

# Assessment of Learning in Student Life: 2010-2011

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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), mapping programs, services, and activities to these outcomes, developing assessment tools, and discussing how best to communicate these learning outcomes to students.

The second phase of the project occurred during the 2010-2011 academic year, and it involved the start of collecting data on student learning. Several units in the Division collected data in a variety of ways. This report provides an overview of the results of those efforts made by the Office of Student Involvement (OSI), Counseling and Psychological Services (CAPS), and Student Rights, Responsibilities and Conduct (SRRC). Data for each unit's learning outcomes assessment measures are presented followed by a brief note on how each unit will use these data for improvement. Finally, a summary of the Division's future steps for assessing student learning ends this report.

## **OFFICE OF STUDENT INVOLVEMENT (OSI): Lead IUPUI**

Lead IUPUI is a co-curricular leadership program which consists of a diverse array of programs that students can participate in throughout the year. It is situated within the Office of Student Involvement (OSI), which 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. OSI provides a balance of challenge and support designed to enhance students' educational growth.

Data on student learning were collected in Fall 2010-Spring 2011 on a variety of programs within Lead IUPUI, which included Emerging and Advanced Leaders Seminars, Student Organization Leadership Retreat, Student Organization Leadership Development workshops, and Catalyst. More information on these programs is available online: <http://life.iupui.edu/osi/leadership/>. Note the learning outcomes for this series of programs are mapped directly to the IUPUI Principles of Undergraduate Learning. Data were collected through a series of instruments administered via paper handouts at seminars or online via the student organizations database Website: "StudentLink" (<http://studentlink.iupui.edu>).

On the next page is a summary table of evaluations administered across several programs in the Emerging and Advanced Leader Seminars series (NOTE: Other programs in Lead IUPUI were evaluated and are not included here due to space constraints. For a complete view of Lead IUPUI, and the full assessment report for this program, visit <http://life.iupui.edu/osi/leadership/>). These are monthly workshops that include topics on foundational leadership skills to more complex subjects. In these seminars, students are challenged to learn more about themselves while working with others and in their community. Students completed an evaluation in the workshop and then were asked to complete an optional online reflection. Students could also view select presentations online and submit reflections. The results have been combined in the following table to show an overall representation of how students reported they learned from attending these programs.

### 2010-2011 Emerging and Advanced Leadership Seminars

Principle of Undergraduate Learning	Measure (5-point scale of “strongly disagree” to “strongly agree”)	Results
Core communication and Quantitative Skills (PUL1)	<ol style="list-style-type: none"> <li>1. This seminar encouraged me to look at ways to communicate within a team to solve problems.</li> <li>2. This seminar provided me with new skills to communicate effectively with my peers</li> <li>3. I have gained insight on how to deal with “difficult people.”</li> </ol>	93% indicated “agree” or “strongly agree” (n=30)
Critical Thinking (PUL 2)	<ol style="list-style-type: none"> <li>1. This seminar encouraged me to analyze different ideas and proposed solutions.</li> <li>2. This seminar caused me to review my ideas about how to approach an issue.</li> <li>3. This seminar provided me with the critical thinking skills to generate new ideas or ways to improve things.</li> </ol>	93% indicated “agree” or “strongly agree” (n=133)
Integration and application of knowledge (PUL 3)	<ol style="list-style-type: none"> <li>1. What I learned today in this seminar will enhance my personal life.</li> </ol>	94% indicated “agree” or “strongly agree” (n=59)
Intellectual depth, breadth, and adaptiveness (PUL 4)	<ol style="list-style-type: none"> <li>1. I am able to define conflict and distinguish it from other forms or interaction.</li> <li>2. This program has allowed me to identify the views of nature of conflict.</li> <li>3. Through this program, I know the principles of working through conflict.</li> </ol>	100% indicated “agree” or “strongly agree” (n=24)
Understanding society and culture (PUL 5)	<ol style="list-style-type: none"> <li>1. This seminar provided me with an understanding of culture and society that allows me to respect the views of people with different perspectives</li> <li>2. This seminar helped me to see relationships among local, national, and global issues</li> </ol>	89% indicated “agree” or “strongly agree” (n=60)
Values and ethics (PUL 6)	<ol style="list-style-type: none"> <li>1. This seminar allowed me to apply my set of values and ethics to a specific situation.</li> </ol>	100% indicated “agree” (n=9)

One benefit of this assessment program was the ability to capture student reflections after each seminar. The following is a sample of reflections collected throughout the year:

*Core Communication & Quantitative Skills:*

- “I also believe that the best thing a leader can do is to walk into a conversation with a strong positive mindset. This conveys confidence to who you are talking to and makes them want to be a part of the team. .. Listening is a key aspect of a good leader, by getting them to talk to you, you form a back and forth conversation that keeps both parties initiated and helps present each other’s’ viewpoints.” Advanced Leaders Seminar Online Presentation – Passion and Inspiration
- “...having the right communication skills with which to make the leadership role sustainable over a long period of time.” Advanced Leaders Seminar Online Presentation – Passion and Inspiration

*Critical Thinking:*

- “I will contemplate further on the goals and roles of my life, so that I will always be able to determine what is most important to me.” *Emerging Leaders Seminar – Balance and Time Management*
- “How to find the significance of purpose for me.” *Advanced Leaders Seminar – Finding Purpose*

*Application of Knowledge:*

- “I have been able to apply these rules to a situation I am going through at work right now, where I do not feel my team leader is a very collaborative one. I know I need to care for this person and this person’s needs, and from the seminar I think I can improve my relationship with this person.” *Advanced Leaders Seminar Online Presentation – Citizenship*
- “I learned how to prepare a professional functioning resume.” *Emerging Leaders Seminar – From Seminar to Resume*
- “I plan to use his profound ideals in my everyday life. Whether I am leading a group or just meeting new people I will convey my self-confidence. I will also listen more and talk less in order to better understand their viewpoints of the matter at hand. I will continue to focus on the positive things during times of adversity in order to boost team morale. Most importantly of all, I will find ways to use my passions and beliefs to better lead my team through the rough times and onto successful outcomes.” *Advanced Leaders Seminar Online Presentation – Passion and Inspiration*

*Understanding Society and Culture:*

- “Helped me understand issues on identifying diversity.” *Emerging Leaders Seminar – Diversity and Multicultural Leadership*
- “The agency they were representing, McCoy, works to engage young people to raise their voices as leaders. Their presentation did not focus on famous leaders, instead it focused on the impact that young people can make in their communities without a lot of money, fame, or recognition.” *Advanced Leaders Seminar Online Presentation – Citizenship*

*Values and Ethics:*

- “This seminar on Finding Purpose taught me to identify my personal values...The seminar helped to assess my current behaviors and to determine what is not in-line with my personal values.” *Advanced Leaders Seminar – Finding Purpose*
- “I am encouraged to be consistent and stick to my core values.” *Advanced Leaders Seminar – Finding Purpose*
- “Most importantly of all, I will find ways to use my passions and beliefs to better lead my team through the rough times and onto successful outcomes.” *Advanced Leaders Seminar Online Presentation – Passion and Inspiration*

## Use of Results for Lead IUPUI

Lead IUPUI has only been in existence for four years and fully recognizes that there is much room for improvement, growth, and refinement. The following conclusions can be drawn from the data presented above.

- The self-reported data from students that 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 comparable and support the value of Lead IUPUI over a more extended period of time. Different groups of students have reported similar learning over the last two years.
- It was helpful this year to include more qualitative prompts to support some of the quantitative survey questions, in comparison to last year's results. It will be important to continue to evaluate the program in future years to use the data over time to further assess and support the value of Lead IUPUI programs. In addition, because the online reflections for many programs do not have a strong response rate, evaluations should allow for more comments and reflection.
- Although many of the results were very positive, there were a few PULs that scored lower when compared with others. These programs will need to be evaluated on their effectiveness and for areas for improvement. In addition, some areas showed very positive results in survey questions but when comments were analyzed, few comments could be found that support the results.
- In the analysis of qualitative data from leadership experiences that were experiential and longer in length (like Catalyst and the Organization Retreat, not included in this report) participant comments seem to demonstrate more in-depth learning with several different outcomes than the shorter workshops and seminars. More experiential, extended programs should be explored.
- There was a focus group conducted of Lead IUPUI participants in May 2011. The data collected demonstrated positive reported learning but statements were broad and did not provide detailed information about student learning. Staff found that it was difficult to incorporate in this PUL report. In the future, interviews might be more appropriate to complement other assessment data included in this report.
- At this time, all assessment measures included in Lead IUPUI are indirect. In the next year, it will be important to incorporate some direct assessment strategies to complement current indirect student reflections.

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

This unit provides direct professional psychological services, including crisis response, counseling, assessment, 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.

During the 2010-2011 year, CAPS measured student learning using several instruments that have been in place in this unit for many years. These 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. The CCAPS and some satisfaction survey items are relatively new measures, and therefore CAPS collected baseline data this year and plans to revisit these same learning outcomes in the 2011-2012 academic year. Trends in other assessments will be reviewed during the current academic year.

Their findings, in terms of outcomes assessment for personal counseling, were as follows:

Outcome statement	Measure	Baseline Results
Students will implement healthy behaviors as a result of personal counseling (PUL 2).	CCAPS scores on eating, hostility, substance use will decrease.	<ul style="list-style-type: none"> <li>• Clients with incoming problem areas showed significant improvements (i.e., decrease in CCAPS scores) in issues related to eating (25%), hostility (24%) and substance use (18%).</li> </ul>
Students will experience reduction of symptoms and improved functioning as a result of personal counseling (PUL 3).	CCAPS scores on depression, anxiety, academic distress, and family distress will decrease. Counselor assessment of SI, HI, and AI will decrease and GAF will increase. Goals will be achieved.	<ul style="list-style-type: none"> <li>• Clients with incoming problem areas showed significant improvements in issues related to depression (39%), anxiety (24%), and academic distress (20%).</li> <li>• 24% of clients with initial thoughts of self-harm reported an elimination of those thoughts of self-harm; 31% of clients with initial thoughts of harming others reported an elimination of such thoughts.</li> <li>• Counselors determined that over 58% of clients indicated they had either partially-achieved or achieved their counseling goals.</li> </ul>
Students will be able to clarify values and make choices based upon personal values as a result of seeking personal counseling (PUL 6).	Related questions on satisfaction survey.	<ul style="list-style-type: none"> <li>• About 75% 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.</li> <li>• About 70% of respondents indicated they “made healthier life choices” as a result of seeking counseling at CAPS.</li> </ul>

Similar sets of data were collected for other unit functions such as group counseling and outreach programs and are not included in this report.

## Use of Results for Personal Counseling in CAPS

These results demonstrate improvements in observed and self-reported behavior of CAPS clients. These results constitute baseline data collected during the 2010-2011 academic year and will be used to compare with past and future data to identify areas in need of increased clinical attention (clinician training, groups) and programming.

## STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT (SRRC)

This unit is responsible for establishing and administering the Student Code of Conduct by managing the university's student disciplinary system. This office investigates and adjudicates reports against students involved in alleged violations of the Code. The office also promotes the rights of students to exercise fully the freedom to learn in an accepting, safe, and civil environment.

This unit began a formal assessment program during the 2010-2011 academic year based on two areas. First, this unit provided numerous presentations on understanding the Student Code of Conduct to a variety of classes and other venues. A Conduct Presentation Evaluation was administered during each session to measure student learning and satisfaction, and 257 students provided feedback.

In addition, students who went through a judicial hearing with the Director of this unit were invited to complete an evaluation in which they could express how they may have learned from the experience. Not surprisingly, very few students responded so those data are not included in this report.

Findings were as follows (5-point Likert scale):

Outcome statement	Measure	Results
Students will learn university expectations pertaining to personal and academic misconduct (PUL 2).	"The presentation enhanced my understanding about the Student Code at IUPUI."	<ul style="list-style-type: none"> <li>• 88% indicated "strongly agree"</li> <li>• 12% indicated "agree"</li> </ul>
Students will learn the possible consequences for behaviors that violate the Code of Student Rights, Responsibilities, and Conduct (PUL 6).	"The presentation defined potential consequences for behaviors that violate the Student Code."	<ul style="list-style-type: none"> <li>• 90% indicated "strongly agree"</li> <li>• 10% indicated "agree"</li> </ul>
Students will learn how their actions may have an impact on themselves and others in the IUPUI community (PUL 5).	"I am able to see how my actions/behavior affects myself and my status as a student." "I am able to see how my actions/behaviors affect others in the IUPUI community." (items from Judicial Hearing Evaluation)	---
As a result of completing the disciplinary process, students will learn the appropriate conduct expectations and not commit violations of the Student Code in the future (PUL 3).	Reflection question	---



## **Use of Results in SRRC**

Nationwide there is a trend of having difficulty collecting data on student learning as related to issues of conduct, as many students are likely to have a skewed, emotional response related to the judicial incident at hand. It may be helpful to ask students to reflect on what they learned after a significant time away from the incident. For now, this unit is collecting baseline data on its educational programming and will use to make incremental improvements in the presentations themselves. Discussions are underway to determine directions for the future in terms of assessing student learning.

## **CONCLUSION/FUTURE CONSIDERATIONS**

This report provided results from the first year of collecting data in an organized manner Division-wide related to the assessment of student learning. This is a significant first step in a larger process of using data for improvement. There certainly is room for growth in this line of assessment, and as such the Division intends to pursue the following initiatives during the 2011-2012 academic year:

1. The Director of Assessment and Planning will regularly consult with the Division's departments on assessing learning by attending meetings, editing data-collection instruments, and consulting on analysis and reporting issues.
2. The Director of Assessment and Planning will provide a structure through which each unit in the Division can plan for assessment and report results in a more unified format.
3. The Student Life Assessment Group, consisting of Division staff and chaired by the Director of Assessment and Planning, must grow into a body that offers additional information on techniques to support the assessment of learning. A training program will be developed to bring the staff of the Division to a similar point in having knowledge for conducting learning outcomes assessment.