked for the Undergraduate Beginning cohorts (both for fall and spring) by examining average semester length in UCOL for those admitted by their fifth semester (junior year). There is improvement, though slight, with the fall cohorts. However, the spring cohorts are inconsistent (and a much smaller sized group). <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Number admitted to Degree-Granting School</th> <th>Fall 2011 Cohort</th> <th>Fall 2012 Cohort</th> <th>Fall 2013 Cohort</th> <th>Fall 2014 Cohort*</th> <th>Fall 2015 Cohort</th> <th>Fall 2016 Cohort</th> </tr> </thead> <tbody> <tr> <td>Total Number in Cohort</td> <td>1816</td> <td>2037</td> <td>2240</td> <td>2265</td> <td>2151</td> <td>2033</td> </tr> <tr> <td>Total Admitted after 4 semesters</td> <td>656</td> <td>779</td> <td>878</td> <td>994</td> <td>1025</td> <td>990</td> </tr> <tr> <td style="text-align: center;"><i>% of total cohort</i></td> <td>36.12%</td> <td>38.24%</td> <td>39.20%</td> <td>43.89%</td> <td>47.65%</td> <td>48.70%</td> </tr> <tr> <td>Average semester length in UCOL</td> <td>2.7</td> <td>2.68</td> <td>2.75</td> <td>2.63</td> <td>2.6</td> <td>2.55</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Number admitted to Degree-Granting School</th> <th>Spring 2012 Cohort</th> <th>Spring 2013 Cohort</th> <th>Spring 2014 Cohort</th> <th>Spring 2015 Cohort</th> <th>Spring 2016 Cohort</th> <th>Spring 2017 Cohort</th> </tr> </thead> <tbody> <tr> <td>Total Number in Cohort</td> <td>196</td> <td>202</td> <td>188</td> <td>166</td> <td>143</td> <td>143</td> </tr> <tr> <td>Total Admitted after 4 semesters</td> <td>60</td> <td>45</td> <td>60</td> <td>61</td> <td>52</td> <td>45</td> </tr> <tr> <td style="text-align: center;"><i>% of total cohort</i></td> <td>30.61%</td> <td>22.28%</td> <td>31.91%</td> <td>36.75%</td> <td>36.36%</td> <td>31.47%</td> </tr> <tr> <td>Average semester length in UCOL</td> <td>2.58</td> <td>2.47</td> <td>2.75</td> <td>2.52</td> <td>2.36</td> <td>2.6</td> </tr> </tbody> </table> <p>Goal #4 - Increase fall to fall persistence of First-time Full-time Undergraduate Beginners Fall to Fall Retention of First-Time, Full-time Undergraduate Beginners: Data, broken down by cluster, is collected on First Time Full Time students. In the tables below is information on how many of the Undergraduate Beginner cohort (full-time) began in a cluster and how many are still enrolled at IUPUI in semester two and semester three (at census).</p> <ul style="list-style-type: none"> The semesters in blue indicate the use of the cluster model in ACD. 	Number admitted to Degree-Granting School	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Total Number in Cohort	1816	2037	2240	2265	2151	2033	Total Admitted after 4 semesters	656	779	878	994	1025	990	<i>% of total cohort</i>	36.12%	38.24%	39.20%	43.89%	47.65%	48.70%	Average semester length in UCOL	2.7	2.68	2.75	2.63	2.6	2.55	Number admitted to Degree-Granting School	Spring 2012 Cohort	Spring 2013 Cohort	Spring 2014 Cohort	Spring 2015 Cohort	Spring 2016 Cohort	Spring 2017 Cohort	Total Number in Cohort	196	202	188	166	143	143	Total Admitted after 4 semesters	60	45	60	61	52	45	<i>% of total cohort</i>	30.61%	22.28%	31.91%	36.75%	36.36%	31.47%	Average semester length in UCOL	2.58	2.47	2.75	2.52	2.36	2.6	<p>F19UGB). Coaching skills can be utilized during meetings with students in other caseloads, but is not the foundational model.</p> <p>Goal #1</p> <ul style="list-style-type: none"> ACD has retained goal #1 for the 19-20 school year. Prior to the start of the school year, we reviewed and refined the ACD program assessment form and the Post Appointment Survey. The Post Appointment survey aligns with the caseload management/coaching model. <p>Goal #2</p> <ul style="list-style-type: none"> This goal is still in progress for 19-20. During the 18-19 year, the task force created recommendations which are implemented for the 19-20 AY. <p>Goal #3</p> <ul style="list-style-type: none"> ACD redeveloped Goal #3 to refine the target audience to better align with campus-wide data: first-time full-time undergraduates. <p>Goal #4</p> <ul style="list-style-type: none"> ACD redefined this goal for 19-20 AY to focus on increasing fall-to fall persistence for all degree-seeking students. This aligns with campus-wide initiatives for increased persistence. Increased persistence is also a target goal of proactive advising. <p>Goal #5</p>
Number admitted to Degree-Granting School	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort																																																																		
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Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																																																											
<p>PDR - Decrease the number of students on probation.</p> <p>PDR - Decrease the number of first-time probation dismissals.</p> <p>Goal #5 - Increase persistence of students in academic crisis</p> <p>PDR - Increase the number of reinstated students who are retained after their first semester.</p> <p>PDR - Decrease the length of time students are on probation.</p> <p>PDR - Decrease the number of FYU dismissals.</p> <p>Student Learning Outcomes <u>Intellectual and Personal</u> <u>Growth</u></p> <p>As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> Recognize and take personal responsibility for their behavior, actions, and role in their own learning process. PUL 5, 6 Demonstrate an ability to create balance between work, school, family, 	<ul style="list-style-type: none"> For the most part, fall to fall persistence has remained in the 60th percentile range, so much work remains to be done. <div style="background-color: yellow; text-align: center; padding: 5px;">AHHS</div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Number returning to IUPUI each term</th> <th style="width: 12.5%;">Fall 2011 Cohort</th> <th style="width: 12.5%;">Fall 2012 Cohort</th> <th style="width: 12.5%;">Fall 2013 Cohort</th> <th style="width: 12.5%;">Fall 2014 Cohort*</th> <th style="width: 12.5%;">Fall 2015 Cohort</th> <th style="width: 12.5%;">Fall 2016 Cohort</th> </tr> </thead> <tbody> <tr> <td>Total FTFT Number in Cohort</td> <td>1672</td> <td>1853</td> <td>2078</td> <td>2201</td> <td>2063</td> <td>1962</td> </tr> <tr> <td>AHHS Cluster</td> <td>135</td> <td>138</td> <td>115</td> <td>163</td> <td>139</td> <td>144</td> </tr> <tr> <td><i>% of UC Cohort</i></td> <td>8.07%</td> <td>7.45%</td> <td>5.53%</td> <td>7.41%</td> <td>6.74%</td> <td>7.34%</td> </tr> <tr> <td>Returned 2nd semester</td> <td>116</td> <td>113</td> <td>97</td> <td>147</td> <td>115</td> <td>127</td> </tr> <tr> <td><i>% of AHHS retained</i></td> <td>85.93%</td> <td>81.88%</td> <td>84.35%</td> <td>90.18%</td> <td>82.73%</td> <td>88.19%</td> </tr> <tr> <td>Returned 3rd semester</td> <td>89</td> <td>75</td> <td>64</td> <td>105</td> <td>84</td> <td>97</td> </tr> <tr> <td><i>% of AHHS retained</i></td> <td>65.93%</td> <td>54.35%</td> <td>55.65%</td> <td>64.42%</td> <td>60.43%</td> <td>67.36%</td> </tr> </tbody> </table> <div style="background-color: yellow; text-align: center; padding: 5px;">EPP</div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Number returning to IUPUI each term</th> <th style="width: 12.5%;">Fall 2011 Cohort</th> <th style="width: 12.5%;">Fall 2012 Cohort</th> <th style="width: 12.5%;">Fall 2013 Cohort</th> <th style="width: 12.5%;">Fall 2014 Cohort*</th> <th style="width: 12.5%;">Fall 2015 Cohort</th> <th style="width: 12.5%;">Fall 2016 Cohort</th> </tr> </thead> <tbody> <tr> <td>Total Number in Cohort</td> <td>1672</td> <td>1853</td> <td>2078</td> <td>2201</td> <td>2063</td> <td>1962</td> </tr> <tr> <td>EPP Cluster</td> <td>307</td> <td>299</td> <td>368</td> <td>386</td> <td>380</td> <td>359</td> </tr> <tr> <td><i>% of UC Cohort</i></td> <td>18.36%</td> <td>16.14%</td> <td>17.71%</td> <td>17.54%</td> <td>18.42%</td> <td>18.30%</td> </tr> <tr> <td>Returned 2nd semester</td> <td>248</td> <td>259</td> <td>319</td> <td>330</td> <td>331</td> <td>298</td> </tr> </tbody> </table>	Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Total FTFT Number in Cohort	1672	1853	2078	2201	2063	1962	AHHS Cluster	135	138	115	163	139	144	<i>% of UC Cohort</i>	8.07%	7.45%	5.53%	7.41%	6.74%	7.34%	Returned 2nd semester	116	113	97	147	115	127	<i>% of AHHS retained</i>	85.93%	81.88%	84.35%	90.18%	82.73%	88.19%	Returned 3rd semester	89	75	64	105	84	97	<i>% of AHHS retained</i>	65.93%	54.35%	55.65%	64.42%	60.43%	67.36%	Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Total Number in Cohort	1672	1853	2078	2201	2063	1962	EPP Cluster	307	299	368	386	380	359	<i>% of UC Cohort</i>	18.36%	16.14%	17.71%	17.54%	18.42%	18.30%	Returned 2nd semester	248	259	319	330	331	298	<ul style="list-style-type: none"> This goal is now one of the initiatives under Goal #4 in the 19-20 AY plan. For STAR, coaching has been implemented as the new intervention model. <p>The Advisor Role in the First Year Experience Task Force was charged with developing a comprehensive plan for a common and holistic advising experience for all first year students at IUPUI. This Task Force was created to further the recommendations developed by the Task Force on the First Year Experience. The <i>Academic Advising at IUPUI: Student Learning, Process, and Delivery Outcomes</i> along with the <i>Goals and Learning Outcomes of the First Year Seminar</i> were considered and addressed.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Provide all first year students with a common advising experience beginning at Orientation and going through their second semester connecting them with their school and major. Create purposeful pathways for students' academic and engaged learning plans that clearly shows them the path to their academic and career goals. These pathways should include plans for co-curricular engagement on campus. <p><i>Orientation</i></p> <ul style="list-style-type: none"> Provide academic planning that includes first semester course scheduling, major and career exploration, and an introduction to their academic degree map.
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Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights						Changes Made Based on Assessment
<p>and personal health and determine priorities between these four areas. PUL 2, 6</p> <p>3. Recognize road blocks to success, determine and implement strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4</p>	<i>% of EPP retained</i>	80.78%	86.62%	86.68%	85.49%	87.11%	83.01%
	Returned 3rd semester	197	186	225	238	255	235
<p>Academic and Career Development will:</p> <p>1. Inform students of the IUPUI Student Code of Conduct, including rights and responsibilities.</p> <p>2. Discuss time management and time commitment expectations for college success.</p> <p>3. Teach students about resources to create balance and navigate road blocks.</p> <p>4. Use FLAGS data to intervene with at-risks students.</p> <p><u>Engagement</u> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p>	<i>% of EPP retained</i>	64.17%	62.21%	61.14%	61.66%	67.11%	65.46%
	EXPLR						
	Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort
	Total Number in Cohort	1672	1853	2078	2201	2063	1962
	EXPLR Cluster	251	348	397	344	334	292
	<i>% of UC Cohort</i>	15.01%	18.78%	19.10%	15.63%	16.19%	14.88%
	Returned 2nd semester	219	299	336	288	289	250
	<i>% of EXPLR retained</i>	87.25%	85.92%	84.63%	83.72%	86.53%	85.62%
	Returned 3rd semester	161	221	241	211	214	187
	<i>% of EXPLR retained</i>	64.14%	63.51%	60.71%	61.34%	64.07%	64.04%
HLS							
Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	
Total Number in Cohort	1672	1853	2078	2201	2063	1962	
HLS Cluster	531	667	723	723	677	641	

- Create a communication plan for advisors to connect with students between Orientation and Bridge.
- Pre-Semester*
- Ensure a welcoming environment for students by connecting with them during Bridge.
 - Support the Bridge curriculum with direct contact with students in Bridge. Allow Academic Advisors time in the Bridge classroom to teach students how to navigate campus policies and procedures while maintaining time inside or outside of the classroom for advisors to meet with students for individual support.
- Fall Semester*
- Support the FYS curriculum by continuing to teach students how to navigate campus policies and procedures, provide academic and engaged learning planning for the second semester, support students as they continue their major and career exploration, and keep students updated on important academic announcements (drop deadlines, Bepko tutoring and skills sessions, etc).
 - Support students by meeting with them to do in-depth academic planning, navigate campus policies and procedures, and plan for engaged learning and RISE experiences.
 - Support students as needed with their major and career confidence or exploration, creating parallel plans, and understanding/calculating GPA.
 - Support students in providing guidance about campus resources that assist them with

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights							Changes Made Based on Assessment
1. Decide upon the appropriate level of co-curricular involvement. PUL 2, 3 2. Explore opportunities for co-curricular involvement. PUL 2, 3 3. Plan and pursue opportunities for co-curricular involvement. PUL 1, 3	<i>% of UC Cohort</i>	31.76%	36.00%	34.79%	32.85%	32.82%	32.67%	financial awareness, physical and mental health & wellness, and study and time management skills. <i>Second Semester</i> <ul style="list-style-type: none"> Support students by meeting with them to do in-depth academic planning, navigate campus policies and procedures, and plan for engaged learning and RISE experiences. Support students as needed with their major and career confidence or exploration, creating parallel plans, and understanding/calculating GPA. Support students and provide guidance about campus resources that assist them with financial awareness, health & wellness, and study and time management skills.
	Returned 2nd semester	463	565	623	605	578	547	
	<i>% of HLS retained</i>	87.19%	84.71%	86.17%	83.68%	85.38%	85.34%	
Returned 3rd semester	346	416	462	440	424	411		
<i>% of HLS retained</i>	65.16%	62.37%	63.90%	60.86%	62.63%	64.12%		
STEM								
Academic and Career Development will: 1. Discuss appropriate levels of co-curricular involvement. 2. Educate students on the value of RISE and other co-curricular involvement. 3. Know where to locate RISE and other co-curricular involvement opportunities. 4. Assist students in planning co-curricular involvement opportunities as it relates to academic and career goals.	Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	
	Total Number in Cohort	1672	1853	2078	2201	2063	1962	
	STEM Cluster	448	401	475	585	533	526	
	<i>% of UC Cohort</i>	26.79%	21.64%	22.86%	26.58%	25.84%	26.81%	
	Returned 2nd semester	372	330	387	498	431	434	
	<i>% of STEM retained</i>	83.04%	82.29%	81.47%	85.13%	80.86%	82.51%	
	Returned 3rd semester	278	253	287	392	337	333	
	<i>% of STEM retained</i>	62.05%	63.09%	60.42%	67.01%	63.23%	63.31%	
	<i>Note: Once a student is no longer on the census, their information is no longer on these tables. This does not take into account students who may return to IUPUI after that point.</i>							
<u>Career Planning</u> As a result of participating in University College's Academic and Career Advising Program, students will be able to:	Goal #5 - Increase persistence of students in academic crisis <ul style="list-style-type: none"> ○ Overall, the number and percent of the UC population for dismissed students on academic probation has risen slightly comparing fall 2017 to fall 2018, and dropped slightly comparing spring 2018 to spring 2019. 							

Academic and Career Development

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<p>1. Understand the major/career exploration process. PUL 2, 3</p> <p>2. Identify and articulate their VIPS (values, interests, personality traits and/or skills). PUL 2, 6</p> <p>3. Identify major/career options for further exploration. PUL 2, 3, 6</p> <p>4. Locate and utilize appropriate resources to assist in the exploration process. PUL 1</p> <p>5. Make an informed decision regarding major/career options. PUL 2, 3, 4, 6</p> <p>Academic and Career Development will:</p> <p>1. Advise and guide students through the STEP decision making process:</p> <p style="margin-left: 20px;">a. Self-focus: Assist students in identifying and articulating their VIPS.</p> <p style="margin-left: 20px;">b. Target options: Educate students about the process for identifying major/career options.</p> <p style="margin-left: 20px;">c. Explore options: Teach students</p>	<p style="text-align: center;">○ NOTE: Total number of all UC dismissals and total of academic probation students dismissed (includes continuing students on probation and first-time probation) and percentages.</p> <ul style="list-style-type: none"> ● Fall 2017: 350/91 26%; Fall 2018: 362/101 28% ● Spring 2018: 260/203 78%; Spring 2019: 249/191 77% ● More detailed data: STAR data for fall 2018 Click here ● STAR data for spring 2019 here. <p>The percentage of UC students dismissed has increased, which conversely affects persistence rates:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Dismissal Summary after:</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> <th>Fall 2017</th> <th>Fall 2018</th> </tr> </thead> <tbody> <tr> <td>Dismissed Students</td> <td>411</td> <td>391</td> <td>346</td> <td>289</td> <td>350</td> <td>362</td> </tr> <tr> <td>FYU Dismiss</td> <td>166</td> <td>190</td> <td>183</td> <td>173</td> <td>207</td> <td>209</td> </tr> <tr> <td>V00 Probation Dismiss</td> <td>96</td> <td>78</td> <td>65</td> <td>40</td> <td>91</td> <td>101</td> </tr> <tr> <td>V06 Transition Dismiss</td> <td>112</td> <td>97</td> <td>71</td> <td>56</td> <td>27</td> <td>29</td> </tr> <tr> <td>V12 Reinstated Students Dismiss</td> <td>37</td> <td>26</td> <td>27</td> <td>20</td> <td>25</td> <td>23</td> </tr> <tr> <td>% Students Dismissed of Total UC Population</td> <td>6.40%</td> <td>6.12%</td> <td>5.98%</td> <td>5.75%</td> <td>6.70%</td> <td>7.70%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Dismissal Summary after:</th> <th>Spring 2014</th> <th>Spring 2015</th> <th>Spring 2016</th> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td>Dismissed Students</td> <td>399</td> <td>363</td> <td>269</td> <td>262</td> <td>260</td> <td>249</td> </tr> <tr> <td>FYU Dismiss</td> <td>31</td> <td>16</td> <td>16</td> <td>20</td> <td>21</td> <td>13</td> </tr> <tr> <td>V00 Probation Dismiss</td> <td>226</td> <td>190</td> <td>142</td> <td>190</td> <td>203</td> <td>191</td> </tr> <tr> <td>V06 Transition Dismiss</td> <td>114</td> <td>134</td> <td>88</td> <td>22</td> <td>23</td> <td>25</td> </tr> <tr> <td>V12 Reinstated Students Dismiss</td> <td>28</td> <td>23</td> <td>23</td> <td>30</td> <td>13</td> <td>20</td> </tr> <tr> <td>% Students Dismissed of Total UC Population</td> <td>6.98%</td> <td>6.62%</td> <td>5.35%</td> <td>5.81%</td> <td>5.91%</td> <td>6.37%</td> </tr> </tbody> </table> <p>Breaking down the dismissal data by type there is a mix of increases (fall 2018 and some spring 2019) and decreases (some spring 2019) from the previous term:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">FINAL By Service Indicator/Dismissal Policy</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> <th>Fall 2017</th> <th>Fall 2018</th> </tr> </thead> <tbody> <tr> <td>FYU Students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>FYU Dismiss</td> <td>166</td> <td>190</td> <td>183</td> <td>173</td> <td>207</td> <td>209</td> </tr> </tbody> </table>	Dismissal Summary after:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Dismissed Students	411	391	346	289	350	362	FYU Dismiss	166	190	183	173	207	209	V00 Probation Dismiss	96	78	65	40	91	101	V06 Transition Dismiss	112	97	71	56	27	29	V12 Reinstated Students Dismiss	37	26	27	20	25	23	% Students Dismissed of Total UC Population	6.40%	6.12%	5.98%	5.75%	6.70%	7.70%	Dismissal Summary after:	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Dismissed Students	399	363	269	262	260	249	FYU Dismiss	31	16	16	20	21	13	V00 Probation Dismiss	226	190	142	190	203	191	V06 Transition Dismiss	114	134	88	22	23	25	V12 Reinstated Students Dismiss	28	23	23	30	13	20	% Students Dismissed of Total UC Population	6.98%	6.62%	5.35%	5.81%	5.91%	6.37%	FINAL By Service Indicator/Dismissal Policy	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	FYU Students							FYU Dismiss	166	190	183	173	207	209	
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Academic and Career Development

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<p>how to find and utilize resources.</p> <p>d. Plan for academic, co-curricular and experiential learning: Help students set career benchmarks to be reached throughout their college career.</p> <p>2. Know how and when to refer students to their best resource.</p> <p><u>Academic Planning and Progress</u></p> <p>As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate reason for their major and/or career choice. PUL 1, 6 2. Identify degree requirements for their major choice and parallel plans. PUL 2, 3 3. Choose General Education Core requirements appropriate for degree options and VIPS. PUL 3, 6 4. Locate the application/certification requirements for their degree granting school. PUL 4 	% FYU Students Dismissed of Total FYU	7.35%	8.54%	8.51%	8.51%	9.82%	10.56%	
	V00 Probation Students							
	V00 Dismiss	96	78	67	40	91	101	
	% V00 Students Dismissed of Total V00	41.20%	26.44%	27.02%	18.87%	30.33%	34.35%	
	V06 Transition Students							
	V06 Dismiss	112	97	72	56	30	29	
	% V06 Students Dismissed of Total V06	5.66%	7.33%	6.33%	8.90%	7.04%	7.63%	
	V12 Reinstated Students							
	V12 Dismiss	37	26	28	20	25	23	
	% V12 Students Dismissed of Total V12	29.60%	40.00%	43.75%	27.78%	31.65%	32.39%	
	FINAL By Service Indicator/Dismissal Policy	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
	FYU Students							
	FYU Dismiss	31	16	16	20	21	13	
	% FYU Students Dismissed of Total FYU	13.48%	9.64%	11.19%	13.99%	17.65%	11.50%	
	V00 Probation Students							
	V00 Dismiss	226	190	142	190	203	191	
	% V00 Students Dismissed of Total V00	41.70%	40.00%	33.81%	37.77%	40.68%	37.23%	
	V06 Transition Students							
	V06 Dismiss	114	134	88	22	23	25	
	% V06 Students Dismissed of Total V06	8.75%	9.87%	7.46%	5.06%	5.54%	6.58%	
	V12 Reinstated Students							
	V12 Dismiss	28	23	23	30	13	20	
	% V12 Students Dismissed of Total V12	37.84%	33.82%	34.33%	40.00%	24.07%	32.79%	
		<ul style="list-style-type: none"> o The Retention Committee has continued reviewing all reinstatement petitions. During the spring of 2018, the Committee was intent on reviewing all petitions and scheduling advising 						

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																
<p>5. Develop a realistic plan to transition to their degree granting school. PUL 2</p> <p>6. Set realistic goals for academic success. PUL 2</p> <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> 1. Utilize the Confidence Model to confirm students major/career choice. 2. Teach students about the value of the General Education Core. 3. Help students understand and align their General Education Core choices with their degree plan and VIPS. 4. Teach students how to locate and understand their degree requirements, including the application/certification requirements. 5. Assist students in creating a 4 year plan. 6. Instruct students on the use of iGPS including Degree Maps, Academic Planner, and Shopping Cart, as well as other 	<p>appointments no later than mid-July 2018. This change allowed students more class options to select from as well as having time to submit financial aid SAP appeals well before the beginning of the fall semester. This process continued for spring 2019 for new fall reinstatements. Each Cluster advisor was asked to mentor at least one reinstated student from their caseload.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>Fall 2017</u></td> <td style="text-align: center; width: 50%;"><u>Fall 2018</u></td> </tr> <tr> <td>• Total petitions received: 81</td> <td>Total petitions received: 102</td> </tr> <tr> <td>• Total students registered: 53</td> <td>Total students registered: 66</td> </tr> <tr> <td>• Total students retained: 28 (53%)</td> <td>Total students retained: 43 (65%)</td> </tr> </table> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>Spring 2018</u></td> <td style="text-align: center; width: 50%;"><u>Spring 2019</u></td> </tr> <tr> <td>• Total petitions received: 83</td> <td>Total petitions received: 94</td> </tr> <tr> <td>• Total students registered: 64</td> <td>Total students registered: 56</td> </tr> <tr> <td>• Total students retained: 31 (48%)</td> <td>Total students retained: 42 (75%)</td> </tr> </table> <p>The Returning Student Coordinator completed outreach for the 4162 and 4168 undergraduate beginning cohorts. She reviewed a total of 782 records of students from these cohorts who either left the university in good standing or left the semester after being placed on probation. As for goals for the upcoming year, I hope to refine the reports that are run so as to better identify those students who might be most responsive to outreach. I also want to develop a better schedule for conducting my outreach so that I can ensure it is conducted in a timely fashion and hopefully catch those students who are willing to return before they are gone for too long.</p>	<u>Fall 2017</u>	<u>Fall 2018</u>	• Total petitions received: 81	Total petitions received: 102	• Total students registered: 53	Total students registered: 66	• Total students retained: 28 (53%)	Total students retained: 43 (65%)	<u>Spring 2018</u>	<u>Spring 2019</u>	• Total petitions received: 83	Total petitions received: 94	• Total students registered: 64	Total students registered: 56	• Total students retained: 31 (48%)	Total students retained: 42 (75%)	
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Academic and Career Development		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>technology resources for academic planning and registration.</p> <p>7. Know when and how to refer students to school faculty and staff.</p> <p><u>Resources</u> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> 1. Locate campus resources based on individual needs. PUL 1 2. Effectively use individualized campus resources to meet academic, financial, and personal needs. PUL 2 <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> 1. Engage in educational opportunities to learn more about support services. 2. Know how and when to refer students to campus faculty and staff. 3. Assess students' needs and potential risk factors and educate students on available resources. 4. Utilize appropriate technology to record 		

Academic and Career Development		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>advising information, identify and track student groups, and conduct outreach when necessary.</p> <p><u>Policies and Procedures</u> As a result of participating in University College's Academic and Career Advising Program, students will be able to:</p> <ol style="list-style-type: none"> 1. Locate and adhere to relevant dates and deadlines. PUL 2 2. Abide by academic policies and procedures regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct. PUL 2, 3 3. Explain school specific policies and procedures related to application/certification to their degree granting school. PUL 1 <p>Academic and Career Development will:</p> <ol style="list-style-type: none"> 1. Teach students how to find relevant dates and deadlines. 2. Interpret academic policies regarding 		

Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct.</p> <p>3. Teach students how to find and understand the application/certification policies and procedures for their degree granting school.</p>		

Bowen Scholars

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment								
<p>In its sixth year of existence, The IUPUI Bowen Scholars Program was established to assist African American students who are transitioning to IUPUI in pursuit of a baccalaureate degree after earning an associate degree at Ivy Tech. The Bowen Scholars program is now funded to support eleven students total each year. The program partners with the Diversity, Enrichment, and Achievement Program (DEAP) to provide each Bowen Scholar with a faculty or staff mentor.</p>	<p>IUPUI Bowen Scholars Outcomes 2014-2018</p> <table border="0"> <tr> <td>Success rate*</td> <td align="right">96%</td> </tr> <tr> <td>Graduate cumulative GPA</td> <td align="right">3.27</td> </tr> <tr> <td>Current Scholar cum GPA</td> <td align="right">3.09</td> </tr> <tr> <td colspan="2">*% graduated or still enrolled</td> </tr> </table>	Success rate*	96%	Graduate cumulative GPA	3.27	Current Scholar cum GPA	3.09	*% graduated or still enrolled		<p>Future Directions:</p> <p>Strengthen IUPUI Bowen partnerships with Ivy Tech Bowen Scholars and with IUPUI's Diversity Enrichment and Achievement Program (DEAP).</p>
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Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Program Description The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction, and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three areas: academic mentoring, academic success coaching, and tutoring support.</p> <p>Program Goals</p> <ul style="list-style-type: none"> • To create learning environments which promote student engagement, retention, and graduation. • To support high impact learning experiences for undergraduate students. • To partner across the division, IUPUI, and nationally to develop effective strategies for synergistic relationships for academic support services. • To use assessment and innovation for the continuous improvement of processes, programs, and services. <p>Student Learning Outcomes</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> • To increase students' ability to be independent learners by being exposed to note taking, study skills and test taking techniques. • To expose students to mindfulness and meditation techniques during sessions and exam reviews. <p>Tutoring</p> <ul style="list-style-type: none"> • For students to become an independent and self-regulated learner 	<p>Methods Used to Assess Student Learning and Success</p> <ul style="list-style-type: none"> • End-of-the-Semester Evaluations • Mentor Self-Evaluations • Grade Report (comparing participants to nonparticipants) • Program Participant Attendance • Instructor Evaluations • Program Evaluations • FLAGS Report <p>Major Assessment Results in the Areas of Retention, Academic Performance, and Learning</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> • Based on the student feedback: 89.3% (n=1460) of Fall18-Spring19 students participating in sessions reported that mentors assisted with the development of study skills vs. 91.6% (n=1423) for Fall17-Spring18 academic year. 88.3% (n=1460) of Fall18-Spring19 students participating in sessions reported that mentors assisted with exam preparation vs. 90.2% (n=1423) for Fall17-Spring18 academic year. • All mentors attending the Fall 2018 mentor training session attended a mindfulness session facilitated by Leslie Flowers. This 30 minute session focused on the benefits of stress reduction, breathing techniques to reduce anxiety and mindfulness meditation. BIOL K101 and K103 weekly meetings also included "refresher" session on breathing techniques. • Feedback from the mindfulness training was overwhelming positive and mentors 	<p>Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:</p> <p>Academic Mentoring</p> <ul style="list-style-type: none"> • In Beginning in Fall 2018, new academic mentors were required to attend a 30 minute meeting with an academic success coach. Mentors were also encouraged to use one of several academic skills collaborative learning techniques (CoLTs) [Topics: Study Skills, Procrastination and Test Preparation] that coordinators prepared. Overall, the number of students self-reporting that they were exposed to study skills fell. However, when examining course specific feedback, the courses that dropped in exposure to study skills were those with newer mentors. Specifically, BIOL N217 and SPEA J101 in which all new mentors were placed in spring 2019. BIOL K103 also had a large number of new mentors for Spring 2019. In general, new mentors tend to be more focused on content rather than facilitation of sessions. • In the future all mentors will be required to attend at least one "Lunch and Learn" session during the fall semester with an emphasis on incorporating these skills into each session New mentors will continue meeting with Academic Success Coaches. Returning mentors will be required to reviews study skills/note taking skills/test taking skills modules while working front desk shifts. A short quiz will be administered at the end of each shift. • To help with mindfulness next year, online training for new mentors will include mindfulness and breathing as a part of the

Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> For students to gain better understanding of course concepts as a result of tutoring <p>Academic Success Coaching</p> <ul style="list-style-type: none"> To implement new coaching methodologies into Academic Success Coach training in both the fall 2018 and spring 2019 semesters and assess student outcomes as a result of this programmatic change. 	<p>incorporated some of the breathing techniques into their sessions. To encourage continued application of the mindfulness techniques, course meetings contained occasional practice of the breathing methods.</p> <p>Tutoring</p> <ul style="list-style-type: none"> Student responses for all measures for independent and self-regulated learning were over 80% for Strongly Agree and Agree for each measured item. The tutor stimulated my ability to become self-sufficient in learning similar concepts or problems. <ul style="list-style-type: none"> Academic Year: 90.1% (372 of 413) students Strongly Agree or Agree Fall 2018: 88.4% (176 of 199) students Strongly Agree or Agree Spring 2019: 91.6% (196 of 214) students Strongly Agree or Agree The tutor encouraged me to become independent of their help. Academic Year: 85.2% (351 of 412) students Strongly Agree or Agree Fall 2018: 84.3% (167 of 198) students Strongly Agree or Agree Spring 2019: 86.0% (184 of 214) students Strongly Agree or Agree Student survey responses indicated that tutors in the Biology Resource Center (BRC) are encouraging their students to become independent and self-regulated learners. This student learning outcome is emphasized during training each semester as part of the Best Practices Tutor Training. These responses indicate that tutoring in the BRC challenges students to take ownership of their own 	<p>Stress Management module. We intend to include a short mindfulness session in Fall 2019 training for all mentors. Host a Lunch and Learn session on stress management/mindfulness. Front desk modules for returning mentors include: Mindfulness and Self-Care.</p> <p>Tutoring</p> <ul style="list-style-type: none"> The goal of students becoming independent learners will change slightly for the 2019–2020 academic year. For this goal to be achieved 80% of students will Strongly Agree or Agree that the tutor stimulated their ability to become self-sufficient in learning similar concepts and that tutoring has resulted in improving their ability to develop solutions independent of the tutor. Tutoring resulting in improving the student’s ability to develop solution independent of the tutor is replacing the question asking students if the tutor encouraged them to become independent of their help. The students gaining a better understanding of course concepts as a result of tutoring goal will remain the same for the 2019–2020 academic year. For this goal to be achieved, 80% of students will Strongly Agree or Agree that tutoring sessions have resulted in better understanding of course concepts. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> Training for the InsideTrack model of coaching will continue for the next year with the addition of more intentional integration of “powerful questions” from the IU Coaching Conversations coaching model.

Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>learning, and transactional where tutors only provide answers to student questions is not occurring.</p> <ul style="list-style-type: none"> • Student responses for the measure of gaining a better understanding of course concepts as a result of tutoring were over 80% for Strongly Agree and Agree for the measured item. • The tutoring sessions have resulted in better understanding course concepts. <ul style="list-style-type: none"> ○ Academic Year: 92.7% (383 of 413) students Strongly Agree or Agree ○ Fall 2018: 92.0% (183 of 199) students Strongly Agree or Agree ○ Spring 2019: 93.5% (200 of 214) students Strongly Agree or Agree • Students indicated that tutoring resulted in providing them with a better understanding of course content. This is important as one of the motivations for students seek tutoring is to develop a better understanding of course concepts, which was shared in qualitative responses from students. Improving student understanding is a goal of tutoring. It is equally important that students indicate that they are gaining better understanding, while they are also indicating being challenged by tutors to develop as an independent and self-regulated learner. <p>Academic Success Coaching</p> <ul style="list-style-type: none"> • The Office of Academic Enrichment offered coaching (via email and text) to over 500 students in the spring 2019 semester as a result of implementing the InsideTrack coaching method and roster management system; this is 	

Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>compared to just over 100 students being contacted on average in previous semesters.</p> <ul style="list-style-type: none"> Regarding STAR probation students, 45.5% (n=22) experienced an increase in GPA during the Fall 2018 semester (when coaches used powerful questions and the coaching arc) compared to 71.2% (n=59) in the Spring 2019 semester (when InsideTrack coaching was introduced). Other notable achievements include: athletes (n=13), 83% experienced an increase in GPA during the Spring 2019 semester, and 83% of Herron probation students (n=13) experienced an increase in GPA during the Spring 2019 semester. 	

Center for Research and Learning

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																																																																									
<p>CRL supports student experiences in research and creative activities across all disciplines. These experiences take place outside the classroom under the guidance of a faculty mentor.</p>	<p>Assessment Tool: Retrospective survey for students and mentors. Reflective Essay for students.</p> <p>Data:</p> <ul style="list-style-type: none"> Table 1. IUPUI students engaged across all CRL programs <table border="1" data-bbox="617 435 1629 721"> <thead> <tr> <th>Academic Year</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>Total # of students</td> <td>196</td> <td>218</td> <td>198</td> <td>189</td> </tr> <tr> <td>% Students of color</td> <td>34</td> <td>33</td> <td>27</td> <td>26</td> </tr> <tr> <td>% First research experience</td> <td>57</td> <td>52</td> <td>46</td> <td>46</td> </tr> <tr> <td>% Students in STEM/Health Sciences*</td> <td>89</td> <td>81</td> <td>92</td> <td>92</td> </tr> <tr> <td>% Freshmen</td> <td>9</td> <td>13</td> <td>7</td> <td>8</td> </tr> <tr> <td>% Sophomores</td> <td>25</td> <td>19</td> <td>32</td> <td>31</td> </tr> <tr> <td>% Juniors</td> <td>33</td> <td>27</td> <td>29</td> <td>35</td> </tr> <tr> <td>% Seniors</td> <td>33</td> <td>42</td> <td>32</td> <td>26</td> </tr> </tbody> </table> <p>* includes social and behavioral sciences in a biomedical field.</p> <ul style="list-style-type: none"> Table 2. Aggregated survey data over the past 3 years: % students who <i>agree</i> or <i>strongly agree</i> <table border="1" data-bbox="617 799 1654 1224"> <thead> <tr> <th>Academic Year</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>Students recognizing enhanced learning through research (vs classroom-based learning)</td> <td>84</td> <td>76</td> <td>87</td> <td>85</td> </tr> <tr> <td>Acquired learning skill: methodology</td> <td>95</td> <td>89</td> <td>97</td> <td>89</td> </tr> <tr> <td>Acquired learning skill: literature review</td> <td>76</td> <td>73</td> <td>85</td> <td>79</td> </tr> <tr> <td>Acquired learning skill: data analysis</td> <td>87</td> <td>84</td> <td>91</td> <td>87</td> </tr> <tr> <td>Acquired learning skill: research ethics</td> <td>89</td> <td>86</td> <td>88</td> <td>85</td> </tr> <tr> <td>Profiles of Learning students are aligning with research:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication (Communicator)</td> <td>72</td> <td>66</td> <td>75</td> <td>67</td> </tr> <tr> <td>Critical Thinking (Problem Solver)</td> <td>77</td> <td>72</td> <td>70</td> <td>71</td> </tr> <tr> <td>Application of Knowledge (Innovator)</td> <td>57</td> <td>75</td> <td>60</td> <td>68</td> </tr> <tr> <td>Students interested in continuing research participation</td> <td>92</td> <td>86</td> <td>94</td> <td>89</td> </tr> <tr> <td>Students recognizing research provides an advantage when applying for grad/prof school or future employment</td> <td>94</td> <td>86</td> <td>93</td> <td>89</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Retention rates of CRL students across all programs 2015/16: 92.1% 2016/17: 93.9% 2017/18: 95.6% 2018/19: 93.7% 	Academic Year	2015/16	2016/17	2017/18	2018/19	Total # of students	196	218	198	189	% Students of color	34	33	27	26	% First research experience	57	52	46	46	% Students in STEM/Health Sciences*	89	81	92	92	% Freshmen	9	13	7	8	% Sophomores	25	19	32	31	% Juniors	33	27	29	35	% Seniors	33	42	32	26	Academic Year	15/16	16/17	17/18	18/19	Students recognizing enhanced learning through research (vs classroom-based learning)	84	76	87	85	Acquired learning skill: methodology	95	89	97	89	Acquired learning skill: literature review	76	73	85	79	Acquired learning skill: data analysis	87	84	91	87	Acquired learning skill: research ethics	89	86	88	85	Profiles of Learning students are aligning with research:					Communication (Communicator)	72	66	75	67	Critical Thinking (Problem Solver)	77	72	70	71	Application of Knowledge (Innovator)	57	75	60	68	Students interested in continuing research participation	92	86	94	89	Students recognizing research provides an advantage when applying for grad/prof school or future employment	94	86	93	89	
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Center for Service Learning

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																												
<p>Program Description The Center for Service and Learning administers the Sam H. Jones (SHJ) Community Service Scholarship Program. The SHJ program is one of the nation's largest service-based scholarship programs. Created in 1994, this campus program has awarded over 3,000 scholarships, totaling over \$8.2 million. The program began with two Scholars in its first year and has grown to more than 200 Scholars annually in multiple programs. The purpose of this scholarship program is to recognize students' prior service contributions to the community and foster their leadership, professionalism, and community involvement. SHJ is comprised of 7 distinct programs, which include:</p> <ol style="list-style-type: none"> 1) Alternative Break Scholars 2) Bonner Leaders Scholars 3) Community Service Leaders 4) Family, School, and Neighborhood Scholars 5) Fugate Scholars 6) Paw's Scholars 7) Service Learning Assistant (SLA) <p>The first 6 programs listed above are known collectively</p>	<p>Assessment Methods CSL uses a combination of quantitative and qualitative methods to obtain important information about the value and effectiveness of the SHJ program (summative or accountability assessment) and for making data-driven improvements (formative assessment).</p> <p>The following instruments have been used to assess student learning and program effectiveness:</p> <ul style="list-style-type: none"> • Program Director direct assessment of Scholars • Self-appraisal by SHJ Scholars <p>This matrix reports on direct student learning results. Student self-report results (indirect measures) are available on the CSL Scholar Works site at: https://scholarworks.iupui.edu/handle/1805/2613 under CSL Works.</p> <p>Assessment Results: Retention, Academic Performance, and Learning</p> <p>Retention Rate and GPA for SHJ Scholars</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Retention Rate</th> <th>Average GPA</th> </tr> </thead> <tbody> <tr> <td>Alternative Breaks</td> <td>100%</td> <td>3.54</td> </tr> <tr> <td>Bonner Year 1</td> <td>92.9%</td> <td>2.39</td> </tr> <tr> <td>Bonner Year 2</td> <td>91.7%</td> <td>3.14</td> </tr> <tr> <td>CS Leaders</td> <td>100%</td> <td>3.68</td> </tr> <tr> <td>FSNE</td> <td>100%</td> <td>3.45</td> </tr> <tr> <td>Fugate</td> <td>87.5%</td> <td>3.51</td> </tr> <tr> <td>Paws</td> <td>100%</td> <td>3.78</td> </tr> <tr> <td>Service Corp</td> <td>100%</td> <td>3.66</td> </tr> <tr> <td>Service Learning Asst.</td> <td>95.7%</td> <td>3.38</td> </tr> </tbody> </table> <p>SHJ Scholars have exceptional retention and GPA's. There was a dip in GPA for Bonner Year 1. This is attributed to the program admitting more high risk students.</p> <p>Study with IRDS Due to the lack of a comparison group, CSL partnered with IRDS to conduct a study to further explore the effect of SHJ program participation on the following outcome measures: one-year retention and fall semester GPA. To assess the true impact of the SHJ program, the propensity score matching method was used to minimize confounding factors such as gender and academically preparedness, as well as selection-bias. The study found there was an 8.8 percentage point increase in fall-to-fall retention at IUPUI and 7.9 percentage point increase in fall-to-fall retention at any IU campus as a result of participating in the SHJ program.</p> <p style="text-align: center;">Direct Assessment</p>		Retention Rate	Average GPA	Alternative Breaks	100%	3.54	Bonner Year 1	92.9%	2.39	Bonner Year 2	91.7%	3.14	CS Leaders	100%	3.68	FSNE	100%	3.45	Fugate	87.5%	3.51	Paws	100%	3.78	Service Corp	100%	3.66	Service Learning Asst.	95.7%	3.38	<p>1) CSL continues to scaffold learning opportunities within the SAM programs. Feedback from program directors in prior years requested the implementation of a four-year cohort model to enhance student learning and campus-community partnerships. Rather than entering a different SHJ scholarship program each year, students begin as a Bonner Scholar as a freshmen and advance as a Bonner Scholar each year during their time at IUPUI. This change was made as way to ensure Scholars enter and continue as a cohort during their years at IUPUI. Chart 1 below details how this change is being implemented year to year.</p> <p>Chart 1</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>FYS</td> <td>Bonner 1</td> <td>Bonner 1</td> </tr> <tr> <td>CSS</td> <td>CSS</td> <td>Bonner 2</td> </tr> <tr> <td>Service Corp</td> <td>Service Corp</td> <td>Service Corp</td> </tr> <tr> <td>CSL</td> <td>CSL</td> <td>CSL</td> </tr> <tr> <td>Alt Breaks</td> <td>Alt Breaks</td> <td>Alt Breaks</td> </tr> <tr> <td>FSNE</td> <td>FSNE</td> <td>FSNE</td> </tr> <tr> <td>Fugate</td> <td>Fugate</td> <td>Fugate</td> </tr> <tr> <td>Paws Pantry</td> <td>Paws Pantry</td> <td>Paws Pantry</td> </tr> <tr> <td>SLA</td> <td>SLA</td> <td>SLA</td> </tr> </tbody> </table> <p>2) Maintain high retention and graduation rates and GPA.</p> <ul style="list-style-type: none"> • Continue to work with IRDS and internal program tracking to maintain data on program retention, graduation rates, and GPA. <p>3) Repeat the study propensity score matching with IRDS</p> <p>4) CSL will expand its line of inquiry to include retention and learning outcomes for students in</p>	2016-2017	2017-2018	2018-2019	FYS	Bonner 1	Bonner 1	CSS	CSS	Bonner 2	Service Corp	Service Corp	Service Corp	CSL	CSL	CSL	Alt Breaks	Alt Breaks	Alt Breaks	FSNE	FSNE	FSNE	Fugate	Fugate	Fugate	Paws Pantry	Paws Pantry	Paws Pantry	SLA	SLA	SLA
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<p>as SAM programs, while the 7th (the SLA) program is run separately.</p> <p>SHJ Scholars attend individual and group meetings that support their involvement in educationally meaningful service experiences. Scholars participate in community service, lead peers in service activities, assist faculty with implementing service learning classes, and participate in structured reflection activities. The Scholars will develop professional skills, civic communication skills and civic identity.</p> <p>SHJ Learning Outcomes Students will:</p> <ul style="list-style-type: none"> • Describe ways in which a person can become involved in the community, such as through community organizations and volunteer opportunities • Identify community or social issues that need to be addressed • Apply academic knowledge and technical skills to help address community or social issues 	<p>SAM Scholars In Spring of 2019, SAM program directors directly assessed their Scholars learning and development based on their demonstrated ability on the following:</p> <p>Factors the program directors based their rating include the following:</p> <ul style="list-style-type: none"> - Program reflections Observations of student interactions - Discussion during 1:1 meetings - Observations of student interactions <p>(Rating Scale 0=Never; 5=Always)</p> <p>Professional Development To what extent does this scholar demonstrate the knowledge, skills and behaviors to:</p> <ol style="list-style-type: none"> 1) Recognize their accountability to others, commitments made, and obligations as a scholar 2) Follow Through on Commitments 3) Listen attentively, respond appropriately, and remain open to receiving feedback from others 4) Implement effective time management skills <table border="1" data-bbox="415 751 1220 1247"> <thead> <tr> <th></th> <th>Accountability</th> <th>Follow-through on Commitments</th> <th>Listening</th> <th>Time Management</th> </tr> </thead> <tbody> <tr> <td>Bonner Year 1</td> <td align="center">3.8</td> <td align="center">4</td> <td align="center">3.8</td> <td align="center">3.6</td> </tr> <tr> <td>Bonner Year 2</td> <td align="center">4.7</td> <td align="center">4.5</td> <td align="center">4.4</td> <td align="center">4.3</td> </tr> <tr> <td>Community Service Leader</td> <td align="center">5</td> <td align="center">5</td> <td align="center">5</td> <td align="center">4.7</td> </tr> <tr> <td>FSNE</td> <td align="center">5</td> <td align="center">5</td> <td align="center">5</td> <td align="center">5</td> </tr> <tr> <td>Fugate</td> <td align="center">5</td> <td align="center">5</td> <td align="center">5</td> <td align="center">4.7</td> </tr> <tr> <td>Paws</td> <td align="center">4.8</td> <td align="center">4.8</td> <td align="center">4.8</td> <td align="center">4.6</td> </tr> <tr> <td>Service Corp</td> <td align="center">4.7</td> <td align="center">4.8</td> <td align="center">4.5</td> <td align="center">4.7</td> </tr> <tr> <td>Total</td> <td align="center">4.6</td> <td align="center">4.6</td> <td align="center">4.4</td> <td align="center">4.3</td> </tr> </tbody> </table> <p>Civic Communication Skills To what extent does this scholar demonstrate the knowledge, skills and behaviors to:</p> <ol style="list-style-type: none"> 1) Listen critically to effectively respond to complex situations 2) Value the diverse perspectives of multiple stakeholders 		Accountability	Follow-through on Commitments	Listening	Time Management	Bonner Year 1	3.8	4	3.8	3.6	Bonner Year 2	4.7	4.5	4.4	4.3	Community Service Leader	5	5	5	4.7	FSNE	5	5	5	5	Fugate	5	5	5	4.7	Paws	4.8	4.8	4.8	4.6	Service Corp	4.7	4.8	4.5	4.7	Total	4.6	4.6	4.4	4.3	<p>service learning classes with instructors who have received funding from the SLA program.</p> <p>5) Per recommendations from Scholars, program directors will plan events for Scholars from different programs to meet to share their experiences and learn from each other.</p>
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<ul style="list-style-type: none"> • Display effective listening skills to help understand others' opinions and ideas • Describe how communication styles may vary and therefore impact interpretation • Give examples of how they are able to work in settings with a diversity of people (culture, ethnicity, religion, social & economic background) • Recognize how others are different from themselves and describes ways in which they overcome differences to work towards a common goal • Demonstrate consensus-building skills when resolving problems or controversial issues • Explains the value of being involved in service or other forms of community engagement • Proposes an optimistic yet realistic assessment of the personal impact they can have on social issues • Integrates the connection between being educated and a responsibility to help address social issues • Displays a commitment to service that is well-integrated with his/her 	<p>3) Demonstrate empathy towards others 4) Value reciprocity and consensus building</p> <table border="1" data-bbox="422 331 1377 711"> <thead> <tr> <th></th> <th>Listen Critically</th> <th>Value Diverse Perspectives</th> <th>Demonstrate Empathy</th> <th>Value Reciprocity and Consensus Building</th> </tr> </thead> <tbody> <tr><td>Bonner Year 1</td><td>3.9</td><td>4.3</td><td>4</td><td>3.8</td></tr> <tr><td>Bonner Year 2</td><td>4.3</td><td>4.3</td><td>4.2</td><td>4.4</td></tr> <tr><td>Community Service Leader</td><td>5</td><td>4.8</td><td>4.3</td><td>4.8</td></tr> <tr><td>FSNE</td><td>4.7</td><td>4.7</td><td>5</td><td>4.7</td></tr> <tr><td>Fugate</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>Paws</td><td>4.6</td><td>4.6</td><td>4.8</td><td>5</td></tr> <tr><td>Service Corp</td><td>4.5</td><td>4.6</td><td>4.7</td><td>4.7</td></tr> <tr><td>Average</td><td>4.5</td><td>4.6</td><td>4.5</td><td>4.4</td></tr> </tbody> </table> <p>Civic Identity To what extent does this scholar demonstrate:</p> <ol style="list-style-type: none"> 1) A responsibility and commitment to community engagement that is derived from a connection to and compassion for community (rather than only internal factors or external expectations) 2) Critical examination of their personal values, attitudes and beliefs in relation to others <table border="1" data-bbox="422 902 1453 1219"> <thead> <tr> <th></th> <th>Community Engagement</th> <th>Critical Examination</th> </tr> </thead> <tbody> <tr><td>Bonner Year 1</td><td>4.1</td><td>4.2</td></tr> <tr><td>Bonner Year 2</td><td>4.6</td><td>4.5</td></tr> <tr><td>Community Service Leader</td><td>5</td><td>4.8</td></tr> <tr><td>FSNE</td><td>5</td><td>4.7</td></tr> <tr><td>Fugate</td><td>5</td><td>5</td></tr> <tr><td>Paws</td><td>5</td><td>5</td></tr> <tr><td>Service Corp</td><td>4.8</td><td>4.9</td></tr> <tr><td>Average</td><td>4.5</td><td>4.6</td></tr> </tbody> </table> <p>SLA Scholars Service Learning Assistant (SLA) Scholars complete a narrative essay at the conclusion of the semester, allowing their Faculty/Staff mentor and CSL to assess the Scholars' learning. Scholars are instructed to complete each items below to the best of their ability.</p>		Listen Critically	Value Diverse Perspectives	Demonstrate Empathy	Value Reciprocity and Consensus Building	Bonner Year 1	3.9	4.3	4	3.8	Bonner Year 2	4.3	4.3	4.2	4.4	Community Service Leader	5	4.8	4.3	4.8	FSNE	4.7	4.7	5	4.7	Fugate	5	5	5	5	Paws	4.6	4.6	4.8	5	Service Corp	4.5	4.6	4.7	4.7	Average	4.5	4.6	4.5	4.4		Community Engagement	Critical Examination	Bonner Year 1	4.1	4.2	Bonner Year 2	4.6	4.5	Community Service Leader	5	4.8	FSNE	5	4.7	Fugate	5	5	Paws	5	5	Service Corp	4.8	4.9	Average	4.5	4.6	
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<p>self-identity as a result of his/her education</p> <ul style="list-style-type: none"> • Identifies specific intentions to be involved in service or community engagement after graduation from college • Describes how they plan on making a difference in the lives of others in the future • Defends their reasons for being engaged in the community 	<p>DESCRIBE your SLA experience objectively:</p> <ol style="list-style-type: none"> 1) What social issue or public concern did your project address? 2) Describe the nature of your project. 3) Who did you work with (at IUPUI and in the community)? 4) What were your responsibilities as an SLA? <p>EXAMINE your SLA experience by responding to ONE of the prompts below:</p> <ol style="list-style-type: none"> 1) Did this experience differ from your initial expectations? Why or why not? 2) Did you form any new assumptions that required you to change your approach to your project? How so? 3) What assumptions did you bring to this experience? What new assumptions did you need to form as you worked towards your goals? 4) Did this experience have any influence on your future educational or career path? How so? 5) What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors? <p>ARTICULATE LEARNING from your SLA experience: Thinking about your DESCRIBE and EXAMINE responses, answer the following:</p> <ol style="list-style-type: none"> 1) What did I learn? 2) How did I learn it? 3) Why does it matter? 4) What might/should be done in light of it? <p>Each SLA Scholar’s narrative essay is assessed by their faculty mentor using two rubrics.</p> <ol style="list-style-type: none"> 1) The DEAL Model of Critical Reflection rubric is a robust instrument for assessing reflection as critical thinking. The SLA program director has selected 7 of the 11 criteria. These include: <ol style="list-style-type: none"> a) integration b) relevance c) accuracy d) clarity e) precision f) writing g) breadth 2) The Civic- Minded Graduate Rubric 2.0 (see https://scholarworks.iupui.edu/handle/1805/13367) is used to assess evidence of students’ civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness. The domains of the CMG Rubric 2.0 include the following: <ol style="list-style-type: none"> a) Capacity to be a civic agent b) Orientation towards social change c) Understanding how social issues are addressed in society d) Working with others 	

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	<p>e) Sense of civic identity f) Valuing one's role as a social trustee of knowledge</p> <p>The results from these direct assessments are shown in Table 1 (DEAL Rubric Results and Table 2 (CMG Rubric 2.0 Results) below.</p> <p>Table 1 DEAL Rubric Results Faculty/Staff Assessment of Student Narratives (N=42)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #800000; color: white;"> <th>DEAL Model Rubric</th> <th>Mean</th> <th>Standard Deviation</th> <th>Excellent 4</th> <th>Good 3</th> <th>Under developed 2</th> <th>Completely lacking 1</th> </tr> </thead> <tbody> <tr><td>Integration</td><td>3.62</td><td>0.49</td><td>62%</td><td>38%</td><td>0%</td><td>0%</td></tr> <tr><td>Relevance</td><td>3.74</td><td>0.40</td><td>76%</td><td>22%</td><td>2%</td><td>0%</td></tr> <tr><td>Accuracy</td><td>3.69</td><td>0.47</td><td>69%</td><td>31%</td><td>0%</td><td>0%</td></tr> <tr><td>Clarity</td><td>3.48</td><td>0.71</td><td>60%</td><td>28%</td><td>12%</td><td>2%</td></tr> <tr><td>Precision</td><td>3.60</td><td>0.54</td><td>62%</td><td>36%</td><td>2%</td><td>0%</td></tr> <tr><td>Writing</td><td>3.76</td><td>0.48</td><td>79%</td><td>19%</td><td>2%</td><td>0%</td></tr> <tr><td>Breadth</td><td>3.48</td><td>0.74</td><td>60%</td><td>31%</td><td>7%</td><td>2%</td></tr> </tbody> </table> <p>These findings in table 1 above provide authentic evidence of cognitive learning, with faculty rating the student narrative over 85% good or excellent for each of the rows.</p> <p>Table 2 Civic-Minded Graduate Rubric 2.0 Results Faculty/Staff Assessment of Student Narratives (N=43)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9e1f2;"> <th rowspan="2">Domain</th> <th rowspan="2">Traits</th> <th rowspan="2">M</th> <th rowspan="2">SD</th> <th colspan="2">Beginner</th> <th colspan="2">Developing</th> <th colspan="2">Competent</th> <th colspan="2">Accomplished</th> </tr> <tr style="background-color: #d9e1f2;"> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr style="background-color: #d9e1f2;"> <td rowspan="3">Capacity to be a civic agent</td> <td>Depth</td> <td>5.30</td> <td>1.5</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>12%</td> <td>12%</td> <td>18%</td> <td>28%</td> <td>25%</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Breath</td> <td>5.40</td> <td>1.5</td> <td>0%</td> <td>2%</td> <td>2%</td> <td>10%</td> <td>9%</td> <td>17%</td> <td>37%</td> <td>23%</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Role</td> <td>5.5</td> <td>1.6</td> <td>0%</td> <td>0%</td> <td>2%</td> <td>14%</td> <td>12%</td> <td>14%</td> <td>19%</td> <td>39%</td> </tr> <tr style="background-color: #fce4d6;"> <td rowspan="2">Orientation towards social change</td> <td>Recognize</td> <td>5.30</td> <td>1.5</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>12%</td> <td>12%</td> <td>18%</td> <td>28%</td> <td>25%</td> </tr> <tr style="background-color: #fce4d6;"> <td>Action</td> <td>5.40</td> <td>1.5</td> <td>0%</td> <td>2%</td> <td>2%</td> <td>10%</td> <td>9%</td> <td>17%</td> <td>37%</td> <td>23%</td> </tr> </tbody> </table>	DEAL Model Rubric	Mean	Standard Deviation	Excellent 4	Good 3	Under developed 2	Completely lacking 1	Integration	3.62	0.49	62%	38%	0%	0%	Relevance	3.74	0.40	76%	22%	2%	0%	Accuracy	3.69	0.47	69%	31%	0%	0%	Clarity	3.48	0.71	60%	28%	12%	2%	Precision	3.60	0.54	62%	36%	2%	0%	Writing	3.76	0.48	79%	19%	2%	0%	Breadth	3.48	0.74	60%	31%	7%	2%	Domain	Traits	M	SD	Beginner		Developing		Competent		Accomplished		0	1	2	3	4	5	6	7	Capacity to be a civic agent	Depth	5.30	1.5	0%	0%	5%	12%	12%	18%	28%	25%	Breath	5.40	1.5	0%	2%	2%	10%	9%	17%	37%	23%	Role	5.5	1.6	0%	0%	2%	14%	12%	14%	19%	39%	Orientation towards social change	Recognize	5.30	1.5	0%	0%	5%	12%	12%	18%	28%	25%	Action	5.40	1.5	0%	2%	2%	10%	9%	17%	37%	23%	
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	Domain	Traits	M	SD	Beginner		Developing		Competent		Accomplished		
	Valuing ones' role as a social trustee of knowledge	Valuing the knowledge, skills, and abilities obtained through higher education	5.93	1.4	0%	0%	0%	7%	14%	12%	12%	55%	
		Valuing connections between community engagement experiences and higher education	5.98	1.4	0%	2%	0%	2%	12%	10%	24%	50%	
<p align="center">Indirect Assessment</p> <p>Comprehensive indirect assessment (student self-report) reports for SHJ (both SAM and SLA) Scholars are available on the CSL Scholar Works site at: https://scholarworks.iupui.edu/handle/1805/2613 under CSL Works.</p> <p align="center">Recommend the SHJ Program</p> <ul style="list-style-type: none"> - 99% (113/114) of all SHJ Scholars would recommend the program to a friend. 													

DEAP (Diversity Enrichment and Achievement Program)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																								
<p>Mission: The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of IUPUI scholars from populations that have been traditionally underrepresented in higher education by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging scholars, DEAP helps to ensure their success at IUPUI. DEAP offers intensive retention programming and a supportive community.</p> <p>Program Objectives and Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Assisting DEAP scholars transition into the university setting <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> ○ DEAP scholars will develop individualized plans for success ○ DEAP scholars will develop a sense of self-efficacy 2. Providing scholars with programming and services that affirms their cultural and personal identities <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> ○ DEAP scholar will feel supported in their cultural and personal identities ○ DEAP scholars will articulate and reaffirm positive personal identities 3. Providing scholars with a safe, nurturing, and supportive community environment <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> ○ DEAP scholars will feel connected to a supportive community ○ DEAP scholar will express a sense of belongingness 4. Facilitating intentional interactions between scholars' peers and faculty/staff <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> ○ DEAP scholars will connect with campus student leaders in developmental contexts 	<p style="text-align: center;">IRDS data show</p> <p style="text-align: center;"><u>Fall 2018 Cohort Data:</u></p> <p>The Fall 2018 cohort included 206 first-time beginning students</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">81</td></tr> <tr><td>Latinx</td><td style="text-align: right;">73</td></tr> <tr><td>Asian</td><td style="text-align: right;">5</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">26</td></tr> <tr><td>White</td><td style="text-align: right;">14</td></tr> <tr><td>International</td><td style="text-align: right;">7</td></tr> <tr><td>All</td><td style="text-align: right;">206</td></tr> </table> <p>1-year retained at IUPUI</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">70%</td></tr> <tr><td>Latinx</td><td style="text-align: right;">75%</td></tr> <tr><td>Asian</td><td style="text-align: right;">100%</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">69%</td></tr> <tr><td>White</td><td style="text-align: right;">79%</td></tr> <tr><td>International</td><td style="text-align: right;">71%</td></tr> <tr><td>All</td><td style="text-align: right;">73%</td></tr> </table> <p>First Fall GPA</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">2.47</td></tr> <tr><td>Latinx</td><td style="text-align: right;">2.72</td></tr> <tr><td>Asian</td><td style="text-align: right;">3.03</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">2.76</td></tr> <tr><td>White</td><td style="text-align: right;">2.80</td></tr> <tr><td>International</td><td style="text-align: right;">2.80</td></tr> <tr><td>All</td><td style="text-align: right;">2.64</td></tr> </table> <p style="text-align: center;"><u>Fall 2017 Cohort Data:</u></p> <p>The Fall 2017 cohort included 178 first-time beginning students</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">77</td></tr> <tr><td>Latinx</td><td style="text-align: right;">61</td></tr> <tr><td>Asian</td><td style="text-align: right;">4</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">15</td></tr> <tr><td>White</td><td style="text-align: right;">15</td></tr> <tr><td>International</td><td style="text-align: right;">6</td></tr> <tr><td>All</td><td style="text-align: right;">178</td></tr> </table> <p>1-year retained at IUPUI</p>	Black/African American	81	Latinx	73	Asian	5	2 or more races	26	White	14	International	7	All	206	Black/African American	70%	Latinx	75%	Asian	100%	2 or more races	69%	White	79%	International	71%	All	73%	Black/African American	2.47	Latinx	2.72	Asian	3.03	2 or more races	2.76	White	2.80	International	2.80	All	2.64	Black/African American	77	Latinx	61	Asian	4	2 or more races	15	White	15	International	6	All	178	<p>SAAB/Brother-2-Brother Welcoming Campus Initiative:</p> <ul style="list-style-type: none"> • DEAP received funding from Chancellor Paydar's Welcoming Campus Initiative to support the SAAB/B2B initiative which focused on supporting the needs of undergraduate Black and Latino males at IUPUI • The funding included program funding and support of a graduate assist to help coordinate the efforts • During the 2018-2019 DEAP was awarded a second round of funding of the welcoming campus initiative to continue the support of the SAAB/B2B initiative. • The second round of funding included funding to support the creation of videography to capture the story and essence of DEAP and SAAB/B2B. <p>Ghana Study Abroad:</p> <ul style="list-style-type: none"> • Campus data indicates that students of color at IUPUI and across the nation are less likely to participate in study abroad experiences • DEAP in collaboration with the Multicultural Center and Africana Studies in Liberal Arts will partnered in the Summer of 2018 to take 12 students to Ghana for a 2 week study abroad experience that connected the student to contemporary culture in Ghana, as well as implications in Ghanaian history that include slavery, colonialism and independence, and the Pan-African movement. <p>Work-study Positions:</p> <ul style="list-style-type: none"> • Data indicated that IUPUI students work more than our peer institutions. Simultaneously, data indicated that work study funded students were not utilizing their work study funding. This is troublesome when considering that on-campus employment is shown to benefit students in compared to off-campus employment. • As such, DEAP added two work study positions and is seeking opportunities to add additional positions in the near future.
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DEAP (Diversity Enrichment and Achievement Program)

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<p>5. Facilitating scholars holistic development</p> <p><i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will feel supported in their personal development ○ DEAP scholars will apply personal growth concepts 	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Black/African American</td><td style="text-align: right;">2.61</td></tr> <tr><td>Latinx</td><td style="text-align: right;">2.86</td></tr> <tr><td>Asian</td><td style="text-align: right;">3.35</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">3.02</td></tr> <tr><td>White</td><td style="text-align: right;">3.11</td></tr> <tr><td>International</td><td style="text-align: right;">2.93</td></tr> <tr><td>All</td><td style="text-align: right;">2.74</td></tr> </table>	Black/African American	2.61	Latinx	2.86	Asian	3.35	2 or more races	3.02	White	3.11	International	2.93	All	2.74											
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<p>6. Providing close oversight and services that support scholars' academic and career needs</p> <p><i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will experience increased levels of academic performance ○ DEAP scholars will articulate clear career goals 	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Black/African American</td><td style="text-align: right;">2.61</td></tr> <tr><td>Latinx</td><td style="text-align: right;">2.86</td></tr> <tr><td>Asian</td><td style="text-align: right;">3.35</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">3.02</td></tr> <tr><td>White</td><td style="text-align: right;">3.11</td></tr> <tr><td>International</td><td style="text-align: right;">2.93</td></tr> <tr><td>All</td><td style="text-align: right;">2.74</td></tr> </table>	Black/African American	2.61	Latinx	2.86	Asian	3.35	2 or more races	3.02	White	3.11	International	2.93	All	2.74											
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<p>7. Providing scholars with involvement and leadership opportunities</p> <p><i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> ○ DEAP scholars will identify and connect with campus and community resources that support their personal and academic needs ○ DEAP scholars will experience growth in leadership skills 	<p style="text-align: center;">Fall 2016 Cohort Data:</p> <p>The Fall 2016 cohort included 201 first-time beginning students</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Black/African American</td><td style="text-align: right;">104</td></tr> <tr><td>Latinx</td><td style="text-align: right;">74</td></tr> <tr><td>Asian</td><td style="text-align: right;">1</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">24</td></tr> <tr><td>White</td><td style="text-align: right;">1</td></tr> <tr><td>All</td><td style="text-align: right;">201</td></tr> </table>	Black/African American	104	Latinx	74	Asian	1	2 or more races	24	White	1	All	201													
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<p>Key Retention Components:</p> <ul style="list-style-type: none"> ● Student Connection prior to orientation (letter emailed to eligible students) ● DEAP Summer Bridge Sections ● Bridge scholarship ● Freshman Induction Ceremony ● DEAP House (Residential Based Learning Community) ● Individual intake meetings ● Cultural and social activities ● Students leadership opportunities (4 student organizations) ● Individualized student assessments and tracking ● Peer Mentoring ● Faculty/Staff Mentoring ● Developmental workshops 	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Black/African American</td><td style="text-align: right;">84%</td></tr> <tr><td>Latinx</td><td style="text-align: right;">72%</td></tr> <tr><td>Asian</td><td style="text-align: right;">100%</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">71%</td></tr> <tr><td>White</td><td style="text-align: right;">100%</td></tr> <tr><td>All</td><td style="text-align: right;">78%</td></tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Black/African American</td><td style="text-align: right;">2.69</td></tr> <tr><td>Latinx</td><td style="text-align: right;">2.81</td></tr> <tr><td>Asian</td><td style="text-align: right;">1.77</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">2.78</td></tr> <tr><td>White</td><td style="text-align: right;">3.42</td></tr> <tr><td>All</td><td style="text-align: right;">2.74</td></tr> </table>	Black/African American	84%	Latinx	72%	Asian	100%	2 or more races	71%	White	100%	All	78%	Black/African American	2.69	Latinx	2.81	Asian	1.77	2 or more races	2.78	White	3.42	All	2.74	
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DEAP (Diversity Enrichment and Achievement Program)

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	<p>Fall 2015 Cohort Data 74 Total Students in the Fall 2015 cohort that were first-time beginning students</p> <table border="0"> <tr><td>Black/African American</td><td>48</td></tr> <tr><td>Latinx</td><td>17</td></tr> <tr><td>Asian</td><td>1</td></tr> <tr><td>2 or more races</td><td>6</td></tr> <tr><td>White</td><td>2</td></tr> <tr><td>All</td><td>74</td></tr> </table> <p>1-year retained at IUPUI</p> <table border="0"> <tr><td>Black/African American</td><td>77%</td></tr> <tr><td>Latinx</td><td>71%</td></tr> <tr><td>Asian</td><td>0%</td></tr> <tr><td>2 or more races</td><td>67%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>All</td><td>72%</td></tr> </table> <p>First Fall GPA</p> <table border="0"> <tr><td>Black/African American</td><td>2.36</td></tr> <tr><td>Latinx</td><td>2.54</td></tr> <tr><td>Asian</td><td>2.03</td></tr> <tr><td>2 or more races</td><td>3.13</td></tr> <tr><td>White</td><td>2.04</td></tr> <tr><td>All</td><td>2.74</td></tr> </table>	Black/African American	48	Latinx	17	Asian	1	2 or more races	6	White	2	All	74	Black/African American	77%	Latinx	71%	Asian	0%	2 or more races	67%	White	0%	All	72%	Black/African American	2.36	Latinx	2.54	Asian	2.03	2 or more races	3.13	White	2.04	All	2.74	
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First-Year Seminars		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>First-year seminars (FYS) are designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students.</p> <p>The courses are taught by an instructional team, including a faculty member, a student mentor, and an academic advisor.</p> <p>The course aims to improve student success by:</p> <ul style="list-style-type: none"> • Placing a strong emphasis on critical thinking, reflection, and college-level expectations • Introducing students to campus resources and career exploration and development • Creating opportunities for students to connect with faculty, advisors, peer mentors, and each other 	<ul style="list-style-type: none"> • A total of 1,241 first-year students participated in University College first-year seminars during fall 2018 (beginning freshmen enrolling in at least 7 credit hours). There were 59 University College sections offered. The vast majority of participants were female (74%). Eleven percent of 2018 FYS participants were African American (133 participants), and 14% were Latinx (169 participants). Thirty-four percent were first generation and 48% received a Pell grant during the fall 2018 semester • Fall 2018 first-year students enrolled in more than 6 credit hours participating FYS courses had significantly higher one-year retention rates (75%) compared to nonparticipants (58%). However, there were only 144 who did not participate. 	<p>Ongoing Assessment and Implementation of Changes</p> <ul style="list-style-type: none"> • The personal development plan (PDP) continued to be a required element of all University College-sponsored first-year seminars, with additional resources devoted to encouraging faculty to consider adoption of an electronic PDP and training them to implement the electronic PDP in their sections. Special sessions related to fully integrating the ePDP into the framework of the FYS were offered in preparation for fall 2016, and all new instructors attended a customized ePDP training session. • Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning. • A series of faculty development workshops was offered in collaboration with Gateway to Graduation and TLC programs. In addition, an annual First-Year Experience full-day retreat was offered to all instructional team members and school coordinators, focusing on professional development and student success strategies. • New instructor orientation sessions focused on the FYS Template goals Belonging, Transitioning, and Planning, as well as the FYS high impact taxonomy. • In addition to the existing repository of curricular resources in Canvas, a Canvas Commons node was created for FYS instructors to access Canvas-ready resources to help them deliver curricular elements and explore innovative lessons to support the program goals. • A campus-level FYE Advisory Board was convened to make recommendations related to first-year programs including first-year seminars. The board made recommendations related to a revised, more scalable advising role for FYS, as well as an enhanced instructional role for FYS mentors. • Based on student success outcomes, University College transitioned the majority of FYS sections to learning communities or enhanced, two-credit FYS models for fall 2019.

Honors College Peer Mentor Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																	
<p style="text-align: center;"><u>Introduction</u></p> <p>The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with honors sophomores, juniors, and seniors. They serve as a resource for students during the summer before arriving at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first semester. Students participating as honors mentees demonstrated a 100% retention rate between the 2018-2019 and 2019-2020 academic year.</p>	<p style="text-align: center;"><u>Overview</u></p> <p>The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with an honors Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio. Mentors include both scholarship students and students who entered the Honors College through their academic programs.</p> <p>A Peer Mentor Leader Council was incorporated into the program in 2014-2015 to provide the student perspective to the Honors College staff. The Council is comprised of six experienced mentors who plan organized events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentors to assist and guide throughout the program.</p> <p>This year, the program was added to IUPUI's Experiential and Applied Learning Record. Mentors who complete all reflections and evaluations required for this program will have the experience documented in the Service Achievement Category on their Record.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="background-color: #800000; color: white; text-align: center;">Number of Program Participants</th> </tr> <tr> <th style="background-color: #800000; color: white;"></th> <th style="background-color: #800000; color: white;">Mentors</th> <th style="background-color: #800000; color: white;">Mentees</th> </tr> </thead> <tbody> <tr><td style="background-color: #800000; color: white;">2011-2012</td><td style="text-align: center;">24</td><td style="text-align: center;">24</td></tr> <tr><td style="background-color: #800000; color: white;">2012-2013</td><td style="text-align: center;">33</td><td style="text-align: center;">66</td></tr> <tr><td style="background-color: #800000; color: white;">2013-2014</td><td style="text-align: center;">30</td><td style="text-align: center;">82</td></tr> <tr><td style="background-color: #800000; color: white;">2014-2015</td><td style="text-align: center;">43</td><td style="text-align: center;">85</td></tr> <tr><td style="background-color: #800000; color: white;">2015-2016</td><td style="text-align: center;">41</td><td style="text-align: center;">86</td></tr> <tr><td style="background-color: #800000; color: white;">2016-2017</td><td style="text-align: center;">41</td><td style="text-align: center;">77</td></tr> <tr><td style="background-color: #800000; color: white;">2017-2018</td><td style="text-align: center;">45</td><td style="text-align: center;">85</td></tr> <tr><td style="background-color: #800000; color: white;">2018-2019</td><td style="text-align: center;">46</td><td style="text-align: center;">86</td></tr> <tr><td style="background-color: #800000; color: white;">2019-2020</td><td style="text-align: center;">46</td><td style="text-align: center;">86</td></tr> </tbody> </table> <p>Honors Peer Mentors are selected each spring semester. Mentees are invited to participate in the summer before their first year at IUPUI. Mentors are expected to communicate with their mentees during the summer and then meet with their mentees biweekly during the fall semester. The Honors Peer Mentor Program is voluntary.</p>	Number of Program Participants				Mentors	Mentees	2011-2012	24	24	2012-2013	33	66	2013-2014	30	82	2014-2015	43	85	2015-2016	41	86	2016-2017	41	77	2017-2018	45	85	2018-2019	46	86	2019-2020	46	86	<p style="text-align: center;"><u>Future Goals</u></p> <ul style="list-style-type: none"> The program continues to refine its trainings for peer mentors by adding goal setting and peer coaching workshops. The program will continue to research and implement ways to improve the level of commitment to a voluntary program. Workshops for mentoring special student populations can be offered throughout the program.
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Honors College Study Abroad

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

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Starting in 2016, students who joined the Honors College through their academic units have also been awarded the \$2500 stipend.</p>		

Learning Communities Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Learning Communities are designed to enhance the retention and academic success of IUPUI undergraduate students. A learning community (LC) at IUPUI is a first-year seminar and one or more discipline-based courses linked by a theme that a group of 25 freshmen enroll in as a cohort. Learning communities enhance student learning by cultivating interdisciplinary understanding and integrative learning. The theme of each learning community provides a foundation for curricular connections between disciplines, and out-of-classroom experiences that enhance the academic experience. The instructional team collaborates to create an integrative, supportive, and challenging learning environment designed to support first-year students, and further IUPUI's mission of undergraduate student learning and success and community engagement through collaboration across disciplines.</p> <p>The goals of the IUPUI learning communities program are to support students to:</p> <ol style="list-style-type: none"> 1) Foster a meaningful college experience through the development of integrative thinking, critical thinking, and reflective thinking skills. 2) Develop a sense of belonging with the IUPUI community, through the creation of a support network of peers, faculty, and staff. 3) Build capacity to recognize, respect, and value diverse social identities and diverse perspectives. 4) Apply knowledge through experiential learning. <p>And to support faculty and staff to:</p>	<ul style="list-style-type: none"> • The Learning Communities program has experienced steady growth. A total of 1347 first-time IUPUI students participated in the Learning Communities program in fall 2018. This includes 644 students enrolled in Themed Learning Communities (TLC) and 703 students enrolled in Gateway Learning Communities (GLC). • TLC participants tend to have higher one-year retention rates compared to nonparticipants, with the exception of the 2008 and 2009 program years. • 2018 TLC participants had higher one-year retention rates of (77% compared to 74% for nonparticipants). The 2018 TLC participants had higher fall GPAs (adjusted 2.79) compared to nonparticipants (adjusted 2.68). • Students responded positively to a post-program questionnaire (Fall 2018): • 81% of respondents indicated that their Learning Community helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...) either much or very much. • During their LC, 84% of students reported they often or very often explored topics directly related to the theme of their TLC, while 79% reported they often or very often actively discussed complex issues and ideas. • 97% of students reported completing a graded assignment that required integrating ideas, strategies, or skills • Nearly 80% of respondents indicated they were either satisfied or very satisfied with their TLC experience. 81% of students reported participating in a campus activity as part of their TLC, and 67% participated in an extended service learning activity. • Learning Communities instructors responded to a post-program questionnaire (Fall 2017) where they indicated levels of success in implementing the five TLC High-Impact Practice Taxonomy attributes: • 93.4% of respondents indicated their team engaged in out-of-class activities at the high, higher, or highest impact level • 95.1% of respondents indicated their team is using active learning strategies in the classroom. 	<ul style="list-style-type: none"> • A set of tools aligned with the TLC High-Impact Practice Taxonomy were developed to support faculty planning and implementation of the five attributes of learning communities, and to inform Learning Communities professional development and support. These tools include a team planning document, the student end-of-semester survey, and instructor end-of-semester survey. • A Gateway Learning Community (GLC) planning document and mini-taxonomy was created to support planning of GLCs with quality and fidelity. • Building on the work from the 2016 ePortfolio project in TLCs, an ePortfolio 2.0 project was implemented in fall 2018, focusing on first-year seminar (FYS) instructors teaching in learning communities, to support integrative learning. 15 FYS instructors participated in professional development and implemented an integrative eportfolio in their fall 2018 learning community. • Based on data that students participating in a LC that included a link Math had lower DFW rates, the LC program as increased the math-linked GLCs to 8 and implemented a curriculum that integrates targeted support from the MAC in Fall 2019. • Learning Communities provide an opportunity to integrate multiple High-Impact Practices (HIPS); all LCs include two HIPS, a first-year seminar and learning community; and many LCs include additional HIPS such as service learning and an eportfolio. Through partnerships in the Institute for Engaged Learning, the LC

Learning Communities Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>1) Develop a culture among faculty and staff regarding learning communities, which includes valuing integrative learning, and taking ownership of student success.</p> <p>The Learning Communities program outlines five attributes to guide instructional teams use when developing a LC:</p> <ol style="list-style-type: none"> 1) Experiences are intentionally designed to foster community building and sense of belonging. 2) Integration of the curricular and co-curricular is intentional and designed to encourage integrative thinking in students. 3) Out-of-class activities enhance academic content, integrative thinking, and community building. 4) Active learning strategies are used in each course. <p>Faculty/staff collaboration fosters community building, integrative approach, out-of-class experiences, and/or student development.</p>		<p>program office will work to increase the incorporation of multiple HIPs into LCs.</p> <ul style="list-style-type: none"> • In response to IRDS reports showing students participating in HIPs increase success, and to increase equitable access to HIPs, the LC program continues to scale-up in partnership with First-Year Programs (Summer Bridge and First-Year Seminars). • As IRDS data indicates the strongest student success outcomes result from students participating in Bridge + TLC and Bridge + GLC, the First-Year Experience office continues to work to scale both programs so that all incoming freshmen will have access to a Bridge + LC experience in 2021.

Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Mission To inspire IUPUI undergraduate student success through high-quality, structured internship experiences that encourage career exploration, skills development, and professional growth. This is accomplished through on-campus experiences with faculty and staff in the IUPUI graduate and professional programs as well as hospitals on and near campus.</p> <p>Program Goals The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success by:</p> <ol style="list-style-type: none"> 1. Maintaining high retention and graduation rates among participants as well as strong post-graduation outcomes. 2. Increasing preparedness of IUPUI undergraduates applying to LHSI. 3. Maintaining diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population. 4. Increasing the quality and number of opportunities for guided reflection among interns. <p>Student Learning Outcomes By the end of the internship, interns will:</p> <ul style="list-style-type: none"> • Carefully consider, explore, and articulate their career goals, including an analysis of how they arrived at that path and what steps they need to take next. (Community Contributor, Communicator) • Understand their role and strengths on a professional team and analyze who they would like to become as a professional. (Communicator) • Gain and strengthen skills relevant to next steps after graduation, such as communication, collaboration, teamwork, analysis/synthesis/evaluation, independence, confronting/challenging failure, problem-solving and perseverance, and constructive criticism. (Problem Solver, Communicator) <p>Convey ideas and knowledge effectively through a poster and presentation of the internship work. (Problem Solver, Communicator)</p>	<p>Goal #1: Maintain high retention and graduation rates among participants as well as strong post-graduate outcomes.</p> <ul style="list-style-type: none"> • Graduation and retention: For 661 intern participants through 2018-19 cohort: <ul style="list-style-type: none"> • 79.1% graduated or were directly admitted to professional programs without completing undergraduate degree (DDS, PharmD) • The entire 2018-19 cohort (66 students) is currently enrolled. • Post-graduation: Program data show a 73% rate of enrollment in graduation and professional programs among graduates and 27% employment in health/life science fields (84% knowledge rate). Per IRDS findings, 23.1% of LHSI interns were enrolled in an IU graduate program 4 years after LHSI compared to 7.4% of a comparison group of non-LHSI students. <p>Goal #2: Increase preparedness of IUPUI undergraduates applying to LHSI.</p> <ul style="list-style-type: none"> • Application numbers: Received 226 applications and reviewed 201 with 91 continuing to interviews. The average score was 70%. • The rubric and resources for applying to an internship were provided in Canvas and at ambassador-led information sessions for the fourth consecutive application cycle. The average score of those moving on to interviews was stable at 80%. • 64% of the applicants used the Canvas site resources to prepare for the application (average score 73%). This was an increase in usage and score. • 18% of the applicants attended an info session led by ambassadors to learn more and get help preparing the application materials (average score 78%). This was a drop in attendance but increase in score. Nearly all info session attendees applied this year, which was an increase from previous years where half or fewer applied after attending a session. <p>Goal #3: Maintaining diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population.</p>	<p>Maintain high retention and graduation rates and post-graduation outcomes. Increase the percent of LHSI interns who are University College students from 5% to 8% as part of the UC retention goals.</p> <p>Improve learning experience for interns. Interns self-evaluations and rubric scores from the ePortfolio show a need for more guidance on career-related goal setting and steps to achieve those goals. We also only awarded the LHSI Record designation to 42 of the 66 interns in the first year of using the Record.</p> <p>Focus on career-related goal-setting among interns by including more intentional work at the mid-year workshop around setting goals and deciding short-term and long-term tasks to achieve those goals.</p> <p>Increase number of LHSI interns qualifying for the Record designation by breaking down ePortfolio reflections into shorter, more frequent assignments aligned with what is happening at that point in the semester.</p> <p>Improve preparedness of LHSI applicants. The average score has continued to increase as more applicants are using our application resources and visiting career services. At the same time, UC students were less likely to be enrolled in the LHSI Canvas site and had lower rates of getting help with the resume and application materials.</p> <p>Increase outreach to UC students eligible to apply and encouraged enrollment in Canvas and participation in info sessions and other opportunities to receive application assistance.</p> <p>Understand intern belonging in the workplace. In conjunction with the Sophomore Intern Program, Hire Achievers, and On-Campus Internship Program, identified measures of belonging to use with professional work</p>

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> • Held information sessions with Bowen/Nina Scholars, 21st Century Scholars, and DEAP. • Used SSC to filter and send personalized messages to DEAP and 21st Century Scholars meeting the major and GPA criteria. • Maintained similar diversity for spring 2019 recruiting cycle for the 2019-20 group to include 24% African American and Hispanic students, 24% first-generation, and 9% 21st Century Scholars. 	<p>experience participants. Results may be used to determine the need for belonging-related interventions in the future.</p> <p>Questions: I feel a sense of belonging to my internship site. I see myself as part of the team at the internship site. The internship site has made me feel welcomed.</p>

Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment															
<p>Nina Mason Pulliam Legacy Scholars Program</p> <p>The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed to successfully complete their college education. The Nina Scholars program provides a scholarship award to assist with the students' cost of attendance at IUPUI. The program also is committing to empowering students to cultivate their full capacity to learn, grow, and develop using the Transformative Education model. Transformative Education is committed to educational and social equity through the provision of educational and community-based programs which have shown over 15 years to close the achievement gap for under-resourced and underserved students of all ages. The Transformative Education model has taken hundreds of participants through a deep learning, personal growth, and human development process that connects intrapersonal awareness, reflection, and intentionality practice with mindsets and behaviors associated with educational and professional success as well as emotional intelligence, vitality, purpose, and well-being.</p> <p>The Nina Scholars program serves students who must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Is an adult who has dependents in the family unit 	<p>Since the program's inception in 2001 Nina Scholars has provided scholarships and support programming to students who because of family responsibility, physical disability, or foster care background, might not otherwise have had the chance for a college education. The program has tracked the success indicators of scholars and drawn comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is now graduation and persistence rates compared to the Integrated Postsecondary Education Data System (IPEDS). Nina Scholar retention for the period 2008-2017 was notably higher than the rate of overall beginners at IUPUI.</p> <div style="text-align: center;"> <p>Nina Scholars Beginner One-Year Retention Rate Compared to Overall Beginners IPEDS Comparison</p> <table border="1" style="margin: auto;"> <caption>Nina Scholars Beginner One-Year Retention Rate Compared to Overall Beginners IPEDS Comparison</caption> <thead> <tr> <th>Institution</th> <th>Nina Scholar Retention Rate</th> <th>IPEDs Comparison Retention Rate</th> </tr> </thead> <tbody> <tr> <td>IUPUI</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>ASU</td> <td>93%</td> <td>87%</td> </tr> <tr> <td>Ivy Tech</td> <td>95%</td> <td>50%</td> </tr> <tr> <td>MCCC</td> <td>94%</td> <td>63%</td> </tr> </tbody> </table> </div> <p>Findings from this 2008-2017 data also demonstrate that Nina Scholars outperform other college students at IUPUI in terms of 6-year graduation rates.</p>	Institution	Nina Scholar Retention Rate	IPEDs Comparison Retention Rate	IUPUI	85%	75%	ASU	93%	87%	Ivy Tech	95%	50%	MCCC	94%	63%	<p>Goals</p> <p>1. Increase the size of the Nina Scholars Advisory Council and develop a campus and community stakeholders network. With consideration for:</p> <ul style="list-style-type: none"> Housing security Food security Transportation Budgeting, banking, lending SNAP, TANF, and CCDF Physical health, medical insurance, women's health Mental health and counseling Legal issues LGBTQ+ Career Development (in your field and your professional networks) <ul style="list-style-type: none"> • Informational interviews • Job shadowing • Externships and internships • Career opportunities • Degree-relevant part-time work <p>2. Develop a Nina Scholars Alumni Group.</p> <p>Alums had several goals and purposes for the alum network:</p> <ul style="list-style-type: none"> • Continue mutual support within Nina community • Create a listserv for connecting, sharing information and asking questions • Create alum profiles to share among network and with current Nina Scholars • Meet monthly as a group • Help each other and current scholars with career development
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Goals and Student Learning Outcomes

- Is an adult with physical disabilities
- Adults, ages 18-25, who have experienced foster care or have been disconnected from their parents or primary caregiver and are responsible for their own financial support.

Nina Scholar Learning Outcomes:

Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars

1. Develop a personal road map for success
2. Utilize goal-setting strategies
3. Understand and apply student learning concepts and methods
4. Demonstrate effective executive functioning

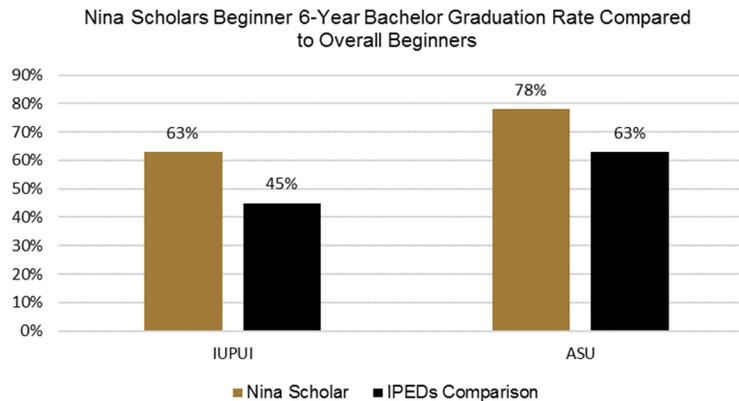
Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars

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

Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success

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

Assessment Findings Highlights



A key success indicator for the Nina Mason Pulliam Charitable Trust is overall success, which is a measure of the share of Nina Scholar students who have graduated or are currently enrolled over the past 10 years.

Table 1. Academic Outcomes 2007-2016 Cohorts by Institution Duplicated to Account for Passport students

Institution	N	Overall Success	One-Year Retn.	First-Year GPA	Cum. GPA	% 2-year Associates Degree Attained	% 4-Year Associates Degree Attained	% 4-Year Graduation Bachelor	% 6-Year Graduation Bachelor
IUPUI	82	76.8%	90.2%	2.94	2.94	—	—	24.6%	66.7%
ASU	105	88.6%	95.2%	3.14	3.12	—	—	48.1%	80.0%
Ivy Tech	77	75.3%	94.8%	3.02	2.97	26.0%	71.4%	—	—
MCCC	94	78.7%	93.6%	3.27	3.15	48.8%	74.0%	—	—

Note 1: Includes students who may have matriculated with credits already earned toward degree.
 Note 2: Includes Passport students in figures for all institutions resulting in duplicated headcounts.

A longitudinal study of IUPUI Nina Scholars started in 2014 has been gathering qualitative data from one-on-one interviews of students from the 2014 cohort and surveys of all students. The goals of the study are to add qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model.

Changes Made Based on Assessment

Nina Mason Pulliam Scholars Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<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 <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>In the fourth year of the study interviewed students identify the Director as the greatest resource in the program with 94% of surveyed students satisfied or very satisfied with leadership and staff. Another major theme in the qualitative study was they have carried lessons from the first year class with them throughout their entire college experience and as they move into their careers.</p>	

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Mission The mission of the IUPUI Office of Student Employment is to support the Division of Undergraduate Education by empowering students to pursue and succeed in meaningful, academically relevant college work experiences that enhance both academic and professional growth. The Office of Student Employment will achieve its mission through:</p> <ul style="list-style-type: none"> • Creating campus dialogue and understanding of synergy between academics and collegiate work experiences. • Establishing and maintaining best practices and expectations for student employment programs. • Providing professional development opportunities through services and programming. • Connecting students and employers in mutually beneficial work experiences. <p>Goals The Office of Student Employment furthers the university's strategic plan to promote undergraduate student learning and success by:</p> <ol style="list-style-type: none"> 1. Increasing the Number of Students Working on Campus 2. Promoting the importance of Collegiate Work Experiences 3. Enhancing opportunities for Student Professional Development & Job Preparedness 4. Empowering supervisors to enhance learning opportunities through quality work experiences 	<p>Relevant Data in Support of Goals</p> <p>Goal #1: Increasing the Number of Students Working on Campus</p> <ul style="list-style-type: none"> • The Office of Student Employment's employer services and initiatives for IUPUI departments and supervisors of student employees are aimed at increasing capacity for departments to employ IUPUI students. Data extracted from IUIE indicates growth in the number of IUPUI students working on campus. Increase from AY 17-18 of 4088 to AY 18-19 44519 of 431 students working in on campus positions. • Part-Time Job Fair: Held on August 30, 2018, the Part-Time Job Fair connected 90 on and off-campus employers to over 1500 IUPUI students. • Hire Achievers: A campus-wide career and professional readiness program which strengthens the experiences of student employees in on-campus positions and enhances preparation for professional work by connecting student employment to the IUPUI Profile competencies. 30 departments applied, 20 were accepted into the program. 50 position openings were approved. 44 positions were filled and reimbursed for earnings. Total earnings reimbursed = \$70,553.29 as of 5.31.19. Due to extending the reimbursement time frame there will continue to be reimbursements through July 2018. Students worked a total of 6431 hours within the academic year. <p>Goal #2: Promoting the importance of Collegiate Work Experiences</p> <ul style="list-style-type: none"> • Job Local and Development (JLD) Program: Part of the Federal Work-Study Program, the Office of Student Employment administered the JLD Program and successful outreach in AY 18-19 to local employers to identify, develop and increase the number of part-time opportunities available to IUPUI students. • JagJobs: Over 65,535 applications were submitted by students through the JagJobs system to over 2118 job postings representing over 24,502 position vacancies. 8702 unique students utilized the JagJobs system this academic year. 	<ul style="list-style-type: none"> • The consistent growth in student appointment requests led to the implementation of online appointments and a new service being offered for resume review. OSE is now offering online resume reviews for students that have little availability to meet with us in person. This was also developed to assist students prior to their arrival to the Indy area in the fall semester to get a jump start on their job search by creating job search documents before they arrive for classes.

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> • National Student Employee Appreciation (NSEA) Week: Held the second full week of April each year, NSEA Week 2017 celebrated IUPUI students working on and off campus through events and programs to empower supervisors to appreciate their students, draw campus-wide attention to working college students, and the selection of a Student Employee of the Year for the IUPUI campus. AY 18-19 = 6 events held with over 500 students and over 150 employers in outreach events. • IUPUI Top 100: 74 of the 2019 selected Top 100 students were currently working or had worked in on-campus employment experiences. <p>Goal #3: Enhancing opportunities for student professional development & job preparedness</p> <ul style="list-style-type: none"> • Appointments and Drop-In Services: The Office of Student Employment’s individual drop-in and appointment sessions with students regarding their part-time job search, resume and cover letter development, and interview strategies in AY 18-19 the total was 917. Online resume reviews was a new service offered in AY 18-19 that resulted in 224 online reviews being completed. • Classroom and Group Presentations: The Office of Student Employment delivered 98 presentations and workshops (outside of the EIP Class and orientation) to over 9,700 students and over 800 employers in AY18-19 on professional development and job search topics, as well as supervisory development. • Federal Work-Study Program: In collaboration with the Center for Service and Learning and Office of Student Financial Services, 848 students utilized their Federal Work-Study award. The Office of Student Employment supported the program through student education, award processing, and employer outreach/education. • THRIVE: This year we partnered with the Thrive program to assist students in obtaining positions within the Hire Achievers program. At the beginning of the program, there were 25 Thrive students from this year’s cohort in the Hire Achievers program. 17 of those student remained from beginning to the end. There were also an additional 2 second year Thrive students who participated, making a total of 19 Thrive students during the AY. The Thrive students in the program worked a total of 3,238 hours and earned a total of \$32,880 in reimbursement from the 	

Office of Student Employment		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>Hire Achievers program. Of the 21 Thrive Students who were working up until the end of the AY, all but one are enrolled in classes for Fall 2019.</p> <p>Goal #4: Increasing the Quality of Student Employment Supervision</p> <ul style="list-style-type: none"> • JAGUAR Supervisor Training Program: A supervisor training program designed to enhance supervisors understanding of the importance of the work experience and their connection to that student's experience within their prevue. The program has three series parts that build off each other. Each portion of the series is offered twice annually for supervisors. Each 5-6 weeks series is a hybrid model of learning with online modules via canvas and in-person workshops. Data outlining program completion is as follows: Series 1 had 45 participants with 32 completing the series Series 2 had 33 participants with 30 completing the series Series 3 had 25 participating and 25 completing the series • Supervisor/Staff Brown Bags, Trainings, Employer development and Workshops: In addition to the JAGUAR Supervisor Training Program, 26 presentations/trainings on a variety of student employment and supervision topics were delivered to supervisors and staff with over 660 total supervisors and staffs in attendance. This included the first annual Supervisor Summit that had 110 attendees. This included 4 off campus supervisor and 6-8 non-IU affiliated in attendance. • Hire Achievers Program: A campus-wide career and professional readiness program which strengthens the experiences of student employees in on-campus positions and enhances preparation for professional work by connecting student employment to the IUPUI Profile competencies. 30 departments applied, 20 were accepted into the program. 50 position openings were approved. 44 positions were filled and reimbursed for earnings. Total earnings reimbursed = \$70,553.29 as of 5.31.19. Due to extending the reimbursement time frame there will continue to be reimbursements through July 2018. Students worked a total of 6431 hours within the academic year. 	

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Academic Integration</p> <ul style="list-style-type: none"> Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation. Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and to build a support system for their learning. <p>Social Integration</p> <ul style="list-style-type: none"> Students will have the opportunity to make connections with other students. Students will feel supported and will have a general sense of familiarity with the surroundings. Students will understand the information about services, nonclassroom-related activities, residence opportunities, safety, and technology. Students will feel welcomed and connected to IUPUI. <p>Self-Efficacy</p> <ul style="list-style-type: none"> Students will report that they feel prepared to meet the demands and expectations of college. <p>Students will report that they have the ability to make a successful transition to IUPUI.</p>	<p>Number of Students Served by Program</p> <ul style="list-style-type: none"> In 2019, 3,689 beginning and 1,181 transfer/intercampus transfer students were served. Students who attended orientation were likely to enroll; 98% of first-time freshmen, 92% of new transfers, and 88% of new intercampus transfers who attended orientation, subsequently enrolled in classes. <p>Beginner Orientation Exit Survey Key Highlights:</p> <ul style="list-style-type: none"> Over 60% of respondents felt orientation was very effective in helping them find information on how to get involved on campus. 74% of respondents strongly agreed that the OTEAM leaders were friendly and helpful. 88% of respondents were satisfied or very satisfied that their Student Orientation provided them with the information they need as an IUPUI student. 88% of respondents agreed or strongly agreed that their questions were answered during orientation. <p>Transition Orientation Exit Survey Key Highlights:</p> <ul style="list-style-type: none"> 91% of respondents felt they could effectively or very effectively find options for financial aid/scholarships. 81% percent of respondents were satisfied or very satisfied that Student Orientation provided them with information they need as a new IUPUI student. 88% of respondents agreed or strongly agreed they are confident they made the right decision to attend IUPUI. 88% of respondents agreed or strongly agreed that their questions were answered through their experience at Student Orientation. 	<p>New Student Orientation</p> <ul style="list-style-type: none"> 16-two-day overnight orientation programs were offered, no -1day for domestic freshman, 2 International one-day programs, 7 transition, 2 condensed. No orientations were offered the last week before the start of class due to the change and scaling of the Summer Bridge program. A Transfer only OTEAM was hired to serve specifically during Transition orientation programs. There was an increased focus on: Early orientation programs for O'Bannon Scholars and 21st Century Scholars recipients – 3 programs were offered in early June. These programs were open to all first year students in May to ensure the programs filled. <p>Changes for First Year Student Orientation</p> <ul style="list-style-type: none"> Dedicated time program time on day 2 for Entering Student Survey time to increase completion rates. UITS was not able to participate this year. <p>Changes for Transfer Student Orientation</p> <ul style="list-style-type: none"> Transfer Tuesday was changed to be a part of the online environment for Jaguar Launch. The tech presentation from UITS was deleted and dedicated survey time was provided. <p>Changes for Family Orientation</p> <p>Five campus partners were included in day 1 of the freshman family program including, housing, bookstore, parking, crimson card, and food services = was changed to a 13 min video and then a panel discussion to provide more consistent information and provided in an entertaining way</p>

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

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>SPAN Description The SPAN Division offers innovative educational choices that respond to the unique interests and talents of high ability secondary students; celebrate cultural and ethnic diversity; and foster student achievement. The SPAN Division follows the “immersion model” in which academically eligible high school students enroll in regular IUPUI courses taught by university faculty alongside regular IUPUI students for full college credit. Participants enroll in courses taught on-campus, online, and off-campus.</p> <p>Scholars Summer Seminars: This six week intensive course is designed to SPAN scholars “transition” their academic career from high school to college by exploring study skills, note taking, critical thinking and develop effective time management skills.</p> <p>Community of Learners: The semester-long course is intended to expose SPAN scholars to broad aspects of their chosen career by researching the various different career areas. In addition to career learning activities, students participate in regularly scheduled meetings with their classroom instructors and student mentor for the purpose of helping the student make the connection between academic learning and their future career goals.</p> <p>Program Goals</p> <ul style="list-style-type: none"> • To provide and support opportunities for academically and technologically gifted/talented and high ability secondary students to enroll and be successful in college classes at the IUPUI campus. • To recruit and provide support for strong academic performers to IUPUI with a special focus on preparation to enter the STEM disciplines, as well as the health and life-sciences. • To recruit and facilitate increases in the number of secondary students from underrepresented minority, and at-risk populations who enroll in and successfully complete courses at IUPUI. 	<p>Assessment Methods The SPAN Division recognizes that program assessment and evaluation is an integrated, ongoing component of academic life and the student experience through SPAN programming participation. Assessment and evaluation supplements program review for infrastructure, policy, and practice improvements.</p> <p>SPAN utilizes both quantitative and qualitative evaluation methods to determine programming effectiveness and promote improvement. This framework provides a way to structure, gauge, and strengthen the learning experience of SPAN students across all of our programs.</p> <ul style="list-style-type: none"> • Evaluation questionnaires are used to assess the effectiveness, and implement improvements for student services. • Demographic data is collected to determine trends, effective outreach marketing, opportunities for growth, and areas of improvement. <p>Student academic performance is collected to determine college readiness factors, and pre-college qualifiers/identifiers (such as course completion of AP, Honors, dual credit), and standardized tests (such as PSAT, PLAN, SAT, and ACT).</p>	<p>Learning Outcomes Assessment has demonstrated strong evidence that scholars have acquired the following through participation in the SPAN Division Scholars Summer Seminar and Community of Learners:</p> <ul style="list-style-type: none"> • Improved effective writing and speaking skills (Core Communication). • Utilization of information resources and technology (Core Communication). • Increased critical thinking by demonstrating intellectual curiosity, problem solving skills, and creativity in solving problems (Critical Thinking). • Application of skills learned in their Community of Learners seminar to their college courses (Integration and Application of Knowledge). • Make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture). • Describe the university rules regarding academic honesty and plagiarism (Values and Ethics). • Modify their approach to an issue or problem and know how to apply them to specific issues (Intellectual Depth Breadth and Adaptiveness). <p>Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars’ ability to:</p> <ul style="list-style-type: none"> • Differentiate between secondary and higher education. • Develop a supportive network of staff, faculty, and fellow students • Identify the physical layout of the campus <p>Use feedback from peer review and the course instructional team to improve academic performance.</p>

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students.</p> <p>Key Retention Components</p> <ul style="list-style-type: none"> • Connecting with students during orientation (advising and registration) • An SSS Summer Bridge section • An SSS themed learning community • Professional academic advisors and financial aid advisor on staff • Peer mentoring for first-year students (juniors and seniors who are SSS students) • Mid-year and end-of-the-year written reports sent to students • Tutoring staff • Grants and scholarships • 50–60 workshop options each year • Monthly newsletters electronically sent to students through OnCourse • Leadership development opportunities through leadership conferences and regional conferences through organizations • Cultural and social trips and activities • Working with students from orientation until graduation <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Developed relationships (peer-peer and advisor-student) • Student personal and professional development <p>Students equipped with successful strategies to be retained through graduation</p>	<p>Assessment Findings and Highlights Fall 2017</p> <p>Retention Rates All SSS Students: N=272 Female: N=214 Male: N= 58</p> <p>African-Amer. Students: N=124 (45.6%) Latinx Students: N=61 (22.4%)</p> <p>Graduation 45 Graduates (record high)</p>	<p>*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.</p>

Summer Bridge Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The Bridge Program was developed to help students perform better in first-year courses, develop better writing and quantitative reasoning skills, feel an enhanced sense of belonging, feel a sense of readiness to begin college, and introduce students to high-impact practices.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Develop a comprehensive perspective on higher education • Develop a community of learners • Develop communication skills • Develop critical thinking skills • Develop study skills • Develop college adjustment skills • Understand the demands and expectations of college • Understand information technology • Understand and use university resources 	<ul style="list-style-type: none"> • The Summer Bridge Program experienced steady growth for more than a decade (2007–2019). A total of 361 first-time IUPUI students participated in Summer Bridge in 2007 compared to 1,258 in Fall 2019. In Fall 2018, the number of participants declined to 927, the first time a decline was noted since 2009. • As in previous years, students from the 2018 Bridge Program were significantly more likely to be retained the following fall (78% compared to 72% for nonparticipants). There was no difference in academic performance compared to nonparticipants despite the fact that Bridge participants had significantly lower SAT scores and were significantly more likely to be receiving a Pell grant. • African American Bachelor’s degree-seeking students who participated (102 participated and 176 did not) in the 2018 Bridge Program had significantly higher fall-to-fall retention rates at the Indianapolis campus (70%) compared to nonparticipants (57%). • Students were highly satisfied with their Bridge experiences. Students reported that they were satisfied that the program provided them with the resources and information to help them succeed in college. In addition, the vast majority of students (96%) indicated that they would recommend Bridge to other first-year students in 2018. This is a consistent positive finding, though satisfaction has decreased slightly over time. 	<ul style="list-style-type: none"> • Results of student questionnaires were presented to and discussed with instructional teams, program staff, the FYE Advisory Board, and academic school liaisons to guide future planning. • Assessment results of student learning outcomes were presented to and discussed with administrators and faculty in schools considering offering new Bridge sections or increasing the number of sections, resulting in the addition of sections from the Schools of Engineering and Technology, Education, Health and Human Sciences, Herron, and Science. • Student success outcomes led to establishment of a partnership between the Bridge Program and the City of Indianapolis-sponsored Indy Achieves program, promoting enrollment of Indy Achieves students in Bridge as a component of their Indy Achieves funding requirements. • Participation in Bridge was encouraged for students from certain specific aid categories, and early orientations were scheduled to increase access to the program for underserved lower-income students. • A combined faculty development event was offered in spring semester to provide professional development to instructors in learning communities, Bridge, and/or first-year seminars with a focus on active learning strategies. • Based in part on student feedback as well as the need to balance existing resources with goals for programmatic scaling, the program shifted from an 8-day to a 5-day model.

THRIVE

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>In the first year of implementation, program staff learned a great deal about the unique challenges faced by the former foster/ward of court student population prior to college enrollment, and invested significant work and intervention during this period. Besides the serious challenges many of these students faced in that time, including a considerable amount experiencing homelessness, there were unexpected administrative obstacles with enrollment. Difficulties with financial aid verification, a process that “audits” information reported on the federal aid application (FAFSA), as well as difficulties securing and attending orientation dates, and securing campus housing all stood as obstacles to students matriculating successfully.</p> <p>Program Goals:</p> <p>Goal 1: Foster concepts of self and definitions or personal values and success that will provide a compass to students.</p> <p>Goal 2: Foster the development of a growth mindset, critical thought, intellectual practice, and a deep understanding of learning</p> <p>Goal 3: Foster the realization of Socio-Cultural Capital, the value of each student’s story, and a multicultural and integrative approach to navigating the new culture presented by college.</p> <p>Goal 4: Foster the development of a community of mutual support and healthy interdependence.</p> <p>Goal 5: Foster mindful, emotionally aware, compassionate, and contemplative practice.</p>	<p>The general institutional outcomes data for cohort 1 are:</p> <ul style="list-style-type: none"> ■ Overall 1st Semester Persistence (N=26): 77% <ul style="list-style-type: none"> ■ 1st Semester Persistence at any institution (N=26): 81% ■ Overall 1-Year Persistence (as of December 6th, 2018) at any institution (N=26): 69% ■ 1-Year Persistence at IUPUI only (N=26): 58% <ul style="list-style-type: none"> ■ 1-Year Persistence if completed 1st semester of program (N=22): 81%/68% ■ Overall Average 1-year Credit Completion (N=26): 26 credit hours <ul style="list-style-type: none"> ■ Average Credit Completion if completed 1st semester of program (N=22): 31 credit hours ■ Overall Persistence - students who did not complete verification (N=3): 0%Overall Persistence for students who did complete verification (N=23): 78% ■ Current Persistence (as of November 12th, 2020): 54% <p>The general institutional outcomes data for cohort 2 are:</p> <ul style="list-style-type: none"> ■ Overall 1st Semester Persistence (all at IUPUI) (N=40): 80% ■ Overall 1-Year Persistence (as of November 11th, 2018) (N=40): 70% <ul style="list-style-type: none"> ■ 1-Year Persistence at IUPUI only (N=40): 65% ■ 1-Year Persistence if completed 1st semester of program (N=32): 88% ■ Students who completed verification (N=40): 100% <p>The general institutional outcomes data for cohort 2 are:</p> <ul style="list-style-type: none"> ■ Matriculated to IUPUI: 36 ■ Students who completed verification (N=36): 100% <p>Pre/Post Tests Data and Themes:</p>	<p>Goals: Implement a more sustainable THRIVE student employment program while achieving outcomes comparable to the success of the previous year.</p> <ul style="list-style-type: none"> • Changes in THRIVE are iterative and responsive to students learning and development. THRIVE is intentionally co-created with students each year, so they are empowered to guide their journey through the learning we do together and the community we build. A new model was implemented, but has not been meeting desired outcomes so-far. • There has been a significant decrease in campus employment for this cohort, in comparison to the last. Overall employment is as high, if not higher, but it is now mostly off-campus. • Intentional and collaborative assessment is needed. All factors should be explored, assess in collaboration with OSE to determine how to improve outcomes next year.

THRIVE

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p><u>What Students Sought (Pre-Test)</u></p> <ul style="list-style-type: none"> ■ Successfully Transitioning to College ■ Getting more Familiar with the Campus ■ Meeting new people and making Friends ■ Having Support in College ■ Facing and overcoming challenges ■ Growing as a person, finding direction ■ Getting outside comfort zone ■ Learning new things, skills for college <p><u>What Students Felt They Found (Mid-Test)</u></p> <ul style="list-style-type: none"> ■ A "sense of family", acceptance, support ■ Friendships, lasting connections ■ Self-awareness, self-discovery, direction ■ Sense of gratitude, appreciation ■ Passion for helping others ■ Confidence, focus ■ Exposure to new experiences and ideas ■ Learned a lot about self, others, life <p><u>What Students Found most Valuable(Post-Test)</u></p> <ul style="list-style-type: none"> ■ Everything! ■ The UCOL class and Summer Bridge ■ New and Lasting Friendships, Relationships ■ A place to be yourself ■ Learning to "stretch" and grow ■ Made the transition to college easier, and was better prepared to be successful ■ Meeting new people ■ New Experiences ■ How it changed my perspective on life ■ Connecting with others from similar backgrounds 	