

University College (UC), Assessment Matrix 2010 - 2011

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	<p><b>Administrative Withdrawal Policy</b>                      Goal: Enhance Students' Full Participation in Learning</p>	Withdrawal Report.	<p>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course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester.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.</p>	<p>Process and Outcomes Assessment Policy Effectiveness.</p>	<p>A total of 140 students were administratively withdrawn (AW) in the fall 2010 semester from at least one course (91 Students were AW during Fall 2009).</p> <p>14% (N = 20) either received an "F" or withdrew from all of their remaining courses for the fall 2010 semester.</p> <p>41% (N = 58) enrolled on an IU campus for the spring 2011 semester.</p>	<p>Number of course sections on the Administrative Withdrawal list has increased substantially and this policy has moved to campus-wide rather than just UC. The campus moved to an online administration process. The reporting process has been moved to the Registrar's office.</p>
	<p>Policy to limit the number of course withdrawals (W's or Drops) for freshmen.</p>	<p>Full Implementation in Fall 2009 -still collecting data on outcomes.</p>	<p>Implemented a New Drop Limit Policy– University College freshmen (25 credit hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. The policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been "administratively withdrawn" (AW).</p>	<p>Process and Outcomes Assessment Policy Effectiveness.</p>	<p>A total of 23 students appealed the policy during the 2010 academic year and 19 were approved. 19 students were first-time students and 11 reenrolled the next semester.</p> <p>Top Three Reasons for Withdrawing from a Second Course:</p> <p>Family Issues/Child Care 7 students 30%                      Health/Accident 3 students 13%                      Financial need to work more 3 students 13%</p>	<p>A subcommittee was appointed to work out the logistics of informing other schools and training UCOL advisors on implementation of this new policy. Reports are being conceptualized and developed. We need to move students through the academic pipeline more quickly—4 years—because of the increasing costs to students, families, state legislatures, tax payers, etc., Indiana needs to increase the number of college graduates by 10,000 per year to keep pace.</p>

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<p><b>Academic Programs and Policies (Continued)</b></p>	<p><b>Probation and Dismissal policy. Goal: Ensure that academic policies are benefitting students.</b></p> <p>UCOL Instituted the new dismissal policy developed last year by UC-APPC for University College Students who receive less than a 1.0 GPA in their first semester. The first cohort (Fall 2008) of students so dismissed was extensively analyzed.</p>	<p>Dismissed Students Report (Students who earned below a 1.0 GPA in their first semester).</p>	<p>Quantitative Data Analyses Using Institutional Data. Primarily quantitative, with input from administrators, faculty, and academic advisors.</p>	<p>Process and Outcomes Assessment.</p>	<p>Of the 167 students who were academically dismissed from the fall 2010 first-time, full-time (FTFT) cohort, a disproportionately high number of students were conditionally admitted. 27% (N = 45) of those dismissed were conditionally admitted while only 8% (N = 190) of students in the entire cohort were conditionally admitted. Also, a disproportionately high number were first generation. 55% (N = 93) of those dismissed were first generation compared to only 40% (N = 967) in the entire cohort. Minorities were over-represented in the dismissed population with the exception of Asian American students, with 16% (N = 27) of those dismissed being African American compared to 11% (N = 256) of the cohort, 7% (N = 11) were Hispanic compared to 11% (N = 103), and 5% (N = 8) were two or more races compared to 4% (N = 93) in the entire cohort.</p> <p>The most common intended majors for dismissed students were Nursing (15%, N = 25), Exploratory Undergraduate (11%, N = 18), Management BS (9%, N = 15), Pre-Dental Hygiene (4%, N = 7), and Mechanical Engineering (4%, N = 6). All five of these majors were slightly over-represented in the dismissed populations compared to the percentage of students in the entire first-time, full-time cohort. Nursing had 11% (N = 252), Exploratory Undergraduate had 9% (N = 221), Management BS had 4% (N = 90), Pre-Dental Hygiene had 3% (N = 63), and Mechanical Engineering had 2% (N = 46) of students intending to major in these fields in the entire 2010 first-time, full-time cohort.</p>	<p>Careful analysis has been conducted on the 167 students who were dismissed in fall 2010 to determine their characteristics. Academic supports have been provided and evaluated for the students most at-risk such as Summer Success Academy, Summer Bridge, Peer Mentoring, Intrusive Advising.</p>

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Assessing Students' Needs	<p><b>The Goals of Implementing Needs Assessment Instruments:</b></p> <p>*Measure and increase understanding of students' needs, commitments, expectations, and goals.                      *Use results to ensure that programs, policies, and services are aligned with students' needs.</p>	ACT-COMPASS Entering Student Survey and New Student Orientation Entering Student Survey.	Surveys administered to students prior to completing the ACT-COMPASS Math Placement Test during New Student Orientation sessions.	Needs Assessment.	<p>The vast majority of incoming students indicate that they have "some" or "major" concerns about financing their education and these students plan to work an average of 12.38 hours per week off-campus and 7.11 hours per week on-campus.</p> <p>*Many incoming students report that they are First-Generation College Students (40% -neither parent attended college or earned a degree beyond a high school diploma).</p> <p>*The top 5 reasons why students attend IUPUI are:                      1. Availability of specific academic programs (majors).                      2. Location.                      3. Opportunity to receive an Indiana University or Purdue University degree.                      4. Career and job opportunities available in the area after completing their degree.                      5. Cost.</p>	<ul style="list-style-type: none"> <li>The data collected via these surveys enables UC faculty and instructional teams to develop a curriculum and pedagogical strategies that adequately meet the needs of incoming students. Thus, instructional team members are better equipped to introduce students to the academic culture and help the incoming students achieve their expressed goals. Results are presented during meetings in an interactive quiz like format entitled "Know Thy IUPUI Students" and results are also posted on the UC Assessment website so that campus leaders, faculty members, and advisors know the characteristics of our students.</li> </ul>
					<ul style="list-style-type: none"> <li>79% reported that they applied to a college or university other than IUPUI.</li> <li>65% reported that IUPUI was their first choice (if applied to other universities).</li> <li>98% reported that it is important for them to graduate from College (agree or strongly agree).</li> <li>85% reported that it is important for them to graduate from IUPUI (agree or strongly agree).</li> <li>90% reported that they made the right choice in attending IUPUI (agree or strongly agree).</li> </ul> <p><b>Predictors of Success</b></p> <ul style="list-style-type: none"> <li>Students' hours planned to spend "working off campus" during their first semester was significantly negatively related to their subsequent fall GPA's; planned hours "working on campus" was significantly positively associated with fall GPAs.</li> <li>First-Generation students have on average lower fall semester GPAs (2.60 compared to 2.75 for non-first generation students).</li> <li>How often students completed class assignments on time in high schools is positively associated with Fall semester GPAs.</li> </ul>	<ul style="list-style-type: none"> <li>Needs Assessment information has helped us address questions about what incoming students need to be academically successful and what types of programs and services should be developed to effectively meet expressed needs. We have learned that needs assessments yield fundamental information to guide program planning and development. Our needs assessments have shown that additional services are needed to help ease the transitions to college for first-generation students, veterans, transfer, and international students.</li> <li>UC formed task forces to address the financial concerns of students. This included offering on-campus employment for more students and establishing a financial literacy center on campus that helps students and their families with money management issues. Program components in First-year Seminars and New Student Orientation have been added to address students' time management and financial concerns.</li> </ul>

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Assessing General Education Outcomes:	<p>University College</p> <ul style="list-style-type: none"> <li>University College's role with regard to student learning and the PULS is more general and foundational.</li> <li>The collaboration between UC and other academic units for the delivery of special programs, student support, and faculty development related to general education is critical.</li> </ul>	<p>Learning goals for beginning levels of the PULS in First-year Seminars and Themed learning Communities will be specified with faculty involvement.</p>	<ul style="list-style-type: none"> <li>In preparation for the 2012 Accreditation visit UC faculty members and instructional teams are measuring direct student learning outcomes specified in the PULS in programs and courses (we are employing a course embedded, authentic assessment approach).</li> <li>National Survey of Student Engagement (NSSE) for first-year students mapped to PULS.</li> </ul>	<p>Process and Outcomes Assessment.</p> <p>Multiple Assessment Measures are in Place</p>	<ul style="list-style-type: none"> <li>Gateway to Graduation faculty along with assistance and guidance from the Associate Dean of Academic Affairs for University College, played a major role in pilot testing of the PUL evaluation and assessment in undergraduate courses. As a result of pilot testing in SSII and the fall of 2009, assessment findings were shared and modifications to PULS evaluations were made. Presentations from these findings were incorporated into a variety of presentations provided to the IUPUI campus community to assist with the spring 2010 rollout of PUL evaluation in undergraduate courses.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals for beginning levels of the PULS in First-Seminars, Mentoring Courses, and Themed Learning Communities with faculty involvement have been specified. University College First-Year Seminar course goals, templates, and corresponding syllabi contain statements of expected learning outcomes for students that incorporate the PULS.</li> <li>The "First-Year Seminar Template" was revised with leadership of the UC Curriculum Committee and faculty input to reflect learning outcomes associated with the PULS.</li> <li>Faculty and administrators use assessment findings continuously to improve teaching and learning in UC courses and programs. Programs that evaluation results demonstrate are most effective are extended to additional students.</li> </ul>
Progress related to the Principles of Undergraduate Learning (PULs)	<p>PUL Spring 2010, Fall 2010, and Spring 2011 Faculty Ratings for University College.</p> <p>Report generated by IMIR.</p>	<p>Learning goals for beginning levels of the PULS in First-year Seminars and Learning Communities will be Specified with faculty involvement.</p>	<ul style="list-style-type: none"> <li>Faculty members have identified which PULs are a major or moderate emphasis in their UC courses based on a curriculum mapping procedure.</li> <li>We are adapting AACU Value rubrics (<a href="http://www.aacu.org/value/metarubrics.cfm">http://www.aacu.org/value/metarubrics.cfm</a>) as appropriate to assess students' learning outcomes. We have also developed local rubrics to assess the assignments, written reflections, etc. based on the PULs.</li> <li>We will be collecting data on direct and indirect measures of student learning gains.</li> </ul>		<p><b>Faculty Ratings of University College Student Performance on PULs – Major Emphasis (100 Level Classes; % "Effective" and "Very Effective") SP 2010, Fall 2010, SP 2011, N=964)</b></p> <ul style="list-style-type: none"> <li>1A. Written, Oral, &amp; Visual Communication Skills 76%</li> <li>2. Critical Thinking 86%</li> <li>3. Integration and Application of Knowledge 100%</li> <li>Total 76%</li> </ul> <p><b>Faculty Ratings of University College Student Performance on PULs – Major Emphasis (200 Level Mentoring Courses; % "Effective" and "Very Effective") N=463</b></p> <p>3. Integration and Application of Knowledge 90%</p> <p><b>Moderate Emphasis N= 463</b></p> <ul style="list-style-type: none"> <li>1A. Written, Oral, &amp; Visual Communication Skills 68%</li> <li>5. Understanding Society and Culture 93%</li> <li>Total: 92%</li> </ul>	<ul style="list-style-type: none"> <li>The UC Curriculum Committee and UC Faculty approved specific SLOs for each UC course. The PUL of Critical Thinking was added as a Moderate Emphasis PUL for all UC First-Year Seminar courses.</li> <li>The Director of University College, Research, Planning &amp; Evaluation in collaboration with the Center for Teaching and Learning conducted workshops on developing and assessing Student Learning Outcomes. Faculty members, Deans, and Directors across campus attended the workshops.</li> <li>All University College Courses have more clearly defined Student Learning Outcomes (SLOs) to guide curriculum development and instructional strategies.</li> <li>Faculty members in all UC courses used course-embedded authentic assessment methods to measure student achievement of the Principles of Undergraduate Learning (PULs) at beginning levels.</li> </ul>

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First-Year Seminars (FYS)	<p><b>First-Year Seminar Goals and SLOs:</b></p> <p>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 and communication skills. Use of information technology, understanding of academic community, familiarity with campus resources, and establishment of a support network are also emphasized.</p>	Student Profile Report.	<p>Provides information on gender, ethnicity, age, and academic preparation.  <b>End of Fall semester.</b></p>	Program Process Assessment and Monitoring.	<p>A total of 2,288 first-year, full-time students participated in first-year seminars during fall 2010 (90% of fall 2010 beginning freshmen participated). A total of 232 African American (new definition) students participated in first-year seminars in fall 2010 (91% of fall 2010 African American beginners participated). A total of 99 (96%) Latino(a) students and 76 (95%) Asian American students participated in first-year seminars in fall 2010 (new definition).                      • During Fall 2010, 100 First-Year Seminars were offered campus-wide.</p>	Marketing and recruitment efforts have been focused on enrolling more students that represent diversity into First-year Seminars.
		First-Year Seminars GPA Report.	<p>Compares Academic Success of FYS participants to non-participants, while controlling for academic preparation and background characteristics (GPA analyses).  <b>Second Semester after Enrollment.</b></p>	Program Effectiveness: Outcome Assessment.	<p>Overall, the 2010 FYS participants earned statistically significant higher GPAs (2.52) compared to nonparticipants (2.20) (based on analysis of covariance results with H.S. GPAs, SAT scores, and gender entered as covariates).</p> <p>• The 2010 African American first-time, full-time first-year seminar participants earned statistically significant higher GPAs (2.04) compared to African American nonparticipants (1.31) (only 20 full-time African American students did not participate; based on analysis of covariance results with H.S. GPAs, SAT scores, and gender entered as covariates).</p>	The revised "First-Year Seminar Template" was implemented in all UC First-Year Seminar courses. The academic rigor of the template has been strengthened and foundational goals have been added. Additionally measurable student learning outcomes have been articulated along with curricular components. PULs coverage along with evaluation of the PULs has been strengthened and the assessment section of the template has been expanded.
		One Year Retention Rate Report.	<p>Compares retention rates of FYS participants versus non-participants. Includes adjusted rate.  <b>Second Year.</b></p>	Program Effectiveness: Outcome Assessment.	<p>• The retention rate for first-time, full-time First-Year Seminar students (76%) was significantly higher compared to non-participants (68%) even when accounting for differences in SAT scores, HS GPAs, course load, gender, age, ethnicity, and first-generation status.</p> <p>The group of 183 first-time, full-time students who do not participate in seminars, TLCs, or Summer Bridge are particularly at-risk for academic failure and attrition.</p>	The electronic Personal Development Planner (e-PDP) has been developed to serve as a multifaceted intervention to enhance student success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitate goal setting, academic hope, and identity development. It includes the most impactful elements of electronic portfolios with the benefits of intrusive advising.

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<p>First-Year Seminars (FYS) (Continued)</p>	<p><b>First-Year Seminar Student Learning Outcomes:</b></p> <p><b>Student Learning Outcomes were developed</b></p> <p>Students who complete a First-Year Seminar should: Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs). Complete SLOs can be found in the attached document and in the Student Bulletin.:  <a href="http://www.iupui.edu/~bulletin/iupui/2010-2012/schools/univ-college/academic-program/student_learning_outcomes/one%20hundred%20level.shtml">http://www.iupui.edu/~bulletin/iupui/2010-2012/schools/univ-college/academic-program/student_learning_outcomes/one%20hundred%20level.shtml</a></p>	<p>Student Evaluation Survey.</p>	<p>End of the semester in class learning community evaluation. <b>Each Semester</b></p>	<p>Understanding students' perceptions and self-reported learning gains. Process and Outcome Assessment</p>	<p><b>UC END-OF-COURSE EVALUATION RESULTS</b>  <b>Most valuable aspects of the first-year seminar course</b> (based on a 5-point scale rating scale and ranked order by mean ratings):</p> <ul style="list-style-type: none"> <li>• Making connections with other students, peer mentors, faculty, and advisors;</li> <li>• Academic advising (e.g., knowledgeable, available when needed assistance);</li> <li>• Becoming familiar with campus and academic support resources;</li> <li>• Adjusting to college; Deciding on a major or future career.</li> </ul> <p><b>Areas in need of improvement (ranked lowest in terms of mean):</b></p> <ul style="list-style-type: none"> <li>• Had assignments that contributed to my learning;</li> <li>• Improved critical thinking,</li> <li>• Experienced a high level of intellectual challenge,</li> <li>• Helped improve ability to manage and cope with stress,</li> <li>• Helped improve ability to complete well written papers,</li> <li>• Discussed ideas with faculty members outside of class,</li> <li>• Helped improve ability to prepare for tests and exams,</li> <li>• Find what I need at the library</li> <li>• Developed an appreciation of social and cultural diversity</li> <li>• Only 51% were very satisfied or satisfied with the course and 69% Would recommend the course to other first-year students.</li> </ul>	<p>The First-Year Seminar Template (student learning objectives, curriculum components, and intended learning outcomes) was revised in light of these evaluation findings. Individualized feedback is provided for instructors and used to make improvements in instruction and classroom activities. The academic rigor of the course was improved based on students' complaints about useless course content and busy work. The first-year seminar instructors could improve the seminar experience for students by developing better more rigorous assignments that contribute to learning. A focus on the library and diversity has declined in the course over the past few years (2009 and 2010). Instructors have been focusing more on the career development of students and helping students cope with the transition to college in an effort to help retain students and improve graduation rates. .</p>
	<p>Qualitative Report</p>	<p>Students respond to five open-ended items included in the end-of-course questionnaire. Student participants' open-ended survey responses are uploaded into Atlas.ti, a software program that assists in qualitative data analysis. A coding process is employed as a means of examination. Through this process student responses are arranged into topical theme categories. These categories allow for individual student perceptions of the FYS course sections to be considered collectively. Theme categories are considered to be "emerged or notable" if 5% or more of students responded in a similar manner.</p>	<p>Process and Outcomes Assessment</p>	<p><b>Most Valuable Aspects (based on open-ended-comments analyses)</b></p> <ul style="list-style-type: none"> <li>• "Meeting New People and Forming Friendships" was the most frequently coded response</li> <li>• "Campus Information and Resources"</li> <li>• "Faculty, Staff, Mentor, Support", "Major and Career Discovery" was the most valuable aspect.</li> </ul> <p><b>Suggestions for Improvement(based on open-ended comments analyses)</b></p> <ul style="list-style-type: none"> <li>• Students provided numerous suggestions for improvement of future FYS courses. 17% of students recommended that there be "More Course Organization and Structure". 14% of students suggested that there be "Less Homework and Assignments" and 12% of students responded by recommending that there be more "Group Activities and Discussions".</li> </ul>	<p>Results were shared with faculty and used to revise the First-Year Seminar template and course curriculum. More active and engaging teaching strategies directly aligned with the student learning outcomes and PULs will be employed based on students' academic needs so that the course activities will not be perceived as busy work. The PDP was implemented in on-line formats (ePDP) in pilot sections to ensure students are engaged in intentional planning and feeling a sense of purpose to their education at IUPUI. Ideally, this process continues beyond the first year. Almost all 2011 seminars will include an ePDP process.</p>	

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Personal Development Plan (PDP):	<p><b>Student Learning Outcomes (excerpt):</b></p> <p><u>Self Assessment:</u> Students identify the aspirations and strengths they already have, and other skills they need to build to support their success in college.</p> <p><u>Exploration:</u> Students research academic and career goals and develop an informed, detailed, and realistic vision of related majors and careers of interest.</p>	PDP Comprehensive Program Evaluation.	<p>Conducted thorough assessment of the learning outcomes of the PDP with students who completed a PDP in a fall 2008 first-year seminar. Assessment was conducted through a student survey as well as content analysis of a random sample of PDPs. In addition, focus groups were held with faculty and advisors in first-year seminars to discover opportunities and challenges associated with the implementation of the PDP as part of the first-year seminar curriculum.</p>	Process and Outcomes Assessment.	<p>The results of the quantitative analysis of the survey indicate that, on average, the students do agree that they are achieving the learning outcomes set by this program. For instance, the average score for all questions related to learning outcomes was 3.96, with a score of 4 indicating that the student agreed. The outcomes most supported in the survey were self-assessment and exploration. The outcomes less supported were goal setting and planning. The questions regarding sustainability were rated lower by students, but still generally agreed upon. This mirrors the results of the focus groups in which both faculty and advisors felt the students were not seeing the PDP as a long-term tool. This is a potential area for improvement.</p>	<ol style="list-style-type: none"> <li>1. Developed online PDP using e- portfolio technology to address requests to make PDPs more portable and accessible across the college experience.</li> <li>2. Reconfigured structure and reflection prompts to promote deeper thinking and more critical reflection.</li> <li>3. Developed a more robust section of the PDP on career goals and planning.</li> <li>4. Conducted one week faculty development institute to help faculty make the PDP a more integral part of the first-year experience course.</li> <li>5. Developed rubrics and a content analysis process to assess direct student learning outcomes.</li> </ol>
	<p><u>Goal Setting:</u> Students connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals. They identify both long term and short term goals.</p> <p><u>Planning:</u> Students locate programs, people, and opportunities to support and reality test their goals. Students prioritize their action steps to implement their goals.</p> <p><u>Evaluation:</u> Students analyze their academic progress over the semester in terms of academic and career success strategies.</p>	PDP Effects on Academic Achievement and Retention Report.	<p>Quantitative Analyses of GPAs and retention based on Institutional Data Records for students enrolled in First-year Seminars that required a PDP compared to sections that did not require students to complete a PDP.</p>	Outcomes Assessment.	<p>A total of 346 Fall 2010 first-year students participated in e-PDP sections. The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College. Analysis of covariance (ANCOVA) results suggested that students participating in ePDP sections had marginally significantly higher fall adjusted semester GPAs (2.89) compared to nonparticipants (2.79), even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge participation, and Themed Learning Participation were entered as covariates (<math>p &lt; .10</math>).</p> <p>The students who completed ePDPs were most likely to rate areas related to understanding themselves, deciding on a major or future career, and setting goals as the most beneficial aspects of the process.</p>	<p>*Ongoing Plans for Continuous Improvement:</p> <p>The PDP will provide the opportunity for students to unify their curricular, co-curricular, and personal experiences throughout their educational journey. Synthesizing the various experiences through the transformative platform of the PDP allows students to continually engage in their own holistic learning process. Students can define what they would like their educational experience to be, while incorporating the other components of their life.</p> <p>* An evaluation plan has been developed to determine the effectiveness of the PDP. This plan focuses on learning outcomes, heightened personal and intellectual development, and faster progress toward degree completion.</p>

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Summer Success Academy (SSA)	<p><b>Program Goals:</b></p> <ul style="list-style-type: none"> <li>● Prepare students to perform well in writing and math courses.</li> <li>● Develop critical thinking skills.</li> <li>● Learn to interact effectively in group settings.</li> <li>● Gain an understanding for the Principles of Undergraduate Learning (PULs).</li> <li>● Feel welcome to (IUPUI).</li> <li>● Provide students with the resources and support necessary for collegiate success.</li> <li>● Enhance Students' Sense of Belongingness and Organizational Commitment.</li> <li>● Enhance Students' Math, Writing, and Academic Self-Efficacy.</li> </ul>	Program Participant Attendance.	Enrollment and Institutional Data Collection.	Needs and Process Assessment.	<p>In 2007, the Summer Preparatory Program in Mathematics (SPPM) was created to assist conditionally admitted freshman improve their math skills and assist with the transition to college. The Office of Undergraduate Admissions (ADM) and the Department of Mathematical Sciences partnered to identify those students who would be required to attend the SPPM. Participants had to successfully complete a month-long mathematics course prior to being eligible to enroll in fall. In 2008, the program's enrollment tripled due to the promotion of the program as a positive experience and opportunity for students to build their skills and have a successful start to university life.</p> <p>A total of 179 first-time, full-time conditionally admitted students completed the 2010 Summer Success Academy (SSA), compared to 169 in 2009.</p> <p>A total of 179 conditionally admitted students completed the 2010 SSA. There were 11 conditionally admitted students in 2010 who did not participate in the SSA. The 11 students had an average SAT score of 1073 (range 980-1170), notably higher than the SSA participants. Their fall-to-spring retention rate was 91%, their average Fall GPA was 2.20, and 36% earned GPAs below a 2.00 during the fall semester. There were 22 first-time, full-time students who attended the program on an optional basis. Their average fall GPA was 2.64 and 82% earned Fall GPAs above a 2.00. The average fall Math course grade was 2.70 and average fall English course grade was 2.53.</p> <p>2010 Results: The goal of increasing enrollment was achieved as a result of requiring more students to</p>	<p><b>2010 Changes Based Upon Assessment:</b></p> <ul style="list-style-type: none"> <li>• The name of the programs was changed to "Summer Success Academy" and students were mandated to attend all components of the academy, math, writing, and University College entrance projects (focusing on PULs and RISE) over the duration of the program.</li> <li>• The SSA established a coordinator that worked with the English department, Math department, University College, and Undergraduate Admissions to coordinate efforts and organize the program.</li> <li>• ADM saw higher attendance from students who were optional due to contracts being sent out earlier.</li> <li>• Communications including letters, calls from the ADM, as well as a new admissions website that allowed for more responses to the contract.</li> <li>• Writing was included for all students who participated to help prepare them for W130 or W131.</li> <li>• Collaboration with University College which provided a special project for all SSA participants. The students learned about the PULs and the RISE challenge.</li> <li>• A closing ceremony was established in 2009; in 2010 an opening ceremony was established since all students participated in all sections of the SSA.</li> <li>• There was increased collaboration with Orientation; we were able to establish two Orientation dates for the SSA students prior to the start of the SSA. This allowed for the SSA students to hear from the SSA coordinators about what was coming up this summer before the SSA began.</li> <li>• Conditionally admitted students had to pass all three sections of the program for entry into IUPUI in fall 2010.</li> <li>• University College Director of Research, Planning, &amp; Evaluation took an active role in the assessment of the program.</li> </ul>



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Summer Success Academy (SSA) (Continued)	<p><b>Program Goals:</b></p> <ul style="list-style-type: none"> <li>• Prepare students to perform well in writing and math courses.</li> <li>• Develop critical thinking skills.</li> <li>• Learn to interact effectively in group settings.</li> </ul>	Program Participant Attendance.	Enrollment and Institutional Data Collection			
	<ul style="list-style-type: none"> <li>• Gain an understanding for the Principles of Undergraduate Learning (PULs).</li> <li>• Feel welcome to (IUPUI).</li> <li>• Provide students with the resources and support necessary for collegiate success.</li> <li>• Enhance Students' Sense of Belongingness and Organizational Commitment.</li> </ul>	Grades in Math Courses, Writing Courses and Overall Academic Performance	In order to estimate the effects of the Summer Success Academy - academic performance, actual GPAs were compared to predicted GPAs. A series of one sample t-tests were conducted to examine if students actual grade performance was better than predicted.	Outcome Assessment	<ul style="list-style-type: none"> <li>• SSA participants have had notably higher one-year retention rates (not available yet for 2011) compared to non-participating conditionally admitted cohorts.</li> <li>• The 2010 SSA participants did not perform at acceptable levels academically during the fall semester. A total of 36% earned overall Fall GPAs below a 2.00, 38% earned GPAs below a 2.00 in their Fall Math courses and 28% earned GPAs below a 2.00 in their Fall English courses.</li> <li>• The 2010 SSA participants performed as well as predicted [based on High School GPAs, SAT Total scores, SAT Math scores (used to predict Math course grades) and SAT Verbal scores (used to predict English course grades)] in their first semester overall and in their Math and English courses.</li> <li>• Students who entered college in 2010 with SAT scores below 800 or high school GPAs below 2.70 performed poorly academically, even with the intensive summer intervention.</li> </ul>	

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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 Success Academy (SSA) (Continued)		Summer Success Academy Mixed Method Program Evaluation Report .	<p>A mixed-method design allowed for the measurement of direct student learning outcomes as well as students' attitudes, perceptions, and intended behaviors. Methods included:</p> <ol style="list-style-type: none"> <li>1. Post program academic success;</li> <li>2. Students' sense of belongingness, self-efficacy, and organizational commitment;</li> <li>3. Sample of Special Projects (direct measure of student learning);</li> <li>4. Writing reflection;</li> <li>5. Student satisfaction questionnaire</li> </ol>	Process and Outcomes Assessment.	<ul style="list-style-type: none"> <li>• The 2010 participants showed significant improvements in their levels of Sense of Belongingness, Academic Self-Efficacy, Math Self-Efficacy, and Written Communication Self-Efficacy.</li> <li>• Students with High levels of Post-Program Written Communication Self-Efficacy performed better in their English courses compared to students with Moderate or Low levels of Written Communication Self-Efficacy.</li> <li>• The 2010 participants had very positive reactions to the program and the learning environment. A total of 84% of participant would recommend the program to other students and 78% had high levels of overall satisfaction.</li> </ul>	

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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	<p><b>Summer Bridge Program Student Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>•Make connections to the school and their major.</li> <li>•Get a jump-start on Math, English, and other first semester courses.</li> <li>•Create networks necessary for college success-meet faculty, advisors, and other students.</li> <li>•Acquire early access to technology.</li> <li>•Locate campus resources before classes start.</li> <li>•Develop college-level skills such as note-taking and exam preparation.</li> </ul>	Enrollment Report.	<p>Provides student participation profiles including gender, ethnicity, age, and academic preparation.</p> <p><b>Fall Semester</b></p>	Needs and Process Assessment	<ul style="list-style-type: none"> <li>• A total of 421 Fall 2010 first-time, full-time (Indianapolis only) students participated in the Summer Bridge program. A total of 90 Summer Bridge students were African American. There were a number of important differences between the students participating in Summer Bridge and the nonparticipants.</li> <li>Fall 2010 first-time, full-time students participating in the Summer Bridge program were more likely to be female. The proportion of African American students participating in the Summer Bridge program was greater compared to the non-participating cohort (21% and 10%, respectively).</li> </ul>	<ul style="list-style-type: none"> <li>• In an effort to increase the enrollment of minority and low-income students, new scholarship awards linked to successful bridge participation were introduced for summer 2010.</li> <li>• In addition, a priority registration deadline was established for minority students; special letters and personal phone calls helped ensure participation.</li> <li>• Seats were held until July 2nd for those who used the priority registration process.</li> <li>• Special letters were sent to 21st Century Scholars, and advisors were prompted for each orientation to be aware of 21st Century Scholars who should enroll in a Bridge section in order to receive the Twenty-first Century Scholars grant.</li> <li>• Two student mentors were employed and a video for the Office of International Affairs was developed to help increase the number of international students enrolled in Bridge.</li> <li>• The Bridge schedule was revised, returning to the two-week format.</li> </ul>

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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 (Continued)	<p><b>Summer Bridge Program Student Learning Outcomes Continued:</b></p>	GPA Report.	<p>Compares GPA attainment of program participants to comparable student population using predictor rates. <b>Spring Semester</b></p>	Outcome Assessment.	<ul style="list-style-type: none"> <li>• Overall, Summer Bridge participants had higher levels of academic performance (Fall GPA 2.98) compared to non-participants (Fall GPA 2.77). Students participating in Summer Bridge also had lower DWF rates (13%) compared to non-participants (18%).</li> <li>• African American students who participated in Summer Bridge had notably higher GPAs and lower DFW rates compared to non-participating African American Students. African American students who received the IUPUI Summer Success Uday Sukhatme scholarship and participated in Summer Bridge had notably higher rates of high academic performance (GPAs above a 3.0) (45%) compared to African American students who did not receive this particular IUPUI scholarship and participated in Summer Bridge (35%) as well as African American students not participating in Summer Bridge (24%). It is noteworthy that approximately 25 of the Summer Success Scholarship students participated in the Student African American Brotherhood or Sisterhood (SAAB or SAAS) program and received intrusive advising and mentoring in addition to Summer Bridge.</li> <li>• The higher proportion of African American students participating in Summer Bridge compared to the overall cohort as well as the high levels of academic performance among African American scholarship recipients seems to suggest that scholarships have some positive implications in terms of 1) attracting under-represented students to the program and 2) serving as an incentive for attaining high levels of academic performance.</li> </ul>	
	<p>*Establish effective study schedules.</p> <p>*Think critically about reading.</p> <p>*See multiple sides of issues.</p> <p>*Evaluate the quality of information.</p> <p>*Critically examine ideas and issues.</p> <p>*Communicate thoughts in writing.</p> <p>8Communicate thoughts in speaking.</p> <p>*Prepare for success in math courses</p>				One Year Retention Report	<p>Provides retention numbers and compares results to a comparable student population. <b>Fall, Second Year.</b></p>

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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 (continued)	<p><b>Summer Bridge Program Goals:</b></p> <p>Summer Bridge assists students in the following:</p> <ul style="list-style-type: none"> <li>•Making connections to the school and their major.</li> <li>•Getting a jump-start on Math, English, and other first semester courses.</li> <li>•Creating networks necessary for college success-meet faculty, advisors, and other students.</li> <li>•Acquire early access to technology.</li> <li>•Locate campus resources before classes start.</li> <li>•Develop college-level skills such as note-taking and exam preparation.</li> </ul>	End of Course Questionnaire.	<p>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 using actual comments from students.</p>	Outcome and Process Assessment Faculty Feedback.	<p>Results suggested that College Adjustment, Course Activities and Assignments, Interactions with Instructional Team Members, and understanding Campus Resources made the most impact on students' overall satisfaction levels with the bridge experience. Students respond very positively to the program.</p> <ul style="list-style-type: none"> <li>• A remarkable trend is that 98%-99% of the students participating in Summer Bridge during the years 2006-2010 reported that they would recommend the program to other students when asked the question on the anonymous end-of-course evaluation. This finding suggests that the students are very satisfied with their experiences during the program.</li> </ul>	Results distributed to instructional team members to guide future planning. Student feedback questionnaire results presented and discussed with instructional teams during meetings.
		Qualitative Report.	<p>Questionnaire data is uploaded into ATLAS-TI; a software program that assists in the analysis of qualitative data. A coding process is employed as the primary means of examination. Through an open coding process student responses are arranged into specific topical theme categories. Theme categories allow for individual student perceptions collectively. Theme categories are considered to be "emerged or notable" if 5% or more of students responded in a similar manner.</p>	Process and Outcomes Assessment.	<p><b>Most Valuable Program Aspects</b></p> <ul style="list-style-type: none"> <li>•Meeting new people and forming friendships.</li> <li>•Helped Students Adjust to College.</li> <li>• Helped Students Understand Technology.</li> <li>•Helped Students Understand Campus Resources.</li> <li>•Instructional team members that are committed to helping students achieve their educational goals.</li> <li>•Helped students understand college expectations Areas in need of improvement.</li> <li>•Helping students think critically.</li> <li>• Introducing students to the library.</li> <li>• Helping students manage and cope with stress.</li> <li>•Helping students understand how to prepare for tests.</li> <li>•Increasing students interactions with diverse peers.</li> </ul>	

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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
Themed Learning Communities (TLCS)	1. Provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways.	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE).	<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester.</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs.</p> <p><b>Spring Semester Biannually.</b></p>	Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>Students identified the following integrative learning items in the top five self-reported benefits of 2010 TLCs:</p> <ul style="list-style-type: none"> <li>• Understood connections between different disciplines and courses.</li> <li>• Applied what I learned in one course to another course in my learning community.</li> </ul> <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> <li>• Put together ideas or concepts from different courses and worked on a paper or project that required integrating ideas or information from various sources.</li> </ul>	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.
	2. To form learning support networks among students in their community.	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE).	<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester.</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs</p> <p><b>Spring Semester Biannually.</b></p>	Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>Forming one or more friendships that they will maintain after the semester was the highest reported item from students on the TLC Student Feedback Questionnaire (4.17 mean).</p> <p>Student quotes from qualitative data:</p> <ul style="list-style-type: none"> <li>• "The TLC experienced helped me build friendships which allowed me to form study groups."</li> <li>• "It helped me established friendships with people in my major."</li> </ul> <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> <li>• Overall higher quality of relationships with other students.</li> </ul>	
	3. To enhance student contact with a network of faculty and staff.	National Survey of Student Engagement (NSSE).	<p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs.</p> <p><b>Spring Semester Biannually.</b></p>		<p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> <li>• Overall higher quality of academic advising .</li> </ul>	

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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
Themed Learning Communities (TLCs) (Continued)	4.To promote collaborative and active learning.	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE).	<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester.</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs.</p> <p><b>Spring Semester Biannually.</b></p>	Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>76% of TLC students reported in the student feedback questionnaire that they participated in a campus activity or event outside of class.</p> <p>64% of TLC students reported in the student feedback questionnaire that they participated in a community service or volunteer activity.</p> <p>NSSE Benchmarks: TLC Students placed higher than non-participating IUPUI Students and Peer Institutions in the following:</p> <ul style="list-style-type: none"> <li>• Active and Collaborative Learning.</li> <li>• Enriching Academic Experiences .</li> </ul>	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.
	5. To increase student identification with IUPUI.	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE).	<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester.</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs.</p> <p><b>Spring Semester Biannually.</b></p>	Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>Student quotes from qualitative data:</p> <ul style="list-style-type: none"> <li>• "The TLC helped me become a part of the IUPUI community as a family rather than consumer."</li> <li>• "I feel that it allowed me to become well situated at IUPUI, which helped me and will help me learn."</li> <li>• "It helped me fit into IUPUI".</li> </ul> <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:</p> <ul style="list-style-type: none"> <li>• More institutional emphasis on providing the support students need to help them thrive socially</li> </ul>	

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<p><b>Themed Learning Communities (TLCs) (Continued)</b></p>	<p>6. To learn reflective practices.</p> <p>7. To understand the value of diversity by exposure to multiple points of view.</p>		<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs</p> <p><b>Spring Semester Biannually</b></p>	<p>Questionnaire &amp; survey research to inform program effectiveness based on self-reported learning gains.</p>	<p>TLC students reported in the student feedback questionnaire about their program experiences.</p> <p>Percentage of responses indicating "Much" or "Very Much".</p> <ul style="list-style-type: none"> <li>• Exchanged ideas with a student whose views are different from my own 63% (n 639; mean 3.76).</li> <li>• Developed a better understanding of complex real world social problems and issues 54% (n 636; mean 3.53).</li> <li>• Applied knowledge gained in learning community courses in service to the broader community and social issues 49% (n 638; mean 3.34).</li> </ul> <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group included:</p> <ul style="list-style-type: none"> <li>• Diverse perspectives in class discussions or writing assignments.</li> <li>• Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds.</li> <li>• Having serious conversations with students who are very different from themselves in terms of their religious beliefs, political opinions, or personal values.</li> <li>• Trying to better understand someone else's views by imagining how an issue looks from his or her perspective.</li> <li>• Learning something that changed the way they understand an issue or concept</li> </ul>	<p>Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.</p>



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Themed Learning Communities (TLCs) (Continued)	<p>8. To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement.</p> <p>9. To apply classroom learning to the real world.</p> <p>10. To understand the relationship between academic learning and co-curricular activities.</p>	Student Feedback Questionnaire & National Survey of Student Engagement (NSSE)	<p>End of the semester evaluation administered in the freshman seminar of each Themed Learning Community. Administered every semester.</p> <p><b>Fall Semester</b></p> <p>NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs</p> <p><b>Spring Semester Biannually</b></p>	Questionnaire & survey research to inform program effectiveness based on self-reported learning gains.	<p>The 2010 Student Feedback Questionnaire results indicated that:</p> <ul style="list-style-type: none"> <li>• 76% of TLC students participated in a campus activity or event outside of class.</li> <li>• 64% of TLC students participated in a in a community service or volunteer activity.</li> </ul> <p>NSSE significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions was that TLC students reported at a higher level for:</p> <ul style="list-style-type: none"> <li>• Working with classmates outside of class</li> <li>• Participating in a community-based project</li> <li>• Participating in community service/volunteer work</li> <li>• Including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</li> <li>• Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</li> <li>• Put together ideas or concepts from different courses when completing assignments or during class discussions</li> <li>• Worked harder than thought they could to meet an instructor's standards or expectations</li> <li>• Learned something that changed the way you understand an issue or concept</li> <li>• Participating in a community-based project</li> <li>• Participating in community service/volunteer work.</li> </ul>	Surveys results distributed to instructional team members to guide future planning. NSSE and student feedback questionnaire results presented and discussed with instructional teams at annual planning retreat.	
	<b>TLC Goals for IUPUI</b>						
			Enrollment Trends.	<p>Provides information on program growth and development.</p> <p><b>Fall Semester</b></p>	Descriptive Statistics	Student enrollment remained consistent from 2009-2010.	Results presented and discussed with instructional teams at annual planning retreat.
	1. To increase academic performance for first-term students in terms of GPA, retention, and graduation rates.	GPA & Retention Reports.	<p>Compares GPA &amp; retention rates of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention.</p> <p><b>Annually</b></p>	Program Effectiveness	Students who participated in the 2010 TLCs demonstrated significantly higher GPAs in comparison to non-participating students, even while controlling for all significant background characteristics, First-Year Seminar participation, and Summer Bridge program. The TLC students had an adjusted first semester grade point average of 2.93 compared to an adjusted rate of 2.74 for non-participants. The same cohort also displayed a higher fall to spring retention rate; TLC participants had a retention rate of 94% in comparison to 86% for students participating in a first year seminar.	Results presented and discussed with instructional teams at annual planning retreat.	

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Themed Learning Communities (TLCs) (Continued)	2. To improve TLC participants' satisfaction with IUPUI.	National Survey of Student Engagement (NSSE)	NSSE data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar and students at urban peer institutions. Data is used to provide information on engagement and IUPUI's PULs  <b>Spring Semester Biannually</b>	Survey research to inform program effectiveness based on self-reported learning gains.	Significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions were seen as overall quality higher. IUPUI TLC students reported having more relationships with other students and a higher quality of academic advising.  TLC students also reported more institutional emphasis on providing the support students need to help them thrive socially.	Results presented and discussed with instructional teams at annual planning retreat.
	All TLC Goals and Overall Program Effectiveness	Qualitative Analysis	Report of qualitative answers to student feedback questionnaire.  <b>Fall Semester</b>	Qualitative analysis of open-ended survey questions.	Qualitative responses indicated that TLCs contributed to student learning through fostering:  <ul style="list-style-type: none"> <li>•Meeting Friends &amp; Developing Connections (13%).</li> <li>•College Transition Assistance (11%).</li> <li>•Increased Critical Thinking Skills (10%).</li> <li>•Became Familiar with Campus Resources (10%).</li> <li>•Developed Peer Support Network (10%).</li> <li>•Helpful –Linked Courses (9%).</li> <li>•More Confident &amp; Comfortable (7%).</li> <li>•Study, Time, Stress Management (7%).</li> <li>•Application of Knowledge (6%).</li> </ul> Students' qualitative student responses regarding how the TLCs can be improved indicated:  <ul style="list-style-type: none"> <li>•N/A, None, Nothing (26%).</li> <li>•More Program Organization &amp; Communication (13%).</li> <li>•Improve or Cancel Specific Course or Component (11%).</li> <li>•More "Outside" Class Activities (Field Trips) (9%).</li> <li>•General Positive Comment (7%).</li> <li>•More Group Activities &amp; Discussions (7%).</li> <li>•More Faculty Support (6%).</li> <li>•Improve Course "Linkages" (6%).</li> </ul>	Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.
	All TLC Goals and Overall Program Effectiveness	Focus Groups	Interviews and Focus Groups conducted to inform program development.  <b>Started Spring semester 2010. Ongoing.</b>	Focus Groups and Interviews	Focus groups are complete. Qualitative analysis of responses is still in progress.	Continuous program improvement, information regarding students experiences in relation to the PULs.

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Bepko Learning Center (BLC)	<p><b>Learning Center Goals</b></p> <p>To offer academic support in a variety of subjects in order to improve educational achievement.</p> <p>To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.</p>	<p><u>Learning Center</u></p> <p>End of Semester Evaluations.</p>	<p>Gives feedback on mentors and programs of the Learning Center from the student population.</p> <p><b>End of Each Semester.</b></p>	<p>Effectiveness of Mentor and Overall Program.</p>	<p>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.</p>	<p>New Gateway Courses have been identified for potential partnerships for the Fall semester. Collaborations will be pursued with Finance and Philosophy.</p>
		<p>Grade Report.</p>	<p>Compares the effectiveness of participants and non-participants of Supplemental Instruction and Structured Learning Assistance programs.</p> <p><b>End of Each Semester.</b></p>	<p>Effectiveness of Programs and Comparison Data.</p>	<p>On average participants in SI programs had a DFW rate of 9.55%, while non-participants had a DFW rate of 34.45%.</p>	<p>New mentor training has been developed to use alternative collaborative learning techniques to help student in the area of problem-based learning and critical thinking skills.</p>
		<p>Program Participant Attendance.</p>	<p>Tracks student attendance in Supplemental Instruction (SI) and Structured Learning Assistance (SLA).</p> <p><b>Weekly.</b></p>	<p>Monitor Student Participation and Faculty Report for Student Grades.</p>	<p>The Learning Center assisted 4215 students (attended 6 or more sessions for SI or 10 or more sessions for SLA) and received over 27,772 visits from students over the course of the Fall and Spring semesters.</p>	<p>This information has help us determine space efficiency based on the visit numbers.</p>
		<p>Instructor Evaluations.</p>	<p>Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures.</p> <p><b>Mid Semester and End of Semester.</b></p>	<p>Mentor Effectiveness.</p>	<p>Instructors indicated they were satisfied with the mentors' performance.</p>	<p>The director and associate director will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.</p>
	<p><b>Resource Center Goals:</b></p> <p>Facilitating appropriate referrals to other campus resources.</p> <p>To provide support systems to enhance academic success.</p>	<p>Evaluates mentors on their skills as an effective communicator.</p> <p><b>Mid Semester and End of Semester.</b></p>	<p>Mentor Effectiveness and Program Improvement.</p>	<p>Mentors did very well with their performance as a whole. One area that needs improvement is communication.</p>	<p>The Bepko Learning Center has implemented a new online collaboration system which includes a project planner and contact management system. The staff, student coordinators and resource mentors are now able to write notes on student who they work with and can share that information with each other. This help tremendously when a student comes to visit a mentor who is not available. Another mentor can help them out by reviewing the previous mentor's notes and continuing on their plan for success.</p>	

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Bepko Learning Center (BLC) (Continued)	To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.		Document all interactions with students who request follow up from the Learning Center. <b>End of Each Semester.</b>	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. Also, an onsite training program will be in place this Fall to help expedite the tutor's training.  Additionally, we have begun to work with the Tutor Matching Service - an online Facebook group which allows our students and tutors to schedule sessions online and speed up the process of connecting them.
	<b>Tutor Program Goals</b>  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. <b>End of Semester.</b>	Tutor Effectiveness.	Students had a very difficult time connecting with the tutor referral.	The tutor coordinator will prepare promotional pieces that make students aware of the new website in which departmentally free services are listed, as well as tutors for hire.  Again, our partnership with the Tutor Matching Service on Facebook is helping with the speed in which students and tutors are connected. Additionally, in order for students to sign up for another tutoring session, they must complete a rating survey on the tutor with whom they have met. The tutor is rated on a 5 star scale with "knowledge of subject" and "presentation of subject" being the rating criteria.
			Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge program performance. <b>End of Semester.</b>	Program Effectiveness and Improvement.	Students want more tutors in a larger number of courses.	We will contact Gateway Course Coordinators in the summer to solicit names of potential tutors. At that point emails will be sent to gauge student interest in becoming part of the Tutoring program.
	<b>Mentor Program Goals</b>  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. <b>Mid Semester and End of Semester.</b>	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.	Training is being revamped to address areas of concern.

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Orientation Services	<p><b>Orientation Goals:</b></p> <p><b>Academic Integration</b></p> <ul style="list-style-type: none"> <li>• Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation.</li> <li>• Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.</li> <li>• Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning.</li> </ul>	Student Exit Survey & Transfer Survey	<p>A quantitative and qualitative survey is completed by new and transfer students at the end of their orientation day.</p> <p><b>End of Every Orientation</b></p>	Program Effectiveness and Improvement (formative and summative)	<p><b>New Student Orientation: Quantitative</b>, results suggest students have the following:</p> <ul style="list-style-type: none"> <li>• Strong understanding of technology resources.</li> <li>• Strong understanding of services and campus resources (JagTag, JagJobs, academic support services) through presentations and the resource fair.</li> <li>• Strong understanding of financial services options</li> <li>• Strong connection with academic advising experience and understanding requirements and course options.</li> <li>• Met with faculty and staff.</li> </ul> <p><b>Qualitatively</b>, they expressed the most helpful aspects including the tour, academic advising, the OTEAM and a variety of miscellaneous areas. They would have liked to have met more faculty and had a more extensive tour.</p> <p><b>Transfer Student Orientation:</b></p> <ul style="list-style-type: none"> <li>•students did state they would have preferred a longer and more involved campus tour, an introduction to and overview of student organizations, and more information regarding paying for college.</li> </ul>	<p><b>New Student Orientation:</b></p> <ul style="list-style-type: none"> <li>• The Program Welcome was expanded to include a welcome message from Chancellor Bantz and an introduction to campus diversity from Assistant Chancellor for Diversity Equity, and Inclusion, Dr. Ken Durgans.</li> <li>• Advising and registration were streamlined by adding laptops in each advising room to provide an easier platform for students to register for their fall semester courses.</li> </ul> <p><b>Transfer Student Orientation:</b></p> <p>The tour time was extended to be more inclusive and to allow students to ask more questions. We also partnered with the Office of Financial Aid to create a 'paying for college' video that reviewed the important points about financial aid at IUPUI and how to access relevant information concerning financial aid, student loans, and scholarships. Finally, we added a session that introduced the students to the many different options for on and off-campus employment while in school.</p>
	<p><b>Social Integration:</b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to make connections with other students.</li> <li>• Students will feel supported and will have a general sense of familiarity with the surroundings.</li> <li>• Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology.</li> <li>• Students will feel welcomed and connected to IUPUI.</li> </ul>				<p>In the area of social integration: students reported a very strong:</p> <ul style="list-style-type: none"> <li>• Understanding of how to get involved in campus activities, about issues of diversity, and</li> <li>• Felt welcomed to the campus</li> <li>• Felt pride in attending IUPUI</li> <li>• Felt connected to the OTEAM</li> <li>• How to get around campus Considered time requirements for outside class responsibilities.</li> <li>• Connected with other students</li> </ul>	<ul style="list-style-type: none"> <li>• Jag 101 was revised to be more inclusive of all audience members. The changes included the use of interactive, rich media that could be adjusted based on the audience's participation.</li> </ul>

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Orientation Services (Continued)	<p><b>Enhanced Self-Efficacy .</b> Self-efficacy theory has been operationalized as follows: • Students will report they are comfortable in performing a variety of skills taught during the orientation program. • Students will report that they feel prepared to meet the demands and expectations of college. • Students will report they have the ability to make a successful transition to IUPUI.</p>				<p><b>In the area of Self Efficacy,</b> Students responded highly to the following areas:</p> <ul style="list-style-type: none"> <li>• Being prepared to begin classes.</li> <li>• Prepared to handle feelings associated with going to college</li> <li>• Able to adjust to college</li> <li>• Felt had ample opportunities to ask questions</li> <li>• Navigate campus</li> <li>• Meet the demands and expectations of college</li> <li>• Orientation was beneficial to a successful transition. • Felt prepared to begin classes</li> <li>• Able to ask questions</li> <li>• Knowledgeable about where to ask questions</li> <li>• Pleased with their schedule of classes</li> <li>• Orientation was beneficial to transition experience</li> </ul>	
		Parent Exit Survey	<p>A quantitative/qualitative survey is completed by parents and returned to an orientation leader at the end of each program. Student Coordinators compile the information from the survey each week for assessment. <b>End of Every Orientation</b></p>	Program Satisfaction and Improvement	<p>The parents were very satisfied with the orientation program. They enjoyed the interactions, content from experienced family members, student panel.</p>	<p>Nearly 100% of the parents that completed the survey answered that the information presented in the orientation program was useful for their students in their transition and that the OTEAM was very helpful. To respond to their qualitative remarks, session content was reviewed closely to reduce over repetition of information and the schedule of events was improved.</p>
		OTEAM Written Evaluations	<p>At the <b>beginning of August</b> 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.</p>	Training Effectiveness	<p>A lot of the OTEAM concerns are covered during the debriefings each day. They have time to be sure that new and or components that were not corrected are voiced and noted for next program.</p>	<p>Continue to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session, continuous improvements in JAG 101, technology, overall professionalism of look and materials and the team wanted us to strive towards more hands on materials in training. Everything was designed with active learning in mind.</p>
		Individual School/Services Meetings	<p>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. <b>First of October and First of January</b></p>	Feedback; Program Improvement; Future Planning	<p>The schools are overall very satisfied with the orientation program. A disadvantage is that by planning so far in advance that when orientation begins they really need all materials reviewed again.</p>	<p>Ongoing communication, the training of new liaisons, and the office newsletter was again created to explain to schools about the process/work and data about orientation.</p>

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Orientation Services (Continued)		OTEAM Debriefing.	<b>Daily -After Every Orientation</b>	Feedback; Program Improvement; Future Planning.	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.	Common issues are related to: Technology, academic advising, student issues, timing of events, and communication.
		OTEAM Final Exam.	The OTEAM completes quizzes and an final exam after each week and at the end of the 3 week training program to determine information comprehension and application of knowledge for the orientation program. <b>Completed every May.</b>	Feedback; Program Improvement; Future Planning.	Individual results.	Nearly all OTEAM members passed the quizzes and exam. The feedback from these meetings will help to improve future training programs. Increased communication. Ongoing inclusion as a key stakeholder
		Orientation Attended Numbers Report.	<b>Sent electronically every week.</b>	Ongoing communication.	This report gives stakeholders a comparative view of where we are at in the numbers of students we have served (broke down by School) as compared to past years.	We have added a percentage field to the report to show how many students have been served and/or have a reservation in comparison to how many are yet to be served. This will show a trend in activity from year to year. Due to more consistent data, more reliable results are able to be provided.
		<b>Learning Communities</b> LC Mentors Written Narrative on Training.	At the end of each orientation program the chance is given for the orientation leaders to share their experiences and improve the process for the next orientation program.	Continuous Improvement.	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	A more engaged post training experience will be developed. The OTEAM fall mentors would like to feel more connected in their experience.
		Faculty Evaluation of Mentors.	Faculty are given an 18 item questionnaire to complete an assessment of their mentor. The faculty are asked to complete this questionnaire twice during the semester. The first time as a formative instrument to discuss confidentially with their mentor and the second time as a summative form to be used as 40% of the mentors final grade in their mentor techniques course.	Assessment of Individual Skills.	Mentors are being held to a higher standard than before because faculty have become accustomed to evaluating the mentors and know what they should expect from them.	The component training for the mentors in coordination with the mentoring technique classes need to ensure that it is clear what the mentor will be evaluated on. Attention will be paid to the evaluations used with online sections as mentor responsibilities and opportunities for engagement are different than in class sections.
		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. <b>Two Times a Year</b>	Provide Information to Schools.	That we are staying consistent in our numbers served in the orientation program.	Successful reporting has been maintained this year. A strong collaboration with Admission and their flow in processing applications was closely communicated. While numbers were slightly down. The numbers served in the orientation program were consistent.

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Orientation Services (Continued)		<p>Connections Dinner</p> <p>Written qualitative evaluations.</p>	<p>That family members are extremely appreciative of the program and their experience at IUPUI.</p>	<p>Program Improvement.</p>	<p>A successful amount of participation was achieved. A full ballroom.</p>	<p>We offered the program on a Friday to accommodate the requests of families. We offered a very different style of program and made it very active and engaging versus a passive presentation following dinner. This was received with positive response from the parents and the university staff and faculty that participated. While reviews are excellent, due to a redirection of efforts, the program will be discontinued for 2011.</p>



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Academic & Career Development	Advising Goals To build relationships with degree-granting schools by:	Student Walk-In Traffic Report.	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time. <b>Monthly</b>	Needs Assessment.	<p><b>Fall 2010:</b> 9,689 students checked in for advisor an with average wait of 14 minutes.</p> <p><b>Spring 2011:</b> 8,132 Students with average wait of 12 minutes.</p> <p><b>Summer 2010:</b> 6,186 students for advising; 2,325 students in orientation with an average wait of 12 minutes.</p> <p>*Highest number of students check in to GRID between 11am-3pm, minimal students between 6 pm - 7 pm and Saturday 9 am - Noon. *Adjustments made in advisor availability during summer bridge program improved advisor wait time from 14 minutes in Summer 2010 to 10 minutes in Summer 2011 during the same time period.</p>	<p>*Adjusted part time advisor schedule to provide greater coverage during the 11 am - 3 pm peak advising period. *Adjusted office hours - open Wednesday/Thursday until 6 pm instead of 7 pm &amp; open Saturday only when Enrollment Services Offices are open.</p> <p>*Adjusted number of advisors on walk-ins during high traffic times such as beginning of semester and drop deadlines. *Offering advising appointments during non-peak periods to eliminate the wait time for students who come in on a walk-in basis.</p>
	1) Revising clear expectations for joint advisors and liaisons.	Student Appointment Traffic Report SARS-GRID.	Indicates number of student appointments each month including no-shows; used to schedule advisor time. <b>Monthly</b>	Needs Assessment.	<p>2009-2010 showed 78% attendance rate - increased 2010-2011 attendance rate to 84%.</p> <p>*During fall semester advisors have a difficult time scheduling all required Learning Community advising appointments.</p>	<p>*Due to previous appointment non-attendance rate, students now receive an appointment confirmation email and day before reminder email. *Advisors developed group advising sessions for Learning Community students in the same major.</p>
	2) Creating an annual calendar of meetings and events and sharing this information with the schools.	Coordination with Academic Schools.	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training. <b>As Needed</b>	Needs and Process Assessment.	<p>*\Checksheets information updated as needed and checked on semester basis. ADVNET listserv &amp; JACADA listserv to share advising/academic information.</p>	<p>*Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies - ask for updates on a semester basis. *Continued development of campus-wide advising portal where advisors from all units can view and post information on curricula, policies, and student learning opportunities. *Schools invited to share information at UC advisor meetings.</p>
	3) Creating a communication stream for students upon certification to each degree granting school.	Certification to Degree Granting School.	Indicates the number of students transferred from University College to their degree granting school. <b>End of Semester</b>	Needs and Process Assessment	<p>*UCOL certifies largest number of students to Business and Nursing - both are application-based programs. *Spring 2011 Transitions committee met with all certification academic units to clarify process including top three schools of LIBA, SCI, and E&amp;T. *Implemented monthly program for assigned advisors to email congratulations to any of their advisees who certified out.</p>	<p>*Certification information with all checksheet information on UC website. *New 56 cr hr assessment to hopefully increase % of students certifying each semester. *Working to develop efficient manner to identify students eligible for certification. *Certification summary sheet for advisors. *Continue to encourage advisors to remind students of their certification requirements at each appointment.</p>
		Withdrawal Survey Report.	Summarizes number of students and reasons for complete withdrawal from school <b>End of Semester</b>	Needs and Process Assessment.	<p>The number of spring 2011 surveys from UCOL students withdrawing from all courses decreased by approximately 50% from spring 2010. Top reasons for withdrawal continue to be consistent with previous semesters: Health, personal, work and family.</p>	<p>No action currently being taken based on this data; used to identify changes/trends</p>

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Academic & Career Development (Continued)		Learning Community End of Semester Evaluation Report.	Administered in each Learning Community (LC) at the end of the semester; several questions address the role of the advisor <b>End of Semester.</b>	Needs and Process Assessment.	In 2010, using a rating scale of 1-4 where 4 represents the highest value, students indicated their overall satisfaction with their advisor at 3.16. Students rated a positive interaction with advisors at 3.06, highest among the instructional team.	Similar to 2009, the lowest score was "Helped me with academic difficulties" at 2.78. We anticipate this to rise with the increased implementation and use of the Electronic Personal Development Plan in the learning communities.  Additionally, students rated advisors as knowledgeable about university policies at a score of 3.17, and rated advisors at a score of 2.85 in providing important information about university policies. Advisors are sharing information about freshman withdraw/dismissal policies during orientation, as well as in the learning communities, to increase communication regarding these policies.
		Probation Report.	Examines number of students on probation at the end of each academic term <b>End of Semester.</b>	Needs and Process Assessment.	Students placed on first-time <b>academic probation</b> at the end of: Fall 10-354/6559 (5.3%) Fall 09-418/6336 (6.6%) Fall 08-465/6274 (7.4%) Sp11-#s available Sept 11 Sp 10-249/5952 (4.1%) Sp 09-275/5571 (4.9%)	A positive downward trend is occurring with the number of students on first-time academic probation. This could be, in part, a result in more effective first-year seminars for freshmen, including teaching and student feedback of the PULs.
		Dismissal Report.	Examines number of students dismissed at the end of each academic term. <b>End of Semester.</b>	Needs and Process Assessment.	Students <b>dismissals</b> at the end of: Fall 10-373/6559 (5.6%) 112 FYU/373 (30% of total dismissals) Fall 09-379/6336 (6%) 123 FYU/379(32% of total dismissals) <b>**Fall 08-450/6274 (7.1%)</b> 168 FYU/450 (37% of total dismissals)  Sp 11-351/5952 (5.8%) 24 FYU/351 (6.8% of total dismissals) Sp 10-435/5699 (7.6%) 19 FYU/435 (4.3% of total dismissals) Sp 09-431/5571 7.7% 39 FYU/431(9% of total dismissals)  <b>**began dismissing first-semester freshmen with below a 1.0 cgpa)</b>	It is promising that a three year downward trend has occurred with the number of dismissed students, including FYUs. <b>The STAR (Students Taking Academic Responsibility) Mentoring Program, a mandatory intervention program for first-time probation students, continues to be successful in its retention efforts.</b> Fall 10-106 participants, 74 retained (70%) for spring 2011 Fall 09-100 participants, 81 retained (81%) Fall 08-69 participants, 53 (77%) retained Sp 11-206 participants, 127 (62%) retained Sp 10-177 participants, 91 retained (51%) Sp 09-220 participants, 138 retained (63%)
		Reinstatement Report.	Examines number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated. <b>Monthly.</b>	Needs and Process Assessment	Fall 10-175 petitions, 153 (87%) reinstated Fall 2009--129 Petitions, 97 (76%) reinstated Fall 08-150 Petitions, 89 reinstated (59%) Sp 11-119 petitions, 101 (85%) reinstated Sp 2010--108 Petitions, 85 (79%) reinstated Sp 2009--131 Petitions, 86 reinstated (66%)	Providing a valuable and easy reinstatement process for students is important. Online petition for reinstatement is available for ease of payment of petition fee by credit or debit card.

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Academic & Career Development (Continued)		Reinstatement Report. (Continued).	Tracks student satisfaction with the reinstatement process. <b>End of each reinstatement period.</b>	Needs and Process Assessment.	All students who petition for reinstatement and have been out less than five years must complete one or more on-line workshops as determined by their advisor. If they do not, they are not allowed to return for the semester.	Online reinstatement workshops replaced in-person workshops. Students watch one or more workshops and answer quiz questions before they can come back for the registration portion of the reinstatement process. Evaluation process has been pushed back by committee for further discussion about how to best proceed with student satisfaction questions.
		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	Needs and Process Assessment.	For Orientation 2010, 31% of the respondents to the New Student Exit Survey indicated that advising was the most helpful part of the day (33% indicated Tour, 19% indicated OTEAM, and 14% indicated miscellaneous). Approximately, 10% indicated they wanted more out of the advising/registration process such as more one-on-one time with the advisor. 34% indicated advising as the most helpful part of the day.	Appears that group advising workshop format implemented in 2004 is working well, though it has been revised over time. Results will now be utilized for continuous program improvement.

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Twenty-first Century Scholars (Pre-college Programs)	Intermediate goals: Enroll a total of 2350 new (8th) grade students in Scholars Program.	Enrollment Report.	SEAS Database through the State Student Assistance Commission of Indiana. <b>End of program year.</b>	Needs and Process Assessment	Enrollment data indicates a total of (2524) new 8th graders enrolled.	Will encourage online enrollment vs. submitting paper applications.
	Enroll 2250 new 7th grade students in Scholars Program.	Enrollment Report.	SEAS Database through the State Student Assistance Commission of Indiana. <b>End of program year.</b>	Needs and Process Assessment	Enrollment data indicates (2521) new 7th graders enrolled.	Will encourage online enrollment vs. submitting paper applications.
	Enroll 2000 new 6 <sup>th</sup> grade students in Scholars Program.	Enrollment Report	SEAS Database through the State Student Assistance Commission of Indiana. <b>End of program year.</b>	Needs and Process Assessment	Enrollment data indicates a total of (2261) new 6th graders enrolled.	Will not enroll 6th grade students for the 2011-2012 Enrollment Period.
	Provide college visits for a minimum of 450 students and a residential experience for 90.	Scholar Track.	SEAS Database through the State Student Assistance Commission of Indiana. <b>End of program year.</b>	Needs and Process Assessment	Post test indicates increased knowledge of university attended. Provided 33 college visits with a total of (2260) students and residential experiences for (137) students.	Working to increase the number of students that attend Scholar college visits in grades 7-12.
	Engage 2380 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.).	Parent Report.	Scholar Track <b>Frequently.</b>	Needs and Process Assessment	(2438) Parents engaged in programming 98% Scholar parents who submitted survey report will use information obtained from programming.	Working to increase the number of parents that participate in parent programming.
	300 freshman complete Freshman Intensives which focuses on end of course assessments, SAT/ ACT and career exploration	Student Report.	Scholar Track <b>Frequently.</b>	Needs and Process Assessment	(1259) freshman students completed Freshman Intensives in school and at IUPUI.	Working to increase the number of students that participate in Scholar programming in grades 7-12.
	800 juniors will participate in Junior Immersion which focuses on financial aid, completing college application, SAT/ ACT test prep.	Student Report.	Scholar Track <b>Frequently.</b>	Needs and Process Assessment	(840) junior students completed Junior Immersion.	Working to increase the number of 11th grade meetings held during school day.
		GPA Report.	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility.[ <b>April and June.</b>	Outcomes Assessment.	Of the (2604) enrolled seniors (1351) were scholar eligible based on their GPA.	Working to increase the number of students that participate in Scholar programming in grades 7-12.
		Annual Report.	Quarterly reports of objectives met for Scholars central office. (Dec., April, August)  Records self reported data regarding participation of students and parents in Scholar related activities. <b>December, April and August</b>	Outcomes Assessment.		

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<p><b>Twenty-first Century Scholars Success Program (Continued)</b></p>	<p>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. Emphasis is placed on developing students with higher levels of critical thinking and life skills that are important for academic and professional success.</p>	Mentor Evaluations.	<p>Reports mentors' participation in activities, programs felt to be useful and beneficial to the mentor and their mentees, and an overall rating of self and completion of mentor responsibilities.</p> <p>Evaluations are given twice each semester and is contributes to the final grade of the mentors' mentoring class.</p>	Needs and Process Assessment	<p>Twenty-first Century Scholar Mentors reported trainings, community service activities, academic workshops, social gatherings, financial literacy, and career development were beneficial to their mentees and self.</p>	<p>Our mentor program successfully graduated 2 mentors out of 10 for the academic year of 2010-2011. Time allotted in the summer months has allowed us to plan our semester and annual calendars to efficiently prepare monthly academic workshops, study tables, community service activities, social gatherings, as well as expanded our group mentoring model to serve 100 students. In order for our Mentoring Program to be more beneficial to the mentees and provide the mentors with a more engaging leadership experience, we developed and implemented the group mentoring module.</p>
		Mentee Evaluations.	<p>Reports mentees' participation in mentor activities, rates the programming efforts, and determines an overall rating of their mentor's performance.</p> <p>Evaluations are administered each semester of the academic year.</p>	Needs and Process Assessment	<p>Twenty-first Century Scholar Mentees reported the mentor program to be beneficial due to their mentor's efforts, programming, and activities. The main challenges mentees faced was time management between classes, meetings, activities, managing stress, transitioning into adulthood, and studying as well as developing the study skills needed to succeed on the college level. Mentees reported the mentors to be kind, resourceful, and attentive. Mentees did state they would have liked to develop a better relationship with their mentors and fellow scholars in addition to being more involved in the program and on campus. Mentees stated they would participate in the program again if available their second year.</p>	<p>82 mentees successfully completed our mentor/mentee program. In an effort to engage mentees in the program, our group mentoring model asked mentees to meet every other week throughout the semester in groups of 10 with 2 mentors as well as meet individually with 1 mentor on the opposite weeks. The primary goal of this structure is for mentees to develop long-term personal and academic goals and make the necessary connections on and off campus to achieve those goals. The program is designed for mentees to employ their fellow scholars, mentors, and the success program as the springboard and foundation for reaching their goals. Participation in Summer Orientation and Bridge program will help recruit new TFCS students to participate in the program and utilize program services. We have phoned and mailed incoming freshmen scholars information to encourage them to participate in the mentoring program and fulfill their IUPUI Pledge Grant requirement if applicable. Twenty first Century Scholars founded an organization (Scholars Helping Scholars (SHS)), which encourages the mentees to participate and become more engaged in the university community.</p>
		Mentee Report Forms	<p>Reports the required monthly participation in a campus or community activity. Monthly activities included but not limited to: academic assistance, career exploration, campus connection, and community engagement.</p>	Needs and Process Assessment	<p>Mentees grades improved in specific areas such as Math and English due to attending the MAC and the Writing Center. Students felt more connected to the university by attending campus activities, as well as scholars creating stronger bonds with each other by attending some events as a group.</p>	

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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
Twenty-first Century Scholars Success Program (Continued)		Mentor Report Forms.	Reports the weekly engagement between mentor and mentee. Requests feedback from mentor regarding their weekly meetings with each mentee. Mentors are required to meet with each mentee for one hour each week throughout the semester and complete a form for each session. Forms are due weekly.	Needs and Process Assessment.	Mentors utilized the report forms in helping to understand the progress of their mentee. It also allowed the coordinators of the program to gauge the progress of mentors and any critical issues of the mentees. Additionally, if a mentee was assigned a new mentor, this reported permitted an easier transition. Finally, the reports allow mentors and the success program staff to discuss specific points of achievements and challenges a mentee may face with any appropriate stakeholder.	The mentor report forms were received in a timely manner each week and proved to be helpful in keeping the mentor and mentee responsible in their obligations to the Mentor/Mentee Program and any follow-up needing to be made by TFCS staff. Mentees will be asked to attend an event on or off campus monthly and will have more responsibility for organizing scholars to attend events as a group in the new structure of the mentoring program as a way to offer mentees and mentors leadership experience and place more ties between the mentees and the program.
		Group Mentoring Session Evaluations.	Because the mentoring program adopted a group session structure, mentees were asked to complete an evaluation after their group sessions. This report was aimed at determining the effectiveness and quality of the group sessions in order to suggest continuing with this structure and/or making any necessary changes.	Needs and Process Assessment.	Because the ratings determined in this evaluation were above average, this measurement provided support for growing the mentoring program and strengthening the group mentoring structure. 63 evaluations were received and the primary suggestions were to present more opportunities for scholars to interact along with venues to increase scholar involvement on and off campus.	These evaluations gleaned further ideas for group session topics as well as encouraged program staff to increase mentee recruitment efforts in order to double the number of students served in the program for the 2011-2012 school year. Since most of the evaluations received the same answers, evaluations will be done as frequently and questions in the evaluation will be altered throughout the school year. We will research additional evaluation tools to be used.

University College (UC), Assessment Matrix 2010 - 2011

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
Twenty-first Century Scholars Success Program (Continued)		GPA Comparison.	Conducted by the University College Executive Director of Research, Planning, and Evaluation, and staff, with Fall 2010, Twenty-first Century Scholars Pledge Grant Recipients data.	Outcomes Assessment.	Fall 2010 First-Time, Full-Time Twenty-first Century Scholars who received the Pledge Grant and participated in the Peer Mentoring program had an average fall GPA of 2.87. As noted in the same report, Twenty-first Century Scholars who participated in Bridge and Peer Mentoring had an average Fall GPA of 3.13. Those in the same group who did not participate in these programs achieved an average GPA of 2.35 in Fall 2010.	Based on this report, we were able to determine the program as a success. The retention rates improve even more dramatically when Scholars participate in our success programs. The one-year retention rate for Twenty-first Century Scholars who participated in Summer Bridge and Peer Mentoring was 9% higher than first year students overall in Fall 2009.
		Staff-Conducted Mentor Performance Evaluations.	We conducted individual conferences between TFCS program staff and mentors to determine the performance of each mentor. These conferences were held twice each semester.	Outcomes and Process Assessment.	This measurement provided a structured opportunity for TFCS staff and mentors to discuss areas of improvement and areas of achievement held by the mentors. From these meetings, mentors were asked to grade themselves on their performance for their mentoring class and often their grades matched with the perception TFCS staff had of the mentors' work.	We will search for additional evaluation tools of mentors performance.

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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
<p>Upward Bound  *Grant funded program overseen by the US Department of Education</p>	<p><b>Academic Improvement on Standardized Test:</b> 85% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.</p>		<p>State standardized test and Pre &amp; Post tests (academic year and summer); High school transcripts (academic year); Individualized educational plans (summer); Teacher recommendations (at program entrance); Target school liaison information (academic year); Summer instructor progress reports. A special note regarding Upward Bound: <i>UB is required by the DOE to provide an electronic Annual Performance Report that they use to perform data analysis, program outcomes assessment, goals assessment, and to determine our prior experience.</i></p>	<p>Needs and Process Assessment.</p>	<p>2009-10 Graduation rate was 88%which indicates that most Upward Bound students passed state graduation test.</p>	<p>Continuous improvement of program.</p>
	<p><b>Project Retention:</b> 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound project during the next school year.</p>		<p>Applications on file (at program entrance); Teacher/ counselor recommendations (at program entrance); Transcripts (academic year); New student interview notes (at program entrance); Student career goal essay ( at program entrance); Summer academic reports; Summer counseling information; Target school liaisons counseling information (academic year); Summer work-study results; Mentoring session results; Tutoring results</p>	<p>Needs and Process Assessment.</p>	<p>2009-10 86% retention rate.</p>	<p>Continuous improvement of program.</p>
	<p><b>Postsecondary Enrollment:</b> 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.</p>		<p>Summer bridge program academic &amp; growth results; Senior summer program (for rising seniors only), Senior individualized education plan (academic year); Senior exit and college entrance surveys/interviews (academic year); Scholarship letter writing session results (academic year); College assessment test preparation results (academic year); College entrance checklist session results (academic year); College visit results (academic year &amp; summer); FASFA workshop results (academic year); Rising senior advising session results (summer)</p>	<p>Needs and Process Assessment.</p>	<p>2009-10 Active student post secondary enrollment rate was 80%</p>	<p>Continuous improvement of program.</p>



University College (UC), Assessment Matrix 2010 - 2011

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
<p><b>Upward Bound (Continued)</b>   <i>*Grant funded program overseen by the US Department of Education</i></p>	<p><b>Postsecondary Persistence:</b> 80% all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.</p>		National Student Clearinghouse (academic year); Target school liaisons (academic year); Phone contact with students/parents (academic year); Direct contact with college enrolled UB participants on IU and IUPUI campuses (academic year and summer).	Needs and Process Assessment.		Continuous improvement of program.
		Instructor reports and grades; results of pre-and post-tests.	Process and Outcomes Assessment.		Continuous improvement of program.	
		Grade reports; participation reports for academic year and summer component; Summer IEPs; Mentor reports; Tutor reports.	Process and Outcomes Assessment.		Continuous improvement of program.	
		Staff logs of e-mail; log of checkout of laptop computers; workshops;	Needs and Process Assessment.		Continuous improvement of program.	
		Reports on activities/events; event listing on file; college and community sponsored activities' brochures and descriptions.	Needs and Process Assessment.		Continuous improvement of program.	
		Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Process and Outcomes Assessment.		Continuous improvement of program.	
		Applications on file; test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator reports.			Continuous improvement of program.	
		E-mails; telephone contact recording sheet; director's report; need better documentation of alumni involvement with UB events			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
Student Support Services Grant funded program overseen by the US Department of Education	<p><b>Student Support Services Goals:</b></p> <p>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:</p>	Student Profile.	<p>A demographic report for program composition and statistical reference. Includes gender, ethnicity eligibility, academic need etc.</p> <p><b>Yearly</b></p>	Needs and Process Assessment.		Continuous Program Improvement
	Peer Mentoring Math Tutoring Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	Student Financial Needs and Fulfillment.	<p>A financial report on program student's financial need and types and amounts of aid offered.</p> <p><b>Beginning and End of Each Semester</b></p>	Needs and Process Assessment.		Continuous Program Improvement
		Student Academic Standing.	<p>A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc.</p> <p><b>End of Semester</b></p>	Needs and Process Assessment.	86% of our students have a 2.0 GPA or better.	Continuous Program Improvement
		Student Retention.	<p>Statistical report on students retained from one year to the next year.</p> <p><b>End of Year</b></p>	Outcomes Assessment.	2009 -2010 Retention rate is 86%	Continuous Program Improvement
		Math DFW Rates for Participants.	<p>Number and statistical report examining math courses attempted, passed and failed.</p> <p><b>End of Semester</b></p>	Outcomes Assessment.	Math DFW rate of 47%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring.	<p>A report on science and math pre and post needs in relation to tutoring.</p> <p><b>Beginning of Semester</b></p>	Needs and Process Assessment.		Continuous Program Improvement
		Student Satisfaction Survey.	<p>An evaluation of all program components. Completed by students. Used for future changes and programming.</p> <p><b>End of Year</b></p>	Needs and Process Assessment.		Continuous Program Improvement
		Orientation Report.	<p>A number and statistical report used to plan "recruitment", etc.</p> <p><b>Beginning of Fall Semester</b></p>		73% of new students we served during Orientation entered our program.	Continuous Program Improvement
		Graduation Report.	<p>A statistical report on number and percentage of graduates each year.</p> <p><b>End of Year</b></p>	Outcomes Assessment.	Graduation rate is 38%.	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
Technology Services (UCTS)		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. <b>Nightly</b>	Needs and Process Assessment 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. <b>Monthly</b>	Needs and Process Assessment 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. <b>Monthly</b>	Needs and Process Assessment 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. <b>Monthly</b>	Needs and Process Assessment Quality of Service and Security:	Workstations are secure and patched.	None Needed.
		URL Scanning.	The University College website is scanned for nonworking links daily. <b>Daily</b>	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. <b>As Needed</b>	Service to Employees.	UCOL site continues to be used by a wide range audience.	None Needed.
		Orientation Technology Feedback Session.	These meetings are used to "tweak" the Technology Orientation each semester. <b>End of Orientation</b>	Outcomes Assessment. 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. <b>Monthly</b>	Outcomes Assessment. Monitoring Use and Cost Recovery:	Costs in line.	Changing program in response to university policy changes.

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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
		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. <b>Hourly</b>	Needs and Process Assessment Provide Service as Needed; Quality Control.	Problems resolved quickly.	None Needed.
Technology Services (UCTS) (Continued)		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. <b>Yearly</b>	Needs and Process Assessment 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. <b>Regularly</b>	Process Assessment Future Planning.	Need to reduce support costs.	Implementing terminal servers and thin clients to reduce hardware and support costs.
		Site Survey (Wireless).	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). <b>As Needed</b>	Process Assessment 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. <b>As Needed</b>	Process Assessment Quality Control and Security.	Traffic is in line with bandwidth.	

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Gateway to Graduation	<p><b>The Gateway to Graduation Program</b> is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among academic departments across campus that offer Gateway courses and key support units including University College, the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. Led by the Gateway Advisory Board, the program includes faculty development offerings, a series of Gateway Web-seminars open to all members of the campus community, monthly Gateway Course Coordinators meetings where directors share Best Practices and make recommendations for enhancing and revising courses and policies for the Gateway program.</p>	Faculty evaluations	Evaluations at workshops, retreats and professional development presentations. Surveys of faculty. Notes from Gateway Coordinators' meetings. Website use recorded by UC Technology.	Needs and Process Assessment.	Results were positive. Reports for individual events are attached.	<p>Topics for summer workshops and retreat were chosen from survey results. Interdisciplinary projects and two Communities of Practice (Technology Research and Critical Thinking) were created as result of retreat and summer workshops.</p> <p>Collaboration with support programs is a result of DFW reports. (Bepko, Writing, AES, CAPS, Speaker's Lab, MAC) Early Warning and Attendance Tracking Pilots were a result of research of Gateway Coordinators.</p> <p>Redevelopment of Gateway website completed in conjunction with UC Technology Department. Student Video Blogging project completed for new website design. Registration for Gateway events spun off from the Center for Teaching and Learning to its own site. Critical Thinking workshops led director of Introduction to Psychology to develop department text based on Critical Thinking model. Introduction to Composition director in talks with publisher for similar model text.</p>

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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
SPAN Division - Early College Entrance Programs	<p>SPAN Division -- Providing the opportunity for academically, technologically, and artistically high ability secondary students to enroll in IUPUI courses.</p> <p><b>GOALS:</b></p> <p>SPAN Division Programs will increase students' awareness of the academic, social, and cultural skills needed to attain a four-year college degree. SPAN Division Programs will seek to increase the capacity of parents, community groups, and schools to encourage and support high school college preparedness and participation through dual credit opportunities.</p> <p>SPAN Division Programs will strive to develop and implement strategies to increase students' academic success at both the secondary and post-secondary levels.</p>	Student and Parent Feedback Questionnaire.	End of the fall semester and academic year (AY) evaluation emailed to students and parents. Administered every semester.	Program Effectiveness; Proper college course placement; college readiness; Student Satisfaction, Self-reported learning gains; Parental communication satisfaction.	<p>Results from the student feedback questionnaire have been positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their SPAN experience was 4.26.</p> <p>The least satisfied cohorts continue to be from the Indianapolis Public School (IPS) district.</p>	Surveys results distributed to SPAN staff members to guide future planning; program development; and enhanced 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
Nina Mason Pulliam Legacy Scholars Program	<p>To support the academic and professional success of Nina Scholars in ways that lead to bachelor degree attainment and career-readiness within six years. Goals are to:</p> <p>1) facilitate the academic, intellectual, and cultural transitions of Nina Scholars; 2) develop a community of mutual support and relational leadership among Nina Scholars; 3) assertively connect Nina Scholars to campus and community resources that lead to academic and professional success; 4) facilitate learning and personal growth of Nina Scholars associated with overcoming and transcending barriers to success; 5) facilitate career development and graduate school readiness.</p>	<p>Two multi-program longitudinal evaluations were conducted from 2001-2008 by investigators from IUPUI and Arizona State University. The final report was published in June 2008.</p>	<p>The final two reports are meta-analyses of Nina Scholars data with matched samples (cohorts of students who applied but were not selected for the scholarship) of the first six years of the program. This is the final report of the six-year comprehensive Nina Scholars program evaluation. They analyze trends across the six cohorts and across the four colleges and universities. Specific trends include: applicant pool composition and proportions of eligible and selected applicants; scholar eligibility criteria (reentry students with dependents, students with physical disabilities, and former foster-care youth); demographic characteristics (age, marital status, gender, race/ethnicity, and median income); academic backgrounds (high school or GED completion and high school ranking), and status at entry into scholar program (first-time, continuing, or transfer student).</p>	<p>Process and Outcomes Assessment.</p>	<p>Program Strengths: scholar selection process that balances financial need with educational commitment and preparedness; emphasis on academic attainment coupled with an understanding of scholars' demanding life circumstances; highly skilled and effective full-time directors; dedicated and diverse advisory councils; exceptional camaraderie among many scholar cohorts.</p> <p>Through spring 2010 86% of IUPUI Nina Scholars have graduated are or still enrolled.</p> <p>Recommendations: Ensure scholars complete a minimum of 18 credit hours per academic year; reduce the high rate of loan indebtedness; continue infrastructure refinements such as the need for standard operations manuals.</p>	<p>We have offered more financial literacy programming, further empowered scholar leadership, required a first-semester course on life transitions based on the Inside-Out model with community participants, required a second-semester course focused on inquiry, positive psychology, purpose and meaning. We are investing more in mentor training. We also have focused more of the Director's time on students who are failing to meet program gpa and credit hour completion goals, as well as partnering with UC experts on networking, career development and graduate school preparation.</p>
		<p>Faculty Fellowship: Development and Evaluation of program goals, objectives, and outcomes.</p>	<p>Karen Black, Director of Program Review and Institutional Improvement, is working with the Nina Scholars Program to articulate mission, goals, objectives, outcomes, and overall assessment plan. The assessments are intended to replace the multi-program evaluations which ended in 2008.</p>	<p>Needs and Process Assessment.</p>	<p>The final report included the following recommendations:</p> <p>1) Annually refine learning outcomes based on programmatic experience and existing assessment to determine the on-going appropriateness of each goal and objective;</p> <p>2) Include others in University College on the refinement of the learning outcomes and their assessment for ideas about collaboration, assessment ideas, and overlap of content;</p> <p>3) Develop a plan and establish a timeline to assess selected outcomes over a two to three year period taking into account Trust, campus, and University College priorities including NSSE.</p>	

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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
Nina Mason Pulliam Legacy Scholars Program (Continued)		Faculty Fellowship: Loan indebtedness and Scholar use of Financial Aid.	<p>Josh Smith, Assistant Professor in the School of Education and Director of the Center for Urban and Multicultural Education, lead a team that conducted a survey of Nina Scholars as well as follow-up focus groups on scholar use of financial aid and loan indebtedness. The program and its funder are specifically interested in how scholars utilize loan funds and their levels of indebtedness relative to their earning potential.</p> <p>This project builds on findings in the multi-program assessments that show Nina Scholars accepting nearly as much in loan debt as matched sample students who do not receive Nina Scholar funds.</p>	Process and Outcomes Assessment.	<p>The study found that scholars are taking out fewer loans for less money than in the past. This is in contrast to the six year study that showed scholars were taking nearly as much out in loans as their matched sample peers who were eligible but did not receive the Nina Scholars award. In the study two categories of students emerged. Those in the first group were more likely to have dependents and indicate that they needed the extra money from student loans to support their family. Those in the second group who did not have dependents did not report feeling overly burdened by the amount of student loans they have taken out and are confident that taking on loans was worth the investment.</p>	<p>We will continue to provide financial aid counseling, financial aid and personal budgeting workshops, and referrals to campus and community help for financial literacy and challenges. The study called for further research on this diverse group of students. One possibility is to look more closely at the financial circumstances, decisions, and outcomes of students with dependents.</p>
		Grade Report: Reports average GPA's, # of "W's" and progress toward degree.	Grades are requested from instructors or provided by students via copy of oncourse grade report at 4, 9, and 12 weeks of each semester.	Process and Outcomes Assessment.	<p>With a 3.0 average GPA scholars do well in comparison with IUPUI student population. Some struggle in math and science despite mentoring and tutoring.</p>	<p>We have developed a scholar success committee that meets with students who are having difficulty meeting the GPA or satisfactory progress requirements. The committee makes recommendations to the student. The recommendations are implemented by the student with support of the Director via weekly meetings.</p>
		Post-programming surveys.	<p>At the conclusion of bi-weekly workshops and monthly All Scholar meetings we utilized different classroom assessment techniques including the four grid evaluation (what I expected, what I got, what I valued, and what I still need) as well as focus-groups.</p>	Needs and Process Assessment.	<p>Assessments were mostly formative to inform content and timing of workshops. Scholars valued self-exploration that related to their goals and success planning. Assessments indicate scholars are at capacity with regard to the amount of activities we require. They also suggest that scholars are learning, growing, and changing in ways that are very promising for their continued success.</p>	<p>2011-12 programming will further develop holistic, intrusive, and growth-oriented approaches that address the specific needs of marginalized students. We will further develop career development programming with 2nd year scholars and introduce new career development/experiential programming for 3rd year students in partnership with UC expertise in these areas.</p>
		Mentoring evaluations.	<p>Paper-based evaluations using a scale of strongly agree, agree, undecided, disagree, strongly disagree.</p>	Needs and Process Assessment.	<p>Evaluations suggest students found mentors to be very helpful and that mentor training and use of the OSKAR methodology has had a positive impact on the mentoring experience and anecdotally on student outcomes.</p>	<p>We have created a 3 day mentor training program that focuses on mentor responsibilities, expectations, philosophy, methodology, and schedule. This training will culminate in a team-building trip to the Museum of Science and Industry in Chicago.</p>



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Nina Mason Pulliam Legacy Scholars Program (Continued)		Nina Scholars Leadership Focus Groups	Focus-groups are conducted twice per year with students most active in providing student leadership to the program.	Focus-groups	The Nina Scholar Leadership Organization has experienced significant growth with election of a president, VP, treasurer, public relations officer and. The organization is maturing and has offered tremendous feedback to the program. They would like to see increased participation in events, and more volunteers involved in the St. Mary's Literacy event we do with our community partner each year.	NSLO applied for and won a grant to fund supplies for the St. Mary's Literacy Event. We have also provided opportunities for NLSO officers to facilitate all-scholar meetings based on the appreciative inquiry model.
Research, Planning, and Evaluation	<p><b>Vision:</b> There is a culture of evidence in University College and Undergraduate Education. We conduct sound evaluations, use results in decision making, and contribute to scholarship.</p> <p><b>Principles and Values</b> <i>Insight</i> – stakeholder understanding of program underpinnings and components. <i>Involvement</i> – stakeholder involvement in assessment planning and deployment. <i>Validity</i> – select valid and reliable criteria; carefully design studies that have internal validity; ensure that data is secure and reliable. <i>Improvement</i> – link results with program, service, learning, and teaching improvement. <i>Transparency</i> – relevant data and information is readily available and transparent for all internal and external stakeholders.</p>	Meta-Assessment Report	Assessment of Assessment process as measured by 1) use of results, 2) acceptance of research papers at national conferences and in publications, 3) informal and formal feedback from faculty, staff, and administrators, 4) UC Program Review process and Feedback.	Meta-Assessment: of Assessment Activities	<ul style="list-style-type: none"> <li>Numerous reports (e.g., program participation rates, students' perceptions, learning outcomes, program effects on retention and academic achievement) were developed and disseminated to faculty, advisors, administrators, program directors, and staff.</li> <li>Faculty, advisors staff, and administrators frequently planned for assessment and use results in decision making. Assessment data is used to improve teaching and learning.</li> <li>Michele J. Hansen, Executive Director of Research, Planning, and Evaluation, with Preston Bennett and Dan Trujillo (UC Assessment) and Chris Foley (Director of Admissions) were awarded the 2011 Association for Institutional Research (AIR) Best Poster Award for their poster entitled "Assessing the Effectiveness of a Summer Success Academy: A Theory-Based, Mixed-Methods Approach."</li> <li>Michele J. Hansen, Executive Director of Research, Planning, and Evaluation, was a co-author of the paper that earned the 2010 Association for Institutional Research (AIR) Charles F. Elton Best Paper Award "Using Instrumental Variables to Account for Selection Effects in Research on First-Year Programs" with Gary Pike and Ching-Hui Lin.</li> </ul>	<ul style="list-style-type: none"> <li>Redesigned UC Assessment Website to ensure that data and reports are transparent and accessible to all users.</li> <li>Plan to design additional rigorous studies that prove (accountability) and improve programs. Use appropriate techniques (e.g., Propensity Score Matching, Heckman Adjustment, Instrumental Variable approaches, Structural Equation Modeling (SEM)) research designs (random assignment to pilot programs when feasible and ethical).</li> <li>Need to reestablish and disseminate a schedule of Standard Reports.</li> <li>Design studies that assess the longer term impact of academic support programs.</li> <li>Continue to establish a national reputation for assessment of first year programs (e.g., publications and conference presentations).</li> </ul>

\* Please note that more comprehensive reports are available upon request. Please contact Michele J. Hansen, Ph.D. Executive Director of UC Research, Planning, & Evaluation at [mjhansen@iupui.edu](mailto:mjhansen@iupui.edu).

## 2010 – 2011 University College

### Supplemental Report

#### Program Review and Assessment Committee (PRAC) Report

This supplement to the 2010 - 2011 University College (UC) PRAC report provides some context and highlights. Please see the report entitled “University College Assessment Matrix 2010 – 2011” for detailed information about the needs, process, and outcomes assessment methods. The matrix also contains detailed results and changes made based on the evaluation findings.

#### Context and Methods

University College at IUPUI has a comprehensive range of programs and services. The focus on continuously improving student academic achievement and persistence has made a strong commitment to evaluation and assessment an integral aspect of the UC model. Assessing programs designed to enhance student educational outcomes during the first-year of college requires careful conceptualization of the processes and relationships involved before choosing measures and evaluation designs. As such, the UC assessment strategy includes a three-phase approach to assessment, including needs assessment, process assessment and outcome assessment. In addition, we employ mix-method approaches that involve a combination of qualitative and quantitative methods as well as indirect and direct measures of students learning.

#### University College Approved Student Learning Outcomes

Learning goals for beginning levels of the PULs in all University College courses (e.g., First-Year Seminars, Mentoring Courses, and Learning Communities) with faculty involvement have been specified. Course goals, templates, and corresponding syllabi contain statements of expected learning outcomes for students that incorporate the PULs:

##### *First-Year Seminars (FYS, U-110)*

###### **Students who complete a University College First-Year Seminar should:**

- 1.** Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs) areas: Core Communication; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture, and Values and Ethics:
  - i.** Demonstrate effective writing and speaking (Core Communication).
  - ii.** Make effective use of information resources and technology (Core Communication).
  - iii.** Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions (Critical Thinking).
  - iv.** Be critical thinkers who demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems (Critical Thinking).
  - v.** Evaluate the quality of information (Critical Thinking).
  - vi.** Apply their skills learned in first-year seminars (e.g., career exploration, time management, evaluation of information) to other areas or problems (Integration and Application of Knowledge).
  - vii.** Compare and contrast approaches to knowledge in different disciplines and fields of study (Intellectual Depth, Breadth, and Adaptiveness).
  - viii.** Describe cultural traditions, appreciate the diversity of the human experience, and make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture).

- ix. Define and develop an appreciation of social and cultural diversity (Understanding Society and Culture).
  - x. Describe ethical principles within diverse cultural, social, environmental, and personal settings (Values and Ethics).
  - xi. Describe University rules regarding academic honesty (Values and Ethics).
  - xii. Describe University rules regarding plagiarism (Values and Ethics).
2. Complete a Personal Development Plan (PDP)
- i. Self Assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
  - ii. Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
  - iii. Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
  - iv. Goal Setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
  - v. Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals.

### **Career Connections (U-210)**

#### **Students who complete a University College Career Connections Course should:**

1. Identify their career-related interests, personality preferences, values, and skills based on self-assessment exercises.
2. Identify several academic and career options that are compatible with their self assessment information.
3. Locate and utilize information resources and people to research and explore academic majors and career paths.
4. Evaluate the suitability of several major and career options based on an integration of self-assessment and researched major/career information.
5. Develop and implement a specific plan of action for subsequent semesters to assist them in confirming their tentative choice(s) of majors/careers.

### **Mentor Development Courses**

#### **Outdoor Leadership Experience (U-200):**

##### **Students who complete a University College Outdoor Leadership course should:**

1. Describe their leadership development process and goals for the future.
2. Apply relational leadership skills in leadership experiences.
3. Identify factors and behaviors that influence group development.
4. Demonstrate effective communication skills for working in group.
5. Analyze through writing self reflections your strengths and limitations of group role.
6. Apply experiential learning skills to practical and everyday references.

#### **Introduction to Mentoring Techniques (U-201):**

##### **Students who complete a University College Introduction to Mentoring Techniques course should:**

1. Explain your role, responsibility, and contribution to the campus community.
2. Explain understand traits, functions, and activities associated with mentoring.
3. Demonstrate how to access campus resources to support student success at IUPUI.
4. Apply active listening skills and communication principles when working with students in their mentoring program.
5. Identify characteristics of diversity about our student community to promote an inclusive learning experience throughout the semester.
6. Recognize two positive tactics to maintain life balance in order to stay motivated for yourself and your students.

### **Active and Collaborative Learning in Groups (U-202):**

**Students who complete a University College, Active and Collaborative Learning in Groups course should:**

1. Summarize the collaborative learning process and its role in the mentoring experience.
2. Implement developmental and holistic approaches for student learning and academic success.
3. Apply positive relationship and communication skills to individual and group mentoring experiences.
4. Differentiate the stages of group and individual mentoring techniques and strategies.
5. Implement collaborative and assessment guided approaches to mentoring activities.

### **Leadership and Transition (U-203):**

**Students who complete a University College, Leadership and Transition course should:**

1. Identify relational leadership principles through readings, class discussions, and self reflection.
2. Describe the role of relational leadership.
3. Compare and contrast relational leadership with other leadership theories.
4. Apply relational leadership principles by characterizing the unique traits of themselves and their group members.
5. Summarize the values, qualities, and skills necessary to being a relational leader through small group discussions.
6. Analysis through writing your self-awareness of your mentoring skills, competencies, and leadership philosophy.
7. Construct a leadership action plan by synthesizing the information gained from class readings and inventories completed.

### **Independent Study (U-204):**

**Students who complete a University College, Independent Study course should:**

1. Generate a researchable question to address a mentoring issue.
2. Conduct a competent literature search for empirically based articles.
3. Apply quantitative and/or qualitative research methods to a question or problem.
4. Interpret results of data collected.
5. Synthesize the data and implications of your results as it applies to your question/problem.
6. Demonstrate the ability to clearly communicate and illustrate, both orally and in writing, the findings of original research on mentoring.
7. Summarize your individual mentoring experience within the larger mentoring context.

### **Critical Inquiry (U-112)**

**Students who complete a University College Critical Inquiry course should:**

1. Confront challenging problems arising from text and relevant issues they have a stake in solving.
2. Synthesize multiple viewpoints to arrive at reasoned conclusions about challenging texts and issues.
3. Analyze, reflect, and develop questions about challenging texts, relevant problems, and issues.
4. Collaborate with other students for multiple viewpoints and different approaches to challenging texts and issues.
5. Analyze challenging texts, pertinent problems, and issues to make sense of those texts' and issues' complexity.
6. Apply new knowledge to situations and problems posed within challenging texts and issues.

## Highlights

### Direct Assessment Results

In preparation for the 2012 Accreditation visit University College (UC) faculty members and instructional teams measured direct student learning outcomes specified in the PULs in programs and courses (we are employing a course embedded, authentic assessment approach). Faculty members have identified which PULs are a major or moderate emphasis in their UC courses based on a curriculum mapping procedure. In some cases, we are adapting AACU Value rubrics (<http://www.aacu.org/value/metarubrics.cfm>.) as appropriate to assess students' learning outcomes.

We have also developed local rubrics to assess the assignments, written reflections, etc. based on the PULs. University College Associate Dean, 2012 Committee Member, and Faculty Council Executive Committee Liaison, Dr. Sarah Baker, has provided key leadership on the 2012 Accreditation Committee as well as the UC Curriculum Committee.

The tables listed below are from a report entitled "IUPUI Faculty Ratings of Student Performance on Principles of Undergraduate Learning Report for University College: Spring 2010, fall 2010, and Spring 2011" prepared by Information Management & Institutional Research.

#### Faculty Ratings of University College Student Performance on PULs with Major Emphasis (100 Level & Lower)

PUL – Major Emphasis	Mean <sup>2</sup>	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	943 3.06	125 13.3%	103 10.9%	306 32.4%	409 43.4%	943 100.0%
2. Critical Thinking	14 3.50	0 0.0%	2 14.3%	3 21.4%	9 64.3%	14 100.0%
3. Integration and Application of Knowledge	7 4.00	0 0.0%	0 0.0%	0 0.0%	7 100.0	7 100.0%
Total <sup>1</sup>	964 3.07	125 13.0%	105 10.9%	309 32.1%	425 44.1%	964 100.0%

<sup>1</sup> Combined number of student ratings in all 100-level courses sampled in Spring 2010, Fall 2010, and Spring 2011. A student may be evaluated more than once if he or she is taking more than one 100 level course.

<sup>2</sup> Scale: 1 = *Not Effective*, 2 = *Somewhat Effective*, 3 = *Effective*, 4 = *Very Effective*

**Faculty Ratings of University College Student Performance on  
PULs with Major Emphasis (200 Level) –Mentoring Courses**

<b>PUL – Major Emphasis</b>	Mean <sup>2</sup>	Not Effective	Somewhat Effective	Effective	Very Effective	Total
3. Integration and Application of Knowledge	463 3.56	16 3.5%	33 7.1%	92 19.9%	322 69.5%	463 100.0%
Total 1	463 3.56	16 3.5%	33 7.1%	92 19.9%	322 69.5%	463 100.0%

<sup>1</sup> Combined number of student ratings in all 200-level courses sampled in Spring 2010, Fall 2010, and Spring 2011. A student may be evaluated more than once if he or she is taking more than one 200 level course.

<sup>2</sup> Scale: 1 = *Not Effective*, 2 = *Somewhat Effective*, 3 = *Effective*, 4 = *Very Effective*

**Faculty Ratings of University College Student Performance on  
PULs with Moderate Emphasis (200 Level) - Mentoring Courses**

<b>PUL – Moderate Emphasis</b>	Mean <sup>2</sup>	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	44 2.95	11 25.0%	3 6.8%	7 15.9%	23 52.3%	44 100.0%
5. Understanding Society and Culture	419 3.69	15 3.6%	11 2.6%	65 15.5%	328 78.3%	419 100.0%
Total 1	463 3.62	26 5.6%	14 3.0%	72 15.6%	351 75.8%	463 100.0%

<sup>1</sup> Combined number of student ratings in all 200-level courses sampled in Spring 2010, Fall 2010, and Spring 2011. A student may be evaluated more than once if he or she is taking more than one 200 level course.

<sup>2</sup> Scale: 1 = *Not Effective*, 2 = *Somewhat Effective*, 3 = *Effective*, 4 = *Very Effective*

**Indirect Assessment Results Highlights**

The following are some instruments and methods that we use to measure indirect Student Learning Outcomes (SLOs):

- National Survey of Student Engagement (NSSE)
- Continuing Student Satisfaction and Priorities Survey (CSSPS)
- End-of -Course and Post-Program Questionnaires
- Pre-Post Questionnaires
- Focus Groups and Interviews
- Grade Performance Data
- Retention and Graduation Rates

IUPUI was invited to participate in the NSSE Institute for Effective Educational Practice, Learning to Improve: A Study of Evidence-Based Improvement in Higher Education. IUPUI showed a pattern of improved NSSE results over time for first-year students. We were asked to identify the activities that led to improved performance and to draw lessons to inform improvement efforts on other campuses. One of the contributing factors to the improved scores has been sustaining University College (UC) as a student-centered, evidence-based unit that coordinates academic support programs for entering students. Many of the programs, practices, and policies in University College were identified as contributing to the improvements such as the following: The development of the Council for Retention and Graduation; organization of the curriculum and co-curriculum and other learning opportunities to get students to participate in high impact practices such as learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success); the expansion of Themed learning Communities and Summer Bridge programs; and the development and implementation of the Personal Development Plan (PDP) process.

### **National Survey of Student Engagement 2002-2009: IUPUI Improved on Five Measures – First Year Students**

- **Active and Collaborative Learning**
  - How often students participate in class and collaborate with other students in solving problems or mastering difficult material.
- **Active Learning**
  - Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.
- **Collaborative Learning**
  - Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.
- **Supportive Campus Environment**
  - The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.
- **Student-Faculty Interaction**
  - How often students interact with faculty members inside and outside the classroom.

#### **ePDP Pilot Student Questionnaire: Top Rated Items (% agree or strongly agree)**

1. Chosen a major or career that supports my interests and personal values (90%).
2. Goals are measureable, achievable, and realistic (91%).
3. Chosen a major or career that matches my strengths, skills, and competencies (85%).
4. I know what obstacles I have to overcome to succeed in college (80%).
5. Clearly understand my academic strengths, skills, and competencies (85%).

## Highlights

### Major Improvements Based on Assessment Results

We have made a commitment to developing systematic processes for collectively examining assessment information and taking warranted actions designed to improve instruction, the curriculum, programs, student support services, and policies. We have learned that it is important to make the results of outcomes assessment transparent and readily available to all internal and external stakeholders. Additionally, we have discovered that fundamental institutional change and continuous improvement is more fully realized by sharing critical outcomes and actively discussing the processes that create the outcomes. The following section highlights some critical data-driven changes implemented based on assessment results.

**Please note that this section merely highlights some major changes implemented during the 2010-2011 report period and is not intended to be an exhaustive list of the all changes University College administrators, faculty, advisors, staff and students have implemented to numerous programs over the years based on evaluation and assessment findings.**

- The First-Year Seminar Template (student learning objectives, curriculum components, and intended learning outcomes) has been revised in light of evaluation findings. Individualized feedback based on anonymous student end-of-course questionnaires is provided for instructors and used to make improvements in instruction and classroom activities. A second PUL—Critical Thinking (with moderate emphasis)—was added to our PUL attainment evaluation.
- Due to the positive assessment results indicating that First Year Seminar (FYS) students have higher retention rates and academic performance levels compared to non-participants, the program has expanded substantially over the years. Approximately 91% of first-year students now participate in a FYS course.
- Several changes were implemented in math-focused learning community classes in 2010 based on research findings from a study conducted from fall 2007-2009. The math-focused learning community classes began to meet one day a week for one hour and fifty minutes in fall 2010, instead of the previous time span of one hour and 15 minutes. With this extended time of thirty-five minutes, the math faculty members plan to incorporate more mathematics problem solving (time on task) into the curriculum, along with collaborative learning.
- Positive NSSE results and other studies demonstrating that Themed Learning Community (TLC) students report greater engagement with college, have higher GPAs, and are retained to the second year at higher rates than non-TLC students, have fueled expansion of the TLC program from 7 TLCs in Fall 2003 to 34 in Fall 2010. These outcomes also prompted faculty participation from a growing array of disciplines. New TLCs offered in over the past three years include: African-American Perspectives, Crime in America, Health and Wellness, as well as TLCs for prospective Engineering and Business majors.
- The electronic Personal Development Planner (e-PDP) has been developed to serve as a multifaceted intervention to enhance student success. It serves as a compass to graduation that provides opportunities for guided reflection that facilitates goal setting (and enhancement of goal commitment), academic hope, identity development, and integration of academic and career planning with student learning. It includes the most impactful elements of electronic portfolios with the benefits of intrusive advising and it has been successfully implemented in first-year seminars at IUPUI with promising results.



- In fall 2010, a total of 346 first-year students participated in a pilot ePDP process in 16 first-year seminar sections. The ePDP sections included the following: (2) Business, (3) Engineering, (2) Informatics, (3) Nursing, (2) Psychology, (1) Technology and (3) University College. Faculty members participated in a summer institute that included technology training and an overview of the pedagogy of the ePDP project. Results showed that the ePDP process seemed to engage students in their learning and contribute to their intellectual and professional development; help students integrate their curricular, co-curricular, and personal experiences; and provide an effective “compass” to guide students’ goal setting and academic planning. We have moved beyond the pilot stage of ePDP implementation into widespread adoption in fall 2011, First-Year Seminars.
- The 2009-2010 Summer Success Academy (SSA) assessment results were used to make substantial improvements in the 2011 program to ensure that students are academically integrated. The faculty members provided more rigorous math and writing instruction as well as more time-on-task in these areas. Writing was included for all students who participated to help prepare them for W130 or W131. Collaboration with University College which provided a special project for all participants. The students also learned about the Principles of Undergraduate Learning and the RISE challenge.