



IUPUI DIVISION OF STUDENT AFFAIRS



Assessment in the Division of Student Affairs 2019-20

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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.

The year 2019-20 was unique and brought on new challenges. Chief among them were the COVID-19 pandemic, the social unrest following the deaths of Black people, and the political unrest before and after the presidential elections. DoSA staff demonstrated so much flexibility, resiliency, innovation, and courage in the face of so many trials. Most DoSA units switched their operations from an in-person format to a virtual environment. In doing so, DoSA staff demonstrated their commitment to supporting students and the broader campus community. Assessment efforts were altered during that time as well. Even though all DoSA units continued to track who they serve, most unit leaders were unable to implement elaborate assessment plans to be able to examine the impact of programs and services on students' growth and development, sense of belonging, engagement, and retention.

The Division is comprised of nine units:

- Campus Center and Student Experiences (CCSE)
- Campus Health
- 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)

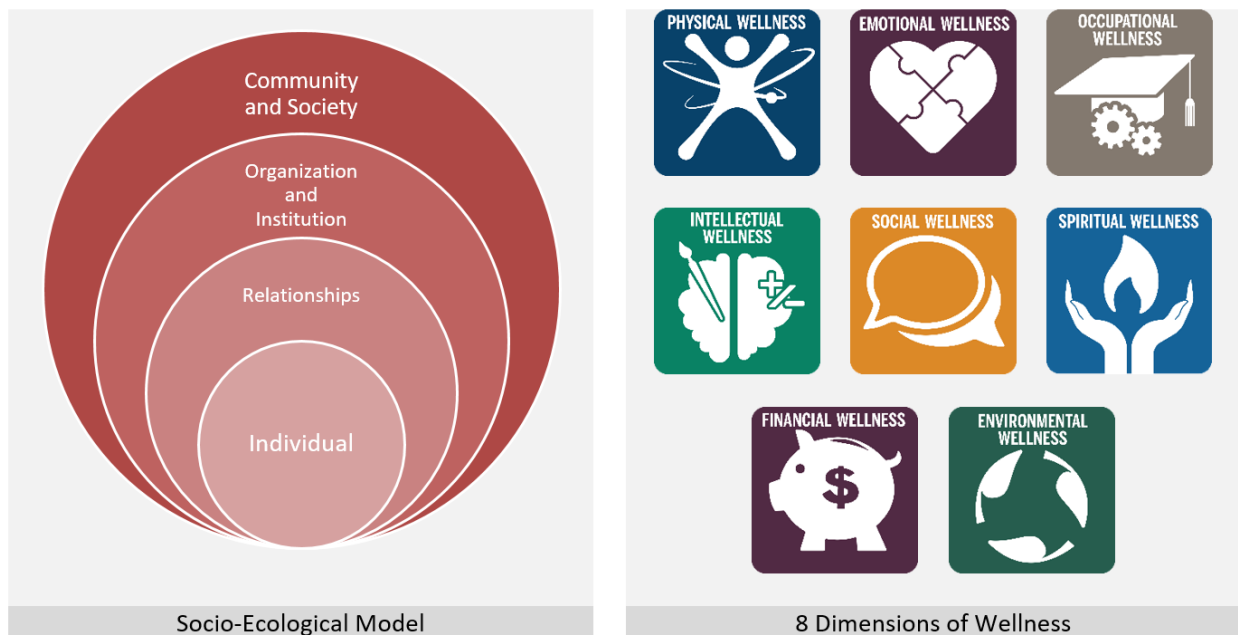
The 2019-20 report will focus on HWP's Peer Health Education (PHE) Program and CCSE's Student Employment Program.

HWP's PHE Program

HWP is a student-centered office where the work is guided by evidence-based strategic interventions, collaboration, innovation, and the eight dimensions of wellness. Emphasis is placed on alcohol and other drug risk-reduction and early intervention, sexual health education,

recovery support, peer education, and bystander empowerment to promote holistic student wellness, thereby helping students thrive during their time at IUPUI and beyond.

HWP has been functioning as a unit within the Division of Student Affairs since 2014. The office was borne out of a recommendation from a joint program review of Counseling and Psychological Services and Student Health Services in 2012 which called for the creation of “a new unit within the Division of Student Life that encompasses health promotion and advocacy.” HWP adopted its current mission and vision statements in December 2015, along with four unit goals which encompass the diverse and holistic nature of health and wellness promotion in higher education.



The PHE Program is a best practice in college health promotion and an approach that is developmentally intensive for the peer health educators themselves. PHE programs also help boost both participation in and range of educational outreach initiatives. Peer health educators in HWP follow the NASPA/BACCHUS model of peer education, including the Certified Peer Educator (CPE) national certification training curriculum. Ryan Anderson is a certified CPE curriculum trainer and supervises the peer health educators at IUPUI.

In 2019-20, HWP hosted 12 peer health educators. Table 1 below provides a brief profile of those students. PHEs were more likely to be women, white; Black or African American; age under 25 years old; undergraduate; not first generation; not receiving the 21st Century Award; and from the Fairbanks School of Public Health, the School of Nursing, and the School of Liberal Arts. There were five new recruits, including nontraditional and graduate students, and students with majors outside the health field.

Table 1: Profile of PHEs

Characteristics	Percent
Female	83%
Male	17%
Asian	8%
Black/African American	33%
Hispanic/Latino	8%
Two or More Races	8%
White	42%
Under 25	75%
25 and Older	25%
Undergraduate	92%
Graduate	8%
Not a First-Generation Student	75%
First-Generation Student	25%
Not a 21st Century Award Recipient	75%
21st Century Award Recipient	25%
Fairbanks School of Public Health	50%
School of Informatics and Computing	8%
School of Liberal Arts	17%
School of Nursing	17%
School of Science	8%

Transition to remote instruction in the spring 2020 semester caused significant disruption in programming. However, HWP staff were quick to pivot to online initiatives through the creation of a Kaltura channel, Zoom versions of presentations, and complete transition to online versions of Perspectives, Brief Alcohol Screening and Intervention for College Students (BASICS), health and wellness coaching, nicotine cessation coaching, and student employee supervision. PHEs were trained to assist with programming and outreach to educate students about relevant issues related to health and wellness that affect our campus community. They received training on health-related topics, organizational training for program development, public speaking, and evaluation. They logged 378 volunteer hours between August 24, 2019, and February 20, 2020, during classroom presentations, Condom Club trainings, office hours, and outreach tables.

Through the PHE Program, HWP contributes to the following campus and divisional goals and learning outcomes:

IUPUI Campus Goals

- Goal 1: Promote undergraduate student learning and success
- Goal 2: Increase capacity for graduate education
- Goal 5: Leverage our strengths in health and life sciences
- 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
- Goal 5: Demonstrate professional excellence through a commitment to develop student-centered, diverse, and highly-effective staff

Student Learning Outcomes for the PHE Program

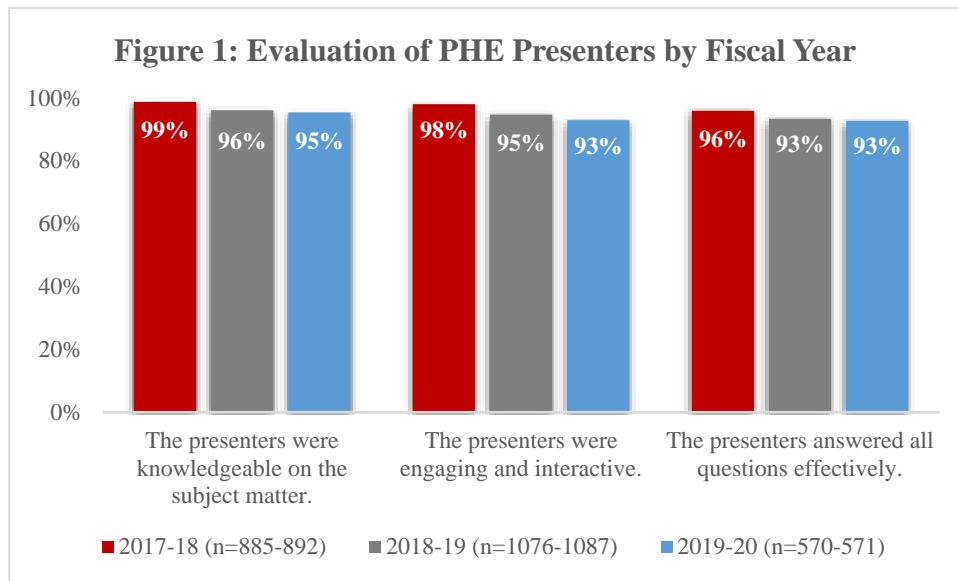
HWP staff mapped the learning outcomes of their programs to the Profiles in spring 2019. The PHE program allowed PHEs to develop in three areas of the Profiles: communicator, problem solver, and community contributor (see Appendix A). As a result of the PHE Program, PHEs will be able to grow and develop in the following learning outcomes:

- Apply theories/concepts to practical problems or in new situations (cognitive) *measured through guided reflection during 1:1 meetings.*
- Design outreach initiatives that target individuals, groups, and community populations (cognitive) *measured through post-program evaluation.*
- Identify and demonstrate active listening skills (cognitive and psychomotor) *measured through student employee performance review.*
- Identify and demonstrate presentation facilitation skills (cognitive and psychomotor) *measured through a presentation rubric.*
- Describe three social/environmental factors that affect health outcomes (cognitive) *measured through a post-training knowledge check.*
- Increase their self-assessed confidence to talk with peers about risky behaviors (cognitive and psychomotor) *measured through guided reflection during 1:1 meetings.*

Even though Ryan Anderson had a set of direct and indirect measures in his toolkit to assess the progress of PHEs, assessment efforts took a backseat in 2019-20 because of COVID-19. He utilized a couple of assessment tools instead: the presentation rubric and guided reflections during 1:1 meetings. Ryan also admitted completing one student employee performance review.

Below are results of the student evaluations of presentations led by PHEs. PHEs led presentations on a variety of health-related topics. The vast majority of students “agreed” or

“strongly agreed” with the statements on specific aspects of the presenters’ skills (see Figure 1 below).



While HWP staff have made strides in cross-training student employees, they will continue this effort to increase capacity for programming. In the past, student employees have worked on specific projects or specialized in areas of interest. In the future, HWP staff plan to increase collaboration on projects and explore common training and onboarding experiences. This focus is marked by the major change to transition the PHE program from a volunteer program to a paid student employee model.

CCSE’s Student Employment Program

The Campus Center is the heart of campus, serving as a community hub for informal interactions with lounge, meeting, commercial, and food service spaces. Programs, events, and student organizations create a living laboratory in which students develop professional and life skills to supplement and enhance their classroom learning.

In spring 2019, CCSE staff identified learning outcomes for their areas, including the Student Employment Program, and mapped them to the Profiles (see Appendix B). Through the Student Employment Program, CCSE contributes to the following campus and divisional goals and learning outcomes.

IUPUI Campus Goals

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

- 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
- Goal 5: Demonstrate professional excellence through a commitment to develop student-centered, diverse, and highly-effective staff

Student Learning Outcomes for CCSE's Student Employment Program

CCSE staff identified 34 student learning outcomes and mapped them to the Profiles (see Appendix B). Seven student managers and 31 general team members provided feedback on various prompts related to the Profiles. They reported high levels of agreement with each of the student learning outcomes with mean scores above 3 on a 4-point Likert-type scale (see Appendix B).

In spring 2020, CCSE staff partnered with Janna McDonald, Director of the Office of Student Employment, to conduct a comprehensive review of the Student Employment Program. Janna McDonald collected feedback and information from professional staff members via 1:1 interviews. In addition, Linda Wardhammar, Associate Director of CCSE, asked the 58 student team members on the employee roster for the spring 2020 semester to complete a survey via Qualtrics. More than three-fourths (76 percent) of student employees completed the survey.

The program review focused on seven areas: 1) Adapting to Today's Students; 2) Leadership Roles; 3) Morale/Camaraderie/Dedication/Investment; 4) Recruitment/Hiring; 5) Retention/Staff Attrition; 6) Team Structure; and 7) Training (Planning, Timing, Format, etc.).

Adapting to Today's Students

Though there is a great deal of information that tells the story of what the current student team members want or need in their work experience, the most relevant analysis involves comparing what they say they want in any job they might have during college and what they appreciate about their current CCSE work experience. Student team members were asked to categorize 12 job aspects as "really important," "somewhat important," and "not at all important." In a separate question, they were asked to rank the same job aspects from 1-12 (1=most important) as to which make them appreciate their CCSE work experience.

Scheduling (flexibility and providing needed hours) is an area of strength. Supervisor support and the development of friendships among coworkers are basically satisfactory but could use some focus. Areas that would benefit from significant attention are pay rate and providing an atmosphere of appreciation.

When asked for their recommendations related to enhancing the student employment program relative to adapting to today's student needs, the professional staff interviewed had the following suggestions:

- Offer more project-based opportunities for student staff in which they can manage tasks, such as side projects or one-off engagement opportunities, thereby expanding the learning piece of the experience.
- Schedule check-in conversations and have some structure around a team member's progress points, bringing more focus to conversations around learning.
- Enhance the morale and overall experience for student staff and improve camaraderie among different teams by increasing the amount of fun within the department.
- Reinstigate the suggestion box and get the student leadership team involved in determining how to enhance the student team member experience; seek their ideas and feedback on things both small and large.
- Create a sense of accomplishment within student staff as individuals and teams. Use data when possible to show efforts, successes, and accomplishments.
- Create cycles that provide clear transitions, timelines, and expected outcomes. The student team member survey did not contain questions that directly addressed these topics. Discussing them with future focus group participants would be a good idea, especially with the student leaders.

Leadership Roles

Requests for feedback in this area focused on student team members' perceptions of and interest in taking on the building manager or area manager roles within the team structure and what professional staff members believed would make these opportunities more appealing.

For the area manager and building manager positions, even though 65-80 percent of student team members felt that both were viewed with respect, their responses indicated a low level of interest in stepping into these leadership roles. Only a very small number of student team members indicated they had considered, asked questions about, or applied for these positions. Follow-ups in future focus group discussions to discover more about the reasons for this would provide practical information moving forward.

When asked for their recommendations related to making the leadership roles more interesting, the professional staff interviewed had the following suggestions:

- Possibly create more internship opportunities for current student staff to take on new and interesting projects for CCSE, potentially outside of their current roles/supervisors, to provide that continued challenge that could combat some retention issues.
- Review leadership positions to see if there was an opportunity to make them more appealing to students. Ask current staff and recently departed staff what would make those positions more sought after.

- Need to tie more academic/professional skills to positions if no new leadership positions could be added/created. This would fill the gap of a leadership role (promotion) while potentially filling a need on a student's résumé.
- Review the area manager position so the position would be a true leadership role without releasing the professional staff supervisor from all responsibility for development of the team. The area manager would be a resource to assist the professional staff, but the professional staff would need to set the expectations of the team and the area manager would need to meet the area goals. The professional staff would need to serve more as partners to the area managers.

Morale/Camaraderie/Dedication/Investment

Questions in this area pertained to morale, feelings of connection, the scope or depth of involvement, motivations for staying, and other similar topics. The student team members' feedback in various sections of the survey made it very clear this was a very important area. As mentioned previously, most team members wanted to feel invested in something greater than themselves, and friendships and feelings of connection were important factors in what made them appreciate their work experience.

Morale

- On a scale of 1-5 (1=low, 5=high), student team members rated how they felt about their job on average as 4.11. In describing the morale among student team members, they gave a rating of 6.9 on a scale of 1-10 (1=low, 10=high). The latter was not a bad rating; it seemed, on average, students felt more positive about their own situation than they thought others did.

Camaraderie

- Opportunities to build friendships among coworkers ranked near the top in relation to what student team members indicated they wanted in a part-time job while in college, with 97 percent saying this was either "really important" (39 percent) or "somewhat important" (58 percent) to them. Responses to some other questions also showed this was a valued aspect of their experience which influenced their satisfaction and feeling of connection to IUPUI.
- Students were asked to respond to a series of standard questions pertaining to sense of belonging, identical to those included on the university survey of first-semester freshmen. Their responses were very positive overall (see Table 2).

Table 2: Student Team Members’ Feedback on Questions Related to Sense of Belonging

As a result of my experience as a CCSE team member ...	% Strongly Agree	% Moderately Agree	% Slightly Agree
I have formed close friendships with other students.	40	31	12
I feel like I am valued as a person.	24	45	14
I see myself as part of the IUPUI community.	38	33	9
I feel connected with other students.	38	28	19
I feel a sense of belonging at IUPUI.	43	26	14

Dedication/Investment

- Ninety-one percent of student team members indicated they wanted to feel like they were making a contribution to something greater than themselves within their job.
- Building a connection to the campus was listed as a “really important” or “somewhat important” aspect of a job by 74 percent of the group.
- Approximately 50 percent of student team members listed CCSE’s department updates and university updates in their list of the top five things that would make all-team meetings worthwhile.
- Eighty-four percent of student team members indicated they felt invested in the work of CCSE.

Recruitment/Hiring

In this area, student team members were asked about their actual experiences in an effort to identify specific action items for improving these processes. Professional staff discussed their most significant challenges in this area and their ideas for process improvements.

Student team members who completed the survey offered three positive pieces of feedback listed below:

- Ninety-six percent of student team members reported feeling the experience they were having on the job was consistent with the job description they read when they applied and were interviewed for the job.
- Ninety-five percent said they felt welcome on the day they reported for their first shift.
- All (100 percent) indicated they would recommend jobs with CCSE to another IUPUI student, including 62 percent saying they would definitely do so.

Only 48 percent of student team members reported being specifically interested in working in the Campus Center versus other places on campus, with an additional 35 percent neither agreeing nor disagreeing they were more interested in working in the Campus Center. This indicates some effort is necessary to cultivate a positive image/brand for the CCSE work

experience among the student body which could yield a higher number of applicants when jobs are posted.

The professional staff offered some feedback as well. The general conclusion was the standing procedures for recruitment were happening, but the scheduling gaps during the previous year were too great, and the focus/mandate surrounding Work Study hires had negatively impacted the ability to maintain a full staff.

- Recruitment used to include more referrals from current team members, including siblings or other relatives. Are students being encouraged to refer people?
- Current student team members indicated they were, on average, highly likely to recommend CCSE jobs to others, but were they doing so, and were they being provided with the information they needed to do so?
- Be more creative with marketing for the recruitment process. Are there ways to use current student team members to recruit more effectively and spread the message to students about openings and vacancies?
- The most commonly referenced roadblock discussed by professional staff members was the Work Study only hiring mandate. Staff thought this made it difficult to achieve full applicant pools and might negatively impact the reputation of CCSE when positions were posted.
- Possibly revisit the idea of a group interview process and/or other means to determine if a student is a good fit and skilled to accomplish the tasks of multiple positions.
- Review the application process--especially when multiple areas have open positions simultaneously.
- Regarding interviews in general, how can those involved make sure interviews are scheduled at times at which both professional staff and area managers are available to participate fully in the interview process?
- Updated, more comprehensive (including the Profiles tie-in) job descriptions have assisted supervisors in having discussions with student team members about learning and skill development--something 95 percent of the student team members deemed “really important” or “somewhat important” in their part-time job.
 - These discussions should also focus on how students contributed to the success of CCSE which correlated with both students’ significant interest in making a contribution to something greater than themselves through their work (91 percent indicated this interest) and how 88 percent of students felt invested in the work of CCSE.

[Retention/Staff Attrition](#)

Questions directed to professional staff related to identification of factors contributing to retention challenges. Student team members were also asked questions indirectly related to this focus area, and there were several questions to which they provided specifics about what would

make their experience better. In general, factors cited by student team members related to morale, retention, and/or job satisfaction were:

- Too many nitpicky rules
- Focus on minor policy violations instead of performance discussions (more frequently)
- Inconsistent enforcement of established policies and procedures

Professional staff members offered the following ideas for combatting retention and staff attrition issues:

- Offer student staff project opportunities outside their day-to-day expectations that would tie to their academic/professional skill development.
 - Ninety-five percent of the students ranked the opportunity to build skills related to their future career as either “really important” or “slightly important” as part of a job they might have while attending college.
- Improve the interviewing process to ensure area managers and student employment assistants are prepared for the process of selection of new staff.
 - Students in both these positions indicated they wished they had been more prepared for this aspect of their job.
- Compile, analyze, and share data from the student team member experience surveys over a period of time. Transparency with this information, while kept anonymous as much as possible, would be a good means for the professional staff to know about root issues, trends, and potential roadblocks in the various areas.
- Create the opportunity for students to provide feedback on supervisors, area managers, and building managers within a performance period review.

Team Structure

The information in this area pertained to job roles, supervision, work schedules, team member policies and procedures, and a few other topics. Many questions in the student survey were directly related to these topics, but there were also some questions that linked these elements of the program to student satisfaction and the student’s overall experience.

Job Responsibilities and Expectations

Students responded to three questions addressing the extent to which they understood their own and others’ job responsibilities, team member policies and procedures and the enforcement of such, and their opinions about the scheduling of work shifts.

- One point worth specifically noting is students’ satisfaction with the number of hours for which they were scheduled. This was a significant factor in what they were looking for in a job while in college—66 percent ranked this factor as “really important” and 93 percent of students “agreed” or “strongly agreed” they were satisfied with this aspect of their experience.

- Feedback regarding current corrective action procedures indicated student team members understood the procedures, but they didn't necessarily feel policies were being enforced consistently. This was somewhat more evident in narrative comments than in results from objective questions. Several examples follow:
 - Inconsistencies in how team members were treated by certain professional staff.
 - Supervisor was not supportive and did not treat employees fairly.
 - One of the common complaints I heard...was having more understanding/consistency in leadership...in terms of reprimands and expectations of team members.
 - If professional staff didn't enforce procedures, then it didn't matter if area managers and building managers gave verbal warnings if it was not going to be enforced.
 - All professional staff should be on the same page and consistent when following the policies and procedures given to groups in the Campus Center.
 - Don't have so many nitpicking rules and don't put rules into effect on the spot.

Communication/Relationships

Results from questions pertaining to communication and relationships indicated 84 percent of the student team members were satisfied with the number of opportunities they had to interact one-on-one with their area manager and 86 percent were satisfied with the number of chances to meet one-on-one with their professional staff supervisor.

- The overall picture of communication and relationships between student team members and their supervisors, including student managers, was somewhat inconsistent. In some instances, student team members' feelings and perceptions seemed positive. For example, 88 percent "agreed" or "strongly agreed" area managers were receptive to their ideas and concerns. Nearly two-thirds (65 percent) reported the same for building managers and 86 percent for professional staff.
- On average, student team members ranked their relationship with their professional staff supervisor as 4.3 on a scale of 1-5 (1=not good at all, 5=really great). In other instances, however, responses showed a need for improvement with references to inconsistent treatment of team members or a sense of being disconnected. This is an important area for continued focus and development.
- Students' comments on several different questions highlighted their desire to improve communication and relationships both among the various teams and among individual team members.
 - Team development activities and updates ranked very high on the list of what students wanted during training sessions and all-team meetings.
 - These topics were mentioned in over 25 percent of students' responses to the final question on the survey "What could be done to make CCSE a better place to work?"

Meetings

Students were asked to specify elements that would make all-team meetings and area team meetings most worthwhile. Following are the top five items selected for all-team meetings: 1) updates about various teams/areas; 2) facility updates; 3) university updates; 4) team member recognition; and 5) CCSE department updates.

Professional staff were asked to provide their feedback on team structure. Following are some of their comments:

- Professional staff members weren't sure any rotating weekend scheduling process would be received well by team members.
 - Student team members seemed to agree, with only 27 percent of students reporting they "agreed" or "strongly agreed" this type of shift was preferred.
- Reevaluate the scheduling process for exam and break weeks/periods to better meet the needs of both professional and student staff.
 - The survey results were very clear that scheduling flexibility was a valued aspect of students' CCSE work experience. This was the number one job aspect they valued, and students ranked it the most appreciated part of their CCSE work experience.
- Further explore the idea of cross-training team members in order to assist with covering scheduling gaps or last minute openings and establish basic expectations and train team members on basic skills of other positions.
- Seek additional feedback from team members as to what they would like in a scheduling process and shift change policy.

Specifically noted as missing from the Student Employment Program in terms of policies and procedures was a supervisor manual that would provide minimum guidelines by which CCSE would structure the student employment experience, expectations of supervisors, and timelines and dates that should be followed in order to support the CCSE's student employment vision.

Training (Planning, Timing, Format, et cetera)

Both student team members and professional staff responded to questions about the timing, format, and content of various iterations of training from new team member orientation to training for leadership roles.

- Students were asked to rank nine approaches to training in terms of which they felt were most effective (1=most effective, 9=least effective). The highest ranking approaches were hands-on learning (1.9 average ranking); one-on-one training (2.2); shadowing shifts (3.7); and any form of training by peers (3.7). Self-directed videos (7.5 average ranking) and reviewing manuals (7.3) were the lowest-ranking approaches.

Professional staff members' observations regarding things to consider in the area of training focused on the following:

- Increased focus on student-led one-on-one training, including improved preparation of student leaders and veteran team members for implementing such training. Building in additional opportunities for job shadowing would also be of interest.
 - This was very consistent with what students deemed the most effective approaches to training.
- Develop alternate delivery methods for all-team training content as not all students were able to attend scheduled in-person training programs or meetings.
- Review the centralized new team member process with consideration to a more formalized approach, including delivery by professional staff members to ensure thoroughness and consistency.
- Improve training for the student employment coordinators, area managers, and professional staff supervisors regarding the hiring, interviewing, and onboarding process.
 - The area managers' and student employment coordinators' comments about their training experiences emphasized the need for improvement in this area. Less than 60 percent of the current or former area managers who completed the survey indicated feeling prepared to coordinate the interviewing and hiring process for the team.
- Revisit the use and content of the CCSE newsletter.
- Review the current structure for student team supervision focusing on equitable workload and the need for supervisors to have more time to spend with supervisees.
- Explore the format, scheduling, and content of all-team meetings with a goal of maximizing effectiveness in achieving high levels of performance and customer service and implementation of desired changes to the Student Employment Program.
- Develop a plan for hiring and training new student team members who start randomly as openings occur with a focus on time efficiency for both student leaders and professional staff.
- Revamp the interview process with the goal of creating a more CCSE mission-centric, standardized process.
- Assess the format, length, timing, etc., for the Building Manager Training Program with the goal of ensuring a process that is effective in preparing new building managers without dissuading students from participating or excluding those who are interested.
 - Of the current and former building managers responding to the survey, 45 percent indicated the format was effective for their learning style/needs. Only 54 percent said they felt prepared for their role at the conclusion of the training. This would be a relevant topic for a future focus group.

At the end of the review, Janna McDonald prepared a report in which she recommended strategic initiatives for the next three years. These recommendations would better position the

Student Employment Program to promote student success, support learning, meet staff and facility needs, and proactively capitalize on those opportunities identified as a result of conducting the review.

Professional staff members with responsibility for supervising student employees established goals related to employee retention late in the fall 2019 semester. The interruption of the spring semester due to the COVID-19 pandemic put implementation efforts on hold. Revisions will be developed for the year 2020-2021 based on Janna McDonald's recommendations. Professional staff members would like to collaborate with student leaders/area managers to identify strengths and challenges of the employment experience within areas of oversight and implement at least two measurable strategies for increasing retention. Some of these strategies include:

- Training enforcement and follow-ups with the creation of training verification forms.
- Intentional decision-making around communication with team members:
 - Increasing communication from supervisors.
 - Adjust methods of communication based on student feedback (when to email, when to text, when to call, etc.).
 - Decrease email communication by ensuring team meetings happen and scheduling monthly check-ins with each individual team member.
- Focus on work atmosphere and culture and include student team members in the decision-making process whenever possible to determine how work is being accomplished.

Appendix A: Documents for the PHE Program

I. Student Learning Outcomes Mapped to IUPUI’s Profiles, formerly known as PLUS (Profiles of Learning for Undergraduate Success)

Student Learning Outcomes	The Profiles
PHEs will be able to apply theories/concepts to practical problems or in new situations (cognitive).	Communicator Problem Solver
PHEs will be able to design outreach initiatives that target individuals, groups, and community populations (cognitive).	Communicator Problem Solver
PHEs will be able to identify and demonstrate active listening skills (cognitive and psychomotor).	Communicator Problem Solver
PHEs will be able to identify and demonstrate presentation facilitation skills (cognitive and psychomotor).	Communicator Problem Solver Community Contributor
PHEs will be able to describe three social/environmental factors that affect health outcomes (cognitive).	Communicator
PHEs will be able to increase their self-assessed confidence to talk with peers about risky behaviors (cognitive and psychomotor).	Communicator Problem Solver Community Contributor

II. PHE Guided End-of-the-Semester Evaluation Questions

Part I: Please address the following questions.

1. Think about the role and responsibilities of a peer educator. In what ways, if any, have you incorporated this role (i.e., knowledge, skills, attitudes, responsibilities, and behavior) into your daily life?
 - What parts of being a peer educator have been challenging this semester?
 - What parts of being a peer educator have been most rewarding this semester?

Part II: Additionally, please write one to two paragraphs thoroughly addressing one of the two prompts below.

1. Reflect on a wellness-related program or presentation you attended this semester.
 - What was the event? When and where was it held?
 - What were some strengths of the event? Weaknesses? Why did those strengths and weaknesses exist?
 - What would you change or improve about this program/presentation in the future?

2. Can you provide a story or testimonial of how the PHE Program has changed your life?
 - Can you describe any skills you have learned?
 - How has the PHE Program impacted your personal and future professional life?

III. PHE Knowledge Check

1. What is CAPS? What services does CAPS provide?
2. In your opinion, what are the two most urgent health and safety issues facing college students today (and why)?
3. What are two sexually transmitted infection (STI) testing resources in the Indianapolis area?
4. Describe the process and purpose of the HWP environmental scan.
5. What is health and wellness coaching? What is it not?
6. What are the standard drink amounts for beer, wine, and 80 proof liquor (in ounces)? How can you identify these on a Solo cup?
7. What comes with a membership to Campus Recreation?
8. What are two financial wellness resources available on campus?
9. Describe the Collegiate Recovery Community (CRC).
10. I want to be more social on campus. How do I get started?
11. What are three signs you can identify if you are concerned about a friend's mental health?

Appendix B: CCSE’s Student Employment Program’s Student Learning Outcomes Mapped to IUPUI’s Profiles

CCSE-Student Employee Learning Outcomes-2019-2020

LEARNING OUTCOMES (As a result of my CCSE-related experience, I am better able to...)	PLUS				CCSE STUDENT EMPLOYEES (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	
	C	PS	I	CC	STUDENT MANAGERS (N=7)	GENERAL TEAM MEMBERS (N=31)
Effectively exchange information with a variety of people of different ages, backgrounds, etc.	X				3.71	3.42
Effectively express ideas and facts to others in a variety of formats	X	X			3.43	3.29
Hold others accountable to established guidelines, standards or policies	X	X	X		3.29	3.43
Contribute to a team approach to accomplishing tasks and solving problems	X	X	X	X	3.71	3.61
Use information gathered from a variety of sources, including personal experiences and observation, to draw logical conclusions and form a decision or opinion	X	X	X		3.57	3.39
Identify connections between classroom learning and things learned while working in the Campus Center		X			3.43	3.27
Relate student employment or student organization officer experiences to my future career		X	X		3.43	3.39
Respect the views of people who see things differently than I do	X	X		X	3.71	3.52
Make informed and principled choices and foresee the consequences of these choices	X	X	X	X	3.71	3.48
Apply my set of values and ethics to a specific situation	X	X	X	X	3.86	3.45
Assess aspects of a current situation and develop a plan for fulfilling prescribed expectations	X	X	X		3.86	3.39
Build rapport with each different team member to help achieve good communication and group success	X	X			3.43	3.39
Understand my own leadership strengths and areas for improvement	X	X			3.71	3.39
Identify resources to solve problems or answer questions	X	X	X		3.43	3.32
Interact with civility in a complex world	X	X		X	3.57	3.35
Compile information from multiple sources into a concise plan of action	X	X	X		3.86	-
Listen attentively to others and respond appropriately	X	X			3.43	3.61
Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement	X	X	X		3.57	3.26
Recognize and identify different ways of life, including religion, ethnicity, sexual and gender orientation, and race					3.86	3.42

LEARNING OUTCOMES (As a result of my CCSE-related experience, I am better able to...)	PLUS				CCSE STUDENT EMPLOYEES (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	
	C	PS	I	CC	STUDENT MANAGERS (N=7)	GENERAL TEAM MEMBERS (N=31)
Assess a conflict situation and identify and implement an approach for resolving it	X	X	X	X	3.14	3.55
Use various technological resources, including computers, search engines, and internet-based programs in the performance of job responsibilities		X	X		3.57	3.55
Communicate in a professional and reasoned manner in confrontational or emergency situations	X	X			3.57	3.48
Act in accordance with a specific, prescribed set of policies or standards		X		X	3.71	3.52
Apply knowledge learned during training to real job scenarios		X			3.43	3.48
Use my knowledge and experience to help others learn	X	X		X	3.43	3.52
Understand subjects other than the one in which I am majoring		X		X	3.14	3.10
Give instruction and delegate responsibility in a management/supervisory role	X	X	X		3.86	-
Lead a team to the achievement of shared goals	X	X	X		3.57	-
Plan and implement training sessions for team or organization members	X	X	X		3.71	-
Hold corrective conversations with somebody about an area of performance that needs improvement	X	X	X		3.14	-
Identify ways to teach skills and procedures to different people	X	X	X	X	3.57	-
Complete reports in a thorough and timely manner	X				3.43	-
Interview and evaluate candidates for the purpose of filling open positions on the team or within the organization	X	X			3.86	-
Assist with performance evaluations of area team members	X	X			3.43	-

- SURVEY** • Student employees took the survey at the end of the academic year
- PLUS** • IUPUI Profiles of Learning for Undergraduate Success
- C=Communicator, PS=Problem Solver, I=Innovator, CC=Community Contributor
- CCSE Student Employees** • Student Managers=Building Managers, Area Managers, Student Employment Program Assistants
- General Team Members=Student employees who work entry-level roles in various service areas