

IUPUI Academic Support Programs and Academic Success: Highlights Fall 2005-2007 Cohorts

First-Year Seminars

First-Year Seminars at IUPUI are taught by instructional teams consisting of a faculty member, an academic advisor, a student mentor, and a librarian. In order to emphasize connections between students enrolled in seminar courses, most seminars are linked with specific discipline courses to form a learning community.

Fall 2005 Highlights:

- A total of 1,927 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2005 (81% of fall 2005 beginning freshmen participated). A total of 217 African American students participated in First-Year Seminars in fall 2005 (78% of fall 2005 African American beginners participated).
- Students participating in 2005 First-Year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for all background and enrollment characteristics (course load, SAT score, high school percentile rank, units of high school math, age, gender, and ethnicity). There was a 10% difference in retention rates for participants (adjusted 66%) compared to non-participants (adjusted 56%).
- Conditionally admitted students participating in 2005 First-Year Seminars had *marginally* significantly higher fall semester grade point averages (2.01) compared to non-participating conditionally admitted students (1.79), even while controlling for significant predictors of fall semester academic performance for conditionally admitted students: course load, gender, ethnicity, and SAT scores.
- African American students participating in fall 2005 First-Year Seminars were retained at notably higher rates compared to non-participating African American students (57% and 46%, respectively).

Fall 2006 Highlights:

- A total of 2,144 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2006 (89% of fall 2006 beginning freshmen participated). A total of 197 African American students participated in First-Year Seminars in fall 2006 (84% of fall 2006 African American beginners participated). A total of 84 Latino/as and 80 Asian American students participated in First-Year Seminars in fall 2006 (90% of fall 2006 Latino/as and 89% of Asian American beginners participated).
- There were only 271 beginning freshmen who were enrolled in at least 7 credit hours who did **not** participate in First-Year Seminars during fall 2006. Only 25 of these students enrolled in a spring 2007 First-Year Seminar. A total of 74 (27%) non-participants were conditionally admitted. There were some significant differences between non-participants and participants. Compared to participants, **non-participants** were older, had higher SAT scores, less likely to be conditionally admitted, and less likely to live in campus housing.
- The non-participants were less academically successful compared to participants. Thirty-four percent of the non-participants earned a grade point average below a 2.0 compared to 25% of participants. Additionally, the DWF rate for non-participants (31%) was notably higher compared to participants (25%). The non-participants were also less likely to return to IUPUI in the spring. The IUPUI fall-to-spring retention rate for non-participants was 81% compared to 85% for participants.
- A simple bivariate analysis suggested that there was no statistically significant difference in first semester grade point average for participants (2.50) compared to non-participants (2.42). However, analysis of covariance results suggested that participants had significantly higher GPAs (2.51) compared to non-participating students (2.29), while controlling for course load, SAT score, high school percentile rank, units of high school math, age, gender, ethnicity, and campus housing ($p < .05$).
- Conditionally admitted students participating in 2006 First-Year Seminars had significantly higher fall semester grade point averages (2.03) compared to non-participating conditionally admitted students (1.64), even while controlling for

significant predictors of fall semester academic performance for conditionally admitted students: course load, age, gender, ethnicity, and high school percentile ranks.

- Students participating in 2006 seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for background, enrollment, and academic preparation variables. There was a 15% difference in retention rates for participants (adjusted 67%) compared to non-participants (adjusted 52%).
- Conditionally admitted students participating in 2006 First-Year Seminars had significantly higher retention rates (54%) compared to non-participating conditionally admitted students (29%), even while controlling for significant predictors of retention rates for conditionally admitted students: course load, high school grades, and gender.

Fall 2007 Highlights

- A total of 2249 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2007 (88% of fall 2007 beginning freshmen participated). A total of 176 African American students participated in First-Year Seminars in fall 2007 (80% of fall 2007 African American beginners participated). A total of 69 Latino/as and 58 Asian American students participated in First-Year Seminars in fall 2007 (89% of fall 2007 Latino/as and 82% of Asian American beginners participated).
- There were 309 students that did not participate in fall 2007 seminars. Only fourteen of the fall non-participants enrolled in a spring seminar course. The fall non-participants were less academically successful compared to participants. Thirty percent of the non-participants earned a grade point average below a 2.0 compared to 23% of participants. Additionally, the DWF rate for non-participants (29%) was notably higher compared to participants (23%). The non-participants were also less likely to return to IUPUI in the spring. The IUPUI fall-to-spring retention rate for non-participants was 83% compared to 87% for participants.
- Compared to participants, **non-participants** were older, more likely to be part-time, less likely to be conditionally admitted, and less likely to live in campus housing.
- Analysis of covariance results suggested that participants had significantly higher GPAs (2.55) compared to non-participating students (2.36), while controlling for course load, SAT score, high school grades, and gender. ($p < .005$).
- Conditionally admitted students participating in 2007 First-Year Seminars had significantly higher fall semester grade point averages (2.07) compared to non-participating conditionally admitted students (1.69), even while controlling for significant predictors of fall semester academic performance. **Fifty-two percent of the Conditionally admitted non-participants earned a grade point average below a 2.0 compared to 36% of participants.**

Summer Bridge: Two-Week Program

This is a two-week program for incoming freshmen held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Bridge participants establish networks for success with faculty, advisors, student mentors and librarians; make friends with other freshmen; learn to handle college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology.

2005 Highlights

- A total of 175 students participated in the Summer Bridge. Among the participants, 70% were women, 9% were African American, 53% were First-Generation College Students, and 22% were admitted conditionally.
- Results suggest that the Summer Bridge students performed significantly better academically (fall semester cumulative grade point average) compared to non-participants*, even, while controlling for significant background characteristics, academic preparation, and First-Year Seminar participation. The Summer Bridge students had an adjusted fall grade point average of 2.67, compared to an adjusted fall grade point average of 2.47 for non-participants.

- Results suggest that the Summer Bridge students were retained at a significantly higher level compared to non-participants * (while controlling for all significant background characteristics, First-Year Seminar participation, and Themed Learning Community (TLC) participation). The Summer Bridge students had an adjusted one-year retention rate of 73%, compared to an adjusted one-year retention rate of 65% for non-participants.
- It is noteworthy that 38 (22%) of the bridge participants were admitted conditionally. Conditionally admitted participants were retained at a higher level than conditionally admitted non-participants * (77% and 56%, respectively) and had higher cumulative first semester grade point averages than conditionally admitted non-participants (2.52 and 2.06, respectively).
- A total of 15 African American students participated in the Summer Bridge program (fall semester cumulative grade point average was 2.48 and one-year retention rate was 73% compared to 1.87 and 53% for non-participating* African American students). There were 7 Asian American students (fall semester cumulative grade point average was 2.85 and one-year retention rate was 86%) and 5 Latina/o students that participated (fall semester cumulative grade point average was 2.28 and one-year retention rate was 60%).
- First-generation college students participating in the Summer Bridge (n=93) were retained at a higher level than first-generation non-participants* (n=1,192) (74% and 61%, respectively) and had higher cumulative first semester grade point averages than first-generation non-participants (2.67 and 2.37, respectively). Please note that statistical controls were employed. First-generation status was based on ACT-COMPASS Entering Student Survey.

2006 Highlights

- A total of 209 students participated in the two-week Summer Bridge Program offered in 2006. The cohort had the following characteristics: 71% were women, 8% were African American students, 89% were first-generation college students, 70% were First-Generation Scholars, only 7% were admitted conditionally, the Average SAT Score was 1000, the average high school percentile rank was 75%, 27% lived in campus housing, and the average age was 18.75.
- A critical change in the design of the 2006 Bridge program was implemented by entering into a partnership with the Scholarship Office. First-Generation Scholars had not been academically successful and they had one of the lowest achievement rates of all scholarship award winners. By partnering with the Scholarship Office, we hoped to improve the academic success rate of those scholarship award winners and increase the number of underrepresented and first generation participants in the bridge program.
- In order to understand the effect of the summer bridge program on the academic success levels of 2006 Generation Scholars, a matched control group was created by examining the 2005 group of first-generation who did not participate in the summer bridge program. There were trivial differences in terms of academic performance levels or one-year retention rates between 2006 participants and 2005 non-participants (fall-to-fall retention rates were 72% and 73% respectively).
- The 2006 First-Generation Scholars group were mandated to participate. However, 50 students were waived from mandatory participation for various reasons. First-Generation Scholars who participated in the 2006 Two-Week Bridge were not retained at a higher rate compared to First-Generation Scholars who did not participate in any form of a Bridge intervention.
- Only fifteen percent of the two-week 2006 Scholar Bridge participants earned a grade point average below a 2.0 compared to 23% of the non-participants.
- Conditionally admitted students who participated in the 2006 Summer Bridge program did not perform better academically than conditionally admitted non-participants. In fact, the conditionally admitted students who participated in the 2006 bridge program (there were only 15 of them and thus, they became a minority group in terms of proportion participating) had dismal levels of academic success. A total of 53% earned grade point averages below a 2.0 during the first semester.

2007 Highlights

- The two-week Summer Bridge program offered in 2007 grew in terms of the number of students participating. A total of 361 students participated. The cohort had the following characteristics: 72% were women, 7% were African American students, 91% were first-generation college students, 78% were First-Generation Scholars, only 10% were admitted conditionally, the Average SAT Score was 982, the average high school high school grade point average was 3.31, 34% lived in campus housing, and the average age was 18.77.
- Results suggested that the Summer Bridge students as a group performed significantly better academically (fall semester cumulative grade point average) compared to non-participants * (while controlling for background characteristics, academic preparation, and First-Year Seminar participation. The Summer Bridge students had an adjusted fall grade point average of 2.64, compared to an adjusted fall grade point average of 2.52 for non-participants.
- If Bridge participation was paired with participation in a Themed Learning Community (TLC), the Bridge-TLC participants had higher levels of academic success (higher first-semester grade point averages, lower “DFW” rates, and higher fall-to-spring retention rates) compared to those students participating in a TLC without first participating in Bridge.
- First-Generation Scholars who participated in 2007 two-week Bridge had slightly higher fall semester grade point averages (2.96) and a lower percentage of students that earned less than a 2.0. (11%) compared to Scholars who did not participate in any form of a Bridge intervention (2.59, 17%). However, there were only 12 Scholars who did not participate in a Bridge intervention.
- A total of 36 Conditionally Admitted students participated in the 2007. They did not have significantly higher fall grade point averages compared to conditionally admitted non-participants. However, 37% percent of the conditionally admitted non-participants earned a grade point average below a 2.0 compared to 29% of participants.

Critical Inquiry UCOL U112

This is a one-credit course designed to help students succeed in a linked, discipline-based course by developing collegiate-level skills which are transferable to other courses. Students learn to read and understand text materials, critically evaluate information and ideas, and communicate understanding of course materials through written and oral exercises.

Spring 2006 Highlights

- A total of 239 students participated in a spring 2006 Critical Inquiry (CI) course.
- A total of 41 African American students participated in a CI course (36 were Conditionally Admitted).
- Conditionally admitted, African American CI participants were retained at a rate of 67% compared to a rate of 55% for Conditionally Admitted non-participating African Americans (spring to fall; included only conditionally admitted students still enrolled in the spring semester).
- Conditionally admitted African American CI participants had a cumulative grade point average of 2.03 compared to 1.69 for conditionally admitted non-participating African Americans (excluding grade earned in a C.I. course).
- There were 2 Asian American students and 6 Latina/o students that participated (spring semester cumulative grade point averages were 2.47 and the spring-to-fall retention rate was 100% for Latino/a participants).
- Conditionally admitted students participating in spring 2006 Critical Inquiry Courses were not retained (spring to fall; included only conditionally admitted students still enrolled in the spring semester) at a *significantly* higher rate compared to non-participating students, while controlling for significant predictors of retention: spring course load, fall semester grade point average, and SAT scores. There was a 4% difference in retention rates for participants (69%) compared to non-participants (65%).

- Conditionally admitted students participating in spring 2006 Critical Inquiry courses did not have significantly higher spring semester grade point averages (1.99) compared to non-participating conditionally admitted students (1.95) while controlling for significant predictors of spring grade point average (spring course load, and fall semester grade point average).

Spring 2007 Highlights

- A total of 216 Conditionally admitted students participated in a CI course in spring 2007. The cohort had the following characteristics: 71% were women, 17% were African American students, the Average SAT Score was 889, the average high school percentile rank was 50%, 21% lived in campus housing, and the average age was 19.22. The average fall 2006 GPA was higher for CI participants compared to non-participants (2.39 and 2.25, respectively).
- Logistic regression results suggested that Conditionally admitted students participating in spring 2007 CI (69%) were not retained (spring-to-fall) at a significantly higher rate compared to non-participating students (62%), once spring course load and fall semester grade point average were entered into the model.
- Analysis of covariance results indicated that Conditionally admitted participants had the same level of academic performance (1.92) compared to non-participating conditionally admitted students (1.92).
- Conditionally admitted African American CI participants had a lower spring a cumulative grade point average (1.37) compared to Conditionally admitted non-participating African Americans (1.44, both excluding grade earned in a C.I. course). Conditionally admitted African American CI participants were retained at about the same rate as non-participating African Americans (58% and 57%, respectively).

Spring 2008 Highlights

- A total of 204 Conditionally admitted students participated in spring 2008. The cohort had the following characteristics: 64% were women, the Average SAT Score was 887, the average high school GPA was 2.78, 26% lived in campus housing, and the average age was 19. The average fall 2007 GPA was similar for CI participants and non-participants (2.39 and 2.37, respectively).
- A total of 34 Conditionally admitted African American students participated in CI in 2008 (16%). The African American participants did not outperform the non-participants in terms of academic performance.
- Conditionally admitted students participating in spring 2008 CI had significantly higher spring semester grade point averages (2.19) compared to non-participating conditionally admitted students (2.03) once enrollment, spring course load, and fall GPAs were controlled for ($p < .05$) This difference may be practically meaningful. Thirty-five percent of participants had spring GPAs below a 2.0 compared to 41% of non-participants.

Themed Learning Communities (TLCs)

Expanded learning communities that link 3 or more first-year courses offer a structured first-semester learning environment where students can easily develop a strong sense of community and see connections across disciplines. Students in each block, or TLC, enroll as a cohort in the same linked courses selected by the academic schools. In Themed Learning Communities, instructors collaborate in advance to choose a theme and develop common learning experiences.

Fall 2005 Highlights:

- A total of 376 students participated in the fall of 2005 TLCs, an increase of 35% from 2004. A total of 45 African American students enrolled in a TLC, comprising 12% of all TLC students. This was a large increase from 2004 when 17 African American students enrolled, comprising 6% of TLC students.
- Students participating in fall 2005 Themed Learning Communities (TLCs) were retained at a significantly higher rate compared to non-participants** (while controlling for all significant background characteristics, First-Year Seminar,

and Summer Bridge participation). The TLC students had an adjusted retention rate of 70% compared to an adjusted rate of 65% for non-participants.

Fall 2006 Highlights:

- A total of 377 students participated in the fall 2006 TLCs. Among the participants in TLCs, 84% were white/Caucasian, 8% (29) were African American, 6% were Hispanic/Latino, and 2% were Asian Americans.
- Students participating in fall 2006 TLCs had significantly higher first semester grade point averages in comparison to non-participating** students, even while controlling for all significant background characteristics, enrollment, and academic preparation variables. The TLC students had an adjusted first semester grade point average of 2.75 compared to an adjusted rate of 2.53 for non-participants.
- African American students who participated in 2006 TLCs had a first semester grade point average of 2.30 compared to a grade point average of 2.01 for non-participating** African American students. The difference was not statistically significant. It is noteworthy that 44% of the non-participating** African American students earned a fall semester GPA below a 2.0 compared to 24% of participants.
- Logistic regression results suggested that TLC students did not have a significantly higher retention rate (69%) in comparison to their first year seminar peers (66%), once gender, academic preparation variables, and course load were entered into the model.

Fall 2007 Highlights:

- A total of 565 students participated in the fall 2007 TLCs, a 50% increase in enrollment from 2006. Among the participants in TLCs, 84% were white/Caucasian, 8% (43) were African American, 4% were Hispanic/Latino, and 3% were Asian Americans. A total of 368 (65%) participants identified themselves as first generation college students.
- Students participating in fall 2007 TLCs had a significantly higher first semester grade point average in comparison to non-participating** students, even while controlling for all significant background characteristics, enrollment, and academic preparation variables. The TLC students had an adjusted first semester grade point average of 2.78 compared to an adjusted rate of 2.55 for non-participants.
- African American participants had a significantly higher grade point average (2.40) compared to a grade point average of 1.95 for non-participating** African American students (no statistical controls were employed due to the small sample size). Forty-four percent of the non-participating** African American students earned a fall semester GPA below a 2.0 compared to 23% of participants.
- Analysis of covariance results indicated that first-generation college participants had a higher first semester grade point average (2.73) compared non-participating** first-generation students (2.45) ($p < .0001$; employed covariates of gender, high school GPA, SAT score, and course load).

* Note: Only beginning Freshmen participating in Fall 2005, Fall 2006, or Fall 2007 First-Year Seminars, depending on the year, were included in the analysis. This method served to control for impacts of academic performance due to First-Year Seminar participation. Thus, the non-participant group includes students enrolled in First-Year Seminars, but not in Bridge. All Bridge students were enrolled in a First-Year Seminar.

** Note: Only beginning Freshmen participating in Fall 2005, Fall 2006, or Fall 2007 First-Year Seminars, depending on the year, were included in the analysis. This method served to control for impacts of academic performance due to First-Year Seminar participation. Thus, the non-participant group includes students enrolled in First-Year Seminars, but not in TLCs. All TLC students were enrolled in a First-Year Seminar.