University College Assessment Matrix: PRAC Report 2005-2006

UC Program or Area	Program, Policy, or Service (and Goals)	Report	Date Collection Method or Report Description (including time of completion	Type of Assessment	Key Findings or Results	Improvements or Changes Implemented Based on Results
Academic Programs	**Administrative Withdrawal Policy**	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course; number of students identified for withdrawal by school; number of withdrawal letters sent; number of students withdrawn; academic standing of withdrawn students at the end of the semester.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	Number of administrative withdrawals for fall 2005:306 Number of administrative withdrawals for fall 2005 who were not re-instated in the course or withdrew on their own: 293 Unduplicated headcount of students who were administratively withdrawn from one or more courses for fall 2005: 237 Number of students administratively withdrawn who were on Financial Aid: 125	Continued monitoring of number of AW students and continued expansion of policy. One key finding was that overall thirty-six percent of the students administratively withdrawn re-enrolled for spring 2006. We plan to investigate how these students performed in subsequent semesters.

		Summer Academy Program	Provides student participation profiles including gender, ethnicity, entry status, and major. **Fall Semester**	Tracking	During the 2005 program, 182 Beginning Freshmen participated in the program. Seventeen of the participants (9%) were African American and 128 (70%) were female.	The program has continued to expand due to positive assessment results and increasing interest among schools and students. However, we are investigating how much growth is appropriate without compromising the positive results on students' academic success levels. Additionally, more strategies are being implemented to increase the ethnic diversity of the participants.
	Summer Academy Program Goals Summer Academy assists students in the following: Making connections to the school and their major. Getting a jump-start on Math, English, and other first semester courses. Creating networks necessary for college success-meet faculty, advisors, and other students. Acquire early access to technology. Develop college-level skills such as note-taking and exam preparation.	**Summer Academy Program** Enrollment Report				
	Summer Academy	GPA Report One Year Retention Report	Compares GPA attainment to comparable student population using predictor rates. **Spring Semester**	Program Effectiveness	The 2005 Summer Bridge participants performed significantly better than non-participants. Summer Bridge GPAs=2.74 and non-participants = 2.44 (even while controlling fro background characteristics).	Continuous improvement of program. University College entered into partnership with the IUPUI Scholarship Office. Beginning summer 2006, all First Generation Scholarship award winners are required to participate in summer bridge. Over 250 FG scholars are expected to participate. Two academic schools, Engineering/Technology and Liberal Arts, are joining the bridge program this summer. The Schools of Nursing, Business, Education, Science, and University College will continue to offer bridge sections, and a total of 300 seats will be open to students in those majors. Seats not filled by FG scholars will be made available to other students

						during orientation.
			Provides retention numbers and compares results to a comparable student population using predictor rates. **Fall, Second year**	Program Effectiveness	The difference in the retention of participants versus non-participants was not significant. One-year retention rates for participants were 71% while non-participants were retained at a rate of 67% (fall 2004 cohort who returned for fall 2005).	Continuous improvement of program.

| Academic Programs | | End of Course Questionnaire | Designed to assess self-reported learning outcomes
Provides instructional teams with valuable feedback concerning students' perceptions of course benefits | Program Effectiveness; Faculty Feedback
(One important finding: Students valued the opportunity to get to know other students, the faculty, staff, and the IUPUI campus before the start of the semester. They reported that it made them feel more prepared for college life. | Percentage of students who strongly agreed or agreed that participating in the Summer Academy helped improve their
Ability to…
Locate the appropriate campus resources 93%
Establish an effective study schedule 64%
Critically examine ideas and issues 65%
Adjust to college life 93%
Set priorities so I can accomplish what is most important to me 79%
96% of students surveyed said they would recommend the Summer Academy Bridge program to other first-year students. (n=160) | Continuing to develop a more comprehensive method of recruiting minorities
Altered math component
Altered writing component
Provided more free time for collaboration
Created innovative curricular components
Shortened team building/ice breaker activities

*Developed a new Bridge Program for those interested in exploring health professions. |
| | **Summer Academy** | Family Member Reception at Connections Dinner | Informal conversations with family members concerning their experience with the program. **Fall Semester** | Program Effectiveness and Student/ Family Satisfaction | | Continuous improvement of program. |

| Academic Programs | **Critical Inquiry Goals:**

Supports ALL first year students

Provides collegiate-level and meaningful academic work.

Develops transferable academic skills. | **Critical Inquiry**

Grade Reports | Examine participants verses non-participants with regard to academic performance and retention while controlling for background differences **Mid-Summer Analysis for Spring 2005** | Program Effectiveness | Past results indicate that the students that participate in CI have a higher GPA than non participants and it is even higher than the participants expected it to be.
Conditionally admitted students participating spring 2005 Critical Inquiry courses had marginally significantly higher spring semester grade point averages (2.12) | Continued to adapt and expand CI Method to different disciplines.
*Assigned course director for CI (U112)

*Approved Faculty Fellowship, "Linking Freshman Writing (W131) and Critical Inquiry (U112) --Developing template/curriculum for linkage of W131 & U112 |

				compared to non-participating conditionally admitted students (1.99) even while controlling for significant predictors of spring grade point average (spring course load, fall semester grade point average, SAT scores, and reading scores).	*Developing a U112 linkage with J101 for 2007 *Evaluating other CI linkages for 2007
Uses text-based strategies of critical analysis. Creates community around learning		Retention Analyses	Analysis of participants' one-year retention rates compared to non-participants while controlling for background characteristics. **Yearly**	Program Effectiveness	Conditionally admitted students participating in spring 2005 Critical Inquiry Courses were retained (spring to fall; included only students still enrolled spring semester) at a significantly higher rate compared to non-participating students, even while controlling for significant predictors of retention: spring course load, fall semester grade point average. There was a 7% difference in retention rates for participants (70%) compared to non-participants (63%).	Continuous improvement of program. During Spring 2007, a comprehensive qualitative investigation will be conducted to enhance understanding of program impacts and effective implementation strategies.
		Focus Groups	In-Class Focus Groups **End of Semester**	Program Effectiveness and Student Satisfaction	Students reported that CI helped them do better in the linked course and other courses	Clarified linkages to discipline courses
	Critical Inquiry	Course Evaluations	Course Evaluation Forms administered at the end of semester to understand students' perceptions of course benefits and self-reported learning gains (include open-ended questions) **End of Semester**	Program Effectiveness and Student Satisfaction	Student satisfaction has increased since the 2004.	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.

Academic Programs	**First-Year Seminar Goals:** This course is designed to be an academic experience to introduce Beginning students to the university environment. Emphasis is placed on success strategies including writing, critical thinking, communication skills, Use of information technology, understanding of academic community ethics and values, familiarity with campus resources and establishment of a support network are also emphasized	**First-Year Seminars** GPA Report	Compares GPA's of FYS participants Includes adjusted rate. **Second Semester after Enrollment**	Program Effectiveness	Conditionally admitted students participating 2004 First-Year Seminars had marginally significantly higher cumulative fall grade point averages (2.10) compared to non-participating conditionally admitted students (1.86), even while controlling for significant predictors of grade point average: course load, age, gender, and ethnicity.	Continuous Program Improvement/ Program has been expanded due to positive impacts on GPAs and retention. *Assigned course director for LC (U110) *Developed a UC Themed Learning Community Faculty Handbook *Held 1st UC TLC retreat
		One Year Retention Rate Report	Compares retention rates of FYS participants versus non-participants. Includes adjusted rate. **Second Year**	Program Effectiveness	•Students participating in 2004 First-year Seminars were retained at a significantly higher rate compared to non-participating students, even while controlling for significant predictors of retention (course load, SAT score, high school percentile rank, and hours of high school math). There was a 6% difference in retention rates for participants (67%) compared to non-participants (61%). •African American students participating in fall 2004 First-Year Seminars were retained at notably higher rates than	Continuous Program Improvement The 10th Annual Colloquium was held on May 19th, celebrating the eleventh year of the first-year seminar/ learning community program. A handbook for on-line learning communities had been developed. Student mentoring (peer mentors play a critical role in first-year seminars) courses have been implemented as a new initiative. This initiative is in a pilot phase and results of formative and summative assessment will be

| | | | | | non-participating African American students (60%, 50% respectively), even while controlling for significant predictors of retention: course load, age, and gender. | reported in future PRAC reports.

UC 201: Mentoring: Introduction to Mentoring Techniques

This is an introductory course for students who will be serving in their first semester (year) as a student mentor. This course is designed to provide a foundation of mentoring knowledge such as the history of, nature of, and skills associated with mentoring. Mentors are introduced to information about the university structure, active learning exercises to define and develop their own mentoring style and skills, and the diverse needs of undergraduate students. Attendance, class participation, purposeful integration of information, and self-reflective writings are essential for success in this course.

UC 202: Mentoring: Active and Collaborative Learning

This course is designed to help mentors learn more about mentoring as a collaborative process. |
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		Student Profile Report	Provides information on gender, ethnicity, age, and major **Fall Semester**	Tracking	A total of 1824 beginning freshmen who were enrolled in at least 7 credit hours participated in First-Year Seminars during fall 2004 (79% of fall 2004 beginning freshmen participated). A total of 176 African-American students participated in First-Year Seminars in fall 2004 (72% of fall 2004 African American beginners participated). Men were more likely to participate in First-Year Seminars than women. The more credit hours the students were enrolled in, the more likely they were to participate. Participants had significantly higher high school percentile ranks, and SAT scores compared to non-participants.	Continuous Program Improvement Number of sections has been expanded based on positive assessment results. On-line seminars established due to need for more sections and lack of classroom space.
		Enrollment Report	Provides enrollment count in learning community sections by learning community types, entry status, and transfers versus beginners. **Each Semester**	Tracking		
		Student Evaluation Survey	End of the semester in class learning community evaluation. **Each Semester**	Tracking	The majority of respondents continue to indicated that meeting new people (students, faculty, and staff) along with learning more about IUPUI and its resources were the most valued assets of the class	Continuous Program Improvement.
	First Year Seminars	Focus Groups	Qualitative studies through focus group format of instructional team members and student participants. **Every Other Year**	Program Effectiveness and Student Satisfaction	Respondents were well versed in understanding that the seminar provided them with the necessary skills to transition to college level work and the need to learn skills that would assist with	Provides instructional teams with valuable feedback concerning students' perceptions of course benefits Reports display findings by instructional team and in the

					this transition	aggregate/ Simplified First-Year Seminar Template and clearly articulated learning outcomes aligned with Principles of Undergraduate Learning (PULs).
Themed Learning Communities	**TLC Goals for Students** 1.To provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways 2.To form learning support networks among students in their community To enhance student contact with a network of faculty and staff 3.To promote collaborative and active learning To increase student identification with IUPUI To learn reflective practices 4.To understand the value of diversity by exposure to multiple points of view To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement 5.To apply classroom learning to the real world 6.To understand the relationship between	Student Feedback Questionnaire	End of the semester evaluation administered in the freshman seminar of each themed learning community. Administered every semester. **Fall Semester**	Program Effectiveness, Student Satisfaction, Self-reported learning gains.	Results from the student feedback questionnaire were positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their TLC experience was 4.00. Surveys were collected from students in 13 of the 2005 TLCs. Students who reported "much/very much:" Formed one or more friendships that I will maintain after the semester (80%) Exchanged ideas with students whose views are different than my own (62%) Became more effective with communicating my thoughts in writing (60%) Understood connections between different disciplines and courses (58%) Discussed ideas from the learning community with my peers outside of class (56%)	Surveys will be administered in November of each year to encourage more student participation.

	academic learning and co-curricular activities **TLC Goals for IUPUI** 1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates. 2. To improve TLC participants' satisfaction with IUPUI 3. To develop interdisciplinary collaboration models for presentations and publications 4.To be recognized nationally for developing effective learning communities					
		Qualitative Analysis	Report of qualitative answers to student feedback questionnaire. **Fall Semester**	Program Effectiveness and Student Satisfaction	The top student responses for "…how the learning community contributed to your learning" and "what you liked most about your Thematic Learning Experience," recognized the importance of support networks found in the student cohorts.	Analysis from qualitative items will guide further assessment to examine various components of the TLCs.

		Student Participation and Profiles	Provides information on participants in terms of age, admittance status, ethnicity, gender and major. **Fall Semester**	Descriptive Statistics	A total of 376 students participated in the Fall 2005 TLCs, an increase of 35% from 2004. 44 African American students enrolled comprising 12% of all TLC students. This is a large increase from 2004 when 17 African American students enrolled comprising 6% of TLC students. The number of participating Latino/a increased slightly, while the number of Asian American students slightly decreased.	2004 GPA reports indicated African American TLC participants had a fall semester cumulative grade point average of 2.56 compared to 1.98 for non-participating African Americans who participated in a first-year. This information lead us to encourage participation from African American students. We are pleased that these efforts appear to have been successful.
		GPA Report	Compares GPA's of themed learning community participants to students enrolling in a first year seminar while controlling for background characteristics, preparation and credit hours. **Annually**	Program Effectiveness	Data suggests significant impact on first semester GPA for participants in comparison to students in a first year seminar for both conditionally and regularly admitted students. Overall, TLC students had an adjusted average fall semester GPA of 2.70 in comparison to 2.42 for non-participants.	Continuous program improvement
		Retention	Compares retention numbers of themed learning community participants to students enrolling in a first year seminar. Includes adjusted rate for one year retention. **Annually**	Program Effectiveness	2005 data will not be analyzed until October. In 2004, participants showed slightly higher first year retention rates, although the difference was not statistically significant.	Continuous program improvement

		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. **Bi-Annually**	Student Engagement	NSSE data suggested students who have participated in a TLC are more engaged in several aspects of their educational experience than students who have not. TLC students also reported more quality relationships with faculty and staff and experiencing a more supportive campus climate. Overall, significant differences were found in 8 areas.	While the data was positive, we would like to have more student participation in the NSSE. Partnering with University College, the TLCs encouraged student participation through email, posters and a raffle an iPOD shuffle.
		Enrollment Reports	**Weekly throughout summer New Student Orientation (June – August)**	Enrollment	Ongoing. Recently implemented in June of 2006.	This new report has recently been implemented to track enrollment and identify errors in student registration.
Themed Learning Communities	**TLC Goals for Students** 1.To provide opportunities to integrate learning across academic and professional disciplines that will enable students to understand their learning in coherent, comprehensive ways 2.To form learning support networks among students in their community To enhance student contact with a network of faculty and staff 3.To promote collaborative and active learning To increase student identification with IUPUI To learn reflective practices 4.To understand the value of diversity by exposure to multiple points of view	Student Feedback Questionnaire	End of the semester evaluation administered in the freshman seminar of each themed learning community. Administered every semester. **Fall Semester**	Program Effectiveness, Student Satisfaction, Self-reported learning gains.	Results from the student feedback questionnaire were positive. On a scale of 1 (very dissatisfied) – 5 (very satisfied), the average rating for student satisfaction with their TLC experience was 4.00. Surveys were collected from students in 13 of the 2005 TLCs. Students who reported "much/very much:" Formed one or more friendships that I will maintain after the semester (80%) Exchanged ideas with students whose views are different than my own (62%) Became more effective with communicating my thoughts	Surveys will be administered in November of each year to encourage more student participation.

	To develop/enhance these skills: communications, ethical development, critical thinking, team work, and civic engagement 5.To apply classroom learning to the real world 6.To understand the relationship between academic learning and co-curricular activities **TLC Goals for IUPUI** 1. To increase academic performance for first-term students in terms of GPA, retention and graduation rates. 2. To improve TLC participants' satisfaction with IUPUI 3. To develop interdisciplinary collaboration models for presentations and publications 4.To be recognized nationally for developing effective learning communities			in writing (60%) Understood connections between different disciplines and courses (58%) Discussed ideas from the learning community with my peers outside of class (56%)	

Advising Center	**Advising Center Goals:** To foster collaborative relationships with students To effectively disseminate information to students, family members, and colleagues To assist students in developing an academic plan tailored to the students' personal needs and goals. To facilitate academic major and career decision-making process To encourage use of appropriate campus resources	Student Walk-In Traffic Report	Indicates number of walk-in students seen daily by advisor; used to schedule advisor time **Monthly**	Needs Assessment	From July 2004-January 2005, 7350 students were seen on walk-in. In February 2005 we implemented a new tracking system and we are currently unable to obtain data from the system. The number of students see in 04-05 was comparable to 2003-2004.	We have implemented a new walk-in tracking system that will allow us to keep track of wait time as well as the time students spend with an advisor to help in ensuring adequate advising coverage. In February 2005 we also implemented appointments from which we anticipate a decrease in walk-in traffic in 2005-2006.
		Student Appointment Traffic Report (Under Development)	Indicates number of student appointments each month including no-shows; used to schedule advisor time **Monthly**	Needs Assessment	Have not developed this report or a system of collecting appointment information; we implemented a sign-in system in January 2004 but it is not currently linked to appointment scheduling.	Continuous Program Improvement

| | | Orientation Survey Report | Satisfaction survey administered to students at the end of each orientation session; several questions refer to advising
Weekly | Program Effectiveness/ Improvement | For Orientation 2004, the percent of students satisfied or very satisfied with (number in parentheses is % change from 2003):

Advisor explained options for first semester – 88% (+3%)

Advisor was knowledgeable of degree requirements – 89% (+3%)

Advisor expressed interest in me as an individual – 84% (+2%)

I actively participated in advising session – 87% (+2%)

Information provided to me in advising session was valuable – 89% (+2%)

I plan to utilize advising services in the future – 91% (+2%)

I am satisfied with my schedule of classes – 85% (+4%) | Advising for orientation 2004 was been changed to an advising workshop where students have more involvement in the advising session and more control over their course choices/scheduling- we are continuing to improve upon this new format with better presentations, more effective room set-up, etc. |

		Entering Student Profile	Administered to students at placement testing; provides demographic and attitudinal/behavioral data on each student; used in pre-advising assessment **Regularly**	Needs Assessment	Continue to use the profile in advising individual students.	Future plans (3-5 years) call for the development of a student profile that will pull data from many sources to provide advisors with a summary of each student prior to advising.
		Student Tracking System (probationary and reinstated)	Tracks enrollment and GPA of students who are on probation and who have been reinstated **End of semester**	Monitor of Success of interventions	Still developing a thorough tracking system. Currently, lists are generated at the end of each semester which show all students who had a semester GPA under 2.0; under the supervision of the Academic Success Programs and Assessment Coordinator, UC advisors review the lists for possible grade replacement and other options that may allow students to continue the following semester as probation/ reinstated students	Improvements/changes are pending and will be implemented once full tracking system is implemented. Reinstated students receive support from advisors through additional advising sessions and skill development workshops. Students on probation are required to see an advisor prior to registering for any future term.

| | | Probation and Dismissal Report | Tracks number of students on probation and dismissed at the end of each academic term
End of Semester | Tracking for Student Success | Students placed on first-time **academic probation** at the end of:

Fall 05 - 611/7431 (census) 8.2%
Fall 04 – 599/7429 (census) 8.0%

Sp 06 – 419/6332 (census) 6.6%
Sp 05 - 492/6380 (census) 7.7%

Students **dismissed** at the end of:

Fall 05 – 301/7431 4.0%
Fall 04 – 388/7429 5.2%

Sp 06 – 574/6332 9.0%
Sp 05 - 507/6380 7.9% | There was a slight increase (+.2%) in probation students comparing Fall 05 to Fall 04. A pilot program, the STAR (Students Taking Academic Responsibility) Mentoring Program, an intensive intervention program for first-time probation and reinstated students, was implemented during Fall 05. Of the 52 participants (probation and reinstated combined) enrolled, 37 were retained for spring 06 (69.6%).
   There was a decrease (-1.1%) in probation students from Sp 05 to Sp 06. During Spring 06, the STAR Mentoring Program had 75 participants; 52 were retained for fall 06 (69.3%).

As for dismissals, some of these students will petition for reinstatement after sitting out a minimum of one semester. One of the conditions of their reinstatement will be to strongly consider participating in the STAR Program. This will be a joint decision by the student and their advisor. |

| | | Reinstatement Report | Tracks number of reinstatement contacts, petitions received, petitions acted upon, and students reinstated
Monthly | Tracking for Trends and Program Improvement | **Fall 05 – 171 petitions, 95 reinstated**; received 1287 emails about reinstatement Fall 04 – 220 petitions, 134 reinstated; 600 emails

Sp 06 – 144 petitions, 81 reinstated; received 519 emails about reinstatement Sp 05 – 171 petitions, 82 reinstated; 800 emails | Developed a consistent approach by training advisors when going through the reinstatement process with students. They utilize the written petition answers when making decisions about reinstating students. Also, a formal interview (Pt. 1) and subsequent scheduling of appropriate workshops and courses (Pt. 2) and a reinstatement contract are highlighted. Advice for other resources, including the STAR Program, is an important factor in providing appropriate interventions. |
| | | Learning Community End of Semester Evaluation Report | Administered in each LC at the end of the semester; several questions address the role of the advisor
End of Semester | Program Improvement and Student Satisfaction | For Fall 2004, all items regarding advising decreased from the Fall 2003 mean score (this was true of all items, not just advising)

Overall satisfaction with advisor was 3.13; interaction with advisor was rated higher than for any other member of instructional team

Data for Spring 2005 not available | Lowest score (mean of 2.73) continues to be "Advisor assisted me with academic difficulties." Most difficulties are identified through early warnings; will increase focus on follow-up with students receiving early warnings |

			A comprehensive Assessment Plan for the Advising Center has been developed to assess the effectiveness of student learning outcomes associated with advising; part of a formal program review scheduled for spring 2006.	Web-based survey was administered to a random sample of UCOL students in spring 2005; focus groups will be conducted in the fall 2005; pre-post survey will be administered in the first-year seminars during fall semester; survey will also be developed and administered to advisors **Fall Semester**	Program improvement and assessment of advising outcomes	Results are pending-- Web survey has been administered but results are pending; focus groups conducted in fall along with pre-post surveys as well as survey of advisors; based on results and formal external review recommendations, action plans will be developed and assessed	Based on assessment plan results and recommendation from external program reviewers, action plans will be developed and assessed
			Professional Development Staff Summary Report	Activities of each advisor as reported through professional portfolios; summary of major accomplishments/activities compiled from individual advisor portfolios **Annually**	Program Improvement	Portfolios were not completed this year as we were waiting for the University College performance appraisal system to be completed; portfolios will be reinstituted for 2005-2006.	Continuous Program Improvement
			E-mail and Phone Communication Report (Under Development)	Implementing the use of Falcon to input all e-mail to advisors as well as phone calls into Advising Center; will report number and content of e-mails and phone calls regarding advising as well as response time **Monthly**	Needs Assessment and Program Improvement	Falcon was determined to not fit the needs of the Advising Center; this has not been a priority (we have been focusing on document imaging this year instead)	Continuous Program Improvement

		Advising Publications Review	Review advising related publications for accuracy, effectiveness of communication, and consistency of message **Annually**	Quality & effectiveness of communication	Advising Center staff now sits on the University College Publications Committee and the Advising Publications subcommittee. We regularly review all advising-related materials.	This year we have actively participated in the efforts to redesign the student manual/Navigator and the UCOL website. We created a new Course Descriptions booklet so students have easy access to information on 100 and 200-level courses.
		Coordination with Academic Schools	Regular contact with academic schools to determine accuracy of advising-related information and conduct continuous advisor training *As Needed*	Program Improvement and Quality Assurance	No data available	In 2004-2005, we added shared advising positions with Nursing and Education. Continue to work with schools on a regular basis to keep advisors informed of academic requirements and policies; have recently increased focus on providing advisors with information on major/career connections

		Student Evaluation of Reinstatement Workshops	Completed at the end of each reinstatement workshop to determine student satisfaction with workshop **After each workshop (as needed)**	Program Improvement	Fall 04 – 3 workshops offered, 94 participants-42 (45%) rated them as excellent; 48 (51%) as very good; 4 (4%) as average Sp 05 – Data collection pending (we are in process of offering workshops throughout the summer for fall reinstatement)	The Academic Success Programs and Assessment Coordinator is creating PowerPoint templates for each workshop as well as teaching resources for advisors who conduct workshops. This will create more consistency in workshops and align workshop content/teaching with established learning outcomes. Based on literature and feedback from students, we are moving toward designing workshops that address self-awareness, time management, and decision-making rather than specific study skills.
		Withdrawal Survey Report	Summarizes number of students and reasons for complete withdrawal from school **End of Semester**	Tracking	Fall 2004 – 162 withdrawals Spring 2005 – 137 withdrawals Numbers are consistent with previous years; between 72-75% plan on returning to IUPUI at some point in time; most common reasons for withdrawal continue to be financial, work conflict, and personal issues.	No action currently being taken based on this data; used for tracking and to identify changes/trends

| | | Excessive Withdrawal Report | Indicates the number of students with eight or more withdrawal on their transcript **End of Semester** | Tracking | We do not have this data for the 2004-2005 year. | We will reinstate previous tracking and putting alert notices in the file of each student who has eight or more withdrawals which draws the advisors' attention to the issue so it can be discussed with the student |

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

Career Center						
	Career Center Goals: To assist students in the career planning process in order to improve retention.	Career Counseling	Form that captures information on demographics, academic status and the purpose of the career exploration counseling appointment. **Monthly**	Tracking and Program Improvements	Shows us that the number of UC student using our services is increasing.	Used for on going assessment of our student demographic mix.
		Student 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 ,and Self Directed Search 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 **Monthly**	Tracking		Data is reported monthly. Used to assess effectiveness of these services.
		Student Satisfaction Survey -workshops	Asks quantitative and qualitative questions to determine whether programming is meeting goals. **As Appropriate**	Program Improvement and Effectiveness	Students hear about our workshops in a variety of ways. Majority of students who attend Agree or Strongly Agree that our workshops (more than 95%) are effective, that they would recommend attending the workshop to friends	Used to assess effectiveness of our workshops.

		Student Satisfaction Survey- counseling (under development)	Will ask quantitative and qualitative questions to determine whether programming is meeting goals. **As Appropriate**	Program Improvement and Effectiveness		Will be used to assess effectiveness of counseling
To help students find work on and off campus in order to finance their education and so be retained.						
		Student Employment Jag Jobs Inventory	Reports the number of employer listing jobs by four student job types: student on-campus, student off-campus, work-study on-campus, and work-study off-campus. **Monthly**	Tracking		Helps us monitor employer and student traffic.
		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. **Monthly**	Tracking and Grant Requirement	Most years we can demonstrate over $2000000 earned by students thanks to this grant.	Used to keep our grant.
		Student Employment Fair/Workshops Student Satisfaction Reports	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. Evaluations are also collected at National Student Employment Appreciation Week activities and other outreach events. **(As appropriate)**	Program Effectiveness and Program Improvement	Students want more on campus employers.	Continuous improvement of program.
		Student Traffic Report	Student employment is a high-traffic area; face-to-face student interaction is monitored to measure program interest and peak times. This includes both student jobs and work study activity **Monthly**	Tracking		Continuous improvement of program.
		Work Study Participants Report	Reports number of students participating in the federally funded work study program. These measurements are integral to JLD Grant requirements. **Monthly**	Tracking and Meet Federal Requirements		Continuous improvement of program.

		Work Study Community Service Participants	Reports those students who are participating in work study jobs that are defined by the federal government as community service **Monthly-With Center for Service and Learning**	Tracking and Grant Requirements		Continuous improvement of program.
		America Reads Participants	Reports those students who are participating in work study jobs that are through the America Reads program. **Monthly**	Tracking and Grant Requirements		Continuous improvement of program.
		Student Employment Counseling Report	Reports information about students who come for career counseling related to student employment. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.
		Employer Outreach Report	Reports visits made to employers to develop student jobs. **Monthly**	Tracking and Program Improvement		Continuous improvement of program.
			Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers. **Twice a Semester**	Academic Success and Retention	New Survey	Continuous improvement of program. Results sent to Dean Plater each semester
	To obtain professional level experience for students while in school, in order to encourage retention.	Work Study Student Academic Progress Report	Under Development- Ties academic success closely with work-study job. Requires site supervisor to monitor academic progress of workers.	Under Development	New Survey	NA
		Internships Internship Inventory Report	Lists the number of internships available to students online in any given month, as well as the number of new internships created each month. **Monthly**	Tracking		Continuous improvement of program.
		Internship	Records the numbers of students that participate by school affiliation and academic year. **As Appropriate**	Tracking		Continuous improvement of program.

		Programming/ Workshop/Job Fair Report	Student evaluations are handed out at job fair; high numbers of evaluations are received back because prize incentives are given for response. Employer evaluations are also collected. **As Appropriate**	Program Improvement and Effectiveness	Students want a greater variety of internships available.	Continuous improvement of program.
		Internship Job Fair	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.
		Student Satisfaction Report	Internship responsibilities are contracted between student, faculty and site at the beginning of the semester; mid-semester check-ups (including some site visits) are made; reporting, journaling and other work (as specified by faculty) are required throughout the internship; materials handed in at the end of the semester experience **Three Times a Semester**	Evaluate Student Experience in Program	These are all part of the student's final grade.	Continuous improvement of program.
		Internship Counseling Report	Requirements vary according to school and include journaling, writing papers and showing examples of work. **Three Times a Semester**	Student Success in Internship	These are all part of the student's final grade.	Continuous improvement of program.
		Student Internship Experience Evaluation	Visits site to observe student work and meet with site supervisor to determine success of experience or resolve any issues that may be present. **As Needed**	Success of Program and Program Improvement	Some worksites are better than others.	Continuous improvement of program.
		Site Supervisor Evaluation of Student Internship				

To help graduates secure the best possible employment in order to encourage retention.	**Technology** Jag Jobs Technology Report	Reports all job listings provided online through JagJobs to students; report is categorized by job type: student jobs on campus, student jobs off campus work study jobs on campus, work study jobs off campus, degreed full time, degreed part time, internships, and seasonal. Also reports number of employers listing jobs. Students using the system are reported by school affiliation, number of resumes posted by students for employer viewing and number of employers who have reviewed student resumes are also reported. **Monthly**	Usage Tracking	Demonstrates the benefit of having JagJobs, its effectiveness, and future plans for continuing JagJobs.	Continuous improvement of program.
	Websites Report	Reports Career Center web site hits by page so that staff can monitor what online services students are utilizing. Also reports ICJF/IMJF job fairs web site hits, which takes registration via credit cards online and provides significant online information and interactive usage. **Monthly**	Usage Tracking	Demonstrates the importance of online resources to student/alumni population.	Continuous improvement of program.
	Senior Placement				
	Jag Jobs and Other IUPUI Degreed Jobs Database Inventory	Reports the number of degreed jobs posted online for student application. **Monthly**	Tracking		Continuous improvement of program.
		Reports the number of on-campus interview schedules and information sessions. **Monthly**	Tracking		Continuous improvement of program.

			Senior Placement Programming Reports	Comprehensive reporting of College Talent Recruitment Day and Teacher Candidate Interview Day for student and employer participation. Other programming evaluated by students and employers who participate includes the Art of Networking Workshop, Panel on Diversity, Etiquette Luncheon, Government Jobs Panel, Interviewing Techniques Workshop, Job Hunting Workshop, Job Search for International Students workshop, Mid-Career Change workshop, Employer Mock Interviews, Resume Roundtable Review, Resume Writing Workshop and others. **Monthly**	Tracking		Continuous improvement of program.
			Indiana Collegiate and Multicultural Job Fair Program Survey/Report	Comprehensive executive summary of each Indiana Multicultural Job Fair and Indiana Collegiate Job Fair, detailing candidate and employer information and evaluations. Provides extensive candidate demographic and academic information. Also details advertising and promotion as well as financials. **Twice a Year**	Program Effectiveness and Improvement	We run a very effective job fair program.	Continuous improvement of program.
			Senior Placement Counseling Report	Reports information about students who come for career counseling related to senior placement. Report includes demographics and academic status (year, school) **Monthly**	Tracking		Continuous improvement of program.
			Career Center Annual Report	Summarizes all activities of the Career Center in student employment, career counseling, internships, and technology and senior placement. **Yearly**	Reporting Out; Program Effectiveness and Improvement		Continuous improvement of program.

| **Assessing General Education Outcomes in the Disciplines at IUPUI** | University College | Learning Goals for Majors that Encompass PULs are Specified | • PULs are introduced in First Year Seminars and students in Fall 2004 will enter information about their proficiency on PULs in the ePort.
• National Survey of Student Engagement (NSSE) for first-year students | Multiple Assessment Measures are in Place | | Faculty and administrators use assessment findings continuously to improve programs and services for students. Programs that evaluation methods demonstrate are most effective are extended to additional students. |

| College Prep Initiatives | College Prep Initiatives Goals: Increase the number of students entering college and other institutions of higher education.

Decrease drug and alcohol use by encouraging higher educational pursuits.

Reduce the number of students who withdraw from high school before graduation.

Increase the number of students who are prepared to enter the workforce upon graduation.

Increase individual economic productivity.

Improve the overall quality of life for Indiana residents.

Intermediate goals:
Enroll a total of 2500 8th grade students in Scholars Program.

Enroll 1500 new 7th grade students in Scholars Program.

Provide a minimum of 6 college visits for a minimum of 300 different students.

Engage 1996 parents in Scholar related activities (Annual Conference, Regional Parent Conference, college tours, meetings, etc.)

50 freshman will participate in a summer session focused on SBC grant over a six-week period. | Student Grade Report | Records CPI student official grades. Recorded in IUPUI CPI database. Trends noted in annual report. End of Grading Period | Program Effectiveness and Needs Assessment | Students participating in CPI for more than one year show an increase in overall GPA by almost one complete letter grade (data from previous year) | Working with IUPUI faculty to program effective after-school activities to build on this trend |

		CTBS Test Score Report	Records CPI student yearly CTBS score. Recorded in IUPUI CPI database. Data recorded to benchmark for any external comparisons End of Year	Program Effectiveness and Comparison Data	Data inconclusive	
		Enrollment Report	Enrollment data collected through Scholar's Central Office. Frequently	Program Effectiveness and Participation Rates	Enrollment data to date indicated 2,095 8th graders and 805 7th grade students are currently enrolled in the Scholar's Program.	Expand the partnership with the Office of Campus Visits and middle schools to encourage
		Affirmation Report	Affirmation of senior data collected through Scholars central office. March	Program Effectiveness and Improvement	Affirmation rate, 927 of 1559 for 60% of enrolled seniors.	Increase the number of community collaborations and partnerships to continue to increase awareness of Scholars Program and collaborative efforts among service providers.
		GPA Report	GPA verification reports collected from area high school guidance counselors to determine Scholar eligibility. (April and June) April and June	Program Effectiveness, Problem Solving, and Planning	154 students did not meet GPA minimum at 7th semester, they will be re-evaluated after 8th semester grades are completed. 34 students have not yet submitted GPAs.	Continue to increase parental involvement in program.

		Annual Report	Quarterly reports of objectives met for Scholars central office. (Dec., April, August) Records self reported regarding participation of students and parents in Scholar related activities. December, April, and August	Program Effectiveness, Problem Solving, Planning and Comparison Data	Work with Dept. of Education to locate students who have moved or changed schools and did not notify Scholars Program. This will help ensure they continue to receive information and assistance when needed. Increase community awareness of program to help ensure all eligible students enroll before the deadline.	

| Honors | **Honors Program Goals:**

Fill vacant staff positions

Develop additional Honors courses

Continue developing Honors academic programming

Continue developing Honors House programming

Complete internal self-study for external program review

Continue recruiting for Honors, Bepko Fellows, Plater International, and Hoosier Presidential scholarships

Increase student and faculty participation in Honors | Scholarship Report and Review | Scholarship students' progress toward the Honors notation, e.g., Honors courses taken, GPA, credit hours, will be monitored at the end of each semester.
Twice a Year | Tracking and Assess Progress | 4 year scholarship students were retained at a higher level than were the 2 year award recipients | Eliminated 2 year awards and went to all 4 year awards |
| | | Student Satisfaction Survey (Under Development) | Assessment devices are used to survey student satisfaction with the experiences offered by the Honors program at the end of each semester.
Each Semester | Program Effectiveness and Improvement | Used plan prepared for Honors participation in Engineering and Technology to initiate a $20,000 grant to Liberal Arts to support Honors course development | With Honors grant, recruited faculty members who are preparing Honors sections for 2005/06; Plan to extend this format to Liberal Arts to recruit more faculty participation for a second year |

		Honors Faculty Satisfaction	Assessment devices will be developed to survey faculty satisfaction with the courses and programs offered by Honors at the end of each semester. Each Semester	Program Effectiveness and Improvement	A general lack of faculty interest in participating in Honors activities	Discussions with various chairs and administrators suggest that increasing the size of course development grants might be a productive way of increasing faculty participation
		SPAN Report	A full report of SPAN and Running Start student performance will be developed at the end of each semester. Each Semester	Tracking and Program Improvement	Under development	NA
Bepko Learning Center	Learning Center Goals: a) To offer academic support in a variety of subjects in order to improve educational achievement. b) To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	End of Semester Evaluations	Gives feedback on mentors and program of the Learning Center from the student population. End of Each Semester	Effectiveness of Mentor and Overall Program	Students state they are generally satisfied with the services provided from the Learning Center and the mentors. On a 5 (strongly agree) point scale, student rate helpfulness of the session as 4.45. Some students indicated they would like to have either an SI or SLA component for many of their other courses.	We are looking at the Gateway academic support report and identifying course, which do not have any other academic support programs attached to them as possible areas in which to expand our service.

		Grade Report	Compares the effectiveness of participants and non-participants of Supplemental Instruction (SI) and Structured Learning Assistance (SLA) programs. End of Each Semester	Effectiveness of Program and Comparison Data	On average participants in SI program had a DFW rate of 18.99%, while non-participants had a DFW rate of 45.07%. Additionally, SLA participants had a DFW rate of 28.14%, while non-participants have a DFW rate of 56.07%.	Based on the report, all mentoring sessions will follow a SLA model for the Fall 2006 semester. Due to the significant participation, BIOL N212, BIOL N217, and BIOL N261 will continue in a SI format.
		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 2156 students (attended 3 or more sessions) and received over 30,789 visits from students over the course of the Fall and Spring semesters.	The results of the report have given the Learning Center a strong case to implement a SLA model to all new course additions.
		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.

		Resource Center Goals: a) Facilitating appropriate referrals to other campus resources. b) To provide support systems to enhance academic success c) To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.	Mentor Evaluations	Evaluates mentors on their skills as an effective communicators. Mid Semester and End of Semester	Mentor Effectiveness and Program Improvement	Mentors did very well with their performance as a whole. One area that needs improvement is communication.	The Learning Center will use the new Oncourse CL to communicate assignments and deadlines to mentors so all of their course material will be in one place.
			Contact Report	Documents all interactions with students who request follow up from the Learning Center. End of Each Semester	Documentation and Follow up of Student Participants	Most of the contacts taken by the resource mentors dealt specifically with our tutoring program. Another area of importance included general information about university programs.	The findings of the contact report have given support for the Learning Center to work with the UC Technology department to produce an online referral system to student will have 24 hour access to tutor contact information, as well as, free departmental academic assistance. Additionally, we are in contact with many different departments to put general information in the new resource program manual.

	Tutor Program Goals: a) To provide students with a referral service for tutors to help supplement course instruction.	Program Evaluation	Evaluation piece sent to students who have taken advantage of the Tutoring program services to gauge program effectiveness. End of Year	Program Effectiveness and Improvement	Students want more tutors in a larger number of courses.	Hopefully, the new online referral system will assist the Learning Center in the referrals of interested students to serve as tutors.
		Tutor Evaluation	Evaluation piece sent to students who have taken advantage of the Tutoring program service to gauge tutor performance. End of Semester	Tutor Effectiveness	Students had a very difficult time connecting with the tutor referral.	The new online referral system should take care of this issue. Also, we will be working with many departments to help streamline the tutor recommendations by the faculty.
	Mentor Program Goals: a) To assist students in maximizing his or her full academic potential at each stage throughout the undergraduate experience.	Mentor Observations	Performed by the Director and Coordinators to inform mentors of strengths and areas of further development. Mid Semester and End of Semester	Individual and Program Improvement	Mentors exhibited most of the criteria expected for a successful session. The only area of general improvement is improved session plans.	More time in training will be devoted session planning and to the preparation needed to conduct successful sessions.
	Enrollments Goals: a) To provide University College advisors, staff and deans with enrollment information for University College courses.	Enrollment Status Report	Informs advisors on seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled. Daily During Registration Period	Assist Advisors	Advisors requested more information be included on the report and to make the report easily accessible.	The report has been transferred to a report on Microsoft Outlook so advisors can access the report without have to print out a hard copy. Also more columns have been added to relay more information.

		Enrollment Status Final Report	Informs deans on final seats available in Learning Communities, Critical Inquiry, Structured Learning Assistance and Mathematics courses. Also indicates sections closed and cancelled. After Census Occurs in Semester	Assist Deans	The deans requested more information be included on the report and to make the report easily accessible.	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.
Mathematics Assistance Center -	**General Goals:** (a) Offer an easy and accurate sign in & out process.	MAC Utilization Report	Computer based utilization tracking system (End of Each Semester)	Utilization Tracking	For some of our courses, attendance is not accurately reported	We plan to switch to the AccuTrack attendance tracking system in fall 2006
	(b) Improve candidate processing, hiring and scheduling of staff, and staff communications within the Center.	Internal Evaluation	Staff feedback and observations by the Director (End of Year)	Staff Satisfaction and Operational Efficiency	Important information is sometimes misplaced and candidates and/or staff are sometimes misinformed	We have made organizational changes (some student leader positions have been created) to ensure that all staff members know the chain of command and can effectively use it to receive directions and get answers to their questions
	(c) Provide two distinct services (mentoring and tutoring) to students, and ensure that each offers something unique to the students	Student Surveys Summary Report	End of semester surveys given to all students in courses served at the MAC (End of Each Semester)	Program Comparison	It is clear that students are not distinguishing between the mentoring and tutoring services of the MAC	Mentoring and tutoring sessions will be held in physically separated areas. Also see Mentor Program Goals, below.

cont'd… **Mathematics Assistance Center**	(d) Improve assessment of students' needs and offer alternatives to traditional tutoring	Student Surveys Summary Report	End of semester surveys given to all students in courses served at the MAC (End of Each Semester)	Student Satisfaction and Performance	Mixed results suggesting that students cannot always utilize the available services or that they want more specialized help	We are now investing in an effort to develop software based modules that students may use (with guidance from tutors) to achieve needed improvements in specific topical areas
	Mentor Program Goals: Provide a service that is more in line with the Kansas City model of Supplemental Instruction	Internal Evaluation and Student Surveys Summary Report	Comments made on the end of semester survey and observations by MAC staff (End of Year)	Program Review	Many mentors act as tutors and fail to empower students either to work alone or to collaborate with their peers	An intensive mentor training program is currently being developed and it will be implemented in the fall of 2006
	Tutor Program Goals: Reduce student complaints about the quality and effectiveness of tutoring	Internal Evaluation and Student Surveys Summary Report	Comments made on the end of semester survey and observations by MAC staff (End of Year)	Program Review	Tutors do not adequately anticipate the content needs of the students they serve and sometimes do not give students the attention they deserve	Will implement training for tutors, focusing on their interaction with students and preparedness for upcoming topics

Office of Development and Operations Operations	**Northwest High School Internship Program**	The program is in its ninth year. Interns from Northwest High School spend eight weeks on campus. University College has motivated a high number of students in this program to choose IUPUI as their college of choice for their first-year experience as a result of this eight-week program. The current interns, Jamar Wingo and	Entrance and exit interviews and evaluation of work completed; how experience relates to student's academic goals.	Effectiveness, improvement, feedback, and tracking	The internship is an incredible journey for pre-college students and for IUPUI. Expansion of this program throughout the university should be acted upon.	With the current outstanding students, we hope to develop a scholarship for pre-college students coming from this high school. The scholarship would be another enticement for student to consider IUPUI. We would keep them employed through their junior/senior years, as well as their first year in college.

		DeJuan Hamilton, are high achievers and rank in the top ten of the 317 students in their class. The project "Transitions" is a Web site set up in Northwest High School as well as a supporting brochure developed by high school students to recruit students for IUPUI.				
	FamilyEd newspaper	The newspaper was published and fully supported by United Parcel Services (UPS). This is a newspaper for families of pre-college students and first-year college students. The newspaper supplies families with information regarding preparing their student for college.	A Family Advisory Council manages the content and chat room. Focus groups conducted 2-3 weeks after each newspaper	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of parents were met.	- *FamilyEd* won a Gold Award for Excellence in Marketing and Publications from the University Continuing Education Association.	This newspaper has become an incredible voice for families to communicate with other families. IUPUI is only the conduit. Improvements – Meijer will be pursued to support the newspaper and expand the piece to support health/healthy meal planning for families
Office of Development and Operations	*Insight* magazine	The magazine has received accolades from the academic community. It is the first magazine of its kind that is mailed to University College undergraduates as well as business leaders in the community. Last spring, *Indiana Insight* featured authors who are alumni of the IU School of Library and Information Science – Indianapolis. The magazine featured the state's strong leadership and outcomes from library facilities in businesses and public	Over 20,000 readers; letters to the editor and dean; focus groups. Focus groups conducted 2-3 weeks after each magazine is published	*Indiana Insight* won a Bronze Award for Excellence in Marketing and Publications from the University Continuing Education Association	The magazine provides a relationship builder for the campus and businesses through the state.	Involving schools with stories allows an incredible partnership that becomes a win-win business for the community and the university. More partnerships of this kind will be pursued.

		arenas that serve far beyond the traditional level.				
	IUPUI Navigator student planner.	The planner was not only distributed to all new students, but was sold in the campus bookstores to continuing students. Distribution was over 10,000 copies.	Focus groups involving students (pre and post)	Effectiveness, improvement, feedback, revenue, and tracking.	The *Navigator* won a Bronze Award for Excellence in Marketing and Publications from the University Continuing Education Association.	The piece is becoming an anchor marketing piece for the campus. A longer campaign needs to develop in taking a yearlong campaign for gaining more support and funding.
	The *Family Planner*	The *Family Planner* was sponsored by National City and was distributed to all families attending orientation.	Focus groups involving families	Effectiveness, improvement, feedback, revenue, and tracking.	We need to enhance the contents so it becomes a more useful tool to families.	The piece is becoming an anchor marketing piece for the campus. A longer campaign needs to develop in taking a yearlong campaign for gaining more support and funding.
	Metropolitan Universities Journal and the *MUJ* News	This office publishes the quarterly *Metropolitan Universities* Journal and the *MUJ News*. In the near future, the office will be piloting interactive marketing on its Web site.	focus groups and surveys	The journal has seen an 11% increase in subscribers so far for this calendar year. The journal is part of the Coalition of Urban and Metropolitan Universities. The Coalition asked this office to create branding and marketing identity standards for its membership. The	The journal keeps the campus in high profile for being the publisher.	Expand markets to pursue additional subscription base.

				design and standards created by this office won a Gold Award for Excellence in Marketing and Publications from the University Continuing Education Association.		
	Support agent	The office was the support agent for the IUPUI Fall Convocation, the Honors Ceremony, SAAB, Honors Program, Summer Academy Bridge Program, IUPUI Fall Convocation, Advising Center, and the Learning Communities Colloquium. The office won a Bronze Award for Excellence in Marketing and Publications from the University Continuing Education Association for its work with the Summer Academy Bridge Program.	surveys and focus groups	Effectiveness and feedback	Support agents are critical in helping to blend functions and programs.	Continued collaboration among schools and units
	A full-year of *University College E-Staff News* was written and distributed to staff.	Quarterly and on-going	Response cards, and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Staff enjoy connecting with other staff members and creating connectivity.	More stories on faculty.

	A first *University College Yearbook* was designed to create unity among staff.	Yearly	Response cards and email	Effectiveness, improvement, feedback and tracking to ensure the needs and satisfaction of staff were met.	Excellent resource Improves communication	Information will be moved to website to use as employee piece
	Renovation and Unity	The office managed a renovation for the University College building. As a result, we gained two new classrooms, three faculty offices, and a modified classroom. To gain more strength in programming and unified efforts, over 80 offices were moved and integrated within the University College building. This office managed the transition of this move. New leased property was negotiated for the Pre-college Programs from this office. The past tenant also agreed upon a donation of furniture.	more space is needed for programming	feedback and effectiveness; support of growth		when possible a much longer lead time is needed to support all the aspects of moving people; a better understanding of IU's part in finalizing a lease
	Sponsorship Campaign	The staff of ten part-time IUPUI students raised over $100,000 in sponsorships.	contracts	Effectiveness, improvement, feedback, revenue, and tracking	Students, making their own case, are much more prone to be successful in collecting donations.	We have created a yearlong campaign instead of two cycles each year. We need this time to build stronger relationships, stewardships toward donations.

| Orientation Services | Orientation Goals:

a. Academic Integration
Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning. Students will have the opportunity to build relationships with faculty, staff, and peers on campus.

b. Social Integration
Assist student in making connections with other students, and gaining a sense of familiarity with the surroundings. To assist students in understanding the information about services, non-classroom-related activities, residence opportunities, safety, and technology. Assist students in feeling welcomed and connected to IUPUI.

c. Self-Efficacy
To assist students with feeling comfortable in performing a variety of skills taught during the orientation program. As well as feeling prepared to meet the demands and expectations of college. Strive to have students report that they have the ability to make a successful transition to IUPUI. | New Student Exit Survey | Students complete a quantitative and qualitative scan-tron survey collected at the end of each orientation by the orientation leaders. Each week's surveys are complied and sent to testing services for compilation of assessment.
End of Every Orientation | Program Effectiveness and Improvement | 1. Several areas of the program have changed – therefore new exit survey questions need to be created to reflect the changes in the program.

2. FLASH needed to be addressed

3. Length of Advising was still a large concern of the stakeholders.

4. The mini-conference time for parents and students to was challenging and was not fully successful in meeting the goals of the stakeholders and it was very difficult to encourage students and family members to stay after advising and registration for these sessions. Timing and location needs to be looked at. | Revised JAG 101 video (in process)

FLASH was incorporated into the EXPLORE THE ROAR (campus tour) to create an engaging and interactive tour- while keeping in mind the important learning outcomes of the FLASH program.

Program size was decreased

Academic Advising in UCOL was developed to accommodate all students to attend advising at the same time. Deleting the need for tracks.

The stakeholders of Career Center and Financial Aid were given presentation time to off-set the lunch crowd. And other stakeholders were offered the opportunity to be part of the check-in time during the morning to create a mini-campus fair for our guests to mingle with during the early part of the day. |

	Parent Program Parents are provided information related to the purpose and expectations associated with higher education as well as information that can be used and applied after orientation.	Parent Exit Survey	A quantitative and qualitative survey that parents fill-out and return to an orientation leader at the end of each program. Each week's surveys are complied and sent to testing services for compilation of assessment. **End of Every Orientation**	Program Satisfaction and Improvement	The parents were very satisfied with the orientation program and extra effort was made to improve the services and information provided to	Revamped parent program
	OTEAM	OTEAM Written Evaluations	At the beginning of August the orientation leaders write an evaluation of training process from the summer. It is a free form evaluation process to elicit honest answers from the leaders. **August**	Training Effectiveness	Many OTEAM concerns are covered during the debriefings, however, they have time to be sure that new and or components that were not corrected are voiced and noted for next season.	More engaged efforts in the advising session, continuous improvements in FLASH, and more hands on materials in training.
		OTEAM Debriefing	At the end of each orientation program the chance is given for the orientation leaders to share their experiences and improve the process for the next orientation program. **After Every Orientation**	Continuous Improvement	OTEAM is very committed to the development and improvement of the program and they learn to be very responsive to the changing needs of the program and the students.	There are changes everyday during the program directly related to the debriefings. We fix every detail to make things run smoothly and with polish.
		OTEAM Final Exam	At the end of May training an exam is given with questions taken from the training materials. It is important to assess what the leaders have learned and where they may need supplemental training. **May**	Team Assessment of Individual Skills	OTEAM is better about learning information related to schools and programs and need additional assistance with Program flow and policies.	Lengthened training program created. However, this has been difficult due to how the calendar falls with finals and the first day of the orientation program.

	General Orientation	Individual School/Services Meetings	Bi-annual meetings with schools and services to review the process of the prior semester's orientations and talk about the future programs. It is the chance to share and improve the orientation process. **First of October and First of January**	Feedback; Program Improvement; Future Planning	The schools are overall very satisfied with the orientation program. They are always working to catch up with the program as we have to begin planning so far in advance.	Increased communication. Ongoing inclusion as a key stakeholder. Lengthen advising sessions. Interested in including intercampus transfers to the program. Science, ET and LIBA are interested in piloting a two day orientation.
		Orientation Attended Numbers Report	Quantitative report of orientation statistics consisting of number of students who attended the program and a break down of each schools number. **Weekly and then in a final report during the summer and winter orientation seasons.**	Provide Information to Schools, Admissions, Deans, Directors, and university stakeholders.	That we are staying consistent in our numbers served in the orientation program	Starting earlier in tracking and reporting would be a necessary change. Due to lack of reliable technology – comparison data has been difficult to provide. This is a needed development.
		Family Connections Dinner	That family members are extremely appreciative of the program and their experience at IUPUI	Program Improvement	That we are staying consistent in our numbers served in the orientation program.	We did move the program to a Friday and the numbers did increase, however, due to the facility size we are unable to grow the program.

Orientation	Learning Communities	Faculty Evaluation of Mentors	A Likert scale and quantitative section in a survey are provided to each faculty at mid-term and at the end of the semester to provide formative and summative evaluation feedback to the mentors in the learning communities.	Continuous Improvement – training development	Faculty reported that mentors are well trained for their work in the classroom and interactions with the students. Faculty have indicated that they have broadened the scope of their mentor's work now that they aware of the increased role in which they are able to play in the classroom.	Continually assist new faculty in understanding the role of the mentor. The formative and summative evaluation has provided intentional opportunities for the faculty and mentor to talk and discuss the role of the mentor and areas for growth and development. The summative evaluation is calculated as 40% of the mentors' final grade in their mentoring course.
		UCOL Mentoring Course End of the semester evaluation	An electronic survey is sent to the student mentors enrolled in the class.	Continuous Improvement- course development	Course 1: to create different assignments to more appropriately address learning outcomes. Course 2: Review the course offerings as a complete online version is very difficult.	New assignments to be made, revise learning outcomes, work on organization of the course content, and arrange for a mid-semester evaluation to occur by the Center for Teaching and Learning.

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	80% of our students are at a 2.0 or better	Continuous Program Improvement
		Student Retention	Statistical report on students retained from one year to the next year. **End of Year**	Program Effectiveness	2004-2005 79% Retention rate	Continuous Program Improvement
	Peer Mentoring Math Tutoring	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 48%	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
	Workshops and Seminars Academic, Personal and Financial Aid Counseling Supplemental Grant funding Social and Cultural Activities	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

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

		Orientation Technology Feedback Session	These meetings are used to "tweak" the Technology Orientation each semester. **End of Orientation**	Program Effectiveness; Quality of Service; Problem Solving	Redesign check in process and account creation process	Continuous Improvement
		Review UC Phone Bills	University College phone bills are monitored for misuse of our long distance codes. Any excessive use is reported to the user for repayment and to their supervisor if the excessive use continues. **Monthly**	Monitoring Use and Cost Recovery	Costs in line	Changing program in response to university policy changes
		Service Queue	The Falcon service queue is used to track the daily needs of users in University College. It is the primary means of communication to UCTS. Detailed statistics can be obtained from this system. **Hourly**	Provide Service as Needed; Quality Control	Problems resolved quickly	None Needed
		Desktop Hardware and Software Review	Yearly University College's desktop hardware and software are reviewed to make sure that they are meeting the needs of the users. Any needs are addressed at that time. **Yearly**	Staying Current with Standards	Several machines need replaced with newer equipment	New terminal servers purchased to implement thin client technology
		Monitor Future Trends	This assessment takes the form of reading journals, reading whitepapers, attending conferences, and researching via the Internet for any changes in technology that could benefit University College **Regularly**	Future Planning	Need to reduce support costs	Implementing terminal servers and thin clients to reduce hardware and support costs
		Site Survey (Wireless)	The wireless network is surveyed in the University College building if anyone reports connectivity problems or if the building changes in some way (i.e. remodeling). **As Needed**	Quality of Service	Access Points are not covering all areas	Contacted UITS for additional Access Points
		Network Traffic	All servers are monitored constantly by MRTG for the network traffic that is coming and going from the server. As well, the processors are monitored for their load. **As Needed**	Quality Control and Security	Traffic is in line with bandwidth	

		Monitor Server Room HVAC	The Server room is monitored for airflow and temperature both at the air duct and inside of the racks continuously.	Quality Control	The Current HVAC cannot support the equipment in the room.	Contacted CFS for solution; waiting on findings.
		Monitor Server Uptime	The servers are continuously monitored for uptime.	Quality Control	Server uptime is not within specs.	Discovered a combination of user error and network outages caused problems.

				Tracking		Continuous improvement of program
Upward Bound **Grant funded program overseen by the US Department of Education*	Identify, recruit, select from the target area 70 students who meet low-income, first-generation criteria and who demonstrate academic need. At least two-thirds of the recruited participants will meet the low-income and potential first-generation criteria. Special attention will be given to selecting and serving higher risk students**.**		Student files set up; waiting list developed; applications on file; teacher/ counselor recommendations; interview reports. A special note regarding Upward Bound: *UB is required by the DOE to provide an electronic Annual Performance Report that they use to perform data analysis, program outcomes assessment, goals assessment, and to determine our prior experience. We are in the process of developing effective in-house assessment methods.*			
	Assess students' educational needs through the use of national and Indiana standardized tests, school records, transcripts and other indicators of student performance so that 95% of the participants will have an individualized educational plan to assure their appropriate academic preparation for high school graduation and entry into postsecondary education.		Test results on file; personal interview reports; inventories' results on file; revisions on file; individualized educational plans on file in student folders	Tracking		Continuous improvement of program

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

	As a result of, survey information, personal, career counseling and career-related activities, including mentoring and job shadowing, 70 % of the participants will identify at least three possible career choices by the end of their junior year.		Grade reports; counseling reports for academic year and summer component; IEPs and annual updates. Mentor reports and career workshop attendance.	Tracking		Continuous improvement of program
	Provide supplemental computer training workshops during the academic year and classes during the 6 weeks summer residential program such that 90% of program participants will develop proficiencies in technology basics in compliance with the National Education Technology Standards for Students (NETS)		Staff logs of e-mail; log of checkout of laptop computers; student evaluation of computer technology workshops; student reports of progress in achieving goals; evaluation in connection with NETS for students	Tracking		Continuous improvement of program
	Provide participants a program of educational, cultural, recreational activities such that 90% are familiar with a university campus and 75% participate in all socio-cultural field trips.		Staff/student reports on events; event listing on file; college and community sponsored activities' brochures and descriptions.	Tracking		Continuous improvement of program

	Provide academic advising on a semi-monthly basis during the academic year and on a weekly basis during the summer component such that at least 85% of the students are retained in high school in good standing until high school graduation.		Grade reports; GPAs; IEP records; documentation of UB services; documentation of graduation.	Tracking		Continuous improvement of program
	Assist high school seniors in preparing application to postsecondary institution, including help with test preparation, and financial aid acquisition such that 85% of the graduating seniors will be accepted into postsecondary institutions with adequate financial aid		Applications on file; formal test scores, grades, other academic reports on file; Director, instructors and Academic Coordinator/Counselor reports.	Tracking		Continuous improvement of program
	Academically track the progress of Upward Bound graduates through the postsecondary experience such that 70% will be monitored for academic success and at least 60% will obtain a baccalaureate degree within six years of postsecondary enrollment.		Annual follow-up letter; e-mails; telephone contact recording sheet; director's report; documentation of alumni involvement with UB events	Tracking		Continuous improvement of program

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

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

	Student Retention for Targeted Population: Establish and Facilitate appropriate referrals from other campus resources. To help resolve the problems that caused the student to seek help and to work towards making the student a more independent learner.	Student Profiles list serves	Data not compiled **Mid Semester and End of Semester**	Staff/Mentor Effectiveness and Increase awareness on overall campus	Implement Graduate Desire Outcomes and Primary Traits and Matrix for desired outcome of Students.	Referrals for students in need of assistance ,faculty and staff members peer mentoring
		Contact Report	**Bi-weekly** **Early warning report**	Documentation and Follow up of Students Participants Communication with faculty	Most of the contacts taken by the staff members dealt specifically with probationary students and assisted	The findings of the contact report have prompted us to give the resource mentor "real time" access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual.

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

Nina Mason Pulliam Legacy Scholars Program	Provide comprehensive resources and support to scholars from disadvantaged backgrounds in order for them to complete their degree	Two multi-program longitudinal evaluations are conducted each year by investigators from IUPUI and Arizona State University	The first of two components found in each evaluation is a comparison and analysis of Nina Scholars data with matched samples (cohorts of students who applied but were not selected for the scholarship). The second component is a qualitative evaluation of selected aspects of the program such as scholar survey and the administration of the program. (November 2005 and February 2006)	Multi-program effectiveness and impact; identify program specific strengths and opportunities for improvement through scholar interviews and investigator observations.	IUPUI scholars generally outperform comparison groups and demonstrate a higher rate of persistence. Qualitative reviews were done of the administration of the program and the scholars were interviewed about the program overall. These evaluations found significant improvement in administrative practices including the recruitment and selection process which has resulted in a marked increase in male representation (from 12% to 32%) and success in the area of minority representation where IUPUI's proportion of minority scholars exceeded that of the undergraduate population by 38%. 87% of Scholars interviewed rated their experience in the program as a 10 or higher with 10 being the highest rating. Suggestions for improvement focused on not making scholar meetings mandatory and improving space for scholars to utilize while on campus.	The program successfully secured lounge and work space for Nina Scholars in 2005-2006. By July 2006 the program will enjoy dedicated space consisting of a director's office, a reception area, a work and lounge area. This space will be adjacent to other intensive and targeted support programs to promote collaboration.

Through the summer planning period we have been working on strengthening our programming and have yet to determine if we will change meeting requirements. Data point to the efficacy of our meetings and activities with regard to persistence. |

		Scholar Progress Reports	Reports average GPA's, # of "W's" and progress toward degree	Monitor scholar academic progress throughout each semester at 4,9, and 12 week points and achievement levels compared to IUPUI averages	The average Nina Scholar GPA is a 3.03 and the average GPA for the newest cohort of scholars after the first year is 3.48. In general, faculty respond to grade requests in a timely fashion. However, a significant percentage do not, making this tracking mechanism less effective.	The program will be hiring a clerical assistant. Delegate grade requests to a clerical assistant who will be able to follow-up with faculty who have not submitted a response to a progress report request.
		Mentor Evaluations	Requests feedback from scholars on their mentor and the mentoring program. Administered twice a year.	Survey that asks scholars to evaluate mentoring on a 5 point scale.	Nearly all respondents rated the mentoring program as a 4.68 on a 5 point scale. No respondents rated mentoring below a 4.5.	We will be expanding this successful mentoring program by adding mentors and strengthening mentor development through the UCOL mentoring courses.

		Scholar Surveys	Post-programming and end of year overall evaluation.	Effectiveness of programming and overall assessment of the Nina Scholars Program by scholars.	Scholars value the engagement with the program and especially each other. New scholars attributed there strong academic outcomes to the weekly meetings which focused on developing academic skills and personal growth. Most respondents did not rate any activities as "least useful" and offered very little suggestions for improvement. One respondent did not the difficulty of attending mandatory meetings.	Weekly cohort meetings for new scholars will continue in 2006-2007. We will be adding a career exploration component to support the scholars in their attempts to "find their passion." We will also be partnering with the other Nina Scholar sites and other intensive, targeted support programs to share programming/workshop plans to meet the needs of the scholars.

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