Completed in preparation for a Division-wide program review to be conducted Fall 2013

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INTRODUCTION
This document is a comprehensive self-study of the Division of Student Affairs at Indiana University-Purdue University Indianapolis (IUPUI). The intended audience is twofold: First, it will serve as a guide for an external committee of the Division’s peers in the field as part of a program review to be conducted during the Fall 2013 semester. Second, it will inform internal constituents (students, faculty and staff alike) about the recent history and present status of numerous programs and services provided by the IUPUI Division of Student Affairs.

The scope of this document is limited in some ways by its breadth. This document is not intended to be a detailed account of every single program and service offered to the wide variety of students on campus. Instead, this self-study provides a big-picture view of the campus’s history, the Division’s history, functional units, current state of the Division, resources, implementation process, environmental scans, and an overall assessment of program strengths and concerns. Additional details on the Division’s eight functional units can be found online at the main website: http://studentaffairs.iupui.edu.

The four over-arching questions that should guide this program review are as follows:

1. Is the current Division organizational structure appropriately aligned with national trends to best support students? Why or why not?
2. What strategies could be implemented in order to meet the needs of the ever-changing demographics of our student population?
3. How should the Division position itself in order to ensure all students are aware of the various ways they are supported?
4. Is the Division appropriately funded to adequately deliver high-quality programs and services?

INDIANA UNIVERSITY STRUCTURE AND NOMENCLATURE
IUPUI is one of eight campuses of Indiana University (IU): Bloomington, IUPUI, IU East (Richmond), IPFW Fort Wayne (administered by Purdue University), IU Kokomo, IU Northwest (Gary), IU South Bend, and IU Southeast (New Albany). Both Bloomington and Indianapolis are considered core campuses of Indiana University comprising the largest research base of the eight campuses. It is important to note that there is one president, Dr. Michael McRobbie, and one Board of Trustees that govern all campuses of the university (except IPFW). Each campus is led by a chancellor. IUPUI’s Chancellor, Dr. Charles Bantz, also has a dual role as an Executive Vice President for Indiana University.

For the purposes of this report, the word “campus” refers specifically to the IUPUI campus, whereas the word “university” refers to the overall governing structure of Indiana University. The “board of trustees” is the single governing board for all seven campuses of IU. More information on this unique structure can be found at the main Indiana University website: http://www.iu.edu.
HISTORY OF IUPUI

IUPUI is Indiana’s urban research and health sciences university. Founded in 1969 as a partnership between the state’s two major public higher education institutions, Indiana University and Purdue University (with IU as the managing partner), IUPUI combines the strengths of both universities. The campus is home to 21 schools and academic units and is the third largest campus in Indiana, with more than 30,000 students, 3,000 faculty members, and 4,700 staff (including health professions) distributed across more than 250 degree programs, including 35 accredited undergraduate and graduate professional programs. Students receive a degree either from IU or from Purdue, depending upon their academic major. No degrees are conferred specifically by IUPUI or any other stand-alone campus of IU.

The mission of IUPUI is, “to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.” Through its distinctive range of academic programs, the campus “promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.” Set on 509 acres in downtown Indianapolis, a short walk from the state capitol, IUPUI offers abundant opportunities for research, teaching and learning, and civic engagement, and for multidisciplinary, collaborative initiatives that draw on the broad range of expertise on and off campus.

IUPUI’s strong commitments to innovation, collaboration, and diversity fuel a unique mix of interdisciplinary, practice-based education and research that attracted some $336 million in external grant and contract dollars in 2011-2012. In recent years, approximately 90 percent of external research funds have supported research in the health and life sciences, with a strong emphasis on translating and transforming research findings into real-world applications that improve the lives of people in the state of Indiana and beyond. IUPUI research has resulted in higher quality health care, new technologies, improved public policy, and successful businesses that contribute to the local economy.

The IUPUI campus ranks among the top 20 in the country in the number of first professional degrees it confers and among the top 20 in the country in the number of health-related degrees it awards. It is home to the IU School of Medicine, the second largest medical school in the country, the IU School of Nursing, the largest nursing school in the country, and the IU School of Dentistry, the only dental school in the state. As such, the campus plays a key role in Indiana’s fast growing life sciences sector. IUPUI alumni account for 85 percent of Indiana’s dentists, half of the physicians, more than a third of the nurses, and a large percentage of the state’s health and rehabilitation sciences and social work professionals.

In addition to its highly regarded graduate and professional programs, IUPUI is widely recognized for innovative and effective undergraduate learning experiences. The campus strives to provide its undergraduates with real-world experiences, such as internships, service learning, mentored research, and study abroad opportunities, that encourage them to persist and graduate and that benefit them beyond graduation. US News & World Report has cited IUPUI’s first-year experience programs, freshman learning communities, service learning opportunities, and undergraduate research as exemplary “programs that really work”, and has named IUPUI an “up-and-coming campus” for the past three years.
In 2006-2007, IUPUI was one of three institutions to receive the Presidential Award for Community Service for exceptional accomplishments in student community service. The campus has also been nationally recognized for its Principles of Undergraduate Learning, assessment of undergraduate learning, faculty development to enhance student retention and success, and its infrastructure for institutional research and evaluation. In 2006 IUPUI was the winner of the Council for Higher Education Accreditation Award for Outstanding Institutional Practice in Student Learning Outcomes for “Implementing the Principles of Undergraduate Learning at IUPUI.” In 2008 the National Consortium for Continuous Improvement in Higher Education (NCCI) designated IUPUI in the honorable mention category for “Building a Culture of Evidence to Improve Learning.”

HISTORY OF IUPUI’S DIVISION OF STUDENT AFFAIRS
This section reviews the history of the Division of Student Affairs from the time prior to 1999, the ten years around the turn of the 21st century, a transitional time in 2010-2012, and then the current state of the Division since Vice Chancellor Davenport’s arrival in 2011.

Pre 1999 Composition of Division
In the 1989-1990 academic year, the Division was quite large and was comprised of the following areas:

- Administrative Services
  - Housing
  - Orientation and Information Services
  - Office of the Registrar
  - Scholarships and Financial Aid
  - Undergraduate Admissions
- Academic Services
  - Career and Employment Services
  - Counseling Center
  - Student Research
  - Testing Center
- Life Services
  - Child Care Center
  - Disabled Student Services
  - Minority Student Services
  - Residence Life
  - Student Activities

Within two years, many of the Division’s functional areas were moved to other administrative units thus de-centralizing many essential student services. University College was developed in the early 1990s which then absorbed the orientation and academic advising functions into its structure. Around the same time, offices of the registrar, financial aid, and admissions were moved under a newly-developed enrollment management area. The end result was that the Division was essentially cut in half between 1989 and 1992, encompassing adaptive educational services, career and employment services,
counseling and psychological services, minority student services, residence life, and student activities. Over the next few years, other changes occurred also affecting the Division’s structure. Career services became decentralized among the various schools, and University College developed a career counseling center for all first-year students.

**Turn of the 21st Century: 1999-2010**

In 1999 IUPUI hired Karen M. Whitney as Vice Chancellor for Student Affairs. Whitney brought to the Division expertise on Housing and Residence Life, experience with opening new facilities, and expertise on using assessment data to plan for diversity initiatives. During her tenure, two major buildings were conceived and built; the Campus Apartments at the Riverwalk (now named “Riverwalk Apartments”) in 2003, the largest residential community on campus, and the Campus Center in 2008, which continues to win numerous awards for its modern architectural style. Whitney also changed the name of the Division from “Student Affairs” to “Student Life and Diversity,” and assumed the dual-role of Vice Chancellor and Dean of Students.

In the fall of 2006 the Division underwent a time of particular unrest during the Black Student Initiative (BSI). This was a protest that occurred in early November when 50 or more primarily African American students civilly took over a town hall meeting on diversity led by Vice Chancellor Whitney. Three students (2 African American males and 1 African American female) shared parts of a document they had written entitled, “Through Our Eyes,” in which students pinpointed specific areas of the campus administration where they perceived racism, prejudice, discrimination, and an unwelcoming environment for African American students. Additional accusations were raised against the administration for not being transparent with the manner in which student fees were allocated to a variety of registered student organizations.

Several changes occurred after this time that have had a significant impact on the Division and the campus as a whole. First, the Division went through a program review particularly related to the dissemination of student fee monies, and this greatly improved the process for allocating monies to a variety of student constituent groups (school councils, student organizations, affinity groups, etc.). Second, there was a great deal of campus-wide planning for diversity education that occurred during the late part of the 2000 decade that has had implications, mostly positive, on developing a better understanding of campus level data on diversity metrics that have over time helped to improve the campus climate. Third, in the summer of 2007 the campus administration created the Office of Diversity, Equity and Inclusion (DEI). The name of the Division was therefore simplified as the Division of Student Life, though its value for diversity education certainly did not change. What did change, however, is that Adaptive Educational Services was moved to DEI thus making Student Life even smaller. This change happened during a time when many universities around the country were developing chief diversity officers. Given this trend and the data sources at hand, the campus leadership at the time felt it was necessary to develop the new division for DEI.

**Transitional Time: 2010-2012**

In spring of 2010, two long-time administrative leaders announced their departure from IUPUI at the same time: Vice Chancellor Whitney accepted a position as a university president in Pennsylvania, and
Dr. Frank E. Ross III, Assistant Vice Chancellor, accepted a vice president position in Texas. The Division immediately held a search to replace the Assistant Vice Chancellor with the help of a search firm. At the same time, an interim Vice Chancellor was hired via the NASPA Interim Vice President Network, Dr. Norleen K. Pomerantz. Pomerantz changed the position’s title back to Vice Chancellor, and Jason T. Spratt’s title was changed officially from Assistant Dean to Dean of Students. During this year Dr. Pomerantz proverbially “kept the ship moving” while the Division conducted a full search for the next Vice Chancellor. An Assistant Vice Chancellor was hired in the fall of 2010, and this person remained in the position only until Fall 2011. Other significant staff turnover occurred during this time as well at many different levels within the Division.

Dr. Davenport arrived in July of 2011 as Vice Chancellor for Student Life. In 2012, long-time staff member Tralicia P. Lewis became Interim Assistant Vice Chancellor for Student Life and Learning, and she was hired as the permanent Assistant Vice Chancellor for Student Life and Learning in 2013.

Before discussing present-day activities in the Division, it will be helpful first to provide an overview of the eight functional units in their present-day form.

OVERVIEW OF DIVISION’S FUNCTIONAL UNITS

Eight functional units comprise the Division of Student Affairs, and this section provides a brief overview of each. More detailed information can be found on the Division’s main website: http://studentaffairs.iupui.edu. Please refer to the Division’s overall organizational chart found in Appendix A. For a view of the 2012-2013 highlights from each unit, see the Annual Report Highlights document in Appendix B of this report, also available online: http://go.iu.edu/8AE.

Four of the eight functional units in the Division report to the Assistant Vice Chancellor for Student Affairs. They are as follows:

Counseling and Psychological Services (CAPS)
CAPS helps students deal with personal issues that interfere with academic success and affect personal well-being by providing mental health services for IUPUI students and overall support to the IUPUI community.

Resources for students include individual and group counseling, medication management, and various forms of psychological testing. Support to the IUPUI community includes substance abuse prevention and education, consultation with a wide variety of campus constituent groups (students, faculty and staff), educational workshops both inside and outside the classroom, and outreach programs such as awareness screening days and the like. Much more information on CAPS can be found on the “health and wellness” section of the Division’s main website.

Educational Partnerships and Student Advocacy (EPSA)
The Office of Educational Partnerships and Student Advocacy (EPSA) is dedicated to creating partnerships both on and off campus that empower students and their families to become engaged
members of the IUPUI community through the first-year transition and beyond, preparing them for lifelong learning.

Specific initiatives in EPSA include: the student advocate, who provides ombuds services for all students; parent and family programs; first-year programs and academic engagement in partnership with many of the academic units; and off-campus student services to support the majority of the student body who live in residences in the community. The main student affairs website incorporates the diverse array of EPSA’s services in appropriate locations on the site.

**Campus Recreation**
Campus Recreation offers recreational, lifetime leisure and wellness opportunities to a diverse population of students, faculty and staff at IUPUI. Recreational programs promote healthy lifestyles through group fitness activities, wellness clinics, open gym activities and weight training. Intramural programs include competitive, athletic individual and team sports designed to endorse a sense of campus life at IUPUI. The intramural sports offered at IUPUI include basketball, dodge ball, flag football, golf, racquetball, soccer, tennis, and volleyball.

**Student Health Services**
Student Health Services is a full-service, medical clinic staffed with providers treating everything from the common cold and flu to chronic illness. All IUPUI students with illness, injuries or other medical concerns can schedule an appointment. The clinic sponsors periodic on-campus health and wellness fairs and provides free flu shots to students.

Staff includes two board-certified physicians and three nurse practitioners trained in primary health care. The clinic has two locations to serve students: Coleman Hall and on the second level of the Campus Center.

The other four of the Division’s functional units report to the Dean of Students. They are as follows:

**Campus Center**
The IUPUI Campus Center offers students, faculty, staff and visitors a “one-stop” shop and an energizing place to feel part of the IUPUI community. The Campus Center is home to two food courts, a convenience store, the Barnes & Noble bookstore, and two coffee shops.

Several important student service providers have space in the Campus Center including the Registrar, Admissions Center, Student Financial Services, Campus Card Services (Jagtag), Student Health Services, the Office of Veterans and Military Personnel, and Indiana Members Credit Union. Also in the building are the Student Life suite (housing the Dean of Students, Assistant Vice Chancellor, EPSA, and Student Conduct), and the Office of Student Involvement (OSI).

With more than a dozen meeting rooms, the Campus Center can accommodate large and small groups from student organization meetings to large-scale events run by the President’s office or even at times the office of Indiana’s Governor. The Campus Center is one of the largest employers of students at
IUPUI, and the major operations of the building are run by students, supported by the building’s administrative staff.

**Housing and Residence Life**
The Office of Housing and Residence Life promotes community life and learning with a variety of programs, events and activities for the approximately 2,000 students living in campus-supported residences.

Housing options include Ball Residence Hall, University Tower, fully-furnished Riverwalk Apartments, and the Townhomes at IUPUI communities. Residential Based Learning Communities (RBLCs) bring together students with common academic interests like science, art, business, and international studies and allow for rich partnerships with colleagues in academic departments. Much more information can be found in the Housing website: [http://studentaffairs.iupui.edu/housing/index.html](http://studentaffairs.iupui.edu/housing/index.html).

**Office of Student Involvement (OSI)**
Home to more than 350 student clubs and organizations, OSI provides ways for students to connect classroom learning with real-life experiences on campus and in the community. Three central tenets of social justice, leadership, community service, and civic engagement are infused throughout the entire office’s programmatic offerings.

OSI sponsors a variety of cultural heritage month programs throughout the year to recognize and celebrate diversity. Community service projects sponsored by OSI include the MLK Day of Service, Service and the City and United Way Day of Caring. Fraternity and sorority life is active at IUPUI with 20 nationally-affiliated chapters and colonies. Finally, OSI’s Democracy Plaza encourages students to share their thoughts about current issues on chalkboards across campus. Please refer to the main Student Affairs website for much more information in appropriate areas of the site.

**Student Conduct**
The Office of Student Conduct exists to promote the rights of students and to help maintain a civil learning environment on campus. The office is responsible for establishing and administering the Student Code of Conduct and investigating and adjudicating reports against students who allegedly violate the Code. Staff work to ensure that students know and understand their rights and understand the avenues for reporting incidents to campus officials. Please refer to the “Student Rights & Responsibilities” section of the main website for more information.

**STATE OF STUDENT AFFAIRS: NEW INITIATIVES SINCE 2011**
In the spring and summer of 2011, the current Vice Chancellor, Dr. Zebulun R. Davenport, was hired. Dr. Davenport was charged with bringing the Division to its next level in terms of expansion and gaining national recognition for its work. A great deal of ground has been covered since Dr. Davenport’s arrival, and this section will outline the highlights. This section covers major new initiatives that inform the Division’s present work including (in chronological order): a self-study conducted in 2011, a re-alignment of the organizational structure, a new functional unit (Educational Partnerships and Student Advocacy),
a new strategic plan, a new Health and Wellness Promotion Committee, the expansion of on-campus residence halls, the addition of Spirit and Traditions into the Division, the development of the Principles of Co-Curricular Learning, and finally a change to the Division’s name back to Student Affairs.

2011 Division Self-Study

In May of 2011, the IUPUI Division of Student Life conducted a self-study in preparation for Dr. Davenport’s arrival. A set of research questions were sent to two campus constituent groups: 1) administrators and leaders external to the Division of Student Life, and 2) staff members within the Division. What follows is a brief summary of findings. A complete version of the executive summary of this report is available online: [http://go.iu.edu/8AD](http://go.iu.edu/8AD).

Feedback from constituents external to the Division indicated three major points: First, the Division has a name recognition problem and therefore the scope for how the Division supports students is unclear. The Division leadership should consider restructuring units in order to better communicate the programs, services, and activities designed to support student learning and retention. Second, the Division should further develop a comprehensive wellness program that involves Campus Recreation, Student Health Services, Counseling and Psychological Services (CAPS), faculty, a wellness coordinator, and the School of Physical Education and Tourism Management. Finally, the Division should partner with University College on the development of a co-curricular transcript. With the recently-developed initiative of the Personal Development Plan (PDP), this partnership will be a natural connection between these two important student support units.

There were several recommendations from internal staff members. First, continue efforts with providing professional development to staff, collaborating with key campus constituents, and maintaining excellent rapport with student leaders. Second, continue with the expansion of efforts related to assessment of student learning in all appropriate aspects of our work. Continued work in this area will not only help students make meaningful connections for their development, but it will also allow the Division to best demonstrate its impact on student development. Third, the Division should develop alternate funding sources. Division staff could more proactively seek development opportunities, grant funding and corporate partnerships where appropriate resulting in more revenue streams. Fourth, the Division staff needs to improve its communication. This has internal implications toward assuring a common voice. Externally, an improvement in communication can better promote the programs and services by the Division to its constituents. Finally, the Division needs to continue its support of campus diversity initiatives. A more intentional partnership could occur with the Office of Diversity, Equity, and Inclusion. In addition, the Division must infuse diversity, civic engagement, and social justice into all that it does across every service, program and activity offered to students.

The use of the results themselves were extremely informative for helping to improve the Division’s presence within IUPUI.

Re-alignment of Organizational Structure

In the summer of 2011, the Division’s units were realigned in order to provide better focus on supporting student transitions and developing pathways to student success. The Dean of Students
started supervising areas related to student development functions within the Division that create synergy around facilities and programs to build community. These units include the Campus Center, Housing and Residence Life, Student Involvement, and Student Conduct. The Assistant Vice Chancellor started supervising areas related to health and wellness including Campus Recreation, Counseling and Psychological Services, and Student Health Services. The Assistant Vice Chancellor remains a joint position with University College to maintain a strong connection to important services that facilitate student transitions. As is discussed in the following section, a new unit was created and reports to the Assistant Vice Chancellor: Educational Partnerships and Student Advocacy.

**New Unit: Educational Partnerships and Student Advocacy**

This new unit, derived from gaps identified in the aforementioned self-study, was designed to enhance student transitions and pathways to success. As mentioned earlier, Educational Partnerships and Student Advocacy (EPSA) further develops already-existing programs in student advocacy and first-year programs, in addition to creating new programs for parents and family members, academic engagement as connected to co-curricular learning, and off-campus student services.

**Strategic Plan**

In the fall of 2011 the Division’s Leadership Team developed core components of a third-generation strategic plan designed to guide the Division’s work for the next five years. In early spring 2012, the Division sought feedback from faculty, staff, administrators, and students via focus groups to ensure the plan was descriptive of our work and aligned with campus goals. Their feedback was incorporated into the plan, and the end result serves as a guideline for organizing the future direction of the Division. See Appendix B of this report for a full view of the vision, mission, values, goals and strategies. The plan is also accessible from our website: [http://go.iu.edu/8AF](http://go.iu.edu/8AF).

**Health and Wellness Promotion Committee**

This committee was created to implement a strategic and coordinated approach to providing health and wellness opportunities for IUPUI students. With representation from many Student Life units, the committee is producing a variety of co-sponsored programs including Wellness Wednesdays (Counseling & Psychological Services and Student Conduct) and a social norming campaign related to alcohol abuse (Office of Student Involvement, Housing and Residence Life, and Student Conduct). In addition, the Coordinator for Health and Wellness Initiatives position was developed in Student Health Services, and the person in this role continuously collaborates with the health and wellness-related units in the Division and across campus.

The Division has initiated discussions with and partnered with the Psychology department regarding developing academic credit options for students serving as peer educators. Undergraduate students have the opportunity to earn academic credit for serving as a peer educator for one academic year. More information can be found on the Health and Wellness Promotion portion of the Division’s website: [http://go.iu.edu/8C2](http://go.iu.edu/8C2).
Recent Residence Hall Expansion

One of the major recent campus initiatives that is quickly changing the campus life at IUPUI is the conversion of the former University Place Hotel and Conference Center into a residence hall, The Tower, and a classroom building, Hine Hall. This complex is located in the heart of campus and accounts for an overall increase of freshmen living on-campus by 6% this year (to 39% of the freshman class). The spaces offers the campus’s first-ever dining center required of all residents living in The Tower and one other residence hall without kitchen facilities. In addition the dining center is open to the community thereby fostering opportunities for interaction among students, faculty, and staff alike.

Spirit and Traditions

The Division began to oversee the campus’s cheerleaders, mascots, and pep band in spring of 2012. Since that time the Director of External Affairs and Special Projects been working with them to strategically weave pride and traditions through campus and increase these students’ profiles so that they are seen beyond just athletic events. More information on Campus Pride and Traditions can be found online at http://go.iu.edu/8C6.

Related to this is the work of expanding existing and developing new campus traditions for the entire IUPUI community. Among these is the establishment of a major on-campus event, “Jagapalooza.” This is a large-scale spring carnival with bands, performers, games, activities and free food. The event will now occur annually on the last Friday of classes in the spring semester. Over 650 people participated in the inaugural event last year and preparations are already happening for next spring’s event in May of 2014. See the aforementioned Pride and Traditions website for more information.

Learning Outcomes Assessment

The IUPUI campus in general enjoys a strong culture of evidence. The Division of Student Affairs developed a plan for assessing student learning in the co-curriculum during the 2009-2010 academic year for two major reasons: First, the campus shares a set of overall learning outcome domains called the Principles of Undergraduate Learning (PULs). Faculty had recently mapped all courses to a primary and secondary PUL, and the Division wanted to follow suit with its programs and services in order to allow for educationally-based discussions with faculty about learning in the co-curriculum. Second, the Division needed to prepare for the decennial accreditation site visit from the Higher Learning Commission that was to take place in 2012. It was clear that the Division would be asked to provide evidence of student learning collected in an organized, systematic way. After conducting a Division-wide mapping of programs and services with PULs, individual functional units began to write specific learning outcomes for each program in order to better understand a variety of learning points for students who interacted with its programs and services.

In the following years as more Division units came on board with the assessment plan, professional staff members began to realize that the PULs were not necessarily capturing all of the opportunities for learning offered through the units’ programs and services. When the PULs were developed in the late 1990s, the Division was not a direct part of the discussion as the initiative was primarily academic in nature. Clearly times have changed since the 1990s in terms of the manner in which student affairs as a field is asked to demonstrate student learning in the co-curriculum.
In the fall of 2012, the Vice Chancellor of Student Affairs charged the Director of Assessment and Planning to assemble a group with the purpose of analyzing the PULs 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 Affairs 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 learning outcome sets 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 were 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 Appendix D). The overall Principles of Undergraduate Learning were kept in-tact, 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 at the end of the document 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 key campus administrators and faculty in order to gain additional feedback to further refine the document. They were from University College, Planning and Institutional Improvement, Academic Affairs, the Graduate School, and a professor colleague in the IU Higher Education program.

On the advice of these administrators, in the fall 2013 semester the Vice Chancellor and Director of Assessment and Planning are in the process of sharing the PCLs with campus-wide academic committees: General Education Task Force, the Graduate School Council, Faculty Council Executive Committee, and finally the full Faculty Council. In addition they are considering further alignment of the Principles with the ACPA/NASPA Competency Areas for Student Affairs Practitioners.

Each unit in the Division provided the Director of Assessment and Planning with an assessment plan for the current 2013-2014 academic year. This is the first time that all eight units in the Division are on board with a unified plan for assessing learning aligned with a common set of learning outcome domains, the PCLs. This director is working with all units to develop assessment instruments they will use throughout the year to track learning in the co-curriculum. For an overview of the PCLs and the specific learning outcomes, see Appendix D or the Division’s learning outcomes website: [http://studentaffairs.iupui.edu/about/assessment/learning-outcomes.shtml](http://studentaffairs.iupui.edu/about/assessment/learning-outcomes.shtml).

**Name Change: Student Life to Student Affairs**

One of the most recent changes in the Division is a name change back to “student affairs.” In the late 1990s, the Division was renamed “Student Life and Diversity” under the purview of former Vice Chancellor Whitney. In 2007 the name was changed again to Student Life when the Office for Diversity,
Equity and Inclusion was under development. In the fall of 2013 after seeking advice from several administrators, Vice Chancellor Davenport recommended a name-change back to the Division of Student Affairs in order to more clearly delineate the nature of the services, programs, and activities provided to all 30,000 students. This may help with an ongoing name recognition program the Division has had during recent years, as will be discussed later in this report (see “reputation surveys” in the “environmental scans” section).

RESOURCES
This section outlines the financial and personnel resources that are part of the Division of Student Affairs.

Finances
The majority of the Division’s annual income is comprised mostly of two major sources: About 64% of the Division’s operating budget is from student fees (called “General Fee”) with another 31% from the General Fund. The General Fund is an assessment on academic units (tuition dollars) used for central administration. The remaining five percent is derived from fees for service charged by three of the functional units as listed below:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fee</td>
<td>$3,900,000.00</td>
<td>64%</td>
</tr>
<tr>
<td>General Fund (assessments)</td>
<td>$1,900,000.00</td>
<td>31%</td>
</tr>
<tr>
<td>Campus Center</td>
<td>$115,000.00</td>
<td>2%</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>$130,000.00</td>
<td>2%</td>
</tr>
<tr>
<td>CAPS revenue</td>
<td>$60,000.00</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,105,000.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

These monies fund operations for all of the Division’s units except Housing and Residence Life which operates as a self-sustaining auxiliary enterprise with an annual budget of approximately $12,700,000.

The General Fee Advisory Board (GFAB) is chaired by the Vice Chancellor with the annual task of allocating student fees to a variety of academic and co-curricular units around campus. The Board does not set the fee amount; rather, it allocates the funds. Units typically request funding in the springtime prior to the budget construction process in April. Part of the budget request process involves reporting on how monies were spent during the prior year. This report, along with discussion of monetary need, the urgency of the program or service, and its potential to reach all students are factors taken into account by the GFAB when making allocation decisions. See Appendix E for a full report of last year’s allocations.

It is important to understand that Indiana University uses the Responsibility Center Management (RCM) model for managing finances across its eight campuses. RCM essentially places the authority on the budgetary leader to manage the resources it generates (Schuh, 2011). In IUPUI’s case, this authority is only with the areas that actually generate income, namely the academic deans by way of tuition dollars. Student Affairs does not generate its own income aside from the 5% generated by fees for service.
Therefore the Division relies upon partnerships with other units when developing a new program, or upon incremental re-allocations of the General Fee by way of the General Fee Advisory Board.

Regarding staff support for financial operations, the Division has recently created a new position, Director of Finance and Administration, to act as the Division’s fiscal officer and manager of the $6.1M budget outlined above. He works with an Assistant Business Manager who handles financial and human resources transactions for all units except Housing and Residence Life. As an auxiliary enterprise, Housing and Residence Life has its own business manager and assistant business manager to manage its $12.7M budget, human resources, and internal operations.

**Personnel and Staff Recruitment**

For several years the Division has consistently exceeded annual hiring goals set by the IUPUI Office of Equal Opportunity (OEO) in terms of women and racial/ethnic minorities. As of last year, 57% of the staff were women and just over 12% were racial/ethnic minorities.

In terms of position categories, the Division currently has a total FTE of 76.83. Of the 77 total persons, 60 (88%) are professional staff, 9 (12%) are maintenance staff in Housing and Residence Life, 6 (9%) are support staff and 2 (3%) are technical staff. These 77 staff members are distributed across the Division as follows:

<table>
<thead>
<tr>
<th>Student Affairs Functional Unit</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing/Residence Life</td>
<td>22</td>
<td>29%</td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Office of Student Involvement</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>Administration</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td>Campus Center</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Educational Partnerships &amp; Student Advocacy</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

The Division works closely with Human Resources Administration (HRA) to monitor hiring practice as needed throughout each academic year. All university guidelines for hiring new staff are followed and monitored by HRA and OEO in order to assure compliance with local and national guidelines. Positions are advertised in publications, websites, or email listservs appropriate to the nature of the position.

After initial screenings by a search committee of no less than three individuals (at least one woman and one member of a racial/ethnic minority group), candidates are invited to campus for an interview structured in a format appropriate to the position. For example, when hiring a professional staff member, candidates are on campus for at least a half-day meeting with a variety of staff (internal and external to the Division) and students. Feedback on candidate interviews is provided anonymously.
through an online questionnaire, and the hiring manager(s) uses this information as part of the deliberations on choosing the best candidate.

**IMPLEMENTATION PROCESS**
This section outlines regular procedures used to conduct business at the Division’s administrative level. This does not address the administrative procedures for each functional unit, but rather is a look at the at the Division overall in terms of team meetings, new staff orientation, division-wide communication, and staff development.

**Executive Team**
The Executive Team is chaired by the Vice Chancellor and includes four direct reports: Assistant Vice Chancellor, Dean of Students, Director of External Affairs and Special Projects, and Director of Assessment and Planning. This group meets for two hours once per week and functions as an advisory group for the Vice Chancellor. They interpret communications from the Chancellor’s office and disseminate information to others in the Division as necessary. In addition they prepare for Division-wide meetings, staff retreats, staff development or other Division-wide initiatives. Occasionally speakers are invited as needed to discuss issues that affect the Division as a whole, at an administrative level. For example, representatives from Human Resources have visited to discuss hiring policies and the like. Also, an annual meeting with the Office of Equal Opportunity involves the five members of the Executive Team.

**Leadership Team**
The Division’s Leadership Team is comprised of the Executive Team along with the Director of Finance and Administration and the directors from all eight functional units. Members from this team meet every two weeks: once per month the entire group convenes to report out information on Division-wide initiatives and handle larger institution-wide issues affecting students in general or programs and services in the Division itself. The other time per month, just the unit directors meet together with their supervisors: the Assistant Vice Chancellor and the Dean of Students. These meetings function as active working time for the directors to develop management policies, determine opportunities for collaboration, and other administrative tasks. The smaller-group meetings just started this Fall 2013 semester as a response to a need to meet and collaborate on a more frequent basis.

**New Staff Orientation**
Once per year in August, the Executive Team provides a new staff orientation program for anyone new to the Division. The goal is to orient new staff members about the campus, our students, the Division’s administrative structure, and the various ways in which the Division supports students. In addition, as part of this orientation program all new staff participate in a workshop on Creating a Welcoming and Inclusive Environment led by the Vice Chancellor.

**Division-Wide Communication**
Division-wide communication is facilitated in a variety of ways. Much of the communication occurs within each functional-area unit by way of the unit’s director. Also, two email listservs are used to
disseminate information quickly: one for the Leadership Team and another for the entire Division. This fall a quarterly campus-wide newsletter is under development by the Director of External Affairs and Special Projects that will be shared with campus-wide constituents and the Division staff alike in order to share new initiatives, provide staff highlights, and other news related to the numerous ways in which the Division supports students.

**Staff Development**
Each administrative unit allocates resources for staff members to continue their education through professional development. Depending upon the position, some staff members can travel to an annual conference in their main field. Many local and regional conferences occur in the local area, and some have even been held on our campus.

In addition the Division is working on building an active staff professional development program. Last year an assessment was administered to all full-time staff in order to better understand professional development interests and needs. A curriculum was developed as a guide for the Division based on these needs and mapped with the ACPA/NASPA Competencies for the Student Affairs Professional. A copy of the curriculum is available on the Division’s program review website (http://go.iu.edu/8AD). This semester a series of workshops on diversity has been developed to meet a need for the Division to have cultural competency training. While many staff specialize on diversity education as part of their regular jobs, there are also many staff who either do not focus on this area on a regular basis or simply need a refresher on the most up-to-date issues around cultural competence. This is the first time in many years where the division has had division-wide discussions on issues of diverse populations of students, including LGBT students, gender issues, international students, adult students, students with disabilities, and student veterans. More information on this series may be found online: http://go.iu.edu/8AV.

**ENVIRONMENTAL SCANS**
A wide variety of information has been collected during the past six years that will be very helpful for the outside committee to use when learning more about the history of the Division of Student Affairs. All of the following reports are available in full detail on either the website created specifically for this program review (http://go.iu.edu/8AD) or via our regular reports website: http://go.iu.edu/8AE.

**Continuing Student Satisfaction and Priorities Survey: 2013**
This survey is administered campus-wide each year (except when NSSE is administered) to a random sample of all undergraduate students. Many survey items are related to areas in the Division of Student Affairs, and those are included in this report. See the program review website (http://go.iu.edu/8AD) for a detailed campus-level report.

**National Survey of Student Engagement (NSSE) Results: 2012**
The National Survey of Student Engagement is a national benchmarking survey administered at all campuses of Indiana University every three years. While overall trends for on-campus engagement have increased over time for IUPUI, the trends for many of the variables in Student Affairs remain flat. This could be due to low response rates or completely random samples of students where a more stratified
sample (based on age or housing status, for example) may be more informative. Refer to Appendix F of this report here is a view only of questions relating to functional areas, or areas of interest, in the Division of Student Affairs. The IUPUI 2012 NSSE Report website (http://go.iu.edu/8AG) has detailed information on the report for all areas of the campus.

NSSE response data were disaggregated by Housing status and analyzed for trends per NSSE Scalelets developed by IUPUI’s Director of Information Management and Institutional Research, Gary Pike (2006). Mean scalelet scores for on-campus residents were significantly higher than their off-campus peers in three areas of student engagement practice: collaborative learning, out-of-class interaction with faculty, and “varied experiences,” which include plans to participate in a variety of experiences like internships, community service, capstone projects, and the like. See Appendix G for a detailed report.

**Unit Program Reviews: 2009-2012**
Since 2009 the Division has conducted program reviews of its units on a regularly-scheduled basis for the Office of Student Involvement, Campus Recreation, Counseling and Psychological Services, and Student Health Services. All documents can be found on the program review website. Next year, the Campus center will be reviewed via this same process.

**Reputation Survey: 2010**
Two reputation surveys were developed in partnership with Kelley School of Business Professor Kim Saxton. They were administered during the 2009-2010 academic year: one to a random sample of students and another to a random sample of faculty and staff. Both were informative and confirmed anecdotal evidence that there was a name recognition problem on campus. In other words, the Division did not have a bad reputation. Instead, many members of the campus community reported they had simply not heard of the programs and services offered by the Division. However, there was good news: for the small number of student respondents who had interacted with the Division, the results were largely quite good. In addition, for the most part faculty and staff indicated they were likely to recommend the Division’s programs and services to students in need. The full report can be found on the program review website.

**Student VOICE Report: 2008**
The Student VOICE Project was a University-wide initiative led by President McRobbie during the 2007-2008 academic year. VOICE stands for Visualization of the Ideal Campus Experience. A series of focus groups were on five different areas of focus: intellectual environment, off-campus environment, on-campus living environment, social environment, and student support services environment. The report provides a picture into the student experience at IUPUI from six years ago.

**DIVISION STRENGTHS AND CONCERNS**

**Strengths**
The Division Leadership Team has identified the following points as its strengths:
• Student Affairs is a nimble organization that has had to be quite productive with relatively small amounts of resources and staffing
• Talented, dedicated staff. All directors and departments are passionate about working together for the betterment of students
• A growing and positive reputation on campus from faculty and staff
• Some facilities, like the Campus Center and the Riverwalk Apartments, are young, thriving spaces fostering vibrant student interaction
• Upward trajectory of student engagement due to an increase in residence halls space, more campus recreation resources, and more student organizations
• Nine of the 14 members of the Leadership Team have or are working toward completing a terminal degree in their respective professions
• Student employees are utilized in significant roles as related to implementing major programs, services and facilities operations. They learn important skills that can easily be connected to in-class learning and marketed for future career opportunities
• Greater emphasis on data-informed decision making
• Partnerships have been established both off-campus with community organizations and on-campus with faculty and staff

Concerns
The Division Leadership Team has identified the following points as concerns:

• The Division is not resourced (financial and human) in a way to respond to the growing and changing demographics of the student population
• There is confusion resulting from the number of student affairs departments located in schools. These departments are actually student academic service departments, and the staff may not have training in student affairs
• It can often be difficult to understand if the departments inside and outside the Division are aligned in a way that allow for continuity of service to all students
• Some facilities need to be updated
• It can be difficult to work toward keeping up with growth and changing demographics when serving on one campus of an eight-campus university. Sometimes there is uncertainty of knowing how information flows between campuses and understanding how certain programs are applied in an appropriate way to the IUPUI campus
REFERENCES


APPENDIX B: 2012-2013 ANNUAL REPORT HIGHLIGHTS

Introduction
This is the first of a new five-year strategic plan centered on the shared vision of impacting student success by delivering nationally recognized programs and services that broaden the educational experience and promote campus and civic engagement. This report includes highlights of the Division’s annual report.

TEACHING AND LEARNING

Campus Center
- The Campus Center hosted 7,616 events with an approximated attendance of 342,545 people. 52% of the events were student organization events, 46% were university/departmental events and 2% were non-IUPUI affiliated events. This is an 8% increase from last fiscal year.
- The grand opening of the Campus Center Theater was held in August. The year saw 292 events in the Theater, including the following high-visibility events: IU Neuroscience Groundbreaking, School of Philanthropy dedication, State of the University Address, SAPB film series, Telematic Conference Opera, and the National Pan-Hellenic Conference (NPHC) Yard Show.
- Relationships were established with the following academic departments to broaden educational opportunities for certain subsets of students: School of Liberal Arts Museum Studies – Installation of the Guantanamo project in the Cultural Arts Gallery; Purdue School of Engineering and Technology – Architectural Design Technology design projects displays; Herron School of Art and Design’s Basile Center – Collaboration in investing $2,500 for nine (9) student artists to create projects for temporary installations

Campus Recreation
- Increased overall participation in intramural team sports from academic year 2011-2012 to 2012-2013 by 27.9%.
- Hired and trained six (6) new Intramural Student Supervisor positions to assist the Coordinator of Intramural Sports in managing program offerings, scheduling, and student staff.

Counseling and Psychological Services (CAPS)
- More than 57% of CAPS clients reported receiving assistance at CAPS enhanced their academic performance. Additionally, 50% reported receiving assistance at CAPS contributed to their ability to remain enrolled at IUPUI.
- CAPS’ staff, in collaboration with the Office for Women, has continued to promote a campus-wide Sexual Assault Prevention, Intervention, and Response Task Force. Information was presented to ~250 students. IUPUI received a mini-grant from the Indiana Campus Sexual Assault Primary Prevention Project to expand this work and develop a social marketing campaign to be launched in Fall 2013.
- Approximately 76% of CAPS clients reported being able to make more decisions based on their personal values and priorities, and 71% reported making healthier life choices as a result of coming to CAPS.

Educational Partnerships and Student Advocacy (EPSA)
- EPSA worked closely with the Office of Orientation Services to pilot a new two-day new student orientation program, including a parent/family educational track, overnight activities with student organizations, and a resource fair.
The second JagVenture leadership and adventure camp was hosted in August 2012. Topics addressed during the program included self-discovery, diversity, adjusting to college life, team-building, and leadership styles. Fifty-one students participated this year, a 6% increase from the previous year. Ninety-four percent of the participants agreed or strongly agreed that the activities were informative and 89% agreed or strongly agreed that the program helped them experience and learn something new about themselves.

Over 6,000 students attended Weeks of Welcome events. A total of 14 events were hosted over a two-week span, including the New Student Welcome in August with over 500 student attendees. EPSA took a major role in the planning and implementation of New Student Welcome along with University College and its University College Student Council. Out of 507 student responses 417 students indicated they were successful in meeting other new students.

The 5th Annual Off-Campus Housing Fair provided students the opportunity to explore local housing options Thirty-seven (37) properties were in attendance.

Housing and Residence Life
- Resident Assistants hosted 14 Guess Who’s Coming to Dinner programs featuring various faculty, staff and campus administrators with 380 attendees.
- Housing and Residence Life partnered with the Multicultural Success Center and University College to host the “So What?” programming series focusing on topics related to ability, race, ethnicity, and social justice. Four programs were offered by faculty members with over 60 students attending.

Student Involvement
- Developed a partnership with Organizational Leadership and Supervision to establish a process for awarding academic credit for qualifying co-curricular experiences.
- The Panhellenic Council hosted Take Back the Night, in partnership with CAPS and the Office for Women, bringing 150 students together in a dialogue about sexual assault.
- 106 members of the Fraternity and Sorority Life community attended the Association for Fraternity Leadership and Values this spring, making IUPUI the most widely represented institution at the meeting.
- 1,600 visitors attended the Involvement Expo, kicking off the academic year by learning about organizational and service involvement opportunities.

Student Health
- IUPUI Student Health provided over 7,000 visits to students during the 2012-13 academic year, about 700 of whom were seen in the new Campus Center Student Health facility.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY
Office of the Vice Chancellor
- Dr. Davenport was co-author on a new book: First generation college students: Understanding and improving the collegiate experience from recruitment to commencement (Jossey-Bass). He also presented at four national or regional conference keynotes this year:
  - 8th Annual National Symposium on Student Retention
  - National Association of College Auxiliary Services (NACAS) South Featured Speaker for Creating Relevancy for Auxiliary Services in the Academy
  - National Association for Campus Activities (NACA) Mid America Featured Speaker on First Generation College Students
  - Association of College Unions-International (ACUI)-South Keynote Speaker
Counseling and Psychological Services

- IUPUI CAPS is supporting dissertation research at IU-Bloomington for a study entitled “Examining Racial Minority Student Non-Attendance Following the Intake at a University Counseling Center.”

Housing and Residence Life

- Dr. Aaron Hart served as a national panelist for the Association of College and University Housing Officers–International webinar entitled, “Public Private Partnerships.”
- Josh Skillman facilitated “True Colors” for the School Of Engineering and Technology Summer Bridge Participants, for the School of Physical Education, Convention, Tourism, & Management Bridge Section, and for six classes taught for the Department of Kinesiology.

Student Health Services

- IUPUI Health Services served as host for the 2012 Mid America College Health Association (MACHA) Conference held in Indianapolis November 8-9, with 108 individuals attending the meeting. Dr. Stephen Wintermeyer served as Co-Chair of the Planning Committee along with other staff in the unit. The overall assessment of the conference effectiveness by the attendees was 4.57 (1-5 scale, 5 = Excellent.)

CIVIC ENGAGEMENT

Campus Recreation

- Collaborated with the National Collegiate Athletics Association (NCAA) to host an Inclusion Forum Wheelchair Basketball demonstration.

Counseling and Psychological Services

- Staff member Dr. Misty Spitler responds to local emergencies as a member of Red Cross Disaster Action Team (DAT) and fulfilled educational and disaster support service as Disaster Mental Health Worker within Johnson and Marion counties.
- In collaboration with campus partners, Dr. Mike Hines provided alcohol prevention education at two off-campus apartment complexes, reaching more than 50 students.

Educational Partnerships and Student Advocacy

- EPSA hosted the first Property Manager Luncheon to meet the growing demand for educational support of nearby off-campus housing for students. Fifteen properties were represented. Speakers included staff from Student Life to discuss various forms of support for students living off campus.

Housing and Residence Life

- Housing and Residence Life was nominated and won the Great Lakes Association of College and University Housing Officers (GLACUHO) Award for Outstanding Commitment to Sustainability in November 2012.

Student Involvement

- Day of Caring in September and Martin Luther King Jr. Day of Service in January, coordinated by the OSI Community Service and Civic Engagement staff, attracted about 500 and 900 participants respectively.
• **Democracy Plaza** established a new, permanent and visible physical space on the first floor of the Campus Center. Further, Pulse survey data from Fall 2012 indicates that students who participate in Democracy Plaza activities are far more likely to participate in class discussion groups.

• Fall alternative break participation grew by 200% from 2011 to 2012. In spring 2013, there was a considerable wait list to participate in one of seven Alternative Spring Breaks due to popular demand. Fifty-two students attended traveled to the various sites last spring.

**DIVERSITY**

• The **Division of Student Life** held two division-wide diversity training sessions focusing on self-awareness. Over 95% of the Student Life staff members attended the Divisional Diversity Training Staff were fully engaged in diversity activities and had dialogue about differences in experiences and social identities across those differences.

**Campus Recreation**

• There was a 45% increase in women-only teams in intramural volleyball in the fall semester and 22% increase in women-only teams in the spring semester.

**Counseling and Psychological Services**

• Students of color continue to access CAPS’ services at rates proportional to or greater than the representation in the student body. These students also reported feeling comfortable with their individual counselor (“comfortable enough to express what I was thinking and/or feeling most of the time”) significantly more frequently than their white peers.

**Housing and Residence Life**

• Housing and Residence Life developed a plan to intentionally recruit men from historically underrepresented racial and ethnic populations at IUPUI to apply for Resident Assistant (RA) positions. Housing and Residence Life was able to increase the number of new RAs for 2013-14 who identified as an underrepresented male from 1 to 5 (there are 41 RA positions total).

**Student Involvement**

• Twenty-five students attended the second annual Freedom Rides program during the 2013 spring break. This experiential trip to Memphis, TN, examines 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.

• **Social Justice staff in OSI coordinated Latino Heritage Month, Women’s History Month, Asian and Pacific Islander Month, Black History Month, Native American History Month, and Pride month** as well as Chavez Dinner and the MLK Jr. Dinner, one of IUPUI’s oldest traditions. Each of these months is comprised of dozens of events from across IUPUI and attracts hundreds of students, faculty and staff; the MLK dinner sold out and seated almost 600 guests and the Chavez Dinner attracted 250 despite happening during a heavy snowstorm.

**BEST PRACTICES**

• The **Division of Student Life**, in collaboration with the **Student Activities Programming Board**, created the first ever large-scale spring event: **Jag-A-Palooza**. This inaugural event, including performances by local bands and artists, provided important opportunities for students to create informal social networks and become more engaged on campus.
Campus Center
- The Campus Center awarded $1,900 to help support four student organizations who hosted programs in the building. The programs supported cultural diversity, enriched student life, increased student engagement and built community.
- The Cultural Arts Gallery hosted 14 exhibits from IUPUI Herron Alumni, diverse local artists, work from the IU Museum collection and the IU School of Medicine.
- An IUPUI Greening Grant of $10,000 was awarded to create a Sustainability Center in the Citizens Commons and promote greater sustainability awareness in the Campus Center.

Campus Recreation
- Campus Recreation developed a preliminary design to repurpose the Lockefield green space which is located north of the University Tower. This space, set to open in Fall 2013, will accommodate modified outdoor basketball courts, sand volleyball courts and a modified green space for recreation opportunities.

Counseling and Psychological Services
- CAPS has continued to develop the group counseling program, engaging nearly 90 students for more than 200 hours of group sessions this past year.

Educational Partnerships and Student Advocacy
- Parent and Family Programs developed a number of resources designed to connect first-year students and their families to the college experience. The Enrollment Checklist, Parent and Family E-Newsletter, and the Parent and Family calendar were shared with thousands of new students and their families during the summer 2013 orientation programs.

Housing and Residence Life
- The University Place Hotel was converted into the University Tower containing a residence hall for 560 first-year students, IUPUI’s first-ever dining center, and new classroom space, all located in the center of campus.
- HRL expanded the Residence-Based Learning Community (RBLC) program to the new University Tower (Honors, STEM, PETM, SPEA, Kelley, Athletics) and added two new academic (SPEA and KCTM) units as RBLC partners.

Student Health
- Student Health provided approximately 8,000 free flu vaccines to IUPUI faculty, students and staff.
- Student Health provided Wellness Screens for approximate 525 students and arranged free HIV/STD testing for students, resulting in over 500 free tests.

AWARDS AND APPOINTMENTS
- Dr. Misty Spitler, CAPS psychologist, has assumed the role of President of the Indiana Psychological Association.
- Michael Sprinkle, Campus Center, was recognized with the Winston Shindell Emerging Leader Award at the ACUI regional conference for his dedication to the profession with less than 5 years of service in the college union field.
- Dr. Stephen Wintermeyer, Student Health Services, received the Dedicated Service Award from the Central States Occupational and Environmental Medicine Association.
APPENDIX C: DIVISION-WIDE STRATEGIC PLAN

Vision
To impact the success of students by delivering nationally recognized programs and services that broaden the educational experience and promote campus and civic engagement.

Mission
The mission of the Division of Student Affairs is to...
Provide quality co-curricular programs and services that facilitate intellectual growth and personal development, creating pathways to success for all students.

Values
Students First
- Focus on providing programs and services designed to facilitate active student learning and engagement by maintaining high expectations of students and supporting them to reach their full potential.

Integrity
- Conduct ourselves and implement our programs and services with the highest professional standards.

Diversity
- Build inclusive, accessible, diverse communities by celebrating differences, modeling cultural competency, and promoting civility.

Social Justice
- Foster a community that promotes full and equal participation and respects the dignity of each individual.

Best Practices
- Employ exemplary, evidence-based practices that elicit superior staff performance, delivering quality services and programs with our students.

Collaboration
- Create and sustain dynamic, mutually-beneficial partnerships with internal and external constituents.

Civic Engagement
- Promote active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the campus mission. (IUPUI Center for Service and Learning)

Health and Wellness
- Maintain a supportive environment for healthy living that encourages a balanced life.
Goals and Strategies

#1: Campus Life:
*Improve and enrich campus life while ensuring that the Division and its departments meet nationally recognized standards for programs, services, and facilities.*

A. Provide research, rationale, and support to expand facilities that accommodate: health and wellness, dining, and housing options.
B. Develop a plan to promote and sustain physical, mental, and emotional health and wellness to enhance student success.
C. Identify and incorporate national standards for departments and the division.

#2: Campus Climate:
*Foster an inclusive, welcoming, supportive, and affirming community that contributes to student success.*

A. Develop a comprehensive Division-wide plan to incorporate social justice and positively impact the campus community.
B. Develop programs and initiatives that increase campus pride and traditions among students, faculty, staff, alumni, parents and family.
C. Develop and incorporate a cultural competency model and an outcome-based diversity training series for Division staff members.
D. Incorporate a comprehensive retention model in collaboration with various units across campus.

#3: Campus and Community Partnerships
*Create and sustain mutually beneficial relationships that advance student learning, maximize resources, and facilitate civic engagement.*

A. Campus Partnerships
   1. Develop outcomes and mutually understood expectations for campus partnerships.
   2. Connect programs and services in Student Life that align with the learning opportunities identified in principles of learning for undergraduate and graduate students and the RISE initiative.
   3. Analyze existing partnerships to assess effectiveness and outcomes.
   4. Identify and create new partnerships with administrative and academic units.
   5. Identify and create new partnerships related to health science initiatives and programs.

B. Community Partnerships
   1. Develop outcomes and mutually understood expectations for community partnerships.
   2. Assess the effectiveness and desired outcomes of existing community partnerships.
   3. Increase educationally meaningful community engagement opportunities.
   4. Identify and create new partnerships with community constituents.
   5. Create and build a stronger, more collaborative presence in the Indianapolis area that connects/utilizes community involvement to student learning.
#4: Division Effectiveness

*Demonstrate excellence in professional practice through effective leadership and responsible stewardship of resources.*

A. Develop a strategy to recruit and retain highly qualified and diverse Student Life professionals.
B. Develop and implement a strategic plan outlining pathways to achieving new goals and strategic initiatives.
C. Launch a Division-wide performance management process.
D. Develop a comprehensive model for Division-wide fiscal effectiveness and efficiency.
E. Develop a regular schedule of program review for each unit in the Division of Student Life.
F. Create a Division-wide framework for professional development for new and continuing staff that results in increased skills and retention of staff.
G. Develop a comprehensive plan for fundraising and grant acquisition.
H. Create a national fundraising conference for student affairs professionals.
I. Develop mechanisms to ensure data are used to drive programmatic and fiscal decision making.
J. Develop new and maintain existing relationships with other state and peer institutions that inform improved service and positively impact student retention.
APPENDIX D: PRINCIPLES OF CO-CURRICULAR LEARNING

Introduction: The Principles of Co-Curricular Learning (PCLs), developed by the Division of Student Affairs, 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 Affairs 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
## APPENDIX E: GENERAL FEE ALLOCATIONS FOR FISCAL YEARS 2013 and 2014

<table>
<thead>
<tr>
<th>Funding description</th>
<th>FY12-13</th>
<th>Position Funding Est.</th>
<th>Standard Increases</th>
<th>Additional Programming</th>
<th>FY13-14</th>
<th>FY13-14 % of Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS</td>
<td>$646,869</td>
<td>$11,895</td>
<td>$151,549</td>
<td>$810,313</td>
<td>21%</td>
<td>AOD + Additional Counselor</td>
<td></td>
</tr>
<tr>
<td>Campus Center Activities</td>
<td>$739,340</td>
<td>$10,267</td>
<td>$85,991</td>
<td>$835,598</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Health</td>
<td>$430,000</td>
<td>$30,100</td>
<td>$216,833</td>
<td>$676,933</td>
<td>17%</td>
<td>New Programming</td>
<td></td>
</tr>
<tr>
<td>Office of Student Involvement</td>
<td>$387,592</td>
<td>$4,911</td>
<td>$392,503</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>$299,253</td>
<td>$1,293</td>
<td>$45,948</td>
<td>$346,494</td>
<td>9%</td>
<td>New Programming</td>
<td></td>
</tr>
<tr>
<td>School Councils</td>
<td>$192,500</td>
<td></td>
<td>$192,500</td>
<td>$192,500</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities Programming Board</td>
<td>$112,500</td>
<td></td>
<td>$112,500</td>
<td>$112,500</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Development Funding Committee</td>
<td>$125,000</td>
<td></td>
<td>$125,000</td>
<td>$125,000</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSA – Educ. Partnerships &amp; Student Advocacy</td>
<td>$79,365</td>
<td>$1,501</td>
<td>$29,490</td>
<td>$110,356</td>
<td>3%</td>
<td>New Programming</td>
<td></td>
</tr>
<tr>
<td>Student Wellness/Recreation</td>
<td>$25,000</td>
<td></td>
<td>$25,000</td>
<td>$25,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Enhancement Education Grants (Grad/Prof Students)</td>
<td>$35,000</td>
<td></td>
<td>$35,000</td>
<td>$35,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Enhancement Education Grants (Undergraduates)</td>
<td>$35,000</td>
<td></td>
<td>$35,000</td>
<td>$35,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad &amp; Prof Stud Gov’t</td>
<td>$25,000</td>
<td></td>
<td>$25,000</td>
<td>$25,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Student Gov’t</td>
<td>$50,000</td>
<td></td>
<td>$50,000</td>
<td>$50,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Hours Safety Walk</td>
<td>$0</td>
<td>$44,000</td>
<td>$44,000</td>
<td>$44,000</td>
<td>1%</td>
<td>FY13 was funded with Cash</td>
<td></td>
</tr>
<tr>
<td>Student Life</td>
<td>$45,000</td>
<td></td>
<td>$45,000</td>
<td>$45,000</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Student Union/MLK</td>
<td>$0</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>0%</td>
<td>FY13 was funded with Cash</td>
<td></td>
</tr>
<tr>
<td>Latino Student Association/Cesar Chavez</td>
<td>$5,000</td>
<td></td>
<td>$5,000</td>
<td>$5,000</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genesis</td>
<td>$7,000</td>
<td></td>
<td>$7,000</td>
<td>$7,000</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S Pass/IndyGo</td>
<td>$0</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Wellness Promotion Committee</td>
<td>$9,900</td>
<td></td>
<td>$9,075</td>
<td>$18,975</td>
<td>0%</td>
<td>New Programming</td>
<td></td>
</tr>
<tr>
<td>Spirit &amp; Traditions</td>
<td>$12,500</td>
<td></td>
<td>$12,500</td>
<td>$12,500</td>
<td>0%</td>
<td>New Programming</td>
<td></td>
</tr>
<tr>
<td>Student Rights, Responsibilities &amp; Conduct</td>
<td>$0</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fee Distribution Total</td>
<td>$3,249,319</td>
<td>$59,967</td>
<td>$62,000</td>
<td>$551,386</td>
<td>$3,910,172</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: COMPARISON OF IUPUI’S 2012 NSSE RESULTS

These tables show how 559 first-years (FY) and 1,043 seniors (SR) responded to NSSE (23.6% and 27.4% response rates respectively), as compared with Urban 13 peers and with ~ 600 participating institutions that year. Only questions relevant to programs/services/facilities in the IUPUI Division of Student Life were chosen for this comparison.

**NOTE:** The (+) or (-) symbols in the comparison columns indicate statistically-significant differences from IUPUI’s means. Effect size represents the magnitude of the differences: Below 0.1 is nominal; 0.1 to 0.29 is small; 0.3 to 0.49 is moderate; 0.5 to 0.69 is large; above 0.7 is very large.

### STUDENTS’ PERCEPTIONS OF THE INSTITUTION

<table>
<thead>
<tr>
<th>Survey item</th>
<th>IUPUI</th>
<th>Urban 13</th>
<th>Effect Size</th>
<th>NSSE 2012</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>10b. Providing the support you need to succeed academically</td>
<td>3.09 FY</td>
<td>3.09 FY</td>
<td>0.00</td>
<td>3.14 FY</td>
<td>-0.07</td>
</tr>
<tr>
<td></td>
<td>2.90 SR</td>
<td>2.89 SR</td>
<td>0.01</td>
<td>3.01 SR (-)</td>
<td>-0.13</td>
</tr>
<tr>
<td>10c. Encouraging contact among students from different economic, social,</td>
<td>2.62 FY</td>
<td>2.81 FY (-)</td>
<td>-0.20</td>
<td>2.77 FY (-)</td>
<td>-0.15</td>
</tr>
<tr>
<td>and racial or ethnic backgrounds?</td>
<td>2.62 SR</td>
<td>2.65 SR</td>
<td>-0.03</td>
<td>2.61 SR</td>
<td>0.01</td>
</tr>
<tr>
<td>10d. Helping you cope with your non-academic responsibilities (work, family,</td>
<td>2.18 FY</td>
<td>2.23 FY</td>
<td>-0.04</td>
<td>2.32 FY (-)</td>
<td>-0.14</td>
</tr>
<tr>
<td>etc.)?</td>
<td>1.88 SR</td>
<td>1.91 SR</td>
<td>-0.04</td>
<td>2.07 SR (-)</td>
<td>-0.20</td>
</tr>
<tr>
<td>10e. Providing the support you need to thrive socially?</td>
<td>2.32 FY</td>
<td>2.46 FY (-)</td>
<td>-0.14</td>
<td>2.56 FY (-)</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>2.08 SR</td>
<td>2.17 SR (-)</td>
<td>-0.09</td>
<td>2.30 SR (-)</td>
<td>-0.23</td>
</tr>
<tr>
<td>10f. Attending campus events and activities (special speakers, cultural</td>
<td>2.52 FY</td>
<td>2.85 FY (-)</td>
<td>-0.33</td>
<td>2.88 FY (-)</td>
<td>-0.37</td>
</tr>
<tr>
<td>performances, athletic events, etc.)?</td>
<td>2.32 SR</td>
<td>2.58 SR (-)</td>
<td>-0.26</td>
<td>2.63 SR (-)</td>
<td>-0.30</td>
</tr>
</tbody>
</table>

**To what extent has your experience at IUPUI contributed to your knowledge,**
**skills, and personal development in the following areas?**

*1=very little, 2=some, 3=quite a bit, 4=very much*

<table>
<thead>
<tr>
<th>Survey item</th>
<th>IUPUI</th>
<th>Urban 13</th>
<th>Effect Size</th>
<th>NSSE 2012</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>11h. Working effectively with others?</td>
<td>3.01 FY</td>
<td>2.90 FY (+)</td>
<td>0.12</td>
<td>3.03 FY</td>
<td>-0.02</td>
</tr>
<tr>
<td></td>
<td>3.19 SR</td>
<td>3.04 SR (+)</td>
<td>0.17</td>
<td>3.21 SR (-)</td>
<td>-0.02</td>
</tr>
<tr>
<td>11i. Voting in local, state, or national elections?</td>
<td>1.70 FY</td>
<td>2.00 FY (-)</td>
<td>-0.30</td>
<td>1.91 FY (-)</td>
<td>-0.21</td>
</tr>
<tr>
<td></td>
<td>1.82 SR</td>
<td>1.95 SR (-)</td>
<td>-0.13</td>
<td>1.97 SR (-)</td>
<td>-0.15</td>
</tr>
<tr>
<td>11j. Learning effectively on your own?</td>
<td>2.92 FY</td>
<td>2.93 FY</td>
<td>-0.01</td>
<td>2.98 FY</td>
<td>-0.07</td>
</tr>
<tr>
<td></td>
<td>2.98 SR</td>
<td>2.98 SR</td>
<td>-0.01</td>
<td>3.11 SR (-)</td>
<td>-0.15</td>
</tr>
<tr>
<td>11k. Understanding yourself?</td>
<td>2.77 FY</td>
<td>2.74 FY</td>
<td>0.04</td>
<td>2.86 FY</td>
<td>-0.09</td>
</tr>
<tr>
<td></td>
<td>2.71 SR</td>
<td>2.70 SR</td>
<td>-0.02</td>
<td>2.90 SR (-)</td>
<td>-0.18</td>
</tr>
<tr>
<td>11l. Understanding people of other racial and ethnic backgrounds?</td>
<td>2.60 FY</td>
<td>2.77 FY (-)</td>
<td>-0.18</td>
<td>2.71 FY (-)</td>
<td>-0.11</td>
</tr>
<tr>
<td></td>
<td>2.65 SR</td>
<td>2.73 SR (-)</td>
<td>-0.08</td>
<td>2.71 SR (-)</td>
<td>-0.06</td>
</tr>
<tr>
<td>11n. Developing a personal code of values and ethics?</td>
<td>2.59 FY</td>
<td>2.62 FY</td>
<td>-0.03</td>
<td>2.76 FY (-)</td>
<td>-0.18</td>
</tr>
<tr>
<td></td>
<td>2.61 SR</td>
<td>2.61 SR</td>
<td>0.00</td>
<td>2.81 SR (-)</td>
<td>-0.19</td>
</tr>
<tr>
<td>11o. Contributing to the welfare of your community?</td>
<td>2.49 FY</td>
<td>2.42 FY</td>
<td>0.07</td>
<td>2.51 FY</td>
<td>-0.02</td>
</tr>
<tr>
<td></td>
<td>2.48 SR</td>
<td>2.40 SR (+)</td>
<td>0.08</td>
<td>2.54 SR</td>
<td>-0.05</td>
</tr>
</tbody>
</table>
**NOTE:** The (+) or (-) symbols in the comparison columns indicate statistically-significant differences from IUPUI’s means. Effect size represents the magnitude of the differences: Below 0.1 is nominal; 0.1 to 0.29 is small; 0.3 to 0.49 is moderate; 0.5 to 0.69 is large; above 0.7 is very large.

### HOW STUDENTS SPENT THEIR TIME

**Survey item**  
*About how many hours do you spend in a typical 7-day week doing each of the following?  
(1 = 0 hrs/week; 2 = 1-5 hrs/week; 3 = 6-10 hrs/week; 4 = 11-15 hrs/week; 5 = 16-20 hrs/week; 6 = 21-25 hrs/week; 7 = 26-30 hrs/week; 8 = more than 30 hrs/week)*

<table>
<thead>
<tr>
<th>Survey item</th>
<th>IUPUI</th>
<th>Urban 13</th>
<th>Effect Size</th>
<th>NSSE 2012</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) n/a</td>
<td>4.30 FY 4.30 SR</td>
<td>4.27 FY 4.31 SR</td>
<td>0.02</td>
<td>4.30 FY 4.40 SR</td>
<td>0.00</td>
</tr>
<tr>
<td>9b. Working for pay on campus</td>
<td>1.47 FY 1.76 SR</td>
<td>1.48 FY 1.65 SR</td>
<td>-0.01</td>
<td>1.50 FY 1.81 SR</td>
<td>-0.02</td>
</tr>
<tr>
<td>9c. Working for pay off campus</td>
<td>3.38 FY 4.43 SR</td>
<td>2.74 FY (+) 4.36 SR</td>
<td>0.27</td>
<td>2.21 FY (+) 3.72 SR (+)</td>
<td>0.53</td>
</tr>
<tr>
<td>9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td>1.87 FY 1.64 SR</td>
<td>2.06 FY (-) 1.88 SR (-)</td>
<td>-0.13</td>
<td>2.30 FY (-) 2.12 SR (-)</td>
<td>-0.27</td>
</tr>
<tr>
<td>9e. Relaxing and socializing (watching TV, partying, etc.)</td>
<td>3.63 FY 3.35 SR</td>
<td>3.66 FY 3.30 SR</td>
<td>-0.02</td>
<td>3.69 FY 3.44 SR</td>
<td>-0.04</td>
</tr>
<tr>
<td>9f. Providing care for dependents living with you (parents, children, spouse, etc.)</td>
<td>2.04 FY 3.23 SR</td>
<td>2.00 FY 2.80 SR (+)</td>
<td>0.02</td>
<td>1.84 FY 2.68 SR (+)</td>
<td>0.09</td>
</tr>
<tr>
<td>9g. Commuting to class (driving, walking, etc.)</td>
<td>2.46 FY 2.56 SR</td>
<td>2.54 FY 2.64 SR (-)</td>
<td>-0.07</td>
<td>2.24 FY (+) 2.32 SR (+)</td>
<td>0.19</td>
</tr>
</tbody>
</table>
APPENDIX G: NSSE SCALELET ANALYSIS BY HOUSING STATUS

Purpose: This report demonstrates significant differences in three NSSE 2012 scalelet means between freshmen living on campus and their off-campus counterparts.

NSSE Scalelets

Pike (2006) developed 12 sub-scales (or “scalelets”) of NSSE items in order to assist administrators with making administrative decisions based on the survey’s results. The scalelets provide an opportunity to work with specific sets of survey items that relate to targeted groups of students or relevant interventions with those students.

This report highlights significant differences in mean scalelet scores for freshmen students living on campus as compared with their off-campus peers.

<table>
<thead>
<tr>
<th>Total NSSE 2012 respondents</th>
<th>1,602</th>
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</thead>
<tbody>
<tr>
<td>Freshmen NSSE 2012 respondents</td>
<td>559</td>
</tr>
<tr>
<td>(34.9% of total respondents)</td>
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<tr>
<td>Freshmen NSSE 2012 respondents living on campus</td>
<td>166</td>
</tr>
<tr>
<td>(29.7% of freshmen respondents)</td>
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</table>

Means were significantly higher in three of the 12 NSSE scalelets for freshmen living on campus:

**Collaborative Learning**
- On-campus mean = 48.98 (p<0.05; effect size=0.094)
- Off-campus mean = 44.71

**Out-of-Class Interaction with Faculty**
- On-campus mean = 29.23 (p<0.05; effect size=0.168)
- Off-campus mean = 24.82

**Varied Experiences**
- On-campus mean = 25.75 (p=0.001; effect size 0.207)
- Off-campus mean = 21.11

Mean scores for the other nine scalelets showed no significant difference when comparing on-campus freshmen vs. their off-campus counterparts.

NSSE survey items that comprise each scalelet are presented in the appendix of this report.

Composition of Relevant NSSE Scalelets

Collaborative Learning
How often have you:
- worked with other students on projects during class?
- worked with classmates outside of class to prepare class assignments?
- tutored or taught other students (paid or voluntary)?
- discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)?

Out-of-Class Interaction with Faculty
How often have you:
- talked about career plans with a faculty member or advisor?
- worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)?

Have you, or do you plan to:
- work on a research project with a faculty member outside of course or program requirements?

Varied Experiences
Have you, or do you plan to:
- participate in a practicum, internship, field experiences, co-op experience, or clinical assignment?
- participate in community service or volunteer work?
- participate in a learning community or some other formal program where groups of students take two or more classes together?
- take foreign-language coursework?
- study abroad?
- participate in an independent study or self-designed major?
- participate in a culminating senior experiences (comprehensive exam, capstone course, thesis, project, etc.)?

How many hours a week do you spend:
- participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)?

To what extent does your institution emphasize:
- attending campus events and activities (special speakers, cultural performances, athletic events, etc.)?