

# University College Assessment Matrix 2008 - 2009

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report (including time of completion)	Type of Assessment	Key Findings or Results	Improvement or Changes Implemented Based on Results
<b>Academic Programs and Policies</b>	<b>Administrative Withdrawal Policy Goal: Enhance Students' Full Participation in Learning</b>	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester. Each Semester	Policy Effectiveness and tracking: Process and Outcomes Assessment.	Administrative Withdrawals target all students, regardless of class standing, in 143 courses participating in the process; these include most 100-level MATH, English, COMM, PSY, Art, SOC, CIT, WLAC, BIOL, SCI, BIOL, POLS, ECET, TCM, INTR, EDUC, SLA, ENGR/TECH, OLS, BUS, GEOG, and UCOL courses. A few higher level courses are also included.	Number of sections on the Administrative Withdrawal list increased to from 115 to 148. The campus is working to move toward an online administration process.
	<b>Policy to limit the number of drops for freshmen</b>	N/A - Scheduled for implementation in fall 2009	N/A	Tracking and Policy Effectiveness: Outcome and Process Assessment	N/A	N/A
	<b>Probation and Dismissal policy. Goal: Ensure that academic policies are benefitting students.</b>	Requested analysis from IMIR.	Analysis from IMIR.	Process and Outcomes Assessment. Primarily quantitative, with input from administrators, faculty, and academic advisors:	It is hoped that the more stringent policy will help students who are accumulating college debt but not progressing academically and is based on data showing that few students who earn below a 1.0 GPA in their first term will earn a degree from IUPUI	Careful analysis has been conducted on the 168 students who were dismissed in fall 2008 to determine their characteristics.

<p><b>Assessing Students' Needs</b></p>	<p><b>The Goals of Implementing Needs Assessment Instruments:</b>  <b>*Measure and increase understanding of students' needs, commitments, expectations, and goals.</b>  <b>*Use results to ensure that programs, policies, and services are aligned with students' needs.</b></p>	<p>ACT-COMPASS Entering Student Survey and New Student Orientation Entering Student Survey</p>	<p>Surveys administered to students prior to completing the ACT-COMPASS Math Placement Test and during New Student Orientation Sessions</p>	<p>Needs Assessment</p>	<p>The vast majority of incoming students indicate that they have "some" or "major" concerns about financing their educations and they plan to work an average of 15 hours off campus per week. Thus, UC formed a task force to address the financial concerns of students. This included offering on-campus employment for more students and establishing a financial literacy center on campus that helps students and their families with money management issues. *Over one- half of incoming students report that they are First-Generation College Students (56%). *The top 5 reasons why students attend IUPUI are:</p> <ol style="list-style-type: none"> <li>1. Availability of specific academic programs (majors)</li> <li>2. Location</li> <li>3. Opportunity to receive an Indiana University or Purdue University degree</li> <li>4. Career and job opportunities available in the area after completing their degree</li> <li>5. Cost</li> </ol>	<p>The data collected via these surveys enables UC faculty and instructional teams to develop a curriculum and pedagogical strategies that adequately meet the needs of incoming students. Thus, instructional team members are better equipped to introduce students to the academic culture and help the incoming students achieve their expressed goals. Needs Assessment information has helped us address questions about what incoming students need to be academically successful and what types of programs and services should be developed to effectively meet expressed needs. We have learned that needs assessments yield fundamental information to guide program planning and development. Our needs assessments have shown that additional services are needed to help ease the transitions to college for first-generation students, veterans, transfer, and international students.</p>
<p><b>Assessing General Education Outcomes: Progress related to the Principles of Undergraduate Learning (PULs)</b></p>	<p>University College</p>	<p>Learning goals for beginning levels of the PULs in Seminars and Themed learning Communities will be Specified with faculty involvement.</p>	<ul style="list-style-type: none"> <li>• PULs are introduced in First Year Seminars and students we are developing levels of PUL proficiencies for students in fall 2010. We will be collecting data on direct and indirect measures of student learning gains.</li> <li>• National Survey of Student Engagement (NSSE) for first-year students</li> </ul>	<p>Multiple Assessment Measures are in Place</p>	<p>See results for First-Year Seminars and Themed Learning Communities.</p>	<p>Faculty and administrators use assessment findings continuously to improve programs and services for students. Programs that evaluation results demonstrate are most effective are extended to additional students.</p>

<b>First-Year Seminars</b>	<p><b>First-Year Seminar Goals:</b></p> <p>This course is designed to be an academic experience to introduce Beginning students to the university environment.</p>	Student Profile Report	Provides information on gender, ethnicity, age, and major. <b>End of the year.</b>	Program Process Assessment and Monitoring	<ul style="list-style-type: none"> <li>• A total of 2454 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2008 (89% of fall 2008 beginning freshmen participated). A total of 227 African American students participated in First-Year Seminars in fall 2008 (89% of fall 2008 African American beginners participated). A total of 79 (89%) Latino/as and 104 (94%) Asian American students participated in First-Year Seminars in fall 2008.</li> </ul>	Marketing and recruitment efforts have been focused on enrolling more students that represent diversity into first-year seminars.
	<p>Emphasis is placed on success strategies including writing, critical thinking, communication skills,</p> <p>Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized</p>	First-Year Seminars GPA Report	Compares Academic Success of FYS participants to non-participants, while controlling for academic preparation and background characteristics (GPA analyses). <b>Second Semester after Enrollment</b>	Program Effectiveness: Outcome Assessment	<ul style="list-style-type: none"> <li>• Overall, the 2008 First-Year Seminar participants did not earn statistically significant higher GPAs compared to non-participants. However, the DFW rate for non-participants (29%) was significantly higher compared to participants (22%).</li> <li>• Conditionally admitted students participating in 2008 First-Year Seminars had significantly higher fall semester grade point averages (2.18) compared to non-participating conditionally admitted students (1.78) (adjusted rates), even while controlling for significant predictors of fall semester academic performance.</li> <li>• African American students participating had a significantly lower DFW rate compared to the rate of non-participating AA students (28.94%, 51.08 respectively). *227 African-American students participated in Fall 2008 seminars while only 27 did not participate.</li> </ul>	Ongoing discussion concerning the redesign of course objectives.

**First-Year Seminars**

<p>One Year Retention Rate Report</p>	<p>Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. <b>Second Year</b></p>	<p>Program Effectiveness: Outcome Assessment</p>	<ul style="list-style-type: none"> <li>• In 2007 the seminar participants were significantly more likely to return for their second year of classes compared to non-participants, even when controlling for background characteristics and academic preparation variables. The retention rate for participants was 70%. The rate for non-participants was 65%.</li> <li>• The 2007 conditionally admitted participants were much more likely to return to for their second year of classes. The fall-to-fall retention rate for participants was 59% compared to 46% for non- participants.</li> </ul>	<p>Continuous Program Improvement -focus on increasing enrollment of conditionally admitted students.</p>
<p>Student Evaluation Survey</p>	<p>End of the semester in class learning community evaluation. <b>Each Semester</b></p>	<p>Understanding students' perceptions and self-reported learning gains. Process and Outcome Assessment</p>	<p>Based on a 5-point scale rating scale, the most valuable aspects of the first-year seminar course based on students' self-reports were the following (ranked order by mean ratings): Making connections with other students, peer mentors, faculty, and advisors; Academic advising (e.g., knowledgeable, available when needed assistance); Experiencing an environment that promotes and respects diversity; Becoming familiar with campus and academic support resources; Adjusting to college; Deciding on a major or future career.</p> <ul style="list-style-type: none"> <li>• Areas in need of improvement (ranked lowest in terms of mean): Had assignments that contributed to my learning; Improved critical thinking, Experienced a high level of intellectual challenge, Helped improve ability to give oral presentations, Helped improve ability to manage and cope with stress, Helped improve ability to complete well written papers, Discussed ideas with faculty members outside of class, Helped improve ability to prepare for tests and exams, Participated in campus sponsored activities and events as a result of the seminar. The first-year seminar instructors could improve the seminar experience for students by developing more assignments that contribute to learning.</li> </ul>	<p>The First-Year Seminar Template (student learning objectives, curriculum components, and intended learning outcomes) is being revised in light of these evaluation findings. Individualized feedback is provided for instructors and used to make improvements in instruction and classroom activities.</p>

<p><b>First-Year Seminars</b></p>		<p>Student Profile Report</p>	<p>Program</p>	<p>Process and Needs Assessment</p>	<ul style="list-style-type: none"> <li>• A total of 2454 students participated in First-Year Seminars during fall 2008 (89% of fall 2008 beginning freshmen participated). A total of 227 African American students participated in First-Year Seminars in fall 2008 (89% of fall 2008 African American beginners participated). A total of 79 (89%) Latino/as and 104 (94%) Asian American students participated in First-Year Seminars in fall 2008.</li> </ul>	<p>Personal Development Plan was implemented in large number of sections. For fall 2009, it is expected to be implemented in all First Year Seminars.</p>
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<p><b>Summer Bridge Program</b></p>	<p>Summer Bridge Program Goals  Summer Bridge assists students in the following:</p> <ul style="list-style-type: none"> <li>•Making connections to the school and their major.</li> <li>•Getting a jump-start on Math, English, and other first semester courses.</li> <li>•Creating networks necessary for college success-meet faculty, advisors, and other students.</li> <li>•Acquire early access to technology.</li> <li>•Locate campus resources before classes start.</li> <li>•Develop college-level skills such as note-taking and exam preparation.</li> </ul>	<p>Enrollment Report</p>	<p>Provides student participation profiles including gender, ethnicity, entry status, and major. <b>Fall Semester</b></p>	<p>Tracking</p>	<p>The two-week summer bridge program offered 2008 grew in terms of number of students participating. However, the 2007 and 2006 cohort had similar characteristics compared to the 2008 cohort. A total of 436 students participated. The 2008 cohort had the following characteristics: 69% were women, 12% were African American students, 81% were first-generation college students, only 15% were admitted conditionally, the Average SAT Score was 1018, the average high school high school grade point average percentile rank was 3.33, 28% lived in campus housing, and the average age was 18.80.</p>	<p>An IUPUI team attended an AAC&amp;U institute. Their task was to develop a plan for enhancing the Bridge program in order to attract more students, especially those from low-income families and under-represented populations. Improved recruitment efforts have resulted in more African Americans participating in the Summer Bridge 2-week program.</p>
	<p>GPA Report</p>	<p>Compares GPA attainment to comparable student population using predictor rates. <b>Spring Semester</b></p>	<p>Program Effectiveness</p>	<p>To understand the effects of Summer Bridge on the academic success levels of First-Generation Scholars, a matched control group was created by examining the 2005 group of First-Generation Scholars who did not participate in Bridge. There were no differences in academic success levels between participants and non-participants. First-Generation Scholars who participated in 2006 two-week bridge or the weekend bridge were not retained at a significantly higher (fall-to-fall retention rate) compared to First-Generation Scholars who did not participate in any form of a bridge intervention. There were no differences in terms of academic performance. The 2007 weekend Bridge students were retained at higher levels (84%) than students who participated in the two-week Bridge (77%) or no bridge intervention (75%).</p> <ul style="list-style-type: none"> <li>•If bridge participation was paired with participation in a Themed Learning Community in 2007 and 2008, the Bridge participants had higher levels of academic success (higher first-semester grade point averages, lower DFW rates, and higher fall-to-fall retention rates) compared to non-participants.</li> </ul>	<p>Due to changes on the campus (discontinuation of the First Generation Scholarship), the Bridge program was shortened to seven days in the hopes of attracting more students to participate. Efforts were made to attract more Twenty-first Century Scholars through personal contact and mailings, and Twenty-first Century Scholars who receive a Twenty-first Century Scholars Grant from IUPUI are required to participate as a condition of that grant. The program was awarded a President's University Diversity Initiative grant to encourage and expand the participation of low-income and under-represented populations.</p>	

Summer Bridge Program	One Year Retention Report	Provides retention numbers and compares results to a comparable student population using predictor rates. <b>Fall, Second Year</b>	Program Effectiveness	<ul style="list-style-type: none"> <li>•Conditionally admitted students that participated in Bridge 2007 had higher one-year retention rates (69%) compared to conditionally admitted non-participants (58%). However, Conditionally admitted students who participated in the 2006-2008 implementations of the summer bridge program did not perform better academically than conditionally admitted non-participants. In fact, the conditionally admitted students who participated in the 2006 bridge program (there were only 15 of them and thus, they became a minority group in terms of proportion participating) had dismal levels of academic success. A total of 53% earned grade point averages below a 2.0 during the first semester. Additionally the conditionally admitted participants in the 2006 and 2007 cohorts did worse than predicted in terms of first semester academic performance.</li> <li>•The 2007 implementation was improved slightly for conditionally admitted students and significantly fewer conditionally admitted students had GPAs below a 2.0 (29%) compared to non-participants (37%).</li> </ul>	Continuous improvement of program; especially for the most at-risk students.
	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	<p>Results suggested that College Adjustment, Course Activities and Assignments, Interactions with Instructional Team Members, and understanding Campus Resources made the most impact on students' overall satisfaction levels with the bridge experience. Students respond very positively to the program. In 2008 98% of students surveyed said they would recommend the Summer Bridge program to other first-year students.</p> <p>2007=98% 2006=99%,2005=96%, 2004=98%</p>	Primarily used to inform the program's AAC&U team. Individualized feedback is provided for instructors and used to make improvements in instruction and classroom activities.
	Student Journals	<b>Summer</b>	Program Effectiveness and Student Satisfaction	Results indicated that students' satisfaction with math delivery was much improved.	Primarily, results were used for ongoing program improvement.

<p><b>Themed Learning Communities</b></p>	<p><b>TLC Goals for Students</b></p> <p>1.To provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways</p> <p>2.To form learning support networks among students in their community To enhance student contact with a network of faculty and staff</p> <p>3.To promote collaborative and active learning To increase student identification with IUPUI To learn reflective practices</p> <p>4.To understand the value of diversity by exposure to multiple points of view To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement</p> <p>5.To apply classroom learning to the real world</p> <p>6.To understand the relationship between academic learning and co-curricular activities</p>	<p>Student Feedback Questionnaire</p>	<p>End of the semester evaluation administered in the freshman seminar of each themed learning community. Administered every semester.</p> <p><b>Fall Semester</b></p>	<p>Program Effectiveness, Student Satisfaction, Self-reported learning gains.</p>	<p>Results from the Fall 2008 student feedback questionnaire were positive. On a scale of 1 (very little) – 5 (very much), the following factors were viewed most positively by students (top responses rank ordered by mean)::</p> <p>1.Formed one or more friendships that I will maintain after the semester (4.19)</p> <p>2. Exchanged ideas with student whose views are different from my own (3.80). 3. Understood connections between different disciplines and courses. (3.73)</p> <p>4. Became more effective with communicating my thought in speaking (3.67).</p> <p>5.. Became more effective with communicating my thoughts in writing (3.65)</p> <p>76% reported that they were “Satisfied” or “Very Satisfied” with their TLC Experience.</p> <p>50% reported that they participated in a community service or volunteer activity.</p> <p>73% reported that they participated in a campus activity or event outside of class.</p> <p>51% reported that they participated in an activity or event in the Indianapolis community.</p> <p>Became more effective in communicating my thoughts in writing (57%).</p> <p>Understood connections between different disciplines/courses (61%).</p> <p>Developed a better understanding of complex real world social problems and issues (60%).</p> <p>Actively discussed complex issues and ideas (59%).</p> <p>Discussed ideas with peers outside of class (52%).</p>	<p>Surveys results distributed to instructional team members to guide future planning.</p>
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Themed Learning Communities	<p><b>TLC Goals for IUPUI</b></p> <p>1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates.</p> <p>2. To improve TLC participants' satisfaction with IUPUI</p> <p>3. To develop interdisciplinary collaboration models for presentations and publications</p> <p>4. To be recognized nationally for developing effective learning communities</p>	Qualitative Analysis	Report of qualitative answers to student feedback questionnaire. <b>Fall Semester</b>	Program Effectiveness and Student Satisfaction	The top student responses for "...how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of knowledge regarding career decisions, interdisciplinary connections and the support networks found in the student cohorts.	Analysis from qualitative items used in liaison and TLC instructional team retreats to guide future planning.
		Student Participation and Profiles	Provides information on participants in terms of age, admittance status, ethnicity, gender and major. <b>Fall Semester</b>	Descriptive Statistics: Process Assessment	<ul style="list-style-type: none"> <li>A total of 675 students participated in a TLC during fall 2008 (25% of fall 2008 beginning freshmen participated). A total of 64 African American students participated in TLCs in fall 2008, 18 Latino/as and 17 Asian American students participated in TLCs in fall 2008. 64% of the TLC participants were women, 66% were first-generation college students, and 23% were conditional admits.</li> </ul>	More recruitment efforts have been directed toward underrepresented groups of students.
		GPA Report	Compares GPA's of themed learning community participants to students enrolling in a first year seminar	Program Effectiveness	Students who participated in the 2008 TLCs had significantly higher GPA's in comparison to non-participating students, even while controlling for all significant background characteristics and academic participation. The observed difference between the Fall semester grade point averages of TLC participants and nonparticipants was nearly one-third of a letter grade (0.32). However, analyses using methods to account for selection bias will be explored in future analyses.	Continuous program improvement
		Retention	Compares retention rates of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention. <b>Annually</b>	Program Effectiveness	2008 data will not be analyzed until October. In 2007, participants showed significantly higher first year retention rates, even while controlling for all significant background characteristics. TLC students were also retained at a significantly higher rate than their first year seminar peers, with an retention rate of 76% in comparison to 67%.	Continuous program improvement

<b>Themed Learning Communities</b>		NSSE	National Survey of Student Engagement data is used to compare students enrolled in a TLC to peers who are enrolled in a freshman seminar. <b>NSSE</b>	Student Engagement	<p><b>Significant differences between TLC students (80) in comparison to others (280):</b></p> <p><u>Students participating in TLCs more often:</u></p> <p>Worked on a paper or project that required integrating ideas or information from various sources made more class presentations; Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments; Put together ideas or concepts from different courses when completing assignments or during class discussions; Worked harder than thought they could to meet an instructor's standards or expectations; Tried to better understand someone else's views by imagining how an issue looks from his or her perspective; Learned something that changed the way you understand an issue or concept</p> <p>TLC students also reported more institutional emphasis on: Providing the support needed to help students succeed academically; Encouraging contact among students from different economic, social, and racial or ethnic backgrounds; Helping students cope with non-academic responsibilities (work, family, etc.); Working effectively with others; Understanding people of other racial and ethnic backgrounds</p>	Continuous program improvement
		Enrollment Reports	<b>Weekly throughout summer New Student Orientation (June - August)</b>	Enrollment	Ongoing.	This report has been implemented to track enrollment patterns and identify errors in student registration.

**Critical Inquiry**

<p><b>Critical Inquiry Goals:</b>          Supports ALL first year students          Provides collegiate-level and meaningful academic work          Develops transferable academic skills          Uses text-based strategies of critical analysis          Creates Community around learning</p>	<p>Critical Inquiry Academic Performance and Retention Reports</p>	<p>Examine participants verses non-participants with regard to academic performance and retention while controlling for background differences</p>	<p>Program Effectiveness; Outcomes Assessment</p>	<ul style="list-style-type: none"> <li>•Conditionally admitted students participating in spring 2008 CI were retained (74%) at a significantly higher rate compared to non-participating students (63%).</li> <li>• A total of 208 conditionally admitted students participated in spring 2008. Conditionally admitted students participating in spring 2008 CI had marginally significantly higher spring semester grade point averages (2.17) compared to non-participating conditionally admitted students (2.04) once enrollment and fall GPAs were controlled for. This difference may be <u>practically</u> meaningful.</li> <li>• A total of 119 conditionally admitted students participated in spring 2009. Conditionally admitted students participating in spring 2009 CI did not have significantly higher spring semester grade point averages compared to non-participating conditionally admitted students.</li> </ul>	<p>Continued to assess CI offerings and determine best collaborations and best practices. Added another individual to CI team with a deeper understanding of the traditional CI method.</p>
	<p>Faculty Retreat</p>	<p>Qualitative reports based on focus group format of faculty and yearly retreats.</p>	<p>Program Effectiveness</p>	<p>Faculty expressed concern about transportable skills.</p>	<p>A faculty handbook has been developed development. CI instructors continue to collaborate among themselves. A faculty retreat was conducted in fall 08 to explore and expand on the depth and breadth of CI best practices. A faculty fellowship is continuing to investigate "Best Practices."</p>

Critical Inquiry

<p>Course Evaluations</p>	<p>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) <b>End of Semester</b></p>	<p>Program Effectiveness and Student Satisfaction: Outcomes and Process Assessment</p>	<p>• Students in spring 2009 (N = 89) and 2008 CI (N=169) courses were most positive about how much the CI course helped them in the following areas (rank ordered by mean rating scale ranged from 0-4 with 0=not at all to 4=very much) :</p> <ol style="list-style-type: none"> <li>1. Asking questions about readings (in other courses) (M=2.84)</li> <li>2. Complete assignments on time (M=2.82)</li> <li>3. Do well on writing assignments( (M=2.76)</li> <li>4. Prepare for class tests and examinations (M=2.76)</li> <li>5. Whole-class discussions (M=2.76)</li> <li>6. Use class discussions to help my learning (M=2.71)</li> <li>7. Understand difficult reading material (M=2.67)</li> <li>8. Think critically about what I read (M=2.66)</li> </ol> <p>* Areas in need of improvement (lowest ranking items):</p> <p>How much do you think the methods you learned in the Critical Inquiry course will help you do well in future courses? (M=2.33)</p> <p>Guidance about doing assignments(M=2.36)</p> <p>To what extent did the instructor develop effective class sessions?(M=2.38)</p> <p>Small-group discussions (M=2.38)</p> <p>Writing assignments(M=2.39)</p> <p>Diagrams of course content(M=2.46)</p> <p>Increase my college-level vocabulary(M=2.46)</p> <p>Take good notes in class(M=2.47)</p> <p>How much did the Critical Inquiry class help you to do well in the linked course?(M=2.49)</p>	<p>Continued to clarify learning objectives. A CI faculty discussion was conducted in spring 09. CI faculty want to recommend further revisions to the end-of-course questionnaires to reflect the changes for better alignment of CI intent (goal) and CI end-of-course evaluations.</p>
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**Critical Inquiry**

	<p>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) <b>End of Semester</b></p>		<p>Students in Spring CI 2009 who completed course evaluations (N= 89) were NOT notably positive about their CI experiences.</p> <ul style="list-style-type: none"><li>• Slightly less than one-half the students were "satisfied or very satisfied" with their overall experience (48%).</li><li>• Only 43% would recommend the course to other students.</li><li>• Only 38% would be interested in taking a Critical Inquiry class linked to another academic course in the future.</li></ul>	<ul style="list-style-type: none"><li>• Project site was developed to ensure that CI faculty members are engaged with each other through a Community of Practice. This project site facilitated sharing of resources, allowed for discussion forums and delivery of information.</li><li>• Increased training and support for all faculty, through project site, brown bag discussions, and retreat.</li><li>• Fall retreat allowed for faculty engagement and professional development. Increased communication and mentoring of faculty was a continued focus of 2008-2009.</li><li>• Brown bag forums were held to discuss CI format and structure.</li><li>• CI associate was replaced with an individual knowledgeable of CI theory and practice. CI goals for 09 are being developed.</li></ul>
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<b>Bepko Learning Center</b>	<b>Learning Center Goals</b> To offer academic support in a variety of subjects in order to improve educational achievement.	<b>Learning Center</b> End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population. <b>End of Each Semester</b>	Effectiveness of Mentor and Overall Program: Outcome Assessment	Students are generally satisfied with the services provided from the Learning Center and the mentors. On a five point scale (5 being most helpful and 1 being not helpful) mentoring sessions as a whole were rated as a 4 (very helpful). Some students indicated they would like to have either an SI or SLA component for many of their other courses.	As a means of expanding the reach of the mentoring program, the Bepko Learning Center will build partnerships with new Gateway course for the Fall 2009 semester. New initiatives will be coordinated with the director of the Gateway Courses to ensure the best fit.
	To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	Grade Report	Compares the effectiveness of participants and non-participants of Supplemental Instruction and Structured Learning Assistance programs. <b>End of Each Semester</b>	Effectiveness of Programs and Comparison Data: Outcome Assessment	On average participants in SI program had a DFW rate of 4.48%, while non-participants had a DFW rate of 31.56%. Additionally, SLA participants had a DFW rate of 16.31%, while non-participants have a DFW rate of 44.91%.	Supplemental Instruction (SI) DFW rates are lower than Structured Learning Assistance (SLA) rates due to the fact that SI is a voluntary program. Traditionally, the most motivated students take advantage of the service. With SLA the program is counted as part of students' grades.
		Program Participant Attendance	Tracks student attendance in Supplemental Instruction (SI) and Structured Learning Assistance (SLA). <b>Weekly</b>	Monitor Student Participation and Faculty Report for Student Grades: Outcome Assessment	The Learning Center assisted 4007 students (attended 6 or more sessions for SI or 10 or more sessions for SLA) and received over 29,557 visits from students over the course of the Fall and Spring semesters.	This information has help us determine space efficiency based on the visit numbers.
		Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures. <b>Mid Semester and End of Semester</b>	Mentor Effectiveness: Outcome Assessment	Instructors indicated they were very happy with the mentors' performance.	The director and coordinators will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.

<b>Bepko Learning Center</b>	<p><b>Resource Center Goals:</b></p> <p>Facilitating appropriate referrals to other campus resources.</p> <p>To provide support systems to enhance academic success</p>		<p>Evaluates mentors on their skills as an effective communicator.</p> <p><b>Mid Semester and End of Semester</b></p>	<p>Mentor Effectiveness and Program Improvement: Outcome Assessment</p>	<p>Mentors did very well with their performance as a whole. One area that needs improvement is communication.</p>	<p>Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish.</p>
	<p>To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.</p>		<p>Document all interactions with students who request follow up from the Learning Center.</p> <p><b>End of Each Semester</b></p>	<p>Documentation and Follow up of Student Participants: Needs and Process Assessment</p>	<p>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.</p>	<p>The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual. Also, an onsite training program will be in place this Fall to help expedite the tutor's training.</p>
	<p><b>Tutor Program Goals:</b></p> <p>To provide students with a referral service for tutors to help supplement course instruction.</p>		<p>Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge tutor performance.</p> <p><b>End of Semester</b></p>	<p>Tutor Effectiveness</p>	<p>Students had a very difficult time connecting with the tutor referral.</p>	<p>The tutor coordinator will prepare promotional pieces that make students aware of the new website in which departmentally free services are listed, as well as tutors for hire.</p>

<b>Bepko Learning Center</b>			Evaluation piece sent to students who have taken advantage of the tutoring program service to gauge program performance. <b>End of Semester</b>	Program Effectiveness and Improvement	Students want more tutors in a larger number of courses.	We will contact Gateway Course Coordinators in the summer to solicit names of potential tutors. At that point emails will be sent to gauge student interest in becoming part of the Tutoring program.
	<b>Mentor Program Goals:</b> To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.		Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. <b>Mid Semester and End of Semester</b>	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
	<b>Enrollments Goals:</b> 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. <b>Daily During Registration Period</b>	Assist Advisors: Needs and Process Assessment	Advisors requested more information be included on the report and to make the report easily accessible.	<b>Enrollments Goals:</b> To provide University College advisors, staff and deans with enrollment information for University College courses.



<b>Orientation Services</b>	Orientation Goals:					
	<p>Academic Integration</p> <ul style="list-style-type: none"> <li>• Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation.</li> <li>• Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.</li> <li>• Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning.</li> </ul>	Student Exit Survey	<p>A qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each weeks surveys are compiled and sent to testing services for compilation for assessment.</p> <p><b>End of Every Orientation</b></p>	Program Effectiveness and Improvement: Process and Outcomes Assessment	<p>Quantitatively: Academic Advising - Is successful. Students are visiting IUPUI at an average of 2 times before coming to orientation. This is a significant increase supported by the reports by campus visits. Both New and Transfer students reported highly that they understood where to get help with technology, prepared to begin classes, and that they understood the requirements for their degree program. Many of the scores remained consistent without much change such as questions regarding meeting demands of college, transitioning and getting involved on campus. All scores regarding academic advising remained extremely positive.</p> <p>Qualitatively: The overall orientation was perceived as very helpful and the OTEAM is a valuable aspect of the program. The Jag 102 (school presentation) was also seen as an important aspect of the orientation day.</p>	<p>A new technology video was implemented to address the gap in information that was previously present and students reported higher that they understood the responsibilities associated with technology and where to get help with technology. Additional programming was added to improve the student employment portion, training on Oncourse, how to get involved in campus activities, and information on how to hand the demands and expectations associated with attending college. A revised resource fair was also implemented as this new part of the program still needed to grow.</p>

<b>Orientation Services</b>	<p>Social Integration:</p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to make connections with other students.</li> <li>• Students will feel supported and will have a general sense of familiarity with the surroundings.</li> <li>• Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology.</li> <li>• Students will feel welcomed and connected to IUPUI.</li> </ul>				<p>In the area of social integration: students felt strongly that they are able to find their way around campus, welcomed to the campus, create a sense of pride, able to meet other IUPUI students, learn about ways to get involved in the Indianapolis community and make a successful transition to the university.</p>	<p>The Explore the Roar session (campus tour) was revised to ensure that meaningful content is being conveyed to increase the student's social integration, the understanding of campus resources and services and consistent participation in the Campus and Community Life office activities. The workbook was also completely revised to serve as an key information source for the students.</p>
	<p>The theory of self-efficacy is the third outcome of the orientation program. Self-efficacy theory has been operationalized as follows:</p> <ul style="list-style-type: none"> <li>• Students will report they are comfortable in performing a variety of skills taught during the orientation program.</li> <li>• Students will report that they feel prepared to meet the demands and expectations of college.</li> <li>• Students will report they have the ability to make a successful transition to IUPUI.</li> </ul>					

**Orientation Services**

Self-Efficacy:

Parent Exit Survey	<p>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.</p> <p><b>End of Every Orientation</b></p>	Program Satisfaction and Improvement	<p>The parents were very satisfied with the orientation program and extra effort was made to improve the services and information provided to them.</p>	<p>Nearly 100% of the parents that completed the survey answered that the information presented in the orientation program was useful for their students in their transition and that the OTEAM was very helpful. To respond to their qualitative remarks, session content was reviewed closely to reduce over repetition of information and the schedule of events was improved.</p>
OTEAM Written Evaluations	<p>At the <b>beginning of August</b> the orientation leaders write an evaluation of training and process from the summer. It is a free form evaluation process to elicit honest answers from the leaders.</p>	Training Effectiveness	<p>A lot of the OTEAM concerns are covered during the debriefings each day. They have time to be sure that new and or components that were not corrected are voiced and noted for next program.</p>	<p>Continue to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session, continuous improvements in Explore the Roar, technology, and the team wanted us to strive towards more hands on materials in training. Everything should be designed with active learning in mind.</p>

**Orientation Services**

<p>Individual School/Services Meetings</p>	<p>Bi-annual meetings with schools and services to review the process of the prior semesters orientations and talk about the future programs. It is the chance to share and improve the orientation process. <b>First of October and First of January</b></p>	<p>Feedback; Program Improvement; Future Planning</p>	<p>The schools are overall very satisfied with the orientation program. A disadvantage is that begin planning so far in advance that when orientation begins they really need all materials reviewed again.</p>	<p>We need to change the letter that we give to the schools to include the honors, honors 2, scholars, athlete and bridge orientation dates as a contracted date. We currently have listed the date as "you may have students on these dates, please hold the date and you will be notified." This does not work as schools do not hold the date like the others listed on the letter and they are caught off guard and are extremely dissatisfied to find out they have students coming on these additional dates.</p>
<p>OTEAM Debriefing</p>	<p><b>Daily -After Every Orientation</b></p>	<p>Feedback; Program Improvement; Future Planning</p>	<p>There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.</p>	<p>Common issues are related to: Technology, academic advising, timing of events, and communication.</p>
<p>OTEAM Final Exam</p>	<p>The OTEAM my complete quizzes and an final exam after each week and at the end of the 3 week training program to determine information comprehension and application of knowledge for the orientation program. <b>Completed every May.</b></p>	<p>Feedback; Program Improvement; Future Planning</p>		<p>Nearly all OTEAM members passed the quizzes and exam. For those who did not, individual meetings were held to determine where their misunderstanding or gap in knowledge occurred. The feedback from these meetings will help to improve future training programs. Increased communication. Ongoing inclusion as a key stakeholder</p>

**Orientation Services**

Orientation Attended Numbers Report	<b>Sent electronically every week.</b>	Ongoing communication: : Needs and Process Assessment	This report gives stakeholders a comparative view of where we are at in the numbers of students we have served (broke down by School) as compared to past years.	We have added a percentage field to the report to show how many students have been served and/or have a reservation in comparison to how many are yet to be served. This will show a trend in activity from year to year.
<u>Learning Communities</u> LC Mentors Written Narrative on Training	At the end of each orientation program the chance is given for the orientation leaders to share their experiences and improve the process for the next orientation program.	Continuous Improvement: : Needs and Process Assessment	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	A more engaged post training experience will be developed. The OTEAM fall mentors would like to feel more connected in their experience.
Faculty Evaluation of Mentors	Faculty are given a 18 item questionnaire to complete an assessment of their mentor. The faculty is asked to complete this questionnaire twice during the semester. The first time as a formative instrument to discuss confidentially with their mentor and the second time as a summative form to be used as 40% of the mentors final grade in their mentor techniques course.	Assessment of Individual Skills: : Needs and Process Assessment	Mentors are being held to a higher standard than before because faculty have become accustomed to evaluating the mentors and know what they should expect from them.	The component training for the mentors in coordination with the mentoring technique classes need to ensure that it is clear what the mentor will be evaluated. Attention will be paid to the evaluations used with online sections as mentor responsibilities and opportunities for engagement are different than in class sections.
Final Year Stats for each Academic School.	Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. <b>Two Times a Year</b>	Provide Information to Schools: : Needs and Process Assessment	That we are staying consistent in our numbers served in the orientation program	Successful reporting has been maintained this year. A strong collaboration with Admission and their flow in processing applications was closely communicated. While numbers were slightly down. The numbers served in the orientation program were consistent.

Orientation Services		<p><u>Connections Dinner</u></p> <p>Mail in Feedback</p>	That family members are extremely appreciative of the program and their experience at IUPUI	Program Improvement	A successful amount of participation was achieved. A full ballroom.	We offered the program on a Friday to accommodate the requests of families. We offered a very different style of program and made it very active and engaging versus a passive presentation following dinner. This was received with positive response from the parents and the university staff and faculty that participated.
	Advising Center	<p><b>Advising Center Goals:</b></p> <p>To foster collaborative relationships with students</p> <p>To effectively disseminate information to students, family members, and colleagues</p> <p>To assist students in developing an academic plan tailored to the students' personal needs and goals.</p> <p>To facilitate academic major and career decision-making process</p>	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time <b>Monthly</b>	Needs Assessment	
		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 <b>Monthly</b>	Needs Assessment	See above

Advising Center

<p>Orientation Survey Report</p>	<p>Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising. <b>Report provided by Office of Orientation each fall</b></p>	<p>Program Effectiveness/Improvement: Outcome Assessment</p>	<p>For Orientation 2006, the percent of students satisfied or very satisfied with, (number in parentheses is % change from 2005):</p> <p>Advisor explained options for first semester 90% (+0%)</p> <p>Advisor was knowledgeable of degree requirements - 93% (+3%)</p> <p>Advisor expressed interest in me as an individual - 87% (+0%)</p> <p>I actively participated in advising session - 86% (+0%)</p>	<p>Appears that group advising workshop format implemented in 2004 is working well. Results will now be utilized for continuous program improvement.</p>
			<p>Working with an advisor will be an important part of my college experience - 94% (+2%)</p> <p>Because of the advising session I am familiar with the requirements for my degree program - 89% NEW QUESTION</p> <p>As part of course scheduling I considered the time requirements for class, work, family, etc. 91% NEW QUESTION</p>	<ul style="list-style-type: none"> <li>• Formally merged academic advising and career counseling into new unit called Academic and Career Development.. Focused the year on establishing vision and goals for the unit.</li> <li>• Piloted personal development plans (PDPs) in five sections of the first-year seminar course.</li> <li>• Awarded two advisor research fellowships</li> <li>• Implemented online advising record system to build on electronic record built for each student at the point of admission</li> </ul>

Advising Center

<p>Entering Student Profile</p>	<p>Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment <b>Regularly</b></p>	<p>Needs Assessment</p>	<p>Continue to use the profile in advising individual students.</p>	<p>Advisor reviews ESS as part of preparing to see each student at orientation; focus is now only on items which have significant correlation to academic success.  Future plans (3-5 years) call for the development of a student profile that will pull data from many sources to provide advisors with a summary of each student prior to advising.</p>
<p>Student Tracking System (probationary and reinstated)</p>	<p>Tracks enrollment and GPA of students who are on probation and who have been reinstated</p>	<p>Monitor of Success of interventions: process and Outcomes Assessment</p>	<p>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</p>	<p>Improvement/changes are pending and will be implemented once full tracking system is implemented.  Reinstated students receive support from advisors through additional advising sessions and skill development workshops.  Students on probation are required to see an advisor and participate in a programmatic intervention prior to registering for any future term.  Implemented STAR mentoring program in 2005; will carefully track impact of participation on retention.</p>
<p>Probation and Dismissal Report</p>	<p>Tracks number of students on probation and dismissed at the end of each academic term <b>End of Semester</b></p>	<p>Tracking for Student Success: Process Assessment</p>		



Advising Center

Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated <b>Monthly</b>	Tracking for Trends and Program Improvement		
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 <b>End of Semester</b>	Program Improvement and Student Satisfaction: Outcomes Assessment		Lowest score (mean of 2.72) was "assisted me in deciding on a major or future career." However, difference between this item and others is marginal.  Piloting implementation of Personal Development Plans in several sections for fall 2007 with goal of full implementation across learning communities in fall 2009. This will require students to work with an advisor to develop major/career goals and a collegiate level plan for achievement of those goals.
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 <b>Fall Semester</b>	Program improvement and assessment of advising outcomes	<b>Program review completed in May 2006.</b>	Based on reviewer's report, the following actions have been taken:  1. Created new mission statement for Advising Center  2. Include more information the role/nature of advising during New Student Orientation.  3. Created seven committees to address specific areas of improvement/recommendations.

Advising Center

Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios <b>Annually</b>	Program Improvement: Process Assessment	The majority of advisors participated in at least one of the following: Conferences On-campus professional development (non-advising related) On-campus advising/career counseling related professional development Formal courses and/or degree programs	Continuous Program Improvement
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 <b>Monthly</b>	Needs Assessment and Program Improvement	No Data Available Program was not Implemented	NA
Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message <b>Annually</b>	Quality & effectiveness of communication: Needs and Process Assessment	Continued all current publications with minor editing and updates	Will be examining efficacy of print versus electronic publications/communication with students.
Coordination with Academic Schools	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training <b>As Needed</b>	Program Improvement and Quality Assurance	Program review indicated that academic schools are pleased with joint advising positions and relationship with UCOL Advising.  Area for improvement is in communication with students about their certification from UCOL to a degree-granting school.	Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; developing a campus-wide advising portal where advisors from all units can view and post information on curricula, policies, and student learning opportunities.
Student Evaluation of Reinstatement Workshops	Completed at the end of each reinstatement workshop to determine student satisfaction with workshop <b>After each workshop (as needed)</b>	Program Improvement: Process Assessment		

Advising Center

Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school <b>End of Semester</b>	Tracking: Needs and Process Assessment	No significant changes from previous years.  Top three reasons for withdrawal: - Personal - Illness - Finances  Approximately 75% of students indicate they will return to IUPUI at some time.	No action currently being taken based on this data; used for tracking and to identify changes/trends
Excessive Withdrawal Report	Indicates the number of students with eight or more withdrawal on their transcript <b>End of Semester</b>	Tracking: Needs and Process Assessment	This report stopped in 2005 with new Registrar.	NA
Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students <b>Fourth Week of Semester</b>	Student Academic Success: Needs and Process Assessment	No major changes from previous years.	Working to redesign program for earlier feedback to students.  Started sending e-mails from advisors to all students getting an early warning letter (in addition to letters to their home).

<b>Academic &amp; Career Development</b>	<b>Career Counseling</b>					
	<b>Service:</b> Individual appointments & walk-ins <b>Goal:</b> to educate students about our services/resources and assist them with career development needs.	Location History Report/Reason Code Summary Report	The Grid/SARS- tracks # and purpose of career counseling sessions. Completed <b>Monthly</b> .	Tracking and Program Improvements: Needs and Process Assessment	890 individuals were seen through appointments/walk-ins in 08-09 with over 60% seeking assistance with major/career exploration, the 2nd most common reason was resume review.	Reconfigured organization of office, so currently working on new marketing plan to publicize our office, services, and programs in order to reach more students. Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan. Piloting a pre/post survey for individual sessions this Fall.
	<b>Service:</b> Self-assessments inventories <b>Goal:</b> to assist students with major/career choice by identifying interests, skills, personality traits, and values.	Reason Code Summary Report/Assessment Report/Discover Usage Report	The Grid/SARS, Monthly Report, ACT website-tracks # of self-assessment inventories given out to students, used by students, and/or interpreted by counselors. Inventories include Strong Interest Inventory, Myers Brigg Type Indicator, and Discover, they are used to help students determine career choice. Completed <b>Monthly</b> .	Tracking	A total of 738 assessments were administered (610 of those were conducted on Discover, the online tool) and 81 (MBTI & Strong only) were interpreted with a counselor in 08-09.	Service is clearly in demand; current need is to also track the interpretation sessions and student evaluations of the Discover tool (majority of administered assessments).
<b>Service:</b> Workshops/Presentations/Programs <b>Goals:</b> to educate students about our services/resources and assist them with career development needs.	Workshop/ Offsite Programming Report	Monthly Report-tracks # of students involved in Learning Community outreach, workshops/classroom presentations, Major/Career Exploration Day and other career exploration programming. Completed <b>Monthly</b> .	Tracking	859 students were reached through Learning Communities, 727 participated in workshops/presentations, and 321 attended Major/Career Exploration Day in 08-09.	Reconfigured organization of office, so currently working on new marketing plan to publicize our office, services, and programs to reach more students. Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan.	

<b>Academic &amp; Career Development</b>	Assessment of Services <b>Goal:</b> to assess whether or not services are meeting the needs of the student.	Pre/Post Assessment (Under Development)	Will ask quantitative and qualitative questions. <b>As appropriate</b>	Program Improvement and Effectiveness	Currently not collected for individual sessions and redesigning current surveys for workshops.	Currently developing learning outcomes for all programs and services followed by development of a complete assessment plan. Piloting a pre/post survey for individual sessions this Fall.	
	<b>Student Employment</b>						
	<b>Goal:</b> To assist students in finding relevant, meaningful work on or near campus	Jag Jobs Inventory	Reports the number of employer listing jobs by four student types: Student on-campus, student off-campus, work-study on-campus, and work-study off-campus	Tracking			See IUPUI Solution Center PRAC Report
		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	Not collecting data (students not placed in jobs)		Continue to refine the program to assist students in finding the most relevant employment opportunities.
		Student Employment Fair/Workshops	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. Student evaluations also collected at end of workshops.	Program Effectiveness and Program Improvement	Collecting data on students and employer satisfaction with career fairs and workshops.		Data collected is not currently very informative. Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.
		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. <b>Monthly</b>	Tracking	1,889 students visited the student employment office in 08-09		Will be determining effective delivery of services within new organizational structure; data will be used to ensure we meet student demand and needs
		Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements. <b>Monthly</b>	Tracking and Meet Federal Requirements	800+ students earned FWS awards		Will seek to continue to expand on and near campus employment experiences for students
<b>Goal:</b> To provide service and information for students who receive Federal Work-Study awards							

**Academic & Career Development**

**Goal:** To educate students about how to search for a job, how to build a resume, and how to network

Work Study Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service. <b>Monthly</b>	Tracking and Grant Requirement	272 students earned FWS awards in on and off-campus community positions	Will seek to continue to expand on and near campus employment experiences for students
America Reads/Counts Participants	Reports those students who are participating in work study jobs that are through the America Reads/Counts program. <b>Monthly</b>	Tracking and Grant Requirement	Included in work-study community service participants data (Office of Community Work-Study/CSL)	NA
Student Employment Counseling Report	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school)	Tracking	Data included in student traffic report	NA
Employer Outreach Report	Reports visits made to employers to develop student jobs. <b>Monthly</b>	Tracking and Program Improvements	No data available for 08-09; going forward we will work with schools and HR to gather data	Working to coordinate employer data for future tracking and program expansion
Work Study Student Academic Progress Report	Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers. <b>Twice a semester</b>	Academic Success and Retention	Has not been administered for several years	Will be developing learning outcomes for all programs and services followed by development of a complete assessment plan.
<b>Technology</b>				
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. <b>Monthly</b>	Usage tracking		See IUPUI Solution Center PRAC Report

<p><b>Academic &amp; Career Development</b></p>		<p>Websites Report</p>	<p>Reports web site hits for the Breeze (online) workshops so that staff can monitor which workshops students are utilizing. Completed <b>Monthly.</b></p>	<p>Tracking</p>	<p>Tracked 160 hits on the various online workshops, with Interviewing for Success as the most frequently viewed and Choosing a Major/Career as the second.</p>	<p>Currently working to redesign the online workshops in a more student-friendly manner. Will also need to resume collecting data for the entire Career Planning site.</p>
<p><b>Mathematics Assistance Center</b></p>	<p><b>Mathematics Assistance Center Goals:</b> 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. Improve/Expand services for all courses, especially those with high DFW rates.</p>	<p>Student Participation Report</p> <p>Student Feedback Report</p>	<p>Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. <b>Per Semester</b></p> <p>End of semester student opinion survey administered in all sections of serviced mathematics and statistics courses. <b>Per Semester</b></p>	<p>Tracking</p> <p>Marketing effectiveness, student satisfaction and student suggestions for improvement</p>	<p>Served about 3350 students between fall and spring. Highest demand for assistance includes math courses m118, m119, 153, 154, 111, 001, 165 and 166</p> <p>Generally positive results, although some groups are still requesting more space. Improved performance for tutors in upper level courses.</p>	<p>Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate the courses higher visitation rates. Expect continued data collection to lead to better needs assessment.</p> <p>Currently seeking additional space to handle larger courses. Implemented improved evaluation material to better screen applicants. Expect continued refinement on material to screen/asses applicants. Efforts to advertize MAC schedules and services will be increased.</p>

<p><b>College Prep Initiatives</b></p>	<p><b>College Prep Initiatives Goals:</b>          Increase the number of students entering college and other institutions of higher education.</p> <p>Decrease drug and alcohol use by encouraging higher educational pursuits.</p> <p>Reduce the number of students who withdraw from high school before graduation.</p> <p>Increase the number of students who are prepared to enter the workforce upon graduation.</p> <p>Increase individual economic productivity.</p> <p>Improve the overall quality of life for Indiana residents.</p>	<p>Student Grade Report</p>	<p>Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report.  <b>End of Grading Period</b></p>	<p>Program Effectiveness and Needs Assessment</p>	<p>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)</p>	<p>Working with IUPUI faculty to program effective after-school activities to build on this trend</p>
<p><b>Twenty-first Century Scholars (Pre-college Programs)</b></p>	<p><b>Intermediate goals:</b>          Enroll a total of 2500 8th grade students in Scholars Program.</p> <p>Enroll 1500 new 7th grade students in Scholars Program</p> <p>Enroll 1000 new 6<sup>th</sup> grade students in Scholars Program.</p>	<p>Enrollment Report</p> <p>Enrollment Report</p> <p>Enrollment Report</p>	<p>SEAS Database through the State Student Assistance Commission of Indiana  <b>End of program year.</b></p> <p>SEAS Database through the State Student Assistance Commission of Indiana  <b>End of program year.</b></p> <p>SEAS Database through the State Student Assistance Commission of Indiana  <b>End of program year.</b></p>	<p>Program Effectiveness and Comparison Data</p> <p>Program Effectiveness and Comparison Data</p> <p>Program Effectiveness and Comparison Data</p>	<p>Enrollment data indicates a total of (3842) 8th grade students enrolled</p> <p>Enrollment data indicates a total of (1828) 7th grade students enrolled</p> <p>Enrollment data indicates a total of (2023) new 6th graders enrolled</p>	



<b>Twenty-first Century Scholars (Pre-college Programs)</b>	Provide a minimum of 10 college visits for a minimum of 400 students.	Scholar Track	SEAS Database through the State Student Assistance Commission of Indiana <b>End of program year.</b>	Program Effectiveness and Participation Rates	Provided 23 college tours with a total of (1077) students	
	Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.)	Parent Report	Scholar Track <b>Frequently</b>	Program Effectiveness and Participation Rates	(1510) Parents engaged in programming	Objective will be met at upcoming Pledge Ceremony on 8/1/09. Continue to increase parental involvement in program.
	100 freshman participate in ISTEP/GQE prep workshops	Student Report	Scholar Track <b>Frequently</b>	Program Effectiveness, Improvement and Participation rates	(111) freshman students completed ISTEP/GQE work shop.	
	50 juniors will participate in Junior Immersion which focuses on financial aid, completing college application, SAT/ ACT test prep	Student Report	Scholar Track <b>Frequently</b>	Program Effectiveness and Planning	(201) junior students completed Junior Immersion	
		GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) <b>April and June</b>	Program Effectiveness	of the (1791) enrolled seniors (1025) were eligible based on their GPA	Working to increase the number of students that participate in Scholar programming in grades 7-12.
		Annual Report	Quarterly reports of objectives met for Scholars central office. (Dec., April, August) Records self reported regarding participation of students and parents in Scholar related activities. <b>December, April, and August</b>	Program Effectiveness, Problem Solving, Planning and Comparison Data		

<p><b>Twenty-first Century Scholars Success Program</b></p>	<p>The IUPUI Twenty-first Century Scholars Success Program is committed to assisting scholars achieve academic progress, prepare for the workforce, and retaining our students at IUPUI.</p>	<p>Mentor Evaluations</p>	<p>Reports mentors' participation in activities, programs felt to be useful and beneficial to the mentor and their mentees, and an overall rating of self and completion of mentor responsibilities. Evaluations are given annually.</p>	<p>Survey that asks mentors to evaluate the programmed activities on a 5 point scale. Short answers are also asked in regards to their performance as a mentor, in what ways the mentor program can improve, and challenges mentors faced academically and personally.</p>	<p>Twenty-first Century Scholar Mentors reported trainings, community service activities, academic workshops, and social gatherings were beneficial to their mentees and self.</p>	<p>Our mentor program successfully graduated 2 mentor out of 10 mentors for the academic year of 2008-2009. Time allotted in the summer months has allowed us to plan our semester and annual calendars to efficiently prepare monthly academic workshops, study tables, community service activities, social gatherings, as well as expand our group mentoring model to serve 100 students in the upcoming year. In order for our Mentoring Program to be more beneficial to the mentees and provide the mentors with a more engaging leadership experience, we are increasing the number of students served in the program for the 2009-2010 school year.</p>
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**Twenty-first Century Scholars Success Program**

<p>Mentee Evaluations</p>	<p>Reports mentees' participation in mentor activities, rates the programming efforts, and an determines an overall rating of their mentor's performance. Evaluations are administered once per year.</p>	<p>Survey that asks mentees to evaluate the programmed activities and their mentors' contribution on a strongly agree to strongly disagree scale. Short answer questions are additionally asked, such as what ways can the mentor program improve and additional comments.</p>	<p>Twenty-first Century Scholar Mentees reported the mentor program to be beneficial due to their mentor's efforts, programming, and activities. The main challenge mentees faced was time management between classes, meetings, activities, and studying as well as developing the study skills needed to succeed on the college level. Mentees reported the mentors to be kind and attentive. Mentees did state they would have liked to develop a better relationship with their mentors and fellow scholars in addition to being more involved in the program and on campus. Mentees stated they would participate in the program again.</p>	<p>56 out of 74 mentee applicants successfully completed our mentor/mentee program. In an effort to engage mentees in the program, our group mentoring model asked mentees to meet every other week throughout the semester in groups of 10 with 2 mentors as well as meet individually with 1 mentor on the opposite weeks. The primary goal of this structure is for mentees to develop long-term personal and academic goals and make the necessary connections on and off campus to achieve those goals. The program is designed for mentees to employ their fellow scholars, mentors, and the success program as the springboard and foundation for reaching their goals. Participation in Summer Orientation and Bridge will help recruit new TFCS students to utilize program services. We have phoned and mailed incoming freshmen scholars information to encourage them to participate in the mentoring program and</p>
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<p><b>Twenty-first Century Scholars Success Program</b></p>	<p>Mentee Report Forms</p>	<p>Reports the required monthly participation in a campus or community activity. Monthly activities included but not limited to: academic assistance, career exploration, campus connection, and community engagement.</p>	<p>Short answer survey that asks the event attended, program description, and individual learning outcomes.</p>	<p>Mentees grades improved in specific areas such as Math due to attending the MAC, students felt more connected to the university by attending campus activities, as well as scholars creating stronger bonds with each other by attending some events as a group.</p>	<p>Mentors will receive training and mentees will receive an orientation at the beginning of the semester to institute an agreement of program expectations. The mentors will provide mentees with the necessary tools for getting involved in the campus and community as well as guide them in the journey of their personal development plan. The requirements of attending monthly activities will remain the same and more attention will be spent on determining the accuracy of the mentees' records.</p>
	<p>Mentor Report Forms</p>	<p>Reports the weekly engagement between mentor and mentee. Requests feedback from mentor regarding their weekly meetings with each mentee. Mentors are required to meet with each mentee for one hour each week throughout the semester and complete a form for each session. Forms are due weekly.</p>	<p>Mentors are asked four standard questions: what services did you provide today for your mentee, what is the action plan you and your mentee have agreed to, what improvement or challenges does your mentee face, and what referrals or recommendations as follow up to their next meeting.</p>	<p>Mentors utilized the report forms in helping track the progress of their mentee. It also allowed the coordinators of the program to gauge the progress of mentors and mentees. Additionally, if a mentee was assigned a new mentor, this reported permitted an easier transition. Finally, the reports allow mentors and success program staff to discuss specific points of achievements and challenges a mentee may face with any appropriate stakeholder</p>	<p>The mentor report forms were received in a timely manner each week and proved to be helpful in keeping the mentor and mentee responsible in their obligations to the Mentor/Mentee Program and any follow-up needing to be made by TFCS staff. Mentees will be asked to attend an event on or off campus monthly and will have more responsibility for organizing scholars to attend events as a group in the new structure of the mentoring program as to offer mentees and mentors leadership experience and place more ties between the mentees and the program.</p>

**Twenty-first  
Century  
Scholars  
Success  
Program**

<p>Group Mentoring Session Evaluations</p>	<p>Because the mentoring program adopted a group session structure, mentees were asked to complete an evaluation after their group sessions. This report was aimed at determining the effectiveness and quality of the group sessions in order to suggest continuing with this structure and/or making any necessary changes.</p>	<p>Mentees are asked to quantitatively answer four standard questions: did you enjoy this group meeting, did this group session need any improvements, would you recommend this topic for future group sessions, how would you rate the mentors' performance during this session. They were also asked to give qualitative feedback as to what topics they would like to see discussed in future group sessions</p>	<p>Because the ratings determined in this evaluation were above average, this measurement provided support for growing the mentoring program and strengthening the group mentoring structure. 56 evaluations were received and the primary suggestions were to present more opportunities for scholars to interact along with venues to increase scholar involvement on and off campus.</p>	<p>These evaluations gleaned further ideas for group session topics as well as encouraged program staff to increase mentee recruitment efforts in order to double the number of students served in the program for the 2009-2010 school year. Since most of the evaluations received the same answers, evaluations will not be done as frequently and questions in the evaluation may be altered throughout the school year.</p>
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<p><b>Twenty-first Century Scholars Success Program</b></p>		<p>GPA Comparison</p>	<p>At the end of the school year, we received a report that included all of the GPAs for first-year TFCS. In comparison to this list, we compiled a list of all first-year TFCS who participated in the mentoring program and calculated their GPAs.</p>	<p>We took the average cumulative GPA of all first-year TFCS who did not participate in the program and compared it to the average cumulative GPA of those who did participate in the program in order to measure the impact the program had on academics.</p>	<p>TFCS students involved in the mentoring program had a higher average cumulative GPA compared to TFCS students who were not involved in the mentoring program. TFCS students who were mentored had an average cumulative GPA of 2.74 while TFCS students who were not supported by the program had an average cumulative GPA of 1.92.</p>	<p>Based on this report, we were able to determine the program as a success. Furthermore, we could conclude that TFCS who receive financial assistance in addition to academic support are the most academically successful students. Therefore, we find it necessary to recruit even more TFCS into the mentoring program.</p>
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<p><b>Twenty-first Century Scholars Success Program</b></p>		<p>Staff-Conducted Mentor Performance Evaluations</p>	<p>We conducted individual conferences between TFCS program staff and mentors to determine the performance of each mentor. These conferences were held at the end of each semester.</p>	<p>The rubric used by the Bepko Learning Center to review the performance of their mentors was used as a guideline for discussion since our mentors began taking the mentoring classes coordinated by that center this year. TFCS discussed how each mentor ranked in each category from our perspective then asked the mentors to give feedback on themselves from each category. At the end, each mentor was asked to give themselves a letter grade to rate their performance as a mentor for the fall and spring semesters. After each conference,</p>	<p>This measurement provided a structured opportunity for TFCS staff and mentors to discuss areas of improvement and areas of achievement held by the mentors. From these meetings, mentors were asked to grade themselves on their performance for their mentoring class and often times their grades matched with the perception TFCS staff had of the mentors' work.</p>	<p>These performance evaluations were extremely helpful in identifying the progress, deficiencies, and successes of our mentors. They helped TFCS staff to determine areas we needed to focus on in our trainings with them as well as provided the mentors with the ability to evaluate themselves and think about their performance and contributions to the program on a deeper level. The only adjustment we will make to these evaluations will be to create a rubric specific to our mentors duties as the one provided by the Bepko Learning Center did not match the responsibilities of our mentors.</p>
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<p><b>Upward Bound</b></p> <p><i>*Grant funded program overseen by the US Department of Education</i></p>	<p><b>Academic Improvement on Standardized Test:</b> 85% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.</p>		<p>State standardized test &amp; ACT Plan standardized test (academic year and summer); High school transcripts (academic year); Individualized educational plans (academic year and summer); Teacher recommendations (at program entrance); Target school liaison information (academic year); Summer instructor academic progress reports.</p> <p>A special note regarding Upward Bound: <i>UB is required by the DOE to provide an electronic Annual Performance Report that they use to perform data analysis, program outcomes assessment, goals assessment, and to determine our prior experience.</i></p>	<p>Outcomes Assessment</p>		<p>Continuous improvement of program</p>
	<p><b>Project Retention:</b> 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound project during the next school year.</p>		<p>Applications on file (at program entrance); Teacher/ counselor recommendations (at program entrance); Transcripts (academic year); New student interview notes (at program entrance); Student career goal essay ( at program entrance); Individualized education plan survey (academic year); Summer academic &amp; growth progress reports; Summer counseling information; Target school liaisons counseling information (academic year); Summer work-study results; Mentoring session results</p>	<p>Outcomes Assessment</p>		<p>Continuous improvement of program</p>



<b>Upward Bound</b>  <b>*Grant funded program overseen by the US Department of Education</b>	<b>Postsecondary Enrollment:</b> 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.		Summer bridge program academic & growth results; Senior individualized education plan (academic year); Senior exit and college entrance surveys (academic year); Scholarship letter writing session results (academic year); College assessment test preparation results (academic year); College entrance checklist session results (academic year); College visit results (academic year & summer); College students panel results (academic year & summer); FASFA workshop results (academic year); Rising senior advising session results (summer)	Tracking: Needs and Process Assessment		Continuous improvement of program
	<b>Postsecondary Persistence:</b> 80% all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.		National Student Clearinghouse (academic year); UB activity, target school, & phone contact with students/parents (academic year); Direct contact with college enrolled UB participants on IU and IUPUI campuses (academic year and summer).	Tracking: Needs and Process Assessment		Continuous improvement of program
			Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Tracking		Continuous improvement of program
			Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking: Needs and Process Assessment		Continuous improvement of program
			Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking: Needs and Process Assessment		Continuous improvement of program

<b>Upward Bound</b>  <i>*Grant funded program overseen by the US Department of Education</i>			Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking: Needs and Process Assessment		Continuous improvement of program
			Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Tracking: Needs and Process Assessment		Continuous improvement of program
			Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Tracking: Needs and Process Assessment		Continuous improvement of program
			Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Tracking: Needs and Process Assessment		Continuous improvement of program

<b>Student Support Services</b>	<b>Student Support Services Goals:</b>  To increase the college retention and graduation rates of first generation and low income participants and facilitate the process of transition to higher education through:  Peer Mentoring Math Tutoring Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	Student Profile	A demographic report for program composition and statistical reference. Includes gender, ethnicity eligibility, academic need etc. <b>Yearly</b>	Meeting Objectives (Grant Guidelines): Outcomes Assessment		Continuous Program Improvement
		Student Financial Needs and Fulfillment	A financial report on program student's financial need and types and amounts of aid offered. <b>Beginning and End of Each Semester</b>	Ensure Needs are Met and Grant Requirement: Needs and Process Assessment		Continuous Program Improvement
		Student Academic Standing	A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc. <b>End of Semester</b>	Program Effectiveness and Grant Requirements	82% 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. <b>End of Year</b>	Program Effectiveness: Outcome Assessment	2007-2008 Retention rate is 75%	Continuous Program Improvement
		Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. <b>End of Semester</b>	Program Effectiveness: Outcome Assessment	Math DFW rate of 47%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring	A report on science and math pre and post needs in relation to tutoring. <b>Beginning of Semester</b>	Match Services to Needs: needs Assessment		Continuous Program Improvement

<b>Student Support Services</b>		Student Satisfaction Survey	An evaluation of all program components. Completed by students. Used for future changes and programming. <b>End of Year</b>	Program Effectiveness and Improvement		Continuous Program Improvement
		Orientation Report	A number and statistical report used to plan "recruitment", etc. <b>Beginning of Fall Semester</b>	Program Effectiveness	50% of new students we served during Orientation entered our program	Continuous Program Improvement
		Graduation Report	A statistical report on number and percentage of graduates each year. <b>End of Year</b>	Program Effectiveness	Graduation rate is 32%	Continuous Program Improvement
<b>Honors</b>	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. <b>Twice a Year</b>	Tracking and Assess Progress: Outcomes Assessment	Students who do not take required Honors courses or whose GPA falls below Honors requirements are identified.	Students may be given a "warning" semester or be placed on "probation" for a semester in order to fulfill Honors requirements. If they are unable to do so, they will have their scholarship revoked.
		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. <b>Each Semester</b>	Program Effectiveness and Improvement: Needs and Process Assessment	With the transition to an Honors College, additional staff will help develop the needed surveys.	Under development.
		Honors Faculty Satisfaction	Assessment devices will be developed to survey faculty satisfaction with the courses and programs offered by Honors at the end of each semester. <b>Each Semester</b>	Program Effectiveness and Improvement: Needs and Process Assessment	Campus-wide difficulties in developing and offering dedicated Honors sections.	Honors continues to recruit talented faculty to offer courses, but needs support from the upper administration in order to be successful. The transition to an Honors College should be beneficial in creating needed courses.

<b>Honors</b>		Transition to an Honors College	Develop Honors Freshman seminars for incoming freshmen for implementation in fall 2010	Program Effectiveness and Improvement: Needs and Process Assessment	Identify courses satisfying campus-wide general education requirements to offer as seminars	Honors will provide financial incentives to departments to offset any loss of tuition income. The presence of a full-time Dean for the Honors college will provide necessary support at the campus level.
		Develop Honors College Vision Paper	Identify and appoint a newly revitalized Honors Council for fall 2009	Program Effectiveness and Improvement: Needs and Process Assessment	Will provide guidance and advice for Honors College development	Honors will continue to increase appropriate course offerings that address student needs across the campus.
		Develop External Advisory Board	Identify and appoint an external, community advisory board	Program Effectiveness and Improvement: Needs and Process Assessment	Will provide guidance for community-Honors College activities	Honors will work to develop relationships for Honors student participation in various community issues. The new Dean will help the development of these issues.

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. <b>As Needed</b>	Quality Control and Security: Process Assessment	Traffic is in line with bandwidth	
Student Electronic Interviews	Students are polled each semester for their hardware and software needs in our various labs. <b>Beginning of Each Semester</b>	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. <b>Nightly</b>	Quality of Service and Security: : Needs and Process Assessment	Were largely unaffected by viruses over the last year.	Updated patterns 30 minutes after any updates 24 hours a day
Monitor Event Log	All of the UCTS servers generate event logs that are monitored for any abnormal activities that might warrant additional investigation. <b>Monthly</b>	Security: Needs and Process Assessment	Being constantly queried for logins from Bloomington dorm computers	No changes available
Security Scanning	All UCTS servers are scanned for security holes by ITSO. This scan is automated and sends Email with results of each scan. <b>Monthly</b>	Security: Needs and Process Assessment	Servers are secure	Add patches and updates as appropriate
Service Pack and Patch Scanning	All UCTS managed desktops are scanned for service pack and patches that need applying. This is an internal scan. <b>Monthly</b>	Quality of Service and Security: : Needs and Process Assessment	Workstations are secure and patched	None Needed
URL Scanning	The University College website is scanned for nonworking links daily. <b>Daily</b>	Quality of Service	"Link Rot" was kept to a bare minimum	None Needed
Web Hits on UCOL Site	UCTS uses WebTrends Live to provide in depth reports regarding all aspects of the University College website including usage statistics as well as aggregate user profiles. <b>As Needed</b>	Service to Employees	UCOL site continues to be used by a wide range audience	None Needed

**Technology**

Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. <b>End of Orientation</b>	Program Effectiveness; Quality of Service; Problem Solving; Outcomes Assessment	Redesign check in process and account creation process	Continuous Improvement
Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. <b>Monthly</b>	Monitoring Use and Cost Recovery; Outcomes Assessment	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. <b>Hourly</b>	Provide Service as Needed; Quality Control; Needs and Process Assessment	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. <b>Yearly</b>	Staying Current with Standards; Needs and Process Assessment	Several machines need replaced with newer equipment	New terminal servers purchased to implement thin client technology
Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College <b>Regularly</b>	Future Planning; Process Assessment	Need to reduce support costs	Implementing terminal servers and thin clients to reduce hardware and support costs
Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). <b>As Needed</b>	Quality of Service; Process Assessment	Access Points are not covering all areas	Contacted UITS for additional Access Points

<b>Technology</b>		Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. <b>As Needed</b>	Quality Control and Security: Process Assessment	Traffic is in line with bandwidth	
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\* Please note that more comprehensive reports are available upon request. Please contact Michele J. Hansen, Ph.D. Director of UC Assessment, at [mjhansen@iupui.edu](mailto:mjhansen@iupui.edu).