

# Assessment of Learning in Student Life: 2009-2010

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Submitted by:

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**IUPUI**

**DIVISION OF STUDENT LIFE**

INDIANA UNIVERSITY-PURDUE UNIVERSITY  
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## Purpose

During the 2009-2010 academic year, Student Life started its first-ever Division-wide plan for the assessment of student learning. This report describes the first phase: namely the adoption of learning outcomes, Division-wide mapping of all programs, services, and activities against these learning outcomes, development of assessment tools, and a discussion of how best to communicate these learning outcomes to students. The second phase, planned to be completed during the 2010-2011 year, will involve the actual collection of data and subsequent use for improvement of practice.

## Development of Student Life Learning Outcomes

During the 2009-2010 academic year, the Division adopted the [IUPUI Principles of Undergraduate Learning](#) (PULs) as its set of learning outcomes. The PULs serve as a common link across all academic units on campus. While the Division of Student Life is not an academic unit, it does provide significant educational value to the student experience. However, this value has neither been measured consistently throughout the Division of Student Life, nor has it been communicated appropriately to students, faculty, and other staff outside the Division. In a recent survey on the Division's reputation, the programs, services, and activities in the Division were seen as important educational components of the student experience by faculty and staff. However, very few students are aware of the programs, services, and activities that are offered.

In order to fill this gap, the Division is now being intentional with articulating the educational value it provides to students while measuring its impact. The more that faculty begin to recognize the educational value of the work done in the Division of Student Life, the more likely they may be to recommend that students become more involved with co-curricular learning. It is crucial for the Division to help students make connections between their classroom experiences and their co-curricular involvement. The PULs will serve as a framework for this communication and measurement effort.

The process for creating this framework is described in the remaining sections of this report. In order to assure the inclusion of graduate students in this assessment effort, the name "Principles of Undergraduate Learning" was changed to a more global term for all students: Student Life Learning Outcomes (SLLOs). Other than the name, there is no difference between PULs and SLLOs.

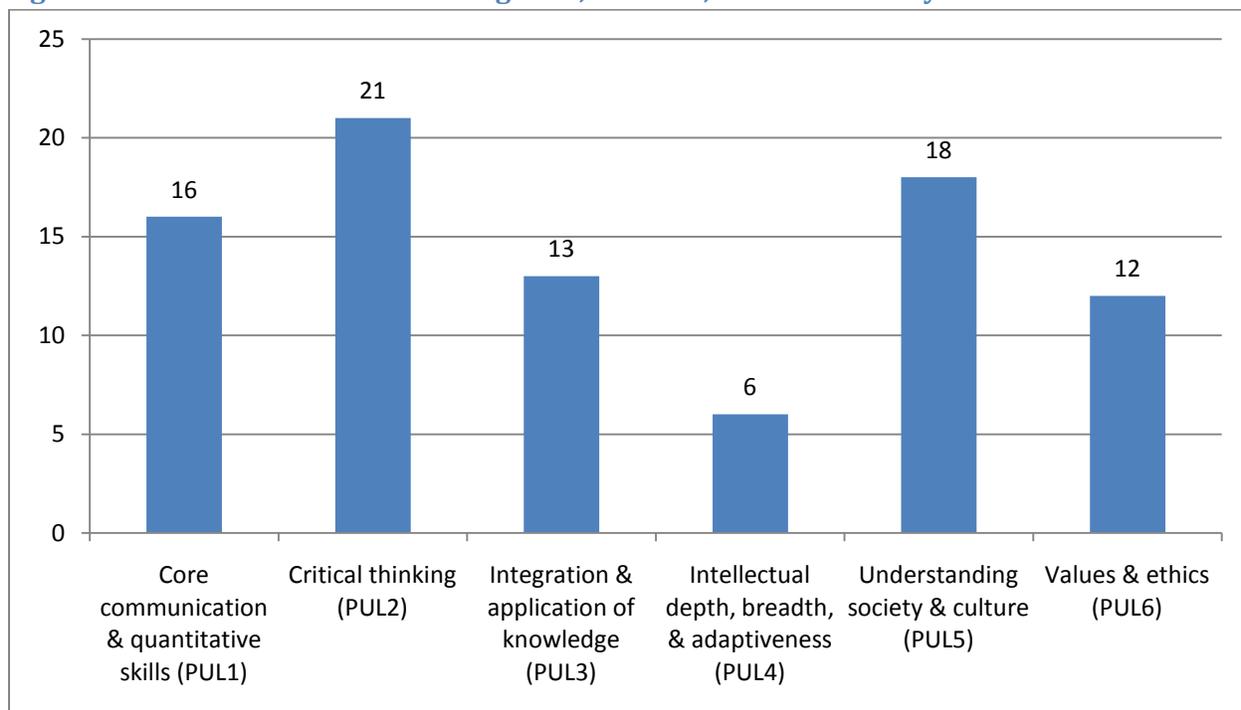
## Mapping Project

The Director of Assessment and Planning for the Division of Student Life, with the support of the Assistant Vice Chancellor, led an effort to have the seven Division units identify their programs, activities, and services and then map each of them against the SLLOs. Each unit director worked with the staff members in their areas to identify the programs, services, and activities they provide. Then, the directors were instructed to work with their staff and choose no more than two SLLOs per program, service, or activity.

A total of 86 programs, services, and activities were derived from the regular work across the Division. Figure 1, below, provides a graph representing the numbers of SLLOs represented in the work of the

Division. Appendix A provides a comprehensive mapping of all programs, services, and activities for each Student Life unit by the SLLOs.

**Figure 1: Division of Student Life Programs, Services, and Activities by SLLOs**



## Measurement Project

In order to measure the Division's work with the Student Life Learning Outcomes, the Student Life Assessment Group, a committee of professional staff members chaired by the Division's Director of Assessment and Planning, developed a bank of questions designed to measure student learning across all six of the Student Life Learning Outcomes. This bank is available to all staff members in the Division of Student Life to use for developing evaluation instruments for the programs, services, and activities offered by the Division. The questions were adapted from a similar list of questions developed by the course evaluation sub-committee of the IUPUI Program Review and Assessment Committee (PRAC), of which the Director is a member.

The Student Life Assessment Group adapted the questions for use across the various units in Student Life. They serve as suggestions for expanding evaluation instruments that many of the units already use to assess effectiveness. These questions can either be reproduced verbatim from the question bank, or modified to meet the needs of the unit providing the program, service, or activity for students. See Appendix B of this report for the question bank.

## Communication Project

Communication with our campus constituent groups and promotion of our programs, services, and activities, is a challenge at a large, urban institution like IUPUI. In addition, students tend to need help with making the connections between their work in the classroom and any involvement they may have with the Division's programs, services, or activities. Therefore, the Division leadership felt it was important to bring the entire Division into the assessment of student learning process by developing a unified plan that both communicates the significance of the Student Life Learning Outcomes and measures the impact of the Division's work on student learning.

At the January 2010 Division-wide retreat, the Director of Assessment and Planning and the Assistant Vice Chancellor led an exercise with all Division employees designed to plan the communication efforts for the Student Life Learning Outcomes assessment efforts. The staff members were divided into eight groups, and they were asked to respond to the following question: In what ways can we, as educators, help students make connections between our programs/services/facilities and the Student Life Learning Outcomes? The groups were given twenty minutes to brainstorm a list of specific actions on how to establish the desired connections, and then each group reported back to the rest of the Division. See Appendix C for the list of communication methods that were brainstormed at this meeting.

The Director of Assessment and Planning and a graduate assistant analyzed the lists of actions to derive common themes. Several themes emerged which were grouped into two over-arching areas:

### Cultivating Understanding

This focuses on how the Division of Student Life can educate a wide variety of campus community members on the SLLOs. This theme is divided into four distinct subsets:

- Intentionally state the SLLO which is involved in the program/service prior to the beginning of the event, as well as including SLLOs in the event's learning objectives.
- Offer ongoing opportunities for reflection and discussion, either informal or formally at programs, as related to the SLLOs.
- Educate student leaders on how to make the desired connections and encourage them share this knowledge with their peers
- Develop a plan for marketing the SLLOs with the rest of our marketing materials

### Assessment and Reporting

Under this theme, the following ideas were presented to help connect students' classroom learning to the programs and services offered within the Division of Student Life:

- Embed PUL/SLLO standard question into program/activity satisfaction surveys.
- Work with students to create portfolios, to have a record of their involvement and how it relates to the SLLOs.

## Next Steps

This report outlined the first steps into the assessment of student learning in the Division of Student Life. During the 2010-2011 year, this plan must be brought to life. Already there are two key programs underway in the Division that are organized within specific Student Life Learning Outcomes. First, Resident Advisors are required to create educational programs on each of the Principles of Undergraduate Learning throughout the academic year. Second, LEAD IUPUI, a leadership development program in the Office of Student Involvement, has started to assess student learning by using the SLLO items sets in this document as a framework for developing reflection questions. As mentioned previously, the second phase of this plan will involve implementing the communications efforts, collection of data, and subsequent use for improvement of practice. By the summer of 2011, the Division's plan is to report on these, and other efforts throughout the Division.

## Appendix A: Student Life Learning Outcomes Map

Unit program/service	Core communication & quantitative skills (PUL1)	Critical thinking (PUL2)	Integration & application of knowledge (PUL3)	Intellectual depth, breadth, & adaptiveness (PUL4)	Understanding society & culture (PUL5)	Values & ethics (PUL6)
<b>Student Rights, Responsibilities &amp; Conduct</b>						
Presentations or other efforts related to educating the campus community on Student Code of Conduct	X	X				
Adjudication of disciplinary process		X		X		
Advocate for the rights of students	X	X				
Assisting students in resolving conflicts related to academic and financial issues			X	X		
Proactively educating students about institutional resources			X	X		
<b>Student Life and Global Engagement</b>						
Mexico Immersion Program and language, culture and service					X	
<b>Counseling &amp; Psychological Services</b>						
Counseling		X				X
Psychoeducational Testing	X		X			
Outreach Activities		X			X	
Psychiatric Services	X	X				
Clinical Training			X	X		
Faculty/Staff Consultation and Training		X			X	

Unit program/service	Core communication & quantitative skills (PUL1)	Critical thinking (PUL2)	Integration & application of knowledge (PUL3)	Intellectual depth, breadth, & adaptiveness (PUL4)	Understanding society & culture (PUL5)	Values & ethics (PUL6)
<b>Campus &amp; Community Life</b>						
Weeks of Welcome (WOW)	X				X	
Student Organizations		X	X			
LEAD IUPUI		X	X			
Cultural Heritage Month programming (e.g. Black History Month, Hispanic Heritage Month, etc.)					X	X
Fraternity and Sorority Life		X				X
Democracy Plaza		X			X	
Multimedia Production Center	X		X			
SDFC	X	X				
Community Service			X		X	
Student organization space in CCL	X					X
FYS Presentations		X			X	
SAPB	X		X			
<b>Campus Center</b>						
Food services in the Campus Center		X			X	
Campus Center Information Desk	X		X			
E-mail kiosks/computer stations	X					X
Art gallery					X	X
Meeting/large event rooms in Campus Center	X			X		
Campus Center TV lounge					X	

Unit program/service	Core communication & quantitative skills (PUL1)	Critical thinking (PUL2)	Integration & application of knowledge (PUL3)	Intellectual depth, breadth, & adaptiveness (PUL4)	Understanding society & culture (PUL5)	Values & ethics (PUL6)
Campus Center Game Room					X	X
Space for hanging out in the Campus Center					X	X
<b>Housing &amp; Residence Life</b>						
Residence halls and apartment educational and social programming	X				X	
LYFE Program			X	X		
Residential Based Learning Communities			X		X	
Social Justice Advocate Program		X			X	
Student Employment Leadership Opportunities (Resident Assistant, Social Justice Advocates, LYFE Leaders)	X		X			
Residential Government Leadership Opportunities (Hall Council, Apartment Council, etc)	X	X				
Roommate Agreement processes and procedures		X			X	
Conflict mediation process and procedures		X			X	
Housing & Residence Life Conduct Process		X				X

Unit program/service	Core communication & quantitative skills (PUL1)	Critical thinking (PUL2)	Integration & application of knowledge (PUL3)	Intellectual depth, breadth, & adaptiveness (PUL4)	Understanding society & culture (PUL5)	Values & ethics (PUL6)
<b>Intramural &amp; Recreational Sports</b>						
Intramural game leagues	<b>X</b>					<b>X</b>
Group Fitness classes and workshops		<b>X</b>				<b>X</b>
Fitness facilities		<b>X</b>				<b>X</b>

## Appendix B: Bank of Assessment Questions

# Bank of Assessment Questions Student Life Learning Outcomes

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### INSTRUCTIONS FOR USE OF THIS DOCUMENT

Consider this document a menu for building your assessment instruments for measuring learning per the Student Life Learning Outcomes (SLLOs). Choose questions as you deem appropriate, and then *customize them for your needs*.

If you plan to share the results outside of the university in any format (e.g., conference presentations or publications), then it is very likely will need to obtain IRB approval before conducting the research. All IRB requests should go through the Division's Director of Assessment and Planning.

### BACKGROUND

The SLLOs were adapted from the IUPUI Principles of Undergraduate Learning (PULs). More information on the PULs is available here: <http://faa.iupui.edu/pul/>

This bank of questions was adapted from course evaluation questions developed by the IUPUI Program Review and Assessment Committee (PRAC) and is being used by the Division of Student Life with permission. The Student Life Assessment Group worked to refine the questions for our use in the Division.

### FOR MORE INFORMATION

Contact Robert W. Aaron, Director of Assessment, and Planning for the Division of Student Life, at [rwaaron@iupui.edu](mailto:rwaaron@iupui.edu) or 274-7225.

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## **SLLO #1: CORE COMMUNICATION AND QUANTITATIVE SKILLS**

**This program/service/activity provided me with the *language* skills (PUL1) to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Read and understand books, articles and instruction manuals	0	0	0	0
Formally communicate ideas and information (oral, visual, aural, etc.)	0	0	0	0
Write a final report on a project or other work assignment	0	0	0	0
Communicate within a team to solve problems	0	0	0	0
Communicate effectively in an informal environment with my peers	0	0	0	0

**This program/service/activity provided me with the *quantitative* skills (PUL1) to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Understand a statistical report	0	0	0	0
Support an argument using quantitative data	0	0	0	0

**This program/service/activity provided me with the *information resource* skills (PUL1) to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Identify sources of information that are most appropriate for problem solving, connecting with university resources, or real-life situations	0	0	0	0
Use computer software (word processing, spreadsheet, graphics, etc.)	0	0	0	0
Evaluate the quality and accuracy of information found on a web site	0	0	0	0
Recognize which ideas or material need to be fully acknowledged to avoid plagiarizing	0	0	0	0

## **SLLO #2: CRITICAL THINKING**

This program/service/activity provided me with the *critical thinking skills (PUL2)* to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Analyze different ideas and proposed solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systematically review my ideas about how to approach an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate new ideas or ways to improve things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss challenging problems with peers to develop a solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **SLLO #3: INTEGRATION AND APPLICATION OF KNOWLEDGE**

This program/service/activity provided me with the ability to *integrate and apply knowledge (PUL3)* so I can:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Enhance my personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Further the goals of society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work across traditional disciplinary boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve a problem or address an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **SLLO #4: INTELLECTUAL DEPTH, BREADTH, AND ADAPTIVENESS**

This program/service/activity provided me with *intellectual depth, breadth, and adaptiveness (PUL4)* so I can:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Learn new approaches to work or to advanced studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an in-depth understanding of my major field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a general understanding of subjects other than the one in which I majored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to modify how I approach a problem based on the requirements of the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **SLLO #5: UNDERSTANDING SOCIETY AND CULTURE**

**This program/service/activity provided me with an *understanding of society and culture* (PUL5) that allows me to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Deal with conflicts among co-workers and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
See the relationships among local, national, and global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with people of different races, ethnicities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect the views of people who see things differently than I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about different races, ethnicities and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **SLLO #6: VALUES AND ETHICS**

**This program/service/activity provided me with an *understanding of values and ethics* (PUL6) that allows me to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Exercise my responsibilities as a citizen (voting, staying current with important issues, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make informed judgments when faced with ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the consequences of my actions when faced with a conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and appreciate the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize my personal values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply my set of values and ethics to a specific situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix C: Data from SLLO Communications Exercise

CONNECTION	Group #	CODE
Surveys/Assessments - to see if they are learning what we think they are	2	assessing programs/ services
Incorporate evaluation/assessment in satisfaction survey	3	assessing programs/ services
CE, provide facility/environment for learning. Online customer survey and see if there is a connection to SLLOs.	3	assessing programs/ services
Evaluation of training programs	3	assessing programs/ services
Deliberate evaluations following speakers' events. Deliberate/intentional conversations around SLLOs.	3	assessing programs/ services
Have "what did you learn." How did this contribute to your learning and development as an evaluation or conversation	4	assessing programs/ services
Evaluation and assessment of events - Did we hit this?	5	assessing programs/ services
Incorporating into evaluations and reflections		assessing programs/ services
Surveys & evaluations include SLLOs	7	assessing programs/ services
Assessment and discussing results with students	8	assessing programs/ services
Pretest and post test - programs, positions, etc.	8	assessing programs/ services
Add PUL questions to evaluation (use templates)	4	assessing programs/ services
Articulate the meaning - translate it to students. Make them more accessible.	1	develop understanding
Give example: Make the SLLO's more tangible	1	develop understanding
Overcoming fear by students (RA's) to program around the PULs - reflective evaluations	4	develop understanding
List or offer "thinking" program and identifying PULs	4	develop understanding
Intentional with education of students (conduct cast & email decision making)	5	develop understanding
Supervisors to lead students through process. Trained to facilitate	6	develop understanding
Use language students will understand	7	develop understanding
Use language in processing & debriefing activities	7	develop understanding
Ask what areas they are struggling with	1	develop understanding

<b>CONNECTION</b>	<b>Group #</b>	<b>CODE</b>
Ongoing reflection on learning (verbal, on agendas, in advising sessions in meeting)	5	develop understanding
Discuss at staff meetings	2	develop understanding
As professional, we need better understanding of where we are trying to "move" students toward.	3	develop understanding
Continue to educate ourselves on the PULS	6	develop understanding
Making sure we are teaching all members of our division about SLLOS (including student staff & leaders)	8	develop understanding
Starting with student leaders.	2	educating student leaders
Broadly educate student leaders, so they can make connections with their students/peers	6	educating student leaders
"Train the leader" on how to incorporate into work	6	educating student leaders
Offer an incentive for having students pursue the PULs within student life activities, like a scholarship or essay contest	4	incentive system
Have an incentive (Food) for completing reflections/evaluations	4	incentive system
Web survey for an incentive (use swipe cards)	4	incentive system
Programming around each of the PULs (making connections)	4	intentional programming & discussion
Connect new programs & services with SLLOs	7	intentional programming & discussion
Include SLLOs in objective of various presentations and seminars	7	intentional programming & discussion
Ask questions to get the experiences they feel might relate back. - Lead them to realization - Be approachable	1	intentional programming & discussion
Follow up with dialogue, discussion, and assessment.	2	intentional programming & discussion
Dialoguing around the PUL's	4	intentional programming & discussion
State them as learning outcomes/present as topics of discussion	1	intentional statement
Be more intentional about telling them which outcomes you're hoping to achieve.	1	intentional statement
Educating Students on what they are learning	2	intentional statement
Create & state learning objectives	4	intentional statement
Highlight PULs in LC presentations & WOW	4	intentional statement

<b>CONNECTION</b>	<b>Group #</b>	<b>CODE</b>
In introduction of events - talk about the PULs and which one/s are being hit with the program	5	intentional statement
Directly sharing them with making the connection. - State it at the beginning of experience	6	intentional statement
Talk about outcomes at beginning of programs	8	intentional statement
Explicit connect PULs (SLLO's) to activities offered in CAPs	3	Making Connections
Reminding students that PULs are outside of the classroom as well. Making that point - this is important b/c they may not be getting it in class	8	Making Connections
Make it easy, not hard. Compare it to everyday life	8	Making connections
How the PULs go into our normal everyday life. Map a normal week to see what PULs are a part of your day.	8	Making connections
Contact instructors & highlight the PULs the programs will be covering (Sell it!)	4	Marketing SLLOs
"Branding" - how we make folks aware, we lead by example.	8	Marketing SLLOs
Post in offices	2	Marketing SLLOs
Put it in our brochures - our materials	8	Marketing SLLOs
Visual - Poster about PULs/SLLOs	8	Marketing SLLOs
Identify weaknesses/lacking & suggest programs to fulfill needs. Create a plan/road map.	1	Student Portfolios
Self-mapping of job duty and PULs (SLLOs)	3	Student Portfolios
Tying PUL's into e-Port	4	Student Portfolios
Include SLLOS in job descriptions	5	Student Portfolios
Student orgs - help them see how/what they do with the PULs	5	Student Portfolios
Student employee training, job description	6	Student Portfolios
E-Port	6	Student Portfolios