

PROGRAM REVIEW
CAMPUS AND COMMUNITY LIFE
INDIANA UNIVERSITY PURDUE UNIVERSITY-INDIANAPOLIS
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EXECUTIVE SUMMARY

In March 2009, our team was invited to visit the campus of Indiana University-Purdue University, Indianapolis (IUPUI) to conduct a program review of the Campus and Community Life (CCL) department, within the Division of Student Life. Specifically, we were charged with exploring the following questions:

1. An important strategic goal for the Division of Student Life is to achieve excellence in community building. How can CCL's contributions to community building improve?
2. Some of our 2006 NSSE responses are lower than those of our peers, particularly related to co-curricular involvement. Recent developments (e.g., the depletion of SDFC funding in January, 2009) and feedback from CCL staff members point to a need for increased resources in order to provide adequate services to address increased student engagement and projected enrollment growth. How could CCL position itself organizationally and programmatically to encourage greater participation in co-curricular activities while meeting the needs of our changing student population?
3. IUPUI recently opened a Multicultural Center in the newly-created Division of Diversity, Equity and Inclusion. CCL devotes some resources to multicultural programming and education. How would you suggest we partner with staff in the new Multicultural Center to meet our students' needs for education and programming related to issues of diversity? How can we educate ourselves on issues of diversity?
4. IUPUI is a young, collaborative, and dynamic institution. These characteristics create an environment where major physical changes to campus could occur within the next five years, and beyond, that have a significant impact on student life. For example, in the next five years we plan to double our on-campus housing capacity and develop a new health and recreation center. What recommendations do you have for the CCL in order to continue growing with the rest of the campus?

This report is our collective response to the questions listed above, as well as a summary of the insights gained from our extensive conversations with IUPUI campus constituents including Division leaders and staff, CCL personnel, academic affairs administrators, and students to name a few. The report is divided into three parts: Recommendations to CCL (Part A), Recommendations to the Division of Student Life (Part B), and Recommendations to the University (Part C). Part A is divided further into five major subsections: (1) Clarified Mission and Purpose, (2) Establishing Meaningful Partnerships, (3) [Re]Alignment of the Administrative Structure, (4) Data Collection and Usage, and (5) Student Retention and Persistence. While the full report includes recommendations under each of these categories, several major themes emerged from our campus visit. They are listed here as an *overall* summary of our evaluation:

1. IUPUI is clearly an innovative and dynamic institution clearly openly committed to enhancing all facets of the IUPUI student experience. The Division of Student Life is the leading voice on campus for building community and enhancing student engagement.
2. It is clear that the professional and graduate student staff members, within CCL and the broader Division of Student Life, are *very* passionate about their work with students; it is evident that they care about their impact on campus.
3. Joint positions are an important and valued aspect of the department.
4. IUPUI students view CCL as the "center" of student activity on campus. However, students identify with programs and services provided by CCL at the programmatic level but not at the department level. In other words, our data suggest that CCL does not have a "brand of its own" and this may lead to or simply reinforce a lack of clarity about the role and purpose of CCL.
5. The lack of clarity about the role and purpose of CCL, whether perceived or real, may be fueled by (a) the department's name, which is not entirely indicative of its purpose and function and (b) the department's attempt to be "all things to all people." It seemed clear from our visit that the department has tried to "re-invent itself" several times in the past. It will be important for CCL to determine what it *can* be and/or should be, including what it *is* and what it *is not*.
6. It is important that the mission and work of CCL is consistent with implementing the academic plan for the campus by continuing to "wrap" co-curricular programming around the classroom and bringing the Principles of Undergraduate Learning (PULs) to life for IUPUI students.
7. Related, it is important to increase the involvement of IUPUI faculty members in the work of CCL and other units within the Division of Student Life. Forming long-term partnerships with various departments across campus is, indeed, an important aspect of the future work of CCL.

We appreciate the opportunity to visit your campus and to experience first-hand the exciting work of CCL, the Division of Student Life, and IUPUI at large. It is our hope that this report give you sufficient information to continually improve and enhance your work on campus. Important work lies ahead for members of the Division, CCL, and campus community. Attending to the recommendations outlined in this report may require the development of new and/or reframing existing resources (e.g., human, fiscal, student support) but most, if not all, begin with a *will* to "do good" on behalf of students and the IUPUI campus community. It is clear that everyone with whom we spoke is committed to this important goal. We wish you well in this endeavor.

Sincerely,

Program Review Team

Peggy Burke, Scott Evenbeck, Daniel Maxwell, Jason Pierce, Terrell Strayhorn

PART A: RECOMMENDATIONS TO CAMPUS AND & COMMUNITY LIFE

◆ SECTION ONE: Clarified Mission and Purpose ◆

The website of Campus and Community Life reads as follows:

The Campus and Community Life office serves to enhance student involvement through programs, student organizations, leadership opportunities, and experiences for students that allow for the practical application of what is learned in the classroom. C&CL provides a balance of challenge and support designed to enhance students' educational growth.

To advance efforts to achieve the mission and purpose of Campus and Community Life, we recommend that the unit consider the following:

- Strengthen articulation of the unit's role in implementing IUPUI's academic plan, with particular focus on the learning communities, the personal development plan, enrollment shaping (more high ability in Honors, international students, and out-of-state students requiring housing and food service), the personal development plan, and RISE. The unit is clearly a leading partner in these efforts.
- Adopt a new name for the unit, one clearly understood by students and by peer institutions and others. While stability for the unit is very important in supporting staff and their relationships with faculty, it is not clear there is "branding" of CCL that would necessarily warrant keeping this title. It is the establishment of relationships with faculty and others on campus that is key to enhancing student engagement.
- While the co-curriculum is clearly lived out through the first year seminars and learning communities (particularly in the TLCs), consider expansion of programming in Gateway courses more generally and, through the RISE initiative, into the majors and capstone experiences. While RISE per se is a credit bearing option, it is clear from our interviews with students that the co-curricular iterations of RISE initiatives are having profound impact on student engagement.
- Articulate the importance of faculty engagement and find means through collaboration with University College and the schools to enhance faculty collaboration. In an interview, one staff member commented that "working with faculty is one of the best ways to get students involved." How might the unit be even more intentional with such outreach to faculty?
- NSSE data underscore the importance of structural and interactional diversity as a primary determinant of student engagement. How will the unit partner with the Multicultural Center to enhance the engagement of all students at IUPUI?

◆ SECTION TWO: Establishing Meaningful Partnerships ◆

One of the guiding questions provided to the review team focused on the creation of the Multicultural Center and what partnerships should be created to meet the needs of IUPUI's students for education and programming related to issues of diversity. An additional focus is on how staff can be educated on issues of diversity. The review team agreed the spotlight of this guiding sentiment is on partnerships in general.

The establishment of meaningful partnerships seems to be occurring across campus. The Office of Campus and Community Life has created some very successful external partnerships with other offices and departments, making this one of the offices' strengths. Some of the staff has joint positions between Campus and Community Life and another office on campus. However, there is a lack of internal partnerships. This has led to a lack of knowledge of how and what other areas of Campus and Community Life are planning or how their areas fit together. Within Campus and Community Life lay many opportunities for the students, staff, and faculty to have a partnered relationship, however, when one person commented "we don't connect with other areas/offices within CCL," the review team found this to be quite alarming, specifically when every aspect of Campus and Community Life is to serve students and those offices aren't collaborating.

The review team further explored the various external and internal partnership opportunities and has outlined those for consideration.

External

- Multicultural Center and Campus and Community Life
 - The development of the Multicultural Center (MCC) has created some fresh opportunities for student learning and development. The current MCC staffing structure does not support more, new programs. Therefore, new joint positions may be successful to this partnership.
 - The creation of the MCC also allows for some focused advisement through both the MCC and C&CL. Currently, only the Black Student Union has a direct advising relationship with the institution, meaning, it is written into a staff member's position description. Having the MCC can help stimulate struggling multicultural groups such as the Latino/a, Asian, and Native American student organizations, just to name a few.
 - Incorporating a liaison relationship with the MCC and Civic Engagement will enhance student development, learning, and understanding of both diversity and engaging in the community surrounding the IUPUI campus.
 - Heritage months should be made campus wide events. Celebrating the diverse backgrounds of the IUPUI student seems to be of importance to both offices, but often seems to be a challenge in supporting such programming. Specifically, the MLK and Chavez dinners have created tension among staff. The advisement and financial support of these programs, among others, need to be flushed out among both directors and all staff who are involved.

- Diversity Programming and Cultural Competence
 - One of the trends identified by the staff is the existence of a perception that issues are not being heard or challenged by upper level administration.
 - There seems to be little discussion occurring across campus offices and programs about cultural competence.
 - Adding a cultural competency component to each educational program, staff meeting, leadership retreat, etc. will begin to enhance diversity understanding.
- Housing
 - As this area of the University grows, there are several opportunities to develop ongoing relationships with the various offices within CCL. The Leadership Development program can provide ongoing education to the resident assistants and hall directors; fraternity and sorority life can connect via service opportunities, academic programming, and philanthropy programs.
 - Furthermore, the Civic Engagement Office can relay alternative break information; and the Multimedia Production Center could help with production of fliers, websites, and other publications (potential revenue generating opportunity).
- Leadership Development and Diversity
 - Ongoing inclusion of diversity within the Leadership Development program is of the utmost importance. This is an area that is ripe for creating a partnership with the MCC.
 - Leadership development is not limited to one type of student.
 - Each student organization must be able to exhibit some form of cultural competence or diversity understanding.
 - It is therefore recommended that diversity education become a staple of the Leadership Development program with an ongoing diversity component added to each program.
- C&CL and Orientation
 - Leadership Development should be reaching out to this population of student leaders as well (if not already occurring). Cross training on programming, events, and institutional knowledge adds value to the impact both offices are attempting to achieve.
 - The review team did note that the orientation staff seems very possessive of “whose” students are at IUPUI. Meaning, most statements began with “my students or our students.”

Internal

- Diversity Programming and Cultural Competence
 - There has been a lack of action in this area and wishes of more having already happened. The MCC staff is not on the same page when it comes to the strategic plan of their (MCC’s) area.
 - Using NSSE data to help drive the strategic framework of diversity education and infusing cultural competence will be an important aspect to creating this partnership.

- Civic Engagement and Diversity
 - Currently, this area does not connect with other offices within Campus and Community Life. The review team found this quite concerning.
 - Diversity is an afterthought. This sentiment was clear. However, diversity programming/education was moved to each staff members' position description. It seems, though, that it remains an afterthought and is not incorporated into service programming or student programs supported by the area of Civic Engagement.
 - MLK Day of Service and Cesar Chavez Day of Service are the flagship programs that match Civic Engagement and Diversity. Creating a diversity component within each program is necessary.
- Civic Engagement and Fraternity/Sorority Life
 - While Fraternity/Sorority Life is in its infancy stage at IUPUI, this is the best time to create those lasting relationships.
 - Civic engagement is a foundation of most fraternal organizations.
 - Creating an ongoing relationship between Fraternity/Sorority Life and Civic Engagement adds benefit to student development and the number of participants in the civic engagement process.
- Alternative Breaks
 - This is another area of Campus and Community Life that is not partnering with other offices within CCL.
 - Alternative breaks has a desire to grow the scholarship program (an increase in the number of scholarships provided, not necessarily scholarship amounts), the number of alternative breaks, funding, and marketing of their programs.
 - Sharing information with Fraternity/Sorority Life could create a genuine partnership as most fraternal organizations have service as a founding value/principle. Additionally, working with the MPC to help create a more interactive website, fliers, and other publications is a sound way to increase the marketing of their programming.
- Multimedia Production Center
 - This partnership is amazing.
 - Student organization program promotion, websites, and various publications seem to hinge on the continuance of this partnership.
 - For added revenue, marketing to more academic departments or institutional partners should be made a priority.
 - Additionally, adding staff by creating an internship for credit and creating other full time positions to oversee the sales/marketing and increased interns should be considered.
- Use of Technology
 - Websites, tv/newspaper/newsletter ads, radio spots, and traditional paper fliers are prime examples of how the MPC can help Campus and Community Life publicize the many programs and opportunities available to the IUPUI community.
- Use of Physical Space
 - Many new students do not know what “the Cube” is or its function on campus.

- The physical space within “the Cube” is not well defined, nor inviting to a visitor. Providing a neutral space in the center allowing student to student / student organization to student organization conversations to be held would create meaningful partnerships within the student population.

Partnerships are the key to success. On a campus such as IUPUI’s where joint positions and collaborative relationships are the norm, creating additional, supplementary partnerships both within the offices of Campus and Community Life and externally between C&CL and other offices is of the utmost importance. The review team further recommends that the staff of the Campus and Community Life office be educated on the impact partnerships can have on cross student learning/development and the further impact partnerships have on student understanding and connection of the PUL’s.

◆ SECTION THREE: (Re)Alignment of the Administrative Structure ◆

The future of Campus and Community Life as one department is a question we posed to the Program Review Team. Based on the discussions with staff specifically and supported through conversations with additional stake holders, it was apparent that the department is operating in three major silos and one minor silo. The silos are identified as those functions and services reporting through the director and the three association directors. While the director is constantly working on developing a purposeful “CCL team” with a collective goal and direction, it was clear that the silos have been and continue to function with very little need for one another other than those services reporting through the director providing direct support (business manager functions) and services (Multimedia Production Center). These observations of the current operating procedures lead us down the path of the following suggestions:

- The director’s role is a critical one. The Division of Student Life will need to seek a seasoned student affairs professional who has had an opportunity to supervise, lead a team, partner effectively with both academic and student affairs departments and unite, an articulate the big picture. This is a large department with a variety of units which can very easily move in their own direction and they have at the detriment of the current department and the division. Give the current staff and history of the department, one could easily separate out functions and create two to three independent departments; to retain one large department will require a more effective structure, better define roles and expectations of senior staff, and a general willingness to engage students at multiple levels, hold students accountable and review policies and procedures that currently direct the work of the department.
 - An effort to share resources, but maintain clear and distinct goals from the Multicultural Center is important. There is more than enough work to be done to create, maintain and enhance an inclusive campus community. No one department or division should be asked to carry the role alone.
- In maintaining the one department, the Review Team makes the following recommendations:
 - Maintain the two associate director positions and change their titles to better reflect the type of work that they are overseeing or better yet keep them generic and reflect a commitment/ownership to the entire department, such as: Associate Director of Campus and Community Life.
 - Change the current Coordinator for Student Programs to the Coordinator for First Year Programs and have the First Year Programs Assistant and the Civic Engagement Assistant report to this professional position. This would create a set of staff specifically geared towards working with academic initiatives with

University College and potentially grow the first year programs through the evolution of the sophomore programs.

- Move the Student Programs Assistant under the new Coordinator for Student Programs (see letter “g” below -- formerly known as the Coordinator for Student Organizations).
 - Due to personnel changes, retain a full time position (Associate Director for Multicultural Student Engagement) and change the title to Coordinator for Social Justice and Student Engagement. This position would report directly to the director and hopefully be a joint position with the Multicultural Center. The Multicultural Student Engagement Assistant would simply be re-titled to the Social Justice Assistant. **We recommend the name change from Multicultural Student Engagement to Social Justice as to decrease any confusion with the Multicultural Center and give a more defined identity to the role of the office in this functional area.**
 - Retain both the Business Manager and the Multimedia Production Specialist reporting directly to the director as these functions support the entire department operations.
 - Maintain the current role of the Associate Director but change the title to “for Student Activities” versus “for Leadership Development”. This would reflect a larger portfolio rather than just leadership development and would have a great brand for the units reporting through the Associate Director (see letter “a” above for an additional option).
 - Change the Coordinator of Student Organizations to a broader title of Student Programs and move the Student Programs Assistant and SAPB as a direct report to the coordinator.
- As mentioned earlier, the department has multiple units, which could be grouped into two complimentary departments with clear brands, missions, identifies and stronger connections to the campus community. If the decision is to make significant structural change, the following is a recommendation from the Review Team:
 - **Office of Student Activities and Leadership Programs**– this new department would include direct supervision over leadership development, fraternity and sorority life, the multimedia production center, the new social justice area and the new student programs area, which includes the Student Programs Activities Board and Student Organizations services. The former Associate Director for Multicultural Student Engagement position would be reclassified as the Coordinator for Leadership and Social Justice and would report directly to the Director of this new department. The new department name will assist in better branding opportunities and a cohesive marketing plan to help the campus community identify the various units that make up the department. The Coordinator for Fraternity and Sorority Life, the Leadership Development

Assistant and the Multimedia Production Specialist would continue to report to the director. The former coordinator for Student Organizations would become the Coordinator for Student Programs and oversee both the Student Programs Assistant and the Student Organization Assistant and pull together the programming and student organization outreach oversight.

- **Office of Community Engagement** –this new department would include the direct supervision over First Year Programs and Community Service. The Coordinator of First Year Programs would change the title to be Coordinator for First Year Programs and Engagement Programs. This position would supervise both the First Year Programs Assistant and the Civic Engagement Assistant. This unit would be a direct connection with academic initiatives and partnership with University College and other academic units programming for first year students, sophomore students and with a Civic Engagement focus. The Coordinator for Community Service is a joint appointment with the supervision of two assistants. This position would not change.
- The following issues will need to be addressed and probably best by those who will be living with the outcomes of these various recommendations:
- The current suite will need to be designed differently. Some recommendations could include:
 - New Signage above the reception area identifying the two offices.
 - Reassignment of offices to group the new staff together accordingly.
- Clear delineation of supervision roles with the oversight of the Business Manager, the Administrative Specialist and the student employees.
- Branding of the department as it is or as two departments. The IUPUI campus community needs to better connect with the names of the departments, the functions of the departments and the programs and services which are an outcome of the efforts of the staff and students associated with the respected departments.
- Learning outcomes based on the PULs would be beneficial to all of the department configurations outlined above. All of the students were aware of the PULs and easily articulated a strong relationship with their co-curricular activities and the PUL; it should be noted that the students interviewed felt a better connection between the PULs and their co-curricular activities than their academic activities.

Whether the department is kept intact or divided into two functional departments, it is critical that the outcomes of the programs and services are connected directly back to a strong team approach to providing these programs, services and activities to the IUPUI campus community. To continue to work separate from one another would be to continue with the status quo and that would not be acceptable.

◆ SECTION FOUR: Data Collection and Usage ◆

During our visit, the review team met with a number of representatives from Campus and Community Life (CCL), the Division, and the University about collecting, accessing, analyzing, and using data for continuous professional/program development, as well as for developing new or improving existing programs and services. With few exceptions, we identified critical areas where data collection and usage could be improved significantly, which would likely serve the needs of CCL and other departments within the Division. Thus, we offer the following recommendations:

- Streamline data collection efforts by strengthening institutional and technological infrastructure such that real-time data collection (e.g., ID scanners for attendance at events) can be combined with program evaluations (e.g., feedback about event/activity), student portfolios (e.g., evidence of progress toward Principles of Undergraduate Learning [PULs]), and data from national assessment such as the National Survey of Student Engagement (NSSE) and/or the Continuing Student Satisfaction and Priorities Survey (CSSPS).
- Establish and implement ways to assess students' progress toward achievement of the principles of undergraduate learning (e.g., critical thinking, values/ethics) that is attributable to participation in co-curricular activities and experiences sponsored by Campus and & Community Life (e.g., student learning outcomes that accrue from cultural events, LEAD); for example, adding questions to the NSSE or collecting data via student activity transcripts. For more information about assessing student learning and development outcomes, see Strayhorn (2006).
- Although becoming increasingly popular in educational research and assessment, talking to students remains uncommon in institutional research/program evaluation. Yet, in many instances, students are in the best position to estimate the “net effect” or “value added” of attending college. Thus, we *highly* recommend increased efforts to engage IUPUI students in conversation(s) and interviews about their experiences in/through CCL and its various programs/services. For instance, those responsible might ask questions to assess students' perceptions of the campus climate, experiences with diversity and/or discrimination, and progress toward desired learning outcomes.
- Monitor longitudinally the extent to which CCL and Division-wide efforts to market campus services and programs broaden participation among men and racial/ethnic minorities at IUPUI using locally collected data, focus groups with members of the targeted population, and trend data.
- Disaggregate data (e.g., NSSE), where possible, and share findings broadly with members of CCL staff, the Division, and the University; this is likely to serve other

institutional goals (e.g., diversity goals outlined in “State of Diversity 2009”). IUPUI students’ responses to items on the NSSE regarding diversity indicate that “the averages for IUPUI students [are] either lower than or similar to the averages for urban peers for all of the questions about co-curricular involvement” (p.7). And although some evidence suggests IUPUI student responses have increased every year (since 2002), it is unclear whether this holds true for women, men, and/or racial/ethnic minorities. This is the gap that future assessment/evaluation must fill.

References

- Strayhorn, T. L. (2006). *Frameworks for assessing learning and development outcomes*. Washington, DC: Council for the Advancement of Standards in Higher Education (CAS).

◆ SECTION FIVE: Student Retention and Persistence ◆

College student retention¹ (and persistence) is a complex, ill-structured problem (King & Kitchener, 1994; Tinto, 1993). By *ill-structured* we mean that college student retention is the consequence of many factors and, thus, constitutes a problem that typically defies solutions of a singular nature. There are many potential solutions to the “retention puzzle,” each with particular strengths and weaknesses. For instance, theory and research indicate that college student retention is a function of academic and social integration, which are determined by background traits (e.g., race, age, sex), pre-college experiences (e.g., academic preparation), and the quantity and quality of students’ involvement in the academic and social spheres of campus life (Braxton, 2000; Tinto). It follows, then, that efforts to engage students in the social life of college are likely to increase retention unless those efforts are so negative in nature (e.g., experiences with racism, discrimination, or rejection) that they undermine students’ initial commitments or so great in frequency (e.g., excessive partying) that they compromise students’ academic achievement. Indeed, Campus and & Community Life plays a significant role in supporting the academic mission of the University, especially in the area of student retention and persistence. The review team feels strongly that the department’s role in this area can be strengthened and made *more visible* in a number of ways. Thus, we offer the following recommendations:

- Capitalize upon the administrative/staff structure at IUPUI (i.e., dual appointments) to establish a retention task force consisting of representatives from Student Affairs (including CCL) and Academic Affairs.
- Implement concerted effort to pull together existing fragmentary knowledge and information about the role that CCL, its program/services, and the Division play in improving retention and increasing student success.
- Continue providing campus programs and services through CCL that offer the support necessary for college student success (i.e., achievement, retention) at IUPUI.
- Collect, analyze, and interpret data from students who depart voluntarily using short questionnaires, official college records, or “exit interviews.”
- Maintain high academic standards for all students regardless of race, sex, socioeconomic standing, gender identity, and/or sexual orientation. High standards promote intellectual development as students are confronted with challenges that require new and different responses that result in enlargement of one’s meaning-making capacity, differentiation of one’s cognitive reasoning, and integration on higher levels.

¹ Retention is defined as “undergraduate one-year retention” as stated in “State of Diversity 2009” report; persistence, then, is defined as six-year graduation.

- A good deal of research suggests that attrition has less to do with factors in the student than with a certain constellation of activities/experiences—that is, conditions that promote student success. Thus, CCL is encouraged to partner with other units both within and without the Division to provide integrated opportunities to engage students in educationally purposeful ways (e.g., learning communities, LEAD).

References

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- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco: Jossey-Bass.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.

PART B: RECOMMENDATIONS TO THE DIVISION OF STUDENT LIFE

As indicated in its mission statement, IUPUI's Division of Student Life commits itself to supporting students through engagement. "The mission of Student Life is to empower student learning, inclusion and success through engagement" (*IUPUI Division of Student Life: 2007-08 Annual Report*). Since Campus and Community Life is responsible for engaging students through student leadership development, student organizations, and co-curricular learning, Campus and Community Life is critical to the division's ability to achieve its mission. Thus, Campus and Community Life will need to be supported by the Division of Student Life through a number of key recommendations. Campus and Community Life Program Review Committee makes the following recommendations:

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- Develop Division of Student Life Learning Outcomes – It was evident during our visit that the IUPUI Principles of Undergraduate Learning (PUL's) provide the framework of students' learning at the institution. Students were able to apply what they learn in their work with CCL to the PUL's. The Division of Student Life should build on this opportunity and develop learning outcomes in each of their departments and tie them to the University's PUL's. In this way, CCL can be viewed as a campus contributor to academic learning outcomes and speak the language of the campus.
- Institute Division of Student Life Professional Development Program – In order to strengthen the work of CCL, we recommend instituting a comprehensive division-wide professional development program. Our research indicated that other Student Life departments did not understand the overall mission and vision of Campus and Community Life. A division-wide professional development effort in which each department would present on their work would break down silos between the departments. This is especially critical for Campus and Community Life because of the multiple responsibilities the department has to achieving the division's goals.
- Planning for the IUPUI campus of the future – The Division of Student Life needs to begin planning for the future campus master plan now. Plans were discussed for increasing more students living on campus. Expectations will rise for students of including increased activity, events, and social opportunities on campus. If there is no outlet for this expectation, it may lead to increased alcohol abuse and destructive behavior. CCL is poised to meet this need by planning for increased late night and weekend programming and involving students in alternative on-campus healthy activities.
- Determine the focus of Campus and Community Life – The vision of the Student Life Division is "engaging all students." One of the criticisms that we heard was that Campus and Community Life does not serve nontraditional students well. This is often a critique

of student activities/programs offices. Since the majority of their work is with student organizations, on-campus programming, and student leadership development, it is natural that the focus of Campus and Community Life be on traditional student needs. The Division of Student Life needs to assist Campus and Community Life by sharpening the target group of its office. If the focus of CCL is predominantly on traditional students, then clearly state this. If the department must also serve nontraditional students, then help it to design programs and services that would specifically meet their needs and by providing support services such as childcare at their traditional events or by hosting traditional events at alternative times.

PART C: RECOMMENDATIONS TO THE UNIVERSITY

IUPUI is an impressive institution. We were struck with the vibrancy of the campus, its tremendous growth over 40 years and its ambitious goals for the future. Campus and Community Life can be a valuable contributor to the mission and goals of IUPUI. In order for Campus and Community Life to best support the University's goals, institutional leadership must understand and support the valuable contributions that Campus and Community Life makes to the IUPUI student experience. Campus and Community Life Program Review Committee makes the following recommendations to the University:

- Increase Campus and Community Life funding through the Student Activity Fee – We believe that the funding that Campus and Community Life currently receives from the University's student activity fee is inadequate for the students' activity needs. With the future growth of the resident student population, this funding level will be even more inadequate. Engagement in student organizations, leadership development, fraternity/sorority life, and on-campus programming requires substantial funding. Although the Student Activity Fee is \$80 per semester, Campus and Community Life only receives approximately 13% from the fee. We recommend that a benchmark study be conducted of peer institutions of their student activity fees and campus programming funding levels. There needs to be a comprehensive proposal made to increase the amount of funding CCL receives to best serve the students of IUPUI.
- Multicultural Center – IUPUI has recently established the Office of Diversity, Equity and Inclusion which includes the Multicultural Center. The purpose of the Multicultural Center is to develop programs and services that contribute to the retention and success of underrepresented students at the University. Throughout its history, Campus and Community Life has also supported underrepresented students with programs and student organizations. Throughout our interviews, there was confusion about the overlap between Campus and Community Life and the Multicultural Center. This could lead to redundancy of efforts. Also, since the Multicultural Center is not located in the Campus Center, there is concern that underrepresented students may be isolated from the rest of the student body. The University must ensure the clarity of the respective roles of each entity, encourage collaboration between the areas, and plan how to best meet the need of underrepresented students.
- Reinstitute open time slots for the campus – From the respondents, we heard that there used to be an open time slot in the class schedule during the week in which no classes were held. This provided an opportunity for speakers, programs, and activities to be held that supported classroom learning and did not interfere with class meetings. Under the implementation of a new class schedule, this open time slot was removed. We believe that this lack of a common time for all students deters from building a vibrant campus life in which learning can occur both inside and outside of the classroom.

- Enhancing the mission and vision of IUPUI – The vision of IUPUI is to be one of the best urban universities by providing excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement (*40 Years: From Idea to Impact; 2008 IUPUI Performance Report*). Campus and Community Life is well positioned to contribute to the implementation of this vision by providing cutting edge campus programming, numerous involvement opportunities, active leadership development and opportunities for students’ increased civic engagement. Thus, we recommend that the University challenge Campus and Community Life to define its contributions to the IUPUI vision and implement a comprehensive assessment effort to measure these contributions.
- Contributing to improved retention rates – According to Kuh and associates, the National Survey of Student Engagement (NSSE) indicates that students are more likely to persist if they are in an environment that intentionally engages them both inside and outside the classroom. “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus” (Kuh, 2005, p. 13). Campus and Community Life can also contribute to university retention rates by keeping students actively engaged with the IUPUI experience. What is necessary is for the University to examine student retention at IUPUI as a whole. This study should include issues of student engagement and involvement and Campus and Community Life should be a major leader of this component within the larger retention study.

References

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