

Update on Diversity, Equity, and Inclusion in University College

September 6, 2013

IUPUI was recently named as one of the 30 best non-Historically Black Colleges and Universities for minorities in the United States by *Diversity: Issues in Higher Education* through targeted programs, including University College and the Diversity Enrichment and Achievement Program (see <http://news.iupui.edu/releases/2013/06/iupui-top-school-minorities.shtml>).

The dean of University College makes an effort to include diversity in all programming and initiatives and allocates many resources to include diversity in training and professional development activities. In addition, the University College Steering Committee addresses diversity on an ongoing basis (see Appendix A). Many programs in the unit focus on students who reflect underrepresented populations as well as low-income, first-generation, and physically challenged students.

University College asks all employees, including student employees, to complete the preventing sexual harassment online training. Since 2010, 298 University College faculty, staff, and student employees have completed the training. The dean continues to encourage all employees and new hires to complete the training.

Three University College employees completed intergroup dialogue training in the past year through the IUPUI Office for Intergroup Dialogue and Civil Community. Connie Ely, Shannon McCullough, and Shaunte Rouse have started intergroup dialogues for University College employees and will continue intergroup dialogues during 2013–2014 about issues such as social justice, fairness and equity, social group membership, identity, and the positionality of groups.

For much of the year, three University College employees had offices in the Multicultural Success Center: Regina Turner (faculty member), Khalilah Shabazz (director of Diversity Enrichment and Achievement Program), and the assistant director of the Multicultural Center for Latino student outreach (this position is currently being filled); the assistant director for Latino student outreach position is jointly funded by the Multicultural Success Center and University College. Ms. Shabazz has more recently moved back to Taylor Hall to develop a peer mentoring program in collaboration with the Bepko Learning Center. Nevertheless, the close proximity to the staff in the Multicultural Success Center enable University College staff to collaborate easily on programming to better serve students of color.

At the request of Dean Kathy Johnson, a task force was formed in December 2011 to plan and implement a deliberate attempt to advance diversity issues for the unit. Co-chaired by Associate Dean Sarah Baker and Dr. Regina Turner, a group of volunteers and appointees began meeting to determine the process for moving the University College diversity initiative forward. Early in 2012, the committee renamed the initiative Project MOSAIC, an acronym which stands for Maximizing Opportunities to Secure an Accepting and Inclusive Culture. Most of 2012 was spent in renewing an assessment of where the University College stood with regard to diversity issues. A number of assessment instruments were examined but found to be limited, thus it was determined that we would construct our own instrument. This effort was led by Dr. Michele Hanson, director of assessment for University College. The instrument was administered in

spring 2012, and the results tabulated, quantitatively and qualitatively, by the IUPUI Testing Center and by Khalilah Shabazz and Shannon McCullough, respectively. The definition of diversity used in the survey is below:

At IUPUI, diversity means three things:

1. Diversity is an educational and social asset to be reflected in our learning and work objectives.
2. The persons who comprise our academic community reflect both the current diversity of our service region as well as the evolving demographics of a state and city that aspire to participate fully in a global society.
3. IUPUI's social and physical environment will enable all of its members to succeed to the fullest extent of their potential (Vision for Diversity at IUPUI, adopted 2001). Diversity is the similarities and differences in the individual and organizational characteristics that shape our workplace.

Using the results of the survey as the baseline for action, the following has been accomplished:

- Quantitative and qualitative information from the survey has been shared with the faculty and staff of University College.
- A University College staff meeting was dedicated to group work on diversity.
- Suggestions were solicited from staff members regarding how the information should be used and what they would like to see happen. More than 30 suggestions were provided.
- Project MOSAIC collaborated with individuals and units across campus whose work focuses on diversity themes. Marguerite Watkins from the Office of Equal Opportunity has provided input as well as assistance in the spring faculty and staff retreat. Aron DiBacco, chair of IUPUI's Staff Council Diversity Committee, was provided with an overview of Project MOSAIC's efforts and activities.
- The spring 2013 retreat was planned around a diversity theme, offering the following three rotating sessions:
 - The Power of Vulnerability and What Does Social Justice Have to Do with It? (by Sophie Blanco)
 - How Colorful Is Your World? (by Marguerite Watkins)
 - Intergroup Dialogue (by Dan Griffith, Connie Ely, and Shannon McCullough)
- A special workshop on diversity was offered during the Themed Learning Community program spring 2013 retreat.
- University College participated in the first IUPUI Staff Diversity Resource Fair.
- Bylaws for University College faculty were changed to create a standing Diversity Committee.
- Several University College staff members engaged in intergroup dialogue workshops throughout fall 2012.
- Intergroup dialogue sessions were offered for University College staff in summer 2013.

Specific diversity goals for University College are available in the annual Planning and Budgeting Report.

University College Programs and Services that Focus on Diversity and Underrepresented Populations

21st Century Scholars Success Program

The 21st Century Scholars Success Program is the university support program for students who affirm their 21st Century Scholars pledge and receive a tuition scholarship from the State of Indiana. The program strives to empower scholars to articulate and achieve their personal, educational, and career goals by providing services, resources, and support systems that promote retention and graduation. The program focuses on developing key skills in a caring environment that increases student confidence and effort that contributes to the scholar's success. Program services include academic and tutorial support, peer mentoring, personal enrichment workshops, career exploration and development, scholarship maintenance and financial aid preparation, financial literacy, job search assistance, community service activities, social and cultural events, and the first-year initiative Jaguar Journey.

Academic and Career Development

The academic advisors in University College serve many diverse students to help them choose appropriate majors, develop plans for completing the requirements to transfer to a school as quickly as possible, and identify university resources they can use to improve their academic standing. Career professionals also serve a diverse student population to assist them with their career planning needs such as major and career exploration, career assessments, professional connections, informational interviewing, externships and job shadowing opportunities, and interviewing practice for application to programs.

Art and Scholarships

University College is collaborating with the Multicultural Success Center in creating cultural art displays in UC 104. The space was recently renovated to enhance learning.

Assessment and Research

The University College Office of Research, Planning, and Evaluation plans and designs studies to investigate the impact of various interventions designed to improve the academic success rates of our diverse student body. The office conducts analyses and develops questionnaires, focus groups, and interview protocols to ascertain how the interventions and University College environment promotes a supportive environment that celebrates diversity and multiculturalism.

Bepko Learning Center

The mission of the Bepko Learning Center is to enhance 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. Serving diverse populations is a key goal of the center. Currently, the Bepko Learning Center partners with:

- The Office of International Affairs by hosting a Conference on Academic Success every fall to help international students work on study skills to aid in their successful transition to the academic environment of IUPUI. In addition a new Grainger Foundation Mentor Scholarship will provide more mentors for the Bepko Learning Center and the Office of International Affairs as they work together to serve international students.
- The Multicultural Success Center in providing a series of academic workshops in the fall and spring semesters to aid students in time management techniques and study skills strategies.
- The Department of Athletics in providing an academic coaching model in which at-risk students meet weekly with a mentor to focus on challenges that are encountered during the semester.
- The Summer Success Academy by presenting general inventories that students can use to identify their areas of challenge in cognition and preferred learning style modality. In addition, individualized appointments are scheduled for students who have been referred by instructors.

The mentor education courses UCOL-U 200, 201, 202, 203, and 204 have woven diversity throughout the curriculum. The content of the courses strives to educate the mentors on all aspects of diversity, including understanding themselves, understanding others, and developing skills for supporting, educating, serving, and mentoring others.

Communications (Electronic and Print)

University College publishes *Inspire, Innovate, Invigorate*, a series of interviews and videos. The project is web-based for the business community, prospective donors, donors, and the campus community. The first series included interviews with IUPUI administration officials, the second series featured deans from a variety of schools discussing their experiences as undergraduate students, and the third series features mentors and their experiences as undergraduates. The fourth series will feature compelling stories from donors, University College directors, and undergraduates. The overall piece shares a cross-section of articles written by experts in their fields offering valuable information to a readership that has diverse needs.

The *University College News Report* is an electronic piece mailed to the campus with news-breaking features. The report strives to keep the campus informed about University College's work. The piece is also shared with prospects and donors and reaches a diverse population. University College also publishes the *Metropolitan Universities* journal, which addresses issues in higher education, including diversity. The journal has international representation.

Diversity Enrichment and Achievement Program

The mission of the Diversity Enrichment and Achievement Program (DEAP) is to enhance the transition and success of students of color by addressing academic, social, and personal matters that have an impact on persistence. Through connecting, affirming, guiding, and engaging students, staff seek to ensure students' success. DEAP offers intensive retention programming such as academic check-ups, tutoring, direction to resources, workshops, designated study time (DST), and support through the SAAB/B2B and SAAS/S2S student organizations.

Events and Sponsorships

University College hosted the University College Spring Awards Convocation, National Mentoring Symposium, the Indiana College Access and Success Network Summit on Concurrent Enrollment, the fall Council on Retention and Graduation Summit, and the National Learning Communities Conference in 2012–2013. Over 1,400 administrators, faculty, staff, and students engaged in academic support initiatives during these events. These events attracted a diverse population brought together seeking successful program models, student success, and common ground philosophies. University College supported the Upward Bound Pre-Professional Summer Internship program by employing three Upward Bound students as interns. The interns worked alongside staff, developed valuable skills, and were exposed to a professional work environment for approximately four weeks. The First-Year Seminar Faculty Learning Community hosted its first “Idea Exchange” for first-year seminar faculty teaching on the IUPUI campus. The event, which attracted approximately 50 faculty and staff working in first-year seminars, is expected to become an annual gathering to help support the development of first-year seminar instructors by exchanging ideas and examining best practices.

Gateway to Graduation Program

The Gateway to Graduation Program reaches over 475 faculty who teach first-time, full-time students. There are 55 gateway courses that cover a wide range of general education topics. Faculty and students alike are very diverse, and the faculty have been provided training through their departments, the Gateway to Graduation Program, and the Center for Teaching and Learning. In the future, an audit of course syllabi would be welcomed for gateway courses for many reasons, one important one would be to evaluate diversity in gateway courses.

Nina Mason Pulliam Legacy Scholars Program

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 (e.g., students who come from child welfare backgrounds, who have physical disabilities, or who have dependents). The Nina Scholars program is currently available to students at IUPUI, Ivy Tech State College, Maricopa Community College in Arizona, and Arizona State University. This program provides a unique opportunity where students from disadvantaged backgrounds can obtain the resources and financial support needed in order to successfully complete their college education. This program covers full tuition, fees and books, and includes a \$2,750 annual living allowance and laptop computer. A cohort of eight students is selected each year as scholarship recipients. Three of these scholarships are designated for Ivy Tech Nina Scholars who wish to transfer to IUPUI. In addition to financial support, interventions include mentoring; workshops focused on academic success, career development, and personal growth; community service; and engagement in the university through the Nina Scholars community. Over the last eight years, more than 95% of Nina Scholars have been retained through the second year. Since 2001, 76% of Nina Scholars have graduated or are still enrolled. Even more astounding, 42% of former scholars have pursued or completed graduate degrees.

Office of Student Employment

The Office of Student Employment collaborates with the Office of International Affairs to provide student employment information and an employment workshop on job search practices in the United States.

Orientation Services

The orientation program facilitates the transition of new students to IUPUI, prepares them for IUPUI's educational opportunities, and initiates the integration of new students into the intellectual, cultural, and social climate of the university. Orientation Services provides mentors and orientation leaders who reflect the diversity of the IUPUI campus. Orientation Services also provides an ongoing and integrated training for mentors and leaders in diversity to strengthen their ability to provide service to the campus community as well as facilitate their own personal growth.

Student Support Services Program

The Student Support Services (SSS) program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. SSS provides services for participants, including tutoring, mentoring, social and cultural activities, workshops, financial aid counseling, and leadership opportunities. The program has 322 students currently enrolled in the program. The program offered 63 presentations and workshops to students last year. The retention rate for students in the program during 2011–2012 was 81%. This program is supported by the U.S. Department of Education.

Upward Bound

Upward Bound, which is supported by the U.S. Department of Education, serves high school students who attend diverse IPS and Warren Township schools. Upward Bound provides low-income, first-generation, and potential college students instruction and support to enhance students' success in postsecondary education. The program provides tutoring, academic enrichment, Saturday seminars, college visits, and a summer residential component on the IUPUI campus. The program reinstated the internship component in 2013. Upward Bound, in partnership with the IUPUI Office of Student Employment, offers internships to high school seniors on the IUPUI campus during the summer to provide students with valuable work experience and an opportunity to develop professional skills. The internships also allow students to explore potential majors and career opportunities.

APPENDIX A

University College Diversity

(approved by University College Collaborative Governance in fall 2007)

What Is Diversity?

Diversity often means different things to different people, depending upon personal experiences. Within the context of higher education and our work at University College, a unit's presentation should consider the following aspects of diversity:

Inclusion of all persons, without limiting:

- Ability
- Age
- Appearance
- Creed
- Culture
- Ethnicity
- Gender
- Language
- Nationality
- Race
- Religion
- Sexual identity
- Socioeconomic status
- Status as veteran

Promotion of:

- Equal access
- Meaningful academic and intellectual inclusion
- Holistic integration of underrepresented students into the academic culture

Spectrum:

- Structural: units should represent diverse students on campus.
- Classroom: courses should expose students to different aspects of diversity, and students should see themselves reflected in the curriculum.
- Interactional: encourage opportunities for structured learning and informal relationships among diverse students, faculty, and staff.
- Environmental: units should encourage diverse perspectives and foster a learning and working environment that supports diversity. All differences should be understood, respected, and valued.
- Contextual: enable all members in each unit or classroom to develop their potential and thrive.

IUPUI Diversity Values:

- Accountability
- Civility
- Collaboration
- Engagement
- Equity
- Ideas
- Inclusion
- Integrity
- Openness
- Respect
- Trust

APPENDIX B

Ethnicity* of University College Students			
Fall Semesters	2010	2011	2012
Total Minority	1,630	1,773	1,991
African American	956	975	1,002
American Indian/Alaska Native	13	14	10
Asian American	219	212	257
Hispanic/Latino	273	329	432
Native Hawaiian/Pacific Islander	8	7	5
Two or More Races	161	236	285
International	217	219	246
White	4,582	4,546	4,476
Unknown	130	88	85

*Using new ethnicity definitions, effective fall 2010
 Source: IUPUI Information Management and Institutional Research

IUPUI Fall 2012 Undergraduate Ethnicity*										
	African American	American Indian/Alaska Native	Asian American	Hispanic /Latino	Native Hawaiian /Pacific Islander	Two or More Races	White	Inter-national	Un-known	Total Under-grads
Business	72	1	52	42	0	22	734	93	25	1,041
Columbus	20	4	16	33	0	27	1,481	7	52	1,640
Dentistry	7	0	4	4	0	4	115	1	0	135
Education	65	0	9	29	0	27	670	0	9	809
Engr &Tech	216	4	100	110	0	58	1,768	221	61	2,538
Health/Rehab	48	0	9	16	0	15	168	0	2	258
Herron	51	2	10	42	1	30	639	3	6	784
Informatics	55	0	18	18	0	12	416	8	13	540
Journalism	23	0	3	10	0	2	139	1	2	180
Liberal Arts	353	0	39	122	0	62	1,880	47	36	2,539
Medicine	65	1	25	14	1	8	336	7	10	467
Nursing	53	0	24	29	0	16	757	4	9	892
PETM	68	2	13	26	0	18	642	2	6	777
Science	184	2	138	111	2	83	1,539	52	34	2,145
Social Work	35	2	0	10	0	6	143	0	3	199
SPEA	94	0	18	28	0	20	417	4	6	587
Univ. College	1,002	10	257	432	5	285	4,476	246	85	6,798
Grand Total	2,411	28	735	1,076	9	692	16,278	684	358	22,271

*Using new ethnicity definitions, effective fall 2010
 Source: IUPUI Information Management and Institutional Research

APPENDIX C

University College Faculty, Staff, and Student Employees (as of June 2013)

	Gender			African American		Asian		Hispanic		Native American		White		Other	
	F	M	Total	F	M	F	M	F	M	F	M	F	M	F	M
Administration															
Deans	3	0	3	0	0	0	0	0	0	0	0	3	0	0	0
Professional Staff	44	22	66	13	2	2	0	2	0	0	0	27	20	0	0
Support Staff	13	1	14	6	0	0	0	0	0	0	0	7	1	0	0
Graduate Assistants	8	3	11	1	0	0	1	1	0	0	0	6	2	0	0
Non-Student, Part Time	9	10	19	4	2	0	1	0	0	0	0	5	7	0	0
Student Employees & Mentors	60	40	100	16	9	4	1	1	0	0	0	34	27	5	3
Faculty	7	1	8	0	0	0	0	0	0	0	0	7	1	0	0
TOTAL	144	77	221	40	13	6	3	4	0	0	0	89	58	5	3

F=Female
 M=Male
 T=Total

Diversity of University College Faculty, Staff, and Student Employees 2010–2013

	2010	2011	2012	2013
African American	65	68	48	53
Asian American	8	12	9	9
Hispanic	11	8	3	4
Native American	0	0	0	0
Caucasian	198	195	145	147
Other	0	1	0	8

APPENDIX D

Student Support Services Student Retention 2011–2012

	Retention
All SSS Students	81%
Females	85%
Males	71%
African American Students	72%
African American Males	68%
African American Females	82%
Freshmen	81%
Sophomores	72%
Juniors	84%
Seniors	89%

Source: Barbara Browning, Director of Student Support Services

APPENDIX E

Diversity of Students Participating in University College Programming

Student Support Services, 2012–2013

The Student Support Services (SSS) program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. Support services provided by SSS include tutoring, mentoring, social and cultural activities, workshops, financial aid counseling, and leadership opportunities. The program has 322 students currently enrolled in the program.

Ethnicity	Number	Percentage
American Indian/Alaska Native	0	0%
Asian American	3	1%
African American	187	58%
Hispanic/Latino	30	9%
Two or More Races	10	3%
Unknown/Not reported	0	0%
White	92	29%
Total	322	100%

Source: Barbara Browning

21st Century Scholars at IUPUI, Spring 2013

The Twenty-first Century Scholars Success Program is the IUPUI support service for students who affirm their Twenty-first Century Scholars pledge and receive a tuition scholarship from the state of Indiana. The mission of the Twenty-first Century Scholars Success Program is to increase the retention of IUPUI scholars and to provide support through degree completion. To ensure a successful transition into the college experience, the Twenty-first 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, job placement assistance, campus and community referrals, community service activities, social and cultural events, and a graduation and scholar recognition ceremony.

Diversity of 21st Century Scholars		
African American	581	29%
Hispanic/Latino	184	9%
Asian American	85	4%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Pacific Islander	2	0%
White	1,051	52%
Two or More Races	104	5%
NR/Alien	4	0%
No Ethnicity Reported	18	1%
Total	2,029	100%

Source: Director of 21st Century Scholars Success Program

Nina Mason Pulliam Legacy Scholars Program, 2013–2014

The Nina Mason Pulliam Legacy Scholars Program provides an opportunity for students from disadvantaged backgrounds to complete a college degree. Each scholar is provided funding up to the cost of attendance, textbooks, an annual living allowance, a peer mentor, robust success programming, and a mutually supportive scholarship community. Scholars who fully engage with the program are offered funding for study abroad, academic or professional conferences, and internships.

Diversity of Nina Scholars		
African American	17	52%
Hispanic/Latino	1	3%
Asian American	0	0%
American Indian	1	3%
White	14	42%
Male	5	15%
Female	28	85%
Returning Adults	19	58%
From Child Welfare System	8	24%
Physical Disabilities	6	18%
Total # of Nina Scholars	33	

Source: IUPUI Nina Scholars program director

APPENDIX F

University College Mentors and Tutors 2012–2013

21st Century Scholars Peer Mentoring Program

The Peer Mentoring Program provides each scholar participant caring mentors, positive role models, group and individual mentoring sessions, a series of workshops and network events that focus on enhancing or developing strategies for success, and referrals to academic support, as well as personal and student development services on campus.

21st Century Scholars Peer Mentoring Program, Spring 2013		
Ethnicity	Number	Percent
African American	7	33.3%
Hispanic/Latino	2	9.5%
Biracial	2	9.5%
White	10	47.6%
TOTAL	21	100.0%

Bepko Learning Center Mentors

The Bepko Learning Center (BLC) enhances the opportunities for students to achieve academic excellence and personal growth through the guidance of student peers. BLC mentors work in the areas of academic enrichment, academic mentoring, and tutorial support. They also serve as members of the learning community instructional teams.

Learning Center Mentors, Spring 2013		
Ethnicity	Number	Percent
African American	7	10.0%
Hispanic/Latino	4	5.7%
Asian American	11	15.7%
White	41	58.6%
Other	7	10.0%
TOTAL	70	100.0%

Nina Mason Pulliam Legacy Scholars Program

The Nina Mason Pulliam Legacy Scholars Program provides an opportunity for students from disadvantaged backgrounds to complete a college degree. Each scholar is provided funding up to the cost of attendance, textbooks, an annual living allowance, a peer mentor, robust success programming, and a mutually supportive scholarship community. Scholars who fully engage with the program are offered funding for study abroad, academic or professional conferences, and internships.

Nina Scholars Program Mentors, Fall 2013		
Ethnicity	Number	Percent
African American	3	60%
International	0	0%
Hispanic/Latino	0	0%
Asian American	0	0%
White	2	40%
TOTAL	5	100%

Orientation

New student orientation is offered through University College in conjunction with the degree-granting schools. OTEAM members also serve as mentors in the first-year seminars.

OTEAM, Summer 2013		
Ethnicity	Number	Percent
African American	9	19.6%
Asian American	6	13.0%
Hispanic/Latino	4	8.7%
International	2	4.3%
Two or more races	2	4.3%
White	23	50.0%
Total	46	100%

Student Support Services

The Student Support Services program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. The program provides services for participants, including tutoring and mentoring.

Student Support Services Mentors, Tutors, and Student Employees, 2012–2013		
Ethnicity	Number	Percent
African American	8	72%
White	1	9%
Biracial	1	9%
Hispanic/Latino	1	9%
TOTAL	11	100%

APPENDIX G¹

IUPUI Academic Support Programs and Academic Success Outcomes 2013 Highlights

IUPUI First-Year Seminars:

- IUPUI first-year seminars (FYS) are designed to facilitate student transitions to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member, a student mentor, an academic advisor, and a librarian. The courses aim to improve student success by placing a strong emphasis on critical thinking, frequent writing, information literacy, introducing students to campus resources, career exploration and development, and creating opportunities for students to connect with each other and faculty.
- A total of 2,569 first-year students participated in first-year seminars during fall 2012 (86% of fall 2012 beginning freshmen enrolling in at least 7 credit hours participated). A total of 252 African American students participated in first-year seminars in fall 2012. A total of 190 Latino/as and 98 Asian American students participated in first-year seminars in fall 2012. Students who withdrew or were administratively withdrawn from their seminar course were not counted as participants ($N = 75$).
- Overall, the 2012 first-year seminar participants earned statistically significant higher one-year (fall and spring combined) GPAs (2.69 adjusted) compared to nonparticipants (2.45 adjusted). Results based on analysis of covariance (ANCOVA) with course load, HS GPA, SAT score, gender (dummy coded female), low-income (received a Pell Grant), and admit date (as a proxy for motivation) entered as covariates.
- Overall, the 2012 first-year seminar participants had significantly higher fall-to-spring semester retention rates (91%) compared to nonparticipants (74%) (based on logistic regression results with course load, HS GPA, SAT score, gender, and low income entered as covariates).
- Overall, the 2011 first-year seminar participants had statistically significant higher one-year retention rates (75%) compared to nonparticipants (57%) (based on logistic regression results with course load, HS GPA, SAT score, gender, and low income entered as covariates).
- The 2012 African American first-year seminar participants earned statistically significant higher one-year GPAs (2.39 adjusted) compared to African American nonparticipants (1.81 adjusted) (based on analysis of covariance results with course load, HS GPA, SAT score, gender, low income, and admit date entered as covariates).
- The 2012 African American seminar participants had statistically significant higher fall-to-spring semester retention rates (90%) compared to nonparticipants (65%) (based on logistic regression results with course load, HS GPA, SAT score, gender, and low income entered as covariates).
- The 2011 African American seminar participants had marginally statistically significant higher one-year retention rates (66%) compared to nonparticipants (53%) (based on a chi-square difference test $p = .065$).

¹Source: Michele J. Hansen, Ph.D., Executive Director of University College Research, Planning, and Evaluation

- The 2012 Hispanic/Latino/a first-year seminar participants earned notably higher one-year GPAs (2.50) compared to Hispanic/Latino/a nonparticipants (2.05) (inferential statistics not used due to small sample size).
- The 2012 Hispanic/Latino/a seminar participants had higher fall-to-spring retention rates (85%) compared to Hispanic/Latino/a nonparticipants (75%) (inferential statistics not used due to small sample size).
- The 2011 Hispanic/Latino/a seminar participants had higher fall-to-spring retention rates (76%) compared to Hispanic/Latino/a nonparticipants (71%) (inferential statistics not used due to small sample size).

**Table 1 First-Year Seminars
 2012 Student Groups/Underrepresented Minority Participation
 N = 2569 FYS, N = 427 All Others or Nonparticipants**

	FYS PARTICIPATION		ALL OTHERS IUPUI	
	N	% of FYS Population	N	% of All Others Population
African American	252	10%	52	12%
Asian American	98	4%	23	5%
Latino/a	190	7%	28	7%
International	82	3%	42	10%
Female	1453	56%	228	53%
First-Generation	1027	40%	175	41%
Pell Grant	1044	41%	203	48%
25 or Older	16	1%	19	4%
Conditional Admit	106	4%	12	3%
Part-Time Students	139	5%	46	11%
Tested into Remedial Math	1771	69%	289	68%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

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

**Table 2 First-Year Seminars
 2012 Student Groups/Underrepresented Minority
 Academic Success Outcomes**

	FYS PARTICIPANTS			NON-PARTICIPANTS		
	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate
African American	2.39	29%	90%	1.82	46%	65%
Asian American	2.95	13%	98%	2.72	22%	87%
Latino/a	2.50	25%	85%	2.05	42%	75%
International	3.13	6%	98%	2.80	21%	93%
Female	2.80	17%	91%	2.45	27%	71%
First-Generation	2.59	25%	89%	2.16	36%	69%
Pell Grant	2.51	27%	89%	2.48	32%	72%
25 or Older	3.16	0%	94%	2.64	26%	84%
Conditional Admit	2.08	41%	84%	1.92	62%	58%
Part-Time Students	2.40	32%	84%	2.31	35%	67%
Remedial Math	2.58	23%	89%	2.27	32%	74%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

**Table 3 First-Year Seminars
 2011 Student Groups/Underrepresented Minority Participation
 and Academic Success Outcomes**

	FYS PARTICIPANTS				NON-PARTICIPANTS		
	N	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate
African American	265	2.16	36%	66%	1.76	50%	53%
Asian American	71	2.78	18%	90%	2.18	33%	75%
Latino/a	143	2.57	22%	76%	2.44	27%	71%
International	58	3.17	5%	97%	2.62	24%	80%
Female	1369	2.72	19%	76%	2.32	32%	60%
First-Generation	1009	2.53	26%	71%	2.15	35%	58%
Pell Grant	999	2.47	29%	72%	2.04	40%	53%
25 or Older	23	2.60	30%	65%	2.58	29%	67%
Conditional Admit	223	1.94	47%	63%	1.75	48%	50%
Part-Time Students	122	2.39	30%	61%	1.69	55%	42%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

University College First-Year Seminars

- A total of 796 first-year students participated in University College first-year seminars during fall 2012 (beginning freshmen enrolling in at least 7 credit hours). There were 35 University College sections offered. A total of 102 African American students participated in University College first-year seminars in fall 2012 (13% of participants). A total of 62 Latino(a) students and 18 Asian American students participated in first-year seminars in fall 2012. Students who withdrew or were administratively withdrawn from their seminar course were not counted as participants ($N = 27$).
- Overall, the 2012 University College first-year seminar participants earned one-year GPAs of 2.72 and had a fall-to spring retention rate of 89%; 80% earned first-year GPAs above a 2.0 and 44% earned first-year GPAs above a 3.0.
- The University College first-year seminars had a higher proportion of African American students, females, conditional admits, and students testing into remedial math compared to the population of all other IUPUI students.
- The 2012 University College African American first-year seminar participants earned one-year GPAs of 2.45 and had a fall-to spring retention rate of 91%; 75% earned first-year GPAs above a 2.0.
- During fall 2012, 497 students completed the University College first-year seminar end-of-course questionnaire and responded to questions designed to assess their perceptions of environmental diversity (encouragement of diverse perspectives and fostering a learning environment that supports diversity) and contextual diversity (all differences should be understood, respected, and valued). The statements below categorize students who responded at *high levels* on the Likert-type scale items (4 or 5 out of a 5-point scale with 5 indicating a “great deal” and 4 indicating a “good deal”).
 - 56% of the students indicated high levels of developing an appreciation of social and cultural diversity.
 - 60% reported high levels of discussing ideas with students who had different views than their own.
 - 76% strongly agreed or agreed that the faculty member was committed to promoting an environment that respects and celebrates diversity.
 - 75% strongly agreed or agreed that the faculty member had respect for diverse talents and ways of learning.
 - 67% indicated that as a result of the class they had meaningful interactions with students who are different from me in terms of their race or ethnicity, economic background, sexual orientation, religious beliefs, political opinions, or personal values.
 - 56% indicated that the seminar course made them feel highly connected to IUPUI.

**Table 1 University College First-Year Seminars
 2012 Student Groups/Underrepresented Minority Participation
 N = 796 UC FYS, N = 2200 All Others or Nonparticipants**

	UC FYS Participation		All Others IUPUI	
	N	% of FYS Population	N	% of All Others Population
African American	102	13%	197	9%
Asian American	18	2%	103	5%
Latino/a	62	8%	156	7%
International	20	3%	104	5%
Female	558	73%	1100	50%
First-Generation	336	42%	886	39%
Pell Grant	348	42%	887	41%
25 or Older	6	1%	29	1%
Conditional Admit	51	6%	67	3%
Part-Time Students	58	7%	127	6%
Tested into Remedial Math	667	81%	1412	64%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

**Table 2 University College First-Year Seminars
 2012 Student Groups/Underrepresented Minority
 Academic Success Outcomes**

	UCOL FYS PARTICIPANTS		
	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate
African American	2.45	25%	91%
Asian American	2.76	28%	100%
Latino/a	2.49	29%	84%
International	3.13	5%	95%
Female	2.80	18%	89%
First-Generation	2.60	24%	89%
Pell Grant	2.54	25%	88%
25 or Older	3.05	0%	100%
Conditional Admit	2.32	33%	89%
Part-Time Students	2.71	22%	93%
Remedial Math	2.65	22%	88%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

**Table 3 University College First-Year Seminars
 2011 Student Groups/Underrepresented Minority Participation
 and Academic Success Outcomes**

	UCOL FYS PARTICIPANTS			
	N	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate
African American	104	2.11	39%	65%
Asian American	13	2.68	31%	100%
Latino/a	37	2.54	24%	81%
International	23	3.04	4%	100%
Female	525	2.62	21%	74%
First-Generation	339	2.45	26%	70%
Pell Grant	348	2.41	29%	70%
25 or Older	7	2.04	57%	43%
Conditional Admit	98	1.91	47%	60%
Part-Time Students	51	2.45	31%	65%

Note 1: Missing cases were excluded.

Note 2: Includes only beginners enrolled in at least 7 credit hours.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

Summer Bridge Program:

- The IUPUI Summer Bridge Program is a two-week program for incoming freshmen held in August before fall classes begin. Students are introduced to collegiate-level expectations for writing, mathematics, and critical thinking; given opportunities to establish connections with faculty and other students; allowed to become more acquainted with the campus; and learn effective study strategies. Each Summer Bridge section (limited to 25 students) is taught by an instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Many students also continue to meet periodically in a first-year seminar type class throughout the fall semester.
- A total of 539 fall 2012 first-time, full-time (Indianapolis only) students participated in the Summer Bridge Program. A total of 64 Summer Bridge students were African American and a total of 38 were Hispanic/Latino(a). There were a number of important differences between the students participating in Summer Bridge and the nonparticipants. Fall 2012 first-time, full-time students participating in the Summer Bridge Program were more likely to be female. The proportion of African American students participating in the Summer Bridge Program was greater compared to the nonparticipating cohort (12% and 9%, respectively). The proportion of Hispanic/Latino(a) students participating in the Summer Bridge Program was the same as the nonparticipating cohort (7%). The proportion of international students participating in Summer Bridge 2012 was greater than the proportion of international students in the overall IUPUI population of nonparticipants (13% and 3%, respectively).
- The higher proportion of African American students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that scholarships have some positive implications in terms of: 1) attracting underrepresented students to the program and 2) serving as an incentive for attaining high levels of academic performance. Although there was not a higher proportion of Latino/a students participating in the 2012 Summer Bridge program, they did have higher levels of academic success outcomes compared to nonparticipating Latino(a) students.
- Overall, the 2012 Summer Bridge participants had higher levels of academic performance (fall GPA 2.95) compared to nonparticipants (fall GPA 2.81). Students participating in Summer Bridge also had lower DFW rates (15%) compared to nonparticipants (18%) and higher fall-spring retention rates (92%) compared to nonparticipants (88%).
- Summer Bridge participants had marginally significantly higher first-year cumulative GPAs (adjusted 2.76) compared to nonparticipants (adjusted 2.68), even when adjusting for high school GPA and admission date ($p = .098$ based on ANCOVA results).
- African American students who participated in Summer Bridge had higher fall-to-spring retention rates (92%) compared to nonparticipants (85%).
- Fall-to-spring retention among Hispanic/Latino(a) students participating in Summer Bridge (92%) was notably higher than for Hispanic/Latino(a) students not participating in bridge (81%).
- There were 70 international students who participated in Summer Bridge in 2012. International Summer Bridge participants performed as well as international students ($N = 40$) who did not participate in Summer Bridge.

**Table 1 Summer Bridge
 2012 Student Groups/Underrepresented Minority Participation
 N = 539 Summer Bridge, N = 2272 All Others or Nonparticipants**

	Summer Bridge Participation		All Others IUPUI	
	N	% of SB Population	N	% of All Others Population
African American	64	12%	207	9%
Asian American	15	5%	104	5%
Latino/a	38	7%	164	7%
International	70	13%	49	3%
Female	331	61%	1229	54%
First-Generation	212	39%	918	40%
Pell Grant	216	42%	956	42%
25 or Older	2	0%	24	1%
Conditional Admit	12	2%	89	4%
Part-Time Students	16	3%	233	9%
Tested into Remedial Math	355	70%	1543	68%

Note 1: Missing cases were excluded.

Note 2: Includes only 2012 first-time, full-time beginners (with the exception of the part-time row).

Note 2: Bolded items are statistically significantly and practically different based on chi-square test results ($p < .05$).

**Table 2 Summer Bridge
 2012 Student Groups/Underrepresented Minority
 Academic Success Outcomes**

	SUMMER BRIDGE PARTICIPANTS			NON-PARTICIPANTS		
	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate
African American	2.38	26%	93%	2.32	30%	84%
Asian American	2.97	20%	93%	2.94	13%	98%
Latino/a	2.59	21%	92%	2.38	29%	81%
International	3.05	9%	96%	3.03	12%	96%
Female	2.87	15%	91%	2.76	18%	88%
First-Generation	2.69	22%	88%	2.52	26%	86%
Pell Grant	2.55	26%	90%	1.95	42%	92%
25 or Older						
Conditional Admit	1.89	42%	83%	2.12	40%	81%
Part-Time Students	2.43	38%	92%	2.54	28%	67%
Remedial Math	2.67	21%	91%	2.53	24%	86%

Note 1: Missing cases were excluded.

Note 2: Includes only 2012 first-time, full-time beginners (with the exception of the part-time row).

Note 3: Bolded items are practically or statistically significantly different based on ANOVA results or chi-square test results ($p < .05$).

Note 4: The 25 or Older group had numbers too low to report outcome.

**Table 3 Summer Bridge
 2011 Student Groups/Underrepresented Minority Participation
 and Academic Success Outcomes**

	SUMMER BRIDGE PARTICIPANTS			NON-PARTICIPANTS		
	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	One-Year Retention Rate
African American	2.26	37%	73%	2.05	38%	63%
Asian American	2.94	9%	100%	2.69	22%	86%
Latino/a	2.68	16%	81%	2.53	24%	73%
International						
Female	2.74	18%	77%	2.67	21%	73%
First-Generation	2.64	21%	76%	2.48	27%	70%
Pell Grant	2.50	26%	76%	2.39	31%	68%
25 or Older						
Conditional Admit	1.79	51%	63%	1.97	46%	62%
Part-Time Students	2.42	22%	47%	2.42	31%	56%

Note 1: Missing cases were excluded.

Note 2: Includes only 2012 first-time, full-time beginners (with the exception of the part-time row).

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .001$).

Note 4: Shaded areas have numbers too low to report outcomes.

Themed Learning Communities Program:

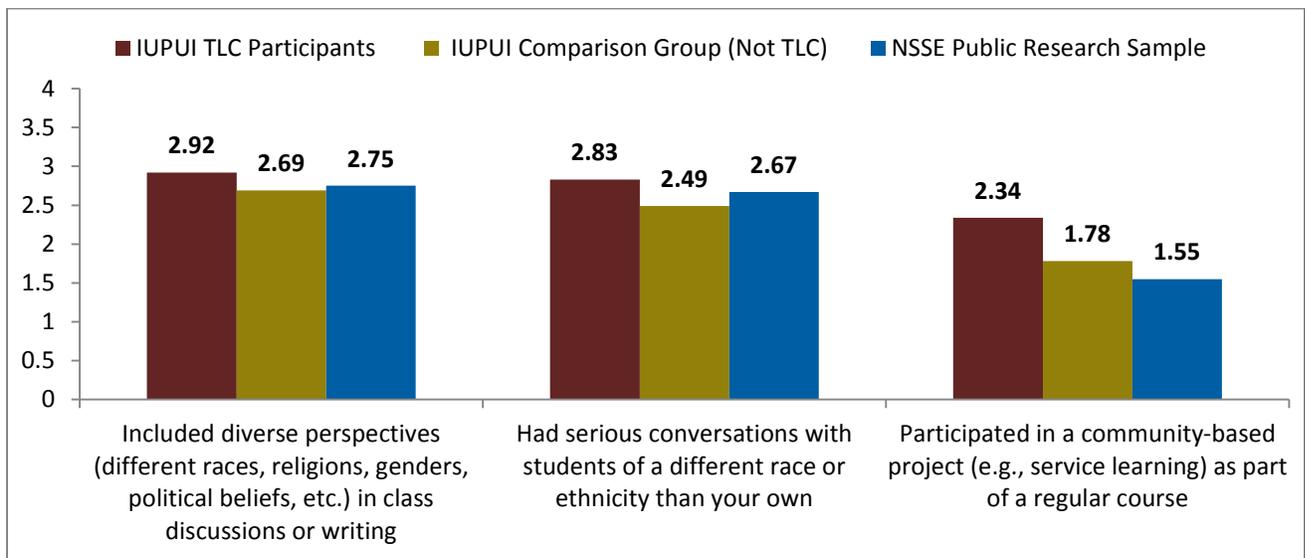
- Themed learning communities (TLCs) are designed to engage students, faculty, librarians, advisors, and others in a community of learners that explore interdisciplinary connections both in and out of the classroom which fosters enriching learning experiences. Instructional teams collaborate in advance to develop an interdisciplinary theme and common learning experiences both in and outside of the classroom. TLCs are designed to provide a structured first-semester learning environment where students can develop a strong sense of community and explore connections across disciplines.
- A total of 811 first-time, full-time students participated in the fall 2012 Themed Learning Community (TLC) program (about 30% of the incoming cohort). Students who withdrew or were administratively withdrawn from all TLC courses were not counted as participants ($N = 23$). A total of 749 first-time, full-time students participated in the fall 2011 TLC program, while 724 first-time, full-time students participated in fall 2010. There were 39 sections offered during fall 2012 and this represented the largest number of offerings in the program's history. The program has grown tremendously since the inception in 2003 when only 138 students participated.
- It appears that the 2011 and 2012 TLC programs attracted appropriate numbers of students from underrepresented minority groups given that the proportions of students from underrepresented groups were similar to the general IUPUI first-time, full-time student population during both program years.
- Overall 2012 TLC participants did not earn significantly higher first-year GPAs (even when adjusted for academic preparation and demographics), fall-to-spring retention rates, or significantly lower fall DFW rates compared to nonparticipants. It is noteworthy that 2012 TLC participants had significantly lower HS GPAs and SAT scores compared to nonparticipants (3.29 compared to 3.36 and 1003 compared to 1038, respectively).
- Overall, 2011 TLC participants had significantly higher one-year retention rates (76% compared to 73% for nonparticipants). In fact, based on the results of a logistic regression analysis, TLC participants had a 33% better odds of being retained compared to nonparticipants, even when academic preparation variables, income level, first-generation status, admit date (as a proxy for motivation), and gender were entered in the first step. In addition, students participating in fall 2010 and 2011 TLCs had significantly higher fall-semester and first-year cumulative GPAs compared to nonparticipants, even when academic preparation variables, income level, admit date, and gender were entered as covariates in ANCOVA analyses.
- Students from some underrepresented minority groups had significantly better academic success outcomes and retention rates compared to their peers that did not participate in TLCs during 2011 and 2012 fall semesters. 2012 TLC African American participants had a fall-to-spring retention rate of 95% compared to 81% for nonparticipating African Americans. 2011 African American TLC participants had a one-year retention rate of 67% compared to 64% for nonparticipating African Americans.
- While Hispanic/Latino(a) students performed notably better than nonparticipants in 2011, the pattern did not continue for 2012 Hispanic/Latino(a) participants.
- Asian American students who participated in the 2012 and 2011 programs performed worse academically compared to Asian Americans who did not participate. It is possible that those students who chose to participate in this academic support program may have elected to participate because they were concerned about having successful transitions to IUPUI. Asian

American students who participated had slightly lower HS GPAs and SAT scores compared to Asian American nonparticipants.

- The TLC program has grown rather rapidly over the years. Primarily due to the fact that the participation in TLCs resulted in positive educational outcomes for many students, the program was expanded over the years to serve more students. However, when expanding programs rapidly it is often difficult to maintain the program’s fidelity (or make sure that it is being implemented as planned and conceptualized by all new instructional team members).
- Based on the spring 2012 National Survey of Student Engagement (NSSE) results, TLC students were significantly more engaged compared to other IUPUI students and the NSSE research institutions in the following areas (also see Figure 1):
 - Had active and collaborative learning (NSSE benchmark)
 - Engaged in enriching academic experiences (NSSE benchmark)
 - Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
 - Had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values
 - Reported an institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Figure 1. National Survey of Student Engagement Results

Academic and Intellectual Experiences



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

**Table 1 Themed Learning Community
 2012 Student Groups/Underrepresented Minority Participation
 N = 811 TLCs, N = 2000 All Others or Nonparticipants**

	TLC Participation		All Others IUPUI	
	N	% of TLC Population	N	% of All Others Population
African American	104	13%	167	8%
Asian American	28	4%	91	5%
Latino/a	71	9%	131	6%
International	1	0%	118	6%
Female	499	62%	1061	53%
First-Generation	345	43%	776	39%
Pell Grant	381	47%	791	40%
25 or Older	0	0%	26	1%
Conditional Admit	40	5%	61	3%

Note 1: Missing cases were excluded.

Note 2: Includes only first-time, full-time beginners.

Note 2: Bolded items are statistically significantly and practically different based on chi-square test results ($p < .05$).

**Table 2 Themed Learning Community
 2012 Student Groups/Underrepresented Minority
 Academic Success Outcomes**

	TLC PARTICIPANTS			NON-PARTICIPANTS		
	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate	First-Year GPA	% First-Year GPA Below 2.0	Fall-Spring Retention Rate
African American	2.37	25%	95%	2.32	32%	81%
Asian American	2.84	18%	96%	2.98	12%	98%
Latino/a	2.33	30%	83%	2.46	26%	83%
International						
Female	2.72	18%	90%	2.82	17%	88%
First-Generation	2.58	23%	86%	2.53	27%	87%
Pell Grant	2.45	28%	89%	2.52	26%	85%
25 or Older						
Conditional Admit	2.00	43%	80%	2.15	40%	82%

Note 1: Missing cases were excluded.

Note 2: Includes only first-time, full-time beginners.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

Note 4: Shaded areas have numbers too small to report outcomes.

Table 3. Fall 2011 TLC Program Students' Demographics Compared to the Overall IUPUI Population of First-Time, Full-Time Students

	Total TLC N	% of Total TLC Population	Total IUPUI FT, FT N	% of Total IUPUI Population
African American	107	14%	294	12%
Asian Americans	10	1%	76	3%
Latino/a	46	6%	161	6%
International	10	1%	81	5%
Female	473	63%	1495	59%
First-Generation	355	47%	1074	42%
Pell Grant	340	45%	1021	44%
25 or Older	3	1%	32	1%
Conditional Admit	99	13%	239	9%

Note 1: Missing cases were excluded.

Note 2: Includes only first-time, full-time beginners.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

**Table 4. Themed Learning Community
 2011 Student Groups/Underrepresented Minority Participation
 and Academic Success Outcomes**

	TLC PARTICIPANTS			NON-PARTICIPANTS		
	First- Year GPA	% First- Year GPA Below 2.0	One- Year Retention Rate	First- Year GPA	% First- Year GPA Below 2.0	One-Year Retention Rate
African American	2.27	31%	68%	2.01	42%	64%
Asian American	2.52	20%	90%	2.76	20%	88%
Latino/a	2.85	13%	89%	2.41	27%	70%
International	3.32	10%	90%	2.94	11%	91%
Female	2.76	19%	76%	2.64	21%	73%
First-Generation	2.64	22%	75%	2.45	28%	69%
Pell Grant	2.51	26%	74%	2.37	32%	67%
25 or Older						
Conditional Admit	1.92	47%	59%	1.94	46%	64%

Note 1: Missing cases were excluded.

Note 2: Includes only first-time, full-time beginners.

Note 3: Bolded items are statistically significantly and practically different based on ANOVA results or chi-square test results ($p < .05$).

Note 4: Shaded areas have numbers too small to report outcomes.