University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Academic Programs	**Administrative Withdrawal Policy Goals:**	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester. **Each Semester**	Tracking		Continued monitoring of number of AW students and continued expansion of policy.
	Summer Bridge Program Goals Summer Bridge assists students in the following: Making connections to the school and their major. Getting a jump-start on Math, English, and other first semester courses. Creating networks necessary for college success-meet faculty, advisors, and other students. Acquire early access to technology. Locate campus resources before classes start. Develop college-level skills	**Summer Bridge Program** Enrollment Report	Provides student participation profiles including gender, ethnicity, entry status, and major. **Fall Semester**	Tracking	During the 2004 program, 172 Beginning Freshmen participated in the program. Five percent were African American and 66% were female.	The program has continued to expand due to positive assessment results and increasing interest among schools and students.
		GPA Report	Compares GPA attainment to comparable student population using predictor rates. **Spring Semester**	Program Effectiveness	The 2004 Summer Bridge participants performed significantly better than non-participants. Summer Bridge GPAs=2.74 and non-participants = 2.56 (even while controlling fro background characteristics).	Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	such as note-taking and exam preparation.	One Year Retention Report	Provides retention numbers and compares results to a comparable student population using predictor rates. **Fall, Second year**	Program Effectiveness	The difference in the retention of participants versus non-participants is significant. One year retention rates for participants was 79% while non-participants were retained at a rate of 68%.	Continuous improvement of program.
		Focus Groups	Qualitative study of participants' experience using a focus group format. **Fall Semester**	Program Effectiveness; Student Satisfaction	Students valued the opportunity to get to know other students, the faculty, staff, and the IUPUI campus before the start of the semester. They reported that it made them feel more prepared for college life.	Make program available to more first-year students, clarify student expectations about the program, and improve delivery of math and CI instruction

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		End of Course Questionnaire	Designed to assess self-reported learning outcomes Provides instructional teams with valuable feedback concerning students' perceptions of course benefits Reports display findings by instructional team and in the aggregate Actual comments from students	Program Effectiveness; Faculty Feedback	Percentage of students who strongly agreed or agreed that participating in the Summer Academy helped improve their ability to… Locate the appropriate campus resources 84% Establish an effective study schedule 65% Critically examine ideas and issues 71% Adjust to college life 94% Set priorities so I can accomplish what is most important to me 80% 99% of students surveyed said they would recommend the Summer Academy Bridge program to other first-year students. (n=162)	Developing a more comprehensive method of recruiting minorities Altered math component Altered writing component Provided more free time for collaboration Created innovative curricular components Shortened team building/ice breaker activities

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
			Summer	Program Effectiveness and Student Satisfaction	Students had generally positive responses to activities on writing workshop, library instruction, and the research project	Continuous improvement of program.
			Informal conversations with family members concerning their experience with the program. **Fall Semester**	Program Effectiveness and Student/ Family Satisfaction		Continuous improvement of program.
	Critical Inquiry Goals: Supports ALL first year students	**Critical Inquiry** Grade Reports	Examine participants verses non-participants with regard to academic performance and retention while controlling for background differences **Mid-Summer Analysis for 2004-2005**	Program Effectiveness	Past results indicate that the students that participate in CI have a higher GPA than non participants and it is even higher than the participants expected it to be.	Continued to adapt and expand CI Method to different disciplines

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Provides collegiate-level and meaningful academic work Develops transferable academic skills Uses text-based strategies of critical analysis	Focus Group Reports	Qualitative reports based on focus group format of faculty and student participants **Bi-Yearly**	Program Effectiveness and Student Satisfaction	Students reacted positively to the CI experience. And 86% of the students would recommend CI courses to other students. Students reported that one of the most helpful benefits of CI is test preparation.	Continuous improvement of program. During Spring 2006, a comprehensive qualitative investigation will be conducted to enhance understanding of program impacts and effective implementation strategies.
	Creates community around learning	Focus Groups	In-Class Focus Groups **End of Semester**	Program Effectiveness and Student Satisfaction	Students reported that CI helped them do better in the linked course and other courses	Clarified linkages to discipline courses

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Course Evaluations	Course Evaluation Forms administered at the end of semester to understand students' perceptions of course benefits and self-reported learning gains (include open-ended questions) **End of Semester**	Program Effectiveness and Student Satisfaction	Student satisfaction has increased since the 2003 year with an average of 86% of students citing that they would recommend CI to another student (2003/74 %) and an average of 71% of the participants would participate in another CI course (2003/62%)	Clarified learning objectives
		Instructor's Perceptions	Assess perceptions of instructional teams **As Needed**	Program Effectiveness		Increased training and support for all faculty
		Retreats	Hold regular faculty retreats **Yearly**	Program Effectiveness		Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	First-Year Seminar Goals: This course is designed to be an academic experience to introduce Beginning students to the university environment. Emphasis is placed on success strategies including writing, critical thinking, communication skills, Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized	**First-Year Seminars** GPA Report	Compares GPA's of FYS participants Includes adjusted rate. **Second Semester after Enrollment**	Program Effectiveness	African American students participating in Fall 2003 First-Year Seminars had significantly higher cumulative grade point averages compared to non-participating African American students (2.40, 1.89 respectively), even while controlling for student background enrollment characteristics (SAT scores, course load, ethnicity, gender, age, and high school percentile rank.)	Continuous Program Improvement/ Program has been expanded due to positive impacts on GPAs and retention.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		One Year Retention Rate Report	Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. **Second Year**	Program Effectiveness	Students participating in 2003 First-year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for student background and enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, and hours of high school math). There was an 8**%** difference in retention rates for participants (69%) compared to non-participants (61%).	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Profile Report

Enrollment Report | Provides information on gender, ethnicity, age, and major
Fall Semester

Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners.
Each Semester | Tracking | A total of 1633 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during Fall 2003 (71% of Fall 2003 beginning freshmen participated). A total of 143 African-American students participated in First-Year Seminars in Fall 2003 (65% of Fall 2003 African American beginners participated). Men were more likely to participate in First-Year Seminars than women. The more credit hours the students were enrolled in, the more likely they were to participate. | Continuous Program Improvement

Number of sections have been expanded based on positive assessment results.

On-line seminars established due to need for more sections and lack of classroom space. |

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Evaluation Survey	End of the semester in class learning community evaluation. **Each Semester**	Tracking	The majority of respondents (24%) indicated that meeting new people (students, faculty, and staff) along with learning more about IUPUI and its resources were the most valued assets of the class	Continuous Program Improvement
		Focus Groups	Qualitative studies through focus group format of instructional team members and student participants. **Every Other Year**	Program Effectiveness and Student Satisfaction	Respondents were well versed in understanding that the seminar provided them with the necessary skills to transition to college level work and the need to learn skills that would assist with this transition	Provides instructional teams with valuable feedback concerning students' perceptions of course benefits Reports display findings by instructional team and in the aggregate/ Simplified First-Year Seminar Template and clearly articulated learning outcomes aligned with Principles of Undergraduate Learning (PULs).

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Thematic Learning Communities Goals: To improve students' academic success, satisfaction and retention	GPA Report	Compares GPA's of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. End of Semester after Enrollment	Program Effectiveness	Fall 2004 Business 2.61 Education 2.78 Nursing 3.11 SPEA 2.09 UC 2.49 Overall 2.62 Impact of Participation TLC 2.65 Non-TLC 2.56 (Not significant)	TLC students' performance (GPA) was not significantly different when compared to non-participants controlling for all background characteristics and First Year Seminar participation.
		Focus Groups	Qualitative studies through focus group format of instructional team members and student participants. **Every Other Year**	Program Improvement and Student/Staff Satisfaction	Four classes participated (3 from UC). Students reported that information in one class helped them understand subject matter in another class. Examples – ENG with SOC, ANTH, or PSYCH. Said that their instructors worked together and attended co-curricular events as a team.	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		One Year Retention Rate Report	Compares retention numbers of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. **Second Year**	Program Effectiveness	TLC Fall 2003 Business 81% Liberal Arts 84% Nursing 65% SPEA 57% UC 79% Overall 75% Not adjusted for background characteristics	Need non-TLC participant data to compare
		Student Profile Report	Provides information on gender, ethnicity, age, and major **Fall Semester**	Tracking	More information needed	Continuous Program Improvement
		Enrollment Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. **Each Semester**	Tracking	More Information needed	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Evaluation Survey	End of the semester in class learning community evaluation. (UC students only) **Each Semester**	Program Effectiveness and Student Satisfaction	Students who reported "much/ very much:" Formed friendships that will maintain after the semester (73%). Developed better understanding of complex real world social issues (63%). Actively discussed complex issues and ideas (63%) Discussed ideas from the LC outside of class (59%)	Continuous Program Improvement
		Student Participation and profiles	Still collecting information	Tracking and Program Monitoring		Continuous Program Improvement

University College Assessment Matrix 2004-2005						
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	Improvements or Changes Implemented Based on Results
		Analyses of program Impacts on Academic performance/GPA Reports		Program effectiveness	Results suggest that the 2003 TLC students performed significantly better academically (fall semester cumulative GPAs) compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation). TLC adjusted GPA=2.84 compared to non-participants= 2.58 (results were statistically significant; $p<.05$). 2004 TLC participants did not perform significantly better than non-participants (TLC adjusted GPA=2.65 compared to non-participants= 2.56.)	

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Advising Center	**Advising Center Goals:** To foster collaborative relationships with students To effectively disseminate information to students, family members, and colleagues To assist students in developing an academic plan tailored to the students' personal needs and goals. To facilitate academic major and career decision-making process	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time **Monthly**	Needs Assessment	From July 2004-January 2005, 7350 students were seen on walk-in. In February 2005 we implemented a new tracking system and we are currently unable to obtain data from the system. The number of students see in 04-05 was comparable to 2003-2004.	We have implemented a new walk-in tracking system that will allow us to keep track of wait time as well as the time students spend with an advisor to help in ensuring adequate advising coverage. In February 2005 we also implemented appointments from which we anticipate a decrease in walk-in traffic in 2005-2006.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	To encourage use of appropriate campus resources	Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time **Monthly**	Needs Assessment	Have not developed this report or a system of collecting appointment information; we implemented a sign-in system in January 2004 but it is not currently linked to appointment scheduling.	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Orientation Survey Report	Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising **Weekly**	Program Effectiveness/ Improvement	For Orientation 2004, the percent of students satisfied or very satisfied with (number in parentheses is % change from 2003): Advisor explained options for first semester – 88% (+3%) Advisor was knowledgeable of degree requirements – 89% (+3%) Advisor expressed interest in me as an individual – 84% (+2%) I actively participated in advising session – 87% (+2%) Information provided to me in advising session was valuable – 89% (+2%) I plan to utilize advising services in the future – 91% (+2%) I am satisfied with my schedule of classes – 85% (+4%)	Advising for orientation 2004 was been changed to an advising workshop where students have more involvement in the advising session and more control over their course choices/scheduling - we are continuing to improve upon this new format with better presentations, more effective room set-up, etc.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment **Regularly**	Needs Assessment	Continue to use the profile in advising individual students.	Future plans (3-5 years) call for the development of a student profile that will pull data from many sources to provide advisors with a summary of each student prior to advising.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Tracking System (probationary and reinstated)	Tracks enrollment and GPA of students who are on probation and who have been reinstated **End of semester**	Monitor of Success of interventions	Still developing a thorough tracking system. Currently, lists are generated at the end of each semester which show all students who had a semester GPA under 2.0; under the supervision of the Academic Success Programs and Assessment Coordinator, UC advisors review the lists for possible grade replacement and other options that may allow students to continue the following semester as probation/ reinstated students	Improvements/cha nges are pending and will be implemented once full tracking system is implemented. Reinstated students receive support from advisors through additional advising sessions and skill development workshops. Students on probation are required to see an advisor prior to registering for any future term.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Probation and Dismissal Report	Tracks number of students on probation and dismissed at the end of each academic term **End of Semester**	Tracking for Student Success	Fall 04 – 599/7419 (census figure) students placed on first-time academic probation (8%)--- the total number of the first-time probation students is a bit inflated due to no washouts; 388 dismissed after Fall 04 (8%) *Sp 05--507/6380 (census figure) (8.5%) dismissed after Spring semester—the 507 figure is a bit inflated due to no washouts *NOTE: These figures are preliminary pending students processing grade replacements that will put them in good standing	Numbers of students on probation and dismissal have been decreasing each year based on end of semester enrollment figures. Fall/Spring 04-05 total enrollment is based on census from the beginning of semester. End of semester figures are not currently available. Fall 2003 – 7.0% dismissed Spring 2004 - 8.9% dismissed We believe the decrease is due to increase in admission standards coupled with implementation/continuous enhancement of University College support programs

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated **Monthly**	Tracking for Trends and Program Improvement	Fall 04 - 134 reinstated; received approximately 600 emails regarding reinstatement Spring 05 – 112 reinstated received approximately 800 emails about reinstatement	Developing a more consistent approach to reinstating students into UC through better utilization of the answers from the written petition and asking pertinent questions that help students understand the importance and future impact of their decision to re-enter UC.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Learning Community End of Semester Evaluation Report	Administered in each LC at the end of the semester; several questions address the role of the advisor **End of Semester**	Program Improvement and Student Satisfaction	For Fall 2004, all items regarding advising decreased from the Fall 2003 mean score (this was true of all items, not just advising) Overall satisfaction with advisor was 3.13; interaction with advisor was rated higher than for any other member of instructional team Data for Spring 2005 not available	Lowest score (mean of 2.73) continues to be "Advisor assisted me with academic difficulties." Most difficulties are identified through early warnings; will increase focus on follow-up with students receiving early warnings

University College Assessment Matrix 2004-2005

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		A comprehensive Assessment Plan for the Advising Center has been developed to assess the effectiveness of student learning outcomes associated with advising; part of a formal program review scheduled for spring 2006.	Web-based survey was administered to a random sample of UCOL students in spring 2005; focus groups will be conducted in the fall 2005; pre-post survey will be administered in the first-year seminars during fall semester; survey will also be developed and administered to advisors **Fall Semester**	Program improvement and assessment of advising outcomes	Results are pending-- Web survey has been administered but results are pending; focus groups conducted in fall along with pre-post surveys as well as survey of advisors; based on results and formal external review recommendations, action plans will be developed and assessed	Based on assessment plan results and recommendation from external program reviewers, action plans will be developed and assessed
		Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios **Annually**	Program Improvement	Portfolios were not completed this year as we were waiting for the University College performance appraisal system to be completed; portfolios will be reinstituted for 2005-2006.	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		E-mail and Phone Communication Report (Under Development)	Implementing the use of Falcon to input all e-mail to advisors as well as phone calls into Advising Center; will report number and content of e-mails and phone calls regarding advising as well as response time **Monthly**	Needs Assessment and Program Improvement	Falcon was determined to not fit the needs of the Advising Center; this has not been a priority (we have been focusing on document imaging this year instead)	Continuous Program Improvement
		Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message **Annually**	Quality & effectiveness of communication	Advising Center staff now sits on the University College Publications Committee and the Advising Publications subcommittee. We regularly review all advising-related materials.	This year we have actively participated in the efforts to redesign the student manual/Navigator and the UCOL website. We created a new Course Descriptions booklet so students have easy access to information on 100 and 200-level courses.

University College Assessment Matrix 2004-2005

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		Coordination with Academic Schools	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training **As Needed**	Program Improvement and Quality Assurance	No data available	In 2004-2005, we added shared advising positions with Nursing and Education. Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; have recently increased focus on providing advisors with information on major/career connections

University College Assessment Matrix 2004-2005

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		Student Evaluation of Reinstatement Workshops	Completed at the end of each reinstatement workshop to determine student satisfaction with workshop **After each workshop (as needed)**	Program Improvement	Fall 04 – 3 workshops offered, 94 participants-42 (45%) rated them as excellent; 48 (51%) as very good; 4 (4%) as average Sp 05 – Data collection pending (we are in process of offering workshops throughout the summer for fall reinstatement)	The Academic Success Programs and Assessment Coordinator is creating PowerPoint templates for each workshop as well as teaching resources for advisors who conduct workshops. This will create more consistency in workshops and align workshop content/teaching with established learning outcomes. Based on literature and feedback from students, we are moving toward designing workshops that address self-awareness, time management, and decision-making rather than specific study skills.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school **End of Semester**	Tracking	Fall 2004 – 162 withdrawals Spring 2005 – 137 withdrawals Numbers are consistent with previous years; between 72-75% plan on returning to IUPUI at some point in time; most common reasons for withdrawal continue to be financial, work conflict, and personal issues.	No action currently being taken based on this data; used for tracking and to identify changes/trends
		Excessive Withdrawal Report	Indicates the number of students with eight or more withdrawal on their transcript **End of Semester**	Tracking	We do not have this data for the 2004-2005 year.	We will reinstate previous tracking and putting alert notices in the file of each student who has eight or more withdrawals which draws the advisors' attention to the issue so it can be discussed with the student

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students **Fourth Week of Semester**	Student Academic Success	Fall 2004 – 1,851 early warning letters sent which is an increase of 700 letters from previous year; 589 administrative withdrawal letters sent which is 230 more than year. Total number of students impacted by both programs was 8,162. Large increases are believed to be due to new practice of not canceling enrollment for non-payment. Spring 2005 – 1,491 early warning letters sent (an increase of 188 from previous spring); 382 administrative withdrawal letters sent (an increase of 139). Again, increase is thought to be due to not implementing wash-out.	Will continue program as designed Will continue to watch numbers to see if impact is truly due to not canceling enrollment for non-payment.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Career Center	**Career Center Goals:**	**Career Counseling** Student Profile Questionnaire	Form that captures information on demographics, academic status and the purpose of the career exploration counseling appointment. **Monthly**	Tracking and Program Improvements	Shows us that the number of UC student using our services is increasing.	Used for on going assessment of our student demographic mix.
		Student Inventories Report	Reports how many self-assessment inventories were given to students and interpreted by counselors. Inventories include Strong Interest Inventory, Myers Brigg Type Indicator, Self Directed Search, and SIGI+ and are used to help students determine career choice **Monthly**	Tracking		Used to determine if resources should be added to testing area of services
		Workshop/ Programming Report	Reports the number of students by school affiliation and academic year who are involved in Learning Community outreach, Minority Achievers Program, STEP Ahead workshops, Career Exploration Day and other career exploration programming **As Appropriate**	Tracking		Data is reported monthly. Used to assess effectiveness of these services.
		Student Satisfaction Survey (Under Development)	Will ask quantitative and qualitative questions to determine whether programming is meeting goals. **As Appropriate**	Program Improvement and Effectiveness	Helps us pick new workshop topics and select speakers.	Used to assess effectiveness of our workshops.
		Student Employment Jag Jobs Inventory	Reports the number of employer listing jobs by four student job types: student on-campus, student off-campus, work-study on-campus, and work-study off-campus. **Monthly**	Tracking		Helps us monitor employer and student traffic.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Jag Jobs Placement Report	Reports the number of students placed in student jobs by category: student jobs on-campus, student jobs off-campus and work-study jobs. This number must be reported to the Federal JLD program for grant requirements.	Tracking and Grant Requirement	Most years we can demonstrate over $2000000 earned by students thanks to this grant.	Used to keep our grant.
		Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events.	Program Effectiveness and Program Improvement	Students want more on campus employers.	Continuous improvement of program.
		Student Traffic Report	Student employment is a high-traffic area; face-to-face student interaction is monitored to measure program interest and peak times. This includes both student jobs and work study activity **Monthly**	Tracking		Continuous improvement of program.
		Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements. **Monthly**	Tracking and Meet Federal Requirements		Continuous improvement of program.
			Reports those students who are participating in work study jobs that are defined by the federal government as community service **Monthly**	Tracking and Grant Requirements		Continuous improvement of program.
		Work Study Community Service Participants	Reports those students who are participating in work study jobs that are through the America Reads program. **Monthly**	Tracking and Grant Requirements		Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		America Reads Participants	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.
		Student Employment Counseling Report	Reports visits made to employers to develop student jobs. **Monthly**	Tracking and Program Improvement		Continuous improvement of program.
		Employer Outreach Report	Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers. **Twice a Semester**	Academic Success and Retention	New Survey	Continuous improvement of program. Results sent to Dean Plater each semester
		Work Study Student Academic Progress Report	Under Development	Under Development	New Survey	NA
		Internships				
		Internship Inventory Report	Lists the number of internships available to students online in any given month, as well as the number of new internships created each month. **Monthly**	Tracking		Continuous improvement of program.
		Internship Programming/ Workshop/Job Fair Report	Records the numbers of students that participate by school affiliation and academic year. **As Appropriate**	Tracking		Continuous improvement of program.
		Internship Job Fair	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. **As Appropriate**	Program Improvement and Effectiveness	Students want a greater variety of internships available.	Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Satisfaction Report	Reports information about students who come for career counseling related to internships. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.
		Internship Counseling Report	Internship responsibilities are contracted between student, faculty and site at the beginning of the semester; mid-semester check-ups (including some site visits) are made; reporting, journaling and other work (as specified by faculty) are required throughout the internship; materials handed in at the end of the semester experience **Three Times a Semester**	Evaluate Student Experience in Program	These are all part of the student's final grade.	Continuous improvement of program.
		Student Internship Experience Evaluation	Requirements vary according to school and include journaling, writing papers and showing examples of work. **Three Times a Semester**	Student Success in Internship	These are all part of the student's final grade.	Continuous improvement of program.
		Faculty Internship Experience Evaluation	As specified by school granting academic credit. **Ongoing Throughout Semester**	Student Success in Internship		Continuous improvement of program.
		Site Supervisor Evaluation of Student Internship	Visits site to observe student work and meet with site supervisor to determine success of experience or resolve any issues that may be present. **As Needed**	Success of Program and Program Improvement	Some worksites are better than others.	Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Technology Jag Jobs Technology Report	Reports all job listings provided online through JagJobs to students; report is categorized by job type: student jobs on campus, student jobs off campus work study jobs on campus, work study jobs off campus, degreed full time, degreed part time, internships, and seasonal. Also reports number of employers listing jobs. Students using the system are reported by school affiliation, number of resumes posted by students for employer viewing and number of employers who have reviewed student resumes are also reported. **Monthly**	Usage Tracking		Continuous improvement of program.
		Websites Report	Reports Career Center web site hits by page so that staff can monitor what online services students are utilizing. Also reports ICJF/IMJF job fairs web site hits, which takes registration via credit cards online and provides significant online information and interactive usage. **Monthly**	Usage Tracking		Continuous improvement of program.
		Senior Placement Jag Jobs and Other IUPUI Degreed Jobs Database Inventory	Reports the number of degreed jobs posted online for student application. **Monthly**	Tracking		Continuous improvement of program.
		On Campus	Reports the number of on-campus interview schedules and information sessions. **Monthly**	Tracking		Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Interviews Report Senior Placement Programming Reports	Comprehensive reporting of IN Route Job Fair, College Talent Recruitment Day and Teacher Candidate Interview Day for student and employer participation. Other programming evaluated by students and employers who participate includes the Art of Networking Workshop, Panel on Diversity, Etiquette Luncheon, Government Jobs Panel, Interviewing Techniques Workshop, Job Hunting Workshop, Job Search for International Students workshop, Mid-Career Change workshop, Employer Mock Interviews, Resume Roundtable Review, Resume Writing Workshop and others. **Monthly**	Tracking		Continuous improvement of program.
		Senior Placement Program Survey (Under Development)	Will quantitatively and qualitatively survey satisfaction level of programming provided. **As Appropriate**	Program Effectiveness and Improvement		Not yet used.
		Indiana Collegiate and Multicultural Job Fair Program Survey/Report	Comprehensive executive summary of each Indiana Multicultural Job Fair and Indiana Collegiate Job Fair, detailing candidate and employer information and evaluations. Provides extensive candidate demographic and academic information. Also details advertising and promotion as well as financials. **Twice a Year**	Program Effectiveness and Improvement	We run a very effective job fair program.	Continuous improvement of program.
		Senior Placement Counseling Report	Reports information about students who come for career counseling related to senior placement. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Career Center Annual Report	Summarizes all activities of the Career Center in student employment, career counseling, internships, and technology and senior placement. **Yearly**	Reporting Out; Program Effectiveness and Improvement		Continuous improvement of program.
Assessing General Education Outcomes in the Disciplines at IUPUI	University College	Learning Goals for Majors that Encompass PULs are Specified	• PULs are introduced in First Year Seminars and students in Fall 2004 will enter information about their proficiency on PULs in the ePort. • National Survey of Student Engagement (NSSE) for first-year students	Multiple Assessment Measures are in Place		Faculty and administrators use assessment findings continuously to improve programs and services for students. Programs that evaluation methods demonstrate are most effective are extended to additional students.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
College Prep Initiatives	**College Prep Initiatives Goals:** Increase the number of students entering college and other institutions of higher education. Decrease drug and alcohol use by encouraging higher educational pursuits. Reduce the number of students who withdraw from high school before graduation. Increase the number of students who are prepared to enter the workforce upon graduation. Increase individual economic productivity. Improve the overall quality of life for Indiana residents. **Intermediate goals:** Enroll a total of 2500 8th grade students in Scholars	Student Grade Report	Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report. **End of Grading Period**	Program Effectiveness and Needs Assessment	Students participating in CPI for more than one year show an increase in overall GPA by almost one complete letter grade (data from previous year)	Working with IUPUI faculty to program effective after-school activities to build on this trend

University College Assessment Matrix 2004-2005						
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	Improvements or Changes Implemented Based on Results
	Program. Enroll 1500 new 7th grade students in Scholars Program. Provide a minimum of 6 college visits for a minimum of 300 different students. Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.) 50 freshman will participate in a summer session focused on SBC grant over a six-week period. 50 juniors will participate in 20 hour junior intensives focused on financial aid, college application, SAT/ACT test prep, etc.	CTBS Test Score Report	Records CPI student yearly CTBS score. Recorded in IUPUI CPI database. Data recorded to benchmark for any external comparisons **End of Year**	Program Effectiveness and Comparison Data	Data inconclusive	
		Enrollment Report	Enrollment data collected through Scholar's Central Office. **Frequently**	Program Effectiveness and Participation Rates	Enrollment data to date indicated 2,095 8th graders and 805 7th grade students are currently enrolled in the Scholar's Program.	Expand the partnership with the Office of Campus Visits and middle schools to encourage
		Affirmation Report	Affirmation of senior data collected through Scholars central office. **March**	Program Effectiveness and Improvement	Affirmation rate, 927 of 1559 for 60% of enrolled seniors.	Increase the number of community collaborations and partnerships to continue to increase awareness of Scholars Program and collaborative efforts among service providers.

University College Assessment Matrix 2004-2005

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	Formalize agreements with office of admissions and pre-college programs on IUPUI campus.	GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) **April and June**	Program Effectiveness, Problem Solving, and Planning	154 students did not meet GPA minimum at 7th semester, they will be re-evaluated after 8th semester grades are completed. 34 students have not yet submitted GPAs.	Continue to increase parental involvement in program.
		Annual Report	Quarterly reports of objectives met for Scholars central office. (Dec., April, August) Records self reported regarding participation of students and parents in Scholar related activities. **December, April, and August**	Program Effectiveness, Problem Solving, Planning and Comparison Data	Work with Dept. of Education to locate students who have moved or changed schools and did not notify Scholars Program. This will help ensure they continue to receive information and assistance when needed. Increase community awareness of program to help ensure all eligible students enroll before the deadline.	

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Honors	Honors Program Goals:	Scholarship Report and Review	Scholarship students' progress toward the Honors notation, e.g., Honors courses taken, GPA, credit hours, will be monitored at the end of each semester. **Twice a Year**	Tracking and Assess Progress	4 year scholarship students were retained at a higher level than were the 2 year award recipients	Eliminated 2 year awards and went to all 4 year awards
		Student Satisfaction Survey (Under Development)	Assessment devices are used to survey student satisfaction with the experiences offered by the Honors program at the end of each semester. Each Semester	Program Effectiveness and Improvement	Faculty Fellow prepared plan for increasing Honors participation in Engineering and Technology	With Honors grant, recruited ten faculty members who are preparing Honors sections for Fall, 2005; Plan to extend this format to Liberal Arts to recruit more faculty participation
		Honors Faculty Satisfaction	Assessment devices will be developed to survey faculty satisfaction with the courses and programs offered by Honors at the end of each semester. **Each Semester**	Program Effectiveness and Improvement	A general lack of faculty interest in participating in Honors activities	Discussions with various chairs and administrators suggest that increasing the size of course development grants might be a productive way of increasing faculty participation
		SPAN Report	A full report of SPAN and Running Start student performance will be developed at the end of each semester. **Each Semester**	Tracking and Program Improvement	Under development	NA

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Bepko Learning Center	**Learning Center Goals:** To offer academic support in a variety of subjects in order to improve educational achievement. To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	**Learning Center** End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population. **End of Each Semester**	Effectiveness of Mentor and Overall Program	Students are generally satisfied with the services provided from the Learning Center and the mentors. Some students indicated they would like to have either an SI or SLA component for many of their other courses.	We are looking at the Gateway academic support report and identifying course, which do not have any other academic support programs attached to them as possible areas in which to expand our service.
		Grade Report	Compares the effectiveness of participants and non-participants of Supplemental Instruction and Structured Learning Assistance programs. **End of Each Semester**	Effectiveness of Programs and Comparison Data	On average participants in SI program had a DFW rate of 14.05%, while non-participants had a DFW rate of 37.48%. Additionally, SLA participants had a DFW rate of 20.68%, while non-participants have a DFW rate of 52.59%.	In two of our course, CIT 106 and SPEA J101, the participant DFW rate was higher than the non-participant DFW rate. We will meet with instructors of those courses to see what factors may have contributed to this result.

University College Assessment Matrix 2004-2005

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		Program Participant Attendance	Tracks student attendance in Supplemental Instruction (SI) and Structured Learning Assistance (SLA). **Weekly**	Monitor Student Participation and Faculty Report for Student Grades	The Learning Center assisted 2654 students (attended 3 or more sessions) and received over 23,574 visits from students over the course of the Fall and Spring semesters.	The result of this information has forced us to look for additional space for our sessions.
		Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures. **Mid Semester and End of Semester**	Mentor Effectiveness	Instructors indicated they were very happy with the mentors' performance, but did not need two or more mentors in lecture/recitations.	As a result of the findings, student mentors will rotate on a bi-weekly basis in respect to lecture/recitation attendance.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Program Review	Evaluates the Learning Center programs through the use of external and internal reviewers **Every Five Years** **Program Recommendations** – the reviewers found the following strengths in the program: Define clearly the assessment measure to be used to evaluate program success. Develop more faculty relationships in all departments that work with Gateway programs. Develop more creative solutions to space issues for the academic support programs. Use the information from current mentors (GPA's, graduation rates, awards and later successes as alumni) as a recruitment tool. Use students from the Teacher Education program as mentors. Standardize training received by all mentors Recognize the outstanding work of the mentors. Rethink the resource put into Supplemental Instruction. Work with assessment personnel to help further refine the surveys used to assess student learning. Expand the tools used to interview and hire student mentors to address personality, leadership and desire to perform service to find the best mentors. 1. Develop a better marketing plan. 2. Limiting the "life span" of a mentor to focus on sophomore and junior students.	Program Effectiveness	The reviewers found the following strengths: **Leadership** – administration work closely together and have the ability to do a great deal with limited resources The **mentors** –are committed, thoughtful and inspiring students who clearly have a very positive influence on the students they mentor. **Process** – accessibility of session resources to mentors. **Technology** – laptop checkout system, SMART boards and Angel course management system. **Assessment** – the plan for the Center is broad and well leveraged. 1. Assessment – the assessment plan for the	The director will be working with assessment personnel to evaluate current assessment criteria. The director is working with the Registrar in order to come up with creative solutions to the space issue. The new courses that have been implemented (UCOL U201, U202, U203, and U204 have been established to help with the standardization of all mentor training in every component on campus. A rewards and recognitions committee has been developed to assist with this recommendation. All new academic support initiatives will be included as a Structured Learning Assistance program and include heavy faculty involvement. The director will be working with assessment

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Resource Center Goals: Facilitating appropriate referrals to other campus resources. To provide support systems to enhance academic success To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.		Evaluates mentors on their skills as an effective communicators. **Mid Semester and End of Semester**	Mentor Effectiveness and Program Improvement	Mentors did very well with their performance as a whole. One area that needs improvement is communication.	Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish.
			Documents all interactions with students who request follow up from the Learning Center. **End of Each Semester**	Documentation and Follow up of Student Participants	Most of the contacts taken by the resource mentors dealt specifically with our tutoring program. Another area of importance included general information about university programs.	The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual.

University College Assessment Matrix 2004-2005

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

University College Assessment Matrix 2004-2005

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			Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. **Mid Semester and End of Semester**	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
	Enrollments Goals: To provide University College advisors, staff and deans with enrollment information for University College courses.	Enrollment Status Report	Informs advisors on seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled. **Daily During Registration Period**	Assist Advisors	Advisors requested more information be included on the report and to make the report easily accessible.	**Enrollments Goals:** To provide University College advisors, staff and deans with enrollment information for University College courses.
Mathematics Assistance Center	**Mathematics Assistance Center Goals:** Increase student awareness of MAC programs. Improve the attendance tracking	Student Participation Report	Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. **Per Semester**	Tracking	Served about 1600 different students during the fall, and over 800 in the spring	Staff scheduling was changed to better coincide with student needs. Expect continued data collection to lead to better needs assessment.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	system so that a longitudinal study may eventually be undertaken and so that instructors may better assess the impact on their students. Seek additional faculty support of the MAC and its programs.	Student Feedback Report	End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. **Per Semester**	Marketing effectiveness, student satisfaction and student suggestions for improvement	Generally positive results, although some groups are still requesting more space, and tutors for upper level courses do not perform at the level expected (by the student).	Currently seeking additional space to handle larger courses. Creating evaluation material to better screen applicants.
	Increase student awareness of MAC programs. Improve the attendance tracking system so that a longitudinal study may eventually be undertaken and so that instructors may better assess the impact on their students. Seek additional faculty support of the MAC and its programs.	Faculty Concordance Report	Currently, the end of semester student opinion survey administered in all sections of serviced mathematics and statistics courses, and faculty use and requests for MAC facilities and services is the basis for this report. **Yearly**	Faculty needs and satisfaction	Received multiple requests from faculty to provide more space in the MAC for group sessions with students.	Have increased space that may be reserved by faculty for a group session. Created online reservation system to make it easy to reserve the space. Will promote the use of this space more aggressively this coming fall
		Computing Resources Utilization (Under Development)	Measure and assess student use of mathematical software especially by students who are required to use such software for projects in their mathematics courses. **Yearly**		Student needs	Student use of labs is limited. True utilization data is still not available.
		Student Participation Report	Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. **Per Semester**	Student needs	Student use of labs is limited. True utilization data is still not available.	Currently investigating ways to collect utilization information.

University College Assessment Matrix 2004-2005

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		Student Feedback Report	End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. **Per Semester**	Marketing effectiveness, student satisfaction and student suggestions for improvement	Based on Fall 2003 survey only – the most recent survey is still under analysis. Regarding MAC programs/services and quality of services, over 80% of respondents gave positive feedback. However, only about 45% of survey respondents recalled reading or hearing about the MAC from printed or online materials, or from a MAC representative.	Planning is underway to further increase student awareness and use of MAC programs and resources. Enhanced email support to be implemented in Fall 2004, and online services will continue to be supported. Efforts to reach special needs groups will be undertaken too.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Faculty Concordance Report	Currently, the end of semester student opinion survey administered in all sections of serviced mathematics and statistics courses, and faculty use and requests for MAC facilities and services is the basis for this report. **Yearly**	Faculty needs and satisfaction	Based on the Fall 2003 student opinion survey, over 70% of respondents recalled hearing from their instructor about the services of the MAC. Several instructors hold their regular office hours in the MAC, and some require large group spaces for work sessions.	Seeking more space for faculty to hold office hours and/or meet with their students in group formats. Planning to deliver a midterm and end-of-semester attendance report to all instructors of serviced courses providing attendance summaries of each student in their section(s), for their optional use. Seeking to increase student use of faculty-provided-resources by augmenting existing methods of acquisition with a more consistent interface.

University College Assessment Matrix 2004-2005

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		Computing Resources Utilization (Under Development)	Measure and assess student use of mathematical software especially by students who are required to use such software for projects in their mathematics courses. **Yearly**	Student needs	No data collected to date.	Currently investigating ways to collect utilization information. MAC web page improvements are under consideration and design.
		Student Participation Report	Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. **Per Semester**	Tracking	Based on Spring 2004 semester only due to tracking software implementation delays; Fall 2003 attendance was generally higher. About 1000 distinct students used the MAC services at least once during the Spring; about 4500 students were registered in appropriate courses. Attending students averaged five visits and each student received over seven hours of help throughout the semester.	Staff scheduling was changed to better coincide with student needs. Expect continued data collection to lead to better needs assessment.

University College Assessment Matrix 2004-2005

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		Student Feedback Report	End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. **Per Semester**	Marketing effectiveness, student satisfaction and student suggestions for improvement	Based on Fall 2003 survey only – the most recent survey is still under analysis. Regarding MAC programs/services and quality of services, over 80% of respondents gave positive feedback. However, only about 45% of survey respondents recalled reading or hearing about the MAC from printed or online materials, or from a MAC representative.	Planning is underway to further increase student awareness and use of MAC programs and resources. Enhanced email support to be implemented in Fall 2004, and online services will continue to be supported. Efforts to reach special needs groups will be undertaken too.

University College Assessment Matrix 2004-2005

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Office of Development and Operations Goals:	**Northwest High School Internship Program**	The internship is evaluated by the administration of Northwest High School and IUPUI Office of Development, Operations, and Employee Relations.	Survey after internship is completed.	Effectiveness, improvement, feedback, and tracking	University College has had an 85% return with students choosing IUPUI as their college of choice for their first year experience as a result of this eight-week program. Diana Trackwell, a former intern, has graduated from Purdue University (while continuing to work at IUPUI on special projects) and will manage the Northwest High School Internship Program this year.	Frequency of journals has been lessening. More projects to start and complete during the internship period. Project aligns more with student's interest. Group manages high school students and mentors programs, schools, and university.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	The first *ParentEd* newspaper was published. This is a newspaper for parents of pre-college students and first-year college students. The newspaper supplies parents with information regarding preparing their student for college. A Parent Advisory Council manages the content and chat room.	Quarterly evaluations	Focus groups conducted 2-3 weeks after each newspaper	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of parents were met.	Parents prefer information in newspaper format. Chat room needs development. Parents are looking for specific information and the advisory council manages topics for this purpose.	Advisory Council Resources for topics Expanded scope of distribution Sponsorships as underwriters
	Insight magazine has received accolades from the academic community. It is the first magazine of its kind that is mailed to University College undergraduates as well as business leaders in the community. The magazine has theme-based stories that connect the city with the campus.	Twice yearly	Focus groups conducted 2-3 weeks after each magazine is published	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students and community were met.	Students drive the topics and theme development Community businesses find commonality with stories	Advisory Council Resources for topics Expanded scope of distribution Sponsorships as underwriters More school participation Thematic approach to each magazine
	The office was the support agent for School of Liberal Arts and University College Fall Convocation.	Yearly evaluations	Verbal responses and attendance	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of faculty and staff were met.	Shorter program Reception very much liked	Expanding convocation to include students and other departments and schools.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	The office was the support agent for Honors Ceremony.	Yearly evaluations	Focus groups and student evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Students like formal recognition Students like the city location for event	Sponsorships as underwriters
	A full-year of *University College E-Staff News* was written and distributed to staff.	Quarterly and on-going	Response cards, and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Staff enjoy connecting with other staff members and creating connectivity.	More stories on faculty.
	A first *University College Yearbook* was designed to create unity among staff.	Yearly	Response cards and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Excellent resource Improves communication	Information will be moved to website to use as employee piece
	The office was the support agent for the IUPUI Scholars' Day.	Yearly evaluations	Focus groups and student evaluations	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of students were met.	Students like formal recognition Students like gifts and reception	Sponsorships as underwriters

University College Assessment Matrix 2004-2005						
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University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Orientation Services	**Orientation Goals:** Academic Integration: Students will be exposed to information related to the purpose of higher education, the expectation associated with higher education, and information that can be usedand applied after orientation. Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus. Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning. Parents will be exposed to information related to the purpose of higher education, the expectation associated with higher education, and information that can be used and applied after orientation. Students will have the opportunity to begin	Student Exit Survey	A qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each weeks surveys are complied and sent to testing services for compilation for assessment. **End of Every Orientation**	Program Effectiveness and Improvement		Quantitatively: Improved response to find my way around campus. A new technology video was implemented that did not accomplish the same learning objectives so responses regarding these areas showed a decrease. Many of the scores remained consistent without much change such as questions regarding meeting demands of college, transitioning and getting involved on campus. Information about working on campus decrease due to the format of their presentation. All scores regarding academic advising improved. Qualitatively: The tour was the best, then OTEAM an advisor

University College Assessment Matrix 2004-2005

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			A qualitative survey that parents fill-out and return to an orientation leader at the end of each program. Student Coordinators compile the information from the survey each week for assessment. **End of Every Fall Orientation**	Program Satisfaction and Improvement	The parents were very satisfied with the orientation program and extra effort was made to improve the services and information provided to	Revamped parent program
			At the beginning of August the orientation leaders write an evaluation of training and process from the summer. It is a free form evaluation process to elicit honest answers from the leaders. **August**	Training Effectiveness	A lot of the OTEAM concerns are covered during the debriefings, however, they have time to be sure that new and or components that were not corrected are voiced and noted for next season.	More engaged efforts in the advising session, continuous improvements in FLASH, more hands on materials in training.
			Bi-annual meetings with schools and services to review the process of the prior semesters orientations and talk about the future programs. It is the chance to share and improve the orientation process. **First of October and First of January**	Feedback; Program Improvement; Future Planning	The schools are overall very satisfied with the orientation program. They are always working to catch up with the program as we have to begin planning so far in advance.	Increased communication. Ongoing inclusion as a key stakeholder

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	Improvements or Changes Implemented Based on Results
			At the end of each orientation program the chance is given for the orientation leaders to share their experiences and improve the process for the next orientation program. **After Every Orientation**	Continuous Improvement	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.
			At the end of May training an exam is given with questions taken from the training materials. It is important to assess what the leaders have learned and where they may need supplemental training. **May**	Team Assessment of Individual Skills	OTEAM is better about learning information related to schools and programs and need additional assistance with Program flow and policies.	Lengthened training program created. However, this has been difficult due to how the calendar falls with finals and the first day of the orientation program.
			Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. **Two Times a Year**	Provide Information to Schools	That we are staying consistent in our numbers served in the orientation program	Starting earlier in tracking and reporting would be a necessary change.
			That family members are extremely appreciative of the program and their experience at IUPUI	Program Improvement	That we are staying consistent in our numbers served in the orientation program	That they would like a Friday and would like to have more participation from departments and student services offices

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Student Support Services	**Student Support Services Goals:** To increase the college retention and graduation rates of first generation and low income participants and facilitate the process of transition to higher education through: Peer Mentoring Math Tutoring Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	Student Profile	A demographic report for program make-up and statistical reference. Includes gender, ethnicity eligibility, academic need etc. **Yearly**	Meeting Objectives (Grant Guidelines)		Continuous Program Improvement
		Student Financial Needs and Fulfillment	A financial report on program student's financial need and types and amounts of aid offered. **Beginning and End of Each Semester**	Ensure Needs are Met and Grant Requirement		Continuous Program Improvement
		Student Academic Standing	A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc. **End of Semester**	Program Effectiveness and Grant Requirements	80% of our students are at a 2.0 or better	Continuous Program Improvement
		Student Retention	Statistical report on students retained from one year to the next year. **End of Year**	Program Effectiveness	2003-2004Retention 86%. 89% (African American Males – 86%) Freshmen Retention 83%)	Continuous Program Improvement
		Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. **End of Semester**	Program Effectiveness	Math DFW rate of 50%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring	A report on science and math pre and post needs in relation to tutoring. **Beginning of Semester**	Match Services to Needs		Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Student Satisfaction Survey	An evaluation of all program components. Completed by students. Used for future changes and programming. **End of Year**	Program Effectiveness and Improvement		Continuous Program Improvement
		Orientation Report	A number and statistical report used to plan "recruitment", etc. **Beginning of Fall Semester**	Program Effectiveness	70% of new students we served during Orientation entered our program	Continuous Program Improvement
		Graduation Report	A statistical report on number and percentage of graduates each year. **End of Year**	Program Effectiveness	6 year graduation rate is 32%	Continuous Program Improvement

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Technology	**Technology Goals:**	Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. **As Needed**	Quality Control and Security	Traffic is in line with bandwidth	
		Student Electronic Interviews	Students are polled each semester for their hardware and software needs in our various labs. **Beginning of Each Semester**	Meeting Student Needs	New software needed	
		Virus Scanning	Every computer managed by UCTS is scanned nightly for viruses. Viruses are quarantined if they cannot be cleaned from the computer. Virus patterns are pushed to all of the clients whenever they are released from the software vendor. **Nightly**	Quality of Service and Security	Were largely unaffected by viruses over the last year.	Updated patterns 30 minutes after any updates 24 hours a day
		Monitor Event Log	All of the UCTS servers generate event logs that are monitored for any abnormal activities that might warrant additional investigation. **Monthly**	Security	Being constantly queried for logins from Bloomington dorm computers	No changes available
		Security Scanning	All UCTS servers are scanned for security holes by ITSO. This scan is automated and sends Email with results of each scan. **Monthly**	Security	Servers are secure	Add patches and updates as appropriate
		Service Pack and Patch Scanning	All UCTS managed desktops are scanned for service pack and patches that need applying. This is an internal scan. **Monthly**	Quality of Service and Security	Workstations are secure and patched	None Needed
		URL Scanning	The University College website is scanned for nonworking links daily. **Daily**	Quality of Service	"Link Rot" was kept to a bare minimum	None Needed

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Web Hits on UCOL Site	UCTS uses WebTrends Live to provide in depth reports regarding all aspects of the University College website including usage statistics as well as aggregate user profiles. **As Needed**	Service to Employees	UCOL site continues to be used by a wide range audience	None Needed
		Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. **End of Orientation**	Program Effectiveness; Quality of Service; Problem Solving	Redesign check in process and account creation process	Continuous Improvement
		Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. **Monthly**	Monitoring Use and Cost Recovery	Costs in line	Changing program in response to university policy changes
		Service Queue	The Falcon service queue is used to track the daily needs of users in University College. It is the primary means of communication to UCTS. Detailed statistics can be obtained from this system. **Hourly**	Provide Service as Needed; Quality Control	Problems resolved quickly	None Needed
		Desktop Hardware and Software Review	Yearly University College's desktop hardware and software are reviewed to make sure that they are meeting the needs of the users. Any needs are addressed at that time. **Yearly**	Staying Current with Standards	Several machines need replaced with newer equipment	New terminal servers purchased to implement thin client technology

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	Improvements or Changes Implemented Based on Results
		Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College **Regularly**	Future Planning	Need to reduce support costs	Implementing terminal servers and thin clients to reduce hardware and support costs
		Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). **As Needed**	Quality of Service	Access Points are not covering all areas	Contacted UITS for additional Access Points
		Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. **As Needed**	Quality Control and Security	Traffic is in line with bandwidth	
Upward Bound *Grant funded program overseen by the US Department of Education*	Identify, recruit, select from the target area 70 students who meet low-income, first-generation criteria and who demonstrate academic need. At least two-thirds of the recruited participants will meet the low-income and potential first-generation criteria. Special attention will be given to selecting and serving higher risk students**.**		Student files set up; waiting list developed; applications on file; teacher/ counselor recommendations; interview reports. A special note regarding Upward Bound: *UB is required by the DOE to provide an electronic Annual Performance Report that they use to perform data analysis, program outcomes assessment, goals assessment, and to determine our prior experience. We are in the process of developing effective in-house assessment methods.*	Tracking		Continuous improvement of program

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Assess students' educational needs through the use of national and Indiana standardized tests, school records, transcripts and other indicators of student performance so that 95% of the participants will have an individualized educational plan to assure their appropriate academic preparation for high school graduation and entry into postsecondary education.		Test results on file; personal interview reports; inventories' results on file; revisions on file; individualized educational plans on file in student folders	Tracking		Continuous improvement of program
	Provide academic skills instruction in math and science such that 90% of the enrolled students achieve promotion to the next grade level and that 70% attain a grade point average of at least 2.6 by the end of their senior year. Higher risk students will attain at least an average of 2.0 by the end of the senior year.		Instructional plans on file; Tutorial reports; results of teacher constructed tests; Grade reports	Tracking		Continuous improvement of program

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Provide academic skills development in English, reading literature, and composition, such that 80% of the participants maintain a GPA of 2.6 (higher risk students, 2.0) in English and indicate annual improvement based on teacher-constructed tests.		Staff reports; pre-and post-test results. Tutorial reports and grade reports. Documentation of GPA of 3.0 in English.	Tracking		Continuous improvement of program
	Provide skills development in foreign language such that at least 80% of participants exhibit intermediate communicative competency in the language by the end of the junior year as evaluated by teacher constructed pre- and post-tests.		Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Tracking		Continuous improvement of program
	As a result of, survey information, personal, career counseling and career-related activities, including mentoring and job shadowing, 70 % of the participants will identify at least three possible career choices by the end of their junior year.		Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking		Continuous improvement of program

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Provide supplemental computer training workshops during the academic year and classes during the 6 weeks summer residential program such that 90% of program participants will develop proficiencies in technology basics in compliance with the National Education Technology Standards for Students (NETS)		Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking		Continuous improvement of program
	Provide participants a program of educational, cultural, recreational activities such that 90% are familiar with a university campus, and 75% participate in all socio-cultural field trips.		Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking		Continuous improvement of program
	Provide academic advising on a semi-monthly basis during the academic year and on a weekly basis during the summer component such that at least 85% of the students are retained in high school in good standing until high school graduation.		Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Tracking		Continuous improvement of program

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Assist high school seniors in preparing application to postsecondary institution, including help with test preparation, and financial aid acquisition such that 85% of the graduating seniors will be accepted into postsecondary institutions with adequate financial aid		Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Tracking		Continuous improvement of program
	Academically track the progress of Upward Bound graduates through the postsecondary experience such that 70% will be monitored for academic success and at least 60% will obtain a baccalaureate degree within six years of postsecondary enrollment.		Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Tracking		Continuous improvement of program

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Student African American Brother-hood (SAAB)	**UC /SAAB Initiatives** Provide all students from the targeted groups with opportunity to be apart of the mentoring and tutoring program To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience. Develop a comprehensive program of support for both mentors and students that will promote the development of supportive relationships and leadership Coordination and Collaboration of student life and diversity activities and programs with other offices and departments on campus as well as with the external community	End of Semester Evaluations Weekly report focus groups	Gives feedback on mentors and program, direct communication with participants in org. or campus referrals. Community mentoring with members Weekly assessments(diary) student surveys, focus groups **End of Each Semester**	Effectiveness of Mentor and Overall Programs and activity observation written response qualitative notation	Students solicit peer interaction, topics were relative to sample groups and surveys findings. Non cognitive variables are apparent in there attitude toward campus	Five year plan that involves collections of Short SA provide training for current members and recruitment of incoming Freshman, UC learning community curriculum planning orientation and summer bridge component added

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Semester reports/Evaluation Data from Registrar	Effectiveness of students who are engaged in student services vs those who are not engaged with academic mentors and tutoring. Tracks student attendance in Supplemental Instruction .UC learning community and Ivy Tech profiles ,profiles on Af. Am students Collaboration with IMIR and registrar **End of Each Semester**	Effectiveness of Program and Comparison Data Surveys	Lack of attention given to the support systems on campus and the various complaints about feeling connected to the campus, Faculty diversity issues were also noted	Implementation of tangible goals and provide a model that would give desired outcomes. Pre assessment. Hiring of Mentors collaborations on the campus between faculty and co-curricular programming.
		Program Participant Attendance	Contingent efforts on network community alumni and professional leaders to mentor students who then mentor adopted programs Leadership training and workshop involvement and use of learning community will address larger pct of targeted group /Off campus programs **Weekly/Semester**	Monitor Student Participation and Faculty Report for Student participation General Surveys, programs that foster the communication from faculty to student	Development of initiatives and program. Baseline stage, Leadership Conference and workshops were meaningful and important in development of under represented students. Students want variety	Planning of activities and the dialogue of various key individuals on campus and the community are critical to the meeting of goals and objectives.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Instructor and Advisors and Staff	Encourage the participation of (SAAB) member's ad non members to get involved in campus and community programs and activities. YGB and BSU participation as well **Mid Semester and End of Semester**	Group and Panel Discussion observation	Students want to do more in areas of social and outreach programming they want a venue that reflects their culture and beliefs	Collaboration among students along with the staff about areas of concern and communication not only with UC admits but various students from the entire campus, data on suggestions are compiled.
	Student Retention for Targeted Population: Establish and Facilitate appropriate referrals from other campus resources. To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.	Student Profiles list serves	Data not compiled **Mid Semester and End of Semester**	Staff/Mentor Effectiveness and Increase awareness on overall campus	Implement Graduate Desire Outcomes and Primary Traits and Matrix for desired outcome of Students.	Referrals for students in need of assistance ,faculty and staff members peer mentoring

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
		Contact Report	**Bi-weekly** **Early warning report**	Documentation and Follow up of Students Participants Communication with faculty	Most of the contacts taken by the staff members dealt specifically with probationary students and assisted	The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual.

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	We need to identify barriers to graduation within each major and work with faculty from those departments to construct strategies for assisting students in overcoming barriers	Program Evaluation	Evaluation piece sent to students who have taken advantage of the Tutoring program services to gauge program effectiveness. **End of Year**	Program Effectiveness and Improvement	Students want more tutors in a larger number of courses.	

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
Nina Mason Pulliam Legacy Scholars Program	Provide comprehensive resources and support to scholars from disadvantaged backgrounds in order for them to complete their degree	Two multi-program longitudinal evaluations are conducted each year by investigators from IUPUI and Arizona State University	The first of two components found in each evaluation is a comparison and analysis of Nina Scholars data with matched samples (cohorts of students who applied but were not selected for the scholarship). The second component is a qualitative evaluation of a selected aspect of the program such as scholar selection and support for scholars with disabilities. (October 2004 and February 2005)	Multi-program effectiveness and impact; identify program specific strengths and opportunities for improvement through scholar interviews and investigator observations.	IUPUI scholars generally outperform comparison groups and demonstrate a higher rate of persistence. Qualitative reviews were done of the selection process and program support for disabled scholars. Several suggestions were made to improve the selection process. Scholars with disabilities reported being very satisfied with the program and benefited greatly from its support. However, one scholar was experiencing considerable instability.	Selection: reviewed selection procedures, recruited more advisory board members to selection committees, used spreadsheets to facilitate applicant rankings, sent pre-interview orientation information to applicants selected for interviews, reduced the size of interview committee to five, and replaced the rating system with one that more closely reflects the selection goals.

Supporting scholars with disabilities: Given the size of the program we were already well aware of the interviewed scholar's situation. We had already been working, very delicately, most of the year to "get through" to the scholar and |

University College Assessment Matrix 2004-2005

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	Improvements or Changes Implemented Based on Results
	Grade Report	Reports average GPA's, # of "W's" and progress toward degree	Monitor scholar academic progress and achievement levels compared to IUPUI averages	With a 3.15 average GPA scholars do extremely well in comparison with IUPUI student pop. Some struggle in math and science despite mentoring and tutoring		Continuous Program Improvement
	Scholar surveys	Post-programming surveys	Effectiveness of programming	Scholars prefer interactive and more social activities	Changed cohort meetings to include more opportunities for social interaction and interactivity	Continuous Program Improvement

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

IUPUI Thematic Learning Communities Student Feedback
Fall 2004 Semester – All Data

How much experience in the Thematic Learning Community helped in the following areas	BUS			UCOL			NUR			EDUC			SPEA			ALL DATA		
	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N
1. Applied what I learned in one course to another course in my learning community	3.67	0.92	33	3.46	0.81	41	3.35	1.00	17	3.50	0.97	50	2.71	1.19	21	3.41	0.99	162
2. Understood connections between different disciplines and courses	3.79	0.70	33	3.63	0.77	41	3.47	1.07	17	3.49	0.99	51	2.86	1.11	21	3.50	0.94	163
3. Became more effective with communicating my thoughts in speaking	3.61	0.83	33	3.59	0.89	41	3.29	0.85	17	3.45	1.03	51	2.52	1.03	21	3.38	0.99	163
4. Became more effective with communicating my thoughts in writing	3.76	0.94	33	3.53	0.96	40	3.44	1.15	16	3.43	1.08	51	2.76	1.00	21	3.43	1.05	161
5. Became more effective in analyzing and understanding readings in essays, articles, and textbooks	3.58	0.75	33	3.59	1.02	41	3.29	0.77	17	3.34	1.04	50	3.00	1.26	20	3.40	1.00	161
6. Developed a better understanding of complex real world social problems and issues	3.45	0.87	33	3.76	0.94	41	3.29	0.99	17	3.37	1.00	51	3.10	1.26	21	3.44	1.01	163
7. Actively discussed complex issues and ideas	3.70	0.85	33	3.80	0.85	40	3.12	1.11	17	3.62	1.07	50	2.90	1.22	21	3.53	1.04	161
8. Applied knowledge gained in learning community courses in service to the broader community and social issues	3.64	0.90	33	3.41	1.14	41	3.71	0.99	17	3.71	1.10	51	2.81	1.17	21	3.50	1.10	163
9. Participated in a community service or volunteer activity	3.82	1.13	33	2.73	1.23	41	4.18	1.13	17	3.90	1.19	51	3.62	1.16	21	3.58	1.27	163
10. Made connections with faculty outside of class	3.19	1.15	32	3.50	1.18	40	3.29	0.92	17	3.28	1.11	50	2.76	1.26	21	3.25	1.14	160
11. Discussed connections between learning community courses with faculty outside of class	3.06	1.30	33	3.29	1.01	41	3.00	1.22	17	3.12	1.15	49	2.25	1.29	20	3.03	1.20	160
12. Discussed ideas from the learning community with peers outside of class	3.45	1.12	33	3.73	0.87	41	3.29	1.10	17	3.53	1.12	49	2.24	1.22	21	3.37	1.16	161
13. Exchanged ideas with student whose views are different from my own	3.88	0.96	33	3.63	0.83	41	3.24	1.03	17	3.73	1.04	51	2.43	1.16	21	3.52	1.08	163
14. Formed one or more friendships that I will maintain after the semester	4.33	1.02	33	4.05	0.77	41	3.76	1.20	17	3.94	1.19	50	3.00	1.34	21	3.91	1.14	162
Overall Satisfaction	BUS			UCOL			NUR			EDUC			SPEA			ALL DATA		
	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N	MEAN	STD DEV	N
15. Overall how satisfied were you with your Thematic Learning Community experience?	4.39	0.70	33	3.95	0.84	41	3.59	0.94	17	3.88	0.86	51	3.05	0.94	20	3.87	0.92	162

Items 1 through 14 used a five point scale where Very Much = 5, Much = 4, Some = 3, Little = 2, Very Little = 1.

Item 15 used a five point scale where Very Satisfied = 5, Satisfied = 4, Neutral = 3, Dissatisfied = 2, Very Dissatisfied = 1.

Fall 2004 Thematic Learning Community Assessment Report

Table 1. 2004 Thematic Learning Community Participant Characteristics (n=287)*

TLC Participant	N	Avg. ACT Reading Score[a]	Avg. H.S. Pctile Rank[a]	Avg. SAT Score[a]	% Conditional	Avg. Course Load
Yes	287	84	62	**970**	39%	**14**
No	2172	85	62	**1002**	38%	**12**

TLC Participant	% Female	% Afrn Amer	Average Age	% Part-Time	% CI Participant
Yes	**72%**	**6%**	**19**	**1%**	**7%**
No	**56%**	**11%**	**20**	**9%**	**2%**

[a] excludes missing data.

Note 1: Bolded items are significantly different between participants and non-participants based either on a Chi-Square Test
or an independent samples t-test (p<.05).

Table 2. Impact of Participation in a TLC for All Students:
Average First Semester GPA*

TLC	N	Average Fall GPA	Adjusted Fall GPA
Participants	255	2.65	2.65
Non-Participants	1217	2.56	2.56
Overall	1472	2.58	

Note 1: Adjusted controlling for differences in demographics, enrollment, academic preparation, and First-Year Seminar participation.

Note 2: The non-participant group includes students enrolled in First-Year Seminars, but not in TLCs.

Note 3: Differences in GPA among participants and non-participants are NOT significant (p=.20) (based on an analysis of covariance).

Table 3: Average First Semester GPA BY TLC Type

TLC Type	N	Average Fall GPA[ab]
Business	41	2.61
Education	68	2.78
Nursing	41	3.11
SPEA	32	2.09
University College	97	2.49
Overall	279	2.62

[a] excludes missing data.

[b] student background characteristics were not controlled for.

*Only beginning Freshmen participating in Fall 2004 First-Year Seminars were included in the analysis. This method served to control for impacts academic performance due to First-Year Seminar participation. Thus, the non-participant group includes students enrolled in First-Year Seminars, but not in TLCs. All TLC students were enrolled in a First-Year Seminar.

Fall 2003 Thematic Learning Community Assessment Report

Table 1. 2003 Thematic Learning Community Participant Characteristics (n=135)*

TLC Participant	N	Avg. ACT Reading Score[a]	Avg. H.S. Pctile Rank[a]	Avg. SAT Score[a]	% Conditional	Avg. Course Load
Yes	135	83	**59**	**973**	**45%**	**14**
No TLC, Yes FYS	1517	84	**63**	**995**	**42%**	**13**

TLC Participant	% Female	% Afrn Amer	Average Age	% Part-Time	% CI Participant
Yes	56%	9%	**18**	**0%**	**14%**
No TLC, Yes FYS	55%	10%	**19**	**9%**	**2%**

[a] excludes missing data.

Note 1: Bolded items are significantly different between participants and non-participants based either on a Chi-Square Test or an independent samples t-test (p<.05).

Note 2: The non-participant group includes students enrolled in First-Year Seminars, but not in TLCs.

Table 2. Impact of Participation in a TLC for All Students:
Average First Semester GPA*

TLC	N	Average Fall GPA	Adjusted Fall GPA
Participants	120	2.75	**2.84**
Non-Participants	1140	2.59	**2.58**
Overall	1260	2.61	

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

Differences in GPA among participants and non-participants are significant ($\underline{p}$<.007) (based on an analysis of covariance).

Table 3. Impact of Participation in a TLC in Comparison to Block Scheduling Participation:
Average First Semester GPA*

	N	Average Fall GPA	Adjusted Fall GPA
TLC Participants	120	2.75	2.78
Block Participants	161	2.68	2.66
Overall	281	2.71	

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

Differences in GPA among TLC participants and Block Scheduling participants are not significantly different (based on an analysis of covariance).

Table 4. Impact of Participation in a Block Scheduling (no TLC):
Average First Semester GPA*

	N	Average Fall GPA	Adjusted Fall GPA
Block Participants	161	2.68	**2.74**
Non-Participants	990	2.58	**2.56**
Overall	1151	2.59	

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

Differences in GPA among participants and non-participants are significant (p<.05) (based on an analysis of covariance).

Table 5: Average First Semester GPA BY TLC Type

TLC Type	N	Average Fall GPA[a][b]
Business	36	2.88
Liberal Arts	19	3.11
Nursing	20	2.88
SPEA	21	2.25
University College	39	2.66
Overall	135	2.75

[a] excludes missing data.

[b] Not adjusted for background characteristics

Table 6: One-Year Retention Rates BY TLC Type

TLC Type	N	One-Year Retn Rate[a][b]
Business	36	81%
Liberal Arts	19	84%
Nursing	20	65%
SPEA	21	57%
University College	39	79%
Overall	135	75%

[a] excludes missing data.

[b] Not adjusted for background characteristics

*Only beginning Freshmen participating in Fall 2003 First-Year Seminars were included in all analyses. This method served to control for impacts academic performance due to First-Year Seminar participation. Thus, the non-participant group includes students enrolled in First-Year Seminars, but not in TLCs. All TLC students were enrolled in a First-Year Seminar.

Fall 2003 Thematic Learning Community Assessment Report

Table 7. Impact of Participation in a TLC for All Students:
One-Year Retention*

TLC	N	One-Year Retn Rate	Adjusted Retn Rate
Participants	121	75%	76%
Non-Participants	1164	69%	69%
Overall	1285	70%	

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

Differences in one-year retention rates between participants and non-participants are not significant.

Table 8. Impact of Participation in a TLC in Comparison to Block Scheduling Participation:
One-Year Retention*

	N	One-Year Retn Rate	Adjusted Retn Rate
TLC Participants	121	75%	75%
Block Participants	164	73%	73%
Overall	285	74%	

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

Differences in one-year retention rates among TLC participants and Block Scheduling participants are not significant.

Table 9. Impact of Participation in a Block Scheduling (no TLC):
One-Year Retention*

	N	One-Year Retn Rate	Adjusted Retn Rate
Block Participants	164	73%	75%
Non-Participants	1000	69%	69%
Overall	1164	69%	

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

Differences in one-year retention rates between participants and non-participants are not significant.

Note: Logistical regression procedures were employed for all retention analyses. Results are displayed in the above format to enhance understanding for most audiences. All analyses exclude missing cases.