

University College Assessment Matrix 2003-2004

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Data Collection Method or Report Description (including time of completion)	Type of Assessment	Key Findings or Results	Improvements or Changes Implemented Based on Results
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Academic Programs	Administrative Withdrawal Policy Goals:	Withdrawal Report	Includes number of requests for withdrawal per school and by course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester. Each Semester	Tracking		Continued monitoring of number of AW students and continued expansion of policy.	
	Summer Bridge Program Goals Summer Bridge assists students in the following: Making connections to the school and their major. Getting a jump-start on Math, English, and other first semester courses. Creating networks necessary for college success-meet faculty, advisors, and other students.	<u>Summer Bridge Program</u>	Enrollment Report	Provides student participation profiles including gender, ethnicity, entry status, and major. Fall Semester	Tracking	During the Summer 2003, 136 Beginning Freshmen participated in the program. Ten percent were African American and 60% were female.	The program has continued to expand due to positive assessment results and increasing interest among schools and students.
			GPA Report	Compares GPA attainment to comparable student population using predictor rates. Spring Semester	Program Effectiveness	The 2003 Summer Bridge participants performed significantly better than non-participants. Summer Bridge GPAs=2.93 and non-participants = 2.57.	Continuous improvement of program.
			One Year Retention Report	Provides retention numbers and compares results to a comparable student population using predictor rates. Fall, Second year	Program Effectiveness		Continuous improvement of program.

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	Acquire early access to technology.	Focus Groups	Qualitative study of participants' experience using a focus group format. Fall Semester	Program Effectiveness; Student Satisfaction	Students were highly appreciative of experience, especially opportunity to getting to know each other and IUPUI before semester started	Make program available to more first-year students, clarify student expectations about the program, and improve delivery of math and CI instruction
	Locate campus resources before classes start.		Summer	Program Effectiveness and Student Satisfaction	Students had generally positive responses to activities on writing workshop, library instruction, and the research project	Continuous improvement of program.
	Develop college-level skills such as note-taking and exam preparation.	Student Journals	Informal conversations with family members concerning their experience with the program. Fall Semester	Program Effectiveness and Student/Family Satisfaction		Continuous improvement of program.
		Family Member Reception at Connections Dinner				

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	<p>Critical Inquiry Goals:</p> <p>Supports ALL first year students</p> <p>Provides collegiate-level and meaningful academic work</p> <p>Develops transferable academic skills</p> <p>Uses text-based strategies of critical analysis</p> <p>Creates community around learning</p>	<p>Critical Inquiry</p> <p>Grade Reports</p> <p>Focus Group Reports</p> <p>Focus Groups</p>	<p>Examine participants verses non-participants with regard to academic performance and retention while controlling for background differences</p> <p>End of Semester</p> <p>Qualitative reports based on focus group format of faculty and student participants</p> <p>Bi-Yearly</p> <p>In-Class Focus Groups</p> <p>End of Semester</p>	<p>Program Effectiveness</p> <p>Program Effectiveness and Student Satisfaction</p> <p>Program Effectiveness and Student Satisfaction</p>	<p>Results from Spring 2003 suggest that students participating in CI courses linked to Anthropology, Biology, Psychology (only one section) had higher average grades in the discipline courses and had higher overall semester grade point averages (excluding grades in the CI course) than non-participants</p> <p>Students reacted positively to the CI experience. Liberal arts sections praised open-ended activities like the CI method of reading; science sections praised structured activities for learning course concepts and terminology</p> <p>Students reported that CI helped them do better in the linked course and other courses</p>	<p>Continued to adapt and expand CI Method to different disciplines</p> <p>Continuous improvement of program. During Spring 2005, a comprehensive qualitative investigation will be conducted to enhance understanding of program impacts and effective implementation strategies.</p> <p>Clarified linkages to discipline courses</p>

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		Course Evaluations	Course Evaluation Forms administered at the end of semester to understand students' perceptions of course benefits and self-reported learning gains (include open-ended questions) End of Semester	Program Effectiveness and Student Satisfaction	74 % of the students would recommend C.I. to others, and 62% would take C.I. again linked to another academic course	Clarified learning objectives
		Instructor's Perceptions	Assess perceptions of instructional teams As Needed	Program Effectiveness		Increased training and support for all faculty
		Retreats	Hold regular faculty retreats Yearly	Program Effectiveness		Continuous improvement of program.

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	<p>First-Year Seminar Goals:</p> <p>This course is designed to be an academic experience to introduce Beginning students to the university environment.</p> <p>Emphasis is placed on success strategies including writing, critical thinking, communication skills,</p>	<p>First-Year Seminars</p> <p>GPA Report</p>	<p>Compares GPA's of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate.</p> <p>Second Semester after Enrollment</p>	<p>Program Effectiveness</p>	<p>Conditionally admitted students participating 2002 First-year Seminars had significantly higher cumulative grade point averages compared to non-participating conditionally admitted students, even while controlling for student background enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation).</p>	<p>Continuous Program Improvement/ Program has been expanded due to positive impacts on GPAs and retention.</p>

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	Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized	One Year Retention Rate Report	Compares retention numbers of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. Second Year	Program Effectiveness	Students participating in 2002 First-year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for student background and enrollment characteristics (SAT scores, course load, ethnicity, gender, age, high school percentile rank, CI participation). There was a 9% difference in retention rates for participants (69%) compared to non-participants (60%).	Continuous Program Improvement
		Student Profile Report	Provides information on gender, ethnicity, age, and major Fall Semester	Tracking	A total of 1652 beginning freshmen participated in First-Year Seminars during Fall 2003 (67% of Fall 2003 beginning freshmen participated). A total of 144 African-American students participated in First-Year Seminars in Fall 2003 (62% of Fall 2003 African American beginners participated).	Continuous Program Improvement
		Enrollment Report				

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		Student Evaluation Survey	<p>Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. Each Semester</p>	Tracking		Continuous Program Improvement
			<p>End of the semester in class learning community evaluation. Each Semester</p>	Program Effectiveness and Student Satisfaction	<p>About half of the 221 students reported changes in one or both of two clusters of attitudes and behavior: Becoming a better student Taking course demands more seriously Developing better study habits Organizing time better Becoming more outgoing Trying to get to know students and instructors in other courses Expressing self more, having more self-confidence</p>	<p>Provides instructional teams with valuable feedback concerning students' perceptions of course benefits Reports display findings by instructional team and in the aggregate/ Simplified First-Year Seminar Template and clearly articulated learning outcomes aligned with Principles of Undergraduate Learning (PULs).</p>

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	<p>UC Thematic Learning Communities Goals:</p> <p>To improve students' academic success, satisfaction and retention</p>	Focus Groups	Qualitative studies through focus group format of instructional team members and student participants. Every Other Year	Program Improvement and Student/Staff Satisfaction		Continuous Program Improvement
		GPA Report	Compares GPA's of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. Second Semester after Enrollment	Program Effectiveness		TLC students performed significantly better academically (fall semester GPA) when compared to non-participants controlling for all background characteristics and First Year Seminar participants
		One Year Retention Rate Report	Compares retention numbers of learning community participants versus non-participants by entry status and learning community type. Includes adjusted rate. Second Year	Program Effectiveness	Results not available until October 2004.	
			Provides information on gender, ethnicity, age, and major Fall Semester	Tracking		Continuous Program Improvement

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		Student Profile Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. Each Semester	Tracking		Continuous Program Improvement
		Enrollment Report	End of the semester in class learning community evaluation. Each Semester	Program Effectiveness and Student Satisfaction	Majority of students reported (% reported much or very much):	Continuous Program Improvement
		Student Evaluation Survey			<p>Formed friendships that will maintain after the semester (81%).</p> <p>Became more effective in communicating thoughts in writing (75%).</p> <p>Made connections between courses (69%).</p> <p>Applied classroom learning to broader social issues (62%).</p>	

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		Focus Group Reports	Qualitative studies through focus group format of instructional team members and student participants. Every Other Year	Program Improvement and Student/Staff Satisfaction		<p>Increased faculty support and professional development opportunities.</p> <p>Structures and programs developed to facilitate faculty coordination and interaction (e.g., retreats, workshops, forums).</p> <p>Faculty awarded fellowships and provided with stipends.</p> <p>Clarified goals of learning communities.</p>
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		Student Participation and profiles		Tracking and Program Monitoring	A total of 136 students completed a TLC course. Fourteen African American students, five Latino/students, two Native American students, and two Asian/Pacific Islander students participated in a TLC. The cumulative 2003 fall semester grade point average for the African American TLC participants was 2.57 and the cumulative 2003 fall semester grade point average for the Latino/a TLC participants was 3.42.	

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		Analyses of program Impacts on Academic performance/GPA Reports		Program effectiveness	Results suggest that the TLC students performed significantly better academically (fall semester cumulative GPAs) compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation). TLC adjusted GPA=2.78 compared to non-participants= 2.66 (results were statistically significant; $p < .05$)	

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	<p>Block Scheduling Goals: Enhanced student connections</p> <p>Improved academic success and retention rates.</p>	Instructor Assessment	<p>Qualitative study in which Instructors were asked to indicate how true (very true, somewhat true or not at all true) several statements were about their blocks. One set of questions concerned potential benefits for students. Faculty ratings for these items are listed in order that they were reported to be very or somewhat true.</p> <p>As Needed</p>	Program Improvement and Student/Staff Satisfaction	<p>Block students formed strong connections with other students.</p> <p>Block students had good attendance</p> <p>Block students were interested in the class</p> <p>Block students earned higher grades than non-block students</p> <p>Student involvement in the block enhanced student learning</p> <p>Block students had an easier time making the transition from high school to college</p>	Continuous Program Improvement

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		Academic Success Report/ GPAs and retention rates	Analysis of retention rates for students inside and outside blocks during Fall 2002. After controlling for selected background (e.g., demographics, SAT/ACT scores), participation in blocks had no significant correlation with student retention rates for regularly or conditionally admitted students. However, participation in a block schedule did have a significant positive effect on average first semester grade point average, for regularly admitted students (but not conditionally admitted students). These results were identical to the ones for the Fall 2001 block program.	Program Effectiveness	Students enrolled in block scheduling (no TLC) did significantly better in terms of academic performance compared to non-participants (while controlling for all background characteristics and First-Year Seminar participation).	*Block Scheduling will be replaced with 20 learning community sections in the fall 2004 class schedule
Advising Center	<p>Advising Center Goals:</p> <p>To foster collaborative relationships with students</p>	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time Monthly	Needs Assessment	As of June 4, 2004, 12,679 students were seen for walk-in advising. 26% of these students were seen in October and March, which are the busiest times due to registration.	Will be re-evaluating walk-in system of advising during the 2004-2005 academic year; anticipate implementing more appointment times.

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	To effectively disseminate information to students, family members, and colleagues	Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time Monthly	Needs Assessment	Have not developed this report or a system of collecting appointment information; currently looking at electronic check-in systems that will allow us to run reports on student traffic	Continuous Program Improvement

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	<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> <p>To encourage use of appropriate campus resources</p>	Orientation Survey Report	Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising Weekly	Program Effectiveness/Improvement	<p>For Orientation 2003, the percent of students satisfied or very satisfied with:</p> <p>Advisor explained options for first semester – 85%</p> <p>Advisor was knowledgeable of degree requirements – 86%</p> <p>Advisor expressed interest in me as an individual – 82%</p> <p>I actively participated in advising session – 85%</p> <p>Information provided to me in advising session was valuable – 87%</p> <p>I plan to utilize advising services in the future – 89%</p> <p>I am satisfied with my schedule of classes – 81%</p>	Advising for orientation 2004 has been changed to an advising workshop where students have more involvement in the advising session and more control over their course choices/scheduling .

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		Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment Regularly	Needs Assessment	Continue to use the profile in advising individual students; currently conducting research correlating questions on the profile with indicators of student success	Continuous Program Improvement

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		<p>Student Tracking System (probationary and reinstated)</p>	<p>Tracks enrollment and GPA of students who are on probation and who have been reinstated End of semester</p>	<p>Monitor of Success of interventions</p>	<p>Still developing a thorough tracking system.</p> <p>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>Improvements/changes are pending and will be implemented once full tracking system is implemented.</p> <p>Reinstated students receive support from advisors through additional advising sessions and skill development workshops.</p> <p>Students on probation are required to see an advisor prior to registering for any future term.</p>
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		<p>Probation and Dismissal Report</p>	<p>Tracks number of students on probation and dismissed at the end of each academic term End of Semester</p>	<p>Tracking for Student Success</p>	<p>Fall 03 – 1628/6834 (24%) on probation; 480 dismissed after Fall 03 (7%)</p> <p>Sp 04 –NOTE: Probation report will not be run until July 1; 526/5898 (8.9%) dismissed after Spring 04</p> <p>*NOTE: These figures are preliminary pending students processing grade replacements that will put them in good standing</p>	<p>Numbers of students on probation and reinstated has been decreasing each year.</p> <p>Fall 2001- 8.2% dismissed Fall 2002 – 7.3% dismissed Fall 2003 – 7.0% dismissed</p> <p>Spring 2001- 10.6% dismissed Spring 2003- 9.7% dismissed Spring 2004- 8.9% dismissed</p> <p>We believe decrease is due to increase in admission standards coupled with implementation/c ontinuous enhancement of University College support programs</p>

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		Reinstatement Report	Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated Monthly	Tracking for Trends and Program Improvement	Fall 03 - 219 applied/ 158 reinstated (72%) ; received approximately 554 Emails regarding reinstatement Spring 04 – 126 applied/ 117 reinstated (92%); received approximately 447 emails about reinstatement	Developing a more consistent approach to reinstating students into UC through better utilization of the answers from the written petition and asking pertinent questions that help students understand the importance and future impact of their decision to re-enter UC.
		Learning Community End of Semester Evaluation Report	Administered in each LC at the end of the semester; several questions address the role of the advisor End of Semester	Program Improvement and Student Satisfaction	For Fall 2003, all items regarding advising had an increase in the mean score over Fall 2002 Data for Spring 2004 not available	Lowest score (mean of 2.75) was on “Advisor assisted me with academic difficulties.” Most difficulties are identified through early warnings; will increase focus on follow-up with students receiving early warnings

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		Student Satisfaction Survey (Under Development)	Will be administered at the end of each advising session; students will report on their satisfaction with the advising process		Survey has not been developed; we have just completed an assessment plan	NA
		Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios Annually	Program Improvement	Portfolios were not completed this year as we are waiting for the University College performance appraisal system to be completed; portfolios will then be revised to complement the process	NA
		E-mail and Phone Communication Report (Under Development)	Implementing the use of Falcon to input all e-mail to advisors as well as phone calls into Advising Center; will report number and content of e-mails and phone calls regarding advising as well as response time Monthly	Needs Assessment and Program Improvement	Falcon was determined to not fit the needs of the Advising Center; currently working with outside vendor to develop similar system/reporting mechanism that will provide this type of tracking	NA

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		Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message	Quality & effectiveness of communication	Advising Center staff now sits on the University College Publications Committee and the Advising Publications subcommittee. We regularly review all advising-related materials.	This year publications have been revised to include more positive images of students and more accurate information. Changed timing of registration reminder mailing to better coincide with registration dates. Changed registration reminder mailing to an easy-to-read postcard rather than a large booklet of information.
		Coordination with Academic Schools	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training As Needed	Program Improvement and Quality Assurance	No data available	Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; have recently increased focus on providing advisors with information on major/career connections

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		<p>Student Evaluation of Reinstatement Workshops</p>	<p>Completed at the end of each reinstatement workshop to determine student satisfaction with workshop After each workshop (as needed)</p>	<p>Program Improvement</p>	<p>Fall 03 – 3 workshops offered, 83 participants-32 (39%) rated them as excellent; 48 (58%) as very good; 3 (3%) as average</p> <p>Sp 04 – Data collection pending (we are in process of offering workshops throughout the summer for fall reinstatement)</p>	<p>The Academic Success Programs and Assessment Coordinator is creating PowerPoint templates for each workshop as well as teaching resources for advisors who conduct workshops. This will create more consistency in workshops and align workshop content/teaching with established learning outcomes.</p> <p>Based on literature and feedback from students, we are moving toward designing workshops that address self-awareness, time management, and decision-making rather than specific study skills.</p>
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		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school End of Semester	Tracking	<p>Fall 2003 – 154 withdrawals</p> <p>Spring 2004 – 141 withdrawals</p> <p>Numbers are consistent with previous years; between 72-75% plan on returning to IUPUI at some point in time; most common reasons for withdrawal continue to be financial, work conflict, and personal issues.</p>	No action currently being taken based on this data; used for tracking and to identify changes/trends
		Excessive Withdrawal Report	Indicates the number of students with eight or more withdrawal on their transcript End of Semester	Tracking	<p>Fall 2003 163 students with 8 or more withdrawals; 77% had 12 or less</p> <p>Spring 2004 148 students with 8 or more withdrawals; 77% had 12 or less.</p> <p>These numbers are consistent with previous years.</p>	Alert notices are put in the file of each student who has eight or more withdrawals which draws the advisors' attention to the issue so it can be discussed with the student

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		Early Warning Report	Summarizes the number of early warning and administrative withdrawal contacts with students Fourth Week of Semester	Student Academic Success	Fall 2003 – 1,151 early warning letters sent; 257 administrative withdrawal letters sent Spring 2004 – 1,303 early warning letters sent; 143 administrative withdrawal letters sent	Will continue program as designed Hard to compare numbers from year-to-year because the number of courses participating in both programs continues to change.
		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school End of Semester	Tracking	Fall 2003 – 154 withdrawals Spring 2004 – 141 withdrawals Numbers are consistent with previous years; between 72-75% plan on returning to IUPUI at some point in time; most common reasons for withdrawal continue to be financial, work conflict, and personal issues.	No action currently being taken based on this data; used for tracking and to identify changes/trends

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

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		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		Used to keep our grant.
		Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events.	Program Effectiveness and Program Improvement		Continuous improvement of program.
		Student Traffic Report	Student employment is a high-traffic area; face-to-face student interaction is monitored to measure program interest and peak times. This includes both student jobs and work study activity Monthly	Tracking		Continuous improvement of program.
		Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements. Monthly	Tracking and Meet Federal Requirements		Continuous improvement of program.
			Reports those students who are participating in work study jobs that are defined by the federal government as community service Monthly	Tracking and Grant Requirements		Continuous improvement of program.
		Work Study Community Service Participants	Reports those students who are participating in work study jobs that are through the America Reads program. Monthly	Tracking and Grant Requirements		Continuous improvement of program.

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

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

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

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

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		<p><u>Career Center</u> Annual Report</p>	<p>Summarizes all activities of the Career Center in student employment, career counseling, internships, and technology and senior placement. Yearly</p>	<p>Reporting Out; Program Effectiveness and Improvement</p>		<p>Continuous improvement of program.</p>
<p>College Prep Initiatives</p>	<p>College Prep Initiatives Goals: To increase the number of Indiana residents enrolling in post-secondary institutions of learning.</p> <p>Intermediate goals: Inspire students to consider college as an option in the future and instill the belief of achievable academic success.</p>	<p>Student and Family Questionnaire</p>	<p>Records self reported demographic, academic achievement, and academic expectation information. . Beginning of Each Semester Submitted to Indiana University CPI central office for system-wide assessment</p>	<p>Needs Assessment and Student/Family Profile (Grant Requirements)</p>	<p>Demographic and academic achievement information obtained through student records. Academic expectation questionnaire proven unreliable</p>	<p>Questionnaire discontinued</p>
		<p>Student Grade Report</p>	<p>Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report. End of Grading Period</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>CTBS Test Score Report</p>	<p>Records CPI student yearly CTBS score. Recorded in IUPUI CPI database. Data recorded to benchmark for any external comparisons End of Year</p>	<p>Program Effectiveness and Comparison Data</p>	<p>Data inconclusive</p>	<p>Will continue to monitor the data for trends</p>

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	Demystify the college environment and culture.	Number of 7 th and 8 th Grade Students Who Apply to 21 st Century Scholars Report	Records CPI students 21 st Century Scholars Program application information. Recorded in IUPUI CPI database. Data recorded to note student intent of attending college End of Year	Program Effectiveness	Currently, approximately 75% of eligible CPI students are enrolled in Scholars program	More parent programming necessary
	Provide academic information and guidance.		Mentor Observations	Monitor mentor attendance and performance. Verbal feedback. Possible written feedback for extreme positive and/or negative performance. Every Activity	Program Effectiveness and Improvement	Attendance very good but performance needs improvement
	Improve student grades and test scores.	Site Coordinators Meetings	Individual programs verbally report programming efforts, successes, concerns, etc. and share information with director and other site coordinators. Weekly	Program Effectiveness, Problem Solving, and Planning	Communication decreased due to fewer meetings due to schedule conflicts	CPI program is understaffed; two additional site coordinators needed
	Achieve 100% application completion for 21 st Century Scholars program.	Annual Report	Records updated demographic information, all programmatic efforts, previous, current and future annual budgets, highlights and assessment of previous year. Submitted to Indiana University CPI central office for system-wide assessment. Beginning of Year	Program Effectiveness, Problem Solving, Planning and Comparison Data	Not submitted until August. Process of collecting current data ongoing.	No longer submitted to IU central office due to the end of the grant funded period. Report now submitted to Assistant Dean Seabrook.
	Provide quality academically based after-school activities					
Honors	Honors Program Goals:	Scholarship Report and Review	Scholarship students' progress toward the Honors notation, e.g., Honors courses taken, GPA, credit hours, will be monitored at the end of each semester. Twice a Year	Tracking and Assess Progress	4 year scholarship students were retained at a higher level than were the 2 year award recipients	Eliminated 2 year awards and went to all 4 year awards

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		Student Satisfaction Survey (Under Development)	Assessment devices are used to survey student satisfaction with the experiences offered by the Honors program at the end of each semester. Each Semester	Program Effectiveness and Improvement	Students stressed preference for more Honors courses across the curriculum	Developed Faculty Fellow description to investigate ways to increase number of Honors courses available on the campus on a regular basis
		Honors Faculty Satisfaction	Assessment devices will be developed to survey faculty satisfaction with the courses and programs offered by Honors at the end of each semester. Each Semester	Program Effectiveness and Improvement	A general lack of faculty interest in Honors activities	A portion of the Faculty Fellow's responsibility is to investigate ways to increase faculty participation
		SPAN Report	A full report of SPAN and Running Start student performance will be developed at the end of each semester. Each Semester	Tracking and Program Improvement	Under development	NA
Bepko Learning Center	Learning Center Goals: To offer academic support in a variety of subjects in order to improve educational achievement.	<u>Learning Center</u> End of Semester Evaluations	Gives feedback on mentors and programs of the Learning Center from the student population. End of Each Semester	Effectiveness of Mentor and Overall Program	Students are generally satisfied with the services provided from the Learning Center and the mentors. Some students indicated they would like to have either an SI or SLA component for many of their other courses.	We are looking at the Gateway academic support report and identifying course, which do not have any other academic support programs attached to them as possible areas in which to expand our service.

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	To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	Grade Report	Compares the effectiveness of participants and non-participants of Supplemental Instruction and Structured Learning Assistance programs. End of Each Semester	Effectiveness of Programs and Comparison Data	On average participants in SI program had a DFW rate of 14.05%, while non-participants had a DFW rate of 37.48%. Additionally, SLA participants had a DFW rate of 20.68%, while non-participants have a DFW rate of 52.59%.	In two of our course, CIT 106 and SPEA J101, the participant DFW rate was higher than the non-participant DFW rate. We will meet with instructors of those courses to see what factors may have contributed to this result.
		Program Participant Attendance	Tracks student attendance in Supplemental Instruction (SI) and Structured Learning Assistance (SLA). Weekly	Monitor Student Participation and Faculty Report for Student Grades	The Learning Center assisted 2361 students (attended 3 or more sessions) and received over 22,000 visits from students over the course of the Fall and Spring semesters.	The results of the report have given us a chance to reallocate some of our room space to SI courses that are in desperate need of additional room.
		Instructor Evaluations	Evaluates instructor satisfaction with mentors and their effectiveness in classroom recitation/lectures. Mid Semester and End of Semester	Mentor Effectiveness	Instructors indicated they were very happy with the mentors' performance, but did not need two or more mentors in lecture/recitations.	As a result of the findings, student mentors will rotate on a bi-weekly basis in respect to lecture/recitation attendance.

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	<p>Tutor program Goals:</p> <p>To provide students with a referral service for tutors to help supplement course instruction.</p>	<p><u>Tutor Program</u></p> <p>Program Evaluation</p>	<p>Evaluation piece sent to students who have taken advantage of the Tutoring program services to gauge program effectiveness.</p> <p>End of Year</p>	<p>Program Effectiveness and Improvement</p>	<p>Students want more tutors in a larger number of courses.</p>	<p>We have outsourced some of our tutoring activities with Smarthinking, an online tutoring service. The tutoring service covers beginning levels of the following areas: Physics, Anatomy, Chemistry, Spanish, Biology, Accounting and Economics.</p>
		<p>Tutor Evaluation</p>	<p>Evaluation piece sent to students who have taken advantage of the Tutoring program service to gauge tutor performance.</p> <p>End of Semester</p>	<p>Tutor Effectiveness</p>	<p>Students had a very difficult time connecting with the tutor referral.</p>	<p>The tutor coordinator will take on a more active role in contacting the tutor referral and setting up the first meeting.</p>

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	<p>Mentor program Goals:</p> <p>To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.</p>	<p><u>All Mentors</u></p> <p>Mentor Observations</p>	<p>Performed by the Director and Coordinators to inform mentors of strengths and areas of further development.</p> <p>Mid Semester and End of Semester</p>	<p>Individual and Program Improvement</p>	<p>Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.</p>	<p>More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.</p>
		<p><u>Enrollments</u></p> <p>Enrollment Status Report</p>	<p>Inform deans on final seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled.</p> <p>After Census Occurs in Semester</p>	<p>Assist Deans</p>	<p>The deans requested more information be included on the report and to make the report easily accessible.</p>	<p>The report has been transferred to a report on Microsoft Outlook so the deans can access the report without have to print out a hard copy. Also more columns have been added to relay more information.</p>

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		Enrollment Status Report	Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. Mid Semester and End of Semester	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
Mathematics Assistance Center	Mathematics Assistance Center Goals: Increase student awareness of MAC programs. Improve the attendance tracking system so that a longitudinal study may eventually be undertaken and so that instructors may better assess the impact on their students. Seek additional faculty support of the MAC and its programs.	Student Participation Report	Relies on computer-based attendance tracking of individual students. Provides numerical and statistical summary of student attendance. Per Semester	Tracking	Based on Spring 2004 semester only due to tracking software implementation delays; Fall 2003 attendance was generally higher. About 1000 distinct students used the MAC services at least once during the Spring; about 4500 students were registered in appropriate courses. Attending students averaged five visits and each student received over seven hours of help throughout the semester.	Staff scheduling was changed to better coincide with student needs. Expect continued data collection to lead to better needs assessment.

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

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

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

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

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

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

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Office of Development and Operations Goals:	<i>Metropolitan Universities Journal</i>	Survey Profiling Membership and Tracking Focus Groups	Bi-annually conduct a readership Profile and Reader Satisfaction Survey	Effectiveness, improvement, feedback, and tracking	Readership “pockets” were identified mostly in the Midwest and Southern regions of the United States. About 20% of the readers were not affiliated with the Coalition of Urban and Metropolitan Universities and about 15% of the readers were not affiliated with member institution’s libraries.	Strategies were developed to market to regions that were not high subscribers of the journal. Specific mailing lists were purchased and special subscription offers were marketed in these areas resulting in a 23% increase in readership.

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		<p>Metropolitan Universities News Electronic identification and solicitation</p>	<p>This is an electronic solicitation for stories from new members. This project started March 2004. The stories, related to urban and metropolitan institutions, appear in a quarterly newsletter. This is a new endeavor where the <i>News</i> coincides with the <i>Metropolitan Universities</i> journal and is distributed only to the subscribers of the journal.</p>	<p>Effectiveness, improvement, feedback, and tracking Ensure the needs and satisfaction of membership</p>	<p>New members are participating about 95% by submitting stories about their institution to the <i>News</i>.</p>	<p>The <i>News</i> plans to extend its coverage to current members and also be converted into an electronic form that will air on its home web page. This is a result of the interest received by the journal's web page seeking thoughts, views, and opinions regarding this publication. The <i>News</i> is developing into a strong channel for promoting membership in the Coalition and for showcasing initiatives developed by new members.</p>
		<p>Annual Report</p>	<p>Once a year using "requests for more information" from prospects and donors</p>	<p>Ensure donor needs are met</p>	<p>More detailed information about how the program impact the city</p>	<p>A wider scope of accountability offered through this reporting that exemplified accomplishments of University College units</p>

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		Advising	Twice a year using focus groups of advisors and students	Ensure student and advisor needs are met Effectiveness, satisfaction, and improvement		Quick and easy reading is necessary to get and hold attention of students via mailing pieces; follow-up pieces and/or reminders increase impact and action
		Readership Profile	Bi-annually conduct a readership Profile and Reader Satisfaction Survey	Effectiveness, improvement, feedback, and tracking	Readership "pockets" were identified mostly in the Midwest and Southern regions of the United States. About 20% of the readers were not affiliated with the Coalition of Urban and Metropolitan Universities and about 15% of the readers were not affiliated with member institution's libraries.	Strategies were developed to market to regions that were not high subscribers of the journal. Specific mailing lists were purchased and special subscription offers were marketed in these areas resulting in a 23% increase in readership.

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		<p>New Member Stories</p>	<p>This is an electronic solicitation for stories from new members. This project started March 2004. The stories, related to urban and metropolitan institutions, appear in a quarterly newsletter. This is a new endeavor where the <i>News</i> coincides with the <i>Metropolitan Universities</i> journal and is distributed only to the subscribers of the journal.</p>	<p>Effectiveness, improvement, feedback, and tracking Ensure the needs and satisfaction of membership</p>	<p>New members are participating about 95% by submitting stories about their institution to the <i>News</i>.</p>	<p>The <i>News</i> plans to extend its coverage to current members and also be converted into an electronic form that will air on its home web page. This is a result of the interest received by the journal's web page seeking thoughts, views, and opinions regarding this publication. The <i>News</i> is developing into a strong channel for promoting membership in the Coalition and for showcasing initiatives developed by new members.</p>

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<p>Orientation Services</p>	<p>Orientation Goals:</p> <p><u>Academic Integration:</u></p> <p>Students will be exposed to information related to the purpose of higher education, the expectation associated with higher education, and information that can be used and applied after orientation.</p> <p>Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.</p>	<p>Student Exit Survey</p>	<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>End of Every Orientation</p>	<p>Program Effectiveness and Improvement</p>	<p>The staff is great. Very accommodating with students, and student focuses, - program flow is cohesive, strong favorable response from students- Meets the needs of students entry college, - strong use of technology. Needs: Create less wait time, more interactive, longer advising, greater sense of pride, more info on Financial aid/costs, create tailored programs for special populations, create additional delivery methods (ie.CD ROM), better presentations.</p>	<p>Created a new transfer program, created new sessions for technology and student id cards, created a new session for technology, recreated the JAG 101 session, increased communication to campus stakeholders, improved website, created a new advising workshop session, increased number of give-aways for PRIDE, increase signage for visual identification, created new mini-conference session for presentations about housing, FA, ROTC, and Career Center.</p>

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	<p>Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning.</p> <p><u>Social Integration:</u> Students will have the opportunity to make connections with other students.</p> <p>Students will feel supported and a general sense of familiarity with the surroundings.</p> <p>Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology.</p>	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>End of Every Fall Orientation</p>	Program Satisfaction and Improvement	The parents were very satisfied with the orientation program and it was time to make changes to align it with the student's program.	Revamped parent program
		O-Team Written Evaluations	<p>At the beginning of August the orientation leaders write an evaluation of training and process from the summer. It is a free form evaluation process to elicit honest answers from the leaders.</p> <p>August</p>	Training Effectiveness	A lot of the OTEAM concerns are covered during the debriefings, however, they have time to be sure that new and or components that were not corrected are voiced and noted for next season.	Less wait time in all the components of the program. More active and engaged schedule and a new JAG 101 sessions.
		Individual School/Services Meetings	<p>Bi-annual meetings with schools and services to review the process of the prior semesters orientations and talk about the future programs. It is the chance to share and improve the orientation process.</p> <p>First of October and First of January</p>	Feedback; Program Improvement; Future Planning	The schools are overall very satisfied with the orientation program. They are always working to catch up with the program as we have to begin planning so far in advance.	Increased communication. Ongoing inclusion as a key stakeholder

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	<p>Students will feel welcomed and connected to IUPUI.</p> <p><u>Self-Efficacy:</u></p> <p>Students will report they are comfortable in performing a variety of skills taught during the orientation program.</p> <p>Students will report that they feel prepared to meet the demands and expectations of college.</p> <p>Students will report they have the ability to make a successful transition to IUPUI.</p>	O-Team Debriefing	<p>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.</p> <p>After Every Orientation</p>	Continuous Improvement	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.
		O-Team Final Exam	<p>At the end of May training an exam is given with questions taken from the training materials. It is important to assess what the leaders have learned and where they may need supplemental training.</p> <p>May</p>	Team Assessment of Individual Skills	OTEAM is better about learning information related to schools and programs and need additional assistance with Program flow and policies.	Lengthened training program created. However, this has been difficult due to how the calendar falls with finals and the first day of the orientation program.
		Orientation Attended Numbers Report	<p>Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. Two Times a Year</p>	Provide Information to Schools	That we are staying consistent in our numbers served in the orientation program	Starting earlier in tracking and reporting would be a necessary change.
		Connections Dinner	<p>That family members are extremely appreciative of the program and their experience at IUPUI</p>	Program Improvement	That we are staying consistent in our numbers served in the orientation program	That they would like a Friday and would like to have more participation from departments and student services offices

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	Learning Communities Mentoring	<u>Learning Communities</u> LC Mentors Written Narrative on Training	At the beginning of August the LC mentors write an evaluation of training. It is a free form evaluation process to elicit honest answers from the mentors to improve on the process of training. August	Training Assessment	They like the active learning exercises, that the returnees should not have to attend training, that they would like to meet with their instructional teams earlier	We have developed lessons in which the returning mentors lead the training to improve their experience and continue to make the training engaging.
		Faculty Evaluation of Mentors	A survey of the entire experience of working with a student mentor in the Learning Community. It is used as part of the rehire process and part of the matching process for future mentors. End of Semester	Program and Individual Improvement		Continuous Program Improvement
		Student LC Evaluation	A survey of the entire experience of working in the Learning Community and with the students. It is used as part of the matching process for future semesters. End of Semester	Program Improvement		Continuous Program Improvement
		Student Mentor Journals	An evaluation tool of the experience on a monthly basis to assess what the mentors are learning and gaining from being in the Learning Community and working with their Instructional Team. Monthly (Three Per Semester)	Personal Reflection and Evaluation of Individual Mentors Techniques		Continuous Program Improvement

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		Training Quiz	An assessment of what the mentor is taking into the Learning Community, as far as their knowledge base. Used as a tool to look at supplemental monthly training for the mentors. End of August, October and November	Skills and Knowledge Assessment		Continuous Program Improvement
	Connections Dinner	<u>Connections Dinner</u> Mail in Feedback	An assessment of what parents see as their needs when it comes to their having questions about their students education and what they think would be helpful for future dinners. After Dinner in Fall	Program Improvement		Continuous Program Improvement
Student Support Services	Student Support Services Goals: To increase the college retention and graduation rates of first generation and low income participants and facilitate the process of transition to higher education through:	Student Profile	A demographic report for program make-up and statistical reference. Includes gender, ethnicity eligibility, academic need etc. Yearly	Meeting Objectives (Grant Guidelines)		Continuous Program Improvement
		Student Financial Needs and Fulfillment	A financial report on program student's financial need and types and amounts of aid offered. Beginning and End of Each Semester	Ensure Needs are Met and Grant Requirement		Continuous Program Improvement
		Student Academic Standing	A report for program make-up and statistical reference. Includes GPA, hours earned, hrs. attempted, probation etc. End of Semester	Program Effectiveness and Grant Requirements	90% of our students are at a 2.0 or better	Continuous Program Improvement
		Student Retention	Statistical report on students retained from one year to the next year. End of Year	Program Effectiveness	2002-2003 Retention 85% (African American Males – 86%) Freshmen Retention 89%)	Continuous Program Improvement

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	Peer Mentoring Math Tutoring Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	Math DFW Rates for Participants	Number and statistical report examining math courses attempted, passed and failed. End of Semester	Program Effectiveness	Math DFW rate of 50%	Meets goals but lower than previously. More students need to participate in tutoring
		Needs Assessment for Math and Science Tutoring	A report on science and math pre and post needs in relation to tutoring. Beginning of Semester	Match Services to Needs		Continuous Program Improvement
		Student Satisfaction Survey	An evaluation of all program components. Completed by students. Used for future changes and programming. End of Year	Program Effectiveness and Improvement		Continuous Program Improvement
		Orientation Report	A number and statistical report used to plan "recruitment", etc. Beginning of Fall Semester	Program Effectiveness	72% of new students we served during Orientation entered our program	Continuous Program Improvement
		Graduation Report	A statistical report on number and percentage of graduates each year. End of Year	Program Effectiveness	Graduation Report	Continuous Program Improvement

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Technology	Technology Goals:	Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. As Needed	Quality Control and Security	Traffic is in line with bandwidth	
		Student Electronic Interviews	Students are polled each semester for their hardware and software needs in our various labs. Beginning of Each Semester	Meeting Student Needs	New software needed	Removed previous class software. Added RealOne Player, AccuTrack, Photoshop Elements, Macromedia Flash
		Honors Student Interviews	The previous Honors laptop recipients evaluate new laptop models to help in deciding which models to purchase. Additionally, they give us feedback on the types of software that should be included in the laptop build. Prior to Beginning of Semester	Meeting Student Needs and Assessing Quality of Equipment	No Longer Needed. Honors stopped the program.	NA
		Virus Scanning	Every computer managed by UCTS is scanned nightly for viruses. Viruses are quarantined if they cannot be cleaned from the computer. Virus patterns are pushed to all of the clients whenever they are released from the software vendor. Nightly	Quality of Service and Security	Were largely unaffected by viruses over the last year.	Updated patterns 30 minutes after any updates 24 hours a day
		Monitor Event Log	All of the UCTS servers generate event logs that are monitored for any abnormal activities that might warrant additional investigation. Monthly	Security	Being constantly queried for logins from Bloomington dorm computers	No changes available
		Security Scanning	All UCTS servers are scanned for security holes by ITSO. This scan is automated and sends Email with results of each scan. Monthly	Security	Servers are secure	Add patches and updates as appropriate

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		Service Pack and Patch Scanning	All UCTS managed desktops are scanned for service pack and patches that need applying. This is an internal scan. Monthly	Quality of Service and Security	Workstations are secure and patched	Add patches and updates as appropriate. Added new Microsoft SUS Server to automate the process
		URL Scanning	The University College website is scanned for nonworking links daily. Daily	Quality of Service	"Link Rot" was kept to a bare minimum	None Needed
		Web Hits on UCOL Site	UCTS uses WebTrends Live to provide in depth reports regarding all aspects of the University College website including usage statistics as well as aggregate user profiles. As Needed	Service to Employees	UCOL site continues to be used by a wide range audience	Redesigning navigation and update processes to make the site easier to navigate and keep updated.
		Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. End of Orientation	Program Effectiveness; Quality of Service; Problem Solving	In Process Now	Continuous Improvement
		Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. Monthly	Monitoring Use and Cost Recovery	Some Cell phones not needed or over used	Reconfigured some plans and turned off some phones

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		Service Queue	The Falcon service queue is used to track the daily needs of users in University College. It is the primary means of communication to UCTS. Detailed statistics can be obtained from this system. Hourly	Provide Service as Needed; Quality Control	A need for publication tools	Installed Photoshop Elements and Publisher 2003
		Desktop Hardware and Software Review	Yearly University College's desktop hardware and software are reviewed to make sure that they are meeting the needs of the users. Any needs are addressed at that time. Yearly	Staying Current with Standards	Several machines needed replaced with newer equipment	New computers were purchased and implemented
		Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College Regularly	Future Planning	Need to reduce support costs; Need a Content Management System for website; Need Document Management System	Evaluating Terminal Services Server; Purchased Ektron CMS200; Created group in ANGEL to manage documents
		Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). As Needed	Quality of Service	Access Points are not covering all areas	Contacted UITS for additional Access Points

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

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

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	<p>Provide academic skills instruction in math and science such that 90% of the enrolled students achieve promotion to the next grade level and that 90% attain a grade point average of at least 3.0 by the end of their senior year. Higher risk students will attain at least an average of 2.5 by the end of the senior year.</p>		<p>Instructional plans on file; Tutorial reports; results of teacher constructed tests; Grade reports</p>	<p>Tracking</p>		<p>Continuous improvement of program</p>
	<p>Provide academic skills development in English, reading literature, and composition, such that 85% of the participants maintain a GPA of 3.0 (higher risk students, 2.5) in English and indicate annual improvement based on teacher-constructed tests.</p>		<p>Staff reports; pre-and post-test results. Tutorial reports and grade reports. Documentation of GPA of 3.0 in English.</p>	<p>Tracking</p>		<p>Continuous improvement of program</p>

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	Provide skills development in foreign language such that at least 80% of participants exhibit intermediate communicative competency in the language by the end of the junior year as evaluated by teacher constructed pre- and post-tests.		Instructor reports and grades; results of pre-and post-tests; junior year evaluation on file.	Tracking		Continuous improvement of program
	As a result of personal, career counseling and career-related activities, including mentoring and job shadowing, 90 % of the participants will identify at least three possible career choices by the end of their junior year.		Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking		Continuous improvement of program

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	Provide supplemental computer training workshops during the academic year and classes during the 6 weeks summer residential program such that 90% of program participants will develop proficiencies in technology basics in compliance with the National Education Technology Standards for Students (NETS)		Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking		Continuous improvement of program
	Provide participants a program of educational, cultural, recreational activities such that 100% are familiar with a university campus, and 85% participate in all socio-cultural field trips		Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking		Continuous improvement of program

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

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	<p>Academically track the progress of Upward Bound graduates through the postsecondary experience such that 80% will be monitored for academic success and at least 70% will obtain a baccalaureate degree within six years of postsecondary enrollment</p>		<p>Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events</p>	<p>Tracking</p>		<p>Continuous improvement of program</p>

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

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		Semester reports/Evaluation	Effectiveness of students who are engaged in student services vs. those who are not engaged with academic mentors and tutoring. Tracks student attendance in Supplemental Instruction .UC learning community and Ivy Tech profiles, profiles on Af. Am students End of Each Semester	Effectiveness of Program and Comparison Data	Lack of attention given to the support systems on campus and the various complaints about feeling connected to the campus	Implementation of tangible goals and provide a model that would give graduate desired outcomes. Pre assessment. Hiring of Mentors
		Program Participant Attendance	Contingent efforts on network community alumni and professional leaders to mentor students who then mentor adopted programs Leadership training and workshop involvement and use of learning community will address larger pct of targeted group Weekly/Semester	Monitor Student Participation and Faculty Report for Student participation	Development of initiatives and program. Baseline stage, Leadership Conference and workshops were meaningful and important in development of under represented students.	Planning of activities and the dialogue of various key individuals on campus and the community are critical to the meeting of goals and objectives.
		Instructor Evaluations	Encourage the participation of (SAAB) member's ad non-members to get involved in campus and community programs and activities. Mid Semester and End of Semester	Group and Panel Discussion	Students want to do more in areas of social and outreach programming they want a venue that reflects their culture and beliefs	Collaboration among students along with the staff about areas of concern and communication not only with UC admits but various students from the entire campus, data on suggestions are compiled.

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