

# **Division of Undergraduate Education**

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

**Program Review and  
Assessment Committee (PRAC)  
Annual Report  
2019-2020**



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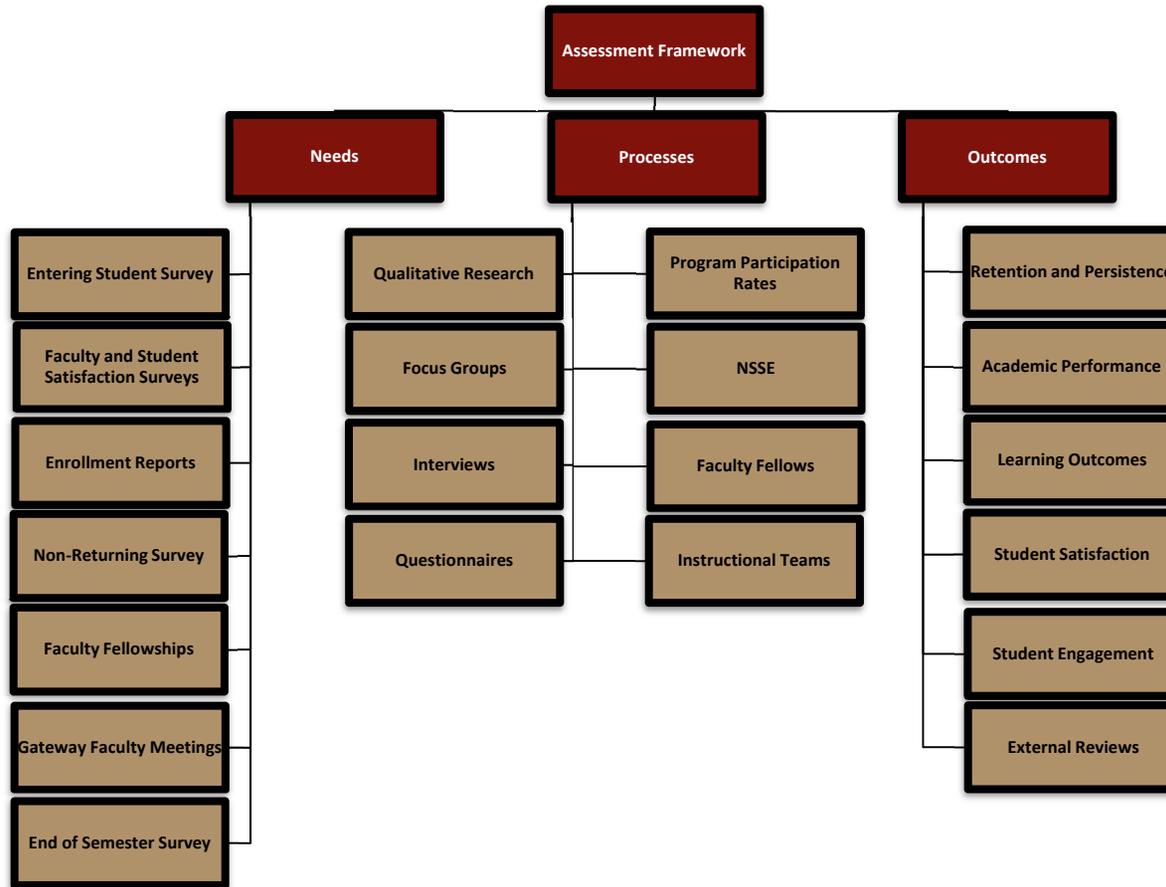
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## Context and Assessment Methods

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**

### **Spring 2020 COVID-19 Transition Survey University-Wide Results**

The Student COVID-19 Transition Needs Survey was designed to help faculty members, advisors, staff, and campus leaders understand the needs of students as a result of the COVID-19 pandemic. The survey was administered to all IUPUI students enrolled in Spring 2020 who were not enrolled in 100% online education programs prior to the COVID-19 pandemic. The survey was launched on April 24 in an effort to enhance understanding of what struggles or advantages students were experiencing early on as they transitioned to online learning. Results were used to inform a university-wide student calling campaign and refine instruction for the Fall 2020 semester. The following key highlights were originally included in the comprehensive report from the survey, which can be found on the IRDS website (here: <https://irds.iupui.edu/students/student-surveys/covid-19-transition-needs-survey/index.html>).

#### **Key Highlights Overall**

- The survey respondents were representative of the overall IUPUI population with regard to ethnicity, income level (the percentages that received Federal Pell Grant and levels of unmet need were similar), first-generation status, and Indiana residency. The only slight differences between the survey respondents and the overall IUPUI population was that the respondents were more likely to be women, and were slightly older (this could be because many Graduate and Professional students responded).
- Students were asked what major disruptions or challenges they experienced as a direct result of the coronavirus pandemic. The vast majority of students (4,931) responded that they experienced stress and anxiety and that online is a difficult format for learning (3,807). Many students also experienced loneliness and a lack of connection to others, learning challenges due to difficulty studying, no dedicated learning space, financial challenges, and learning challenges due to slow internet connectivity.
- 81% of students agreed or strongly agreed that Canvas was a useful resource during the online transition. Students also agreed or strongly agreed they were able to stay connected with their instructors (73%).
- Very few students agreed that the online learning experience was just as effective as face-to-face courses (only 20%) and few agreed that they were able to stay engaged with class content (only 31%).
- Students reported the following as the primary challenges they had with the online learning environment (in order of most responses): 1) distractions at home, 2) feeling disconnected with other students, 3) feeling disconnected from instructors, 4) lack of access to high speed internet, 5) access to academic/learning support (tutoring and mentoring), and 6) access to advisors.
- The vast majority of students reported uncertainty about what will occur next fall in terms of class format and financial issues as the reasons why they may not be returning to IUPUI in Fall 2020. Some students reported the following reasons: transferring, graduating, taking a semester/year off, bad experiences and lack of perceived support at IUPUI, personal issues, poor academic performance, waiting to get into an academic program/graduate school and COVID health concerns.

- Students were asked what they struggled with the most during virtual/online learning. The majority of respondents reported that they struggled with 1) paying attention to online lectures and staying focused, 2) distractions at home/no dedicated space, 3) staying motivated, 4) staying connected with other students and instructors, and 5) retaining and learning information. The following are examples of students' comments related to their struggles: "staying focused," "distraction at home with kids not going to school," "live in studio apartment...not being able to go to library or coffee shop has decreased my productivity, and "feeling the same connectedness I did when the class was in person." One student wrote she/he struggled with "retaining the information while having class and staring at the screen all day."
- Students were asked to share any technology or equipment issues that affected their participation in online learning. Students reported the following as their primary issues (rank ordered by number of comments related to the theme): 1) slow internet, 2) general access to internet, 3) issues or concerns with Zoom, 4) personal computer instability or malfunction, 5) lack of webcam or issues with webcam, and 6) having to share technology with family or household members.
- When asked "What strategies did you use to stay engaged with your peers and instructors during remote/virtual learning?" students reported that they used video calls (Facetime, Kaltura, Zoom, etc.) (1628 total comments), email, text and Canvas. Students reported "A few professors held zoom meetings, which was nice to interact with them and students," and "I did student-only zoom meetings, stayed engaged online, and organized a virtual thesis show for my peers."
- The students' responses have implications in terms of what IUPUI can do to ensure student success for future semesters as we cope with evolving circumstances due to the COVID-19 pandemic. Students expressed many difficulties associated with learning in the online format and made many suggestions regarding how their instructors and others can enhance their learning experiences. It is clear that IUPUI instructors need support and professional development, as students were keenly aware that instructors were learning to adapt alongside them. Students reported the following: "Make sure all professors know how to use canvas well and effectively, "Do not let the instructor teach like they would in classroom because it's different." One student's comment captured this theme well: "Some instructors did a great job creatively continuing education and connection with students. Others did not, and essentially provided busy work that was a waste of time and did not result in learning for the rest of the semester. Appropriate training/ support for instructors would be helpful."
- Many students felt that IUPUI should offer them a refund or partial refund on their parking. Students' comments reflected these sentiments: "Consider giving partial refunds for parking permits or credits to future parking permits. It does not seem fair we had to pay for something we were not able to use. I understand they need to pay staff to run parking for staff still on campus and to do renovations, but they shouldn't take the funds from the already struggling students."
- Due to the fact that students felt their online learning experiences were inferior to face-to-face instruction and they did not have access to on-campus resources, many students expressed the desire for reduced tuition costs and fees. One student noted, "I would suggest offering more financial support or incentives for students during this time. Lots of students are disappointed by the decision to not refund parking, meals, or gym fees. I do not feel that cost of what I am paying for school equals the value of the education I am receiving online currently, as professors are scrambling to move classes online."

- Although many students voiced struggles with the transition to online learning and offered suggestions for what IUPUI could do to improve their experiences, others took the time to express their appreciation to IUPUI instructors, staff, and leaders. One student wrote “I appreciate all the hard work of IUPUI staff, I understand this transition has been very challenging for all of us, but their dedication helped us to cope with this difficult situation. During the zoom meeting with Chancellor Paydar on spring break, I felt that he is such an extraordinary and kind person and tries so hard to make this situation less challenging for all of us. I respect him sincerely and I love IUPUI even more than before. Love all of you wonderful people, thanks again.” While another noted “Thank you IUPUI for your quick response to the COVID pandemic, excellent communication, fast conversion to online learning, and level of professionalism. Proud to be a Jaguar.” Students also expressed appreciation that we conducted this survey and hoped their input would be used in planning future directions. One student wrote: “I appreciate this survey and taking the time to hear from students.”
- One of the top emerging themes was students’ suggestion that it is important that instructors are understanding, accommodating, and flexible during shifts in circumstances and while teaching in online formats. One student noted “Make professors be flexible!!!! We cut out a week of the semester, had to transition to online learning, and are expected to get through everything. Many professors don't believe in curves or changing the dates for anything. We should be focusing on LEARNING. I'm trying to get an education at IUPUI, not a grade. Instructors need to pay attention to students, how they're doing, respond to emails, and to apply curves to the grading scales or tests when necessary. Overall, I'm very disappointed.”
- Many students reported that they are struggling financially and called on IUPUI to provide more financial assistance. Students wrote the following: “Emergency Financial Aid” and “Financial assistance should be provided to affected students.” One student reported “Due to the coronavirus, my family is struggling heavily with financial income. Our internet connection isn't the best, and with barely any pay coming from my family, we may not have internet access soon, though they are trying to keep it up for the rest of the semester.”
- Several students reported that IUPUI communications should be timely and transparent. They expressed that IUPUI communications should be frequent and relevant so they are updated about decisions and evolving policies. Students wrote: “More updates on how our next school semester will be. We are all still very confused,” “Keep us updated on when the face-to-face meetings will resume,” and “Keeping us updated as much as possible!”
- Students also expressed that instructors, advisors, and staff be as responsive as possible and complained that instructors did not respond to their emails in a timely manner. Examples of comments were as follows: “Although the semester is almost over, I would like to plead with instructors, especially my instructors, to at least reply to my emails to let me know that they have even received it and will get back to me” and “I recommend for faculty to be required to respond to emails within 24-48 business hours.”
- Finally, many students expressed that they were struggling with stress, anxiety, and other mental strains. As such, they requested that IUPUI provide more mental health services and resources. One student wrote that IUPUI should provide “virtual mental health visits, having a CAPS capacity that is relevant to the number of students experiencing mental health challenges.” Other students noted that “grief counselors or someone for the students to vent or brag to every once in a while so they don't feel alone or crazy for having increased feelings of anxiety and stress,” “increase amount of online mental health advisors,” and “more mental health resources.”

## Entering Student and End of Semester 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. During new student orientation sessions, students received the Entering Student Survey (ESS). At the end of the fall semester, a second survey was administered to all students in the first-year beginning cohort. These surveys help DUE and IRDS assess a broader array of motivational, cognitive and behavioral factors that are predictive of student learning and success, and track development on these factors over the course of the first term. Factors included on both the ESS and End of Semester surveys are included below.

### Both Surveys

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

### Entering Student Survey only

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

### End of Semester Survey only

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

Results from the 2019 ESS survey were prepared by Jessica Rauch and can be found on the IRDS website. Some of the highlights include:

- Overall beginning student respondents feel welcomed at IUPUI. About **95%** of students agree ‘**the IUPUI campus community has made me feel welcomed.**’
- About **59%** of respondents rated their *mathematical ability as average or lower*, suggesting a possible need for assistance with Math courses. **Seventy-one percent** rated their study skills as average or lower, suggesting this may also be an area of need.
- **Two-thirds** of respondents reported having ‘**some concerns**’ about **financing their college education** while **13%** reported having ‘**major concerns**’.
- **At least 62%** of respondents **planned to work on campus for pay** or **planned to work off-campus for pay** during their first year.
- **At least 20%** of respondents indicated there was a ‘very good chance’ they would **work on a research project with a professor, participate in service learning or community service, or participate in study abroad or international travel related to school.**

The 2019 End of Semester Survey report, also prepared by Jessica Rauch, can be found on the IRDS website as well. Some of the key findings are:

- **Eighty-two percent** of respondents were satisfied with their **overall academic experience at IUPUI.**
- **At least seven out of ten** respondents were very satisfied or satisfied with **peer mentoring or tutoring, coaching and other support services.**
- More than 62% of respondents indicated they were very satisfied or satisfied with **academic advising in University College or career services in University College.**

## Entering Student Survey and End of Semester Survey shared Sense of Belonging items.

After completing the Entering student survey (ESS) during Orientation, Fall 2019 beginners also completed the End of Semester Survey (EoS) in December 2019. When completing the ESS at Orientation, students reported relatively high sense of belonging and were pleased in their decision to attend IUPUI. While students still generally agreed with these statements at the end of semester, mean ratings for every item on both scales were significantly lower.

### 2019 Entering Student Survey and End of Semester Survey Sense of Belonging Results

	Entering Student Survey			End of Semester Survey		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
The IUPUI campus community has made me feel welcomed	2,866	6.30	1.05	785	5.76	1.40
I see myself as part of the IUPUI community	2,864	5.79	1.17	785	5.45	1.56
I feel a sense of belonging at IUPUI	2,864	5.83	1.14	788	5.51	1.53
I feel that I am a member of the IUPUI community	2,865	5.63	1.17	786	5.45	1.52
I feel that I fit right in on campus	2,860	5.68	1.18	786	5.44	1.56

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

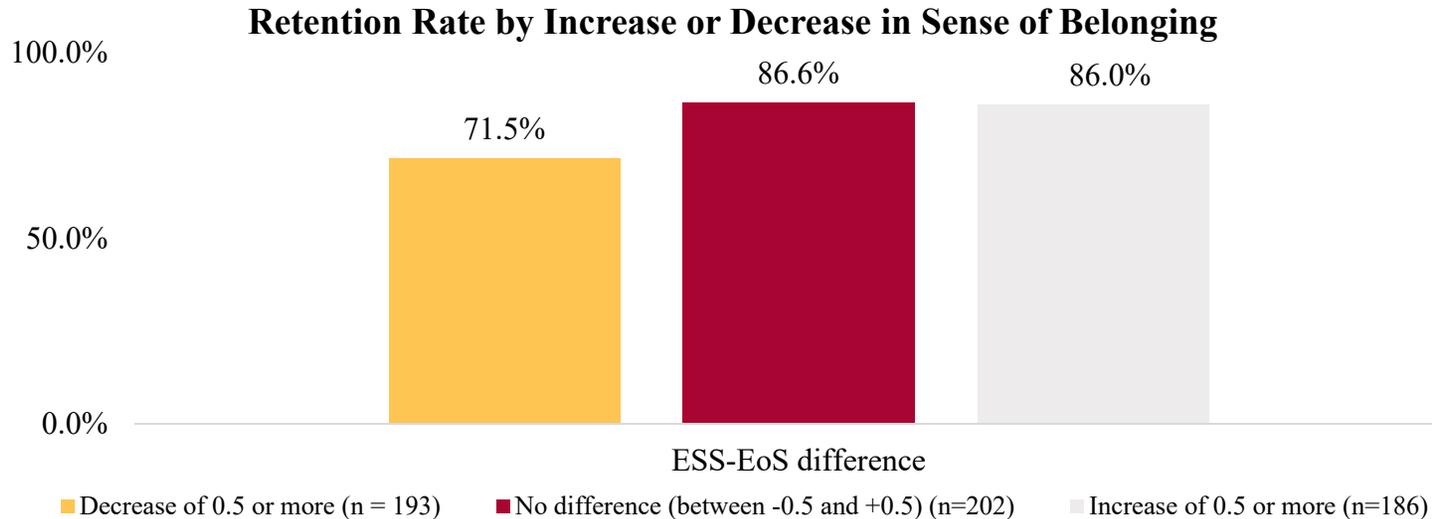
A separate analysis was conducted using 2018 results in order to estimate the effect of students' reported changes in sense of belonging. Students who completed the sense of belonging items on both the ESS and EoS were combined to form scales representing students' sense of belonging both at the beginning of the semester and at the end. Students were divided into three groups, those whose sense of belonging decreased by 0.5 points or more (n=193), those whose sense of belonging increased by 0.5 points or more (n=186), and those whose sense of belonging remained more or less the same (n=202). The three groups' retention rates were then compared using logistic regression. It was found increasing in sense of belonging did not have much effect on retention. However, students whose sense of belonging decreased were significantly less likely to be retained, even when controlling for high school GPA, majoring in Nursing, days enrolled before census, and unmet need. These results do suggest that tracking sense of belonging over the course of the semester may help improve retention by identifying students who may benefit from intervention. Details of the full study can be found at the IRDS website ([https://irds.iupui.edu/\\_documents/reports-presentations/conference-presentations/inair/2020%20-%20Using%20Multiple%20Surveys%20Sequentially%20in%20Retention%20Research.pdf](https://irds.iupui.edu/_documents/reports-presentations/conference-presentations/inair/2020%20-%20Using%20Multiple%20Surveys%20Sequentially%20in%20Retention%20Research.pdf)).

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

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

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

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



Note 1: Based on results from the 2018 Entering Student Survey and 2018 End of Semester survey and retention to the Fall 2019 semester at the Indianapolis campus

Note 2: Chi-square revealed statistically significant difference at  $\alpha \leq 0.05$ .

## Logistic Regression Fall-Fall Retention ESS-EoS differences

	B	Std. error	Odds ratio
High school GPA (3.0 centered)*	1.461	0.348	4.31
Major in Nursing	-0.592	0.347	0.55
Days enrolled before census	0.005	0.006	1.01
Unmet need (\$1,000)*	-0.088	0.022	0.92
ESS-EoS decrease of 0.5 or more*	-0.619	0.161	0.34
ESS-EoS increase of 0.5 or more	0.157	0.179	0.74
Intercept	0.880		

\*=Stat Sig at  $\alpha \leq 0.05$ ; McFadden's  $R^2 = 0.138$

Note 1: Based on results from the 2018 Entering Student Survey and 2018 End of Semester survey and retention to the Fall 2019 semester at the Indianapolis campus

## IUPUI Student Demographics

Below are the demographics of Fall 2020 IUPUI full-time beginners. About 53% were University College admits, which is a slight decrease from Fall 2019 (55%). Fourteen percent of Fall 2020 new beginners were Latinx, and 10% were African American. The average high school GPA for University College students was 3.43, while dual/direct admit students had an average high school GPA of 3.66. About two-thirds of full-time new beginners were enrolled in 15 credit hours or more, similar to Fall 2019 full-time beginners.

### Fall 2020 IUPUI (Indianapolis Only) First-Time, Full-Time Students

- 3,331 first-time, full-time students (about 5% (158) part-time)
  - 1,693 (53%) University College admits
  - 1,480 (47%) dual admits/direct-school admits
- 23 (0.7%) 25 years of age or older
- 2,933 (92%) Indiana residents
- 48 (2%) international students
- 308 (10%) African American
- 444 (14%) Latinx
- 3.43 average high school GPA (UC)
- 1052 average SAT score <sup>a</sup> (UC)
- 3.66 average high school GPA (Direct/Dual Admit)
- 1187 average SAT score <sup>a</sup> (Direct/Dual Admit)
- 1,272 (40%) received a Pell Grant
- 576 (18%) Twenty First Century Scholars (received state money)
- 923 (29%) first-generation students (neither parent attended college)
- 1,055 (33%) live in campus housing
- 173 (5%) enrolled in the IUPUI Honors College
- 2,109 (66%) attempted 15 or more credit hours in the first semester
- 2,955 (93%) students were enrolled in a first-year seminar at census.
  - 1,528 University College students participated.
- 1,110 (35%) were enrolled in a Learning Community at census.
  - 370 were enrolled in a Themed Learning Community.
  - 1,096 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. Academic quality
2. Availability of financial aid/scholarships
3. Availability of specific academic programs (majors)
4. Graduates get good jobs
5. Affordability
6. Focus on hands-on experiential learning (e.g. internships, service learning, and research projects)
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. Career and job opportunities available in Indianapolis while attending school.
9. Opportunity for an IU or Purdue Degree
10. Campus emphasis on student health and wellness

**Rank ordered by mean ratings out of 32 items**

**Note:** Based on 2020 Entering Student Survey results.

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

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

- Gender (males)
- Registering for classes late during summer registration.
- Being a first-generation college student
- Received a Pell Grant (proxy for low socioeconomic status or SES) or having high levels of unmet financial need.
- Low levels of academic preparation (high school GPA is a strong predictor.)
- Lack of rigor and intensity of high school curriculum
- 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. commuting, caring for dependents, taking care of household responsibilities).
- Working more than 20 hours off campus for pay
- Concerns about financing college.
- Indicating they plan to transfer before starting at IUPUI
- Low self-efficacy in math
- Not earning satisfactory academic performance in first semester (earning below a 2.0)

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

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

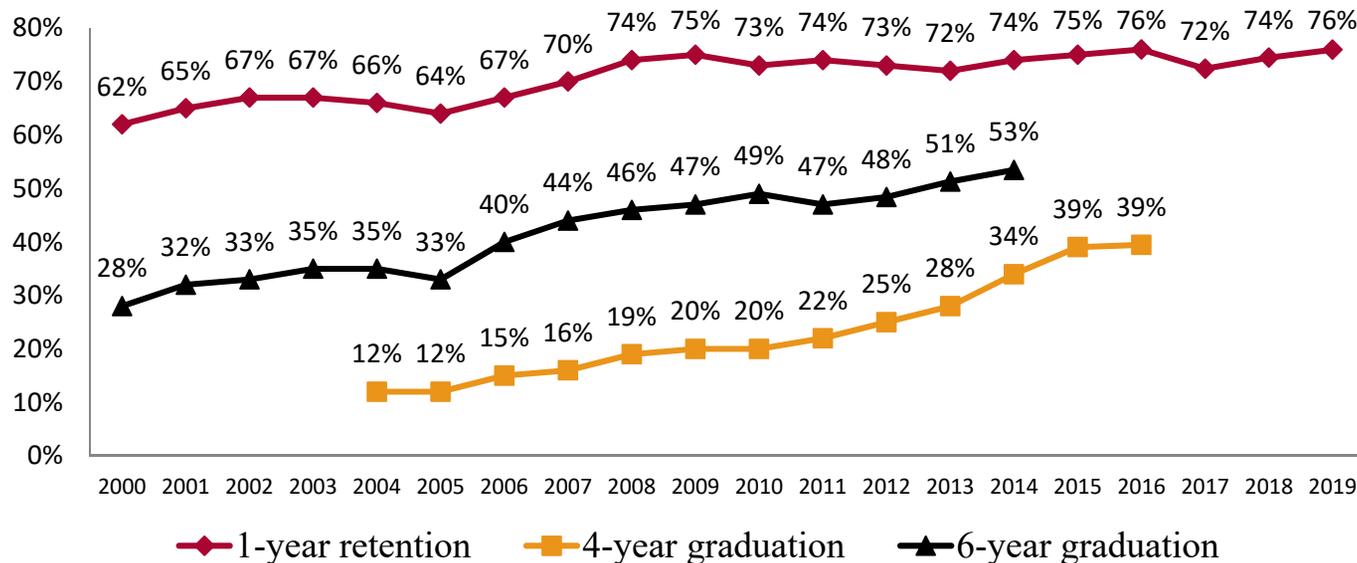
- Gender (female)
- Low levels of unmet financial need or from high levels of socioeconomic status (SES)
- High levels of academic preparation (high school GPA is strong predictor)
- High rigor and intensity of high school curriculum (amount of AP credit, earning an Indiana Honors diploma)
- Not being a first-generation college student
- Living in campus housing
- Applying and registering early (proxy for motivation)
- Placing into credit bearing math

## Academic Achievement and Progress of 2019 First-Time, Full-Time Students

### 2019 First-Time, Full Time Students

The IUPUI first-time, full-time retention rate at any IU campus (76%) was the highest it has ever been. Part of this increase is because of academic policies implemented because of the COVID-19 pandemic, but there may still be opportunities to build on this early success. Shown below are also the four- and six-year graduation rates since the 2000 cohort year. The graduation rates have shown fairly steady increases over the last 10 years, with the Fall 2013 cohort being the first cohort to attain a six-year graduation rate over 50%. However, IUPUI's graduation rates are below those of our peer institutions. It is important to note that our one-year retention rates are in line with our peer institutions most likely due to the focus on providing quality first-year experience programs such as Bridge, First-Year Seminars, Learning Communities, and support programs for low income and underrepresented students.

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



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

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

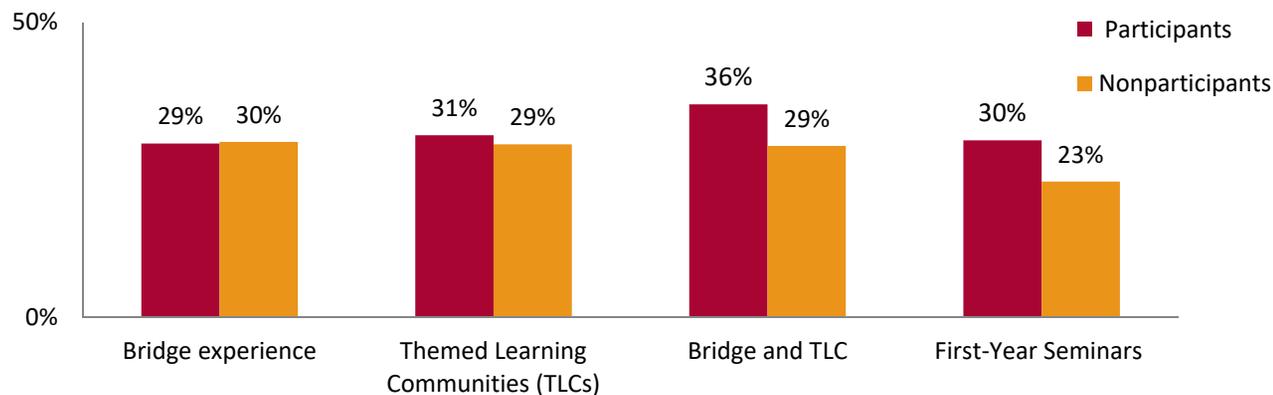
One-Year Retention Rate by Type	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
IUPUI (includes all degree seeking—bachelor’s, associate, certificates)	73.4%	74.1%	74.9%	71.4%	72.8%	<b>74.4%</b>
IUPUI (includes only bachelor’s degree seeking)	73.8%	74.2%	75.2%	71.5%	72.9%	<b>74.6%</b>
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	74.4%	75.4%	75.7%	72.4%	74.5%	<b>76.0%</b>
IUPUI Indianapolis (includes only bachelor’s degree seeking)	74.9%	75.4%	76.0%	72.4%	74.7%	<b>76.2%</b>
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	61.8%	57.7%	62.0%	57.4%	63.6%	<b>63.7%</b>
IUPUI Columbus - (includes only bachelor’s degree seeking)	61.7%	59.0%	62.3%	58.0%	63.4%	<b>63.5%</b>
IU Fort Wayne - (includes all degree seeking—bachelor’s, associate, certificates)					54.5%	<b>63.1%</b>
IU Fort Wayne - (includes only bachelor’s degree seeking)	--	--	--	--	54.5%	<b>63.2%</b>
<b>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis</b>	<b>69.1%</b>	<b>70.1%</b>	<b>71.1%</b>	<b>68.1%</b>	<b>71.1%</b>	<b>72.6%</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 2016 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



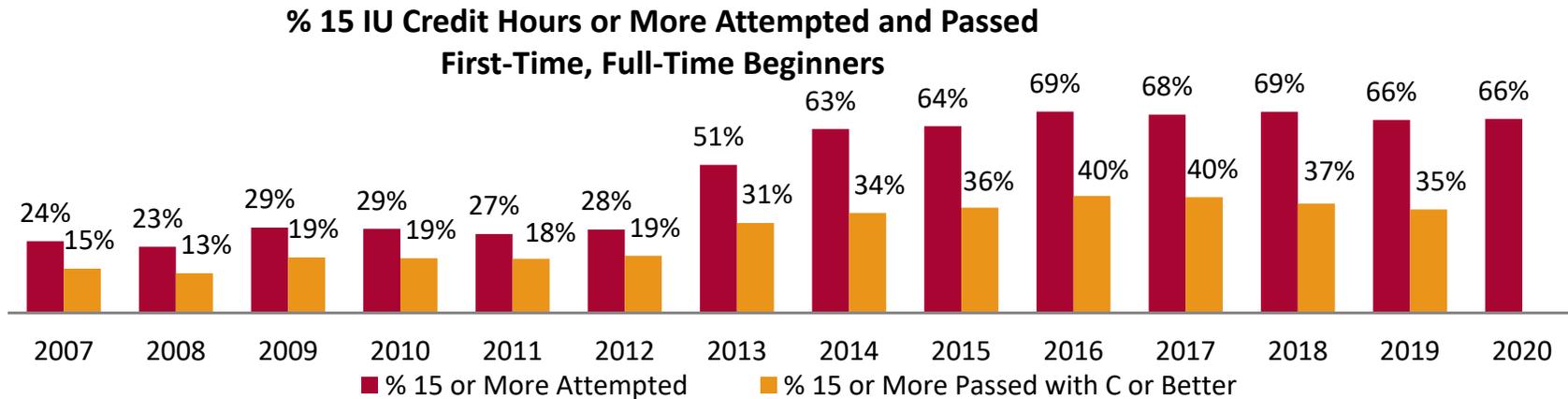
Note 1: Graduation figures include bachelors and associate degrees and certificates awarded by August 2020. The rates exclude Columbus beginners. Participants were not significantly greater than nonparticipants using chi-square analysis at  $\alpha \leq 0.05$ .

Note 2: Summer Bridge Program participants:  $N = 516$  and nonparticipants  $N = 1,444$ ; TLC participants:  $N = 418$  and nonparticipants  $N = 1,545$ ; Bridge and TLC participants:  $N = 169$  and nonparticipants= $1,791$ ; first-year seminar participants:  $N = 1,860$  and nonparticipants  $N = 100$ .

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 66% (2,430) of Fall 2019 full-time beginners enrolled in 15 credit hours or more during their first fall term. Of those, only 53% (1,279) passed at least 15 credit hours with a grade of “C” or better during that first fall semester<sup>1</sup>. In Fall 2019, 66% (2,109) of new beginners were enrolled in 15 credit hours or more at census, about the same percentage from the previous year.

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

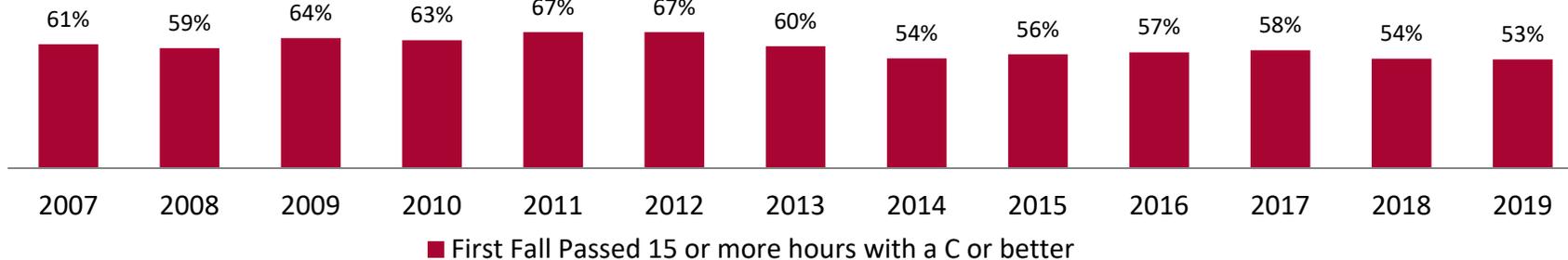
**\*Passed all 15 credit hours with a C or Better.**



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

**% Passed 15 or More Credit Hours With C or Better**

**First-Time, Full-Time Beginners who Attempted 15 or More**



<sup>1</sup> 21 Fall 2019 beginners were not enrolled in 15 credit hours at census but had completed 15 credit hours by the end of the semester. These students may have enrolled in another class after census or earned credits through a second-8 week course.

## **Profiles of Learning for Undergraduate Success: Fall 2019 First-Year Students' Self-Assessment of Associated Skills and Abilities**

In December 2018, all IUPUI first-year beginning students at the Indianapolis campus were asked to participate in the End of Semester Survey. Among the questions were a set of items in which students were asked to rate their level of confidence with regard to a series of skills and abilities related to the Profiles for Undergraduate Learning and Success (Profiles). A total of 788 students responded to the survey for a response rate of 21%

The table below was originally included in the 2019 End of Semester Survey Report, compiled by Jessicah Rauch and found on the [IRDS website](#). Among the highlights:

- IUPUI Beginners demonstrated the most confidence in a skill that cut across all four Profiles. Eighty-four percent of respondents were very confident or confident in their ability to work with people from different backgrounds.
- Respondents were extremely confident in skills related to the Community Contributor Profile. At least 79% of respondents were very confident or confident that they could effectively recognize and appreciate cultural differences, advocate for their beliefs in a civil and respectful manner, and recognize their own cultural rules and biases.
- “Communicator” was the profile where respondents demonstrated the lowest level of confidence. Sixty-three percent of respondents were confident or very confident in their ability to support an argument using appropriate data or effectively write a well-organized final report or paper. About six out of ten were very confident or confident they could effectively prepare a formal oral presentation.

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

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

I feel confident that I can effectively...	Profile	N	Mean	Not At All Confident	Somewhat Confident	Neutral	Confident	Very Confident
Percentage								
Work with people from different backgrounds (e.g., races, ethnicities, religions, socioeconomic backgrounds, cultural, or sexual orientations)	All profiles	702	4.27	0.6	3.4	11.4	37.9	46.7
Recognize and appreciate cultural differences and initiate interactions with those who are culturally different	Community Contributor	701	4.12	0.3	3.9	14.7	45.9	35.2
Advocate for my beliefs in a civil and respectful manner	Community Contributor	701	4.11	0.3	3.0	17.0	44.7	35.1
Recognize my own cultural rules and biases	Community Contributor	700	4.04	0.6	4.6	15.9	48.0	31.0
Engage in meaningful self-examination and reflection	Problem Solver	698	4.01	0.7	5.7	17.8	43.1	32.7
Modify how I approach a problem based on the requirements of the situation	Problem Solver	696	3.98	0.1	5.6	16.5	51.6	26.1
Be a meaningful contributor to communities locally and globally	Community Contributor	701	3.95	0.6	4.0	22.4	46.1	27.0
Generate new ideas about how to approach an issue	Innovator	702	3.71	1.7	10.4	22.6	45.4	19.8
Support an argument using appropriate data (quantitative or non-quantitative) data	Communicator	702	3.68	2.4	12.0	22.1	42.0	21.5
Write a well-organized final report or paper	Communicator	702	3.61	3.1	14.7	19.7	43.3	19.2
Prepare a formal oral presentation to communicate ideas and information	Communicator	700	3.57	4.9	13.0	22.3	39.7	20.1

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

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

The programs, practices, and policies in the Division of Undergraduate Education and University College are designed to ensure students make progress toward their degrees and ultimately graduate. Since 2000, a number of the initiatives and interventions have been implemented to improve student success. 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 80).

- *Academic and Career Development*
  - The Caseload Management model launched in fall 2019, and the preliminary findings show some success, so the model will remain for the 2020-2021 school year.
  - Based on our systematic review of advising appointment data, advising-related learning data (CARLI), and persistence data, we made the decision to not reduce the number of appointments expected of moderate risk students and left this at three. If anything, the data supported the case for actually adding more required appointments. That, however, is unrealistic with current advisor staffing levels.
- *Bepko Learning Center*
  - Based off the high results of students being placed successfully in academic supports, the Tutoring Services Office will:
    - Continue to reach out to academic support offices every semester to maintain open communications regarding services, availability, and hours of operations to effectively communicate this information to students as part of the referral process.
    - Continue to refine the marketing strategies put in place that highlights tutoring options across campus.
    - As a result of the high success rate of the students who were coached in OVAMO, the Office of Academic Enrichment will continue to train coaches in the InsideTrack model of coaching will continue for the next year with the addition of more intentional integration of “powerful questions” from the IU Coaching Conversations coaching model.
- *Center for Service Learning*
  - CSL continues to scaffold learning opportunities within the SAM programs. Feedback from program directors in prior years requested the implementation of a four-year cohort model to enhance student learning and campus-community partnerships.
- *DEAP*
  - DEAP utilized survey conducted by IRDS during the spring of 2020 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.
- *First-Year Seminars*
  - Based on student success outcomes, University College transitioned the majority of FYS sections to learning communities or enhanced, two-credit FYS models for fall 2019.
  - Results of student feedback questionnaires were presented to faculty and instructional teams to guide future planning.

- *Learning Communities Program*
  - Based on data that students participating in a LC that included a link Math had lower DFW rates, the LC program as increased the math-linked GLCs to 8 and implemented a curriculum that integrates targeted support from the MAC in Fall 2019.
  - In response to IRDS reports showing students participating in HIPs increase success, and to increase equitable access to HIPs, the LC program continues to scale-up in partnership with First-Year Programs (Summer Bridge and First-Year Seminars).
  - As IRDS data indicates the strongest student success outcomes result from students participating in Bridge + TLC and Bridge + GLC, the First-Year Experience office continues to work to scale both programs so that all incoming freshmen will have access to a Bridge + LC experience in 2021.
- *Life-Health Sciences Internship Program*
  - Intern sense of belonging dropped in the spring 2020 after going virtual, and many felt disconnected and deprioritized. Used results of the 2019-20 assessment of belonging to design educational resources and the mandatory supervisor orientation session to focus on welcoming, belonging, and working with interns virtually.
- *Office of Student Employment*
  - The consistent growth in student appointment requests led to the implementation of online appointments and a new service being offered for resume review.
- *SPAN*
  - Evaluation of SPAN scholar services have data evidencing that changes (based on previous AY data) to the following services, have led to improvements in scholars' ability to:
    - Differentiate between secondary and higher education.
    - Develop a supportive network of staff, faculty, and fellow students
    - Identify the physical layout of the campus
- *Student Support Services (SSS)*
  - SSS utilized survey conducted by IRDS during the spring of 2020 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.
- *Summer Bridge*
  - Assessment results of student learning outcomes and student questionnaires were presented to and discussed with administrators and faculty in schools considering offering new Bridge sections or increasing the number of sections, resulting in the addition of sections from the Schools of Engineering and Technology, Education, Health and Human Sciences, Herron, and Science.
  - Based in part on student feedback as well as the need to balance existing resources with goals for programmatic scaling, the program shifted from an 8-day to a 5-day model.

# Honors College Results



## Honor's College Responses to PRAC Supplemental Questions

### **What did you learn from the unexpected transition to remote teaching, learning, and assessment?**

“I learned that the Honors College staff are amazing (well, I already knew that). They quickly shifted to remote student engagement. We were able to put our orientation online, for example, which will be a valuable resource regardless of the format of orientation in the future. We may be able to ‘flip’ orientation, asking students to watch the content and then engaging them in active learning and making connections during our orientation time.”

### **How has the COVID-19 pandemic impacted the assessment of student learning?**

“We were no longer able to engage in study abroad during spring 2020. As a result, our students were not able to participate in service and international work in Costa Rica that is one of the experiences on The Record.”

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

“We implemented a reflection process for all honors contracts that asks students to reflect on their develop[ment] along the Profiles and on engaged learning. We will have data to include in the next PRAC report.”

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

“We have 2 experiences on the Record: Peer Mentors and Honors College Study Abroad Experience.”

## Overview

The IUPUI Honors College was founded in August 2009. In eleven years, the Honors College has grown from a dozen scholarship students to over 170 scholarship students admitted for fall 2020. Our total active population across four years at [fall 2020 census](#) is 992 students: 674 scholarship students and another 318 students admitted as continuing students through their schools (and another 15 students who are actively enrolled, but their scholarships have expired).

Residency of Scholarship Students			
	First-Year 2020		Sophomores-Seniors
Indiana		87.1%	80.4%
Out of State		12.3%	15.0%
International		0.6%	4.6%

Race/Ethnicity of Scholarship Students			
IPEDS	First-Year 2020		Sophomores-Seniors
Asian		8.2%	9.2%
Black/African American		1.2%	1.2%
Hispanic/Latinx		5.8%	2.8%
White		79.5%	77.8%
NR-Alien		1.8%	4.6%
Two or More Races		2.9%	3.8%
Unknown		0.6%	0.6%

Due to the COVID-19 pandemic many first-year students opted to live at home for the Fall 2020 semester. However, over a third of our incoming students chose to live in the Honors Tower RBLC and 8% of sophomores through seniors elected to live at the Honors River Walk RBLC.

Honors RBLC			
	First-Year (Tower)		Sophomores-Seniors (River Walk)
Living in Honors RBLC		34.5%	8%

### Goals for overall population structure and diversity

- Continue to explore ways to increase diversity among honors students including considering a test-optional application process and expanding school-based gateways into the Honors College.
- Find effective ways to encourage students to live on campus beyond their first year.
- Develop intentional partnerships with diversity scholarship programs such as DSRP, Norman Brown, and Olaniyan Scholars.

### Honors College Student Experience and Learning Outcomes

We want all students enrolled in the IUPUI Honors College to

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

In this report, we will provide evidence of student participation in engaged experiences such as study abroad, peer mentoring, and service experiences (goal 2 above). We will also identify what we have done to help our students reflect more effectively on their service learning experiences and their development of civic identity (goals 3, 4). Finally, we will discuss the additional reflections we have added on the Profiles and Engaged Learning (goals 3, 4) and end with our strong retention and graduation report.

## 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.

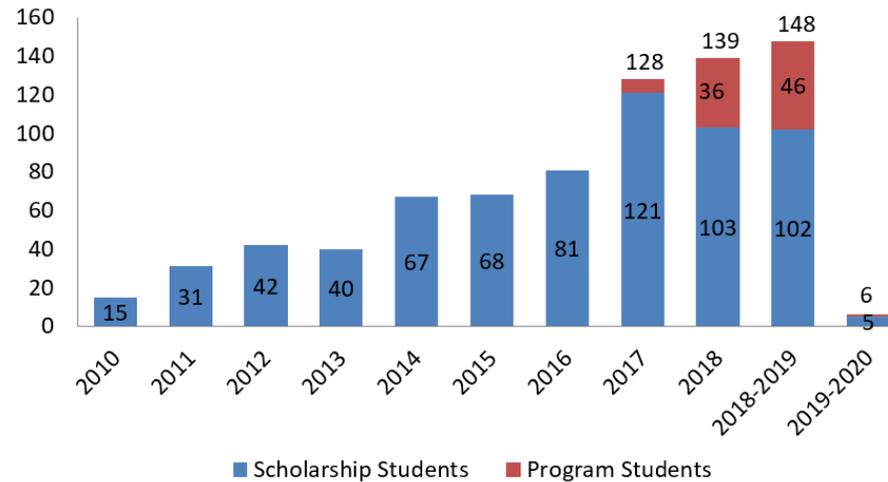
### Support

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. This program, as well as some other newer programs the Honors College had begun to offer in the summer, were cancelled in 2020 due to the coronavirus pandemic.
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, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per year. Please note that for the last two years, the data reflects stipends used per academic year (the first year representing Fall 2018, Spring and Summer 2019 and the second year representing Fall 2019 and Spring and Summer 2020). In previous years, the data reflects the number of stipends used per calendar year.



A marked increase occurred in the students’ use of the study abroad stipend in 2017. This increase could be attributed to the expansion of the stipend availability to Honors 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 for 2019-2020 is due to University restrictions on travel due to the coronavirus pandemic.

### Future Plans

- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.
- The Honors College Costa Rica study abroad experience was added to The Record in 2019. Once travel restrictions can be relaxed, we will include student reflection data in the service and international categories as another point of learning in this report.

## Honors College Peer Mentor Program

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with continuing 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. Students participating as honors mentees demonstrated a 100% retention rate between the 2018-2019 and 2019-2020 academic year. Between the 2019-2020 and 2020-2021 academic year, there was a 97% retention rate (2 students left the program – one went to Ivy Tech and the other to Bloomington).

### 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 a more senior peer mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio. Mentors have entered the Honors College either as a first-year student or through their academic programs.

A Peer Mentor Leader Council was incorporated into the program in 2014-2015 to provide the student perspective to the Honors College staff. The Council is comprised of six experienced mentors who plan events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. For 2020, the program included one additional peer mentor leader for a total of seven but will go back to the original number of six mentor leaders for 2021. Additionally, each mentor leader is assigned a small group of six mentors to assist and guide throughout the program.

The 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 will have the experience documented in the Service Achievement Category in their Record.

Number of Program Participants		
	Mentors	Mentees
2011-2012	24	24
2012-2013	33	66
2013-2014	30	82
2014-2015	43	85
2015-2016	41	86
2016-2017	41	77
2017-2018	45	85
2018-2019	46	86
2019-2020	46	86
2020-2021	48	89

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

Academic Standing of Mentors			
	Sophomore	Junior	Senior
2011-2012	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

### Future Plans

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

## Honors College Service

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

Service and volunteering are interchangeable in this document. Community Service and Civic Engagement, an office in the Center for Service and Learning, is the primary resource for students seeking service opportunities. Civic engagement involves a deeper level of connection and commitment to understanding the civic community (Indiana University Purdue University Indianapolis, 2015a). Service-learning encourages more structured reflection and experiences within the community through a classroom experience (Steinberg, Hatcher, & Bringle, 2011). Because service learning is a high-impact educational practice, it is also included as part of RISE to the IUPUI Challenge, an initiative intended to “engage undergraduates more deeply in their learning” (Indiana University Purdue University Indianapolis, 2015b).

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

### **Service offers students the opportunity to:**

- Discover new experiences
- Hone leadership skills
- Develop new skills and talents
- Explore interests
- Make a lasting impact on the community
- Understand the issues facing the community
- Cultivate an appreciation of philanthropy

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

## Assessment of Volunteer Reflections

Last year we reported our initial assessment of student service reflections. Students were asked to reflect on their experience by responding to the following prompt:

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

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

While 75% of our students demonstrated a modest level of civic identity (2 or higher on a 4-point scale), we noticed from this first effort that students focused a great deal of their reflection on describing the activity rather than describing what they learned or demonstrating their level of civic identity and commitment.

Based on this initial effort, we revised the prompt to which we are asking students to respond. The revision reads as separate questions, with space to respond to each, as follows:

- What were your expectations going into the activity?
- How did your thinking change during and after?
- What did you learn about yourself, others with whom you volunteered, and the community you are serving?
- What was most challenging? How did you overcome this challenge?
- What is the value of performing service of this kind?
- How will you approach volunteer work in the future, either as a continuing Honors scholar or as a graduate?

At the conclusion of Fall 2020 we will have a new set of service reflections to review to determine whether the new prompt encourages students to consider their service experience more critically.

## **Additional Civic Engagement Activities**

During academic year 2019-20, Honors Scholars volunteered over 7,424 hours at IUPUI, in the Indianapolis community, in their home communities, and virtually, equivalent to a contribution of \$137,211.62 (Center for Service and Learning, 2014).

The culture of volunteerism and civic engagement is evident at IUPUI when examining how students completed their service hours. Many students volunteered with a campus student organization. In total, Honors Scholars completed service hours through over 30 different student organizations, such as Academics for Civic Engagement, academic honor societies, and fraternities and sororities. Numerous volunteer requirements were also completed virtually due to the COVID-19 pandemic.

## **College Initiatives**

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

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

## **Participation in Campus Initiatives**

In the 2019-20 academic year, twenty Honors Scholars participated in the Sam H. Jones Scholarship Programs, a group of scholarship programs administered by the Center for Service Learning that is based on exemplary service in the community, in high school, or at IUPUI. Through the Sam H. Jones Scholarship Programs, students are recognized for their past service record and take on leadership roles in various service-based programs.

The Honors College partnered with the Alternative Break program to offer the first Honors-sponsored Alternative Fall Break trip during the 2019 fall break. The trip was developed and led by two Honors Scholars in collaboration with Honors College staff. The group volunteered at the Cumberland Trail in Tennessee, and the theme was environmentalism.

Additionally, 13 out of the 29 undergraduate students selected for the William M. Plater Civic Engagement Medallion in Spring 2020 were Honors Scholars. The Plater Medallion honors graduating undergraduate and graduate students who have shown exemplary commitment to their communities and requires an application, recommendation letters, and a written statement.

## Future Plans

- The Honors College will continue to collaborate with the Center for Service and Learning to promote service experiences and support programs that meet the needs of our students, such as their new Peer Consulting program.
- Distribute information to Honors Scholars with service opportunities that meet their expressed interests.
- Partner with the Office of Student Affairs to sponsor an Alternative Spring Break in 2021.
- Continue to grow ACE to an organization that can provide multiple types of service opportunities to Honors Scholars.
- Support the Center for Service and Learning's goal to create civic-minded graduates by supporting development of the three dimensions: identity, educational experiences, and civic experiences.
- Develop a survey to assess students' view of the benefits of service and assist with planning for future service events.

## Reflection on Profiles of Learning

With leadership from our Honors Faculty Advisory Council, we implemented a reflection at the conclusion of each semester for all honors scholars enrolled in an honors contract or credit experience that is not a regular honors section of a class. Those students will be asked to reflect on 1) engaged learning and 2) their development along the Profiles of Learning for Undergraduate Success.

These are the questions students are asked to respond to:

- Briefly tell us what you accomplished in your Honors project.
- Review the email you received on how you categorized this project as an engaged learning experience: research, international/cultural, service, or experiential/applied learning. What did you learn about the engaged learning experience area(s) by completing this project?
- Review the email you received on which Profile of Learning for Undergraduate Success aligns with your honors experience: communicator, problem solver, innovator, or community contributor. How have you added to your knowledge and skill in the Profile area(s) by completing this project?
- What did you learn about yourself, your educational growth, and being an Honors student by completing this project?
- What challenges did you encounter and how did you address those challenges? What will you do differently next time (if you are not graduating this semester)?
- What will you take with you into your next Honors experience or your life after graduation? How will this experience impact your future?

At the conclusion of the Fall 2020 semester, we will have a robust set of student reflections that will allow us to collect and analyze indirect evidence of student learning.

## Retention and Graduation

The Honors College engages in proactive advising to support students and make sure they are set up for success in the Honors College. Our retention and graduation rates continue to be strong and improve over time, such that our retention and graduation rates are well above that of the campus.

### Retention:

	Enrolled for Spring 2021
2020 FTFT cohort	96%
Continuing Honors College Students (scholarship + program students)	94.2%

Continued improvement in Honors scholarship student Graduation rates:

	4 year	5 year	6 year
2016 cohort	82.70%		
2015 cohort	73.90%	85.90%	
2014 cohort	74.10%	84.20%	85.80%
2013 cohort	71.20%	82%	83.70%
2012 cohort	68.50%	79.50%	80.80%

Importantly, the retention and graduation rates of students in the Honors College also exceed those students with identical credentials who are not members of the Honors College. The dedicated support system put in place through Honors advising and peer mentors is a model that helps us stand apart and ensure student success.

**Outcomes - Honors Students Compared to Not in Honors  
(prepared by IRDS)**

Attended Bridge	N	4-Year Graduation Any IU	4-Year Graduation IUPUI	5-Year Graduation Any IU	5-Year Graduation IUPUI	6-Year Graduation Any IU	6-Year Graduation IUPUI
		<i>Percentages</i>					
Honors Students	212	83%	82%	-	-	-	-
Comparison Group <sup>1</sup>	78	62%	60%	-	-	-	-
All Honors and Comparison Students	290	77%	76%	-	-	-	-

<sup>1</sup> Comparison group includes all first-time, full-time beginners not in Honors with a) SAT of 1310 or greater or an ACT of 28 or greater, and b) a GPA of 3.75 or higher.

**Conclusion**

This report has provided evidence of Honors College student participation in engaged experiences such as study abroad, peer mentoring, and service experiences (goal 2 above). We identified what we have done to help our students reflect more effectively on their service learning experiences and their development of civic identity (goals 3, 4). Finally, we discussed the additional reflections we have added on the Profiles and Engaged Learning (goals 3, 4) and our strong retention and graduation rates. We look forward to having additional evidence of Honors student learning to share next year.

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# Institute for Engaged Learning Results

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

## Institute for Engaged Learning Introduction

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

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

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

# Assessing Written Reflections of Engaged Learning Experiences Using the AAC&U Written Communication VALUE Rubric

## OVERVIEW

The results below (originally produced by Tom Hahn from the Institute for Engaged Learning) describes a pilot assessment activity within the IUPUI Institute for Engaged Learning (IEL). As part of the strategic planning process within Division of Undergraduate Education (DUE), IEL articulated an assessment plan that included direct assessment of student learning within its engaged learning programming. Specifically, the focus is on the “Communicator” profile within the [Profiles of Learning for Undergraduate Success](#). To that end, this assessment applied the [AAC&U Written Communication VALUE Rubric](#) to directly assess 104 students’ written reflection artifacts of their experiences in AY 2019-2020. The learning outcome assessed was the following: *By participating in engaged learning, students will: convey ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face- to-face and mediated channels.*

## METHOD

### Participants

The reflection artifacts reviewed were created by students from various programs within IEL and DUE. They are listed in Table 1.

**Table 1**

	Reflective Papers
Bonner Leader Scholarship Program Year 1	7
Bonner Leader Scholarship Program Year 2	6
Bonner Leader Scholarship Program Year 3	6
Community Service Leaders (CSL)	3
Diversity Summer Undergraduate Research Opportunities Program (DSRP)	4
Family School and Neighborhood Scholarship Program (FSNE)	6
Fugate Scholarship Program	7
Life Health Sciences Internship Program (LHSI)	25
Multidisciplinary Undergraduate Research Institute (MURI)	9
Paws Scholarship Program (Paws)	5
RISE Scholarship Program (RISE)	2
Service Learning Assistant Scholarship Program (SLA)	15
Undergraduate Research Opportunity Program (UROP)	8
<b>Total</b>	<b>103</b>

The Bonner Program, CSL, FSNE, Fugate, Paws, and SLA are part of the Sam H. Jones Community Service Scholarship Program. A description for each of these programs can be found at: [www.iupui.edu/programs/scholarships/index.html](http://www.iupui.edu/programs/scholarships/index.html)

DSRP, MURI, RISE, and UROP are part of the Center for Research and Learning undergraduate research programs. Additional information can be found at: <https://crl.iupui.edu/studentprograms/crlprograms/index.html>

Information on the LHSI program is located at [www.lhsi.iupui.edu](http://www.lhsi.iupui.edu)

### **The AAC&U Written Communication VALUE Rubric**

All of the VALUE Rubrics were created by groups of faculty experts from colleges campuses throughout the U.S. Their process examined several extant rubrics and related documents for each learning outcome and incorporated input from faculty (VALUE, 2009).

The AAC&U VALUE Rubric defines written communication as “the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” (VALUE, 2009).

### **Review Team**

The review team (i.e., raters) were comprised of seven staff members from IEL and one from the Life Health Sciences Internship (LHSI) program. The review team convened an initial meeting to discuss the project, ask clarifying questions about the rubric, and agree upon a timeline for completion. Due to the context of the current assessment, the review team decided to apply three of the five rows of the rubric. These include the following:

- Context of and purpose for writing
- Content Development
- Control of Syntax and Mechanics

The review team was assigned three reflection artifacts to score in advance of the calibration meeting.

### **Calibration**

Led by a facilitator from the Office of Institutional Research and Decision Support, the group reconvened a few weeks later to discuss and calibrate the scores. The purpose of calibration is to ensure that the group evaluates the scores consistently and in alignment with the rubric. This is done to increase the reliability of the assessment data. As the group members shared their scores, the facilitator encouraged group members to consider where the differences in the scores occurred and why group members scored differently, especially the highest and lowest scores. Group members then explained and justified scores by referencing specific language in the rubric and evidence in the student artifacts. The group discussed each of the three reflections and scores, resolving issues around either the meaning of the rubric language or the quality and validity of the evidence in the student work. This was done until consensus was reached.

The eight group members were then divided into four groups, and each group was randomly assigned twenty-six reflection artifacts to score.

## RESULTS

**Table 2: Overall**

<b>Dimension N=104</b>	<b>Mean SD</b>	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>	<b>Does not meet (0)</b>
<b>Context of and Purpose for Writing</b>	2.54 .78	10 9.6%	44 42.3%	42 40.4%	8 7.7%	0 0%
<b>Content Development</b>	2.44 .83	9 8.6%	41 39.4%	42 40.4%	11 10.6%	1 1.0%
<b>Control of Syntax and Mechanics</b>	2.56 .73	8 7.7%	50 48.1%	39 37.5%	7 6.7%	0 (0%)

Nearly all (103 of 104) at least met the benchmark on all three dimensions (i.e., rows) employed. For each of the three rows, the overwhelming majority (92.3%, 88.4%, and 93.3%) of the students' scores exceeded the benchmark.

**Table 3: Scores by Gender of Students**

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Context of and Purpose for Writing</b>	Female	73	2.47	.76
	Male	31	2.71	.78
<b>Content Development</b>	Female	73	2.41	.81
	Male	31	2.52	.89
<b>Control of Syntax and Mechanics</b>	Female	73	2.55	.77
	Male	31	2.60	.64

There were no significant differences between male and female scores across all three dimensions.

**Table 4: Mean Scores Across Programs**

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Context of and Purpose for Writing</b>	Bonner Year 1	7	2.43	.54
	Bonner Year 2	6	2.33	.82
	Bonner Year 3	6	2.83	.75
	CSL	4	2.75	.96
	DSRP	4	2.75	.50
	FSNE	6	2.50	.55
	Fugate	7	2.00	.82
	LHSI	25	2.80	.58
	MURI	9	2.56	1.1
	Paws	5	2.20	.45
	RISE	2	2.50	.71
	SLA	15	2.27	.80
	UROP	8	2.75	1.2
	<b>Total</b>	<b>104</b>	<b>2.54</b>	<b>.78</b>
<b>Content Development</b>	Bonner Year 1	7	2.14	.90
	Bonner Year 2	6	2.67	.52
	Bonner Year 3	6	2.67	.82
	CSL	4	2.25	1.3
	DSRP	4	2.50	.58
	FSNE	6	2.50	.55
	Fugate	7	2.00	.82
	LHSI	25	2.72	.61
	MURI	9	2.67	.87
	Paws	5	1.80	.84
	RISE	2	2.00	0
	SLA	15	2.07	.96
	UROP	8	2.88	1.1
	<b>Total</b>	<b>104</b>	<b>2.44</b>	<b>.83</b>

**Table 4 (cont.): Mean Scores Across Programs**

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Control of Syntax and Mechanics</b>	Bonner Year 1	7	2.43	.79
	Bonner Year 2	6	2.33	.82
	Bonner Year 3	4	2.67	.52
	CSL	4	3.25	.96
	DSRP	4	2.75	.50
	FSNE	6	2.58	.92
	Fugate	7	2.00	.58
	LHSI	25	2.76	.72
	MURI	9	2.56	.53
	Paws	5	2.40	.55
	RISE	2	3.00	0
	SLA	15	2.13	.74
	UROP	8	3.00	.54

## **FUTURE ASSESSMENT**

Common prompt for all programs  
Required minimum and maximum length

## **REFERENCES**

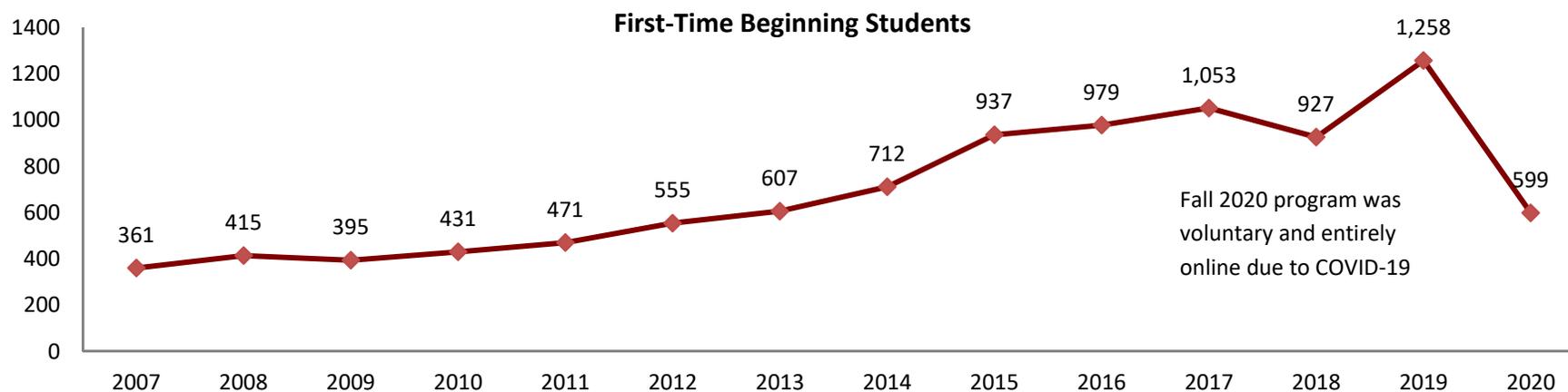
Association of American Colleges and Universities (AAC&U). (2009). *Written communication VALUE rubric*. Retrieved from [www.aacu.org/value/rubrics/written-communication](http://www.aacu.org/value/rubrics/written-communication)

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

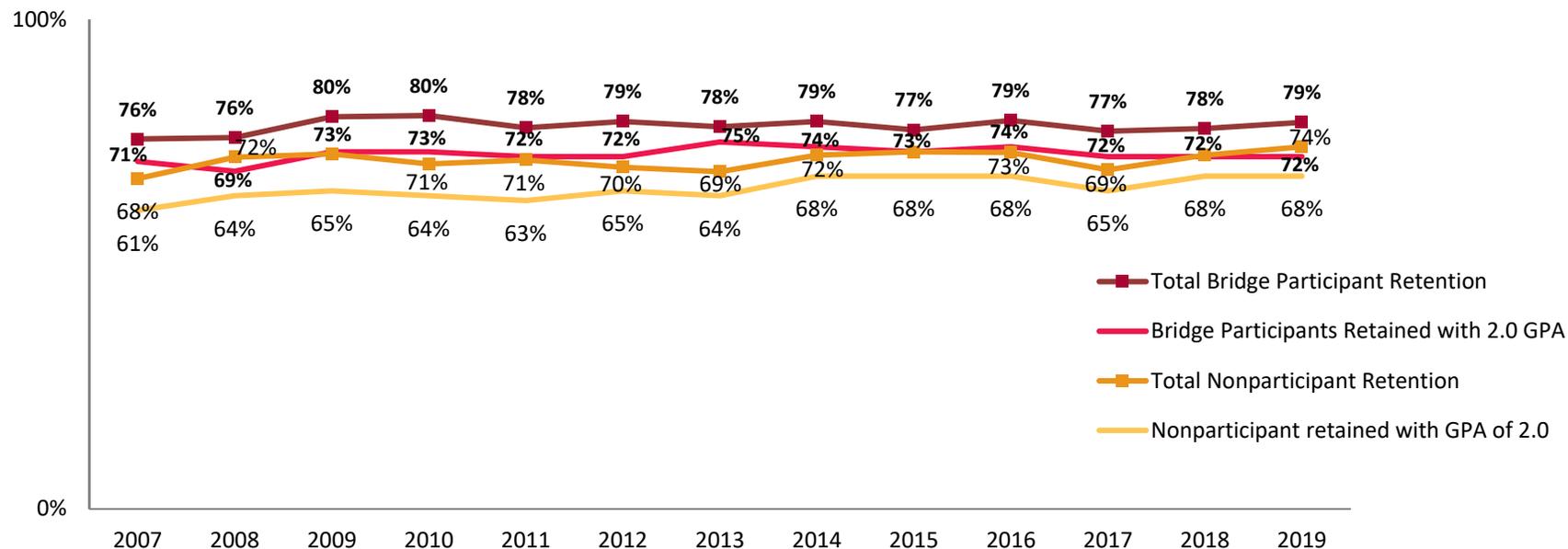
### IUPUI Bridge Program

- The IUPUI Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. In Fall 2020, the program was modified to an entirely online format and made voluntary for all students. A total of 599 beginners attended at least some portion of the modified Fall 2020 program.
- As in previous years, students from the 2019 Bridge Program were significantly more likely to be retained the following fall (79% compared to 74% for nonparticipants). Bridge participants also similar cumulative GPA after their first year compared to nonparticipants despite the fact that Bridge participants had significantly lower SAT scores and were significantly more likely to be receiving a Pell Grant. Similarly, 2019 Bridge participants were also more likely to be retained with a GPA of 2.0 or greater (72%) than non-participants (68%).
- African American bachelor's degree-seeking students who participated in the 2019 Bridge Program (141 participated and 194 did not) had slightly higher fall-to-fall retention rates at the Indianapolis campus (74%) compared to nonparticipants (69%).
- First Generation degree-seeking beginners who participated in Bridge were especially more likely to receive a benefit from the program. Of the 393 first generation beginners who participated, 73% were retained at the Indianapolis campus, compared to 65% of the 646 first generation beginners who did not participate. First generation beginners who participated also had a slightly higher GPA after their first year than those who did not participate (2.65 for participants compared to 2.51 for non-participants).
- Students were highly satisfied with their Bridge experiences. The vast majority of students (96%) indicated that they would recommend Bridge to other first-year students in 2019. This is a consistent positive finding, though satisfaction has decreased slightly over time. The Bridge satisfaction survey was not administered following the Fall 2020 program due to accommodations necessary because of COVID-19.

### Bridge Program Growth 2007–2020



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



Note: One-year retention with at least a 2.0 GPA is significantly higher for Summer Bridge participants compared to nonparticipants.

## ANCOVA Results: Fall 2019 Bridge Participation and First-Year Cumulative GPA

	N	First-Year Cumulative GPA	Adjusted Fall GPA*
Bridge	1,193	2.80	2.78
Non-Participants	2,357	2.72	2.73
Overall	3,550	2.75	

Note 1: Missing cases were excluded.

Note 2: Differences were not statistically significant based on Analysis of Covariance (ANCOVA) results ( $p < .0001$ ).

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).

## 2019 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 IN)	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 IN)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	141	<b>76%</b>	<b>65%</b>	<b>74%</b>	<b>63%</b>	2.38	194	<b>70%</b>	<b>58%</b>	<b>69%</b>	<b>57%</b>	2.37
Latinx	191	76%	69%	74%	67%	2.65	306	76%	68%	74%	65%	2.58
Afr. American, Latinx Two or More Races	413	77%	67%	75%	65%	2.57	632	73%	65%	70%	62%	2.52
First Generation	393	<b>76%</b>	<b>66%</b>	<b>73%</b>	<b>63%</b>	<b>2.65</b>	646	<b>69%</b>	<b>61%</b>	<b>65%</b>	<b>57%</b>	<b>2.51</b>
Received Federal Pell Grant (proxy for low income)	604	<b>76%</b>	67%	73%	64%	2.59	861	<b>71%</b>	64%	<b>68%</b>	61%	2.58
Twenty First Century Scholars State Aid	405	<b>75%</b>	<b>68%</b>	<b>73%</b>	<b>67%</b>	<b>2.65</b>	526	<b>70%</b>	<b>62%</b>	<b>66%</b>	<b>58%</b>	<b>2.48</b>

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: 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										
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	4.52	4.68	4.55	4.56	4.65	4.58	4.51	4.49	4.44	4.35	4.30

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

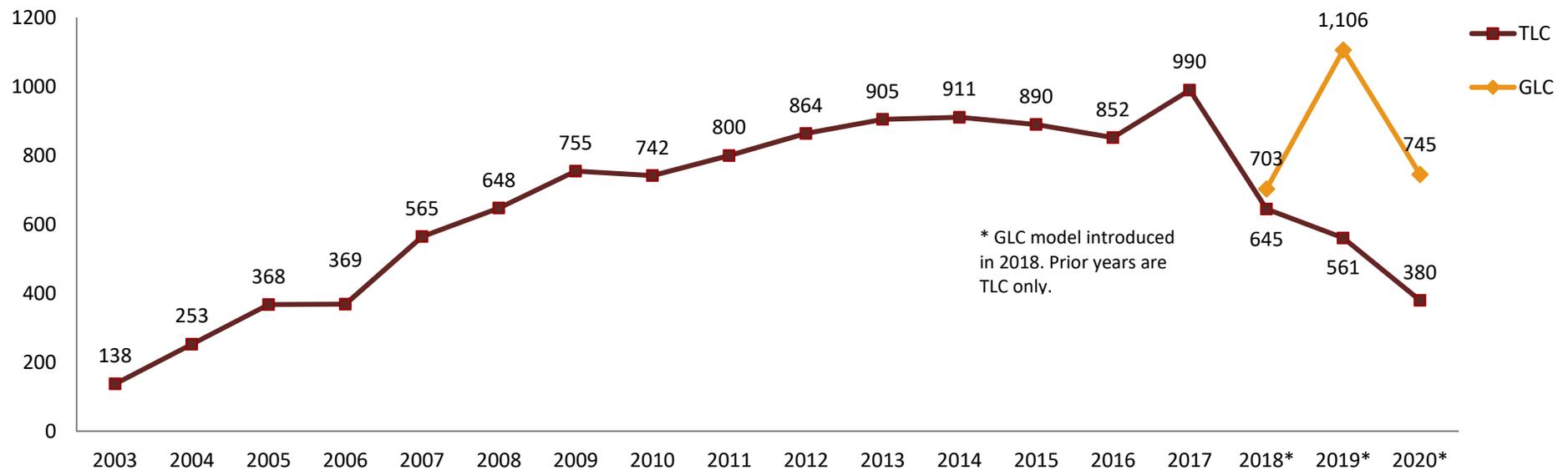
Note: Responses provided on a Likert-type scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Percentages rounded to the nearest whole.

## Learning Communities Assessment Highlights and Implications for Practice

- The Learning Communities program includes both Themed Learning Communities (TLC's) and Gateway Learning Communities (GLC's). In 2018, the Learning Communities program introduced the new Gateway Learning Community (GLC) format. GLC's include an FYS course and at least one gateway course.
- The Learning Communities program experienced steady growth prior to the pandemic. A total of 990 first-time IUPUI students participated in the TLC program in Fall 2017, at the time a record. The introduction of the GLC model yielded even more growth in Learning Community participation. In Fall 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).
- A decline in first-time beginner enrollment as well as a need to adjust the LC models to accommodate the pandemic led to a decline in overall enrollment in Fall 2020. About 34% of all new beginners (1,123 out of 3,331) 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 temporary decline in Fall 2020.

### Learning Community Program Census Enrollment 2003-2020



## 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 2019, there were 20 FYS sections that met the criteria of a TLC. There were 26 TLC section in Fall 2020.
- Shown in the figure below are the one-year retention rates for the program cohorts in 2007 – 2019 compared to full-time beginners that did not participate. In Fall 2019, new full-time beginners who participated in a TLC had significantly higher one-year retention rates (79% compared to 75% for nonparticipants). This difference was statistically significant even when accounting for high school GPA, SAT score, days enrolled before census, and receipt of a Pell grant.
- Fall 2019 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.
- Latinx and first generation students who participated in a TLC were slightly more likely to be retained than similar students who did not participate. Eighty-three percent of Latinx beginners who participated in a TLC were retained at any IU campus, compared to 75% on nonparticipants. Similarly, 79% of first generation beginners who participated in a TLC were retained at any IU campus compared to 71% on non-participants.
- TLC participants felt that the experience contributed quite a bit to their learning. Eighty-six percent of participants felt that their TLC helped their ability to work well with others different from themselves very much or much. Seventy-nine percent of respondents indicated that their TLC helped their ability to consider problems or issues from multiple points of view very much or much.
- At least 94% felt their instructional team members had respect for diverse perspectives and identities or respected them and their social identities (including religious beliefs, gender, race, and sexual orientation).
- Collection of direct assessment data on integrative learning began with the first ePortfolio pilot project in Fall 2016. The project was scaled to more Learning Community sections in Fall 2018. Early results seem to suggest that this method holds promise for collecting actionable student learning outcome assessment data. There may be more growth here following the pandemic.

## ANCOVA Results: Fall 2019 TLC Participation and First-Year Cumulative GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	516	2.79	<b>2.84</b>
Non-Participants	2,824	2.77	<b>2.76</b>
Overall	3,340	2.77	

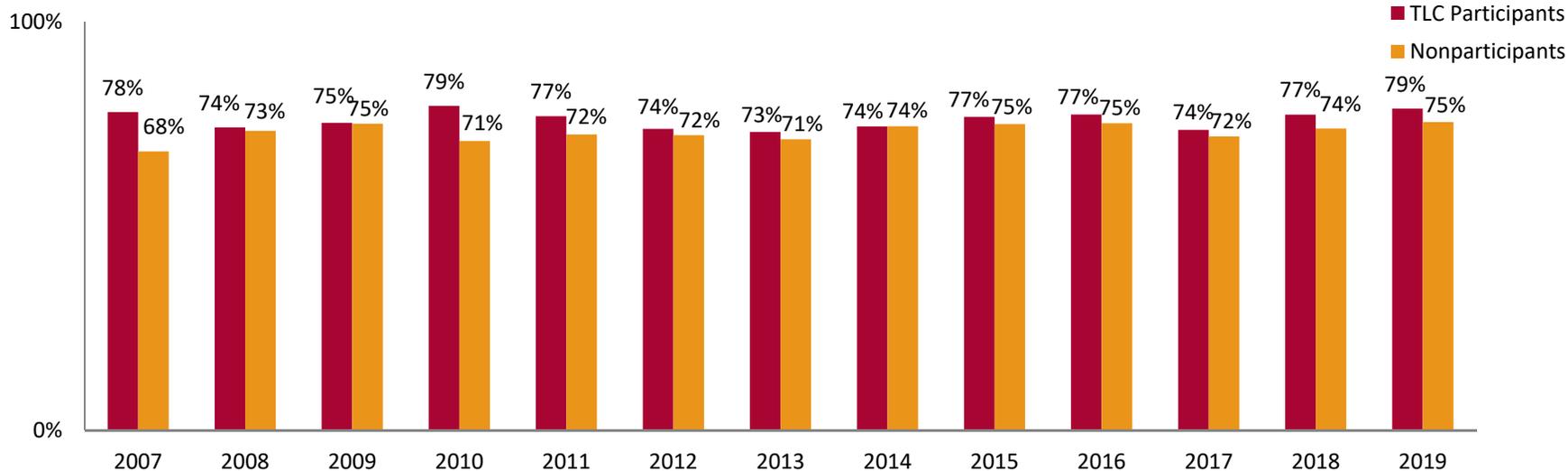
Note 1: Only full-time FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

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

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

\* Covariates included in the model were High School GPA, 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 2019)



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 and 2019 cohorts (HS GPAs, SAT scores, income level (Receipt of a Pell grant), and registration date).

## 2019 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 IN)	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 IN)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	41	71%	61%	71%	61%	2.55	262	74%	63%	72%	61%	2.36
Latinx	76	<b>83%</b>	<b>75%</b>	<b>79%</b>	<b>71%</b>	2.68	393	<b>75%</b>	<b>66%</b>	<b>73%</b>	<b>65%</b>	2.60
Afr. American, Latinx Two or More Races	156	79%	<b>71%</b>	77%	<b>69%</b>	2.66	818	75%	<b>66%</b>	72%	<b>63%</b>	2.54
First Generation	129	<b>79%</b>	<b>70%</b>	<b>74%</b>	<b>64%</b>	2.71	850	<b>71%</b>	<b>62%</b>	<b>67%</b>	<b>59%</b>	2.55
Received Federal Pell Grant (proxy for low income)	212	75%	68%	73%	66%	2.65	1,167	73%	65%	70%	62%	2.59
Twenty First Century Scholars State Aid	120	73%	68%	70%	64%	2.56	762	72%	65%	69%	62%	2.58

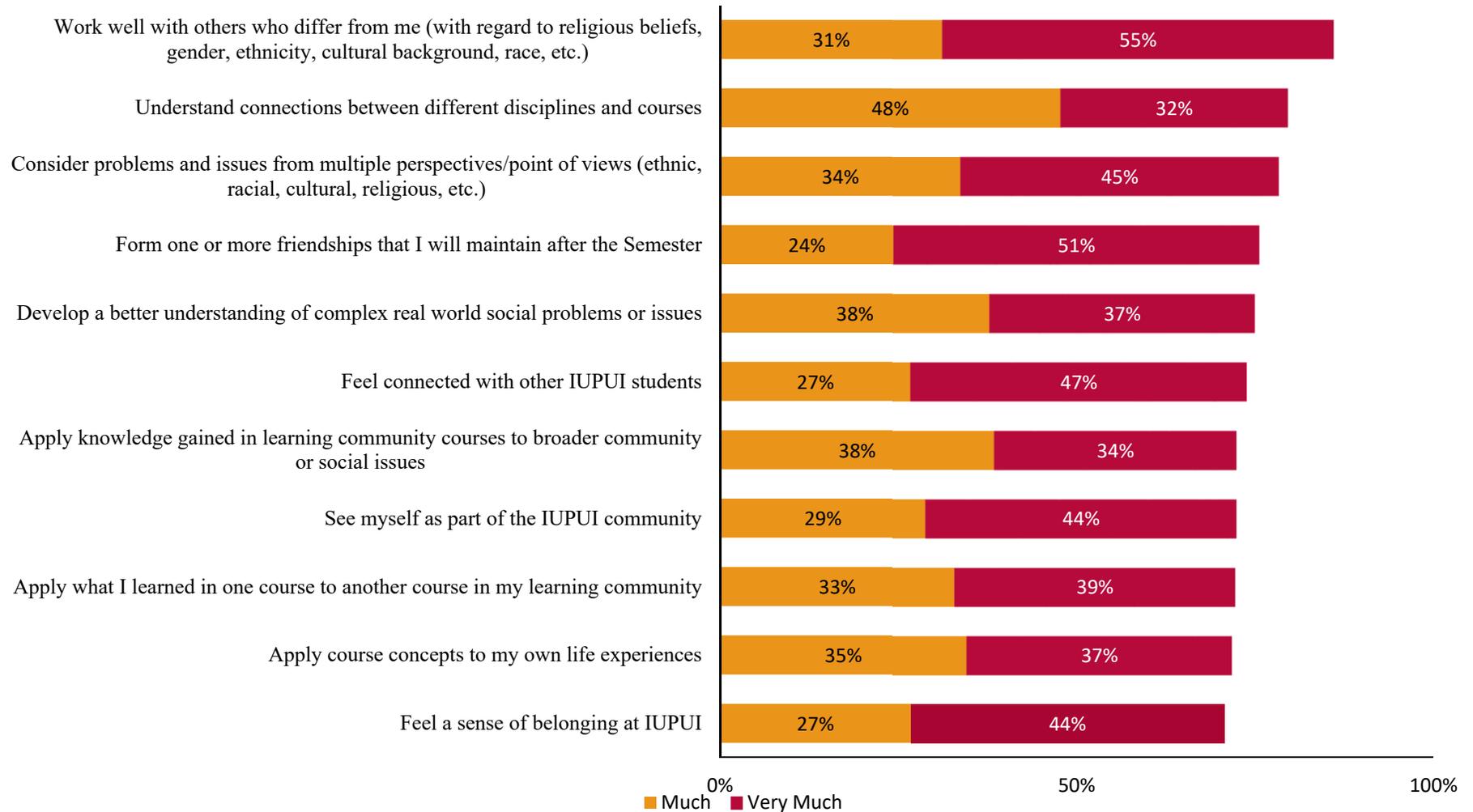
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Note 2: FY GPA includes only students who participated in a first-year seminar course.

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

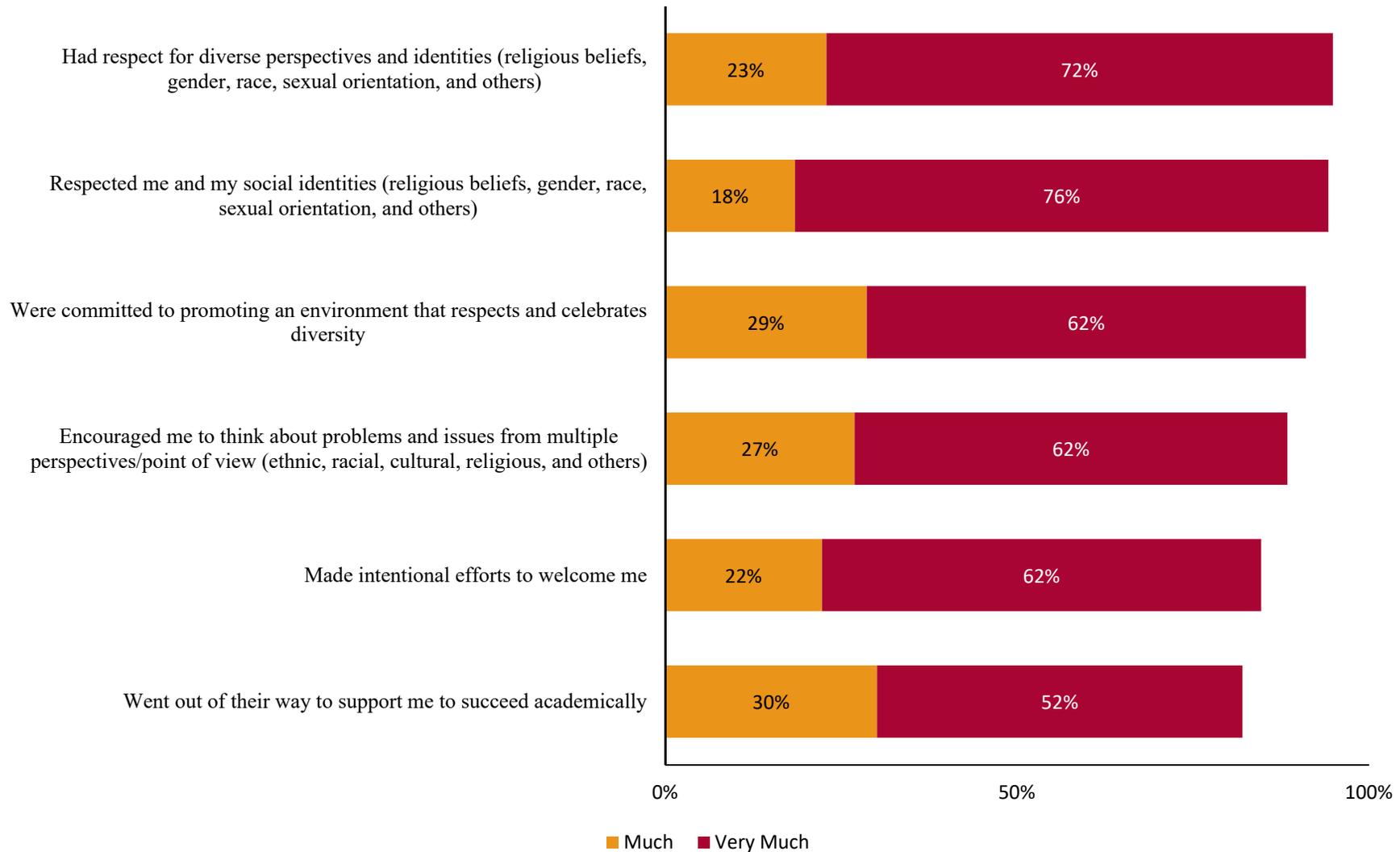
## 2018 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

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



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

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



## Gateway Learning Communities

- Gateway Learning Communities (GLC's) include a first-year seminar course and one more gateway course. The FYS instructor is primarily responsible for integrating content between courses. In Fall 2019, there were 35 FYS sections that met the criteria of a GLC. There were 51 such sections in Fall 2020.
- Fall 2018 beginners who completed a GLC had a similar GPA in their first year compared to other beginners who were in an FYS not connected to a TLC or GLC. However, after adjusting for high school GPA, SAT score enrollment date, receipt of a Pell Grant, and majoring in Nursing, GLC participants had a slightly higher GPA in their first year. This is primarily because GLC participants had significantly lower SAT scores and were significantly more to have received a Pell Grant than non-LC participants.
- Latinx students who were enrolled in a GLC had slightly, but not significantly, better retention rates and first-year GPA than students who did not participate in a TLC or GLC. First generation students, students receiving a Pell Grant, and 21<sup>st</sup> Century Scholars who were enrolled in a GLC performed about as well as students who did not participate in a GLC or TLC.
- Results from the GLC course evaluation revealed that participants felt that their greatest gains were social. Seventy-six percent of participants felt that their GLC helped them work well with others different from themselves very much or much. In addition, about 69% felt their GLC helped them form one or more friendships that will last after that semester.
- Eighty-nine percent of GLC course evaluation participants felt their instructional team members had respect for diverse perspectives and identities.

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

	<b>N</b>	<b>Fall GPA</b>	<b>Adjusted Fall GPA*</b>
GLC	1,033	2.70	2.80
Non-Learning Community FYS Participants	1,776	2.80	2.75
Overall	2,809	2.77	

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.

## 2019 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 IN)	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 IN)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	112	<b>71%</b>	61%	70%	60%	2.36	150	<b>77%</b>	64%	74%	62%	2.36
Latinx	173	77%	67%	<b>76%</b>	66%	2.61	220	73%	65%	<b>70%</b>	63%	2.59
Afr. American, Latinx Two or More Races	341	75%	66%	74%	65%	2.51	477	75%	65%	71%	62%	2.56
First Generation	331	73%	65%	69%	62%	2.57	519	70%	61%	66%	57%	2.55
Received Federal Pell Grant (proxy for low income)	453	73%	65%	69%	62%	2.57	714	73%	66%	70%	63%	2.60
Twenty First Century Scholars State Aid	288	73%	65%	70%	63%	2.54	474	72%	65%	69%	62%	2.61

**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.

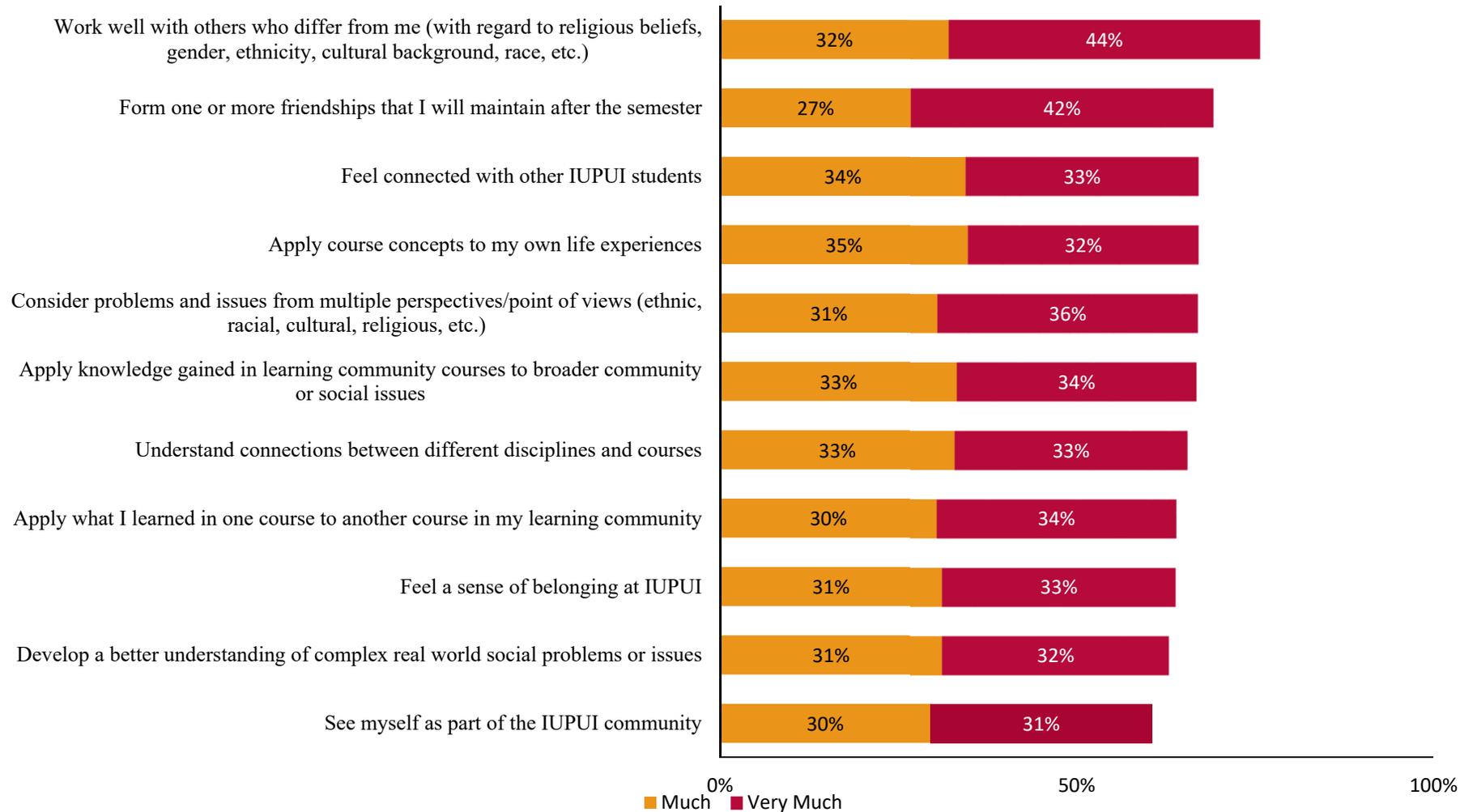
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**Note 3:** FY GPA includes only students who participated in a first-year seminar course.

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

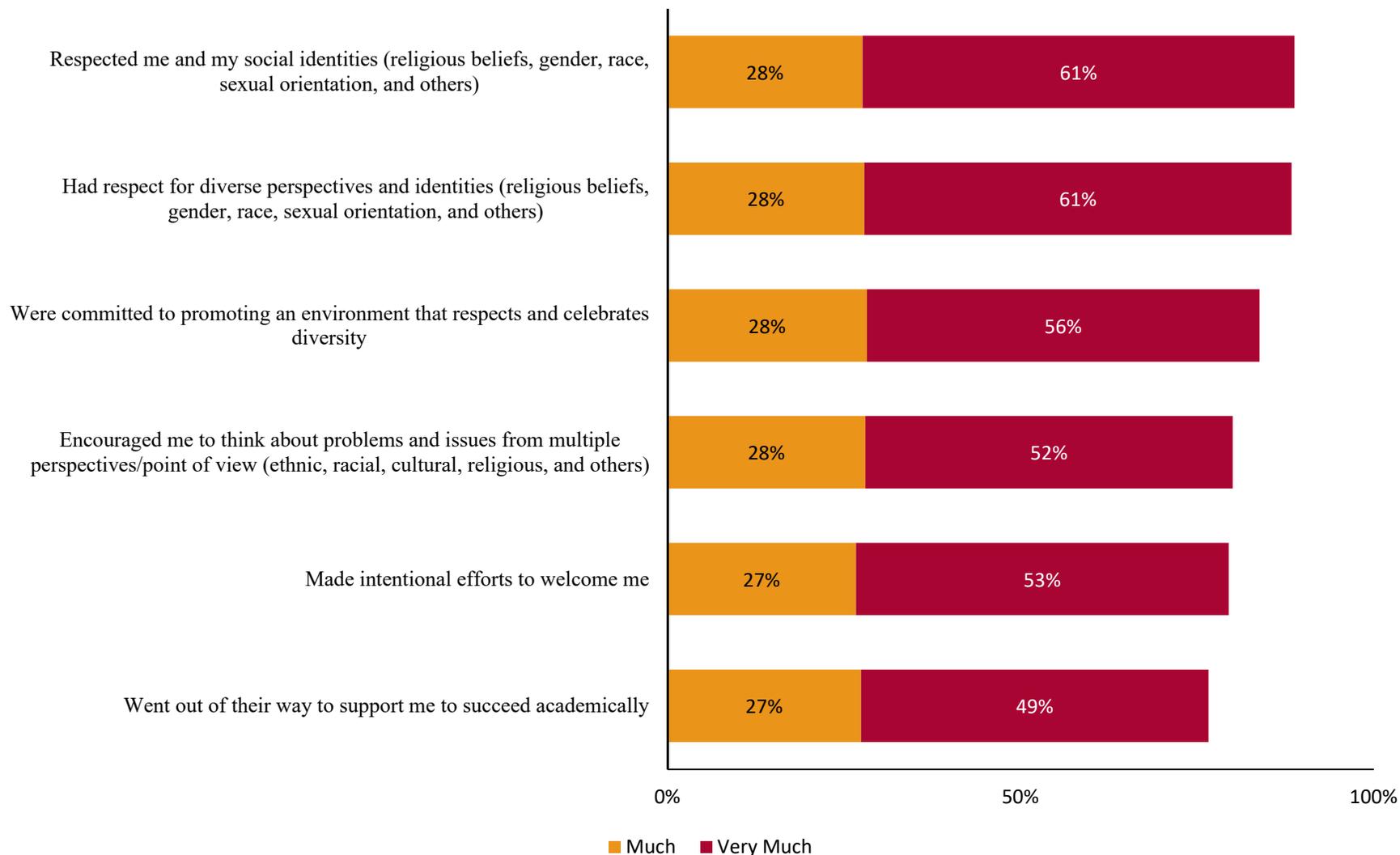
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GLC Students Indicating How Much Their Experience Helped In the Following Areas



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

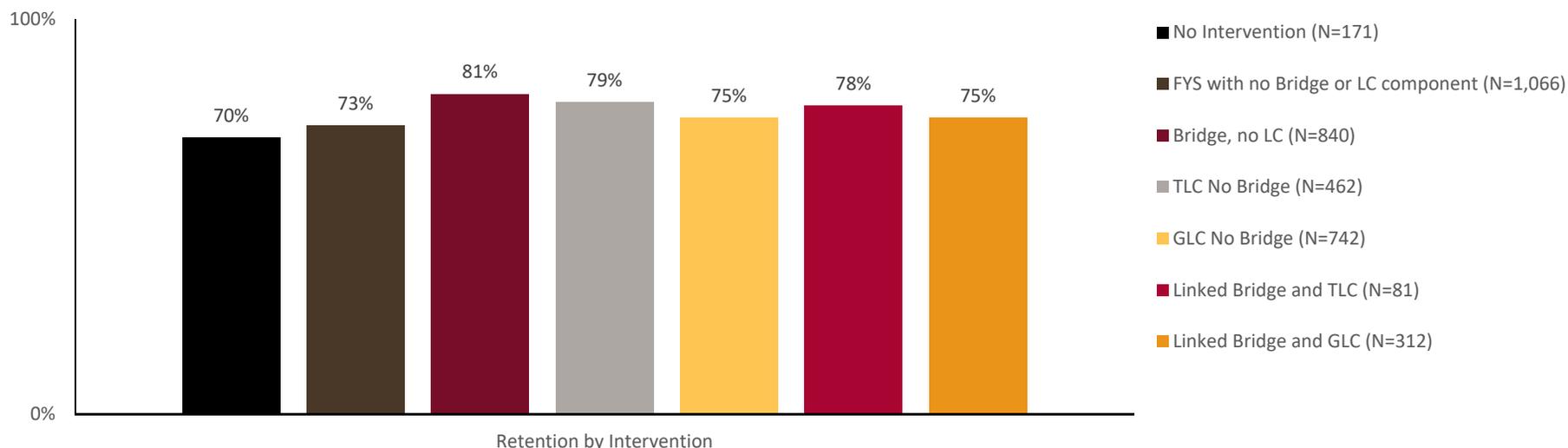
### GLC Students Indicating How Often Their Instructional Team Members Did the Following



## 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 2019, there were 81 first-time, full-time students who participated in linked Bridge-TLC sections and 312 in linked Bridge-GLC sections. About 29% of first-time, full-time beginners (1,066) were enrolled in first-year seminars that were not linked with Bridge or an LC of any kind.
- A small group (171) of first-time, full-time beginners were not involved in any intervention. Students not in an intervention enrolled significantly later and were enrolled in fewer credit hours than students who had participate in Bridge 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 regardless of the intervention, even after accounting for High School GPA, SAT Score, Enrollment Date, receipt of a Pell Grant, and enrollment in Nursing.
- Students who participated in Bridge and /or a TLC seemed to have the best outcomes. Students who participated only in Bridge had the highest cumulative GPA after the first year (2.87), followed by students who participated only in a TLC (2.81) and students in linked Bridge-TLC sections (2.77). Students in Bridge sections tended to enroll earlier than students who did not.
- Students in linked Bridge-GLC were slightly more likely to be African American or first generation, were significantly more likely to be a UCOL admit, and had slightly lower average SAT than all beginners. Of those in a Linked Bridge-GLC section, students earned an average cumulative GPA of 2.69 with a retention rate of 71% at the Indianapolis campus. This was about the same as all beginners.

## 2019 Full-Time Beginner Retention by Intervention



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

## Characteristics of 2019 Full-Time Beginners by Intervention

	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			Mean	Percentage	Percentage	Mean	Percentage	Mean		
<i>No intervention</i>	171	<b>65%</b>	<b>15%</b>	<b>18%</b>	<b>27%</b>	<b>44.7</b>	<b>33%</b>	<b>20%</b>	<b>14.6</b>	<b>39%</b>	<b>3.40</b>	1077
<i>FYS with no Bridge or LC</i>	1,066	<b>46%</b>	<b>6%</b>	<b>10%</b>	<b>52%</b>	<b>54.5</b>	<b>25%</b>	<b>38%</b>	<b>14.9</b>	<b>31%</b>	<b>3.53</b>	1157
<i>Bridge no LC</i>	840	<b>57%</b>	<b>10%</b>	<b>13%</b>	<b>50%</b>	<b>70.3</b>	<b>30%</b>	<b>58%</b>	<b>15.2</b>	<b>32%</b>	<b>3.52</b>	1135
<i>TLC No Bridge</i>	462	<b>59%</b>	<b>8%</b>	<b>14%</b>	<b>68%</b>	<b>55.9</b>	<b>23%</b>	<b>40%</b>	<b>15.2</b>	<b>35%</b>	<b>3.49</b>	1135
<i>GLC no Bridge</i>	742	<b>67%</b>	<b>9%</b>	<b>15%</b>	<b>24%</b>	<b>55.2</b>	<b>30%</b>	<b>36%</b>	<b>15.1</b>	<b>43%</b>	<b>3.48</b>	1083
<i>Linked Bridge and TLC</i>	81	<b>63%</b>	<b>7%</b>	<b>12%</b>	<b>63%</b>	<b>60.8</b>	<b>26%</b>	<b>42%</b>	<b>15.5</b>	<b>53%</b>	<b>3.35</b>	1042
<i>Linked Bridge and GLC</i>	312	<b>68%</b>	<b>14%</b>	<b>21%</b>	<b>29%</b>	<b>66.7</b>	<b>36%</b>	<b>51%</b>	<b>15.5</b>	<b>50%</b>	<b>3.41</b>	1062
<i>All</i>	3,674	57%	9%	14%	45%	<b>58.6</b>	28%	43%	15.1	37%	3.49	1120

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

Note 2: SAT score uses 2017 test scale.

Note 3: Bold items were significantly different based on chi-square or ANOVA results. ( $\alpha \leq 0.05$ ).

## ANCOVA Results: Fall 2019 First-Year Cumulative GPA by Intervention

	N	First-Year Cumulative GPA	Adjusted Cumulative GPA*
<i>No Intervention</i>	152	2.43	2.64
<i>FYS with no Bridge or LC component</i>	997	<b>2.75</b>	2.70
<i>Bridge no LC</i>	779	<b>2.87</b>	2.77
<i>TLC no Bridge</i>	437	<b>2.80</b>	2.80
<i>GLC no Bridge</i>	729	<b>2.71</b>	2.77
<i>Linked Bridge and TLC</i>	78	2.76	2.99
<i>Linked Bridge and GLC</i>	304	2.68	2.80
<i>Overall</i>	3,476	2.76	--

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

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

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

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

## Fall 2019 Full-Time Beginner Retention by Intervention

	N	First Fall Semester GPA Mean	Retained in Spring at IUPUI Percentage	Retained in Spring any IU Percentage	Year 1 Cum GPA Mean	Fall-Fall retention at IUPUI Percentage	Fall-Fall retention at IUPUI with > 2.0 GPA Percentage	Fall-Fall retention any IU Percentage	Fall-Fall retention any IU with > 2.0 GPA Percentage
<i>No intervention</i>	171	2.39	77%	78%	2.50	67%	58%	70%	61%
<i>FYS with no Bridge or TLC/GLC component</i>	1,066	2.61	81%	82%	2.77	70%	64%	73%	67%
<i>Bridge no TLC/GLC</i>	840	<b>2.74</b> <sup>a</sup>	87%	87%	<b>2.87</b> <sup>a</sup>	78%	71%	81%	74%
<i>TLC No Bridge</i>	462	<b>2.84</b> <sup>a</sup>	89%	90%	2.81	75%	69%	79%	73%
<i>GLC no Bridge</i>	742	2.70	83%	85%	2.72	70%	63%	75%	68%
<i>Linked Bridge and TLC</i>	81	2.88	89%	89%	2.77	77%	70%	78%	72%
<i>Linked Bridge and GLC</i>	312	2.63	84%	86%	2.69	71%	65%	75%	68%
<i>All</i>	3,674	2.68	84%	85%	2.77	72%	66%	76%	70%

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

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

<sup>a</sup> ANOVA revealed significantly greater than students who received no intervention at  $\alpha \leq 0.05$ .

# University College Results

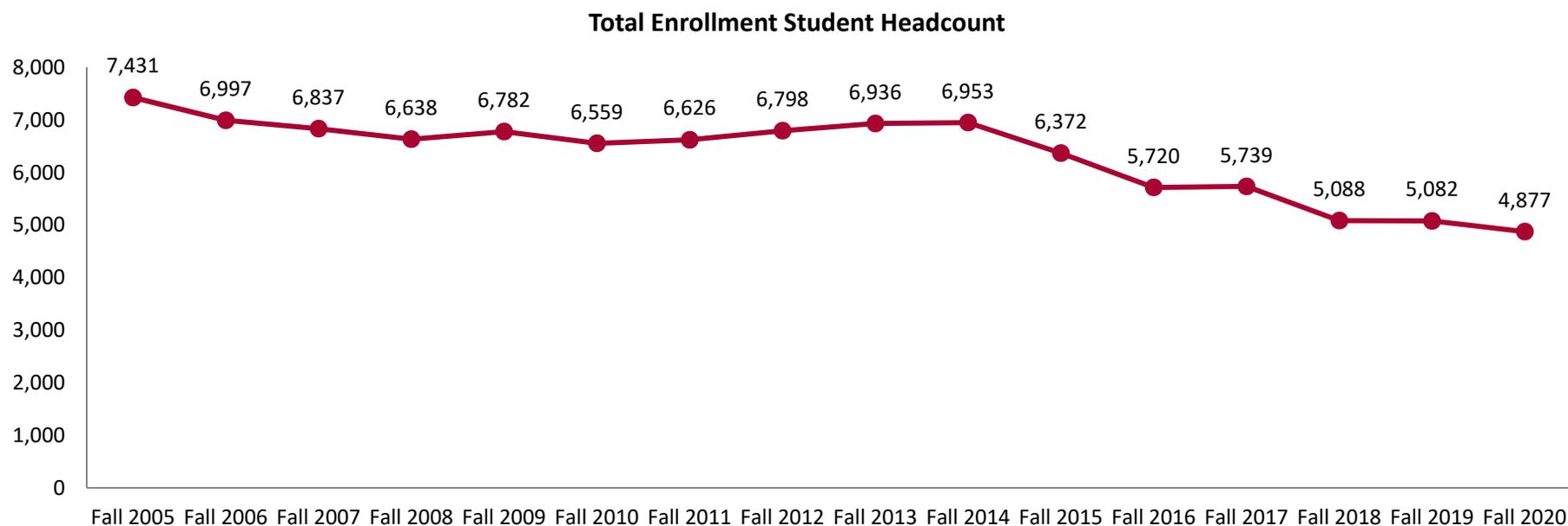
The logo for Indiana University Purdue University Indianapolis (IUPUI) features a red Greek letter Psi (Ψ) followed by the letters "IUPUI" in a black, serif font.

## University College Student Demographic Summary

University College total enrollment for Fall 2019 was 4,877, including students whose primary, second, or third major was in University College. This decrease is consistent with the overall decrease in first-time beginners in Fall 2020, though overall University College enrollment has been declining steadily since Fall 2014. Only 47% of University College students in Fall 2020 were Freshmen (including Baccalaureate Freshmen, Certificate-seeking and Associate's-seeking students), compared to 50% who were Freshmen in Fall 2019.

Part of the long-term decline in total UC enrollment is due to the fact that more students are making a successful transition to their school of major. Additionally, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward gaining admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress in their major are strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school.

### University College Fall Enrollment



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

## Fall University College Student Demographics

	Fall 2020		Fall 2019	
	<i>N</i>	%	<i>N</i>	%
Total	4,877	100%	5,082	100%
<b>Race/Ethnicity</b>				
American Indian/Alaskan Native	8	0.2%	9	0.2%
African American	715	14.7%	631	12.4%
Asian American	292	6.0%	302	5.9%
Latinx	701	14.4%	695	13.7%
International	115	2.4%	162	3.2%
Native Hawaiian/Pacific Islander	2	<0.1%	1	<0.1%
Two or More Races	296	6.1%	292	5.8%
White	2,737	56.1%	2,970	58.4%
Unknown	11	0.2%	20	0.4%
<b>Gender</b>				
Female	3,018	61.9%	3,019	59.4%
Male	1,859	38.1%	2,063	40.6%
<b>Class Level</b>				
Freshman	2,305	47.3%	2,561	50.4%
Sophomore	1,458	29.9%	1,347	26.1%
Junior	615	12.6%	604	11.9%
Senior	190	3.9%	153	3.0%
Undergrad Special/Unclassified	237	4.9%	304	6.0%
High School/SPAN	72	1.5%	113	2.2%
<b>First Generation Status</b>				
First Generation	1,578	32.4%	1,642	32.3%
Not First Generation	3,299	67.6%	3,440	67.7%
<b>Residency</b>				
Indiana Resident	4,587	94.1%	4,756	93.6%
Nonresident	290	5.9%	326	6.4%

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.

Note 2: Race/Ethnicity was adjusted for some Fall 2019 beginners due to a coding error. Percentages reflect the corrected numbers.

## University College Student Responses to the Student COVID-19 Transition Needs Survey

The Student COVID-19 Transition Needs Survey was designed to help faculty members, advisors, staff, and campus leaders understand the needs of students as a result of the COVID-19 pandemic. The survey was administered to all IUPUI students enrolled in Spring 2020 who were not enrolled in 100% online education programs prior to the COVID-19 pandemic. The survey was distributed on April 24 in an effort to enhance understanding of the struggles or advantages students were experiencing early on as they transitioned to online learning. A total of 796 undergraduate (response rate= 23.5%) University College students responded to the survey. The survey respondents were representative of the overall University College population with regard to age, ethnicity, income, and residency. However, respondents were more likely to be women. Some of the key highlights are below. Portions of this section were originally prepared by Jessica Rauch in IRDS. For further details about survey results, please see the full report at <https://irds.iupui.edu/students/student-surveys/covid-19-transition-needs-survey/school-reports/University%20College.pdf>.

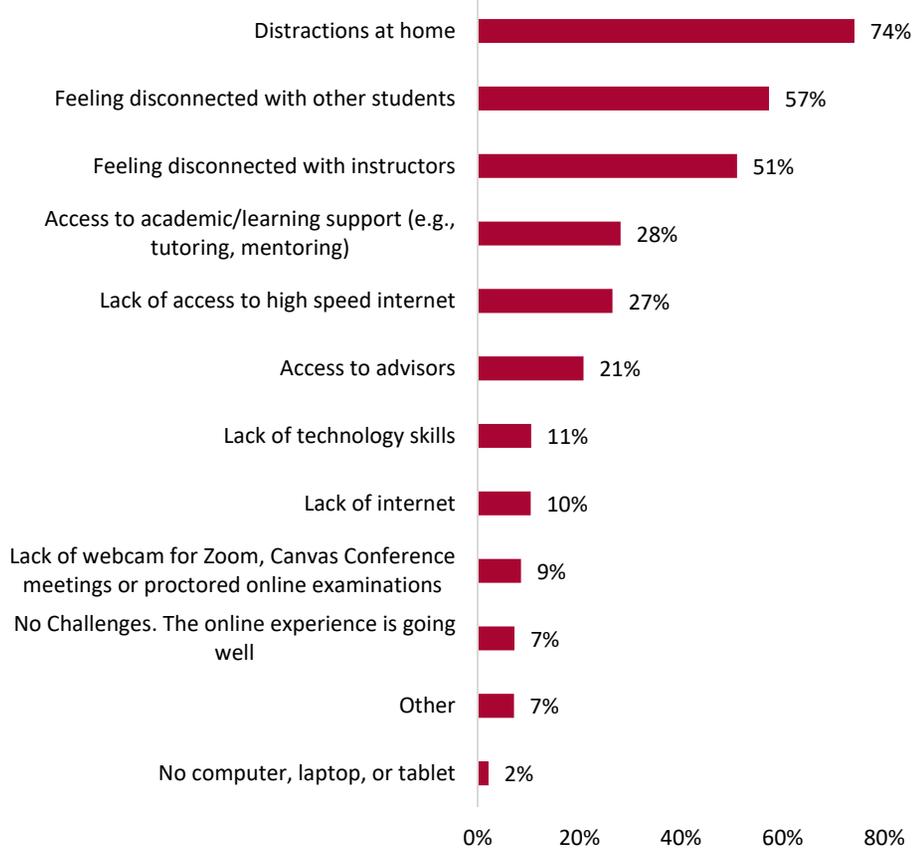
- Students were asked what major disruptions or challenges they experienced as a direct result of the coronavirus pandemic. The vast majority of students (73%) reported that they experienced increased stress and anxiety and that online is a difficult format for learning (66%). Many students also experienced loneliness and a lack of connection to others,
- Learning challenges due to difficulty studying, no dedicated learning space, financial
- Challenges, and learning challenges due to slow internet connectivity. 30% of the respondents had never taken an online course and another 25% had taken one online course prior to the coronavirus pandemic.
- 78% of respondents agreed or strongly agreed that canvas was a useful resource during the online transition. Students also agreed or strongly agreed they were able to stay connected to their instructors (67%); and academic advisors, peer mentors, financial advisors and other staff (55%).
- Very few students agreed that the online learning experience was just as effective as face-to-face courses (15% for University College respondents) and few agreed that they were able to stay engaged with class content (only 24%).
- Students reported the following as the primary challenges they had with the online learning environment (in order of most responses): 1) distractions at home, 2) feeling disconnected with other students, 3) feeling disconnected from instructors, 4) access to academic/learning support (tutoring and mentoring), 5) lack of access to high speed internet and 6) access to advisors.
- Very few students indicated that they did not have a computer, laptop, or tablet for online learning (only 2% out of 761 respondents).
- Students were asked to indicate how useful various communication mediums were in helping them stay academically and socially connected as a student at IUPUI. The top most useful mediums (rank ordered by mean) were as follows: 1) IUPUI email, 2) Canvas course email, 3) synchronous class sessions (happens in real time/everyone meets at the same time), 4) personal email, and 5) personal social media (Facebook, Instagram, TikTok, etc.).
- Very few students agreed that Keep Learning IU was a useful resource. The vast majority of respondents indicated they were definitely returning to IUPUI or were graduating (82%). 13% were not sure if they would enroll at IUPUI for Fall 2020 and 5% indicated they were not planning to enroll at IUPUI in Fall 2020.

## Transition to Online Learning

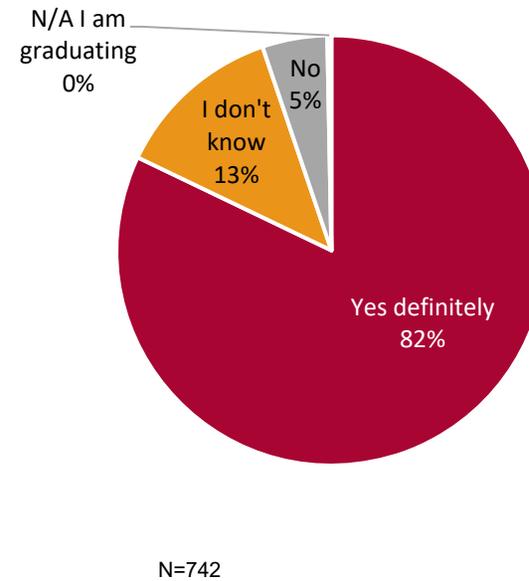
Please reflect on your transition to online learning. Indicate the extent you agree with the following statements:							
	N	Mean	Strongly Disagree	Disagree	Neither Disagree nor Agree <i>Percentages</i>	Agree	Strongly Agree
Canvas was a useful resource during the online transition.	769	3.93	2.5	5.7	14.3	51.8	25.7
I was able to stay connected with my instructors.	769	3.66	2.9	10.1	19.6	52.5	14.8
I was able to stay connected with staff such as academic advisors, peer mentors, financial advisors, student affairs professionals, etc.	769	3.41	5.3	13.7	25.7	45.6	9.6
I was able to accomplish my learning goals in the online environment.	769	2.85	14.3	28.0	23.3	27.3	7.2
I was able to stay connected to other students.	768	2.81	12.8	30.5	25.7	25.1	6.0
I adapted easily to the online learning environment.	768	2.78	18.6	24.3	26.2	22.3	8.6
I was able to stay engaged with the class and class content.	769	2.47	24.1	34.3	17.4	19.2	4.9
The online learning experience seemed just as effective for learning as face-to-face classes.	770	2.05	41.8	31.3	11.9	9.9	5.1

1=Strongly Disagree, 2=Disagree, 3=Neither Disagree nor Agree, 4=Agree, 5=Strongly Agree

**Please indicate any challenges you have had with the online learning environment (select all that apply):**



**Do you plan to enroll at IUPUI Fall 2020?**



## University College Responses to PRAC Supplemental Questions

### What did you learn from the unexpected transition to remote teaching, learning, and assessment?

*DEAP* - "We learned that it was possible to move some activities online, but there are limitations in terms of students' desire to continuously access services online. Simply put, students became Zoomed out very quickly"

*Degree Completion Office / Center for Transfer and Adult Students* - "We have no detailed data to report on this matter. However, here are a few thoughts:

\* It is important to stay in consistent contact with our students regarding specific academic-related matters. They want to talk about matters as much as possible. --- not a surprise.

\* It is important to check in with our students on how they are doing personally. They need our support now more than ever. --- not a surprise."

*Life-Health Sciences Internship Program* - "We had already leaned heavily on electronic tools for education and assessment prior to COVID-19 because we are a small office and using Canvas and ePortfolios helps us maintain scale with limited resources. We had also already had a few changes in process for the 2019-20 year that assisted the transition to entirely virtual, including the belonging measures that helped us understand intern challenges and plan for the year ahead. Having so much already in place freed up our time to focus on the necessary changes to prepare our internship sites and provided individualized support to interns. While our assessment remains unchanged, we are now looking more closely at measures related to skills needed for remote work and watching the belonging measures for opportunities to check in individually with interns struggling. We also realized the impact internships can have on improving connection to campus and building relationships with professionals and other students (or potentially negatively impacting, if that relationship is suddenly removed). We are making more of an effort to connect interns with each other to start building both social and professional relationships.

We had to quickly switch our pre-interview workshop in early April from in person to virtual. For this we used the Canvas modules we typically use to guide the workshop and added additional resources and expectations for virtual interviews as well as reflection and suggested questions to ask to get a sense of the internship team (which is usually easier to grasp at an in-person interview). This was released to students as a self-paced module to be completed prior to receiving interview matches. Feedback from students and supervisors suggested that students were highly prepared, understood expectations, and sought the suggested help from career services for mock interviews. We have since added self-paced pre-work for intern orientation and the mid-year workshop to allow the real-time Zoom events to be more interactive and fast-paced.

The last big takeaway is that students are struggling with time and priority management and have no tolerance for what they perceive as useless busywork. We have had to be really intentional with explaining why our activities and assignments are important, how everything we have them do is interconnected and useful for their careers and exploration, and set mini-deadlines for the ePortfolio to model breaking down big projects into smaller chunks. We haven't necessarily designed more OR less activities, we've just made sure everything either builds on previous content, lays the foundation for future content, or is related to the reflection theme for the month to then feed back into the ePortfolio content. So far we haven't seen any major pushback from interns and their ePortfolio reflections and generally high quality."

*Office of Student Employment* – "n/a - office has no courses"

*Orientation Services* "While the assessment data that we did receive from the orientation participants showed that what we had put together was positive, we felt that the personal touch and community building that is typical in our orientation programs was significantly lacking.

Students seemed confused by the 12 step process and did not understand that they needed to complete everything in order to complete their orientation experience.

Building upon the successes from the summer program, we have adapted and adjusted the Spring 2021 orientation programs to include small group, based on major, live Zoom sessions that allowed students to meet each other and connect with their schools. Doing this also allowed us to adjust our website to be more streamlined and simplified the process for students."

*Scholar Support Programs* – "Our principle lesson was that our focus on deep learning, personal growth, and building mutually supportive communities was exactly the kind of resiliency-building needed for such a high degree of uncertainty, isolation, and stress. We learned that while in-person connection is ideal, we could deliver our curriculum and support student learning in a hybrid and all-virtual environment."

*SPAN Division* – "Student resiliency in migrating to a virtual setting. Productivity has increased due to increases in student availability."

*TRIO- Student Support Services* – "We learned that we could easily move a lot of services (advising, tutoring, mentoring, and workshops) to online platforms; however there were limitations in terms of students their desire to access all services through online format."

### **How has the COVID-19 pandemic impacted the assessment of student learning?**

*Academic and Career Development* - "ACD Goal #2 (2020-2021 school year): Enhance our understanding of student experiences in ACD particularly with regards to virtual engagement and the restart back to campus.

#### Action Steps/Strategies and Timeline

##### All ACD.

- o July/August 2020: Review the ACD Program Assessment form and update as needed.
- o July/August: Review the Post Appointment survey and update as needed.
- o August 2020: Provide link the ACD Program Assessment form to clusters with a reminder to submit for all workshops/programs.
- o August 2020: Discuss the purpose and content of the Post Appointment survey with ACD.
- o January 2021: Review and analyze both the ACD Program Assessment form and the Post Appointment survey. Make recommendations for changes as appropriate.
- o May 2021: Review and analyze both the ACD Program Assessment form and the Post Appointment survey. Make recommendations for changes as appropriate.

HLSAC: Better understand the impact on student success when enrolled in specialized sections of BIOL-N261 with required mentoring sessions for Pledge Grant recipients.

STEM. Engage in at least one anti-racism initiative as a cluster each month.

Career Development. Develop and facilitate the utilization of effective virtual resources, tools, and programs to continue to provide assistance with the major and career exploration process.

Peer Advisors. To ensure the Peer Advisor role continues to be effective, there is a need to evaluate the direct impact they have on the students and staff with whom they work.

### Measurements

Number of programs assessed in fall and spring using the ACD Program Assessment form

- o Usage of data to inform decisions about future programming

### Percentage of students completing the Post-Appointment Survey

- o Usage of data to inform staff interactions with students”

*DEAP* – “Yes, DEAP did not conduct its usual End of Year assessments at the end of the spring semester due to concerns that students had been over surveyed during the COVID-19 crisis. Additionally, we were not able to track certain student activities during the spring and fall semester, such as student contacts and student use of the space on campus.”

*Degree Completion Office / Center for Transfer and Adult Students* - "We have no detailed/formal data to report on this matter. However, here are a few thoughts:

\* While our students are still meeting with us, their motivation to do so is not as strong, so that makes it challenging to assess their learning either formally or informally.

\* Those students who need in-person interactions with us are struggling."

*Life-Health Sciences Internship Program* - "Intern ePortfolio reflections are our primary assessment of learning. We had already made changes to our programming and reflection activities to improve ePortfolio rubric scores for the 2019-20 group. This also benefited us when we had to transition from an in-person poster session to an ePortfolio showcase on short notice in April. The ePortfolios were high quality and interns had kept up on updating their reflections throughout the year, so it wasn't too much extra work to get them showcase-ready. Scores based on the rubric increased from the previous year and we used what we learned to improve how we present the concept of reflection to interns and further broke down deadlines for the prompts into easier to follow and understand chunks. In the 2020-21 year we implemented monthly casual Zoom chats for interns to discuss the prompts due that month and have an opportunity to interact with other interns. This is optional, and about half the interns have attended each month. We will use the lessons learned from this chat format as we change our mid-year workshop from in-person to virtual.

We began assessing welcoming, belonging, and feeling like part of the team in the 2019-20 year. This information provided valuable insight into not only belonging but also the impact of virtual work. Many interns in Spring 2020 felt like an afterthought as their (faculty) supervisors scrambled to quickly move their own teaching and research activities virtual and interns felt less belonging after leaving campus. This helped us understand how to better prepare interns and their supervisors for remote work. The biggest change we made was providing resources to supervisors about the importance

of creating a sense of welcoming and belonging and the need to prepare options for virtual work in the event that in-person work was not possible. We made supervisor orientation mandatory (previously only required for new supervisors) and held discussions to gather ideas for virtual work and ideas to welcome interns and help them feel like part of the team.

Virtual work ideas from LHSI supervisors: <https://docs.google.com/document/d/1xyOd2h6RbHohlE-D-zR2QYU8Vfrl59QfkYKFoIAxLU/edit?usp=sharing>

Welcoming ideas from LHSI supervisors: <https://docs.google.com/document/d/1EjOLzeKmNBixnfF1Evn-Rh7IKSKwzvewHxvPVfvmArM/edit?usp=sharing> "

*Office of Student Employment* – “Due to the COVID pandemic and resulting hiring freeze for campus, the Office of Student Employment delayed the scheduled bi-annual survey to all students that work on campus to assess learning and professional development. It is now rescheduled for Spring 2022.”

*Orientation Services* - “Summer 2020 orientation program satisfaction data was significantly impacted. We have three touch points that we asked students to complete data, and while some did, it was much lower than our usual numbers. Students were asked to assess after completion of Jaguar Launch, the overall orientation website, and the Student Success Sessions. Each of these surveys were short and intentionally assessed each of the processes of the summer 2020 orientation.”

*Scholar Support Programs* – “We were largely able to continue to assess our programs as we have in the past. However, students were in a much more precarious position in all facets of life, especially in terms mental/emotional health and financial stability. This is expected to impact outcomes and assessment results.”

*SPAN Division* – “Because assessment tools were delivered and completed electronically, impact has been minimally. However, student engagement on all levels has been greatly impacted.”

*TRIO- Student Support Services* – “Similar to other programs, TRIO-SSS did not conduct its normal End of the [Semester] Survey in the spring due to the concern of over surveying that was done during the early stages of the COVID-19 crisis.”

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

*DEAP* - “We have not made any progress to implement the Profiles into teaching, learning, and assessment.”

*Degree Completion Office / Center for Transfer and Adult Students* - N/A

*Life-Health Sciences Internship Program* - "Provide and explain Profiles to interns as part of an early assignment to identify and write their own goals for the internship. Provide and explain Profiles to applicants to use in their application short answer responses.

Integrated Profiles into program learning outcomes and assess using intern self-evaluations, supervisor evaluations of interns, and the ePortfolio rubric.

- Carefully consider, explore, and articulate their career goals, including an analysis of how they arrived at that path and what steps they need to take next. (Community Contributor, Communicator)
- Understand their role and strengths on a professional team and analyze who they would like to become as a professional. (Communicator)

- Gain and strengthen skills relevant to next steps after graduation, such as communication, collaboration, teamwork, analysis/synthesis/evaluation, independence, confronting/challenging failure, problem-solving and perseverance, and constructive criticism. (Problem Solver, Communicator)
- Convey ideas and knowledge effectively through a poster and presentation of the internship work. (Problem Solver, Communicator)"

*Office of Student Employment* – “All on-campus job postings are required to list at least 2 things a job will allow students to learn based on the Profiles.”

*Orientation Services* – “For orientation, we have identified which learning outcomes connect with which Profile. Prior to COVID-19, we were also detailing each portion of the two-day overnight orientation and what Profile they connected to. Unfortunately, that work was put on hold. We will revisit once we are able to resume on campus orientation programs.”

*Scholar Support Programs* – “Profiles are implemented in both UCOL U110 courses required in our programs. However, we have mapped our curricular objectives onto them for purposes of assessment.”

*SPAN Division* – “On track with DUE”

*TRIO- Student Support Services* – “We have not made any progress to implement the Profiles into teaching, learning, and assessment.”

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

*Academic and Career Development* - "The Peer Advisor position in Academic & Career Development has been an approved experience on the Record since February 2019. As of May 2020, a total 27 students had the notation added to their Student Experience and Achievement Record.

Should we be permitted to continue offering advanced Student Coordinator, Team Assistant, and On-Campus Internship experiences in the future (pending COVID-related budget restrictions), we plan to develop each of these experiences for inclusion in the Record, outlining how students integrate their knowledge (IUPUI+: Communicator, Problem Solver) and reflect on their learning and achievement (Leadership, Career Development). Assessment practices that parallel those established for the Peer Advisor program are already in place to ensure mutually beneficial outcomes."

*DEAP* – “The goal is to incorporate the peer mentoring courses and activities into the [Record]. This work is still ongoing.”

*Degree Completion Office / Center for Transfer and Adult Students* – “N/A”

*Life-Health Sciences Internship Program* - "Intern entry (2 years/cohorts awarded so far): Identified key components of the program to be used for Record entry requirements. After the first year, redesigned process for working on the ePortfolio to help interns keep up on assignments. Integrate reflection into all program activities and workshops (tying into and reinforcing existing reflection prompts) and communicate the content from these activities that would be helpful to include in the ePortfolio.

Ambassador/Senior Ambassador entry (2 years awarded so far): Similar to the requirements for interns and focuses on continued reflection, integration, and growth in leadership and self-knowledge."

*Office of Student Employment* – “Both of our programs that are structured learning work experiences have been added to the Record. Those are: On-Campus Internship Program and the Hire Achievers program.”

*Orientation Services* – “Our focus for the Record specifically relates to the orientation leaders and first year seminar mentors (OTEAM). Applications were sent forward for these experiences to be included on the Record. At this time, I have not been notified if that was accepted and we are not progressing with any adjustments to the training or role of the leaders/mentors based on the Record.”

*Scholar Support Programs* – “We have a draft of the application completed but the pandemic has stalled our progress.”

*SPAN Division* – “provided space for student informational sessions, discussions, and ideas for the improvement of capturing experiences for the Record.”

*TRIO- Student Support Services* – “The goal is to incorporate the peer mentoring courses and activities into the Record. This work is still ongoing.”

## 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 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 IUPUI students overall to be African American, Latinx, first-generation college students, and be receiving a Pell Grant. They also have slightly lower levels of academic preparation (as indicated by high school GPA and best SAT scores).
- The retention rates improve even more dramatically when 21CS participate in our success programs. Among Fall 2019 beginners, 79% of 21<sup>st</sup> Century Scholars who attended peer mentoring were retained, compared to 69% of 21CS who did not participate in Peer Mentoring. Seventy-nine percent of 2018 21CS beginners who participated in peer mentoring were retained the following fall as well.

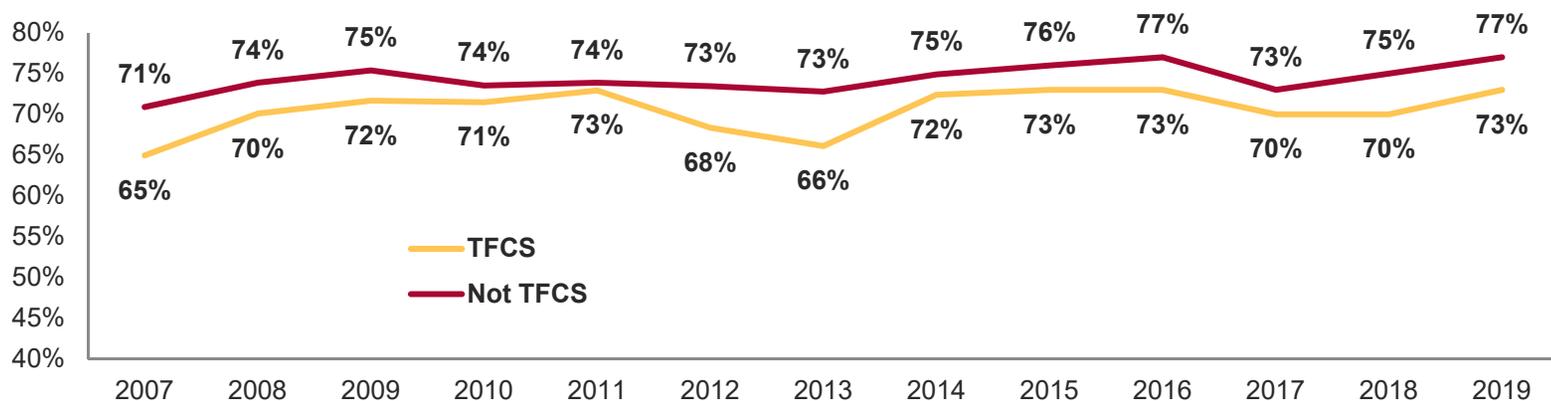
#### Characteristics of 2019 Indianapolis Full-Time Beginners by Receipt of 21<sup>st</sup> Century Scholar State Aid

	N	African American Percentage	Latinx Percentage	First Generation Percentage	Received Pell in Fall	High School GPA Mean	Best SAT score
<i>21<sup>st</sup> Century Scholar</i>	683	<b>17%</b>	<b>26%</b>	<b>49%</b>	<b>86%</b>	<b>3.44</b>	<b>1061</b>
<i>Not a 21<sup>st</sup> Century Scholar</i>	2,991	<b>7%</b>	<b>11%</b>	<b>23%</b>	<b>29%</b>	<b>3.50</b>	<b>1134</b>
<i>All</i>	3,674	9%	14%	28%	40%	3.49	1120

Note 1: SAT score uses 2017 test scale.

Note 2: Bold 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  
Full-Time 21<sup>st</sup> Century Scholar Beginners (Defined as Actually Received State Funds)**



**21st Century Scholars Approved Student Retention Strategies  
College SSP Education Outreach & Completion Tracking**

Starting Fall 2020, the Indiana Commission for Higher Education mandates all 21<sup>st</sup> Century Scholars to complete developmental activities in the ScholarTrack system similar to activities that they completed in high school to maintain their tuition-based award in college. Scholars would have to complete these activities in order to get their award renewed for future academic terms. For this retention strategy, there would be four prongs: Check-In Meetings, Canvas Communications, Program Delivery, and IRDS Data Usage and Scholar Outreach.

**Check-In Meetings**

The 21<sup>st</sup> Century Scholars at IUPUI staff would complete outreach to scholars who graduated from high school in 2019 throughout the academic school year via check-in meeting completion to check the status of ICHE ScholarTrack activities for the new College SSP program.

Below is the 2019-2020 academic school year data in connection to the completion of check-in meetings across classes of 21<sup>st</sup> Century Scholar students, with all first year 21<sup>st</sup> Century Scholar students being mandated to complete at least one check-in meeting some time during the fall semester and one check-in meeting some time during the spring semester.

Table 1. TFCS Intervention Execution 2019-2020

Intervention	Dates	Students
Fall Good Start Check ins	September 23-September 27, 2019	223
Fall MidChecks	November 11- November 15, 2019	257
WinterViews	December 9- December 13, 2019	190
Spring Good Start Check Ins	January 13- January 17, 2020	69
Spring MidChecks	February 24- February 28, 2020	286
Spring Reviews	March 30- April 10, 2020	180
<b>Total Student Meetings 2019-2020</b>		<b>1205</b>

Table 1 depicts the number of completed student-driven interventions during the fall 2019 and spring 2020 semesters. Current 21st Century Scholars at IUPUI scheduled 5-10 minute check in opportunities to communicate with TFCS staff about their student experience in connection to their scholarship award. Assistant Director, Brooke Moreland innovated these meetings which started fall 2015 as a part of the TFCS financial literacy program called ScholarCents.

Check-in meetings take place at the beginning, the midterm, and at the conclusion of the academic semesters. Due to COVID-19, the delivery of student interventions for this retention strategy would be virtual, allowing for the volume for participation to increase beyond what was done in previous academic years. During check-in meetings, staff would review the completion of activities of Scholars in the ScholarTrack system.

### Canvas Communications

Scholars would also receive literature on the College SSP program and staff would also reinforce these intermittent student interventions by sending communication about activity completion and the new College SSP program via the Canvas-All Scholars page.

The Canvas-All Scholars page is the online medium for 21st Century Scholars staff use to communicate with 100% of the student population. Throughout the semester, staff use this communication to send students reminders to assist students with maintaining their scholarship award throughout the academic school year. This practice is a part of the retention strategies, because it is direct communications had with the student population where staff cannot only provide education, but satisfy student inquires submitted in response to the received education.

Outcome	Strategies <b>accomplished</b> for achieving IMPACT and outcome	How IMPACT was measured	Data/Measurement	Collaborators
Increase the number of students participating in our program by 5%	Targeted email to eligible students sent on Oct 15  Hosted open house the first week of school  Made personal phone calls to eligible students in week two of fall semester	Tracked number of participants; produce trend data over past five years  Track retention of participants v non-participants over past five years	123 students participated in the study skills workshops in the fall term; this was a 10% increase over AY 18-19  Retention of participants for AY 19-20 is pending. 1 <sup>st</sup> to 2 <sup>nd</sup> year retention:  18-19 87% vs 64% 17-18 84% vs 60% 16-17 85% vs 62% 15-16 88% vs 70%	DUE Communications

### Program Delivery

The 21st Century Scholars at IUPUI program also hosts a ScholarCorps member in partnership with the Indiana Commission for Higher Education. This individual serves the IUPUI office as the Program Coordinator. The Program Coordinator would plan and deliver programs in direct connection with the activity requirements in the ScholarTrack for the new College SSP program.

This program availability for scholars directly impacts the likelihood of activity completion for IUPUI scholars and is a part of this retention plan to ensure that the number of 21st century Scholars at IUPUI reaches as close to an 80% completion by the end of the academic school, though it is normative to want to have a 100% completion rate.

COLLEGE SCHOLAR SUCCESS PROGRAM		
COLLEGE PERFORMANCE	COLLEGE ENGAGEMENT	CAREER PREPARATION
ALL 3 ANNUALLY	1+ PER YEAR	1+ PER YEAR
Complete 30 Credits Per Year	Summer Bridge Program AND/OR New Student Orientation	Informational Interview AND/OR Job Shadow
Maintain Satisfactory Academic Progress (SAP)	First-Year Experience AND/OR Living-Learning Community	Professional Résumé AND/OR Portfolio
File Free Application for Federal Student Aid (FAFSA)	Campus Involvement* AND/OR Study Abroad*	Internship*(or equivalent) AND/OR Student-Faculty Research*
Mentor/Champion**		

\*Activity may be repeated/sustained for multiple academic years to satisfy 21<sup>st</sup> Century Scholarship renewal requirement.

\*\*All 21<sup>st</sup> Century Scholars—with support from Indiana colleges and the state—will identify at least one personal champion/mentor who will help guide and support them through college completion and into the workforce.

### IRDS Data Usage and Scholar Outreach

The Assistant Director of 21st Century Scholars would request quantitative data from the Institutional Research and Decision Support office to compete outreach to 21st Century Scholars at IUPUI at intermittent times throughout the academic school year. Direct electronic communications would then be sent to students, giving them detailed information from their ScholarTrack accounts about how to complete activities for the College Scholar Success Program. Scholars would also receive any programmatic advertisements from the 21st Century Scholars office to further assist students in completing activities. Students would receive invitations in the form of check-in meetings or scheduled one-on-one meetings via Zoom to discuss the College Scholar Success Program.

## Diversity Enrichment and Achievement Program (DEAP) Highlights

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

Tables below provide demographic and academic characteristics as well as first-year retention and GPA information for first-time beginners who participated in DEAP compared to African American, Latinx, and students of Two or More Races from the Fall 2019 cohort. Retention rates for earlier cohorts can be found on the IRDS website (<https://irds.iupui.edu/students/du/diversity-enrichment-achievement-program.html>). Highlights include the following:

- Seventy-four percent of DEAP participants from the Fall 2019 beginning student cohort were retained at IUPUI in Fall 2019, compared to 71% 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 (2.51 for participants compared to 2.22 for non-participants), and were significantly more likely to be retained with a GPA above 2.0 (67% of DEAP participants compared to 56% of non-participants). It should be noted that African American students participating in DEAP were significantly more likely to be living in Campus Housing and were also more likely to participate in Summer Bridge.
- Similarly, male beginners who participated in DEAP in 2019 were slightly more likely to be retained and had a slightly higher GPA after their first semester than African American, Latinx, and Two or More Races female beginners who did not participate.

Retention Rates by Race/Ethnicity for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2019

		Retained 1	Retained	Cumulative		Retained 1		Seeking a	High	Campus	Bridge	First	Pell first	Unmet need	
		Year	1 Year	First Fall	GPA at	GPA Below	IUPUI and	Bachelor's	School	Housing	Participant	Generation	fall	in First Fall	
		Indianapolis	Any IU	GPA	Census	2.0	GPA above	Degree	GPA				semester	Semester	
		Campus	Campus				2.0								
		N	Percentages	Mean			Percentages			Mean			Mean		
<i>DEAP Students</i>	<i>Black/African American</i>	100	73%	76%	<b>2.50</b>	2.51	25%	<b>67%</b>	100%	3.33	<b>56%</b>	<b>63%</b>	<b>42%</b>	73%	\$7,529
	<i>Latinx</i>	46	78%	83%	2.64	2.76	18%	72%	100%	3.47	<b>52%</b>	<b>65%</b>	63%	70%	\$6,553
	<i>Asian</i>	1	0%	0%	2.15	0.98	100%	0%	100%	3.34	0%	0%	100%	100%	\$12,066
	<i>International</i>	1	100%	100%	3.35	3.56	0%	100%	100%	3.88	0%	100%	100%	0%	--
	<i>Two or More Races</i>	21	76%	76%	2.80	2.89	15%	67%	95%	3.50	<b>76%</b>	<b>62%</b>	38%	<b>71%</b>	\$4,476
	<i>White</i>	2	50%	50%	1.47	1.68	50%	50%	100%	3.05	100%	100%	100%	100%	\$355
<i>All</i>		171	74%	77%	2.56	2.61	22%	68%	99%	3.39	<b>57%</b>	<b>64%</b>	49%	<b>72%</b>	\$6,830
<i>Non-DEAP Students</i>	<i>Black/African American</i>	239	69%	70%	<b>2.22</b>	2.31	32%	<b>56%</b>	98%	3.33	<b>35%</b>	<b>33%</b>	<b>28%</b>	66%	\$7,615
	<i>Latinx</i>	457	73%	75%	2.48	2.59	23%	65%	99%	3.44	<b>30%</b>	<b>35%</b>	55%	61%	\$6,047
	<i>Two or More Races</i>	192	70%	74%	2.49	2.63	24%	62%	99%	3.50	<b>44%</b>	<b>34%</b>	26%	<b>48%</b>	\$6,362
	<i>All</i>	888	71%	74%	2.41	2.53	26%	62%	99%	3.42	<b>34%</b>	<b>34%</b>	42%	<b>60%</b>	\$6,540

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

Retention Rates by Gender for IUPUI DEAP and Non-DEAP Students New to IU in Fall 2019

		Retained 1 Year Indianapolis Campus	Retained 1 Year Any IU Campus	First Fall GPA	Cumulative GPA at Census	Cumulative GPA Below 2.0	Retained 1 Year at IUPUI and GPA above 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			Mean	Percentages			Mean	
<i>DEAP students</i>	<i>Female</i>	126	74%	77%	2.62	2.68	20%	68%	99%	3.44	<b>54%</b>	<b>61%</b>	49%	<b>72%</b>	\$6,473
	<i>Male</i>	45	76%	78%	2.39	2.43	29%	<b>67%</b>	100%	3.26	<b>67%</b>	<b>71%</b>	47%	71%	\$7,822
	<i>All</i>	171	74%	77%	2.56	2.61	22%	68%	99%	3.39	<b>57%</b>	<b>64%</b>	49%	<b>72%</b>	\$6,830
<i>Non-DEAP students</i>	<i>Female</i>	556	74%	77%	2.54	2.63	23%	66%	98%	3.47	<b>36%</b>	<b>35%</b>	42%	<b>60%</b>	\$6,175
	<i>Male</i>	332	66%	69%	2.20	2.35	31%	<b>55%</b>	100%	3.33	<b>31%</b>	<b>34%</b>	40%	59%	\$7,163
	<i>All</i>	888	71%	74%	2.41	2.53	26%	62%	99%	3.42	<b>34%</b>	<b>34%</b>	42%	<b>60%</b>	\$6,540

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

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

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.

## **Career Connections (U210)**

### **Students who complete a University College Career Connections course should:**

1. Further understand and articulate more about themselves as it relates to Values, Interests, Personality, and Skills (VIPS).
2. Identify and explore potential degree plans at IUPUI that best align with their VIPS to select a major and build a plan/parallel plan.
3. Identify and explore potential careers/fields to pursue after graduation that best align with their VIPS.
4. Learn career management skills that they will use both now and in their future, including networking and resume building.

## **Mentor Development Courses**

### **Outdoor Leadership Experience (U200)**

#### **Students who complete a University College Outdoor Leadership course should:**

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

### **Introduction to Mentoring Techniques (U201)**

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

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

### **Active and Collaborative Learning in Groups (U202)**

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

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

## **Leadership and Transition (U203)**

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

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

## **Independent Study (U 204)**

### **Students who complete a University College Independent Study course should:**

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

## **Direct Assessment Results Highlights**

University College faculty members and instructional teams measure direct student learning outcomes by employing a course-embedded, authentic assessment approach. In some cases, AACU VALUE rubrics were adapted (see [AACU website](https://www.aacu.org/value)) 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 <http://irlds.iupui.edu/> for more comprehensive reports.

21st Century Scholars Success Program																								
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																						
<p><b>Mission, Vision, Values</b>                      The mission of the IUPUI 21<sup>st</sup> Century Scholars Success Program is to increase the retention of scholars and to provide support through degree completion. To ensure a successful transition into the college experience, the 21<sup>st</sup> Century Scholars Success Program offers the following services: academic support, personal counseling, peer mentoring, scholarship eligibility, financial literacy workshops, career development workshops, financial aid follow up, study tables, campus and community referrals, community service activities, social and cultural events, and a graduation and scholar recognition ceremony.</p> <p>Specific goals of the IUPUI 21<sup>st</sup> Century Scholars Success Program office are to provide high quality programming, interactions, and communication with current IUPUI students and their families. There is a strong focus on creating and maintaining an environment within out office and programs that is free of discrimination and where students and staff alike can feel affirmed in their identities. The hallmark program component, peer mentoring, is the main avenue of how students interact with</p>	<ul style="list-style-type: none"> <li>The number of 21st Century Scholars (TFCS) students enrolled at IUPUI Indianapolis location increased from 251 in 2010 to a peak of 776 in Fall 2016. There were 683 TFCS students in the Fall 2019 Indianapolis beginner cohort.</li> </ul> <p style="text-align: center;"><b>Figure 1</b>                      Number of IUPUI Indianapolis First-Time Beginners who were 21<sup>st</sup> Century Scholars<sup>1</sup></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <caption>Data for Figure 1</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>2010</td><td>251</td></tr> <tr><td>2011</td><td>322</td></tr> <tr><td>2012</td><td>403</td></tr> <tr><td>2013</td><td>533</td></tr> <tr><td>2014</td><td>635</td></tr> <tr><td>2015</td><td>741</td></tr> <tr><td>2016</td><td>776</td></tr> <tr><td>2017</td><td>707</td></tr> <tr><td>2018</td><td>589</td></tr> <tr><td>2019</td><td>683</td></tr> </tbody> </table> <p><sup>1</sup> Includes resident and non-resident students</p> <ul style="list-style-type: none"> <li>Not participating in programming was especially damaging for first generation students. Only 37% of Fall 2018 first generation TFCS beginners who did not participate in any programming from TFCS, DEAP, or SSS were retained in Fall 2019.</li> <li>The number and percentage of first-time beginners who were TFCS increased from 2010 to 2016. After a brief decline, the number of 21<sup>st</sup> Century Scholars increased slightly in Fall 2019. Figures 1 and 2 display the numbers and percentages of TFCSs who received state aid from Fall 2010 to Fall 2019.</li> </ul>	Year	Number of Students	2010	251	2011	322	2012	403	2013	533	2014	635	2015	741	2016	776	2017	707	2018	589	2019	683	<p><b>Statewide Implementation</b>                      The College SSP Statewide program was piloted during the 2019-2020 academic school year. IUPUI 21st Century Scholars staff worked with the Indiana Commission for Higher Education to provide recommendations in connection to state implementation for the 2020-2021 academic school year.</p> <p>Starting the 2020-2021 academic school year, current 21st Century Scholars will have to begin completing developmental activities in college as well. Completing these new requirements are mandated for the renewal of your award just like with needing to complete the academic components of your award: completing 30 credits by the end of the academic year, maintaining a cumulative GPA of 2.0 (or the minimum needed by your program of study), and completing FAFSA on time by the Indiana deadline of April 15th.</p> <p><b>Increased Student Involvement</b>                      IUPUI Welcoming Campus Involvement Fund: Sophomore Supporter Program</p> <p>Collaborators Involved: This proposal includes seven campus partners (1. Educational Partnerships and Student Success in the Division of Student Affairs, 2. Health and Life Sciences and 3. 21st Century Scholars units in the Division of Undergraduate Education, 4.</p>
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2010	251																							
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## 21st Century Scholars Success Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																						
<p>the office, and interact with current staff members.</p> <p>Through group and individual mentoring of students, we aim to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• Students will transition from high school to college life;</li> <li>• Students will value and take ownership of their academic success.</li> <li>• Students will learn the value of diversity and creating an inclusive climate.</li> <li>• Students will become engaged with campus and community life.</li> <li>• Students will become aware of major/career connections and steps; needed to prepare for a successful transition to the workforce or graduate study.</li> </ul> <p><b>Primary Functions</b>                      Primary Functions of the IUPUI 21<sup>st</sup> Century Scholars Success Program office are to provide high quality programming, interactions, and communication with current IUPUI students and their families. There is a strong focus on creating and maintaining an environment within out office and programs that is free of discrimination and where students and staff alike can feel affirmed in their identities. The hallmark program component, peer mentoring, is the main</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Completed over 1,000 Student Check-In meetings to advise scholars about scholarship requirements, campus and community resources and to facilitate interventions.</li> <li>• First-year 21<sup>st</sup> Century Scholars Success Coaching worked with over 120 students and achieved a fall to spring retention rate of 93%.</li> <li>• First-year Peer Mentoring Program completed an assessment of the 2018-2019AY.</li> <li>• Outreached to over 25 academic departments and offices to communicate best practices and resources for supporting 21<sup>st</sup> Century Scholars.</li> </ul> <p style="text-align: center;"><b>Figure 2</b>  <b>Percentage of IUPUI Indianapolis First-Time Beginners who were 21<sup>st</sup> Century Scholars<sup>1</sup></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Figure 2</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>2010</td><td>9.6%</td></tr> <tr><td>2011</td><td>11.7%</td></tr> <tr><td>2012</td><td>13.2%</td></tr> <tr><td>2013</td><td>15.3%</td></tr> <tr><td>2014</td><td>17.7%</td></tr> <tr><td>2015</td><td>20.5%</td></tr> <tr><td>2016</td><td>20.6%</td></tr> <tr><td>2017</td><td>18.5%</td></tr> <tr><td>2018</td><td>16.1%</td></tr> <tr><td>2019</td><td>18.2%</td></tr> </tbody> </table> <p><sup>1</sup> Includes resident and non-resident students</p> <p><b>Highlights</b></p> <ul style="list-style-type: none"> <li>• In spring 2019, facilitating an Alternative Spring Break with Norman Brown and 21<sup>st</sup> Century Scholar Students to Cincinnati, OH to learn about Urban Issues of affordable housing.</li> <li>• 21<sup>st</sup> Scholar and Family Night Program welcomed 90 Scholars and their families to campus to discuss strategies for success, connect with campus resources, and answer questions before summer orientation.</li> </ul>	Year	Percentage	2010	9.6%	2011	11.7%	2012	13.2%	2013	15.3%	2014	17.7%	2015	20.5%	2016	20.6%	2017	18.5%	2018	16.1%	2019	18.2%	<p>School of Physical Education and Tourism Management, 5. School of Public and Environmental Affairs, 6. School of Liberal Arts, and 7. Herron School of Art and Design) who will work collaboratively over the next year. In addition to the seven grant partners, the Sophomore Experience Committee, which has over 20 campus partners, is also supportive of this work and the grant proposal to expand on our existing sophomore outreach efforts.</p> <p><b>Brief Description of Initiative:</b>                      This initiative with the theme of Creating a Vibrant and Inclusive Student Experience supports students in their second year in building peer connections, building a student's connectedness and sense of belonging. When students feel supported and included in their experience, they may be more likely to be retained. We hope that this initiative is approved, supporting our collective effort in supporting IUPUI students throughout their undergraduate careers.</p>
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<p>avenue of how students interact with the office, and interact with current staff members.</p> <p>The 21st Century Scholars Success Program is the IUPUI support service for students who affirm their 21st Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the 21st Century Scholars Success Program is to increase the retention of IUPUI scholars and to provide support through degree completion to ensure a successful transition into the college experience. The 21st Century Scholars Success Program offers first-year peer mentoring, academic support, and workshops that focus on academic success, career development, and personal growth.</p> <p><b>Student Population Served</b>  The 21<sup>st</sup> Century Scholars Success Program is an extension of the statewide financial support program for low-income students. In 1990, Indiana policymakers created a program to help raise the educational aspirations and attainment of low and moderate income Hoosier families and aims to ensure that all Indiana families can afford a college education for their children. Students who meet state requirements are enrolled in the program in the eighth grade; students must complete program requirements during each year of high school and</p>		

**21st Century Scholars Success Program**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p>pass an income verification check before college enrollment. Participating post-secondary institutions are required to provide support services for enrolled 21<sup>st</sup> Century Scholars.</p>		

## Academic and Career Development

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>ACD Goals 2019-2020</b></p> <ul style="list-style-type: none"> <li>● <b>Goal 1:</b> Enhance our understanding of student experiences in ACD to improve programs, services, and communication.</li> <li>● <b>Goal 2:</b> Strengthen student's compatibility and confidence in major choice.</li> <li>● <b>Goal 3:</b> Decrease the timeframe to admission to degree-granting schools of first-time, full-time continuously enrolled Undergraduate Beginners.</li> <li>● <b>Goal 4:</b> Increase fall-to-fall persistence of all University College degree-seeking students.</li> <li>● <b>Goal 5:</b> Develop a clear communication plan and process to return to IUPUI for students who have stopped out of University College.</li> </ul> <p><b>ACD AY 19-20 University College Retention outcome</b> Increase the percentage of moderate risk students (UC First Year Meaningful Middle) who meet with an SSA in the first seven weeks by 10%.</p>	<p><b>Caseload management data</b></p> <p>In fall 2019, ACD launched the Caseload Management model. All degree-seeking UC students were divided up in to one of six caseloads: 1) First-Year Meaningful Middle, 2) First Year, 3) First Year Probation, 4) Continuing Student Meaningful Middle, 5) Continuing Student, and 6) Continuing Student Probation.</p> <ul style="list-style-type: none"> <li>○ <b>Probation caseloads:</b> IU Cumulative GPA is less than 2.0</li> <li>○ <b>Meaningful Middle caseloads:</b> HS GPA between 2.85-3.5</li> <li>○ <b>First Year caseloads:</b> A FYU student's first year of enrollment (i.e. spring 2019 and fall 2019)</li> </ul> <p>ACD created a weekly communication plan using email, text messages, and phone calls to proactively drive students in to advising appointments, and depending on the caseload, students were driven to up to three appointments in the semester.</p> <ul style="list-style-type: none"> <li>○ First-Year Meaningful Middle (UCFM) – 3 appointments: Start Strong, College Planning, and Successful Finish</li> <li>○ First Year (UCFY) – 2 appointments: College Planning, and Successful Finish</li> <li>○ First Year Probation (UCFP) – 2 appointments: College Planning, and Successful Finish</li> <li>○ Continuing Student Meaningful Middle (UCCM) – 2 appointments: College Planning, and Successful Finish</li> <li>○ Continuing Student (UCCS)– 0 appointments (though Group Advising was offered)</li> <li>○ Continuing Student Probation (UCCP) – 2 appointments: College Planning, and Successful Finish</li> </ul> <p>Although we have not been able to look at fall-to-fall data by caseload, fidelity of meetings (i.e. did they attend the prescribed amount), term GPA, and high school GPA, we have examined fall 2019 to spring 2020 and found some promising information.</p> <p>Results of a forward, binary logistic regression, looking solely at UCFM students, show that three (3) appointments do in fact make a difference (not true of 1 or 2 appoints, also not true of 4 or 5 appointments). Specifically, when UCFM students have zero appointments, their odds of persisting to the next semester <b>decrease</b> (change by a factor of 0.311). Yet, when they have three (3) appointments, their odds of persisting <b>increase</b> by a factor of 3.52. This is while controlling for High School GPA.</p>	<p>The <b>Caseload Management model</b> launched in fall 2019, and the preliminary findings show some success, so the model will remain for the 2020-2021 school year. Some tweaks to the model mostly revolve around the campaigns (outreach) to the students and having them in shorter sprints to help with a sense of urgency of the request.</p> <p>Based on our systematic review of advising appointment data, advising-related learning data (CARLI), and persistence data, we made the decision to not reduce the number of appointments expected of moderate risk students and left this at three. If anything, the data supported the case for actually adding more required appointments. That, however, is unrealistic with current advisor staffing levels. We did, however, carve out a way for a subset of low risk continuing students to be invited to a series of engaged learning-focused conversations with an ACD Career Consultant. These topics were found to predict persistence in the CARLI survey and this was a way to strategically utilize our Career Consultants to impact retention and student-learning.</p>

## Academic and Career Development

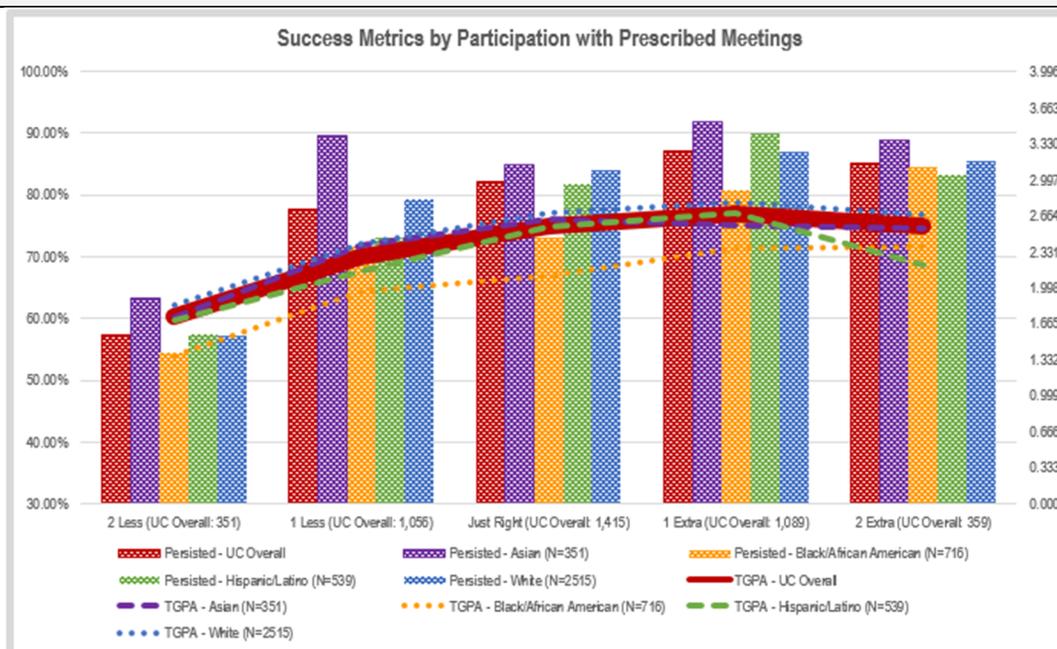
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## Academic and Career Development

### Goals and Student Learning Outcomes

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### Fall-to-Fall retention data

Reviewing the fall-to-fall retention of the first-time full-time Undergraduate Beginner cohort is a bit of a mixed bag. Through the fall 2016 cohort the retention rate to the third semester was predominately increasing. The fall 2017 dropped, but the fall 2018 increased.

Number returning to IUPUI each term	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
<b>Total FTFT Number in Cohort</b>	<b>1672</b>	<b>1853</b>	<b>2078</b>	<b>2201</b>	<b>2063</b>	<b>1962</b>	<b>2055</b>	<b>1920</b>	<b>2020</b>
Returned 2nd semester	1418	1566	1762	1868	1744	1656	1648	1571	1609
<i>% of ACD retained</i>	<i>84.81%</i>	<i>84.51%</i>	<i>84.79%</i>	<i>84.87%</i>	<i>84.54%</i>	<i>84.40%</i>	<i>80.19%</i>	<i>81.82%</i>	<i>79.65%</i>
Returned 3rd semester	1071	1151	1279	1386	1314	1263	1221	1202	0.00%
<i>% of ACD retained</i>	<i>64.06%</i>	<i>62.12%</i>	<i>61.55%</i>	<i>62.97%</i>	<i>63.69%</i>	<i>64.37%</i>	<i>59.42%</i>	<i>62.60%</i>	<i>0.00%</i>

Academic and Career Development		
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	<p>The Point in Cycle First Time Full Time Beginners Enrollment Report, dated June 22, 2020, shows that the fall 2019 cohort is 3% ahead (or two students) ahead in fall 2020 enrollment than the fall 2018 cohort was for fall 2019 enrollment at the same time.</p> <p>[See Appendix A]</p> <p>When this data is broken down by ethnicity, Black/African American students show a 24% increase (12 students) ahead. Conversely, the Hispanic/Latino population is decreased by -18.3%.</p> <p>[See Appendix A]</p> <p><b>Retention Data and Measurement</b></p> <p>In fall 2018, SSAs met with 43.3% of the total undergraduate population through week 7.</p> <p>In fall 2019, SSAs met with 65.9% of the total undergraduate population through week 7. This represents an <b>increase of 22.6%</b>.</p> <p>Results of a forward, binary logistic regression, looking solely at UCFM students, show that three (3) appointments do in fact make a difference (not true of 1 or 2 appointments, also not true of 4 or 5 appointments). Specifically, when UCFM students have zero appointments, their odds of persisting to the next semester <b>decrease</b> (change by a factor of 0.311). Yet, when they have three (3) appointments, their odds of persisting <b>increase</b> by a factor of 3.52. This is while controlling for High School GPA.</p> <p><b>Goal 1 highlights</b></p> <p><b>CARLI</b></p> <p>553 UC students completed the CARLI advising survey in Fall 2019, an 11.0% response rate for UC. CARLI drew 2779 responses in total, a 14.7% response rate at the campus level. The following insights emerged from UC responses as compared to their peers across campus.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>○ Compared to non-UC students, UC students reported significantly higher levels of learning on the <b>Campus Resources scale</b>, the scale that has the strongest, positive predictive value in relation to satisfaction with advising. This speaks to the value of connecting students to resources that support their academic, personal health, financial, and professional needs.</li> <li>○ UC students also reported significantly higher levels of learning on the <b>Planning Tools and Personnel Scale</b> representing an understanding and connection to the advisors and technologies that enable academic planning.</li> </ul>	

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	<ul style="list-style-type: none"> <li>UC students cited their <b>academic advisors as their sources of knowledge</b> across significantly more domains of advising-related learning throughout the CARLI survey. This represents a greater well-roundedness of the advising experience in UC meaning that a greater breadth of topics are being discussed between students and their advisors. This is further enhanced within the caseload management model. UC Students who had more advising appointments prior to taking CARLI cited their advisors as a source of knowledge across more domains of learning:                     <table border="1" style="margin: 10px auto;"> <thead> <tr> <th style="text-align: center;"><i># of Appointments Prior to CARLI</i></th> <th style="text-align: center;"><i>Avg. Number of Domains Citing Advisor as Source of Knowledge (out of 6)</i></th> <th style="text-align: center;"><i>N</i></th> <th style="text-align: center;"><i>Std. Deviation</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Zero Appointments</b></td> <td style="text-align: center;">3.21 Domains</td> <td style="text-align: center;">24</td> <td style="text-align: center;">2.00</td> </tr> <tr> <td style="text-align: center;"><b>One Appointment</b></td> <td style="text-align: center;">3.65 Domains</td> <td style="text-align: center;">263</td> <td style="text-align: center;">1.92</td> </tr> <tr> <td style="text-align: center;"><b>Two Appointments</b></td> <td style="text-align: center;">3.92 Domains</td> <td style="text-align: center;">148</td> <td style="text-align: center;">1.85</td> </tr> <tr> <td style="text-align: center;"><b>Three Appointments</b></td> <td style="text-align: center;">4.07 Domains</td> <td style="text-align: center;">101</td> <td style="text-align: center;">1.77</td> </tr> </tbody> </table> </li> <li>Though not statistically significant, it is worth noting that UC students reported higher than average levels of <b>satisfaction with their academic advising</b> (5.25 for UC vs. 5.17 for campus, on a 1-6 scale)</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>Compared to non-UC students, UC students reported significantly lower levels of learning on the <b>Policies and Procedures Scale</b> representing an opportunity to further improve the advising experience for UC students through more transparent communication around deadlines and academic requirements students need to be aware of.</li> <li>UC students also reported significantly lower levels of learning on the <b>Goal-Setting scale</b>, which could be improved through greater focus on following up on goals discussions throughout the multiple meetings required of first year students each semester in UC.</li> <li>Though it might be unsurprising given the historic trends of UC students persisting at lower rates than their directly admitted peers (who have very different demographic backgrounds), UC students are significantly less likely to agree they <b>intend to graduate from IUPUI</b>. Because the <b>engagement scale</b> showed the most predictive value in regard to persistence of students from Fall to Fall, UC advisors should consider ways to incorporate even more conversations around high impact practice engagement in advising conversations (currently, UC student-reported learning on the engagement scale is in line with the campus average, which itself is relatively low). Peers could also play a role</li> </ul>	<i># of Appointments Prior to CARLI</i>	<i>Avg. Number of Domains Citing Advisor as Source of Knowledge (out of 6)</i>	<i>N</i>	<i>Std. Deviation</i>	<b>Zero Appointments</b>	3.21 Domains	24	2.00	<b>One Appointment</b>	3.65 Domains	263	1.92	<b>Two Appointments</b>	3.92 Domains	148	1.85	<b>Three Appointments</b>	4.07 Domains	101	1.77	
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## Academic and Career Development

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	<p>here; fellow students as a source of knowledge was found to have positive predictive value on the engagement scale.</p> <p><b>Goal 2 highlight</b>                      The <b>Major Compatibility and Confidence Action Team</b> worked to evaluate the major change process, revise the major change request form, develop confidence/compatibility tools, and develop training for all ACD staff on the changes and importance of having these conversations with students prior to completing a major change request form. The process encourages the following: conversation and major choice reflection on the student’s part; staff to assist student in measuring confidence &amp; compatibility of decision; and the utilization of tools as needed to assist with the conversation and major-specific information. The new Major/Minor Update Form was implemented in August 2019. Changes included the following: student ability to submit one change of major request per semester; more depth about compatibility and confidence; and major-specific questions to possibly trigger an appointment follow-up. A summary of the findings is noted below:</p> <p style="text-align: center;"><b>Decreased number of processed major change requests by semester after implementation of new process/form</b></p> <ul style="list-style-type: none"> <li>• Fall 2018: 1473</li> <li>• Spring 2019: 906</li> <li>• Fall 2019: 1194</li> <li>• Spring 2020: 816</li> </ul> <p><b>Goal 3 highlight</b>  <b>Certification data of FTFT – timeframe to admission.</b> ACD has been tracking the admissions of the UCOL Undergraduate Beginning Cohort since fall 2011. Cohorts are tracked through Census for their first five semesters at IUPUI. In the charts below, the blue area notates when the cluster model began in ACD.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">UCOL Undergraduate Beginning Cohort &amp; Number admitted to degree-granting school</th> <th style="text-align: center;">Fall 2011 Cohort</th> <th style="text-align: center;">Fall 2012 Cohort</th> <th style="text-align: center;">Fall 2013 Cohort</th> <th style="text-align: center;">Fall 2014 Cohort*</th> <th style="text-align: center;">Fall 2015 Cohort</th> <th style="text-align: center;">Fall 2016 Cohort</th> <th style="text-align: center;">Fall 2017 Cohort</th> </tr> </thead> <tbody> <tr> <td><b>Total Number in Cohort</b></td> <td style="text-align: center;">1816</td> <td style="text-align: center;">2037</td> <td style="text-align: center;">2240</td> <td style="text-align: center;">2265</td> <td style="text-align: center;">2151</td> <td style="text-align: center;">2033</td> <td style="text-align: center;">2125</td> </tr> <tr> <td><b>Total Admitted after 4 semesters</b></td> <td style="text-align: center;">656</td> <td style="text-align: center;">779</td> <td style="text-align: center;">878</td> <td style="text-align: center;">994</td> <td style="text-align: center;">1025</td> <td style="text-align: center;">990</td> <td style="text-align: center;">952</td> </tr> <tr> <td style="text-align: center;"><i>% of total cohort</i></td> <td style="text-align: center;">36.12%</td> <td style="text-align: center;">38.24%</td> <td style="text-align: center;">39.20%</td> <td style="text-align: center;">43.89%</td> <td style="text-align: center;">47.65%</td> <td style="text-align: center;">48.70%</td> <td style="text-align: center;">44.80%</td> </tr> <tr> <td><b>Average semester length in UCOL</b></td> <td style="text-align: center;">2.7</td> <td style="text-align: center;">2.68</td> <td style="text-align: center;">2.75</td> <td style="text-align: center;">2.63</td> <td style="text-align: center;">2.6</td> <td style="text-align: center;">2.55</td> <td style="text-align: center;">2.56</td> </tr> </tbody> </table> <p>The chart below looks at students in the Undergraduate Beginning Cohort who were continuously enrolled (i.e. on the census report) for their first five semesters only.</p>	UCOL Undergraduate Beginning Cohort & Number admitted to degree-granting school	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	<b>Total Number in Cohort</b>	1816	2037	2240	2265	2151	2033	2125	<b>Total Admitted after 4 semesters</b>	656	779	878	994	1025	990	952	<i>% of total cohort</i>	36.12%	38.24%	39.20%	43.89%	47.65%	48.70%	44.80%	<b>Average semester length in UCOL</b>	2.7	2.68	2.75	2.63	2.6	2.55	2.56	
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UCOL Undergraduate Beginning Cohort continuously enrolled & Number admitted to degree-granting school	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort*	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	
<b>Total Number continuously enrolled at 5 semester census</b>	734	965	1045	1112	1110	1044	996	
<i>% of total cohort</i>	40.42%	47.37%	46.65%	49.09%	51.60%	51.35%	46.87%	
<b>Total Admitted after 4 semesters</b>	527	679	774	874	916	886	832	
<i>% of continuously enrolled cohort</i> <i>% of total cohort</i>	71.80%	70.36%	74.07%	78.60%	82.52%	84.87%	83.53%	
<b>Average semester length in UCOL</b>	2.77	2.76	2.81	2.67	2.61	2.59	2.6	
<p>In both charts, the percentage of students admitted to degree-granting schools decreased slightly for the fall 2017 cohort. In addition, the average semester length in ACD increased ever so slightly. ACD will continue to watch this trend. To add in the certification process, ACD continues to send lists to the degree-granting schools of students who may be eligible for admission. We continue to work with schools to ensure that the process is working.</p>								

**Bowen Scholars**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
<p>The IUPUI Bowen Scholars Program was established to assist African American students who are transitioning to IUPUI in pursuit of a baccalaureate degree after earning an associate degree at Ivy Tech. The Bowen Scholars program is now funded to support fifteen students total each year. The program partners with the Diversity, Enrichment, and Achievement Program (DEAP) to provide each Bowen Scholar with a faculty or staff mentor.</p>	<p><b>IUPUI Bowen Scholars Outcomes 2015-2019</b></p> <p>Success rate* 96%</p> <p>Graduate cumulative GPA 3.26</p> <p>Current Scholar cum GPA 3.09</p> <p>*% graduated or still enrolled</p>	<p>Given the excellent outcomes for Bowen Scholars, the program progressed by working with our funder, the Bowen Family Foundation to add additional scholarship slots for 20-21.</p> <p>Improvements in the 2019-2020 academic year were focused primarily on the THRIVE program. There may be more assessment-focused improvements in the coming academic year.</p>

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 partner across the division, IUPUI, and nationally to develop effective strategies for synergistic relationships for academic support services.</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>Students who participate in Academic Mentoring will increase their sense of belonging in sessions.</li> </ul> <p><b>Tutoring</b></p> <ul style="list-style-type: none"> <li>Place 80% of students looking for tutoring in specific courses with appropriate academic support each semester.</li> </ul> <p><b>Academic Success Coaching</b></p> <ul style="list-style-type: none"> <li>Provide coaching to 10 veteran students who are part of the Office of Veteran and Military Personnel (OVMP)</li> </ul>	<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> Additional measurements were implemented to reach the student outcome that students would report an increase in their sense of belonging through participating in academic mentoring.</p> <ul style="list-style-type: none"> <li>Additional mentor training on: creating rapport and strategically grouping of students were conducted.</li> <li>Additional outreach methods were implemented: Mentor Open Houses first week of semester, Thank you emails to students attending exam reviews; communication using Student Engagement Roster; text message reminders sent weekly.</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>1534 students responded to session feedback surveys during the Fall 2019-Spring 2020 academic year. <ul style="list-style-type: none"> <li>Fall 2018: 85.16%</li> <li>Fall 2019 89.65%</li> <li>Increase of 4.49%</li> </ul> </li> <li>Spring 2019 80.82%</li> <li>Spring 2020 88.24%</li> <li>Increase of 7.42%</li> </ul> <p><b>Tutoring</b> Strategies used to achieve the student outcome of placing 80% of students looking for tutoring in an academic support each semester included the following:</p> <ul style="list-style-type: none"> <li>To maintained open communication with departments on campus that provide academic support and tutoring</li> </ul>	<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>In the future all mentors will be required to attend at least one “Lunch and Learn” session during the fall semester with an emphasis on incorporating techniques to increase students’ sense of belonging into each session Returning mentors will be required to reviews metacognitive strategies by taking skills modules while working front desk shifts. A short quiz will be administered at the end of each shift.</li> </ul> <p><b>Tutoring</b></p> <ul style="list-style-type: none"> <li>Based off the high results of students being placed successfully in academic supports, the Tutoring Services Office will: <ul style="list-style-type: none"> <li>Continue to reach out to academic support offices every semester to maintain open communications regarding services, availability, and hours of operations to effectively communicate this information to students as part of the referral process.</li> <li>Continue to refine the marketing strategies put in place that highlights tutoring options across campus.</li> </ul> </li> </ul> <p><b>Academic Success Coaching</b></p> <ul style="list-style-type: none"> <li>As a results of the high success rate of the students who were coached in OVAMO, the Office of Academic Enrichment will continue to train coaches in the InsideTrack model of coaching will continue for the next year with the addition of more intentional integration of “powerful questions” from the IU Coaching Conversations coaching model.</li> </ul>

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>To contact faculty and academic departments in instances that academic support or tutoring was not available.</li> <li>To implement a marketing campaign that highlighted tutoring options available to students on campus.</li> </ul> <p>Results</p> <ul style="list-style-type: none"> <li>Fall 2019: 114 of 115 tutoring requests were successfully referred, 99.1%.</li> <li>Spring 2020: 50 of 52 tutoring requests were successfully referred, 96.2%</li> <li>2019-2020 Academic Year Total: 164 of 167 tutoring requests were successfully referred, 98.2%</li> </ul> <p><b>Academic Success Coaching</b></p> <p>Strategies used to provide coaching services to the Office of Veterans and Military Personnel (OVAMP) included:</p> <ul style="list-style-type: none"> <li>Meet with OVAMP to determine the procedures for this new initiative.</li> <li>Training coaches on best practices for coaching this student population</li> <li>Coach OVAMP students: monthly meetings</li> </ul> <p>Results</p> <ul style="list-style-type: none"> <li>Of the eight students who were admitted the OMVP Warriors program, four students attended coaching more than one time in the Fall 2019 semester. Average entering GPA for those students was a 2.60 and at the end of the Fall 2019 the average GPA was a 3.58</li> </ul>	

**Center for Research and Learning**

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<p>CRL supports student experiences in research and creative activities across all disciplines. These experiences take place outside the classroom under the guidance of a faculty mentor.</p>	<p>Assessment Tools: Retrospective survey for students and mentors. Reflective Essay for students.</p> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>Table 1. IUPUI students engaged across all CRL programs</li> </ul> <table border="1" data-bbox="617 477 1661 764"> <thead> <tr> <th>Academic Year</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Total # of students</td> <td>196</td> <td>218</td> <td>198</td> <td>189</td> <td>116</td> </tr> <tr> <td>% Students of color</td> <td>34</td> <td>33</td> <td>27</td> <td>26</td> <td>30</td> </tr> <tr> <td>% First research experience</td> <td>57</td> <td>52</td> <td>46</td> <td>46</td> <td>63</td> </tr> <tr> <td>% Students in STEM/Health Sciences*</td> <td>89</td> <td>81</td> <td>92</td> <td>92</td> <td>84</td> </tr> <tr> <td>% Freshmen</td> <td>9</td> <td>13</td> <td>7</td> <td>8</td> <td>27</td> </tr> <tr> <td>% Sophomores</td> <td>25</td> <td>19</td> <td>32</td> <td>31</td> <td>10</td> </tr> <tr> <td>% Juniors</td> <td>33</td> <td>27</td> <td>29</td> <td>35</td> <td>36</td> </tr> <tr> <td>% Seniors</td> <td>33</td> <td>42</td> <td>32</td> <td>26</td> <td>34</td> </tr> </tbody> </table> <p>* includes social and behavioral sciences in a biomedical field.</p> <ul style="list-style-type: none"> <li>Table 2. Aggregated survey data over the past 5 years: % <b>students</b> who <i>agree</i> or <i>strongly agree</i></li> </ul> <table border="1" data-bbox="617 906 1661 1219"> <thead> <tr> <th>Academic Year</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Students recognizing enhanced learning through research (vs classroom-based learning)</td> <td>84</td> <td>76</td> <td>87</td> <td>85</td> <td>83</td> </tr> <tr> <td>Acquired learning skill: methodology</td> <td>95</td> <td>89</td> <td>97</td> <td>89</td> <td>94</td> </tr> <tr> <td>Acquired learning skill: literature review</td> <td>76</td> <td>73</td> <td>85</td> <td>79</td> <td>85</td> </tr> <tr> <td>Acquired learning skill: data analysis</td> <td>87</td> <td>84</td> <td>91</td> <td>87</td> <td>89</td> </tr> <tr> <td>Acquired learning skill: research ethics</td> <td>89</td> <td>86</td> <td>88</td> <td>85</td> <td>92</td> </tr> <tr> <td>Students interested in continuing research participation</td> <td>92</td> <td>86</td> <td>94</td> <td>89</td> <td>91</td> </tr> <tr> <td>Students recognizing research provides an advantage when applying for grad/prof school or future employment</td> <td>94</td> <td>86</td> <td>93</td> <td>89</td> <td>91</td> </tr> </tbody> </table> <p><b>Retention rates of CRL students across all programs</b>            Graduated or Retained to Fall 2016: 92%            Graduated or Retained to Fall 2017: 94%            Graduated or Retained to Fall 2018: 96%            Graduated or Retained to Fall 2019: 94%            Graduated or Retained to Fall 2020: 98%</p>	Academic Year	2015/16	2016/17	2017/18	2018/19	2019-2020	Total # of students	196	218	198	189	116	% Students of color	34	33	27	26	30	% First research experience	57	52	46	46	63	% Students in STEM/Health Sciences*	89	81	92	92	84	% Freshmen	9	13	7	8	27	% Sophomores	25	19	32	31	10	% Juniors	33	27	29	35	36	% Seniors	33	42	32	26	34	Academic Year	15/16	16/17	17/18	18/19	19-20	Students recognizing enhanced learning through research (vs classroom-based learning)	84	76	87	85	83	Acquired learning skill: methodology	95	89	97	89	94	Acquired learning skill: literature review	76	73	85	79	85	Acquired learning skill: data analysis	87	84	91	87	89	Acquired learning skill: research ethics	89	86	88	85	92	Students interested in continuing research participation	92	86	94	89	91	Students recognizing research provides an advantage when applying for grad/prof school or future employment	94	86	93	89	91	
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## Center for Service Learning

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<p><b>Program Description</b>                      The Center for Service and Learning administers the Sam H. Jones (SHJ) Community Service Scholarship Program. The SHJ program is one of the nation's largest service-based scholarship programs. Created in 1994, this campus program has awarded over 3,500 scholarships, totaling over \$8.8 million. The program began with two Scholars in its first year and has grown to more than 150 Scholars annually in multiple programs. The purpose of this scholarship program is to recognize students' prior service contributions to the community and foster their leadership, professionalism, and community involvement. SHJ is comprised of 7 distinct programs, which include:</p> <ol style="list-style-type: none"> <li>1) Alternative Break Scholars</li> <li>2) Bonner Leaders Scholars</li> <li>3) Community Service Leaders</li> <li>4) Family, School, and Neighborhood Scholars</li> <li>5) Fugate Scholars</li> <li>6) Paw's Scholars</li> <li>7) Service Learning Assistant (SLA)</li> </ol> <p>The first 6 programs listed above are known collectively</p>	<p><b>Assessment Methods</b>                      CSL uses a combination of quantitative and qualitative methods to obtain important information about the value and effectiveness of the SHJ program (summative or accountability assessment) and for making data-driven improvements (formative assessment).</p> <p>The following instruments have been used to assess student learning and program effectiveness:</p> <ul style="list-style-type: none"> <li>• Program Director direct assessment of Scholars</li> <li>• Self-appraisal by SHJ Scholars</li> </ul> <p>This matrix reports on direct student learning results. Student self-report results (indirect measures) are available on Scholar Works site at: <a href="http://hdl.handle.net/1805/24689">http://hdl.handle.net/1805/24689</a> under CSL Works.</p> <p><b>Assessment Results: Retention, Academic Performance, and Learning</b></p> <p><b>Retention Rate and GPA for SHJ Scholars</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Retention Rate</th> <th style="text-align: center;">Average GPA</th> </tr> </thead> <tbody> <tr> <td>Alternative Breaks</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td>Bonner Year 1</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">3.5</td> </tr> <tr> <td>Bonner Year 2</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>Bonner Year 3</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.4</td> </tr> <tr> <td>Community Service Leaders</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">4.0</td> </tr> <tr> <td>FSNE</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td>Fugate</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>Paws</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td>Service Learning Assistants</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">3.5</td> </tr> </tbody> </table> <p>Students have exceptional retention and GPA across all SHJ programs.</p> <p><b>Direct Assessment</b></p> <p><b>SAM Scholars</b>                      In Spring of 2020, <b>SAM program directors</b> directly assessed their Scholars learning and development based on their demonstrated ability on the following:</p> <p>Factors the program directors based their rating include the following:</p> <ul style="list-style-type: none"> <li>- Program reflections Observations of student interactions</li> <li>- Discussion during 1:1 meetings</li> <li>- Observations of student interactions</li> </ul> <p><b>(Rating Scale 0=Never; 5=Always)</b></p>		Retention Rate	Average GPA	Alternative Breaks	100%	3.8	Bonner Year 1	92%	3.5	Bonner Year 2	100%	3.2	Bonner Year 3	100%	3.4	Community Service Leaders	100%	4.0	FSNE	100%	3.0	Fugate	100%	3.2	Paws	100%	3.8	Service Learning Assistants	94%	3.5	<p>CSL continues to scaffold learning opportunities within the SAM programs. Feedback from program directors in prior years requested the implementation of a four-year cohort model to enhance student learning and campus-community partnerships. Rather than entering a different SHJ scholarship program each year, students begin as a Bonner Scholar as a freshmen and advance as a Bonner Scholar each year during their time at IUPUI. This change was made as way to ensure Scholars enter and continue as a cohort during their years at IUPUI. Chart 1 below details how this change is implemented year to year.</p> <p><b>Chart 1</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>FYS</td> <td>Boner 1</td> <td>Bonner 1</td> <td>Bonner 1</td> </tr> <tr> <td>CSS</td> <td>CSS</td> <td>Bonner 2</td> <td>Bonner 2</td> </tr> <tr> <td>SC</td> <td>SC</td> <td>SC</td> <td>Bonner 3</td> </tr> <tr> <td>CSL</td> <td>CSL</td> <td>CSL</td> <td>CSL</td> </tr> <tr> <td>Alt Break</td> <td>Alt Break</td> <td>Alt Break</td> <td>Alt Break</td> </tr> <tr> <td>FSNE</td> <td>FSNE</td> <td>FSNE</td> <td>FSNE</td> </tr> <tr> <td>Fugate</td> <td>Fugate</td> <td>Fugate</td> <td>Fugate</td> </tr> <tr> <td>Paws</td> <td>Paws</td> <td>Paws</td> <td>Paws</td> </tr> <tr> <td>SLA</td> <td>SLA</td> <td>SLA</td> <td>SLA</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	2019-20	FYS	Boner 1	Bonner 1	Bonner 1	CSS	CSS	Bonner 2	Bonner 2	SC	SC	SC	Bonner 3	CSL	CSL	CSL	CSL	Alt Break	Alt Break	Alt Break	Alt Break	FSNE	FSNE	FSNE	FSNE	Fugate	Fugate	Fugate	Fugate	Paws	Paws	Paws	Paws	SLA	SLA	SLA	SLA
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<p>as SAM programs, while the 7<sup>th</sup> (the SLA) program is run separately.</p> <p>SHJ Scholars attend individual and group meetings that support their involvement in educationally meaningful service experiences. Scholars participate in community service, lead peers in service activities, assist faculty with implementing service learning classes, and participate in structured reflection activities. The Scholars will develop professional skills, civic communication skills and civic identity.</p> <p><b>SHJ Learning Outcomes</b> Students will:</p> <ul style="list-style-type: none"> <li>• Describe ways in which a person can become involved in the community, such as through community organizations and volunteer opportunities</li> <li>• Identify community or social issues that need to be addressed</li> <li>• Apply academic knowledge and technical skills to help address community or social issues</li> </ul>	<p><b>Professional Development</b> To what extent does this scholar demonstrate the knowledge, skills and behaviors to:</p> <ol style="list-style-type: none"> <li>1) Recognize their accountability to others, commitments made, and obligations as a scholar</li> <li>2) Follow Through on Commitments</li> <li>3) Listen attentively, respond appropriately, and remain open to receiving feedback from others</li> <li>4) Implement effective time management skills</li> </ol> <table border="1" style="width: 100%; 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<ul style="list-style-type: none"> <li>• Display effective listening skills to help understand others' opinions and ideas</li> <li>• Describe how communication styles may vary and therefore impact interpretation</li> <li>• Give examples of how they are able to work in settings with a diversity of people (culture, ethnicity, religion, social &amp; economic background)</li> <li>• Recognize how others are different from themselves and describes ways in which they overcome differences to work towards a common goal</li> <li>• Demonstrate consensus-building skills when resolving problems or controversial issues</li> <li>• Explains the value of being involved in service or other forms of community engagement</li> <li>• Proposes an optimistic yet realistic assessment of the personal impact they can have on social issues</li> <li>• Integrates the connection between being educated and a responsibility to help address social issues</li> <li>• Displays a commitment to service that is well-integrated with his/her</li> </ul>	<p><b>Civic Identity</b> To what extent does this scholar demonstrate:</p> <ol style="list-style-type: none"> <li>1) A responsibility and commitment to community engagement that is derived from a connection to and compassion for community (rather than only internal factors or external expectations)</li> <li>2) Critical examination of their personal values, attitudes and beliefs in relation to others</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Community Engagement</th> <th style="text-align: center;">Critical Examination</th> </tr> </thead> <tbody> <tr> <td>Alternative Breaks</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td>Bonner Year 1</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td>Bonner Year 2</td> <td style="text-align: center;">5.0</td> <td style="text-align: center;">4.6</td> </tr> <tr> <td>Bonner Year 3</td> <td style="text-align: center;">4.1</td> <td style="text-align: center;">3.9</td> </tr> <tr> <td>CSL</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">4.7</td> </tr> <tr> <td>FSNE</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">4.0</td> </tr> <tr> <td>Fugate</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td>Paws</td> <td style="text-align: center;">5.0</td> <td style="text-align: center;">4.4</td> </tr> <tr style="background-color: #e1eef6;"> <td><b>Average</b></td> <td style="text-align: center;"><b>4.4</b></td> <td style="text-align: center;"><b>4.2</b></td> </tr> </tbody> </table> <p><b>SLA Scholars</b> Service Learning Assistant (SLA) Scholars complete a narrative essay at the conclusion of the semester, allowing their Faculty/Staff mentor and CSL to assess the Scholars' learning. Scholars are instructed to complete each items below to the best of their ability.</p> <p><b>DESCRIBE</b> your SLA experience objectively:</p> <ol style="list-style-type: none"> <li>1) What social issue or public concern did your project address?</li> <li>2) Describe the nature of your project.</li> <li>3) Who did you work with (at IUPUI and in the community)?</li> <li>4) What were your responsibilities as an SLA?</li> </ol> <p><b>EXAMINE</b> your SLA experience by responding to ONE of the prompts below:</p> <ol style="list-style-type: none"> <li>1) Did this experience differ from your initial expectations? Why or why not?</li> <li>2) Did you form any new assumptions that required you to change your approach to your project? How so?</li> <li>3) What assumptions did you bring to this experience? What new assumptions did you need to form as you worked towards your goals?</li> <li>4) Did this experience have any influence on your future educational or career path? How so?</li> <li>5) What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors?</li> </ol> <p><b>ARTICULATE LEARNING</b> from your SLA experience: Thinking about your DESCRIBE and EXAMINE responses, answer the following:</p> <ol style="list-style-type: none"> <li>1) What did I learn?</li> </ol>		Community Engagement	Critical Examination	Alternative Breaks	4.0	3.8	Bonner Year 1	3.9	4.2	Bonner Year 2	5.0	4.6	Bonner Year 3	4.1	3.9	CSL	4.5	4.7	FSNE	4.5	4.0	Fugate	4.5	4.1	Paws	5.0	4.4	<b>Average</b>	<b>4.4</b>	<b>4.2</b>	
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<p>self-identity as a result of his/her education</p> <ul style="list-style-type: none"> <li>Identifies specific intentions to be involved in service or community engagement after graduation from college</li> <li>Describes how they plan on making a difference in the lives of others in the future</li> <li>Defends their reasons for being engaged in the community</li> </ul>	<p>2) <i>How did I learn it?</i>                      3) <i>Why does it matter?</i>                      4) <i>What might/should be done in light of it?</i></p> <p>Each SLA Scholar’s narrative essay is assessed by their faculty mentor using two rubrics (the DEAL Model of Critical Reflection and the Civic-Minded Graduate Rubric 2.0). The results from these direct assessments are shown in Table 1 (DEAL Rubric Results and Table 2 (CMG Rubric 2.0 Results) on the following pages.</p> <p>1) The DEAL Model of Critical Reflection rubric is a robust instrument for assessing reflection as critical thinking. The SLA program director has selected 7 of the 11 criteria. These include:</p> <ol style="list-style-type: none"> <li>integration</li> <li>relevance</li> <li>accuracy</li> <li>clarity</li> <li>precision</li> <li>writing</li> <li>breadth</li> </ol> <p><b>DEAL Scoring criteria</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #800000; color: white;">Excellent 4</td> <td style="background-color: #800000; color: white;">Good 3</td> <td style="background-color: #800000; color: white;">Under developed 2</td> <td style="background-color: #800000; color: white;">Completely lacking 1</td> </tr> </table> <p><b>Table 1 DEAL Rubric Results</b>                      Faculty/Staff Assessment of Student Narratives (N=39)</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #800000; color: white;">DEAL Model Rubric</th> <th style="background-color: #800000; color: white;">Mean</th> <th style="background-color: #800000; color: white;">Standard Deviation</th> </tr> </thead> <tbody> <tr><td>Integration</td><td>3.36</td><td>0.6</td></tr> <tr><td>Relevance</td><td>3.51</td><td>0.6</td></tr> <tr><td>Accuracy</td><td>3.54</td><td>0.5</td></tr> <tr><td>Clarity</td><td>3.33</td><td>0.6</td></tr> <tr><td>Precision</td><td>3.23</td><td>0.6</td></tr> <tr><td>Writing</td><td>3.56</td><td>0.5</td></tr> <tr><td>Breadth</td><td>3.36</td><td>0.8</td></tr> </tbody> </table> <p>These findings in table 1 above provide authentic evidence of cognitive learning.</p>	Excellent 4	Good 3	Under developed 2	Completely lacking 1	DEAL Model Rubric	Mean	Standard Deviation	Integration	3.36	0.6	Relevance	3.51	0.6	Accuracy	3.54	0.5	Clarity	3.33	0.6	Precision	3.23	0.6	Writing	3.56	0.5	Breadth	3.36	0.8	
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	<p>2) The Civic- Minded Graduate Rubric 2.0 (see <a href="https://scholarworks.iupui.edu/handle/1805/13367">https://scholarworks.iupui.edu/handle/1805/13367</a>) is used to assess evidence of students’ civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness. The domains of the CMG Rubric 2.0 include the following:</p> <ul style="list-style-type: none"> <li>a) Capacity to be a civic agent</li> <li>b) Orientation towards social change</li> <li>c) Understanding how social issues are addressed in society</li> <li>d) Working with others</li> <li>e) Sense of civic identity</li> <li>f) Valuing one’s role as a social trustee of knowledge</li> </ul> <p><b>Table 2 Civic-Minded Graduate Rubric 2.0 Results</b></p> <p><b>Scoring criteria</b></p> <table border="1" data-bbox="422 631 1064 690"> <thead> <tr> <th colspan="2">Beginner</th> <th colspan="2">Developing</th> <th colspan="2">Competent</th> <th colspan="2">Accomplished</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Faculty/Staff Assessment of Student Narratives (N=39)</b></p> <table border="1" data-bbox="422 773 1409 919"> <thead> <tr> <th>Domain 1</th> <th>Traits</th> <th>M</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Capacity to be a civic agent</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Depth of community engagement</td> <td>5.36</td> <td>1.7</td> </tr> <tr> <td>Breadth of community engagement</td> <td>5.18</td> <td>1.6</td> </tr> <tr> <td>Role in addressing social issues</td> <td>5.18</td> <td>1.6</td> </tr> </tbody> </table> <table border="1" data-bbox="422 946 1409 1065"> <thead> <tr> <th>Domain 2</th> <th>Traits</th> <th>M</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Orientation towards social change</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recognizes systems, power, and privilege</td> <td>5.44</td> <td>1.6</td> </tr> <tr> <td>Actions against systems, power, and privilege</td> <td>5.13</td> <td>1.6</td> </tr> </tbody> </table> <table border="1" data-bbox="422 1122 1409 1295"> <thead> <tr> <th>Domain 3</th> <th>Traits</th> <th>M</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Understand how social issues are addressed in society</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Knowledge of a social issue</td> <td>5.54</td> <td>1.7</td> </tr> <tr> <td>Knowledge of agencies/organizations that address social issues</td> <td>5.00</td> <td>1.8</td> </tr> <tr> <td>Awareness of power structures</td> <td>5.05</td> <td>1.6</td> </tr> </tbody> </table> <table border="1" data-bbox="422 1349 1409 1406"> <thead> <tr> <th>Domain 4</th> <th>Traits</th> <th>M</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Working with others</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Beginner		Developing		Competent		Accomplished		0	1	2	3	4	5	6	7									Domain 1	Traits	M	SD	Capacity to be a civic agent				Depth of community engagement	5.36	1.7	Breadth of community engagement	5.18	1.6	Role in addressing social issues	5.18	1.6	Domain 2	Traits	M	SD	Orientation towards social change				Recognizes systems, power, and privilege	5.44	1.6	Actions against systems, power, and privilege	5.13	1.6	Domain 3	Traits	M	SD	Understand how social issues are addressed in society				Knowledge of a social issue	5.54	1.7	Knowledge of agencies/organizations that address social issues	5.00	1.8	Awareness of power structures	5.05	1.6	Domain 4	Traits	M	SD	Working with others				
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## DEAP (Diversity Enrichment and Achievement Program)

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<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. Assisting DEAP scholars transition into the university setting <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>o DEAP scholars will develop individualized plans for success</li> <li>o DEAP scholars will develop a sense of self-efficacy</li> </ul> </li> <li>2. Providing scholars with programming and services that affirms their cultural and personal identities <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>o DEAP scholar will feel supported in their cultural and personal identities</li> <li>o DEAP scholars will articulate and reaffirm positive personal identities</li> </ul> </li> <li>3. Providing scholars with a safe, nurturing, and supportive community environment <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>o DEAP scholars will feel connected to a supportive community</li> <li>o DEAP scholar will express a sense of belongingness</li> </ul> </li> <li>4. Facilitating intentional interactions between scholars' peers and faculty/staff <i>Programmatic Learning Outcomes</i> <ul style="list-style-type: none"> <li>o DEAP scholars will connect with campus student leaders in developmental contexts</li> </ul> </li> </ol>	<p style="text-align: center;"><b>IRDS data show</b></p> <p style="text-align: center;"><b><u>Fall 2019 Cohort Data:</u></b></p> <p>The Fall 2019 cohort included 171 first-time beginning students</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">100</td></tr> <tr><td>Latinx</td><td style="text-align: right;">46</td></tr> <tr><td>Asian</td><td style="text-align: right;">1</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">21</td></tr> <tr><td>White</td><td style="text-align: right;">2</td></tr> <tr><td>International</td><td style="text-align: right;">1</td></tr> <tr><td>All</td><td style="text-align: right;">171</td></tr> </table> <p style="text-align: center;"><b><u>1-year retained at IUPUI (Indy)</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">73%</td></tr> <tr><td>Latinx</td><td style="text-align: right;">78%</td></tr> <tr><td>Asian</td><td style="text-align: right;">0%</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">76%</td></tr> <tr><td>White</td><td style="text-align: right;">50%</td></tr> <tr><td>International</td><td style="text-align: right;">100%</td></tr> <tr><td>All</td><td style="text-align: right;">74%</td></tr> </table> <p style="text-align: center;"><b><u>First Fall GPA</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">2.50</td></tr> <tr><td>Latinx</td><td style="text-align: right;">2.64</td></tr> <tr><td>Asian</td><td style="text-align: right;">2.15</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">2.80</td></tr> <tr><td>White</td><td style="text-align: right;">1.47</td></tr> <tr><td>International</td><td style="text-align: right;">3.35</td></tr> <tr><td>All</td><td style="text-align: right;">2.56</td></tr> </table> <p style="text-align: center;"><b><u>Fall 2018 Cohort Data:</u></b></p> <p>The Fall 2018 cohort included 206 first-time beginning students</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Black/African American</td><td style="text-align: right;">81</td></tr> <tr><td>Latinx</td><td style="text-align: right;">73</td></tr> <tr><td>Asian</td><td style="text-align: right;">5</td></tr> <tr><td>2 or more races</td><td style="text-align: right;">26</td></tr> <tr><td>White</td><td style="text-align: right;">14</td></tr> <tr><td>International</td><td style="text-align: right;">7</td></tr> <tr><td>All</td><td style="text-align: right;">206</td></tr> </table>	Black/African American	100	Latinx	46	Asian	1	2 or more races	21	White	2	International	1	All	171	Black/African American	73%	Latinx	78%	Asian	0%	2 or more races	76%	White	50%	International	100%	All	74%	Black/African American	2.50	Latinx	2.64	Asian	2.15	2 or more races	2.80	White	1.47	International	3.35	All	2.56	Black/African American	81	Latinx	73	Asian	5	2 or more races	26	White	14	International	7	All	206	<p>COVID-19 Changes</p> <ul style="list-style-type: none"> <li>• DEAP utilized survey conducted by IRDS during the spring of 2020 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.</li> </ul>
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Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p>2 or more races            3.02                      White                        3.11                      International            2.93                      All                             2.74</p> <p align="center"><b>Fall 2016 Cohort Data:</b></p> <p>The Fall 2016 cohort included 201 first-time beginning students</p> <p>Black/African American   104                      Latinx                        74                      Asian                         1                      2 or more races            24                      White                         1                      All                             201</p> <p><b>1-year retained at IUPUI</b></p> <p>Black/African American   84%                      Latinx                        72%                      Asian                         100%                      2 or more races            71%                      White                         100%                      All                             78%</p> <p><b>First Fall GPA</b></p> <p>Black/African American   2.69                      Latinx                        2.81                      Asian                         1.77                      2 or more races            2.78                      White                         3.42                      All                             2.74</p> <p><b>Fall 2015 Cohort Data</b></p> <p>74 Total Students in the Fall 2015 cohort that were first-time beginning students</p> <p>Black/African American   48                      Latinx                        17                      Asian                         1                      2 or more races            6                      White                         2                      All                             74</p> <p><b>1-year retained at IUPUI</b></p>	

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Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	Black/African American 77% Latinx 71% Asian 0% 2 or more races 67% White 0% All 72%  <b>First Fall GPA</b> Black/African American 2.36 Latinx 2.54 Asian 2.03 2 or more races 3.13 White 2.04 All 2.74	

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

## Honors College Peer Mentor Program

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

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																												
<p><b>Overview</b></p> <p>The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students.</p> <p>We view our support of study abroad as a responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange.</p> <p><b>Support</b></p> <ol style="list-style-type: none"> <li>1. The Honors College offers three study abroad programs specifically for its students: a one-week spring break program in Costa Rica, a summer program in France, and a new multi-country summer program in central Europe, with the first group participating in the summer of 2020.</li> <li>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.</li> <li>3. All students receiving an Honors College scholarship have been</li> </ol>	<p><b>History and Outcomes of the Addition of the Study Abroad Stipend</b></p> <p>Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per year. Please note that starting with fall 2019, the data reflects stipends used per academic year. In previous years, the data reflects the number of stipends used per calendar year.</p> <p>A marked increase occurred in the students’ use of the study abroad stipend in 2017. This increase could be</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Study Abroad Stipend Usage Data</caption> <thead> <tr> <th>Year</th> <th>Scholarship Students</th> <th>Program Students</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>2010</td><td>15</td><td>0</td><td>15</td></tr> <tr><td>2011</td><td>31</td><td>0</td><td>31</td></tr> <tr><td>2012</td><td>42</td><td>0</td><td>42</td></tr> <tr><td>2013</td><td>40</td><td>0</td><td>40</td></tr> <tr><td>2014</td><td>67</td><td>0</td><td>67</td></tr> <tr><td>2015</td><td>68</td><td>0</td><td>68</td></tr> <tr><td>2016</td><td>81</td><td>0</td><td>81</td></tr> <tr><td>2017</td><td>121</td><td>7</td><td>128</td></tr> <tr><td>2018</td><td>103</td><td>36</td><td>139</td></tr> <tr><td>2018-2019</td><td>102</td><td>46</td><td>148</td></tr> </tbody> </table> </div> <p>attributed to the expansion of the stipend availability to Honors students admitted via their schools as well as better awareness of study abroad and the availability of the stipend for all students.</p> <p>The Honors College Costa Rica experience was recently added to The Record of Applied and Experiential Learning and 12 students received both the service and global learning designations this spring after completing reflections on their intercultural learning.</p>	Year	Scholarship Students	Program Students	Total	2010	15	0	15	2011	31	0	31	2012	42	0	42	2013	40	0	40	2014	67	0	67	2015	68	0	68	2016	81	0	81	2017	121	7	128	2018	103	36	139	2018-2019	102	46	148	<p><b>Future Goals</b></p> <ul style="list-style-type: none"> <li>• The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.</li> <li>• Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.</li> <li>• Assess student reflections of their study abroad experience using the civic engagement value rubric.</li> </ul>
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**Honors College Study Abroad**

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

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

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

## Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																	
<p><b>Mission</b> To inspire IUPUI undergraduate student success through high-quality, structured internship experiences that encourage career exploration, skills development, and professional growth. This is accomplished through on-campus experiences with faculty and staff in the IUPUI graduate and professional programs as well as hospitals on and near campus.</p> <p><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 by:</p> <ol style="list-style-type: none"> <li>Maintaining high retention and graduation rates among participants as well as strong post-graduation outcomes.</li> <li>Increasing preparedness of IUPUI undergraduates applying to LHSI.</li> <li>Maintaining diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population.</li> <li>Increasing the quality and number of opportunities for guided reflection among interns.</li> <li>Understanding and impacting intern belonging in the workplace.</li> </ol> <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</li> </ul>	<p><b>Goal 1: Maintain high retention and graduation rates among participants as well as strong post-graduate outcomes.</b></p> <ul style="list-style-type: none"> <li>Graduation and retention: 339 intern participants from 2014-15 to 2018-19 (5 years). 85% (287) have graduated.</li> <li>The entire 2019-20 cohort (72 students) is currently enrolled.</li> <li>Post-graduation: Program data show a 74% rate of enrollment in graduation and professional programs among graduates and 26% employment in health/life science fields (74% knowledge rate).</li> </ul> <p><b>Goal 2: Increase preparedness of IUPUI undergraduates applying to LHSI.</b></p> <ul style="list-style-type: none"> <li>Application numbers: Received 200 applications. The average score increased from 70% to 75%.</li> <li>The rubric and resources for applying to an internship were provided in Canvas and at ambassador-led information sessions for the fifth consecutive application cycle. The average score of those moving on to interviews increased from 80% to 85%.</li> </ul> <p><b>Goal 3: Maintaining diversity and inclusiveness of recruitment and applicant outreach to ensure participants are representative of the overall campus population.</b></p> <ul style="list-style-type: none"> <li>Held information sessions with Bowen/Nina Scholars, 21<sup>st</sup> Century Scholars, and DEAP.</li> <li>Used Adrx to filter and send personalized messages to DEAP and 21<sup>st</sup> Century Scholars meeting the major and GPA criteria.</li> <li>In Spring 2020 for AY 2020-21 we had 200 applicants for 75 internship positions. Applicants represented 11 academic schools/units and 37 majors. Increased University College student interns from 5% to 13%.</li> <li>Race/Ethnicity Breakdown, last 5 intern groups:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>IUPUI (spring 2020)</th> </tr> </thead> <tbody> <tr> <td><b>Black/African-American</b></td> <td>1%</td> <td>13%</td> <td>14%</td> <td>10%</td> <td>8%</td> <td>13.3%</td> </tr> <tr> <td><b>American Indian/Alaskan Native</b></td> <td>0%</td> <td>0%</td> <td>0%</td> <td>1%</td> <td>3%</td> <td>1.2%</td> </tr> <tr> <td><b>Asian</b></td> <td>16%</td> <td>21%</td> <td>18%</td> <td>19%</td> <td>15%</td> <td>9.1%</td> </tr> <tr> <td><b>Hispanic/Latino</b></td> <td>6%</td> <td>12%</td> <td>8%</td> <td>14%</td> <td>13%</td> <td>8.4%</td> </tr> <tr> <td><b>White</b></td> <td>77%</td> <td>54%</td> <td>60%</td> <td>56%</td> <td>61%</td> <td>63.1%</td> </tr> <tr> <td><b>First-Generation</b></td> <td>Not collected</td> <td>Not collected</td> <td>28%</td> <td>24%</td> <td>23%</td> <td>28%</td> </tr> </tbody> </table>		2016-17	2017-18	2018-19	2019-20	2020-21	IUPUI (spring 2020)	<b>Black/African-American</b>	1%	13%	14%	10%	8%	13.3%	<b>American Indian/Alaskan Native</b>	0%	0%	0%	1%	3%	1.2%	<b>Asian</b>	16%	21%	18%	19%	15%	9.1%	<b>Hispanic/Latino</b>	6%	12%	8%	14%	13%	8.4%	<b>White</b>	77%	54%	60%	56%	61%	63.1%	<b>First-Generation</b>	Not collected	Not collected	28%	24%	23%	28%	<p><b>Improve preparedness of LHSI applicants.</b> Increased use of Adrx to identify and reach out to qualified applicants from groups with lower rates of applying to LHSI. With the continued success of applicants using the Canvas content and rubric to apply, we moved the content to our website to allow easy access for all students without the barrier of self-enrolling in our Canvas site.</p> <p><b>Improve learning experience for interns.</b> Focus shifted to goals aligned with needs of virtual learning and work. Set 2020-21 goals to:</p> <ul style="list-style-type: none"> <li>Increase scores on self-evaluation and supervisor evaluation of intern on independence and confronting challenges and risks.</li> <li>Maintain or increase score on ePortfolio rubric for professional growth.</li> </ul> <p><b>Understand intern belonging in the workplace.</b> Intern sense of belonging dropped in the spring 2020 after going virtual, and many felt disconnected and deprioritized.</p> <p>Used results of the 2019-20 assessment of belonging to design educational resources and the mandatory supervisor orientation session to focus on welcoming, belonging, and working with interns virtually.</p> <p>Fall 2020 evaluations suggest high levels of welcoming, belonging, and feeling like part of the team. Comments note that supervisors are making an effort to connect virtually and include interns in meetings and work.</p>
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<b>Hispanic/Latino</b>	6%	12%	8%	14%	13%	8.4%																																													
<b>White</b>	77%	54%	60%	56%	61%	63.1%																																													
<b>First-Generation</b>	Not collected	Not collected	28%	24%	23%	28%																																													

## Life-Health Sciences Internship Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>would like to become as a professional. (Communicator)</p> <ul style="list-style-type: none"> <li>Gain and strengthen skills relevant to next steps after graduation, such as communication, collaboration, teamwork, analysis/synthesis/evaluation, independence, confronting/challenging failure, problem-solving and perseverance, and constructive criticism. (Problem Solver, Communicator)</li> <li>Convey ideas and knowledge effectively through a poster and presentation of the internship work. (Problem Solver, Communicator)</li> </ul>	<p><b>Goal 4: Increasing the quality and number of opportunities for guided reflection among interns.</b></p> <p>Participated in the Institute for Engaged Learning workgroup assessing 104 student reflections using the AAC&amp;U Written Communication VALUE Rubric. Contributed a sample of 25 LHSI ePortfolio reflections representative of the overall gender and race/ethnicity breakdown of LHSI 2019-20.</p> <ul style="list-style-type: none"> <li>Context of and Purpose for Writing: <ul style="list-style-type: none"> <li>LHSI: 2.8 mean score (.58 SD)</li> <li>Overall: 2.54 mean score (.78 SD)</li> </ul> </li> <li>Content Development: <ul style="list-style-type: none"> <li>LHSI: 2.72 mean score (.61 SD)</li> <li>Overall: 2.44 mean score (.83 SD)</li> </ul> </li> </ul> <p>IUPUI Record: All interns in 2019-20 completed all requirements and most had sufficient ePortfolio reflections, increasing from 64% receiving the Record in Spring 2019 to 93% in Spring 2020.</p> <p>Revised reflection prompts and instructions for AY 2019-20 to improve interns' ability to monitor career progress and identify next steps to reach their goals. Added an activity to the mid-year workshop to plan next steps toward their career goals.</p> <ul style="list-style-type: none"> <li>Self-evaluation scores for "I regularly re-assess my career goals and action steps" increased from 57% of interns rating this a 4 or 5 (out of 5) in the fall to 69% in the spring.</li> <li>ePortfolio rubric scores for "Analyze their progress in terms of advancement toward academic and career goals" improved from the previous year, with 51.5% in 2019 scoring a 3 or 4 (out of 4) in 2019 to 100% in 2020.</li> <li>The score for "Students connect personal values and life purpose to the motivation and inspiration behind their goals" increased from 89% scoring a 3 or 4 (out of 4) in 2019 to 97% in 2020.</li> </ul> <p><b>Goal 5: Understanding and impacting intern belonging in the workplace.</b></p> <p>Began measuring sense of belonging in 2019-20. Assessed in fall and spring.</p> <ul style="list-style-type: none"> <li>I feel a sense of belonging to my internship site: by spring, 84% agreed or strongly agreed. Biggest drop with 16% of interns decreasing their rating between fall and spring.</li> <li>I see myself as part of the team at the internship site: by spring, 88% agreed or strongly agreed. Biggest increase in ratings with 35% of interns increasing their rating between fall and spring.</li> </ul> <p>The internship site has made me feel welcomed: by spring, 95% agreed or strongly agreed. Highest level of unchanged score, probably because they rated this high at fall (94% agreed or strongly agreed).</p>	

## Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p><b>Nina Mason Pulliam Legacy Scholars Program</b></p> <p>The Nina Mason Pulliam Charitable Trust established the Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed to successfully complete their college education. The Nina Scholars program provides a scholarship award to assist with the students' cost of attendance at IUPUI. The program also is committing to empowering students to cultivate their full capacity to learn, grow, and develop using the Transformative Education model. Through the provision of educational and community-based programs this approach has shown over 19 years to close the achievement gap for under-resourced and underserved students of all ages. The Transformative Education model has taken hundreds of participants through a deep learning, personal growth, and human development process that connects intrapersonal awareness, reflection, and intentionality practice with mindsets and behaviors associated with educational and professional success as well as emotional intelligence, vitality, purpose, and well-being.</p> <p>The Nina Scholars program serves students who must meet one of the following criteria:</p>	<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 now 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>What are the major assessment results in the areas of retention, academic performance, and learning?</b></p> <p><b>Key findings for IUPUI Nina Scholars:</b></p> <ul style="list-style-type: none"> <li>Findings suggest that Nina Scholars outperform other college students attending IUPUI based on a comparison of outcomes (retention and graduation rates) accessed via the Integrated Postsecondary Education Data System (IPEDS). The Nina Scholar one-year retention rates were notably higher than the one-year retention rates of overall beginners for IUPUI (86% vs 72%). The Nina Scholar four-year graduation rates were notably higher than the four-graduation rates of overall beginners for IUPUI (30% vs 24%) The Nina Scholar six-year bachelor's degree-seeking graduation rates were notably higher than the six-graduation rates of overall beginners for IUPUI (64% vs 51%).</li> <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 (72.7%) These rates exclude Passport Bachelor-Degree seeking Scholars. Additionally, the 4-year associate degree <b>graduation rate improved for Ivy Tech for this 10-year cohort compared to previous years.</b></li> </ul> <p>A key success indicator for the Nina Mason Pulliam Charitable Trust is overall success, which is a measure of the share of Nina Scholar students who have graduated or are currently enrolled over the past 10 years.</p> <p><b>Table 1. Academic Outcomes 2009 – 2018 Cohorts by Institution Duplicated to Account for Passport Students</b></p>	<p>Nina Scholars added a mentor to our peer mentoring team to achieve a nearly 1:1 mentor to mentee ratio. This allowed us to build our peer leadership further and reinforce in practice one of the most efficacious elements of our program – building a mutually supportive community and aligning with our value of interdependence.</p> <p>Improvements in the 2019-2020 academic year were focused primarily on the THRIVE program. There may be more assessment-focused improvements in the coming academic year.</p>

## Nina Mason Pulliam Scholars Program

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment																																																		
<p>Is an adult who has dependents in the family unit</p> <p>Is an adult with physical disabilities</p> <p>Adults, ages 18-25, who have experienced foster care or have been disconnected from their parents or primary caregiver and are responsible for their own financial support.</p> <p><b>Nina Scholar Learning Outcomes:</b></p> <p><b>Goal 1: Facilitate the academic, intellectual, and cultural transitions of Nina Scholars</b></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><b>Goal 2: Develop a community of mutual support and relational leadership among Nina Scholar</b></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>Goal 3: Assertively connect Nina Scholars to campus and community resources that lead to academic and professional success</b></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>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">Institution</th> <th style="text-align: center;">N</th> <th style="text-align: center;">Overall Success</th> <th style="text-align: center;">One-Year Retn.</th> <th style="text-align: center;">First-Year GPA</th> <th style="text-align: center;">Cum. GPA</th> <th style="text-align: center;">% 2-year Associate Degree Attained</th> <th style="text-align: center;">%4-Year Associate Degree Attained</th> <th style="text-align: center;">% 4-Year Graduation Bachelor</th> <th style="text-align: center;">% 6-Year Graduation Bachelor</th> </tr> </thead> <tbody> <tr> <td>IUPUI</td> <td style="text-align: center;">77</td> <td style="text-align: center;">76.6%</td> <td style="text-align: center;">90.9%</td> <td style="text-align: center;">2.97</td> <td style="text-align: center;">2.95</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> <td style="text-align: center;">24.6%</td> <td style="text-align: center;">67.9%</td> </tr> <tr> <td>ASU</td> <td style="text-align: center;">99</td> <td style="text-align: center;">83.8%</td> <td style="text-align: center;">97.0%</td> <td style="text-align: center;">3.11</td> <td style="text-align: center;">3.10</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> <td style="text-align: center;">46.1%</td> <td style="text-align: center;">77.3%</td> </tr> <tr> <td>Ivy Tech</td> <td style="text-align: center;">73</td> <td style="text-align: center;">75.3%</td> <td style="text-align: center;">94.5%</td> <td style="text-align: center;">2.99</td> <td style="text-align: center;">2.95</td> <td style="text-align: center;">30.8%</td> <td style="text-align: center;">75.4%</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>MCCC</td> <td style="text-align: center;">86</td> <td style="text-align: center;">76.7%</td> <td style="text-align: center;">95.3%</td> <td style="text-align: center;">3.27</td> <td style="text-align: center;">3.15</td> <td style="text-align: center;">50.0%</td> <td style="text-align: center;">77.5%</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> </tbody> </table> <p><small><u>Note 1.</u> Includes students who may have matriculated with credits already earned toward degree. <u>Note 2.</u> Includes Passport students in figures for all institutions resulting in duplicated headcounts.</small></p> <p><b>A longitudinal study</b> of IUPUI Nina Scholars started in 2014 has been gathering qualitative data from one-on-one interviews of students from the 2014 cohort and surveys of all students. The goals of the study are to add qualitative depth to our understanding of the complexities and cultures of the programs, guide good practice, and provide information for developing and communicating the benefits of the Nina Scholars model.</p> <p>In the fourth year of the study interviewed students identify the Director as the greatest resource in the program with 94% of surveyed students satisfied or very satisfied with leadership and staff. Another major theme in the qualitative study was they have carried lessons from the first year class with them throughout their entire college experience and as they move into their careers.</p> <p><b>Other Success Indicators:</b></p> <ul style="list-style-type: none"> <li>• Average GPA of enrolled Nina Scholars is 3.08</li> <li>• 37% of Nina Scholar graduates have gone on to graduate school since 2001</li> <li>• In the most recent alumni survey for Nina Scholars, 96 % reported they were professionally employed</li> </ul>	Institution	N	Overall Success	One-Year Retn.	First-Year GPA	Cum. GPA	% 2-year Associate Degree Attained	%4-Year Associate Degree Attained	% 4-Year Graduation Bachelor	% 6-Year Graduation Bachelor	IUPUI	77	76.6%	90.9%	2.97	2.95	—	—	24.6%	67.9%	ASU	99	83.8%	97.0%	3.11	3.10	—	—	46.1%	77.3%	Ivy Tech	73	75.3%	94.5%	2.99	2.95	30.8%	75.4%	—	—	MCCC	86	76.7%	95.3%	3.27	3.15	50.0%	77.5%	—	—	
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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>Goal 4: Facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending of barriers to success</b></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><b>Goal 5: Facilitate career development and graduate school readiness</b></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>		

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

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

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

Orientation Services		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<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, nonclassroom-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>** With adjustments made to the summer orientation program in March due to the COVID-19 pandemic, the Summer 2020 orientation program was significantly adjusted to accommodate a virtual experience. Because of this, less students attended the live Zoom session, and satisfaction survey results were minimal. **</p> <ul style="list-style-type: none"> <li>Students did complete 3 surveys after completing each portion of the virtual orientation; Jaguar Launch, Orientation 12 step process website, and the live Zoom Student Success Session.</li> <li>In 2020, 2180 beginning and 762 transfer/intercampus transfer students were served in the live Zoom Student Success Session.</li> <li>For 2020, we did not distinguish between freshman/transfer students on the survey(s).</li> </ul> <p><b>Virtual Orientation Website Survey Key Highlights:</b></p> <ul style="list-style-type: none"> <li>90% of respondents reported they were able to effectively make an academic advising appointment.</li> <li>90% of respondents reported they were able to effectively complete a virtual campus tour.</li> <li>90% of respondents reported they were able to effectively learn about campus resources presented in the virtual resource fair.</li> </ul> <p><b>Jaguar Launch Key Highlights:</b></p> <ul style="list-style-type: none"> <li>3444 students completed the Jaguar Launch modules.</li> <li>As a result of completing Jaguar Launch, 84% of respondents agree they can find the requirements for their degree programs.</li> <li>94% of respondents agree they can uphold the expectations associated with the student code of conduct.</li> <li>93% of respondents agree that they are informed about how to keep themselves safe on campus.</li> </ul> <p><b>Student Success Session Survey Key Highlights:</b></p> <ul style="list-style-type: none"> <li>79% of respondents indicated the Student Success Session was beneficial to their transition to IUPUI.</li> <li>89% of respondents agreed the live Zoom session format was beneficial.</li> <li>100% of respondents said the Student Success Session provided ample opportunities to ask questions.</li> <li>89% of respondents agreed that Student Success Session included useful information.</li> </ul>	<p><b>Prior to COVID, changes for 2020 were to include:</b></p> <p><b>Changes for First Year Student Orientation:</b></p> <p>Adjustments to agenda to allow for:</p> <ul style="list-style-type: none"> <li>More school/academic connection – increasing from 2 sessions to 3 sessions</li> <li>Intentional small group time with an orientation leader</li> <li>Updated JagBlast to allow for more student choice in activities</li> <li>No orientations were scheduled the last week before the start of class due to the change and scaling of the Summer Bridge program.</li> </ul> <p><b>Changes for Transfer Student Orientation</b></p> <ul style="list-style-type: none"> <li>Continuation of a Transition only OTEAM to serve specifically during Transition orientation programs.</li> </ul> <p><b>Parent and Family Program:</b></p> <p>Agenda adjustments allowed for a small campus tour for families/guests while transitioning to another portion of the program.</p>

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

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

Student Support Services (SSS)		
Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>The mission of the Student Support Services program is to create a climate in which 300 students that are first-generation and low-income and have a lesser chance of graduating to have additional support in reaching their goals. Through proactive academic, financial, and career advising; tutoring; peer mentoring; progressive workshops; and leadership development, SSS creates an ongoing motivational, developmental, and challenging environment for our students.</p> <p><b>Key Retention Components</b></p> <ul style="list-style-type: none"> <li>• Connecting with students during orientation (advising and registration)</li> <li>• An SSS Summer Bridge section</li> <li>• An SSS themed learning community</li> <li>• Professional academic advisors and financial aid advisor on staff</li> <li>• Peer mentoring for first-year students (juniors and seniors who are SSS students)</li> <li>• Mid-year and end-of-the-year written reports sent to students</li> <li>• Tutoring staff</li> <li>• Grants and scholarships</li> <li>• 50–60 workshop options each year</li> <li>• Monthly newsletters electronically sent to students through OnCourse</li> <li>• Leadership development opportunities through leadership conferences and regional conferences through organizations</li> <li>• Cultural and social trips and activities</li> <li>• Working with students from orientation until graduation</li> </ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Developed relationships (peer-peer and advisor-student)</li> <li>• Student personal and professional development</li> <li>• Students equipped with successful strategies to be retained through graduation</li> </ul>	<p><b>Fall 2019</b> N=113 First Fall GPA = 2.47 Retained at IUPUI= 67%</p> <p><b>Fall 2018</b> N=60 GPA at Fall 2020 Census = 2.48 Retained 2 years at IUPUI= 68%</p> <p><b>Fall 2017</b></p> <p><b>Retention Rates</b> All SSS Students: N=272 Female: N=214 Male: N= 58</p> <p><b>African-Amer. Students:</b> N=124 (45.6%) <b>Latinx Students:</b> N=61 (22.4%)</p> <p><b>Graduation</b> 45 Graduates (record high)</p>	<p>*This is a grant-funded program with limited parameters to make substantial changes in funded activities and processes.</p> <p>COVID-19 Changes DEAP utilized survey conducted by IRDS during the spring of 2020 to directly reach out to students through individualized phone calls. This allowed the program to assist students with personal and academic needs by referring them to the appropriate campus and community resources.</p>

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

## THRIVE

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
<p>Now in its 4<sup>th</sup> year, THRIVE program has proven highly responsive to the unique challenges faced by the independent youth population prior to college enrollment, and program staff have invested significant work in building a community of support for independent youth at IUPUI. With THRIVE, students have been able to navigate and overcome considerable challenges in their transition to college, including homelessness and basic needs insecurity. Difficulties with financial aid verification, a process that “audits” information reported on the federal aid application (FAFSA), as well as difficulties proving state residency, attending, and navigating new student orientation, and securing campus housing all stood as obstacles to students matriculating successfully. THRIVE has positively affected the student experience in every one of those areas; achieving a 100% rate of successful verification for financial aid and residency, providing dedicated sessions during orientation and mentorship throughout process, and securing housing space reserved just for independent youth at IUPUI.</p> <p><b>Program Goals:</b></p> <p><b>Goal 1:</b> Foster concepts of self and definitions or personal values and success that will provide a compass to students.</p> <p><b>Goal 2:</b> Foster the development of a growth mindset, critical thought, intellectual practice, and a deep understanding of learning</p> <p><b>Goal 3:</b> Foster the realization of Socio-Cultural Capital, the value of each student’s story, and a multicultural and integrative approach to navigating the new culture presented by college.</p> <p><b>Goal 4:</b> Foster the development of a community of mutual support and healthy interdependence.</p> <p><b>Goal 5:</b> Foster mindful, emotionally aware, compassionate, and contemplative practice.</p>	<p><b>The general institutional outcomes data for cohort 1 are:</b></p> <ul style="list-style-type: none"> <li>➤ Overall 1<sup>st</sup> Semester Persistence at IU only: <ul style="list-style-type: none"> <li>➤ Cohort 1 (N=26): <b>77%</b></li> <li>➤ Cohort 2 (N=40): <b>80%</b></li> <li>➤ Cohort 3 (N=36): <b>86%</b></li> </ul> </li> <li>➤ 1-Year Persistence at IU only: <ul style="list-style-type: none"> <li>➤ Cohort 1 (N=26): <b>58%</b></li> <li>➤ Cohort 2 (N=40): <b>70%</b></li> <li>➤ Cohort 3 (N=36): <b>78%</b></li> </ul> </li> <li>➤ Current Persistence at IU only (as of December 10th, 2020): <ul style="list-style-type: none"> <li>➤ Cohort 1 (N=26): <b>50%</b></li> <li>➤ Cohort 2 (N=40): <b>72% (increased due to returned students)</b></li> <li>➤ Cohort 3 (N=36): <b>78%</b></li> </ul> </li> </ul> <p><b>Pre/Post Tests Data and Themes (Cohort 1):</b></p> <p><u>What Students Sought (Pre-Test)</u></p> <ul style="list-style-type: none"> <li>➤ Successfully Transitioning to College</li> <li>➤ Getting more Familiar with the Campus</li> <li>➤ Meeting new people and making Friends</li> <li>➤ Having Support in College</li> <li>➤ Facing and overcoming challenges</li> <li>➤ Growing as a person, finding direction</li> <li>➤ Getting outside comfort zone</li> <li>➤ Learning new things, skills for college</li> </ul> <p><u>What Students Felt They Found (Mid-Test)</u></p> <ul style="list-style-type: none"> <li>➤ A “sense of family”, acceptance, support</li> <li>➤ Friendships, lasting connections</li> <li>➤ Self-awareness, self-discovery, direction</li> <li>➤ Sense of gratitude, appreciation</li> <li>➤ Passion for helping others</li> <li>➤ Confidence, focus</li> <li>➤ Exposure to new experiences and ideas</li> <li>➤ Learned a lot about self, others, life</li> </ul>	<p><b>What major changes have been implemented based on data and assessment results? What changes do you plan to make in the future (if any)?</b></p> <p>Our focus coming into the subsequent year has been on the newest of our programs, THRIVE which supports the success of first year independent youth. Below were the THRIVE Program Annual Reporting Outcomes and Goal for 2019-20:</p> <ul style="list-style-type: none"> <li>• Increased dedicated academic advising <ul style="list-style-type: none"> <li>○ Metrics proposed: DFW rates decrease, decrease in dismissals.</li> <li>○ Outcomes 11/2020: Due to COVID and reduced advisor capacity at IUPUI, this strategy was not feasible.</li> <li>○ Next steps: Not currently addressable, will still benchmark these metrics as much as possible given the institutional capacity at this time.</li> </ul> </li> <li>• Develop critical care team <ul style="list-style-type: none"> <li>○ Metrics proposed: # of interventions, # of partnerships</li> <li>○ Outcomes 11/2020: more intentional network for critical interventions was developed, but there was not capacity for the intentional data tracking proposed. The outcome for THRIVE was more impactful than what was planned though; trusted relationships now exist between offices, including the Office of the Registrar and Student Financial Services. This resulted in significant adjustments to policies and procedures to the direct benefit of all independent youth at IUPUI. Processes like dependency verification and residency were formally significantly derailing barriers to independent youth, but we have now designed a pathway that is responsive to the diverse experiences of independent youth and meets their specific needs more</li> </ul> </li> </ul>

## THRIVE

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<p><u>What Students Found most Valuable(Post-Test)</u></p> <ul style="list-style-type: none"> <li>➤ Everything!</li> <li>➤ The UCOL class and Summer Bridge</li> <li>➤ New and Lasting Friendships, Relationships</li> <li>➤ A place to be yourself</li> <li>➤ Learning to "stretch" and grow</li> <li>➤ Made the transition to college easier, and was better prepared to be successful</li> <li>➤ Meeting new people</li> <li>➤ New Experiences</li> <li>➤ How it changed my perspective on life</li> <li>➤ Connecting with others from similar backgrounds</li> </ul> <p><b>Pre/Post Tests Data and Themes (Cohort 2):</b></p> <p><b>What Students Sought (Pre-Test)</b></p> <ul style="list-style-type: none"> <li>• Having a support system, meet great people that will help me in my journey, a community of support, support from the program and people who are in it.</li> <li>• Making new friends, strong bonds, friendships, connections</li> <li>• Being a part of a program, excited to get involved, I'm glad to have this program there to help</li> <li>• Getting out of shell, Personal growth, knowledge and becoming better, getting out of comfort zone</li> <li>• getting to know the campus</li> <li>• being able to know/excited to meet other/new/good people</li> <li>• Helping through the journey of transitioning into college</li> <li>• Guidance and connections I'm going to make with the program!</li> <li>• I look forward to experience new things, Taking part in all the opportunities</li> <li>• succeeding in goals</li> <li>• meeting youth like me, that have experienced similar situations, who've been in similar life situations and hearing their stories</li> <li>• Volunteering in my new community.</li> <li>• Learning about real life and how to deal with hardships.</li> <li>• Learning more about how to overcome challenges in a good way</li> <li>• Respect and peers that are at my maturity level</li> </ul>	<p>effectively. The significance of this for our students is far greater than a bureaucratic process, it is potentially a significant factor in their sense of belonging and welcome to IUPUI.</p> <ul style="list-style-type: none"> <li>○ Next steps: pursuing a more permanent MSW practicum, responsible for tracking in future duties. Use that tracking for benchmarking and goal setting for care team.</li> </ul> <p><b>Goals/Benchmarks 2020-21:</b></p> <ul style="list-style-type: none"> <li>• MSW Practicum Placement with THRIVE             <ul style="list-style-type: none"> <li>○ Metrics proposed: # case management sessions and group interactions, # of referrals and critical care interventions, and qualitative evaluation of case resolution. These metrics are chosen to limit false correlations. Our hypothesis is that increased connection to needed resources as a result of the MSW practicum student's case management work will result in overall positive outcomes for THRIVE students.</li> <li>○ Next Steps: Meet with Jackie Votapek, Clinical Assistant Professor of Field Instruction.</li> </ul> </li> <li>• Demographic and Experiential Representation of Peer Mentors             <ul style="list-style-type: none"> <li>○ Metrics:                     <ul style="list-style-type: none"> <li>▪ Identity-alignment between cohort and mentoring team                             <ul style="list-style-type: none"> <li>• Race/Ethnicity</li> <li>• Gender/Sex</li> <li>• Independent Youth Experience: Foster Care systems, U-H Youth, etc.</li> <li>• Next Steps: Include questions about value of shared identity/experience in mentoring.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

**THRIVE**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• To get a sense of home and bonding with other members while we figure out ourselves and life.</li> </ul> <p><b>What Students Found Most Valuable (Mid/Post-Test)</b></p> <ul style="list-style-type: none"> <li>• Meeting new great/wonderful/lovely people/classmates, Being connected to other students that have backgrounds like me, making friends/friendships</li> <li>• Literally everything, absolutely too much to put down</li> <li>• Learning applicable to life, Everything learned in the class room</li> <li>• The mentor program, having mentors, the mentors</li> <li>• An overwhelmingly supportive community, feeling part of a community, family, having a group of people to rely on and also they can rely on me (interdependence), the sense of community</li> <li>• Self-discovery and personal growth, Positive identity development, self-exploration</li> <li>• How welcoming and supportive all of the Thrive staff have been, The amazing teachers and mentors that put their heart into teaching and how much they're committed to us and our growth</li> <li>• meaningful friendships with other students and mentors</li> <li>• Openness and sharing</li> <li>• getting to decide what we do in the program, class</li> <li>• The THRIVE program is very welcoming to its students</li> <li>• the program highlighting the mental and emotional wellbeing of its students, how to cope in a healthy way</li> <li>• The amount of support you receive from such amazing people without feeling as though you are a burden to them.</li> <li>• Opportunities to reflect on what's going good and what can be improved upon in our life.</li> <li>• All of our ice breakers and outings/volunteer work, the outings , free food, trips</li> <li>• Being able to open up to certain peers, mentors, and my teacher, THRIVE is a place to feel comfortable talking about the things that we are going through</li> <li>• Being able to open up to certain peers, mentors, and my teacher.</li> <li>• Help with adjusting to campus life.</li> <li>• Engaging with classmates, sharing experiences</li> <li>• Being and feeling part of a community, a supportive community, family</li> <li>• Building genuine connections and gaining emotional intellect</li> <li>• Getting to meet/know new people and form strong bonds/make lasting friendships</li> <li>• Having Michael Kendall as an instructor</li> </ul>	

**THRIVE**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• Deep thought, life skills, learning and personal growth</li> <li>• My mentor, mentoring</li> <li>• The trips and retreats</li> <li>• Learning available resources</li> </ul> <p><b>Pre/Post Tests Data and Themes (Cohort 3):</b></p> <p><b>What Students Sought (Pre-Test)</b></p> <ul style="list-style-type: none"> <li>• The community and the help to get me through college</li> <li>• I expect and look forward to making friends so that my college life isn't too lonely. I want to have friends that can help me when I need it, and I can help them in return.</li> <li>• Being able to experience more about myself and experience more capabilities that I have. That I most likely didn't know I have.</li> <li>• The relationships made.</li> <li>• Meeting people who have had the same struggles and experiences as me and see how they have overcome them as well.</li> <li>• I'm looking forward to the mentoring and life coaching aspect to the Thrive program. I think it will really help give me some direction and guidance for my freshman year and beyond.</li> <li>• Interacting with people who have at least some understanding of my life, and hopefully helping and being helped. Being able to express my emotions on my past and having someone to understand that is important.</li> <li>• What I look forward to most about THRIVE is learning to be a better influence and role model for others.</li> <li>• I am expecting to meet a group of individuals who are just like me and/or have encountered situations just as I did. I look forward to meeting new people and building relationships.</li> <li>• To feel welcomed and to have a place to be open about my feelings and what goes on.</li> <li>• Potential growth</li> <li>• Meeting new people</li> <li>• I am looking forward to talking to people who might have similar circumstances as me, and making new friends along the way!</li> <li>• I want to be able to be part of a community who has gone through the same hardships I have and can work out the issues together</li> <li>• I look forward to having a helping in helping me succeed in college</li> <li>• A good path forward for college, considering the hardships that others have had to face and all.</li> <li>• I look forward to meeting everyone and having a support group I can always go to.</li> </ul>	

**THRIVE**

Goals and Student Learning Outcomes	Assessment Findings Highlights	Changes Made Based on Assessment
	<ul style="list-style-type: none"> <li>• Support</li> <li>• A community</li> <li>• Making new connections</li> <li>• With THRIVE, I hope to achieve some kind of consistency in my emotions and be able to have healthy coping mechanisms, as well as, healthy habits and thought processes.</li> <li>• I look forward to being able to better understand myself and my surroundings. I expect to be able to navigate the big changes in my life better</li> <li>• Being around people who understand my situation</li> <li>• Making new friends</li> <li>• I am looking forward to the connections that I am going to make with people within THRIVE.</li> <li>• I look forward to sharing my experiences with others and recognizing that we all go through struggles in life. I am looking forward to moving past the struggles and creating a happy, successful life for myself and the others around me. I look forward to helping those that have struggled more than me.</li> <li>• The community. Having people to go to when in need</li> <li>• Having fun</li> <li>• To gain a better understanding of myself and gaining control over my demons.</li> <li>• The scholarship and the activities</li> <li>• Relationships</li> <li>• Having a supportive community at my back while i work towards a better life.</li> <li>• Just get help for the start, then I will try to do my best</li> <li>• Meeting new people</li> <li>• Community</li> </ul> <p><b>What Students Found Most Valuable (Post-Test)</b></p> <ul style="list-style-type: none"> <li>• The relationships I made with people I can now trust.</li> <li>• The sense of belonging. I really needed that in the first few weeks of college.</li> <li>• I valued my mentor and friends the most in thrive. having someone there to talk to about life and school things made my first year very good and I created a lot of bonds with the other students.</li> <li>• The community that it offered, without the help and support I received during my freshman year, I truly don't think I would have been as successful.</li> <li>• connection with other students,</li> <li>• I valued the close-knit community.</li> </ul>	

**THRIVE**

<b>Goals and Student Learning Outcomes</b>	<b>Assessment Findings Highlights</b>	<b>Changes Made Based on Assessment</b>
	<ul style="list-style-type: none"> <li>• The mentor meetings</li> <li>• The people</li> <li>• The lessons I learned</li> <li>• I valued having people to talk and share with. People who have been though it and understand the deeper feelings. and the best thing is when there isn't anything to say but they are still there just to be with you. Handling stress has helped me the most and led to a lot of my successes now.</li> <li>• I value the mentoring aspect of THRIVE the most. Being able to talk to someone who would listen to me was really comforting and it helped me get through some of the stress.</li> <li>• I valued the support the most. It was wonderful to have it.</li> <li>• The community and how willing everyone is to help one another.</li> <li>• Making new friends</li> <li>• Having Michael and the mentors there for anything we needed</li> <li>• The connections and relationships that I have made.</li> <li>• The mentors and the people I can confide in. They really make you feel worth listening to and they go above and beyond to be there for you.</li> <li>• The relationships I've built.</li> <li>• The lessons</li> <li>• Everything I was taught, because now I am better able to navigate through certain times in my life without having the same thought process I had before THRIVE.</li> <li>• I loved the mentors and the connections I made. Michael is also great.</li> <li>• I valued how accepting everyone was, and the support system that THRIVE provided.</li> </ul>	

## Appendix A

### Supplemental Matrix tables

#### Academic and Career Development

Fall 2018 Cohort							Fall 2019 Cohort						
N	Dismissed	% Dismissed	# Enrolled	% Enrolled	1 Yr Enrol Dif	1 Yr % Dif	N	Dismissed	% Dismissed	# Enrolled	% Enrolled	1 Yr Enrol Dif	1 Yr % Dif
252	23	9.1%	147	58.3%	-30	-4.7%	243	22	9.1%	149	61.3%	2	3.0%

Note: The initial N for Fall 2018 is -168 lower than the Fall 2017 Cohort

Note: The initial N for Fall 2019 is +159 higher than the Fall 2018 Cohort

#### Demographics - Ethnicity

	Fall 2018 Cohort							Fall 2019 Cohort						
	N	Dismissed	% Dismissed	# Enrolled	% Enrolled	1 Yr Enrol Dif	1 Yr % Dif	N	Dismissed	% Dismissed	# Enrolled	% Enrolled	1 Yr Enrol Dif	1 Yr % Dif
American Indian/Alaska Native	1	0	0.0%	1	100.0%	1	100.0%			0.0%		0.0%		-100.0%
Asian	14	2	14.3%	10	71.4%	1	-3.6%	11	0	0.0%	7	63.6%	-3	-7.8%
Black/African American	12	3	25.0%	4	33.3%	-7	-35.4%	28	6	21.4%	16	57.1%	12	23.8%
Hispanic/Latino	26	2	7.7%	17	65.4%	-10	-9.6%	34	1	2.9%	16	47.1%	-1	-18.3%
Native Hawaiian/Pacific Island			0.0%		0.0%		0.0%			0.0%		0.0%		0.0%
NR-Alien	4	1	25.0%	3	75.0%	2	50.0%			0.0%		0.0%		-75.0%
Two or More Races	21	3	14.3%	9	42.9%	6	9.5%	10	1	10.0%	7	70.0%	-2	27.1%
White	174	12	6.9%	103	59.2%	-23	-2.9%	159	14	8.8%	102	64.2%	-1	5.0%
Unknown			0.0%		0.0%		0.0%	1	0	0.0%	1	100.0%	1	100.0%
Grand Total	252	23	9.1%	147	58.3%	-30	-4.7%	243	22	9.1%	149	61.3%	2	3.0%