



IUPUI DIVISION OF STUDENT AFFAIRS



ASSESSMENT IN THE DIVISION OF STUDENT AFFAIRS 2020-21

Sonia Ninon
Director of Assessment and Planning
Division of Student Affairs

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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. DoSA staff had to grapple with a different higher education landscape in 2020-21. We continued to deal with the ongoing challenges associated with COVID-19 and the social and financial stressors that impacted the campus and surrounding communities. We offered in-person and virtual cocurricular experiences to support student success and promote well-being while dealing with a hiring freeze, the fear of contracting the virus or spreading it to family members or friends, and the loss of revenues due to COVID-19. Many adopted a remote work schedule while others continued to work on campus or had a hybrid schedule.

The Division is comprised of nine units:

- Campus Center and Student Experiences (CCSE)
- Campus Health
- Campus Recreation
- Counseling and Psychological Services (CAPS)
- Student and Family Connections (SFC) formerly 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)

This annual report will focus on SFC's Weeks of Welcome (WOW) Program, the Fraternity and Sorority Leaders in Harm Reduction Project facilitated by CCSE and HWP staff, and our ongoing efforts to assess cocurricular experiences approved for the Record.

An Update on the WOW Program

Founded in 2013, SFC works to bridge partnerships across campus with academic units and the Division of Student Affairs. SFC's work is focused on two themes: student success and parent/family support. SFC has oversight over four programs: First-Year Experience Programs, Weeks of Welcome, Student Success (i.e., Sophomore Program and the Advancing Women Mentoring Program), and Parent and Family Engagement 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 two weeks of the fall and spring semesters. 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. Through the WOW program, SFC contributed to the following campus and divisional goals and learning outcomes:

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
- Goal 4: Develop and strengthen relationships to support the needs of our students and campus

WOW Program's Goals

- Serve as a “welcome” to all students (both new and returning). WOW is an introduction to what it means to be a Jaguar while also modeling what it means to be welcoming
- Provide an opportunity for all members of the campus community to build and/or strengthen relationships with each other (i.e., students, faculty, staff, and administrators)
- Increase all students’ knowledge and awareness of various university resources and support services (both curricular and cocurricular)

Student-Learning Outcomes

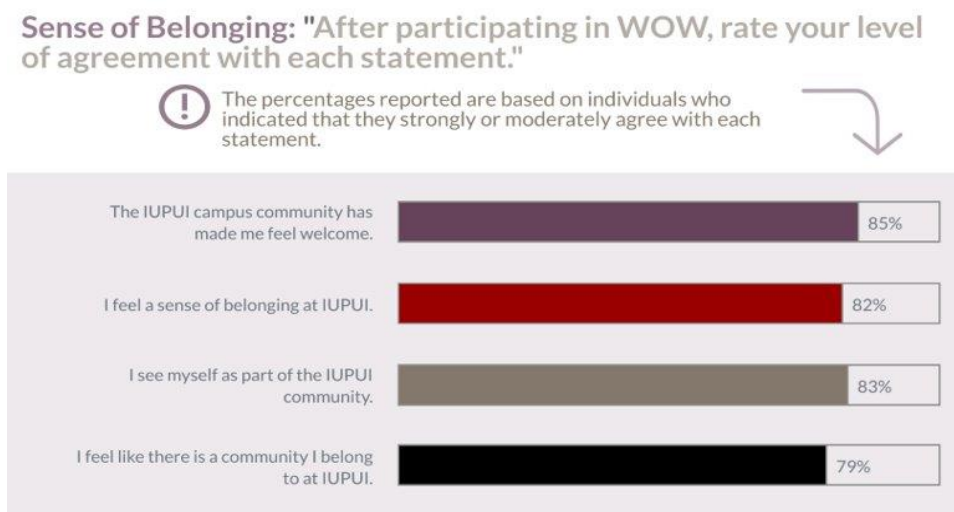
- Articulate what excites me about the IUPUI community
- Identify one or more campus resource(s) and/or office(s)
- Identify learning or engagement opportunities outside the classroom
- Recognize and appreciate cultural differences and initiate interactions with those who are culturally different

During the academic year 2020-21, the SFC team and the WOW committee rose to the challenge of planning WOW experiences amid the COVID-19 pandemic. Fall 2020 WOW included 10 days of programming with 35 virtual, in-person, social media, and online experiences reaching 1,539 people. In addition, spring 2021 WOW included nine days of programming with 31 virtual, in-person, social media, and online experiences reaching 1,133 people. After going

through a program review in spring 2019 and developing a new strategic plan in 2020, the SFC team began the process of improving its assessment tools. After consulting with the director of assessment and planning, the SFC team launched a new survey tool—an indirect measure of student learning—to measure WOW learning outcomes connected to the campus’s sense of belonging construct, the Profiles, and high impact practices. This new survey replicated questions from the IUPUI End of First Semester Survey. The survey was sent to 602 students. Of those, 150 (25 percent) completed the survey. Below are a few highlights:

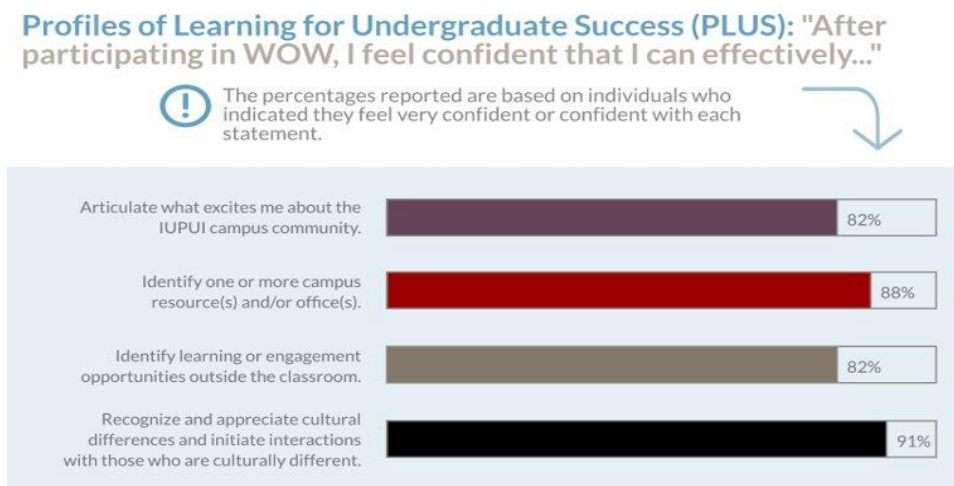
Sense of Belonging

Figure 1: Spring 2021 Post-WOW Survey Results Focusing on Selected Questions from the Sense of Belonging Construct



Student-Learning Outcomes

Figure 2: Spring 2021 Post-WOW Survey Results Focusing on Student-Learning Outcomes Tied to the Profiles



High-Impact Practices

Figure 3: Spring 2021 Post-WOW Survey Results Focusing on High-Impact Practices

High-Impact Practices: “After participating in WOW, which of the following do you plan to pursue further?”

! The percentages reported are based on individuals who either indicated they have “Done” (left) or “Plan to Do” (right).



Student Feedback

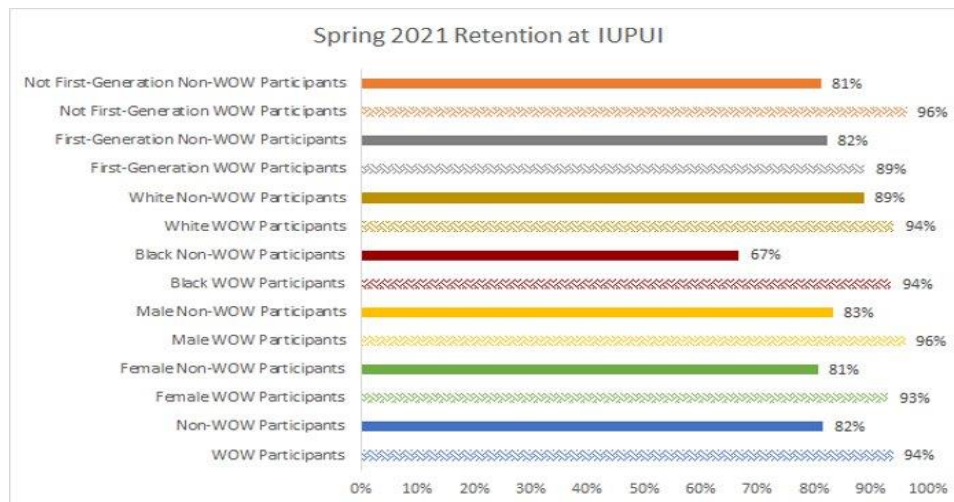
What was your favorite part of WOW?



Impact of WOW Participation on Retention and Academic Performance

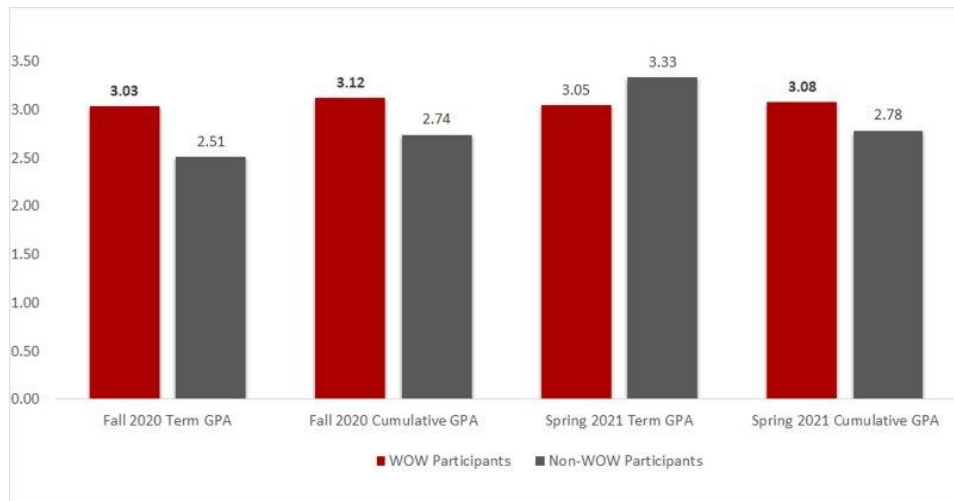
The director of assessment and planning conducted a propensity score matching (PSM) analysis to determine the impact of participation in WOW on students' fall-to-spring retention. The PSM procedure attempts to estimate the effect of a treatment or intervention by accounting for the covariates that predict receiving the treatment. PSM also mitigates selection bias and other confounding factors (e.g., gender, race/ethnicity, age, ACT scores, SAT scores, unmet financial needs, or major). Results of this analysis revealed students who attended at least one WOW event were retained at a higher level in the spring semester than their counterparts who did not attend any WOW events. There was a difference of 12 percentage points in the fall-to-spring retention at IUPUI (94 versus 82 percent). Figure 4 shows participation in at least one WOW event seemed to help the fall-to-spring retention rates at IUPUI of students in the various demographic groups selected.

Figure 4: Fall-to-Spring Retention at IUPUI by Different Demographic Groups



In addition, the director of assessment and planning examined the impact of participation in at least one WOW event on students' academic performance measured by term and cumulative GPAs. Figure 5 shows the term and cumulative GPAs of WOW versus non-WOW participants in fall 2020 and spring 2021. For the most part, WOW participants outperformed non-WOW participants.

Figure 5: Fall 2020 and Spring 2021 Term and Cumulative GPAs



Note: The mean scores in bold indicate when WOW participants outperformed their non-WOW counterparts. The differences in the mean scores are statistically significant at the 0.05 level.

WOW participants with the following demographic characteristics had higher fall 2020 term and cumulative GPAs and spring 2021 cumulative GPAs than non-WOW participants:

- Female
- Male
- Black or African American
- White
- First-generation student
- Not a first-generation student

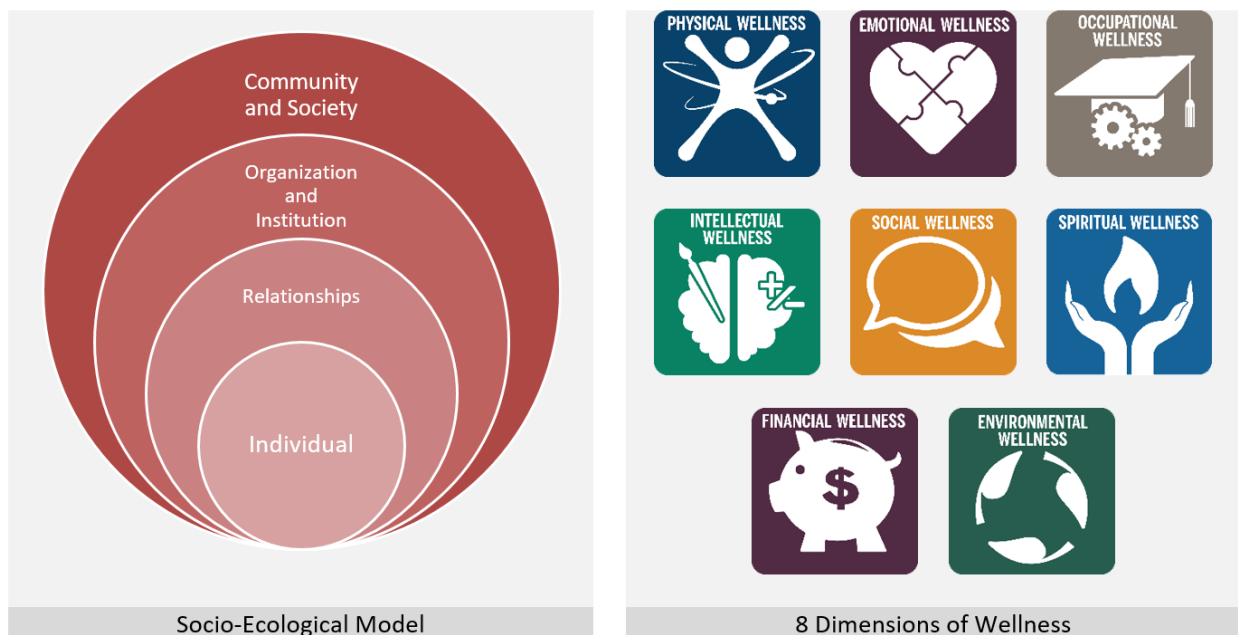
SFC staff are dedicated to the continuous improvement of WOW programming. They will continue to track students who attend WOW events using wireless ID scanners and incorporate the mobile check-in app feature within The Spot (Anthology). They will continue to examine the relationship between attendance at WOW programming and students' sense of belonging, learning outcomes, interest in high-impact practices, retention rates, and academic performance. They will continue to strengthen strategic partnerships between the Division of Student Affairs, orientation services, and first-year experience (i.e., Bridge Week). Moreover, they will focus on accessibility and inclusion efforts and explore ways to shift back to in-person programming.

Fraternity and Sorority Leaders in Harm Reduction Project Facilitated by CCSE and HWP

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 2016, CCSE became a new unit within the Division of Student Affairs after the merger of Campus Center and the Office of Student Involvement. CCSE combines four unique functional areas: Campus Center Operations, Fraternity and Sorority Life, Leadership Development and Civic Engagement, Student Governance, and Student Activities under one umbrella organization to promote and provide a more seamless, efficient, and intentional student life experience.

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. 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.



Jayson Davis (coordinator of fraternity and sorority life in CCSE), Natalya Cox (graduate student employee in HWP), and Eric Teske (HWP director) received a grant of \$7,065 from the Indiana Collegiate Action Network (ICAN) in fall 2020. ICAN is a statewide coalition of colleges and universities in Indiana working to address high-risk activities among college students. With this grant, the project managers developed the Fraternity and Sorority Leaders in Harm Reduction project to provide education that would ensure the IUPUI fraternity and sorority life community would be well equipped with best practices for social events, parties, bar culture, and other high-

risk situations. Through the Fraternity and Sorority Leaders in Harm Reduction project, CCSE and HWP contributed to the following campus and divisional goals and learning outcomes:

IUPUI Campus Goals

- Goal 1: Promote undergraduate student learning and success
- 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 4: Develop and strengthen relationships to support the needs of our students and campus

Fraternity and Sorority Leaders in Harm Reduction Project's Goals

- Provide harm-reduction education to the social fraternity and sorority community at IUPUI
- Ensure program participants acquire the stated student-learning outcomes
- Meet the attendance goal set at 20 percent
- Present findings at the ICAN Annual Conference

Student-Learning Outcomes

- Increase knowledge of various federal, state, and local laws and policies regarding alcohol and other drugs
- Distinguish between various types of risk
- Identify strategies to mitigate risk within your organization
- Design a risk management plan for a program or event with your organization
- Distinguish and address alcohol and drug misuse within your organization
- Identify items to add to harm reduction tool
- Organize next steps to address risk in chapter
- Define the SPOT and how it is used for organizational risk management
- Navigate the Spot and the CUBE staff to support risk management and program initiatives

The project managers hosted three events: a virtual session on substance abuse education, distribution of risk management tool kits (Figure 6), and a virtual harm reduction training session designed for risk management officers who would be responsible for training others within their respective organizations. The project managers also presented at the ICAN Annual Conference

on October 11, 2021. The virtual session on substance abuse had an attendance goal of 20 percent. The day of the session (March 3, 2021), 177 students from 23 chapters attended the session—representing an attendance rate of 27 percent. Figure 6 shows a picture of the risk management tool kits which included the following items:

- Durable, secure storage boxes
- Organization personalized decals
- Two walkie-talkies with headsets
- Department of Transportation/National Highway Traffic Safety Administration compliant breathalyzer
- Orange, reflective safety vest
- Black markers
- Clipboards

Figure 6: Risk Management Tool Kits



Student-Learning Outcomes

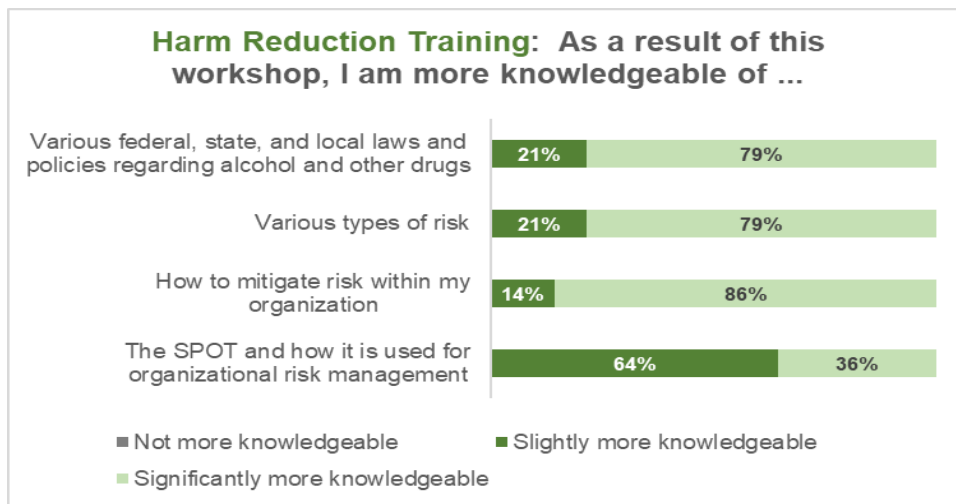
Twenty-one risk management officers attended the virtual harm reduction training session on April 11, 2021. The project managers decided to use indirect measures of student learning to gauge attendees' opinions on a set of questions tied to the learning outcomes. Attendees were asked to complete pre- and post-surveys to determine their level of confidence on a set of skills. All 21 attendees completed the pre-survey while only 14-15 submitted a post-survey. Table 1 shows survey respondents reported a higher level of confidence in each skill area listed after going through the harm reduction training. Even though the mean scores increased in the post-survey, they were still below four on a five-point scale.

Table 1: Pre- and Post-Survey Results

How confident are you in ...? (Scale: 1-5)	Mean Score Pre-Survey (n=21)	Mean Score Post-Survey (n=14-15)	Difference
Implementing a risk management plan for a program or event with your organization	2.90	3.64	0.74
Addressing alcohol misuse within your organization	3.29	3.86	0.57
Addressing drug misuse within your organization	3.29	3.79	0.50
Using the Spot and the CUBE staff to support risk management and program initiatives	2.10	3.07	0.97

Figure 7 shows all survey respondents reported being “slightly more knowledgeable” or “significantly more knowledgeable” in the four skill areas identified after participating in the harm reduction training.

Figure 7: Knowledge of Certain Skills



When asked about three items they were going to add to their harm reduction toolbox to mitigate risk or respond to potential incidents, survey respondents reported the following items:



When asked about identifying three next steps they were going to follow to address risk in their chapter/charter, survey respondents reported the following items:

- Discuss how to identify risk with my executive leadership and chapter
- Get ideas on what we can do better
- Learn from past mistakes and improve upon them
- Set up new rules and chapter policies to prevent risk and discuss how to handle situations that might happen
- Create a presentation with information from today to present at an upcoming chapter meeting to educate our members about how to stay safe at events this summer and in the fall
- Gather more tools to put into our box
- Review our current risk management plan as a chapter to make sure we have proper measures in place to which everyone agrees and can provide input
- Refine and make our risk management plan inclusive of most/all types of risk
- Bring the subject to our chapters' officers and advisors to be on the same page with how we want to approach addressing these topics
- Present what risky behaviors are and not judge those who struggle with some sort of addiction
- Assign roles of responsibility for situations that might occur
- Emphasize that risk management is a group effort
- Emphasize collaboration when it comes to risk management
- Give a presentation, educate new members about policies, and create a definite protocol for different scenarios

- Address discussed topics at chapter meetings, reiterate information before events, implement new strategies to reduce risk
- Make sure the organization retains the information
- Discuss holding each other accountable
- Learn about state laws, emphasize the importance of risk prevention, better educate on consequences and why they should avoid risky behaviors

Student Feedback

When asked about the biggest takeaway from this harm reduction training, a few survey respondents made the following statements:



“How to mitigate non-physical risk”



“Learning tips from other organizations about what they do to handle risk”



“The biggest takeaway for me was the emphasis on that risk management is a group effort.”

“Risk management plans cover everything from alcohol misuse to just staying safe as a chapter, and it's important to educate everyone on these laws both within the chapter and in the state to prevent any major consequences from occurring, and to also just support each other as sisters in different situations/scenarios.”



An Update on DoSA's Cocurricular Experiences for the Record

Even though DoSA units had to scale back their in-person programs and services due to the ongoing COVID-19 pandemic, they continued to offer meaningful experiences that enhanced student learning and success. The director of assessment and planning and the graduate student in assessment offered virtual consulting services focusing on assessment in a virtual environment and revising assessment plans during these difficult times.

CCSE continued to lead other DoSA units in the number of experiences approved for the Record. They included area managers, building managers, Undergraduate Student Government officers, and Fraternity and Sorority Life council officers. Linda Wardhammar, facility and assessment specialist, used a survey instrument—an indirect measure of student learning—to gather students' perceptions and opinions about what they learned. Appendix C provides an overview of the 2020-21 survey results.

HRL also offered cocurricular experiences approved for the Record. These experiences included the residence hall association and the national residence hall honorary executive boards and resident assistants. Before he left IUPUI, Zach Cramer, residence life specialist for leadership initiatives, oversaw these leadership programs within HRL and identified the American Association of Colleges and Universities (AAC&U) [civic engagement VALUE Rubric](#) to assess student learning and development. Before she left her position in HRL, Emily Braught oversaw the resident assistant experience and identified AAC&U's [problem solving](#) and [intercultural knowledge and competence](#) VALUE rubrics and College Unbound's [resilience rubric](#) to assess student learning and development. Both the COVID-19 pandemic and the departures of Zach Cramer and Emily Braught derailed these assessment plans. HRL hired new staff to fill those positions. The director of assessment and planning has already reached out to Alice Dahlka, residence life specialist for academic initiatives; and Peter Kreutzer, residence life specialist for leadership initiatives. They assumed their roles in summer 2021 and fall 2021, respectively. They have begun to discuss collaborating on future assessment efforts.

Appendix A: WOW Student-Learning Outcomes Mapped to the Profiles

Student-Learning Outcomes	The Profiles
After attending the Weeks of Welcome events, students will be able to articulate what excites them about the campus community.	Communicator Community Contributor
After attending the Weeks of Welcome events, students will be able to identify one or more campus resource(s) and/or office(s).	Communicator Innovator
After attending the Weeks of Welcome events, students will be able to identify learning or engagement opportunities outside the classroom.	Communicator Problem Solver Innovator Community Contributor
After attending the Weeks of Welcome events, students will be able to recognize and appreciate cultural differences and initiate interactions with those who are culturally different.	Communicator Community Contributor

Appendix B: Fraternity and Sorority Leaders in Harm Reduction Events/Student-Learning Outcomes Mapped to the Profiles

Student-Learning Outcomes	The Profiles
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to increase knowledge of various federal, state, and local laws and policies regarding alcohol and other drugs.	Communicator Problem Solver Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to distinguish between various types of risk.	Communicator Problem Solver Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to identify strategies to mitigate risk within their organization.	Communicator Problem Solver Innovator Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to design a risk management plan for a program or event with their organization.	Communicator Problem Solver Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to distinguish and address alcohol and drug misuse within their organization.	Communicator Problem Solver Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to identify items to add to harm reduction tool.	Problem Solver Innovator
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to organize next steps to address risk in chapter.	Communicator Problem Solver Innovator Community Contributor
After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to define the SPOT and how it is used for organizational risk management.	Communicator Problem Solver Community Contributor

<p>After participating in the Fraternity and Sorority Leaders in Harm Reduction events, students will be able to navigate the Spot and the CUBE staff to support risk management and program initiatives.</p>	<p>Communicator Problem Solver Innovator Community Contributor</p>
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Appendix C: CCSE-Learning Outcomes Comparison Among Student Leader Groups Mapped to the Profiles

CCSE-Learning Outcomes Comparison Among Student Leader Groups-2020-2021

LEARNING OUTCOMES (As a result of my CCSE-related experience, I am better able to...)	PLUS				CCSE STUDENT LEADER GROUPS (% Strongly Agree and Agree)			
	C	PS	I	CC	STUDENT MANAGERS (N=14)	SAPB OFFICERS (N=10)	FSL COUNCIL OFFICERS (N=18)	USG LEADERS (N=1)
Effectively exchange information with a variety of people of different ages, backgrounds, etc.	X				93	100	100	100
Effectively express ideas and facts to others in a variety of formats	X	X			93	100	100	100
Hold others accountable to established guidelines, standards or policies	X	X	X		93	90	100	100
Contribute to a team approach to accomplishing tasks and solving problems	X	X	X	X	93	100	100	100
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		100	100	100	100
Identify connections between classroom learning and things learned while working in the Campus Center		X			86	90	100	100
Relate student employment or student organization officer experiences to my future career		X	X		100	100	100	100
Respect the views of people who see things differently than I do	X	X		X	100	100	100	100
Make informed and principled choices and foresee the consequences of these choices	X	X	X	X	93	90	100	100
Apply my set of values and ethics to a specific situation	X	X	X	X	100	100	100	100
Assess aspects of a current situation and develop a plan for fulfilling prescribed expectations	X	X	X		100	100	100	100
Build rapport with each different team member to help achieve good communication and group success	X	X			93	90	100	100
Understand my own leadership strengths and areas for improvement	X	X			86	100	100	100
Give instruction and delegate responsibility in a management/supervisory role	X	X	X		93	100	100	100
Lead a team to the achievement of shared goals	X	X	X		100	90	100	100
Identify resources to solve problems or answer questions	X	X	X		100	100	-	100
Interact with civility in a complex world	X	X		X	100	100	-	100

LEARNING OUTCOMES (As a result of my CCSE-related experience, I am better able to...)	PLUS				CCSE STUDENT LEADER GROUPS (% Strongly Agree and Agree)			
	C	PS	I	CC	STUDENT MANAGERS (N=14)	SAPB OFFICERS (N=10)	FSL COUNCIL OFFICERS (N=18)	USG LEADERS (N=1)
Compile information from multiple sources into a concise plan of action	X	X	X		93	90	-	100
Listen attentively to others and respond appropriately	X	X			93	-	100	-
Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement	X	X	X		93	-	100	-
Recognize and identify different ways of life, including religion, ethnicity, sexual and gender orientation, and race					93	-	100	-
Assess a conflict situation and identify and implement an approach for resolving it	X	X	X	X	100	-	-	-
Use various technological resources, including computers, search engines, and internet-based programs in the performance of job responsibilities		X	X		93	-	-	-
Communicate in a professional and reasoned manner in confrontational or emergency situations	X	X			93	-	-	-
Act in accordance with a specific, prescribed set of policies or standards		X		X	100	-	-	-
Apply knowledge learned during training to real job scenarios		X			100	-	-	-
Use my knowledge and experience to help others learn	X	X		X	93	-	-	-
Understand subjects other than the one in which I am majoring		X		X	86	-	-	-
Plan and implement training sessions for team or organization members	X	X	X		86	-	-	-
Hold corrective conversations with somebody about an area of performance that needs improvement	X	X	X		93	-	-	-
Identify ways to teach skills and procedures to different people	X	X	X	X	100	-	-	-
Complete reports in a thorough and timely manner	X				100	-	-	-
Interview and evaluate candidates for the purpose of filling open positions on the team or within the organization	X	X			71	-	-	-
Assist with performance evaluations of area team members	X	X			64	-	-	-

SURVEY

- Student organization officers took the survey at the end of their term, and student managers 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

- University Student Organizations advised directly by CCSE professional staff and student employees in manager/elevated positions

Student Groups

- Student Managers=Building Managers, Area Managers, Student Employment Program Assistants, SAPB Officers=Student Activities Programming Board Executive Officers and Directors, FSL Council Officers=Executive Board members from College Panhellenic Council, Interfraternity Council, Multicultural Greek Council, National Pan-Hellenic Council