

University 2002-2003 PRAC Report

Introduction

This Program Review and Assessment Committee (PRAC) Report describes the development and implementation of comprehensive assessment activities to determine the impacts of a myriad of first-year academic and support programs housed in one academic unit: University College (UC). UC serves over 8,000 students and includes numerous support programs, grant initiatives, and academic courses. In order to facilitate on-going communication with the campus community, we developed an assessment plan which includes qualitative and quantitative methodologies for evaluating particular program components/operations. This report describes the components of the assessment plan, how assessment results are used continuously to improve programs and ensure unit mission alignment, and the strategies developed to communicate assessment findings to the wider campus community. Please note that this report highlights assessment activities during the 2002-2003 reporting period, but also takes a *cumulative* approach in documenting how assessment results have been used to make program improvements.

University College: Assessing A Complex Academic Unit

University College's mission is to provide a common gateway to the academic programs available to entering students. In accordance with this mission, UC strives to coordinate existing university resources to help incoming students make more successful transitions. Many IUPUI incoming students possess characteristics that place them at a greater risk for academic failure and attrition: not completing a rigorous high school college-preparatory curriculum, being first generation college students, attending classes part-time, living off campus, and significant off-campus work commitments. UC is designed to provide incoming students with the resources and

information they need to successfully meet university demands and acclimate to a new environment.

UC also engages in assessment activities to satisfy the requirements of external funding agencies and new campus priorities. However, UC assessment leaders also strive to ensure that assessment is directly associated with goals and ongoing processes that are valued by program administrators and faculty. It is notable that units housing first-year programs can be under enormous pressure to show that intended outcomes are being achieved and oftentimes assessment findings are used to communicate a sense of “accountability.” Swing (2001) notes that:

John Gardner, Betsy Barefoot, and others have observed that first-year seminars and other programs serving large numbers of first-year students (e.g., advising, orientation, residence life, learning communities) are asked to “prove their value” more frequently than high status, discipline based program. “Proving and improving” is not a luxury for first-year programs but a core element of success, a natural extension of professional curiosity, and an essential expression of respect for our students. (Swing, 2001, p. ix).

Thus, assessment results are used for fostering internal learning and program improvements as well as satisfying the information needs of external stakeholders. To meet these demands, UC assessment methods include both quantitative and qualitative methods to determine the impacts of various academic support programs for first-year students including New Student Orientation, First-Year Seminars, Learning Communities, Critical Inquiry Courses, Structured Learning Assistance, advising, Math Assistance Center, and more. UC is unique among academic units at IUPUI in that it does not have an extensive curriculum, offer degrees or attempt to prepare students in specific disciplinary perspectives. That, coupled with the relative recency of its creation, results in an approach towards assessment that is distinctive from other academic units. Some of the characteristics that characterize UC’s unique approach to assessment include: 1) programmatic collaboration with other schools, 2) relationship to the

Principles of Undergraduate Learning, and 3) assessment as an integral feature of University College's work. Virtually all of University College's programs, including orientation, advising, student mentoring, learning communities, academic support for gateway courses and honors, are done in cooperation with other undergraduate units. Because of this, working directly with the Office for Professional Development, and the Office of Information Management and Institutional Research (IMIR) is integral to UC's assessment initiatives.

Other academic units have the expectation of taking a longitudinal and developmental approach to the Principles of Undergraduate Learning (PUL's). University Colleges' role with regard to student learning and the Principles of Undergraduate Learning is more general and foundational. Within the context of UC's programs, the PUL's are introduced and students begin to develop in all of them, but the goal and the ability to measure substantial results over time is limited due to the fact that students quickly move from University College into the schools that include their major field of study. In the fall of 2003 students in First-Year Seminar courses will submit evidence of learning and proficiency across the PULs that correspond to course expectations as well as early stages of degree completion (i.e. what proficiency levels are expected during first-year of college).

Three-Phase Assessment Model

University College employs a comprehensive assessment model to determine the impact of the various programs it offers. Shown in Figure 1 is UC's three-phase approach to assessment: assessment of needs, processes, and outcomes.

Needs Assessment. University College gathers information (e.g., student, staff, and faculty perceptions) to determine what programs and services students need. For instance, the "Entering Student Survey" is administered to incoming students to collect a wealth of information regarding students' needs, expectations, educational goals, and intentions. The data

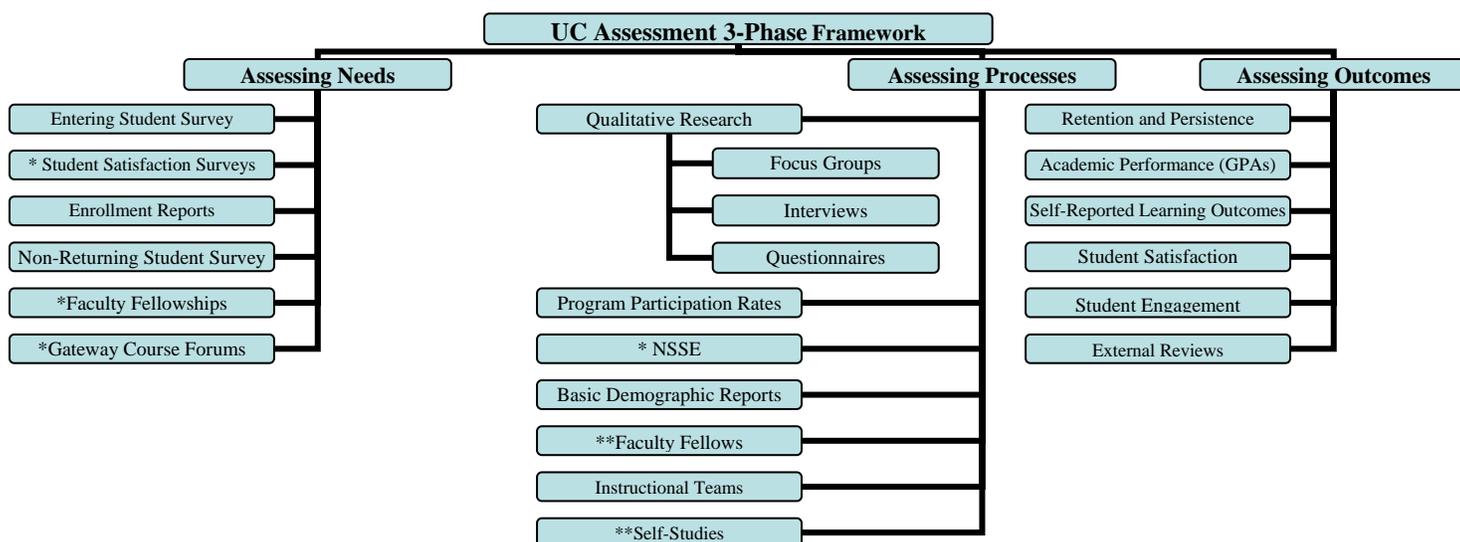
collected via this survey further enables faculty and staff in their efforts to introduce students to the academic culture and help them achieve their goals.

Process Assessment. Process assessments are conducted to determine if programs are implemented as conceptualized, to monitor/track who uses the programs and services, and to ensure that the intended populations are participating in the programs. Qualitative approaches such as focus groups, interviews, and questionnaires are used to gather in-depth information about program components and processes.

Outcomes Assessment. Outcome assessments are employed to answer fundamental questions about the value of programs such as: Do programs do what they intend to do? Results from comprehensive outcome assessments help to further understanding about how UC programs ease students' transitions to college, enhance student learning, and impact academic performance and retention. We strive to begin all outcome assessments with a clear articulation of program goals and a careful selection of valid instruments and protocols that are sensitive to program goals. Additionally, we conduct analyses to determine if programs are having differential impacts on diverse groups of students (e.g., underrepresented ethnic groups, first-generation students, students working for pay off-campus, commuting students, conditional admits, students older than 25 years of age).

Ongoing Formative Assessment. University College conducts on-going internal formative evaluations to continuously improve programs. Through these internal evaluations, program directors may identify an unmet need, implement a program to better serve the need, monitor the program implementation, and conduct an outcome assessment once a program component/service is in operation. Figure 1 provides a graphic depiction of this three-phase framework for UC assessment.

Figure 1: A Three-Phase Assessment Framework for UC



* Some campus-wide surveys appropriately serve to help understand students' needs, student activities and engagement, program processes, and program outcomes.

** Internal on-going program assessments are a critical component of the UC Assessment Framework. These formative assessment activities involve all 3 phases: needs, processes, and outcomes.

Qualitative and Quantitative Methods

UC has increasingly faced pressure to demonstrate and improve the effectiveness of first-year support programs. As such, qualitative and quantitative approaches have been employed to comprehensively assess the impacts of dynamic and complex support programs. These two approaches have been employed -- not as two independent strands of inquiry and research, but as complementary techniques. We believe that qualitative and quantitative approaches to assessing student adjustment to the first of college can work best in a dialogue.

The assessment process requires bringing to awareness the different ways that programs are implemented and student responses to those differences; qualitative research is critical here. Institutional improvement also requires developing common indicators of program effectiveness, measuring them over time, and using the results to make strategic and policy decisions at

different higher education organizational levels---e.g., instruction, administration, and governance. Quantitative results can be useful in making data-driven decisions. However, once decisions are planned and implemented, qualitative techniques can be employed to examine the cultural variations underlying different methods of implementation. For example, quantitative indicators of student performance alerted IUPUI administrators of a problem in student academic performance and retention, for which they developed several first-year student programs, especially a first-year seminar. Qualitative studies of seminar implementation subsequently suggested the need for program modifications. Quantitative measures are being used to assess the effects of those modifications.

In collaboration with UC program administrators the Office of Information management and Institutional Research (IMIR) produces a series of quantitative reports and analyses to support UC assessment. Appendix A displays the reports produced to enhance understanding of student program participants' background characteristics and demographics, program participation rates and program impacts. Areas assessed include program impact on performance, GPAs, DWF rates, retention, and persistence, with comparisons between participants and non-participants.

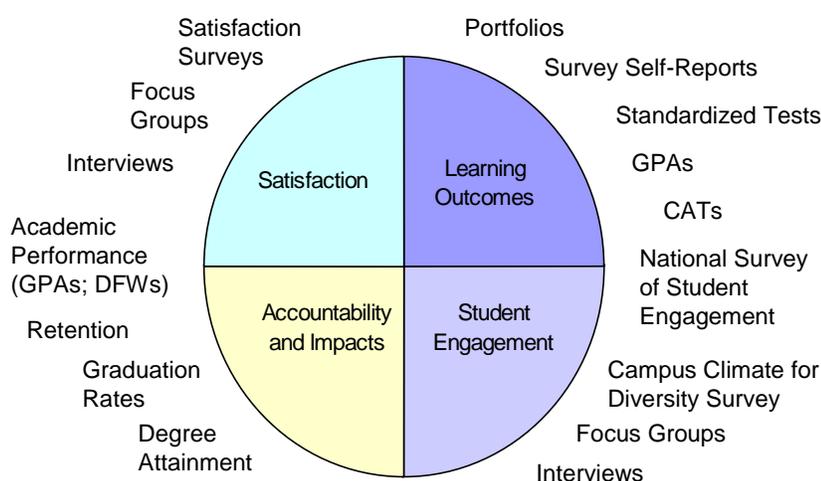
The quantitative reports that examine the impact of First-Year Seminars are shown in Appendix B. For example, in order to understand program-related related effects participants in First-Year Seminars were compared to non-participants with regard to academic performance (Fall GPAs) and one-year retention rates while controlling for background characteristics.

As we have improved our capacity to measure a wide array of student outcomes, it has become increasingly important that we develop ways to assess how our programs and processes work to increase desirable outcomes and decrease undesirable ones. Qualitative evaluations

provide the kinds of in-depth process information that would allow faculty, staff and students to better understand when and how certain interventions are effective. Figure 2 displays an outcome assessment framework employing both qualitative and quantitative methods.

Figure 2: An Outcome Assessment Framework

UC Outcome Assessment Framework: Employment of Quantitative and Qualitative Methods



Examples of Assessment and Improvement at University College

University College assesses the effectiveness of its academic support programs, including Supplemental Instruction, Structured Learning Assistance, the Writing Center, Math Assistance Center, and departmental support programs. Generally, students have found that the most valuable aspects of these experiences are the opportunities to get to know other students, have regular contacts with advisors and instructors, and learn their way around IUPUI. This section highlights assessments of the following programs and courses: First-Year Seminars, Critical Inquiry Courses, Summer Bridge Program, and New Student Orientation.

First-Year Seminars

IUPUI students who are beginners or transfer with fewer than eighteen hours are required to enroll in a First-Year Seminar. All seminars follow the same course template, which outlines the learning objectives for students enrolled in these sections, but each school tailors its seminar to meet the particular needs of its majors. First-Year Seminars at IUPUI are taught by instructional teams consisting of a faculty member, an academic advisor, a student mentor, and a librarian.

University College has sponsored extensive qualitative assessment of its First-Year Seminar courses employing interviews with both faculty and students. Findings, summarized in Table 1 below indicate that the complexity of the template for the First-Year Seminar resulted in instructor variation in emphasis on different learning outcomes, although extended, integrative assignments helped somewhat to reduce the problem of coordinating many short assignments aimed at specific outcomes.

Table 1. First-Year Seminar Process and Outcome Assessment Findings

Findings on First-Year Seminar Outcomes:

Instructors' Ratings of Student Attainment

	<u>Min</u>	<u>Max</u>	<u>Mean</u>	<u>S.D.</u>
● <i>Values of Higher Education</i>	3	5	3.78	.81
● <i>Positive Learning Environment</i>	2	5	4.22	.94
● <i>Communication Skills</i>	2	5	4.17	.92
● <i>Critical Thinking</i>	1	5	3.39	1.09
● <i>Use of Library</i>	2	5	3.72	1.18
● <i>Use of Information Technology</i>	1	5	4.08	1.11
● <i>Self-Awareness as Learner</i>	1	5	3.94	1.11
● <i>Full Use of IUPUI Resources</i>	1	5	3.53	1.04

(1=low attainment; 5=high attainment; n=18)

Students' Report of Improvement in Abilities (n=221)

● <i>Find resources at IUPUI</i>	62%
● <i>Use the library</i>	53%
● <i>Seek help when needed</i>	52%
● <i>Use online resources</i>	51%
● <i>Understand course expectations</i>	47%

● <i>Participation in class discussion</i>	47%
● <i>Manage own time</i>	39%
● <i>Cope with stress</i>	28%
● <i>Write for course assignments</i>	24%
● <i>Think critically</i>	23%

Students' Report of Changes in Behavior

- *About half the 221 students reported changes in one or both of two clusters of attitudes and behavior: becoming a better student and becoming more outgoing.*
- *Becoming a better student*
 - Taking course demands more seriously
 - Developing better study habits
 - Organizing time better
- *Becoming more outgoing*
 - Trying to get to know students and instructors in other courses
 - Expressing self more, having more self-confidence

Program Implications for First-Year Seminar:

- *Simplify, clarify template learning outcomes*
- *Front-load seminar in semester*
- *Differentiate, clarify, and integrate team member responsibilities*
- *Improve preparation and ongoing support for faculty*
- *Clarify relationship to linked academic course*
- *Give students more feeling of having accomplished something*
- *Make amount of work appropriate for one credit course*
- *Treat students like college students, not children*

Shown in Table 2 are the results of analyses examining the impact of First-Year Seminar Courses on one-year retention rates and academic performance. Results suggest that participation in First-Year Seminars for fall 2001 had a rather dramatic effect on retention as participation in a First-Year Seminar added on average of 6 percentage points to retention rates even after controlling for relevant student background and enrollment characteristics.

Table 2: The Impacts of First-Year Seminars on 2001 One-Year Retention Rates and Academic Performance

**Impact of Participation in a First-Year Seminar for All Students:
Average First Semester GPA**

First-Year Seminar	N	Average Fall GPA	Adjusted Fall GPA
Non-Participants	471	2.54	2.50
Participants	1359	2.42	2.44
Overall	1830	2.45	

Note: Adjusted controlling for differences in demographics, enrollment, academic preparation, and Critical Inquiry participation. Differences in GPA among participants and non-participants are not significant.

**Impact of Participation in a First-Year Seminar for All Students:
One-Year Retention**

First-Year Seminar	N	Retention Rate	Adjusted Retention
Non-Participants	757	58%	59%
Participants	1653	65%	65%
Overall	2410	63%	

Note: Adjusted controlling for differences in Fall GPA (not including grade for LC) and Fall Hours taken.

The impact of Learning Community Participation on retention is significant ($p < .01$)

Data suggests that participation in a First-Year Seminar adds on average of 6 percentage points to retention rate - after controlling for Fall GPA (not including grade for seminar) and Fall Hours taken.

Putting Assessment into Action for First-Year Seminars. In response to assessment findings, the template for the First-Year Seminar was simplified and clarified for the fall 2002- and spring 2003 courses, and recommendations on effective practices were disseminated among First-Year Seminar instructors. In order to increase understanding of student self-reported learning outcomes and to provide feedback to course instructors, we created and administered a First-Year Seminar Course Evaluation Form. This instrument was re-designed and administered in the fall 2002 and spring 2003 courses to measure the extent to which seminars are achieving intended goals and to facilitate on-going improvements in course pedagogy. Results analyzed in the aggregate will be used to continuously monitor overall seminar effectiveness and to recommend programmatic improvements.

Critical Inquiry Courses

Critical Inquiry (CI) is a set of courses designed to help enhance academic performance in the discipline courses and the development of transferable learning strategies. The CI course is linked to a specific content course and is designed to facilitate student understanding and critical analysis of specific readings in the course and other critical academic skills. In Fall 2000, CI was implemented as a pilot program in five disciplines. Preliminary evaluation results of the pilot program suggested that CI may be an effective support mechanism for students with prior academic deficiencies. CI participants outperformed the non-participants by earning higher course grades in three of the four evaluated pilot sections: Anthropology, Biology, and Psychology.

Table 3 highlights the focus and results from a qualitative study of the pilot sections of Critical Inquiry courses.

Table 3: Assessing Pilot Critical Inquiry Courses

- *Focus: Processes and outcomes in pilot sections of Critical Inquiry course in Fall 2000 and Spring 2001.*
- *Assessment: Open-ended survey and discussions with students in 8 sections; post-semester feedback to instructors.*
- *Process Findings: For many, progress in the linked course was facilitated by increased class time and development of study skills, although skill focus varied with subject area of linked course.*
- *Outcome Findings: 90% of students would recommend CI to a new student, and 75% would take another CI section linked to another course; some were uncertain about meaning of CI; some expressed doubts about value of CI.*
- *Program Implications: Focus models of critical inquiry, tighten linkage to academic course.*

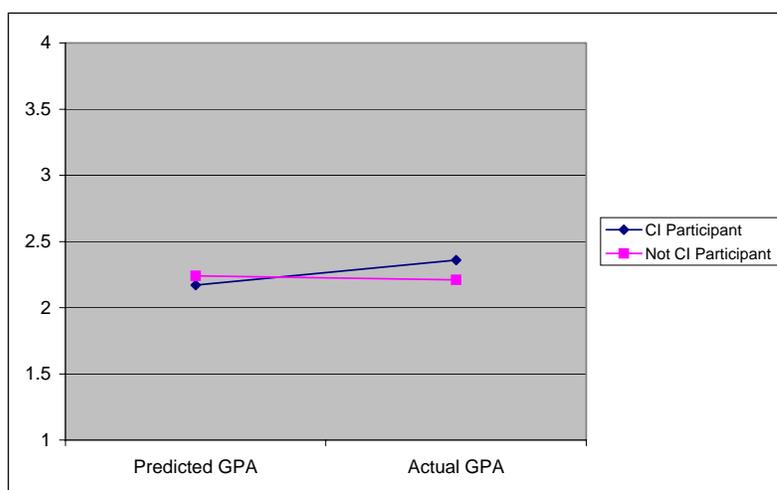
Due to the early success of CI, the program was expanded in fall 2001. Implementation in 2001 included more students as well as more courses in the following disciplines: Anthropology, Psychology, English, Biology and Women's Studies. In order to have meaningful and valid comparisons when conducting quantitative analyses of program impacts, CI participants were

compared to other beginning freshmen enrolled in the same discipline content course section when feasible. In some cases, students in other sections of the content course were added to the comparison group to produce an appropriate sample size. Students who withdrew from the CI course were excluded from the analyses due to the fact that they did not receive the full treatment.

Shown in Figure 3 are the results of an examination of the overall impact of CI participation on student 2001 Fall GPA (excluding CI course grade). An initial linear regression was performed to determine the student background characteristics that best predicted Fall GPA for beginning freshmen. The following background characteristics produced the strongest prediction model: high school percentile rank, ACT reading score, units of math completed in high school, hours planned to work, first generation status, age, gender, ethnicity, and High School Assignment Diligence. The High School Assignment Diligence construct was formed by summing 3 items from the 2001 Entering Student Survey: 1) How often students read all assigned readings for class during the last year of high school, 2) How often students completed class assignments on time, and 3) How often students were careful in completing assignments for class during the last year of high school ($\alpha = .69$). These nine variables accounted for 11% of the variability of Fall GPA. This regression model was used to generate 'predicted' Fall GPAs for CI participants and non-participants. These predicted outcomes were subsequently compared to 'actual' Fall GPAs in order to assess the overall impact of Critical Inquiry on academic performance. Results suggest that students who participated in Critical Inquiry performed significantly better than expected ($p < .05$). On the other hand, non-participants did not perform significantly better than expected.

Figure 3: Fall 2001 Expected versus Actual Fall GPAs (excluding CI grade)

	N	Predicted GPA	Actual GPA
CI Participant	115	2.17	2.36
Not CI Participant	907	2.24	2.21



Findings based on focus group interviews conducted more recently (spring 2002 CI courses) suggested that the CI is fulfilling its purpose. A total of nine CI sections, with 87 students, were studied in spring 2002. Most students felt that CI helped them succeed in a specific linked academic course and also would help them in other college courses. There was a difference between sections linked to liberal arts and science courses, however, in how students responded to instruction in the critical inquiry approach to college-level reading. In the liberal arts sections, students seemed to see learning the critical inquiry method as helpful to success in the linked course, while in the science sections, many students saw the critical inquiry method as a distraction to learning what they needed to succeed in the linked academic course. Overall students praised class practices that helped with analysis of lectures and writing assignments, provided opportunities for discussion and active learning, and (especially in science-linked sections), vocabulary review and test preparation. Many students reported that the CI course had helped them improve on 13 abilities targeted by the course template, especially in learning

from class discussions, understanding difficult material, and preparing for class tests. Students in liberal arts sections as a group were more likely to report improvement overall than students in science sections. There was little difference between the two groups, however, in the generally positive disposition towards the CI class, as indicated by the findings that 74 % of the students would recommend CI to others, and 62% would take C.I. again linked to another academic course.

In order to gain a more comprehensive understanding of the impacts of CI on academic performance, a series of quantitative analyses of the spring 2002 sections were also conducted. Displayed in Table 4 are the results of the spring 2002 CI evaluation. Matched control groups were created to allow more meaningful comparisons in the CI courses linked to the following discipline courses: Anthropology (A104), Biology (N100), and English (W131). CI non-participants enrolled in the corresponding discipline course were matched on key background characteristics such as gender, ethnicity, and beginning spring cumulative GPAs.

Table 4. Spring 2002 Impact of Critical Inquiry Courses on Student Performance

Course	Critical Inquiry Participant	N	Average Grade in CI Course	Average Grade in Discipline Course*	Sem. GPA Exc. CI Grade	Avg Grade Beg Spring Sem.	Avg Beg. Credit hrs.	ACT Reading Score	Avg. H.S. Pctile Rank	Avg. SAT Score	% Female	% Afrn Amer	Avg Age
ANTH A104	Yes	14	2.46	3.39	2.68	2.37	16.64	78	48	930	78%	14%	19
	No ¹	26	na	3.00	2.47	2.33	38.35	78	56	944	88%	11%	21
BIOL N100	Yes	16	2.95	2.66	2.57	2.17	25.50	78	44	872	38%	19%	23
	No ¹	25	na	2.35	2.32	2.40	37.56	84	58	952	32%	8%	21
COMM C180	Yes	9	4	2.63	2.68	2.52	13.78	78	44	886	78%	33%	22
	No	21	na	3.03	2.64	2.47	41.38	83	48	868	67%	24%	23
ENG W131	Yes	28	2.40	1.75	1.58	2.03	14.04	85	51	900	46%	43%	22
	No ¹	35	na	2.44	2.03	2.08	20.09	82	51	927	57%	43%	20
HIST H106	Yes	11	2.18	2.81	2.88	2.54	15.27	85	63	959	18%	9%	19
	No	29	na	2.75	2.56	2.52	34.72	84	59	977	69%	0%	21
PSY B104	Yes	33	3.46	1.76	2.24	2.16	16.49	82	54	891	61%	27%	20
	No	83	na	2.21	2.22	2.36	26.52	84	51	964	55%	10%	22

¹A matched control group was created in order to make meaningful comparisons

Results suggest that students participating in 2002 CI courses linked to Anthropology and Biology had higher average grades in the discipline courses and had higher overall semester

grade point averages (excluding grades in the CI course) than students in the non-participant matched control groups. Students in CI courses linked to the discipline courses of Communication Studies (C180), English (W131), History (H106), and Psychology (B104) did not have higher discipline course average grades or cumulative spring 2002 grade point averages compared to students not in CI courses. It is possible that CI course participation is not effective in boosting academic performance in courses that require more memorization than critical analysis of reading material. Results from the recent qualitative examination of students' perceptions and self-reported learning gains cited above helps to facilitate understanding of effective CI course content and strategies.

Shown in Tables 5 and 6 are the most recent results of a series of quantitative analyses examining the impact of CI on fall 2002 academic performance. Results suggest that CI participants perform significantly better than non-participants with regard to average discipline course grade and average fall semester grade point average (excluding CI course grade) even while controlling for relevant background characteristics (age, gender, high school percentile rank, SAT score, and course load).

Table 5. Fall 2002 Impact of Participation in a Critical Inquiry Course for All Beginning Freshmen: Average Discipline Course GPA N = 929

Critical Inquiry	N	Average Fall GPA	Adjusted Fall GPA
Participants	70	2.92	3.06
Non-Participants	859	2.72	2.71
Overall	929	2.74	

Note 1: Adjusted controlling for differences in demographics and academic preparation; Differences in GPA among participants and non-participants are significant.

Note 2: Based on Multivariate Analysis of Covariance and Multiple Regression.

Note 3: Students who withdrew from CI were excluded from the analyses

Table 6. Fall 2002 Impact of Participation in a Critical Inquiry Course for All Beginning Freshmen: Average Fall Semester GPA (excluding CI grade) N = 949

Critical Inquiry	N	Average Fall GPA	Adjusted Fall GPA
Participants	71	2.71	2.85
Non-Participants	878	2.63	2.63
Overall	949	2.64	

Note 1: Adjusted controlling for differences in demographics and academic preparation; Differences in GPA among participants and non-participants are significant.

Note 2: Based on Multivariate Analysis of Covariance and Multiple Regression.

Note 3: Students who withdrew from CI were excluded from the analyses.

Putting Assessment into Action for Critical Inquiry Courses. In summary, quantitative results have consistently suggested that student participation in CI does positively impact academic performance and qualitative studies have shown students seem to have positive reactions to the course. However, CI implementation seems to vary across sections and some course strategies may have more positive effects on student academic performance than others. Further investigation is needed to explicate what CI implementation strategies are most effective. One quantitative analysis indicated that receiving the collective support of Bridge and CI appeared to be a successful strategy for improving students' performance in the discipline course as well as fall cumulative GPA. Results from qualitative assessments have been provided in the form of feedback reports to instructors so that course improvements can be implemented.

Currently, more interviews are being conducted with CI instructors to develop a more comprehensive understanding of course implementations and a “course evaluation” instrument has been developed that assesses students’ self-reported learning outcomes and perceptions of course benefits. Based on assessment feedback, CI instructors have implemented strategies to tighten the linkage to academic courses and develop more activities to clarify concepts/terminology in science courses (e.g., Biology).

Summer Bridge

The Summer Bridge program is an intensive 2-week program designed to provide first-year students with a “head start” on all aspects of the collegiate experience to help them make successful transitions. Table 7 highlights findings from the Summer Bridge pilot program assessment.

Table 7. Assessing Summer Bridge Program

- *Focus: Process and outcomes of pilot program (integrated with First-Year Seminar) in Summer 2001*
- *Assessment: Open-ended survey & discussion with students; feedback to instructors*
- *Process findings: Students were highly appreciative of experience, especially opportunity to getting to know each other and IUPUI before semester started.*
- *Outcome findings: Students reported that program had increased their self-confidence about doing well in college.*
- *Program Implications: Make program available to more first-year students; individualize math instruction.*

Putting Assessment Results into Action for the Summer Bridge Program. Due to the positive student reactions to the pilot Summer Bridge program, the program was implemented again in 2002. During the fall semester of 2002, focus groups were conducted with 16 Business, 21 Education, 13 Exploratory, and 19 Nursing students in the 2002 Summer Bridge Program. Students were asked to fill out a short open-ended questionnaire and then discuss their responses as

a group. Questionnaire responses were subsequently transcribed and integrated with discussion notes, and feedback memos were prepared for instructors in charge of each of the four Summer Bridge groups. Students had generally positive responses to activities on the writing workshop, library instruction, and the research project, but there were comparatively few positive reactions to the summer CI instruction, and math instruction. Students also reported the following benefits of Summer Bridge: increased familiarity with campus, provided opportunities for meeting other students, and helped in transition to college and “fitting in.”

New Student Orientation

New Student Orientation is designed to provide incoming students with the resources and information they need to successfully meet university demands and adapt to a new environment. During orientation faculty, staff, and a student lead orientation team (the O’Team) share in the responsibility for introducing new students to IUPUI’s supportive and stimulating learning environment. The orientation program (a full day program) serves approximately 5000 students yearly and has been expanded to include a “Family Connections Program.”

A research analyst from IMIR and a UC Faculty Fellow conducted a comprehensive evaluation summer 2002 orientation program. The primary purposes of the program evaluation were to: 1) determine if the New Student Orientation process was meeting the needs of incoming students, 2) reassess the goals of orientation, and 3) understand the impacts of orientation on student participants’ knowledge levels, attitudes, and behaviors related to the stated goals. Generally, the evaluation was designed to help provide an informed perspective on the major strengths and deficiencies of the New Student Orientation process so that data-driven program improvements were possible.

Quantitative and qualitative techniques were employed in order to obtain a comprehensive understanding of the impact of New Student Orientation on student participants. Because many members of the IUPUI community have contact with incoming students, efforts were made to collect information from several perspectives. Focus groups and self-administered questionnaires were used to systematically collect the perceptions and opinions of multiple stakeholders (students, faculty, advisors, administrators, Student Life and Diversity (SLD) Staff, and O-Team members).

A series of 14 focus groups were conducted in spring and fall 2002 with all major orientation stakeholders included. Additionally, a questionnaire was administered to first-year student orientation participants enrolled in First-Year Seminar courses during the fall 2002 semester to assess their perceptions of New Student Orientation. The questionnaire was designed to measure students' self-reported changes in behaviors, learning gains, and perceptions of orientation three months after the start of the fall semester. At this point in time, students could report how orientation helped or did not help them in making their transitions to IUPUI. The questionnaires were mailed to instructors and they were asked to distribute them in classes.

Putting Assessment Results into Action for New Student Orientation. Action plans were developed to deal with the patterns found in the data, as prioritized by the orientation leaders. For example, New Student Orientation planners decided to start the orientation program with new students forming small groups rather than beginning the day by having students listen to a large lecture hall presentation. This change was proposed because evaluation results suggested that new students were not making sustained connections with other students, faculty, advisors or student affairs staff during orientation. Other data-driven action plans include developing strategies to expand the campus tour; providing a more in-depth, interactive

technology session; implementing a more efficient process with more clearly defined goals (survey respondents complained about long wait-times, information overload, and lack of organization); including more information about costs of attending and financial aid; and conducting more in-depth advising sessions.

Plans for UC Assessment: Establishing External Accountability, Promoting Continuous Learning, and Strategic Planning

One of the challenges in conducting UC assessment has been the development of effective strategies for communicating assessment findings to the campus community in an effort to demonstrate the worth and value of UC programs. Awarding faculty fellowships to assess particular program components and outcomes (e.g., student peer mentoring, First-Year Seminar learning outcomes, the development of Thematic Learning Communities, and New Student Orientation processes and outcomes) has been one effective approach in facilitating collaborations among academic departments and ensuring faculty involvement.

Another challenge to conducting assessment for an academic unit housing multiple programs and initiatives is monitoring assessment activities and using results to foster internal learning. A document entitled “University College Assessment Report Template” is shown in Appendix C. This report template was designed to serve as an effective tool for monitoring assessment activities/reports and for internal and external communication of assessment activities. We plan to employ the “University College Assessment/Strategic Planning Template” shown in Appendix D as a guide for documenting what implementation strategies are being employed to achieve critical goals and how these strategies and goals relate to mission achievement.

UC is continuously engaged in the development and implementation of procedures for communicating assessment findings widely and for using results to promote internal learning and

change. New initiatives (e.g., action research model, empowerment evaluation approaches) are currently being developed to increase interaction, dialogue, and collective critical inquiry during assessment processes. Additionally, a number of UC programs will undergo a “program review” process in which comprehensive self-studies are conducted and external evaluators serve to provide insight and further examination of program strengths and weaknesses. Shown in Appendix E is a preliminary program review schedule.

Conclusion

This report focused on the development and implementation of a comprehensive assessment plan designed to assess numerous first-year academic courses and support programs housed in one academic unit: University College. We described a plan that advocates assessments of needs, processes and outcomes. Additionally, we highlighted results of qualitative and quantitative assessments and how the results were used or are currently being used to make program improvements. We also described some strategies we are implementing to effectively communicate assessment findings, ensure results are used to facilitate on-going learning and change, and to monitor progress toward achieving critical goals and mission alignment.

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Appendix A: Institutional Research Office Quantitative Reports and Analyses

University College Assessment **Institutional Research Office Reports and Analyses**

The institutional research office provides a series of reports that provide an enhanced understanding of student characteristics, program participant profiles, and program impacts.

Student Profiles and Program Participation Rates

Student Profile - beginners vs. other, full-time vs. part time, ethnicity, admission status (conditional, regular, dual). IMIR also provides additional information including age, school, entry date, financial status, etc.

Number of Students Enrolled in Select Academic Support Programs

Number of Students Enrolled in Learning Communities

Course-Taking Patterns for Freshmen.

Freshman Courses with High DFW Rates or Enrollments

Program Impacts and Implementation Effectiveness

The institutional research office in collaboration with UC produces a series of on-going reports that examine program impacts on student retention and academic performance. In order to understand program-related effects, we examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences. Additionally, we examine predicted vs. actual retention, course grades, and DFW rates.

The following programs are examined by a series of analyses and reports:

First-Year Seminars - student participation rates by LC type, student participant demographics and background characteristics, program impact on academic performance, retention rates, and DFW rates, comparisons of First-Year Seminars by sponsoring school controlling for mentors' presence in the classroom, instructor type, etc.

Supplemental Instruction – program impact on course grade and course withdrawal rates.

Structured Learning Assistance – program impact on course grade and course withdrawal rate.

Critical Inquiry - program impact on course grade, course withdrawal rate and semester academic performance.

Gateway Courses - program impact on DFW and one-year retention rates for full-time freshmen; grade distributions and analysis of trends in select courses.

Summer Bridge Program – program impacts on student engagement (over-sampled on NSSE), Fall semester GPA, and retention (compared to a matched control group).

Administrative Withdrawal - initial review of policy implications (will continue to monitor implications of this policy with a series of reports and analyses).

Advising – student satisfaction with advising (advising satisfaction survey, Continuing Satisfaction and Priorities Survey)

Orientation – orientation exit surveys (program review currently in progress).

Performance Indicators – beginning freshmen matriculants’ participation in remedial courses, academic performance (avg. hours attempted, % hours passed, mean GPA, mean GPA in writing and math courses) and retention.

Block Scheduling – method of evaluation of block scheduling has not been planned. However, we foresee doing on-going analyses and reports similar to those produced for assessing First-Year Seminar impact.

Student Surveys

Entering Student Survey
 Continuing Satisfaction and Priorities Survey
 National Survey of Student Engagement (NSSE)
 Lilly Freshmen
 Non-Returning Student Survey
 Alumni
 Advising
 Orientation Exit Survey

Appendix B: Standard Reports for First-Year Seminars

Understanding First-Year Seminar Participant Characteristics (Needs and Process Assessment)

Shortly after the Fall semester census, a series of reports on participation in First-Year Seminars at IUPUI are produced. These reports display the number of students enrolled in First-Year Seminars by section and compare their demographics with those of non-participants. Table 1 and Table 2 are illustrative excerpts from these reports.

Table 1 – Example of First-Year Seminar Participants

Course	Sect.	Beginning Freshmen	Transfers	Other Students	Total	
AHLT W101	A037	26	2	0	28	
	A039	25	4	0	29	
BUS X103	A770	20	4	4	28	
	A771	19	4	4	27	
	A772	17	3	8	28	
	A773	13	6	5	24	
	A774	14	2	11	27	
	A775	17	1	7	25	
	A776	9	1	17	27	
	A777	13	3	10	26	
	A778*	26	0	0	26	
	A779*	8	3	1	12	
	A780	9	9	9	27	
	A781	20	3	3	26	
	A782	8	8	6	22	
	A783	13	5	4	22	
.....	
EGTC	CNT 105	B569	16	4	2	22
	CPT 102	B469	20	0	0	20
		B471	17	3	0	20
		B474	13	4	1	18
	EET 103	B932	15	3	1	19
	ENGR 195	B971	26	2	1	29
		B972	21	4	2	27
		B973	35	0	0	35
		V004	26	4	1	31
	MET 101	C770	18	4	1	23
		C771	16	6	0	22
.....	
*Part of block scheduling						

Table 2 - Example of Beginning Freshmen Participants vs. Non-Participants in First-Year Seminars

Fall xxxx Beginning Freshmen					
		Total Beginning Freshmen	First-Year Seminar Participants	Non- Participants	Pct. Participating in Seminar
Total Beginners		100	80	10	80%
Gender	Female	60	45	15	75%
	Male	40	35	5	88%
Ethnicity	Afrn Amer	10	8	2	80%
	Asian Amer	5	3	2	60%
	Hispanic Amer	5	2	3	40%
	Natv. Amer	1	1	0	100%
	White Amer	107	82	25	77%
	International	5	4	1	80%
	Unknown	1	0	1	0%
Entry Type	Dual Admit	20	19	1	95%
	UC Regular	20	15	5	75%
	UC Conditional	60	46	14	77%

Note: Data are not real. This is just a sample report

Understanding the Impact of First-Year Seminars on Academic Performance and Persistence (Outcome Assessment)

Following a review of the First-Year Seminar participants and non-participants we will determine the appropriate analyses to conduct to examine the impacts of participation on academic performance and retention. Shown in Table 3 are the types of analyses we will employ if it is deemed appropriate to compare participants with non-participants. In this series of reports, we will examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences.

Table 3 – Example of Report Comparing Participants with Non-Participants

Impact of Participation in a First-Year Seminar:

Average First Semester GPA

	First-Year Seminar	N	Average Fall GPA	Adjusted Fall GPA
<i>Regular Admits</i>	Non-Participants	219	2.68	2.70
	Participants	560	2.63	2.63
	Overall	779	2.65	
<i>Conditional Admits</i>	Non-Participants	397	1.88	1.89
	Participants	1067	2.00	2.00
	Overall	1464	1.97	

Note: Adjusted controlling for differences in demographics, enrollment, and academic preparation.

Differences in GPA among participants and non-participants are marginally significant for Conditional Admits ($p < .10$)

Data suggests that participation in a First-Year Seminar adds on average of .118 points to Fall GPA - after controlling for background characteristics (conditional admits).

Impact of Participation in a First-Year Seminar:

One-Year Retention

	First-Year Seminar	N	Retention Rate	Adjusted Rate
<i>Regular Admits</i>	Non-Participants	274	67%	71%
	Participants	609	75%	73%
	Overall	883	73%	
<i>Conditional Admits</i>	Non-Participants	429	45%	51%
	Participants	1105	57%	55%
	Overall	1534	54%	

Note: Adjusted controlling for differences in Fall GPA (no LC) and Fall Hours taken.

Differences in retention among participants and non-participants are not significant for Regular or Conditional Admits.

We also examine academic performance and retention rates of conditional and regular admit students by First-Year Seminar Type. An example of this type of report is shown in Table 4. In an effort to identify those sections that are performing well and alternatively those sections where improvements may be needed, a series of reports are provided that display the expected versus actual retention rate, Fall course grade, and DWF Rate for each LC Type. An example of this type of report is presented in Table 5. Finally, shown in Table 6 is an example of a report on LC program impact on long term retention.

**Table 4 – Example of Report Displaying Retention
by Seminar Type and Admit Type**

One Year Retention Rates for First-Year Seminar Participants: Regular Admits

First Year Seminar	N	Retention Rate	Adjusted Retention Rate
Allied Heath	21	81%	79%
Business	100	74%	76%
Engr Teaching	52	69%	68%
Herron	63	84%	78%
Journalism	13	92%	98%
Liberal Arts	10	40%	51%
Nursing	21	90%	77%
Science	92	71%	75%
Public & Env Aff	33	70%	74%
Social Work	2	100%	98%
Tourism, Conv., Event Mang.	11	82%	84%
University College	191	76%	75%
Overall	609	75%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken).

One Year Retention Rates for First-Year Seminar Participants: Conditional Admits

First-Year Seminar	N	Retention Rate	Adjusted Retention Rate
Allied Heath	45	58%	63%
Business	242	60%	60%
Engr Teaching	112	60%	57%
Herron	3	100%	71%
Journalism	22	55%	66%
Liberal Arts	29	45%	53%
Nursing	42	55%	54%
Science	40	48%	50%
Public & Env Aff	77	48%	53%
Social Work	12	67%	56%
Tourism, Conv., Event Mang.	36	50%	57%
University College	445	58%	56%
Overall	1105	57%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken)
And academic preparation (units of math taken).

**Table 5 - Example of Report Displaying
Expected Versus Actual DFW Rates
By Seminar**

	Actual	Predicted	Difference
MET	20.0%	36.4%	-16.4%
CNT	16.7%	31.3%	-14.6%
SWK	14.3%	23.7%	-9.4%
CIMT	26.7%	36.0%	-9.3%
ENGR	14.1%	19.7%	-5.6%
NURS	31.8%	36.2%	-4.4%
AHLT	33.3%	36.7%	-3.4%
BUS	15.6%	17.6%	-2.0%
UCOL	24.9%	26.1%	-1.2%
TECH	27.5%	27.8%	-0.3%
HER	8.0%	7.6%	0.4%
SCI	21.8%	21.1%	0.6%
JOUR	32.8%	29.8%	3.1%
CPT	30.6%	26.0%	4.6%
SPEA	40.6%	30.6%	10.0%
RHIT ¹	50.0%	36.5%	13.5%
PSY	33.3%	19.7%	13.6%
SLA	57.4%	43.5%	14.0%

Table 6 – Example of Report Examining Seminar Impact on Long-Term Retention

First-Year Seminars - Retention to Spring 1999

"New to IU" Beginning Students - Conditional Admits

Cohort	Population Size		% Retained to Spring 1999		p. level ¹	Sig .
	Participants	Non- Participants	Participants	Non- Participants		
Fall 1995	133	924	21.8%	27.8%	0.145	
Spring 1996	95	262	33.7%	22.1%	0.026	*
Fall 1996	309	1193	34.3%	29.8%	0.130	
Spring 1997	164	299	28.7%	24.4%	0.319	
Fall 1997	558	619	47.7%	41.7%	0.039	*
Spring 1998	179	123	45.8%	37.4%	0.146	
Fall 1998	823	751	80.6%	71.2%	0.000	*

¹p.level associated with chi-square test for independence of retained versus non-retained student by group (df=1)

Note: Non-participants include students enrolled in non-First-Year Seminar sections of courses offering learning communities.

Excludes Educ X150 learning communities.

Potential Follow-Up Studies and Inquiries (Process Assessment)

First-Year Seminar implementation varies greatly across academic units and schools. In order to further understand what implementation strategies and components are contributing to differences in academic performance and retention, process evaluations and plans for further inquiry should supplement these standards reports. An integration of process data will facilitate understanding of why particular sections are successful and conversely why other sections are less successful. This integration will provide context and is likely to result in a better understanding of outcomes.

Another source of data that could be potentially used to understand student learning outcomes (self-reported) by section is the U110 Evaluation Form. Results that could be traced back to an individual instructor would not be reported.

Appendix C: University College Programs and Assessment Reports (updated 1/14/03)

University College Assessment Report Template

UC Program	Report Type	Report Description	Date Expected	Intended Use of Results	Lines of Inquiry/ Responsibility	Available on the Web
Academic Programs	Administrative Withdrawal Policy					
	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester.	Each Semester	Tracking	Assistant Dean and Senior Advisor	Yes
	Summer Bridge Program					
	Enrollment Report	Provides student participation profiles including gender, ethnicity, entry status, and major.	Fall Semester	Tracking	Assistant Dean and IMIR	Yes
	GPA Report	Compares GPA attainment to comparable student population using predictor rates.	Spring Semester	Program Effectiveness	Assistant Dean and IMIR	Yes
	One Year Retention Report	Provides retention numbers and compares results to a comparable student population using predictor rates.	Fall, Second year	Program Effectiveness	Assistant Dean and IMIR	Yes
Focus Groups	Qualitative study of participants' experience using a focus group format.	Fall Semester	Program Effectiveness; Student Satisfaction	Associate Dean and Qualitative Research Coordinator	Yes	

	Student Journals		Summer	Program Effectiveness and Student Satisfaction	Faculty for Bridge and Assistant Dean	Yes
	Family Member Reception at Connections Dinner	Informal conversations with family members concerning their experience with the program.	Fall Semester	Program Effectiveness and Student/Family Satisfaction	Assistant Dean	No
	Critical Inquiry					
	Grade Reports	Compares grades of participants in discipline course versus non-participants using a regression model.	End of Semester	Program Effectiveness	Assistant Dean and IMIR	Yes
	Focus Group Reports	Qualitative reports based on focus group format of faculty and student participants	Bi-Yearly	Program Effectiveness and Student Satisfaction	Associate Dean and Qualitative Research Coordinator	Yes
	Learning Communities					
	GPA Report	Compares GPA's of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. *	Second Semester after Enrollment	Program Effectiveness	Assistant Dean and IMIR	Yes
	One Year Retention Rate Report	Compares retention numbers of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate.	Second Year	Program Effectiveness	Assistant Dean and IMIR	Yes
	Student Profile Report	Provides information on gender, ethnicity, age, and major	Fall Semester	Tracking	Assistant Dean and IMIR	Yes

	Enrollment Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners.	Each Semester	Tracking	Assistant Dean and IMIR	Yes
	Student Evaluation Survey	End of the semester in class learning community evaluation.	Each Semester	Program Effectiveness and Student Satisfaction	Assistant Dean and IMIR	Yes
	Focus Group Reports	Qualitative studies through focus group format of instructional team members and student participants.	Every Other Year	Program Improvement and Student/Staff Satisfaction	Associate Dean and Qualitative Research Coordinator	Yes
Advising Center	Student Walk-In Traffic Report (Under Development)	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time	Monthly	Needs Assessment	Coordinator of Student Information Services	Maybe
	Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time	Monthly	Needs Assessment	Coordinator of Student Information Services	Yes
	Orientation Survey Report	Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising	Weekly	Program Effectiveness/Improvement	Orientation Staff	No
	Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment	Regularly	Needs Assessment	Testing Center and Admissions Staff	No
	Student Tracking System (Probationary and Reinstated)	Tracks enrollment and GPA of students who are on probation and who have been reinstated	End of Semester	Monitor of Success of Interventions	IMIR and Coordinator of Academic Success Programs	No

Probation and Dismissal Report	Tracks number of students on probation and dismissed at the end of each academic term	End of Semester	Tracking for Student Success	Coordinator of Academic Success Programs	Yes
Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated	Monthly	Tracking for Trends and Program Improvement	Reinstatement Coordinator	No
Learning Community End of Semester Evaluation Report	Administered in each LC at the end of semester; several questions address the role of the advisor	End of Semester	Program Improvement and Student Satisfaction	Assistant Dean	Yes
Student Satisfaction Survey (Under Development)	Will be administered at the end of each advising session; students will report on their satisfaction with the advising process				
Professional Development of Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios	Annually	Program Improvement	Advising Center Director	No
E-mail and Phone Communication Report (Under Development)	Implementing use of Falcon to input all e-mail to advisors as well as phone calls into advising center; will report number and content of e-mails and phone calls regarding advising as well as response time	Monthly	Needs Assessment and Program Improvement	Coordinator of Student Information Services	Yes
Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of messages	Regularly	Quality and Effectiveness of Communications	Coordinator of Student Information Services	No
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	Joint Advisor or Department Liaisons	No
Student Evaluation of Reinstatement Workshops	Completed at the end of each reinstatement workshop to determine student satisfaction with workshop	After Each Workshop (As Needed)	Program Improvement	Coordinator of Academic Success Programs	Yes
Special Programs Course Enrollment	Tracks enrollment in learning communities, SLA and CI courses; used to monitor course placement and enrollment	During Registration	Appropriate Placement	Director	Yes

	Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school	End of Semester	Tracking	Director	Yes
	Excessive Withdrawals Report	Indicates number of students with eight or more withdrawals on their transcript	End of Semester	Tracking	Coordinator of Academic Success Programs	Yes
	Early Warning Report	Summarizes number of early warning and administrative withdrawal contacts with students	Fourth Week of Semester	Student Academic Success	Senior Advisor	No
Career Center	Career Counseling					
	Student Profile Questionnaire	Form that captures information on demographics, academic status and the purpose of the career exploration counseling appointment.	Monthly	Tracking and Program Improvements	Assistant Director for Technology and Employer Relations	Yes
	Student Inventories Report	Reports how many self-assessment inventories were given to students and interpreted by counselors. Inventories include Strong Interest Inventory, Myers Brigg Type Indicator, Self Directed Search, and SIGI+ and are used to help students determine career choice	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Workshop/ Programming Report	Reports the number of students by school affiliation and academic year who are involved in Learning Community outreach, Minority Achievers Program, STEP Ahead workshops, Career Exploration Day and other career exploration programming	As Appropriate	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Student Satisfaction Survey (Under Development)					

		Will ask quantitative and qualitative questions to determine whether programming is meeting goals.	As Appropriate	Program Improvement and Effectiveness	Assistant Director for Technology and Employer Relations	Yes
	<u>Student Employment</u>					
	Jag Jobs Inventory	Reports the number of employer listing jobs by four student job types: student on-campus, student off-campus, work-study on-campus, and work-study off-campus.	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Jag Jobs Placement Report	Reports the number of students placed in student jobs by category: student jobs on-campus, student jobs off-campus and work-study jobs. This number must be reported to the Federal JLD program for grant requirements.	Monthly and Quarterly	Tracking and Grant Requirement	Assistant Director for Technology and Employer Relations	Yes
	Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events.	As Appropriate	Program Effectiveness and Program Improvement	Assistant Director for Technology and Employer Relations	Maybe
	Student Traffic Report	Student employment is a high-traffic area; face-to-face student interaction is monitored to measure program interest and peak times. This includes both student jobs and work study activity	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements.	Monthly	Tracking and Meet Federal Requirements	Assistant Director for Technology and Employer Relations	Yes

	Work Study Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service	Monthly	Tracking and Grant Requirements	Assistant Director for Technology and Employer Relations	Yes
	America Reads Participants					
	Student Employment Counseling Report	Reports those students who are participating in work study jobs that are through the America Reads program.	Monthly	Tracking and Grant Requirements	Assistant Director for Technology and Employer Relations	Yes
	Employer Outreach Report	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school)	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Work Study Student Academic Progress Report (Under Development)	Reports visits made to employers to develop student jobs.	Monthly	Tracking and Program Improvement	Assistant Director for Technology and Employer Relations	Yes
		Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers.	Twice a Semester	Academic Success and Retention	Site Supervisor	No
	Internships					
Internship Inventory Report	Lists the number of internships available to students online in any given month, as well as the number of new internships created each month.	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes	
Internship						

	Programming/ Workshop/Job Fair Report	Records the numbers of students that participate by school affiliation and academic year.	As Appropriate	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Internship Job Fair Student Satisfaction Report	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected.	As Appropriate	Program Improvement and Effectiveness	Assistant Director for Technology and Employer Relations	Yes
	Internship Counseling Report	Reports information about students who come for career counseling related to internships. Report includes demographics and academic status (year, school)	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Student Internship Experience Evaluation	Internship responsibilities are contracted between student, faculty and site at the beginning of the semester; mid-semester check-ups (including some site visits) are made; reporting, journaling and other work (as specified by faculty) are required throughout the internship; materials handed in at the end of the semester experience	Three Times a Semester	Evaluate Student Experience in Program	Faculty Member Sponsoring the Internship	No
		Requirements vary according to school and include journaling, writing papers and showing examples of work.	Three Times a Semester	Student Success in Internship	Faculty Member Sponsoring the Internship	No
		As specified by school granting academic credit.	Ongoing Throughout Semester	Student Success in Internship	Site Supervisor	No
	Faculty Internship Experience					

	<p>Evaluation</p> <p>Site Supervisor Evaluation of Student Internship</p> <p>Site Visit Report</p>	<p>Visits site to observe student work and meet with site supervisor to determine success of experience or resolve any issues that may be present.</p>	<p>As Needed</p>	<p>Success of Program and Program Improvement</p>	<p>Assistant Director of Campus Internship Programs</p>	<p>No</p>
	<p>Technology</p> <p>Jag Jobs Technology Report</p> <p>Websites Report</p>	<p>Reports all job listings provided online through JagJobs to students; report is categorized by job type: student jobs on campus, student jobs off campus work study jobs on campus, work study jobs off campus, degreed full time, degreed part time, internships, and seasonal. Also reports number of employers listing jobs. Students using the system are reported by school affiliation, number of resumes posted by students for employer viewing and numbers of employers who have reviewed student resumes are also reported.</p> <p>Reports Career Center web site hits by page so that staff can monitor what online services students are utilizing. Also reports ICJF/IMJF job fairs web site hits, which takes registration via credit cards online and provides significant online information and interactive usage.</p>	<p>Monthly</p> <p>Monthly</p>	<p>Usage Tracking</p> <p>Usage Tracking</p>	<p>Assistant Director for Technology and Employer Relations</p> <p>Assistant Director for Technology and Employer Relations</p>	<p>Yes</p> <p>Yes</p>
	<p>Senior Placement</p> <p>Jag Jobs and Other IUPUI Degreed Jobs Database Inventory</p>	<p>Reports the number of degreed jobs posted online for student application.</p>	<p>Monthly</p>	<p>Tracking</p>	<p>Assistant Director for Technology and Employer Relations</p>	<p>Yes</p>

	On Campus Interviews Report	Reports the number of on-campus interview schedules and information sessions.	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Senior Placement Programming Reports	Comprehensive reporting of IN Route Job Fair, College Talent Recruitment Day and Teacher Candidate Interview Day for student and employer participation. Other programming evaluated by students and employers who participate includes the Art of Networking Workshop, Panel on Diversity, Etiquette Luncheon, Government Jobs Panel, Interviewing Techniques Workshop, Job Hunting Workshop, and Job Search for International Students workshop, Mid-Career Change workshop, Employer Mock Interviews, Resume Roundtable Review, Resume Writing Workshop and others.	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Senior Placement Program Survey (Under Development)	Will quantitatively and qualitatively survey satisfaction level of programming provided.	As Appropriate	Program Effectiveness and Improvement	Assistant Director for Technology and Employer Relations	Yes
	Indiana Collegiate and Multicultural Job Fair Program Survey/Report	Comprehensive executive summary of each Indiana Multicultural Job Fair and Indiana Collegiate Job Fair, detailing candidate and employer information and evaluations. Provides extensive candidate demographic and academic information. Also details advertising and promotion as well as financials.	Twice a Year	Program Effectiveness and Improvement	Director and Assistant Director for Technology and Employer Relations	Yes
	Senior Placement Counseling Report	Reports information about students who come for career counseling related to senior placement. Report includes demographics and academic status (year, school)	Monthly	Tracking	Assistant Director for Technology and Employer Relations	Yes
	Career Center					

	Annual Report	Summarizes all activities of the Career Center in student employment, career counseling, internships, technology and senior placement.	Yearly	Reporting Out; Program Effectiveness and Improvement	Director	Yes
College Prep Initiatives	Student and Family Questionnaire	Records self reported demographic, academic achievement, and academic expectation information. Submitted to Indiana University CPI central office for system-wide assessment.	Beginning of Each Semester	Needs Assessment and Student/Family Profile (Grant Requirements)	Director	Yes
	Student Grade Report	Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report.	End of Grading Period	Program Effectiveness and Needs Assessment	Director	No
	CTBS Test Score Report	Records CPI student yearly CTBS score. Recorded in IUPUI CPI database. Data recorded to benchmark for any external comparisons	End of Year	Program Effectiveness and Comparison Data	Director	Yes
	Number of 7 th and 8 th Grade Students Who Apply to 21 st Century Scholars Report	Records CPI students 21 st Century Scholars Program application information. Recorded in IUPUI CPI database. Data recorded to note student intent of attending college	End of Year	Program Effectiveness	Director	Yes
	Mentor Observations	Monitor mentor attendance and performance. Verbal feedback. Possible written feedback for extreme positive and/or negative performance.	Every Activity	Program Effectiveness and Improvement	Director and Site Coordinator	No
	Site Coordinators Meetings	Individual programs verbally report programming efforts, successes, concerns, etc. and share information with director and other site coordinators.	Weekly	Program Effectiveness, Problem Solving, and Planning	Director	No

	Annual Report	Records updated demographic information, all programmatic efforts, previous, current and future annual budgets, highlights and assessment of previous year. Submitted to Indiana University CPI central office for system-wide assessment.	Beginning of Year	Program Effectiveness, Problem Solving, Planning and Comparison Data	Director	Yes
Honors	Scholarship Report and Review	Scholarship students' progress toward the Honors notation, e.g., Honors courses taken, GPA, credit hours, will be monitored at the end of each semester.	Twice a Year	Tracking and Assess Progress	Director of Scholarships and Assistant Director of Honors	Yes - Summary
	Student Satisfaction Survey (Under Development)	Assessment devices will be developed to survey student satisfaction with the experiences offered by the Honors program at the end of each semester.	Each Semester	Program Effectiveness and Improvement	Honors Advisor	Yes
	Honors Faculty Satisfaction	Assessment devices will be developed to survey faculty satisfaction with the courses and programs offered by Honors at the end of each semester.	Each Semester	Program Effectiveness and Improvement	Honors Assistant Director	Yes
	SPAN Report	A full report of SPAN and Running Start student performance will be developed at the end of each semester.	Each Semester	Tracking and Program Improvement	Coordinator of SPAN	Yes
Learning Center	Learning Center End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population.	End of Each Semester	Effectiveness of Mentor and Overall Program	Learning Center Graduate Assistant	Yes
	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	Operations Coordinator	No

	Program Participant Attendance	Tracks student attendance in Supplemental Instruction and Structured Learning Assistance programs.	Weekly	Monitor Student Participation and Faculty Report for Student Grades	Director	Yes
	Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitations/lectures.	Mid Semester and End of Semester	Mentor Effectiveness	Learning Center Graduate Assistant	No
	Resource Center					
	Mentor Evaluation					
	Contact Report	Evaluates mentors on their skills as an effective facilitator.	Mid Semester and End of Each Semester	Mentor Effectiveness and Program Improvement	Director	No
	Transfers Call Report	Documents all interactions with student who request follow up from the Resource Center.	End of Fall and Spring Semesters	Documentation and Follow up of Student Participation	Director	Yes
	Tutor Program					
	Program Evaluation	Follows up with students who have transferred into IUPUI and offers referrals to services for students who would like additional information.	Mid-Semester	Gage satisfaction with IUPUI and Offer Referral Services	Operations Coordinator	Yes
	Tutor Evaluation	Evaluation piece sent to students who have taken advantage of the Tutoring program services to gauge program effectiveness.	End of Year	Program Effectiveness and Improvement	Tutor Coordinator	Yes
	<u>All Mentors</u>	Evaluation piece sent to students who have taken advantage of the Tutoring program services to gauge tutor performance.	End of Semester	Tutor Effectiveness	Tutor Coordinator	No

	Mentor Observations	Performed by the Director and Coordinators to inform mentors of strengths and areas of further development.	End of Semester	Individual and Program Improvement	Director & Coordinators	No
	Enrollments	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 Periods	Assist Advisors	Director	No
	Enrollment Status Report	Informs deans on final seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also, indicates sections closed and cancelled.	After Census Occurs in Semester	Assist Deans	Director and IMIR	Yes
	Enrollment Status Report					
Math Assistance Center	Student Participation Report (Under Development)		Per Semester	Tracking and Program Improvement	Director	Yes
	Staff Effectiveness Report (Under Development)		Per Semester	Program Improvement and Staff Retention	Director	No
	Student Evaluations of Tutors and Mentors (Under Development)		Periodically or Monthly	Program Improvement and Effectiveness; Marketing; Tutor and Mentor Effectiveness	Director	No
	Method Approach Comparison Survey Report (Under Development)		Per Semester	Program Improvement	Director	Yes

	Campus Needs Projection Report (Under Development)		Yearly	Projected Student Needs	Director and Mathematics Department Chair	Yes
	Faculty Satisfaction Survey (Under Development)		Per Semester	Program Improvement	Director	Yes
	Individual Course Attendance Report (Under Development)		Twice a Semester	Feedback to Faculty	Director	No
	Software Usage Report (Under Development)		Per Semester	Tracking	Director	Yes
	Web Usage Report (Under Development)		Per Semester	Tracking	Director	Yes
	Math GPA Report on Participants versus Non Participants (Under Development)		Yearly	Program Effectiveness	Director, Mathematics Department Chair and IMIR	Yes
Office of Development and Operations	Metropolitan Universities Journal					
	Readership Profile		Bi-Annually	Marketing	Managing Editor	Yes
	Satisfaction Survey		Bi-Annually	Journal Improvement	Managing Editor	Yes
	Marketing Effectiveness Report		Yearly	Assess Marketing Techniques	Managing Editor	No
	UC and Campus					

	Publications		Monthly	Improvement and Applicability	UC Communication s Committee	No
	Focus Group Reports					
	Development Office Publications					
	Focus Groups		Twice a Year	Maintain and Extend Support	Development Director	No
	Advertisers Satisfaction Report					
Orientation	Orientation					
	Student Exit Survey	A qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each week surveys are compiled and sent to testing services for compilation for assessment.	End of Every Orientation	Program Effectiveness and Improvement	Director	Yes
	Parent Exit Survey	A qualitative survey that parents fill-out and return to an orientation leader at the end of each program. Student Coordinators compile the information from the survey each week for assessment.	End of Every Fall Orientation	Program Satisfaction and Improvement	Director	Yes
	O-Team Written	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 so elicit honest answers from the leaders.	August	Training Effectiveness	Director	Yes

	Evaluations	Bi-annual meetings with schools and services to review the process of the prior semester's 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	Director and Assistant Director	No
	Individual School/Services Meetings	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.	After Every Orientation	Continuous Improvement	Assistant Director and Student Coordinator	No
	O-Team Debriefing	At the end of May training an exam is given with questions taken from the training materials. It is important to assess what the leaders have learned and where they may need supplemental training.	May	Team Assessment of Individual Skills	Director and Student Coordinator	No
	O-Team Final Exam	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	Assistant Director	Yes
	Orientation Attended Numbers Report	Quantitative report of phone call statistics consisting of number of students who were called during proactive call out programs and a breakdown of why some students choose not to attend IUPUI or orientation.	Two Times a Year	Tracking	Assistant Director and Phone Room Reservation Specialists	Yes
	Phone Room Call Out Statistics					
	<u>Learning Communities</u> LC Mentors Written Narrative on Training	At the beginning of August the LC mentors write an evaluation of training. It is a free form evaluation process so elicit honest answers from the mentors to improve on the process of training.	August	Training Assessment	Director and Assistant Director	No
		A survey of the entire experience of working with a student mentor in the Learning Community. It is used as part of the rehire process and part of the matching process for future mentors.	End of Semester	Program and Individual Improvement	Director	No
	Faculty Evaluation of Mentors	A survey of the entire experience of working in the Learning Community and with the students. It is used as part of the matching process for future semesters.	End of Semester	Program Improvement	IMIR	Yes

	Student LC Evaluation	An evaluation tool of the experience on a monthly basis to assess what the mentors are learning and gaining from being in the Learning Community and working with their Instructional Team.	Monthly (Three Per Semester)	Personal Reflection and Evaluation of Individual Mentors Techniques	Director, Assistant Director and Student Coordinator	No
	Student Mentor Journals					
	Training Quiz	An assessment of what the mentor is taking into the Learning Community, as far as their knowledge base. Used as a tool to look at supplemental monthly training for the mentors.	End of August, October and November	Skills and Knowledge Assessment	Assistant Director and Student Coordinator	No
	Connections Dinner					
Mail in Feedback	An assessment of what parents see as their needs when it comes to their having questions about their students education and what they think would be helpful for future dinners.	After Dinner in Fall	Program Improvement	Director	No	
Student Support Services	Student Profile	A demographic report for program make-up and statistical reference. Includes gender, ethnicity eligibility, academic need etc.	Yearly	Meeting Objectives (Grant Guidelines)	Director	Yes
	Student Financial Needs and Fulfillment	A financial report on program students' financial need and types and amounts of aid offered.	Beginning and End of Each Semester	Ensure Needs are Met and Grant Requirement	Financial Aid Counselor	No
	Student Academic Standing	A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc.	End of Semester	Program Effectiveness and Grant Requirements	Director	No
	Student Retention	Statistical report on students retained from one year to the next year.	End of Year	Program Effectiveness	Director	Yes
	Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed.	End of Semester	Program Effectiveness	Coordinator of Academic Services	Yes
	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	Coordinator of Academic Services	No

	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	Director	Yes
	Orientation Report	A number and statistical report used to plan "recruitment", etc.	Beginning of Fall Semester	Program Effectiveness	Director and Coordinator of Academic Services	No
	Graduation Report	A statistical report on number and percentage of graduates each year.	End of Year	Program Effectiveness	Director	Yes

Technology	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	Assistant Director	Yes
	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	Director	Yes
	Honors Student Interviews	The previous Honors laptop recipients evaluate new laptop models to help in deciding which models to purchase. Additionally, they give us feedback on the types of software that should be included in the laptop build.	Prior to Beginning of Semester	Meeting Student Needs and Assessing Quality of Equipment	Director	Yes
	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	Assistant Director	No
	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	Assistant Director	No
	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	ITSO Service, Director and Assistant Director	No
	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	Assistant Director	No
	URL Scanning	The University College website is scanned for nonworking links daily.	Daily	Quality of Service	Project Manager and Outsource	No
	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	Project Manager and Outsource	No
	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	Director and Assistant Director	No
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	Telecommunications Director	No	

	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	Technology Services Staff	No
	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	Director and Assistant Director	No
	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	Director and Assistant Director	No
	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	Director	Yes

Twenty First Century Scholars	Gear Up		Monthly	Tracking; Program Participations; Staff Accountability	Director	Yes
	Number of Students Receiving Services					
	Frequency		Monthly	Tracking; Program Participations; Staff Accountability	Director	Yes

Appendix D: University College Assessment/Strategic Planning Template

The University College Mission Statement

IUPUI seeks to raise educational achievement and intellectual aspirations in Indianapolis, the state, and beyond through leadership and access. University College is the academic unit at IUPUI which provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

UC Assessment Template

General Outcome Goal or Objective	Expected improvements or changes (what will look or be different as a result)	Implementation strategies (what is being done to achieve the outcome goal or objective)	Measures (what measures, data, or information would provide valid evidence of whether the expected improvements or changes have occurred)	Methodology (How is information being collected, analyzed, and disseminated)	Findings (what are the results of the assessments?)	Improvements (what has been or is being done to adjust processes based on findings?)

Appendix E: University College Program Reviews Preliminary Schedule

University College Program Review Matrix (draft 1/14/03)

UC Program	Regular Review Schedule	Assessment Requests	Committee Oversight
Academic Office			
Advising Center	5-7 Years	<ol style="list-style-type: none"> 1. Quality of Advising (student satisfaction, accuracy or error rate, learning outcomes) 2. Transition to Schools (time to certification, career and major decision making) 	
Career Center	5-7 Years	Student Employment and Career Counseling - look at ties to retention. How to measure and evaluate how these two areas have a greater impact on retention.	
College Prep Initiatives	3 Years	<ul style="list-style-type: none"> - School administration influence on the effectiveness of the program - Difficulty in providing an aggregate report because of the variables of school administrators, access to students, etc... - Tell the story of the “magical moments” – the successes of the program 	
Honors		Course Development	
Learning Center	5 Years	<ul style="list-style-type: none"> - FIPSE grant - UPS 	
Math	3 Years from now and then	<ul style="list-style-type: none"> - Impact of tutor’s personality styles on the effectiveness 	

Assistance Center	every 5-7 Years	of services - How do we determine what a student really needs? Should the interaction be student directed or tutor initiated?	
Office of Development and Operations			
Orientation	5-7 Years	Assessment of student mentors work in the classroom – to get a good fit. Hiring Policy Training Practices For Implementation (action plan is already developed)	
Student Support Services	5 Years (probably due now)	Comparison group of students served versus those who met criteria who were invited to apply but did not follow through.	
Technology	3 Years	- use of instructional technology - help for grant writing because of innovative work - help with communication about technology and what it is they do	Would like to establish an advisory committee for on-going oversight
Twenty-First Century Scholars	5 Years	- How to better align services for clarity and ease of student transition between programs - Organization structure, spatially, communication connections to make office more effective operation	
University College Dean Reviews	5 Years		