



IUPUI
DIVISION OF STUDENT
AFFAIRS

**Assessment of Learning
in the Division of Student Affairs
2015-16**

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Introduction

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

Since 2009, staff in the Division of Student Affairs have consistently measured learning across their programs and services, originally mapping them to IUPUI's Principles of Undergraduate Learning (PULs). The Principles of Co-Curricular Learning (PCLs) were developed in 2013 as a companion to the PULs. The Principles of Co-Curricular Learning include:

1. Core Communication and Quantitative Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics
7. Intrapersonal Development
8. Interpersonal Development

The first six PCLs mirror the PULs, with outcome statements refined to reflect the context of co-curricular learning experiences. Two additional learning outcomes were added after a thorough review of literature and discussions with many IUPUI faculty and staff. The area of *Intrapersonal Development* encompasses the ability to make decisions and take actions consistent with individual thoughts, feelings, values and beliefs. *Interpersonal Development* reflects the ability to navigate social and organizational systems and contribute to the pursuit of shared goals. Full descriptions of the PCLs may be found at <http://go.iupui.edu/heS> .

The Division of Student Affairs develops and assesses a majority of programs and services based on learning outcomes reflective of the PCLs. The Division also systematically analyzes the impact of programs and services on student retention, graduation, and academic success.

- I. [Campus Center and Student Experiences](#)
- unit formed after combining Campus Center and Office of Student Involvement
- II. [Campus Recreation](#)
- III. [Counseling and Psychological Services](#)
- IV. [Educational Partnerships and Student Success](#)
- V. [Health and Wellness Promotion](#)
- VI. [Housing and Residence Life](#)
- VII. [Office of Student Advocacy and Support](#)
- VIII. [Office of Student Conduct](#)
- IX. [Student Health Services](#)

I. Campus Center and Student Experiences

Campus Center and Student Experiences (CCSE) 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. In the spring/summer of 2016 the Campus Center and Office of Student Involvement merged to form one office within the Division of Student Affairs with four distinct functional areas: Campus Center Operations, Fraternity and Sorority Life, Leadership Development and Civic Engagement, and Student Activities.

A full assessment report of highlighted learning outcomes is available [here](#). A summary is presented in this document.

Campus Center Student Employment

This is the fifth year of data collection on student learning among Campus Center employees, and the third year in which all student employees were included. Data were gathered via a self-assessment instrument designed to show the extent to which the student employee felt their Campus Center employment experience provided them with opportunities to enhance their learning on established outcomes, as mapped to the PCLs.

For 2015-16, self-assessments were completed by 9 student managers and 31 general team members. The vast majority of team members (generally >95%) agreed or strongly agreed that they had experienced learning in each item assessed. Mean responses to all survey questions in all component areas were 3.00 (“agree”) or greater for both student managers and general team members.

Implications

Student employees agree that they are learning and building skills across the eight components of the Principles of Co-Curricular Learning. Further demonstration of student-employee skills are reflected by patron satisfaction surveys. For example, a survey of students frequenting that Game Room indicated that student workers were friendly, helpful, courteous, and effective in addressing concerns.

Next Steps

Based on this feedback, CCSE will focus on the following areas for the 2017 academic year.

Student Managers

1. Educational Technology
2. Emergency Preparedness
3. Accountability and Corrective Conversations
4. Providing Instructions/Training Team Members

General Team Members

1. Emergency Preparedness
 2. Connections to Classroom Learning and Future Career
 3. Understanding of the connection between IUPUI and the surrounding community
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Student Activities Programming Board

The Student Activities Programming Board (SAPB) is a student-run organization, established in 1987, and provides a variety of campus-wide programming. In 2015-2016, the organization hosted **fifty-four (54) events** over the course of the year. The focus for this assessment cycle was on our membership, including fifty-three (53) general board members and eleven (11) officers.

Officers (11) rated their learning in twelve (n=12) areas of competence based on all eight (8) areas of the principles of co-curricular learning. Members (n=23) provided ratings in nine (9) areas of competence based on all eight (8) areas of the principles of co-curricular learning.

- For both groups >90% agreed or strongly agreed that their experiences with SAPB led to learning across all domains.
- Narrative responses consistently echoed that SAPB provided significant learning opportunities.

Implications

SAPB members and leaders report leaning across all PCL domains as a result of their participation.

Next Steps

CCSE will continue to assess learning outcomes for SAPB members and leaders in order to adjust the experience to maximize learning.

Assessment of attendee demographics (3,683 entries, 2,400 unique individuals) has been used to identify strategic initiatives for SAPB in 2016-17.

1. A 360 Approach for Commuter Programming
2. Graduate Student Engagement
3. Targeted School and Housing Outreach
4. Expanded Recruitment of a Diverse and Talented Team of Students

Leadership Development Programs

Learning outcomes for the Freedom Rides Experiential Trips were evaluated by participant reports of learning and narrative responses to knowledge-based and reflective questions. Results indicate:

- Participants were familiar with several aspects of diversity and social justice prior to the experience.
- Participant narrative responses were more in-depth and complex after the experience in areas of:
 - Understanding race, racism, and intersectionality of identities
 - Inclusive leadership
 - Opportunities for involvement in diversity and social justice movements.

Civic Engagement Programs

Alternative Break (AB) trips are service-learning experiences grounded in social issues. Trips allow students to connect with different communities and cultures while working to create positive, sustainable change. The ultimate goal of alternative breaks is to create life-long active citizens, or people that put the community first in their thoughts and actions. Through this experience, participants are given the skills to understand their role in society and how they wish to be an agent for positive social change.

A total of 22 individuals (2 trip leaders, 2 advisors, and 18 participants) participated in the Fall Alternative Break Trip: Hunger and Homelessness, Detroit, MI. As with many other AB trips, significant increases were noted in participant ability to:

- explain the root causes of social issues,
- explain how privilege and oppression affect those social issues, and,
- recognize the personal impact upon the social issues.

II. Campus Recreation

Campus Recreation provides intramural, fitness, and recreational activities that facilitate healthy lifestyles for a diverse population of students, faculty, and staff at IUPUI.

Campus Recreation has assessed student learning for the ~50 student-staff employed each year. In fall 2015, 15-20 student employees were asked to rate their level of knowledge of job-related tasks and functions before and after orientation/training. Student-staff reported increased knowledge and awareness of several job related policies and procedures. Indirect measures of learning related to generalizable skills are presented below:

Content	Knowledge Level	Pre	Post
Emergency Procedures during a thunder storm	Very/Extremely	31.3%	93.8%
	Not at all	18.8%	0.0%
Student Conduct (Code)	Very/Extremely	56.3%	100.0%
	Not at all	6.3%	0.0%
Recognizing sexual harassment	Very/Extremely	62.6%	100.0%
	Not at all	0.0%	0.0%
AED usage in emergency situation	Very/Extremely	68.8%	100.0%
	Not at all	6.3%	0.0%
CPR usage in emergency situation	Very/Extremely	75.0%	100.0%
	Not at all	6.3%	0.0%

Implications

This data indicates the orientation process was effective in conveying knowledge and awareness of generalizable skills related to safety and emergency situations.

Next Steps

Campus Recreation will begin to develop more direct measures of student-staff learning. Methods being considered include content specific questions post-orientation and documentation of application of skills over the course of employment.

III. Counseling and Psychological Services

IUPUI 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 clinical progress, student satisfaction, and learning using several instruments through the past years. These results are highlighted below.

Individual Counseling

The overarching goal of counseling services is to reduce psychological symptoms or impairments in functioning by assisting students in understanding their emotional reactions, gaining insight into their personal values and beliefs, recognizing the characteristics of healthy interpersonal interactions, and learning new skills to improve functioning. Therefore, measures of symptom reduction and increased healthy behaviors are considered reflective of student learning. Clinical outcome measurements for students involved in individual counseling are presented below:

Outcome Statement and Measure	2015-16
<p>Students will implement healthy behaviors as a result of personal counseling (PCL 2, PCL 7).</p> <ul style="list-style-type: none"> • Clinical measures (BHM) of functioning will increase: Global Mental Health, Well-being, and Life Functioning. 	<p>Clients with incoming scores indicating problems in functioning showed significant improvements (recovered + improved) in:</p> <ul style="list-style-type: none"> • Global Mental Health (33%+30%), • Well-Being (35%+26%), and, • Life Functioning (24%+28%).
<p>Students will experience reduction of symptoms as a result of personal counseling (PCL 3, PCL 7).</p> <ul style="list-style-type: none"> • BHM scores for symptoms, anxiety, depression, AOD use, and suicidal ideation will improve. • Counselor assessment of SI, HI, and AI will decrease. • Counseling goals will be achieved. 	<p>Clients with incoming problem areas showed significant improvements (recovered + improved) in issues related to:</p> <ul style="list-style-type: none"> • Overall symptoms (47%+21%), • Anxiety (34%+25%), • Depression (30%+30%), • AOD use (54%+19%), and, • Suicidal Ideation (54%+21%). <p>Based on counselor ratings of students that initially presented with thoughts of suicide, for those students that attended 3 or more sessions, 54% reported a decrease in intensity of those thoughts and reported elimination of all suicidal thoughts.</p> <p>Based on counselor ratings of students that initially presented with academic impairment, ~47% reported a reduction in academic distress after engaging in 3 or more counseling sessions.</p> <p>Counselors determined that >84% of clients that engaged in at least three sessions either partially-achieved or achieved their counseling goals.</p>

Implications

These results demonstrate consistent improvements in observed and self-reported symptoms and behavior of CAPS clients. Notably, nearly 47% of students engaged in individual counseling reported significant reductions in academic distress.

Group Counseling

CAPS offers a variety of group counseling options, with the two most utilized being Understanding Self and Others (USO; general process group) and Mindfulness Based Stress Reduction (MBSR). IUPUI CAPS administers an anonymous Group Evaluation at the end of each series of group meetings as well as pre/post skill measures for MBSR.

Understanding Self and Others

A total of 37 students engaged in USO groups in 2015-16, with 25 completing end of group questionnaires. Outcome results indicate:

- 88% of respondents *agreed or strongly agreed* that they made progress toward their personal goals and could work more effectively on their personal problems at the conclusion of group.
- 92% of respondents also *agreed or strongly agreed* that they were satisfied with their group counseling experience.

Percentage responses for each USO Group Evaluation item are presented below:

N=25	PCL	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. I made progress toward my personal goals in group counseling.	---	36	52	2	0	4
2. I can work more effectively on my personal problems.	4,7	24	64	8	0	4
3. I can better understand my problems/issues.	2	20	72	4	0	4
4. I can better communicate my thoughts and feelings.	1,8	24	64	12	0	0
5. I am more sensitive to, and accepting of, differences in others.	2,5,8	44	40	12	0	4
6. Group counseling helped me stay in school.	3	16	28	24	4	8
7. I feel that I can better handle my feelings and behavior.	2,6,7	28	56	12	4	0
8. I have healthier relationships with others.	1,8	24	52	24	0	0
9. I am satisfied with my overall group counseling experience	---	68	24	4	0	4

Implications and Next Steps

It is apparent that students engaging in the USO groups perceive benefit from the counseling experience and report learning across various PCL domains.

This information supports continued expansion of the group program. CAPS piloted an “ongoing” USO group that spanned the fall 2015 and spring 2016 semesters. This offering was met with great success and several group members persisted through summer 2016. CAPS will be offering more “ongoing” USO groups in 2016-17.

Mindfulness-Based Stress Reduction: 8-week training

Mindfulness-Based Stress Reduction (MBSR) was developed by Dr. Jon Kabat-Zinn at the University of Massachusetts Medical Center. Research has demonstrated that MBSR is effective in alleviating stress, anxiety, panic, depression, chronic pain, and a wide range of medical conditions. Over the past year, CAPS offered 3-4 MBSR groups each semester, with a total of 79 participants.

The Kentucky Inventory of Mindfulness Skills (KIMS) is a 39-item self-report inventory that is used to assess 4 mindfulness skills. Items are rated between 1 and 5 and each scale includes 8-12 items. Statistically significant ($p < 0.001$) increases in each of the four core mindfulness skills were evident for the 41 participants that completed the KIMS both before and after the 8-session group.

	<i>Pre</i>	<i>Post</i>	<i>Min</i>	<i>Max</i>
Observing	33.73	39.02	12	60
Describing	22.51	26.12	8	40
Awareness	18.85	21.93	10	50
Acceptance	21.37	27.71	9	45

Implications and Next Steps

The MBSR group is among the most popular at CAPS and student involvement has increased each of the past 4 years. Students enjoy their experience, and there is clear evidence that participants develop skills in this well-researched coping and healing modality. During the 2015-16 year, CAPS piloted an additional mindfulness-based group, Mindful Movement, offered a 4-week mindfulness workshop near the end of each semester, and offered a weekly drop-in mindfulness practice opportunity. The learning outcomes associated with the MBSR group include PCL 3 and PCL 7.

CAPS will continue to expand offerings related to mindfulness practice over the upcoming year.

Overall Treatment Outcomes

Satisfaction Survey

IUPUI CAPS administers an on-line anonymous Client Satisfaction Survey each semester. Responses are solicited from all students seen in the first 8-12 weeks of the fall and spring semesters. Questions address several areas of the student experience with CAPS' services, including specific learning outcomes as noted below:

Outcome Statement and Measure	2013-14
Students will be able to clarify and make choices based upon personal values and make healthier life choices as a result of seeking personal counseling (PCL 6, PCL 7). <ul style="list-style-type: none"> • Related questions on satisfaction survey. 	About 71% 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." Approximately 69% of respondents indicated they "made healthier life choices" as a result of seeking counseling at CAPS.
Students will demonstrate academic success as a result of personal counseling. (PCL3)	Approximately 62% of students responding to the CAPS' survey indicated services contributed to improved academic performance and 59% indicated services helped them to remain enrolled at IUPUI.

Services to Members of Traditionally Underserved Populations

It is well documented that individuals from traditionally underserved or marginalized groups tend to seek and persist in mental health services at a lower rate than their majority peers. Students identifying with traditionally underserved groups also have much lower graduation rates at IUPUI than their white peers. Responses to the anonymous satisfaction survey are compared between students of color ($n=80$) and white students ($n=181$) in the areas noted below:

	% Agree/Strongly Agree	
	Students of Color	White-identified Students
<i>Welcoming/Inclusive Environment</i>		
I was treated courteously by reception staff	99	97
I was treated courteously by counselor	99	96
The counselor was appropriately concerned about my problems	96	90
I felt comfortable expressing what I was thinking/feeling	92	89
<i>Learning Outcomes</i>		
I have been able to make more decisions based on my own values	76	67
I have made healthier life choices	72	65
I have experienced improvement	78	69
<i>Academic Impact</i>		
Receiving services at CAPS...		
...Contributed to my ability to remain enrolled	55	52
...Contributed to my academic performance	56	61

Implications

Based on the above information, students of color engaged in services at CAPS report:

- Feeling welcomed and comfortable.
- Making healthier and more personally congruent life choices.
- Improved academic persistence.

Next Steps

Ongoing monitoring of this data will guide future decisions related to population-specific outreach and professional development related to cultural competencies.

IV. Educational Partnerships and Student Success

The Office of Educational Partnerships and Student Success strives to create partnerships both on and off campus and provide quality programs and services that empower students and their families to become engaged members of the IUPUI community. Research literature consistently indicates that student engagement is a critical factor in student retention, graduation, and academic success, and, therefore, EPSS efforts are key to student success. EPSS programs and services include:

- First Year Student Programs, such as Orientation Sessions, JagBlast (orientation activity), Weeks of Welcome, University College Student Council, and the JagVenture leadership adventure camp.
- Parent & Family Programs, including the Jaguar Family Association, Family Orientation Sessions, Family Weekend, New Student Welcome Dinner and the Regatta Family Breakfast.

EPSS is in the process of developing a framework to assess the impact of programs on student learning and success. In 2015-16, EPSS focused on the impact of JagBlast, a student engagement session that has been offered during orientation since 2013. Using an interactive format, student leaders introduce the benefits of student involvement and incoming students have an opportunity to learn about curricular and co-curricular opportunities. As a result, incoming students are expected to gain:

- Awareness of IUPUI campus pride, traditions, and co-curricular opportunities.
- Introductory knowledge of campus services/programs that support academic and personal success.
- Understanding of how to find more information regarding involvement opportunities and resources on campus.
- A sense of belonging, community, and connection to their peers.
- Excitement and confirmation about their decision to attend IUPUI.

Based on survey responses, students reported participation in JagBlast had the following impact:

	% endorsed
I know how to get involved on campus	>99%
I am more excited about becoming a member of the IUPUI community.	>99%
I am able to identify at least one involvement opportunity I am interested in.	>98%
I feel more connected to my peers/classmates.	>97%

Student leaders participating in JagBlast are expected to develop Core Communication and Interpersonal Skills. In addition to recruiting potential new members to their organization, student leaders reported that participating in JagBlast:

	% endorsed
Helped me to communicate effectively with new IUPUI students	100%
Helped me to develop connections with IUPUI students.	100%
Helped me to build relationships with other student organization leaders.	>97%

Implications

JagBlast clearly provides an early opportunity for incoming students to feel more connected with the IUPUI community, learn about engagement opportunities, and identify specific ways to increase involvement one they arrive on campus. Likewise, JagBlast is an opportunity for current student leaders to apply communication skills and to develop relationships with other student leaders and student organizations.

Next Steps

Results are being used to continue to refine JagBlast programming. Additional questions are being developed for the summer 2017 survey in order to gather more specific information to guide program development. EPSS is planning to evaluate the long-term impact of JagBlast by tracking student involvement in co-curricular experiences throughout their first year, as well as first to second year retention.

IV. Health and Wellness Promotion

The Office of Health and Wellness Promotion (HWP) was formed in fall 2014, bringing together staff from various units within the Division of Student Affairs that were working on wellness-related education and prevention efforts. The central purpose of HWP is to deliver comprehensive wellness education to all students, advocate for campus and community policies that support healthy living, and work to develop a culture of holistic health at IUPUI. The HWP mission is to empower IUPUI student to thrive and achieve life-long success through experiences that cultivate holistic well-being. Learning outcomes relative to specific programs and initiatives are presented below.

Pre-Matriculation Learning: AlcoholEdu® & Haven

AlcoholEdu® for College is designed to educate new IUPUI undergraduate students on the impact of drinking as it relates to academic and personal success and help students practice safer decision making. Haven is an online program designed to raise awareness about sexual assault, educate students on issues related to interpersonal violence, and provide information and resources for intervening or reporting. The Division of Student Affairs has managed administration of AlcoholEdu® & Haven since 2013.

For the fall 2015 incoming class, students completing AlcoholEdu® (n=1292):

- demonstrated a 23% increase in alcohol-related knowledge (general knowledge, physiological effects, risk reduction, influence of alcohol, factors influencing drinking behavior), and,
- reported high levels of awareness of risk-reduction behaviors, specifically, noting AlcoholEdu®

Prepared them to prevent an alcohol overdose	88%
Prepared them to help someone who may have alcohol poisoning	91%
Helped them establish a plan ahead of time to make responsible decisions about drinking	90%
Changed their perceptions of other's drinking behaviors	67%

After being on campus for several weeks, these students

- maintained non-drinking behaviors at higher rates than the national average, and,
- developed problematic drinking behaviors at lower rates than the national average.

Students completing Haven demonstrated (n=1477):

- increased knowledge about the perpetration of sexual assault,
- increased knowledge about strategies for supporting survivors, and,
- a high level of willingness (81%) to intervene to prevent sexual assault.

Notably, the learning impact of Haven was greatest in the students that initially identified less healthy attitudes about sexual violence.

Executive impact reports for AlcoholEdu® and Haven can be found on HWP's website: [2015 AlcoholEdu® report](#), and [2015 Haven report](#).

Implications and Next Steps

AlcoholEdu® and Haven have significant positive impacts on student knowledge, awareness, and behaviors related to alcohol use and sexual violence.

AlcoholEdu® and Haven are used to identify target areas for face-to-face intervention and risk reduction strategies, as well as to create campus-wide social norm campaigns that promote a more healthy campus culture. Future plans include exploring the relationship between pre-matriculation course completion and retention/graduation. Indiana University is currently evaluating several on-line educational systems and plans to implement a system wide program in fall 2017. HWP will continue to manage implementation at IUPUI, identify efficacy through learning outcomes, and identify areas of needed intervention.

Sexual Assault Prevention Workshop: *Building a Safer Community: Bystander Empowerment and Sexual Assault Prevention*

HWP is in the second year of evaluating the impact of this workshop on student knowledge about, and confidence in responding to, sexual assault. The following data from 2015-16 reflects the responses of 73 students pre-workshop and 91 students' post-workshop.

<i>Knowledge-based Questions</i>	% Correct	
	Pre	Post
1. Which of the following is true about sexual assault? a. Any sexual activity where consent is absent or not freely given b. Sexual assault is about power and control c. Sexual assault is an act of violence d. All of the above	94%	94%
2. Consent is critical for all healthy relationships; which of the following is NOT part of the university's definition of consent: a. Expressed through affirmative and voluntary words and actions b. Mutually understandable to all parties involved c. Expressed through words only d. Agreement or permission	56%	75%
3. Using the 5 step model of the decisions bystanders make before helping (or not helping,) which of the following is NOT one of the stages in the model? a. notice the event b. altruism c. assuming personal responsibility d. interpreting the event as a problem e. Knowing direct or indirect ways to help	60%	92%

<i>Confidence-based Questions</i>		1-not at all	2	3	4	5	6	7-very
How confident are you in your intervention skills?	Pre	0%	1%	8%	24%	37%	16%	15%
	Post	0%	0%	0%	7%	19%	44%	30%
How likely are you to intervene in a social situation if a person is at risk of committing or being the victim of sexual assault?	Pre	0%	0%	1%	17%	25%	27%	30%
	Post	0%	1%	0%	4%	25%	37%	32%
How confident are you that you would respond in appropriate ways if a friend or peer came to you for help after sexual assault?	Pre	0%	0%	3%	3%	20%	30%	43%
	Post	1%	0%	1%	1%	10%	43%	42%
How aware are you of campus and community resources that can help someone who has experienced sexual assault?	Pre	0%	7%	8%	26%	28%	17%	15%
	Post	0%	0%	4%	7%	30%	40%	19%

Fifty participants responded to the open-ended prompt: *The most helpful thing about this workshop was...*
 Learning themes included:

- awareness of resources on campus
- strategies to help others
- bystander intervention approaches, and,
- specific knowledge (facts about sexual assault, consent, and the university definitions).

Implications and Next Steps

Data support this workshop increases student knowledge around consent and bystander intervention behavior. This workshop also serves to aid students in developing confidence around intervening and responding to those affected by sexual violence.

Given the high pre-test scores about the nature of sexual assault, less presentation time is now spent on the knowledge of key terms and more time is allocated to development of intervention skills for prevention and for support to survivors.

Alcohol Awareness Workshop

In the area of substance use, presentations are focused on increasing student awareness of the legal and physical consequences of alcohol use, and increasing motivation to minimize high risk drinking behaviors. Audience response clickers are used to elicit participation in large format presentations. Some multiple choice questions are asked in advance of content to generate discussion (trivia questions) and some questions are administered after the content has been delivered to assess knowledge. Knowledge question outcomes for 8 presentations are presented below.

	N	% Correct
What is the common name for the law that provides immunity from underage drinking laws for people who call police to report a crime or emergency?	329	74%
Which of the following are NOT symptoms of alcohol poisoning?	265	88%
What law makes it illegal to knowingly provide a place for minors to drink alcohol, whether or not you were the one to provide it?	191	87%

Sexual Health – Condom Club

The *Condom Club* is an interactive program designed to increase student knowledge and awareness of the importance of sexual health, local resources for sexual health care, and increased confidence and skill in the use of a protective barrier during sexual contact. Comparison of pre and post questionnaires indicated that the majority of participants reported increased knowledge and confidence regarding condom use after receiving Condom Club training (N=85). This was particularly true for the following questions:

- “I know how to put a condom on correctly.”
- “I know where to go to get condoms or other protective barriers.”
- “I am confident in how to use a condom or other protective barriers.”
- “I am confident about how to talk to a partner about using condoms or other protective barriers.”
- “I know where to get tested for sexually transmitted infections (STI) on campus or in the community.”

Implications and Next Steps

The *Condom Club* approach seems effective in increasing student learning in the area of sexual health. HWP plans to evaluate the longer-term impact of *Condom Club* training by using a 3-month post-test follow-up survey of knowledge and behavioral change.

Peer Educator Program

Goals of the Peer Education Program include that Peer Educators will:

1. Provide support and education to students on establishing healthy lifestyles and making responsible choices.
2. Develop as leaders while engaging in opportunities that contribute to their professional and academic goals.

By participating in the Peer Education Program, Peer Educators will be able to:

- Demonstrate how personal values are connected to role as a Peer Educator.
- Demonstrate effective group dynamics and teamwork.
- Apply concepts of diversity and inclusion in outreach, group settings, and student interactions.

- Relate their experience as a Peer Educator with their personal growth and leadership development.
- Connect their co-curricular experiences as a Peer Educator with their academic and career pursuits.

Peer Educator Leader Academy

Launched in the spring 2016 semester, the Peer Educator Leader Academy is an intensive training course (16-week or 8-week) covering health promotion topics, leadership skills, and the role of a Peer Educator.

- Through the Peer Educator Leader Academy Exit Interview, students were rated on various skill using a rubric ranging from 1 (Unacceptable) to 4 (Exemplary). [Leader Academy Evaluations](#).

Leader Academy Exit Interviews – Spring 2016 (n=12)			
Areas of Needed Development	Average Score	Areas of Strength	Average Score
Understanding of Leadership	3.0	Verbal Communication	3.7
Understanding of Health Promotion	3.0	Self-Reflection	3.4

Supervisor Evaluation

[Peer Educator Evaluations](#) are completed at the end of semester and end of the year. Based on the rubric rating scale of 1-5, skills were rated as follows:

Peer Educator Evaluation – Spring 2016 (n=9)			
Areas of Needed Development	Average Score	Areas of Strength	Average Score
Responsibility	3.3	Knowledge	4.9
Organization	3.7	Integrity	4.7
Initiative	3.7	Teamwork	4.4

Peer Educator Journals

Peer educators are also required to maintain a journal of reflections on learning. Qualitative analysis of the monthly reflections during the spring 2016 semester led to identification of the following themes: *leadership development, group dynamics, and self-care*. More information can be found in the [Final Assertions report](#). As student leaders who are already heavily involved on campus, Peer Educators seem to have a hard time balancing their volunteer commitment as a Peer Educator with other responsibilities including academics and work.

Implications and Next Steps

Across various forms of evaluation, Peer Educators demonstrate learning and skill development through participation. HWP offered the *Peer Educator Leader Academy* covering content knowledge over either a 16 week or 8-week time period. In fall 2016, a 3-credit academic course – *Peer Health Education and Leadership* – will be offered through the School of Public Health. Outcomes will be evaluated to determine the best mode for peer educator skill development. As a result of the qualitative analysis of Peer Educator monthly reflections HWP has increased emphasis on self-care among the Peer Educators.

Stress Management Presentations

The Office of Health and Wellness Promotion conducts a number of wellness-related programs in classrooms, residence halls, and other areas of the IUPUI community. One of the most commonly requested is *Stress Management/Life Balance*. Faculty members with first-year students are most likely to request this presentation, providing an opportunity to impact first year retention. In 2015-16, 39 presentations were provided for 877 students.

Learning outcomes are evaluated in a qualitative manner. Three themes emerge for student responses to the prompt *One new thing I learned*, specifically:

- 1) effects of stress - potential positive aspects, psychological/physical signs of distress,
- 2) campus resources – what and where they are, how to use, what to expect, and,
- 3) effective and ineffective forms of coping.

To elicit planned behavioral changes, students are asked to respond to the prompt: *Something I will do differently*. Most students identified at least one behavior they sought to change as a result of the presentation, with key themes of:

- Improved time management
- Increased self-care (sleep, eating, etc.)
- Accessing campus resources

However, comment specificity was often lacking, with most responses being under five words in length and lacking details. This may be due, at least in part, to the limited space provided on the assessment form.

Implications and Next Steps

Presentations appear to be effective in increasing student knowledge and awareness of stress and stress management. However, students were generally not able to identify specific planned behavioral changes to reduce their level of stress.

HWP is developing a single evaluation form that can be used across all presentation topics. Considerations will be given to the space allocated for any open-ended responses. Additionally, HWP is considering modifying the content of some presentations to allow more focus on identifying planned behavioral change.

V. Housing and Residence Life

Housing and Residence Life (HRL) seeks to provide an on-campus experience that helps residents experience a smooth transition to IUPUI and an environment that supports their academic and social adjustment to the campus. Over the past decade, the number of students living on campus has increased dramatically. Concurrently, HRL has added Residential Based Learning Communities and created a modern Residence Life program.

In 2015-16, HRL housed over 2,000 residents in five residential communities that included 14 Residential Based Learning Communities. The demand for on-campus housing has steadily increased over the past several years, resulting in a new residential community, North Hall that opened in fall 2016.

Analysis of data over the past 10 consecutive years indicates that students living on campus tend to have higher GPAs and graduate at a higher rate than their peers that do not live on campus. With that in mind, HRL began to use surveys to identify factors contributing to student satisfaction with the on-campus living experience. This information has been used to inform HRL practices, increase the value added to students living on campus, and identify areas of student learning that may generalize to academic success. Ultimately, increasing student satisfaction with on-campus living enhances retention, persistence, academic performance, and learning. HRL has explored roommate satisfaction and overall satisfaction.

Roommate Satisfaction

Results from the Roommate Satisfaction Survey administered in spring 2015 identified key positive-impact roommate behaviors, with the three most significant being: engaging in daily casual in-person communication, spending time together three times a week, and having one perspective shaping conversation per week. Data from the spring 2016 surveys confirms the relevance of the previously identified high impact behaviors.

This information was used to develop a series of programs focused on roommate relationships. In the first six weeks of fall 2015, HRL presented over 100 programs with a combined attendance of ~3300. In addition, RAs and RCs were trained to evaluate roommate problems by examining these behaviors.

While a direct causal relationships cannot be confirmed, several metrics from fall 2015 reflect improved roommate satisfaction:

- The number of parent phones calls related to unresolved roommate issues that were escalated to AD level was reduced significantly. Upper management of Housing Operations Team received zero complaints regarding unresolved roommate issues in fall 2015 and spring of 2016.
- Residents report increased participation in positive-impact behaviors:
 - Daily in-person communication with roommate increased from 54% to 58%.
 - Communication with roommate at least 2-4 times/week moved from 71% to 77%.
- Residents that participated in 2 or more roommate relationship programs reported higher levels of roommate satisfaction.
 - 2.01 (of 3.00) compared to 1.85 for all completing the survey.

Housing Satisfaction

In addition to assessing roommate satisfaction, the Housing Satisfaction Survey was redesigned to determine what behaviors positively impact on housing satisfaction. The spring 2016 results found that those reporting housing satisfaction at good or outstanding levels also:

- 1) engaged with a housing staff member (Resident Assistant and/or Housing Facility Staff Member) one to two times a week,
- 2) attended 1-2 programs each month in their residence hall, and,
- 3) utilized common spaces (lounges, computer labs, conference rooms) in their residence hall at least once a week.

The magnitude of impact on housing satisfaction is illustrated below:

Behavior	Impact on Satisfaction
interacting with RA 1-2 times/week	+9%
attending one program/week	+12%
interacting with their facility professional daily	+4%

The results were shared with the residence life and housing facilities staff in the summer of 2016, and an emphasis has been placed on making sure HRL staff understand the importance of talking with the residents in their areas each week.

Implications and Next Steps

The results of the Roommate Satisfaction Survey suggest a positive impact to the development of roommate relationships. HRL staff continues to provide related programming; in addition, RA’s and RC training continues to emphasize attention to roommate behaviors.

Based on these results of the Housing Satisfaction Survey, RA training for fall 2016 emphasized encouraging residents to talk with staff, to attend programs, and to spend time in common areas within housing. Additionally, RA’s report weekly resident interactions and this data will be tracked for use in future analysis of the impact of staff interactions with residents on resident satisfaction.

VI. Office of Student Advocacy and Support

The Office of Student Advocacy and Support (OSAS) was established in 2016 and welcomed the inaugural Director in November 2016. OSAS provides a variety of services and resources that were previously located in other units within Student Affairs. These include the [student advocate](#), [off-campus student services](#), and [Paw's Pantry](#), IUPUI's food bank.

Next Steps

OSAS will develop a comprehensive assessment plan during the upcoming year, drawing from the prior work of established functional areas and the mission of this new unified office.

VII. Office of Student Conduct

The Office of Student Conduct (OSC) supports the educational mission of the university by upholding the Indiana University Code of Student Rights, Responsibilities, and Conduct and additional university policies such as the Indiana University Sexual Misconduct Policy (UA-03) through the implementation of a fair, informal, and learning-centered disciplinary process.

OSC staff conduct thorough investigations of matters reported to the office. Cases are analyzed individually and collectively for the purpose of informing campus partners regarding the need for increased efforts in prevention, intervention, and response to various student experiences that may impact the curricular and co-curricular environments. When necessary, the disciplinary process will result in sanctions which address a student's standing with the university as well as promote the educational development of students found responsible for violations of the Code and related policies. Attempts to quantify the impact of these interventions and to gather feedback on student learning have had limited success, but will continue to be sought in the coming year.

Next Steps

The OSC staff are in the process of developing a plan to assess the academic progress of students who have interacted with the office. Two populations of students will be the focus of these potential studies. One population of focus will be students who have been found responsible for violations and have been separated from the university, but are eligible for return. Additionally, an area of focus will be on the academic progress of students who have reported to the university to have experienced acts of sexual misconduct while a student at IUPUI. The OSC is partnering with other units in the Division in these efforts.

VII. Student Health Services

Student Health Services provides for student general medical needs, such as annual exams, birth control, acute illnesses and injuries. Student Health also attends to the community health needs by providing flu shots and addressing campus concerns related to communicable disease. SHS continues to manage immunization requirements for the Schools of Medicine, Dentistry and Health/Rehabilitation Sciences.

Student Health Services (SHS) has focused on assessment of utilization rates, student satisfaction, and service provision trends. SHS coordinated the first IUPUI administration of the American College Health Association National College Health Assessment (ACHA-NCHA) in 2014. Results of this assessment were used by SHS, HWP, CAPS, and the Division to identify target areas for health related prevention and intervention.

Next Steps

SHS will again coordinate administration of the ACHA-NCHA in 2017 and data will be used to identify target areas for prevention and intervention efforts. Longitudinal data will provide insight into the impact of new initiatives. Particular attention will be given to the survey responses that reflect the impact of health concerns on academic functioning. Student Health will also explore the academic success of students utilizing various services to identify student cohorts that are benefiting from Student Health Services and inform efforts to e/extend those benefits to other student cohorts.