

# **Division of Undergraduate Education**

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

**Program Review and  
Assessment Committee (PRAC)  
Annual Report  
2021-2022**



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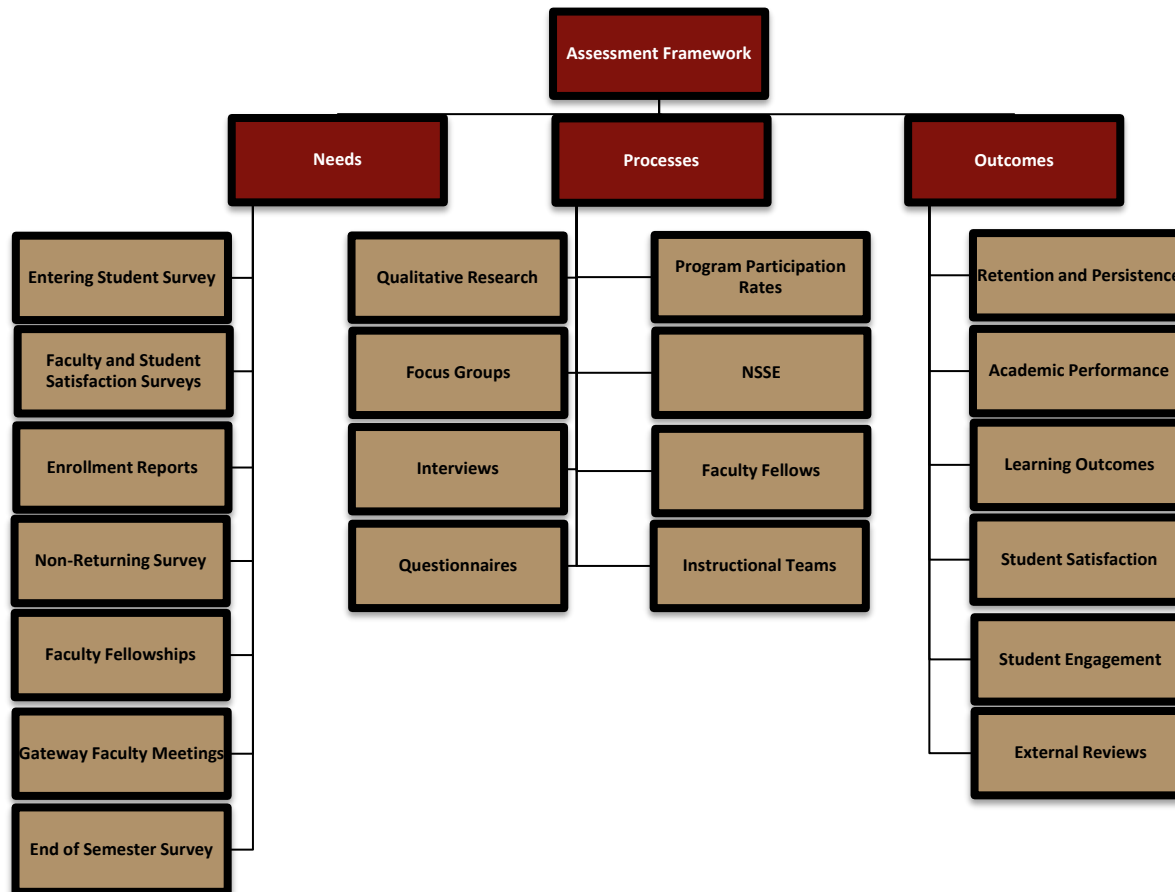
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## Context and Assessment Methods

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

### DUE Assessment Framework



## **Needs Assessment Highlights**

### **Entering Student and Check-In Surveys**

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

#### **Entering Student Survey only**

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

#### **Check-In Survey only**

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

#### **Some highlights from the 2022 Entering Student Survey include:**

- Seventy-one percent of participants agreed that the IUPUI campus is very inclusive and celebrates students with different backgrounds.
- About 70% of participants reported that the IUPUI campus community is very welcoming, and 58% felt a sense of belonging at IUPUI.
- Approximately 58% of participants agreed that they see themselves as a part of the IUPUI community.
- Sixty-five percent of participants felt proud to tell others that they are going to school at IUPUI, and 62% felt extremely glad that they chose IUPUI over other colleges and universities.
- Top factors that were deemed ‘extremely important’ for decisions to choose or transfer to IUPUI were: 1) availability of financial aid/scholarships (54%), 2) academic quality (47%) and 3) availability of specific academic programs (majors; 45%).
- Seventy-seven percent of participants reported either working for pay on-campus or working for pay off-campus.

#### **Some highlights from the 2022 New Beginner Check-In Survey include:**

- Approximately 82% of participants planned to re-enroll at IUPUI in the following semester, and about 77% did not plan to transfer to another college or university.
- Eighty-five percent of participants believed that IUPUI met their expectations for providing the best academic/learning experience possible, and three-fourths believed that IUPUI met their expectations for providing the best social experience possible.
- Eighty-seven percent of participants agreed that IUPUI made them feel welcomed, and 74.6% felt a sense of belonging at IUPUI.
- The top three areas where participants reported needing the most *academic* support were 1) preparing for exams effectively (75%), 2) time management (64%), and 3) managing course load (62%).

- The top three areas where participants reported needing the most *personal/social* support were: 1) ability to manage stress (54%), 2) emotional health (46%), and 3) making new friends (43%).
- The top three areas where participants reported needing the most *financial* support were: 1) effectively managing work/life/school balance (51%), 2) financial aid options (49%), and 3) affording college-related expenses (43%).
- Thirty-seven percent of participants shared that they currently have an off-campus job, 4% shared that they currently have an on-campus job, and 26.2% shared that they do not plan to work at this time.
- 44.2% of participants reported being interested in on-campus employment, but only 18.8% have taken the steps to obtain on-campus employment.
- In response to the COVID-19 pandemic, participants reported experiencing the largest increases in their mental or emotional exhaustion (31.9%), their inability to concentrate (25.2%), and their depression or anxiety that interfered with daily functioning (24.7%).

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

After completing the Entering Student Survey (ESS), Fall 2022 beginners also completed the New Beginner Check-In Survey in September 2022. When completing the ESS at Orientation, students reported relatively high sense of belonging and felt welcomed at IUPUI. Students still agreed with these statements on the check-in survey, with mean ratings for each item increasing slightly.

#### 2022 Entering Student Survey and New Beginner Check-In Survey Sense of Belonging Results

	Entering Student Survey			Check-In Survey		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
The IUPUI campus community has made me feel welcomed	715	6.03	1.113	1,053	6.05	1.089
It is important for me to graduate from IUPUI (e.g., rather than from another college)	706	5.45	1.638	1,053	5.54	1.552
I feel a sense of belonging at IUPUI	715	5.34	1.316	1,051	5.50	1.380

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

## IUPUI New Beginner Demographics

Below are the demographics of Fall 2022 IUPUI full-time beginners. Forty-six percent were University College admits, a slight decrease from Fall 2021 (47%). Seventeen percent of Fall 2022 new beginners were Latinx, and 11% were African American. The average high school GPA for University College students was 3.37, while dual/direct admit students had an average high school GPA of 3.68. About 68% of full-time new beginners were enrolled in 15 credit hours or more, an increase in the number of first-time, full-time beginners registering for 15 credit hours or more.

### Fall 2022 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,041 first-time, full-time students (about 3% (106) part-time)
  - 1,402 (46%) University College admits
  - 1,639 (54%) dual admits/direct-school admits
- 15 (0.5%) 25 years of age or older
- 2,736 (90%) Indiana residents
- 58 (2%) international students
- 333 (11%) African American
- 527 (17%) Latinx
- 3.37 average high school GPA (UC)
- 1096 average SAT score <sup>a</sup> (UC)
- 3.68 average high school GPA (Direct/Dual Admit)
- 1200 average SAT score <sup>a</sup> (Direct/Dual Admit)
- 1,366 (45%) received a Pell Grant in the first fall semester
- 626 (21%) Twenty First Century Scholars (received state money)
- 889 (29%) first-generation students (neither parent attended college)
- 1,365 (45%) live in campus housing
- 208 (7%) enrolled in the IUPUI Honors College
- 2,072 (68%) attempted 15 or more credit hours in the first semester
- 2,975 (98%) students were enrolled in a first-year seminar at census
  - 1,369 University College students participated
- 2,813 (93%) Participated in Summer Bridge
- 656 (22%) were enrolled in a Learning Community at census
  - 310 were enrolled in a Themed Learning Community
  - 346 were enrolled in a Gateway Learning Community

<sup>a</sup>Based on revised 2019 SAT scale

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

1. Availability of financial aid/scholarships
2. Academic quality
3. Availability of specific academic programs (majors)
4. Graduates get good jobs
5. Affordability
6. Job, career, and internship opportunities available in Indianapolis while attending school
7. Focus on hands-on experiential learning (e.g. internships, service learning, and research projects)
8. Career and job opportunities available in Indianapolis while attending school.
9. Welcoming campus
10. Feeling that I “fit in” at IUPUI

**Rank ordered by mean ratings out of 22 items**

**Note:** Based on 2022 Entering Student Survey results.

## **Risk Factors for First Year IUPUI Students**

### **Risk Factors Associated with Low Levels of Academic Achievement and Persistence**

- Registering for classes late during summer registration.
- Being a first-generation college student
- Received a Pell Grant (proxy for low socioeconomic status or SES) or having high levels of unmet financial need.
- Lower GPA in high school GPA.
- Math placement lower than is offered at IUPUI
- Living off campus
- Students' estimates of the hours they expected to devote to nonacademic activities (e.g. working off-campus).
- Concerns about financing their education.
- Working more than 20 hours off campus for pay
- Not earning satisfactory academic performance in first semester (earning below a 2.0)

## **Success or Thriving Factors for First Year IUPUI Students**

### **Factors Associated with High Levels of Academic Achievement and Persistence**

- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- Higher GPA in high school
- Demonstrated success in a rigorous high school curriculum (number of pre-college credits articulated, earning an Indiana Honors diploma)
- Living in campus housing
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math



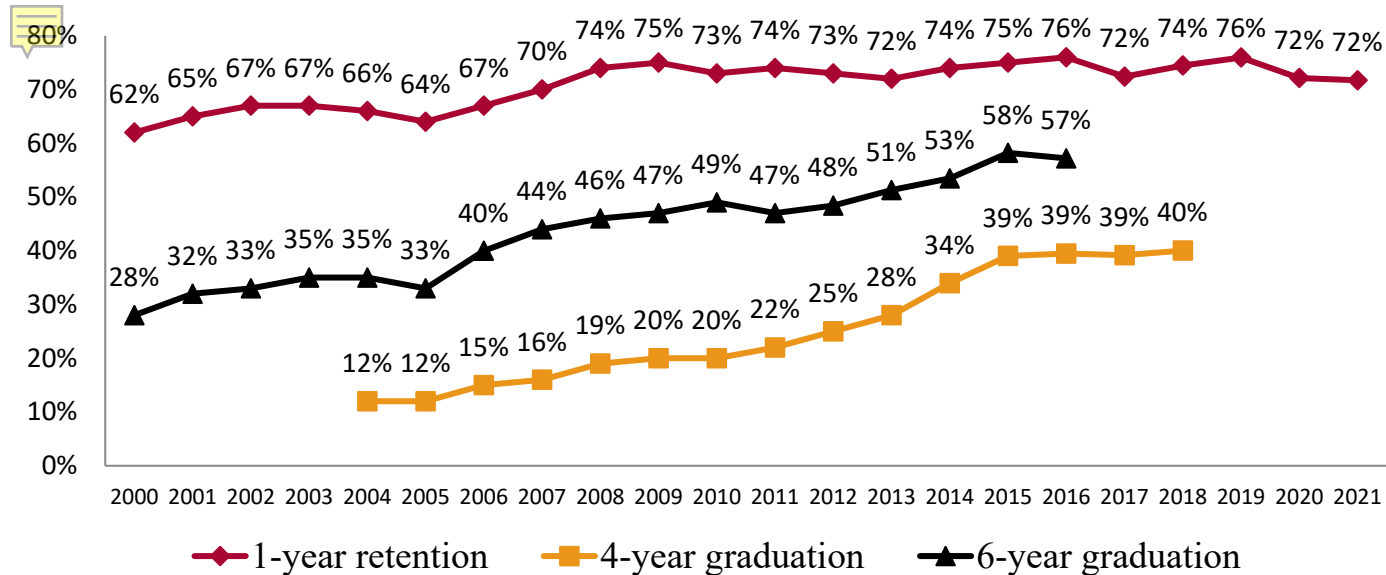
## Academic Achievement and Progress of 2021 First-Time, Full-Time Students

### 2021 First-Time, Full Time Students

The IUPUI first-time, full-time retention rate at any IU campus remained steady at about 72 in Fall 2022, the lowest it has been since Fall 2007. Though this decrease may have been relating to lingering effects of COVID-19 and the move to remote learning, further investigation is likely necessary to better understand the impact of different factors on student retention.

More encouraging results were found in four graduation rates, which reached 40% for the first time with the Fall 2018 cohort. Fifty-seven of the Fall 2016 cohort graduated from any IU campus within six-years, mostly steady from a record high 58% with the 2015 cohort.. However, IUPUI's retention and graduation rates continue to lag below those of our peer institutions. Further strategies will need to be considered and developed to bring IUPUI student success in line with peer institutions.

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



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

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

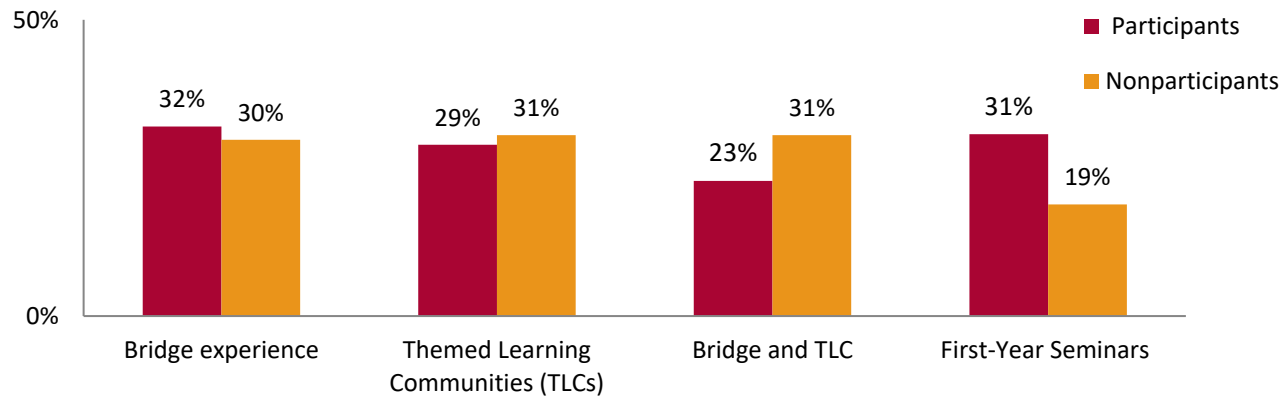
One-Year Retention Rate by Type	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
IUPUI (includes all degree seeking—bachelor’s, associate, certificates)	74.9%	71.4%	72.8%	74.4%	69.0%	<b>70.7%</b>
IUPUI (includes only bachelor’s degree seeking)	75.2%	71.5%	72.9%	74.6%	69.1%	<b>70.8%</b>
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	75.7%	72.4%	74.5%	76.0%	72.2%	<b>71.7%</b>
IUPUI Indianapolis (includes only bachelor’s degree seeking)	76%	72.4%	74.7%	76.2%	72.2%	<b>71.9%</b>
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	62.0%	57.4%	63.6%	63.7%	48.5%	<b>58.3%</b>
IUPUI Columbus - (includes only bachelor’s degree seeking)	62.3%	58.0%	63.4%	63.5%	48.5%	<b>58.3%</b>
IU Fort Wayne - (includes all degree seeking—bachelor’s, associate, certificates)			54.5%	63.1%	45.4%	<b>64.7%</b>
IU Fort Wayne - (includes only bachelor’s degree seeking)	--	--	54.5%	63.2%	45.3%	<b>64.3%</b>
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) <b>retained at IUPUI Indianapolis</b>	<b>71.1%</b>	<b>68.1%</b>	<b>71.1%</b>	<b>72.6%</b>	<b>69.0%</b>	<b>68.5%</b>

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 2018 First-Time, Full-Time Cohort University College Students Only Four-Year Graduation Rates for University College Program Participants Compared to Nonparticipants

### \*Graduated from IUPUI Indianapolis



Note 1: Graduation figures include bachelors and associate degrees and certificates awarded by August 31, 2022. The rates exclude Columbus beginners.

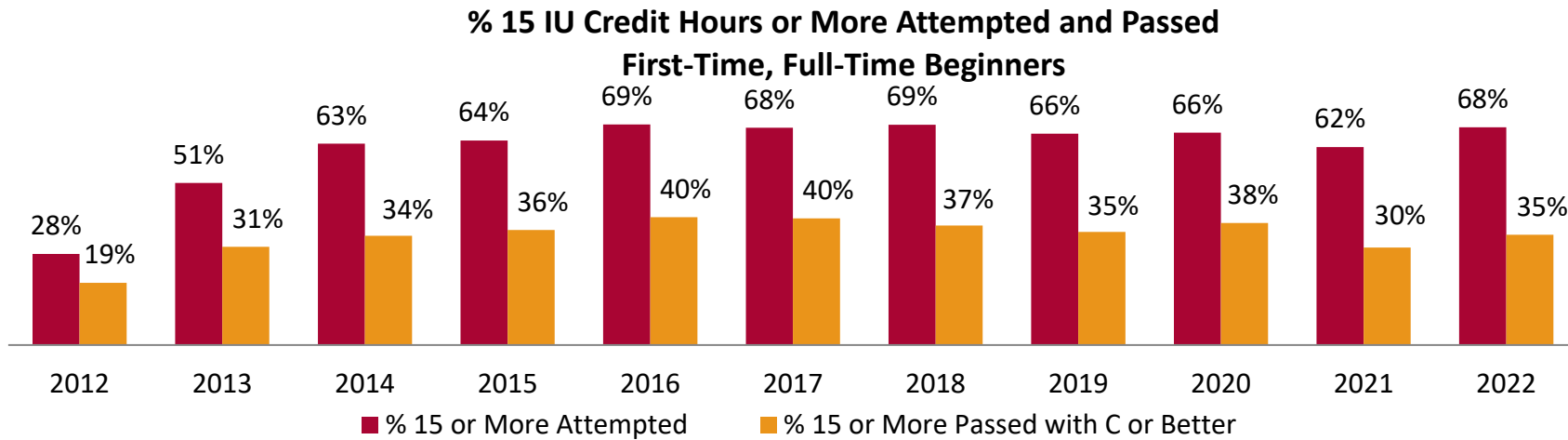
Note 2: FYS participants were significantly more likely to graduate in four years than non-participants. Analyses were conducted using chi-square analysis at  $\alpha \leq 0.05$ .

Note 3: Summer Bridge Program participants:  $N = 462$  and nonparticipants  $N = 1,456$ ; TLC participants:  $N = 287$  and nonparticipants  $N = 1,631$ ;

Bridge and TLC participants:  $N = 57$  and nonparticipants= $1,861$ ; first-year seminar participants:  $N = 1,849$  and nonparticipants  $N = 69$ .

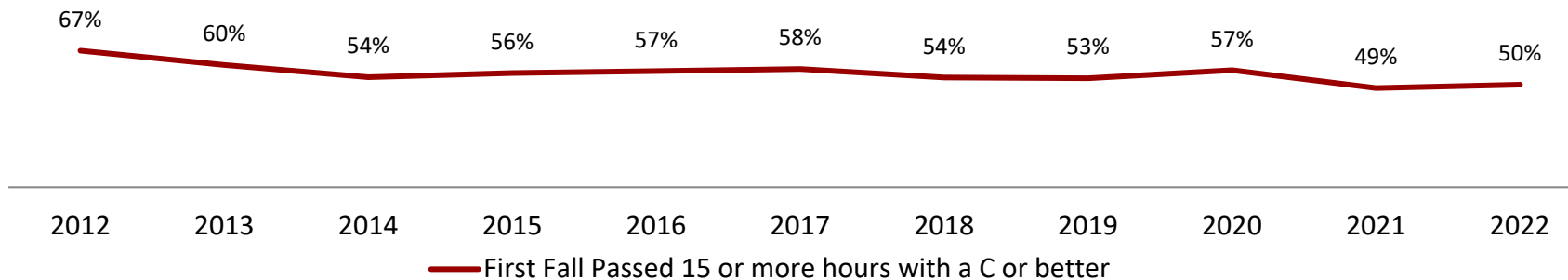
In recent years, new IUPUI beginners have been encouraged to enroll in 15 credits or more during their first fall semester, in order to demonstrate sufficient progress toward graduation. Approximately 68% (2,072) of Fall 2022 full-time beginners enrolled in 15 credit hours or more during their first fall term. Of those, 50% (1,041) passed at least 15 credit hours with a grade of “C” or better during that first fall semester<sup>1</sup>. This was a slight increase from Fall 2021, when only 49% of students attempting 15 hours or more completed 15 hours or more. However, this is a decrease from Fall 2020, when 57% of beginners attempting 50 or more credit hours passed 15 credit hours or more.

**First-time, Full-time Beginners Enrolled and Completing 15 Credits or More During their First Fall Semester at IUPUI**  
**\*Passed all 15 credit hours with a C or Better.**



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

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



<sup>1</sup> Some 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. In Fall 2022, 8 beginners were not enrolled in 15 credit hours at census but did complete 15 or more credit hours by the end of the term.

## Changes Made and Planned Based on Student Retention and Progress Assessment

The programs, practices, and policies in the Division of Undergraduate Education and University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. Listed below are a sample of plans to improve student success based on data and assessment of student learning outcomes reported by the staff of the Division of Undergraduate Education. Further examples can be found in the Division of Undergraduate Education Assessment and Planning Matrix (starting on page 63).

- *Academic and Career Development*
  - With Institutional Research & Decision Support (IRDS) evaluation of caseload thresholds, slight changes to student groups and thresholds for proactive advising:
    - The First year and continuing students' probation caseloads were combined into one Probation caseload
    - Changing the thresholds for caseloads based on High School GPA (First Year caseloads), Transfer GPA (1<sup>st</sup> semester transfer students), Cumulative GPA (probation, 1<sup>st</sup> semester inter-campus transfers, and continuing caseloads)
    - Inclusion of new transfer students as separate population
      - Two caseloads were created: Transfer Meaningful Middle and Transfer Students (inclusive of first semester transfer and inter-campus transfer student)
  - Removal of third meeting requirements for the First-Year Meaningful Middle (FYMM) student group
  - Continued prioritization of Meaningful Middle for FYUs, TRUs/ICUs, and Continuing students
  - Continued use of assigned cluster and assigned advisor
- *Bepko Learning Center*
  - Based on the data and assessment results for the programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:
  - Academic Mentoring
    - An additional effort for Fall 2022 will focus on early outreach students enrolled in the SLA sessions. Mentors will be asked to contact students who do not show up for a session. This outreach will take the form of a "wellness check-in" demonstrating to the students that the mentor has an interest in their academic success.
    - Mentors will be asked to emphasize voluntary sessions, BRC hours and Rebound Week activities following the first BIOL N261 exam. It is common for anatomy students to receive lower than expected grades on the first exam and get discouraged. An encouraging message from mentors may help students persevere.
  - Tutoring
    - Increase student utilization targeted messages are sent through AdRx to students who do not participate in tutoring the first four weeks of each semester. Messages are sent following each exam. Each message encourages students to take advantage of tutoring and makes reference to the finding that students who participated in tutoring on average earn a half letter grade higher than non-participants
    - AdRx will be used more extensively to create Kiosk campaigns to more efficiently track BRC usage and more intentional outreach will be used before and after exams for each of the biology courses

- Academic Success Coaching
  - As a result of the high success rate of the students who were coached, the Office of Academic Enrichment will continue to train coaches in the InsideTrack model and conduct more intentional outreach activities (AdRx campaigns, messages, and phone calls). Additionally, weekly emails will be sent out to each coaches' caseload to increase awareness semester deadlines and events as well as to increase semester touch points and resource information
- *Bridge Week*
  - In 2022, Bridge Week was scaled to provide capacity for all incoming freshmen and attendance was communicated as an expectation of matriculation to IUPUI
  - Based on student and instructor feedback, the formal program hours were shortened to 9am-3pm, with an additional, optional hour from 3-4pm offering co-curricular and social opportunities
  - Instructors were encouraged to incorporate more active learning, gamification, and out-of-classroom experiences into their schedule
  - Peer mentors were doubled in larger sections to ensure continued opportunities for meaningful connections between mentors and students
- *Center for Service Learning*
  - Over the past several assessment cycles, many Scholars have suggested more interaction with their peers in other IEL programs. This year, the IEL convened an IEL Scholar conference that brought together students in all of the IEL's cohort programs. These include the Jaguar Leadership Network, the Sam H. Jones Community Scholarship Program (Bonner Scholars and Paws Scholars), and the Diversity Scholars Research Program. This conference, the first for most of the students, had opening remarks by the Chancellor, Executive Vice, Chancellor, and a keynote speaker from the community. This was followed by afternoon sessions on the following topics:
    - Resume Creation
    - First Generation Students
    - Community Cultural Wealth
    - Telling your Story
    - Undergraduate Research
    - Civic Engagement
    - Study Abroad
    - Internships
    - Using Handshake
- *DEAP*
  - Fall of 2021, we introduced the Sophomore Leadership Program (SLP) tier to the DEAP program. SLP is a strategy to increase participant engagement beyond the first year. In the holistic assessment of the program and continuous improvement, it was determined we needed to develop clear pathways to graduation. Allowing our program an opportunity to be intentional about becoming a comprehensive student support and retention program. Engaging scholars from their first year to their last year. Furthermore, retention literature cites how essential second-year engagement is to student retention and graduation. Specifically, supporting students in evading the sophomore slump. This decision was supported by tracking student participation, programming data, and program

structure it was determined we needed to develop the SLP. In the inaugural year of the SLP, we had some challenges due to the COVID-19 limitations in place, such as the hybrid workshop schedule, timing, and zoom fatigue.

- The sophomore leadership program is designed to introduce and/or enhance participant understanding of concepts of leadership, interpersonal skills, proficiency, and competency to engage as leaders in their role as emerging student leaders. Furthermore, refining the curriculum and marketing of our sophomore tier of the program is a step forward in creating a guided pathway through each of the specific tiers of DEAP to graduation and enhanced upperclassman engagement support.
- DEAP is currently developing a culminating tier of the program for upperclassmen labeled, Career ConNEXTions. Career ConNEXTions is part of the strategic plan to create pathways to graduation and enhance upperclassman engagement (3rd & 4th-year scholars). The primary objective of Career ConNEXTions is to assist students in the formulation and implementation of their career plans. Career ConNEXTions will encourage students to become active in developing a strategy for the next chapter of their academic and professional pursuits. Providing expertise, professional development, resources, and support, we assist students in maximizing their post-secondary education degree and working toward achieving the highest level of career achievement. As we engage with students, we encourage them to start devising important questions about themselves that will guide the decisions in front of them as graduation approaches.
- As part of the strategic plan, the overarching objective is to have a curriculum approach to our programs and services in DEAP. With the establishment of the three tiers of the program (First-Year Experience, Sophomore Leadership Program, Career ConNEXTions), we will have learning outcomes for each of the specific tiers of the programs. Those outcomes will not only guide our efforts in the achievement of the overarching program goals but also allow us to measure the effectiveness of our programs and services.
- *First-Year Seminars (FYS)*
  - The campus FYS course shell was updated to allow for integration of additional components related to stress management/mindfulness and eliminate mandatory CN ePortfolio assignments.
  - Additional resources related to co-curricular involvement, campus traditions, and campus events were provided.
  - Learning outcomes were revamped to allow for more strategic, just-in-time delivery of content across Bridge Week and FYS, now that all students were participating in a uniform experience. This change was also designed to eliminate unnecessary redundancies between the programs and cut down on the perception of “busy work.”
- *Learning Communities Program*
  - Based on the discrepancies between outcomes for students participating in Gateway Learning Communities (GLCs) vs. Themed Learning Communities (TLCs), a committee of the IUPUI First-Year Experience Advisory Board studied the GLC model and made recommendations that the GLC model be curtailed going forward. While some GLCs with exception outcomes (e.g., Algebra-linked sections with embedded Supplemental Learning Assistance) will continue to be supported, the committee recommended instead that additional efforts be focused on development the “FYS+” model. This model attempts to replicate impact of TLCs within stand-alone FYS sections by laying additional engaged learning and experimental activities into the class, such as service learning and global engagement.
- *Life-Health Sciences Internship Program (LHSI)*

- Because intern written feedback showed elements of mattering, “the feeling of being significant and important to other people (Flett, Khan, & Su, 2019, p. 667),” a measure was added for 2022-23 of “I feel like I matter to my colleagues/coworkers.” Behavior-based measures were also added based on mattering literature to better assess what actions are most meaningful to mattering, such as receiving feedback, having someone care about them as whole people, and valuing input and contributions. The results of these measures will continue to inform internship supervisor training and program interactions and support for interns.
- Only 89% of interns received a rubric score high enough to qualify for the LHSI on the records. Because of this, minor edits were made to intern rubric and prompts to be clearer on expectations. Interns can see the rubric and receive detailed monthly written and rubric feedback on prompts by student ambassadors. Student ambassadors provide constructive critiques of what else to add to deepen reflection and improve scores for a subgroup of the interns. The program director and coordinator give more ePortfolio feedback to all interns at the midpoint of the experience.
- Revision was made to site visit question for Fall 2022 to better align with ePortfolio reflection prompts. This will give interns a chance to reflect in a conversation with their supervisors and the director about their growth and what other support they need to achieve their learning goals.
- *Office of Student Employment*
  - Increasing outreach to former and never before connected agencies to increase range of opportunities by major for work study students.
  - Increasing outreach to those separated from their positions to every 90 days. Sharing topic/comments with units if they could be addressed through supervisor education, policy adherence or restructuring of existing structure.
- *Orientation Services*
  - Based on FYE committee a new model was designed to be fully integrated into the First Year Student Experience as recommended and proposed by the FYE committee to scale and pre-semester programs (Summer Bridge) for all freshmen. This new model continues to meet the desired learning outcomes of the orientation program (academic integration, social integration, and self-efficacy) while introduces a scaffold approach of information, as well as new-shared experiences for all freshmen increasing prolonged engagement and belonging.
  - Offered optional campus and housing tours.
  - Offered conference style sessions for students and guests to participate in. Sessions were offered from Housing and Residence Life, Parking Services, Division of Student Affairs, Campus Safety, Campus Food Service/Meal Plans, etc.
  - One-on-One financial aid sessions were available for students and guests to speak with a financial services representative.
  - Campus engagement pieces were moved to scaled Bridge Week program (campus tour, community building, rights and responsibilities of being a student, involvement, etc.)
- *THRIVE*
  - Changes were made to order of lessons for FYS and to time spent on lessons (for example, more time spent on healthy relationships and intra/interpersonal skills)
  - Added more channels of communication for all student cohorts

- Made changes to mentoring program in terms of training and team organization
- Created more time for sharing and reflecting with peers (for example, added weekly “share circles” to class time)
- Add more intentional connective collaborative learning techniques



# Honors College Results



## **Honor's College Responses to PRAC Supplemental Questions**

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

The Profiles are reflected in our Honors College Learning Goals.

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

Our Honors College peer mentor program and our spring break service learning trip to Costa Rica are both on the record and we look forward to taking students to Costa Rica in March. We hope to add the HON H200 peer mentor program to the Record.

### **In the past academic year (August 2021 through July 2022), did you continue to provide student learning opportunities in remote or hybrid learning environments?**

No

### **Have you conducted any assessment related to global learning and internationalization of the curriculum?**

No

## Overview

The Honors College offers a unique experience with housing, peer mentoring, student organizations, and more benefits that will make students' time at IUPUI challenging, engaging, meaningful, and relevant.

Comprised of high-achieving students from a variety of academic degree programs, our students experience Honors coursework, one-on-one advising, and opportunities for research, international study, service, and experiential learning allowing them to build strong foundations inside and outside the classroom.

### Student Population

The Honors College consists of 876 students as of fall 2022 Census, 642 scholarship students, 222 students who entered honors as continuing students through their school admission process, and another 12 who are still completing their undergraduate degree whose scholarship has expired.

### FTFT Students Fall 2022

Honors College									
Demographics for All First-Year Students FL2022									
	No. Students (%)								
	N	Female	African American	Latinx	25 or older	First Generation	On Campus Housing	21st Century Scholar	
<i>Direct/Dual</i>	177	112 (63.3%)	8 (4.5%)	11 (6.2%)	0 (0.0%)	23 (13.0%)	113 (63.8%)	7 (4.0%)	
<i>University College</i>	31	25 (80.6%)	3 (9.7%)	3 (9.7%)	0 (0.0%)	6 (19.4%)	23 (74.2%)	2 (6.5%)	
<b>Total</b>	<b>208</b>	<b>137 (65.9%)</b>	<b>11 (5.3%)</b>	<b>14 (6.7%)</b>	<b>0 (0.0%)</b>	<b>29 (13.9%)</b>	<b>136 (65.4%)</b>	<b>9 (4.3%)</b>	

### Entire Population Census Fall 2022

Ethnicity (IPEDS)	Headcount	% Distribution
Asian	84	9.59%
Black/African American	32	3.65%
Hispanic/Latino	46	5.25%
NR-Alien	42	4.79%
Two or More Races	44	5.02%
White	626	71.46%
Unknown	2	0.23%
<b>Grand Total</b>	<b>876</b>	<b>100.00%</b>

All Honors College Students by Primary Program/School	Headcount	% Distribution
Business	129	14.73%
Dental Aux Educ	1	0.11%
Education	8	0.91%
Engineering	104	11.87%
Herron	25	2.85%
Health Life Sciences	20	2.28%
Informatics	50	5.71%
Kinesiology	27	3.08%
Labor Studies	1	0.11%
Liberal Arts	49	5.59%
Medicine Undergraduate	3	0.34%
Music Undergraduate	9	1.03%
Nursing	34	3.88%
Public Health	19	2.17%
Philanthropic Studies	1	0.11%
Science	300	34.25%
Social Work	2	0.23%
SPEA	18	2.05%
Technology	24	2.74%
Tourism Event Sport Mgt Ugrd	6	0.68%
UCOL	46	5.25%
Grand Total	876	100.00%

## Learning Goals

We want all students enrolled in the IUPUI Honors College to

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

## Assessment Measures

To date, the Honors College gathers assessment information through student participation, self-reporting, and course evaluations.

**Goal 2:** During the 2021 – 2022 fall and spring semesters, honors students self-reported participating in the following engaged learning experiences by completing an honors contract.

Research	887
Service	62
International	47
Experiential	227

Other Engaged Learning Participation:

- Twenty-two Honors Peer Mentors were added to the Experiential and Applied Learning Record
- A total of 50 students were able to use their study abroad stipends for the 2021-2022 academic year – none for the fall 2021 semester, 25 for the spring 2022 and 25 for the 2022 summer sessions
- Service total from 2021-22: 8,571 hours logged and verified. These hours are equivalent to a contribution of \$256,701.45 according to the most recent [estimated national value](#).
- Projected numbers (as of June 2022) for Honors Residential Based Learning Community 22-23 AY: 73 Honors College scholars will reside in the Honors RBLC in University Tower and 50 in the Riverwalk apartments.
- 36 Honors Scholars participated in the Life Health Science Internship Program.

**Goal 3:** During the 2021 – 22 fall and spring semesters, honors students self-reported participating in honors contracts in which they developed skills in one or more of the Profiles.

Communicator	676	
Problem Solver		383
Innovator	277	
Community Contributor		189

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

**Goal 5:** HON H200 is a new required intro to honors course, offered the first time in fall 2022. The following student responses on H200 course evaluations relate to goal five on helping students develop connections to the honors community.

<b>HON H200 Course Evaluations Fall 2022: Overall Course Averages</b>	Average	Scale
HON H200 Learning Goals: After completion of HON H200, I have a better sense of who I am as an honors student.	4.3125	5 = Strongly Agree
HON H200 Learning Goals: After completion of HON H200, I have begun to make connections that will help me succeed as an honors student.	4.375	4 = Agree
HON H200 Learning Goals: After completion of HON H200 I have developed priorities for classes and engaged experiences that will help me achieve my academic and personal goals.	4.395833	3 = Unsure
HON H200 Learning Goals: HON H200 helped me feel welcomed into the Honors College community.	4.5	2 = Disagree
HON H200 Learning Goals: After taking HON H200, I see myself as part of the Honors College community	4.125	1 = Strongly Disagree
HON H200 Learning Goals: After taking HON H200 I feel that I fit right in in the Honors College	4.191489	
HON H200 Learning Goals: After taking HON H200 I feel a sense of belonging to the Honors College	4.020833	
HON H200 Learning Goals: After taking HON H200 I feel that I am a member of the Honors College community	4.125	

## Assessment Findings

In the future we hope to analyze direct evidence of student learning such as reflections, course projects, and ePortfolios to identify the extent to which students demonstrate our learning outcomes beyond participation and self-reporting.

## Graduation and Retention

Our FTFT Honors scholars demonstrate strong 4-, 5-, 6-year graduation rates and strong graduation with the IUPUI Honors College notation (IRDS), both above campus averages.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Graduation Rate 4 Years	73.9%	74.2%	63.4%	68.5%	71.2%	74.1%	73.9%	82.7% *(79%)	79.6% *(92%)	78% *(97%)
Graduation Rate 5 Years	87.0%	83.9%	78.0%	79.5%	82.0%	84.2%	85.9% *(79%)	88.9% *(80%)	80.6% *(94%)	

Graduation Rate 6 Years	87.0%	93.5%	79.9%	80.8%	83.7%	85.8%	87.6% *(78%)
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\*() percentage of those who graduated with the IUPUI Honors College notation

Strong fall to fall retention rate of FTFT students who participated in the Honors College peer mentor program (2021 based on fall 2022 enrollment as of 6/23/22).

<b>Retention Rates of Mentees from First to Second Year at IUPUI</b>	
Semester participating in the Honors Peer Mentor Program	First to second year retention rate
2018	100%
2019	97%
2020	98%
2021	95%

Overall 1-year retention of FTFT honors students (IRDS)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Retention Rate - 1 Year	93.5%	100.0%	93.3%	97.2%	93.6%	94.3%	94.5%	94.3%	97.9%	98.1%	97.6%	94.8%

## Honors College Study Abroad

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

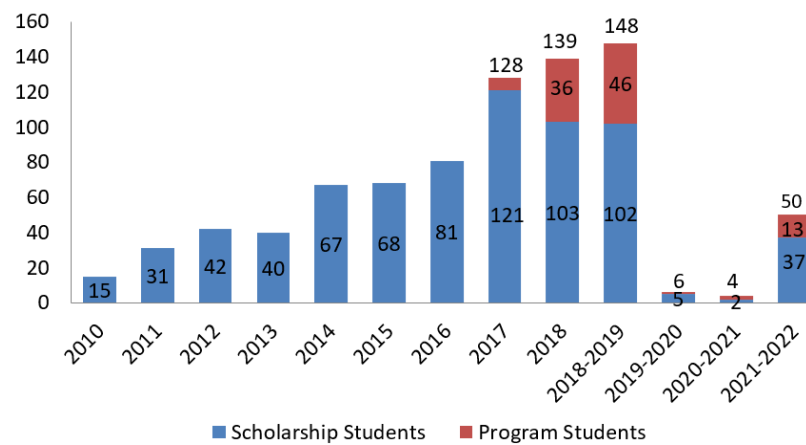
### Support

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

1. The Honors College has consistently offered an Honors study abroad opportunity in Costa Rica every year over spring break since 2012. However, due to the ongoing coronavirus pandemic, the Honors College did not run the program from 2020-2022, but is planning on running the program in 2023.
2. 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.
3. All students receiving an Honors College scholarship have been awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Starting in 2016, students participating in an honors program through their academic units have also been awarded the \$2500 stipend.

### History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, the Bepko, Presidential and Plater scholars 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 the 2018-2019 column, the data reflects stipends used per academic year. Prior to that, the data reflects the number of stipends used per calendar year.





An additional increase occurred in the students' use of the study abroad stipend in 2017. This increase could be attributed to the expansion of the stipend availability to Honors program students, as well as better awareness of study abroad and the availability of the stipend for all students. The extreme drop in stipend usage starting with the 2019-2020 academic year is due to University restrictions on travel due to the coronavirus pandemic.

### **Honors College Peer Mentor Program**

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with upper class Honors College scholars. They serve as a resource for students during the summer before they arrive at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first semester.

<b>Retention Rates of Mentees from First to Second Years at IUPUI</b>	
<b>Semester participating in the Honors Peer Mentor Program</b>	<b>First to second year retention rate</b>
<b>2018</b>	100%
<b>2019</b>	97%
<b>2020</b>	98%
<b>2021</b>	95%

### **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 upper-class Peer Mentor. This change allowed for better matches between students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio. Mentors have entered the Honors College either as a freshman or through their academic programs.

The Honors Peer Mentor Program operates on a year-round basis. Honors Peer Mentors are selected each spring semester. Mentees are invited to participate in the summer before their freshman year. Mentors are expected to communicate with their mentees during the summer and then meet with their mentees biweekly during the fall semester.

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 seven experienced mentors who plan events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentees to assist and guide throughout the program.

Each leader is awarded a \$500 stipend at the end of the calendar year.

The increase in mentor and mentee participation in the program is demonstrated in the following chart:

<b>Number of Program Participants</b>		
	<b>Mentors</b>	<b>Mentees</b>
<b>2011-2012</b>	24	24
<b>2012-2013</b>	33	66
<b>2013-2014</b>	30	82
<b>2014-2015</b>	43	85
<b>2015-2016</b>	41	86
<b>2016-2017</b>	41	77
<b>2017-2018</b>	45	85
<b>2018-2019</b>	46	86
<b>2019-2020</b>	46	86
<b>2020-2021</b>	48	89
<b>2021-2022</b>	51	83
<b>2022-2023</b>	46	84

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

<b>Academic Standing of Mentors</b>			
	Sophomore	Junior	Senior
2011-2012	5	13	6
2012-2013	18	10	5
2013-2014	18	7	5
2014-2015	21	15	7
2015-2016	17	17	7
2016-2017	15	14	12
2017-2018	21	14	10
2018-2019	18	17	11
2019-2020	14	19	13
2020-2021	16	16	16
2021-2022	20	19	12
2022-2023	14	16	16

The Honors Peer Mentor Program was accepted to participate in IUPUI's Experiential and Applied Learning Record in 2019. Mentors who complete all reflections and evaluations required for this program have the experience documented in the Service Achievement Category in their Record.

<b>Students Completing the Experiential and Applied Learning Record for the Honors Peer Mentor Program</b>	
<b>Semester participating in the Honors Peer Mentor Program</b>	<b>Number of students who completed The Record requirements</b>
<b>2019</b>	20
<b>2020</b>	25
<b>2021</b>	19
<b>2022</b>	15

Students participating as mentees in the Honors Peer Mentor Program demonstrate a strong retention rate from their first to second years at IUPUI. The Honors College started tracking the retention rate of its mentees in 2018.

<b>Retention Rates of Mentees from First to Second Years at IUPUI</b>	
<b>Semester participating in the Honors Peer Mentor Program</b>	<b>First to second year retention rate</b>
<b>2018</b>	100%
<b>2019</b>	97%
<b>2020</b>	98%
<b>2021</b>	95%

#### **Future Plans**

- The program continues to refine its trainings for peer mentors based on feedback from the mentors and mentor leaders.
- We will continue to research and implement ways to improve the level of commitment to a voluntary program and also to increase participation in the Experiential and Applied Learning Record as the number of students who complete The Record seems to be trending downward.
- Workshops for mentoring special student populations can be offered throughout the program.

# Institute for Engaged Learning Results

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

## Institute for Engaged Learning Introduction

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

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

- First-Year Experience programs
- Center for Service and Learning
- Center for Research and Learning
- Gateway Learning Academy
- ePortfolio Initiative
- RISE

### IEL Report Summaries

Tom Hahn and his colleagues in the IEL staff produce a number of assessment reports throughout the year describing the effectiveness of a variety of interventions and programs. Full reports can be found in Appendix B. Below are a few key highlights.

#### *IEL Student Demographics and Retention Report*

- There were 336 students who participated in and completed IEL sponsored programs in AY 2021-2022. Of these, 65% (219) were female and 50.6% (170) were students of color. The chart below shows the total distribution, as well as a comparison to IUPUI overall.
- IEL students represented 17 schools of enrollment. The school with the most IEL students was Science with 90 students (26.8%), followed by Engineering and Technology with 63 students (18.8%), Liberal Arts with 39 students (11.6%), Health and Human Sciences with 25 students (7.4%) and University College with 25 students (7.4%).
- The overall retention rate among IEL programs was 95.2% and the average GPA was 3.3.
- One-third (33%) of IEL students were first generation college students. The most first-generation students were in the Jaguar Leadership Network Junior cohort (67.7%).

- Most IEL programs are designed for and populated by undergraduate students; except of the Civic Engagement Associates Program, where 52.4% (33 of 63) of the students are from graduate (30) or professional schools (3).
- All IEL programs have been approved for inclusion on the IUPUI Experiential and Applied Learning Record. Overall, 85.4% of IEL students received the Record designation.

*Assessing the Profiles through Written Reflections of Engaged Learning Experiences Using the AAC&U Written Communication, Integrative Learning, and Civic Engagement VALUE Rubrics*

- This report describes an assessment activity within the IUPUI Institute for Engaged Learning (IEL) for students participating in IEL programs and the Life Health Sciences Internship (LHSI) Program during AY 2021-2022. The IEL Assessment Workgroup assessed written reflection artifacts of 100 students from 10 co-curricular programs. Using selected rows from the Written Communication, Integrative Learning, and Civic Engagement VALUE Rubrics, the raters assessed the Communicator, Problem Solver, and Community Contributor Profiles of Undergraduate Learning.
- For Written Communication, all of the student reflection artifacts except one at least met the benchmark for Content Development. Likewise, all but one of the student artifacts at least met the benchmark for Control of Syntax and Mechanics. Overall, 99% of the scores for Written Communication met the benchmark and 95% at least met the milestone.
- For Integrative Learning, nearly all of the student reflection artifacts (98 of 100) at least met the benchmark for Connections to Experience. Likewise, nearly all of the student reflection artifacts (99 of 100) at least met the benchmark for Reflection and Self-Assessment. Overall, 98% of the scores for Integrative Learning met the benchmark and 93% at least met the milestone.
- For Civic Engagement, specifically, Diversity of Communities and Cultures, a majority of student reflection artifacts (84 of 100) at least met the benchmark for Diversity of Communities and Cultures, while 78% met the milestone.
- When examining mean scores for each by class standing, the scores tended to get higher by class year. However, surprisingly, the mean scores for Diversity of Communities and Cultures were highest for First-Year students.

*Spring 2022 Center for Research and Learning (CRL) Questionnaire Report*

- IEL administered a confidential survey to Center for Research and Learning (CRL) students to gather their perceptions of the program following completion of the academic year. The survey was administered in April, 2022. A total of 43 out of 112 CRL students completed the survey for a response rate of 38%.

- The majority of respondents (72%) had previous research experience.
- Most of the respondents (77%) reported that their project required them to work on a team (e.g., other students including graduate students, TA's, various faculty members, or postdoctoral fellows).
- Respondents reported participating in the following types of research: quantitative=33%, qualitative=16%, both= 46%, not sure= 5%).
- CRL students were asked to rate the impact of the CRL program on 14 outcome measures related to research skills. Students rated the CRL programs impact (Somewhat, Quite a Bit, To A Great Extent) highest on the following outcomes: 1) Observe and collect data (97.6%); 2) Think independently (97.6%); 3) Identify a specific question for investigation based on the research in your field (95.4%); 4) Make use of the primary scientific research literature in your field (e.g., journal articles) (93.1%); 5) Reformulate your original research hypothesis, as appropriate (93.1%).
- CRL students were asked to rate their level of agreement (Agree, Strongly Agree) on the impact of their research experience on three outcomes related to diversity: 1) Helped me realized that I prefer to work in setting in which I interact with people who are different from me (81.4%); 2) Has helped me appreciate how my community is enriched by having some cultural or ethnic diversity (79.1%); 3) Has helped me develop my ability to respond to others with empathy, regardless of their backgrounds (79%).
- CRL students were asked to rate their level of agreement with 7 items related to ethical decision-making. Students rated the highest level of agreement (Agree, Strongly Agree) on the following items: 1) I now have a better understanding of the importance of research ethics (falsification, plagiarism etc.) (97.6%); 2) I am confident using practical skills for resolving ethical conflicts within myself (93%); 3) I am confident using practical skills for resolving ethical conflicts between myself and others (93%).
- CRL students were asked to rate their level of agreement with 9 items regarding their mentor, program requirements, and benefits of the program. Students rated the highest level of agreement (Agree, Strongly Agree) on the following items: 1) My mentor(s) provided me with all the resources I needed (88.3%); 2) My mentor(s) listened to my ideas (86%); 3) My mentor(s) made time for me (83.8%); 4) My research experience will give me a competitive edge when applying to graduate school, professional school, or for a job (83.8%).
- 86% of respondents answered yes when asked if they wanted to continue their participation in research. 67% of those who responded yes, indicated they would only be able to continue their participation if offered a stipend or compensated for their time.
- Fifteen respondents offered suggestions for how to improve the program. Better communication and improved clarity of assignments were the dominant themes of their comments.



### *Spring 2022 Jaguar Leadership Network (JLN) Questionnaire Report*

- Following consultation with the Office of Institutional Research and Decision Support, IEL administered a confidential survey to JLN students to gather their perceptions of the program following completion of the academic year. The survey was administered on April 1, 2022. A total of 74 out of 111 students responded for a response rate of 67%. Thirty-three (out of 51) JLN Sophomores (1st year in the program) completed the survey (response rate = 65%), while 41 out of 60 JLN Juniors (2nd year in the program) completed the survey (response rate = 68%). The JLN coordinator sent the students reminders and encouraged them to respond.
- JLN students were asked to rate the impact of the JLN program on various outcome measures. Students rated the JLN programs impact (Somewhat, Quite a Bit, To A Great Extent) highest on the following outcomes: 1) Opportunities to network with staff in the Institute for Engaged Learning (98.6%); 2) My confidence to persist to degree completion (97.3%); 3) Opportunities to reflect on my strengths and weaknesses as a leader (97.3%); 4) Confidence that I can achieve my goals despite obstacles (97.3%); 5) My ability to be an effective leader (95.9%).
- Nearly all (69/70) of the respondents reported that the financial support provided by the JLN program was an important (somewhat to extremely) factor in making the decision to re-enroll in classes next Fall and continue their education at IUPUI. Financial support was rated as the most important factor compared to the other options given (opportunities for leadership development, co-curricular programming, and peer support). In fact, 47% (35 students) indicated that the financial support was extremely important and they would not have enrolled at IUPUI without it.
- Students were asked to rate their level of satisfaction with various JLN program components. The following components were rated the highest, with the vast majority of the students rating either satisfied or very satisfied: 1) JLN leadership development (91.9%); 2) JLN professional development (90.6%); 3) JLN syllabus/plan for semester; 4) JLN Scholarship amount (87.9%); 5) JLN facilitator/instructor (87.8%).
- Students were asked to describe the role that the JLN played or did not play in their decision to continue their education at IUPUI. There were various responses but the most important factors reported were 1) financial assistance provided, 2) the opportunity to be part of the leadership development program offered by JLN; and 3) opportunity to be part of a cohort-based program and build networks of peer support.
- Students were asked the most valuable aspect of their JLN experience this year. The top responses were: Engaged/Experiential Learning, Connections/Meeting New People/Gaining a Community, Learning/Resources and Information Provided.

## Institute for Engaged Learning Responses to PRAC Supplemental Questions

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

Center for Service and Learning, Center for Research and Learning [During] the COVID-19 pandemic, we provided more flexibility in completing reflections and assessments, and we allowed them to be completed remotely. While we will continue to be flexible, we will likely dedicate class time for completing reflections.

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

Center for Service and Learning, Center for Research and Learning The IEL has made significant progress in implementing the Profiles into teaching, learning and assessment. All of the individual program learning outcomes have been mapped to the profiles.

The sessions for the IEL Scholar Conference were designed through the lens of the profiles (Communicator, Problem Solver, Community Contributor, and Innovator)

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

Center for Service and Learning, Center for Research and Learning The following IEL programs have been approved for inclusion on the Record.

Jaguar Leadership Network

Sam H. Jones Community Service Scholarship

- Bonner Scholars
- Paws Scholars
- Civic Engagement Associates (CEA)

Center for Research and Learning

- Multidisciplinary Undergraduate Research Institute (MURI)
- Diversity Summer Undergraduate Research Opportunity Program (DS-UROP)
- Diversity Scholars Research Program (DSRP)

First Year Experience – Jag Challenge

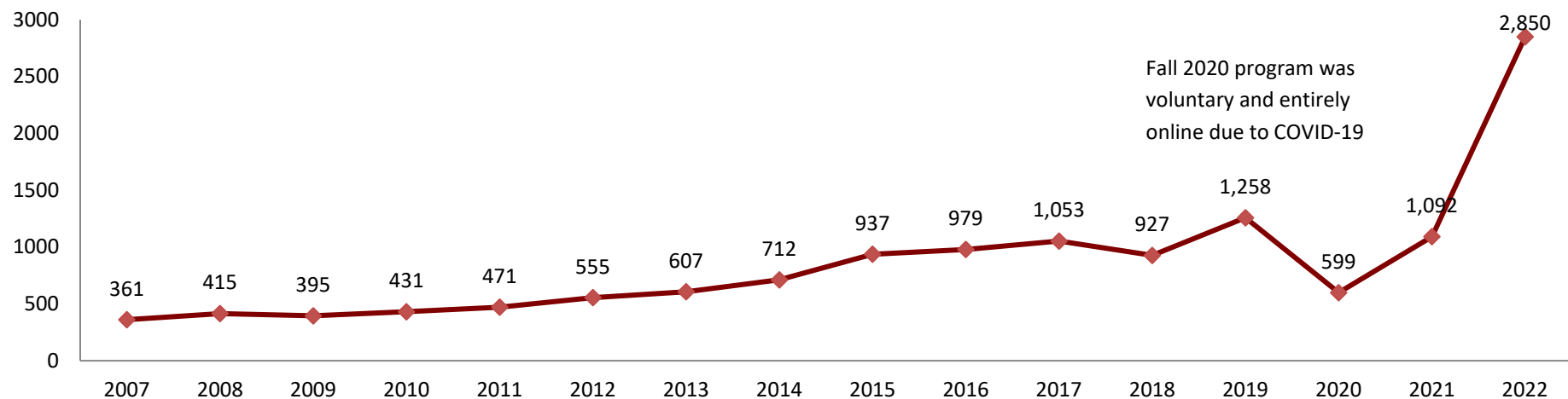
IEL is currently working with the directors of ePortfolio for inclusion on the Record.

## Program Assessment Highlights: Bridge, LCs, Results by Intervention

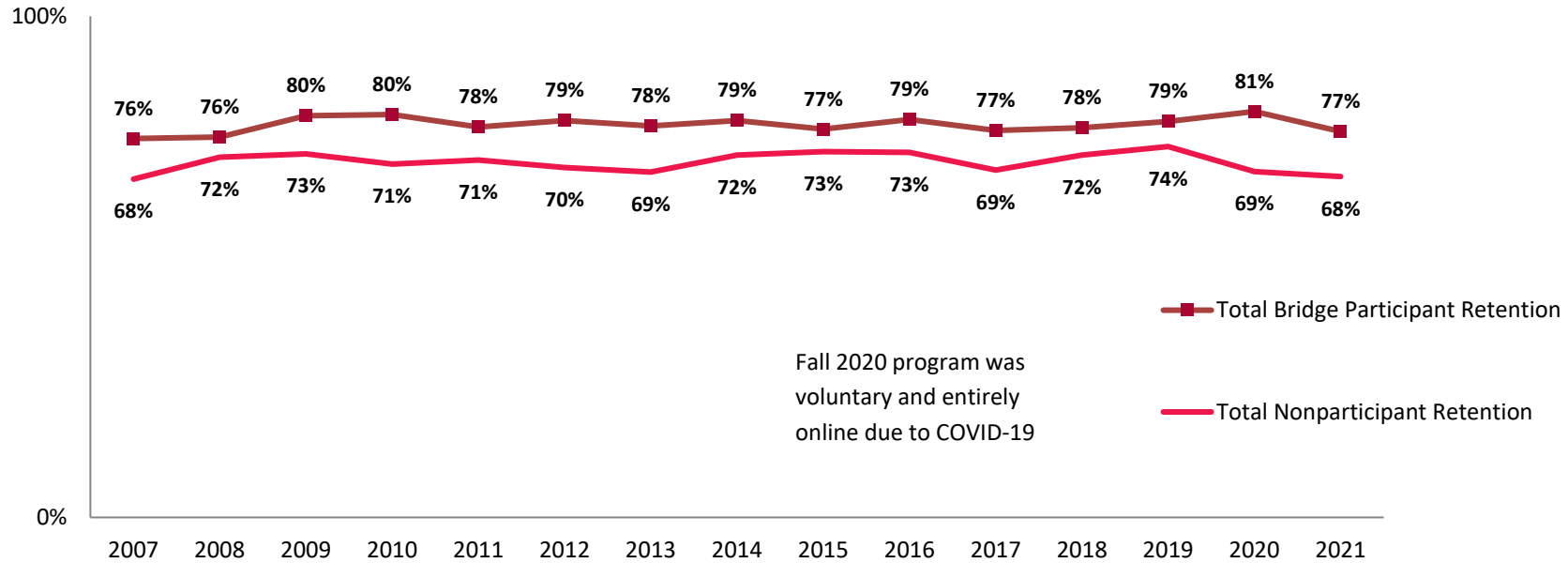
### IUPUI Bridge Program

- The IUPUI Bridge Program started as a two-week program for incoming freshmen held in August before fall classes begin. In Fall 2021, the program transitioned to a “Bridge Week” format in which all first-year students were expected, but not required to attend. A total of 1,092 first-year beginners participated in Bridge week in Fall 2021. In Fall 2022, the program was adapted once again to become an “expectation” for new beginners. A total of 2,850 new beginners (90.6% of all Indianapolis beginners) participated in Fall 2022.
- Fall 2021 beginners who participated in Bridge were more likely to be female (66%), living in Campus Housing (56% of participants compared to 34% of nonparticipants), a direct admit (59%), and were more likely to be enrolled in 15 or more credit hours (67% of participants compared to 55% of nonparticipants). They also registered an average of 16 days earlier than non-participants. Further, those who participated in Bridge were less likely to identify as Black or African American (13%), and first-generation (26%).
- Fall 2022 beginners who participated in Bridge were more likely to be female (59%) and enrolled in 15 or more credit hours (68% of participants compared to 42% of nonparticipants). They also registered an average of 12 days earlier than non-participants. Further, those who participated in Bridge were less likely to be international students (2%) and living in Campus Housing (46%).
- Bridge was associated with higher GPA and retention rates across a wide variety of groups. For example, African American bachelor’s degree-seeking students who participated in the 2021 Bridge Program (139 participated and 199 did not) had significantly higher fall-to-fall retention rates at any IU campus (74%) compared to nonparticipants (61%). Likewise, first generation students who participated in Bridge were also significantly more likely to be retained at any IU campus (77%) than first generation students who did not attend (62%).

### • Bridge Program Growth 2007–2022



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



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

## ANCOVA Results: Fall 2021 Bridge Participation and First-Year Cumulative GPA

	N	First-Year Cumulative GPA	Adjusted Fall GPA*
Bridge	1,052	2.82	2.97
Non-Participants	1,566	2.65	2.83
Overall	2,618	2.74	2.90

Note 1: Missing cases were excluded.

Note 2: Differences were statistically significant based on Analysis of Covariance (ANCOVA) results ( $p < .05$ ).

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

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

## 2021 Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	Summer Bridge Participants						Nonparticipants					
	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	139	<b>74%</b>	<b>92%</b>	<b>71%</b>	<b>89%</b>	2.44	199	<b>61%</b>	<b>82%</b>	<b>60%</b>	81%	2.22
Latinx	173	<b>78%</b>	<b>94%</b>	<b>75%</b>	<b>91%</b>	<b>2.59</b>	342	<b>61%</b>	<b>85%</b>	<b>58%</b>	<b>81%</b>	<b>2.27</b>
Afr. American, Latinx Two or More Races	384	<b>76%</b>	<b>93%</b>	<b>73%</b>	<b>90%</b>	<b>2.54</b>	648	<b>61%</b>	<b>83%</b>	<b>58%</b>	<b>80%</b>	<b>2.29</b>
First Generation	279	<b>77%</b>	<b>92%</b>	<b>75%</b>	<b>89%</b>	<b>2.72</b>	625	<b>62%</b>	<b>86%</b>	<b>59%</b>	<b>82%</b>	<b>2.35</b>
Received Federal Pell Grant (proxy for low income)	456	<b>75%</b>	90%	<b>73%</b>	87%	<b>2.59</b>	881	<b>65%</b>	87%	<b>62%</b>	84%	<b>2.42</b>
Twenty First Century Scholars State Aid	230	<b>75%</b>	92%	<b>74%</b>	91%	<b>2.61</b>	394	<b>67%</b>	90%	<b>65%</b>	88%	<b>2.34</b>

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

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

### Bridge Program: Overall Satisfaction

Overall, how satisfied were you that the Summer Bridge Program provided you with the resources and information to help you succeed in college?	Means												2020	2021	2022
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019				
	4.52	4.68	4.55	4.56	4.65	4.58	4.51	4.49	4.44	4.35	4.30	*	4.29	*	

Would you recommend the Summer Bridge Program to other first-year students?	Percent "Yes"												2020	2021	2022
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019				
	99%	98%	99%	99%	99%	96%	98%	99%	97%	97%	96%	*	96%	*	

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

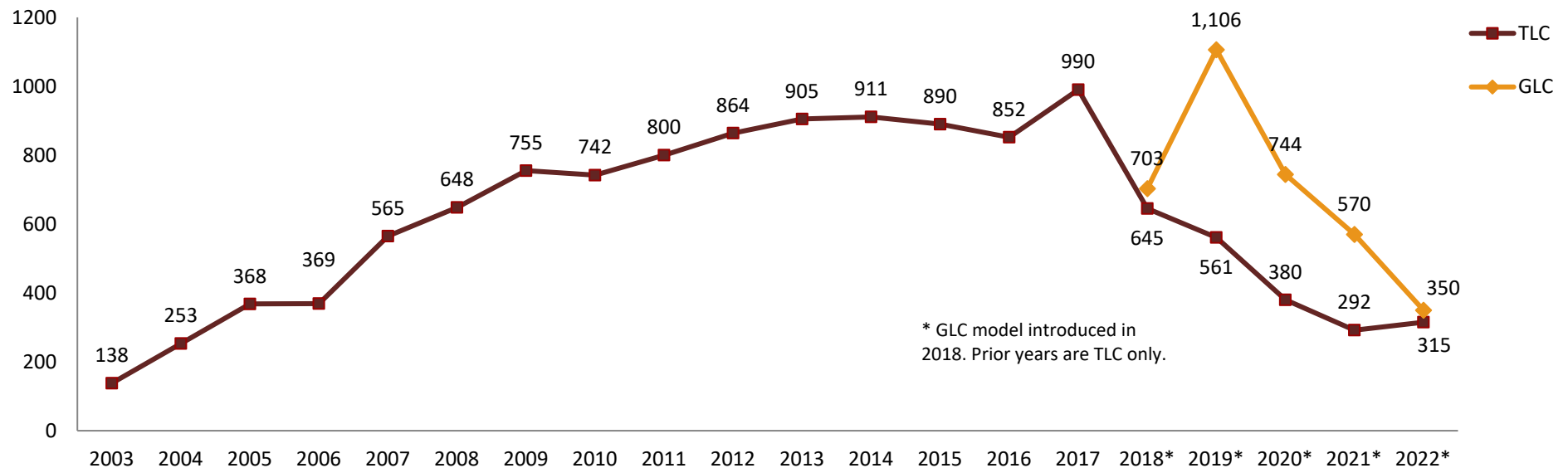
Percentages rounded to the nearest whole.

\* Bridge survey was not administered in Fall 2020. Data for Fall 2022 not available.

## 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.
- Initially, the introduction of the GLC model yielded even more growth in Learning Community participation. In Fall 2019, a total of 1,667 first-time beginners participated in any kind of Learning Community (561 in a GLC, 1,106 in a TLC).
- Since Fall 2020, a decline in first-time beginner enrollment as well as a need to adjust the LC models to accommodate the pandemic has led to a decline in overall LC enrollment. In Fall 2022, about 21% of all Indianapolis new beginners (675 out of 3,147) were enrolled in a Learning Community Course at census. The figure below displays the steady increase in the LC program over time, followed by the decline beginning in Fall 2020.

### Learning Community Program Census Enrollment 2003-2022



## 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 2021, there were 13 sections that met the criteria. There were 15 such sections in 2022.
- As shown in the table below, Fall 2021 beginners who completed a TLC had a significantly higher first-year GPA after controlling for high school GPA, enrollment date, receipt of a Pell Grant, and majoring in Nursing.
- Shown in the figure on the next page are the one-year retention rates for the program cohorts in 2007 – 2021 compared to full-time beginners that did not participate. In Fall 2021, new full-time beginners who participated in a TLC had significantly higher one-year retention rates (80% compared to 71% 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.
- Latinx, first generation, and 21<sup>st</sup> Century beginners who participated in a TLC were slightly more likely to be retained than similar non-participants. Seventy-eight percent of Latinx beginners who participated in a TLC were retained at any IU campus compared to 66% of non-participants. Similarly, 80% of first generation TLC participants were retained at any IU campus compared to 65% of first generation beginners who did not participate. Eighty-two percent of 21<sup>st</sup> Century students who participated in a TLC were retained at any IU campus, compared to 69% of 21<sup>st</sup> Century Scholar beginners who did not participate.
- Indirect assessment data obtained from the TLC end-of-course questionnaire revealed that TLC participants felt the experience contributed quite a bit to their appreciation for diversity. Ninety-two percent of participants felt that their TLC helped their understanding of diversity, equity, privilege, and power, and 88% of respondents indicated that their TLC helped their ability to interact more effectively with others different from them very much or much.

### ANCOVA Results: Fall 2021 TLC Participation and First-Year Cumulative GPA

	N	Cumulative GPA	Adjusted Fall GPA*
TLC	276	2.83	2.86
Non-Participants	2,342	2.70	3.12
Overall	2,618	2.77	2.99

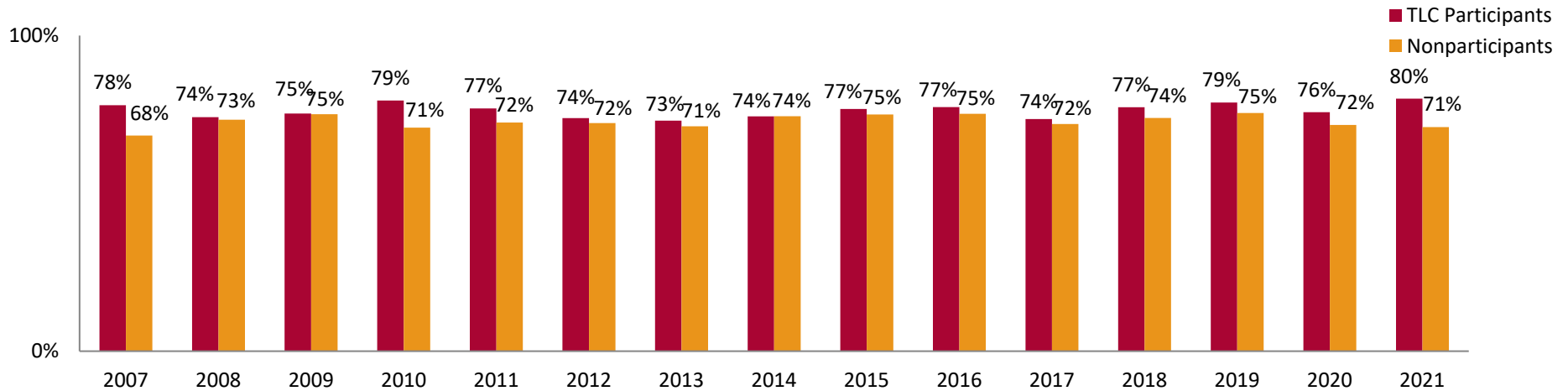
Note 1: Only full-time FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

Note 2: Differences were statistically significant based on Analysis of Covariance (ANCOVA) results ( $p < .05$ ).

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

\* Covariates included in the model were High School GPA, 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 2021)



Note: Includes full-time students only. Excludes students who withdrew from a TLC. One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, 2011, 2018, 2019, 2020, and 2021 cohorts (HS GPAs, SAT scores, income level (Receipt of a Pell grant), and registration date).

## 2021 TLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	TLC Participants						Nonparticipants					
	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	19	63%	85%	63%	85%	2.43	319	67%	86%	65%	84%	2.30
Latinx	46	<b>78%</b>	92%	<b>78%</b>	<b>92%</b>	2.59	469	66%	88%	<b>63%</b>	84%	2.36
Afr. American, Latinx Two or More Races	82	<b>73%</b>	87%	<b>73%</b>	87%	2.56	950	66%	87%	63%	84%	2.37
First Generation	89	<b>80%</b>	<b>92%</b>	<b>76%</b>	88%	<b>2.83</b>	815	<b>65%</b>	87%	<b>63%</b>	84%	<b>2.42</b>
Received Federal Pell Grant (proxy for low income)	121	<b>79%</b>	<b>93%</b>	<b>79%</b>	<b>92%</b>	<b>2.70</b>	1,216	<b>67%</b>	88%	<b>65%</b>	84%	<b>2.46</b>
Twenty First Century Scholars State Aid	57	<b>83%</b>	<b>96%</b>	<b>83%</b>	<b>96%</b>	<b>2.70</b>	567	<b>69%</b>	90%	<b>67%</b>	89%	2.41

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

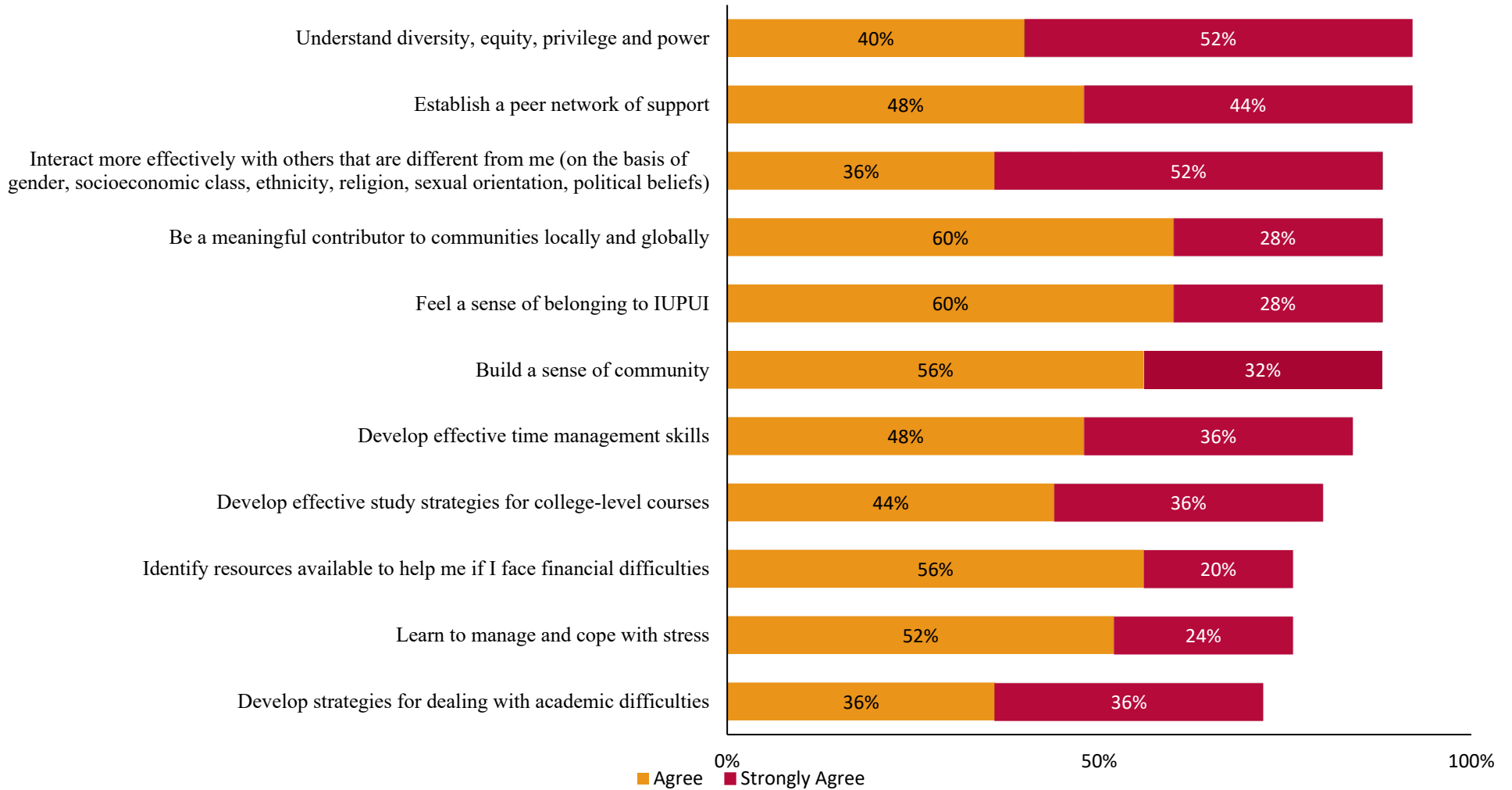
Note 2: FY GPA includes only students who participated in a first-year seminar course.

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



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

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



N=25

## Gateway Learning Communities

- Gateway Learning Communities (GLC's) include a first-year seminar course and one more gateway course. The FYS instructor is primarily responsible for integrating content between courses. In Fall 2020, there were 51 FYS sections that met the criteria of a GLC. There were 26 such sections in Fall 2021. In Fall 2022, there were 17 sections that met the criteria.
- Fall 2021 beginners who completed a GLC had a similar GPA in their first year compared to other beginners who were in an FYS not connected to a TLC or GLC. This remained the case after adjusting for high school GPA, SAT score enrollment date, receipt of a Pell Grant, and majoring in Nursing, GLC participants had a slightly higher GPA in their first year.
- Latinx beginners who participated in a GLC performed particularly well. Latinx beginners who participated in a GLC were significantly more likely to be retained at any IU campus than FYS participants not in a learning community (76% of participants compared to 71% of non-participants). First generation participants also had a significantly higher mean GPA in their first fall semester than non-participants (2.65 for participants and 2.38 for non-participants).
- First generation students who were enrolled in a GLC also had significantly better retention rates than students who did not participate in a TLC or GLC. Seventy-six percent of first-generation beginners who participated in a GLC were retained at an IU campus compared to 68% of first generation FYS participants no in an LC.
- More than 80% of 2021 GLC participants who completed the end-of-course questionnaire indicated their experience in a GLC helped them understand diversity, equity, privilege, and power, establish a peer network of support, or build a sense of community very much or much. In addition, about 79% felt their GLC helped them interact more effectively with others who are different from themselves.

### ANCOVA Results: Fall 2021 GLC Participants and First-Year Cumulative GPA

	<b>N</b>	<b>Fall GPA</b>	<b>Adjusted Fall GPA*</b>
GLC	538	2.71	2.85
Non-Learning Community FYS Participants	2,080	2.70	2.86
Overall	2,618	2.71	2.86

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

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

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

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

## 2021 GLC Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	GLC Participants						Nonparticipants					
	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	63	64%	83%	64%	83%	2.34	243	68%	88%	66%	85%	2.32
Latinx	90	<b>76%</b>	92%	<b>72%</b>	87%	<b>2.47</b>	359	66%	90%	62%	86%	2.34
Afr. American, Latinx Two or More Races	121	68%	87%	66%	84%	2.42	733	66%	89%	64%	86%	2.36
First Generation	162	<b>76%</b>	89%	<b>74%</b>	87%	<b>2.65</b>	630	<b>64%</b>	87%	<b>61%</b>	84%	<b>2.38</b>
Received Federal Pell Grant (proxy for low income)	230	71%	86%	69%	83%	<b>2.57</b>	967	67%	88%	64%	85%	2.45
Twenty First Century Scholars State Aid	114	<b>73%</b>	93%	<b>72%</b>	92%	2.49	447	68%	89%	66%	88%	2.41

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

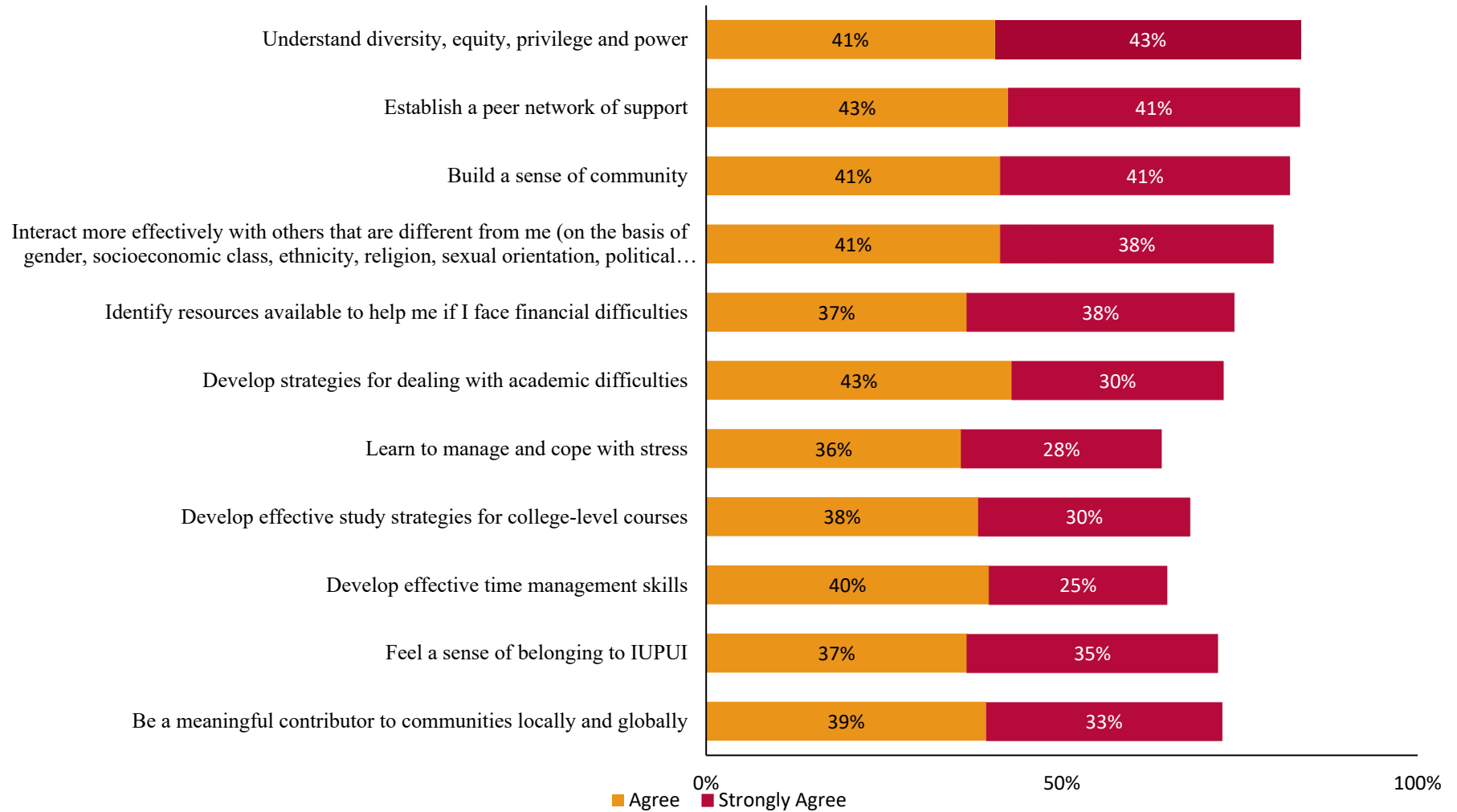
**Note 2:** Bold and italicized items significantly different based on independent samples t-test or chi-square results. Bold items are not significantly different but noteworthy.

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

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

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

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

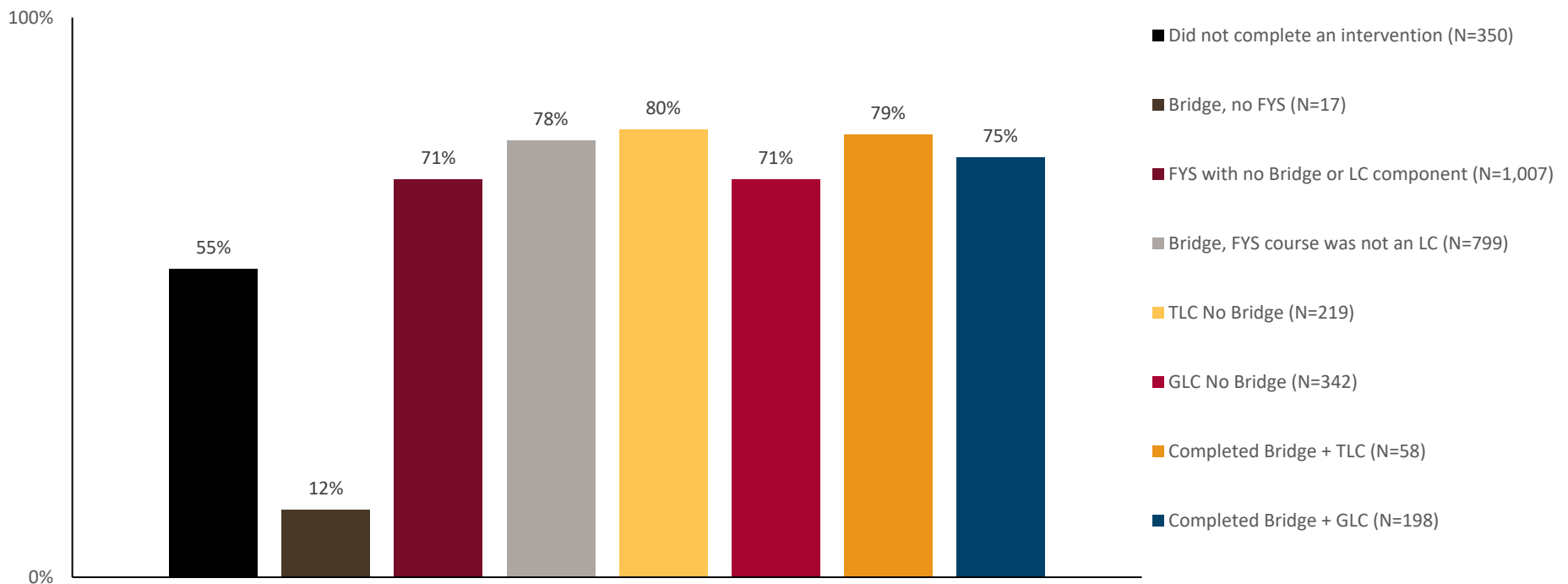


N=128

## Results by Intervention

- The Bridge-TLC program was initially designed to ensure that students have a foundation of developing academic skills, understanding college expectations, and developing a sense of connection and community prior to participating in the powerful pedagogies and engaging experiences offered in the TLC program. In Fall 2018, this program was expanded to include GLC sessions linked to Bridge.
- In 2021, there were 58 first-time, full-time students who completed both Bridge and TLC sections and 198 who completed Bridge and GLC. About 36% of first-time, full-time beginners (1,108) were enrolled in first-year seminars but did not attend Bridge and did not complete an LC.
- A small group (350) of first-time, full-time beginners did not complete any intervention. Students not completing an intervention enrolled significantly later and were enrolled in fewer credit hours than students who completed Bridge and/or a Learning Community. They were also significantly less likely to be living in campus housing in the fall. Students who did not participate in an intervention had significantly lower Cumulative GPA than other full-time beginners with the exception of TLC + Bridge which did show higher Cumulative GPA's but was not significantly different. These differences remain even after accounting for High School GPA, SAT Score, Enrollment Date, and receipt of a Pell Grant.

## 2021 Full-Time Beginner Retention by Intervention Completion



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

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

## Characteristics of 2021 Full-Time Beginners by Intervention Completed

	N	African Female	American Latinx	Direct Admit	Days enrolled before census	First Generation	Living in Campus Housing	Total Credit Hours in Fall	Tested into remedial math	High School GPA	Best SAT score	
		Percentage	Percentage	Percentage	Mean	Percentage	Percentage	Mean	Percentage	Mean	Mean	
<i>No intervention</i>	350	54%	14%	19%	28%	36.8	35%	28%	14.4	38%	3.37	1114
<i>Bridge, no FYS</i>	17	65%	18%	12%	59%	46.2	41%	35%	15.9	41%	3.40	1194
<i>FYS, no Bridge or LC</i>	1,007	54%	9%	17%	54%	44.8	31%	36%	14.9	28%	3.56	1163
<i>FYS that was not an LC + Bridge</i>	799	63%	13%	15%	66%	59.6	23%	55%	15.2	28%	3.60	1165
<i>TLC, no Bridge</i>	219	72%	7%	17%	82%	49.1	31%	44%	15.0	27%	3.60	1191
<i>GLC, no Bridge</i>	342	59%	10%	16%	39%	51.6	28%	38%	15.2	32%	3.47	1157
<i>TLC + Bridge</i>	58	66%	3%	16%	78%	58.9	33%	57%	15.2	26%	3.50	1154
<i>GLC + Bridge</i>	198	83%	14%	19%	30%	63.6	35%	57%	15.3	44%	3.50	1077
<b>All</b>	<b>2,990</b>	<b>60%</b>	<b>11%</b>	<b>17%</b>	<b>53%</b>	<b>50.5</b>	<b>29%</b>	<b>43%</b>	<b>15.0</b>	<b>31%</b>	<b>3.53</b>	<b>1157</b>

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

Note 2: SAT score uses 2019 test scale.

## ANCOVA Results: Fall 2021 First-Year Cumulative GPA by Intervention

	N	First-Year Cumulative GPA	Adjusted Cumulative GPA*
<i>No intervention</i>	350	2.29	2.41
<i>Bridge, no FYS</i>	17	2.05	1.41
<i>FYS, no Bridge or LC</i>	1007	<b>2.62</b>	<b>2.78</b>
<i>FYS that was not an LC + Bridge</i>	799	<b>2.81</b>	<b>2.96</b>
<i>TLC, no Bridge</i>	219	<b>2.84</b>	<b>3.18</b>
<i>GLC, no Bridge</i>	342	<b>2.63</b>	<b>2.75</b>
<i>TLC + Bridge</i>	58	2.82	2.83
<i>GLC + Bridge</i>	198	<b>2.83</b>	<b>3.08</b>

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

Note 2: Bold items are significantly greater than students who did not complete an intervention net the effect of the covariates at  $\alpha < 0.05$ .

Note 3: Italicized items are significantly greater than students who only completed Bridge net the effect of the covariates at  $\alpha < 0.05$ .

Note 3: ANCOVA was statistically significant at  $\alpha < 0.01$ . Partial Eta Squared indicated a large effect size ( $\eta^2=0.37$ ).

\* 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).

## Fall 2021 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>	350	<b>1.93<sup>bc</sup></b>	<b>68%</b>	<b>70%</b>	<b>2.29<sup>c</sup></b>	<b>51%</b>	<b>55%</b>
<i>Bridge, no FYS</i>	17	<b>0.23<sup>ac</sup></b>	<b>6%</b>	<b>6%</b>	2.05	<b>12%</b>	<b>12%</b>
<i>FYS, no Bridge or LC</i>	1,007	<b>2.64<sup>ab</sup></b>	<b>87%</b>	<b>88%</b>	<b>2.62<sup>a</sup></b>	<b>67%</b>	<b>71%</b>
<i>FYS that was not an LC + Bridge</i>	799	<b>2.86<sup>abc</sup></b>	<b>92%</b>	<b>92%</b>	<b>2.81<sup>ac</sup></b>	<b>76%</b>	<b>78%</b>
<i>TLC, no Bridge</i>	219	<b>2.84<sup>ab</sup></b>	<b>90%</b>	<b>90%</b>	<b>2.84<sup>a</sup></b>	<b>77%</b>	<b>80%</b>
<i>GLC, no Bridge</i>	342	<b>2.67<sup>ab</sup></b>	<b>87%</b>	<b>87%</b>	<b>2.63<sup>a</sup></b>	<b>68%</b>	<b>71%</b>
<i>TLC + Bridge</i>	58	<b>2.91<sup>ab</sup></b>	<b>91%</b>	<b>93%</b>	<b>2.82<sup>a</sup></b>	<b>76%</b>	<b>79%</b>
<i>GLC + Bridge</i>	198	<b>2.82<sup>ab</sup></b>	<b>93%</b>	<b>93%</b>	<b>2.83<sup>a</sup></b>	<b>72%</b>	<b>75%</b>
<i>All</i>	2,990	2.64	86%	87%	2.67	69%	72%

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

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

<sup>a</sup> Significantly greater than students who did not participate in an intervention.

<sup>b</sup> Significantly greater than students who participated in Bridge only.

<sup>c</sup> Significantly greater than students who participated in FYS only.

# University College Results

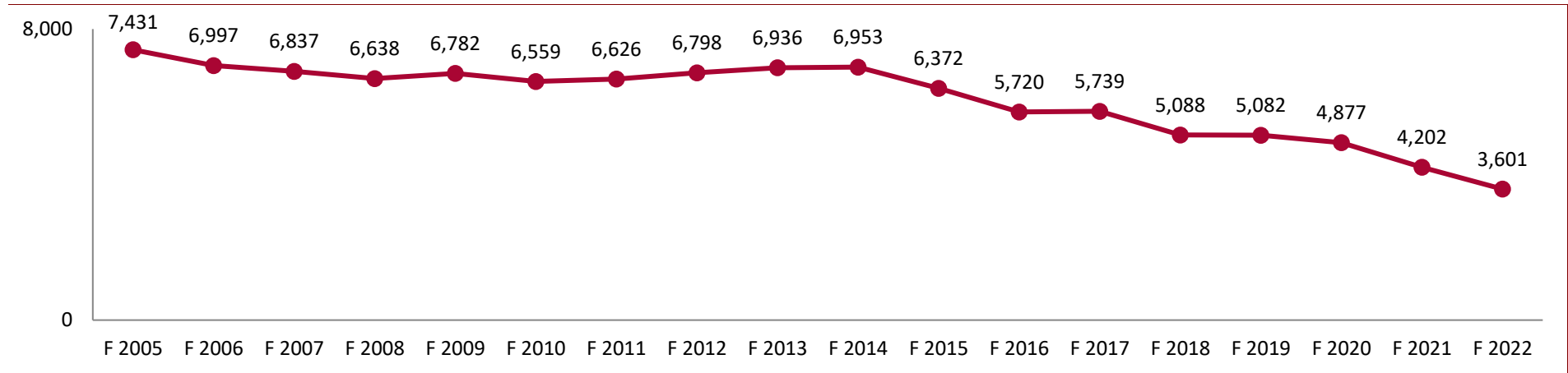
The logo for IUPUI, featuring a red Greek letter Psi (Ψ) followed by the text "IUPUI" in a serif font.



## University College Student Demographic Summary

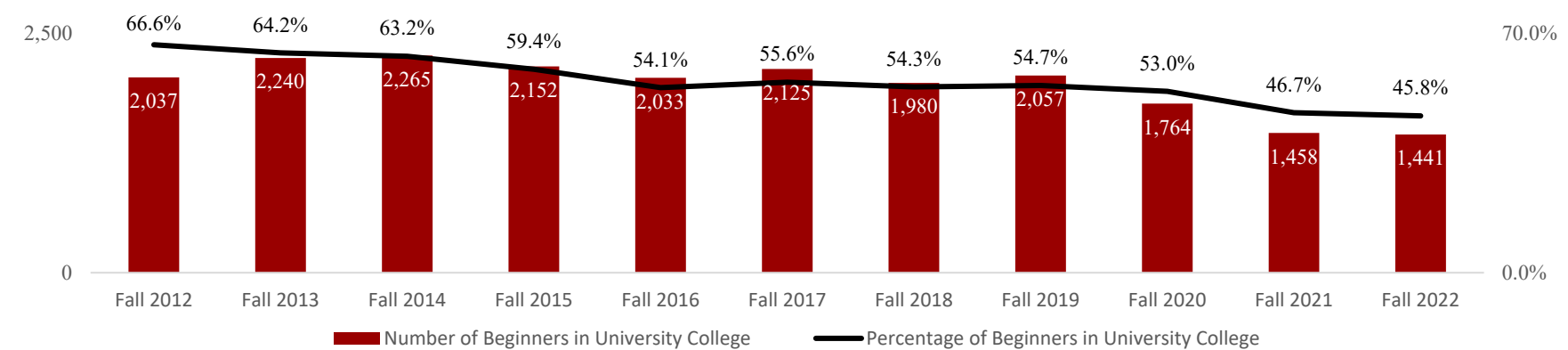
University College total enrollment for Fall 2022 was 3,601, including students whose primary, second, or third major was in University College (UC). While the number of first-time Indianapolis beginners in Fall 2022 (3,147) was slightly higher than in Fall 2021 (3,121), there was a decrease in UC enrollment that was greater for non-beginners. Because of changes in school-level admissions criteria, the number of new beginners admitted only to UC was 46% in Fall 2022, the lowest it has ever been. Also, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress are strongly advised to pursue another major. As a result, the number of degree-seeking students in UC decreased at every level from Fall 2021 to Fall 2022.

### University College Fall Enrollment



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

### Number and Percentage of New Beginners Admitted to only University College: Fall 2012 – Fall 2022



## Fall University College Student Demographics

	Fall 2022		Fall 2021		Fall 2020	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Total	3,601	100%	4,202	100%	4,877	100%
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native	5	0.1%	3	0.1%	8	0.2%
African American	557	15.5%	601	14.3%	715	14.7%
Asian American	297	8.3%	292	7.0%	292	6.0%
Latinx	632	17.6%	660	15.7%	701	14.4%
International	64	1.8%	84	2.0%	115	2.4%
Native Hawaiian/Pacific Islander	1	<0.1%	3	0.1%	2	<0.1%
Two or More Races	203	5.6%	252	6.0%	296	6.1%
White	1,820	50.5%	2,282	54.3%	2,737	56.1%
Unknown	22	0.6%	25	0.6%	11	0.2%
<b>Gender</b>						
Female	2,166	60.2%	2,505	59.6%	3,018	61.9%
Male	1,435	39.8%	1,697	40.4%	1,859	38.1%
<b>Class Level</b>						
Freshman	1,864	51.8%	1,916	45.6%	2,305	47.3%
Sophomore	899	25.0%	1,222	29.1%	1,458	29.9%
Junior	427	11.9%	596	14.2%	615	12.6%
Senior	120	3.3%	171	4.1%	190	3.9%
Undergrad Special/Unclassified	188	5.2%	247	5.9%	237	4.9%
High School/SPAN	103	2.8%	50	1.2%	72	1.5%
<b>First Generation Status</b>						
First Generation	1,179	32.7%	1,392	33.1%	1,578	32.4%
Not First Generation	2,422	67.3%	2,810	66.9%	3,299	67.6%
<b>Residency</b>						
Indiana Resident	3,331	92.5%	3,933	93.6%	4,587	94.1%
Nonresident	270	7.5%	269	6.4%	290	5.9%

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

## University College Responses to PRAC Supplemental Questions

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

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

#### **Academic and Career Development (ACD)-**

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

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

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

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

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

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

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

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

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

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

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

**Academic and Career Development (ACD)** – “Academic and Career Development offers one course, UCOL-U210: Career Connections. The current student learning goals and outcomes for the UCOL-U210: Career Connections course incorporate elements related to IUPUI’s Profiles of Learning

for Undergraduate Success (PLUS+); however, the learning goals and outcomes have not yet been mapped to PLUS+. Mapping learning outcomes for the course to PLUS+ will be a goal for the 2021-22 academic year.”

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

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

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

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

**SPAN Division –** “minimal”

**TRIO- Student Support Services –** “We have incorporated areas of the Profile into our annual program student assessment that is distributed to students at the end of each year. This is an opportunity for students to provide feedback on how they’ve benefited as a participant in the program from a social and educational perspective. Additionally, we have begun providing assessments of our topical workshops that all incorporates aspects of the Profile.”

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

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

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

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

**SPAN Division** – "none"

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

## Programs Results and Analysis

### 21st Century Scholars Postsecondary Support Program

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

- 21CS are much more likely than Indianapolis beginners overall to be African American, Latinx, first-generation college students, and be receiving a Pell Grant. They also scored lower on the SAT than other Indianapolis beginners but had comparable high school GPAs.
- Among Fall 2021 Indianapolis beginners, 21CS who attended peer mentoring had a higher mean first-year cumulative GPA (2.70) compared to 21CS who did not attend peer mentoring (2.30). Additionally, the retention rates were greater for 21CS who attended Summer Bridge (75%) compared to 21CS who did not attend Summer Bridge (65%).

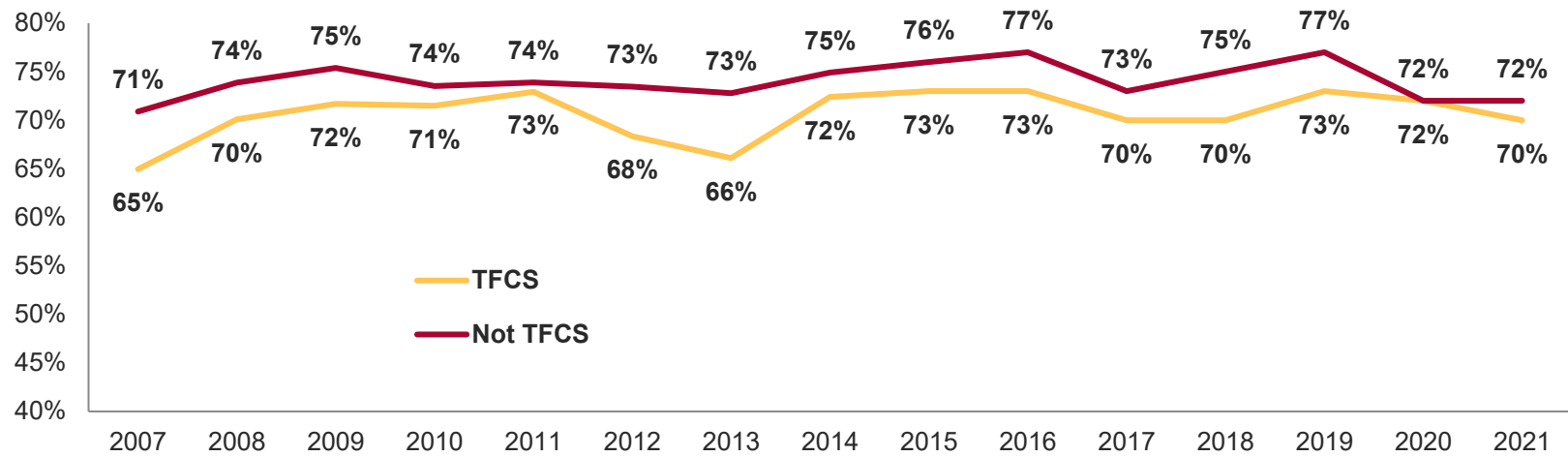
#### Characteristics of 2021 Indianapolis Full-Time Beginners by Receipt of 21<sup>st</sup> Century Scholar State Aid

	N	African American	Latinx	Two or more Races	First Generation	Received Pell in Fall	High School GPA	Best SAT score
		Percentage					Mean	
<i>21<sup>st</sup> Century Scholar</i>	626	<b>19%</b>	<b>31%</b>	7%	<b>54%</b>	<b>90%</b>	<b>3.50</b>	<b>1091</b>
<i>Not a 21<sup>st</sup> Century Scholar</i>	2,415	<b>9%</b>	<b>13%</b>	6%	<b>24%</b>	<b>32%</b>	<b>3.54</b>	<b>1170</b>
<i>All</i>	3,041	11%	17%	6%	29%	44%	3.53	1157

Note 1: SAT score uses 2019 test scale.

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

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



**Full-Time 21<sup>st</sup> Century Scholar Beginners Retention by Intervention**

Intervention	Participant	N	Retained at Indianapolis		First-Year Cumulative GPA
			Campus	Retention Rate	
<i>21<sup>st</sup> Century Peer Mentoring</i>	Yes	237	73%	<b>73%</b>	<b>2.70</b>
	No	340	66%	66%	<b>2.30</b>
<i>Attended Summer Bridge</i>	Yes	218	<b>75%</b>	<b>75%</b>	<b>2.61</b>
	No	359	<b>65%</b>	65%	<b>2.37</b>
<i>Participated in Peer Mentoring and Summer Bridge</i>	Yes	90	74%	<b>74%</b>	<b>2.76</b>
	No	487	68%	68%	<b>2.41</b>
<i>Lived in Campus Housing</i>	Yes	230	65%	65%	2.42
	No	347	71%	71%	2.49

Note 1: Population is Fall 2021 first-time, full-time 21<sup>st</sup> Century Scholars.

Note 2: Significant differences are bold and italicized.



## Diversity Enrichment and Achievement Program (DEAP) Highlights

The Diversity Enrichment and Achievement Program (DEAP) at IUPUI provides a supportive community and retention programs in order to aid students' transition to college and foster the success of students from traditionally underrepresented groups (DEAP, 2022). 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 2021 cohorts Highlights include the following:

- Seventy-eight percent of DEAP participants from the Fall 2021 beginning student cohort were retained at IUPUI in Fall 2022, compared to 61% of African American, Latinx, and Two or More Races students who did not participate in DEAP.
- African American students in DEAP had especially strong outcomes. DEAP participants who were African American earned a significantly higher GPA in their first fall semester compared to students who did not participate in DEAP (2.63 for participants compared to 2.12 for non-participants), and were significantly more likely to be retained at IUPUI (80% of DEAP participants compared to 60% of non-participants). It should be noted that African American students participating in DEAP were significantly more likely to be living in Campus Housing, more likely to participate in Summer Bridge, and were less likely to be receiving a Pell grant in the first Fall semester.
- Latinx DEAP students also had particularly strong outcomes. Eighty-four percent of Latinx beginners participating in DEAP were retained at IUPUI compared to 61% of non-DEAP Latinx beginners. Similarly, Latinx DEAP beginners earned an average of 2.68 in their first fall semester compared to 2.33 for Latinx beginners not in DEAP.
- The effects of DEAP were similar for both male and female students. Male DEAP participants were significantly more likely to be retained at IUPUI than non-participants (79% of male DEAP participants were retained at IUPUI compared to 58% of non-participants). The results were similar for female DEAP participants (77% of female DEAP participants were retained compared to 63% of non-participants).

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

Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2021

		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	Mean		
DEAP Students	<i>Black/African American</i>	80	<b>80%</b>	<b>81%</b>	<b>2.63</b>	<b>2.61</b>	<b>21%</b>	99%	3.50	<b>65%</b>	<b>78%</b>	33%	<b>56%</b>	\$4,794
	<i>Latinx</i>	68	<b>84%</b>	<b>85%</b>	<b>2.68</b>	<b>2.72</b>	<b>13%</b>	100%	3.50	<b>44%</b>	<b>78%</b>	54%	<b>72%</b>	\$4,496
	<i>Asian American</i>	1	100%	100%	3.54	3.69	0%	100%	3.38	100%	100%	100%	0%	\$0
	<i>International</i>	1	100%	100%	3.68	3.25	0%	100%	3.20	0%	100%	0%	0%	\$25,756
	<i>Two or More Races</i>	25	52%	56%	2.46	2.31	40%	100%	3.41	<b>72%</b>	<b>80%</b>	36%	<b>68%</b>	\$5,457
	<i>White</i>	8	75%	75%	2.99	2.69	25%	100%	3.60	63%	75%	50%	63%	\$3,814
	<i>All</i>	183	<b>78%</b>	<b>79%</b>	<b>2.65</b>	<b>2.62</b>	<b>21%</b>	100%	3.49	<b>58%</b>	<b>78%</b>	42%	63%	\$4,821
Non-DEAP Students	<i>Black/African American</i>	258	<b>60%</b>	<b>62%</b>	<b>2.12</b>	<b>2.22</b>	<b>37%</b>	99%	3.41	<b>43%</b>	<b>30%</b>	32%	<b>74%</b>	\$5,962
	<i>Latinx</i>	447	<b>61%</b>	<b>64%</b>	<b>2.23</b>	<b>2.33</b>	<b>33%</b>	100%	3.51	<b>27%</b>	<b>27%</b>	53%	<b>59%</b>	\$4,484
	<i>Two or More Races</i>	152	63%	65%	2.55	2.54	28%	100%	3.47	<b>36%</b>	<b>34%</b>	27%	<b>45%</b>	\$4,493
	<i>All</i>	857	<b>61%</b>	<b>63%</b>	<b>2.25</b>	<b>2.33</b>	<b>33%</b>	100%	3.47	<b>33%</b>	<b>29%</b>	42%	61%	\$4,933

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

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

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

Note 3: Bolded and italicized items significantly different based on chi-square test or independent samples t-test results ( $p < .05$ ). Bold items were not significantly different but meaningful.

Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2021

		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>	136	<b>77%</b>	<b>79%</b>	<b>2.63</b>	<b>2.59</b>	<b>23%</b>	99%	3.52	<b>59%</b>	<b>74%</b>	43%	63%	\$4,764
	<i>Male</i>	47	<b>79%</b>	<b>81%</b>	<b>2.70</b>	<b>2.72</b>	<b>15%</b>	100%	3.40	<b>55%</b>	<b>91%</b>	38%	66%	\$4,988
	<i>All</i>	183	<b>78%</b>	<b>79%</b>	<b>2.65</b>	<b>2.62</b>	<b>21%</b>	99%	3.49	<b>58%</b>	<b>78%</b>	42%	63%	\$4,821
<i>Non-DEAP students</i>	<i>Female</i>	520	<b>63%</b>	<b>65%</b>	<b>2.26</b>	<b>2.35</b>	<b>33%</b>	100%	3.51	<b>35%</b>	<b>30%</b>	46%	68%	\$4,474
	<i>Male</i>	337	<b>58%</b>	<b>61%</b>	<b>2.25</b>	<b>2.31</b>	<b>34%</b>	100%	3.42	<b>31%</b>	<b>28%</b>	35%	51%	\$5,669
	<i>All</i>	857	<b>61%</b>	<b>63%</b>	<b>2.25</b>	<b>2.33</b>	<b>33%</b>	100%	3.47	<b>33%</b>	<b>29%</b>	42%	61%	\$4,933

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

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

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

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

## University College Course Approved Student Learning Outcomes

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

### **First-Year Seminars (UCOL-U110)**

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

#### **Fundamental and Powerful Course Concept\* – Belonging**

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

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

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

#### **Fundamental and Powerful Course Concept\* – Transitioning**

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

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

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

#### **Fundamental and Powerful Course Concept\* – Planning**

**Goal 3-- Develop students' planning strategies.**

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

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

## **Mentor Development Courses**

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

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

1. Describe the leadership development process.
2. Apply leadership skills to a variety of leadership experiences.
3. Demonstrate how to access campus resources to support student success.
4. Identify personal factors and behaviors that influence group and individual development.
5. Demonstrate effective communication skills for working in groups.
6. Recall the university's structure, vision, mission, and goals as they relate to various academic services.

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

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

1. Explain their role, responsibility, and contribution to the campus community.
2. Explain and understand the stages and process of building a positive mentoring relationship through activities associated with mentoring.
3. Apply active listening skills, personal and intercultural communication principles when working with students in their mentoring program.
4. Identify characteristics of diversity within the semester about our student community to promote an inclusive learning experience.
5. Recognize two positive tactics to maintain life balance in order to stay motivated for themselves and their students.

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

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

1. Demonstrate collaborative learning techniques to facilitate learning in groups.
2. Demonstrate one-on-one success coaching skills to move students towards SMART goals.
3. Explain the appreciative mentoring model used to support student growth and development.
4. Differentiate and adapt the stages of group and individual mentoring techniques and strategies to one's role.

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

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

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

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

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

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

### **Direct Assessment Results Highlights**

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

## Division of Undergraduate Education Assessment and Planning Matrix

Please note that not all University College programs, services, policies, and assessment results are reflected in the matrix. See **Error! Hyperlink reference not valid.** for more comprehensive reports.

21st Century Scholars Success Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Students will understand the requirement to maintain and renew their 21<sup>st</sup> Century Scholarship</li> <li>• Students will be able to identify and engage with campus resources</li> <li>• Students will understand how to navigate the state ScholarTrack system.</li> </ul>		<p>We have created tutorials for modules on Canvas that walk students through their scholarship requirements</p> <p>Peer mentors have been trained to aid students with navigating the ScholarTrack system</p>

**Academic and Career Development (ACD)**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																								
<p><b>ACD Goals 2021-2022</b></p> <p>The focus was continuing to establish the Center as an entity on campus. The primary focus for students was making sure they were aware of the center, where we were located, services available to them, and encouraging them to use the service.</p> <p><i>Goal 1: Evaluate the ACD cluster model for size, capacity, and equity, especially related to the STEM cluster, with the possibility of proposing changes to the cluster structure.</i></p> <p><i>Goal 2: Evaluate the caseload groups devised for the Caseload Management Model to determine if the threshold originally established are still relevant.</i></p> <p><i>Goal 3: More explicitly involved the Career Consultants (CCs) in the caseload management model to provide relevant and timely major and career-related interventions to students in pre-majors typically associated with poor career outcomes based on First</i></p>	<p><b>Goal #1 &amp; Retention Goal Update:</b></p> <p><b>Goal 1:</b> Evaluate the ACD cluster model (examining <i>how we structure</i> our office)            One of the goals established when creating the Caseload and Coaching model was to “Deepen the sense of rapport, relationship, and accountability between advisors and advisees.” This has not been an area of assessment to date, and we can only examine if a student is seeing a person multiple times during a semester and if there are differences in GPA or persistence among those who have had multiple meetings, and those who have not.</p> <p>The chart below shows the number of students on the census report for the respective semester and of those, how many came in for multiple visits. The last two columns are of those that came in for multiple visits, how many saw the same advisor at least twice.</p> <table border="1" data-bbox="619 618 1728 834"> <thead> <tr> <th>Semester</th> <th>Census count (N)</th> <th># of students with multiple visits</th> <th>% of students with multiple visits</th> <th># of students seeing the same advisor at least twice</th> <th>% of students seeing the same advisor at least twice</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>4662</td> <td>2299</td> <td>49.31%</td> <td>1018</td> <td>44.28%</td> </tr> <tr> <td>Fall 2020</td> <td>4565</td> <td>1348</td> <td>29.53%</td> <td>654</td> <td>48.51%</td> </tr> <tr> <td>Fall 2021</td> <td>3900</td> <td>1154</td> <td>29.59%</td> <td>626</td> <td>54.25%</td> </tr> </tbody> </table> <p>Although there has been a marked decline in multiple visits from fall 2019, we saw a slight uptick in the percentage coming in for multiple visits from fall 2020 to fall 2021. The highlight is that there is an increase since fall 2019 of students coming in to see the same advisor at least twice during the semester.</p> <p>Examining more closely only those students who came in multiple times, there is a slight increase in persistence to the next term and term GPA for those students who met with the same advisor at least two times versus students who met with different advisors. This increase is slight but is present in all three semesters of review.</p>	Semester	Census count (N)	# of students with multiple visits	% of students with multiple visits	# of students seeing the same advisor at least twice	% of students seeing the same advisor at least twice	Fall 2019	4662	2299	49.31%	1018	44.28%	Fall 2020	4565	1348	29.53%	654	48.51%	Fall 2021	3900	1154	29.59%	626	54.25%	<p><b>ACD Goals 2022-2023</b></p> <p><i>Goal 1: Increase career clarity for first-year students.</i></p> <p><i>Goal 2: Host a “Celebration Day” or other way to celebrate UC students when they complete significant milestones (e.g., earning acceptance to their degree granting program and making the Dean’s List).</i></p> <p>Changes we will make or have made in the <b>career consultant</b> program and services based on this learning:</p> <ul style="list-style-type: none"> <li>• With IRDS evaluations of Caseload thresholds, slight changes to student groups and</li> </ul>
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<p><i>Destination Survey (FDS) data.</i></p> <p><b>ACD AY 2021-2022 Student Learning Outcomes</b></p> <p>As a result of participating in University College’s Academic and Career Advising program, students will be able to:</p> <p><b><u>Intellectual and Personal Growth</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and take personal responsibility for their behavior, actions, and role in their own learning process</li> <li>• Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas</li> <li>• Recognize roadblocks to success, determine and implement strategies to navigate these roadblocks, and understand when outside resources are needed.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2" style="width: 10%;">Semester</th> <th colspan="3" style="width: 40%;">Persistence to next semester</th> <th colspan="3" style="width: 40%;">Avg. Fall term GPA</th> </tr> <tr> <th style="width: 15%;">All students with multiple visits</th> <th style="width: 15%;">Students who met with different advisors</th> <th style="width: 10%;">Students who met with same advisor at least twice</th> <th style="width: 15%;">All students with multiple visits</th> <th style="width: 15%;">Students who met with different advisors</th> <th style="width: 10%;">Students who met with same advisor at least twice</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>83.91%</td> <td>83.84%</td> <td>83.99%</td> <td>2.6162</td> <td>2.5713</td> <td>2.6721</td> </tr> <tr> <td>Fall 2020</td> <td>83.90%</td> <td>83.29%</td> <td>84.56%</td> <td>2.7118</td> <td>2.6555</td> <td>2.7708</td> </tr> <tr> <td>Fall 2021</td> <td>85.53%</td> <td>84.09%</td> <td>86.74%</td> <td>2.4562</td> <td>2.3704</td> <td>2.5257</td> </tr> </tbody> </table> <p><b><u>Goal 2 Update:</u></b> ACD worked with Steve Graunke in Analysis and Institutional Effectiveness (formerly known as IRDS) to review how they determine the cut-offs for caseloads. From Steve Graunke’s report:</p> <p>For UCOL Beginners the “murky middle” seems to be between 3.12 and 3.32 High School GPA. From Fall 2018 to Fall 2022, there were between 250 and 400 UCOL students in this group every year, and less than 60% were retained with a GPA greater than 2.0 in every year. Fall-Spring retention rates for Fall 2021 cohort are seen below.</p> <p style="text-align: center;"><b>Fall 2021 UCOL Beginners Retained with at least a 2.0 GPA Fall-Spring</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2" style="width: 60%;">Split Groups</th> <th colspan="3" style="width: 40%;">Retained with 2.0 GPA in courses not counting FYS</th> </tr> <tr> <th style="width: 15%;">No</th> <th style="width: 15%;">Yes</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>1 Highest Group (Greater than 3.32)</td> <td>198 28.78</td> <td>490 71.22</td> <td>688</td> </tr> <tr> <td>2 'Murky Middle' Group 1 (between 3.12 and 3.32)</td> <td>120 45.98</td> <td>141 54.02</td> <td>261</td> </tr> <tr> <td>3 Lowest Group (Less than 3.12)</td> <td>237 49.38</td> <td>243 50.63</td> <td>480</td> </tr> <tr> <td><i>Total</i></td> <td>555</td> <td>874</td> <td>1429</td> </tr> </tbody> </table> <p>For new transfers, the “Murky Middle” appears to be with a transfer GPA between 2.65 and 3.04. The murky middle group was not terribly large in every year. My suspicion is that if we divided between transfers from community</p>	Semester	Persistence to next semester			Avg. Fall term GPA			All students with multiple visits	Students who met with different advisors	Students who met with same advisor at least twice	All students with multiple visits	Students who met with different advisors	Students who met with same advisor at least twice	Fall 2019	83.91%	83.84%	83.99%	2.6162	2.5713	2.6721	Fall 2020	83.90%	83.29%	84.56%	2.7118	2.6555	2.7708	Fall 2021	85.53%	84.09%	86.74%	2.4562	2.3704	2.5257	Split Groups	Retained with 2.0 GPA in courses not counting FYS			No	Yes	Total	1 Highest Group (Greater than 3.32)	198 28.78	490 71.22	688	2 'Murky Middle' Group 1 (between 3.12 and 3.32)	120 45.98	141 54.02	261	3 Lowest Group (Less than 3.12)	237 49.38	243 50.63	480	<i>Total</i>	555	874	1429	<p>thresholds for proactive advising.</p> <ul style="list-style-type: none"> <li>○ The First Year and Continuing Students’ probation caseload were combined into one Probation caseload.</li> <li>○ Changing the thresholds for caseloads based on High School GPA (First Year caseloads), Transfer GPA (1<sup>st</sup> semester transfer students), Cumulative GPA (probation,</li> </ul>
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<p><b><u>Engagement</u></b></p> <ul style="list-style-type: none"> <li>Decide upon the appropriate level of co-curricular involvement.</li> <li>Explore opportunities for co-curricular involvement.</li> <li>Plan and pursue opportunities for co-curricular involvement.</li> </ul> <p><b><u>Career Planning</u></b></p> <ul style="list-style-type: none"> <li>Understand the major/career exploration process.</li> <li>Identify and articulate their VIPs (values, interests, personality traits and/or skills).</li> <li>Locate and utilize appropriate resources to assist in the exploration process.</li> <li>Make an informed decision regarding major/career options.</li> </ul> <p><b><u>Academic Planning and Progress</u></b></p> <ul style="list-style-type: none"> <li>Articulate reason for their major and/or career choice.</li> </ul>	<p>college and transfers from four-years, we would find different murky middle groups. That might be something to explore down the line.</p> <p style="text-align: center;"><b>Fall 2021 UCOL Transfers Retained with at least a 2.0 Fall term GPA, Fall-Spring</b></p> <p style="text-align: center;"><i>Retained with 2.0 Fall term GPA</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Split groups</i></th> <th style="text-align: center;"><i>No</i></th> <th style="text-align: center;"><i>Yes</i></th> <th style="text-align: center;"><i>Total</i></th> </tr> </thead> <tbody> <tr> <td><i>1 Highest Group (Greater than 3.03)</i></td> <td style="text-align: center;">35 18.72</td> <td style="text-align: center;">152 81.28</td> <td style="text-align: center;">187</td> </tr> <tr> <td><i>2 'Murky Middle' Group (between 2.65 and 3.04)</i></td> <td style="text-align: center;">36 40.00</td> <td style="text-align: center;">54 60.00</td> <td style="text-align: center;">90</td> </tr> <tr> <td><i>3 Lowest Group (Less than 2.64)</i></td> <td style="text-align: center;">143 43.33</td> <td style="text-align: center;">187 56.67</td> <td style="text-align: center;">330</td> </tr> <tr> <td><i>Total</i></td> <td style="text-align: center;">214</td> <td style="text-align: center;">393</td> <td style="text-align: center;">607</td> </tr> </tbody> </table> <p>For Continuing students, I used the cumulative GPA to determine split groups. This was the best model of the three and created some clear groups. However, I'm not too sure how useful they will be. The best low-end cut point ended up being 2.09. Given that students below 2.00 are on probation and likely receiving services from STAR or other programs, I'm not sure it would be good policy to leave students from 2.00 to 2.09 without additional support. Fall-Spring retention with a term GPA above 2.0 are displayed below.</p> <p style="text-align: center;"><b>Fall 2021 UCOL Continuing Students Retained with at least a 2.0 Fall term GPA, Fall-Spring</b></p> <p style="text-align: center;"><i>Retained with 2.0 Fall term GPA</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Split Groups</i></th> <th style="text-align: center;"><i>No</i></th> <th style="text-align: center;"><i>Yes</i></th> <th style="text-align: center;"><i>Total</i></th> </tr> </thead> <tbody> <tr> <td><i>1 Highest Group (Greater than 2.88)</i></td> <td style="text-align: center;">111 16.67</td> <td style="text-align: center;">555 83.33</td> <td style="text-align: center;">666</td> </tr> <tr> <td><i>2 'Murky Middle' Group (between 2.08 and 2.88)</i></td> <td style="text-align: center;">254 39.08</td> <td style="text-align: center;">396 60.92</td> <td style="text-align: center;">650</td> </tr> <tr> <td><i>3 Lowest Group (Less than 2.09)</i></td> <td style="text-align: center;">294 61.64</td> <td style="text-align: center;">183 38.36</td> <td style="text-align: center;">477</td> </tr> <tr> <td><i>Total</i></td> <td style="text-align: center;">659</td> <td style="text-align: center;">1134</td> <td style="text-align: center;">1793</td> </tr> </tbody> </table>	<i>Split groups</i>	<i>No</i>	<i>Yes</i>	<i>Total</i>	<i>1 Highest Group (Greater than 3.03)</i>	35 18.72	152 81.28	187	<i>2 'Murky Middle' Group (between 2.65 and 3.04)</i>	36 40.00	54 60.00	90	<i>3 Lowest Group (Less than 2.64)</i>	143 43.33	187 56.67	330	<i>Total</i>	214	393	607	<i>Split Groups</i>	<i>No</i>	<i>Yes</i>	<i>Total</i>	<i>1 Highest Group (Greater than 2.88)</i>	111 16.67	555 83.33	666	<i>2 'Murky Middle' Group (between 2.08 and 2.88)</i>	254 39.08	396 60.92	650	<i>3 Lowest Group (Less than 2.09)</i>	294 61.64	183 38.36	477	<i>Total</i>	659	1134	1793	<ul style="list-style-type: none"> <li>1<sup>st</sup> semester inter-campus transfers, and continuing caseloads).             <ul style="list-style-type: none"> <li>Inclusion of new transfer students as a separate population</li> <li>Two caseloads were created: Transfer Meaningful Middle and Transfer Students (inclusive of first semester transfer and inter-campus transfer student)</li> <li>Removal of third meeting</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Identify degree requirements for their major choice and parallel plans.</li> <li>• Choose General Education Core requirements appropriate for degree options and VIPs.</li> <li>• Locate the application/certification requirements appropriate for the degree granting school</li> <li>• Develop a realistic plan to transition to their degree granting school</li> <li>• Set realistic goals for academic success.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Locate campus resources based on individual needs,</li> <li>• Effectively use individualized campus resources to meet academic, financial, and personal needs.</li> </ul> <p><b><u>Policies and Procedures</u></b></p>	<p><b><u>Peer Advisor Position</u></b>                      Each of the skills (included in parentheses above with the Learning Outcomes) are assessed by the peer advisor and supervisor each semester after an initial benchmark review is completed by the peer advisor in May. Each skill can be marked as:</p> <ul style="list-style-type: none"> <li>• Beginning (1)</li> <li>• Developing (2)</li> <li>• Accomplished (3)</li> <li>• Exemplary (4)</li> </ul> <p>Comments are included to support the assessment in each of the four areas and a total of two goals are developed each semester in alignment with the same areas.</p> <p><b><u>New Peer Advisors: Average Scores</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Communication</th> <th style="text-align: center;">Critical Thinking</th> <th style="text-align: center;">Collaboration</th> <th style="text-align: center;">Career</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">May 2021</td> <td style="text-align: center;">2.2</td> <td style="text-align: center;">3.2</td> <td style="text-align: center;">3.25</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">April 2022</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">3.6</td> <td style="text-align: center;">3.25</td> <td style="text-align: center;">3.5</td> </tr> </tbody> </table> <p><b><u>Returning Peer Advisors: Average Scores</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Communication</th> <th style="text-align: center;">Critical Thinking</th> <th style="text-align: center;">Collaboration</th> <th style="text-align: center;">Career</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">May 2021</td> <td style="text-align: center;">3.2</td> <td style="text-align: center;">3.6</td> <td style="text-align: center;">3.25</td> <td style="text-align: center;">3.5</td> </tr> <tr> <td style="text-align: center;">April 2022</td> <td style="text-align: center;">3.6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3.5</td> <td style="text-align: center;">3.5</td> </tr> </tbody> </table> <p>Skills in which peer advisors demonstrated greatest improvement over the course of their experience include:</p> <ul style="list-style-type: none"> <li>• Using positive open-ended questions to clarify needs</li> <li>• Communicating information clearly</li> <li>• Delivering difficult news with empathy</li> <li>• Adapting information for various situations</li> <li>• Actively seeking resources to accomplish tasks</li> </ul>		Communication	Critical Thinking	Collaboration	Career	May 2021	2.2	3.2	3.25	3	April 2022	2.8	3.6	3.25	3.5		Communication	Critical Thinking	Collaboration	Career	May 2021	3.2	3.6	3.25	3.5	April 2022	3.6	4	3.5	3.5	<p>requirement for First Year Meaningful Middle (FYMM) student group</p> <ul style="list-style-type: none"> <li>○ Continued prioritization of Meaningful Middle for FYUs, TRUs/ICUs, and continuing students</li> <li>○ Continued use of assigned cluster and assigned advisor</li> </ul>
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## Academic and Career Development (ACD)

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<ul style="list-style-type: none"> <li>Locate and adhere to relevant dates and deadlines.</li> <li>Abide by academic policies and procedures regarding schedule adjustments, grade replacement, grade change, satisfactory academic progress, probation, dismissal, reinstatement, and codes of conduct.</li> <li>Explain school specific policies and procedures related to application/certification to their degree granting school.</li> </ul>	<p><b>CARLI outcomes</b>                      The Collegiate Advising Related Learning Inventory (CARLI) was administered in fall 2021 and ACD is still awaiting full results. CARLI measures students' self-reported levels of advising-related learning. These data represent the % of Fall 2021 FYU students who completed the Fall 2021 CARLI survey (N=513) and <i>cited their Academic Advisor(s) as a source of their knowledge</i> in the specified topic area, after answering 5-10 items on the learning outcomes in that area.</p> <div style="text-align: center; margin: 10px 0;"> <p><b>Topics Discussed:</b> <i>Eight Domains of Advising-Related Learning</i></p> </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">INTEL-LECTUAL &amp; PERSONAL GROWTH</th> <th style="width: 10%;">ENGAGEMENT (HIPs)</th> <th style="width: 10%;">CAREER PLANNING</th> <th style="width: 10%;">POLICIES &amp; PROCEDURES</th> <th style="width: 10%;">CAMPUS RESOURCES</th> <th style="width: 10%;">GOAL-SETTING</th> <th style="width: 10%;">LOGIC OF CURRICULUM</th> <th style="width: 10%;">PLANNING TOOLS</th> <th style="width: 10%;">AVG. TOTAL TOPICS CITED</th> </tr> </thead> <tbody> <tr style="background-color: #ADD8E6;"> <td style="text-align: left;">UCOL Admits (N=231)</td> <td>75%</td> <td>53%</td> <td>67%*</td> <td>66%</td> <td>46%</td> <td>73%</td> <td>75%</td> <td>78%</td> <td>5.33*</td> </tr> <tr style="background-color: #FFD700;"> <td style="text-align: left;">Direct Admits (N=282)</td> <td>68%</td> <td>55%</td> <td>56%*</td> <td>59%</td> <td>41%</td> <td>70%</td> <td>69%</td> <td>79%</td> <td>4.98*</td> </tr> </tbody> </table> <p>* p &lt; .05; For t test: Cohen's d=.15 (small effect). Total meetings was positively correlated with total topics in which advisor was cited (r=.14; p=.003)</p> <p>All learning outcome questions were Likert-style and coded 1-6: Completely Agree (6), Mostly Agree (5), Slightly Agree (4), Slightly Disagree (3), Mostly Disagree (2), and Completely Disagree (1). Note that the campus resources section alone allowed students to select Not Applicable on the self-reported learning items.</p> <p>Of the learning outcome questions (50 individual items) in the CARLI survey:</p> <ul style="list-style-type: none"> <li>UC has a mean score higher than Non-UC in 34 items</li> <li>The difference in UC to Non-UC was positively significant in 14 items</li> </ul>		INTEL-LECTUAL & PERSONAL GROWTH	ENGAGEMENT (HIPs)	CAREER PLANNING	POLICIES & PROCEDURES	CAMPUS RESOURCES	GOAL-SETTING	LOGIC OF CURRICULUM	PLANNING TOOLS	AVG. TOTAL TOPICS CITED	UCOL Admits (N=231)	75%	53%	67%*	66%	46%	73%	75%	78%	5.33*	Direct Admits (N=282)	68%	55%	56%*	59%	41%	70%	69%	79%	4.98*	
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Deviation	Non-UC 4128 FYU Mean (N=282)	Non-UC 4128 FYU Std. Deviation	p value between groups, if significant	Cohen d effect	<b>Campus Resources.</b> - I have effectively used campus resources to meet my career development needs.	4.7	1.359	4.4	1.444	0.017	0.21	<b>Campus Resources.</b> - I have effectively used campus resources to meet my health or wellness needs.	4.5	1.53	4.12	1.662	0.01	0.23	<b>Career Planning.</b> - I am able to interpret appropriate career development milestones within my intended career field.	4.65	1.184	4.36	1.388	0.013	0.22	<b>Career Planning.</b> - I have found opportunities to be mentored by a professional within my intended career field.	4.16	1.598	3.6	1.668	<.001	0.34	<b>Career Planning.</b> - I have located career building opportunities I can pursue while in college.	4.53	1.347	4.27	1.489	0.036	0.19	<b>Career Planning.</b> - I use appropriate campus resources related to career planning (e.g., JagJobs, career self-assessments, etc.).	4.62	1.368	4.29	1.568	0.014	0.22	<b>Engagement at IUPUI.</b> - I have located information about community events.	4.62	1.255	4.18	1.37	<.001	0.34	<b>Intellectual and Personal Growth.</b> - I know when outside resources are needed to help me navigate roadblocks to my success.	5.18	0.884	4.95	1.057	0.008	0.24	<b>Planning Tools and Personnel.</b> - I regularly refer to my Academic Advisement Report (AAR) in One.IU.	4.31	1.532	3.98	1.738	0.022	0.2	<b>Planning Tools and Personnel.</b> - I use IUPUI personnel (e.g., an advisor, faculty member, staff member, etc.) for academic and degree planning.	5.38	1.001	5.16	1.155	0.02	0.21	<b>Policies and Procedures.</b> - I am usually able to resolve registration holds.	5.25	1.114	4.99	1.364	0.019	0.21	<b>Policies and Procedures.</b> - I understand my educational privacy rights (e.g., FERPA-the Family Educational Rights and Privacy Act).	5.09	1.246	4.8	1.402	0.016	0.21	
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	CARLI 2021: Growth from CARLI 2019	UC 4128 FYU Mean (N=231)	UC 4128 FYU Std. Deviation	Non-UC 4128 FYU Mean (N=282)	Non-UC 4128 FYU Std. Deviation	p value between groups, if significant	Cohen d effect	UC 2019 Means (N=553)	Difference of UC 2021 and 2019 Means (B-H)
	Campus Resources. - I have effectively used campus resources to meet my health or wellness needs.	4.5	1.53	4.12	1.662	0.01	0.23	4.47	0.030
	Career Planning. - I have located career building opportunities I can pursue while in college.	4.53	1.347	4.27	1.489	0.036	0.19	4.52	0.010
	Engagement at IUPUI. - I have determined the appropriate level of involvement in co-curricular or engaged learning opportunities for myself.	4.52	1.212	4.42	1.291			4.47	0.050
	Engagement at IUPUI. - I have identified engaged learning opportunities (e.g., service-learning, internships, research, study abroad, etc.).	4.9	1.168	4.76	1.171			4.75	0.150
	Engagement at IUPUI. - I have identified opportunities to contribute to my academic major or school or the IUPUI campus.	4.77	1.126	4.74	1.204			4.69	0.080
	Engagement at IUPUI. - I have located information about campus events.	5.04	1.037	4.95	1.105			4.97	0.070
	Engagement at IUPUI. - I have located information about community events.	4.62	1.255	4.18	1.37	<.001	0.34	4.55	0.070
	Engagement at IUPUI. - I have located student organizations related to my interests.	4.56	1.375	4.67	1.356			4.5	0.060
	Goal-Setting. - I am able to make modifications to my four year graduation plan, if needed.	5.32	0.886	5.39	0.891			5.25	0.070
	Goal-Setting. - I have developed a realistic plan to graduate in four years, if possible.	5.22	1.063	5.44	0.95			5.19	0.030
	Intellectual and Personal Growth. - I am able to determine strategies to navigate road blocks to my success.	5.02	0.834	5.01	0.889			5.01	0.010
	Intellectual and Personal Growth. - I am aware of my responsibilities as a member of the IUPUI community.	5.49	0.823	5.36	0.915			5.42	0.070
	Planning Tools and Personnel. - I regularly refer to my Academic Advisement Report (AAR) in One.IU.	4.31	1.532	3.98	1.738	0.022	0.2	4.04	0.270
	Planning Tools and Personnel. - I regularly refer to my IGPS Degree Map/Plan in One.IU.	5.15	1.105	5	1.284			4.92	0.230
	Planning Tools and Personnel. - I use IUPUI personnel (e.g., an advisor, faculty member, staff member, etc.) for academic and degree planning.	5.38	1.001	5.16	1.155	0.02	0.21	5.26	0.120
	Policies and Procedures. - I am aware of deadlines related to my progress as a student.	5.45	0.888	5.35	0.948			5.37	0.080
	Policies and Procedures. - I am aware of how to find registration holds.	5.28	1.155	5.1	1.353			5.14	0.140
	Policies and Procedures. - I am usually able to resolve registration holds.	5.25	1.114	4.99	1.364	0.019	0.21	5.16	0.090
	the Logic of the Curriculum. - I understand the logic and purpose of general education requirements.	5.3	0.997	5.17	1.039			5.23	0.070

## Bepko Learning Center (peer mentoring programs)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment												
<p><b>Program Description</b> 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><b>Program Goals</b></p> <ul style="list-style-type: none"> <li>To create learning environments which promote student engagement, retention, and graduation.</li> <li>To support high impact learning experiences for undergraduate students.</li> <li>To use assessment and innovation for the continuous improvement of processes, programs, and services.</li> </ul> <p><b>Student Learning Outcomes</b></p> <p><b>Academic Mentoring</b></p> <ul style="list-style-type: none"> <li>Participating students enrolled in the BIOL N261 Structure Learning Assistance (SLA) mandatory session will be retained at a rate higher than 68%.</li> </ul> <p><b>Tutoring</b></p>	<p><b>Methods Used to Assess Student Learning and Success</b></p> <ul style="list-style-type: none"> <li>End-of-the-Semester Evaluations</li> <li>Mentor Self-Evaluations</li> <li>Grade Report (comparing participants to nonparticipants)</li> <li>Program Participant Attendance</li> <li>Instructor Evaluations</li> <li>Program Evaluations</li> <li>FLAGS Report</li> </ul> <p><b>Major Assessment Results in the Areas of Retention, Academic Performance, and Learning</b></p> <p><b>Academic Mentoring</b></p> <p><i>General Academic Mentor Visit Data</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Unique Student Visitors and Total Visits</th> <th style="text-align: center;">Total Visitors</th> <th style="text-align: center;">Total Visits</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall 2021</td> <td style="text-align: center;">1,392</td> <td style="text-align: center;">12,665</td> </tr> <tr> <td style="text-align: center;">Spring 2022</td> <td style="text-align: center;">963</td> <td style="text-align: center;">9,082</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;"><b>2,355</b></td> <td style="text-align: center;"><b>22,747</b></td> </tr> </tbody> </table> <p>Student GPA Comparison based on Attendance (Participants vs. Non-Participants)</p> <ul style="list-style-type: none"> <li>Participants (5 or more visits) <ul style="list-style-type: none"> <li>GPA (3.02)</li> <li>DFW Rate (4.91%)</li> </ul> </li> <li>Non-Participants <ul style="list-style-type: none"> <li>GPA (2.43)</li> <li>DFW Rate (21.68%)</li> </ul> </li> </ul>	Unique Student Visitors and Total Visits	Total Visitors	Total Visits	Fall 2021	1,392	12,665	Spring 2022	963	9,082	Total	<b>2,355</b>	<b>22,747</b>	<p><b>Based on data and assessment results for programs of the Bepko Learning Center (BLC), the following are future changes that will be implemented:</b></p> <p><b>Academic Mentoring</b></p> <ul style="list-style-type: none"> <li>An additional effort for Fall 2022 will focus on early outreach to students enrolled in the SLA sessions. Mentors will be asked to contact students who do not show up for a session. This outreach will take the form of a “wellness check-in” demonstrating to the student that the mentor has an interest in their academic success.</li> <li>Additionally, mentors will be asked to emphasize voluntary sessions, BRC hours and Rebound Week activities following the first BIOL N261 exam. It is common for anatomy students to receive lower than expected grades on the first exam and get discouraged. An encouraging message from mentors may help students persevere.</li> </ul> <p><b>Tutoring</b></p> <ul style="list-style-type: none"> <li>To increase student utilization targeted messages are sent through AdRx to students who do not participate in tutoring the first four weeks of each semester. Messages are sent following each exam. Each</li> </ul>
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## 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"> <li>The overall student utilization rate for the Biology Resource Center tutoring will be over 50% for all classes (BIOL K101, BIOL K103, BIOL N217, and BIOL N261)</li> </ul> <p><b>Student Academic Success Coaching</b></p> <ul style="list-style-type: none"> <li>Students in the STAR Probation program, who participated in more than 5 sessions, will be achieve at least a 2.0 semester GPA and be removed from academic probation.</li> </ul>	<p>Results</p> <ul style="list-style-type: none"> <li>Based on results compiled at the end of each semester, 80.5% of students were retained at any IU campuses and 77.6% of students were retained at IUPUI.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Retained at any IU Campuses</th> <th style="text-align: center;">Retained at IUPUI</th> </tr> </thead> <tbody> <tr> <td><b>BIOL N261 Fall 2021 students (n=155)</b></td> <td style="text-align: center;">80.5%</td> <td style="text-align: center;">77.6%</td> </tr> </tbody> </table> <p><b>Tutoring</b></p> <p><i>General Biology Resource Center Visits</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Unique Student Visitors and Total Visits</th> <th style="text-align: center;">Total Visitors</th> <th style="text-align: center;">Total Visits</th> </tr> </thead> <tbody> <tr> <td><b>Fall 2021</b></td> <td style="text-align: center;">396</td> <td style="text-align: center;">1,341</td> </tr> <tr> <td><b>Spring 2022</b></td> <td style="text-align: center;">262</td> <td style="text-align: center;">1,137</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>658</b></td> <td style="text-align: center;"><b>2,478</b></td> </tr> </tbody> </table> <p>Student GPA Comparison based on Attendance (Participants vs. Non-Participants)</p> <ul style="list-style-type: none"> <li>Participants (5 or more visits)             <ul style="list-style-type: none"> <li>GPA (3.02)</li> </ul> </li> </ul>		Retained at any IU Campuses	Retained at IUPUI	<b>BIOL N261 Fall 2021 students (n=155)</b>	80.5%	77.6%	Unique Student Visitors and Total Visits	Total Visitors	Total Visits	<b>Fall 2021</b>	396	1,341	<b>Spring 2022</b>	262	1,137	<b>Total</b>	<b>658</b>	<b>2,478</b>	<p>message encourages students to take advantage of tutoring and makes reference to the finding that students who participated in tutoring on average earn a half letter grade higher than non-participants.</p> <ul style="list-style-type: none"> <li>AdRx will be used more extensively to create Kiosk campaigns to more efficiently track BRC usage and more intentional outreach will be used before and after exams for each of the biology courses.</li> </ul> <p><b>Academic Success Coaching</b></p> <ul style="list-style-type: none"> <li>As a result of the high success rate of the students who were coached, the Office of Academic Enrichment will continue to train coaches in the InsideTrack model and conduct more intentional outreach activities (AdRx campaigns, messages, and phone calls). Additionally, weekly emails will be sent out to each coaches' caseload to increase awareness semester deadlines and events as well as to increase semester touch points and resource information.</li> </ul>
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	<ul style="list-style-type: none"> <li>○ DFW Rate (4.91%)</li> <li>• Non-Participants               <ul style="list-style-type: none"> <li>○ GPA (2.43)</li> <li>○ DFW Rate (21.68%)</li> </ul> </li> </ul> <p>Results</p> <ul style="list-style-type: none"> <li>• Based on results compiled at the end of each semester, 80.5% of students were retained at any IU campuses and 77.6% of students were retained at IUPUI.</li> </ul> <p><b>Tutoring</b></p> <p><i>General Biology Resource Center Visits</i></p> <p>Strategies were implemented to increase utilization rates on previous efforts. AdRx was used as a means to publicize sessions and track visits to the Center.</p> <ul style="list-style-type: none"> <li>• Fall 2021: 76.5% utilization rate, 346 sessions attended of 452 sessions offered</li> <li>• Spring 2022: 72.4% utilization rate, 294 sessions attended of 406 sessions offered</li> <li>• Academic Year: 74.6% utilization rate, 640 sessions attended of 858 sessions offered</li> <li>• An additional finding was that students who participated (1 or more times) in tutoring, on average earned just over a half letter grade higher (0.63 course grade points) than non-participants.</li> </ul> <p><b>Academic Success Coaching</b></p> <p><i>General Coaching Visit Data</i></p>	

Bepko Learning Center (peer mentoring programs)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>Strategies were used to increase the use of metacognitive strategies in coaching sessions</p> <ul style="list-style-type: none"> <li>Coaches were trained on metacognition strategies as part of the Pre-Online training and onsite training</li> <li>Coaches dedicated one of their required SMART goals to using metacognition strategies in their session.</li> </ul> <p>Results</p> <ul style="list-style-type: none"> <li>Based on a compiled results at the end of the Spring 2022 semester, STAR students who actively participated in academic success coaching achieved an average 2.088 semester GPA (n=108); non-participants in the coaching program achieved a 0.968 (n=30).</li> </ul>	

Bridge Week		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>IUPUI Bridge Week is an intensive weeklong pre-semester program for incoming freshmen delivered through an instructional team approach. Bridge Week student cohorts continue into the fall semester as first-year seminar classes. The program’s mission is to support entering students to make a successful transition into the life and community of IUPUI and enhance rates of retention and persistence by providing early academic and social support.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Connect with peers and instructional team members</li> <li>• Identify individuals who can provide a support network</li> <li>• Explore the physical campus and its urban surroundings</li> <li>• Understand rights and responsibilities as a member of the IUPUI community</li> <li>• Identify academic success skills such as information literacy, critical thinking, and study skills</li> <li>• Recognize different viewpoints and human experiences</li> <li>• Identify resources related to mental health and wellness</li> <li>• Explore and utilize campus technology</li> <li>• Explore the opportunities for co-curricular involvement at IUPUI</li> <li>• Explore Student Employment resources and opportunities</li> <li>• Explore one or more schools and degree programs</li> </ul>	<ul style="list-style-type: none"> <li>• Students who attended Bridge and an FYS (whether it was an LC or not) had a significantly high GPA in the Fall semester than students who did not experience any intervention (there were 357 students who did not attend Bridge and were not enrolled in an FYS).</li> <li>• Students attending Bridge and enrolled in an FYS also were more likely to be retained in the Fall semester than students who did not have any intervention.</li> <li>• 96% of Bridge Week survey respondents agreed Bridge Week improved their ability to find their way around campus</li> <li>• 94% of Bridge Week survey respondents agreed Bridge Week increased the degree to which they met new people</li> <li>• 90% of participants agreed Bridge Week included beneficial interactions with a peer mentor, but only 76% reported that Bridge Week included meaningful assignments</li> <li>• Overall satisfaction was high, with 90% reporting they are satisfied with the resources and information to succeed in college that was provided</li> <li>• 95% of students would recommend Bridge Week to future first-year students</li> <li>• 38% of comments indicated that making friends and meeting new people was the most valuable aspect of the experience</li> <li>• 20% of those who made suggestions to improve the program mentioned shorter hours and including more activities or games</li> </ul>	<ul style="list-style-type: none"> <li>• In 2022, Bridge Week was scaled to provide capacity for all incoming freshmen and attendance was communicated as an expectation of matriculation to IUPUI.</li> <li>• Based on student and instructor feedback, the formal program hours were shortened to 9am-3pm, with an additional, optional hour from 3-4pm offering co-curricular and social opportunities</li> <li>• Instructors were encouraged to incorporate more active learning, gamification, and out-of-classroom experiences into their schedule</li> <li>• Peer mentors were doubled in larger sections to ensure continued opportunities for meaningful connections between mentors and students</li> </ul>

**Center for Transfer and Adult Students (CTA)**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																		
<p>CTAS did not have any formal student learning outcomes in 2021-22. The focus was continuing to establish the Center as an entity on campus. The primary focus for students was making sure they were aware of the center, where we were located, services were available to them, and encouraging them to use services.</p> <p>Advisors in General Studies uses the Advising-related student learning outcomes adopted by the campus to guide the work: <a href="https://indiana.sharepoint.com/:w/s/msteams_92d57a/EVh0DubP9aZBmw99RUQNwbAB91nlQ0Y_bMlaNr_pgil1Gg?e=WNhQJo">https://indiana.sharepoint.com/:w/s/msteams_92d57a/EVh0DubP9aZBmw99RUQNwbAB91nlQ0Y_bMlaNr_pgil1Gg?e=WNhQJo</a></p> <p>CTAS Goals for 2022-2023:</p> <ul style="list-style-type: none"> <li>• Increase the engagement of adult students and transfer students in CTAS engaged learning opportunities.</li> <li>• Continue to strengthen the existing partnership and take it to the next level.</li> <li>• Increase the persistence and retention rate of Pell-eligible and First-Gen students.</li> </ul>	<p><b><u>2021-22 Student Contacts</u></b></p> <table border="1" data-bbox="527 315 1472 440"> <thead> <tr> <th>Population</th> <th>Number of Contacts</th> </tr> </thead> <tbody> <tr> <td>General Studies</td> <td>9,302</td> </tr> <tr> <td>IU Online</td> <td>23,984</td> </tr> </tbody> </table> <p><b><u>Success Coaching for Select Populations</u></b></p> <table border="1" data-bbox="527 526 1472 959"> <thead> <tr> <th>Population</th> <th>Term</th> <th>Total Students</th> <th>Participants</th> <th>Avg GPA – Beginning of Term</th> <th>Avg GPA – End of Term</th> </tr> </thead> <tbody> <tr> <td rowspan="2">General Studies Probation</td> <td>Fall 2021</td> <td>60</td> <td>51</td> <td>1.58</td> <td>1.81</td> </tr> <tr> <td>Spring 2022</td> <td>39</td> <td>37</td> <td>1.833</td> <td>1.99</td> </tr> <tr> <td rowspan="2">STAR/Reinstatement</td> <td>Fall 2021</td> <td>41</td> <td>35</td> <td>1.233</td> <td>1.84</td> </tr> <tr> <td>Spring 2022</td> <td>27</td> <td>23</td> <td>1.44</td> <td>1.84</td> </tr> </tbody> </table> <p><b><u>Time to Degree: General Studies</u></b></p> <p>The 60 GNST students who graduated in spring 2022 did so in an average of 7.65 years overall, with students who began at IUPUI (FYUs) taking an average of 9.83 years (N=25) as compared to TRUs taking an average of 6.10 years (N=35).</p> <p>First-gen, FYU GNST graduates (N=9) took slightly longer to graduate than did their continuing generation peers (10.82 vs. 9.27 years).</p> <p>First-gen, TRU GNST graduates (N=9) took slightly less time to graduate than did their continuing generation peers (5.41 vs. 6.34 years).</p>	Population	Number of Contacts	General Studies	9,302	IU Online	23,984	Population	Term	Total Students	Participants	Avg GPA – Beginning of Term	Avg GPA – End of Term	General Studies Probation	Fall 2021	60	51	1.58	1.81	Spring 2022	39	37	1.833	1.99	STAR/Reinstatement	Fall 2021	41	35	1.233	1.84	Spring 2022	27	23	1.44	1.84	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• The creation of two new positions and hiring of staff, the Assistant Program Director of Student Services and Assistant Program Director of Enrollment Support, has allowed CTAS has been able to increase the impact related to student engagement and enrollment initiatives. In regard to student engagement, CTAS held several tabling events, offered zoom educational sessions, offered student engagement events (t-shirt swap, snack breaks, recognition pick ups), planned a robust fall 2022 WOW program line-up, and put on a Tau Sigma induction ceremony.</li> </ul> <p><b>Stopped Out Campaign</b></p> <ul style="list-style-type: none"> <li>• The stopped out campaign continues to be a critical way of re-engaging former IUPUI students. In the future, we will identify priority populations to target outreach more effectively.</li> </ul> <p><b>Student Traffic</b></p> <ul style="list-style-type: none"> <li>• CTAS office informal student traffic has been increasing. We offered several opportunities for students to stop by and visit our office and staff in effort to increase awareness of our services. CTAS offered the following: (1) End-of-the-semester snack breaks; (2) Recognition pick-ups; (3) SWAG pick-ups; (4) T-shirt swaps; (5) Etc.</li> </ul>
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Center for Transfer and Adult Students (CTA)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p><b><u>Stop Out Campaign</u></b>            CTAS contacted 969 students via phone through the stopped out student outreach campaign. All students were previously enrolled at IUPUI. 20 of the students (2%) have now earned a degree from IUPUI. 31 (3.2%) are currently enrolled for fall 2022. Overall, the spring outreach had a 5.2% success rate.</p>	<p><b>Transfer Council</b></p> <ul style="list-style-type: none"> <li>The Transfer Council, which CTAS leads with Robbie Lopez-Shue as the chair, continued for a successful second year. The four work groups support the work of CTAS: (1) Barriers to Transfer Student Enrollment, (2) Best Practices of Academic Advising by Schools, (3) Coordinated Communication to Admitted Transfer Students, and (4) Transfer Student Orientation and Transition Programming. During this past year, the work groups gathered quite a bit of information that they will put to action next year.</li> </ul>

## DEAP (Diversity Enrichment and Achievement Program)

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Mission:</b> 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><b>Program Objectives and Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Assisting DEAP scholars transition into the university setting</b> <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>○ DEAP scholars will develop individualized plans for success</li> <li>○ DEAP scholars will develop a sense of self-efficacy</li> </ul> </li> <li>2. <b>Providing scholars with programming and services that affirms their cultural and personal identities</b> <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>○ DEAP scholar will feel supported in their cultural and personal identities</li> <li>○ DEAP scholars will articulate and reaffirm positive personal identities</li> </ul> </li> <li>3. <b>Providing scholars with a safe, nurturing, and supportive community environment</b> <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>○ DEAP scholars will feel connected to a supportive community</li> <li>○ DEAP scholar will express a sense of belongingness</li> </ul> </li> </ol>	<p style="text-align: center;"><b>IRDS data show</b></p> <p>In Fall 2022, IRDS staff produced a report showing demographic and academic characteristics as well as first-year retention and GPA for first-time beginners who participated in DEAP compared to African American, Latinx, and students of Two or More Races from the Fall 2019, Fall 2020, and Fall 2021 cohorts. Highlights include the following:</p> <ul style="list-style-type: none"> <li>• Seventy-eight percent of DEAP participants from the Fall 2021 beginning student cohort were retained at IUPUI in Fall 2022, compared to 61% of African American, Latinx, and Two or More Races students who did not participate in DEAP.</li> <li>• African American students in DEAP had especially strong outcomes. DEAP participants who were African American earned a significantly higher GPA in their first fall semester compared to students who did not participate in DEAP (2.63 for participants compared to 2.12 for non-participants), and were significantly more likely to be retained at IUPUI (80% of DEAP participants compared to 60% of non-participants). It should be noted that African American students participating in DEAP were significantly more likely to be living in Campus Housing, more likely to participate in Summer Bridge, and were less likely to be receiving a Pell grant in the first Fall semester.</li> <li>• Latinx DEAP students also had particularly strong outcomes. Eighty-four percent of Latinx beginners participating in DEAP were retained at IUPUI compared to 61% of non-DEAP Latinx beginners. Similarly, Latinx DEAP beginners earned an average of 2.68 in their first fall semester compared to 2.33 for Latinx beginners not in DEAP.</li> </ul>	<p>Fall of 2021, we introduced the Sophomore Leadership Program (SLP) tier to the DEAP program. SLP is a strategy to increase participant engagement beyond the first year. In the holistic assessment of the program and continuous improvement, it was determined we needed to develop clear pathways to graduation. Allowing our program an opportunity to be intentional about becoming a comprehensive student support and retention program. Engaging scholars from their first year to their last year. Furthermore, retention literature cites how essential second-year engagement is to student retention and graduation. Specifically, supporting students in evading the sophomore slump. This decision was supported by tracking student participation, programming data, and program structure it was determined we needed to develop the SLP. In the inaugural year of the SLP, we had some challenges due to the COVID-19 limitations in place, such as the hybrid workshop schedule, timing, and zoom fatigue.</p> <p>The sophomore leadership program is designed to introduce and/or enhance participant understanding of concepts of leadership, interpersonal skills, proficiency, and competency to engage as leaders in their role as emerging student leaders. Furthermore, refining the curriculum and marketing of our sophomore tier of the program is a step forward in creating a guided pathway through each of the specific tiers of DEAP to graduation and enhanced upperclassman engagement support.</p> <p>DEAP is currently developing a culminating tier of the program for upperclassmen labeled, Career ConNEXTions. Career ConNEXTions is part of the strategic plan to create pathways to graduation and</p>

**DEAP (Diversity Enrichment and Achievement Program)**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>4. Facilitating intentional interactions between scholars' peers and faculty/staff</b>  <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> <li>○ DEAP scholars will connect with campus student leaders in developmental contexts</li> <li>○ DEAP scholars will connect with faculty/staff in various contexts</li> </ul> <p><b>5. Facilitating scholars holistic development</b>  <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> <li>○ DEAP scholars will feel supported in their personal development</li> <li>○ DEAP scholars will apply personal growth concepts</li> </ul> <p><b>6. Providing close oversight and services that support scholars' academic and career needs</b>  <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> <li>○ DEAP scholars will experience increased levels of academic performance</li> <li>○ DEAP scholars will articulate clear career goals</li> </ul> <p><b>7. Providing scholars with involvement and leadership opportunities</b>  <i>Programmatic Learning Outcomes</i></p> <ul style="list-style-type: none"> <li>○ DEAP scholars will identify and connect with campus and community resources that support their personal and academic needs</li> <li>○ DEAP scholars will experience growth in leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• The effects of DEAP were similar for both male and female students. Male DEAP participants were significantly more likely to be retained at IUPUI than non-participants (79% of male DEAP participants were retained at IUPUI compared to 58% of non-participants). The results were similar for female DEAP participants (77% of female DEAP participants were retained compared to 63% of non-participants).</li> <li>• Fall 2020 African American and Latinx beginners who participated in DEAP were more likely to be retained at IUPUI than similar students who did not participate. Fall 2020 female beginners who participated in DEAP were more likely to be retained than similar male beginners who did not participate.</li> </ul>	<p>enhance upperclassman engagement (3rd &amp; 4th-year scholars). The primary objective of Career ConNEXTions is to assist students in the formulation and implementation of their career plans. Career ConNEXTions will encourage students to become active in developing a strategy for the next chapter of their academic and professional pursuits. Providing expertise, professional development, resources, and support, we assist students in maximizing their post-secondary education degree and working toward achieving the highest level of career achievement. As we engage with students, we encourage them to start devising important questions about themselves that will guide the decisions in front of them as graduation approaches.</p> <p>As part of the strategic plan, the overarching objective is to have a curriculum approach to our programs and services in DEAP. With the establishment of the three tiers of the program (First-Year Experience, Sophomore Leadership Program, Career ConNEXTions), we will have learning outcomes for each of the specific tiers of the programs. Those outcomes will not only guide our efforts in the achievement of the overarching program goals but also allow us to measure the effectiveness of our programs and services.</p> <p>While DEAP has not been able to integrate the profiles of learning into our first-year seminar course (FYS). Recently, DEAP hired its inaugural Assistant Director who is responsible for all academic initiatives within our program. One of the tasks we have scheduled for spring/summer is to revamp the FYS curriculum. During this process of updating the curriculum, we will determine how we can incorporate and assess the learning profiles into the first-year seminar course.</p>

**DUE Communications and Digital Strategy (Student Interns)**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p>Student learning outcomes in our office are for our student interns: web interns, content interns, and graphic design interns. Outcomes applicable across all three positions include:</p> <ul style="list-style-type: none"> <li>• Students will collaborate effectively with team members, supervisors, and clients by participating in team projects related to web, email, design, and content. (Communicator Profile)</li> <li>• Students will be presented with varying issues that they must investigate, test, and research in order to develop sound marketing, communication, and digital solutions that work for multiple purposes. (Problem Solver Profile)</li> <li>• Students will take information from clients and from research to determine the best and most innovative layouts, presentation, and outlines to communicate effectively and create positive user experiences. (Innovator Profile)</li> </ul> <p>Learning outcomes are measured most formally through interns' annual performance evaluations, which include a written self-assessment, written supervisor evaluation, and live conversation and goal-setting session between employee and supervisor. Performance evaluations are conducted on an annual basis during December and January.</p>	<p><b>Summary of Evidence of Learning Outcome Attainment</b></p> <p>For each intern, performance evaluations indicated positive growth in each learning outcome. Throughout the year, each intern interacted directly with clients; led team meetings; presented their ideas; and developed marketing, communication, and digital solutions based on client requests. Supervisors consistently observe increased quality of work over time; growth is demonstrated both by individuals and by the team as a whole.</p> <p>An opportunity identified through measurement of student learning outcomes is in the Community Contributor Profile. More veteran student interns (i.e., students that have worked in this office for 2+ years), expressed a desire to better understand how the work they do impacts the community or audience it is for. This observation has informed our approach to sharing overarching details, project goals and audiences, etc. with interns.</p> <p>Note: Completed individual performance evaluations are available as more specific evidence if desired.</p>	<p>We have restructured intern team meetings to incorporate more professional development opportunities for both technical and soft skills. We have increased opportunities for students to work on special projects within their specific areas of interest. We have created more opportunities and pathways for students to directly interface with clients.</p>



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. The courses are taught by an instructional team, including a faculty member, a student mentor, and, in some cases, an academic advisor.</p> <p>The course aims to improve student success by:</p> <ul style="list-style-type: none"> <li>• Placing a strong emphasis on critical thinking, reflection, and college-level expectations</li> </ul> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Form lasting connections with members of the campus community and reflect on the nature of the academic community and their own role within it</li> <li>• Connect and engage with campus programs and resources related to academic, professional, and social development</li> <li>• Explore and engage with campus events and activities</li> <li>• Understand academic policies and timelines impacting the academic journey</li> <li>• Practice success skills and growth mindset in an academic setting with a focus on increased self-awareness and personal responsibility</li> <li>• Intentionally engage with others of different viewpoints and human experiences and reflect on the ways those differences enrich the learning environment</li> <li>• Explore resources and practice strategies related to stress management, mental health, and wellness</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students agreed their FYS class helped them understand diversity, equity, privilege and power.</li> <li>• 88% of respondents agreed their FYS helped them locate academic campus resources.</li> <li>• 89% of students agreed the instructor of their FYS helped provide opportunities for students to ask questions.</li> <li>• 79% of students agreed they were overall satisfied with their FYS instructor.</li> <li>• Regarding their FYS peer leader, 87% of students were satisfied with their peer leader, and 90% agreed their peer leader was a positive role model.</li> <li>• Nearly three-fourths (72%) of students were satisfied overall with their FYS course and 79% would recommend other first-year students to take the course.</li> <li>• 64% of students indicated they were definitely planning to return to IUPUI the following academic year.</li> <li>• The number one reason students indicated they do not plan to return to IUPUI the following academic year was the lack of student life on campus. Students reported wanting a more traditional campus culture that includes sports and tailgates often seen at larger universities.</li> <li>• Other reasons students did not plan to return to IUPUI the following academic year included personal reasons, they didn't feel a sense of belonging, and not getting into the program they wanted.</li> <li>• The top five most valuable aspects about the FYS class were learning campus resources,</li> </ul>	<ul style="list-style-type: none"> <li>• The campus FYS course shell was updated to allow for integration of additional components related to stress management/mindfulness and to eliminate mandatory CN ePortfolio assignments</li> <li>• Additional resources related to co-curricular involvement, campus traditions, and campus events were provided</li> <li>• Learning outcomes were revamped to allow for more strategic, just-in-time delivery of content across Bridge Week and FYS, now that all students were participating in a uniform experience. This change was also designed to eliminate unnecessary redundancies between the programs and cut down on the perception of "busy work"</li> </ul>

First-Year Seminars		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<ul style="list-style-type: none"> <li>Identify and engage with areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals</li> <li>Practice academic and personal time management techniques</li> <li>Set academic and career goals and plan for majors, minors and careers</li> </ul>	<p>meeting people or friends, helping with the transition to college, time management skills, and created a safe space.</p> <ul style="list-style-type: none"> <li>Students were also asked the least valuable aspects of the FYs class and the number one response was nothing, followed by the number of assignments or heavy workload, the busy work, feeling like the class as a whole is a waste of time or pointless, class was too long, and guest speakers.</li> </ul>	

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> <ul style="list-style-type: none"> <li>• Foster a meaningful college experience through the development of integrative thinking, critical thinking, and reflective thinking skills.</li> <li>• Develop a sense of belonging with the IUPUI community, through the creation of a support network of peers, faculty, and staff.</li> <li>• Build capacity to recognize, respect, and value diverse social identities and diverse perspectives.</li> <li>• Apply knowledge through experiential learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who participated in Themed Learning Communities (TLCs) continued to show significantly rates of retention and achieve higher first semester GPAs than those in stand-alone first-year seminars, especially when paired with Bridge Week</li> <li>• Students who participated in Gateway Learning Communities (GLCs) showed only slightly higher rates of retention and GPA than students in stand-alone FYS classes and lower rates of retention and GPA than those participating in stand-alone FYS classes and Bridge Week combined.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the discrepancies between outcomes for students participating in GLCs vs. TLCs, a committee of the IUPUI First-Year Experience Advisory Board studied the GLC model and made recommendations that the GLC model be curtailed going forward. While some GLCs with exceptional outcomes (e.g. Algebra-linked sections with embedded Supplemental Learning Assistance) will continue to be supported, the committee recommended instead that additional effort be focused on developing the "FYS +" model. This model attempts to replicate impact of TLCs within stand-alone FYS sections by laying additional engaged learning and experiential activities into the class, such as service learning and global engagement.</li> </ul>

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Program Goals</b> The Life-Health Sciences Internship Program (LHSI) furthers the university's and division's strategic plan to promote undergraduate student learning and success through on-campus internships. We will:</p> <ul style="list-style-type: none"> <li>• Maintain high retention and graduation rates among participants as well as strong post-graduation outcomes.</li> <li>• Maintain diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population.</li> <li>• Understand and impact intern belonging in the workplace.</li> </ul> <p><b>Student Learning Outcomes</b> By the end of the internship, interns will:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Understand their role and strengths on a professional team and analyze who they would like to become as a professional. (Communicator)</li> <li>• Gain and strengthen skills relevant to next steps after graduation, such as communication, collaboration, teamwork, analysis/synthesis/evaluation, independence, confronting challenges</li> </ul>	<p>Persistence, graduation, post-graduate outcomes Of the 346 intern participants in the five most recent groups through 2020-21:</p> <ul style="list-style-type: none"> <li>• 82% have graduated and 15% are still enrolled at IUPUI.</li> <li>• Of 284 graduates, 68% are enrolled in graduate and professional programs and 32% went directly into the workforce (75% knowledge rate on post-graduate outcomes).</li> </ul> <p>Next steps after LHSI 97% of 2021-2022 interns are doing some form of engaged learning after LHSI. The rest indicated exam preparation or other tasks specifically related to graduate school applications. Their plans included (could select more than one):</p> <ul style="list-style-type: none"> <li>• 40% continuing at the internship site</li> <li>• 61% applying to other programs and experiences to try something new this summer or next year</li> <li>• 20% are starting the capstone course soon.</li> </ul> <p>Spring 2022 Recruitment Cycle In Spring 2022 for AY 2022-2023 we had 107 applicants for 75-85 internship positions. Applicants represented nine academic schools/units and 24 majors. 44% of the incoming interns are from an underserved background (14.8% Black/African American, 11.1% Hispanic/Latino, 23.5% First-Gen, 18.5% 21st Century Scholars).</p> <p>Belonging in the Workplace for 2021-22 Interns 54% of interns selected strongly agree for all three belonging measures by end of spring 2022. This was up from 44% the previous year.</p> <ul style="list-style-type: none"> <li>• I feel a sense of belonging to my internship site,</li> <li>• I see myself as part of the team at the internship site, and</li> <li>• The internship site has made me feel welcomed.</li> </ul> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. 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. <ol style="list-style-type: none"> <li>a. Final eportfolio rubric:</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Belonging and Mattering <ul style="list-style-type: none"> <li>• Intern written feedback showed elements of mattering, “the feeling of being significant and important to other people.” (Flett, Khan, &amp; Su, 2019, p. 667). For example:</li> <li>• They make me feel like a valuable addition to the group and acknowledge that while what I do might be tedious, it helps make the bigger picture possible.</li> <li>• My supervisor is always telling me how appreciative she is of my work, and that makes me feel like I am making a difference.</li> <li>• They are extremely supportive and really care about making sure I grow from these experiences and learn as much as possible.</li> <li>• She provided timely and constructive feedback as well as creative solutions for my problems.</li> </ul> </li> </ul> <p>We added a measure for 2022-23 of “I feel like I matter to my colleagues/coworkers” and some behavior-based measures based on mattering literature to better assess what actions are the most meaningful to mattering, such as receiving feedback, having someone care about them as whole people, and valuing their input and contributions. The results will continue to inform internship supervisor training and program interactions and support for interns.</p> <p><i>Flett, G. L., Khan, A., Su, C. (2019). Mattering and psychological well-being in college and university students: Review and recommendations for campus-based initiatives. International Journal of Mental Health and Addiction, 17, 667–680.</i></p>

Life-Health Sciences Internship Program		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>and failure, problem-solving and perseverance, and constructive criticism. (Problem Solver, Communicator)</p> <ul style="list-style-type: none"> <li>Convey ideas and knowledge effectively through an ePortfolio and a presentation of the internship work. (Problem Solver, Communicator)</li> </ul>	<ul style="list-style-type: none"> <li>Planning- Locate resources and opportunities to gain skills and experience toward and further explore and confirm career goals. Average score of 2.42 of 4 (90% received at least a 2/describes/milestone)</li> <li>Goal Setting- Identify internship and career goals and connect personal values and life purpose to the motivation and inspiration behind the goals. Average score of 2.86 of 4 (92% received at least a 2/describes/milestone)</li> </ul> <p>b. Self-evaluation: I regularly review my career goals and action steps to get there.</p> <ul style="list-style-type: none"> <li>Orientation 2021: 3.66 of 5 (0.95 SD)</li> <li>Fall 2021: 3.77 of 5 (0.84 SD)</li> <li>Spring 2022: 4.18 of 5 (0.77 SD)</li> </ul> <p>2. Understand their role and strengths on a professional team and analyze who they would like to become as a professional.</p> <ul style="list-style-type: none"> <li>Self-evaluation: I know the strengths and skills I bring to work.</li> <li>Orientation 2021: 3.59 of 5 (0.86 SD)</li> <li>Fall 2021: 3.91 of 5 (0.70 SD)</li> <li>Spring 2022: 4.37 of 5 (0.71 SD)</li> </ul> <p>3. 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.</p> <p>a. Final ePortfolio Rubric:</p> <ul style="list-style-type: none"> <li>Professional Growth- Analyze growth in professionalism and professional skills. Average score of 3.04 of 4 (92% received at least a 2/describes/milestone)</li> </ul> <p>4. Convey ideas and knowledge effectively through an ePortfolio and presentation of the internship work.</p> <p>a. Final ePortfolio Rubric:</p> <ul style="list-style-type: none"> <li>Context and Purpose of Writing: 2.54 of 4 (all interns received at least a 2/describes/milestone)</li> </ul>	<p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>Only 89% of interns received a rubric score high enough to qualify for LHSI on the Record. On average, we expect a minimum of 2/describes/milestone for each row of the rubric. We made some minor edits to the rubric and prompts to be clearer on expectations. Interns can see the rubric and receive detailed monthly written and rubric feedback on prompts by our student ambassadors. They provide constructive critiques of what else to add to deepen reflection and improve scores for a subgroup of the interns. The director and program coordinator give more ePortfolio feedback to all interns at the midpoint of the experience.</li> <li>We revised site visit questions for fall 2022 to better align with ePortfolio reflection prompts. This will give interns a chance to reflect in a conversation with their supervisors and the director about their growth and what other support they need to achieve their learning goals.</li> </ul>

## Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																													
	<ul style="list-style-type: none"> <li>○ Coherence and Alignment: 2.42 of 4 (93% received at least a 2/describes/milestone)</li> <li>○ IEL Workgroup assessment of reflections:</li> <li>○ For a third year, we contributed reflections to the Institute for Engaged Learning workgroup assessing 100 student reflections using the AAC&amp;U Written Communication and Integrative Learning VALUE Rubrics.</li> <li>○ Supplied a sample of 9 LHSI ePortfolio reflections representative of the overall gender and race/ethnicity breakdown of LHSI 2021-22.</li> <li>○ Three measures and comparisons between LHSI and the overall scores are included below.</li> </ul> <p>Content Development</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>2020-21 Mean</th> <th>2020-21 SD</th> <th>2021-22 Mean</th> <th>2021-22 SD</th> </tr> </thead> <tbody> <tr> <td>LHSI</td> <td>3.14</td> <td>.66</td> <td>3.22</td> <td>.67</td> </tr> <tr> <td>Overall</td> <td>2.59</td> <td>.82</td> <td>2.92</td> <td>.79</td> </tr> </tbody> </table> <p>Connections to Experience</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>2020-21 Mean</th> <th>2020-21 SD</th> <th>2021-22 Mean</th> <th>2021-22 SD</th> </tr> </thead> <tbody> <tr> <td>LHSI</td> <td>2.43</td> <td>1.0</td> <td>3.11</td> <td>.78</td> </tr> <tr> <td>Overall</td> <td>2.19</td> <td>.89</td> <td>2.68</td> <td>.88</td> </tr> </tbody> </table> <p>Reflection and self-assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2020-21 Mean</th> <th>2020-21 SD</th> <th>2021-22 Mean</th> <th>2021-22 SD</th> </tr> </thead> <tbody> <tr> <td>LHSI</td> <td>2.57</td> <td>1.02</td> <td>2.89</td> <td>.60</td> </tr> <tr> <td>Overall</td> <td>2.27</td> <td>.88</td> <td>2.62</td> <td>.79</td> </tr> </tbody> </table>		2020-21 Mean	2020-21 SD	2021-22 Mean	2021-22 SD	LHSI	3.14	.66	3.22	.67	Overall	2.59	.82	2.92	.79		2020-21 Mean	2020-21 SD	2021-22 Mean	2021-22 SD	LHSI	2.43	1.0	3.11	.78	Overall	2.19	.89	2.68	.88		2020-21 Mean	2020-21 SD	2021-22 Mean	2021-22 SD	LHSI	2.57	1.02	2.89	.60	Overall	2.27	.88	2.62	.79	
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**Nina Mason Pulliam Scholars Program**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p><b>Nina Scholar Learning Outcomes:</b></p> <p>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</p> <ol style="list-style-type: none"> <li>1. Develop a personal road map for success</li> <li>2. Utilize goal-setting strategies</li> <li>3. Understand and apply student learning concepts and methods</li> <li>4. Demonstrate effective executive functioning</li> </ol> <p>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholars</p> <ol style="list-style-type: none"> <li>1. Develop meaningful connections to fellow scholars</li> <li>2. Offer academic and personal strengths to fellow scholars</li> <li>3. Participate fully in program community service</li> <li>4. Develop leadership identity and leadership skills in Nina Scholars Program</li> </ol>	<p><b>What methods have you used to assess (direct and indirect) student learning and success?</b></p> <p>Since the program’s inception in 2001 Nina Scholars has provided scholarships and support programming to students who because of family responsibility, physical disability, or foster care/independent youth background, might not otherwise have had the chance for a college education. The program has tracked the success indicators of scholars and drawn comparisons among the four institutions that have received the Nina Scholars grant (IUPUI, Ivy Tech Community College, Arizona State University, and Maricopa Community Colleges). The key data for our funder, the Nina Mason Pulliam Charitable Trust, is graduation and persistence rates compared to the Integrated Postsecondary Education Data System (IPEDS). With direction from the Nina Mason Pulliam Charitable Trust, a team from Institutional Research and Decision Support collects and reports the data. They also provide a qualitative report from student surveys.</p> <p><b>NINA Scholar Success Outcomes Highlights</b></p> <ul style="list-style-type: none"> <li>• During the cohort years 2011-2020, the Trust awarded scholarships to 266 students who, because of family responsibilities, physical disabilities, or foster care backgrounds, might not have otherwise had the chance for a college education.</li> <li>• The overall success rate for Nina Scholars was 78.9% for cohorts entering the program 2011-2020, with 210 of the 266 Scholarships resulting in graduation or persistence (continued studies at ASU, IUPUI, Ivy Tech or MCCC). The program-wide success rate represents an improvement over the previous rate of 77.2%.</li> <li>• It is notable that the Nina Scholars program seems to provide the academic, social, and personalized support necessary for the Scholars to make successful transitions to college and be successful during their first year. The program-</li> </ul>	<p>In addition to the quantitative and qualitative assessments done, our programs rely heavily on student leadership. We design through co-creation, inviting students through formal and informal means to guide how we meet our learning objectives. Moreover, we are scholar-practitioners following the latest inquiry and evidence on better understanding the lived experiences and needs of students who come from backgrounds of marginalization and trauma. One of the main responses to what we have learned through these means shapes our programming theme for the year. For 22-23 our theme is "Find Your Balance." We are focusing our monthly programming, shaping our course instruction, and infusing into our mentoring program lessons on the following questions related to finding peace in a frantic world:</p> <p>How can I nourish myself?          How can I slow down in the midst of my rushing?          How can I be mindful?          How can I make intentional choices?          How can I be kind to myself?</p> <p>Students received t-shirts and journals with "Find Your Balance" on them. We work to highlight concepts, tools, and practices we are learning about this emphasis in our program interactions.</p> <p>Additionally, in response to what we learned from 21-22, we have further refined the mindsets that are part of our model, Transformative Education. Transformative Education is about</p>

## Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</p> <ol style="list-style-type: none"> <li>1. Fully utilize program guidance and support</li> <li>2. Readily access unit, campus, and community resources</li> <li>3. Understand how to develop academic and professional success networks</li> </ol> <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"> <li>1. Understand and apply personal growth concepts and methods</li> <li>2. Engage in experiential learning</li> <li>3. Develop and utilize a sense of one's positive core and purpose</li> </ol> <p>Goal 5: Facilitate career development and graduate school readiness</p> <ol style="list-style-type: none"> <li>1. Understand and apply career development concepts and methods</li> <li>2. Develop commitment and motivation to achieve a college degree and to a career field related to natural strengths, personal values, and life purpose</li> </ol>	<p>wide one-year retention rate was 94% and the average first-year grade point average (GPA) was 3.07 with 60.5% earning cumulative GPAs 3.00 or above.</p> <ul style="list-style-type: none"> <li>• The program seemed to buffer against the negative effects of COVID 19 on student success. There were no declines in one-year retention or academic performance for the 2020 and 2019 cohorts. The one-year retention rate for the 2020 cohort was 100% and the one year retention for the 2019 cohort was 96.8%. The second year retention rate for the 2019 cohort was 96.6% which was higher than previous cohorts. The one-year and second year retention rates for the 2018 (experiencing COVID 19 in their first spring and second year) was 96.3% and 84.0%, respectively.</li> <li>• 71.0% of the Scholars earned a Bachelor's Degree within six years and 84.7% earned an Associate's Degree within four years.</li> <li>• Findings suggest that Nina Scholars outperform other college students attending the IUPUI, Ivy Tech, and MCCC based on a comparison of outcomes (retention and graduation rates) accessed via the Integrated Postsecondary Education Data System (IPEDS). Overall, ASU students tend to have better success outcomes than the other institutions. As such, Nina Scholars at ASU did not tend to outperform the overall beginner population.</li> <li>• The Nina Scholar one-year retention rates were notably higher than the one-year retention rates of overall beginners for IUPUI (87% vs 75%), Ivy Tech (96% vs. 51%), MCCC (97% vs. 56%). The ASU rate was similar (93% vs. 94%).</li> <li>• The Nina Scholar four-year graduation rates were slightly higher than the four-graduation rates of overall beginners for IUPUI (31% vs 33%) and were lower at ASU (41% vs. 51%). This may be a function of ASU improving the 4-year graduation rate for their overall population of beginners in recent years and the fact that Nina Scholars tend to make slow progress toward degree completion.</li> <li>• The Nina Scholar six-year Bachelor Degree-Seeking graduation rates were higher than the six-graduation rates of overall beginners for IUPUI (63% vs 53%) and similar at ASU (66% vs. 66%).</li> </ul>	<p>possibility—creating the possibility that EVERYONE has the opportunity to learn, grow, develop, and contribute. Through the lens of educational inequity, many face limited opportunities, considerable barriers, and diminished life chances. In his book, <i>The Genius in All of Us</i>, David Shenk writes, "We do not have a talent scarcity, but a talent abundance." From this approach we can begin to think of ourselves as teaching for educational equity—creating environments and facilitating experiences that can lead to a level of student actualization and meaning-making that is transformative and transcendent in the face of inequity.</p> <p>We want to help students develop practices and tools for connecting to their capacity for conscious awareness (e.g., mindfulness) and for intentional action and responsiveness allowing them to recognize what mindsets they are seeing through and acting from. When awareness, thinking, feeling, curiosity, courage, and values are working together as partners we can shift out of mindsets that do not serve and our students and into those that do.</p> <p>Here are the 9 mindsets for Transformative Education we have developed:</p> <ol style="list-style-type: none"> <li>1. I am born to inquire, learn, grow, and develop</li> <li>2. I am unique, capable, and worthy</li> <li>3. I can use self-discovery to build a compass for my life direction</li> <li>4. I have the capacity to be aware, intentional, and emotionally intelligent</li> <li>5. I can relate to myself and others in conscious and healthy ways</li> </ol>



### Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• Overall results indicate that Passport Scholars are successfully completing their Associate Degrees at IVY Tech or MCCC and then persisting to six-year Bachelor degree completion at IUPUI (66.7%) or ASU (87.1%).</li> <li>• Results suggest that Scholars are performing well academically and have high one-year retention rates. However, not many Scholars are completing their degrees on time (within four years for Bachelor’s and within two or three years for an Associate’s Degree). Most Scholars are taking six years to complete their Bachelor’s and four years to complete their Associate’s Degrees. Additionally, many Scholars are progressing through their programs slowly and not meeting credit-hour milestones. Only 32% completed 30 credit hours at the end of their first year, 28% completed 60 credit hours by the end of their second year, and 28% completed 90 credit by the end of their third year for Bachelor Degree-Seeking Scholars. Only 13% of Associate Degree-Seeking Scholars completed 30 hours their first year and only 10% completed 60 credit hours by the end of their second year. Please note that these figures reflect only credit hours earned while in the Nina Scholars program and do not include credit hours earned toward degree prior to the program or transferred in prior to entering the program.</li> <li>• Results of an analysis suggest that Scholars who reach the 30-credit milestone their first year are more likely to graduate on-time and attain their Bachelor degree within 4-years (58% vs. 30%). Additionally, Adults, 25 years of age or older, with dependents in the family unit (DFU) are less likely to reach the 30-hour credit-hour milestone (18%) compared to Scholars from the child welfare system (48%) and Scholars with disabilities (24%).</li> <li>• The institutions conferred a total of 100 Associates’ degrees and 94 Bachelors’ degrees during the 2011-2020 timeframe. Nina Scholars primarily earned degrees in the helping professions or Liberal Arts. Very few Scholars sought or earned degrees in the Science, Technology, Engineering, and Math (STEM) professions. The top Bachelor’s Degrees earned were Social Work, Education, Biology, Business, General Studies, Engineering, Nursing, and Communication. Most students’ intended majors were also in the helping professions.</li> </ul>	<p>6. I am the designer and driver of my life, I can more consciously self-regulate and choose values-oriented actions</p> <p>7. I can build stability in my life and bounce back readily in the face of challenges</p> <p>8. I can be willing to experience difficulty and discomfort in service of my values and growth</p> <p>9. I can practice interdependence and contribute to the creation of an Everyone Culture</p>

**Nina Mason Pulliam Scholars Program**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>Adults, 25 years of age or older, with dependents in the family unit (DFU) continue to comprise the largest eligibility group selected for the Nina Scholars program. A total of 123 (46%) of the 266 Nina Scholars entering in 2011-2020 were DFU Scholars. Students from the child welfare system (CWS) comprised the second largest group and 114 (43%) of Scholars were CWS. Students with disabilities (PDs) comprised the smallest eligibility group with only 29 (11%) participating.</li> <li>Students from the child welfare system had the lowest one-year persistence rate among the three eligibility groups (89.5%). Their six-year graduation rate was 63.3%. There was a great deal of variation between institutions in terms of the CWS Scholars' success rates. The CWS students seemed to perform better at ASU (79.3%) and MCCC (85.0%) compared to IUPUI (70.3%) and Ivy Tech (57.1%). Additionally, a greater proportion of Scholars at ASU were CWS students (59%) compared to IUPUI (48%). MCCC also enrolled more CWS Scholars (26%) compared to Ivy Tech (10%). DFU students were overrepresented at IUPUI (48%), Ivy Tech (75%) and MCCC (68%) compared to ASU (28%).</li> <li>Results suggest that the programs have made significant improvements over the years, resulting in improved student outcomes. The one-year retention rate was 88% in 2015 compared to 100% for the 2020 cohort. Another noteworthy finding is the steady improvements in four-year Bachelor Degree-Seeking graduation rates. There was a 32% improvement for the 2016 (61%) cohort compared to the 2011 cohort (29%).</li> </ul>	

**Office of Student Employment**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment												
<p><b>Mission</b> 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"> <li>• Creating campus dialogue and understanding of synergy between academics and collegiate work experiences.</li> <li>• Establishing and maintaining best practices and expectations for student employment programs.</li> <li>• Providing professional development opportunities through services and programming.</li> <li>• Connecting students and employers in mutually beneficial work experiences.</li> </ul> <p><b>Goals</b> The Office of Student Employment furthers the university’s strategic plan to promote undergraduate student learning and success by:</p> <p>Goal #1: Increase the number of students utilizing their FWS award in community service agencies to 150. CWS positions offer students the same opportunity as an on-campus student position to build a sense of belonging in their workplace environment, the institution and as a result continue to experience higher retention rates than students that do not work on campus</p>	<p><b>Relevant Data in Support of Goals:</b></p> <p><u>Goal #1:</u> Increase the number of students utilizing their FWS award in community service agencies to 150.</p> <p>Due to continued hybrid and limited agency activity in Spring of 2021 post-pandemic emergence the numbers of participants was much lower than expected thus goal not achieved.</p> <p><b>CWS Highlights, facts and measurements:</b></p> <ul style="list-style-type: none"> <li>• Number of students that utilized FWS funding in a community agency position was 79. This number was lower than expected due to COVID-19 but was on target before the pandemic to exceed the 2019-2020 numbers that were at 103.</li> <li>• Number of new agencies increased by 11 in 2020-2021. Total hiring agencies for 20-21 was 34.</li> </ul> <p align="center"><b>Ethnicity of CWS Students for Ay 21-22:</b></p> <table border="1" data-bbox="844 878 1182 1062"> <tbody> <tr> <td>Asian</td> <td>24%</td> </tr> <tr> <td>Caucasian</td> <td>34%</td> </tr> <tr> <td>African American/Black</td> <td>16%</td> </tr> <tr> <td>Two or More Races</td> <td>11.3%</td> </tr> <tr> <td>Hispanic/Latinx</td> <td>12.6%</td> </tr> <tr> <td>Not Hispanic</td> <td>1%</td> </tr> </tbody> </table> <p><u>Goal #2:</u> Develop and launch exit interview process available to all students that separate from their student employment positions at IUPUI</p> <p><b>Exit Interview Highlights, facts and data:</b></p> <ul style="list-style-type: none"> <li>• Exit interview launched for live usage August 2021</li> <li>• 116 Students completed the exit interview by July 2022</li> </ul>	Asian	24%	Caucasian	34%	African American/Black	16%	Two or More Races	11.3%	Hispanic/Latinx	12.6%	Not Hispanic	1%	<p>Goal #1:</p> <ul style="list-style-type: none"> <li>• Increasing outreach to former and never before connected agencies to increase range of opportunities by major for work study students.</li> </ul> <p>Goal #2:</p> <ul style="list-style-type: none"> <li>• Increasing outreach to those separated from their positions to every 90 days. Sharing topic/comments with units if they could be addressed through supervisor education, policy adherence or restructuring of existing structure.</li> </ul>
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<p>or at all per the data Analysis and Institutional Effectiveness (formerly known as IRDS). Goal #2: Develop and launch exit interview process available to all students that separate from their student employment positions at IUPUI</p> <p>Goal #3: Increase the number of new departments participating in the On-Campus Internship Program (OCIP) or Hire Achievers (HA) by 5.</p> <p>An effort to continue to increase the number of student employment opportunities on campus, focused OSE efforts on expanding these programs further by recruiting new departments to the program. Site/departments hosting experiences increase the number of students who can participate in the programs and obtain employment on campus. This experience also increases the number of departments on campus offering quality work positions.</p> <p>The Office of Student Employment would like to continue to support supervisors in the importance and opportunity they have to offer a high impact work experience for their student employees in many instances. Through continued support and programming like OSE's Hire Achievers program, On-campus internship program, Supervisor summit, Jaguar Supervisor Training Program and more OSE will continue to assist in the development of employment experiences that can provide students unique and professional pathways to experiences useful to them at the time of graduation and beyond.</p>	<ul style="list-style-type: none"> <li>Predominant information shared via exit interview relays experiences that are positive to the student, appreciation of good supervisors and how the experience has added to their college experience and provided useful skills for future employment.</li> </ul> <p><u>Goal #3:</u> Increase the number of new departments participating in the On-Campus Internship Program (OCIP) or Hire Achievers (HA) by 5.</p> <p><b>OCIP/HA Highlights, facts and measurements:</b> Overall net gain of new departments was:</p> <ul style="list-style-type: none"> <li>1 new – Hire Achievers Program</li> <li>1 new – On-campus Internship Program</li> </ul> <table border="1"> <thead> <tr> <th>Assessment questions:</th> <th>Rate of Satisfaction</th> </tr> </thead> <tbody> <tr> <td>I feel a sense of belonging to my internship site</td> <td>82% strongly agreed</td> </tr> <tr> <td>I see myself as a part of the team at my internship site</td> <td>82% strongly agreed</td> </tr> <tr> <td>My internship has made me feel welcome</td> <td>92% strongly agreed</td> </tr> <tr> <td>All were asked if supervisors gave them opportunities to grow and be challenged</td> <td>82% strongly agreed</td> </tr> </tbody> </table> <p><i>Response Rate was 48%</i></p> <p><b>Supervisor connections to OSE Highlights, facts and measurements:</b></p> <ul style="list-style-type: none"> <li>OSE held <b>12 outreach/presentations/trainings</b> (some of the 12 trainings were series) on a variety of student employment and supervision topics were delivered to supervisors and staff with just under 100 supervisors and staff in attendance. The 4<sup>th</sup> annual Supervisor Summit had <b>45 attendees</b>. The Part-Time Job Fair was back in person this year. At the job fair, we had <b>72 employers</b> and <b>857 students</b> in attendance. During National Student Employee</li> </ul>	Assessment questions:	Rate of Satisfaction	I feel a sense of belonging to my internship site	82% strongly agreed	I see myself as a part of the team at my internship site	82% strongly agreed	My internship has made me feel welcome	92% strongly agreed	All were asked if supervisors gave them opportunities to grow and be challenged	82% strongly agreed	
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	<p>Appreciation Week, we held appreciation stations in our office. A total of <b>61 supervisors/employers</b> picked up items for their total estimate number of <b>654 student employees</b> based on their self-reporting number of student employees.</p> <p><b>Student Employee Survey (Spring 2022):</b></p> <ul style="list-style-type: none"> <li>• 89% of respondents agreed their on-campus job helped them develop skills and/or learn new skills.</li> <li>• Students were also asked how their on and off-campus employment benefited their career development. The number one response for both on and off-campus jobs was the direct and real-world relation to their future career.</li> <li>• The top two influences for students to work on campus were the experience for future career and financial need.</li> </ul> <p><u>To what extent do you agree with the following statements about your on campus job (even if not currently employed on campus)?</u></p> <table border="1"> <thead> <tr> <th rowspan="2">Item</th> <th rowspan="2">N</th> <th rowspan="2">Mean</th> <th colspan="5">Percentages</th> </tr> <tr> <th>Strongly Disagree</th> <th>Disagree</th> <th>Neutral</th> <th>Agree</th> <th>Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>My on-campus job has helped me develop skills and/or learn new skills</td> <td>368</td> <td>4.35</td> <td>2.2</td> <td>2.4</td> <td>6.8</td> <td>35.9</td> <td>52.7</td> </tr> <tr> <td>Being a student employee at IUPUI has positively impacted my overall college experience</td> <td>368</td> <td>4.18</td> <td>1.9</td> <td>3.5</td> <td>12.5</td> <td>38.6</td> <td>43.5</td> </tr> <tr> <td>My on-campus job has helped me understand workplace expectations and professionalism</td> <td>367</td> <td>4.05</td> <td>4.4</td> <td>2.2</td> <td>13.9</td> <td>43.1</td> <td>36.5</td> </tr> <tr> <td>My job has helped me plan and prepare for my future career</td> <td>368</td> <td>3.90</td> <td>4.1</td> <td>7.9</td> <td>17.7</td> <td>34.5</td> <td>35.9</td> </tr> <tr> <td>My on-campus job is directly related to my major and/or career interests</td> <td>367</td> <td>3.71</td> <td>8.2</td> <td>11.7</td> <td>16.9</td> <td>27.8</td> <td>35.4</td> </tr> <tr> <td>Being able to work on campus while attending IUPUI influenced my decision to stay enrolled at IUPUI</td> <td>368</td> <td>3.42</td> <td>10.3</td> <td>13.6</td> <td>26.4</td> <td>22.8</td> <td>26.9</td> </tr> </tbody> </table> <p><small>1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree</small></p>	Item	N	Mean	Percentages					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	My on-campus job has helped me develop skills and/or learn new skills	368	4.35	2.2	2.4	6.8	35.9	52.7	Being a student employee at IUPUI has positively impacted my overall college experience	368	4.18	1.9	3.5	12.5	38.6	43.5	My on-campus job has helped me understand workplace expectations and professionalism	367	4.05	4.4	2.2	13.9	43.1	36.5	My job has helped me plan and prepare for my future career	368	3.90	4.1	7.9	17.7	34.5	35.9	My on-campus job is directly related to my major and/or career interests	367	3.71	8.2	11.7	16.9	27.8	35.4	Being able to work on campus while attending IUPUI influenced my decision to stay enrolled at IUPUI	368	3.42	10.3	13.6	26.4	22.8	26.9	
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<p><b>Academic Integration</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.</li> <li>• 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.</li> </ul> <p><b>Social Integration</b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to make connections with other students.</li> <li>• Students will feel supported and will have a general sense of familiarity with the surroundings.</li> <li>• Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology.</li> <li>• Students will feel welcomed and connected to IUPUI.</li> </ul> <p><b>Self-Efficacy</b></p> <ul style="list-style-type: none"> <li>• Students will report that they feel prepared to meet the demands and expectations of college.</li> <li>• Students will report that they have the ability to make a successful transition to IUPUI.</li> </ul>	<p><b>Number of Students Served by Program</b></p> <p>The Summer 2022 orientation program was significantly adjusted to a new one-day model that supports a fully integrated First Year Student Experience. This new program model was proposed in 2019 by the FYE committee, however due to covid, the program was not able to be implemented until summer 2022. The new one-day orientation program has a strong focus on academic planning and academic expectations.</p> <ul style="list-style-type: none"> <li>• In 2022, 3107 beginning and 864 transfer/intercampus transfer students were served in the orientation program.</li> <li>• For 2022, we did not distinguish between freshman/transfer students on the satisfaction survey.</li> </ul> <p><b>Orientation Program Survey Key Highlights:</b></p> <p><b>A small number (120) of students completed the orientation satisfaction survey. The new format was limited in time for completion of evaluations during the program</b></p> <ul style="list-style-type: none"> <li>• 98% of respondents agreed the Orientation was a beneficial experience</li> <li>• 93% of respondents indicated the presentations at Orientation were meaningful</li> </ul> <p>96% of respondents indicated that they were confident they made the right choice to attend IUPUI <b>Academic Advising: The new orientation model focused a good portion of the day on academic schools, planning, advising and course registration.</b></p> <ul style="list-style-type: none"> <li>• 94% of respondents indicated that working with an academic advisor will be an important part of their college experience.</li> </ul>	<p><b>Changes based on FYE committee, originally planned for the 2020 summer, implemented in 2022:</b></p> <p>This new model was designed to be fully integrated into the First Year Student Experience as recommended and proposed by the FYE committee to scale the pre-semester program (Summer Bridge) for all freshmen. This new model continues to meet the desired learning outcomes of the orientation program (academic integration, social integration, and self-efficacy) while introducing a scaffold approach of information, as well as a new-shared experiences for all freshman increasing prolonged engagement and belonging.</p> <p>Continued - offering academic school sessions, academic planning, advising sessions and help with course registration during the one-day orientation program</p> <p>Continued - offering the long-standing resource fair.</p> <p>(New) Offered optional campus and housing tours.</p> <p>(New) Offered conference style sessions for students and guests to participate in. Sessions were offered from Housing and Residence Life, Parking Services, Division of Student Affairs, Campus Safety, Campus Food Service/Meal Plans, etc.</p>

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	<ul style="list-style-type: none"> <li>• 96% of respondents indicated their academic advisor was knowledgeable regarding degree requirements.</li> <li>• 94% of respondents indicated that their advisor clearly explained their academic options for their first semester.</li> </ul>	<p>(New) One-on-One financial aid sessions were available for students and guests to speak with a financial services representative.</p> <p>(New) Campus engagement pieces were moved to scaled Bridge Week program. (Campus tour, community building, rights and responsibilities of being a student, involvement, etc.)</p> <p><b>Parent and Family Program:</b></p> <p>Worked with the Division of Student Affairs to offer two family specific sessions. The sessions included information about:</p> <p>Supporting their student Campus Resources Family Association Family weekend</p>

**THRIVE**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Program Goals:</b></p> <p><u>Goal 1:</u> Foster self-awareness through self-discovery and articulation of positive identity to provide a compass orienting towards intrinsically-valued outcomes for students.</p> <p><u>Goal 2:</u> Foster the development of a growth mindset, critical thought, intellectual practice, and a deep understanding of learning through a process of personal growth.</p> <p><u>Goal 3:</u> Foster the realization of interdependence and the value of each student’s story, through a co-created and integrative approach to navigating the new culture presented by college.</p> <p><u>Goal 4:</u> Foster the development of an intentional community of mutual support and healthy interdependence for independent youth.</p> <p><u>Goal 5:</u> Foster mindful, emotionally aware, compassionate, and contemplative practice that supports meaning-making and the development of self-concordant, self-awareness, self-actualization, and self-authorship.</p>	<p>The THRIVE team administered a pre-post survey during the 2021-22 academic year. Below are some key suggestions from students related to changes:</p> <ul style="list-style-type: none"> <li>• “More "in advance notices" or more updates on canvas as well because my Group Me doesn't really work all too well. Though this is more of a "me" problem I suppose.”</li> <li>• “For future reference. I would like the mentors to spread themselves out when they sit in class instead of having a table just for themselves. It comes off as very cliquey.”</li> <li>• “More in-depth conversations and application. Understanding the how and why.”</li> <li>• “I think making the lessons - at least- accessible to every intro college student will be beneficial. I also think a class for the years after the first year could also be beneficial because sometimes things get crazy and you forget things.”</li> <li>• “I feel like it is good to make sure everyone is involved and participating”</li> <li>• “More in class activities and art and crafts”</li> <li>• “I think we should have kept doing the relationship building things we did during bridge week. especially because I didn't really get to know the people that came in after bridge week.”</li> </ul>	<p>Changes were made to order of lessons for FYS and to time spent on lessons (for example, more time spent on healthy relationships and intra/interpersonal skills).</p> <p>Added more channels of communication for all student cohorts.</p> <p>Made changes to mentoring program in terms of training and team organization.</p> <p>Created more time for sharing and reflecting with peers (for example, added weekly "share circles" to class time).</p> <p>Added more intentional connective collaborative learning techniques.</p>



## Appendix A: Institute for Engaged Learning Reports