

Assessment of Learning in Student Life: 2011-2012

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INTRODUCTION

During the 2009-2010 academic year, the Division of Student Life started its first-ever Division-wide plan for the assessment of student learning. It involved adopting campus-wide learning outcomes (Principles of Undergraduate Learning), mapping programs, services, and activities to these outcomes, developing assessment tools, and discussing how best to communicate these learning outcomes to students.

The second phase of the project occurred during the 2010-2011 academic year, and it involved the start of collecting baseline data on student learning. During the immediate past academic year (2011-2012), most of these initial data-collection efforts continued and an additional unit joined the program. This report provides an overview of the results of those efforts made by the Campus Center, Counseling and Psychological Services (CAPS), and the Office of Student Involvement (OSI). Data for each unit's learning outcomes and assessment measures are presented followed by a brief note on how each unit will use these data for improvement. Finally, a summary of the Division's future steps for assessing student learning ends this year's report.

CAMPUS CENTER

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

The 2011-2012 Building Managers, as part of their student employee evaluation, provided their self-assessment of the degree to which their Campus Center employment experience provided them with opportunities to enhance their learning in the following ways. The compiled results follow (n=8).

As a result of my Campus Center Student Building Manager work experience, I am better able to...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Effectively exchange information with a variety of people of different ages, backgrounds, etc. (1, 5)	62.5%	37.5%		
2. Identify resources to solve problems or answer questions (1)	50%	50%		
3. Give instruction and delegate responsibility in a management/supervisory role (1)	50%	50%		
4. Assess a particular conflict or emergency situation and identify and implement an approach for resolving it (1, 4)	50%	50%		
5. Operate educational technology equipment (1)	62.5%	37.5%		
6. Use computer software (1)	25%	50%	25%	
7. Communicate in a professional and reasoned manner in confrontational or emergency situations (1)	62.5%	37.5%		
8. Contribute to a team approach to accomplishing tasks and solving problems (1, 2)	62.5%	37.5%		
9. Apply knowledge learned during training to real job scenarios (2)	50%	50%		
10. Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement (2)	50%	50%		

11. Understand subjects other than the one in which I am majoring (4)	37.5%	50%	12.5%	
12. Describe people's different ways of life, including religion, ethnicity, sexual and gender orientation, and race (5)	50%	50%		
13. Describe the general connection between IUPUI and the community in which it is located (5)	62.5%	25%	12.5%	
14. Respect the views of people who see things differently than I do (5)	75%	25%		
15. Make informed and principled choices and foresee the consequences of these choices (6)	75%	25%		
16. Apply my set of values and ethics to a specific situation (6)	62.5%	37.5%		

Use of Results in the Campus Center

These are baseline data collected on only the building managers for the Campus Center. In the future this effort may be expanded to include all employees. These data are being used in two ways. On an individual level, the Associate Director is enabled to have more enriched one-on-one discussions related to student learning as a result of this assessment. These discussions help the students make connections between on-the-job skill development and the marketing of these skills when applying for internships or other jobs related to their major or choice of field. In addition, CE Administration analyzed data across respondents and has started to make changes at the programmatic level. For example, use of computer software for managing building space will be increased (Q6), and "giving instruction and delegate responsibility in a management and supervisory role" (Q3) can be further developed to help the full-time administrators keep better track of various facets of running the building.

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services (CAPS) provides direct professional psychological services, including counseling, assessment, crisis response, and referral, that are accessible to, and provide for, the general well-being of all IUPUI students. Services also include consultation to the campus community and training experiences for graduate student counselors.

CAPS has measured student perceptions, clinical progress, and learning using several instruments through the past years. These measures currently include a client-reported satisfaction survey in the latter part of fall and spring semesters, the Counseling Center Assessment of Psychological Symptoms (CCAPS), and clinician assessments. The CCAPS was first implemented in 2010 and baseline data were collected in 2010-11. Also, satisfaction survey items were added in 2010 to address specific learning outcomes. Finally, a survey was administered following outreach presentations to further inform our work. Outcome findings for individual counseling and outreach presentations, were as follows:

Outcome Statement and Measure	Baseline Results	2011-12
Students will implement healthy behaviors as a result of personal counseling (PUL 2). <ul style="list-style-type: none"> CCAPS scores on eating, hostility, substance use will decrease. 	Clients with incoming problem areas showed significant improvements (i.e., decrease in CCAPS scores) in issues related to <ul style="list-style-type: none"> eating (25%), hostility (24%) and substance use (18%). 	Clients with incoming problem areas showed significant improvements (i.e., decrease in CCAPS scores) in issues related to <ul style="list-style-type: none"> eating (21%), hostility (23%) and substance use (21%).

Outcome Statement and Measure	Baseline Results	2011-12
<p>Students will experience reduction of symptoms and improved functioning as a result of personal counseling (PUL 3).</p> <ul style="list-style-type: none"> • CCAPS scores on depression, anxiety, academic distress, and family distress will decrease. Counselor assessment of SI, HI, and AI will decrease and GAF will increase. Goals will be achieved. 	<p>Clients with incoming problem areas showed significant improvements in issues related to</p> <ul style="list-style-type: none"> • depression (39%), • anxiety (24%), and • academic distress (20%). <p>24% of clients with initial thoughts of self-harm reported an elimination of those thoughts of self-harm;</p> <p>31% of clients with initial thoughts of harming others reported an elimination of such thoughts.</p> <p>Counselors determined that over 58% of clients either partially-achieved or achieved their counseling goals.</p>	<p>Clients with incoming problem areas showed significant improvements in issues related to</p> <ul style="list-style-type: none"> • depression (37%), • anxiety (22%), and • academic distress (17%). <p>28% of clients with initial thoughts of self-harm reported an elimination of those thoughts; The percentage of clients with any thoughts of self-harm declined from 32% at intake to fewer than 10% at the end of treatment.</p> <p>The percentage of students reporting any thoughts of harming others decreased from 3.8% at intake to ~1% at the end of treatment.</p> <p>Counselors determined that over 60% of clients either partially-achieved or achieved their counseling goals.</p>
<p>Students will be able to clarify values and make choices based upon personal values as a result of seeking personal counseling (PUL 6).</p> <ul style="list-style-type: none"> • Related questions on satisfaction survey. 	<p>About 75% of respondents indicated they agree or strongly agree they were “able to make more decisions based on my own values and priorities since coming to CAPS.</p> <p>About 70% of respondents indicated they “made healthier life choices” as a result of seeking counseling at CAPS.</p>	<p>About 74% of respondents indicated they agree or strongly agree they were “able to make more decisions based on my own values and priorities since coming to CAPS.</p> <p>About 69% of respondents indicated they “made healthier life choices” as a result of seeking counseling at CAPS.</p>
<p>Students will demonstrate academic success as a result of personal counseling. (PUL3)</p>	<p>Approximately 59% of students responding to the CAPS’ survey indicated services contributed to improved academic performance.</p> <p>Approximately 50% of students reported CAPS’ services helped them to remain enrolled at IUPUI.</p>	<p>Approximately 59% of students responding to the CAPS’ survey indicated services contributed to improved academic performance.</p> <p>Approximately 50% of students reported CAPS’ services helped them to remain enrolled at IUPUI.</p>
<p>Students will learn about healthy lifestyle choices as a result of participation in outreach activities. (PLU2)</p> <ul style="list-style-type: none"> • Outreach Survey question. 	<p>58% of respondent agreed or strongly agreed with the statement “I learned about coping strategies for personal and work/school stressors.”</p>	<p>69% of respondent agreed or strongly agreed with the statement “I learned about coping strategies for personal and work/school stressors.”</p>

Use of Results for Personal Counseling in CAPS

These results demonstrate consistent improvements in observed and self-reported symptoms and behavior of CAPS clients. These results will be used to compare with past and future data to identify areas in need of increased clinical attention (clinician training, groups) and programming. Information from the Outreach Survey has indicated a need to identify more specific learning outcomes for outreach presentations and this goal has been added to CAPS' new strategic plan.

OFFICE OF STUDENT INVOLVEMENT: Student Activities Programming Board (SAPB)

The Student Activities Programming Board (SAPB) is a student-run organization, advised by the Coordinator for Student Activities, in the Office of Student Involvement (OSI). OSI creates intentional student learning environments through opportunities for leadership development, civic engagement, and social justice education.

SAPB exists for the purpose of selecting, promoting and producing campus-wide events that meet the social, educational and entertainment needs of the IUPUI community. The programming board consists of an executive board, 6 committee directors and a voting general body. Each of the 6 programming committees is responsible for hosting at least one event per month. These events include, but are not limited to spoken word artists, comedians, magicians, musicians and excursions in the Indianapolis area.

During the spring of 2011, the executive board and committee directors completed an end-of-the-year assessment to measure the impact of holding a leadership position in SAPB on their learning outside of the classroom. The end of the year assessment had students reflect on the degree to which their involvement in SAPB assisted them in developing knowledge and skills primarily in the areas of leadership and event planning. The outcomes used in the assessment were derived from the Principles of Undergraduate Learning (PULs) and the learning outcomes of the Lead IUPUI program. Students were asked to rate the extent to which their involvement in SAPB assisted them in developing the knowledge and skills in each outcome from "strongly agree" to "strongly disagree". In addition to the students reflecting on each of the outcomes, students completed a series of open-ended questions about their experience.

Below is a summary of the overall impact on learning that resulted from holding a leadership position in SAPB during the 2011-2012 academic year. As a result of their participation in SAPB, students learned to collaborate with others, work with peers from different backgrounds from their own, developed critical thinking skills, learned how to plan an event, identified their personal leadership skills and strengths and developed connections with other students, faculty and staff.

SAPB Board Members: End-of Year Assessment

Principle of Undergraduate Learning	SAPB Learning Outcomes	Results
Core Communication and Quantitative Skills (PUL 1)	<ul style="list-style-type: none">• My involvement in SAPB helped me learn how to manage conflict.• My involvement in SAPB helped me develop the skill of communicating within a team.	<ul style="list-style-type: none">• 100% of students indicated "strongly agree" or "agree" for both outcomes
Critical Thinking (PUL 2)	<ul style="list-style-type: none">• My involvement in SAPB provided me	<ul style="list-style-type: none">• 100% of students

	with the critical thinking skills to generate new ideas or ways to improve things.	indicated “strongly agree” or “agree”
Integration and Application of Knowledge (PUL 3)	<ul style="list-style-type: none"> • My involvement in SAPB helped me make connections with others on campus (students, faculty or staff). 	<ul style="list-style-type: none"> • 80% of students indicated “strongly agree” or “agree”
Understanding of Society and Culture (PUL 5)	<ul style="list-style-type: none"> • My involvement in SAPB helped me identify my personal leadership skills and strengths. 	<ul style="list-style-type: none"> • 100% of students indicated “strongly agree” or “agree”

Core Communication and Quantitative Skills (PUL 1):

- “Conflict isn't always bad, it might just signal a shift in needs, perspective, or overall position of the students involved. It's our duty to get down to the root of the problem and find a solution (many times through something new) in order to accomplish our next task.”
- “Pick and choose your battles - whether in dealing with officers, or in deciding events or disputes on funding, etc...sometimes it's best to maintain the relationship than to be "right".”
- “Through challenges, points where we feel "stuck", and other times when we feel burnt out, we need to remind ourselves why we wanted to be in the leadership position, and reinvigorate our approach to things. A lot about working with people is about developing relationships where you can get together and talk, develop trust, and then you can rely on each other for future projects.”
- “I have gained invaluable experience working with the team of officers and other partners on campus, which has greatly increased my networking and interpersonal skills. At times, there has been conflict, but I think I was just challenged by it, and learned more about how to work through conflict, in order to create a better solution.”

Critical Thinking (PUL 2):

- “My event planning is still not that great, but I learned how to plan and execute for an event. Things fall through so it is good to have a backup plan if needed. Kings Island is a good one for event planning because you have to plan a semester ahead for tickets, you have to contact transportation services for quotes, have a system for ticket sales, have everyone on the same page for chaperoning and selling tickets, and have marketing all set out so there is no confusion.”

Integration and Application of Knowledge (PUL 3):

- “It has made it possible to connect with people across campus.”
- “It allowed me to create a network at IUPUI between students, faculty and staff that will help me with my time left here. How I communicated and interacted with those individuals will serve as a template of how I interact with other people that may one day lead me down a path for a better career and personal life.”

Understanding of Society and Culture (PUL 5):

- “I was able to grow as a leader and learn many skills that I might not have gained inside the classroom, making me a more well-rounded college student.”
- “I have learned a lot about who I am as a leader through SAPB.”
- “SAPB has shown me that my leadership style is much different than other people.”

- “It gave me a good understanding of what type of leader I am, and how I would interact with different leadership styles since everyone is a leader.”

Use of Results for the Student Activities Programming Board

The above results demonstrate the overall impact on learning for the SAPB student leaders during the 2011-2012 academic year. Although the majority of responses were positive, based on the data, there is room for improvement in the area of decision making and recognizing personal values. These data will be used to inform future professional development workshops and trainings for the student leaders in SAPB.

During the 2011-2012 academic year, the student leaders were only assessed on their learning at the end of the academic year, providing limited data on how the student leaders developed in the outlined areas over the course of one academic year. In the future, the student leaders will complete a pre-assessment at the beginning of their involvement in the organization and a post-assessment at the end of the academic year. Using this pre/post model will provide a better demonstration of the impact holding a leadership position in SAPB has on student learning.

OFFICE OF STUDENT INVOLVEMENT: Lead IUPUI

Lead IUPUI is a co-curricular leadership program within OSI that consists of a diverse array of programs students can participate in throughout the year. The Lead IUPUI program was implemented in the fall of 2007 and has continually grown over the years. Leadership is defined as a values-based process toward the goal of positive change. Lead IUPUI provides educational experiences that support this process and facilitate students' development as inclusive leaders in their communities.

Each of the Lead IUPUI programs has been mapped to the Principles of Undergraduate Learning. These were intentionally used in the assessment of the programs through program evaluations and student reflections.

Data on student learning were collected in Fall 2010-Spring 2011 on a variety of programs within Lead IUPUI, in Fall 2011 – Spring 2012 on a variety of programs within Lead IUPUI, which include Leadership Foundations, Student Organization Leadership Development workshops, Project Leadership, Catalyst, Freedom Rides, Student Organization Leadership Retreat, and the Leadership Consultant student organization. The following report presents the data that were found within each program focusing on the Principles of Undergraduate Learning, reflection statements related to what students learned through participation, and how the results can be used for future program improvements. Even more information on these programs is available online: <http://life.iupui.edu/osi/leadership/>.

Leadership Foundations

Leadership Foundations is a new program for 2011 – 2012 and served as a combination between two previous programs: Emerging Leaders and Advanced Leaders. Leadership Foundations includes monthly workshops on topics covering foundational and relevant leadership skills as well as more complex subjects. In these seminars, students are challenged to learn more about themselves, working with others, and their community. Students completed an evaluation in the workshop and then are asked to complete an optional online reflection.

Total number of attendees: 103 (across 8 workshops)

Total number of evaluations: 83

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	This seminar helped me to: <ul style="list-style-type: none"> • communicate with others about my personality and leadership style. • communicate within a group setting. • develop new skills to communicate effectively in an informal environment with my peers. • identify personal conflict management styles and techniques. • develop language skills to communicate effectively with my peers. • develop a fuller understanding of myself through interacting with others 	91% indicated “agree” or “strongly agree” (n=42)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> • This seminar allowed me to develop ideas about how to work with someone with a different personality type. • This seminar encouraged me to analyze different ideas and critically think about balance as a leader. • ...to critically think about time management. • This seminar caused me to review my ideas about how to approach work, life, and leadership. • This program provided me with the critical thinking skills to analyze different ideas and proposed solutions in finding motivation in leadership. • This seminar provided me with the critical thinking skills to generate new ideas or ways to improve how I spend my time. • I learned how to effectively use my voice to create and engage in a positive collegiate experience. 	95% indicated “agree” or “strongly agree” (n=82)
Integration and application of knowledge (PUL 3)	This seminar will help me to: <ul style="list-style-type: none"> • enhance my personal life and relationships. • integrate and apply knowledge so I can solve a problem or issue. 	93% indicated “agree” or “strongly agree” (n=82)
Intellectual depth, breadth, and adaptiveness (PUL 4)	<ul style="list-style-type: none"> • This seminar gave me an opportunity to compare different approaches to conflict and confrontation. 	91% indicated “agree” or “strongly agree” (n=54)

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
	<ul style="list-style-type: none"> • This seminar gave me insight on ways to think about work/life balance. • This seminar allowed me to identify at least three signs of burnout. • This seminar helped me to identify three factors contributing to burnout. • This seminar helped me to identify three coping strategies to prevent burnout. 	
Understanding society and culture (PUL 5)	This seminar strengthened my ability to: <ul style="list-style-type: none"> • further respect and work with people with different perspectives and/or leadership styles. • ...and/or communication styles. • ...and/or leadership styles. 	88% indicated “agree” or “strongly agree” (n=32)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> • This seminar gave me an opportunity to think about my own views on diversity and social justice. • This program provided me with skills to better recognize my personal values and ethics. • This seminar allowed me to apply my set of values and ethics to a specific situation. • This program provided me with skills to identify issues of personal importance and recognize my personal values. 	100% indicated “agree” or “strongly agree” (n=44)

Participant comments that support Core Communication & Quantitative Skills:

- “...communication is a fundamental aspect of leadership, that can’t simply be moved on from.”
Leadership Foundations 10/11/12: Communication Strategies for Leaders
- “Communication is absolutely integral to leadership.”
Leadership Foundations 10/11/12: Communication Strategies for Leaders

Participant comments that support Critical Thinking:

- “In the future, I will keep in mind not to engage myself into something I am not passionate about otherwise I will fail. This should be easy to do because once we know what we love, we can easily identify what we do not like and avoid making wrong decisions in life. Also, we will be able to identify where our weaknesses lie and work into bettering ourselves.” *Leadership Foundations 1/17/2012: The Drive to Lead – Exploring the Motivations Behind Leadership*
- “Thinking about how I spend my time during the time diary assignment showed me how much time I spend online, facebook, texting, etc.” *Leadership Foundations 12/6/2012: Finding Your Balance – Managing Work, Life, and Leadership*

Participant comments that support Application of Knowledge:

- “In life, I have taken leaderships positions in organizations, clubs, and in the workplace. One thing I learned is that as a leader I tend to encourage individuals to work together rather than being more 'bossy' while remaining more relaxed. In the workplace, I tend to be more aggressive and more in control. In sports I worked within a group and the group as a whole was the leadership position, if the group was successful then I also felt successful. In being a former president of a club and a founder, I learned technical difficulties of running a club and working with multiple interests. I learned that as president of a club I worked harder to create a lasting organization rather than creating one that did tasks and duties. I learned in this seminar that in order to bring the club to a more prominent status, I would have to take a more direct approach in the group and devote more time in doing so.” *Leadership Foundations 11/8/2011: Diversity and Social Justice in Leadership*
- “I realized that in a conflict situation there is no ideal way of fixing it, it all depends on the person we are dealing with and the context in which the conflict occurred. Knowing the way in which I deal with conflicts will definitely be instrumental to me in the future. Sometimes I use avoidance and others I confront the person. I know that these might not always be the best way to handle things. I will use this knowledge in the future to judge which style to use and how to use it.” *Leadership Foundations 2/14/2012: Leading through Conflict*

Participant comments that support Understanding Society and Culture:

- “My perception of and reaction to diversity helps shape my effectiveness as a leader. I need to hold others accountable instead of ‘trying to keep friends’. I’d rather be effective than popular.” *Leadership Foundations 11/8/2012: Diversity and Social Justice in Leadership*
- “...learned a lot about my own perspective of people and how people are different and how to deal with them.” *Leadership Foundations 11/8/2012: Diversity and Social Justice in Leadership*

Participant comments that support Values and Ethics:

- “Leadership is not just about being the one in charge of everyone else, but it is a byproduct of staying true to yourself and doing what you can to promote a group to a positive future.” *Leadership Foundations 1/17/2012: The Drive to Lead – Exploring the motivations behind leadership*
- “Being a leader will have an impact on the ones who come behind”. *Leadership Foundations 4/10/2012: Leadership Legacy*

Student Organization Leadership Development (SOLD)

SOLD is a leadership development program for student organizations. SOLD is a set of workshops specifically tailored towards student organizations. Students complete evaluations in the workshops and also may complete optional reflections online as well. SOLD is a leadership development program for student organizations. SOLD is a set of workshops specifically tailored towards student organizations. Students complete evaluations in the workshops and also may complete optional reflections online as well.

20 programs

Total number of attendees: 282

Total number of evaluations: 238

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> • This seminar provided me with information that will assist me in planning meetings for my organization. • This seminar helped me to learn new ways to interact and communicate with my student organization members. • This seminar provided me with tools to build team and promote unity within my student organization. • This seminar provided me with the tools to solve potential problems within a team. • This session provided me with information to help identify characteristics of a successful program. • This session provided me with practical resources and information that I can apply to conflicts that arise in my organization. <p>(and many others, customized to match the SOLD program)</p>	95% indicated “agree” or “strongly agree” (n=243)
Critical Thinking (PUL 2)	<p>This program provided me with the critical thinking skills to:</p> <ul style="list-style-type: none"> • generate new ideas to break the ice and build team within my organization. • review my ideas about how to approach a program or service event. • generate new ideas or ways to improve a program or service event. • generate new ideas or ways to improve my organization. • discuss challenging problems with peers to develop a solution. • systematically review my ideas about how to approach a topic or issue. 	99% indicated “agree” or “strongly agree” (n=143)
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> • This seminar provided me with ideas on how to discuss problems with my peers to develop a solution. • This program provided me with the ability to integrate and apply knowledge so I can further the goals of my student organization. 	94% indicated “agree” or “strongly agree” (n=36)
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> • This program provided me with ideas on how to work effectively with people who see things differently than I do. • This program provided me with an understanding of society and culture that allows me to respect the views of people who see things differently than I do. 	100% indicated “agree” or “strongly agree” (n=17)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> • This program provided me with an understanding of values and ethics that allows me to make informed judgments when faced with difficult solutions. • This program provided me with an understanding of values and ethics that allows me to recognize the consequences of my actions when faced with a conflict. 	91% indicated “agree” or “strongly agree” (n=52)

Participant comments that support Core Communication and Quantitative Skills:

- “How to increase participation while not letting one person dominate a meeting.” *Planning an Effective Meeting 9.21.2012*
- “How to handle conflict efficiently no matter what position you are in.” *Can’t We All get Along? Dealing with Conflict in Your Org 10/11/2011*
- “...Effective methods of dealing with certain issues that arise often in a meeting such as getting off topic or managing time.” *Planning an Effective Meeting 2/15/2012*

Participant comments that support Critical Thinking:

- “It helped me consolidate and express my previous, vague thoughts on the level of ice breakers.” *Breaking the Ice and Building Team in Your Organization 9/29/2011*
- “Some logistics we hadn’t yet considered with our service event.” *Planning Successful Program and Service Event 10/5/2011*

Participant comments that support Integration and Application of Knowledge:

- “How to plan an efficient program with SMART [referring to SMART goals].” *Planning an Effective Retreat 4/4/2012*
- “How to build a team feel in an organization.” *Breaking the Ice and Building team in Your Organization 9/29/2011*
- “I have frequently experienced the awkwardness of being new to a group and icebreaker activities have greatly helped me feel incorporated into the group. In the future, I will use the understanding of the utility and application of icebreakers to help newcomers feel welcome to my group.” *Breaking the Ice and Building Team in Your Organization 2/23/2012*

Participant Comments that support Understanding of Society and Culture

- “You need to understand difference of thinking in your organization to work better with people.” *Promoting Social Justice and Diversity in Your Org 10/27/2011*
- “It focused on getting the best out of your group's dynamics instead of focusing on the negative. There were several creative alternatives presented that help us manage time during a meeting, deal with an overbearing member, or encourage shy members to participate.” *Planning an Effective Meeting 2/15/2012*
- “Differences are not what separate us; recognizing them and using them can lead to a more productive body than otherwise.” *Promoting Social Justice and Diversity in Your Org 10/27/2011*

Participant Comments that support Values and Ethics:

- “With reflections use the what, so what, now what model.” *Planning a Successful Program and Service Event 10/5/2011*

Catalyst

Catalyst is a one-day leadership experience developed by LeaderShape®. The program is designed to spark an interest in leadership for positive change in the student and has three main program areas in the day: choose your path, connect to others, and commit to action.

Students completed an evaluation at the end of the program and also were asked to respond to the prompt: “What did you learn from this program?”

Total number of attendees: 43 (1 program)

Total number of evaluations: 49

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> • Catalyst helped me develop the skill of communicating within a team to solve a problem 	96% indicated “agree” or “strongly agree” (n=43)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> • Catalyst encouraged me to analyze different ideas and proposed solutions • Catalyst provided me with the critical thinking skills to generate new ideas or ways to improve things 	91% indicated “agree” or “strongly agree” (n=86)
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> • Catalyst caused me to solve a problem or address an issue • What I learned today at Catalyst will enhance my personal life 	97% indicated “agree” or “strongly agree” (n=86)
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> • Catalyst provided me with a greater understanding of respecting the views of people who see things differently than I do 	98% indicated “agree” or “strongly agree” (n=43)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> • Catalyst helped me recognize my personal values and ethics 	96% indicated “agree” or “strongly agree” (n=43)

Participant comments that support Core Communication:

- “I have learned that when doing group work, getting everyone involved will create the best outcome.”
- “A lot of times if you are willing to ask for what you want it is easier to get your needs met. Someone will provide an answer or resource.”
- “Working together makes our tasks easier.”

Participant comments that support Critical Thinking:

- “Even poor influences in my childhood can be turned into positive influences for my future, if I look for the lesson to be learned.”
- “I learned about how people with different personalities can learn how to work together effectively. Learning how others work creates a more understanding group.”
- “I learned sometimes it isn’t what people will think that is holding you back, but what you think people will think.”

Participant comments that support Integration and Application of Knowledge:

- “I was able to identify what my personal attributes are and how they can impact my interaction with others.”
- “Little actions are a big difference, chase after your goals and dreams with courage, and embrace the differences in every individual.”
- “It’s ok to not know what the future holds but embrace who you are and your strengths within. Don’t let small problems get in your way.”
- “I learned that my strengths can overshadow my weaknesses if I focus on what I can do instead of what I cannot.”
- “I learned that in the journey of life, often you will have to ask questions to get where you want to go.”

Participant comments that support Understanding Society and Culture:

- “To value others’ input and skills, talents, and desire to serve. This was a diverse group and I was glad to work with new people.”
- “We are all headed in different directions but we all are leaders and human together. Leadership is common ground for all of us!”
- “I loved the DISC group activities. Learning how to work with people with different styles is a great help.”

Participant comments that support Values and Ethics:

- “Little things you can do throughout your day can make a big difference in someone’s life...”
- “That path that makes you happy may not meet the social standards, but you need to stay true to that passion.”

Freedom Rides

Freedom Rides is an experiential trip Memphis, Tennessee. The initiative examined current and past social justice movements. Through visits with community leaders, small groups, community service projects, trips to historical landmarks, and other instructional materials, students compared the leadership styles of past civil rights leaders to movements of today. This trip was grounded in the Social Change Model for Leadership Development. Students will had the ability to identify personal passions and strengths around social justice (individual values), were able to apply that information to IUPUI and

other communities they are a part of to work towards change (group values), and connected this with larger societal issues regionally, nationally, and globally (society/community values). Students were also able to define and create a personal action plan on social justice issues of personal importance.

Total Number of Attendees: 28

Total Number of Evaluations: 20

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> Freedom Rides helped me develop the skill of communicating within a team 	80% indicated “agree” or “strongly agree” (n=20)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> Freedom Rides provided me with the critical thinking skills to generate new ideas or ways to improve things. 	100% indicated “agree” or “strongly agree” (n=19)
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> Freedom Rides caused me to think about how to solve a problem or address an issue. What I learned today at Freedom Rides will enhance my personal life. 	97% indicated “agree” or “strongly agree” (n=40)
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> Freedom Rides provided me with a greater understanding of respecting the views of people who see things differently than I do. Freedom Rides allowed me to effectively work with people from different races, ethnicities, and cultures. 	100% indicated “agree” or “strongly agree” (n=40)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> Freedom Rides helped me recognize my personal values. 	95% indicated “agree” or “strongly agree” (n=20)

Participant comments that support Core Communication and Quantitative Skills:

- “I enjoyed talking to others to clear up my ideas and give me a better perspective and organize my ideas.”
- “My small group was excellent. Everybody had a different view to bring to the table, and we had very intelligent conversations we were also able to learn a lot about each other.”

Participant comments that support Critical thinking:

- “Yes, it has helped me to consider issues that I hadn’t considered ie the refugees and the immigrants.”
- “Yes it has. It really helped me see social justice is more than just race, gender, and sexual equality. Religion, education, oppression are also examples.”
- “I learned that I have so much passion and determination, but I need to put it to use. I can care all I want, but I have to take action. Once I do, I’ll be able to motivate others to means of example and encouragement.”

- “It takes me a while to process what I am learning in order to identify ways to apply it to my situation. My leadership style lies in examining options, questioning, and typically choosing to go against the status quo. “

Participant Comments that support Integration and Application of Knowledge:

- “I can talk about the civil rights movement with passion, not just what I read in a book.”
- “Yes, my first year TLC was based on Social Justice and this took everything I learned and made it real.”
- “Yes, this shaped how I can look at my daily comments with my friends and social justice issues, because we discuss things that are problems that we try to solve together.”
- “The students of the sit-ins and our tour guide Elaine impacted me the most. Seeing the smaller figures of the battles made me realize that every person matters...even the biggest voice won’t be heard until it vocalizes.”
- “I learned a lot of history and I will take away the feeling that I can make an impact on social justice sooner than I thought I could. I don’t have to wait until I have 30 years of experience in a field or that I have to go it alone.”

Participant Comments that Support Understanding Society and Culture:

- “Being out of my comfort zone to learn about different people seeing different viewpoints helped shape my way of thinking.”
- “Seeing the material culture and hearing the stories and music that told politically, socially, and economically charged histories of the civil rights movement.”
- “I never completely understood the civil rights movement until now.”
- “Religion...race. Race I really explored on the trip and I didn’t really previously.”
- “Leadership for justice is a commitment, a scale of mission and action and vision.”

Participant comments that support Values and Ethics:

- “I learned to be more informed. I’ll now think bigger (about what goes on in the nation and world) than just my backyard thinking.”
- “Understanding of my leadership style and awareness of values of others and self.”
- “Yes, it made me understand how to make a change you will need to understand yourself and history and the help of people with similar visions.”
- “It was a great group in which members supported each other and finished tasks with shared values and means.”

Project Leadership 2011

Project Leadership is a one-day conference planned primarily by the Leadership Consultants student organization. The conference is developed for students by students in order to create a meaningful learning experience designed around key concepts of leadership development. The theme this year was "Piecing It All Together" and focused on developing your own mission, vision, and goals for your life as a leader. Students completed an evaluation at the conclusion of the event.

Total Number of Attendees: 61

Total Number of Evaluations: 52

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	Results
Core communication and Quantitative Skills (PUL1)	---	
Critical Thinking (PUL 2)	This conference motivated me to think of new ideas or ways to improve my leadership skills.	100% indicated "agree" or "strongly agree" (n=52)
Integration and application of knowledge (PUL 3)	I will be able to apply what I learned at Project Leadership to address an issue personally or in my student organization.	96% indicated "agree" or "strongly agree" (n=52)
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	
Understanding society and culture (PUL 5)	---	
Values and ethics (PUL 6)	Project Leadership allowed me to begin the process of setting goals and objectives for my life as a leader.	94% indicated "agree" or "strongly agree" (n=52)

Participant comments that support Critical thinking:

- "My qualities as a leader and what I can do to enhance and embrace these qualities."
- "More effective ways to discover myself as a leader and in everyday life."

Participant Comments that support Integration and Application of Knowledge:

- "I learned to build a strategic plan; how I can personally make an impact."
- "I learned a good process for setting goals and general areas to improve on in my student orgs."

Participant comments that support Values and Ethics:

- "What it looks like to leave a legacy--making a mark in society."

Student Organization Leadership Retreat

The Student Organization Leadership Retreat is an overnight leadership experience for new leaders or leaders who want to further their own leadership strengths and abilities. The retreat focused on recognizing and understanding your personal leadership style and how to interact in with others who are different than you in the areas of conflict and communication both in campus organizations and beyond.

Students completed an evaluation at the conclusion of the retreat and were also asked to share what they learned about themselves and others through a reflection activity at the end. Many connections can be made in these reflection statements to the PULs.

Total Number of Attendees: 18

Total Number of Evaluations: 17

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	---	
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> The retreat provided me with critical thinking skills to generate new ideas or ways to improve things within my student organization. The retreat provided me with critical thinking skills to discuss challenging problems with my peers to develop a solution. 	100% indicated “agree” or “strongly agree” (n=34)
Integration and application of knowledge (PUL 3)	---	
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> The retreat provided me with skills to respect the views of people who see things differently than I do. 	100% indicated “agree” or “strongly agree” (n=17)
Values and ethics (PUL 6)	---	

Participant comments that support Critical thinking:

- “I learned how my individual strengths play a role in my leadership.”
- “I learned that I’m a relator and that working with individuals and small groups is positive.”

Participant comments that support Understanding Society and Culture:

- “There is a vibrant and diverse group of committed leaders at IUPUI.”
- “Sometimes you have to work through misconceptions before you can see someone else’s point of view.”

Leadership Consultants Student Organization

The Leadership Consultants student organization is in its fourth year on campus. This year, much progress was made with the Leadership Consultants, as the group as a whole took on more ownership of this student organization and development of the Student Organization Leadership Development Program. The LC’s facilitated 20 SOLD sessions, 8 Leadership to Go sessions, and planned the Project Leadership Conference. Two members attended the National Student Leadership Conference in November and the entire group received a half-day facilitation training by faculty members in the Organizational Leadership area of the Purdue School of Engineering and Technology.

The Leadership Consultants completed an evaluation at the conclusion of the academic year.

Total Number of Participants: 8

Total Number of Evaluations: 8

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> • My involvement in LC’s helped me develop the skill of communicating within a team. • My involvement in LC’s helped me work collaboratively within a team. 	100% indicated “agree” or “strongly agree” (n=16)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> • My involvement in LC’s helped me develop the ability to analyze different ideas and proposed solutions to solve a problem or address an issue. • My involvement in LC’s provided me with the critical thinking skills to generate new ideas or ways to improve things. 	100% indicated “agree” or “strongly agree” (n=16)
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> • What I learned from my involvement in LC’s will enhance my personal life. 	100% indicated “agree” or “strongly agree” (n=8)
Intellectual depth, breadth, and adaptiveness (PUL 4)	---	
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> • My involvement in LC’s provided me with a greater understanding of respecting the views of people who see things differently than I do. 	100% indicated “agree” or “strongly agree” (n=8)
Values and ethics (PUL 6)	---	

Participant comments that support Core Communication and Quantitative Skills:

- “I learned how to engage the audience. Bringing energy is critical and as a facilitator you control the outcome of the presentation.”
- “It has helped me when communicating with others.”

Participant comments that support Critical thinking:

- “I’ve learned to step back and think about things before addressing problems. I have become more patient.”

Participant comments that support Integration and Application of Knowledge:

- “There have been several issues which I have been able to resolve as a direct result of my newfound skills.”

Participant comments that support Understanding Society and Culture:

- “Overall, it has helped me work better with others.”

Use of Results for Lead IUPUI

At the close of Lead IUPUI’s fifth academic year, it is evident that there are definite areas for growth and development as well as creativity and innovation for the future.

- The self-reported data from students that participated in Lead IUPUI events is very positive and supports that student learning is occurring in many different outcome areas. It supports the value of Lead IUPUI and out of the classroom experiences at IUPUI. It is clear that students are learning as a result of their participation in these programs.
- In comparison to data from the previous year, the results are very similar and support the value of Lead IUPUI over a more extended period of time. Different groups of students have reported similar types of growth over the last three years.
- Many comments were able to be clearly connected to the PUL’s by asking simple reflection questions like, “What did you learn as a result of this program?” This was beneficial to help students connect learning to the PUL’s. It would be helpful in the future to continue to ask these questions and also to explore deeper and more specific responses as well. More time could be given at events to make sure students can thoroughly fill out each evaluation.
- Last year’s assessment report called for longer leadership experiences, and one program that was created as a result was the Freedom Rides. The student learning assessment for this student experience was very encouraging and demonstrates the value of extended leadership experiences. More experiential programs should be explored.

CONCLUSION/FUTURE CONSIDERATIONS

This report provided results from the second year of collecting data in an organized manner Division-wide related to the assessment of student learning. The two main goals for this line of work are: 1) to help students make connections between their co-curricular activities and their in-class learning, and 2) for overall improvement of the programs and services provided by the Division of Student Life. From some units we have an extensive amount of data to support these goals, but we do not yet have all units participating in this process. To these ends, the Division intends to pursue the following initiatives during the 2012-2013 academic year:

1. The Director of Assessment and Planning will continue to regularly consult with the Division's eight units on assessing learning by attending meetings, editing data-collection instruments, and consulting on analysis and reporting issues.
2. In the fall semester, the Director of Assessment and Planning will lead a process through which the Division will develop a set of stand-alone Student Life Learning Outcomes that incorporate the PULs and while allowing for greater unification across units as a Division
3. The Division will work through a co-curricular alignment process in the spring in order to map all programs and services to the Student Life Learning Outcomes
4. The Division leadership will further refine the manner in which student learning information is communicated to students in order to help foster strong connections between students' co-curricular experiences and their academic careers.