

University College Assessment Matrix 2007 - 2008

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Academic Programs and Policies	Administrative Withdrawal Policy Goal: Enhance Students' Full Participation in Learning	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester. Each Semester	Tracking	Administrative Withdrawals target all students, regardless of class standing, in 111 courses participating in the process; these include most 100-level MATH, English, COMM, PSY, Art, SOC, CIT, WLAC, BIOL, SCI, POLS, ECET, TCM, INTR, BUS , and UCOL courses. A few higher level courses are also include	A tip sheet was developed to help faculty have easy access to frequently-asked-questions information about the policy and the implementation process. 2. Number of sections on the Administrative Withdrawal list increased to 115.
	Probation and Dismissal policy. Goal: Ensure that academic policies are benefitting students.	Requested analysis from IMIR.	Analysis from IMIR.	Primarily quantitative, with input from administrators, faculty, and academic advisors.	It is hoped that the more stringent policy will help students who are accumulating college debt but not progressing academically and is based on data showing that few students who earn below a 1.0 GPA in their first term will earn a degree from IUPUI	Based on careful analysis and consideration, the UC Academic Policies and Procedures committee revised the dismissal policy for first-semester freshmen, and the revised policy was approved by the UC faculty. The new policy states that any beginning student who enrolls in at least 12 hours in the first semester and fails to achieve a 1.0 GPA will be dismissed.

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Critical Inquiry	Critical Inquiry Goals: Supports ALL first year students Provides collegiate-level and meaningful academic work Develops transferable academic skills Uses text-based strategies of critical analysis Creates Community around learning	Critical Inquiry Academic Performance and Retention Reports	Examine participants versus non-participants with regard to academic performance and retention while controlling for background differences	Program Effectiveness; Outcomes Assessment	<ul style="list-style-type: none"> Conditionally admitted students participating in spring 2007 CI (62%) were not retained at a significantly higher rate compared to non-participating students (60%), nor did they have significantly higher spring semester grade point averages (1.91) compared to non-participating conditionally admitted students (1.95). A total of 208 conditionally admitted students participated in spring 2008. Conditionally admitted students participating in spring 2008 CI had marginally significantly higher spring semester grade point averages (2.18) compared to non-participating conditionally admitted students (2.05) once enrollment, spring course load, and fall GPAs were controlled for. This difference may be <u>practically</u> meaningful. 	Continued to adapt and expand CI Method to different disciplines
	Faculty Retreat	Qualitative reports based on focus group format of faculty and yearly retreats.	Program Effectiveness	Faculty expressed concern about transportable skills.	A faculty handbook is under development. IUPUI CI instructors continue to collaborate with the IPFW Critical Inquiry instructors. A representative from each campus presented at a national conference this spring. A faculty fellowship was awarded: "Critical Inquiry: Sharing Best Practices."	

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Critical Inquiry		Course Evaluations	Course Evaluation Forms administered at the end of semester to understand students' perceptions of course benefits and self-reported learning gains (include open-ended questions) End of Semester	Program Effectiveness and Student Satisfaction	<ul style="list-style-type: none"> • Students in spring 2008 (Mean = 2.63; N = 165) were notably more positive about how much the CI course improved their ability to "complete challenging reading assignments" compared to the 2007 sample (Mean = 2.55, N = 158) and 2006 sample (Mean = 2.50, N = 177). • Students in spring 2008 (Mean = 2.58; N = 168) were notably more positive about how much the CI course was expected to help them "do well in other classes" compared to the 2007 sample (Mean = 2.13, N = 163) and 2006 sample (Mean = 2.31, N = 178). • Students in spring 2008 (Mean = 2.60, N = 168) were notably more positive about "finding the CI class sessions valuable" compared to the 2007 sample (Mean = 2.48, N = 162) and 2006 sample (Mean = 2.56, N = 175). (based on a 4.0 scale) 	Continued to Clarify learning objectives and revised end-of-course questionnaires to reflect the changes.

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Critical Inquiry					<ul style="list-style-type: none"> • Students in 2008 (Mean = 2.49, N= 168) were notably less positive about how much the CI course improved their ability to "get the most out of instructors' lectures" compared to the compared to the 2007 sample (Mean = 2.58, N = 156), 2006 sample (Mean = 2.54, N = 179). 2005 sample (Mean = 2.65, N=171) (based on a 4.0 scale). 	<ul style="list-style-type: none"> • Resources will be devoted to ensuring that CI faculty members are engaged with each other through a Community of Practice. • Increased training and support for all faculty. • Fall retreat allowed for faculty engagement and professional development. Increased communication and mentoring of faculty was focus of 2007-2008. • Oncourse project site was created for Critical Inquiry (CI) instructors. This project site facilitated sharing of resources, allowed for discussion forums and delivery of information. Brown bag forums were held to discuss CI format and structure. • Critical inquiry academic coordinator and associate researched CI to start developing a resource of material and best practices. CI academic coordinator created "University College Critical Inquiry Handbook—A Teacher's Guide".

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Summer Bridge Program	<p>Summer Bridge Program Goals</p> <p>Summer Bridge assists students in the following:</p> <ul style="list-style-type: none"> • Making connections to the school and their major. • Getting a jump-start on Math, English, and other first semester courses. • Creating networks necessary for college success-meet faculty, advisors, and other students. • Acquire early access to technology. • Locate campus resources before classes start. • Develop college-level skills such as note-taking and exam preparation. 	Enrollment Report	Provides student participation profiles including gender, ethnicity, entry status, and major. Fall Semester	Tracking	<p>The two-week summer bridge program offered 2007 grew in terms of number of students participating. However, the 2007 cohort had similar characteristics compared to the 2006 cohort. 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 percentile rank was 3.31, 34% lived in campus housing, and the average age was 18.77.</p>	<p>In 2006, the program became a joint effort with the Scholarship Office to increase participation of first generation and under-represented student populations.</p>

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		GPA Report	Compares GPA attainment to comparable student population using predictor rates. Spring Semester	Program Effectiveness	<p>In order to understand the effect of the summer bridge program on the academic success levels of First-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 no differences in academic success levels between participants and non-participants. First-Generation Scholars who participated in either the 2006 and 2007 two-week bridge or the weekend bridge were retained at a significantly higher (fall-to-spring retention rate) compared to First-Generation Scholars who did not participate in any form of a bridge intervention. There were no differences in terms of academic performance.</p>	<ul style="list-style-type: none"> • Because of positive assessment results, the program was expanded to over 525 seats in 2008. • Students who are awarded the First Generation Scholarship will be required to participate, and students who are 21st Century Scholars will be offered an additional scholarship award for participation if they are eligible. • A special section for international students will be offered summer 2008. • Created innovative curricular components • Considering focusing on more at risk students than first-generation scholars group.

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		One Year Retention Report	<p>Provides retention numbers and compares results to a comparable student population using predictor rates.</p> <p>Fall, Second Year</p>	Program Effectiveness	<ul style="list-style-type: none"> Conditionally admitted students who participated in the 2006 and 2007 implementations of the 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 (meeting the criteria for academic probation). Additionally the conditionally admitted participants in the 2006 and 2007 cohorts did worse than predicted in terms of first semester academic performance. If bridge participation was paired with participation in a themed learning community, the bridge participants had higher levels of academic success (higher first-semester grade point averages, lower "DFW" rates, and higher fall-to-spring retention rates). 	<p>Continuous improvement of program. Plans made to increase number of Summer Bridge sections that are linked to a TLC.</p>
					<p>Results suggested that College Adjustment, Course Activities and Assignments, and Interactions with Instructional Team Members made the most impact on students' overall satisfaction levels with the bridge experience. Students respond very positively to the program. In 2006 and 2007 99% of students surveyed said they would recommend the Summer Bridge program to other first-year students.</p> <p>2005=96%, 2004=98%</p>	

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		Student Journals	Summer	Program Effectiveness and Student Satisfaction	Results indicated that students' satisfaction with math delivery was much improved.	Primarily, results were used to support an increase in the number of sections offered.
First-Year Seminars	<p>First-Year Seminar Goals:</p> <p>This course is designed to be an academic experience to introduce Beginning students to the university environment.</p> <p>Emphasis is placed on success strategies including writing, critical thinking, communication skills,</p> <p>Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized</p>	<p>First-Year Seminars</p> <p>GPA Report</p>	<p>Compares GPA's of FYS participants Includes adjusted rate.</p> <p>Second Semester after Enrollment</p>	Program Effectiveness	<ul style="list-style-type: none"> The 2007 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%). 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 (1.67), even while controlling for significant predictors of fall semester academic performance. African American students participating had a significantly lower percentage of students attaining fall GPAs below a 2.0 (probation) compared to non-participating AA students (39%, 50% respectively). 	<p>A task force met throughout the spring semester to develop a new set of core components to replace the Template of Goals and Objectives for the Learning Community Program. The final report has been completed, and the implementation process will begin in fall 2008.</p>

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First-Year Seminars		One Year Retention Rate Report	Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. Second Year	Program Effectiveness	<ul style="list-style-type: none"> In 2006 the adjusted retention rate participants was 67%. The adjusted rate for non-participants was 52%. The 2007 non-participants were 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. 	Continuous Program Improvement
		Student Profile Report	Provides information on gender, ethnicity, age, and major. End of the year.			Continuous Program Improvement.
		Student Evaluation Survey	End of the semester in class learning community evaluation. Each Semester	Tracking student perceptions.	On a 5-point scale, some examples: 3.31 = positive interactions with other students; 3.09 = positive interactions with advisors. Most valuable: 18% reported that meeting new people was most valuable.	Continuous Program Improvement
First-Year Seminars		Student Profile Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. Each Semester	Tracking	<ul style="list-style-type: none"> 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 2006 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). 	<p>Continuous Program Improvement. Number of sections have been expanded based on positive assessment results.</p> <p>Enrollment requirements for on-line learning communities have been changed. Half of fall 2007 on-line sections will be reserved for late enrollees (as in previous semesters), but the other half will be open this fall to students who might best benefit from an on-line learning community experience. Two UCOL sections have also been reserved for science and nursing majors who are unable to enroll in Windows in Science or the Nursing learning community sections because those sections are filled by the time they enroll.</p> <p>Themed Learning Communities (TLC) will expand again in 2008 to 30.</p>

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Themed Learning Communities	<p>TLC Goals for Students</p> <p>1.To provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways</p> <p>2.To form learning support networks among students in their community</p> <p>To enhance student contact with a network of faculty and staff</p> <p>3.To promote collaborative and active learning</p> <p>To increase student identification with IUPUI</p> <p>To learn reflective practices</p>	<p>Student Feedback Questionnaire</p>	<p>End of the semester evaluation administered in the freshman seminar of each themed learning community. Administered every semester.</p> <p>Fall Semester</p>	<p>Program Effectiveness, Student Satisfaction, Self-reported learning gains.</p>	<p>Results from the student feedback questionnaire were positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their TLC experience was 3.94 (75% satisfied/very satisfied; 8% dissatisfied, very dissatisfied).</p> <p>Students who reported "much/ very much."</p> <p>Formed friendships that will maintain after the semester (78%).</p> <p>Exchanged ideas with students with different views (65%).</p>	<p>Surveys results distributed to instructional team members to guide future planning.</p>

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Themed Learning Communities	<p>4.To understand the value of diversity by exposure to multiple points of view To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement</p> <p>5.To apply classroom learning to the real world</p> <p>6.To understand the relationship between academic learning and co-curricular activities</p>				<p>Became more effective in communicating my thoughts in writing (57%).</p> <p>Understood connections between different disciplines/courses (63%).</p> <p>Developed a better understanding of complex real world social problems and issues (62%).</p> <p>Actively discussed complex issues and ideas (63%).</p> <p>Discussed ideas with peers outside of class (54%).</p>	
Themed Learning Communities	<p>TLC Goals for IUPUI</p> <p>1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates.</p> <p>2. To improve TLC participants' satisfaction with IUPUI</p> <p>3. To develop interdisciplinary</p>	<p>Qualitative Analysis</p> <p>Student Participation and Profiles</p>	<p>Report of qualitative answers to student feedback questionnaire. Fall Semester</p> <p>Provides information on participants in terms of age, admittance status, ethnicity, gender and major. Fall Semester</p>	<p>Program Effectiveness and Student Satisfaction</p> <p>Descriptive Statistics</p>	<p>The top student responses for "...how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of knowledge regarding career decisions, interdisciplinary connections and the support networks found in the student cohorts.</p> <p>The top student responses for "...how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of knowledge regarding career decisions, interdisciplinary connections and the support networks found in the student cohorts.</p>	<p>Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.</p> <p>Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.</p>

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Themed Learning Communities		GPA Report	Compares GPA's of themed learning community participants to students enrolling in a first year seminar	Program Effectiveness	Students who participated in the 2007 TLCs demonstrated significantly higher GPAs in comparison to non-participating students, even while controlling for all significant background characteristics, First-Year Seminar participation, and Summer Bridge program. 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.	Continuous program improvement
		Retention	Compares retention rates of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention. Annually	Program Effectiveness	2007 data will not be analyzed until October. In 2006, participants showed higher first year retention rates, even while controlling for all significant background characteristics. TLC students were retained at a significantly higher rate than their first year seminar peers, with an adjusted retention rate of 70% in comparison to 67%.	Continuous program improvement

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Themed Learning Communities		NSSE	National Survey of Student Engagement data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar. NSSE	Student Engagement	<p>Significant differences between TLC students (80) in comparison to others (280):</p> <p><u>Students participating in TLCs more often:</u></p> <p>Worked on a paper or project that required integrating ideas or information from various sources made more class presentations; Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments; Put together ideas or concepts from different courses when completing assignments or during class discussions; Worked harder than thought they could to meet an instructor's standards or expectations; Tried to better understand someone else's views by imagining how an issue looks from his or her perspective; Learned something that changed the way you understand an issue or concept</p> <p>TLC students also reported more institutional emphasis on: Providing the support needed to help students succeed academically; Encouraging contact among students from different economic, social, and racial or ethnic backgrounds; Helping students cope with non-academic responsibilities (work, family, etc.); Working effectively with others; Understanding people of other racial and ethnic backgrounds. Furthermore, TLC students demonstrated higher mean ratings than</p>	Continuous program improvement

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Bepko Learning Center	Learning Center Goals To offer academic support in a variety of subjects in order to improve educational achievement.	Learning Center End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population. End of Each Semester	Effectiveness of Mentor and Overall Program	Students are generally satisfied with the services provided from the Learning Center and the mentors. On a five point scale (5 being most helpful and 1 being not helpful) mentoring sessions as a whole were rated as a 4 (very helpful). Some students indicated they would like to have either an SI or SLA component for many of their other courses.	As a means of expanding the reach of the mentoring program, the Bepko Learning Center will build partnerships with new Gateway course for the Fall 2008 semester.
	To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	Grade Report	Compares the effectiveness of participants and non-participants of Supplemental Instruction and Structured Learning Assistance programs. End of Each Semester	Effectiveness of Programs and Comparison Data	On average participants in SI program had a DFW rate of 8.00%, while non-participants had a DFW rate of 35.05%. Additionally, SLA participants had a DFW rate of 17.95%, while non-participants have a DFW rate of 41.45%.	Supplemental Instruction (SI) DFW rates are lower than Structured Learning Assistance (SLA) rates due to the fact that SI is a voluntary program. Traditionally, the most motivated students take advantage of the service. With SLA the program is counted as part of students' grades.
	Program Participant Attendance	Program Participant Attendance	Tracks student attendance in Supplemental Instruction (SI) and Structured Learning Assistance (SLA). Weekly	Monitor Student Participation and Faculty Report for Student Grades	The Learning Center assisted 5046 students (attended 3 or more sessions for SI or 10 or more sessions for SLA) and received over 38,408 visits from students over the course of the Fall and Spring semesters.	The result of this information has forced us to look for additional space for our sessions.
	Instructor Evaluations	Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures. Mid Semester and End of Semester	Mentor Effectiveness	Instructors indicated they were very happy with the mentors' performance.	The director and coordinators will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.

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Bepko Learning Center	Resource Center Goals: Facilitating appropriate referrals to other campus resources. To provide support systems to enhance academic success		Evaluates mentors on their skills as an effective communicator. Mid Semester and End of Semester	Mentor Effectiveness and Program Improvement	Mentors did very well with their performance as a whole. One area that needs improvement is communication.	Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish.
	To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.		Document all interactions with students who request follow up from the Learning Center. End of Each Semester	Documentation and Follow up of Student Participants	Most of the contacts taken by the resource mentors dealt specifically with our tutoring program. Another area of importance included general information about university programs.	The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual.
	Tutor Program Goals: To provide students with a referral service for tutors to help supplement course instruction.		Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge tutor performance. End of Semester	Tutor Effectiveness	Students had a very difficult time connecting with the tutor referral.	The tutor coordinator will prepare promotional pieces that make students aware of the new website in which departmentally free services are listed, as well as tutors for hire.
			Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge program performance. End of Semester	Program Effectiveness and Improvement	Students want more tutors in a larger number of courses.	We will contact Gateway Course Coordinators in the summer to solicit names of potential tutors. At that point emails will be sent to gauge student interest in becoming part of the Tutoring program.

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	Mentor Program Goals: To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.		Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. Mid Semester and End of Semester	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
	Enrollments Goals: To provide University College advisors, staff and deans with enrollment information for University College courses.	Enrollment Status Report	Informs advisors on seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled. Daily During Registration Period	Assist Advisors	Advisors requested more information be included on the report and to make the report easily accessible.	Enrollments Goals: To provide University College advisors, staff and deans with enrollment information for University College courses.
Orientation Services	Orientation Goals:					

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	Academic Integration <ul style="list-style-type: none"> • Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation. • Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. • Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning. 	Student Exit Survey	A qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each weeks surveys are complied and sent to testing services for compilation for assessment. End of Every Orientation	Program Effectiveness and Improvement	Academic Advising - Is successful. Students are visiting IUPUI at an average of 2 times before coming to orientation. This is a significant increase supported by the reports by campus visits.	<p>Quantitatively: Improved response to find my way around campus. A new technology video was implemented that did not accomplish the same learning objectives so responses regarding these areas showed a decrease. Many of the scores remained consistent without much change such as questions regarding meeting demands of college, transitioning and getting involved on campus. All scores regarding academic advising remained extremely positive.</p> <p>Qualitatively: The overall orientation was perceived as very helpful and the OTEAM is a valuable aspect of the program. The Jag 102 (school presentation) was also seen as an important aspect of the orientation day.</p>

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Orientation Services	<p>Social Integration:</p> <ul style="list-style-type: none"> • Students will have the opportunity to make connections with other students. • Students will feel supported and will have a general sense of familiarity with the surroundings. • Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology. • Students will feel welcomed and connected to IUPUI. 					

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Orientation Services	<p>The theory of self-efficacy is the third outcome of the orientation program. Self-efficacy theory has been operationalized as follows:</p> <ul style="list-style-type: none"> • Students will report they are comfortable in performing a variety of skills taught during the orientation program. • Students will report that they feel prepared to meet the demands and expectations of college. • Students will report they have the ability to make a successful transition to IUPUI. 					
Orientation Services	Self-Efficacy:	Parent Exit Survey	<p>A qualitative survey that parents fill-out and return to an orientation leader at the end of each program. Student Coordinators compile the information from the survey each week for assessment.</p> <p>End of Every Orientation</p>	Program Satisfaction and Improvement	<p>The parents were very satisfied with the orientation program and extra effort was made to improve the services and information provided to them.</p>	<p>Nearly 100% of the parents that completed the survey answered that the information presented in the orientation program was useful for their students in their transition and that the OTEAM was very helpful. For this year, the Financial Aid presentation was revised slightly to respond to their comments regarding too much information and too repetitive.</p>

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		OTEAM Written Evaluations	At the beginning of August the orientation leaders write an evaluation of training and process from the summer. It is a free form evaluation process to elicit honest answers from the leaders.	Training Effectiveness	A lot of the OTEAM concerns are covered during the debriefings each day. They have time to be sure that new and or components that were not corrected are voiced and noted for next program.	Continue to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session, continuous improvements in Explore the Roar, technology, and the team wanted us to strive towards more hands on materials in training. Everything should be designed with active learning in mind.
		Individual School/Services Meetings	Bi-annual meetings with schools and services to review the process of the prior semesters orientations and talk about the future programs. It is the chance to share and improve the orientation process. First of October and First of January	Feedback; Program Improvement; Future Planning	The schools are overall very satisfied with the orientation program. A disadvantage is that begin planning so far in advance that when orientation begins they really need all materials reviewed again.	We need to change the letter that we give to the schools to include the honors, honors 2, scholars, athlete and bridge orientation dates as a contracted date. We currently have listed the date as "you may have students on these dates, please hold the date and you will be notified." This does not work as schools do not hold the date like the others listed on the letter and they are caught off guard and are extremely dissatisfied to find out they have students coming on these additional dates.

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Orientation Services		OTEAM Debriefing	Daily -After Every Orientation	Feedback; Program Improvement; Future Planning	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.	Common issues are related to: Technology, academic advising, timing of events, and communication.
		OTEAM Final Exam	The OTEAM my complete quizzes and an final exam after each week and at the end of the 3 week training program to determine information comprehension and application of knowledge for the orientation program. Completed every May.	Feedback; Program Improvement; Future Planning		Nearly all OTEAM members passed the quizzes and exam. For those who did not, individual meetings were held to determine where their misunderstanding or gap in knowledge occurred. The feedback from these meetings will help to improve future training programs. Increased communication. Ongoing inclusion as a key stakeholder
		Orientation Attended Numbers Report	Sent electronically every week.	Ongoing communication	This report gives stakeholders a comparative view of where we are at in the numbers of students we have served (broke down by School) as compared to past years.	We have added a percentage field to the report to show how many students have been served and/or have a reservation in comparison to how many are yet to be served. This will show a trend in activity from year to year.
	<u>Learning Communities</u> LC Mentors Written Narrative on Training		At the end of each orientation program the chance is given for the orientation leaders to share their experiences and improve the process for the next orientation program.	Continuous Improvement	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	
		Faculty Evaluation of Mentors	Faculty are given a 18 item questionnaire to complete an assessment of their mentor. The faculty is asked to complete this questionnaire twice during the semester. The first time as a formative instrument to discuss confidentially with their mentor and the second time as a summative form to be used as 40% of the mentors final grade in their mentor techniques course.	Assessment of Individual Skills	Mentors are being held to a higher standard than before because faculty have become accustomed to evaluating the mentors and know what they should expect from them.	The component training for the mentors in coordination with the mentoring technique classes need to ensure that it is clear what the mentor will be evaluated.

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		Final Year Stats for each Academic School.	Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. Two Times a Year	Provide Information to Schools	That we are staying consistent in our numbers served in the orientation program	Starting earlier in tracking and reporting would be a necessary change.
		<u>Connections Dinner</u> Mail in Feedback	That family members are extremely appreciative of the program and their experience at IUPUI	Program Improvement	That we are staying consistent in our numbers served in the orientation program	That they would like a Friday and would like to have more participation from departments and student services offices
Advising Center	Advising Center Goals: To foster collaborative relationships with students To effectively disseminate information to students, family members, and colleagues To assist students in developing an academic plan tailored to the students' personal needs and goals. To facilitate academic major and career decision-making process	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time Monthly	Needs Assessment		The system we have been using has many issues is an not accurate nor does it serve the students or advisors well. January 2009 we will be implementing a new web-based appointment and check-in system that will result in greater accuracy of data so that informed programmatic decisions can be made.
	To encourage use of appropriate campus resources	Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time Monthly	Needs Assessment	See above	See above

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Advising Center		Orientation Survey Report	Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising. Report provided by Office of Orientation each fall	Program Effectiveness/Improvement	<p>For Orientation 2006, the percent of students satisfied or very satisfied with, (number in parentheses is % change from 2005):</p> <p>Advisor explained options for first semester 90% (+0%)</p> <p>Advisor was knowledgeable of degree requirements - 93% (+3%)</p> <p>Advisor expressed interest in me as an individual - 87% (+0%)</p> <p>I actively participated in advising session - 86% (+0%)</p>	<p>Appears that group advising workshop format implemented in 2004 is working well. Results will now be utilized for continuous program improvement.</p>
Advising Center					<p>Working with an advisor will be an important part of my college experience - 94% (+2%)</p> <p>Because of the advising session I am familiar with the requirements for my degree program - 89% NEW QUESTION</p> <p>As part of course scheduling I considered the time requirements for class, work, family, etc. 91% NEW QUESTION</p>	<ul style="list-style-type: none"> • Formally merged academic advising and career counseling into new unit called Academic and Career Development.. Focused the year on establishing vision and goals for the unit. • Piloted personal development plans (PDPs) in five sections of the first-year seminar course. • Awarded two advisor research fellowships • Implemented online advising record system to build on electronic record built for each student at the point of admission

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Advising Center		Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment Regularly	Needs Assessment	Continue to use the profile in advising individual students.	Advisor reviews ESS as part of preparing to see each student at orientation; focus is now only on items which have significant correlation to academic success. Future plans (3-5 years) call for the development of a student profile that will pull data from many sources to provide advisors with a summary of each student prior to advising.
		Student Tracking System (probationary and reinstated)	Tracks enrollment and GPA of students who are on probation and who have been reinstated	Monitor of Success of interventions	Still developing a thorough tracking system. Currently, lists are generated at the end of each semester which show all students who had a semester GPA under 2.0; under the supervision of the Academic Success Programs and Assessment Coordinator, UC advisors review the lists for possible grade replacement and other options that may allow students to continue the following semester as probation/reinstated students	Improvement/changes are pending and will be implemented once full tracking system is implemented. Reinstated students receive support from advisors through additional advising sessions and skill development workshops. Students on probation are required to see an advisor and participate in a programmatic intervention prior to registering for any future term. Implemented STAR mentoring program in 2005; will carefully track impact of participation on retention.
		Probation and Dismissal Report	Tracks number of students on probation and dismissed at the end of each academic term End of Semester	Tracking for Student Success		
	Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated Monthly	Tracking for Trends and Program Improvement			

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Advising Center		Learning Community End of Semester Evaluation Report	Administered in each LC at the end of the semester; several questions address the role of the advisor End of Semester	Program Improvement and Student Satisfaction		Lowest score (mean of 2.72) was "assisted me in deciding on a major or future career." However, difference between this item and others is marginal. Piloting implementation of Personal Development Plans in several sections for fall 2007 with goal of full implementation across learning communities in fall 2009. This will require students to work with an advisor to develop major/career goals and a collegiate level plan for achievement of those goals.
		A comprehensive Assessment Plan for the Advising Center has been developed to assess the effectiveness of student learning outcomes associated with advising; part of a formal program review scheduled for spring 2006.	Web-based survey was administered to a random sample of UCOL students in spring 2005; focus groups will be conducted in the fall 2005; pre-post survey will be administered in the first-year seminars during fall semester; survey will also be developed and administered to advisors Fall Semester	Program improvement and assessment of advising outcomes	Program review completed in May 2006.	Based on reviewer's report, the following actions have been taken: 1. Created new mission statement for Advising Center 2. Include more information the role/nature of advising during New Student Orientation. 3. Created seven committees to address specific areas of improvement/recommendations.
	Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios Annually	Program Improvement	The majority of advisors participated in at least one of the following: Conferences On-campus professional development (non-advising related) On-campus advising/career counseling related professional development Formal courses and/or degree programs	Continuous Program Improvement	

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Advising Center	E-mail and Phone Communication Report (Under Development)		Implementing the use of Falcon to input all e-mail to advisors as well as phone calls into Advising Center; will report number and content of e-mails and phone calls regarding advising as well as response time Monthly	Needs Assessment and Program Improvement	No Data Available Program was not Implemented	NA
		Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message Annually	Quality & effectiveness of communication	Continued all current publications with minor editing and updates	Will be examining efficacy of print versus electronic publications/communication with students.
	Coordination with Academic Schools		Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training As Needed	Program Improvement and Quality Assurance	Program review indicated that academic schools are pleased with joint advising positions and relationship with UCOL Advising. Area for improvement is in communication with students about their certification from UCOL to a degree-granting school.	Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; developing a campus-wide advising portal where advisors from all units can view and post information on curricula, policies, and student learning opportunities.
	Student Evaluation of Reinstatement Workshops		Completed at the end of each reinstatement workshop to determine student satisfaction with workshop After each workshop (as needed)	Program Improvement		
	Withdrawal Survey Report		Summarizes number of students and reasons for complete withdrawal from school End of Semester	Tracking	No significant changes from previous years. Top three reasons for withdrawal: - Personal - Illness - Finances Approximately 75% of students indicate they will return to IUPUI at some time.	No action currently being taken based on this data; used for tracking and to identify changes/trends

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Advising Center		Excessive Withdrawal Report	Indicates the number of students with eight or more withdrawal on their transcript End of Semester	Tracking	This report stopped in 2005 with new Registrar.	NA

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		Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students Fourth Week of Semester	Student Academic Success	No major changes from previous years.	Working to redesign program for earlier feedback to students. Started sending e-mails from advisors to all students getting an early warning letter (in addition to letters to their home). .
Career Center	Career Center Goals	Career Counseling				
		Student Profile Questionnaire	Form that captures information on demographics, academic status and the purpose of the career exploration counseling appointment. Monthly	Tracking and Program Improvements	Saw 1,003 students in 07-98 with over 50% seeking career counseling; next biggest topic requested in resume review	Currently reconfiguring service delivery based on reorganization of career counseling to be part of Academic and Career Development; will use data in developing a new service delivery model.
		Student Inventories Report	Reports how many self-assessment inventories were given to students and interpreted by counselors. Inventories include Strong Interest Inventory, Myers Brigg Type Indicator, Self Directed Search, and SIGI+ and are used to help students determine career choice. Monthly	Tracking	622 assessments were conducted in 07-08	Service is clearly in demand; current need is to evaluate effectiveness of assessments being used (particularly the no-cost online assessment)
		Workshop/Programming Report	Reports the number of students by school affiliation and academic year who are involved in Learning Community outreach, Minority Achievers Program, STEP Ahead workshops, Career Exploration	Tracking	348 students participated in workshops in 07-08; most popular topics were career/major decision making and resume writing	Demand for workshop topics matches demand for individualized services; will be looking at best method for effective and efficient delivery of service on these two topics
		Student Satisfaction Survey (Under Development)	Will ask quantitative and qualitative questions to determine whether programming is meeting goals. As appropriate	Program Improvement and Effectiveness	Currently not collected	Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.

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Career Center		Student Employment				
		Jag Jobs Inventory	Reports the number of employer listing jobs by four student types: Student on-campus, student off-campus, work-study on-campus, and work-study off-campus	Tracking	1,377 employers were added in 07-08, bringing the total of 3,6030. In the same time frame, 4,158 positions were posted.	Will be coupling this data will data provided by IMIR on the success rates of student employees to make programmatic decisions.
		Jag Jobs Placement Report	Reports the number of students placed in student jobs by category: student jobs on-campus, student jobs off-campus and work-study jobs. This number must be reported to the Federal JLD program for grant requirements.	Tracking and Grant Requirement	Having trouble collecting data.	Moving to a new system for 08-09. Continue to refine the program to assist students in finding the most relevant employment opportunities.
		Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events.	Program Effectiveness and Program Improvement	Collecting data on students' work habits; types of jobs desired; student and employer satisfaction with career fairs; overall awareness of experiential education	Data collected is not currently very informative. Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.
		Student Traffic Report	Student employment is a high-traffic area; face-to-face student interaction is monitored to measure program interest and peak times. This includes both student jobs and work study activity. Monthly	Tracking	1,423 students visited the student employment office in 07-08	Will be determining effective delivery of services within new organizational structure; data will be used to ensure we meet student demand and needs
		Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements. Monthly	Tracking and Meet Federal Requirements	626 students earned FWS awards	Will seek to continue to expand on and near campus employment experiences for students

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Career Center		Work Study Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service. Monthly	Tracking and Grant Requirement	155 students earned FWS awards in off-campus community positions	Will seek to continue to expand on and near campus employment experiences for students
		America Reads Participants	Reports those students who are participating in work study jobs that are through the America Reads program. Monthly	Tracking and Grant Requirement	Included in work-study community service participants data	See above
		Student Employment Counseling Report	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school)	Tracking	Data included in student traffic report	NA
		Employer Outreach Report	Reports visits made to employers to develop student jobs. Monthly	Tracking and Program Improvements	No data available for 07-08; going forward we will work with schools and HR to gather data	Working to coordinate employer data for future tracking and program expansion
		Work Study Student Academic Progress Report	Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers. Twice a semester	Academic Success and Retention	Has not been administered for several years	Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.
		<u>Internships</u>				
		Internship Inventory Report	Lists the number of internships available to students online in any given month, as well as the number of new internships created each month. Monthly	Tracking	NA	Internships are no longer part of Career and Employment Services, See Solution Center PRAC Report
		Internship Job Fair	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected.	Program Improvement and Effectiveness	Collecting data on students' work habits; types of jobs desired; student and employer satisfaction with career fairs; overall awareness of experiential education	Data collected is not currently very informative. Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.

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		Student Satisfaction Report	Reports information about students who come for career counseling related to internships. Report includes demographics and academic status (year, school) Monthly	Tracking	NA	Currently reconfiguring service delivery related to internships and experiential learning; most internships are discussed with faculty/staff in academic schools
Career Center	<u>Technology</u>	Jag Jobs Technology Report	Reports all job listings provided online through JagJobs to students; report is categorized by job type: student jobs on campus, student jobs off campus work study jobs on campus, work study jobs off campus, degree full time, degree part time, internships, and seasonal. Also reports number of employers listing jobs. Students using the system are reported by school affiliation, number of resumes posted by students for employer viewing and number of employers who have reviewed student resumes are also reported. Monthly	Usage tracking	A total of 37,922 student and alumni accounts exist. Job seekers log in an average of 1,570 times per month; an average of 569 new accounts are established per month.	Moving to a new system for 08-09. Continue to refine the program to assist students in finding the most relevant employment opportunities.
		Websites Report	Reports Career Center web site hits by page so that staff can monitor what online services students are utilizing. Also reports ICJF/IMJF job fairs web site hits, which takes registration via credit cards online and provides significant online information and interactive usage. Monthly	Tracking	No data available for 07-08	Currently reconfiguring website to match new organizational structure and program delivery; once new site is in place we will begin collecting data again to track number of students getting information from the site.
Career Center	<u>Senior Placement</u>					

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Career Center		JagJobs and Other IUPUI Degreed Jobs Database Inventory	Reports the number of degreed jobs posted online for student application. Monthly	Tracking	A total of 37,922 student and alumni accounts exist. Job seekers log in an average of 1,570 times per month; an average of 569 new accounts are established per month.	Moving to a new system for 08-09. Continue to refine the program to assist students in finding the most relevant employment opportunities.
		On Campus Interview Reports	Reports the number of on-campus interview schedules and information sessions. Monthly	Tracking	97 employer visits were conducted in 07-08	Will be reviewing this area of service to determine its connection to our work given the new organizational structure.
		Senior Placement Programming Reports	Comprehensive reporting of College Talent Recruitment Day and Teacher Candidate Interview Day for student and employer participation. Other programming evaluated by students and employers who participate includes the Art of Networking Workshop, Panel on Diversity, Etiquette Luncheon, Government Jobs Panel, Interviewing Techniques Workshop, Job Hunting Workshop, Job Search for International Students workshop, Mid-Career Change workshop, Employer Mock Interviews, Resume Roundtable Review, Resume Writing Workshop and others. Monthly	Tracking	NA	Will be reviewing this area of service to determine its connection to our work given the new organizational structure.
Career Center		Senior Placement Program Survey (Under Development)	Will quantitatively and qualitatively survey satisfaction level of programming provided. As appropriate	Program Effectiveness and Improvement	NA	Will be reviewing this area of service to determine its connection to our work given the new organizational structure.

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Career Center	Indiana Collegiate and Multicultural Job Fair Program Survey/Report		Comprehensive executive summary of each Indiana Multicultural Job Fair and Indiana Collegiate Job Fair, detailing candidate and employer information and evaluations. Provides extensive candidate demographic and academic information. Also details advertising and promotion as well as financials. Twice a year	Program Effectiveness and Improvement	IMFJ - 400 students, 85 employers attending ICJF - 364 students, 85 employers	Continuous improvement of program.
	Senior Placement Counseling Report		Reports information about students who come for career counseling related to senior placement. Report includes demographics and academic status (year, school)	Tracking	NA	Will be reviewing this area of service to determine its connection to our work given the new organizational structure.
	Career Center					
	Annual Report		Summarizes all activities of the Career Center in student employment, career counseling, internships, technology, and senior placement. Yearly	Reporting out; Program Effectiveness and Improvement	During transition no report was created for 07-08. Going forward a comprehensive report for Academic and Career Planning will be developed	Continuous improvement of program.

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Mathematics Assistance Center	<p>Mathematics Assistance Center Goals:</p> <p>Increase student awareness of MAC programs. Improve the attendance tracking system so that a longitudinal study may eventually be undertaken and so that instructors may better assess the impact on their students. Seek additional faculty support of the MAC and its programs. Improve/Expand services for all courses, especially those with high DFW rates.</p>	Student Participation Report	<p>Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance.</p> <p>Per Semester</p>	Tracking	<p>Served about 3250 students between fall and spring. Highest demand for assistance includes math courses m118, m119, 153, 154, 159, 163 and 164</p>	<p>Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate the courses higher visitation rates. Expect continued data collection to lead to better needs assessment.</p>
Honors	Transition to an Honors College	Develop Honors Freshman seminars for incoming freshmen for implementation in fall 2009	Program Effectiveness and Improvement	Identify courses satisfying campus-wide general education requirements to offer as seminars	Honors will provide financial incentives to departments to offset any loss of tuition income.	
	Develop Honors College Vision Paper	Identify and appoint a newly revitalized Honors Council for fall 2008	Program Effectiveness and Improvement	Will provide guidance and advice for Honors College development	Honors will continue to increase appropriate course offerings that address student needs across the campus.	
	Develop External Advisory Board	Identify and appoint an external, community advisory board	Program Effectiveness and Improvement	Will provide guidance for community-Honors College activities	Honors will work to develop relationships for Honors student participation in various community issues.	

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College Prep Initiatives	<p>College Prep Initiatives Goals: Increase the number of students entering college and other institutions of higher education.</p> <p>Decrease drug and alcohol use by encouraging higher educational pursuits.</p> <p>Reduce the number of students who withdraw from high school before graduation.</p> <p>Increase the number of students who are prepared to enter the workforce upon graduation.</p>	Student Grade Report	<p>Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report. End of Grading Period</p>	Program Effectiveness and Needs Assessment	<p>Students participating in CPI for more than one year show an increase in overall GPA by almost one complete letter grade (data from previous year)</p>	Working with IUPUI faculty to program effective after-school activities to build on this trend
	Improve the overall quality of life for Indiana residents.					

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Twenty-first Century Scholars Success Program	The IUPUI Twenty-first Century Scholars Success Program is committed to assisting scholars achieve academic progress, prepare for the workforce, and retaining our students at IUPUI.	Mentor Evaluations	Reports mentor's participation in activities, programs that felt useful and beneficial to the mentor and their mentees, and an overall rating of self and completion of mentor responsibilities. Evaluations are given annually.	Survey that asks scholars to evaluate the programmed activities on a 5 point scale. Short answers are then asked in regards to their performance as a mentor, in what ways the mentor program can improve, and challenges mentors faced academically and personally.	Twenty-first Century Scholar Mentors reported trainings, community service activities, academic workshops, and social gatherings were beneficial to their mentees and self.	Our mentor program successfully graduated 1 mentor out of 9 for the academic year of 2007-2008. Time allotted in the summer months has allowed us to plan our semester and annual calendars to efficiently prepare monthly academic workshops, study tables, community service activities, social gatherings, as well as develop a new model for our group mentoring program initiative. In order for our Mentoring Program to be more beneficial to the mentees and provide the mentors a more engaging leadership experience, we are pursuing a group mentoring model for the upcoming school year.

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Twenty-first Century Scholars Success Program	Mentee Evaluations		Reports mentee's participation in mentor activities, rates the programming efforts, and an overall rating of their mentor's performance. Evaluations are administered twice per year.	Survey that asks mentees to evaluate the programmed activities and their mentor's contribution on a strongly agree to strongly disagree scale. Short answers are then asked in what ways can the mentor program improve and additional comments.	Twenty-first Century Scholar Mentees reported the mentor program to be beneficial due to their mentor's efforts, programming, and activities. The main challenge mentees faced was time management between classes, meetings, activities, and studying. Mentees reported the mentors to be kind and attentive. Mentees did state they would have liked to develop a better relationship with their mentors and fellow scholars in addition to being more involved in the program and on campus. Mentees stated they would participate in the program again.	33 out of 45 mentees successfully completed our mentor/mentee program. In an effort to engage mentees in the program, our new group mentoring model will ask mentees to meet every other week throughout the semester in groups of 10 with 2 mentors while they meet individual with 1 mentor on the opposite weeks. The primary goal of the new structure will be for mentees to construct a personal development plan that will assist them through their time in college and beyond while using their fellow scholars, mentors, and the success program as their support network. Participation in Summer Orientation and Bridge will help recruit new TFC scholars to utilize program services. We will have mentors phone and mail incoming freshmen scholars to participate in the mentoring program.
	Mentee Report Forms		Reports the required monthly participation in a campus or community activity. Monthly activities included but not limited to: academic assistance, career exploration, campus connection, and community engagement.	Short answer survey that asks the event attended, program description, and individual learning outcomes.	Mentees grades improved in specific areas such as Math due to attending the MAC, students felt more connected to the university by attending campus activities, as well as scholars creating stronger bonds with each other by attending some events as a group.	Mentors will receive training and mentees will receive an orientation at the beginning of the semester to institute an agreement of program expectations. The mentors will provide mentees with the necessary tools for getting involved in the campus and community as well as guide them in the journey of their personal development plan. The requirements of attending monthly activities will remain the same.

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Twenty-first Century Scholars Success Program		Mentor Report Forms	Reports the weekly engagement between mentor and mentee. Requests feedback from mentor regarding their weekly meetings with each mentee. Mentors are required to meet with each mentee for one hour each week throughout the semester and complete a form for each session. Forms are due weekly.	Mentors are asked four standard questions: what services did you provide today for your mentee, what is the action plan you and your mentee have agreed to, what improvement or challenges does your mentee face, and what referrals or recommendations as follow up to their next meeting?	Scholars utilized the report forms in helping track the progress of their mentee. It helped the mentors to have all forms accessible each week and a common place for returning it once completed. It also allowed the coordinators of the program to gauge the progress of mentors and mentees.	The mentor report forms were received in a timely manner each week and proved to be helpful in keeping the mentor and mentee responsible in their obligations to the Mentor/Mentee Program and any follow-up needing to be made by TFCS staff. Mentees will be asked to attend an event on or off campus monthly and will have more responsibility for organizing scholars to attend events as a group in the new structure of the mentoring program as to offer mentees and mentors leadership experience and place more ties between the mentees and the program.

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Upward Bound <i>*Grant funded program overseen by the US Department of Education</i>	Academic Improvement on Standardized Test: 85% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.		<p>State standardized test & ACT Plan standardized test (academic year and summer); High school transcripts (academic year); Individualized educational plans (academic year and summer); Teacher recommendations (at program entrance); Target school liaison information (academic year); Summer instructor academic progress reports.</p> <p>A special note regarding Upward Bound: <i>UB is required by the DOE to provide an electronic Annual Performance Report that they use to perform data analysis, program outcomes assessment, goals assessment, and to determine our prior experience.</i></p>	Tracking		Continuous improvement of program
Upward Bound	Project Retention: 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound project during the next school year.		<p>Applications on file (at program entrance); Teacher/ counselor recommendations (at program entrance); Transcripts (academic year); New student interview notes (at program entrance); Student career goal essay (at program entrance); Individualized education plan survey (academic year); Summer academic & growth progress reports; Summer counseling information; Target school liaisons counseling information (academic year); Summer work-study results; Mentoring session results</p>	Tracking		Continuous improvement of program

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Upward Bound	Postsecondary Enrollment: 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.		Summer bridge program academic & growth results; Senior individualized education plan (academic year); Senior exit and college entrance surveys (academic year); Scholarship letter writing session results (academic year); College assessment test preparation results (academic year); College entrance checklist session results (academic year); College visit results (academic year & summer); College students panel results (academic year & summer); FASFA workshop results (academic year); Rising senior advising session results (summer)	Tracking		Continuous improvement of program
	Postsecondary Persistence: 80% all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.		National Student Clearinghouse (academic year); UB activity, target school, & phone contact with students/parents (academic year); Direct contact with college enrolled UB participants on IU and IUPUI campuses (academic year and summer).	Tracking		Continuous improvement of program
			Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Tracking		Continuous improvement of program

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Upward Bound			Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking		Continuous improvement of program
			Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking		Continuous improvement of program
			Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking		Continuous improvement of program
			Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Tracking		Continuous improvement of program
			Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Tracking		Continuous improvement of program
			Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Tracking		Continuous improvement of program
Twenty-first Century Scholars (Pre-college Programs)	Intermediate goals: Enroll a total of 2500 8th grade students in Scholars Program.	Enrollment Report	SEAS Database through the State Student Assistance Commission of Indiana End of program year.	Program Effectiveness and Comparison Data	Enrollment data indicates a total of 2931 8th grade students enrolled	

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	Enroll 1500 new 7th grade students in Scholars Program.	Enrollment Report	SEAS Database through the State Student Assistance Commission of Indiana of program year. End	Program Effectiveness and Comparison Data	Enrollment data indicates a total of 1783 new 7th graders enrolled	
	Provide a minimum of 6 college visits for a minimum of 300 students.	Scholar Track	SEAS Database through the State Student Assistance Commission of Indiana of program year. End	Program Effectiveness and Participation Rates	Provided 10 college tours with a total of 639 students	
	Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.)	Parent Report	Scholar Track Frequently	Program Effectiveness and Participation Rates	526 Parents engaged in programming	Continue to increase parental involvement in program.
	100 freshman participate in ISTEP/GQE prep workshops	Student Report	Scholar Track Frequently	Program Effectiveness, Improvement and Participation rates	73 freshman students completed ISTEP/GQE workshop	overnight summer residential experience at Marian College to increase number of freshman students that receive ISTEP/GQE prep.
Twenty-first Century Scholars (Pre-college Programs)	50 juniors will participate in Junior Immersion which focuses on financial aid, completing college application, SAT/ACT test prep	Student Report	Scholar Track Frequently	Program Effectiveness and Planning	64 junior students completed Junior Immersion	
		GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) April and June	Program Effectiveness	170 students did not meet GPA minimum at 7th semester, they will be re-evaluated after 8th semester grades are completed. 3 students have not yet submitted GPAs.	Working to increase the number of students that participate in Scholar programming in grades 7-12.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Annual Report	Quarterly reports of objectives met for Scholars central office. (Dec., April, August) Records self reported regarding participation of students and parents in Scholar related activities. December, April, and August	Program Effectiveness, Problem Solving, Planning and Comparison Data	I	
Nina Scholars		Mentoring evaluations	Paper-based evaluations using a scale of strongly agree, agree, undecided, disagree, strongly disagree	Effectiveness of mentoring	Found mentors very helpful; some mentors do not have backgrounds that allow them to understand underserved students	For the first time we will allow veteran Nina Scholars to apply for mentoring positions.
		Nina Scholars Leadership focus groups	Focus-groups are conducted twice per year with students most active in providing student leadership to the program.	Focus-groups	Scholars would like to increase the number of informal activities which provide student cohesiveness; want to see workshops on graduate school options and preparation.	
		Student Feedback Report	End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. Per Semester	Marketing effectiveness, student satisfaction and student suggestions for improvement	Generally positive results, although some groups are still requesting more space. Improved performance for tutors in upper level courses.	Currently seeking additional space to handle larger courses. Implemented improved evaluation material to better screen applicants. Expect continued refinement on material to screen/asses applicants. Efforts to advertise MAC schedules and services will be increased.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Student Support Services	Student Support Services Goals: To increase the college retention and graduation rates of first generation and low income participants and facilitate the process of transition to higher education through: Peer Mentoring Math Tutoring Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	Student Profile	A demographic report for program composition and statistical reference. Includes gender, ethnicity eligibility, academic need etc. Yearly	Meeting Objectives (Grant Guidelines)		Continuous Program Improvement
Student Support Services	Student Financial Needs and Fulfillment	Student Academic Standing	A financial report on program student's financial need and types and amounts of aid offered. Beginning and End of Each Semester	Ensure Needs are Met and Grant Requirement		Continuous Program Improvement
Student Support Services	Student Retention		A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc. End of Semester	Program Effectiveness and Grant Requirements	81% of our students are at a 2.0 or better	Continuous Program Improvement
Student Support Services			Statistical report on students retained from one year to the next year. End of Year	Program Effectiveness	2006-2007 Retention rate is 76% (African American Males – 82%)	Continuous Program Improvement

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Student Support Services	Tutoring Services	Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. End of Semester	Program Effectiveness	Math DFW rate of 50%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring	A report on science and math pre and post needs in relation to tutoring. Beginning of Semester	Match Services to Needs		Continuous Program Improvement
		Student Satisfaction Survey	An evaluation of all program components. Completed by students. Used for future changes and programming. End of Year	Program Effectiveness and Improvement		Continuous Program Improvement
		Orientation Report	A number and statistical report used to plan "recruitment", etc. Beginning of Fall Semester	Program Effectiveness	50% of new students we served during Orientation entered our program	Continuous Program Improvement
		Graduation Report	A statistical report on number and percentage of graduates each year. End of Year	Program Effectiveness	Graduation rate is 32%	Continuous Program Improvement
Technology	Technology Goals:	Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. As Needed	Quality Control and Security	Traffic is in line with bandwidth	
		Student Electronic Interviews	Students are polled each semester for their hardware and software needs in our various labs. Beginning of Each Semester	Meeting Student Needs	New software needed	
		Virus Scanning	Every computer managed by UCTS is scanned nightly for viruses. Viruses are quarantined if they cannot be cleaned from the computer. Virus patterns are pushed to all of the clients whenever they are released from the software vendor. Nightly	Quality of Service and Security	Were largely unaffected by viruses over the last year.	Updated patterns 30 minutes after any updates 24 hours a day

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Technology		Monitor Event Log	All of the UCTS servers generate event logs that are monitored for any abnormal activities that might warrant additional investigation. Monthly	Security	Being constantly queried for logins from Bloomington dorm computers	No changes available
		Security Scanning	All UCTS servers are scanned for security holes by ITSO. This scan is automated and sends Email with results of each scan. Monthly	Security	Servers are secure	Add patches and updates as appropriate
		Service Pack and Patch Scanning	All UCTS managed desktops are scanned for service pack and patches that need applying. This is an internal scan. Monthly	Quality of Service and Security	Workstations are secure and patched	None Needed
		URL Scanning	The University College website is scanned for nonworking links daily. Daily	Quality of Service	"Link Rot" was kept to a bare minimum	None Needed
		Web Hits on UCOL Site	UCTS uses WebTrends Live to provide in depth reports regarding all aspects of the University College website including usage statistics as well as aggregate user profiles. As Needed	Service to Employees	UCOL site continues to be used by a wide range audience	None Needed
		Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. End of Orientation	Program Effectiveness; Quality of Service; Problem Solving	Redesign check in process and account creation process	Continuous Improvement

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Technology		Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. Monthly	Monitoring Use and Cost Recovery	Costs in line	Changing program in response to university policy changes
		Service Queue	The Falcon service queue is used to track the daily needs of users in University College. It is the primary means of communication to UCTS. Detailed statistics can be obtained from this system. Hourly	Provide Service as Needed; Quality Control	Problems resolved quickly	None Needed
		Desktop Hardware and Software Review	Yearly University College's desktop hardware and software are reviewed to make sure that they are meeting the needs of the users. Any needs are addressed at that time. Yearly	Staying Current with Standards	Several machines need replaced with newer equipment	New terminal servers purchased to implement thin client technology
		Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College Regularly	Future Planning	Need to reduce support costs	Implementing terminal servers and thin clients to reduce hardware and support costs
		Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). As Needed	Quality of Service	Access Points are not covering all areas	Contacted UITS for additional Access Points

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		Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. As Needed	Quality Control and Security	Traffic is in line with bandwidth	
		Enrollment Reports	Weekly throughout summer New Student Orientation (June - August)	Enrollment	Ongoing.	This report has been implemented to track enrollment patterns and identify errors in student registration.

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Office of Development and Operations Goals:	Northwest High School Internship Program	The Transitions Internship Program started in May 2008 with over 900 applicants from community high schools. Applicants had to be high school juniors or seniors who are 21st Century Scholars and accepted to IUPUI. Once the intern successfully completes his/her summer work, he/she will be eligible for an hourly position in University College. The student must remain in good standing with his/her academic work in order to maintain their hour position. Statistics indicate that students transiting from high school to	Will track academic success once interns start courses at IUPUI.	Effectiveness, improvement, feedback, and tracking	Statistics indicate that students transiting from high school to college, with a job on campus (particularly during the summer), have better success toward retention and degree completion. Six interns are in the program at this time.	Interns spend time with campus key leaders and participate in brown bag workshops with speakers who are expertise in particular fields.

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Office of Development and Operations Goals:	This is the first ParentEd newspaper for parents of pre-college students and first-year college students. The newspaper supplies parents with information regarding preparing their student for college. A Parent Advisory Council manages the content and chat room.	Quarterly evaluations	Focus groups conducted 2-3 weeks after each newspaper and planned for 2008, high school counselors will play an integral advisory role for the topics.	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of parents were met.	Parents prefer information in newspaper format. Blogs will be developed in 2008. Parents are looking for specific information and the advisory council manages topics for this purpose.	Add this text to improvement: Authors from a variety of expertise now write regularly published columns for the newspaper.
	<i>Insight</i> magazine has received accolades from the academic community. It is the first magazine of its kind that is mailed to University College undergraduates as well as business leaders in the community. The magazine has theme-based stories that connect the city with the campus.	Twice yearly	Focus groups conducted 2-3 weeks after each magazine is published	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students and community were met.	Students drive the topics and theme development Community businesses find commonality with stories	Responses from the university have been very favorable. Schools want their stories told using this vehicle. More businesses are finding value in reading relationships between education and improved workforce for Indiana.

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Office of Development and Operations Goals:	The office was the support agent for IUPUI's Fall Convocation.	Yearly evaluations	Verbal responses and attendance	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of faculty and staff were met.	Shorter program Reception very much liked	The convocation has expanded and is planning its first student health fair August 2008. Donors will supply backpacks, water bottles, and healthy snacks for about 2,000 students. Over 60 health vendors are expected to participate.
	The office was the support agent for Honors Ceremony.	Yearly evaluations	Focus groups and student evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Students like formal recognition Students like the city location for event	Sponsorships as underwriters
	A full-year of <i>University College E-Staff News</i> was written and distributed to staff.	Quarterly and on-going	Response cards, and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Staff enjoy connecting with other staff members and creating connectivity. We have included regular columns written by appropriate staff.	More stories on faculty. Before end of 2007 we hope to move the staff news to the Web and have video messages from the Dean.
	A first <i>University College Newsletter</i> was mailed electronically to the campus. The news featured awards and accomplishments of University College.	Emailed to campus when stories merit this type of distribution.	Response cards and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Excellent resource Improves communication	Information is also endorse by monthly news releases to media.

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Office of Development and Operations Goals:	The office was the co-chair for the 12th National Annual Learning Communities. We will be the host again in 2012.	Session evaluations	Focus groups and evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of participants were met.	Excellent opportunity to profile the campus and the city.	Sponsorships as underwriters. Participants enjoyed the Hoosier Bag from past and we will renew that as the major gift. We will feature Indiana Art at the reception.
	For five years, this department has managed and produced the <i>Metropolitan Universities Journal</i> for the Coalition of Urban and Metropolitan Universities. The operation is strictly dependent upon the subscriptions created by their marketing.	Regular mailings, solicitations strategies, and profiles are managed.	The readership has increased to over 23% since the department took over the production of the journal.	User profiles that identify regions and shifts in readerships.	Measures have resulted in over a 23% increase in readers. Over 40% renew subscriptions.	Continuation of monitoring specific lists to use as marketing tool for increase subscriptions.
	Expanded diversity report on University College Staff	The report stabilizes future comparisons with collected data.	Fiscal Office and hiring framework. Creates an improved visual on the makeup of the staff.	Strictly Excel format with information that was gathered.	Supporting data that displays a strong support of diversity in hiring practice.	A continuation of this format with yearly updates to monitor any shifts in our practice.
	The <i>Navigator</i> is a planner and academic information piece that is made available to all students (free to first-year and the purchased by continuing students through the bookstores).	Updated academic information from schools and a thematic creation related to the planning pages.	Focus groups and evaluations.	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Updates to contents and supporting up-to-date trends in design.	Smaller size, expanded information, more space to write, more facts about IUPUI.

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Office of Development and Operations Goals:	Renovation that allowed an increase of three classrooms for University College.	Funding allowed needed space to expand and support first year students in the classroom experience.	Scheduling rooms for classes.	Design was effective based on faculty and student feedback in pre and post design.	Multiple use and function allows better use of the space.	Future classrooms will support similar models with regards to furniture, walls, technology, and design created for the best experience in learning.
	Ninety percent of staff in this department are part-time IUPUI students.	Out of classroom experiences and hands-on learning are valuable in preparing students for the workforce after graduation.	Written reports from past employees support the value of their experiences. Their work aligns with the Principles of Undergraduate Learning while they are employed by this department.	Customized learning by supporting the interests of student employees but also expanding responsibilities. Feedback and improvements constantly drive management.	Budgeting for more Work study and hourly students.	Students best drive how to communicate to other students.