Division of Student Life

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Vice Chancellor for Student Life

November 4, 2011
Overview

Timeline of Activities from April 2011-present
Overview of Division Programs and Services
Division’s Strategic Planning Process
Student Life’s Connection to Retention
  ➢ SL’s Assessment of Learning
  ➢ Broader Global Model
Timeline

April-June 2011: Situational Analysis

- Interviewed every unit in Student Life
  - What’s going well
  - Areas of Concern
  - Improvements
- Launched a Self-study of the Division

July 2011: Divisional Realignment

- Maximize functional areas to:
  - Create intentional pathways to success
  - Combine programs and Services that work to build community
Timeline

August 2011:

• Began SL comprehensive strategic planning process
  ➢ Involving entire division
  ➢ Students
  ➢ Key Stakeholders
  ➢ Campus Constituents

October 2011:

• Completed the self-study report
• Identified gaps in service
Timeline

November 2011:

• Finalizing findings:
  ➢ We need to be more intentional about:
  ➢ Connecting curricular and co-curricular programs and services
  ➢ Emphasizing student transitions and pathways to success

• Gaps
  ➢ Student advocacy
  ➢ Comprehensive parent and family programs
  ➢ Connecting to the first-year programs
  ➢ Intentional academic engagement/partnerships
  ➢ Expanding off-campus student services
Comprehensive Strategic Planning

Mission Statement: “Draft”

Provide quality learning experiences that facilitate intellectual and personal growth and create pathways to success for all students

Identified 5 areas of focus

1. Campus Life:
2. Campus Climate:
3. Campus Partnerships:
4. Community Partnerships:
5. Divisional Effectiveness:
Comprehensive Strategic Planning

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

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

3. Campus Partnerships:
   • Leverage meaningful campus partnerships to advance student learning.
Comprehensive Strategic Planning

4. Community Partnerships:
   • Create and **sustain** mutually beneficial **relationships** that **maximize** resources and **facilitates** civic engagement.

5. Division Effectiveness:
   • Demonstrate **excellence in professional practice** through **effective leadership** and **responsible stewardship** of resources.
Connecting Student Life to Retention

Retention

- Complex issue and no one area has the market cornered.
  - Engaged students tend to persist at higher rates than those who are not.
  - Many touch points for students both in class and out of class. It’s about connections.

Student Life we believe we are partners with our colleagues in Academic Affairs whereby the classroom provides the FORMAL learning and the out of classroom provides FORMATIVE learning creating a holistic experience for our students.
Connecting Student Life to Retention

Retention

- Global concern with shared by many institutions but it is unique to every college campus

- The first step is to determine WHAT we want students to learn
- The second step is to identify WHERE the learning is happening
- The third step is to measure the IMPACT to learning
- The fourth step is to IMPROVE processes based on the data collected

- Student Life Co-Curricular Mapping Process.
Division Programs/Services by PULs

Mapping Summary

- Core communication & quantitative skills (PUL1): 9
- Critical thinking (PUL2): 15
- Integration & application of knowledge (PUL3): 17
- Intellectual depth, breadth, & adaptiveness (PUL4): 6
- Understanding society & culture (PUL 5): 16
- Values & ethics (PUL6): 11
# Lead IUPUI (Office of Student Involvement)

<table>
<thead>
<tr>
<th>Principle of Undergraduate Learning</th>
<th>Measure (5-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
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| Core communication and Quantitative Skills (PUL1) | 1. This seminar encouraged me to look at ways to communicate within a team to solve problems.  
2. This seminar provided me with new skills to communicate effectively with my peers  
3. I have gained insight on how to deal with “difficult people.” | 93% indicated “agree” or “strongly agree” (n=30) |
| Critical Thinking (PUL 2) | 1. This seminar encouraged me to analyze different ideas and proposed solutions.  
2. This seminar caused me to review my ideas about how to approach an issue.  
3. This seminar provided me with the critical thinking skills to generate new ideas or ways to improve things. | 93% indicated “agree” or “strongly agree” (n=133) |
| Integration and application of knowledge (PUL 3) | 1. What I learned today in this seminar will enhance my personal life. | 94% indicated “agree” or “strongly agree” (n=59) |
| Intellectual depth, breadth, and adaptiveness (PUL 4) | 1. I am able to define conflict and distinguish it from other forms or interaction.  
2. This program has allowed me to identify the views of nature of conflict.  
3. Through this program, I know the principles of working through conflict. | 100% indicated “agree” or “strongly agree” (n=24) |
| Understanding society and culture (PUL 5) | 1. This seminar provided me with an understanding of culture and society that allows me to respect the views of people with different perspectives  
2. This seminar helped me to see relationships among local, national, and global issues | 89% indicated “agree” or “strongly agree” (n=60) |
| Values and ethics (PUL 6) | 1. This seminar allowed me to apply my set of values and ethics to a specific situation. | 100% indicated “agree” (n=9) |
Connection to Retention

Adapted Model from Steven Robbins Meta-analysis Research

Contact

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