



IUPUI DIVISION OF STUDENT AFFAIRS

Assessment in the Division of Student Affairs 2018-19

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Introduction

The Division of Student Affairs (DoSA) at IUPUI is committed to building a community that supports learning and success, increases student engagement, and promotes retention to graduation. DoSA staff contribute to the overall development of students by providing student-centered services and quality learning experiences. The Division is dedicated to supporting student success during and after college.

This past academic year, DoSA units mapped their programs and services to the new Profiles of Learning for Undergraduate Success (PLUS). In doing so, the Division demonstrated its commitment to examining the impact of programs and services on students' growth and development, sense of belonging, engagement, and retention.

The Division is comprised of nine units:

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

The 2018–2019 report will focus on the Residential-Based Learning Communities (RBLCs) and the Student Advocacy Services which are housed in the HRL and OSAS units, respectively.

Residential-Based Learning Communities

HRL has been a formal unit since 1958--11 years prior to the formation of IUPUI in 1969. Housing options and programs have evolved greatly to an environment where we now house approximately 2,400 residents in four communities separated into two neighborhoods-- Central Campus and West Campus. HRL provides cocurricular programs to support student growth and development. It supports academic and administrative programs across campus including summer programs focusing on recruitment and community engagement. Finally, HRL offers high-quality facilities designed and maintained to support student learning. Demand frequently outpaces capacity thereby allowing the unit continued growth and the ability to focus on supporting student recruitment, academic performance, and retention.

HRL currently hosts 14 RBLCs for students in a variety of academic and theme-based floors from Science, Technology, Engineering, and Mathematics (STEM) to social identities. Table 1 provides a list of these RBLCs, their focus, in which building students are housed, and classes of students eligible to live within each community.

Table 1: List of RBLCs

RBLC	Focus	Building	Community Eligibility
Diversity Enrichment and Achievement Program (DEAP)	Theme-based (diversity program)	North Hall	First-Year/Upper Class
Health Careers	Major-based (health majors)	North Hall	First-Year
Herron House	Major-based (art majors)	Riverwalk Apartments	First-Year/Upper Class
Health and Human Sciences Community	Major-based (health majors)	University Tower	First-Year
Honors House	Major-based (honor students)	Tower and Riverwalk Apartments	First-Year/Upper Class
International House	Theme-based (international culture)	Riverwalk Apartments	First-Year/Upper Class
Kelley House	Major-based (business majors)	University Tower	First-Year
LGBTQ Community	Theme-based (LGBT+ students and allies)	North Hall	First-Year/Upper Class
Liberal Arts Community	Major-based (liberal arts majors)	North Hall	First-Year/Upper Class
Purdue House	Major-based (Purdue STEM majors)	Riverwalk Apartments	Upper Class
School of Informatics and Computing (SoIC) Community	Major-based (informatics majors)	North Hall	First-Year/Upper Class
STEM Community	STEM majors	North Hall	First-Year
Women in Science and Engineering (WISE) Community	Major-based (female identifying science and engineering majors)	North Hall	First-Year
Women in Science House (WISH)	Major-based (female identifying science majors)	Riverwalk Apartments	Upper Class

Through the RBLC experience, HRL contributes to the following campus and divisional goals and learning outcomes.

IUPUI Campus Goals

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

Divisional Goals

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

Learning Outcomes for the RBLC Experience

Last year, RBLC liaisons and Resident Assistants (RAs) hosted at least 70 signature experiences for their students. The RBLC experience allows students to develop in all four areas of the PLUS: communicator, problem solver, innovator, and community builder (see Appendix A). RBLC students also have an opportunity to develop and grow in the following learning outcomes:

- Interact more frequently and directly with faculty and staff.
- Network with peers who share similar interests and classes.
- Identify leadership opportunities available on campus.
- Identify resources necessary for academic success.
- Demonstrate transferable skills developed while participating in academic area or theme community activities.

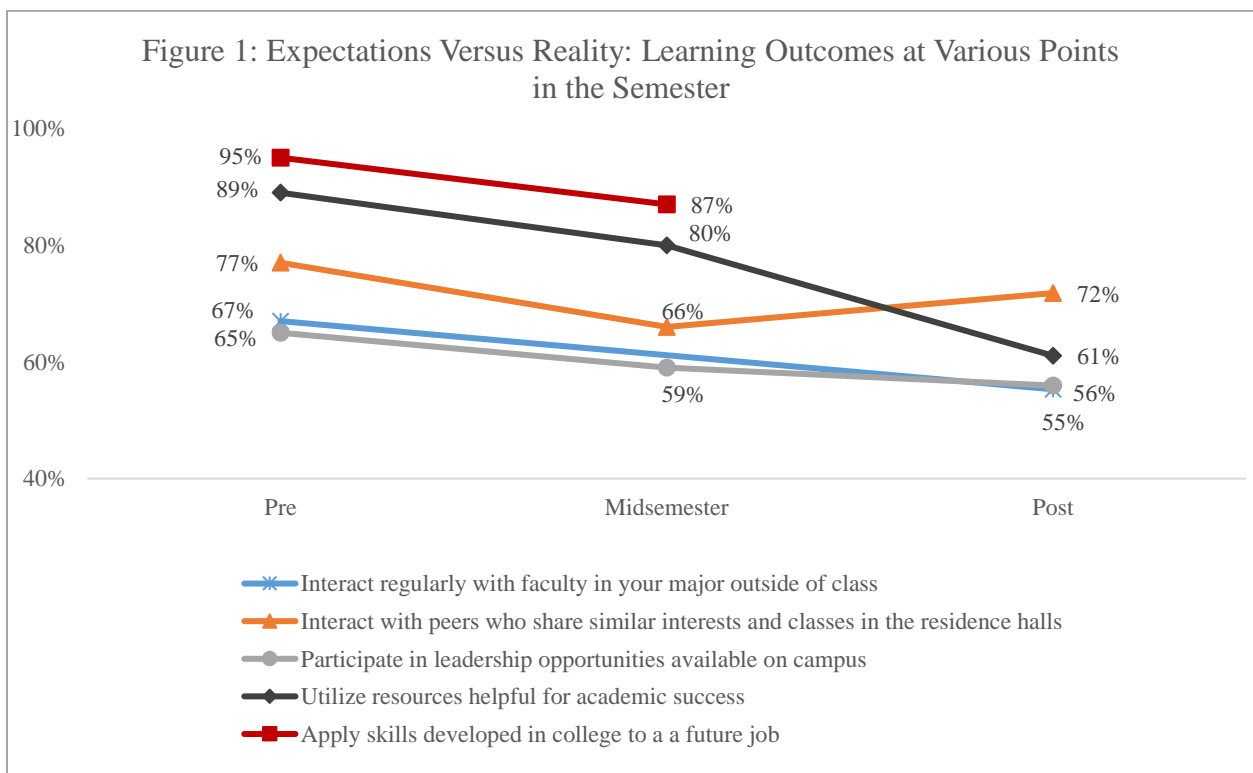
HRL staff utilized indirect measures of assessment in the form of surveys to gauge students' level of satisfaction with their RBLC experience and inquire about the learning that is happening. **Nearly three-fourths of RBCL students reported being “somewhat satisfied” or “extremely satisfied” with their RBLC experience**, compared to 65 percent in 2017-2018. **Nearly two-thirds (63 percent) of RBLC students agreed their RBLC has enhanced their college experience.** Table 2 provides satisfaction levels disaggregated by RBLC building.

Table 2: Satisfaction Levels Disaggregated by RBLC Building

	North (n=98)	Tower (n=70)	Riverwalk (n=54)
Top 2 Box (<i>extremely satisfied and somewhat satisfied</i>)	74%	70%	76%
<i>Neither satisfied nor dissatisfied</i>	17%	9%	11%
Bottom 2 Box (<i>somewhat dissatisfied and extremely dissatisfied</i>)	9%	21%	13%

HRL staff asked questions specific to the learning outcomes at different points in the semester. Before the semester began, RBLC students were asked about their level of confidence in doing various activities related to their studies, interactions with faculty and peers, and so on. Similar questions were posed halfway through the semester and at the end of the year. RBLC students reported higher levels of confidence in their ability to meet the five learning outcomes in the pre-assessment tool. Something happened midway through the semester because there was a dip in all five learning outcomes. Only one of the learning outcomes rebounded in the post-assessment tool (i.e., interact with peers who share similar interests).

Figure 1: Expectations Versus Reality: Learning Outcomes at Various Points in the Semester



- **Overall areas of strength:** Ability to network with similar interests (see Table 3).
- **Overall areas of growth:** Interaction with faculty and staff, exploration of career, linking in- and out-of-classroom experiences and learning, engage with leadership opportunities, and ability to identify personal strengths/identity (see Table 3).
 - Strength and growth areas consistent with results from 2017-2018, particular ability to network with students with similar interests and interaction with faculty and staff.

Table 3: Extent to Which RBLC Students Are Engaged in Each of the Following Outcomes

	A great deal	A lot	A moderate amount	Total positive responses	A little	Not at all
Sense of belonging	22%	17%	27%	66%	18%	17%
Network with students with similar interests	25%	23%	24%	72%	14%	14%
Interact with faculty and staff	16%	15%	24%	55%	18%	27%
Awareness of resources	19%	20%	28%	67%	16%	16%
Use of resources	21%	16%	23%	60%	22%	16%
Exploration of career	18%	14%	22%	54%	20%	26%
Link in- and out-of-classroom experiences and learning	15%	17%	23%	55%	18%	27%
Engage with leadership opportunities	16%	20%	23%	59%	20%	23%
Ability to identify who I am/personal strengths	22%	15%	22%	59%	15%	25%

A more recent analysis of the RBLC experience has begun this fall semester. Focusing on the fall 2018 full-time bachelor degree-seeking beginners who resided in one of the RBLCs, we found their **1-year retention rate at any IU campuses was 91.3 percent compared to 69.7 percent among those who did not reside in an RBLC**. This represents a difference of 21.6 percentage points. The **1-year retention rate at IUPUI among the fall 2018 full-time bachelor degree-seeking beginners who resided in one of the RBLCs was 88.7 percent vs. 66.6 percent among those who did not reside in an RBLC**. This represents a difference of 22.1 percentage points. These results do not account for self-selection bias and other confounding factors, so DoSA’s director of assessment and planning will use a statistical technique called “propensity score matching” to hone in on more details about student retention. She will also

analyze the first fall term and cumulative GPAs of RBLC versus non-RBLC students and run t-tests to determine if the differences in GPAs are meaningful.

Further investigation needs to be done to determine what is happening to students living on campus and in an RBLC. HRL staff submitted a proposal for a Program Review and Assessment Committee grant of \$5,000 in October 2019. If approved, the grant will cover the cost of a national survey titled *Assessment of Collegiate Residential Environments and Outcomes (ACREO)*. “ACREO assesses the influence of residential environments and academic, intellectual, and social outcomes of college students” (<https://www.acreosurvey.org/>). The multi-institutional study explores relationships between institution structures, engagement types, and student academic, intellectual, and social outcomes. It is specifically able to compare outcomes and engagement between RBLC and non-RBLC students. Many of the outcomes measured align with outcomes associated with the PLUS (see Appendix A).

The survey also provides insight on how residential living type influences student outcomes which will be exceptionally illuminating as HRL continues to consider further opportunities for housing arrangements. Another major benefit to administering this survey for IUPUI on-campus residents would mean we could understand more clearly which student outcomes are contributing to our current retention numbers.

Furthermore, the study allows for national and peer-level benchmarking. Information from the 2018 report, which compiled data from all participating institutions, can be found at <https://www.acreosurvey.org/>. The study’s current sample includes 20,000 students from 19 institutions. Using Astin’s (1993) Input-Environment-Outcome model, the assessment tool seeks to answer the following questions:

- How do student experiences differ by residential environment?
- How do student outcomes differ by residential environment?
- Which experiences influence which outcomes?

HRL staff will also conduct a series of focus groups with various RBLC students. The focus groups will include questions specifically related to why students believe their RBLC has contributed to their long-term success at IUPUI, cocurricular learning opportunities, and student outcomes (aligned with ACREO’s as well as RBLC’s homegrown intended outcomes, which are aligned with the PLUS). Focus groups will be incentivized by providing gift cards to participants. Focus groups will be coordinated for individual RBLCs as well as a focus group with representatives from all RBLCs. Intentions of individual RBLC focus groups will hone in on multiple perspectives on specific experiences that occurred in that RBLC. The focus group with representatives from all (or many) of the 14 RBLCs will allow us to identify outliers and establish consistencies and differences across RBLCs. Having focus group participants hear about other participants as a comparative practice will contribute to multiple results.

Finally, HRL staff will conduct semi-structured interviews with current RBLC liaisons (staff or faculty in academic units that support the implementation of the community's theme) to dig into the perceived success of each RBLC from the faculty's or staff's perspective. These will occur after student focus groups have been coded for themes and will integrate focus group themes into the conversation to illuminate structural elements of the RBLC. This will also help us to understand if the experience is implemented with fidelity.

Student Advocacy Services

Created in the summer of 2016, OSAS works to connect students with on- and off-campus resources that meet their specific needs. It provides advocacy and helps in navigating campus procedures as well as oversight and support to the operation of Paws' Pantry, the student-run food pantry. OSAS also collaborates with other campus partners to provide support to low-income students and empower them to use available resources in order to strengthen academic persistence. In addition, OSAS supports the outreach and advocacy of the Behavioral Consultation Team (BCT) and serves as a resource for bias-related incidents. Finally, OSAS encourages the development of student coping skills, resiliency, and self-advocacy.

In the Spring of 2019, OSAS staff identified learning outcomes for all services they provide, including student advocacy, and mapped them to the PLUS (see Appendix B). Through the student advocacy services, OSAS contributes to the following campus and divisional goals and learning outcomes.

IUPUI Campus Goals

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

Divisional Goals

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Learning Outcomes for the Student Advocacy Services

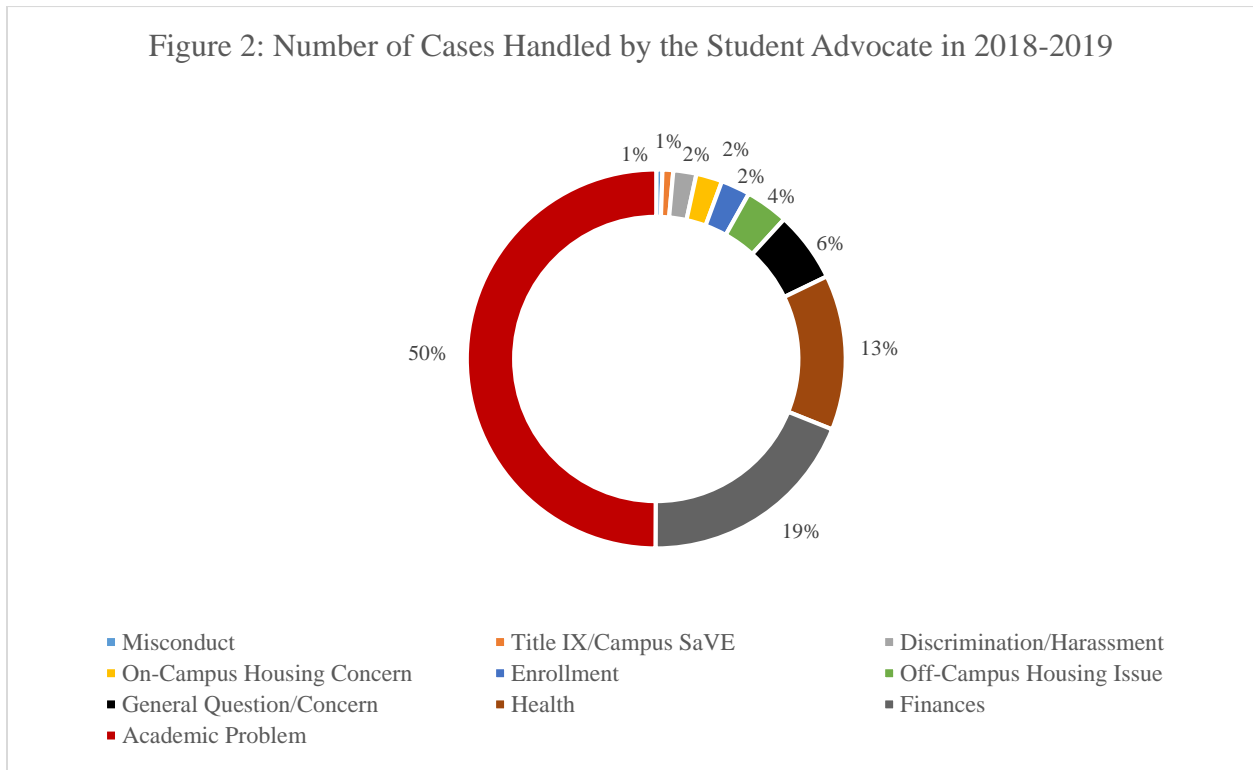
Students who use OSAS's student advocacy services will be able to:

- Identify one or more relevant campus resources
- Identify one or more positive coping skills (e.g., problem-solving, self-advocacy, and conflict resolution skills)

- Demonstrate proficiency in one or more self-advocacy and self-efficacy skills, after five meetings with an OSAS advocate
- Describe one or more IUPUI policies or procedures

In 2018- 2019, OSAS staff handled 767 cases and helped 549 unique students. Figure 2 shows the major areas of concerns. About one-half of the student advocate’s caseload involved students with academic problems, followed by cases around finances (19 percent) and health-related issues (13 percent).

Figure 2: Number of Cases Handled by the Student Advocate in 2018-2019



At this point, OSAS staff are gathering data using an indirect measure of assessment--a satisfaction survey. They plan to work with DoSA’s director of assessment and planning to review their services and develop robust assessment and evaluation plans to measure learning and development happening as a result of students engaging their services. This work will begin during a workshop on December 13, 2019. They will also like to determine the impact of these services on student retention.

Results shown below are from the most recent satisfaction survey focusing on student advocacy. Twenty-five students completed this survey. Of those, 40 percent had academic issues, followed by basic needs (16 percent), faculty/staff grievances (12 percent), and finances (12

percent). Referral by a friend was the highest with 25 percent, followed by self-referral and referrals by faculty and staff with 15 percent, respectively.

Table 4 shows the mean scores on ten aspects related the student advocacy services. Even though 93 percent of survey respondents reported they “strongly agreed” or “agreed” their initial contact with OSAS staff was satisfactory, nearly two-thirds (64 percent) would recommend OSAS’s services to a friend, and nearly three-fourths (71 percent) would use OSAS’s services again. Further investigation needs to be conducted to determine why we are encountering these responses. We are also cognizant of the fact we need to ask questions related to the stated learning outcomes and use both direct and indirect measures of assessment.

Table 4: Mean Scores on Aspects Related to the Student Advocacy Service

	Mean score on a 5-point Likert-type scale	Count	Top 2 Percent Box (“Strongly Agree” and “Agree”)
I found the initial contact with OSAS staff satisfactory.	4.36	14	93 percent
I felt the student advocate respected me as a person, including our differences.	4.21	14	86 percent
My situation was addressed within the timeframe identified by the student advocate.	4.08	13	77 percent
I felt comfortable using OSAS's services.	4.00	14	79 percent
I felt the student advocate was neutral.	3.86	14	71 percent
I received regular updates about my situation.	3.77	13	69 percent
I felt the student advocate was appropriately concerned about my problem.	3.71	14	71 percent
I would use OSAS's services again.	3.71	14	71 percent
I would recommend OSAS's services to a friend.	3.64	14	64 percent
I found the student advocate to be helpful.	3.57	14	64 percent

Appendix A: RBLC Outcomes Mapped to ACREO and the PLUS

	ACREO Outcomes	The PLUS
RBLC students will be able to interact more frequently and directly with faculty and staff.	<ul style="list-style-type: none"> • Campus engagement • Campus sense of belonging 	Communicator <ul style="list-style-type: none"> • Build relationships • Listens actively • Conveys ideas effectively
RBLC students will be able to network with peers who share similar interests and classes.	<ul style="list-style-type: none"> • Campus engagement • Campus sense of belonging • Binge drinking habits • Bystander intervention intention, Bystander knowledge, bystander reporting intention 	Communicator <ul style="list-style-type: none"> • Build relationships Problem Solver <ul style="list-style-type: none"> • Thinks critically • Collaborates Community Contributor <ul style="list-style-type: none"> • Builds community • Respectfully engages own and other cultures • Behaves ethically • Anticipates consequences
RBLC students will be able to identify leadership opportunities available on campus.	<ul style="list-style-type: none"> • Campus engagement • Campus sense of belonging 	Communicator <ul style="list-style-type: none"> • Evaluates information • Listens actively • Builds relationships Problem Solver <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates
RBLC students will be able to identify resources necessary for academic success.	<ul style="list-style-type: none"> • Academic confidence • Major persistence intention 	Communicator <ul style="list-style-type: none"> • Evaluates information • Listens actively Problem Solver <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates
RBLC students will be able to demonstrate transferable skills developed while participating in academic area or themed community activities.	<ul style="list-style-type: none"> • Career attitudes • Learning integration • Critical thinking disposition • Intention to innovate • Financial literacy 	Communicator <ul style="list-style-type: none"> • Evaluates information • Listen actively • Conveys ideas effectively Problem Solver <ul style="list-style-type: none"> • Thinks critically • Analyzes, synthesizes, and evaluates • Perseveres Innovator <ul style="list-style-type: none"> • Creates/design • Makes decision Community Builder <ul style="list-style-type: none"> • Builds community

Appendix B: OSAS Outcomes Mapped to the PLUS

	The PLUS
After consulting with an OSAS advocate on issues of concern, students will be able to identify one or more positive coping skills (e.g., problem-solving, self-advocacy, and conflict resolution skills).	<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates Information • Listens Actively • Conveys ideas effectively <p>Problem solver</p> <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates • Perseveres
As a result of meeting with an OSAS advocate, students will be able to describe one or more IUPUI policies and procedures.	<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates Information • Conveys ideas effectively <p>Problem Solver</p> <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates
After five meetings with an OSAS advocate, students will be able to demonstrate proficiency in one or more self-advocacy and self-efficacy skills.	<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates Information • Conveys ideas effectively • Thinks critically <p>Problem Solver</p> <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates • Perseveres <p>Innovator</p> <ul style="list-style-type: none"> • Makes decisions <p>Community Contributor</p> <ul style="list-style-type: none"> • Respectfully engages own and other cultures • Anticipates consequences
As a result of meeting with an OSAS advocate, students will be able to identify one or more relevant campus resources.	<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates information • Build relationships • Conveys ideas effectively <p>Problem Solver</p> <ul style="list-style-type: none"> • Analyzes, synthesizes, and evaluates