IUPUI
OFFICE OF THE VICE CHANCELLOR
Division of Student Affairs

Learning and Assessment in the

Division of Student Affairs

2016-17

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Introduction

The Division of Student Affairs at Indiana University – Purdue University, Indianapolis is committed to building a community that supports learning and success, increases student engagement, and promotes persistence to graduation. Staff contribute to the overall development of students by providing student-centered services and quality learning experiences. The Division is dedicated to supporting student success during and after college.

Since 2009, staff in the Division of Student Affairs have consistently measured learning across their programs and services, originally mapping them to IUPUI's Principles of Undergraduate Learning (PULs). The Principles of Co-Curricular Learning (PCLs) were developed in 2013 as a companion to the PULs. The Division of Student Affairs develops and assesses a majority of programs and services based on learning outcomes reflective of the PCLs. The Division also systematically analyzes the impact of programs and services on student retention, graduation, and academic success.

The Division of Student Affairs consists of the following offices:

- Campus Center and Student Experiences
- Campus Recreation
- Counseling and Psychological Services
- Educational Partnerships and Student Success
- Health and Wellness Promotion
- Housing and Residence Life
- Office of Student Conduct
- Student Advocacy and Support
- Student Health Services

While all offices engage assessment and evaluation, the 2016-17 Program Review and Assessment Annual Report focuses on the following two programs:

- Freedom Rides: Learning outcomes are presented for students participating in this immersion trip designed to facilitate student exploration of the intersection of race, racism, and gentrification. The program is provided by Leadership Development and Civic Engagement, a unit within the Campus Center and Student Experiences.
- Counseling and Psychological Services: Graduation rates for students engaging in services provided by the counseling center are evaluated and compared to campus-wide cohorts.

Freedom Rides Civil Rights Immersion Trip

The Campus Center and Student Experiences' program in Leadership Development and Civic Engagement designated Chicago, IL as the site for Freedom Rides 2017. The immersion trip was designed to explore the intersection of race, racism, and gentrification and participants included 15 undergraduates, 6 graduate facilitators, and 5 professional facilitators.

The trip was developed through collaboration with Loyola University's Evanston and Chicago campuses. The trip was strengthened with the experience and knowledge gained from collaboration with the Chicago Architecture Foundation and 20+year community servant and Washington Park Advisory President, Cecilia Butler.
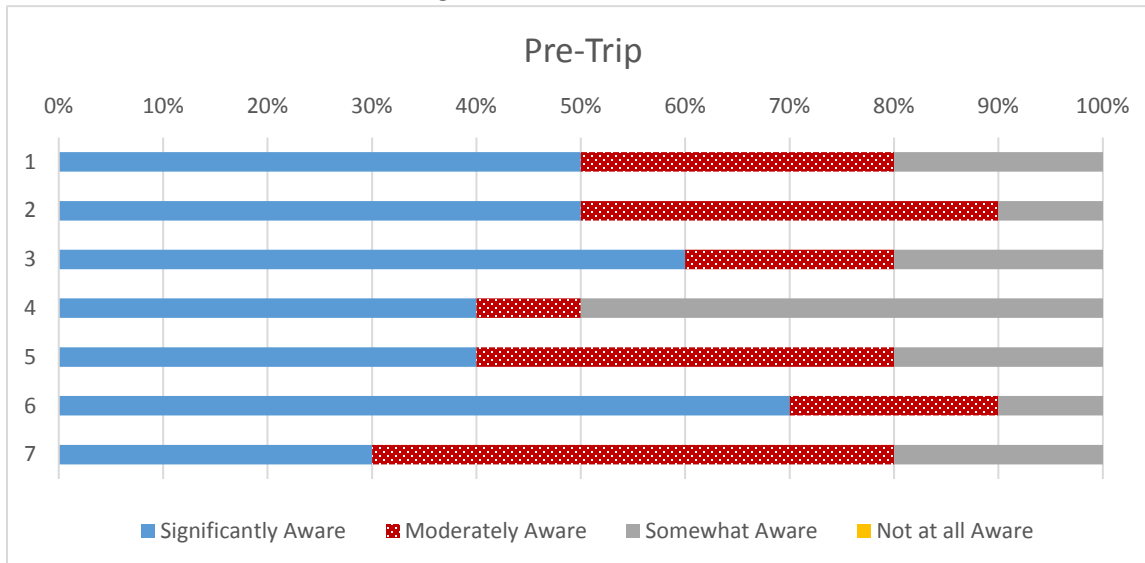
Supporting literature for the trip: "Making the Second Ghetto: Race and Housing in Chicago 1940-1960," by Arnold R. Hirsch.
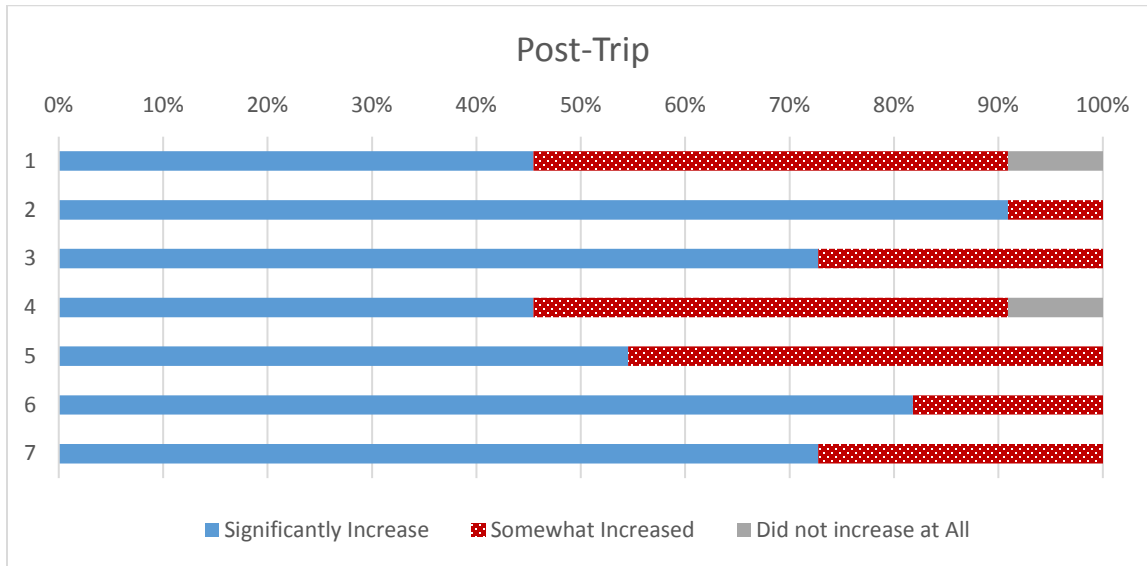
Quantitative Data

Students were asked to complete pre and post-trip self-assessments in response to the following items:

1. My knowledge around my personal identities and privilege
2. My ability to engage in conversation regarding race, socioeconomics, inclusion or diversity
3. My ability to discuss personal privilege and identity
4. My knowledge of support and resources for marginalized identities
5. My knowledge of identity and intersectionality (quality of life)
6. My willingness to engage conversations with those who do not share my views
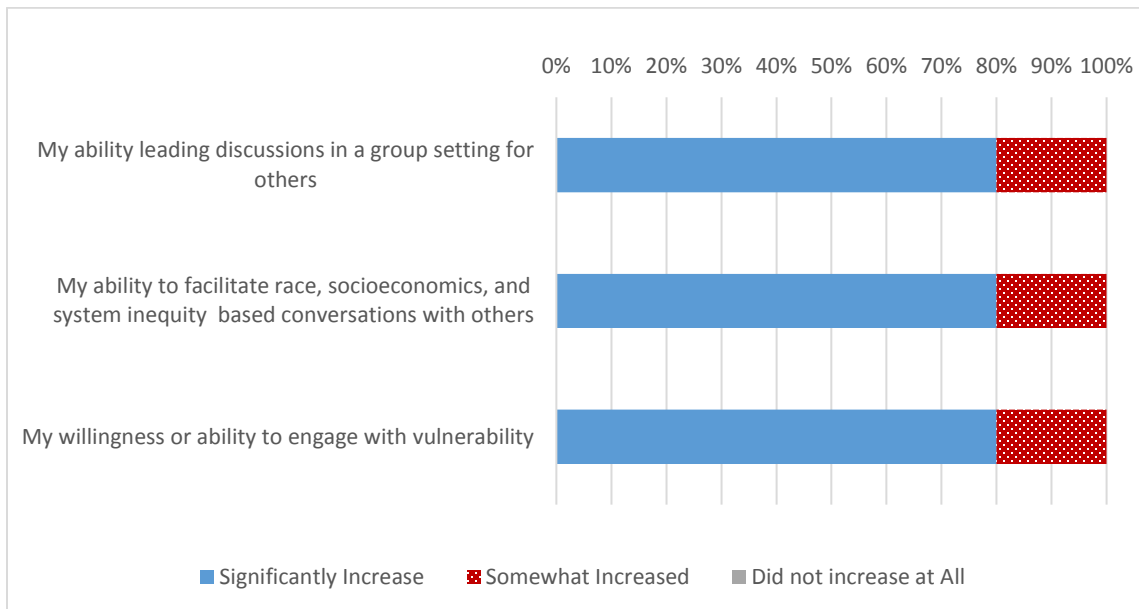7. My knowledge of race, socioeconomics, inclusion or diversity

Pre-Trip, 8 undergraduate students and 2 graduate facilitators rated their level of awareness in each area. Most endorsed moderate to significant levels of awareness.

Post-Trip, 6 undergraduate students and 5 graduate facilitators reflected on their level of increased knowledge and ability in the same areas. Despite high levels of pre-trip self-ratings, most all participants indicated substantial increases in knowledge and awareness across the various areas:

Post-Trip

Additionally, the 5 graduate facilitators identified areas of growth in facilitation skills around topics related to racial and socioeconomic inequity:

<u>Qualitative Feedback</u>

Qualitative reflections on learning supported the self-ratings. Sample responses are provided below:

Please describe your experiences on the trip with engaging others in conversations about race, socioeconomics, or policy:

"Engaging in conversation with others on the trip was difficult until I became more aware of my privileges and tendencies over the course of the trip. Leaving Chicago, I felt very prepared to discuss these issues with others."

"I enjoyed the conversations with individuals from various backgrounds. I felt that I learned more about how it makes different people feel and some of the ways that I have accepted internally yet have become subconscious."

"I really enjoyed the ability to have difficult conversations about race, socioeconomics, policy, etc. I think that without this trip I personally may not have had the opportunity to voice my opinion or hear other opinions. It allowed me to talk about controversial topics in a safe environment, but most importantly I feel like I have gained skills and knowledge about topics that will allow me to keep the conversation going in other environments."

"I was able to connect with the students on the trip and see where they are at and how to help each learn more about the topic of gentrification. This trip also taught me about the power of letting discussion pan out and become more comfortable in the uncomfortable."

Please describe your experiences with displaying empathy or vulnerability with others on the trip:

"I have always been comfortable with describing my experiences with empathy and vulnerability. This trip educated me on gentrification that of what I did not know about and the history of Chicago. The fact that I was not educated in those meanings enough to talk about it before then to understand them enough to talk about them now is how the trip made an impact on me."

"Going to the community center allowed me to get a hands-on experience of what communities who are facing/faced gentrification go through"

"Everyone had an experience where they were slighted and I never would have known that otherwise. Now I have the ability to empathize with other people based on the fact that so many people have gone through these trials."

"I found myself able to open up and share personal things like ideas and experiences I never thought I would just openly share. I found myself being very vulnerable. But, not in a bad way. Also on this trip, I found that I am an empathetic individual. I learned that I can literally feel the emotions of others when they describe being in certain situations."

Name two things you gained, achieved or learned as a result of this trip.
"I have gained confidence in sharing my experiences and listening to others with the purpose of finding solutions or raising awareness on controversial topics. I also learned that there is power within organizing people to create change." "Self-discovery. This is a huge one. I learned a lot about me…I have gained new friends too. They're amazing." "I gained a greater awareness of the things around me that I have simply looked over. I also gained a greater feel for how blacks have been held down. I used to simply say yes it happened, but to see the intricacies and the language used on a grand scale made it real for me." "I was able to learn how prevalent institutions of higher education are in the gentrification process (especially in Chicago and Indianapolis). I also achieved a better sense of how to handle tough conversations with students and the importance of student voice."

Summative Assessment

Overall, program assessment revealed:

- A high percentage of students reported an increase in knowledge regarding racism, quality of life, and other related content areas
- A vast majority of students were able to articulate their views with others
- Community building and relationship development were key outcomes of debriefing sessions
- Attention to logistical factors improved the overall effectiveness of the trip

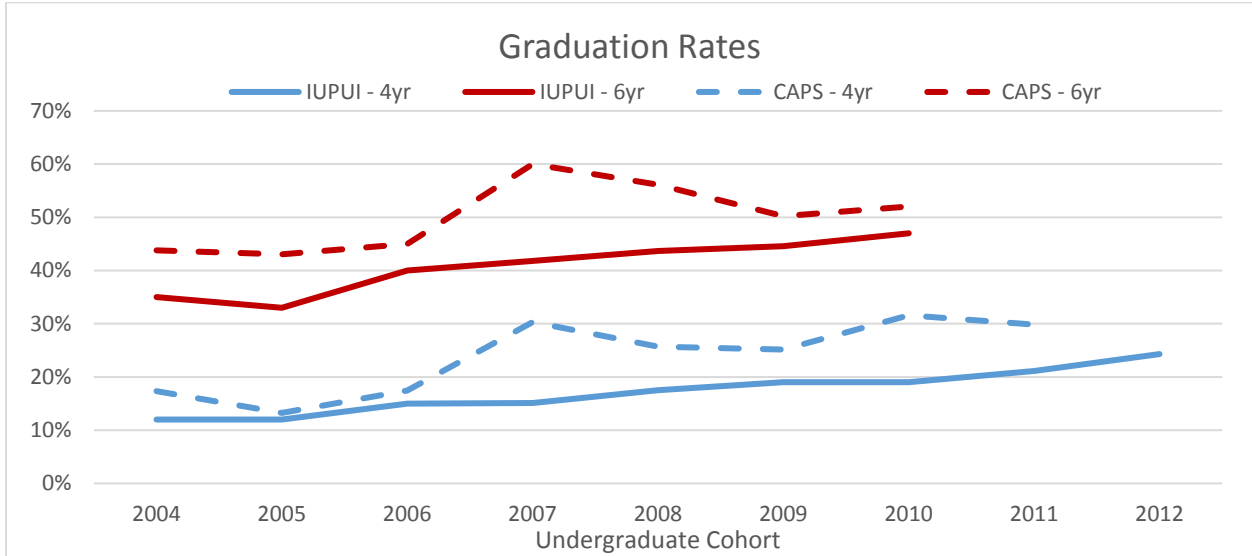Additional goals for the upcoming year include:

- Addition of behavioral and case-study based elements to the facilitator selection process
- Creation of a task force to assist in trip planning over the course of the year
- Exploration of cost-containment options for travel and lodging
- Maintenance of assessment of learning outcomes for both participants and facilitators.

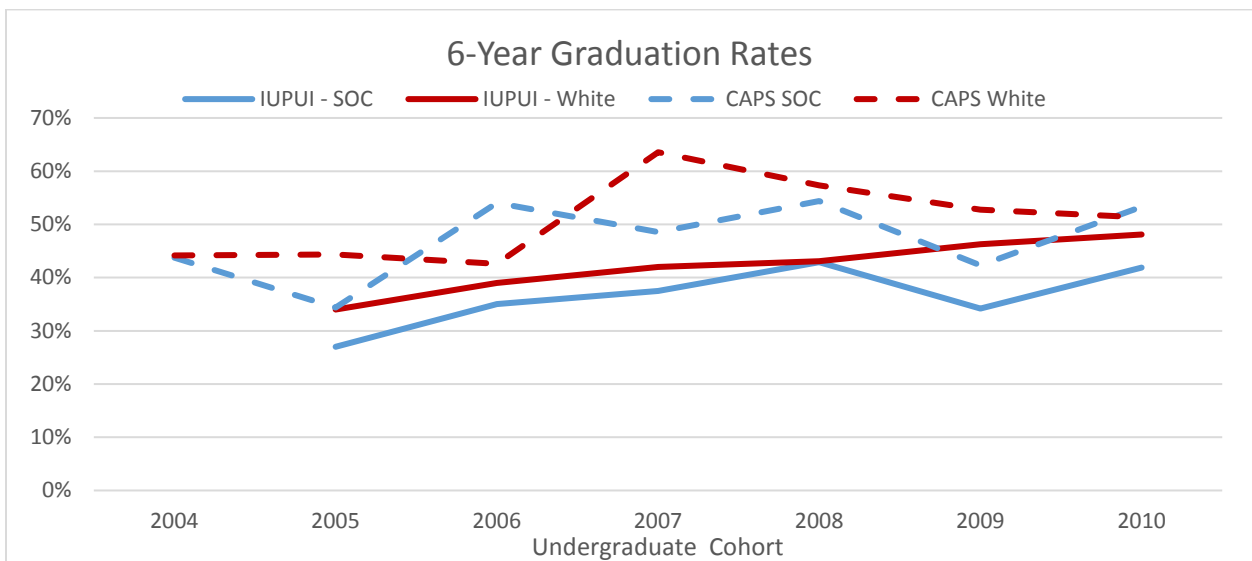**Graduation Rates for Undergraduate Students Seeking CAPS Services**

Retention/Graduation Rates

Every 3-4 years, Counseling and Psychological Services compiles the graduation rates of students seeking clinical services and compares these numbers to campus-wide cohort data obtained from IRDS.

The following graph illustrates that undergraduate students engaging with CAPS services have consistently had higher graduation rates than their cohort. For the 2009-2011 cohorts, students engaged with CAPS had 10% higher 4-year graduation rates and ~4% higher 6-year graduation than their peers.
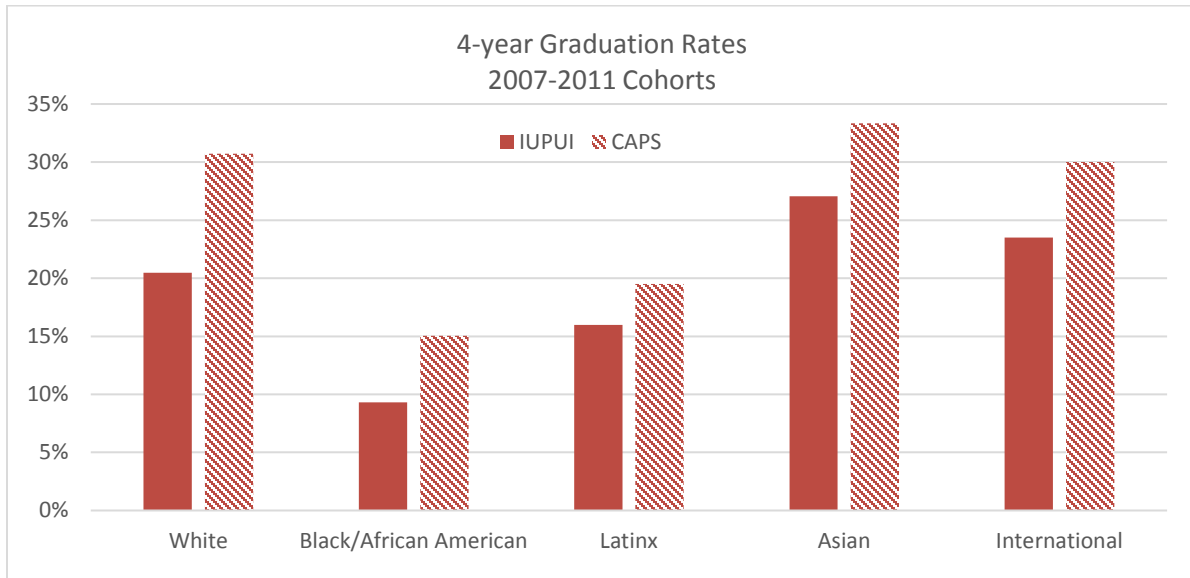

While the IUPUI 6-year graduation rates for White-identified students has steadily increased over 2005 to 2010 cohorts, a plateau has been seen in the 2007-2010 cohorts for Students of Color. While a similar plateau has been seen for students seeking CAPS services, the 6-year graduation rates for Students of Color seeking CAPS services remain 8-10% higher than those of their cohort.
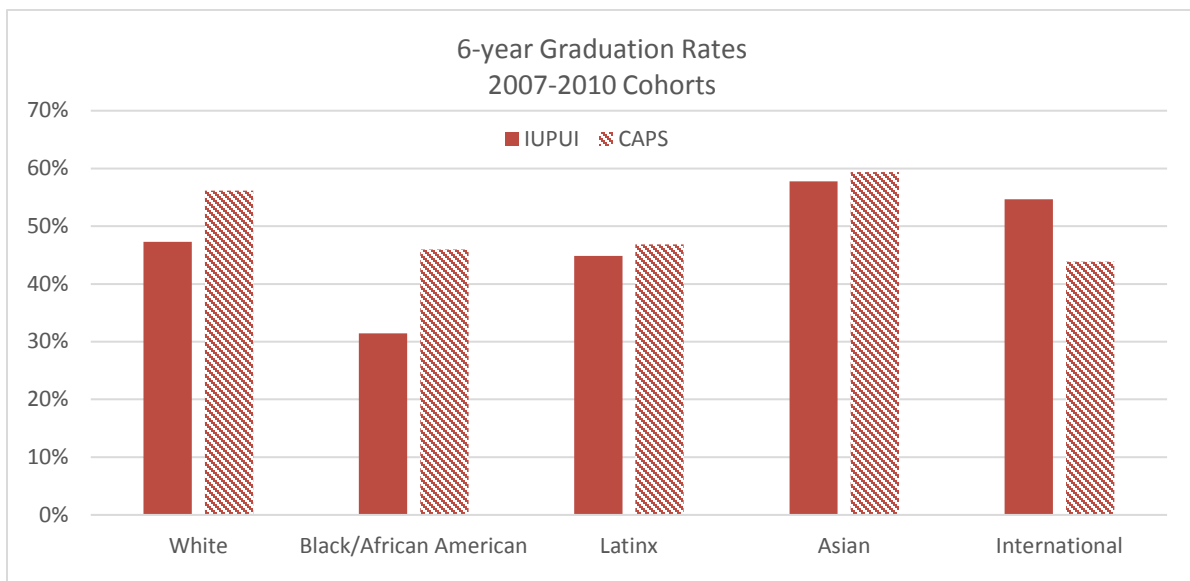
The racial/ethnic identity of students seeking services at CAPS is representative of the campus populations. IN 2016-17, CAPS served 4.6% of enrolled students.
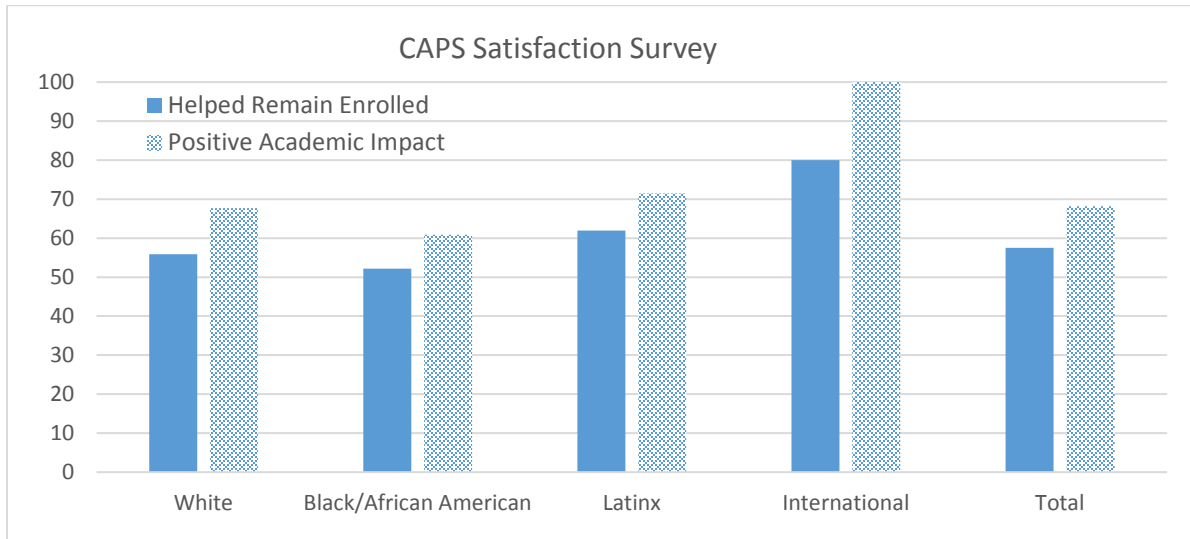
When examining graduation rates by racial/ethnic identity, students seeking CAPS services demonstrate higher 4-year graduation rates across all identities, compared to their cohort. (Note: the number of students identifying as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander were too low to accurately evaluation graduation rates for CAPS clients.)

For Black/African American students seeking CAPS services, 6-year graduation rates were a full 15% higher than (1.46x) the rate for their respective cohort. The differential remained for White-identified students, but diminished for students identifying as Latinx, Asian, or International.

Further, as indicated by an anonymous client survey, students believe that receiving CAPS services enhances their academic performance and aids in retention. The following data represents the 2016-17 academic year, but is consistent with prior surveys.

CAPS Satisfaction Survey

- Helped Remain Enrolled
- Positive Academic Impact

Categories: White, Black/African American, Latinx, International, Total

Summary

The data provided demonstrate the following:

- The majority of students seeking CAPS services report a positive impact on academic performance and retention.
- This perception is supported by the higher rates of graduation seen in undergraduate students utilizing CAPS services, when compared to their university-wide cohort.
- The difference in graduation rates is most notable in Black/African-American students.

Students seeking CAPS services are typically in a high level of emotional distress: two-thirds report moderate to severe mental distress, ~50% report significant impairments in well-being and life functioning, ~40% report at least some thoughts of ending their life, and 75% noted impairment in academic functioning. Given this level of distress, these students would be considered academically at risk. However, those engaged with CAPS services actually have higher graduation rates than their cohort. While we cannot conclude a cause/effect relationship, students do credit CAPS with supporting academic performance.

Implications

In order to expand and broaden the scope of CAPS services in support of the academic mission of IUPUI, the following initiatives are being implemented in 2017-18:

- Expansion of clinical staff and clinical service options to increase service delivery.
- Implementation of online counseling and skill-based intervention options to provide alternative sources of support for potentially marginalized student groups.
- Prioritization of outreach efforts to reach students of color and other traditionally underserved student populations.