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DIVISION OF STUDENT AFFAIRS

OFFICE OF THE VICE CHANCELLOR

Indiana University–Purdue University
Indianapolis

Assessment of Learning in the Division of Student Affairs
2014-2015

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I. Introduction

The Division of Student Affairs at Indiana University – Purdue University, Indianapolis is committed to the facilitation of student learning and success, increases student engagement, and promotes persistence to graduation. Programs offered to students within the Division focus on the whole student, with the ultimate goal being success both during and after college. This is accomplished through a variety of methods centered around the Principles of Co-Curricular Learning (PCLs).

The PCLs were developed in 2013 as a companion learning model to IUPUI's Principles of Undergraduate Learning (PULs). The Principles of Co-Curricular Learning, as employed today, are:
1. Core Communication and Quantitative Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics
7. Intrapersonal Development
8. Interpersonal Development

The first six PCLs mirror the PULs, with outcome statements for each being refined to meet the needs and goals of the Division that were not fully reflected in the PULs. Two additional PCLs were created based on a thorough review of literature and through discussions with many IUPUI faculty and staff - *Intra*personal Development and *Inter*personal Development. The literature showed these to be crucial and integral components of the ways in which students developed while enrolled in college. The PCLs serve as the basis for the vast majority of the programming offered to students by the Division, and full descriptions of the PCLs may be found at http://go.iupui.edu/heS.

Since 2009, staff in the Division of Student Affairs have consistently measured learning across their programs and services, originally mapping them to the PULs, and, beginning in fall 2013, to the PCLs. Three units' efforts are detailed in this report: the Campus Center, Housing and Residence Life, and UNIT 3.

II. Campus Center

The Campus Center is a center for campus life that complements the mission of IUPUI in service to, partnership with, and support of students, faculty, staff, and the greater Indianapolis community. It is the goal of the Division of Student Affairs that students' co-curricular experiences, including student employment, provide them with opportunities to enhance their learning within the categories defined by the Principles for Co-Curricular Learning (PCLs).

Approximately 55 students work in the Campus Center. Some hold manager-level positions as Building Managers, who direct operations on the floor and coordinate the

work of the rest of the team, and Area Managers, who oversee procedures and coordinate team member training and scheduling in four of the five operational areas (Cultural Arts Gallery, Game Room, Guest Services, Operations). We also have a Social Media and Marketing Specialist, who coordinates web-based, digital and traditional marketing and promotion efforts for the Campus Center.

Assessment of Learning – Campus Center Student Employees
This is the fourth year of data collection on student learning among Campus Center employees, and the second year in which all student employees were included. The following details results for student managers (Building Managers and Area Managers) for academic years 2012-2015 and general team members (positions in the five operational areas) for 2014-2015. The data was gathered via a self-assessment instrument designed to show the extent to which the student employees felt their Campus Center employment experience provided them with opportunities to enhance their learning on established outcomes, as mapped to the PCLs. It is worth noting that in previous years the student learning assessment was an integrated part of the annual performance evaluation document, while in 2015 it was a stand-alone survey. The compiled results of the assessment follow.

Student Managers (Building Managers and Area Managers)

Principle of Co-Curricular Learning	Measure (4-point scale; 1="strongly disagree, 4="strongly agree")	2013 % = "agree" or "strongly agree"	2014 % = "agree" or "strongly agree"	2015 (n=12) % = "agree" or "strongly agree"
Core Communication Skills (PCL 1)	Effectively exchange information with a variety of people of different ages, backgrounds, etc.	100% (n=11) (mean=3.64)	100% (n=9) (mean=3.67)	100% (mean=3.50)
	Effectively express ideas and facts to others in a variety of formats*		100% (n=8) (mean=3.75)	100% (mean=3.42)
	Listen attentively to others and respond appropriately*		100% (n=8) (mean=3.50)	100% (mean=3.58)
	Give instruction and delegate responsibility in a management/supervisory role	100% (n=10) (mean=4.00)	100% (n=9) (mean=3.33)	100% (mean=3.67)
	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=11) (mean=3.82)	100% (n=9) (mean=3.56)	100% (mean=3.50)
	Operate educational technology equipment	82% (n=11) (mean=3.27)	89% (n=9) (mean=3.22)	92% (mean=3.33)
	Use computer software and applications in the performance of job responsibilities	73% (n=11) (mean=2.91)	100% (n=9) (mean=3.67)	92% (mean=3.42)
	Communicate in a professional and reasoned manner in confrontational or emergency situations	100% (n=11) (mean=3.45)	100% (n=9) (mean=3.67)	100% (mean=3.58)
	Hold others accountable to established guidelines, standards or policies*		100% (n=8) (mean=3.38)	100% (mean=3.50)
	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.78)	100% (mean=3.75)
Core	Analyze processes, based upon on-the-job experiences, to identify opportunities for	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.56)	100% (mean=3.58)

Principle of Co-Curricular Learning	Measure (4-point scale; 1="strongly disagree, 4="strongly agree")	2013 % = "agree" or "strongly agree"	2014 % = "agree" or "strongly agree"	2015 (n=12) % = "agree" or "strongly agree"
Communication Skills (PCL 1) *continued*	improvement			
	Lead a team to the achievement of shared goals*		100% (n=8) (mean=3.88)	100% (mean=3.50)
	Present instructions for tasks in a clear and concise manner*		100% (n=8) (mean=3.75)	100% (mean=3.67)
	Hold a corrective conversation with somebody about an area of performance that needs improvement*		100% (n=7) (mean=3.14)	100% (mean=3.58)
	Identify ways to teach skills and procedures to different people*		100% (n=7) (mean=3.43)	100% (mean=3.33)
	Use my knowledge and experience to help others learn*		100% (n=7) (mean=3.71)	100% (mean=3.42)
	Complete reports in a thorough and timely manner*		100% (n=9) (mean=3.14)	100% (mean=3.58)
Critical Thinking (PCL 2)	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=11) (mean=3.82)	100% (n=9) (mean=3.56)	100% (mean=3.50)
	Apply knowledge learned during training to real job scenarios	82% (n=11) (mean=3.36)	89% (n=9) (mean=3.56)	92% (mean=3.50)
	Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.56)	100% (mean=3.58)
	Make informed and principled choices and foresee the consequences of these choices	100% (n=11) (mean=3.64)	100% (n=9) (mean=3.67)	100% (mean=3.42)
	Use information gathered from a variety of sources, including personal experiences and observation, to draw logical conclusions and form a decision or opinion*		100% (n=8) (mean=3.75)	100% (mean=3.58)
	Assess aspects of a current situation and develop a plan for fulfilling prescribed expectations*		100% (n=8) (mean=3.88)	100% (mean=3.42)
Integration and Application of Knowledge (PCL 3)	Identify resources to solve problems or answer questions	100% (n=11) (mean=3.73)	100% (n=9) (mean=3.67)	100% (mean=3.42)
	Assess aspects of a current situation and develop a plan for fulfilling prescribed expectations*		100% (n=8) (mean=3.88)	100% (mean=3.42)
	Identify connections between classroom learning and things learned while working in the Campus Center*		100% (n=7) (mean=3.86)	83% (mean=3.25)
	Relate Campus Center employment experiences to my future career*		100% (n=7) (mean=3.57)	92% (mean=3.50)

Principle of Co-Curricular Learning	Measure (4-point scale; 1="strongly disagree, 4="strongly agree")	2013 % = "agree" or "strongly agree"	2014 % = "agree" or "strongly agree"	2015 (n=12) % = "agree" or "strongly agree"
Intellectual Depth, Breadth, and Adaptiveness (PCL 4)	Identify resources to solve problems or answer questions	100% (n=11) (mean=3.73)	100% (n=9) (mean=3.67)	100% (mean=3.42)
	Understand subjects other than the one in which I am majoring	100% (n=11) (mean=3.64)	100% (n=9) (mean=3.56)	100% (mean=3.50)
	Use information gathered from a variety of sources, including personal experiences and observation, to draw logical conclusions and form a decision opinion*		100% (n=8) (mean=3.75)	100% (mean=3.58)
	Identify ways to teach skills and procedures to different people*		100% (n=7) (mean=3.43)	100% (mean=3.33)
Understanding Society and Culture (PCL 5)	Recognize and identify different ways of life, including religion, ethnicity, sexual and gender orientation, and race	91% (n=11) (mean=3.27)	100% (n=9) (mean=3.56)	100% (mean=3.50)
	Describe the general connection between IUPUI and the community	91% (n=11) (mean=3.18)	100% (n=9) (mean=3.22)	100% (mean=3.58)
	Respect the views of people who see things differently than I do	100% (n=11) (mean=3.82)	100% (n=9) (mean=3.56)	100% (mean=3.58)
	Interact with civility in a complex world*		100% (n=8) (mean=3.88)	100% (mean=3.50)
Values and Ethics (PCL 6)	Act in accordance with a specific, prescribed set of policies or standards*		100% (n=8) (mean=3.75)	100% (mean=3.67)
	Apply my set of values and ethics to a specific situation	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.78)	100% (mean=3.42)
Intrapersonal Development (PCL 7)	Recognize and identify different ways of life, including religion, ethnicity, sexual and gender orientation, and race	91% (n=11) (mean=3.27)	100% (n=9) (mean=3.56)	100% (mean=3.50)
	Make informed and principled choices and foresee the consequences of these choices	100% (n=11) (mean=3.64)	100% (n=9) (mean=3.67)	100% (mean=3.42)
	Apply my set of values and ethics to a specific situation	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.78)	100% (mean=3.42)
	Understand my own leadership strengths and areas for improvement*		100% (n=7) (mean=3.57)	100% (mean=3.58)
Interpersonal Development (PCL 8)	Give instruction and delegate responsibility in a supervisory role	100% (n=10) (mean=4.00)	100% (n=9) (mean=3.33)	100% (mean=3.67)
	Hold others accountable to established guidelines, standards or policies*		100% (n=8) (mean=3.38)	100% (mean=3.50)
	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=11) (mean=3.55)	100% (n=9) (mean=3.78)	100% (mean=3.75)
	Act in accordance with a specific, prescribed set of policies or standards*		100% (n=8) (mean=3.75)	100% (mean=3.67)
	Respect the views of people who see things differently than I do	100% (n=11) (mean=3.82)	100% (n=9) (mean=3.56)	100% (mean=3.58)
	Interact with civility in a complex world*		100% (n=8) (mean=3.88)	100% (mean=3.50)
	Lead a team to the achievement of shared goals*		100% (n=8) (mean=3.88)	100% (mean=3.50)
	Build rapport with each different team member to help achieve good communication and group success*		100% (n=8) (mean=3.63)	100% (mean=3.75)

Additionally, student employees in the Campus Center had the opportunity to provide answers to open ended questions as well. Some exemplary responses to two of these questions are below.

Besides receiving a paycheck, do you feel that you personally benefitted from your Campus Center work experience?
"I felt that the interaction with my teammates and the clients strengthened my social skills by improving my ability to communicate effectively."
"Absolutely! This is was my first "real" job experience. I developed skills that allow me to communicate with people on a professional level, I have become more aware of my strengths and weaknesses as an employee and I certainly feel more prepared and confident in relaying to future employees of what skills I have to offer."
"From working on the Operations team, I have learned many AV techniques that I will be able to use in the future. I have also benefitted from speaking with many of the customers. This has helped to develop my customer service skills."

Do you feel that you were able to develop any particular skills, habits or talents, or learn new things from you Campus Center work experience?
"I gained the ability to read the clients to better communicate with them. This was vital in making the clients experience at the Campus Center memorable."
"Customer service. Timeliness. Great work ethic. AV information."

Use of Results in the Campus Center Student Employment Program
Once again this year, we were pleased to see that our student employees agree that they are learning and building skills across the eight components of the Principles of Co-Curricular Learning. Mean responses to all survey questions in all component areas were 3.00 ("agree") or greater. Student employees' learning experiences were impacted by a number of ongoing initiatives related to both operations and the student employment program throughout the 2013-2014 academic year.

The results of the 2013-2014 PCL assessment show an increase in the student managers' mean response to the question about using computer software and applications (Q8) from 2.93 to 3.68 over the last two years, impacted by the a greater emphasis placed on use of online and electronic processes in their daily responsibilities. The same attribution can be made relative to the high initial mean response (3.76) for all general team members on the question about use of various technological resources, including computers, search engines, and internet-based programs (Q6). All event reservation request forms will become web-based forms by July 1 2014, and Event Scheduling Assistants will be involved in the use of a newly acquired program, Social Tables, to digitize all room setup diagrams. Members of the Operations team will begin using iPads to track their work on meeting room setups in place of clipboards and paper worksheets. Finally, Building Managers will lead a project to create safety training videos for use in training by all teams. These initiatives should continue to provide student employees with opportunities to enhance their learning in this area.

Also of significance in the PCL assessment results is the overall increase in the mean responses of the Building Manager group to questions related to effectively exchanging information with a variety of people (Q1; 3.63-2012, 3.80-2014), communicating in a professional and reasoned manner in confrontational or emergency situations (Q9; 3.63-2012, 3.80-2014); as well as initial high mean responses to questions related to assessing aspects of a situation and developing a plan for fulfilling prescribed expectations (Q24; 4.00) and leading a team to the achievement of shared goals (Q23; 4.00). These results seem consistent with the increased emphasis on the Building Manager's role as the person in charge on the floor. Building Managers have been empowered to take the lead in communicating with clients and staff to handle situations as they arise, versus just counting people in chairs and helping with room setups. Similarly, Area Managers also were empowered to take a bigger role in managing their teams, which may have influenced the increase in the mean responses in their assessment of their learning in the areas of communicating in a professional and reasoned manner in confrontational or emergency situations (Q9; 3.25-2013, 3.75-2014), contributing to a team approach to accomplishing tasks and solving problems (Q11; 3.25-2013, 3.88-2014), and assessing a conflict or emergency situation and identifying and implementing an approach for resolving it (Q6; 3.50-2013, 3.63-2014) or the initial high mean response to questions pertaining to leading a team to the achievement of shared goals (Q23; 3.75) and building rapport with team members to help achieve good communication and group success (Q25; 3.75).

The assessment results also indicated some areas in which training and development need to be enhanced in order to provide better learning opportunities for the student employees. Most notably, student managers' mean scores were among the lowest on the questions pertaining to giving instruction and delegating responsibility in a management/supervisory role (Q5; 3.35), holding others accountable to established guidelines, standards or policies (Q10; 3.38) and holding a corrective conversation with another about an area of performance that needs improvement (Q28; 3.17). These are some of the most challenging responsibilities within the student manager positions, and it is not uncommon for students to lack confidence in their skills. Professional staff members will work to incorporate more in-depth training on these skills, including a significant increase in the number of opportunities the student managers have to role-play or practice different approaches to policy enforcement or team member performance situations. Student managers' mean response to the question about identifying ways to teach skills and procedures (Q29; 3.42) also indicated a need for improved training. The Student Employee Coordinator will include training and discussion of different learning styles and various approaches to staff training in monthly leadership development sessions with the student managers. Professional staff supervisors will also ensure that team members in all areas receive train-the-trainer training, so they are better prepared for the role they may play in new team members' initial learning.

While 100% of all student employees agreed that they are better able to understand their personal leadership strengths and areas for improvement as a result of their experiences working in the Campus Center (student managers-Q27, 3.54; general team members-Q26, 3.50), this is an area in which we want to offer more development opportunities to the

students. We will be using the Strengths Finder™ program with our student managers in the coming year and will find time during all-staff meetings to highlight skills and experiences with all student employees. Finally, in the coming year we will identify ways to be more systematically deliberate about educating our student employees about the potential to learn from their Campus Center employment experience (stated learning outcomes, increased focus on PCLs in new staff orientation and all-staff training, purposeful questions on programmatic evaluations).

III. Housing and Residence Life

Housing and Residence Life seeks to provide an on-campus experience that helps residents experience a smooth transition to IUPUI and an environment that supports their academic and social adjustment to the campus. The on-campus living experience has changed dramatically over the past decade with the addition of Residential Based Learning Communities and the creation of a modern Residence Life program.

Currently, IUPUI houses over 2,000 residents in five residential communities that include 14 Residential Based Learning Communities. In response to student-centered customer service, marketing, and strategic planning, IUPUI on-campus housing remained in very high demand by many students in the 2014-15 academic year. This was validated by opening fall 2014 with occupancy at 117.8% and a waitlist of over 800 students. Of the 3,630 first-year, first-time students that enrolled at IUPUI in fall 2014, 1,892 (52%) applied for on-campus housing. However, Housing and Residence Life was only able to provide housing for 1,238 (65%) of these applicants. For the tenth consecutive year, IUPUI Housing and Residence Life reported an opening fall occupancy growth between 2-5% due to innovative efforts to create additional temporary spaces and expansion of the overflow housing agreement with Park Place.

Assessment of Learning – Roommate Interactions Study

In Spring 2014, the Office of Housing and Residence Life undertook a concerted effort to understand the behaviors that influenced positive roommate experiences. Three main goals surrounded this effort:

1. To identify the behaviors that roommates exhibit that have a positive impact on the roommate relationship.
2. Improve strategies for assisting residents who are having roommate conflicts.
3. Improve roommate satisfaction

This project, and the associated goals, was constructed to alleviate the common issues that occur between students who, by and large, in the past have never had to share most things with their peers, much less a bedroom with someone they very likely had never met before. Such issues include communication issues about needs, wants, and personal space; preconceived notions based on social media posts or profiles; and, parent/family member involvement and misunderstanding about situations and stated concerns.

Through a series of surveys, Housing and Residence Life staff worked to identify positive impact roommate success behaviors that increase roommate satisfaction. Additionally, the

collected data would be used to educate incoming and current residents about behaviors each could exhibit that would lead to having successful roommate relationships. Finally, using the collected data, residence life staff would develop strategies to more easily work with conflicting roommates.

The Roompact Micro-Survey identified nine positive impact behaviors from one question: "What makes your current roommate relationship work?" Those nine behaviors were turned into action statements that could be measured in terms of importance and frequency. Satisfaction with roommate experiences was also measured.

The findings were extraordinarily useful. Staff found that the *frequency* of positive impact behaviors was far more significant than the extent to which students felt certain behaviors were important to the relationship. The behaviors that statistically were identified as being the most impactful were:
- Sharing common interests and participating in those together.
- Casual in-person communication with my roommate (I.e. Saying hello, talking about what is going on in each other's lives, sharing schedules).
- Developing a friendship with my roommate (more than just acquaintances) through actions such as conversations, going places together, sharing meals, doing things together).
- Having conversations with my roommate that help us better understand each other's perspectives living together.

Use of Results in Housing and Residence Life
These findings are being used this fall to address challenges before they even exist. Behaviors were discussed during summer 2015 orientation sessions with both incoming students and their parents/families. Roommate agreements were redesigned, and a success plan was added to the agreement to provide students with a structure for addressing issues as they arose. Student and professional staff members were trained on the findings and provided with strategies for implementation when encountering issues. In addition, messages were crafted so that when parents/family members called with roommate concerns they, too, could be informed about how their students could successfully resolve them.

The four keys to a successful relationship, as identified by the Spring 2015 surveys, were
- Casual In-Person Communication **Daily**
- Spending Time Together <u>at least</u> **THREE** times/week
- Having a Perspective Shaping Conversation **ONCE** a week
- Making friends outside of roommate relationship
These keys were made known to students this fall, and evaluation is currently underway to understand the effect of making this information known to the residents before they moved into the halls during orientation and once the semester has begun.

This program shows a great deal of promise for helping students learn how to have successful relationships and how to navigate stressful interpersonal situations. We look

forward to fully understanding the effect of the interventions and reporting on them in future PRAC reports.

IV. Educational Partnerships and Student Advocacy

The Office of Educational Partnerships and Student Advocacy (EPSA) strives to create partnerships both on and off campus and provide quality programs and services that empower students and their families to become engaged members of the IUPUI community. Programs and services are offered to students and their families on IUPUI's campus in four key areas: off-campus student services, parent and family programs, student success, and student advocacy. The primary mission is to create experiences that enhance student development and campus services to families of students.

Assessment of Learning – JagVenture

JagVenture is a three-day pre-college transition program that aims to teach students about themselves, their transition to IUPUI, and how to overcome obstacles in their first year of college. Over the course of the weekend, participants learn about their strengths as outlined in their self-assessment through StrengthsQuest, reflect upon their values with peers through small group discussions, and develop an action plan for transitioning into college life. They did much of this through team and individual challenges that reflected the college experience. Four key learning objectives drove this program in 2014:

- Develop new relationships with peers (incoming classmates); staff, and current student leaders to feel more connected and a part of the IUPUI community
- Develop a better understanding of IUPUI campus pride and traditions
- Create excitement and confirmation about students' decision to attend IUPUI
- Identify personal strengths and potential fears, and begin to identify a network of people and resources that can assist them throughout their college experience.

These learning outcomes map back to the Division's PCLs, specifically those surrounding PCL 1 – Core Communication Skills, PCL 4 – Understanding Society and Culture, PCL 7 – Intrapersonal Development, and PCL 8, Interpersonal Development. In all, 36 first-year students joined 10 student leaders and four professional staff members participated in the experience. At the end of the experience, students completed a self-assessment about the program, their experiences, and the extent to which they believe they learned or developed as a result of the program. The tables on the following page summarize this information broken out by each of the four PCLs focused on over the weekend.

Core Communication Skills	N	**Percent of Individuals Who Agreed or Strongly Agreed with Statement**
I was able to identify my goals.	36	94.4%
I understand how to communicate in a team	36	100%
I am comfortable reaching out to JagVenture leaders and alumni for guidance or help	36	97.2%
I learned how to communicate effectively in an informal environment with my peers	36	97.2%
		Avg of 98.4% (189/192)

Understanding Society and Culture

	N	
I gained new knowledge and insight about my first year at IUPUI	36	94.4%
I am more prepared for the college experience	36	94.4%
I am more excited about coming to IUPUI	36	94.4%
I understand the benefits of getting involved on campus	36	100%
		Avg of 95.8% (138/144)

Intrapersonal Development

	N	
I was able to identify my fears or obstacles	36	91.7%
I learned something new about myself (asked twice for different experiences)	72	87.4%
I worked through my fears/obstacles to experience something new	36	94.4%
I understand how to utilize my strengths	36	94.4%
I understand what resources are available to help me succeed	36	97.2%
		Avg of 97.1% (373/216)

Interpersonal Development

	N	
I understand what it means to be a team player	36	100%
I felt connected to others attending JagVenture	36	97.2%
I understand how to work with other to meet a common goal	36	100%
I how to utilize other people's strengths	36	88.9%
I understand how to work effectively with people who have different strengths than me	36	94.4%
I understand how to respect the views of people who see things differently than I do	36	97.2%
I understand how to work effectively with people who have different strengths than me	36	97.2%
I feel supported by my leader	36	100%
		Avg of 96.86% (279/288)

Overall, the vast majority of students indicated they gained competency in each of the four PCLs on which programming was focused:

- 98% of participants agreed or strongly agreed to gaining competency in areas related Core Communication.
- 96% of participants agreed or strongly agreed to gaining competency in areas related Understanding Society and Culture
- 97% of participants agreed or strongly agreed to gaining competency in areas related to Intrapersonal Development
- 97% of participants agreed or strongly agreed to gaining competency in areas related to Interpersonal Development

Use of Results in the JagVenture Program
The assessment of the third year of JagVenture indicated that students were reporting gains in the desired areas. However, it was also recognized that self-report data, while valuable, would cease to be sufficient; efforts were needed to move to measure learning and development both indirectly and directly. As such, steps will be taken to enhance the delivery and assessment of JagVenture in 2015. First, students will be asked to journal at several different points of the weekend about their experiences, with prompts asking for specific examples of what they learned or gained as a result of their experience on various activities. Additionally, the student leaders on the weekend will carefully observe students in the various programs and record their own observations for evaluation after the program.

It has also become apparent that the student coordinators (those who work on the development of JagVenture over the year preceding the weekend) and the student leaders who work with the first-year students on the weekend both need to be assessed with regard to their leadership development, and this is an area that has been neglected. Moving forward, a system will be developed to more accurately understand the effect of being a leader with JagVenture on those students' development and growth.

V. Future Plans for Assessing Learning in the Division of Student Affairs

The work described here is just a small portion of what's being done across the Division with regard to ensuring that the students with whom we engage are learning – and can demonstrate that learning in assessable ways. Each of the three areas will continue to be assessed as described, but other areas will also be examined.

The greatest area of assessment for the Division is associated with a set of rubrics for program planning and assessment tied direction to the Principles of Co-Curricular Learning (PCLs). These rubrics and planning modules further the work completed in 2013 with the roll out of the PCLs. Where the PCLs are currently tied to our programs, these new tools look at both the various populations being addressed by a program and the ways in which the assessments employed are aligned to the programs and their respective outcomes. We look forward to sharing the results of this effort with PRAC next year.

Additionally, other areas of the Division are strengthening their efforts associated with assessing learning. In Student Health, most of the assessments completed to date have focused on students' satisfaction with the care they've received. Dr. Pistilli is working with Dr. Steven Wintermeyer to develop surveys focused on what students were able to learn from their encounter with a physician, in addition to the quality of care received. We should have data on this to share with PRAC in 2016.

Similarly, the Office of the Student Advocate has, since its inception, focused on the extent to which students were satisfied with the services they've received. We are revamping the process that occurs when students meet with the Advocate to include a worksheet completed during the meeting with goals, next steps, and available resources. This will then serve as the basis for assessment regarding the extent to which students followed or deviated from their plan and resolved their issue. Focus groups will also be held to examine the specific areas in which students have gained knowledge and are able to continue to apply that information.

A final example concerns efforts in our Office of Health and Wellness Promotion surrounding our peer educators. A broader study is being developed that will examine the effect of being a peer educator on the peer educators and their immediate peers. This is an area of inquiry that hasn't been examined in great detail anywhere, so we are excited to be able to focus on it during the coming months and years.

We are committed to providing strong out-of-class learning opportunities for our students, and to assessing those opportunities to ensure that our work is purposeful and intentional. Furthermore, we are continuing to identify ways to move our assessment of learning from indirect measures towards direct measures, and this will only strengthen the work that we do overall. The staff of the Division are very interested in identifying areas of learning for the students with whom they interact, and the results presented here, along with areas of future assessment and reporting, demonstrate that nicely.

If you have any questions about the content of this report or something else related to learning assessment in the Division of Student Affairs at IUPUI, please contact Dr. Matthew D. Pistilli, Director of Assessment and Planning for the Division of Student Affairs, at mpistill@iupui.edu.