



IUPUI DIVISION OF STUDENT AFFAIRS

PRAC ANNUAL REPORT:

ASSESSMENT IN THE DIVISION OF STUDENT AFFAIRS

PREPARED BY:

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DIVISION OF STUDENT AFFAIRS

INTRODUCTION/OVERVIEW OF UNIT

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

The Division is comprised of ten units:

- Campus Center (CE)
- Campus Health
- Campus Recreation
- Counseling and Psychological Services (CAPS)
- Student and Family Connections (SFC)
- Health and Wellness Promotion (HWP)
- Housing and Residence Life (HRL)
- Office of Student Conduct
- Office of Student Advocacy and Support (OSAS)
- Office of the Vice Chancellor (OVC)
 - Assessment and Planning
 - Diversity, Equity, and Inclusion,
 - Finance and Administration
 - Student Affairs Marketing and Communications

This annual report will focus on two projects reflective of divisional priorities to increase staff awareness of the students they serve, as well as highlight one retention project in the Student and Family Connections unit.

CONTEXT AND ASSESSMENT FRAMEWORK

A new director of Assessment and Planning began working for the Division in July 2023. In the six months of employment, this staff member has focused on gaining an initial understanding of existing assessment efforts in the division. Given that the role was vacant for nearly a year, assessment priorities for many units diminished. Due to this moment of recalibration and transition, please note the division recognizes that measures of student learning of an area of needed attention in the coming year.

Understanding Assessment Perspectives and Divisional Context: To gain an understanding of the assessment perspectives and assessment culture present in the Division of Student Affairs, the new Director conducted two formative assessment projects with the Vice Chancellor Staff and Directors of the Division. First, the groups completed an individual inventory of their philosophy of assessing student learning (Jankowski, 2020).

Inventory Philosophy Types

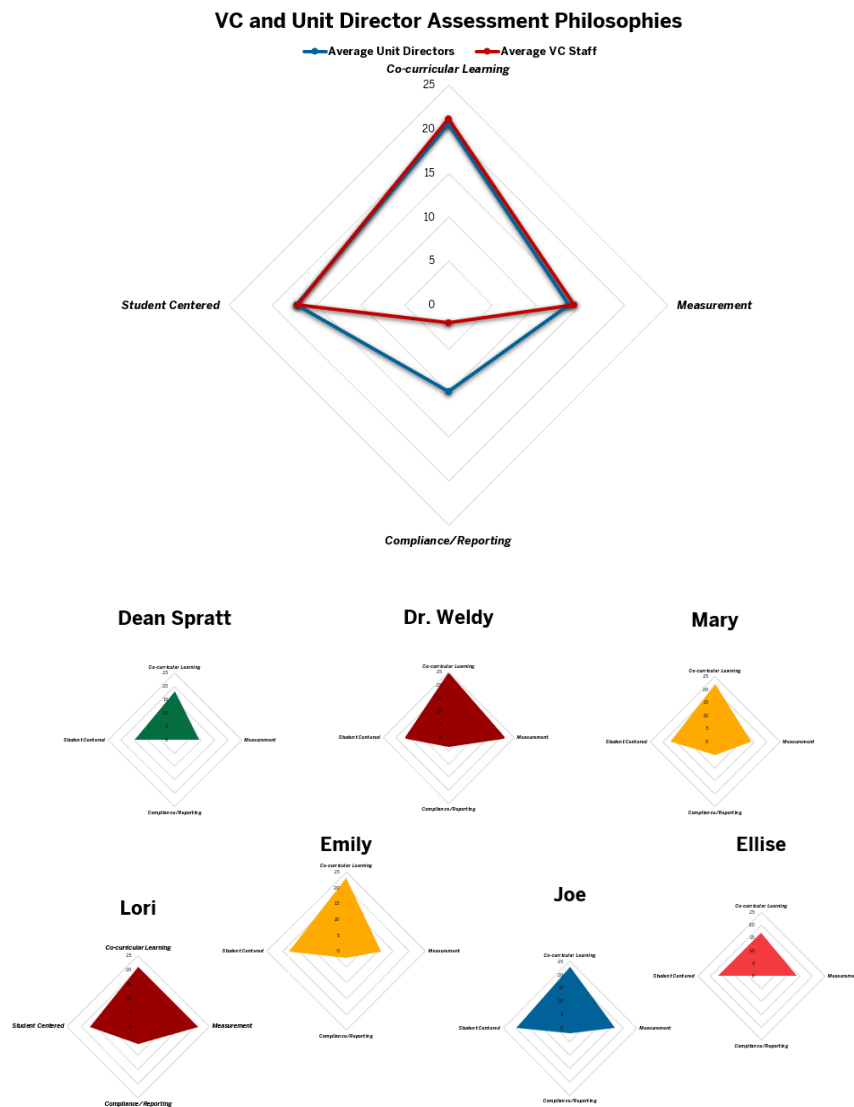
- **Cocurricular Learning**
 - For those with higher scores on cocurricular learning, assessment is viewed as part of cocurricular program *design* for student learning, driven by student affairs professionals' questions about their programmatic practices in ways that *guide future developments* in both implementation, offerings, and cocurricular learning. The purpose of assessment is *formative* and to enhance program implementation and student learning. Thus, the process of assessment is viewed as one of learning and as *embedded* within cocurricular offerings and experiences.
 - **Cocurricular learning was ranked the most relevant philosophy across Vice Chancellor Staff and Division Directors.**
- **Measurement of Participation/Satisfaction**
 - For those with higher scores on measurement, concerns about *determining valid and reliable approaches* to gathering data drive decisions and discussions on assessing student learning. Assessment is about measurement and determining the most *appropriate and accurate measures* to document student participation and satisfaction with the co-curriculum. *Comparisons, longitudinal data, and controls* are viewed as an integral part of measurement issues.
- **Compliance/Reporting**
 - For those with higher scores on compliance and reporting, assessment is viewed as undertaken solely to *meet the requirements and demands* of administrators and accrediting bodies. Assessment is simply about meeting the needs and requirements of external entities for purposes of reporting. It is about doing what is asked, *checking a box*, and moving on with your day.
 - **The compliance/reporting philosophy was ranked the least relevant philosophy across Vice Chancellor Staff and Division Directors.**

- **Student-Centered**

- For those with higher scores on student-centered, assessment is viewed as a mechanism by which *students can learn about their own learning* by being an active participant in the assessment process. Assessment here is about a *reflective and engaged process* in which students learn about themselves as learners, how they learn, what they know, and are actively involved in and an agent of their own learning process. Students are not simply the object of assessment; *students are the primary beneficiaries*.
- **Student-centered learning was ranked the most relevant philosophy across Vice Chancellor Staff and Division Directors.**

Resulting discussion aided in perspective taking across the divisional leadership team and aided the director in getting a sense of the philosophies of those she was working with. Figure 1 highlights an example of the results produced from this personal inventory.

Figure 1.



Next, the director provided the Vice Chancellor Staff and Directors of the Division a rubric for Developing a Culture of Evidence (Spurlock & Johnston, 2012). By having a philosophy of continuous improvement, the division can move from a culture of good intentions and toward a culture of evidence.

Without labels on the rows and columns, they were asked to identify which statements most reflected how they perceived the culture of the division. Figure 2 highlights an example of the results produced from this personal inventory, with numbers reflecting the division's means score in each row.

Figure 2.

Assessment Culture Inventory				
	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality <i>(Thoughtfulness in action or decision)</i>	People have a sense that they are doing good things.	People can describe what they are doing (operational or procedural specificity). 2.1	People can describe what they are accomplishing (strategic relevance, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective <i>(Relative to position, institutional role, and general point of view)</i>	Incidental / Opportunistic. Recognize data is important, but do not make any efforts to collect it.	After the fact. Data is used retroactively as justification for predetermined positions or prior decisions. 2.1	Before the fact. Assessment is designed with an end in mind (identification of outcomes, clarity in how the data will be used).	Real time/Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.
Critical Linkages <i>(Connections that manage movement and relationships)</i>	Unclear/Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency. 2.4	Translucent. Assessment understood and shared but only with allies or key partners. Scope is limited to mid-managers.	Clear/Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions <i>(Goals, programs, projects, and plans)</i>	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required. 2.4	Leaders own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes <i>(Strategic planning, goal setting, measuring outcomes)</i>	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Strategic planning does not exist. 1.9	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, but not planning-oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic, and clearly linked to past and future. Triangulation of the findings through multiple/established assessments. Data incorporated into continuous strategic thinking.

VC staff rates planning processes higher than unit directors.

Unit staff rate intentionality, perspective, critical linkages, and initiatives and directions higher than VC staff, with the greatest difference at the critical linkages domain (Directors=2.6, while VC staff=2).

Assessment Framework

Moving forward, the Division will be applying the following frame, modeled after Kirkpatrick's Four Levels of Evaluation, to measure division impact. When inventorying assessment efforts, some units have reflected that they focus primarily on Usage and Reaction, while others have discovered that capturing usage (considered a baseline expectation) is an area of needed focus. This spring, each unit will identify programs of high impact and work to develop assessment plans that identify intended outcomes and measurement strategies at each layer of Kirkpatrick's levels.

Usage	Reaction	Learning	Behavior	Results
<p>What are the outputs of the program?</p> <p><i>How many participants?</i></p> <p><i>How much staff?</i></p> <p><i>How many hours of effort?</i></p> <p><i>How much work?</i></p>	<p>The degree to which participants find the experience favorable, engaging and relevant to lives.</p> <p><i>How satisfied are participants?</i></p> <p><i>How does the experience support sense of belonging for students?</i></p> <p><i>How engaged were participants?</i></p>	<p>The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation.</p> <p><i>What do students learn because of the program?</i></p> <p><i>What skills do they gain?</i></p> <p><i>What awareness is increased?</i></p> <p><i>What attitudes change?</i></p> <p><i>How does students' confidence increase?</i></p>	<p>The degree to which participants apply what they learned back into the real-world.</p> <p><i>What measures exist that track behavioral change?</i></p> <p><i>How often do students utilize skills from the program?</i></p> <p><i>How often do students think about the skills or refer to resources?</i></p> <p><i>Which skills from the program are used most often?</i></p>	<p>The degree to which targeted outcomes occur because of the training and the support. The degree to which the environment changes because of the program's efforts.</p> <p><i>What measures in the environment would be impacted by the program?</i></p> <p><i>How do these measures change after the program?</i></p> <p><i>How long after the program would it take to see environmental change?</i></p> <p><i>Note: Be cautious of causal language. Consider causal designs to explore.</i></p>

Adapted from Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Association for Talent Development.

ACADEMIC SCHOOL CONNECTIONS

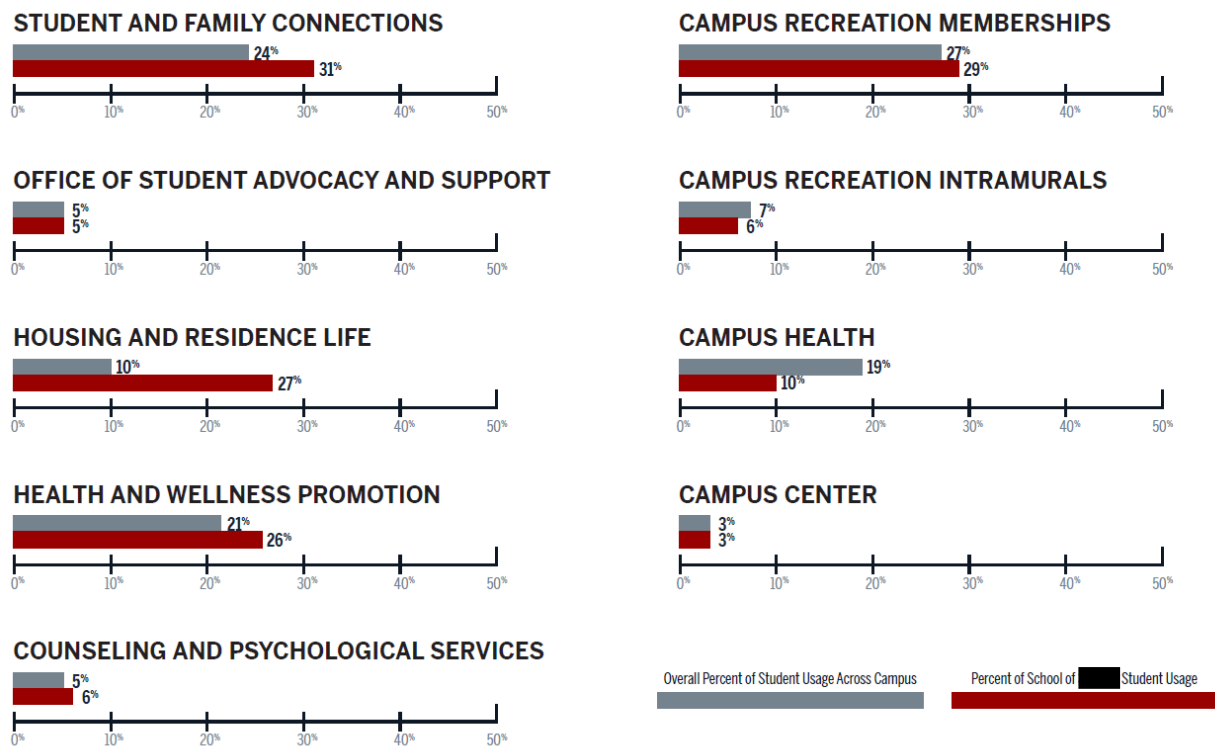
Learning Outcomes: This assessment project is not formally associated with any learning outcomes. The Director of Assessment is aware that this is an area of growth for the division in the coming year.

Program Review Connection: The divisional program review called for improving the reach of student programs as well as enhancing connections with academic schools to mitigate duplication of services.

Assessment Measures: To inventory and communicate about DoSA’s current reach, units provided a list of Fall 2022-Spring 2023 student touchpoints. These lists reflect a complete list of students who accessed non confidential services anytime during the academic year.

Data Collection and Analysis: These spreadsheets were compiled, merged, and linked with student demographic information, including academic school. Usage and participation numbers were compared to a school’s overall enrollment and individual reports were prepared for each academic school, using the framework in Figure 3.

Figure 3.



Assessment Findings: See Appendix A for an example of the provided reports being shared with academic leaders in each school. Many units in the division have tracked who they serve for many years; however, what is new about this approach is the focus on sharing that story with others in customized and meaningful ways.

Action Plans: DoSA has received positive feedback about connecting with academic deans with this information as it has led to customized and specific insights about student experiences in each academic school. This information is also being used to identify target subsections of students for customized communication. For example, students in academic schools that have low student involvement in Student and Family Connections programming will receive customized marketing communications this spring.

DEMOGRAPHIC ANALYSIS

PAWS' PANTRY, CAMPUS HEALTH, SPOT USERS, DOSA STUDENT EMPLOYEES

Learning Outcomes: This assessment project *indirectly* supports Student and Family Connection's program outcome to: *Increase all students' knowledge and awareness of various university resources and support services (both curricular and cocurricular) and student learning outcomes related to: Identify one or more campus resource(s) and/or office(s) and Identify learning or engagement opportunities outside the classroom.*

Program Review Connection: The divisional program review called for improving the reach of student programs, as well as increasing the division's collective understanding of who does and does not use our services.

Assessment Measures: These projects compiled student demographic information and compared these to campus background enrollment demographics to understand the division's student population relative to the broader campus.

Assessment Findings: Appendix B includes reports of demographic analyses of Paws' Pantry, Campus Health, Spot Users, and a DoSA student employee profile. Figures 4 and 5 highlight two examples of the types of findings shared with staff. Figure 4 showcases Campus Health users by 21st Century Scholar Status and First-Generation Status with colored boxes highlighting the difference between Campus Health Usage and campus background enrollment demographics. Figure 5 draws attention to Paws' Pantry Usage by Academic Level.

Figure 4.

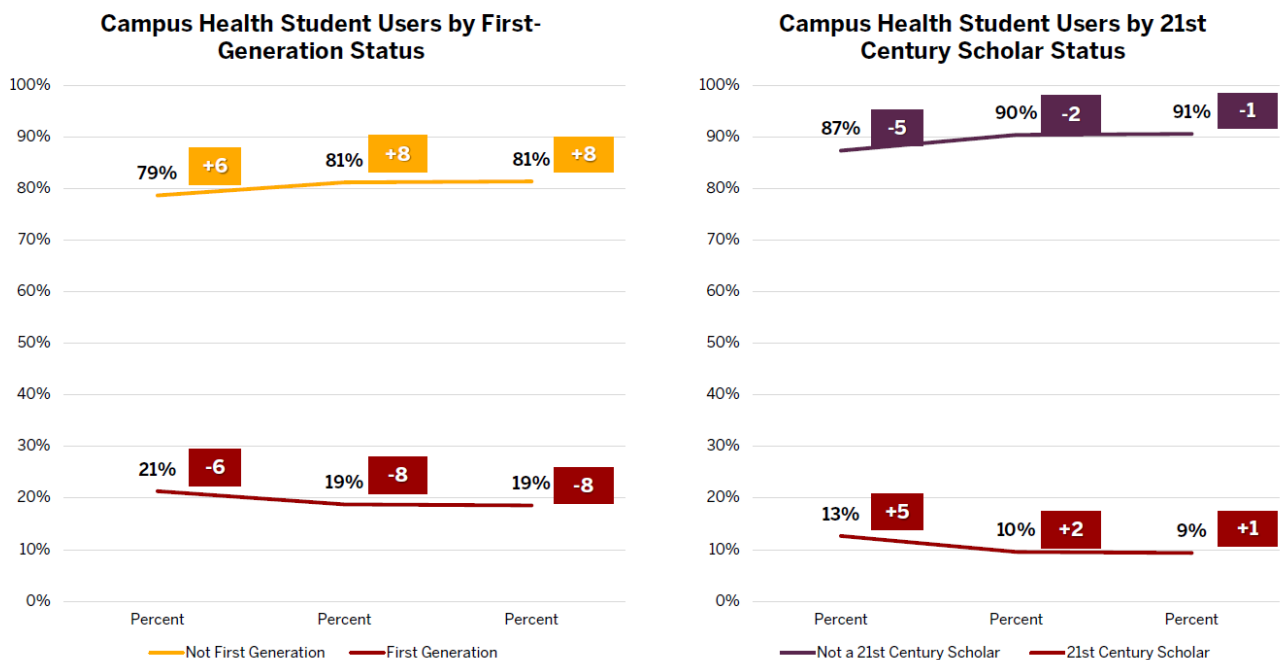


Figure 5.

Students Users by Academic Level	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
Freshman	37	7%	17%	-10	▼
Graduate	427	77%	16%	61	▲
Junior	30	5%	15%	-10	▼
Nondegree Graduate + Undergraduate	1	1%	2%	-1	▼
Senior	20	4%	23%	-19	▼
Sophomore	25	5%	13%	-8	▼

▼ Pantry serves a smaller proportion of these students than overall campus %
 ▲ Pantry serves a larger proportion of these students than overall campus %

To distribute the findings from the Pantry and from Campus Health, the Director of Assessment hosted multi perspective roundtable discussions, where representatives from the relevant unit, other relevant divisional entities, the Director of DEI, the Director of Marketing, and the Dean of Students were all present.

Action Plans: The Director of Assessment found that while scheduling a meeting to discuss demographic details was an effective way to start a conversation about demographic information to understand our services more comprehensively, but it did not create enough space to continue the conversation or generate action plans and next steps.

Figure 6.

This spring, the division will be implementing a “synergy session” model to engage with staff more deeply when exploring similar content. Synergy sessions are a series of three meetings where a unit can receive a customized to address a strategic problem.



STUDENT INVOLVEMENT RETENTION PROJECT

Involved User data comes from the Spot, the campus student involvement platform, which catalogs student involvement and helps manage events and track student attendance. Involved users are defined as all users who hold a student organization membership and/or position in the specified date range.

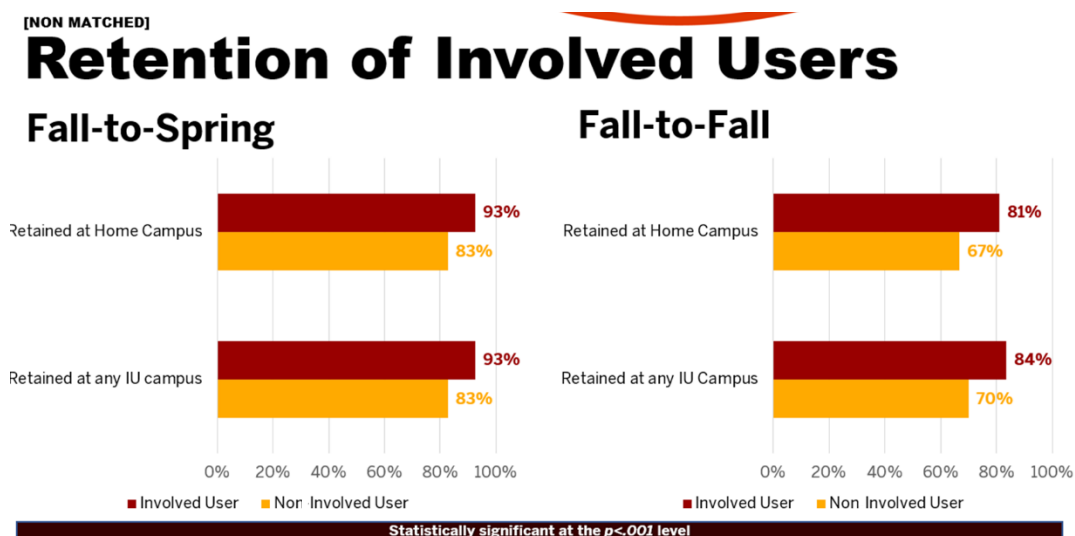
Data Collection and Analysis: The Director of Assessment utilized a matching program developed by Institutional Analytics (Deom & Fiorini, 2023) to identify a matched sample of students with similar characteristics in the Fall 2022 First Time Beginners Cohort. Matching aims to estimate the treatment effect of an intervention, such as being involved in student organizations, by accounting for covariates that may also be influencing the outcome.

Assessment Findings: Results of this analysis confirmed the positive impact that being involved in one's first year can have on retention.

In Fall 2022, 734 First Year Undergraduate Beginners were considered "Involved Users" in the Spot (23% of F22 First Year Undergraduate Beginners). "Involved Users" are all Spot users who hold a membership and/or position in a student organization in a specified date range. As such, it is a nice proxy measure for involvement (with some limitations, of course). About 1 in every 4 students would be considered an Involved User.

Fall 2022 Involved Users were retained to Fall 2023 at a rate 14 percentage points higher (81% compared to 67%) than first year undergraduate beginners who were not Involved Users. Similar trends exist with Fall 22 to Spring 23 retention. Figure 7 highlights retention results prior to creating a matched sample.

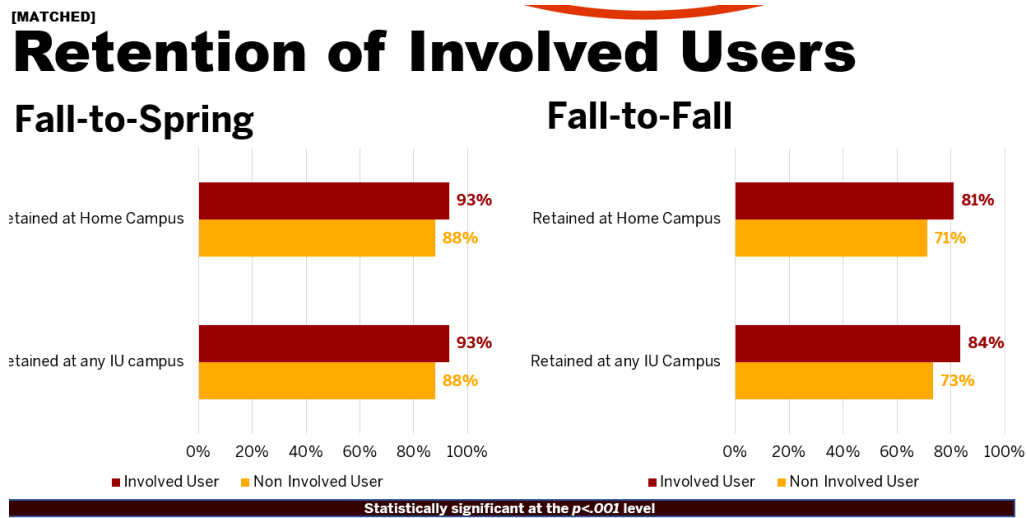
Figure 7.



A matched sample analysis (Deom & Fiorini, 2023) confirms that this is not an anomaly! Fall-to-Fall Retention remains high in the matched analysis, with a difference of 10 percentage points (81% compared to 71%) for all students retained at IUPUI. Figure 8

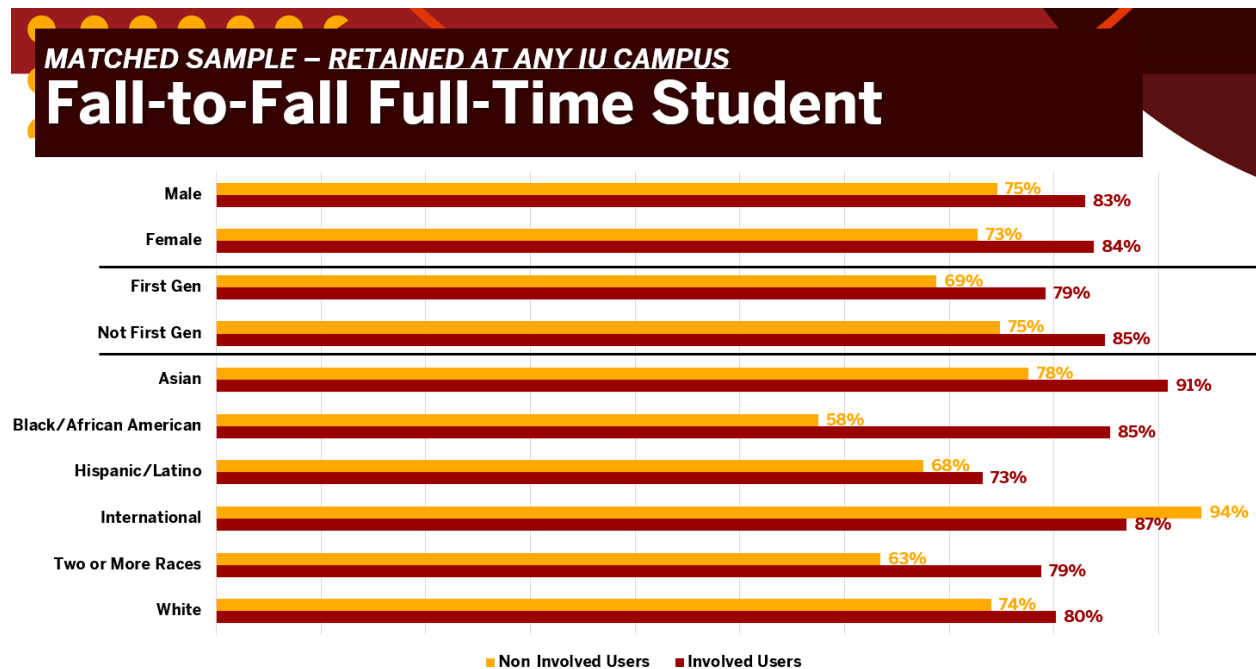
highlights retention results using the matched sample of students with similar characteristics.

Figure 8.



There seems to be little difference in the impact of involvement by gender or first-generation status. Students identifying with Two or More Races, students identifying as Black/African American, and students identifying as Asian seem to see the greatest gains from being involved. Figure 9 highlights retention results by gender, first generation status, and race/ethnicity.

Figure 9.



Action Plans: These results go hand in hand with a Fall 2023 analysis about usage of the Spot. Students are educated on the Spot during Bridge Week, Weeks of Welcome, and First Year Seminars; however, 48% of undergraduate students in Fall 2023 have never logged into the Spot. While one quarter of students is an involved user, which we've confirmed indeed positively influences retention, another two quarters of students have no exposure to the service and therefore may not have exposure to as many opportunities to learn about student organizations (The Spot User Analysis is included in Appendix B).

DOSA ASSESSMENT STRATEGIC PRIORITIES

The following section highlights just some of the initiatives planned for the upcoming year that seek to increase the assessment capacity of the Division of Student Affairs.

Synergy Sessions: This spring, the division will be implementing a “synergy session” model to engage with staff more deeply when exploring similar content. The synergy sessions will consist of three meetings where a unit can receive a customized marketing plan to address a strategic problem. Staff will participate in one session that digs into demographic data about area of strategic focus. Unit staff will then spend time debriefing the results through a diversity, equity, and inclusion lens, as facilitated by the Director of DEI in the division of student affairs. Finally, the unit staff will receive a customized marketing proposal based on the first two sessions. Hopefully, assessment begins to feel integrated with divisional efforts related to DEI and marketing. Moreover, spending at least three hours making meaning of new information and formulating action plans will aid in increasing staff understanding about the students the division serve in a meaningful way.

Incorporating Assessment Plans into Planning Processes for 24-25: Unit leaders have also been prompted to consider programs they consider to be particularly effective interventions for students. These programs and/or services will be expected to have assessment plans heading into the next academic year. These assessment plans will link naturally with midyear and annual reporting to ease tensions of assessment plans feeling like a justification- or compliance-oriented practice.

Assessment, Planning, and Programming Strategic Priority: The division’s recent program review highlighted a need to improve assessment practices within the division. Along with improving planning and programming, this focus areas is included in the Vice Chancellor’s charge for developing a new strategic plan for the division. A working group has been developing strategic goals related to assessment.

The recent draft they shared with the division for feedback included the following goals:

- Enhance the quality and reach of divisional programs and services.
 - This strategic goal includes action items related to improving the tracking, monitoring, and use of student usage data.
- Adopt a more collective approach to student success.
 - This strategic goal includes action items related to recommitting to learning outcomes in the division that bolster the Profiles.
- Strategically collaborate to enhance programming and assessment practices.
- Expand revenue generation and sponsorship opportunities.
- Increase divisional capacity for assessment and evaluation.
 - This strategic goal includes action items related to professional development for assessment, including the development of a research professional development seminar series related to measuring student learning in each unit.
- Use equitable assessment to measure student experiences and make improvements.

- This strategic goal includes action items related to increasing direct and diverse measures of student learning, as well as increasing student voice in assessment.

REFERENCES

- Deom, Gina. Fiorini, Stefano. (2023). A Rapid Approach to Learning Analytics: A Distance-Based Program Assessment Tool. *LAK 23 Accepted Paper*, p. 41-44.
- Jankowski, N. A. (2020, October). Activity: What is your student affairs philosophy of assessment? Urbana, IL: University of Illinois and Indiana University, *National Institute for Learning Outcomes Assessment*.
- Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Association for Talent Development.
- Spurlock, R.S. & Johnson, A.J. (2012). Measuring a culture of evidence. In M. Culp & G. dungy (Eds). *Building a Culture of Evidence* (p. 65). Washington, DC: NASPA.

SCHOOL OF SCIENCE: STUDENT PARTICIPATION IN DIVISION OF STUDENT AFFAIRS SERVICES

2022-23



HOW SERVICES ARE UTILIZED:

The School of Science students access a variety of services provided by the Division of Student Affairs.

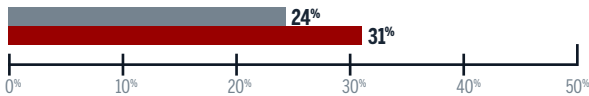
High School of Science involvement

The School of Science is highly involved in student family connections experiences such as leadership positions, Fraternity and Sorority Life, and participating in Weeks of Welcome events. In addition, School of Science students are highly involved in Health and Wellness Promotion programs and live on campus at a greater rate than the average IUPUI student.

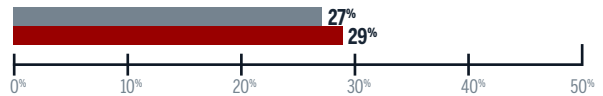
Low School of Science involvement

School of Science students seem to be underutilizing campus health services.

STUDENT AND FAMILY CONNECTIONS



CAMPUS RECREATION MEMBERSHIPS



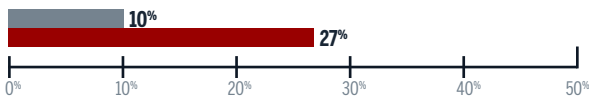
OFFICE OF STUDENT ADVOCACY AND SUPPORT



CAMPUS RECREATION INTRAMURALS



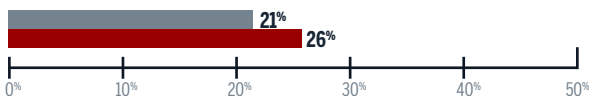
HOUSING AND RESIDENCE LIFE



CAMPUS HEALTH



HEALTH AND WELLNESS PROMOTION



CAMPUS CENTER



COUNSELING AND PSYCHOLOGICAL SERVICES



Overall Percent of Student Usage Across Campus

Percent of School of Science Student Usage



HEALTH AND WELLNESS PROMOTION (HWP)

26% of Science students have participated in educational opportunities provided through HWP.

23% of Science students interacted with HWP three or more times, which is more than the overall student population's participation in three or more events.

29% of Science students were not aware of the Student Wellness Directory resource provided by HWP, according to student respondents to the National College Health Assessment (NCHA) administered in Spring 2023 (n=297), which is in line with the average for all student respondents.

CAMPUS RECREATION

29% of Science students have memberships with Campus Recreation, making up only 15% of CREC members. Science students make up one of the larger proportions of students with CREC memberships.

6% of Science students participated in intramurals, which is slightly less than the overall student population's participation.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

14% of Science students were not aware that CAPS provides confidential advocacy and support for victims of interpersonal violence (n=294) (NCHA, 2023), which is *slightly* lower than the overall student respondents.

82% of Science students indicated that they were considering seeking help from a mental health professional in the future (n=294) (NCHA, 2023), which is *slightly* higher than overall student respondents.

6% of Science students have accessed clinical services, making up 18% of appointments at CAPS. 18% of appointments is the largest proportion of appointments by an academic school.

CAMPUS HEALTH

10% of Science students have accessed services provided by Campus Health, which is 8 percentage points less than overall student usage of Campus Health.

OFFICE OF STUDENT ADVOCACY AND SUPPORT (OSAS)

47% of Science students have very low or low food security (n=297) (NCHA, 2023). This is *slightly* less than overall student respondents.

4% of Science students sought support from members of OSAS. Specifically, students sought support related to academic concerns, health concerns, and basic needs/emergency services.

1% of Science students got food from Paws' Pantry at least once in spring 2023. 4% of Paws' Pantry users are Science students.

HOUSING AND RESIDENCE LIFE

27% of Science students lived on campus.

73% of the Science students living on campus do not live in an RBLC. 7% of these students live in the Honors community, 7% live in the STEM community, and 3% live in the Women in Science House.

STUDENT AND FAMILY CONNECTIONS

28% of Science students attended Fall Weeks of Welcome, which is 8 percentage points more than overall campus participation.

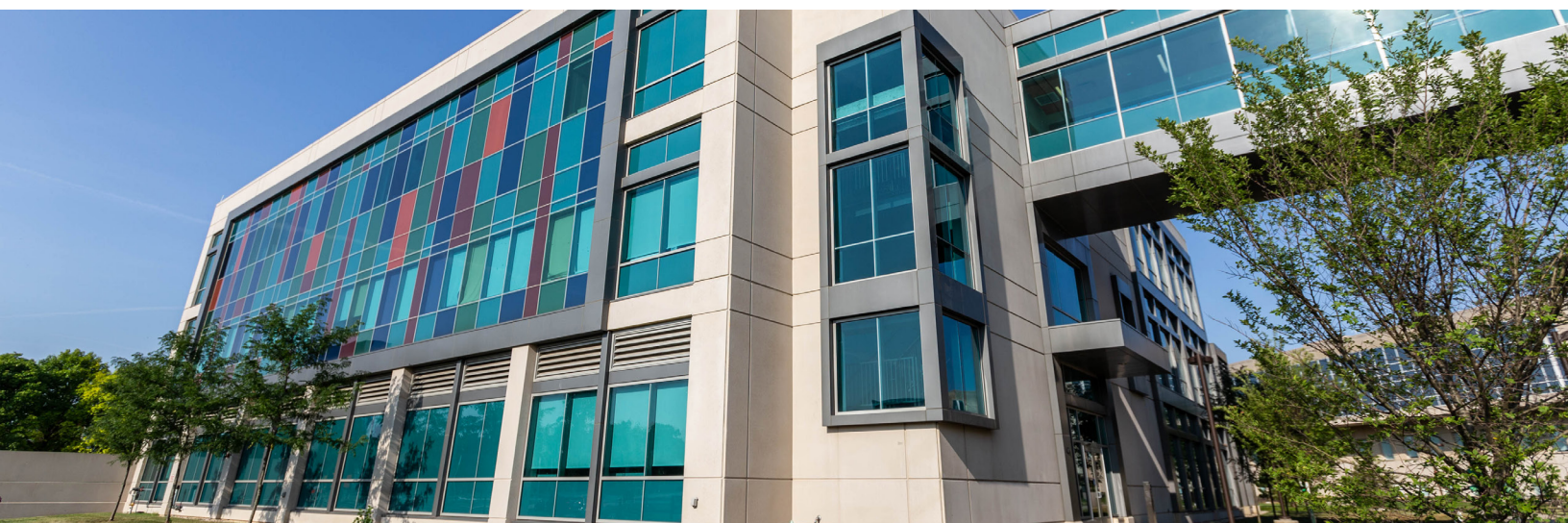
5% of Science students participated in Spring Week of Welcome, which is slightly more than overall campus participation.

3% of Science students were involved in Fraternity and Sorority Life and make up 15% of the total FSL community.

CAMPUS CENTER

3% of School of Science students have accessed the Game Room in the Campus Center at least once. Science students make up 14% of students who socialized in the Game Room.

The School of Science hosted three events at the Campus Center, with **480** attendees.



Student Employee Profile

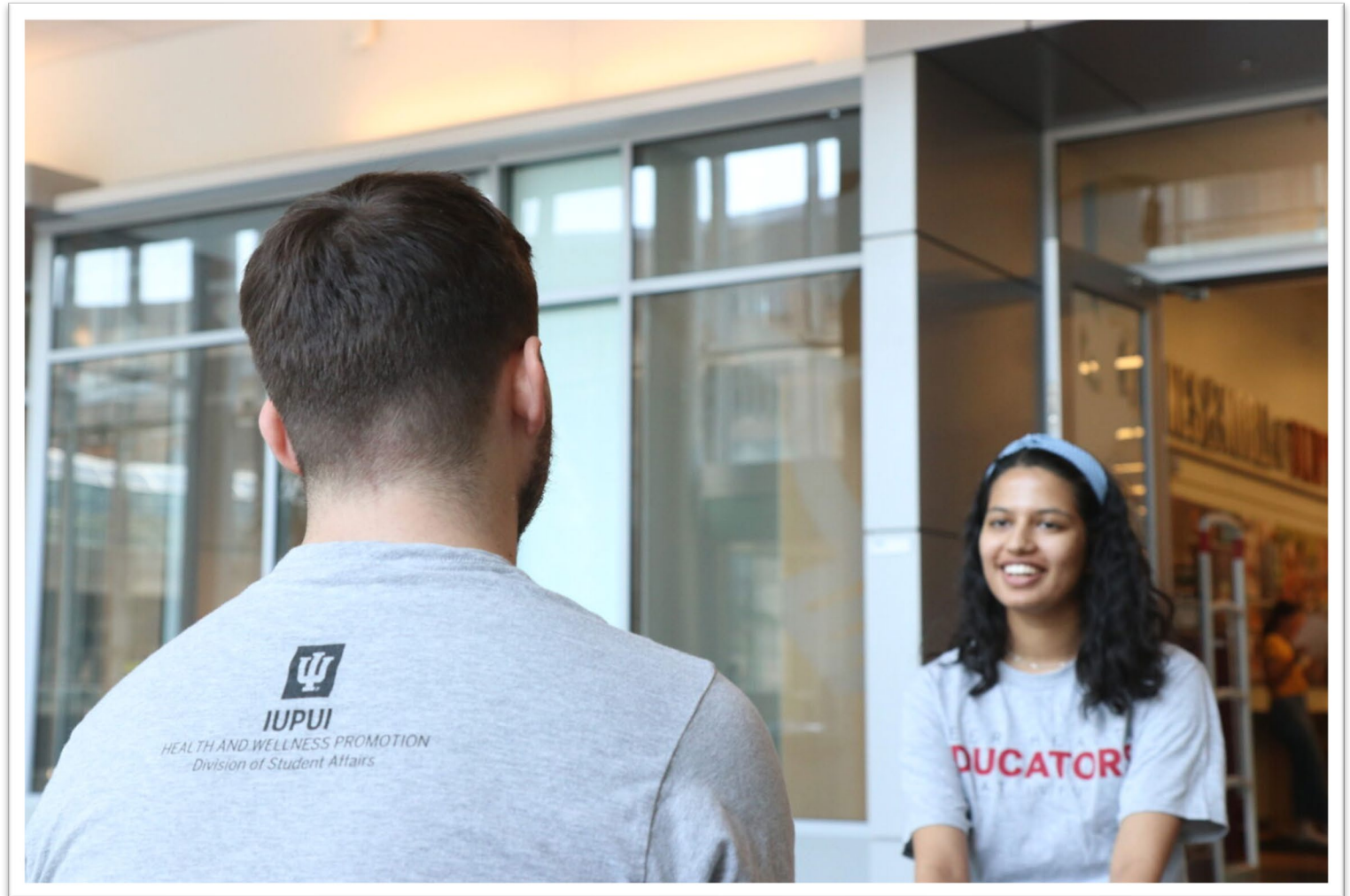
Who are our Fall 2023 Student Employees?

December 18th, 2023

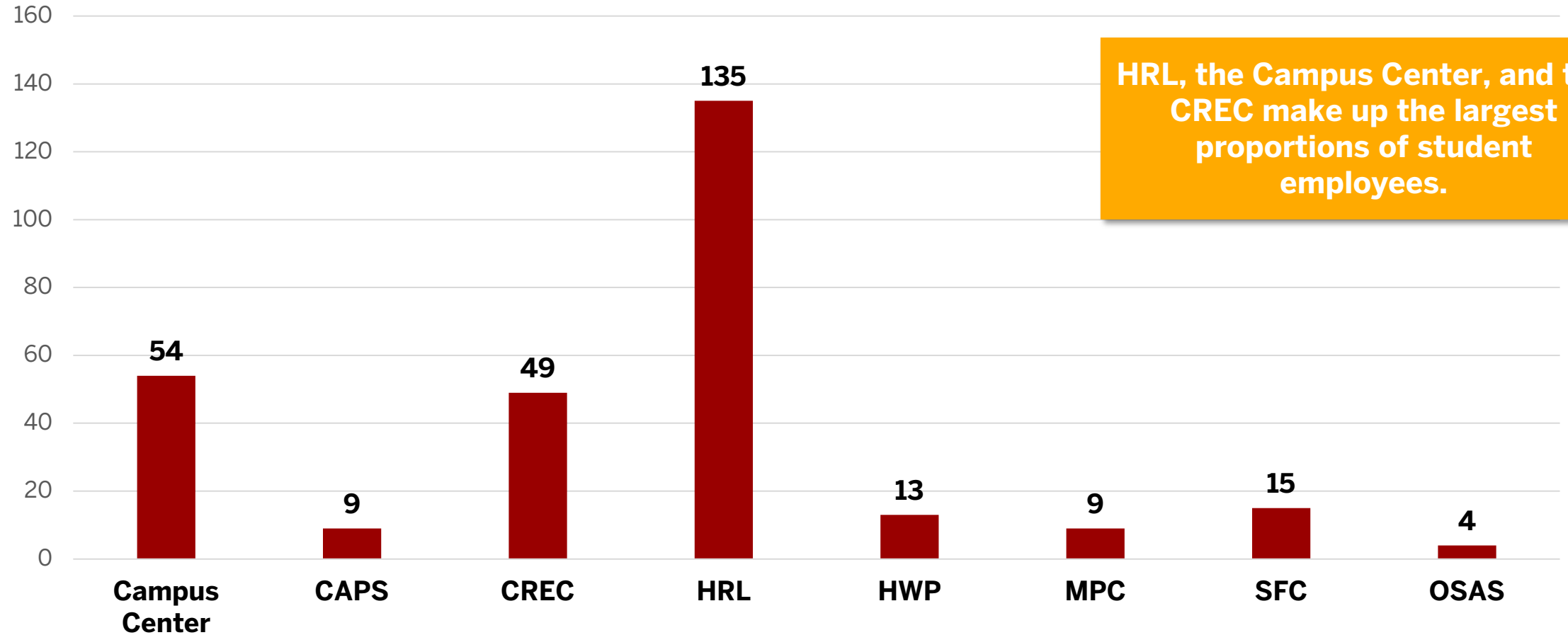
Presented by: *Emily Braught, Director of Assessment and Planning*

Profile Overview

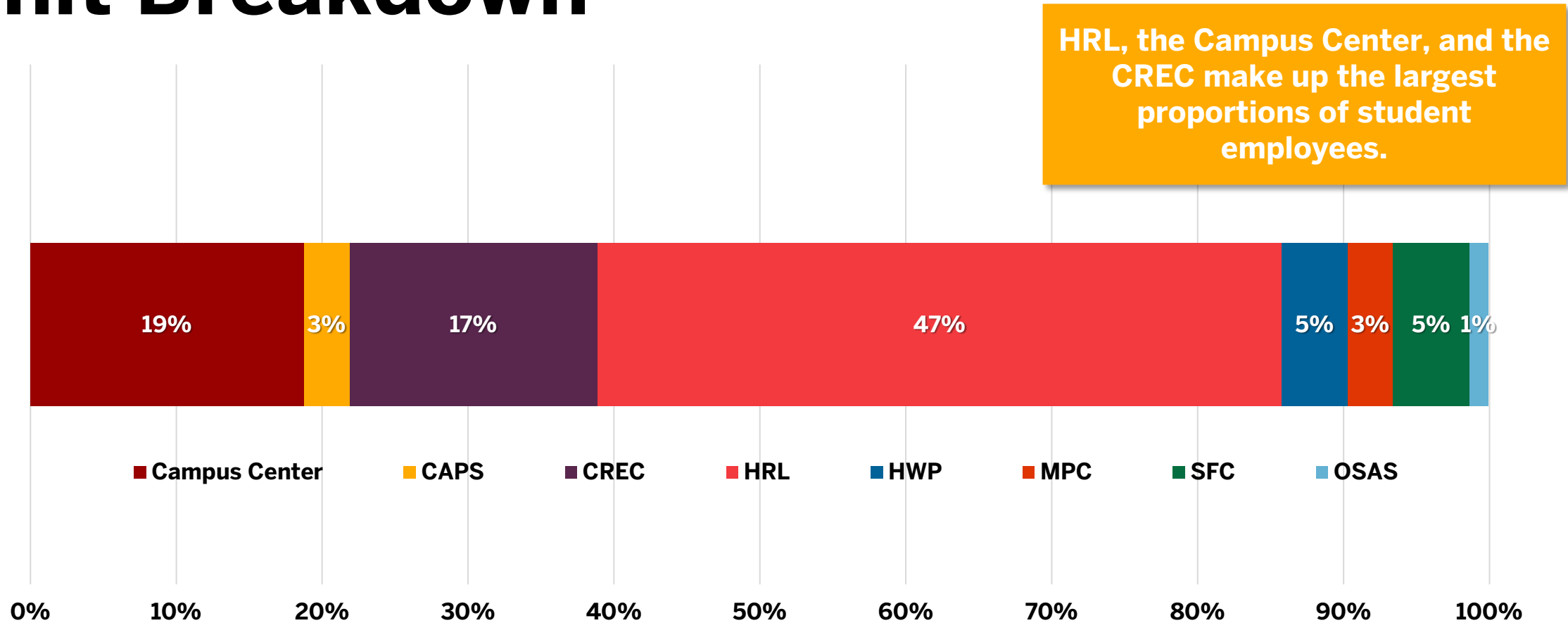
- In Fall 2023, DoSA hosted **288** student employees across **8** units



Unit Breakdown



Unit Breakdown





Academic Level & Age

	Fall 2023 DoSA Employees	Fall 2023 Enrollment	Difference Between	
Freshman	8%	15%	-7	▼
Sophomore	21%	13%	8	▲
Junior	19%	13%	6	▲
Senior	25%	21%	4	▲
Graduate Student	24%	34%	-10	▼
Under 20	28%	22%	6	▲
20-22	51%	30%	19	▲
23-24	10%	15%	-5	▼
25 and above	11%	33%	-22	▼



Residency

	Fall 2023 DoSA Employees	Fall 2023 Enrollment	Difference Between	
Resident	65%	81%	-16	
Non-Resident	32%	19%	13	

	Fall 2023 DoSA Employees	Fall 2023 Enrollment	Difference Between	
Fairbanks Sch of Public Health	2%	2%		
Herron School of Art and Design	5%	3%	2	▲
Kelley School of Business	6%	6%		
Lilly Fam Sch of Philanthropy	0.5%	1%	-0.5	▼
Luddy Info, Computing, & Engr	14%	8%	6	▲
O'Neill Public & Environ Affairs	1%	2%	-1	▼
Purdue Graduate School	8%			
R. H. McKinney School of Law	1%	3%	-2	▼
School of Dentistry	1%	3%	-2	▼
School of Education	3%	3%		
School of Engr & Tech	8%	11%	-3	▼
School of Health & Human Sciences	5%	5%		
School of Liberal Arts	6%	7%	-1	▼
School of Medicine	2%	9%	-7	▼
School of Nursing	3%	5%	-2	▼
School of Science	19%	13%	6	▲
School of Social Work	4%	4%		
University College	8%	14%	-6	▼

Gender & Race/Ethnicity

	Fall 2023 DoSA Employees	Fall 2023 Enrollment	Difference Between	
Female	64%	60%	4	▲
Male	33%	40%	-7	▼
Asian	4%	8%	-4	▼
Black/African American	16%	11%	5	▲
Hispanic/Latino	12%	12%		
International	24%	8%	16	▲
Two or More Races	5%	5%		
White	37%	56%	-22	▼

20% identify as Asian, 2% identify as Black or African American, <1% identify as Hispanic or Latino

21st Century Scholar & First Gen Status

	Fall 2023 DoSA Employees	Fall 2023 Enrollment	Difference Between	
First Generation	25%	26%	-1	▼
Not First Generation	75%	74%	1	▲
21st Century Scholar	23%	17%	6	▲
Not 21st Century Scholar	74%	83%	-9	▼

Summary of Findings

Relative to overall Fall 23 enrollment,

- Graduate students are underrepresented as DoSA employees
- Students between the ages of 20-22 are overrepresented as DoSA employees
- Students over the age of 25 are underrepresented as DoSA employees
- Non-residents of Indiana are overrepresented as DoSA employees
- Luddy, School of Science, or Herron students are overrepresented as DoSA employees
- 21st century scholars are overrepresented as DoSA employees
- Students identifying as female are overrepresented while male students are underrepresented relative to overall F23 enrollment
- Students identifying as Black/African American or International are overrepresented relative to overall F23 enrollment while students identifying as Asian and White are underrepresented relative to overall F23 enrollment



Spring 2023 Pantry Users

November 1st, 2023

Presented by: *Emily Braught, Director of Assessment and Planning*

Program Review Recommendation

Division of Student Affairs:

- More information is needed about student data and the impact of the division at a high level. DoSA will establish a baseline and collective understanding of IUI student demographics, needs, and interests so we can strategically deploy resources and deepen our impact on the student experience.



What is this meeting about?

- Engaging with **multiple perspectives** to **interpret and make meaning results**
- Speculate on **possible explanations** for current usage
- **Consider** next steps

Demographics Explored

Sex

Race/
Ethnicity

Age

Class

Academic
School

On/Off
Campus

First Gen
Status

21st Century
Scholars

Lessons from Critical Quantitative Methodologies

- Inequities exist in our environment
- Numbers are not neutral; groupings of data are not natural or inherent, they are socially constructed
- Percents are people
- Review groups consisting of diverse perspectives aid in exploring and account for context and exploring dominant and counter narratives
- Reviewing demographics starts conversations

Adapted from Priddie, C., Ribera, A., Braught, E. (2023). Analyzing Survey Results Through an Equity-Minded Lens.





Interpreting Results

Unique users throughout spring semester

Campus enrollment

Percentage point difference comparing Paw users to Campus enrollment

Students Users by DEMOG	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
25 and Above	208	38%	32%	6	
Under 25	344	62%	68%	-6	



Pantry serves a smaller proportion of these students than overall campus %





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PERCENTAGES ARE PEOPLE!


In Spring 2023, 1% of pantry users 6 students; 1% of overall campus is around 250 students.





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Students Users by Gender	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus
Female	332	60.8%	61%	-1 

Male	220	29.6%	39%	1 
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Students Users by Age Range	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus
25 and Above	208	38%	32%	6 

Under 25	344	62%	68%	-6 
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 Pantry serves a smaller proportion of these students than overall campus %


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Students Users by Race/Ethnicity	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
Asian	10	2%	7%	-5	▼
Black/African American	25	5%	9%	-4	▼
Hispanic/Latino	21	4%	11%	-7	▼
Two or More Races	5	1%	5%	-4	▼
International Student	438	79%	6%	73	▲
White	52	9%	60%	-51	▼
American Indian/Alaska Native	0		0.10%		
Not Listed	1				







▼ Pantry serves a smaller proportion of these students than overall campus %

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Students Users by Race/Ethnicity	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus
<i>Excluding international student category</i>				
Asian	10	9%	8%	1 
Black/African American	25	22%	10%	12 
Hispanic/Latino	21	19%	11%	9 
Two or More Races	5	4%	5%	0
White	52	46%	49%	-13 

 Pantry serves a smaller proportion of these students than overall campus %

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Students Users by Academic Level	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
Freshman	37	7%	17%	-10	
Graduate	427	77%	16%	61	
Junior	30	5%	15%	-10	
Nondegree Graduate + Undergraduate	1	1%	2%	-1	
Senior	20	4%	23%	-19	
Sophomore	25	5%	13%	-8	





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Students Users by Academic Level	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus
<i>Excluding graduate students</i>				
Freshman	37	31%	16%	14 
Junior	30	25%	20%	5 
Senior	20	17%	39%	-22 
Sophomore	25	21%	19%	2 

 Pantry serves a smaller proportion of these students than overall campus %

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Students Users by Race/Ethnicity	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
GRADUATE STUDENTS ONLY					
Asian	1	0.18%	6%	-6	▼
Black/African American	2	0.36%	8%	-7	▼
International Student	419	75.91%	22%	54	▲
White	5	0.91%	56%	-55	▼

▼ Pantry serves a smaller proportion of these students than overall campus %

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Students Users by Academic School	Students Accessing Pantry	Percent of International Student Users
INTERNATIONAL STUDENTS ONLY		
Graduate School	1	0.18%
Graduate School-Education	1	0.18%
Graduate School-Info & Cmptg	2	0.36%
Graduate School-Liberal Arts	4	0.72%
Graduate School-Medicine	4	0.72%
Graduate School-Nursing	1	0.18%
Graduate School-Philanthropy	1	0.18%
Graduate School-Public Health	1	0.18%
Graduate School-Science	1	0.18%
Graduate School-Social Work	1	0.18%
Herron School of Art and Desig	1	0.18%
Kelley School of Business	1	0.18%
Luddy Info, Computing, & Engr	93	16.85%
Purdue Graduate School	95	17.21%
R. H. McKinney School of Law	3	0.54%
Sch of Informatics & Computing	166	30.07%
School of Engr & Tech (ENGR)	39	7.07%
School of Engr & Tech (TECH)	10	1.81%
School of Liberal Arts	7	1.27%
School of Science	3	0.54%
University College	3	0.54%

Students Users by School	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
Herron School of Art and Design	7	1%	3%	-1	▼
Kelley School of Business	6	1%	7%	-6	▼
O'Neill Public & Environ Aff	5	1%	2%	-1	▼
Purdue Graduate School	99	18%			▼
R. H. McKinney School of Law	5	1%	3%	-2	▼
Sch of Informatics & Computing	265	48%	7%	41	▲
School of Dentistry	1	0%	2%	-2	▼
School of Education	2	0%	3%	-3	▼
School of Engr & Tech	55	10%	11%	-1	▼
School of Hlth & Human Sci	6	1%	5%	-4	▼
School of Liberal Arts	16	3%	7%	-4	▼
School of Medicine	2	0%	9%	-8	▼
School of Nursing	7	1%	5%	-3	▼
School of Science	19	3%	13%	-9	▼
School of Social Work	3	1%	4%	-4	▼
University College	35	6%	15%	-8	▼








CAPS serve a smaller proportion of these students than overall campus %






CAPS serve a larger proportion of these students than overall campus %


% Reached of Each School	Count Unique Paws Users	% of School Reached	% of Pantry Unique Users	% indicating very low food security (per Sp 23 NCHA)
Sch of Informatics & Computing	267	15%	48.37%	33%
School of Engr & Tech (ENGR+TECH)	55	2%	9.97%	23%
School of Liberal Arts	22	1%	3.99%	31%
Herron School of Art and Desig	7	1%	1.27%	40%
Graduate School	1	1%	0.18%	9%
University College	35	1%	6.34%	27%
O'Neill Public & Environ Aff	5	1%	0.91%	35%
School of Nursing	9	1%	1.45%	22%
School of Science	20	1%	3.62%	23%
R. H. McKinney School of Law	5	1%	0.91%	11%
Lilly Fam Sch of Philanthropy	1	1%	0.18%	29%
School of Hlth & Human Sci	6	0%	1.09%	23%
School of Education	3	0%	0.54%	20%
School of Social Work	4	0%	0.72%	22%
Kelley School of Business	6	0%	1.09%	25%
School of Medicine	6	0%	1.08%	14%
School of Dentistry	1	0%	0.18%	19%
Fairbanks Sch of Public Health	1	0%	0.18%	15%

Students Users by Living Status	Students Accessing Pantry	Percent of Pantry Users	Percent of Campus	Difference Between Pantry and Campus	
Living With Parent	12	2%	16%	-14	
Off Campus	488	88%	75%	13	
On Campus	52	9%	10%	-1	

Students Users by First Gen Status					
Not First Gen	424	77%	73%	4	
First Gen	128	23%	27%	-4	

Students Users by 21 st Century Scholar					
Not Scholar	520	94%	92%	2	
Scholar	32	6%	8%	-2	

 Pantry serves a smaller proportion of these students than overall campus %

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Summary of Notable Findings

- Male and female students use the pantry at rates similar to their overall enrollment
- Students under 25 access the pantry at a rate proportionally **less** than their overall enrollment
- International students access the pantry at a rate **much higher** than students of other races and ethnicities. When reviewing race/ethnicity data without international students included, students who identify as Black/African American or Hispanic/Latino access the pantry at proportion **higher** than their overall enrollment
- Graduate students access pantry services at a rate **much higher** than students of other academic levels. Many of these graduate students are also international students. When looking only at the undergraduate enrollment, senior students access pantry services **less** than their overall enrollment.
- SOIC students access services at a rate much **higher** than their overall proportion of campus, while Kelley, School of Science, University College, and School of Medicine access services at a rate **lower** than their overall proportion of campus.
- First-generation students slightly underutilize pantry services relative to their overall enrollment.



Discussion Framework



Campus Health Demographics

September 15, 2023

Prepared by: *Emily Braught, Director of Assessment and Planning*

Demographics Explored

Sex

Race/
Ethnicity

Age

Class

Academic
School

On/Off
Campus

First Gen
Status

21st Century
Scholars

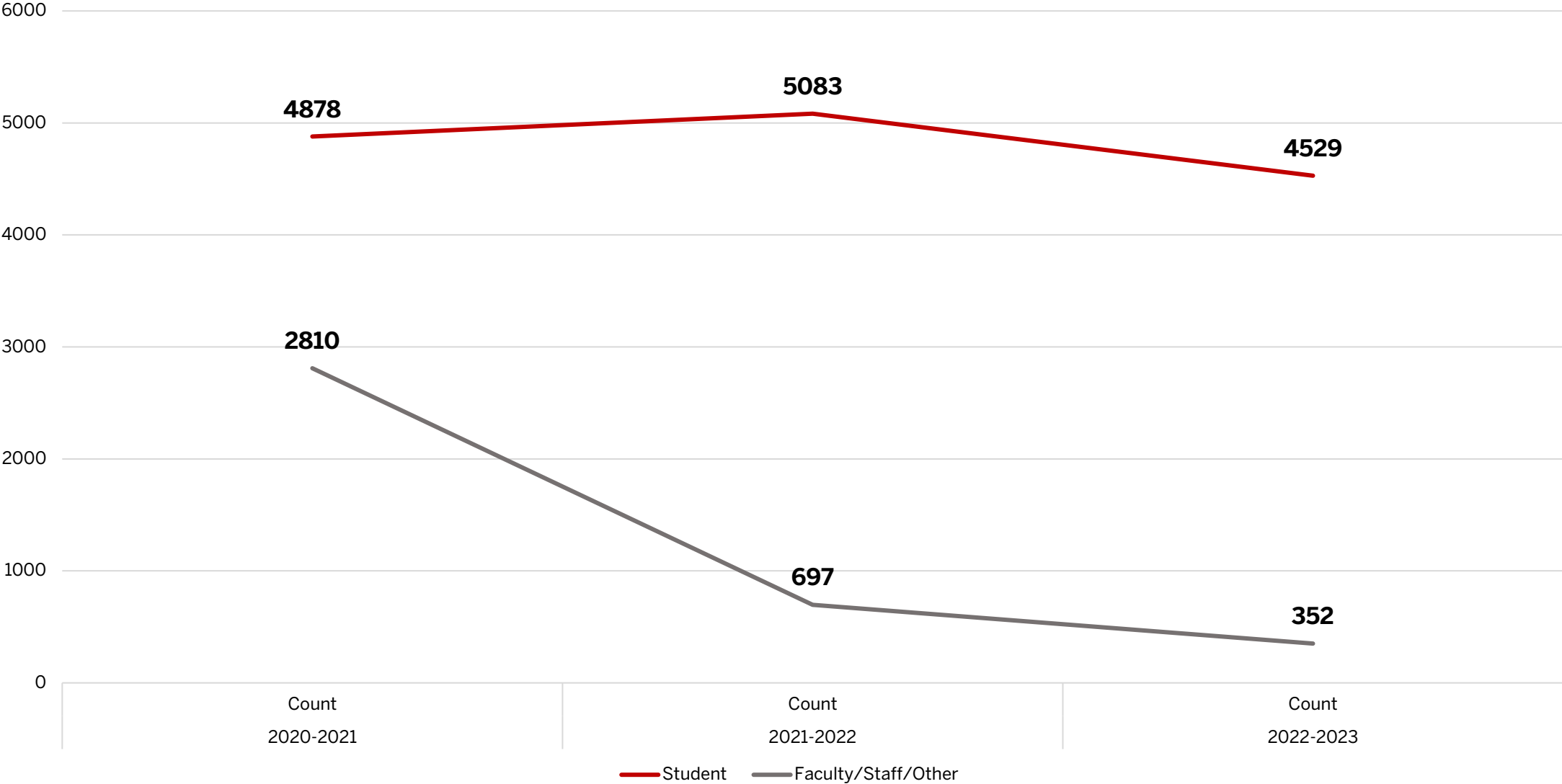


Summary of Notable Findings

- International students use campus health services at a proportional rate much higher than their overall enrollment, while white students use campus health services at a proportional rate much lower than their overall enrollment.
- Students under 25 overutilize campus health services compared to their over 25 peers.
- Graduate school students overutilize campus health services at a high rate, whereas undergraduate students do not. Senior student and first year students had the lowest proportional rate of utilization.
- Students living off campus utilize campus health at a rate higher than students living on-campus and students living with a parent. Utilization for students living on campus is generally in line with their overall proportion at IUPUI; however, it is a lower rate of utilization than their off-campus peers.
- First generation students underutilize campus health services relative to students who are not first generation.
- 21st century scholars overutilize campus health services relative to students who are not 21st century scholars.
- Relative to their overall proportion of students at IUPUI, the School of Dentistry and the School of Medicine overutilize campus health services, whereas Kelley students, University College students, and School of Science students underutilize campus health services.

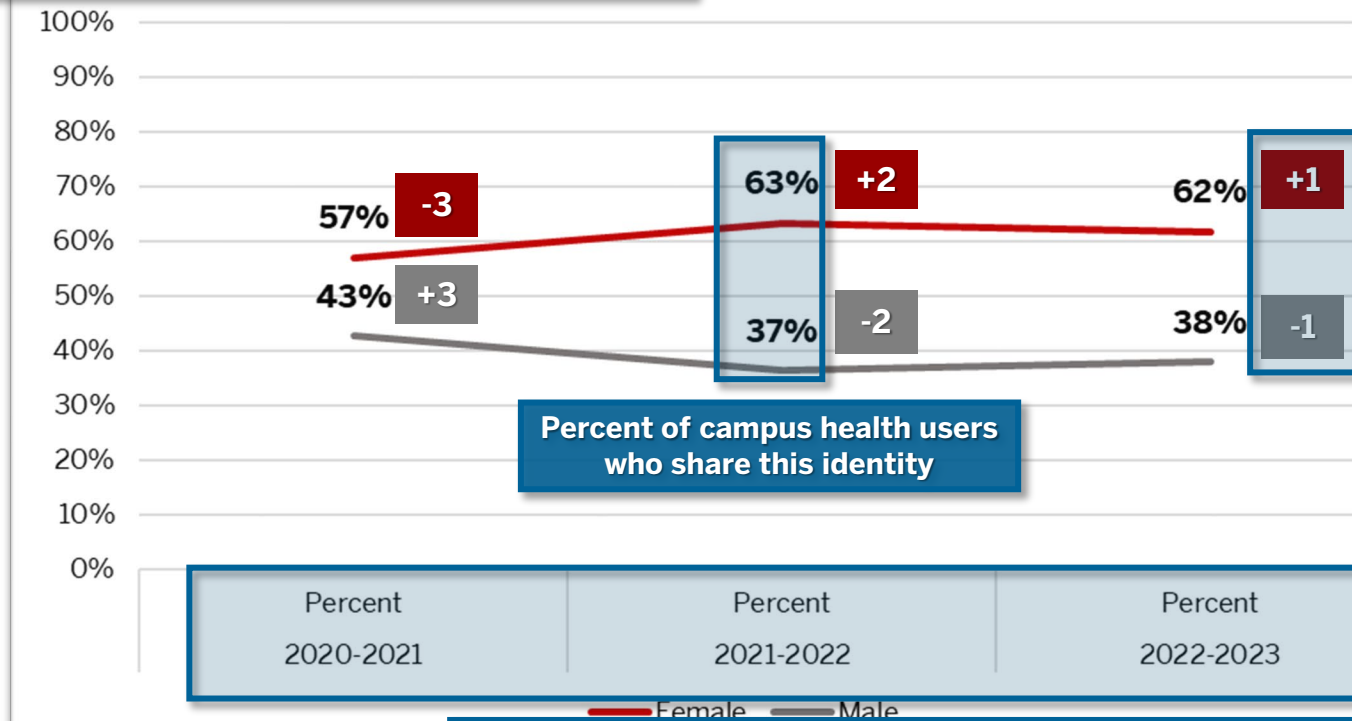


Campus Health UNIQUE Users by IUPUI Affiliation



INTERPRETING RESULTS IN THIS REPORT

Campus Health Student Users by Sex



The difference (in percentage points) between campus health users and the overall student population percent of students with this identity

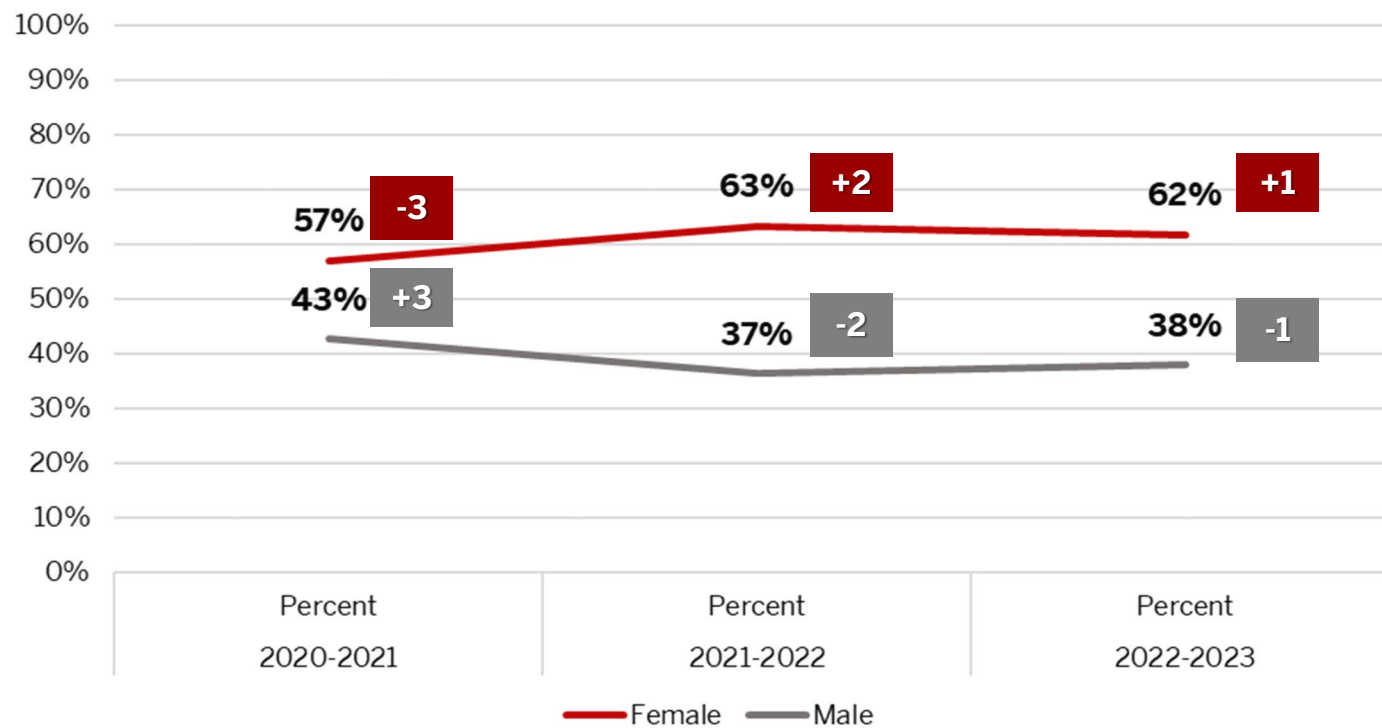
A + indicates that Campus Health serves a percentage of students with this identity more than their relative enrollment, in other words "overserves".

A - indicates that Campus Health serves a percentage of students with this identity less than their relative enrollment, in other words "underserves".

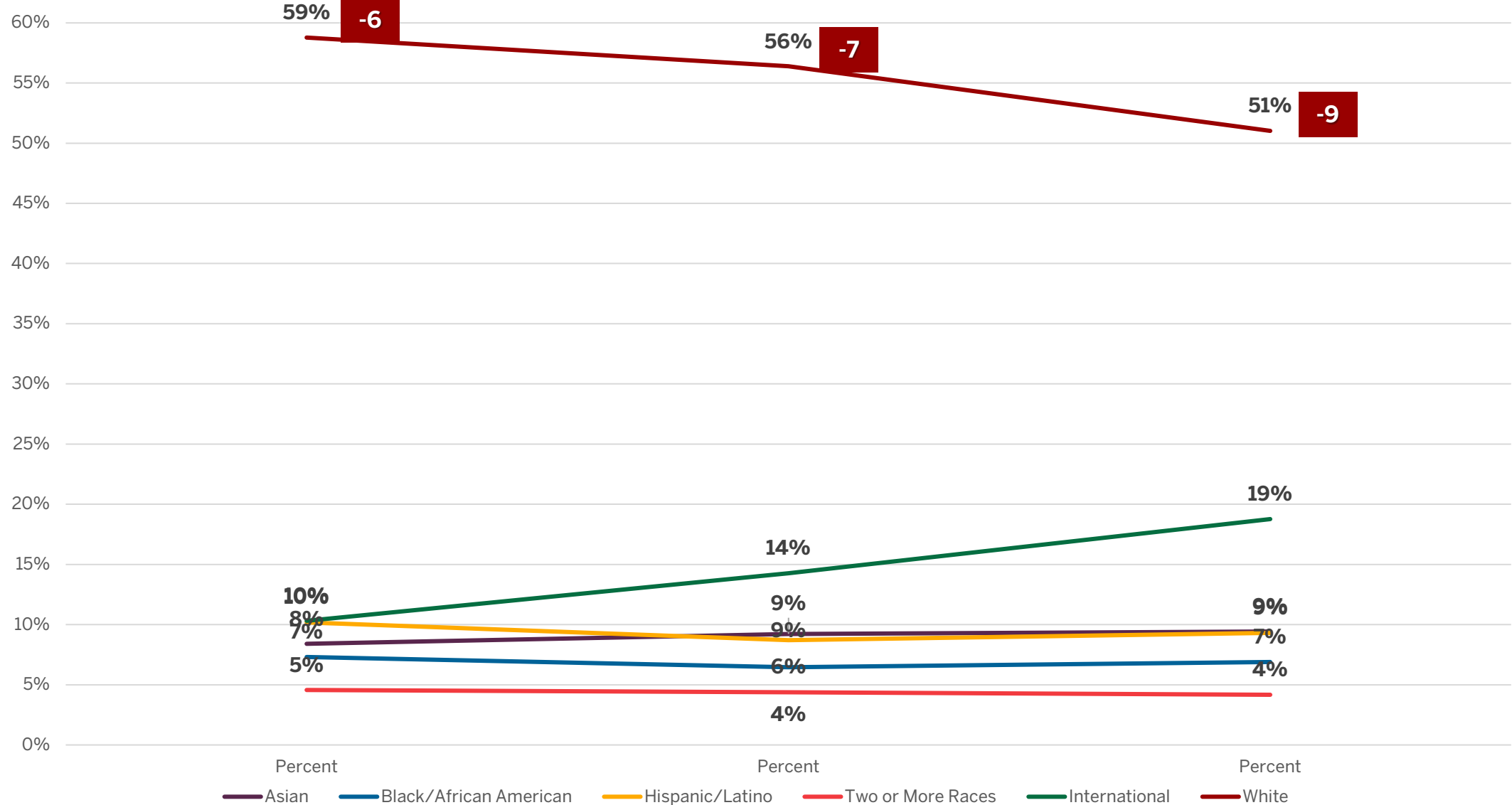
Percents are people!

In the 2022-2023 academic school year, 1% of campus health users is 45 people; 1% of overall campus is 259 people

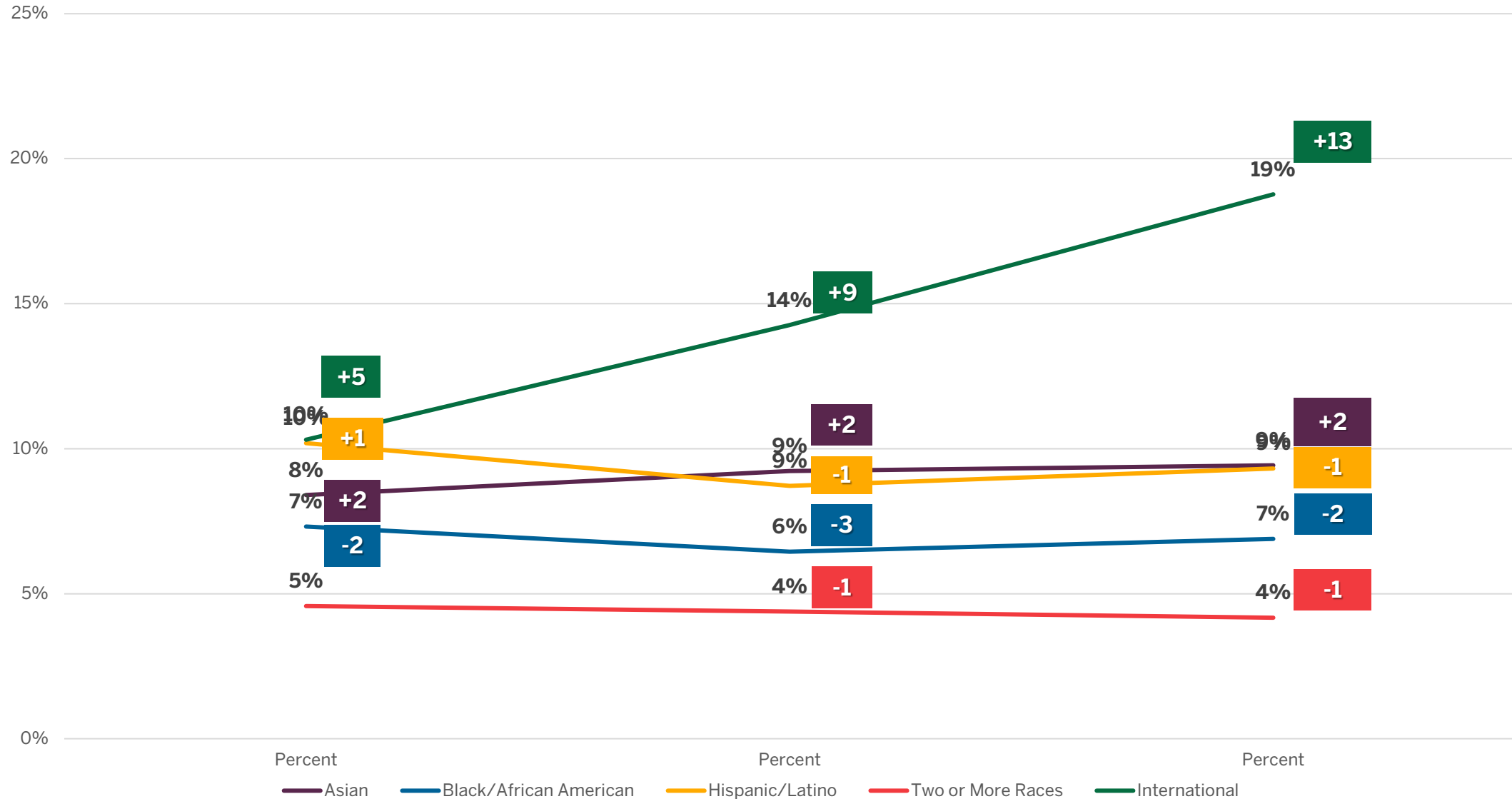
Campus Health Student Users by Sex



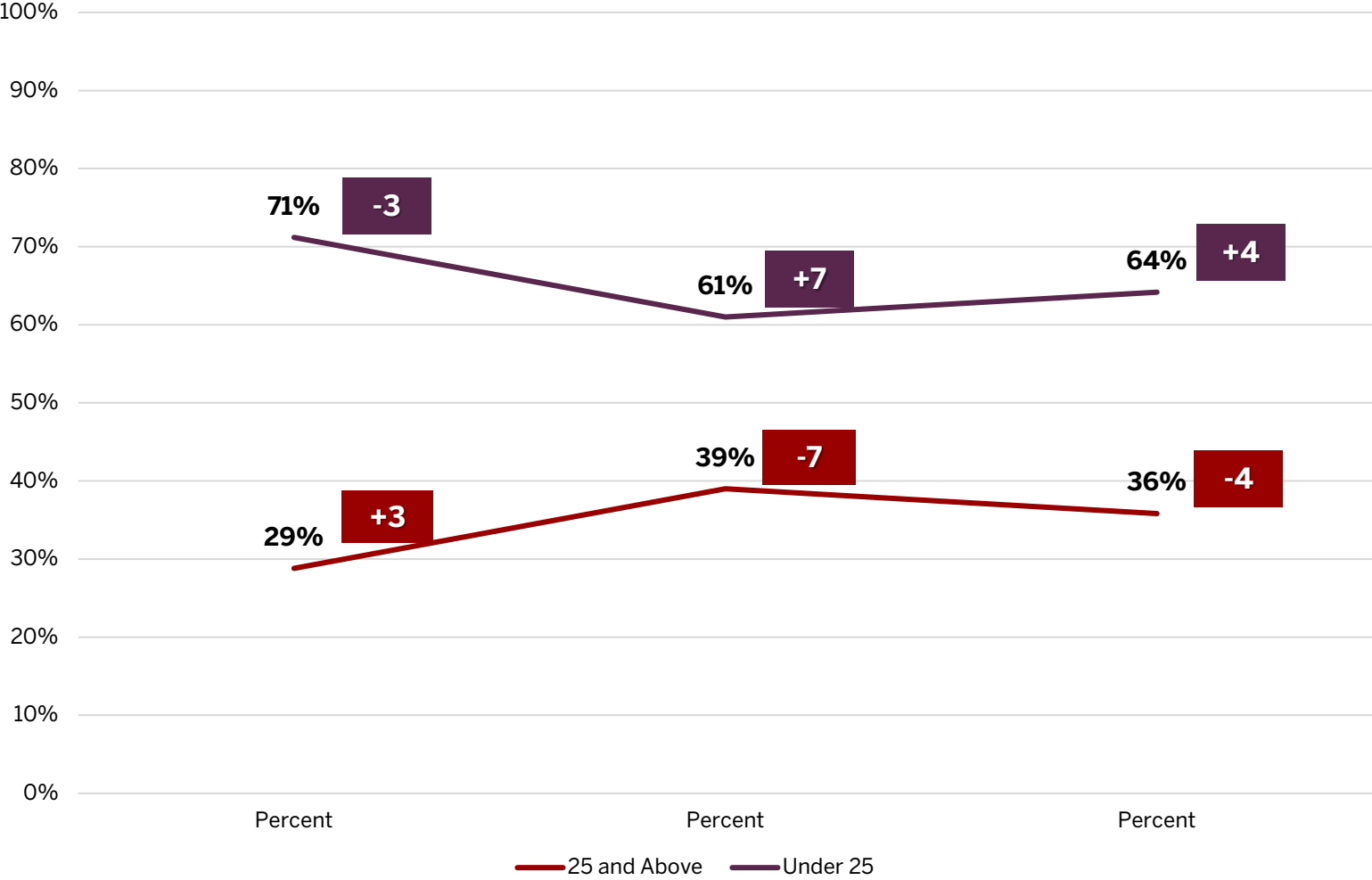
Campus Health Student Users by Race/Ethnicity



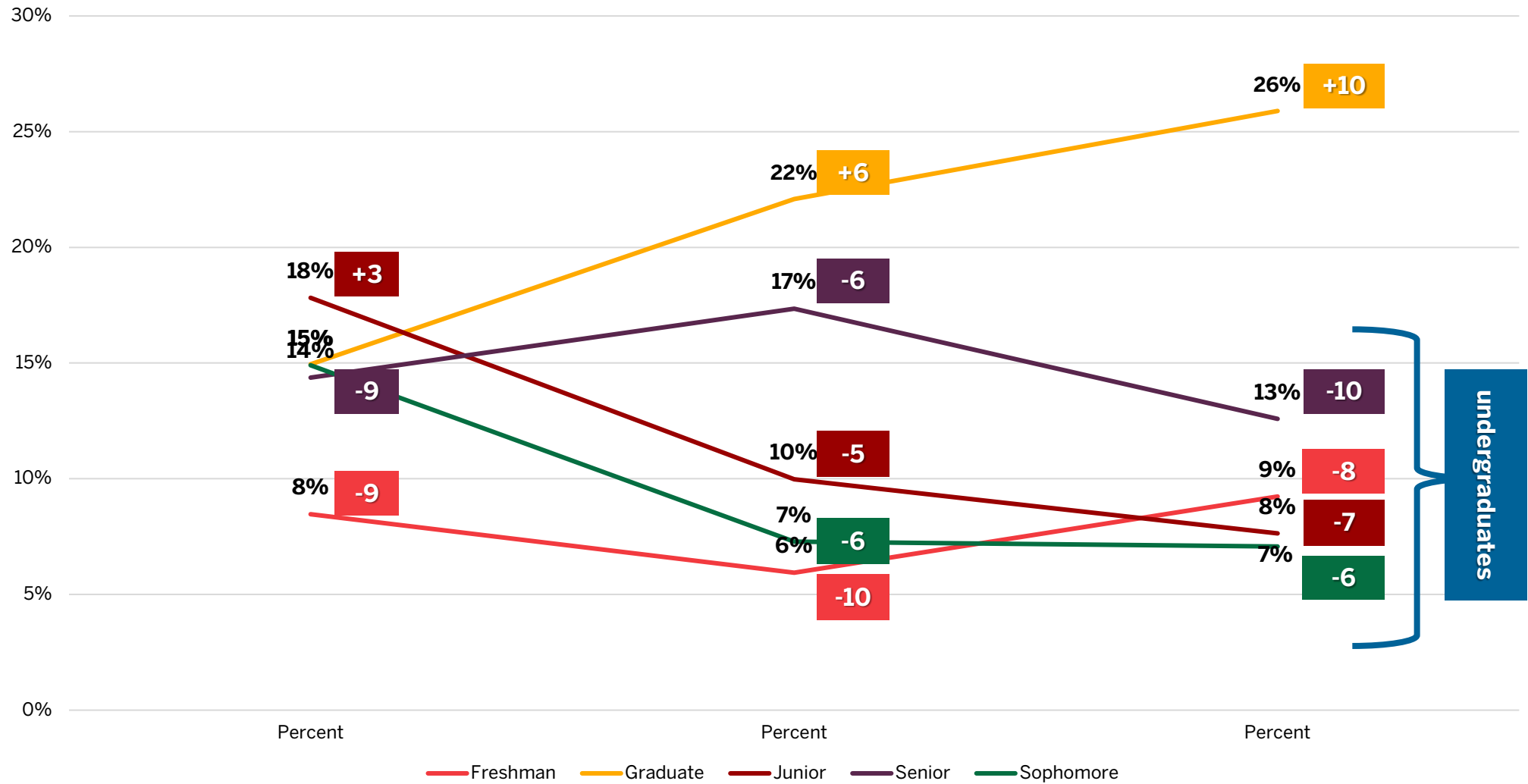
Campus Health Student Users by Race/Ethnicity



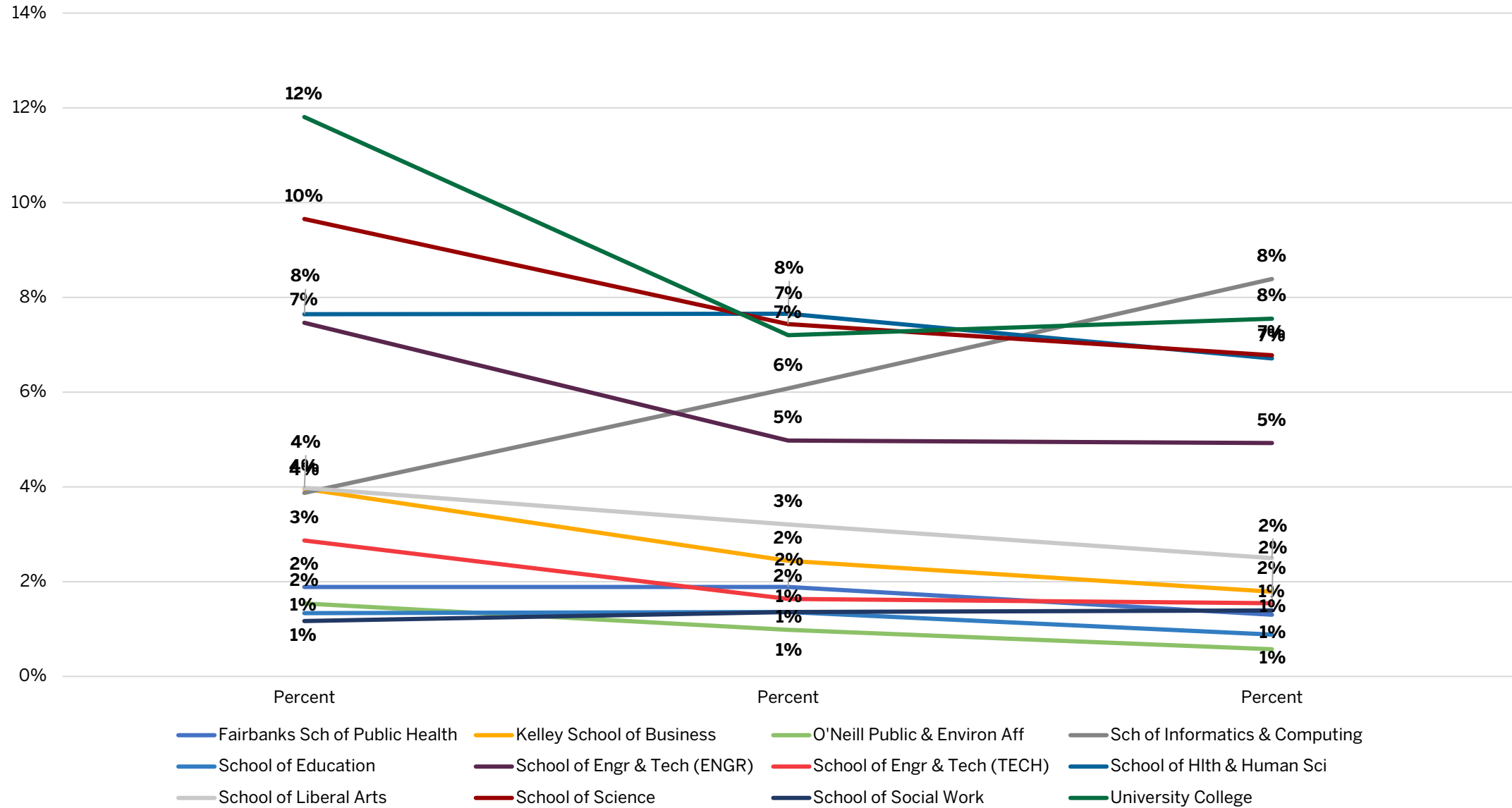
Campus Health Student Users by Age Range



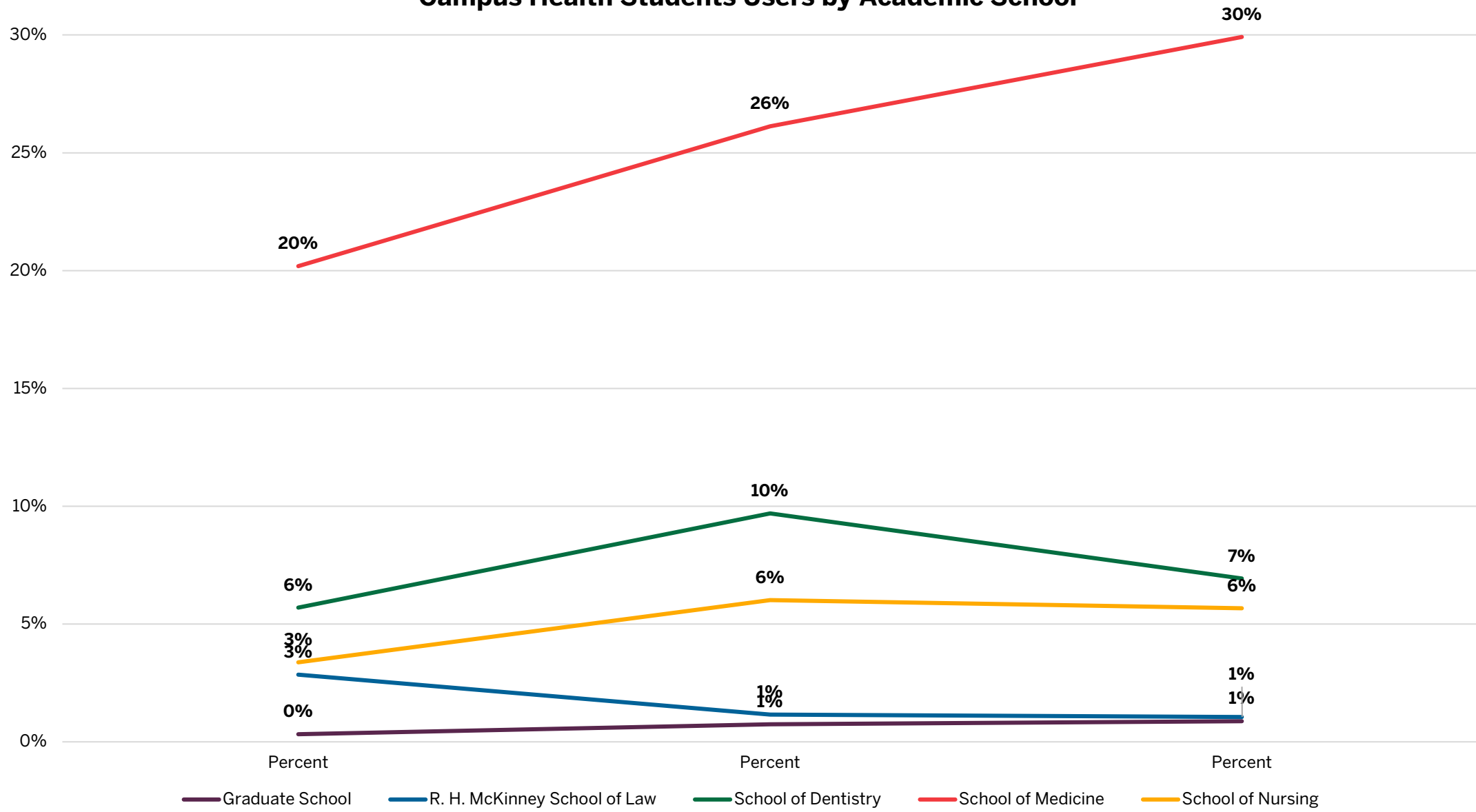
Campus Health Student Users by Year In School



Campus Health Students Users by Academic School



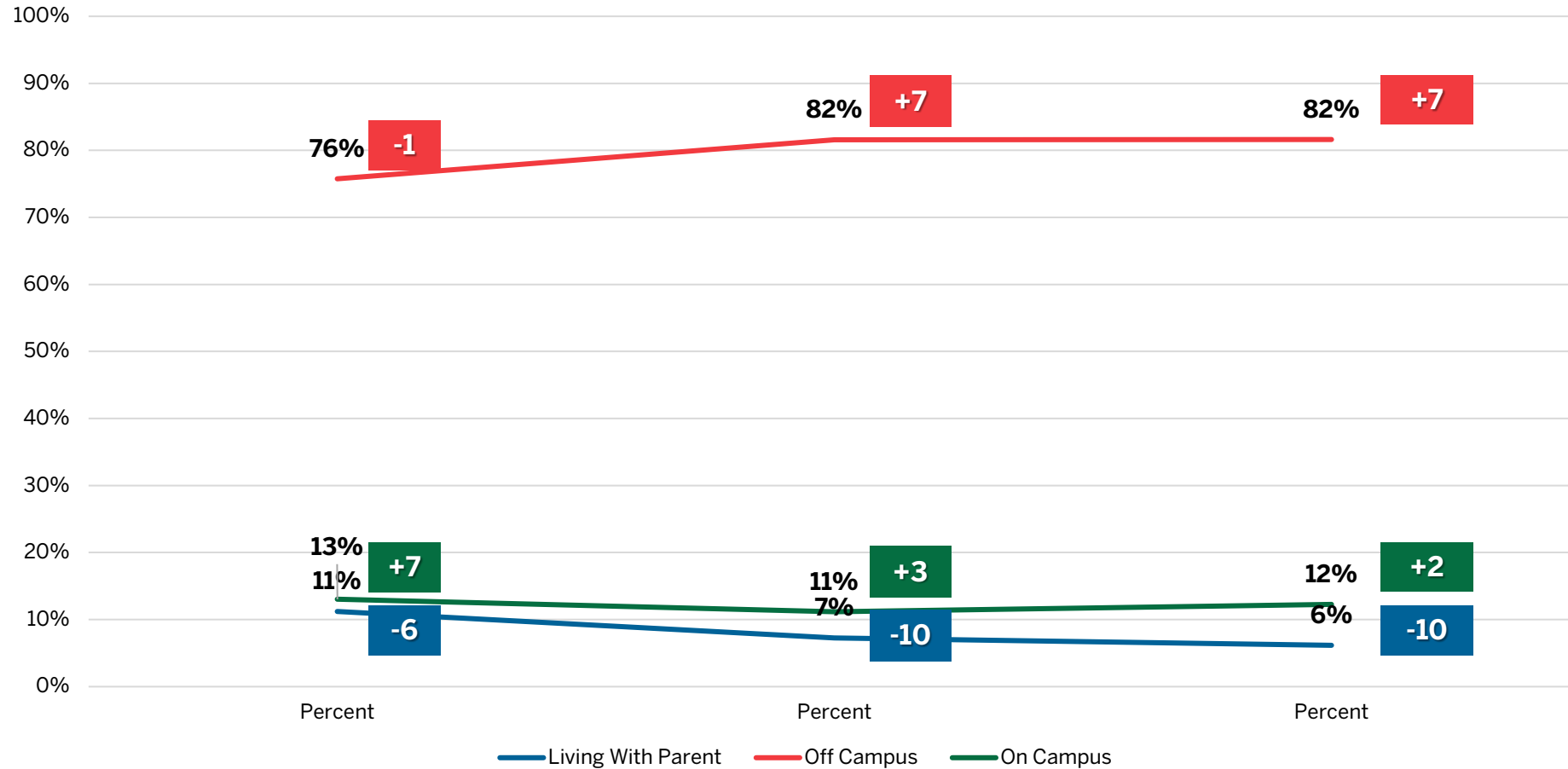
Campus Health Students Users by Academic School



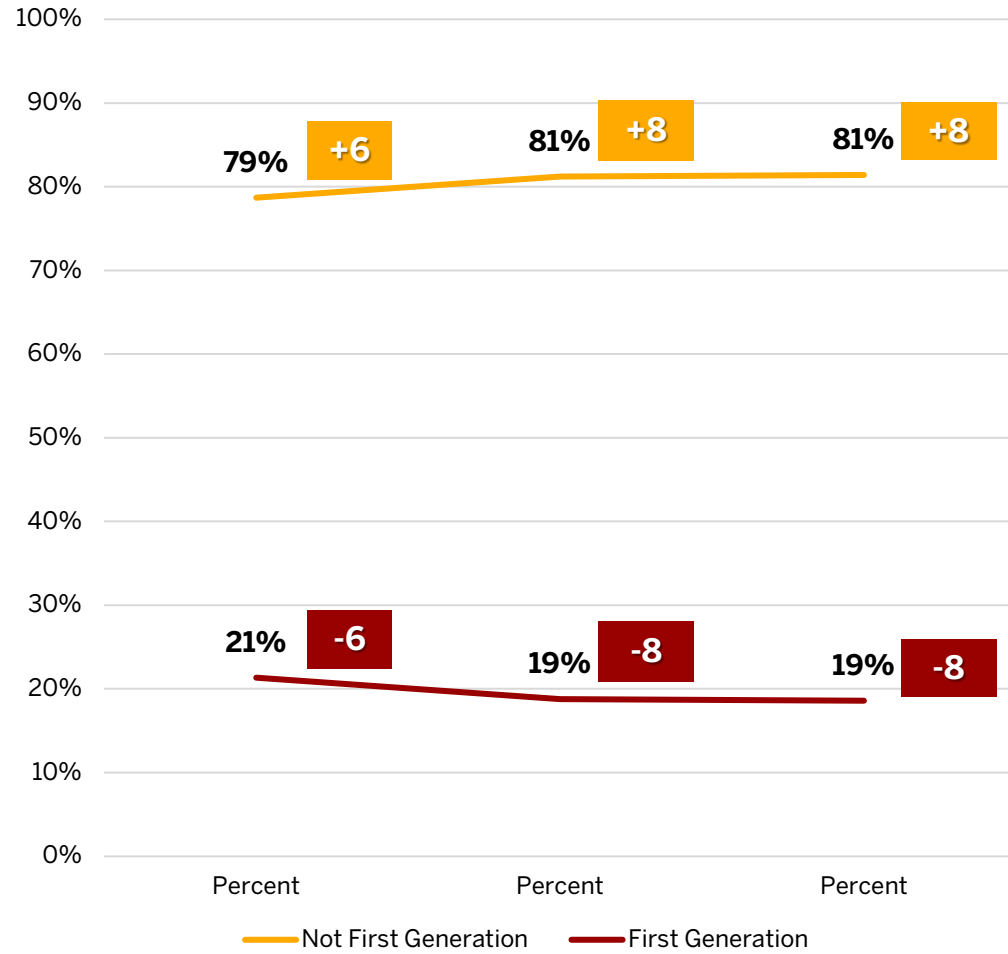
Difference between Proportion of Campus Health Users and Proportion of Overall Campus

	2020-2021	2021-2022	2022-2023
Fairbanks Sch of Public Health	-1	-1	-1
Herron School of Art and Design		-1	-1
Kelley School of Business	-2	-4	-5
Lilly Fam Sch of Philanthropy	-1	-1	-1
O'Neill Public & Environ Aff	-2	-2	-2
R. H. McKinney School of Law		-2	-2
Sch of Informatics & Computing	-2		1
School of Dentistry	3	7	4
School of Education	-2	-2	-2
School of Engr & Tech	-1	-4	-4
School of Health & Human Sci	2	2	1
School of Liberal Arts	-3	-4	-4
School of Medicine	12	18	21
School of Nursing	-2	1	1
School of Science	-2	-5	-6
School of Social Work	-3	-3	-3
University College	-6	-9	-7

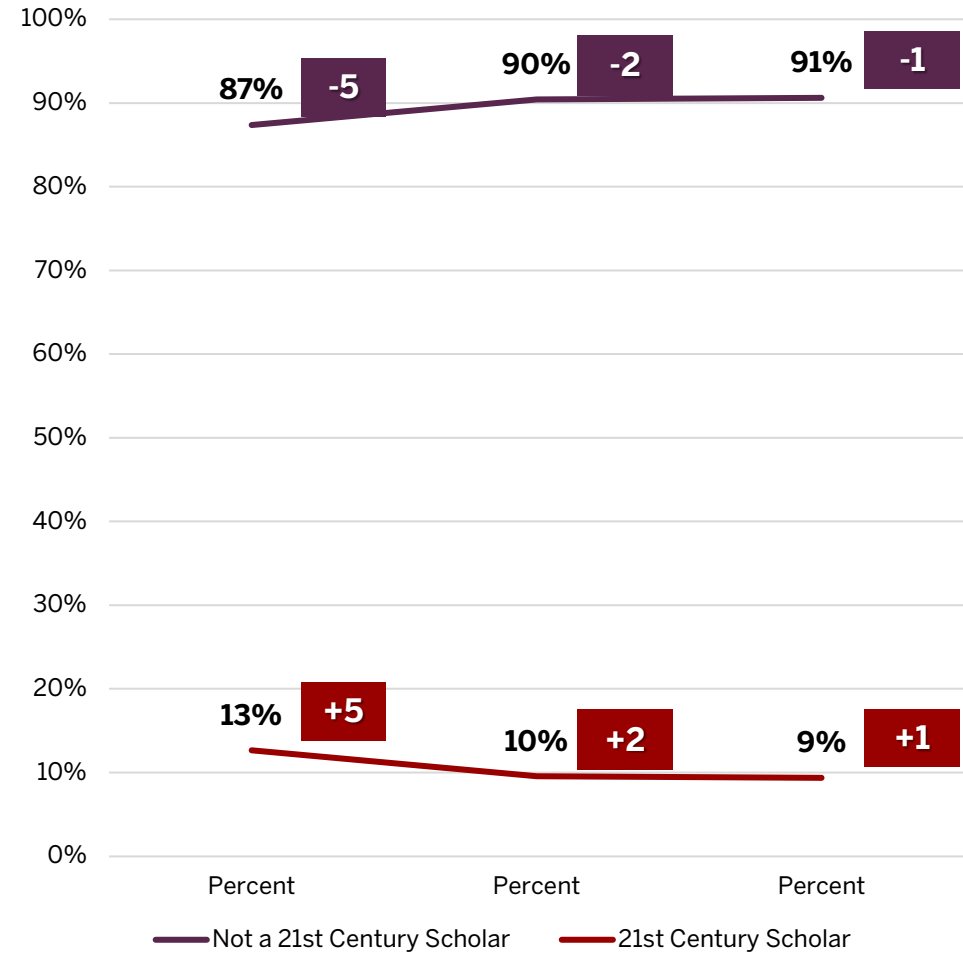
Campus Health Student Users by On- or Off-Campus Living



Campus Health Student Users by First-Generation Status



Campus Health Student Users by 21st Century Scholar Status



THE SPOT ALL USER ANALYSIS

FALL 2023



Who uses the spot? Who has never used the spot?
How do we improve the reach of the spot and therefore
influence student involvement?

ALL USERS REPORT

- All users
 - Denotes last login or if they've never logged in since the creation of the Spot
- Filtered to Fall 2023 Current Term Enrolled
- Filtered for **Undergraduate** Students

119,712

23,864

15,324

FALL 2023 UNDERGRADUATES

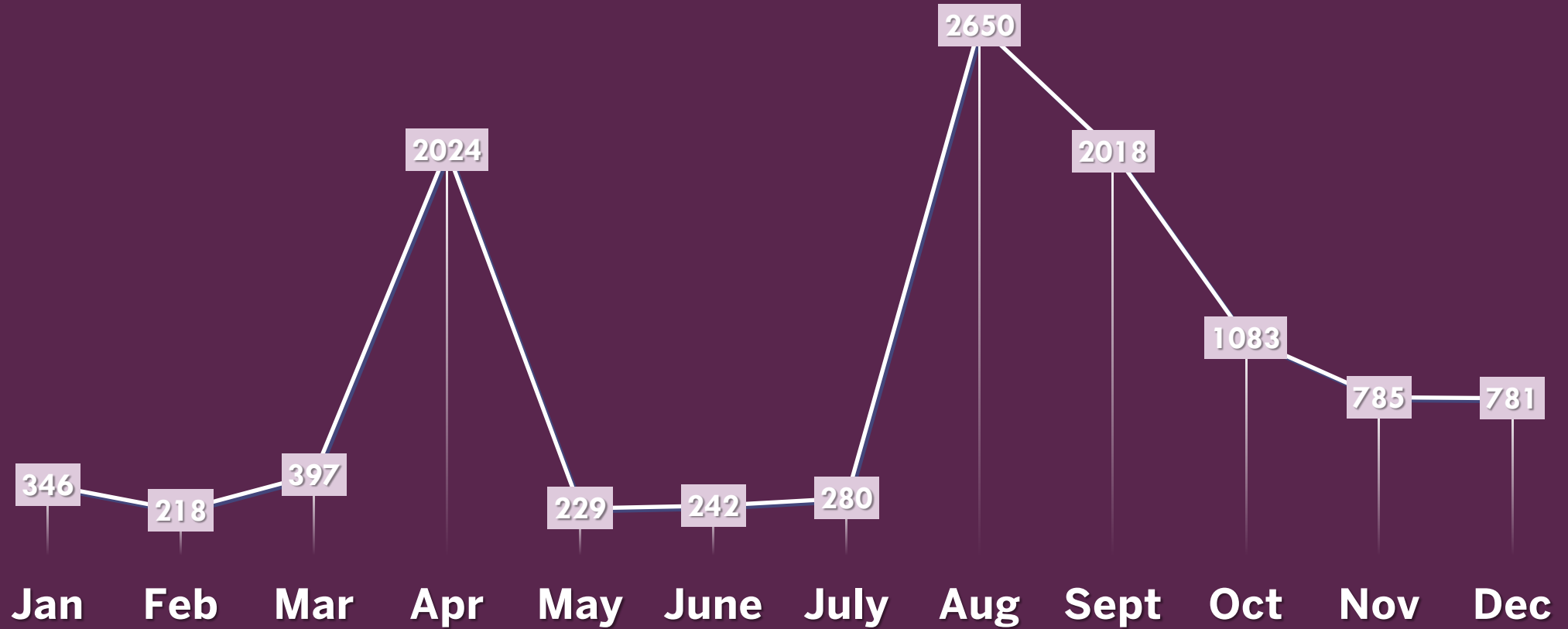
52.3%

Spot Users

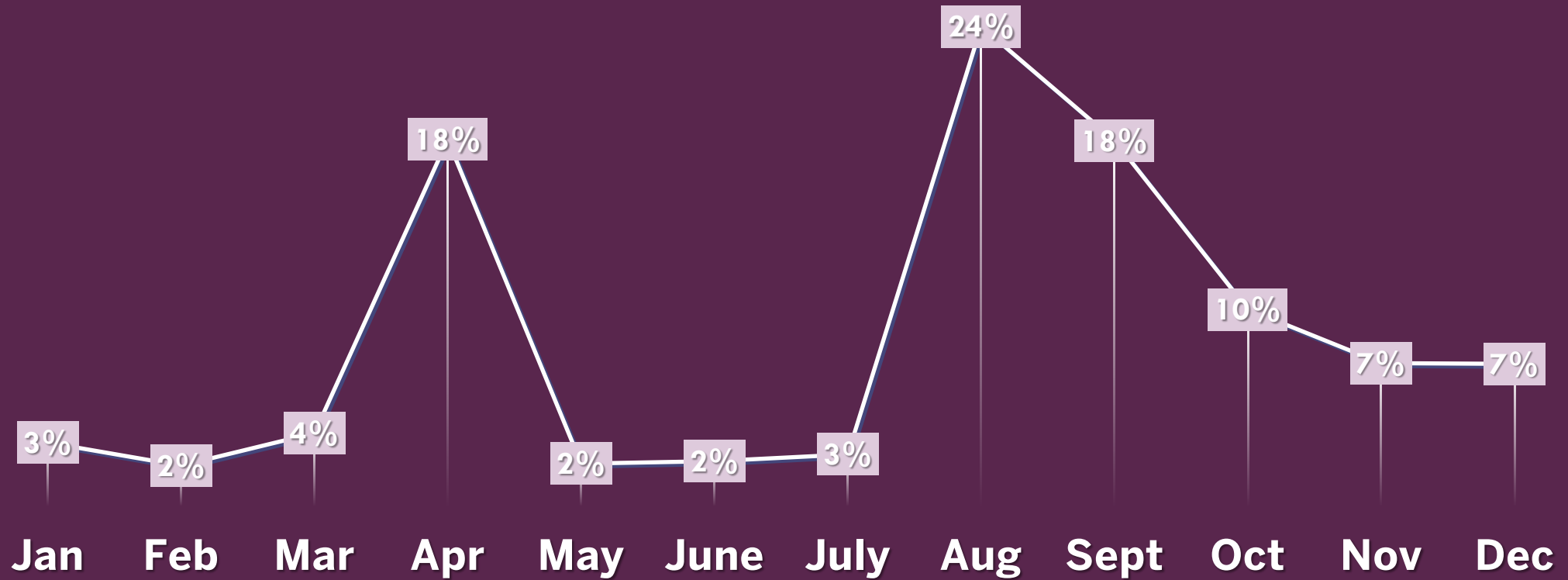
47.7%

Non-Spot Users

MONTH OF LAST LOG IN 2023



MONTH OF LAST LOG IN 2023



USERS & NON-USERS BY ACADEMIC LEVEL

	Accessed the Spot at least once	Never logged in to the Spot
Freshmen	49.9%	50.1%
Sophomore	42.9%	57.1%
Junior	46.9%	53.1%
Senior	46.9%	53.1%

USERS & NON-USERS BY SEX, AGE, RESIDENCY

	Accessed the Spot at least once	Never logged in to the Spot
Male	48.2%	51.8%
Female	55.3%	44.7%
Under 18	36.9%	63.1%
18-20	61.3%	38.7%
21-24	54.9%	45.1%
Above 25	23.1%	76.9%
Resident	52.3%	47.7%
Non-Resident	52.3%	42.8%

USERS & NON-USERS BY RACE/ETHNICITY

	Accessed the Spot at least once	Never logged in to the Spot
American Indian or Alaska Native	53.8%	46.2%
Asian	59.1%	40.9%
Black or African American	54.7%	45.3%
Hispanic or Latino	57.5%	42.5%
Two or More Races	53.8%	46.2%
International Student	65.2%	34.8%
White	49.8%	50.2%
Native Hawaiian or Pacific Islander	66.7%	33.3%

USERS & NON-USERS BY ACADEMIC SCHOOL

	Accessed the Spot at least once	Never logged in to the Spot
Sch of Informatics & Computing	42.8%	57.1%
School of Engr & Tech (ENGR+TECH)		
School of Liberal Arts	44.9%	55.1%
Herron School of Art and Desig	52.1%	47.9%
University College	45.5%	54.5%
O'Neill Public & Environ Aff	46.9%	53.1%
School of Science	61.5%	38.5%
Lilly Fam Sch of Philanthropy	80.0%	20.0%
School of Hlth & Human Sci	62.1%	37.9%
School of Education	44.9%	55.1%
School of Social Work	54.3%	45.7%
Kelley School of Business	63.8%	36.2%
School of Medicine	39.8%	60.2%
School of Dentistry	48.4%	51.6%
Fairbanks Sch of Public Health	59.7%	40.3%

USERS & NON-USERS BY LIVING SITUATION

	Accessed the Spot at least once	Never logged in to the Spot
On Campus	79.1%	20.9%
Ball	73.1%	26.9%
Riverwalk	85.7%	14.3%
North	79.8%	20.2%
University Tower	73.8%	26.2%
Off Campus	47.5%	52.5%

USERS & NON-USERS BY OTHER POPULATIONS

	Accessed the Spot at least once	Never logged in to the Spot
Transfer Students	30.8%	68.2%
Athletes	48.4%	51.6%
First Generation	52.2%	47.8%
21st Century Scholars	59.9%	40.1%

Involved Users

F22 Undergraduate Beginner Cohort Retention Analysis

December 18th, 2023

Prepared by Emily Braught, Director of Assessment and Planning

What is an Involved User?

- All users who hold a membership and/or position in the specified date range.
 - A proxy for measuring first-year student involvement...?



Involved Users Demographics

	F22 Involved Users	F22 Enrollment	Difference Between	
Female	62%	60%	2	▲
Male	38%	40%	-2	▼
Asian	9%	7%	2	▲
Black/African American	11%	9%	2	▲
Hispanic/Latino	17%	11%	6	▲
International	3%	6%	-3	▼
Two or More Races	5%	5%		
White	55%	60%	-5	▼



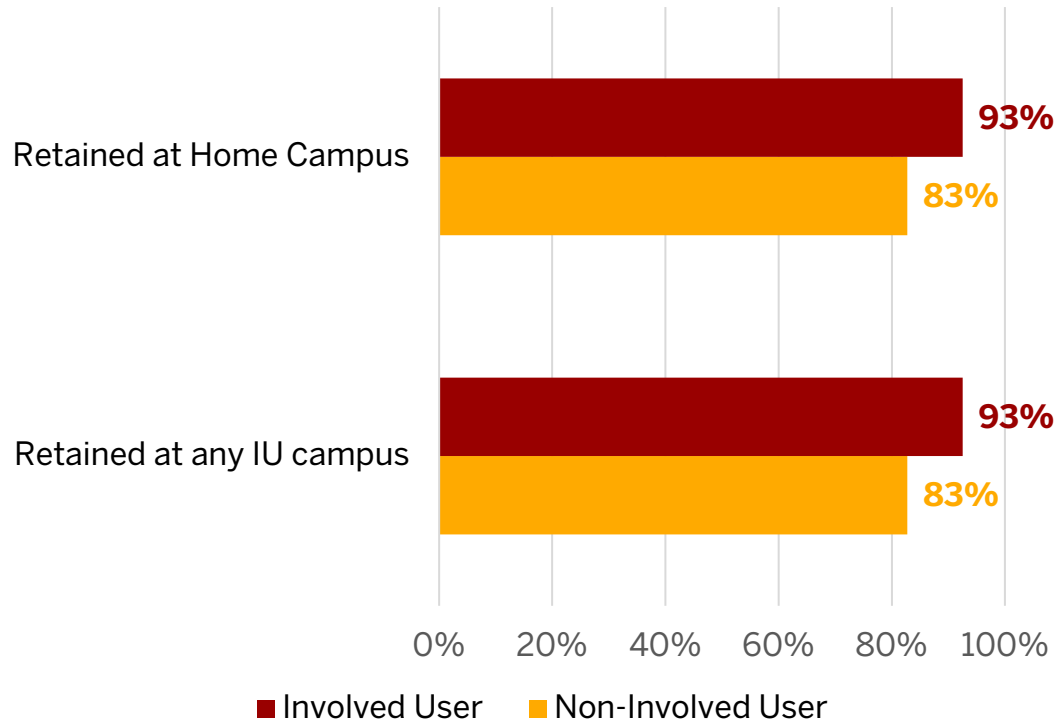
Involved Users Demographics

- **83%** residents
- **99.5%** full-time students
- **79%** are 18 years old
- **13%** are 19 years old
- **27%** 21st Century Scholar
- **24%** First Generation Student
- **35%** University College, **24%** School of Science, **11%** School of Engineering & Technology

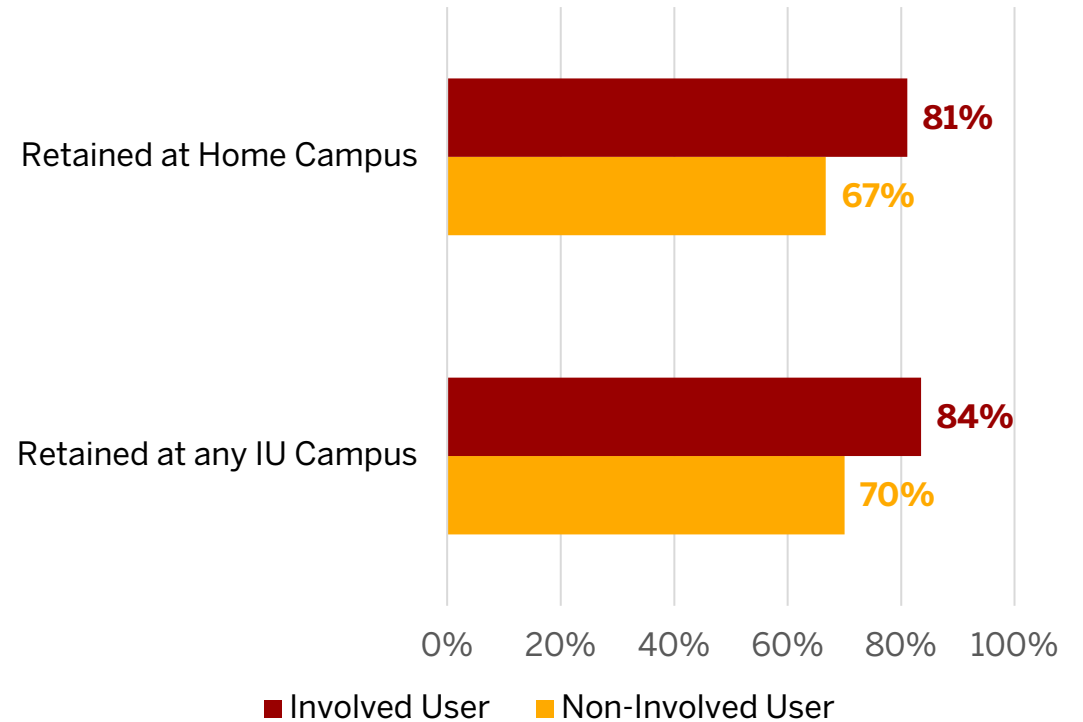
[NON MATCHED]

Retention of Involved Users

Fall-to-Spring



Fall-to-Fall



Statistically significant at the $p < .001$ level

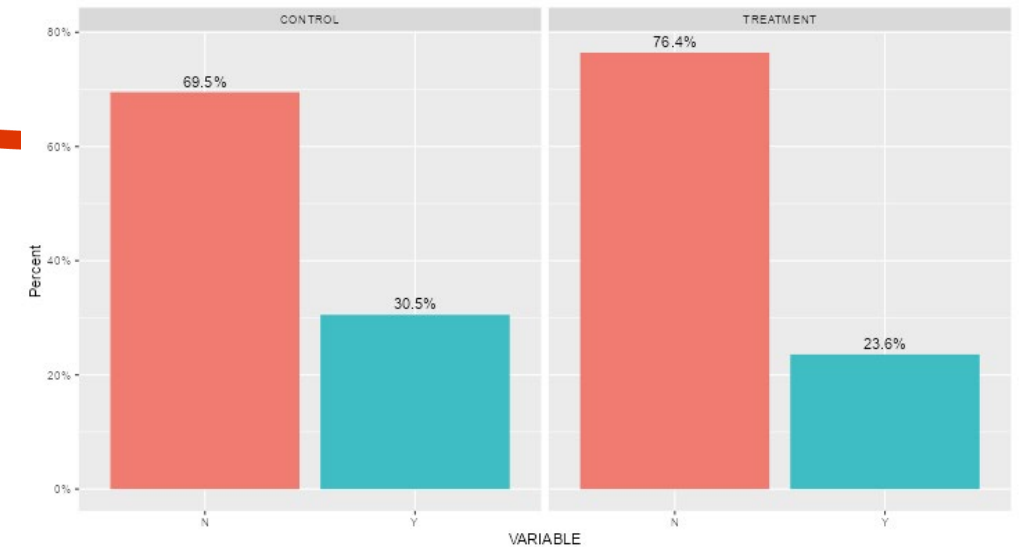
What is Matching?

- Method that attempts to estimate a **causal** effect when you **cannot randomly assign units** to a treatment
- We don't know the true treatment/program effect, but we can try to **estimate** it by first matching program participants to **non-program participants with similar characteristics**.
- Matching helps ensure **treatment and control units are the same**, on average, before performing subsequent analysis.
- Can be thought of as a data pre-processing step that creates a **pseudoexperimental** dataset

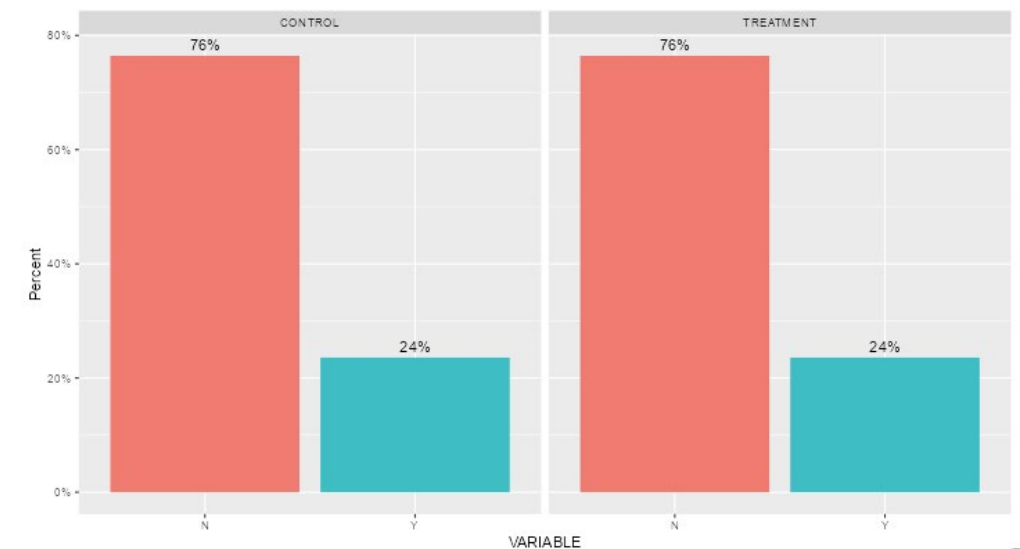
What is Matching?

- Optimal matching, using modified Gower distance measure provided through an Institutional Analytics R Package
- See example of first generation status and how the file was altered to achieve 24% first gen students in both the treatment and control
- Matched/weighted in this order:
 - Academic School
 - First Generation
 - High school GPA
 - In vs Out of State Residency
 - Ethnicity
 - Gender
 - Age

Balance Before Matching (Press Submit):



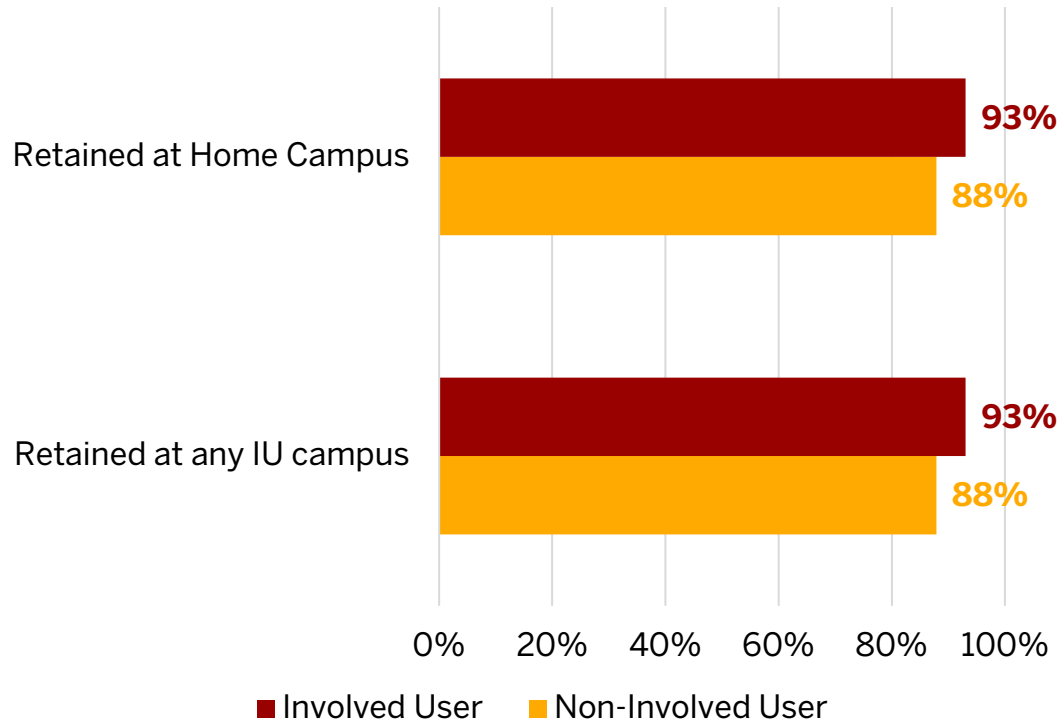
Balance After Matching (Press Submit):



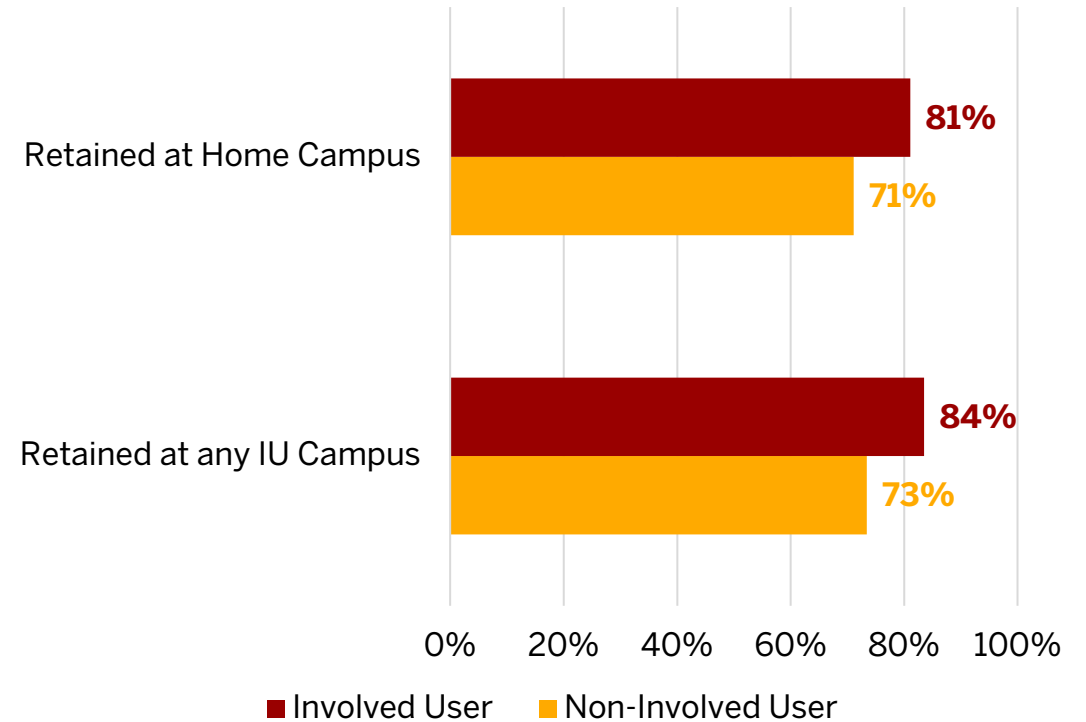
[MATCHED]

Retention of Involved Users

Fall-to-Spring



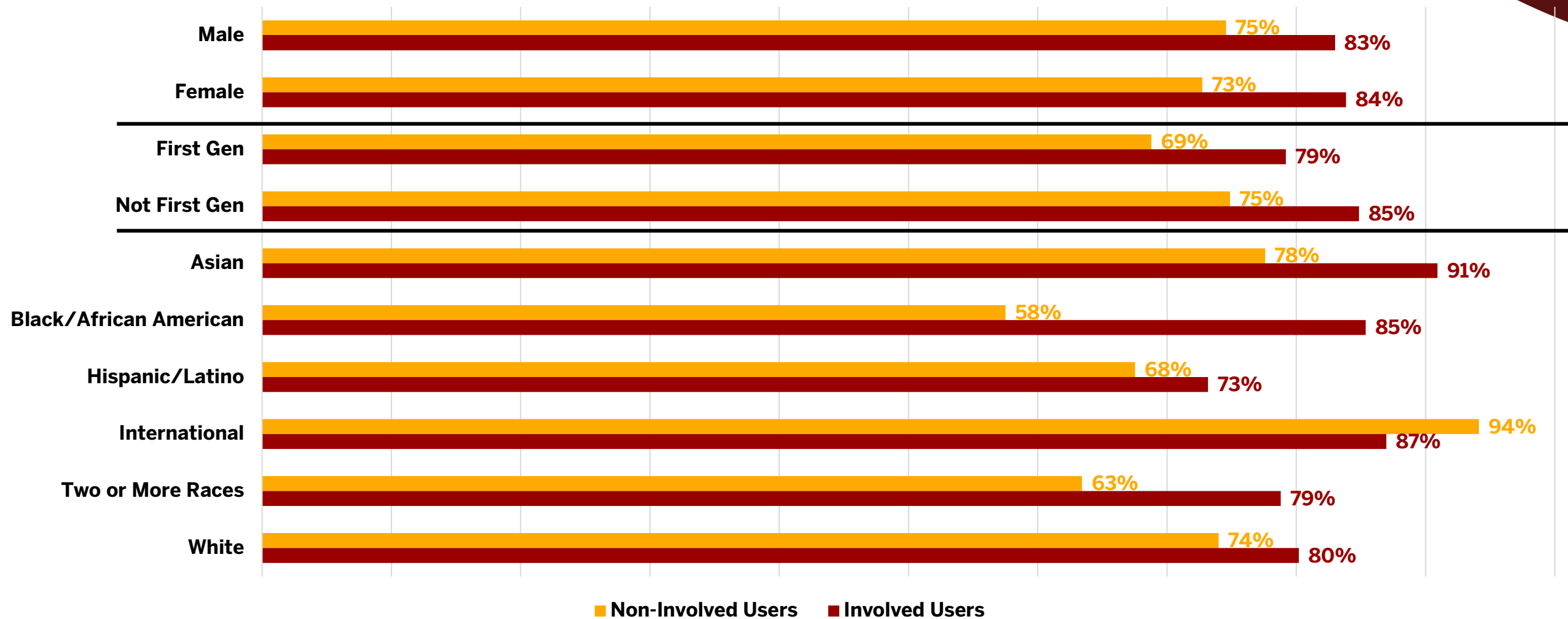
Fall-to-Fall



Statistically significant at the $p < .001$ level

MATCHED SAMPLE – RETAINED AT ANY IU CAMPUS

Fall-to-Fall Full-Time Student





Summary of Findings

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