

University College Assessment Matrix 2009 - 2010

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course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester.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	Policy Effectiveness: Process and Outcomes Assessment.	<ul style="list-style-type: none"> • 91 Students were AW during Fall 2009. • 61% of the students who were administratively withdrawn from at least one course during fall semester, failed, withdrew from, or were withdrawn from all courses for the term. • The vast majority (81%) of students administratively withdrawn from at least one course during fall 2009 failed or withdrew from at least half of all courses attempted for the semester. • Overall, 37% of the students administratively withdrawn from one or more courses during fall 2009 enrolled for spring 2010. Those who failed, dropped, or were withdrawn from at least half of their fall courses were less likely to enroll for spring term compared to their who failed, dropped, or were withdrawn from less than half of their courses (23% versus 100%). • The DFW rate for courses utilizing the administrative withdrawal policy vary widely – ranging from just 7% to 62% for fall 2008. 	Number of sections on the Administrative Withdrawal list increased to from 115 to 148. The campus moved to an online administration process.
	Policy to limit the number of drops for freshmen	N/A - Full Implementation in Fall 2009 -still collecting data on outcomes	Implemented a New Drop Limit Policy– University College freshmen (25 hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. The policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been "administratively withdrawn."	Policy Effectiveness: Outcome and Process Assessment	N/A-Reports are being conceptualized and developed.	A subcommittee was appointed to work out the logistics of informing other schools and training UCOL advisors on implementation of this new policy.
	Probation and Dismissal policy. Goal: Ensure that academic policies are benefitting students.UCOL Instituted the new dismissal policy developed last year by UC-APPC for University College Students who receive less than a 1.0 GPA in their first semester. The first cohort (Fall 2008) of students so dismissed was extensively analyzed.	Dismissed Students Report (Students who earned below a 1.0 in their first semester)	Quantitative Data Analyses Using Institutional Data	Process and Outcomes Assessment. Primarily quantitative, with input from administrators, faculty, and academic advisors.	<p>For fall 2008 the number of UCOL first time full time freshman dismissed was 185 students out of 1650 total number of UC enrolled students. That would be 11% of UCOL freshmen students dismissed. Of the 185 dismissed students, 65 students were administratively withdrawn. 27 students applied for reinstatement. Six were approved for reinstatement. 21 students were denied reinstatement.</p> <p>IMIR analyzed data from the first cohort of dismissed students and reported that students with low income and who were first generation were at a greater risk of having a GPA below 1.0. Data also indicated higher risk for students with high SAT scores and a low GPA.</p>	Careful analysis has been conducted on the 168 students who were dismissed in fall 2008 to determine their characteristics. On the basis of this data a proposal was sent to Dean Evenbeck to the effect that Twenty-first Century Scholars students should be required to attend Summer Bridge program and that the awarding additional institutional funding in addition to the state funds that are tied to that requirement.

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Assessing Students' Needs	<p>The Goals of Implementing Needs Assessment Instruments: *Measure and increase understanding of students' needs, commitments, expectations, and goals. *Use results to ensure that programs, policies, and services are aligned with students' needs.</p>	<p>ACT-COMPASS Entering Student Survey and New Student Orientation Entering Student Survey</p>	<p>Surveys administered to students prior to completing the ACT-COMPASS Math Placement Test and during New Student Orientation Sessions</p>	<p>Needs Assessment</p>	<p>The vast majority of incoming students indicate that they have "some" or "major" concerns about financing their educations and they plan to work 12.47 hours per week off-campus and 5.81 hours per week on-campus. As such, UC formed a task force to address the financial concerns of students. This included offering on-campus employment for more students and establishing a financial literacy center on campus that helps students and their families with money management issues.</p> <p>*Many incoming students report that they are First-Generation College Students (41% -neither parent attended college or earned a degree beyond a high school diploma).</p> <p>*The top 5 reasons why students attend IUPUI are:</p> <ol style="list-style-type: none"> 1. Availability of specific academic programs (majors) 2. Location 3. Opportunity to receive an Indiana University or Purdue University degree 4. Career and job opportunities available in the area after completing their degree 5. Cost 	<p>The data collected via these surveys enables UC faculty and instructional teams to develop a curriculum and pedagogical strategies that adequately meet the needs of incoming students. Thus, instructional team members are better equipped to introduce students to the academic culture and help the incoming students achieve their expressed goals. Results are presented during meetings in an interactive quiz like format entitled " Know Thy IUPUI Students" and results are also posted on the UC Assessment website so that campus leaders, faculty members, and advisors know the characteristic of our students.</p>
	<ul style="list-style-type: none"> • 66% reported that they applied to a college or university other than IUPUI. • 64% reported that IUPUI was their first choice (if applied to other universities). • 99% reported that it is important for them to graduate from College (agree or strongly agree). • 88% reported that it is important for them to graduate from IUPUI (agree or strongly agree). • 94% reported that they made the right choice in attending IUPUI (agree or strongly agree). <p>Predictors of Success</p> <ul style="list-style-type: none"> • Students' hours planned to spend "working off campus" during their first semester was significantly negatively related to their subsequent fall GPA's; planned hours "working on campus" was significantly positively associated with fall GPAs. • First-Generation students have lower fall semester GPAs (2.60 compared to 2.75 for non-first generation students). • How often students completed class assignments on time in high schools is positively associated with Fall semester GPAs. 	<p>Needs Assessment information has helped us address questions about what incoming students need to be academically successful and what types of programs and services should be developed to effectively meet expressed needs. We have learned that needs assessments yield fundamental information to guide program planning and development. Our needs assessments have shown that additional services are needed to help ease the transitions to college for first-generation students, veterans, transfer, and international students.</p>				

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Assessing General Education Outcomes: Progress related to the Principles of Undergraduate Learning (PULs)	University College •University College's role with regard to student learning and the PULS is more general and foundational. •The collaboration between the UC other academic units for the delivery of special programs, student support, and faculty development related to general education is critical.	Learning goals for beginning levels of the PULs in Seminars and Themed learning Communities will be Specified with faculty involvement.	•In preparation for the 2012 Accreditation visit UC faculty members and instructional teams are measuring direct student learning outcomes specified in the PULs in programs and courses (we are employing a course embedded, authentic assessment approach). • National Survey of Student Engagement (NSSE) for first-year students mapped to PULs	Process and Outcomes Assessment: Multiple Assessment Measures are in Place	•Gateway to Graduation faculty along with assistance and guidance from the associate dean of academic affairs for University College, played a major role in pilot testing of the PUL evaluation and assessment in undergraduate courses. As a result of pilot testing in SSII and the fall of 2009, assessment findings were shared and modifications to PULs evaluation were made. Presentations from these findings were incorporated into a variety of presentations provided to the IUPUI campus community to assist with the spring 2010 rollout of PUL evaluation in undergraduate courses.	•Learning goals for beginning levels of the PULs in First-Seminars, Mentoring Courses, and Themed Learning Communities with faculty involvement have been specified. University College First-Year Seminar course goals, templates, and corresponding syllabi contain statements of expected learning outcomes for students that incorporate the PULs. •The "First-Year Seminar Template" was revised with leadership of the UC Curriculum Committee and faculty input to reflect learning outcomes associated with the PULs. • Faculty and administrators use assessment findings continuously to improve teaching and learning in UC courses and programs. Programs that evaluation results demonstrate are most effective are extended to additional students.
	PUL Spring 2010 Faculty Ratings for University College: Report generated by IMIR	Learning goals for beginning levels of the PULs in Seminars and Themed learning Communities will be Specified with faculty involvement.	•Faculty members have identified which PULs are a major or moderate emphasis in their UC courses based on a curriculum mapping procedure. •We are adapting AACU Value rubrics (http://www.aacu.org/value/metarubrics.cfm) as appropriate to assess students' learning outcomes. We have also developed local rubrics to assess the assignments, written reflections, etc. based on the PULs. • We will be collecting data on direct and indirect measures of student learning gains.		Faculty Ratings of University College Student Performance on PULs – Major Emphasis (All Classes; % "Effective" and "Very Effective") N=208 • 1A. Written, Oral, & Visual Communication Skills 70% • 3. Integration and Application of Knowledge 90% • 4. Intellectual Depth, Breadth, and Addictiveness 100% • Total 85% Faculty Ratings of University College Student Performance on PULs – Moderate Emphasis (All Classes; % "Effective" and "Very Effective") N=148 • 1A. Written, Oral, & Visual Communication Skills 77% • 2. Critical Thinking 100% • 3. Integration and Application of Knowledge 100% • 5. Understanding Society and Culture 89% • Total: 89%	

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First-Year Seminars	First-Year Seminar Goals: This course is designed to be an academic experience to introduce Beginning students to the university environment. Emphasis is placed on success strategies including writing, critical thinking, communication skills. Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized.	Student Profile Report	Provides information on gender, ethnicity, age, and academic preparation. End of Fall semester.	Program Process Assessment and Monitoring	<ul style="list-style-type: none"> A total of 2374 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2009 (90% of fall 2009 beginning freshmen participated). A total of 207 African American students participated in First-Year Seminars in fall 2009 (90% of fall 2008 African American beginners participated). A total of 84 (89%) Latino(a) and 88 (90%) Asian American students participated in First-Year Seminars in fall 2009. 	Marketing and recruitment efforts have been focused on enrolling more students that represent diversity into first-year seminars.
		First-Year Seminars GPA Report	Compares Academic Success of FYS participants to non-participants, while controlling for academic preparation and background characteristics (GPA analyses). Second Semester after Enrollment	Program Effectiveness: Outcome Assessment	<ul style="list-style-type: none"> Overall, the 2009 First-Year Seminar participants earned statistically significant higher GPAs (2.62) compared to non-participants (2.37) (based on analysis of covariance results with H.S GPAs, SAT scores, age, and gender entered as covariates). 	<ul style="list-style-type: none"> The "First-Year Seminar Template" has been revised in light of evaluation findings. The academic rigor of the template has been strengthened and foundational goals have been added. Additionally measurable student learning outcomes have been articulated along with curricular components. PULs coverage along with evaluation of the PULs has been strengthened and the assessment section of the template has been expanded. Individualized feedback based on anonymous student end-of-course questionnaires is provided for instructors and other members of the instructional team and used to make improvements in instruction and classroom activities.
		One Year Retention Rate Report	Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. Second Year	Program Effectiveness: Outcome Assessment	<ul style="list-style-type: none"> The retention rate for regularly admitted students (77%) was significantly higher compared to non-participants (68%) even when accounting for differences in SAT scores, HS GPAs, and gender. Conditionally admitted participants had notably higher retention rates (62%) compared to non-participants (57%). 	The First-Year Seminar Template was completely revised in an effort to improve student learning outcomes and focus on faculty development to improve all positive educational outcomes for students.

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			Qualitative Report	Process and Outcomes Assessment	<p>Most Valuable Aspect</p> <ul style="list-style-type: none"> • "Meeting New People and Forming Friendships" was the most frequently coded response • 42% of students indicated that the provided "Campus Information, Resources, and Way-finding" • 19% of students responded that the "Faculty, Staff, Mentor, Support" they received was the most valuable component of the FYS class. • 17% of students denoted that participating in "Major and Career Discovery" was the most valuable aspect. <p>Suggestions for Improvement</p> <ul style="list-style-type: none"> • Students provided numerous suggestions for improvement of future FYS courses. • 17% of students recommended that there be "More Course Organization and Structure". • 14% of students suggested that there be "Less Homework and Assignments" and 12% of students responded by recommending that there be more "Group Activities and Discussions". 	Results were shared with faculty and used to revise the First-Year Seminar template and course curriculum. More active and engaging teaching strategies directly aligned with the student learning outcomes and PULs will be employed based on students' academic needs so that the course activities will not be perceived as busy work. The PDP will be implemented in on-line formats in pilot sections to ensure students are engaged in intentional planning and feeling a sense of purpose to their education at IUPUI. Ideally, this process continues beyond the first year.

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Personal Development Plan (PDP)	PDP Comprehensive Program Evaluation		<ul style="list-style-type: none"> Conducted thorough assessment of the learning outcomes of the PDP with students who completed a PDP in a fall 2008 first-year seminar. Assessment was conducted through a student survey as well as content analysis of a random sample of PDPs. In addition, focus groups were held with faculty and advisors in first-year seminars to discover opportunities and challenges associated with the implementation of the PDP as part of the first-year seminar curriculum. 	Process and Outcomes Assessment	<p>The results of the quantitative analysis of the survey indicate that, on average, the students do agree that they are achieving the learning outcomes set by this program. For instance, the average score for all questions related to learning outcomes was 3.96, with a score of 4 indicating that the student agreed. The outcomes most supported in the survey were self-assessment and exploration. The outcomes less supported were goal setting and planning. The questions regarding sustainability were rated lower by students, but still generally agreed upon. This mirrors the results of the focus groups in which both faculty and advisors felt the students were not seeing the PDP as a long-term tool. This is a potential area for improvement.</p>	<ol style="list-style-type: none"> Developed online PDP using portfolio technology to address request to make PDP more portable and accessible across the college experience. Reconfigured structure and reflection prompts to promote deeper thinking and more critical reflection. Developed a more robust section of the PDP on career goals and planning. Conducted one week faculty development institute to help faculty make the PDP a more integral part of the first-year experience course.
	PDP Effects on Academic Achievement and Retention Report		<p>Quantitative Analyses of GPAs and Retention based on Institutional Data Records for students enrolled in First-year Seminars that Required a PDP compared to sections that did not require students to complete the a PDP.</p>	Outcomes Assessment	<ul style="list-style-type: none"> A total of 797 first-year, first-time students Fall 2008 students were enrolled in a First-Year Seminar that required PDP completion (40 sections) and 1568 students were enrolled in a seminar that did not require PDP completion. Analysis of covariance (ANCOVA) results suggested that students enrolled in First-Year Seminar sections that completed the PDP had significantly higher fall semester GPAs (2.68) compared to students not enrolled in sections that required PDP completion (2.59), even after High School GPAs, SAT scores, Age, Gender, Ethnicity, and First Generation Status were entered as covariates ($p = .018$). Results of a logistic regression analysis suggested that students enrolled in First-Year Seminar sections that required PDP completion did not have significantly different retention rates compared to students not in PDP-required sections (73% and 74%, respectively) once High School GPAs, SAT scores, Gender, Age, Ethnicity, and First-Generation status were entered as the first step in the model ($p = .539$). 	<p>*Ongoing plans for Continuous improvement. The PDP will provide the opportunity for students to unify their curricular, co-curricular, and personal experiences throughout their educational journey. Synthesizing the various experiences through the transformative platform of the PDP allows students to continually engage in their own holistic learning process. Students can define what they would like their educational experience to be, while incorporating the other components of their life.</p> <p>* Plan to create an assessment plan to determine the effectiveness of the PDP for students after the first year. This assessment plan should focus on learning outcomes, heightened personal and intellectual development, and faster progress toward degree completion.</p>

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Summer Success Academy	<p>Program Goals:</p> <ul style="list-style-type: none"> • Prepare students to perform well in writing and math courses • Develop critical thinking skills • Learn to interact effectively in group settings • Gain an understanding for the Principles of Undergraduate Learning (PULs) • Feel welcome to (IUPUI) • Provide students with the resources and support necessary for collegiate success • Enhance Students' Sense of Belongingness and Organizational Commitment 	Program Participant Attendance	Enrollment and Institutional Data Collection	Needs and Process Assessment	<p>In 2007, the Summer Preparatory Program in Mathematics (SPPM) was created to assist conditionally admitted freshman improve their math skills and assist with the transition to college. The Office of Undergraduate Admissions (ADM) and the Department of Mathematical Sciences partnered to identify those students who would be required to attend the SPPM. Participants had to successfully complete a month-long mathematics course (M001 or 110/111), prior to being eligible to enroll in the fall 2007 semester. In 2008, the program's enrollment tripled due to the promotion of the program as a positive experience and opportunity for students to build their skills and have a successful start to university life.</p>	<p>2010 Changes based upon assessment: The name of the programs was changed to "Summer Success Academy" and students were mandated to attend all components of the academy, math, writing, and University College entrance projects (focusing on PULs and RISE) over the duration of the program.</p>
					<p>For the 2009 academic year, the enrollment goal was to increase the number of students required to participate in the program. The name was changed to the Summer Preparatory Program (SPP) due to more departments' involvement in the program. The English department added a writing component and University College added a special project that included the Principles for Undergraduate Learning (PULs). ADM saw a higher attendance from students who returned their contracts; 2008 53% of students who returned their contracts attended and in 2009 63% attended.</p>	<p>Characterization: SPP in 2009 consisted of a five-week program designed to provide potential IUPUI students with academic skills and social support to help ensure their admission into the university. All students attended sessions in math and UCOL special projects over the duration of the program. A smaller portion of students (67 students) also attended writing sessions during the program. All three areas of the program (math, writing, and UCOL) monitored students' progress and provided ongoing assessment to students. Students had to pass all three areas of the program to be admitted to IUPUI.</p>
					<p>2009 Results: The goal of increasing enrollment in the SPP was achieved as a result of requiring more students to attend. The number of students required to attend the program for 2009 was 690. If we include those students for whom participation in the SPP was optional, 1,458 students could have participated in the program. In 2008 only 587 students were required to attend. Though fewer students returned their contracts, we had a higher number of students attend that have returned their contracts from 2008 which was 53% to 2009 which was 63%. In total 186 students completed the program in 2009 compared with 182 in 2008.</p>	

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	<p>Grades in Math Courses, Writing Courses and Overall Academic Performance</p>		<p>In order to estimate the effects of the Summer Preparatory Program on academic performance, actual GPAs were compared to predicted GPAs. A series of one sample t-tests were conducted to examine if students actual grade performance was better than predicted.</p>	<p>Outcome Assessment</p>	<ul style="list-style-type: none"> • Out of the 184 students who completed the SPP, 180 or 96.3% started courses in the fall semester. The average fall GPA (calculated by IMIR) for this cohort of students was 2.37. • Results indicated students performed significantly better ($M= 2.37$, $SD=.90$) than predicted ($M=2.20$, $SD=.17$) based on their levels of academic preparation, 146/180 (80%) students who completed the program enrolled in a Math course in the fall 09 with math course GPA = 2.07 • Results suggested students performed significantly better in their fall Math course ($M= 2.07$, $SD=1.11$) than predicted ($M=1.83$, $SD=.17$) based on their levels of academic preparation, $t(143) = 2.43$, $p < .05$. 46/62 (74%) students who completed writing component enrolled in an English course in fall 09 with English course GPA=3.04 • Results also indicated that students performed significantly better in their fall English course ($M= 3.04$, $SD=...84$) than predicted ($M=2.31$, $SD=.17$) based on their levels of academic preparation, $t(46) = 5.86$, $p < .001$. 	

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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	<p>Provides student participation profiles including gender, ethnicity, age, and academic preparation.</p> <p>Fall Semester</p>	Needs and Process Assessment	<p>A total of 382 Fall 2009 first-time, full-time (Indianapolis only) students participated in Summer Bridge. There were a number of important differences between the students participating in Summer Bridge and the nonparticipants. Fall 2009 first-time, full-time (Indianapolis only) students participating in the Summer Bridge program had significantly higher high school grade point averages (GPAs) and the proportion earning high school honor's diplomas was also higher. Summer Bridge students tended to be female and younger. There was a higher proportion of African American students who participated in Summer Bridge (16%) compared to the cohort of nonparticipants (8%). Approximately 25% of the first-time, full-time African American students participated in Summer Bridge</p>	<ul style="list-style-type: none"> • In an effort to increase the enrollment of minority and low-income students, new scholarship awards linked to successful bridge participation were introduced for summer 2010. • In addition, a priority registration deadline was established for minority students; special letters and personal phone calls helped ensure participation. • Seats were held until July 2nd for those who used the priority registration process. • Special letters were sent to 21st Century Scholars, and advisors were prompted for each orientation to be aware of 21st Century Scholars who should enroll in a Bridge section in order to receive the 21SC grant. • Two student mentors were employed and a video for the Office of International Affairs was developed to help increase the number of international students enrolled in Bridge. • The Bridge schedule was revised, returning to the two-week format.

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Summer Bridge Program	Summer Bridge Program Goals Summer Bridge assists students in the following: <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.	GPA Report	Compares GPA attainment to comparable student population using predictor rates. Spring Semester	Outcome Assessment	<p>Analysis of covariance (ANCOVA) results suggested that students participating in Summer Bridge had significantly higher fall adjusted semester GPAs (2.96) compared to nonparticipants (2.78), even after High School GPAs, SAT scores, Age, Gender, Ethnicity, and First Generation Status were entered as covariates ($p < .001$). • Results suggest that the combination of Bridge and Themed Learning Community (TLC) participation may be particularly beneficial for students. Participants had higher levels of academic performance and retention rates compared to students who participated in Bridge or TLC only. Please see Table 3.</p> <ul style="list-style-type: none"> • The Fall 2009 first-time, full-time students participating in the Summer Bridge-Themed Learning Community program had significantly higher fall adjusted semester GPAs (3.00) compared to TLC-only participants (2.77), even after High School GPAs and SAT scores were entered as covariates ($p < .001$). • The Fall 2009 first-time, full-time students participating in the Summer Bridge-Themed Learning Community program had significantly higher fall adjusted semester GPAs (3.09) compared to Bridge-only participants (2.82), even after High School GPAs and SAT scores were entered as covariates ($p < .001$). • The Fall 2009 first-time, full-time African American students participating in Summer Bridge had significantly higher fall semester GPAs (2.67) compared to nonparticipants (2.34) (Based on an independent samples t-test, $p < .05$). • The Fall 2009 first-time, full-time African American students who received the IUPUI Twenty-first Century Scholars Pledge Grant and participated in Summer Bridge had notably better outcomes in terms of academic performance and retention rates compared to those who did not participate in Bridge. 	
		One Year Retention Report	Provides retention numbers and compares results to a comparable student population Fall, Second Year	Outcome Assessment	<p>*Students who participated in SB had a higher retention rate (76%) compared to non-participants (73%).</p> <p>* African American students who participated in Summer Bridge 2008 were retained at a significantly higher rate (86%) compared to those who did not participate (69%). Twenty-First Century Scholars, who represent a significant percentage of our low-income population, were also retained at a higher rate if they participated in Bridge than their Twenty-first Century Scholar peers who did not participate(74% compared to 60%; Fall GPA =3.23 compared to 3.17).</p>	<p>Fifty thousand dollars in incentive scholarships awards will be used to continue to increase the number of underserved and low-income students who participate in the IUPUI Summer Bridge Program, and thereby, help ensure the academic success of those students. The awards would be distributed in \$1,000 scholarships to fifty students who qualify and successfully complete the Summer Bridge Program.</p>

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Summer Bridge Program	Summer Bridge Program Goals Summer Bridge assists students in the following: <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.	End of Course Questionnaire	Designed to assess self-reported learning outcomes Provides instructional teams with valuable feedback concerning students' perceptions of course benefits Reports display findings by instructional team and in the aggregate Actual comments from students	Outcome and Process Assessment Faculty Feedback	<p>Results suggested that College Adjustment, Course Activities and Assignments, Interactions with Instructional Team Members, and understanding Campus Resources made the most impact on students' overall satisfaction levels with the bridge experience. Students respond very positively to the program.</p> <ul style="list-style-type: none"> • A remarkable trend is that 98%-99% of the students participating in Summer Bridge during the years 2006-2010 reported that they would recommend the program to other students when asked the question on the anonymous end-of-course evaluation. This finding suggests that the students are very satisfied with their experiences during the program. 	Results distributed to instructional team members to guide future planning. Student feedback questionnaire results presented and discussed with instructional teams during meetings.
		Qualitative Report	Questionnaire data is uploaded into ATLAS-TI; a software program that assists in the analysis of qualitative data. A coding process is employed as the primary means of examination. Through an open coding process student responses are arranged into specific topical theme categories. Theme categories allow for individual student perceptions collectively. Theme categories are considered to be "emerged or notable" if 5% or more of students responded in a similar manner.	Process and Outcomes Assessment	<ul style="list-style-type: none"> • "Meeting New People and Forming Friendships" was the most common response provided across Summer Bridge cohorts when students were asked for their opinions of most valuable program aspects. • Student participants across all cohorts indicated "Campus Navigation (Tours)" as a most valuable Summer Bridge Program aspect. • "Gaining a Greater General Understanding for IUPUI" was the #3 most common response provided. • "College Transition Assistance" and "Faculty, Staff, Mentor Interaction and Support" were also common responses. 	Results distributed to instructional team members to guide future planning. Student feedback questionnaire results presented and discussed with instructional teams during meetings.
Themed Learning Communities	1. Provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE)	End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester. Fall Semester NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process and Outcomes Assessment: Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>Students identified the following integrative learning items in the top five self-reported benefits of 2009 TLCs:</p> <ul style="list-style-type: none"> • Understood connections between different disciplines and courses • Applied what I learned in one course to another course in my learning community <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> • Put together ideas or concepts from different courses and worked on a paper or project that required integrating ideas or information from various sources. 	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.

University College Assessment Matrix 2009 - 2010

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Themed Learning Communities	2.To form learning support networks among students in their community	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE)	<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>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs.</p> <p>Spring Semester Biannually</p>	Process and Outcomes Assessment	<p>Forming one or more friendships that they will maintain after the semester was the highest reported item from students on the TLC Student Feedback Questionnaire (4.20 mean).</p> <p>Student quotes from qualitative data:</p> <ul style="list-style-type: none"> • "Having friends in every class helped me stay on top of my work. It made me more comfortable with college life and provided kind of support group." • "Having the same people around everyday made me more comfortable in being myself & asking questions made connections with people in my same classes for help to create a network." <p>NSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> • Overall higher quality of relationships with other students <p>3. NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> • Overall higher quality of academic advising <p>4. 68% of TLC students reported in the student feedback questionnaire that they participated in a community service or volunteer activity.</p> <p>NSSE Benchmarks: TLC Students placed higher than IUPUI Students and Peer Institutions in the following:</p> <ul style="list-style-type: none"> • Active and Collaborative Learning • Enriching Academic Experiences <p>5. 76% of TLC students reported in the student feedback questionnaire that they participated in a campus activity or event outside of class.</p> <p>Student quotes from qualitative data:</p> <ul style="list-style-type: none"> • "I became more at ease with the IUPUI campus. I feel better prepared for upcoming classes." <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> • More institutional emphasis on providing the support students need to help them thrive socially 	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.

University College Assessment Matrix 2009 - 2010

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Themed Learning Communities	3. To enhance student contact with a network of faculty and staff	National Survey of Student Engagement (NSSE)	NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually		NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group: <ul style="list-style-type: none">• Overall higher quality of academic advising	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.
	4. To promote collaborative and active learning	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE)	End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester. Fall Semester NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process and Outcomes Assessment: Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	68% of TLC students reported in the student feedback questionnaire that they participated in a community service or volunteer activity. NSSE Benchmarks: TLC Students placed higher than IUPUI Students and Peer Institutions in the following: <ul style="list-style-type: none">• Active and Collaborative Learning• Enriching Academic Experiences	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.
	5. To increase student identification with IUPUI	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE)	End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester. Fall Semester NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process and Outcomes Assessment: Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	76% of TLC students reported in the student feedback questionnaire that they participated in a campus activity or event outside of class. Student quotes from qualitative data: <ul style="list-style-type: none">• "I became more at ease with the IUPUI campus. I feel better prepared for upcoming classes." NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group: <ul style="list-style-type: none">• More institutional emphasis on providing the support students need to help them thrive socially	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.

University College Assessment Matrix 2009 - 2010

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Themed Learning Communities	6. To learn reflective practices 7. To understand the value of diversity by exposure to multiple points of view		End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester. Fall Semester NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process and Outcomes Assessment: Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	TLC students reported in the student feedback questionnaire Percentage of response "Much" or "Very Much" <ul style="list-style-type: none"> • Developed a better understanding of complex real world social problems and issues 59% (n 563; m 3.65) • Applied knowledge gained in learning community courses in service to the broader community and social issues 49% (n 559; m 3.44) • Exchanged ideas with student whose views are different from my own 49% (n 560; m 3.74) NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group included: <ul style="list-style-type: none"> • Diverse perspectives in class discussions or writing assignments • Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds • Having serious conversations with students who are very different from themselves in terms of their religious beliefs, political opinions, or personal values • Trying to better understand someone else's views by imagining how an issue looks from his or her perspective • Learning something that changed the way they understand an issue or concept 	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.

University College Assessment Matrix 2009 - 2010

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Themed Learning Communities	8. To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement 9. To apply classroom learning to the real world 10. To understand the relationship between academic learning and co-curricular activities	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE) Enrollment Trends	End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester. Fall Semester NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process and Outcomes Assessment: Questionnaire & survey research to inform program effectiveness based on self-reported learning gains	TLC students reported in the student feedback questionnaire that they participated in: <ul style="list-style-type: none"> • Community service or volunteer activity, 68% • An activity or event in the Indianapolis community, 54% NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions was that TLC students reported at a higher level for: <ul style="list-style-type: none"> • Working with classmates outside of class • Participating in a community-based project • Participating in community service/volunteer work • Including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments • Encouraging contact among students from different economic, social, and racial or ethnic backgrounds • 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 • Learned something that changed the way you understand an issue or concept • Participating in a community-based project • Participating in community service/volunteer work 	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.
	Provides information on program growth and development. Fall Semester		Needs and Process Assessment	Student enrollment increased 13% from 2008 to 2009.	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.	
	1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates	GPA & Retention Reports	Compares GPA & retention rates of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention. Annually	Outcomes Assessment: Program Effectiveness	Students who participated in the 2009 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 2.87 compared to an adjusted rate of 2.79 for non-participants. 2009 retention data will not be analyzed until October. In 2008, participants showed marginally higher first year retention rates than their first year seminar peers, but this difference was not statistically significant.	Results presented and discussed with instructional teams at annual planning retreat.

University College Assessment Matrix 2009 - 2010						
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Themed Learning Communities	2. To improve TLC participants' satisfaction with IUPUI	National Survey of Student Engagement (NSSE)	NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs. Spring Semester Biannually	Process Assessment: Survey research to inform program effectiveness based on self-reported learning gains.	Significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions were seen as overall quality higher. IUPUI TLC students reported having more relationships with other students and a higher quality of academic advising. TLC students also reported more institutional emphasis on providing the support students need to help them thrive socially.	Results presented and discussed with instructional teams at annual planning retreat.
	All TLC Goals and Overall program effectiveness	Qualitative Analysis	Report of qualitative answers to student feedback questionnaire. Fall Semester	Qualitative analysis of open-ended survey questions.	Qualitative responses indicated that TLCs contributed to student learning by aiding in: <ul style="list-style-type: none">• College transitions and adjustments• Making connections and forming friendships• Integrative learning experiences• Formation of support networks• Comfortable and confidence levels in deep learning and meta-cognition	Results presented and discussed with instructional teams at annual planning retreat.
	All TLC Goals and Overall program effectiveness	Focus Groups	Interviews and Focus Groups conducted to inform program development. Started Spring semester 2010. Ongoing.	Needs and Process Assessment: Focus Groups and Interviews	In progress.	Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.
Critical Inquiry	Program Transformation				CI is currently undergoing a transformation. Based upon prior assessments the intent and desired outcomes of CI has not been achieved. An overhaul of the course is currently underway which would include a new name and course number. Additionally, a CI Template (similar to the FYS Template) is being developed.	Continuous program improvement, information regarding students experiences in relation to the PULs.
Bepko Learning Center	Learning Center Goals To offer academic support in a variety of subjects in order to improve educational achievement.	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.	
	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 8.26%, while non-participants had a DFW rate of 21.58%.	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 2009 semester. New initiatives will be coordinated with the director of the Gateway Courses to ensure the best fit.

University College Assessment Matrix 2009 - 2010

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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. To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	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 3965 students (attended 6 or more sessions for SI or 10 or more sessions for SLA) and received over 30,537 visits from students over the course of the Fall and Spring semesters.	New partnerships are being explored with the area of Accounting based on the Gateway Report on academic supports available.
		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.	This information has help us determine space efficiency based on the visit numbers.
	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.	The director and associate director will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.
	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.	Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish.
	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 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. Also, an onsite training program will be in place this Fall to help expedite the tutor's training. Additionally, we have begun to work with the Tutor Matching Service - an online Facebook group which allows our students and tutors to schedule sessions online and speed up the process of connecting them.

University College Assessment Matrix 2009 - 2010

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Bepko Learning Center	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 program performance. End of Semester	Program Effectiveness and Improvement	Students want more tutors in a larger number of courses.	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. Again, our new partnership with the Tutor Matching Service on Facebook will help with the speed in which students and tutors are connected.
	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.	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.
	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.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
Orientation Services	Orientation Goals: Academic Integration • 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 quantitative and qualitative survey is completed by new and transfer students at the end of their orientation day. End of Every Orientation	Program Effectiveness and Improvement (formative and summative)	Quantitative results suggest students have the following: • Strong understanding of technology resources • Strong understanding of services and campus resources (JagTag, JagJobs, academic support services) through presentations and the resource fair • Strong understanding of financial services options • Strong connection with academic advising experience and understanding requirements and course options. • Met with faculty and staff Qualitatively, they expressed the most helpful aspects including the tour, academic advising, the OTEAM and a variety of miscellaneous items	

University College Assessment Matrix 2009 - 2010

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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. 				<p>In the area of social integration students reported:</p> <ul style="list-style-type: none"> • Strong understanding of how to get involved in campus activities, diversity • Felt welcomed to the campus • Felt pride in attending IUPUI • Felt connected to the OTEAM • Considered time requirements for outside class responsibilities. • Connected with other students 	<ul style="list-style-type: none"> • The JAG 101 videos and slide show for the introduction to orientation was recreated again to ensure accuracy of information provided and for the most positive impression of IUPUI, including Summer Academy Bridge and Common Theme commercials. • Another new UITS video was created this year for orientation. • We moved check-in for the New Student program in front of the Campus Center. • Parking was moved to Vermont Street garage. • Training was created into a credit bearing 1 credit hour course (UCOL U200).
	<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. 				<p>In the area of Self Efficacy students:</p> <ul style="list-style-type: none"> • Responded highly to being prepared to begin classes • Prepared to handle feelings associated with going to college • Able to adjust to college • Felt had ample opportunities to ask questions • Navigate campus • Meet the demands and expectations of college • Orientation was beneficial to a successful transition. • Felt prepared to begin classes • Able to ask questions • Knowledgeable about where to ask questions • Pleased with their schedule of classes • Orientation was beneficial to transition experience 	<ul style="list-style-type: none"> • A new workshop from the Career Center, Office of Student Involvement and Financial Aid/Office of Student Financials (Bursar) was added for Transfer Students.
	Parent Exit Survey		<p>A quantitative/qualitative survey is completed by parents and returned 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>	

University College Assessment Matrix 2009 - 2010

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Orientation Services		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.	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. To respond to their qualitative remarks, session content was reviewed closely to reduce over repetition of information and the schedule of events was improved.
		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.	Continue to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session, continuous improvements in JAG 101, technology, overall professionalism of look and materials and the team wanted us to strive towards more hands on materials in training. Everything was designed with active learning in mind.
		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.	Ongoing communication, the training of new liaisons, and a newsletter was created to explain to schools about the process of orientation.
		OTEAM Final Exam	The OTEAM complete quizzes and a 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		Common issues are related to: Technology, academic advising, timing of events, and communication.
		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.	Nearly all OTEAM members passed the quizzes and exam. The feedback from these meetings will help to improve future training programs. Increased communication. Ongoing inclusion as a key stakeholder
		<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.	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.

University College Assessment Matrix 2009 - 2010

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Orientation Services		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.	A more engaged post training experience will be developed. The OTEAM fall mentors would like to feel more connected in their experience.
		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	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 on. Attention will be paid to the evaluations used with online sections as mentor responsibilities and opportunities for engagement are different than in class sections.
		<u>Connections Dinner</u> Written qualitative evaluations.	That family members are extremely appreciative of the program and their experience at IUPUI.	Program Improvement	A successful amount of participation was achieved. A full ballroom.	Successful reporting has been maintained this year. A strong collaboration with Admission and their flow in processing applications was closely communicated. While numbers were slightly down. The numbers served in the orientation program were consistent.
Academic & Career Development	Advising Goals To build relationships with degree-granting schools by: 1) revising clear expectations for joint advisors and liaisons 2) Creating an annual calendar of meetings and events and sharing this information with the schools 3) Creating a communication stream for students upon certification to each degree granting school.	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time. Monthly	Needs Assessment	Fall 2009: 10,454 students checked in for advisor Spring 2010: 8,826 students Summer: July 2009=1372 students and June 2010=1279 students *Highest number of students check in to GRID between 11am-3pm *Advisor availability in the office is greatly limited by the advisors' participation in the Summer Success Academy (SSA). On a average, two advisors were available daily for walk-ins during SSA	We offered the program on a Friday to accommodate the requests of families. We offered a very different style of program and made it very active and engaging versus a passive presentation following dinner. This was received with positive response from the parents and the university staff and faculty that participated.
	Student Appointment Traffic Report SARS-GRID	Indicates number of student appointments each month including no-shows; used to schedule advisor time. Monthly	Needs Assessment	For academic year, 5,514 students completed advising by appointment representing a 78% attendance rate. 42% of the open appointment slots were not used.	*Using SARS-GRID as the check-in system for students. *Adjusted advisor schedules to provide greater coverage during the peak times for student check in. *Proposed a new SSA schedule for advisors to maximize their services in the office without compromising their services in SSA. Will continue to analyze peak hours and weeks and adjust advisor schedules. *Offering advising appointments during non-peak periods to eliminate the wait time for students who come in on a walk-in basis.	

University College Assessment Matrix 2009 - 2010

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Academic & Career Development	Advising Goals To build relationships with degree-granting schools by: 1) revising clear expectations for joint advisors and liaisons 2) Creating an annual calendar of meetings and events and sharing this information with the schools 3) Creating a communication stream for students upon certification to each degree granting school.	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	For Orientation 2009, 23% of the respondents to the New Student Exit Survey indicated that advising was the most helpful part of the day (36% indicated Tour, 22% indicated OTEAM, and 21% indicated miscellaneous). Roughly 10% indicated they wanted more out of the advising/registration process such as more one-on-one time with the advisor. According to the Transfer Student orientation results, 39% indicated advising as the most helpful part of the day (16% indicated OTEAM, 24% indicated the Tour, 21% indicated miscellaneous).	*Students can make their own appointment via the web, by telephone, or in person. *Students receive an email confirmation when the appointment is booked or changed. *Students are offered an advising appointment during non-peak times to eliminate wait times for students who come in on a walk-in basis. *Unused appointment slots are used for walk-in services.
		Probation Report	Tracks number of students on probation at the end of each academic term. End of Semester	Needs and Process Assessment for Student Success	Students placed on first-time academic probation at the end of: Fall 09-418/6336 6.6% Fall 08-465/6274 7.4% Fall 07-561/6450 8.6% Sp 10-results not in until 9/10 Sp 09-275/5571 4.9% Sp 08-252/5453 4.3% Sp 07-458/5956 7.6%	Appears that group advising workshop format implemented in 2004 is working well, though it has been revised over time. Results will now be utilized for continuous program improvement.
		Dismissal Report	Tracks number of students dismissed at the end of each academic term. End of Semester	Outcomes and Process Assessment	Students dismissed at the end of: Fall 09-379/6336 (6%) 123 FYU/379(32%) **Fall 08-450/6274 (7.1%) 168 FYU/450 (37%) Fall 09 100 participants, 81 retained (81%) Fall 08 69 participants, 53 retained (77%) Fall 07 44 participants, 38 retained (86.3%) Sp 10 177 participants, 91 retained (51%) Sp 09 220 participants, 138 retained (63%) Sp 08 103 participants, 71 retained (71%)	A decrease of 2% occurred from Fall 07 to Fall 09. The STAR (Students Taking Academic Responsibility) Mentoring Program, a mandatory intervention program for first-time probation students, continues to be successful in its retention efforts.
		Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated. Monthly	Process and Outcomes Assessment for Trends and Program Improvement	Fall 2009--129 Petitions, 97 (76%) reinstated Fall 08-150 Petitions, 89 reinstated (59%) Sp 2010--108 Petitions, 85 (79%) reinstated Sp 2009--131 Petitions, 86 reinstated (66%) Sp 2008--132 Petitions, 86 reinstated (66%)	
			Tracks student satisfaction with the reinstatement process. End of each reinstatement period.	Outcomes and Process Assessment	Fall 2009--Online Workshops began; data still pending for Fall 2009 and Spring 2010	New for Fall 2009: Online petition for reinstatement was initiated which allowed for online payment by credit or debit card.

University College Assessment Matrix 2009 - 2010

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Academic & Career Development	Advising Goals To build relationships with degree-granting schools by: 1) revising clear expectations for joint advisors and liaisons 2) Creating an annual calendar of meetings and events and sharing this information with the schools 3) Creating a communication stream for students upon certification to each degree granting school.	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	In 2009, using a rating scale of 1-4 where 4 represents the highest value, all advising related indicators were 3.0 or above. They indicated their overall satisfaction with their advisor at 3.23.	New for Fall 2009: -Online reinstatement workshops replaced in-person workshops. Students watch one or more workshops and answer quiz questions before they can come back for the registration portion of the reinstatement process. Beginning Fall 2010, each participant will complete an online student satisfaction survey.
		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.	Lowest score was "Helped me with academic difficulties" at 2.9, though this is marginal compared to other scores. As advisors continue building the Assigned Advisors Program and the use of the Personal Development Plan in the learning communities, we anticipate that this will rise.
		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school. End of Semester	Process Assessment	The number of UCOL students withdrawing from all courses decreased by approximately 33% from fall 2008. Total withdrawals in spring term increased by 13%. Top reasons for withdrawal: Health, No reason given, personal, work and family.	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. Working with school recorders to assure smooth certification process. Posting certification with checklist information on UC website.
		Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students. Fourth Week of Semester	Outcomes Assessment Student Academic Success	Early warnings were administered electronically through OneStart/OnCourse. New delivery process makes comparative data difficult. 867 University College students in 173 courses received early warning notices. Approximately 37% of faculty completed early warning roster (this increased to over 50% in the spring). Largest issue was unsatisfactory work followed by irregular attendance.	No action currently being taken based on this data; used for Needs and Process Assessment and to identify changes/trends.
	Career Counseling					Changed communication with faculty about new roster system for spring term resulting in over 20% increase in submission. New system allows for communication with students to happen daily rather than waiting until all rosters are submitted so students are truly receiving early feedback in week four (as opposed to week 8-10 in previous terms).

University College Assessment Matrix 2009 - 2010						
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Academic & Career Development	Service: Individual appointments & walk-ins Goal: to educate students about our services/resources and assist them with career development needs.	Location History Report/Reason Code Summary Report	The Grid/SARS- tracks # and purpose of career counseling sessions. Completed Monthly .	Needs and Process Assessment and Program Improvements	890 individuals were seen through appointments/walk-ins in 08-09 with over 60% seeking assistance with major/career exploration, the 2nd most common reason was resume review.	
	Service: Self-assessments inventories Goal: to assist students with major/career choice by identifying interests, skills, personality traits, and values.	Reason Code Summary Report/Assessment Report/ Discover Usage Report	The Grid/SARS, Monthly Report, ACT website-tracks # of self-assessment inventories given out to students, used by students, and/or interpreted by counselors. Inventories include Strong Interest Inventory, Myers Brigg Type Indicator, and Discover, they are used to help students determine career choice. Completed. Monthly .	Process Assessment	A total of 738 assessments were administered (610 of those were conducted on Discover, the online tool) and 81 (MBTI & Strong only) were interpreted with a counselor in 08-09.	Reconfigured organization of office, so currently working on new marketing plan to publicize our office, services, and programs in order to reach more students. Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan. Piloting a pre/post survey for individual sessions this Fall.
	Service: Workshops/Presentations/ Programs Goals: to educate students about our services/resources and assist them with career development needs.	Workshop/ Offsite Programming Report	Monthly Report-tracks # of students involved in Learning Community outreach, workshops/classroom presentations, Major/Career Exploration Day and other career exploration programming. Completed. Monthly .	Process Assessment	859 students were reached through Learning Communities, 727 participated in workshops/presentations, and 321 attended Major/Career Exploration Day in 08-09.	Service is clearly in demand; current need is to also track the interpretation sessions and student evaluations of the Discover tool (majority of administered assessments).
	Assessment of Services Goal: to assess whether or not services are meeting the needs of the student.	Pre/Post Assessment (Under Development)	Will ask quantitative and qualitative questions. As appropriate .	Outcomes Assessment Program Improvement and Effectiveness	Currently not collected for individual sessions and redesigning current surveys for workshops.	Reconfigured organization of office, so currently working on new marketing plan to publicize our office, services, and programs to reach more students. Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan.
	Student Employment Goal: To assist students in finding relevant, meaningful work on or near campus	Jag Jobs Inventory	Reports the number of employer listing jobs. Bi-annually	Process Assessment	1998 jobs were posted on JagJobs for 09-10.	Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan. Piloting a pre/post survey for individual sessions this Fall.
		IMIR Report	Cumulative reports that provide information about the use of student employment on persistence at IUPUI. Information includes GPA of student employees, persistence rate by class standing, # of student jobs per department, etc. Annually	Process and Needs Assessment	Currently being gathered by IMIR and is set to be available for our review in August 2010.	Development of a Monitoring or Process Assessment process to sort the type of postings by part-time on and off-campus is being developed. Information will be used in the Student Employment Task Force, marketing, parent education, and used to determine trends and areas of improvement in regards to Student Employment.

University College Assessment Matrix 2009 - 2010

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Academic & Career Development	Student Employment Goal: To assist students in finding relevant, meaningful work on or near campus	Student Employment & Experience Fair	Student evaluations are handed out at the Student Employment & Experience fair ; Employer evaluations are also collected. Annually	Outcomes Assessment: Program Effectiveness and Program Improvement	Approximately 1300 students attended; 74 employers with a total of approximately 1500 jobs were on available.	
		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	Process Assessment	1,538 students visited the student employment office in 09-10 (as of 5/31/2010).	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.
	Goal: To provide service and information for students who receive Federal Work-Study awards	Work Study Participants Report	Reports number of students participating in the federally funded work study program in on-campus and community positions. These measurements are integral to JLD Grant requirements. Monthly	Needs and Process Assessment and Meet Federal Requirements	AY 2009-2010: 1016+ students earned FWS dollars from live awards. (excludes summer 2010 numbers - cannot finalize until end of eligibility on 8/14/10).	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 Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service.	Needs and Process Assessment and Grant Requirement	345 students earned FWS awards in on and off-campus community positions.	Will seek to continue to expand on and near campus employment experiences for students.
	Goal: To educate students about how to search for a job, how to build a resume, and how to network	Skills Bridge	Skills Bridge is a tool in OnCourse that will allow both student and student supervisor to engage in meaningful discussions about the skills being gained from their student position and the goals they still need to acquire for their chosen career path.	Needs and Process Assessment and Program Improvements	Skills bridge has been developed in OnCourse and is now in the testing phase in preparation for a larger scale test group then roll out to campus in Fall 2012.	Will seek to continue to expand on and near campus employment experiences for students.
		Employer Outreach Report	Reports visits made to employers to develop student jobs. Monthly	Needs and Process Assessment Program Improvements	Approximately 100 meetings with on-campus employers to discuss and encourage the hiring of student employees. 72 student supervisors attended 9 offered sessions of continued employer training in the HRA Student 101, 201, and 301 courses. On-going assistance is provided to employers via phone and email as questions arise at approx. 10 per month.	Ongoing feedback and review of the trial participants will continue to shape the project over the course of the next year.
	Technology					Working to coordinate employer data for future
		Websites Report	Reports web site hits for resources for JagJobs (online) so that staff can monitor which resources students are utilizing.	Process Assessment	Resources received an approximate 5255 hits during 09-10. Development of a process to effectively track the hits for each resource on JagJobs has begun. Should have Needs and Process Assessment for 2010-11. Monthly.	Needs and Process Assessment and program expansion in more detail to determine reason for visits, reason for follow-up, etc.

University College Assessment Matrix 2009 - 2010						
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Academic & Career Development	Career Development Goals					Additional resources were added to the online selection in JagJobs. Additionally, the use of social media has been implemented as a way to keep student abreast of student employment events, issues, and current trend news happenings.
	To assist individuals with career development needs, such as , major/career exploration, resume development, job search strategies, and interviewing skills through individual appointments and walk-ins.	Location History Report/Reason Code Summary Report	The Grid/SARS- tracks # and purpose of career counseling sessions. Completed. Monthly .	Needs and Process Assessment	Increased individual services from 08-09 by over 300 sessions. 1,251 individual appointments/walk-ins were held, with the majority of sessions assisting with major/career exploration and the 2nd most common session topic being Resume development.	
	To assist individuals in identifying interests, skills, personality traits, and values through the use of self-assessment inventories: Discover, MBTI, and the Strong.	Reason Code Summary Report/Assess-ment Report/ Discover Usage Report	The Grid/SARS, Monthly Report, ACT website-tracks # of self-assessment inventories given out to students, used by students, and/or interpreted by counselors. Completed Monthly .	Needs and Process Assessment	A total of 577 assessments were administered (485 Discover, 48 MBTI, and 44 Strong). 112 assessments were interpreted with a counselor (36 Discover, 43 MBTI, and 33 Strong). The Discover tool is designed in such a way that it can be given out to individuals during presentations and it can be self-interpreted; therefore, the majority of the Discover inventories will not be interpreted in our office. The majority of First-time users of Discover responded positively when evaluating the tool. 88% of respondents stated that the inventories on interests, values, and abilities within Discover were "useful" to them.	Plan to revise the piloted pre/post test in order to assess student learning in individual sessions in regard to their career development.
	To educate and assist individuals with career development needs through workshops (scheduled and held by our office), presentations (requested by faculty, staff, and student groups), panels (alumni, faculty, staff, and employers as panelists), and other programs (Major/Career Information Day). Topics include major/career exploration, degree job searching, resume development, interviewing techniques, networking, career fairs, and then panels involve information about specific career fields and the career paths of the panelists.	Workshop/ Offsite Programming Report	Monthly Report-tracks # of students involved in each of these services. Completed. Monthly .	Needs Assessment/Workshop Evaluation forms	Significant increases in presentations from 08-09 in Learning Communities and from other requests in classrooms, for student groups, etc. 1,071 students were reached through classroom presentations in Learning Communities; 1,752 participated in workshops, presentations, and panels; and 217 attended Major/Career Exploration Day. Results on the Workshop Evaluation forms are very positive. Most of the participants "strongly agree" with the statement, "the information presented in this program was useful to me".	Current need is to also obtain feedback from individuals taking the MBTI and the Strong.

University College Assessment Matrix 2009 - 2010

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Academic & Career Development	To expose students to experiential learning opportunities through externships; an opportunity to be in the environment, conduct a hands-on experience, and/or meet with a professional in the career field of interest.	Experiential Learning Report	Track # of students that complete an externship each semester and collect information from the Student Reflection Exercise. Completed each Semester.	Process Assessment/Student Feedback	17 students completed an externship in Spring '09 (12 were part of the Externship Plus Program in which they received a \$100 stipend). The evaluations indicated that all students felt satisfied with their experience and stated that it was beneficial. Most students stated that they felt a greater sense of self-efficacy regarding their ability to be successful.	Current need is to create a pre/post test for all presentations, workshops, and panels, as well as to evaluate participant satisfaction at our event, Major/Career Exploration Day.
	To educate the campus community about services in our office and to provide basic information on resources pertaining to career development needs through our outreach program, Career Conversations in the Café.	Offsite Programming Report	Monthly Report-tracks # of students, staff, and faculty that receive information at the table from the career professional.	Needs and Process Assessment	Reached a total of 217 people during the Fall and Spring semesters for 2 days per week for about 2 hours per day.	A Fall Break 2010 Externship Program is planned and revisions are being made to activities and learning outcomes for the Spring Break 2011 Externship Program.
Mathematics Assistance Center	<p>Mathematics Assistance Center Goals:</p> <p>Increase student awareness of MAC programs. Improve the attendance Needs and Process Assessment 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.</p> <p>Improve/Expand services for all courses, especially those with high DFW rates. Work with Gateway Faculty to better help the students in Gateway courses.</p> <p>Improve training of MAC staff both on content and on tutoring/mentoring approach.</p>	Student Participation Report	Relies on computer-based attendance Needs and Process Assessment of individual students. Provides numerical and statistical summary of student attendance. Per Semester	Needs and Process Assessment	Served about 3800 students between fall and spring. Highest demand for assistance includes math courses m118, 15300, m119, 15400, 16600 and 11100 in that order.	Plan to utilize video, career-related games, and other marketing tools to attract participants.

University College Assessment Matrix 2009 - 2010

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Mathematics Assistance Center		Student Feedback Report	End of semester student opinion survey administered in the majority of all sections of serviced mathematics courses. Per Semester.	Outcomes and Process Assessment: Marketing effectiveness, student satisfaction and student suggestions for improvement	Generally positive results, although some groups are still requesting more space and more tutors and mentors. Improved performance for tutors in upper level courses.	Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate courses with higher visitation rates. Expect continued data collection to lead to better needs assessment. Efforts to more easily communicate with students in the courses we service were made.
	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.	Process Assessment Program Effectiveness and Comparison Data	Enrollment data indicates a total of (2849) new 8th graders enrolled.	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. Efforts to minimize tutor/mentor time with students whom are not taking a MATH class at IUPUI will be made.
	Enroll 2000 new 7th grade students in Scholars Program	Enrollment Report	SEAS Database through the State Student Assistance Commission of Indiana End of program year.	Process Assessment Program Effectiveness and Comparison Data	Enrollment data indicates (1652) new 7th graders enrolled.	
Twenty-first Century Scholars (Pre-college Programs)	Enroll 1000 new 6 th grade students in Scholars Program.	Enrollment Report	SEAS Database through the State Student Assistance Commission of Indiana End of program year.	Process Assessment: Program Effectiveness and Comparison Data	Enrollment data indicates a total of (2409) new 6th graders enrolled.	Met 82% of goal partnered with Central Indiana Community Foundation to increase awareness of program.
	Provide a minimum of 10 college visits for a minimum of 400 students.	Scholar Track	SEAS Database through the State Student Assistance Commission of Indiana End of program year.	Outcomes Assessment: Student Pre/Post Test Program Effectiveness and Participation Rates	Post test indicates increased knowledge of university attended. Provided 26 college visits with a total of (1354) students.	
	Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.)	Parent Report	Scholar Track Frequently.	Outcomes Assessment: Parent evaluation Program Effectiveness and Participation Rates	(2131) Parents engaged in programming. Scholar parents report will use information obtained from programming.	Working to increase the number of students that attend Scholar college visits in grades 7-12.
	100 freshman participate in ISTEP/GQE prep workshops	Student Report	Scholar Track Frequently.	Outcomes and Process Assessment: Student/ Evaluation	(204) freshman students completed ISTEP/GQE prep work shop. 97% of the students reported will use information obtained from session.	Working to increase the number of Parents that participate in Parent programming.

University College Assessment Matrix 2009 - 2010						
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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.	Process and Outcomes Assessment: Student Evaluation Program Effectiveness and Planning	(214) junior students completed Junior Immersion. 96% of students reported will use information obtained from session.	Working to increase the number of students that participate in Scholar programming in grades 7-12.
		GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) April and June.	Outcomes Assessment Program Effectiveness	of the (1768) enrolled seniors (1080) were eligible based on their GPA.	
		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.	Outcomes Assessment Program Effectiveness, Problem Solving, Planning and Comparison Data		Working to increase the number of students that participate in Scholar programming in grades 7-12.
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 mentors' participation in activities, programs felt to be 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 mentors to evaluate the programmed activities on a 5 point scale. Short answers are also 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.	

University College Assessment Matrix 2009 - 2010

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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.	Mentee Evaluations	Reports mentees' participation in mentor activities, rates the programming efforts, and determines an overall rating of their mentor's performance. Evaluations are administered once per year.	Survey that asks mentees to evaluate the programmed activities and their mentors' contribution on a strongly agree to strongly disagree scale. Short answer questions are additionally asked, such as 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 as well as developing the study skills needed to succeed on the college level. Mentees reported the mentors to be kind, resourceful, 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 if available their second year.	Our mentor program successfully graduated 2 mentors out of 10 for the academic year of 2009-2010. 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 expanded our group mentoring model to serve 100 students. In order for our Mentoring Program to be more beneficial to the mentees and provide the mentors with a more engaging leadership experience, we plan to increasing the number of students served in the program for the 2010-2011 school year to 150 students.
			Mentee Report Forms	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.	85 mentees successfully completed our mentor/mentee program. In an effort to engage mentees in the program, our group mentoring model asked mentees to meet every other week throughout the semester in groups of 10 with 2 mentors as well as meet individually with 1 mentor on the opposite weeks. The primary goal of this structure is for mentees to develop long-term personal and academic goals and make the necessary connections on and off campus to achieve those goals. The program is designed for mentees to employ their fellow scholars, mentors, and the success program as the springboard and foundation for reaching their goals. Participation in Summer Orientation and Bridge program will help recruit new TFCS students to participate in the program and utilize program services. We have phoned and mailed incoming freshmen scholars information to encourage them to participate in the mentoring program and fulfill their IUPUI Pledge Grant requirement if applicable.

University College Assessment Matrix 2009 - 2010

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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 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.	Mentors utilized the report forms in helping track the progress of their mentee. It also allowed the coordinators of the program to gauge the progress of mentors and mentees. Additionally, if a mentee was assigned a new mentor, this reported permitted an easier transition. Finally, the reports allow mentors and success program staff to discuss specific points of achievements and challenges a mentee may face with any appropriate stakeholder.	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 and more attention will be spent on determining the accuracy of the mentees' records.
			Because the mentoring program adopted a group session structure, mentees were asked to complete an evaluation after their group sessions. This report was aimed at determining the effectiveness and quality of the group sessions in order to suggest continuing with this structure and/or making any necessary changes.	Mentees are asked to quantitatively answer four standard questions: did you enjoy this group meeting, did this group session need any improvements, would you recommend this topic for future group sessions, how would you rate the mentors' performance during this session. They were also asked to give qualitative feedback as to what topics they would like to see discussed in future group sessions.	Because the ratings determined in this evaluation were above average, this measurement provided support for growing the mentoring program and strengthening the group mentoring structure. 63 evaluations were received and the primary suggestions were to present more opportunities for scholars to interact along with venues to increase scholar involvement on and off campus.	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.

University College Assessment Matrix 2009 - 2010

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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.	GPA Comparison	Conducted by the University College Director of Assessment, at the end of May 2010, we received a report on the 2008 and 2009 TFTT 21st Century Scholars that included all of the GPAs for first-year TFCS.	GPA comparison of students who participated in the peer mentoring program are compared to those students who do not participate in the program.	According to the IUPUI 2008-2009 TFCS report, fall 2009 full-time TFCS who received the Pledge Grant and participated in the peer mentoring program has an average fall GPA of 2.85. As noted in the same report, TFCS who participated in Bridge and mentoring has an average GPA of 2.91.	These evaluations gleaned further ideas for group session topics as well as encouraged program staff to increase mentee recruitment efforts in order to double the number of students served in the program for the 2010-2011 school year. Since most of the evaluations received the same answers, evaluations will not be done as frequently and questions in the evaluation may be altered throughout the school year.
			Staff-Conducted Mentor Performance Evaluations	We conducted individual conferences between TFCS program staff and mentors to determine the performance of each mentor. These conferences were held at the end of each semester.		This measurement provided a structured opportunity for TFCS staff and mentors to discuss areas of improvement and areas of achievement held by the mentors. From these meetings, mentors were asked to grade themselves on their performance for their mentoring class and often times their grades matched with the perception TFCS staff had of the mentors' work.
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.		State standardized test and Pre & post tests (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. 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>	Process Assessment		

University College Assessment Matrix 2009 - 2010						
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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.		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.	Process Assessment		Continuous improvement of program
	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/interviews (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).	Process Assessment		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).	Process Assessment		Continuous improvement of program
			Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Process Assessment		Continuous improvement of program

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Upward Bound	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.		Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Process Assessment		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	Process Assessment		Continuous improvement of program
			Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Process Assessment		Continuous improvement of program
			Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Process Assessment		Continuous improvement of program
			Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Process Assessment		Continuous improvement of program
			Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Process Assessment		Continuous improvement of program
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 improvement of program

University College Assessment Matrix 2009 - 2010

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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 Financial Needs and Fulfillment Student Academic Standing Student Retention Math DFW Rates for Participants Needs Assessment for Math and Science Tutoring Student Satisfaction Survey Orientation Report Graduation Report	Student Financial Needs and Fulfillment	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 Academic Standing	A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc. End of Semester.	Outcome Assessment Program Effectiveness and Grant Requirements	86% of our students are at a 2.0 or better.	Continuous Program Improvement
		Student Retention	Statistical report on students retained from one year to the next year. End of Year.	Outcome Assessment Program Effectiveness	2008 -2009 Retention rate is 86%.	Continuous Program Improvement
		Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. End of Semester.	Outcomes Assessment Program Effectiveness	Math DFW rate of 47%.	Continuous Program Improvement
		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		Meets goals but lower than previously. More students need to participate in tutoring
		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	Outcome Assessment Program Effectiveness	68% 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.	Outcome Assessment Program Effectiveness	Graduation rate is 35%.	Continuous Program Improvement
Technology		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.	Continuous Program Improvement
		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: : Needs and Process Assessment	Were largely unaffected by viruses over the last year.	

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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: Needs and Process Assessment	Being constantly queried for logins from Bloomington dorm computers.	Updated patterns 30 minutes after any updates 24 hours a day
		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: Needs and Process Assessment	Servers are secure.	No changes available
		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: : Needs and Process Assessment	Workstations are secure and patched.	Add patches and updates as appropriate
		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: Outcomes Assessment	Redesign check in process and account creation process.	None Needed
		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: Outcomes Assessment	Costs in line.	Continuous Improvement
		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: Needs and Process Assessment	Problems resolved quickly.	Changing program in response to university policy changes

University College Assessment Matrix 2009 - 2010

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Technology		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: Needs and Process Assessment	Several machines need replaced with newer equipment.	None Needed
		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: Process Assessment	Need to reduce support costs.	New terminal servers purchased to implement thin client technology
		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: Process Assessment	Access Points are not covering all areas	Implementing terminal servers and thin clients to reduce hardware and support costs
		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: Process Assessment	Traffic is in line with bandwidth.	Contacted UITS for additional Access Points

University College Assessment Matrix 2009 - 2010

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Gateway to Graduation	<p>The Gateway to Graduation Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among academic departments across campus that offer Gateway courses and key support units including University College, the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management.</p> <p>Led by the Gateway Advisory Board, the program includes faculty development offerings, a series of Gateway Web-seminars open to all members of the campus community, monthly Gateway Course Coordinators meetings where directors share Best Practices and make recommendations for enhancing and revising courses and policies for the Gateway program.</p>		<p>Evaluations at workshops, retreats and professional development presentations. Surveys of faculty. Notes from Gateway Coordinators' meetings. Website use recorded by UC Technology.</p>	Process and Outcomes Assessment Likert Scale; Open-ended questions; multiple choice questions	<p>Results were very positive. More Comprehensive Reports based on individual events by Contacting Kate Thedwall at kthedwa@iupui.edu Reviews on: Tricks, Strategies and Ploys Active Classroom Engagement May 11 & 12, 2010 Actual Comments:</p> <ul style="list-style-type: none"> • This workshop was more applicable to those teaching non-technical courses. It would be helpful to have more content for technical classes. • Workshop scheduled a little later would be helpful – not on day grades are due or 1st day of summer I • I enjoyed most of this sessions. Please continue to offer this. • The workshop was well organized but could have been shorter and just as effective. • The speaker was very engaging – he provided a lot of helpful tricks and tips. • Awesome!!! • This presentation was phenomenal!!! • The presenter was engaging and inspiring! • Excellent, will implement at least 3 strategies into my classes this fall. <p>Recommendations for future Gateway to Graduation retreat Actual Comments</p> <ul style="list-style-type: none"> • A good workshop. The Conversation focused a bit much on large scale issues that might not be dealt with effectively at the gateway level. I wanted more on specific initiatives to help gateway instructors- may be more like the excellent summer workshops services. • Let's include students in the sessions in the future especially if we are going to speculate on what students think or want. • Excellent for location • Key note speaker excellent • I was too glad to be reminded how transparent we need to be as faculty with the students 	Topics for summer workshops and retreat were chosen from survey results. Interdisciplinary project and Research Community of Practice were created as result of retreat and summer workshops. Collaboration with support programs is a result of DFW reports. (Bepko, Writing, AES, CAPS, Speaker's Lab, MAC) Early Warning and Attendance Needs and Process Assessment Pilots were a result of research of Gateway Coordinators. Redevelopment of Gateway website planned in conjunction with UC Technology Department.
		DFW Rate Reports	Quantitative Analyses of DFW Rates based on Institutional Data Records for Gateway Courses. Include comparisons of previous years to assess improvement over time.	Outcomes Assessment	Gateway Courses DFW Trends All Students: The DWF rate showed notable improvement from Fall 2002 to fall 2009 (29.7% and 23.6%, respectively) (based on an analyses by Ken Wendeln based on Institutional Report Data).	

University College Assessment Matrix 2009 - 2010

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SPAN Division - Early College Entrance Programs	<p>SPAN Division -- Providing the opportunity for academically, technologically, and artistically high ability secondary students to enroll in IUPUI courses.</p> <p>GOALS:</p> <ul style="list-style-type: none"> • SPAN Division Programs will increase students' awareness of the academic, social, and cultural skills needed to attain a four-year college degree. • SPAN Division Programs will seek to increase the capacity of parents, community groups, and schools to encourage and support high school students' college preparedness and participation through dual credit opportunities. • SPAN Division Programs will strive to develop and implement strategies to increase students' academic success at both the secondary and post-secondary levels. 	Student and Parent Feedback Questionnaire	End of the fall semester and academic year (AY) evaluation emailed to students and parents. Administered every semester.	Process and Outcome Assessment: Program Effectiveness; Proper college course placement; college readiness; Student Satisfaction, Self-reported learning gains; Parental communication satisfaction;	<p>Results from the student feedback questionnaire have been positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their SPAN experience was 4.12</p> <p>The least satisfied cohorts continue to be from the Indianapolis Public School (IPS) district.</p>	

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Nina Mason Pulliam Legacy Scholars Program	<p>To support the academic and professional success of Nina Scholars in ways that lead to bachelor degree attainment and career-readiness within six years.</p> <p>Goals are to</p> <ul style="list-style-type: none"> 1) facilitate the academic, intellectual, and cultural transitions of Nina Scholars 2) develop a community of mutual support and relational leadership among Nina Scholars 3) assertively connect Nina Scholars to campus and community resources that lead to academic and professional success 4) facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending barriers to success 5) facilitate career development and graduate school readiness. 	<p>Two multi-program longitudinal evaluations were conducted from 2001-2008 by investigators from IUPUI and Arizona State University. The final report was published in June 2008.</p>	<p>The final two reports are meta-analyses of Nina Scholars data with matched samples (cohorts of students who applied but were not selected for the scholarship) of the first six years of the program. This is the final report of the six-year comprehensive Nina Scholars program evaluation. They analyze trends across the six cohorts and across the four colleges and universities. Specific trends include: applicant pool composition and proportions of eligible and selected applicants; scholar eligibility criteria (reentry students with dependents, students with physical disabilities, and former foster-care youth); demographic characteristics (age, marital status, gender, race/ethnicity, and median income); academic backgrounds (high school or GED completion and high school ranking), and status at entry into scholar program (first-time, continuing, or transfer student).</p>	<p>Process and Outcome Assessment: Multi-program effectiveness and impact; identify program specific strengths and opportunities for improvement through scholar interviews and investigator observations.</p>	<p>Program Strengths: scholar selection process that balances financial need with educational commitment and preparedness; emphasis on academic attainment coupled with an understanding of scholars' demanding life circumstances; highly skilled and effective full-time directors; dedicated and diverse advisory councils; exceptional camaraderie among many scholar cohorts. Through spring 2010 86% of IUPUI Nina Scholars have graduated and are still enrolled.</p> <p>Recommendations: Ensure scholars complete a minimum of 18 credit hours per academic year; reduce the high rate of loan indebtedness; continue infrastructure refinements such as the need for standard operations manuals.</p>	<p>Surveys results distributed to SPAN staff members to guide future planning; program development; and enhanced services.</p>
		<p>Faculty Fellowship: Development and Evaluation of program goals, objectives, and outcomes.</p>	<p>Karen Black, Director of Program Review for Planning for Institutional Improvement, is working with the Nina Scholars Program to articulate mission, goals, objectives, outcomes, and overall assessment plan. The assessments are intended to replace the multi-program evaluations which ended in 2008.</p>	<p>The assessment faculty fellow project is expected to be completed during the Fall 2010 semester. The project has resulted thus far in articulating the mission, goals, objectives, and activities of the program. The current focus of the project is to create a new assessment plan focused on measurement of outcomes.</p>		<p>We have offered more financial literacy programming, further empowered scholar leadership, we have introduced a common scholar class and a critical inquiry course for new scholars, and are investing more in mentor training. We also have focused more of the Director's time on students who are failing to meet program gpa and credit hour completion goals, as well as guidance on networking, career development and graduate school preparation.</p>

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Nina Mason Pulliam Legacy Scholars Program	<p>To support the academic and professional success of Nina Scholars in ways that lead to bachelor degree attainment and career-readiness within six years.</p> <p>Goals are to</p> <ul style="list-style-type: none"> 1) facilitate the academic, intellectual, and cultural transitions of Nina Scholars 2) develop a community of mutual support and relational leadership among Nina Scholars 3) assertively connect Nina Scholars to campus and community resources that lead to academic and professional success 4) facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending barriers to success 5) facilitate career development and graduate school readiness. 	Faculty Fellowship: Loan indebtedness and Scholar use of financial aid	<p>Josh Smith, Assistant Professor in the School of Education and Director of the Center for Urban and Multicultural Education, is leading a team that has conducted a survey of Nina Scholars as well as follow-up focus groups on scholar use of financial aid and loan indebtedness. The program and its funder are specifically interested in how scholars utilize loan funds and their levels of indebtedness relative to their earning potential.</p> <p>This project builds on findings in the multi-program assessments that show Nina Scholars accepting nearly as much in loan debt as matched sample students who do not receive Nina Scholar funds.</p>	Process and Outcome Assessment: Surveys were conducted in Spring 2010 with 22 participants. Focus groups have been conducted and more are planned. The project is expected to be completed in Fall 2010.		
	Grade Report: Reports average GPA's, # of "W's" and progress toward degree	Grades are requested from instructors or provided by students via copy of oncourse grade report at 4, 9, and 12 weeks of each semester.	Process and Outcome Assessment: Monitor scholar academic progress and achievement levels compared to IUPUI averages	With a 3.0 average GPA scholars do well in comparison with IUPUI student pop. Some struggle in math and science despite mentoring and tutoring.		
	Post-programming surveys	At the conclusion of bi-weekly workshops and monthly All Scholar meetings we utilized different classroom assessment techniques including the four grid evaluation (what I expected, what I got, what I valued and what I still need) as well as focus-groups.	Outcome Assessment Effectiveness of programming	Assessments were mostly formative to inform content and timing of workshops. Scholars valued self-exploration that related to their goals and success planning. In light of Director observations assessments suggest scholars need additional guidance on translating this information into behaviors that improved academic and goal-oriented outcomes.	We have developed a scholar success committee that meets with students who are having difficulty meeting the gpa or satisfactory progress requirements. The committee makes recommendations to the student. The recommendations are implemented by the student with support of the Director via weekly meetings.	
	Mentoring evaluations	Paper-based evaluations using a scale of strongly agree, agree, undecided, disagree, strongly disagree.	Process and Outcome Assessment: Effectiveness of mentoring	Evaluations suggest students found mentors to be very helpful. However, they think mentors could be better equipped to support the success of students who come from marginalized backgrounds and face numerous challenges to success.	2010-11 programming will feature topics that teach self-regulation and change. 2nd year programming will be introduced that builds on 1st year programming and is focused on structured experiences like externships that connect to career and personal goals.	

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Nina Mason Pulliam Legacy Scholars Program		Nina Scholars Leadership focus groups	Focus-groups are conducted twice per year with students most active in providing student leadership to the program.	Process Assessment: Focus-groups	Scholars who played the major leadership roles have graduated. Continuing scholars who have demonstrated relational leadership need mentoring, guidance, and leadership skill development to fill these roles.	We have created a 3 day mentor training program that focuses on mentor responsibilities, expectations, philosophy, methodology, and schedule. This training will culminate in a team-building trip to the Underground Railroad Museum in Cincinnati.
University College Assessment	<p>University College Assessment Vision <i>There is a culture of evidence in UC. Faculty, advisors, staff, and administrators frequently plan for assessment and use results in decision making.</i></p> <p>University College Assessment Guiding Principles and Values <i>Insight – stakeholder understanding of program underpinnings and components.</i></p> <p><i>Involvement – stakeholder involvement in assessment planning and deployment.</i></p> <p><i>Validity – select valid and reliable criteria; carefully design studies that have internal validity; ensure that data is secure and reliable.</i></p> <p><i>Improvement – link results with program, service, learning, and teaching improvement.</i></p> <p><i>Transparency – relevant data and information is readily available and transparent for all internal and external stakeholders.</i></p>	Meta-Assessment Report	Assessment of Assessment process as measured by 1) use of results, 2) acceptance of research papers at national conferences and in publications, 3) informal and formal feedback from faculty, staff, and administrators, 4) UC Program Review process and Feedback.	Meta-Assessment:of Assessment Activities	<ul style="list-style-type: none"> * Numerous reports (e.g., program participation rates, students' perceptions, learning outcomes, program effects on retention and academic achievement) have been developed and disseminated to faculty, advisors, administrators, program directors, and staff. *Key stakeholders (e.g., faculty, advisors, administrators, program directors, students) have used assessment results in designing, planning, and implementing programs designed to enhance student learning outcomes, academic performance and retention. *University College integrated qualitative and quantitative data assessment data such as data from IMIR, qualitative reports, PRAC, etc. *Faculty, advisors staff, and administrators frequently plan for assessment and use results in decision making. Assessment data is used to improve teaching and learning. *University College Assessment Unit ensured that all assessment data is accessible and transparent to all faculty, administrators, staff, and advisors. 	<input type="checkbox"/> Redesigned UC Assessment Website to ensure that data and reports are transparent and accessible to all users. <input type="checkbox"/> Plan to design rigorous studies that prove (accountability) and improve programs. Use appropriate techniques (e.g., Propensity Score Matching, Heckman Adjustment, Instrumental Variable approaches, Structural Equation Modeling (SEM)) research designs (random assignment to pilot programs when feasible and ethical) <input type="checkbox"/> Provided data, expertise, and consultation to support all Formal Program Review efforts and reports. <input type="checkbox"/> Plan to develop University College Assessment Policies <input type="checkbox"/> Establish and disseminate a schedule of Standard Reports <input type="checkbox"/> Design studies that assess the longer term impact of academic support programs <input type="checkbox"/> Continued to establish a national reputation for assessment of first year programs (e.g., publications and conference presentations)

* Please note that more comprehensive reports are available upon request. Please contact Michele J. Hansen, Ph.D. Director of UC Assessment, at mjhansen@iupui.edu.