University College Assessment Matrix 2006 - 2007

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Academic Programs and Policies	**Administrative Withdrawal Policy Goal: Enhance Students' Full Participation in Learning**	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester. **Each Semester**	Tracking	Administrative Withdrawals target all students, regardless of class standing, in 111 courses participating in the process; these include most 100-level MATH, English, COMM, PSY, Art, SOC, CIT, WLAC, BIOL, SCI, POLS, ECET, TCM, INTR, BUS , and UCOL courses. A few higher level courses are also include	Made changes to the Registrar's Web page to ensure faculty fully understood the implementation process.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Summer Bridge Program	**Summer Bridge Program Goals** Summer Bridge assists students in the following:	**Summer Bridge Program** Enrollment Report	Provides student participation profiles including gender, ethnicity, entry status, and major. **Fall Semester**	Tracking	A total of 209 students participated in the 2006 two-week summer bridge program. The cohort had the following characteristics: 71% were women, 8% were African American students, 89% were first-generation college students, 70% were First-Generation Scholars, only 7% were admitted conditionally, the Average SAT Score was 1000, the average high school percentile rank was 75%, 27% lived in campus housing, and the average age was 18.75. A total of 47 students	In 2006, the program became a joint effort with the Scholarship Office to increase participation of first generation and under-represented student populations.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	Making connections to the school and their major Getting a jump-start on Math, English, and other first semester courses.					

University College Assessment Matrix 2006 - 2007

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
	Creating networks necessary for college success- meet faculty, advisors, and other students.	GPA Report	Compares GPA attainment to comparable student population using predictor rates. **Spring Semester**	Program Effectiveness	In order to understand the effect of the summer bridge program on the academic success levels of First-Generation Scholars, a matched control group was created by examining the 2005 group of first-generation who did not participate in the summer bridge program. There were no differences in academic success levels between participants and non-participants. First-Generation Scholars who participated in either the 2006 two-week bridge or the weekend bridge were retained at a significantly higher	Because of positive assessment results, the program expanded to 450 seats. The Schools Business, Engineering, Nursing, and University College added sections for summer 2007. The School of Public and Environmental Affairs will participate for the first time, and a special section for international students has also been added. Students who are awarded the First Generation Scholarship will be required to participate, and students who are 21st Century Scholars will be offered an addition scholarship award for participation. African American males who are 21st Century Scholars will be eligible for another scholarship award for participating in the bridge program. Altered math component Created innovative curricular components Considering focusing on more at risk students than first-generation scholars group.

University College Assessment Matrix 2006 - 2007

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
	Acquire early access to technology. Locate campus resources before classes start.					

University College Assessment Matrix 2006 - 2007

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
	Develop college-level skills such as note-taking and exam preparation.	One Year Retention Report	Provides retention numbers and compares results to a comparable student population using predictor rates. **Fall, Second Year**	Program Effectiveness	The Summer Academy 2005 students had an adjusted one-year retention rate of 73%, compared to an adjusted one-year retention rate of 65% for non-participants. During Fall 2006, if the bridge participation was paired with participation in a Themed Learning Community (TLC), the non-first-generation scholars bridge participants had higher levels of academic success (higher first-semester grade point averages, lower "DFW" rates, and higher fall-to-spring retention rates).	Continuous improvement of program. Plans made to increase number of Summer Bridge sections that are linked to a TLC.

University College Assessment Matrix 2006 - 2007

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
		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	Program Effectiveness; Faculty Feedback	Results suggested that College Adjustment, Course Activities and Assignments, and Interactions with Instructional Team Members made the most impact on students' overall satisfaction levels with the bridge experience. Students respond very positively to the program. In 2006, 99% of students surveyed said they would recommend the Summer Bridge program to other first-year students. 2005=96%, 2004=98%	Primarily, results were used to support an increase in the number of sections offered.

University College Assessment Matrix 2006 - 2007

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Journals	**Summer**	Program Effectiveness and Student Satisfaction	Results indicated that students' satisfaction with math delivery was much improved.	Primarily, results were used to support an increase in the number of sections offered.
Critical Inquiry	**Critical Inquiry Goals:** Supports ALL first year students Provides collegiate-level and meaningful academic work Develops transferable academic skills Uses text-based strategies of critical analysis Creates Community around learning	Critical Inquiry Academic Performance and Retention Reports	Examine participants verses non-participants with regard to academic performance and retention while controlling for background differences	Program Effectiveness	Conditionally admitted students participating in spring 2006 were not retained at a significantly higher rate compared to non-participating students, nor did they have significantly higher spring semester grade point averages (1.99) compared to non-participating conditionally admitted students (1.95).	Continued to adapt and expand CI Method to different disciplines

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Faculty Retreat	Qualitative reports based on focus group format of faculty and yearly retreats.	Program Effectiveness	Faculty expressed concern about transportable skills.	Changed the focus of the fall Critial Inquiry retreat. Continued to Clarify learning objectives and revised end-of-course questionnaires to reflect the changes. CI faculty members need to be engaged with each other either through a Community of Practice. Increased training and support for all faculty.

University College Assessment Matrix 2006 - 2007

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
		Course Evaluations	Course Evaluation Forms administered at the end of semester to understand students' perceptions of course benefits and self-reported learning gains (include open-ended questions) **End of Semester**	Program Effectiveness and Student Satisfaction	• Students in 2006 (Mean = 2.82; N = 179) were notably more positive about how much the CI course improved their ability to "use class discussion to help my learning" compared to the 2005 sample (Mean = 2.66, N = 171). • Students in 2006 (Mean = 2.64, N = 179) were notably more positive about how much the CI course helped provide "guidance about doing class assignments" compared to the 2005 sample (Mean = 2.50; N = 170). • Students in 2006 (Mean = 2.54, N= 179) were notably less positive about how much the CI course improved their ability to "get the most out of instructors' lectures" compared to the 2005 sample (Mean = 2.65, N=171).	Provided Feedback to faculty who are developing more meaningful

University College Assessment Matrix 2006 - 2007

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
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	**First-Year Seminars** GPA Report	Compares GPA's of FYS participants Includes adjusted rate. **Second Semester after Enrollment**	Program Effectiveness	• The 2006 non-participants were less academically successful compared to participants. Thirty-four percent of the non-participants earned a grade point average below a 2.0 compared to 25% of participants. Additionally, the DWF rate for non-participants (31%) was notably higher compared to participants (25%). The non-participants were also less likely to return to IUPUI in the spring. The IUPUI fall-to-spring retention rate for non-participants was 81% compared to 85% for participants. • Conditionally	Continuous Program Improvement/Program has been expanded due to positive impacts on GPAs and retention. The annual Learning Community Colloquium was dedicated to helping instructional teams prepare a curriculum that will place greater emphasis on multicultural topics in helping students gain an understanding of and an appreciation for diversity issues. Instructional teams have been asked to develop an action plan syllabus to demonstrate how they will cover the topic throughout the first semester.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		One Year Retention Rate Report	Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. **Second Year**	Program Effectiveness	In 2005 the adjusted retention rate for the 1531 participants was 66%. The adjusted rate for non-participants was 56%	Continuous Program Improvement
		Student Profile Report	Provides information on gender, ethnicity, age, and major. **End of the year.**			Continuous Program Improvement.

University College Assessment Matrix 2006 - 2007

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Profile Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. **Each Semester**	Tracking	• A total of 2144 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2006 (89% of fall 2006 beginning freshmen participated). A total of 197 African American students participated in First-Year Seminars in fall 2006 (84% of fall 2006 African American beginners participated). A total of 84 Latino/as and 80 Asian American students participated in First-Year Seminars in fall 2006 (90% of fall 2006 Latino/as and 89% of Asian	Continuous Program Improvement. Number of sections have been expanded based on positive assessment results. Enrollment requirements for on-line learning communities have been changed. Half of fall 2007 on-line sections will be reserved for late enrollees (as in previous semesters), but the other half will be open this fall to students who might best benefit from an on-line learning community experience. Two UCOL sections have also been reserved for science and nursing majors who are unable to enroll in Windows in Science or the Nursing learning community sections because those sections are filled by the time they enroll. University College expanded its Themed Learning Community (TLC) sections. In fall 2007, three new TLCs will be offered including African America Perspectives, Crime in America, and Health and Wellness. Appointed Faculty Fellowship: Co-Curricular Learning in UCOL U110.

University College Assessment Matrix 2006 - 2007

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Evaluation Survey	End of the semester in class learning community evaluation. **Each Semester**	Tracking student perceptions.	On a 5-point scale, some examples: 3.31 = positive interactions with other students; 3.09 = positive interactions with advisors. Most valuable: 18% reported that meeting new people was most valuable.	Continuous Program Improvement

University College Assessment Matrix 2006 - 2007

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
Themed Learning Communities	**TLC Goals for Students** 1.To provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways 2.To form learning support networks among students in their community To enhance student contact with a network of faculty and staff 3.To promote collaborative and active learning To increase student identification with IUPUI To learn reflective practices	Student Feedback Questionnaire	End of the semester evaluation administered in the freshman seminar of each themed learning community. Administered every semester. **Fall Semester**	Program Effectiveness, Student Satisfaction, Self-reported learning gains.	Results from the student feedback questionnaire were positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their TLC experience was 4.03 (81% satisfied/very satisfied; 5% dissatisfied, very dissatisfied). Students who reported "much/ very much:" Formed friendships that will maintain after the semester (79%). Exchanged ideas with students with different views (61%).	Surveys results distributed to instructional team members to guide future planning.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	4.To understand the value of diversity by exposure to multiple points of view To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement 5.To apply classroom learning to the real world 6.To understand the relationship between academic learning and co-curricular activities				Became more effective in communicating my thoughts in writing (57%). Understood connections between different disciplines/courses (61%). Developed a better understanding of complex real world social problems and issues (60%). Actively discussed complex issues and ideas (59%). Discussed ideas with peers outside of class (52%).	
	TLC Goals for IUPUI 1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates. 2. To improve TLC participants' satisfaction with IUPUI 3. To develop interdisciplinary collaboration models for presentations and publications	Qualitative Analysis	Report of qualitative answers to student feedback questionnaire. **Fall Semester**	Program Effectiveness and Student Satisfaction	The top student responses for "…how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of knowledge regarding career decisions, interdisciplinary connections and the support networks found in the student cohorts.	Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	4.To be recognized nationally for developing effective learning communities	Student Participation and Profiles	Provides information on participants in terms of age, admittance status, ethnicity, gender and major. **Fall Semester**	Descriptive Statistics	The top student responses for "…how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of knowledge regarding career decisions, interdisciplinary connections and the support networks found in the student cohorts.	Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.
		GPA Report	Compares GPA's of themed learning community participants to students enrolling in a first year seminar	Program Effectiveness	Students wo participated in the 2006 TLCs demonstrated significantly higher GPA's 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 2.75 compared to an adjusted rate of 2.53 for non-participants.	Continuous program improvement

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Retention	Compares retention rates of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention. **Annually**	Program Effectiveness	2006 data will not be analyzed until October. In 2005, participants showed significantly higher first year retention rates, even while controlling for all significant background characteristics. TLC students were also retained at a significantly higher rate than their first year seminar peers, with an adjusted retention rate of 76% in comparison to 67%.	Continuous program improvement

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		NSSE	National Survey of Student Engagement data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar. **NSSE**	Student Engagement	**Significant differences between TLC students (80) in comparison to others (280):** Students participating in TLCs more often: Worked on a paper or project that required integrating ideas or information from various sourcesmade more class presentations; Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments; Put together ideas or concepts from different courses Ongoing.	Continuous program improvement
		Enrollment Reports	**Weekly throughout summer New Student Orientation (June - August)**	Enrollment		This report has been implemented to track enrollment patterns and identify errors in student registration.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Advising Center	**Advising Center Goals:** To foster collaborative relationships with students To effectively disseminate information to students, family members, and colleagues To assist students in developing an academic plan tailored to the students' personal needs and goals. To facilitate academic major and career decision-making process	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time **Monthly**	Needs Assessment	From 9/06 - 5/07 we had approximately 10,790 contacts with students (excluding orientation which is about 3,000 students). Met with approximately 9,600 unique students (again excluding orientation)	Check-in system is not accurately measuring walk-ins versus appointments nor reasons for seeing an advisor. Need to reconfigure program to manage the detail of student traffic needed to make changes in advisor staffing and program service.
	To encourage use of appropriate campus resources	Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time **Monthly**	Needs Assessment	See above	See above

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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
		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 2006, the percent of students satisfied or very satisfied with, (number in parentheses is % change from 2005): Advisor explained options for first semester 90% (+0%) Advisor was knowledgeable of degree requirements - 93% (+3%) Advisor expressed interest in me as an individual - 87% (+0%) I actively participated in advising session - 86% (+0%)	Appears that group advising workshop format implemented in 2004 is working well. Results will now be utilized for continuous program improvement.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
					Working with an advisor will be an important part of my college experience - 94% (+2%) Because of the advising session I am familiar with the requirements for my degree program - 89% NEW QUESTION As part of course scheduling I considered the time requirements for class, work, family, etc. 91% NEW QUESTION	
		Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment **Regularly**	Needs Assessment	Continue to use the profile in advising individual students.	Advisor reviews ESS as part of preparing to see each student at orientation; focus is now only on items which have significant correlation to academic success. Future plans (3-5 years) call for the development of a student profile that will pull data from many sources to provide advisors with a summary of each student prior to advising.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Tracking System (probationary and reinstated)	Tracks enrollment and GPA of students who are on probation and who have been reinstated	Monitor of Success of interventions	Still developing a thorough tracking system. Currently, lists are generated at the end of each semester which show all students who had a semester GPA under 2.0; under the supervision of the Academic Success Programs and Assessment Coordinator, UC advisors review the lists for possible grade replacement and other options that may allow students to continue the following semester as probation/reinstated students	Improvement/changes are pending and will be implemented once full tracking system is implemented. Reinstated students receive support from advisors through additional advising sessions and skill development workshops. Students on probation are required to see an advisor prior to registering for any future term. Implemented STAR mentoring program in 2005; will carefully track impact of participation on retention.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		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	Students place on **first-time academic probation** at end of : **Fall 2006 - 8.6%** (598/6892) Fall 2005 - 8.2% (611/7431) **Spring 2007 - 7.6%** (458/5956) Spring 2006 - 6.6% (419/6332) Students **dismissed** at end of: **Fall 2006 - 5.2%** (360/6982) Fall 2005 - 4.0% (301/7431) **Spring 2007 - 7.8%** (468/5956) Spring 2006 - 9.0% (574/6332)	Will watch figures over time; there are modest increases after several years of decreases (we think due to increase in admission requirements). Developed mentoring program for students on probation and reinstated. Students participating in STAR had good one semester retention rates: **Fall 2006 to Spring 2007** 56 participants 64.2% retention **Spring 2007 to Fall 2007** 54 participants 81.4% retention

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated **Monthly**	Tracking for Trends and Program Improvement	**Fall 2006 -** 193 petitions (+22 from 05), 123 reinstated (+19), 1471 emails about reinstatement **Spring 2007 -** 96 petitions (-48 from 06), 57 reinstated (24), 519 emails about reinstatement	Developing a more consistent approach to reinstating students into UC through better utilization of the answers from the written petition and asking pertinent questions that help students understand the importance and future impact of their decision to re-enter UC. Working closely with Enrollment Center to streamline process for returning students who had been dismissed from IUPUI.
		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	For Fall 2005, all items regarding advising showed little change from mean response rates in 2004. Overall satisfaction with advisor was 3.02. Data for Spring 2006 not available	Lowest score (mean of 2.72) was "assisted me in deciding on a major or future career." However, difference between this item and others is marginal. Piloting implementation of Personal Development Plans in several sections for fall 2007 with goal of full implementation across learning communities in fall 2009. This will require students to work with an advisor to develop major/career goals and a collegiate level plan for achievement of those goals.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		A comprehensive Assessment Plan for the Advising Center has been developed to assess the effectiveness of student learning outcomes associated with advising; part of a formal program review scheduled for spring 2006.	Web-based survey was administered to a random sample of UCOL students in spring 2005; focus groups will be conducted in the fall 2005; pre-post survey will be administered in the first-year seminars during fall semester; survey will also be developed and administered to advisors **Fall Semester**	Program improvement and assessment of advising outcomes	Program review completed in May 2006.	Based on reviewer's report, the following actions have been taken: 1. Created new mission statement for Advising Center 2. Include more information the role/nature of advising during New Student Orientation. 3. Created seven committees to address specific areas of improvement/recommendations.
		Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios **Annually**	Program Improvement	No Data Available	Continuous Program Improvement

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		E-mail and Phone Communication Report (Under Development)	Implementing the use of Falcon to input all e-mail to advisors as well as phone calls into Advising Center; will report number and content of e-mails and phone calls regarding advising as well as response time **Monthly**	Needs Assessment and Program Improvement	No Data Available Program was not Implemented	NA
		Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message **Annually**	Quality & effectiveness of communication	Continued all current publications with minor editings and updates	Will be examining efficacy of print versus electronic publications/communication with students.
		Coordination with Academic Schools	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training **As Needed**	Program Improvement and Quality Assurance	Program review indicated that academic schools are pleased with joint advising positions and relationship with UCOL Advising. Area for improvement is in communication with students about their certification from UCOL to a degree-granting school.	Added new position to focus on students not admitted to competitive health majors; this person will coordinate efforts with all programs in the health and life sciences. Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; continue to focus on providing advisors with information on major/career connections

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student 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	Fall 06 - 5 workshops offered (3 academic skills, 1 career, 1 financing college). 101 participants. 67% of participants rated the workshops as exellent, 44% very good, 4% average Spring 07 - 6 workshops offered (2 academic skills, 2 career, 1 financial aid). 84 participants. 72% of participants rated the workshops as excellent, 24% very good, 3% average	Will be redesigning evaluation to focus on learning outcomes rather than satisfaction. Will track workshop participation to success after first semester of reinstatement. Using survey for students on probation to match what they indicate as reasons for lack of academic success to workshop topics.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school **End of Semester**	Tracking	No significant changes from previous years. Top three reasons for withdrawal: - Personal - Ilness - Finances Approximately 75% of students indicate they will return to IUPUI at some time.	No action currently being taken based on this data; used for tracking and to identify changes/trends
		Excessive Withdrawal Report	Indicates the number of students with eight or more withdrawal on their transcript **End of Semester**	Tracking	This report stopped in 2005 with new Registrar.	NA
		Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students **Fourth Week of Semester**	Student Academic Success	No major changes from previous years.	Working to redesign program for earlier feedback to students. Started sending e-mails from advisors to all students getting an early warning letter (in addition to letters to their home). Need to examine early warnings in courses highlighted by Derek Price as being "high-risk".

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Bepko Learning Center	**Learning Center Goals** To offer academic support in a variety of subjects in order to improve educational achievement.	**Learning Center** End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population. **End of Each Semester**	Effectiveness of Mentor and Overall Program	Students are generally satisfied with the services provided from the Learning Center and the mentors. On a five point scale (5 being most helpful and 1 being not helpful) mentoring sessions as a whole were rated as a 4 (very helpful). Some students indicated they would like to have either an SI or SLA component for many of their other courses.	As a means of expanding the reach of the mentoring program, the Bepko Learning Center has built partnerships with two new course for the Fall 2007 semester (NUR H353: Alterations in Health I and CSCI N241: Web Development).

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	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 8.90%, while non-participants had a DFW rate of 27.51%. Additionally, SLA participants had a DFW rate of 22.41%, while non-participants have a DFW rate of 48.59%.	Supplemental Instruction (SI) DFW rates are lower than Structured Learning Assistance (SLA) rates due to the fact that SI is a voluntary program. Traditionally, the most motivated students take advantage of the service. With SLA the program is counted as part of students' grades.
		Program Participant Attendance	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 5275 students (attended 3 or more sessions for SI or 10 or more sessions for SLA) and received over 27,914 visits from students over the course of the Fall and Spring semesters.	The result of this information has forced us to look for additional space for our sessions.
		Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures. **Mid Semester and End of Semester**	Mentor Effectiveness	Instructors indicated they were very happy with the mentors' performance.	The director and coordinators will solicit feeback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.

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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
			Work with assessment personnel to help further refine the surveys used to assess student learning. Expand the tools used to interview and hire student mentors to address personality, leadership and desire to perform service to find the best mentors.		**Assessment** – the plan for the Center is broad and well leveraged.	
	Resource Center Goals: Facilitating appropriate referrals to other campus resources. To provide support systems to enhance academic success		Evaluates mentors on their skills as an effective communicator. **Mid Semester and End of Semester**	Mentor Effectiveness and Program Improvement	Mentors did very well with their performance as a whole. One area that needs improvement is communication.	Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish.
	To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.		Document all interactions with students who request follow up from the Learning Ceenter. **End of Each Semester**	Documentation and Follow up of Student Participants	Most of the contacts taken by the resource mentors dealt specifically with our tutoring program. Another area of importance included general information about university programs.	The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	Tutor Program Goals: To provide students with a referral service for tutors to help supplement course instruction.		Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge tutor performance. **End of Semester**	Tutor Effectiveness	Students had a very difficult time connecting with the tutor referral.	The tutor coordinator will take on a more active role in contacting the tutor referral and settting up the first meeting. Additionally, student tutors now are required to go through a standardized training in order to be listed in the referral database.
			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.	Our online tutoring system will be re-evaluated to see if we can better utilize the funds allocated. Additionally, 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.
	Mentor Program Goals: To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.		Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. **Mid Semester and End of Semester**	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	Enrollments Goals: To provide University College advisors, staff and deans with enrollment information for University College courses.	Enrollment Status Report	Informs advisors on seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled. **Daily During Registration Period**	Assist Advisors	Advisors requested more information be included on the report and to make the report easily accessible.	**Enrollments Goals:** To provide University College advisors, staff and deans with enrollment information for University College courses.
Career Center	**Career Center Goals**	**Career Counseling**				
		Student Profile Questionnaire	Form that captures information on demographics, academic status and the purpose of the career exploration counseling appointment. **Monthly**	Tracking and Program Improvements	Shows us that the number of UC students using our services is increasing	Used for on going assessment of our student demographic mix.
		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		Used to determine if resources should be added to testing area of services.
		Workshop/ Programming Report	Reports the number of students by school affiliation and academic year who are involved in Learning Community outreach, Minority Acheivers Program, STEP Ahead workshops, Career Exploration Day and other career exploration programming. **As appropriate**	Tracking		Data is reported monthly. Used to assess effectiveness of these services.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Satisfaction Survey (Under Development)	Will ask quantitiative and qualitative questions to determine whether programming is meeting goals. **As appropriate**	Program Improvement and Effectiveness	Helps us pick new workshop topics and select speakers.	Used to assess effectiveness of our workshops.
		Student Employment				
		Jag Jobs Inventory	Reports the number of employer listing jobs by four student types: Student on-campus, student off-campus, work-study on-campus, and work-study off-campus	Tracking		Helps us monitor employer and student traffic.
		Jag Jobs Placement Report	Reports the number of students placed in student jobs by category: student jobs on-campus, student jobs off-campus and work-study jobs. This number must be reported to the Federal JLD program for grant requirements.	Tracking and Grant Requirement	Most years we can demonstrate over $2,000,000 earned by students thanks to this grant.	Used to keep our grant.
		Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events.	Program Effectiveness and Program Improvement	Students want more on campus employers	Continuous improvement of program.

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		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		Continuous improvement of program.
		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		Continuous improvement of program.
		Work Study Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service. **Monthly**	Tracking and Grant Requirement		Continuous improvement of program.
		America Reads Participants	Reports those students who are participating in work study jobs that are through the America Reads program. **Monthly**	Tracking and Grant Requirement		Continuous improvement of program.
		Student Employment Counseling Report	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school)	Tracking		Continuous improvement of program.
		Employer Outreach Report	Reports visits made to employers to develop student jobs. **Monthly**	Tracking and Program Improvements		Continuous improvement of program.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Work Study Student Academic Progress Report	Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers. **Twice a semester**	Academic Success and Retention	New Survey	Continuous improvement of program. Results sent to Dean Plater each semester.
		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. **Montly**	Tracking		Continous improvement of program.
		Internship Job Fair	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected.	Program Improvement and Effectiveness	Students want a greater variety of internships available.	Continuous improvement of program.
		Student Satisfaction Report	Reports information about students who come for career counseling related to internships. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.
		Technology				

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		Jag Jobs Technology Report	Reports all job listings provided online through JagJobs to students; report is categorized by job type: student jobs on campus, student jobs off campus work study jobs on campus, work study jobs off campus, 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 number of employers who have reviewed student resumes are also reported. **Monthly**	Usage tracking		Continuous improvement of program.
		Websites Report	Reports Career Center web site hits by page so that staff can monitor what online services students are utilizing. Also reports ICJF/IMJF job fairs web site hits, which takes registration via credit cards online and provides significant online information and interactive usage. **Monthly**	Tracking		Continuous improvement of program.
		Senior Placement				
		JagJobs and Other IUPUI Degreed Jobs Database Inventory	Reports the number of degreed jobs posted online for student application. **Monthly**	Tracking		Continuous improvement of program.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		On Campus Interview Reports	Reports the number of on-campus interview schedules and information sessions. **Montly**	Tracking		Continuous improvement of program.
		Senior Placement Programming Reports	Comprehensive reporting of College Talent Recruitment Day and Teacher Candidate Interview Day for student and employer participation. Other programming evaluated by students and employers who participate includes the Art of Networking Workshop, Panel on Diversity, Etiquette Luncheon, Government Jobs Panel, Interviewing Techniques Workshop, Job Hunting Workshop, Job Search for International Students workshop, Mid-Career Change workshop, Employer Mock Interviews, Resume Roundtable Review, Resume Writing Workshop and others. **Monthly**	Tracking		Continuous improvement of program.
		Senior Placement Program Survey (Under Development)	Will quantitatively and qualitatively survey satisfaction level of programming provided. **As appropriate**	Program Effectiveness and Improvement		Not yet used.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		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	We run a very effective job fair program.	Continuous improvement of program.
		Senior Placement Counseling Report	Reports information about students who come for career counseling related to senior placement. Report includes demographics and academic status (year, school)	Tracking		Continuous improvement of program.
		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		Continuous improvement of program.

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College Prep Initiatives	**College Prep Initiatives Goals:** Increase the number of students entering college and other institutions of higher education. Decrease drug and alcohol use by encouraging higher educational pursuits. Reduce the number of students who withdraw from high school before graduation. Increase the number of students who are prepared to enter the workforce upon graduation. Increase individual economic productivity. Improve the overall quality of life for Indiana residents.	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	Students participating in CPI for more than one year show an increase in overall GPA by almost one complete letter grade (data from previous year)	Working with IUPUI faculty to program effective after-school activities to build on this trend

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
	Intermediate goals: Enroll a total of 2500 8th grade students in Scholars Program.					
	Enroll 1500 new 7th grade students in Scholars Program.	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	Data inconclusive	
	Provide a minimum of 6 college visits for a minimum of 300 different students.					
	Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.)	Enrollment Report	Enrollment data collected through Scholar's Central Office. **Frequently**	Program Effectiveness and Participation Rates	Enrollment data to date indicated 2,095 8th graders and 805 7th grade students are currently enrolled in the Scholar's Program.	Expand the partnership with the Office of Campus Visits and middle schools to encourage
	50 freshman will participate in a summer session focused on SBC grant over a six-week period.	Affirmation Report	Affirmation of senior data collected through Scholars central office. **March**	Program Effectiveness and Improvement	Affirmation rate, 927 of 1559 for 60% of enrolled seniors.	Increase the number of community collaborations and partnerships to continue to increase awareness of Scholars Program and collaborative efforts among service providers.

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	50 juniors will participate in 20 hour junior intensives focused on financial aid, college application, SAT/ACT test prep, etc.					
	Formalize agreements with office of admissions and pre-college programs on IUPUI campus.	GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) **April and June**	Program Effectiveness, Problem Solving, and Planning	154 students did not meet GPA minimum at 7th semester, they will be re-evaluated after 8th semester grades are completed. 34 students have not yet submitted GPAs.	Continue to increase parental involvement in program.

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		Annual Report	Quarterly reports of objectives met for Scholars central office. (Dec., April, August) Records self reported regarding participation of students and parents in Scholar related activities. **December, April, and August**	Program Effectiveness, Problem Solving, Planning and Comparison Data	Work with Dept. of Education to locate students who have moved or changed schools and did not notify Scholars Program. This will help ensure they continue to receive information and assistance when needed. Increase community awareness of program to help ensure all eligible students enroll before the deadline.	
Honors	Honors Program Goals:	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	Students who do not take required Honors courses or whose GPA falls below Honors requirements are identified.	Students may be given a "warning" semester or be placed on "probation" for a semester in order to fulfill Honors requirements. If they are unable to do so, they will have their scholarship revoked.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		Student Satisfaction Survey (Under Development)	Assessment devices are used to survey student satisfaction with the experiences offered by the Honors program at the end of each semester. Each Semester	Program Effectiveness and Improvement	With two new staff members beginning this spring, the Honors staff is at full strength. We hope to have assessment devices in place by the fall semester.	Under development.
		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	A general lack of faculty interest in participating in Honors activities	Honors continues to recruit talented faculty to offer courses, but needs support from the upper adminstration in order to be successful.

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Mathematics Assistance Center	**Mathematics Assistance Center Goals:** Increase student awareness of MAC programs. Improve the attendance tracking system so that a longitudinal study may eventually be undertaken and so that instructors may better assess the impact on their students. Seek additional faculty support of the MAC and its programs.	Student Participation Report	Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. **Per Semester**	Tracking	Served about 2100 students between fall and spring. The most students and time spent for any one course for both mentoring and tutoring was M118 (finite).	Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate the courses higher visitation rates. Expect continued data collection to lead to better needs assessment.
		Student Feedback Report	End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. **Per Semester**	Marketing effectiveness, student satisfaction and student suggestions for improvement	Generally positive results, although some groups are still requesting more space. Improved performance for tutors in upper level courses since the fall06-spring07 school year.	Currently seeking additional space to handle larger courses. Implimented improved evaluation material to better screen applicants. Expect continued refinement on material to screen/asses applicants. Efforts to advertize MAC schedules and services will be increased.

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		Faculty Concordance Report	Currently, the end of semester student opinion survey administered in all sections of serviced mathematics and statistics courses, and faculty use and requests for MAC facilities and services is the basis for this report. **Per Semester**	Faculty needs and satisfaction	Received multiple requests from faculty to provide more space in the MAC for group sessions with students.	Continued to allocate space that may be reserved by faculty office hours or group study sessions. Maintained online reservation system to make it easy to reserve space. Will promote the use of this space more agressively this fall. Instructors were gernally pleased with space and convenient location. Worked wtih second-floor UC staff to help schedule larger review sessions.
		Computing Resources Utilization (Under Development)	Measure and assess student use of mathematical software especially by students who are required to use such software for projects in their mathematics courses. **Per Semester**	Tracking	Student needs	Expect results starting fall 2007.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Office of Development and Operations Goals:	**Northwest High School Internship Program**	The internship is evaluated by the administration of Northwest High School and IUPUI Office of Development, Operations, and Employee Relations. In 2007, the high school students will debut the first Web site from Northwest that gives students the opportunity to hear from other students attending IUPUI. A brochure will also be distributed in the high school that discusses a student's experience on campus. Both the Web and brochure are projects called "Transitions."	Survey after internship is completed. Also we'll record the number of visits to the new Web site.	Effectiveness, improvement, feedback, and tracking	University College has had an 85% return with students choosing IUPUI as their college of choice for their first year experience as a result of this eight-week program. Diana Trackwell, a former intern, has graduated from Purdue University (while continuing to work at IUPUI on special projects) and will manage the Northwest High School Internship Program this year.	Frequency of journals has been lessening. More projects to start and complete during the internship period. Project aligns more with student's interest. Group manages high school students and mentors programs, schools, and university.

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

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	The office was the support agent for IUPUI's Fall Convocation.	Yearly evaluations	Verbal responses and attendance	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of faculty and staff were met.	Shorter program Reception very much liked	Expanding convocation to include students and other departments and schools.Meijer will continue in 2007 to provide food for students attending the convocation. We will plan for more festivities to celebrate the start of the academic year. At this time we do have free music scheduled.
	The office was the support agent for Honors Ceremony.	Yearly evaluations	Focus groups and student evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Students like formal recognition Students like the city location for event	Sponsorships as underwriters
	A full-year of *University College E-Staff News* was written and distributed to staff.	Quarterly and on-going	Response cards, and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Staff enjoy connecting with other staff members and creating connectivity. We have included regular columns written by appropriate staff.	More stories on faculty.Before end of 2007 we hope to move the staff news to the Web and have video messages from the Dean.

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	A first *University College Newsletter was mailed electronically to the campus. The news featured awards and accomplishments by staff and/or University College.*	Emailed to campus when stories merit this type of distribution.	Response cards and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Excellent resource Improves communication	Information is also endorse by monthly news releases to media.
	The office was the co-chair for the 12th National Annual Learning Communities.	Session evaluations	Focus groups and evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of particpants were met.	Excellent opportunity to profile the campus and the city.	Sponsorships as underwriters. Participants enjoyed the Hoosier Bag from past and we will renew that as the major gift. We will feature Indiana Art at the reception.
	For five years, this department has managed and produced the *Metropolitan Universities* Journal for the Coalition of Urban and Metropolitan Universities. The operation is strictly dependent upon the subscriptions created by their marketing.	Regular mailings, solicitations strategies, and profiles are managed.	The readership has increased to over 23% since the department took over the production of the journal.	User profiles that identify regions and shifts in readerships.	Measures have resulted in over a 23% increase in readers. Over 40% renew subscriptions.	Continuation of monitoring specific lists to use as marketing tool for increase subscriptions.

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	Expanded diversity report on University College Staff	The report stabilizes future comparisons with collected data.	Fiscal Office and hiring framework. Creates an improved visual on the makeup of the staff.	Strictly Excel format with information that was gathered.	Supporting data that displays a strong support of diversity in hiring practice.	A continuation of this format with yearly updates to monitor any shifts in our practice.
	The *Navigator* is a planner and academic information piece that is made available to all students (free to first-year and the purchased by continuing students through the bookstores).	Updated academic information from schools and a thematic creation related to the planning pages.	Focus groups and evaluations.	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Updates to contents and supporting up-to-date trends in design.	Smaller size, expanded information, more space to write, more facts about IUPUI.
	Renovation that allowed an increase of three classrooms for University College.	Funding allowed needed space to expand and support first year students in the classroom experience.	Scheduling rooms for classes.	Design was effective based on faculty and student feedback in pre and post design.	Multiple use and function allows better use of the space.	Future classrooms will support similar models with regards to furniture, walls, technology, and design created for the best experience in learning.

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	Ninety percent of staff in this department are part-time IUPUI students.	Out of classroom experiences and hands-on learning are valuable in preparing students for the workforce after graduation.	Written reports from past employees support the value of their experiences. Their work aligns with the Principles of Undergraduate Learning while they are employed by this department.	Customized learning by supporting the interests of student employees but also expanding responsibilities. Feedback and improvements constantly drive management.	Budgeting for more Work study and hourly students.	Students best drive how to communicate to other students.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
Orientation Services	Orientation Goals: Academic Integration: Students will be exposed to information related to the purpose of higher education, the expectation 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.	Student Exit Survey	A qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each weeks surveys are complied and sent to testing services for compilation for assessment. **End of Every Orientation**	Program Effectiveness and Improvement		Quantitatively: Improved response to find my way around campus. A new technology video was implemented that did not accomplish the same learning objectives so responses regarding these areas showed a decrease. Many of the scores remained consistent without much change such as questions regarding meeting demands of college, transitioning and getting involved on campus. All scores regarding academic advising remained extremly positive. Qualitatively: The overall orientation was perceived as very helpful and the OTEAM is a valuable aspect of the program. The Jag 102 (school presentation) was also seen as an important aspect of the orientation day.

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	Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning. Parents will be exposed to information related to the purpose of higher education, the expectation associated with higher education, and information that can be used and applied after orientation.					

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	Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus	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 Orientation**	Program Satisfaction and Improvement	The parents were very satisfied with the orientation program and extra effort was made to improve the services and information provided to	Nearly 100% of the parents that completed the survey answered that the information presented in the orientation program was useful for their students in their transition and that the OTEAM was very helpful. For this year, the Financial Aid presentation was revised slighty to respond to their comments regarding too much information and too repetitive.
		O-Team Written Evaluations Individual School/Services Meetings O-Team Debriefing	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. **August**	Training Effectiveness	A lot of the OTEAM concerns are covered during the debriefings, however, they have time to be sure that new and or components that were not corrected are voiced and noted for next season.	More engaged efforts in the advising session, continuous improvements in Explore the Roar, more hands on materials in training.

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UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
		O-Team Final Exam Orientation Attended Numbers Report	The OTEAM my complete quizes and an final exam after each week and at the end of the 3 week training program to determine information comprehension and application of knowledge for the orientation program. **Completed every May**. 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. They are always working to catch up with the program as we have to begin planning so far in advance.	Nearly all OTEAM members passed the quizes and exam. For those who did not, individual meetings were held to determine where their minunderstanding or gap in knowledge occurred. The feedback from these meetings will help to improve future training programs. Increased communication. Ongoing inclusion as a key stakeholder
		<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. **After Every Orientation**	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.	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.

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		Faculty Evaluation of Mentors	Faculty are given a 18 item questionairre to complete an assessment of their mentor. The faculty is asked to complete this questtionairre 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 standarad than before because faculty have become accustomed to evaluating the mentors and know what they should expect from them.	The component training for the mentors in coordination with the mentoring technique classes need to ensure that it is clear what the mentor will be evaluated.
		Final Year Stats for each Academic School.	Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. **Two Times a Year**	Provide Information to Schools	That we are staying consistent in our numbers served in the orientation program	Starting earlier in tracking and reporting would be a necessary change.
		Connections Dinner Mail in Feedback	That family members are extremely appreciative of the program and their experience at IUPUI	Program Improvement	That we are staying consistent in our numbers served in the orientation program	That they would like a Friday and would like to have more participation from departments and student services offices

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Nina Mason Pulliam Legacy Scholars Program	Provide comprehensive resources and support to scholars from disadvantaged backgrounds in order for them to complete their degree	Two multi-program longitudinal evaluations are conducted each year by investigators from IUPUI and Arizona State University. This is the last year for this comprehensiv evaluation	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 interim 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).	Multi-program effectiveness and impact; identify program specific strengths and opportunities for improvement through scholar interviews and investigator observations.	Nina Scholars successfully completed 81 percent of the credit hours in which they enrolled, which is statistically significantly higher than the 73 percent completion rate among the comparison group; • For the first time, as a group Nina Scholars earned a statistically significantly higher grade-point average than comparison group students (2.83 vs. 2.56); • The scholar retention rate to the second year has been statistically significantly higher than the retention	The interim report has just been released and the final report is not due until October. However, one salient finding of this report is that students from foster care backgrounds are much more prone to struggle academically than the returning adult students with dependents or the students with physical disabilities. IUPUI has enrolled the highest proportion of former foster youth and has seen some face academic difficulty. As a result we are continuing to build even stronger support networks, programming and intervention strategies that are designed for the specific needs of students with these background characterstics.

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		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	Monitor scholar academic progress and achievement levels compared to IUPUI averages	With a 3.03 average GPA scholars do well in comparison with IUPUI student pop. Some struggle in math and science despite mentoring and tutoring.	Starting in the fall of 2007 we will query our mentors to create an inventory of their academic strengths. We will hire mentors to fill the gaps especially in math and science. Our mentors will, then, be available to serve as tutors to Nina Scholars in the subject of need.
		Post-programming surveys	Web-based survey using 1-5 ratings and open-ended questions	Effectiveness of programming	Continuing scholars want to find ways to maintain cohort cohesion through regular but flexible meetings	Cohorts 5 and 6 will help program leadership design programming to meet their interests and needs.
		Mentoring evaluations	Paper-based evaluations using a scale of strongly agree, agree, undecided, disagree, strongly disagree	Effectiveness of mentoring	Found mentors very helpful; some mentors overcommited and less available	For the first time we will have a program assistant to help track and manage mentor and mentee interaction.

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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 Profile	A demographic report for program composition and statistical reference. Includes gender, ethnicity eligibility, academic need etc. **Yearly**	Meeting Objectives (Grant Guidelines)		Continuous Program Improvement
		Student 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**	Program Effectiveness and Grant Requirements	77% of our students are at a 2.0 or better	Continuous Program Improvement

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		Student Retention	Statistical report on students retained from one year to the next year. **End of Year**	Program Effectiveness	2005-2006 Retention rate is 77% (African American Males – 77%) (Freshmen Retention 74%)	Continuous Program Improvement
		Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. **End of Semester**	Program Effectiveness	Math DFW rate of 50%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring	A report on science and math pre and post needs in relation to tutoring. **Beginning of Semester**	Match Services to Needs		Continuous Program Improvement
		Student Satisfaction Survey	An evaluation of all program components. Completed by students. Used for future changes and programming. **End of Year**	Program Effectiveness and Improvement		Continuous Program Improvement
		Orientation Report	A number and statistical report used to plan "recruitment", etc. **Beginning of Fall Semester**	Program Effectiveness	50% of new students we served during Orientation entered our program	Continuous Program Improvement
		Graduation Report	A statistical report on number and percentage of graduates each year. **End of Year**	Program Effectiveness	Graduation rate is 33%	Continuous Program Improvement

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Student African American Brotherhood (SAAB)	UC /SAAB Initiatives Provide all students from the targeted groups with opportunity to be apart of the mentoring and tutoring program To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience Develop a comprehensive program of support for both mentors and	End of Semester Evaluations Weekly report focus groups	Gives feedback on mentors and program, direct communication with participants in org. or campus referrals. Community mentoring with members Weekly assessments(diary) student surveys, focus groups **End of Each Semester**	Effectiveness of Mentor and Overall Programs and activity observation written response qualitative notation	Students solicit peer interaction, topics were relative to sample groups and surveys findings. Non cognitive variables are apparent in there attitude toward campus	Five year plan that involves collections of Short SA provide training for current members and recruitment of incoming Freshman, UC learning community curriculum planning orientation and summer bridge component added
		Semester reports/Evaluation Data from Registrar	Effectiveness of students who are engaged in student services vs those who are not engaged with academic mentors and tutoring. Tracks student attendance in Supplemental Instruction .UC learning community and Ivy Tech profiles ,profiles on Af. Am students Collaboration with IMIR and registrar **End of Each Semester**	Effectiveness of Program and Comparison Data Surveys	Lack of attention given to the support systems on campus and the various complaints about feeling connected to the campus, Faculty diversity issues were also noted	Implementation of tangible goals and provide a model that would give desired outcomes. Pre assessment. Hiring of Mentors collaborations on the campus between faculty and co-curricular programming.

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		Program Participant Attendance	Contingent efforts on network community alumni and professional leaders to mentor students who then mentor adopted programs Leadership training and workshop involvement and use of learning community will address larger pct of targeted group /Off campus programs **Weekly/Semester**	Monitor Student Participation and Faculty Report for Student participation General Surveys, programs that foster the communication from faculty to student	Development of initiatives and program. Baseline stage, Leadership Conference and workshops were meaningful and important in development of under represented students. Students want variety	Planning of activities and the dialogue of various key individuals on campus and the community are critical to the meeting of goals and objectives.
		Instructor and Advisors and Staff	Encourage the participation of (SAAB) member's ad non members to get involved in campus and community programs and activities. YGB and BSU participation as well **Mid Semester and End of Semester**	Group and Panel Discussion observation	Students want to do more in areas of social and outreach programming they want a venue that reflects their culture and beliefs	Collaboration among students along with the staff about areas of concern and communication not only with UC admits but various students from the entire campus, data on suggestions are compiled.
	Student Retention for Targeted Population: Establish and Facilitate appropriate referrals from other campus resources. To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.	Student Profiles list serves	Data not compiled **Mid Semester and End of Semester**	Staff/Mentor Effectiveness and Increase awareness on overall campus	Implement Graduate Desire Outcomes and Primary Traits and Matrix for desired outcome of Students.	Referrals for students in need of assistance ,faculty and staff members peer mentoring

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		Contact Report	**Bi-weekly** **Early warning report**	Documentation and Follow up of Students Participants Communication with faculty	Most of the contacts taken by the staff members dealt specifically with probationary students and assisted	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.
	We need to identify barriers to graduation within each major and work with faculty from those departments to construct strategies for assisting students in overcoming barriers	Program 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	Students want more tutors in a larger number of courses.	
Technology	**Technology Goals:**	Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. **As Needed**	Quality Control and Security	Traffic is in line with bandwidth	
		Student Electronic Interviews	Students are polled each semester for their hardware and software needs in our various labs. **Beginning of Each Semester**	Meeting Student Needs	New software needed	

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		Virus Scanning	Every computer managed by UCTS is scanned nightly for viruses. Viruses are quarantined if they cannot be cleaned from the computer. Virus patterns are pushed to all of the clients whenever they are released from the software vendor. **Nightly**	Quality of Service and Security	Were largely unaffected by viruses over the last year.	Updated patterns 30 minutes after any updates 24 hours a day
		Monitor Event Log	All of the UCTS servers generate event logs that are monitored for any abnormal activities that might warrant additional investigation. **Monthly**	Security	Being constantly queried for logins from Bloomington dorm computers	No changes available
		Security Scanning	All UCTS servers are scanned for security holes by ITSO. This scan is automated and sends Email with results of each scan. **Monthly**	Security	Servers are secure	Add patches and updates as appropriate
		Service Pack and Patch Scanning	All UCTS managed desktops are scanned for service pack and patches that need applying. This is an internal scan. **Monthly**	Quality of Service and Security	Workstations are secure and patched	None Needed
		URL Scanning	The University College website is scanned for nonworking links daily. **Daily**	Quality of Service	"Link Rot" was kept to a bare minimum	None Needed
		Web Hits on UCOL Site	UCTS uses WebTrends Live to provide in depth reports regarding all aspects of the University College website including usage statistics as well as aggregate user profiles. **As Needed**	Service to Employees	UCOL site continues to be used by a wide range audience	None Needed

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		Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. **End of Orientation**	Program Effectiveness; Quality of Service; Problem Solving	Redesign check in process and account creation process	Continuous Improvement
		Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. **Monthly**	Monitoring Use and Cost Recovery	Costs in line	Changing program in response to university policy changes
		Service Queue	The Falcon service queue is used to track the daily needs of users in University College. It is the primary means of communication to UCTS. Detailed statistics can be obtained from this system. **Hourly**	Provide Service as Needed; Quality Control	Problems resolved quickly	None Needed
		Desktop Hardware and Software Review	Yearly University College's desktop hardware and software are reviewed to make sure that they are meeting the needs of the users. Any needs are addressed at that time. **Yearly**	Staying Current with Standards	Several machines need replaced with newer equipment	New terminal servers purchased to implement thin client technology
		Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College **Regularly**	Future Planning	Need to reduce support costs	Implementing terminal servers and thin clients to reduce hardware and support costs

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		Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). **As Needed**	Quality of Service	Access Points are not covering all areas	Contacted UITS for additional Access Points
		Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. **As Needed**	Quality Control and Security	Traffic is in line with bandwidth	
Twenty-first Century Scholars Success Program	The IUPUI Twenty-first Century Scholars Success Program is committed to assisting scholars achieve academic progress, prepare for the workforce, and retaining our students at IUPUI.	Mentor Evaluations	Reports mentor's participation in activities, programs that felt useful and beneficial to the mentor and their mentees, and an overall rating of self and completion of mentor responsibilities. Evaluations are given annually.	Survey that asks scholars to evaluate the programmed activities on a 5 point scale. Short answers are then asked in regards to their performance as a mentor, in what ways the mentor program can improve, and challenges mentors faced academically and personally.	Twenty-first Century Scholar Mentors reported community service activities, academic workshops, and study tables were beneficial to their mentees and self.	Our mentor program successfully graduated 2 mentors out of 9 for the academic year of 2006-2007. Through these summer months we have already planned our monthly academic workshops, study tables, and FAFSA forums. In addition, we are keeping the community service projects mentors enjoyed and continuing the back to school gathering and new student reception. Currently, we are awaiting the notification of funding opportunities for the mentor program.

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		Mentee Evaluations	Reports mentee's participation in mentor activities, rates the programming efforts, and an overall rating of their mentor's performance. Evaluations are administered twice per year.	Survey that asks mentees to evaluate the programmed activities and their mentor's contribution on a strongly agree to strongly disagree scale. Short answers are then asked in what ways can the mentor program improve and additional comments.	Twenty-first Century Scholar Mentees reported the mentor program to be beneficial due to their mentor's efforts, programming, and activities. The main challenge mentees faced was time management between classes, meetings, activities, and studying. Mentees reported the mentors to be kind and attentive. Mentees did state they wished the program had existed in the Fall semester, and the bookstore award and JagTag money was beneficial. Mentees stated they would participate in the program again.	28 out of 30 mentees successfully completed our mentor/mentee program. Monthly academic workshops will continue to devote attention to time management, financial management, and studying skills. At our 'Back to School Bash' and 'New Student Reception' we will recruit new mentees for our mentor program. Participation in Summer Orientation and Bridge will help recruit new TFC scholars to utilize program services.
		Mentee Report Forms	Reports the required weekly activity of each mentee and the learning communities. Weekly activities included but not limited to: academic assistance, career exploration, campus connection, and community engagement.	Short answer survey that asks the event attended, program description, and individual learning outcomes.	Mentees grades improved in specific areas such as Math due to attending the MAC, and students felt more connected to the university by attending campus activities.	Provide students a list of all campus activities at the beginning of the semester. The requirements of attending weekly activities will remain the same.

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		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 per week for one hour and complete a form for each session. Forms are due weekly.	Mentors are asked four standard questions: what services did you provide today for your mentee, what is the action plan you and your mentee have agreed to, what improvement or challenges does your mentee face, and what referrals or recommendations as follow up to their next meeting?	Scholars utilized the report forms in helping track the progress of their mentee. It helped the mentors to have all forms accessible each week and a common place for returning it once completed.	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.

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Upward Bound ***Grant funded program overseen by the US Department of Education***	Identify, recruit, select from the target area 70 students who meet low-income, first-generation criteria and who demonstrate academic need. At least two-thirds of the recruited participants will meet the low-income and potential first-generation criteria. Special attention will be given to selecting and serving higher risk students.		Student files set up; waiting list developed; applications on file; teacher/ counselor recommendations; interview reports. A special note regarding Upward Bound: *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. We are in the process of developing effective in-house assessment methods.*	Tracking		Continuous improvement of program

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	Assess students' educational needs through the use of national and Indiana standardized tests, school records, transcripts and other indicators of student performance so that 95% of the participants will have an individualized educational plan to assure their appropriate academic preparation for high school graduation and entry into postsecondary education.		Test results on file; personal interview reports; inventories' results on file; revisions on file; individualized educational plans on file in student folders	Tracking		Continuous improvement of program

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	Provide academic skills instruction in math and science such that 90% of the enrolled students achieve promotion to the next grade level and that 70% attain a grade point average of at least 2.6 by the end of their senior year. Higher risk students will attain at least an average of 2.0 by the end of the senior year.		Instructional plans on file; Tutorial reports; results of teacher constructed tests; Grade reports	Tracking		Continuous improvement of program
	Provide academic skills development in English, reading literature, and composition, such that 80% of the participants maintain a GPA of 2.6 (higher risk students, 2.0) in English and indicate annual improvement based on teacher-constructed tests.		Staff reports; pre-and post-test results. Tutorial reports and grade reports. Documentation of GPA of 3.0 in English.	Tracking		Continuous improvement of program

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	Provide skills development in foreign language such that at least 80% of participants exhibit intermediate communicative competency in the language by the end of the junior year as evaluated by teacher constructed pre- and post-tests.		Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Tracking		Continuous improvement of program
	As a result of, survey information, personal, career counseling and career-related activities, including mentoring and job shadowing, 70 % of the participants will identify at least three possible career choices by the end of their junior year.		Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking		Continuous improvement of program

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	Provide supplemental computer training workshops during the academic year and classes during the 6 weeks summer residential program such that 90% of program participants will develop proficiencies in technology basics in compliance with the National Education Technology Standards for Students (NETS)		Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking		Continuous improvement of program
	Provide participants a program of educational, cultural, recreational activities such that 90% are familiar with a university campus, and 75% participate in all socio-cultural field trips.		Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking		Continuous improvement of program

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	Provide academic advising on a semi-monthly basis during the academic year and on a weekly basis during the summer component such that at least 85% of the students are retained in high school in good standing until high school graduation.		Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Tracking		Continuous improvement of program
	Assist high school seniors in preparing application to postsecondary institution, including help with test preparation, and financial aid acquisition such that 85% of the graduating seniors will be accepted into postsecondary institutions with adequate financial aid		Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Tracking		Continuous improvement of program

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	Academically track the progress of Upward Bound graduates through the postsecondary experience such that 70% will be monitored for academic success and at least 60% will obtain a baccalaureate degree within six years of postsecondary enrollment.		Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Tracking		Continuous improvement of program