



IUPUI DIVISION OF STUDENT AFFAIRS

Learning and Assessment in the Division of Student Affairs 2017-18

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Introduction

The Division of Student Affairs (DoSA) at IUPUI is committed to building a community that supports learning and success, increases student engagement, and promotes retention to graduation. DoSA 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, DoSA staff 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. Following the revision of the PULs/PCLs last year, DoSA staff will work on mapping its programs and services to the new Profiles of Learning for Undergraduate Success (IUPUI+). The Division will also work to examine the impact of programs and services on students' sense of belonging, engagement, and retention.

The Division of Student Affairs consists of the following offices:

- Campus Center and Student Experiences (CCSE)
- Campus Recreation
- Counseling and Psychological Services (CAPS)
- Educational Partnerships and Student Success (EPSS)
- Health and Wellness Promotion (HWP)
- Housing and Residence Life (HRL)
- Office of Student Conduct
- Office of Student Advocacy and Support (OSAS)
- Student Health Services

The 2017–2018 report will focus on the following programs housed in the HWP and EPSS units:

- MyStudentBody and the Peer Health Educator programs (HWP)
- Weeks of Welcome (WOW) program (EPSS)

A Review of MyStudentBody and Peer Health Educator Programs

HWP was created in 2014 based on a recommendation from program reviews by Counseling and Psychological Services and Student Health Services in 2012. HWP's vision is to cultivate the knowledge, skills, and confidence of students to create an environment that supports making healthy and responsible choices consistent with personal values. Its mission is to empower IUPUI students to thrive and achieve lifelong success through experiences that cultivate holistic

well-being. HWP is a student-centered service office whose work is guided by evidence-based strategic interventions, collaboration, innovation, and the following eight dimensions of wellness:

- 1) *Physical wellness*
- 2) *Emotional wellness*
- 3) *Occupational wellness*
- 4) *Intellectual wellness*
- 5) *Social wellness*
- 6) *Spiritual wellness*
- 7) *Financial wellness*
- 8) *Environmental wellness*

This section of the report will explore two HWP signature programs: MyStudentBody and Peer Health Educator.

MyStudentBody

In summer 2017, HWP phased out the AlcoholEdu/Haven tool and introduced its homegrown online tool called MyStudentBody. The latter focuses on the knowledge, attitudes, and behaviors of students themselves. All new incoming and transfer students are required to complete both pre- and post-sections of MyStudentBody with a passing score of at least 80 percent. Undergraduate students cover MyStudentBody Essentials, while graduate/professional students follow the Sexual Violence annual course.

Through MyStudentBody, HWP contributes to the following campus, divisional, and program goals and learning outcomes.

IUPUI Campus Goals

- Goal 1: Promote undergraduate student learning and success
- Goal 2: Increase capacity for graduate education
- Goal 3: Transform online education

DoSA Goals

- Goal 1: Foster a community of health, safety, and belonging
- Goal 3: Provide experiences, services, and resources that enhance student learning and success

Program Goals

- Create and implement strategic, consistent, and comprehensive primary prevention initiatives in areas related to health and overall well-being

- Present high-quality, evidence-based educational presentations, programs, and workshops designed to increase awareness, knowledge, and skills
- Create opportunities for students to evaluate and reflect on personal choices involving health behaviors
- Create opportunities for students to clarify personal values and develop or reinforce behaviors that align with personal values
- Equip students with relevant knowledge and skills that empower them to meet their wellness goals, and enhance their own health and well-being

Student Learning Outcomes

After completing the MyStudentBody online courses, students will be able to:

- Practice avoiding risky behavior through motivational self-assessments modeled on the Brief Alcohol Screening and Intervention for College Students (BASICS) program
- Demonstrate their ability to be aware of the warning signs for drinking problems and information about alcoholism
- Illustrate and self-assess their self-reported knowledge, attitudes, beliefs, and behavior through tracked progress reports
- Recognize and interpret warning signs for drinking problems, alcohol use, and social situations that may put them at risk
- Distinguish and identify (through assessments, activities, and informative articles) the likelihood of gaining sexual consent or experiencing sexual violence, while sober or under the influence of alcohol or other drugs
- Assess through pre-tests and activities how likely they are to intervene as bystanders in a potentially risky alcohol, other drugs, or sexual violence situation

Metrics	
Number of students reached	3,912 passed
Number of activities	2 online courses
Number of contact hours	1 to 1.5 hours each
Annual budget	\$1,500

Students were instructed to complete the course that corresponds to their academic level; however, back-end reporting for MyStudentBody does not collect demographic information on academic levels. As a result, it is possible students may appear in both courses or in the wrong course. Of the 3,759 students who participated in the MyStudentBody Essentials course, 71 percent passed it. These students improved their pre-to-post quiz scores (Figure 1).

	Pre-quiz score (in percent)	→	Post-quiz score (in percent)
Alcohol	65	→	87
Drugs	63	→	87
Sexual Violence	71	→	88

Figure 1: MyStudentBody Essentials Pre- and Post-Quiz Scores

Of the 4,788 students who participated in the Sexual Violence annual course, only 26 percent passed it. Students improved their pre-to-post quiz scores (74 percent to 89 percent). The large number of incomplete attempts could be caused by students beginning the wrong course and not returning or because the course is implemented without consequences.

Participants in both courses were predominantly female (59 percent), first-year (75 percent), full-time students (91 percent), and living off campus (66 percent). About 89 percent of students chose not to disclose demographic information such as race, ethnicity, or veteran status since these survey items were optional.

In addition, myStudentBody Essentials participants (n=2,555) responded to customer satisfaction surveys between May 1, 2017, and May 1, 2018. Fifty-nine percent gave ratings ranging from moderate to extremely when asked how the content was maintaining their interest. Nearly three-fourths (72 percent) rated the alcohol module content as good or excellent. Forty-three percent reported the interactive tools were the most engaging aspects of the courses.

These customer satisfaction results embedded within the course provide a sharp contrast to the disapproving comments and 1-star ratings found on the One.IU page for the program where users leave feedback and comments about the program (IU system-wide).

The budget of \$1,500 reported for MyStudentBody is for marketing the program. It does not include the cost of the program charged to the Division of Student Affairs.

Peer Health Educator (PHE) Program

The Peer Health Educator Program includes direct initiatives that focus on building capacity or expanding the reach of educational programs through increasing the skills, knowledge, and confidence of others. This program enables health promotion and risk reduction information to be disseminated through peer-to-peer exchanges.

Peer health educators (PHEs) are trained to assist with programming and outreach to educate students about relevant issues related to health and wellness that affect our campus community. They also receive training organizational training for program development, public speaking, and evaluation.

IUPUI Campus Goal

- Goal 1: Promote undergraduate student learning and success
- Goal 2: Increase capacity for graduate education

Divisional Goals

- Goal 1: Foster a community of health, safety, and belonging
- Goal 3: Provide experiences, services, and resources that enhance student learning and success

Program Goals

- Serve as a campus and community resource by building collaborative relationships that support the mission of HWP and the Division of Student Affairs
- Equip students with relevant knowledge and skills that empower them to meet their wellness goals, and enhance their own health and well-being
- Develop leadership opportunities for students interested in health and wellness education and prevention
- Promote and recognize student leaders engaging in health and wellness education and prevention
- Develop opportunities to create and recognize academic achievements related to health and wellness education and prevention topics

Student Learning Outcomes

After completing the Peer Health Educator Program, students will be able to:

- Understand and articulate health and wellness goals to other students
- Enhance their own health and well-being
- Develop better presentation and oral communication skills
- Demonstrate better intrapersonal and interpersonal skills
- Build their leadership skills

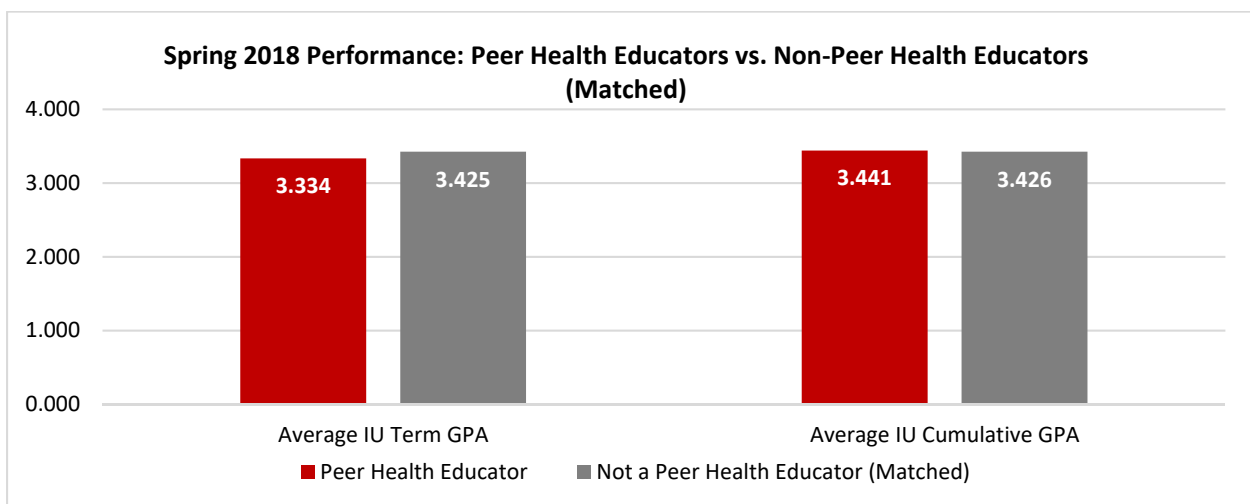
Metrics	
Number of students reached	10 active, 20 trained
Number of activities	208
Number of contact hours	327 hours
Annual budget	\$4,450

Peer education is a best practice in college health promotion and an approach that is developmentally intensive for the PHEs themselves in addition to helping to boost participation and reach of educational outreach initiatives. The 2017-2018 PHE cohort included ten active students representing four separate disciplines: the School of Health and Rehabilitation Sciences (1), the School of Liberal Arts (1), the School of Public Health (6), and the School of Science (2).

The program had seven students during the fall and spring terms, respectively. The program expanded with three new members in the spring including more underrepresented students. These three students consisted of two males and one female. Two of the three PHEs, identified as Hispanic/Latinx, joined the PHE program after taking the Peer Health Education and Leadership course co-taught by Shawnté Elbert and Ta-Kisha Jones.

To compare the performance of PHEs versus their non-PHE peers, we used a data set that matched students on similar characteristics such as gender, race/ethnicity, converted high school GPA, classification, and their official residency status. The propensity score matching procedure minimizes the selection bias and allows us to compare students who have similar characteristics and aptitude. The results are based on all 10 active PHEs regardless of the length of time spent in the program (e.g., a full or half year).

Overall, compared to non-Peer Health Educator students, PHE students who participated in the program slightly outperformed their peers when comparing their average IU cumulative GPAs (3.441 vs. 3.426) and underperformed when comparing their average IU term GPAs (3.334 vs. 3.425).



PHEs with the following demographics and academic characteristics outperformed their non-PHE peers when comparing their average IU term GPAs and their average IU cumulative GPAs. Those were African American, male, first generation, and with a major in the School of Science.

On-Campus Living

It is often said there are academic benefits to living on campus. Araujo and Murray¹ concluded that living on campus increases a student's grade point average by a letter grade, both cumulative and for a single semester. This statement is reflective of those who reside on campus currently or only in the past. This information was determined by a study using sophomores at IUPUI in fall 2008.

The two PHE students who lived on campus were the only two males in the program. They outperformed both their PHE and non-PHE peers in terms of average IU term and cumulative GPAs averaging a 3.959 and 3.793, respectively. It is known that students who live on campus have greater access to study groups, tutors, and are able to gain an additional social support to improve their academic experience.

Underrepresented Students

In 2016, Chancellor Nasser Paydar set a goal to increase enrollment of underrepresented minorities, including black students.² As a first-generation college student, he understands how some families encourage their first-generation students even though they do not have the background to help. Assuming this might be an issue for all first-generation students, Chancellor Paydar invited us to be intentional about filling in the gap. Chancellor Paydar made it a point to let first-generation students know he cares. This sentiment is shared within both our Peer Health Education Program and the Peer Health Education and Leadership course.

Four underrepresented students were nurtured in the program over the past year. These students outperformed their non-PHE peers in terms of both their average IU term and their average IU cumulative GPAs, and their PHE peers when comparing their average IU term GPAs.

Using the performance metrics to compare race/ethnicity, the self-identified Black/African American student, who is also a first generation student, outperformed both her PHE and non-PHE peers when comparing their average IU term GPAs. In addition, her average cumulative GPA was higher than that of her Black/African American counterparts. HWP staff had different touchpoints with her by teaching and giving her opportunities to practice skills this past year. She also worked as a program assistant for HWP, a teaching assistant for the leadership course, and was an active PHE student.

¹ de Araujo, P., & Murray, J. (2010). Estimating the effects of dormitory living on student performance.

² Colombo, Hayleigh "The Interview Issue: Nasser Paydar" (September 24, 2016)

Student
Feedback:

“Being a peer health educator (PHE) is not just volunteering. It is a program that helps to develop us professionally and to be independent as young professionals. With everything, I learned that being a PHE I am also able to keep my GPA high and be on the Dean’s list for academic excellence for both the School of Public Health and the School of Liberal Arts.”

“I also became a resident assistant, and my communication skills as a PHE helped me a lot during my three interviews. I was prepared for it, and I was even able to make eye contact with my interviewer, which is something I could hardly do before.”

“After undergrad, I definitely want to go to grad school and be a health educator in the future. The PHE program is perfect for me to start off, and I am very excited about it.”

Program Content

In addition to skill and professional development, PHE students are also provided one-on-one laser coaching and meeting opportunities with the assistant director to assess the semester and their academic performance. Two of the students who served half a year decided to step back from the PHE program to focus on their academics and personal needs. They came to this conclusion after coaching and critical reflections. One of them was a 21st Century Scholar who was underperforming. HWP staff also referred students to different campus partners. Chief among them are the Office of Student Advocacy Support and the Counseling and Psychological Services. The critical reflection conversation and ongoing touchpoints outside of the PHE program are intended to help the retention efforts at IUPUI and to continue the Division of Student Affairs’ vision of preparing students for life.

Even though early results are promising, it is too early to draw final conclusions about the effectiveness of the PHE program because the sample size is small. We will continue to monitor the performance of the PHEs compared to non-PHEs and evaluate the effectiveness of the program as the sample size increases.

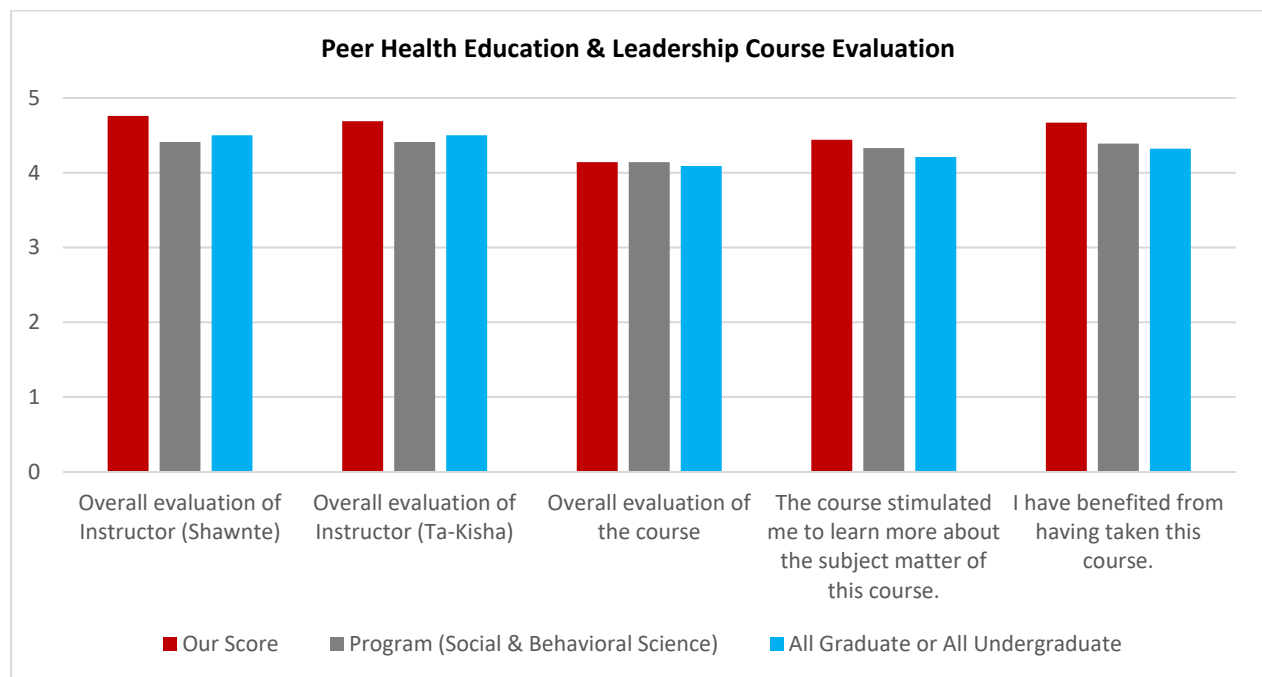
Peer Health Education and Leadership Class

The Peer Health Education and Leadership class had classroom and online components and was co-taught by Shawnté Elbert and Ta-Kisha Jones, two full-time HWP staff. Mrs. Elbert, Mrs. Jones, and other campus partners facilitated in-classroom workshops focusing on content

education and skills training. Students also discussed and reflected with their peers in an online environment.

HWP staff used graded assignments such as class attendance, in-class participation, weekly reflections, weekly canvas discussion, weekly quizzes, observations, volunteer participation, and a group project. In the spring 2018 semester, there were ten students in the class. These students completed eight hours of volunteer service. The grade distribution was 90 percent received a B- or better while 10 percent received below a B-. One student from the spring 2018 course applied and became an active PHE. This class has provided an avenue for students to thrive in college and beyond.

The results of the course evaluation showed that HWP staff received ratings higher than those of other instructors in the department and all other courses. Below are some highlights:



One student from the spring 2017 course joined the PHE program in the fall of 2017. That student actively participated the entire year, graduated in May, returned to receive interview prep from the assistant director, and has successfully obtained a job in the public health field.

Students’ Feedback: ***“Shawnté is really passionate about the class. She is so fun and I absolutely love her as a teacher. [She] makes the content relatable and really ties it into personal application as well as peer health.”***

“Ta-Kisha is so spunky and friendly. She really cares and is passionate about the students and subjects, particularly sexual health.”

“I really liked how much this course had me reflect about myself and my role in public health. Part of the appeal of studying public health for me at the beginning was that there was a distance from people, but this course has made me want to prioritize my health education and personal growth skills throughout my career.”

A Review of WOW

Founded in 2013, the Office of Educational Partnerships and Student Success works to bridge partnerships across campus with academic units and the Division of Student Affairs. EPSS’s work is focused on two themes: student success and parent/family support. The EPSS team works on new campus initiatives that revolve around retention and graduation. The EPSS team is comprised of four full-time staff, one joint administrative assistant, one graduate assistant, and one to three undergraduate student employees. EPSS’s vision is to engage students, parents, and families by delivering nationally-recognized programs that will create seamless learning environments and promote student success. Its mission is 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.

EPSS has oversight over four programs: First-Year Programs, Weeks of Welcome, Sophomore Experience Programs, and Parent and Family Programs. This section of the report focuses on WOW programming. WOW events are a standing tradition at IUPUI. They are designed to welcome new first year, transfer, and returning students to IUPUI. The calendar of events spans the first 2 weeks of the fall semester. Support and programming for WOW include student organizations, offices and departments from across campus, and the Division of Student Affairs. WOW provides a variety of program options in which students participate including educational, service, leadership, diversity, and social events. The types of events range from information fairs to artistic productions. WOW is a way for students to engage with peers as well as learn about the IUPUI and Indianapolis communities.

IUPUI Campus Goals

- Goal 1: Promote undergraduate student learning and success
- Goal 9: Promote an inclusive campus climate

Divisional Goals

- Goal 1: Foster a community of health, safety, and belonging
- Goal 3: Provide experiences, services, and resources that enhance student learning and success

Program Goals

- Enhance student learning and success
- Engage in strategic partnerships on and off campus

Student Learning Outcomes

- Develop a sense of community
- Learn about leadership opportunities on campus
- Introduce students to the diversity on campus
- Introduce students to campus life and the Indianapolis community
- Gain knowledge of campus resources, offices, and build a campus identity
- Learn about and begin to develop school pride, traditions, and spirit.
- Make connections between curricular and co-curricular learning

During the academic year 2017–2018, EPSS hosted over 32 events during the span of two weeks. More than forty DoSA staff volunteered and even participated in some of the activities. Below are highlights from these events:

- Over 1,400 students attended the Light Up the Night event
- 30 teams signed up for Field Day
- 15 campus partners attended the Block Party
- 80 employers came out for the Part-Time Job Fair
- Over 35 countries were represented at the Study Abroad Fair
- We generated 13 live Instagram stories featuring WOW student “news anchors” which had on average 3,134 daily views.
- We had help from 56 distinguished dippers during the 40th Annual Ice Cream Social.

Campus data show that students with a strong sense of belonging have strong rates of success. EPSS’s programs offer a variety of opportunities and experiences to allow students to build their community, engage with peers, and learn about campus resources and support--all of which build an overall sense of belonging at IUPUI. The EPSS team was open with the director of assessment and planning in discussing a few issues with the WOW program. After careful consideration, they decided to dissolve the Field Day event during WOW. Though this event had positive feedback from the students who participated, the logistics for this event were very time-consuming. It was also a high-risk event for liability because there were many physical activities. EPSS staff may

reevaluate this event in the future, but for now the team has decided to shift these dollars and efforts into other WOW events.

EPSS staff also identified issues with data collection. The director of assessment and planning recommended a logic model evaluation plan that would help EPSS staff identify all the resources needed to carry out the WOW events; the specific activities needed; the outputs expected; and the short-term, intermediate and long-term outcomes. This exercise helped find ways to address the data collection issues and develop assessment tools. To that end, we reviewed the entering student survey and the mentor intake form to identify questions related to students' sense of belonging. We decided to include those questions in a survey instrument starting in the fall of 2018 to help gauge WOW participants' sense of belonging and knowledge of campus resources.

We are confident that with these changes we will be able to conduct a more robust evaluation of the WOW program in the 2018-2019 academic year.