

Assessment of Learning in Student Life: 2012-2013

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INTRODUCTION

During the 2009-2010 academic year, the Division of Student Life started its first-ever Division-wide plan for the assessment of student learning. It involved adopting campus-wide learning outcomes (Principles of Undergraduate Learning, or PULs), mapping programs, services, and activities to these outcomes, developing assessment tools, and discussing how best to communicate these learning outcomes to students.

In each subsequent academic year since then, three of the seven units within Student Life have consistently been measuring learning in their programs and services as mapped to PULs. This report provides an overview of assessment results from the Campus Center, Counseling and Psychological Services (CAPS), and the Office of Student Involvement (OSI) during the current 2012-2013 academic year. Data for each unit's learning outcomes and assessment measures are presented followed by brief notes on how each unit will use these data for improvement.

For the upcoming 2013-2014 academic year, the Division has developed a new plan for assessing learning across all seven of its units. This plan will be discussed in greater detail at the concluding section of this report.

CAMPUS CENTER

The Campus Center is a center for campus life that complements the mission of IUPUI in service to, partnership with, and support of students, faculty, staff, and the greater Indianapolis community. It is the goal of the Division of Student Life that students' co-curricular experiences, including student employment, provide them with opportunities to enhance their learning within the categories defined by the campus in the Principles for Undergraduate Learning.

Assessment of Learning – Campus Center Student Employees

This is the second year of data collection on student learning among Campus Center employees. This report shows results for the Building Manager position from 2012 and 2013, and also for the Area Manager position which was a new position created in Fall 2012. In both cases, the self-assessment instrument was designed to show the extent to which the Campus Center employment experience provided students with opportunities to enhance their learning in a variety of ways, as mapped to the PULs. The compiled results follow.

Building Managers

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	2012 % = "agree" or "strongly agree"	2013 % = "agree" or "strongly agree"
Core communication and Quantitative Skills (PUL1)	Effectively exchange information with a variety of people of different ages, backgrounds, etc.	100% (n=8) (mean=3.63)	100%(n=7) (mean=3.71)
	Identify resources to solve problems or answer questions	100% (n=8) (mean=3.50)	100% (n=7) (mean=3.57)
	Give instruction and delegate responsibility in a management/supervisory role	100% (n=8) (mean=3.50)	100% (n=7) (mean=4.00)
	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=8) (mean=3.50)	100% (n=7) (mean=4.00)

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	2012 % = "agree" or "strongly agree"	2013 % = "agree" or "strongly agree"
	Operate educational technology equipment	100% (n=8) (mean=3.63)	86% (n=7) (mean=3.43)
	Use computer software	75% (n=8) (mean=3.00)	86% (n=7) (mean=3.14)
	Communicate in a professional and reasoned manner in confrontational or emergency situations	100% (n=8) (mean=3.63)	100% (n=7) (mean=3.57)
	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=8) (mean=3.63)	100% (n=7) (mean=3.71)
Critical Thinking (PUL 2)	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=8) (mean=3.63)	100% (n=7) (mean=3.71)
	Apply knowledge learned during training to real job scenarios	100% (n=8) (mean=3.50)	71% (n=7) (mean=3.14)
	Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement	100% (n=8) (mean=3.50)	100% (n=7) (mean=3.43)
Intellectual depth, breadth, and adaptiveness (PUL 4)	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=8) (mean=3.50)	100% (n=7) (mean=4.00)
	Understand subjects other than the one in which I am majoring	88% (n=8) (mean=3.25)	100% (n=7) (mean=3.57)
Understanding society and culture (PUL 5)	Effectively exchange information with a variety of people of different ages, backgrounds, etc.	100% (n=8) (mean=3.63)	100% (n=7) (mean=3.71)
	Describe people's different ways of life, including religion, ethnicity, sexual and gender orientation, and race	100% (n=8) (mean=3.50)	100% (n=7) (mean=3.29)
	Describe the general connection between IUPUI and the community in which it is located	88% (n=8) (mean=3.50)	86% (n=7) (mean=3.00)
	Respect the views of people who see things differently than I do	100% (n=8) (mean=3.75)	100% (n=7) (mean=3.86)
Values and ethics (PUL 6)	Make informed and principled choices and foresee the consequences of these choices	100% (n=8) (mean=3.75)	100% (n=7) (mean=3.43)
	Apply my set of values and ethics to a specific situation	100% (n=8) (mean=3.63)	100% (n=7) (mean=3.43)

Area Managers

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	2013 % = "agree" or "strongly agree"
Core communication and Quantitative Skills (PUL1)	Effectively exchange information with a variety of people of different ages, backgrounds, etc.	100% (n=4) (mean=3.50)
	Identify resources to solve problems or answer questions	100% (n=4) (mean=4.00)
	Give instruction and delegate responsibility in a management/supervisory role	100% (n=4) (mean=4.00)

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	2013 % = "agree" or "strongly agree"
	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=4) (mean=3.50)
	Operate educational technology equipment	75% (n=4) (mean=)
	Use computer software	50% (n=4) (agree only) (mean=3.00)
	Communicate in a professional and reasoned manner in confrontational or emergency situations	100% (n=4) (mean=3.25)
	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=4) (mean=3.25)
Critical Thinking (PUL 2)	Contribute to a team approach to accomplishing tasks and solving problems	100% (n=4) (mean=3.25)
	Apply knowledge learned during training to real job scenarios	100% (n=4) (mean=3.75)
	Analyze processes, based upon on-the-job experiences, to identify opportunities for improvement	100% (n=4) (mean=3.75)
Intellectual depth, breadth, and adaptiveness (PUL 4)	Assess a particular conflict or emergency situation and identify and implement an approach for resolving it	100% (n=4) (mean=3.50)
	Understand subjects other than the one in which I am majoring	100% (n=4) (mean=3.75)
Understanding society and culture (PUL 5)	Effectively exchange information with a variety of people of different ages, backgrounds, etc.	100% (n=4) (mean=3.50)
	Describe people's different ways of life, including religion, ethnicity, sexual and gender orientation, and race	75% (n=4) (mean=3.25)
	Describe the general connection between IUPUI and the community in which it is located	100% (n=4) (mean=3.50)
	Respect the views of people who see things differently than I do	100% (n=4) (mean=3.75)
Values and ethics (PUL 6)	Make informed and principled choices and foresee the consequences of these choices	100% (n=4) (mean=4.00)
	Apply my set of values and ethics to a specific situation	100% (n=4) (mean=3.75)

Use of Results in Campus Center Student Employment

The PUL assessment data collected from Building Managers in 2012 informed practice in a number of ways and led to enhanced student learning in a few notable areas. First, an Area Manager position was initiated in December 2012 in order to provide more student staff members the opportunity to build advanced skills and apply higher-level planning, organization, and problem solving to their work situations, similar to the level of opportunity provided to the Building Manager (though different in terms of specific tasks). As indicated in the results of the assessment, the Area Managers indicated that they at least agreed (mean score of 3.00-3.99) that their abilities had increased in all the areas of learning referenced, with the exception of one (use of computer software).

Second, the use of technology in the Building Manager role was increased with the implementation of a web-based staff scheduling program, as well as the use of numerous Google docs to track information. In addition, a few of the Building Managers assisted the Coordinator for Technical Services in preparing for the transition of the Building Manager clipboard to an iPad. Though no data were available to specifically correlate these things to the assessment results, these opportunities could have contributed to an increase in the mean response to the question about the use of computer software (Q6) from 3.00 to 3.14. The new iPad “clipboard” will be introduced in daily practice in the coming year, which will provide another significant opportunity for the Building Managers in this area.

The mean score for Building Managers’ responses to questions about giving instruction and delegating responsibility in a management/supervisory role (Q3) and assessing a particular conflict or emergency situation and identifying and implementing an approach for resolving it (Q4) increased from 3.50 to 4.00, where 4.00 indicates strong agreement ability increased as a result of the student’s work experiences. This increase could be attributed to concerted efforts during training and meetings to empower the Building Managers to take charge of their shifts and direct the work of the other staff, as well as a change to their job responsibilities to include the authority to issue verbal warnings to student staff for policy violations or performance issues as part of the Corrective Action Procedures. We also increased the focus on emergency management in Building Manager training.

Area Managers had high mean scores to questions about identifying resources to solve problems or answer questions (Q2, 4.00) and analyzing processes, based upon on-the-job experiences, to identify opportunities for improvement (Q10, 3.75). This likely correlates to their being in brand new positions in a significantly revamped organizational structure, where they had to do a great deal of experimenting and problem solving related to procedures and planning.

The Building Manager data were collected for the second consecutive year. The Area Manager data are baseline data. Efforts to expand this type of assessment in the future will coincide with the finalization of the Principles for Co-Curricular Learning being developed by the Division (see the conclusion of this report for more details). In the coming academic year, the Campus Center professional staff’s goals related to the Building Managers and Area Managers include enhanced training related to leading teams and confronting performance issues, as well as continued enhancement of training related to emergency management. In relation to assessment of learning, a new dimension will be added to the survey instrument that will help to identify specific experiences that have the strongest impact on the students’ learning.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

This unit provides direct professional psychological services including counseling, assessment, crisis response, and referral that are accessible to and provide for the general well-being of all IUPUI students. Services also include consultation to the campus community and training experiences for graduate student counselors.

CAPS has measured student perceptions, clinical progress, and learning using several instruments throughout the previous years. These measures currently include a client-reported satisfaction survey in the latter part of fall and spring semesters, the Counseling Center Assessment of Psychological Symptoms (CCAPS), and clinician assessments. In 2010, items were added to a routinely-administered satisfaction survey to address specific learning outcomes. The CCAPS was first implemented in 2010 and baseline data were collected in 2010-2011. Outcome findings for individual counseling were as follows:

Individual Counseling in CAPS

Outcome Statement and Measure	2012-13
<p>Students will implement healthy behaviors as a result of personal counseling (PUL 2).</p> <ul style="list-style-type: none"> • CCAPS scores on eating, hostility, substance use will decrease. 	<p>Clients with incoming problem areas showed significant improvements (i.e., decrease in CCAPS scores) in issues related to</p> <ul style="list-style-type: none"> • eating (15%), • hostility (23%) and • substance use (12%).
<p>Students will experience reduction of symptoms and improved functioning as a result of personal counseling (PUL 3).</p> <ul style="list-style-type: none"> • CCAPS scores on depression, anxiety, and academic distress will decrease. • CCAPS score for overall distress will decrease. • Counselor assessment of SI, HI, and AI will decrease and GAF will increase. • Counseling goals will be achieved. 	<p>Clients with incoming problem areas showed significant improvements in issues related to</p> <ul style="list-style-type: none"> • depression (41%), • anxiety (25%), and • academic distress (25%). <p>40% of clients reported a significant decrease in overall emotional distress</p> <p>35% of clients with initial thoughts of self-harm reported a complete elimination of those thoughts on the CCAPS.</p> <p>Based on counselor ratings, 34% of incoming clients had at least some thoughts of self-harm; this was reduced to 13% at the time services were terminated.</p> <p>Based on counselor ratings, nearly 5% of incoming clients had thoughts of harming others; this was reduced to ~3% at the end of services.</p> <p>25% of those with initial thoughts of harming</p>

Outcome Statement and Measure	2012-13
	<p>others reported elimination of those thoughts on the CCAPS.</p> <p>Counselors determined that >80% of clients that engaged in at least three sessions either partially-achieved or achieved their counseling goals.</p>
<p>Students will be able to clarify and make choices based upon personal values and make healthier life choices as a result of seeking personal counseling (PUL 6).</p> <ul style="list-style-type: none"> • Related questions on satisfaction survey. 	<p>About 76% of respondents indicated they agree or strongly agree they were “able to make more decisions based on my own values and priorities since coming to CAPS.”</p> <p>Over 71% of respondents indicated they “made healthier life choices” as a result of seeking counseling at CAPS.</p>
<p>Students will demonstrate academic success as a result of personal counseling. (PUL3)</p>	<p>Approximately 57% of students responding to the CAPS’ survey indicated services contributed to improved academic performance.</p> <p>Just over 50% of students reported CAPS’ services helped them to remain enrolled at IUPUI.</p>

Use of Results for Personal Counseling in CAPS

These results demonstrate consistent improvements in observed and self-reported symptoms and behavior of CAPS clients. Furthermore, the impact of CAPS’ services on academic performance and retention are notable. These results will be used to compare with past and future data to identify areas in need of increased clinical attention (clinician training, groups) and programming. For example, the relatively low improvement rates for eating and substance use concerns indicate a need for more clinical training and development in these areas. Assessment of learning outcomes for outreach activities will be implemented in the upcoming year. In addition, retention and graduation rates for students accessing CAPS’ services will be analyzed and compared to their peers to more objectively assess the impact of CAPS’ services on academic performance.

OFFICE OF STUDENT INVOLVEMENT (OSI)

The Office of Student Involvement has a rich set of data for assessing learning across its numerous programs. In this report are only some strong highlights from a wider array of programs that occurred during the 2012-2013 academic year. To see the full report online, visit OSI's website at <http://life.iupui.edu/osi>.

Lead IUPUI

Lead IUPUI was developed and implemented in the fall of 2007 and has continually grown each year. It is a co-curricular leadership program that consists of a diverse array of sessions and activities in which students can participate throughout the year. Intentional assessment was conducted in the 2012-2013 academic year on a variety of programs within Lead IUPUI including Student Organization Leadership Development workshops, Project Leadership, Catalyst, Cultural Leadership Luncheons, the Leadership Consultant student organization, Leadership Foundations, Freedom Rides, and the Advancing Women Mentoring Program. Only the latter three programs appear in this summary report, but the full report for Lead IUPUI is available on the OSI website at <http://life.iupui.edu/osi>. This report outlines the data with a focus on the Principles of Undergraduate Learning, what students learned through participation, and how these data can be used for future program improvements.

Guiding Leadership Definition

Leadership is a values-based process toward the goal of positive change. By reflecting on who we are and how we engage with others, we learn to partner toward a common purpose. Lead IUPUI provides educational experiences that support this process and facilitate students' development as inclusive leaders in their communities.

Leadership Foundations Program

Leadership Foundations is a monthly series that includes workshops on topics covering foundational and relevant leadership skills as well as more complex subjects. Leaders both from IUPUI and the Indianapolis community facilitate the seminars. In these seminars, students are challenged to learn more about themselves, working with others, and their community. Students complete an evaluation in the workshop and then are asked to complete an online reflection through a follow up email.

8 programs

Total number of attendees: 103

Total number of evaluations: 83

Principle of Undergraduate Learning	Measure (4-point scale of "strongly disagree" to "strongly agree")	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> This seminar will help me to communicate with others about my personality and leadership style. This seminar provided me with skills to communicate ideas and information. As a result of this seminar, I am able to describe the impact that communication has on my work as a leader and on teams. 	96% indicated "agree" or "strongly agree" (n=31)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> This seminar provided me with critical thinking skills to systematically review my 	100% indicated "agree" or "strongly agree" (n=70)

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
	ideas about how to approach an issue. <ul style="list-style-type: none"> • This seminar allowed me to develop new ideas about how to work with someone with a different personality type. • This seminar provided me with critical thinking skills to systematically review my ideas about how to communicate as a leader. • This program provided me with skills to generate new ideas or ways to improve the balance in my life. • This program provided me with skills to generate new ideas or ways to prevent burnout. • As a result of this seminar, I am able to define strategies for working with others based on their unique communication style. 	
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> • This seminar will help to enhance my personal life. • This program will enhance my personal life. • What I learned today in this seminar will enhance my personal life. 	100% indicated “agree” or “strongly agree” (n=59)
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> • This program provided me with skills to work effectively with people who are different than me. • This program provided me with skills to respect the views of people who see things differently than I do. • This program provided me with skills to solve a problem or address an issue. 	100% indicated “agree” or “strongly agree” (n=43)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> • This program provided me with skills to recognize my personal values and ethics. • This program provided me with skills to apply my values and ethics to a specific situation. • This program provided me with skills to identify issues of personal importance and recognize my personal values. 	100% indicated “agree” or “strongly agree” (n=23)

Selected participant comments that support Core Communication and Quantitative Skills:

What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

- “My communication style and how to better understand other styles.” (Communication Strategies for Leaders)

- “I learned how communication styles play an important role in how individuals lead, more specifically for myself. It provided me with an opportunity to learn more about my own communication styles and how I can utilize them to become a strong leader.” (Communication Strategies for Leaders)
- “My leadership tendencies/personality, and how I can use that to benefit my communication with peers.” (Communication Strategies for Leaders)

Participant comments that support Critical Thinking:

What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

- “I was introduced to the term SMART goals and how to set them. It is important to create goals that are specific, measurable, attainable, realistic, and timely. I have not followed this rule very often in my life. The life experiences I have that relate to this program are the way in which I have not created a balance in my life to include SMART goals. I spend a lot of wasted time on things that do not need my attention. I will use this information in the future to create balance in my life in an effort to live a more healthy lifestyle.” (The Drive to Lead: Exploring the Motivations Behind Leadership)
- “I learned that it is important when dealing with someone who has a different style than my own to accommodate them. This is also a good aspect to learn when working on leadership qualities as you have to be able to work well and efficiently with others.” (Communication Strategies for Leaders)
- “I realized a successful leader needs to be righteous, but also needs to carefully choose, plan and win the battles to achieve social justice. Both the leadership establishment and the social justice achievement is a gradual process, both of which require patience and strategies. I think in the future, I will practice the systematic leadership skills I learned in the seminar to contribute to promote social justice.” (Social Justice Through the Lens of Leadership)

Participant comments that support Integration and Application of Knowledge:

What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

- “I learned that if you see symptoms of high stress or burnout that you should talk to someone and seek help. I can relate to the program because I, myself am involved in over 6 organizations/clubs and hold leadership positions in 3. I know what it means to be actively busy. I will use this information by sharing it with my friends, peers, and co-workers who show signs of burnout.” (Maintaining the Passion)
- “The program talked about the importance of “Me” and how this can affect your leadership and deliverables in the every aspect of life. I found that leadership definition differs depending on your age. I learned from the exercise (since I had a lot of S’s) that I’m working to gain my balance and hopefully that will empower me to be a good leader. Attending the seminar emphasized that to be productive at work, you need to be motivated and charged.” (Finding Your Balance: Managing Work, Life and Leadership)

Participant comments that support Understanding Society and Culture:

What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

- “It was interesting to learn about the differences between diversity, multiculturalism and social justice and how they correlate.” (Social Justice Through the Lens of Leadership)

- “How to deal w/ conflict-how to talk/communicate through these issues.” (Leading Through Conflict)
- “It was interesting to learn about the different personality styles. Learning this information allows me to better understand other individuals as well as myself. I am in the social work program so this information relates to me. I am always interested to learn about personality styles. In the future it will allow me to better understand coworkers as well as clients.” (Discovering Your Leadership Identity: Exploring the MBTI)
- “I learned how to deal with conflict and conflict issues in my organization. Being in a sorority with eighty other women tends to have a lot of drama and conflict so this session was perfect for learning how to mediate and deal with issues.” (Leading Through Conflict)

Participant comments that support Values and Ethics:

What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

- “I learned that in order to leave a legacy you have to stay committed.” (Leaving a Leadership Legacy)
- “The area I am most interested in is assisting individuals with disabilities and helping them get what they need to succeed. This would fall under social justice as one of the purposes is to make sure the people who fall in this category receive the accommodations they need.” (Social Justice Through the Lens of Leadership)

Freedom Rides

The second annual Freedom Rides was an experiential trip Memphis, Tennessee held over spring break. The initiative examined current and past social justice movements. Through visits with community leaders, small groups, community service projects, trips to historical landmarks, and other instructional materials, students compared the leadership styles of past civil rights leaders to movements of today. This trip was grounded in the Social Change Model for Leadership Development. Students identified personal passions and strengths around social justice (individual values), were able to apply that information to IUPUI and other communities they are a part of to work towards change (group values), and connected this with larger societal issues regionally, nationally, and globally (society/community values). Students were also able to define and create a personal action plan on social justice issues of personal importance.

Freedom Rides Participants were asked daily reflection questions which progressively became more complex each day. They included the following:

Day One

- What is Social Justice?
- How would you describe your leadership style?
- What aspects of the Social Change Model of Leadership (if any) connect with your personal leadership style?

Day Two

- As a result of participating in the service project at the Refugee Empowerment Program, what did you learn about social justice?

- How can you apply what you learned from the mini research project this afternoon to living out your own vision for social justice?
- Have your life experiences influenced how you understand your social identities?
- How do your values impact your approach to leadership?

Day Three

- What messages from your life experiences have you received about racial inequity?
- Did you connect with a Civil Rights leader as a result of the Social Change Model of Leadership activity at the National Civil Rights Museum? If so, how?
- What is one thing you will take away from your visit to the National Civil Rights Museum?

Day Four

- How do social justice and vulnerability relate to each other?
- How does the Archie Bunker's Neighborhood activity compare to reality?
- What did you learn about the Civil Rights Movement as a result of the historical tour and Underground Railroad museum?
- Describe Malcolm X's leadership style: 1) before converting to Islam, 2) After jail, and converting to Islam and 3) After his pilgrimage to Mecca

Day Five

- What role do leadership and social justice play in social activism?
- What did you learn as a result of participating in the visioning process this morning?
- Based on our visit to the Rock n' Soul Museum, what role do you think music played in past social movements? What role (if any) do you think music plays in the social movements of today?

Freedom Ride participants completed an evaluation at the conclusion of the trip. In addition to the scale questions listed below, students were also asked several open-ended questions, including:

- What was the most helpful aspect of the Freedom Rides?
- What was the least helpful aspect of the Freedom Rides?
- What is one thing we could do to improve the trip in the future?
- What did you learn at Freedom Rides? What will you take away from this trip?
- Has the trip helped you explore social justice issues? If so, how?
- Did the Social Change Model for Leadership Development provide you a good foundation for exploring leadership change and social justice on this trip? If so, how?
- What individual identities impact your view of social justice? Did you explore these on your trip? If so, how?
- Are there personal actions you plan to take as a result of this trip? If so, what?
- Was there a social justice leader you connected with on this trip? If so, what?
- What did you learn about yourself and your leadership style on this trip?
- How would you describe your small group experience?
- How would you describe your experience on the trip to your friends and classmates?

Total Number of Attendees: 25
Total Number of Evaluations: 21

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none"> Freedom Rides helped me develop the skill of communicating within a team 	90% indicated “agree” or “strongly agree” (n=21)
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> Freedom Rides provided me with the critical thinking skills to generate new ideas or ways to improve things. 	100% indicated “agree” or “strongly agree” (n=21)
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> Freedom Rides caused me to think about how to solve a problem or address an issue. 	95% indicated “agree” or “strongly agree” (n=21)
Understanding society and culture (PUL 5)	<ul style="list-style-type: none"> Freedom Rides provided me with a greater understanding of respecting the views of people who see things differently than I do. Freedom Rides allowed me to effectively work with people from different races, ethnicities, and cultures. 	93% indicated “agree” or “strongly agree” (n=42)
Values and ethics (PUL 6)	<ul style="list-style-type: none"> Freedom Rides helped me recognize my personal values. 	86% indicated “agree” or “strongly agree” (n=21)

Selected participant comments that support Core Communication and Quantitative Skills:

How would you describe your small group experience?

- “It allowed me to speak from a different perspective.”
- “The small group was a very effective means to have conversation.”
- “We had great group dialogue.”
- “We talked in a very open and comfortable about deep and important topics.”
- “It brought good discussion.”

Selected participant comments that support Critical Thinking:

What did you learn at Freedom Rides? What will you take away from this trip?

- “I learned to be more open and vulnerable. I learned how to be a leader.”
- “I learned more about privilege and how knowing about it is the first step in being aware.”

Has the trip helped you learn about social justice? If so, how?

- “It allowed the opportunity to identify how programs I'm involved applied to social justice.”
- “Yes, it has helped me to know a change must happen all people deserve to be treated fairly.”

How would you describe your small group experience?

- “Eye opening, opinion changing, thought provoking.”

- “Well facilitated and deeply thought.”

Selected participant comments that support Integration and Application of Knowledge:

What did you learn on the Freedom Rides trip? What will you take away from this trip?

- “I learned that leaders take chances and not sit around and wait for change.”
- “It really enabled me to see first hand the sites and hear the stories of the "not so pretty" side of American history.”
- “My participation matters. Action must be taken.”
- “Prior to the trip, I had a decent idea of different leadership styles, but on this trip I was given the tools and ideas of carrying out leader like qualities.”

Are there personal actions you plan to take as a result of this trip? If so what?

- “Yes, I plan to get more involved in the community.”
- “I plan to pursue my passion for economic equality in America.”
- “Yes I definitely will speak up when I see injustice.”
- “Yes, I want to become more actively involved in pro-choice rally's etc.”
- “I'm going to start working through my goals based on what I created on my action sheet, with the ending goal to be improving the literacy of elementary students”

What did you learn as a result of participating in the visioning process this morning? (Day Five Daily Reflection Question)

- “I got inspired and hope to start making different programs that will support the community.”
- “Participating in the vision process gave me a good idea of what I want to focus on in Indianapolis.”

Selected participant comments that support Understanding Society and Culture:

What did you learn on the Freedom Rides trip? What will you take away from this trip?

- “My passion for social justice was refueled on this trip.”
- “What it's like to be a part of the minority group. I will take away from this trip what social justice means.”
- “I learned more about the civil rights movement.”

Has the trip helped you learn about social justice? If so, how?

- “Yes, it has helped me to know a change must happen all people deserve to be treated fairly.”
- “Yes, I learned that everyone deserves social justice no matter what their background may be.”

What is Social Justice? (Day One Daily Reflection Question)

- “Educating and discovering the beauty of differences. Social justice allows us to appreciate the equality and equity of all people no matter the differences they may have.”
- “Social justice is creating a positive change in order to create a better world among us.”

- “Equal participation of all groups in society that is designed to meet the needs of people. A distribution of resources is equal and all members are physically and psychologically safe and secure.”
- “Social justice is understanding and acceptance of others culture and ethnic background respectfully.”
- “Social justice is an ongoing process of creating equality and equity for all people.”

How can you apply what you learned from the mini research project this afternoon to living out your own vision for social justice? (Day Two Daily Reflection Question)

- “All people need to be treated with the basic human rights.”
- “Understand the resources in the community which make positive impact on people and remember that building partnerships in the community is a two way street.”
- “I now have a better understanding of what may cause the individual to seek refuge which helps me become more interested in the process and see deeper into the issue.”
- “I have learned to look past the labels that I place on someone. To not make assumptions about an individual. My vision would be to not make general assumptions about others.”

Have your life experiences influenced how you understand your social identities? (Day Two Daily Reflection Question)

- “My life experiences have shaped my identities, or how I identify, because of this, my identities change as I gain new experiences.”
- “I consider my sexuality a lot because it’s something that contradicts my family’s beliefs. Because, my family and my sexuality are at conflict I have to or choose to keep peace by finding this refuge in myself.”

What did you learn as a result of participating in the visioning process this morning? (Day Five Daily Reflection Question)

- “How much I ignore, unconsciously, the problems around me so that I don’t feel responsible for changing them.”
- “I’m very passionate about what is affecting our lives and how things haven’t changed much from the past.”

What role do leadership and social justice play in social activism? (Day Five Daily Reflection Question)

- “You have to be in congruence and want to strive for some form of equity.”
- “They are necessary components to social justice because we need leaders to pave the way and activists to make the cause well-known.”
- “Social activism must be gearing toward goals that result in social justice. Leadership allows for social activism to occur in an efficient manner.”
- “Leadership and social justice go hand in hand to ensure that social activism is able to accomplish their goal of more equality among minority groups.”

- “Leadership and social justice are parts of social activism because you need both to make a change.”

Selected participant Comments that support Values and Ethics:

What did you learn on the Freedom Rides trip? What will you take away from this trip?

- “Everyone has different view points and approach issues in different ways w/ different mindset.”
- “That we all need to hold others accountable. And it inspired me to start a revolution with different programs.”

How would you describe your small group experience?

- “Great discussion and different points and views.”
- “We talked in a very open and comfortable about deep and important topics.”

How do your values impact your approach to leadership? (Day Two Daily Reflection Question)

- “They help me remain an understanding leader that teaches others to learn from their mistakes.”
- “Well, my values are about compassion, helping, balance and establishing intimacy, which help with how I lead and encourage people.”
- “I’m a caring person and compassionate person and I think that reflects in the way I lead people, I put others before myself.”
- “My values fuel my energy in my leadership practices. Since I have such a strong social focus, my leadership style is centered on encouraging other people to serve.”
- “I don’t value recognition or power very much, so I am more of a “background” leader. I try to lead by example and not take charge. One the other hand, I value learning, most of all. So if I hear someone saying something offensive and intolerant, I’ll tell them that what they said isn’t okay. I’ll “take charge” in that instance.”
- “My values impact my approach to leadership by defining who I am as a person. I am finding out how beautiful my personality is again.”

Advancing Women Mentoring Program

Offered in partnership with LEAD IUPUI and the Office for Women, the **Advancing Women Mentoring Program** exists to empower individuals toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Students had the opportunity to be mentored throughout the year by IUPUI faculty and staff and all are encouraged to participate in activities and events offered by the Office for Women. Specifically, the program highlighted topics pertaining to the advancement of women both in the university and the workplace. This program is open to all students, faculty, and staff with an interest in this subject.

Students completed an online evaluation at the end of the first semester and at the end of the year. The gender and communication workshop also included an online evaluation and those results are also included.

Total number of participants: 23

Total programs assessed: 3

Total number of evaluations: 17

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ul style="list-style-type: none">This program provided me with skills to communicate ideas and information.	100% indicated “agree” or “strongly agree” (n=4)
Critical Thinking (PUL 2)	<ul style="list-style-type: none">This program provided me with skills to generate new ideas or ways to improve my communication skills.This program provided me with skills to discuss challenges of communication with my peers, mentors, and mentees.	100% indicated “agree” or “strongly agree” (n=8)
Understanding society and culture (PUL 5)	<ul style="list-style-type: none">This program improved my understanding of issues facing women in the workplace and on college campuses.	100% indicated “agree” or “strongly agree” (n=6)

Participant comments that support Core Communication and Quantitative Skills:

What have you learned this semester as a result of the mentoring program?

- “We've talked a lot about negotiating a faculty job offer and mothering in academia. Exactly what I needed.” (Mid-year survey)
- “I have been able to talk to the IUPUI police chief and spoke with the directors of IUPUI's EOC. I've learned the information is all around us, it takes a special person to point you in the right direction.” (Mid-year survey)

What do you feel has been the biggest benefit of participating in the program?

- “My mentor really helped me utilize resources on campus to help me truly succeed in my classes. I am ADD and she encouraged me to contact campus resource to help me better utilize resources available.” (End of the year survey)

Participant comments that support Critical Thinking:

What did you learn as a result of this program?

- “The flexibility of my major was beyond my comprehension.” (End of the year survey)

End of the year program large group reflection – What did you learn from this program?

- “[My mentor] really took my very narrow-minded track of where I thought I would go in my major and as far as employment goes and things of that nature. She really took it and broadened my horizons and introduced me to people that I would not have otherwise had connections with. It has really changed and has really shaped what I would like to do in the future... so I guess I am really back to the drawing board as far as that goes.”

Participant comments that support Integration and Application of Knowledge:

What have you learned this semester as a result of the mentoring program?

- “How to develop into a more professional individual. How to grow in my confidence. I have also learned that being human in the professional and academic world is okay, and that it is more

about showing up, being prepared, and managing your time well than being perfect.” (Mid-year survey)

How will you apply the information you learned from this experience in the future?

- “I will take this knowledge into consideration for when I go on to further my academic and professional career.” (End of the year survey)

Participant comments that support Understanding Society and Culture:

What did you learn as a result of this program?

- “The program provided great insight into the intersections of gender and leadership in the workplace. I learned great tips on how to navigate leadership as a professional woman.” (Gender and Communication Workshop)
- “I attended lectures held by the program last fall semester and learned useful skills to manage my own life and think about women's role in the society.” (End of the year survey)
- “Personality in the workplace, connections, how to get involved on campus, what’s appropriate in the workplace, men v women in the workplace.” (End of the year survey)

Participant Comments that support Values and Ethics:

What do you feel has been the biggest benefit of participating in the program?

- “I attended lectures held by the program last fall semester and learned useful skills to manage my own life and think about women's role in the society. I gained much support and valuable advice from my mentor and the program when I meet difficulties. [My mentor] also provided me a lot of useful suggestions and information of how to study and prepare for a academic career. All are very important for me to keep on performing excellence in my graduate student life.” (End of the year survey)

How will you apply the information you learned from this experience in the future?

- “I will apply the information I learned from my mentor and the program to helping other women to find confidence in themselves and to achieve success. I will start from encouraging women around me; one year later, when I do not need to take courses and have more flexible schedule, I will volunteer in non-profit organizations focusing on disadvantaged women, such as "YWCA" or "Battered Women", to help women with trauma to build their life goals and walk out of the shadows. I also plan to conduct independent research on gender disparity.” (End of the year survey)

Use of Results for Lead IUPUI

(Leadership Foundations Program, Freedom Rides, Advancing Women Mentoring Program)

At the close of Lead IUPUI’s sixth academic year and fourth annual assessment report, it is evident that there are areas for growth and development for the future.

- The self-reported data from students who participated in Lead IUPUI events is very positive and supports that student learning is occurring in many different outcome areas. It supports the value of Lead IUPUI and out of the classroom experiences at IUPUI. It is clear that students are learning as a result of their participation in these programs.

- In comparison to data from the previous year, the results are very similar and support the value of Lead IUPUI over an extended period of time. Different groups of students have reported similar types of growth over the last four years.
- In last year's assessment report for Lead IUPUI, recommendations were given to have more long-term experiences. Advancing Women Mentoring Program and Freedom Rides continue to have positive results. More long-term programs and experiential trips should be explored. In collaboration with Civic Engagement and Community Service, a residence-based learning community in the residence halls is being explored for the 2014-2015 academic year.
- While there are very positive results from the Leadership Foundation program, some students only attend a few programs and not the entire series. In addition, outside community speakers in this program sometimes make it difficult to ensure content addresses intended learning outcomes. Staff members are currently restructuring this program to become a cohort-based program for first year students in order to ensure continuity and extended learning opportunities.
- The qualitative comments on the assessment report continue to improve and help to share the learning story. Based on previous assessment reports, daily reflections were added to the Freedom Rides program and a focus group was held for the Advancing Women Mentoring Program. Both have added important context this year to better understand the nature of how the students learned. More focus groups and guided reflection should be explored for the future.
- While there is comprehensive program evaluation for Lead IUPUI programs, staff members consult regularly and present leadership development sessions to campus and community partners. This should be better assessed. In addition, several students participate in multiple Lead IUPUI programs, but assessment is limited to the specific programs and does not capture the possible cumulative effect of participation in multiple programs.
- While the results are very positive for the leadership program overall, more analysis should be done on critical feedback, looking for patterns for the small number of critical comments provided.
- Currently, the program only uses self-reported assessment measures. More direct assessment methods should be explored in the future.
- After reading through the data from each program, it seems as if more specific qualitative comments come from the web-based reflections administered after an event, as opposed to paper-based instruments administered on-site. However, there is a higher percentage of quantitative responses and completion from paper evaluations completed on site. While both types of instrument delivery are helpful, as a result of these analyses it would be beneficial to leave more time at the end of programs for students to spend more time on their evaluations as well as more space on the physical evaluation for more feedback. Additionally, follow-up reminders will be sent for online reflections in order to increase the likelihood of a higher response rate.
- Since the Lead IUPUI assessment procedures have been completed in the past four years, it is time to review the assessment program, taking a comprehensive look at the PULs and Lead Outcomes to see if certain outcomes could be covered more or less throughout the entire program. Additional consideration should be given to the new Principles of Co-Curricular Learning from the Division of Student Life, covered in more detail at the end of this report.

The remainder of this section from the Office of Student Involvement moves away from Lead IUPUI and into other areas of activity in this office, including Alternative Spring Break, Academic Student Organizations, and Fraternity and Sorority Life.

Alternative Spring Break

Alternative Spring Break is a group of alcohol and drug free, service-based trips focused on specific social issues. The ultimate goal of alternative breaks is to create life-long active citizens, or people that put the community first in their thoughts and actions. Through this experience, participants are given the skills to understand their role in society and how they wish to be an agent for positive social change.

Thirteen student leaders (ASB Trip Leaders) from the Sam H. Jones Community Service Scholarship Program attend training sessions during the fall semester to learn how to plan each trip, including selecting the social issue examined, community partner(s) at which service will occur, lodging, and daily reflection activities. This year, the social issues that were focused on and their locations were:

- Hunger and homelessness in Atlanta, Georgia
- HIV/AIDS in Atlanta, Georgia
- Domestic violence in Columbia, Maryland
- Access to food and sustainability in Paris, Virginia
- Immigration in Dallas, Texas
- People with disabilities in Mayville, Michigan
- Disaster relief in New Orleans, Louisiana, and
- Community engagement in Charleston, South Carolina

Participants attended up to three pre-trip meetings, one with all trip participants, and the remaining with their Trip Leaders. Through these meetings, the alternative break trip, and one post-trip re-orientation meeting, participants examined a current social issue, directly served at a community partner site(s) working to address the social issue, became educated about the social issue (both in pre-trip meetings and through orientation with the community partner), and reflected about how to connect what they experienced and learned on the trip to their everyday lives. Throughout this experience, participants were challenged to examine their own identities, privileges, and oppressions in terms of the social issue. They also identified their individual passions and strengths around social justice and reflected on how to apply their experiences back within IUPUI and the Indianapolis community.

Total Number of Participants (excluding Trip Leaders and Faculty/Staff Advisors): 58

Total Number of Evaluations: 23

Principle of Undergraduate Learning	Measure (5-point scale of “strongly disagree” to “strongly agree”)	Results
Core Communication and Quantitative Skills (PUL 1)	<ul style="list-style-type: none"> • As a result of participating in Alternative Breaks, I am better able to communicate as a team 	<ul style="list-style-type: none"> • 100% indicated “agree” or “strongly agree” (n=23)
Integration and Application of Knowledge (PUL 3)	<ul style="list-style-type: none"> • As a result of participating in Alternative Breaks, I understand the root causes of the social issue that my trip worked with 	<ul style="list-style-type: none"> • 96% indicated “agree” or “strongly agree” (n = 22)

Principle of Undergraduate Learning	Measure (5-point scale of “strongly disagree” to “strongly agree”)	Results
	<ul style="list-style-type: none"> As a result of participating in Alternative Breaks, I realize that I cannot effectively make social change without being educated on a social issue 	<ul style="list-style-type: none"> 65% indicated “agree” or “strongly agree” (n = 15)
Understanding Society and Culture (PUL 5)	<ul style="list-style-type: none"> As a result of participating in Alternative Breaks, I have a clear understanding of the social issue that my trip focused on As a result of participating in Alternative Breaks, I am aware of how stereotypes can affect certain populations 	<ul style="list-style-type: none"> 100% indicated “agree” or “strongly agree” (n=23) 100% indicated “agree” or “strongly agree” (n= 23) and 74% indicated “strongly agree” (n = 17)
Values and Ethics (PUL 6)	<ul style="list-style-type: none"> As a result of participating in Alternative Breaks, I have the desire to make a difference in my community 	<ul style="list-style-type: none"> 100% indicated “agree” or “strongly agree” (n=23)

Participant comments that support Core Communication and Quantitative Skills:

- “I gained a better perspective on my leadership style and how to lead more effectively.”
- “I have become a better leader because of this trip.”
- “I learned to work well with the team and I learned to deal with criticism.”
- “I gained some improvement on my communication skills.”

Participant Comments that support Integration and Application of Knowledge:

- “I gained a greater understanding of the social issues surrounding people with disabilities. I now have an even stronger desire to provide information about these issues. I also have a new passion for volunteering with people with disabilities.”
- “I now know how to better approach unstable situations, and can work better as a team.”

Participant Comments that Support Understanding Society and Culture:

- “I gained a better perspective on emigrants.”
- “I now have a better understanding of various developmental disabilities and how they affect different people and how no two people are the same despite their diagnosis.”

Participant comments that support Values and Ethics:

- “I gained insight on what a small committed group of motivated people can do for a reason.”
- “The strengths that I gained from this trip are determination and responsibility to make more of a difference with the social issues going on right in my community. The knowledge of knowing that I have the power to make a change to help others in my community to have some hope for the future.”
- “I learned to be more open minded about the social topics involved.”
- “I feel as though I have realized more of how compassionate I strive to be. I realize that I want to continue my services in the community, and I truly want to work in a non-profit educational facility now also. This trip made me realize a lot about what populations I want to be working with in the future.”

Academic Student Organizations

Total number of members: 2,230 in 180 organizations

The Student Activities Team studied effects of involvement in these critical organizations, which give students myriad opportunities to engage with academic material and concepts outside the classroom and make connections across their college involvement experiences.

Executive Board Involvement

Total number of evaluations: 81

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and quantitative skills (PUL 1)	Serving on the executive board provided me with the skills to: <ul style="list-style-type: none"> Communicate within a team to solve problems 	98.77% indicated “agree” or “strongly agree”
Critical thinking (PUL 2)	<ul style="list-style-type: none"> Generate new ideas or ways to improve things 	100% indicated “agree” or “strongly agree”
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> Solve a problem or address an issue 	97.53% indicated “agree” or “strongly agree”
Values and ethics (PUL 6)	<ul style="list-style-type: none"> Recognize my personal values and ethics 	91.36% indicated “agree” or “strongly agree” (n=80)

Personal Learning

Total number of evaluations: 194

Principle of Undergraduate Learning	Measure (4-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and quantitative skills (PUL 1)	Being involved with this organization provided me with the skills to: <ul style="list-style-type: none"> Communicate ideas and information 	92.78% indicated “agree” or “strongly agree”
Integration and application of knowledge (PUL 3)	<ul style="list-style-type: none"> Make connections with students, faculty, and staff on campus. 	93.30% indicated “agree” or “strongly agree”
Values and ethics (PUL 6)	<ul style="list-style-type: none"> Recognize how groups and communities I belong to influence my leadership style. 	87.63% indicated “agree” or “strongly agree”

Classroom Connections

Total number of evaluations: 194

Being involved in this organization allowed me to use information I learned through my coursework:	
Always	8.25%
Quite a bit	27.84%
Sometimes	40.21%
Very Little	23.71%
Being involved with this student organization I have been able to connect my experiences to the Principles of Undergraduate Learning: (n=162)	
Core Communication and Quantitative Skills	18.69%
Critical Thinking	16.26%
Integration and Application of Knowledge	15.35%
Intellectual Depth, Breadth, and Adaptiveness	12.16%
Understanding Society and Culture	19.60%
Values and Ethics	17.93%

Fraternity and Sorority Life

The Association of Fraternal Leadership & Values (AFLV) exists to stimulate the growth and development of fraternity/sorority councils, chapters, and members by promoting leadership, educational, and values based experiences and resources for student leaders, their advisors, and the larger fraternal market. The three-day AFLV conference took place February 7-10, 2013 at the JW Marriott, and several student members of IUPUI's Fraternity and Sorority Life community attended.

AFLV Program Evaluation

Attendees were emailed an evaluation at the conclusion of the conference. In addition to the scale questions listed below which correspond to the Principles of Undergraduate Learning, students were also asked the following questions related to learning:

- What was your favorite session at AFLV and why?
- What did you learn from AFLV?
- How do you plan on using what you learned at AFLV?
- Would you go back to AFLV? Why or why not?

Total Number of Attendees: 114

Total Number of Evaluations: 25

Principle of Undergraduate Learning	Measure (strongly agree, agree, neutral, disagree, strongly disagree)	Results
Critical Thinking (PUL 2)	<ul style="list-style-type: none"> • AFLV provided me with skills to generate new ideas or ways to improve things in my chapter and at IUPUI. 	96% indicated "agree" or "strongly agree" (n=25)
Values and Ethics (PUL 6)	<ul style="list-style-type: none"> • AFLV helped me recognize my personal values and ethics. 	100% indicated "agree" or "strongly agree" (n=25)

Principle of Undergraduate Learning	Measure (strongly agree, agree, neutral, disagree, strongly disagree)	Results
Integration and Application of Knowledge (PUL 3)	<ul style="list-style-type: none"> AFLV provided me with skills to develop individual/organizational goals. 	96% indicated “agree” or “strongly agree” n=25)

Selected participant comments that support Critical Thinking

- “At AFLV, I learned several skills to better improve myself and my chapter.”
- “This conference is comparable to a giant think tank, and every year new people go. I'd just like to continue to pick people's brains about new and innovative ways to do things!”
- “I learned about how to be a leader, even when people will dislike you for it; I learned how to speak out about sexual violence; I learned how to be a better sister.”
- “I really connected with a lot of the FSL members here on campus and learned a lot of ways to better improve myself and my chapter.”

Selected participant comments that support Values and Ethics

- “I think it is a very useful and informative conference that helps me improve not only my role in Greek Life but my academic and social life as well.”
- “I plan to continue to promote unity and practice with an evolved integrity promoting other Greek organizations as well as my own by strengthening our community.”
- “I learned how to help my chapter and council reinforce our values and make sure that we are doing what our organizations were created to do.”
- “I've also worked with my chapter to get fired up and start working harder when it comes to our values.”

Selected participant comments that support Integration and Application of Knowledge

- “One of the biggest things I am planning on doing is starting a PAVE [Promoting Awareness, Victim Empowerment] chapter here at IUPUI. Our school really needs someone to provide great resources for the victims of sexual assault to empower them and make them realize that there is still a great life out there left to be lived. I also am going to get more involved in my chapter and apply to be a in a leadership position in the fall.”
- “I plan on revamping our scholarship program and using it to encourage and recognized women who have good grades or who have improved their grades.”
- “In our chapter, we're already scheduling a round table discussion on how we can use many of the ideas taken away from this conference. One thing we are planning on using, for sure, are the recruitment suggestions.”

Focus Group

Six participants attended a focus group on April 15th. The focus group followed up on learning highlighted in the program evaluation and also captured how the students were using the information a few months after attendance. A semi-structured question protocol was developed prior to the focus group:

- What are your general thoughts about AFLV?
- What was your favorite part of the conference? What is something that can be improved about the experience?
- What do you feel like you have learned from your attendance at AFLV?

- What have you learned about your own leadership style and abilities?
- How have you applied what you learned to the organizations you work with?
- Have you applied the information in other areas in your life? If so, how?
- Do you feel this experience is valuable for student leaders?
- Is there anything you have not been able to share?

With the students' permission, the focus group session was recorded. The results support the learning shared in the program evaluation. Selected quotes that demonstrate learning have been included below.

Selected participant comments that support Critical Thinking

- "The second time at AFLV went completely different; I went to sorority rush thing, a rush workshop."
- "Like in our fraternity, like in [NPHC Organizations], you don't do rush, so it was just an eye-opener how their process was versus what we do."
- "There is a big difference between telling people what you do and demonstrating what you do. I always try to be that person who demonstrates because I do not like to give orders a lot; I would rather be the one and lead by example, but I learned that you know you can't just pick when you want to do that. So that was a big takeaway because there was one session when they talked about how if you have multiple leadership positions and try and take off that hat sometimes and just be [position name] for a minute and go somewhere, but you have to realize that to certain people, you will never be able to take off that, you will always be seen as this and that and always be a member of your organization no matter if it is Saturday night or Monday Morning."

Selected participant comments that support Values and Ethics

- "That is one thing I learned from AFLV. Like at the end of the day, we may all be like in different fraternities and sororities, but our ethics and values are all still the same. We are all still reaching for the same goal."
- "That is how they got us together, through our common beliefs of our of philanthropies, service to the community, integrity, academics, things like that...It made me feel a lot closer not only to my brothers but anyone here."
- "You have to live your values whether you are wearing your letters or not."
- "One of the morning keynotes was talking about being your brother's keeper...the number one thing our chapter harps on but cannot seem to get out, because at the end of the day everyone else represents you so if one person out there does something stupid, wearing their letters or not, that represents me. It was really eye-opening to me when he said, 'You always feel like it is not your place to tell someone that they need to stop if they are older than you or what not,' but if they are in your organization, it is your place to be like, 'You are representing me right now, and you need to stop that.'"

Selected participant comments that support Integration and Application of Knowledge

- "The session I took the most out of for sure was how to effectively manage a meeting. In IFC this year, we have 8am meetings and a lot of us have class at 9am...Before AFLV, we were going like 50 or 55 minutes, and now we are always out by like 35 minutes in, and have everything covered and have discussions done."

- “We are only now starting to have to deal with connecting with alumni, so we just started drafting a letter that we are putting together, like a newsletter type thing that talks about the accomplishments of the chapter for the year. We realized that it does not have to just go to alumni, so we are going to send it to parents for PR and stuff like that and show what they are doing.”

Use of Assessment Results Across the Office of Student Involvement

- While there are many positive indicators in the preceding pages that demonstrate the effectiveness of OSI programming across many dimensions, some results reinforce the need for deeper reflection so that students better connect their experiences with the outcomes we value as an institution. As an example, students in academic organizations demonstrate understanding of the connection when asked about specific aspects. However, when asked about a general link between the club and the PULs, less than a fifth of them agreed that there was a connection. Guided reflection in focused, intentional applications can help bridge this gap and help students develop a more connected understanding between their academics and their student organization involvement.
- Functional areas across OSI are measuring similar dimensions in their programs. Though there are many noteworthy collaborations in the Office, the common language and purpose between areas pave the way for even more intentional partnerships that will be easy to facilitate given the foundation herein.
- It would be disingenuous not to acknowledge that almost all of the data in this report is self-reported. The survey items or prompts are crafted intentionally, but it might be advisable to start exploring more direct measures of development wherever possible, even if limited and designed to triangulate results from more traditional measures.

FUTURE PLANS FOR ASSESSING LEARNING IN STUDENT LIFE

The Division of Student Life has developed an updated plan for assessing learning across all Division units that will be implemented during the 2013-2014 academic year. In the years following the initial 2009-2010 assessment plan, professional staff members began to realize that the Principles of Undergraduate Learning (PULs), and also the newer Principles of Professional and Graduate Student Learning (PGPLs), were not necessarily capturing all of the opportunities for learning offered through the units' programs and services.

As such, in the fall of 2012 the Vice Chancellor of Student Life charged the Director of Assessment and Planning to assemble a work group with the purpose of analyzing the PULs /PGPLs and adapting them to ensure alignment with the co-curricular learning opportunities available through the Division's various programs and services. A subcommittee comprised of members of the Leadership Team was formed, chaired by the Vice Chancellor for Student Life and the Division's Director of Assessment and Planning. The committee reviewed key literature in student affairs assessment (ACPA: College Student Educators International & NASPA: Student Affairs Administrators in Higher Education, 2004; Keeling, 2006; Upcraft & Schuh, 1996), and it also reviewed sets of learning outcomes from divisions of student affairs at other institutions. Many of these other institutions had also referred to the same literature in the

development of their learning outcomes, so there are similarities across institutions. The subcommittee drafted a revision of the PULs, vetted it throughout Division units and the full Leadership Team for feedback, and then incorporated this feedback into the document.

The resulting document is entitled the Principles of Co-curricular Learning (PCLs). See the Appendix. The overall Principles of Undergraduate Learning were kept as is, along with their original core definitions. Many individual outcome statements were edited or adapted to better fit the co-curricular environment. Finally, two additional domains were added that address intrapersonal and interpersonal development, issues that are crucial components of college student development as expressed in the literature explored by this committee.

Later in the spring semester, the Vice Chancellor and the Director of Assessment and Planning vetted the draft PCLs with several key campus administrators in order to gain additional feedback to further refine the document. On the advice of these colleagues, in the fall 2013 semester the Vice Chancellor and Director of Assessment and Planning plan to share the PCLs with the General Education Task Force, the Graduate School Council, the Faculty Council Executive Committee, and the full Faculty Council.

It is the goal of the Division to have all of its units align key programs and services with the new PCLs and expand the assessment of learning program Division-wide for the 2013-2014 academic year. To this end, all unit Directors will develop assessment plans for each functional area within each unit by the end of August 2013 with the expectation they will provide reports of the results to the Director of Assessment and Planning no later than May 30, 2014. In addition, the Director of Assessment and Planning will work with the Division's assessment team and leadership to revise its bank of shared assessment instrument items mapped to the PCLs in order to assist with the development of instruments in the various programs and services across the Division. The Principles of Co-Curricular Learning document comprises the appendix to this report.

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APPENDIX: PRINCIPLES OF CO-CURRICULAR LEARNING

IUPUI Division of Student Life

April, 2013

Introduction: The Principles of Co-Curricular Learning (PCLs), developed by the Division of Student Life, are based upon the Principles of Undergraduate Learning (PULs) and the Principles of Graduate and Professional Learning (PGPLs). Together, these are the essential components of the educational experience at Indiana University-Purdue University Indianapolis. These principles form a conceptual framework for all students' general education both inside and outside of the classroom. The Division's assessment of learning program is geared toward specific students who hold certain positions on campus (e.g., student leadership, on-campus employment, etc.). The Division of Student Life offers targeted opportunities through sustained contact with these students that yield a critical mass for student learning. More specific expectations for IUPUI's graduates are determined by campus educators, including the faculty in a student's major field of study and the administrators of co-curricular programs and services. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

PCL 1: Core Communication Skills

[Definition:] The ability of students to express and interpret information and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:] Core communication skills are demonstrated by the student's ability to:

- a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats
- b. comprehend, interpret, and analyze ideas and facts
- c. communicate effectively in a range of settings
- d. identify and propose logical and sequential solutions for solving problems
- e. make effective use of information resources and technology
- f. effectively articulate abstract ideas
- g. create and evaluate presentations or performances
- h. listen attentively to others and respond appropriately

PCL 2: Critical Thinking

[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

[Outcomes:] The process of critical thinking begins with the ability to remember and understand, but it is truly realized when the student demonstrates the ability to:

- a. integrate mental, emotional, and creative processes for increased insight
- b. use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion
- c. demonstrate ability to recognize and effectively manage ambiguous ideas, experiences and situations

- d. identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting

PCL 3: Integration and Application of Knowledge

[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:] Integration and application of knowledge are demonstrated by the student's ability to:

- a. seek new information to solve problems
- b. identify connections between classroom and out-of-classroom learning
- c. relate co-curricular experiences to major career decisions
- d. demonstrate transferrable life skills (e.g., time management, communication, and problem solving) developed while participating in co-curricular activities
- e. work across traditional course and disciplinary boundaries

PCL 4: Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to:

- a. show substantial knowledge and understanding of at least one field of study
- b. compare and contrast approaches to knowledge in different disciplines
- c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations
- d. demonstrate competence in life skills (e.g., time management, communication, and problem solving)

PCL 5: Understanding Society and Culture

[Definition:] The ability of students to know and identify the interests, beliefs, and customs of their community, and others, through interaction, self-discovery, scholarship, and active participation in communal traditions.

[Outcomes:] Understanding society and culture is demonstrated by the student's ability to:

- a. compare and contrast the range of diversity and universality in human history, societies, and ways of life
- b. analyze and understand the interconnectedness of global and local communities
- c. operate with civility in a complex world
- d. recognize and identify the characteristics, values, customs and beliefs of various cultures and communities
- e. demonstrate personal knowledge of diverse groups through active participation and/or active learning
- f. explain the value of diversity within various groups and society as a whole

PCL 6: Values and Ethics

[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

[Outcomes:] A sense of values and ethics is demonstrated by the student's ability to:

- a. make informed and principled choices and to foresee consequences of these choices
- b. explore, understand, and cultivate an appreciation for beauty and art
- c. understand ethical principles within diverse cultural, social, environmental and personal settings
- d. exhibit respect and preserve the dignity of others

PCL 7: Intrapersonal Development

[Definition:] The ability of students to be aware of their emotions, behaviors, and motivations, analyze their strengths and weaknesses, and take responsibility for their decisions and actions.

[Outcomes:] The development of intrapersonal skills is demonstrated by the student's ability to:

- a. articulate one's values, beliefs, strengths, and challenges
- b. take actions based on analysis of one's values, beliefs, strengths, and challenges
- c. implement a personalized approach to physical, mental, and emotional health and wellness
- d. manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development

PCL 8: Interpersonal Development

[Definition:] The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them.

[Outcomes:] Competence in interpersonal development is demonstrated by a student's ability to:

- a. actively engage with others to build consensus, define values, or meet shared goals
- b. integrate elements of interpersonal difference in order to be inclusive as possible in group settings
- c. cultivate healthy, meaningful relationships with others