

## ***Student Development & Campus Life Assessment Report 2006-2007***

### **Mission of Indiana University Kokomo:**

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

In addition to the Mission, IU Kokomo has also publicly issued "commitment statements". These commitments include: student learning, regional engagement, diversity, innovation and assessment.

### **Mission of Student Development and Campus Life:**

Student Development and Campus Life is dedicated to the personal and professional growth and development of the students of Indiana University Kokomo. Our department is committed to complementing the mission and commitments of IU Kokomo. Educational attainment is done by creating out-of-class practical learning opportunities for students.

Offices that collaborated in creating this assessment plan include the Office of Student Activities, The Office of Campus Climate and the Office of Career Services. As professionals, each member of the student development team will:

- Provide **excellent support services** that remove barriers to personal development, student learning and student matriculation.
- **Challenge and support students** in the process of student development.
- Develop a **challenging and comprehensive co-curriculum**.
- Assist students in the **development of leadership skills** in preparation for life-long service.
- Promote an **understanding and appreciation of diversity**.

### **Program goals and student learning outcomes:**

#### **I. Goal: Fostering students' personal growth and development**

- A. Outcome: Students will work effectively
  - i. Component: Collaborate with others
  - ii. Component: Work independently
  - iii. Component: Motivate others
  - iv. Component: Delegate responsibility
- B. Outcome: Students will enhance their communication skills
  - i. Component: Verbal skills
  - ii. Component: Written skills
  - iii. Component: Non-verbal (etiquette/respect)
- C. Outcome: Students will value diversity
  - i. Component: Aware of their own identity

- ii. Component: Respect for differences (racial, cultural, socio-economic, sexual orientation, etc)
  - iii. Component: Seek opportunities to interact with people different from themselves
  - iv. Component: Willingness to learn about issues of diversity
- D. Outcome: Students will choose behaviors that promote health & reduce risk
  - i. Component: Achieve balance between education, service, work & leisure
  - ii. Component: Report a plan to change unhealthy behavior as a result of wellness programs.
  - iii. Component: Wellness programs will be student initiated with the hope of educating peers.
- E. Outcome: Students will apply theoretical knowledge to experiences outside of the class.
  - i. Find relevance to knowledge as it relates to classes
  - ii. Articulate personal strengths in applying classroom knowledge to “real world”
  - iii. Articulate personal weaknesses in applying classroom knowledge to “real world”
  - iv. Illustrate decision making process based on classroom knowledge
- F. Outcome: Students will clarify personal values and belief systems and make decisions accordingly

## **II. Goal: Fostering an enriched campus community**

- A. Outcome: Students will develop mutually beneficial relationships with students, faculty & staff
  - i. Component: Listens to the viewpoint of others
  - ii. Component: Expresses personal viewpoints
  - iii. Component: Actively seek either side of a mentor/mentee relationship
- B. Outcome: Students will articulate a sense of belonging and ownership on campus (i.e. I matter to IUK and IUK matters to me).
  - i. Component: Respect for property
  - ii. Component: Respect for people
  - iii. Component: Active participation

## **III. Goal: Linking campus & community**

- A. Outcome: Students will explain their responsibility to the community.
  - i. Component: Commitment to service
  - ii. Component: Commitment to political activism
  - iii. Component: Commitment to social advocacy.
- B. Outcome: Students will establish relationships within the community.
  - i. Component: Identify and interact with community groups that align with personal and professional goals and values
  - ii. Component: Positively affects the organization they are involved with by aligning with the mission
  - iii. Component: Strives to identify personal weaknesses and improve upon them through involvement
- C. Outcome: Students will document specific work skills, knowledge & accomplishments.
  - i. Component: Articulate clear description of skills
  - ii. Component: Utilize concise language
  - iii. Component: Use appropriate format or forum

## Office of Campus Climate Report of Assessment for 2006-07

### I. Brief Summary of Assessment Plan

1. Survey to students participating in the Multicultural Student Organization Cultural Focus Discussion Forums during the 2006-2007 academic year. Assess specifically the outcome Value Diversity. We will specifically ask students if they will students if their involvement in the Focus Discussions led to improvements in the area of: self-aware of their own identity, respect for differences, seek opportunities to interact with people different from themselves, and willingness to learn about issues of diversity. At this time there will not be a pre and post test to students. We hope that 100% of students exceed the expectation set forth by the staff in these areas.
  2. Continue program assessments for all possible programs that address student learning outcomes.
- Outcome assessed is **Value Diversity** which is an outcome of the goal of Fostering Students' Personal Growth and Development. The components include: **Become self-aware of their own identity; respect for differences (racial, cultural, socio-economic, sexual orientation, etc); seek opportunities to interact with people different from themselves; willingness to learn about issues of diversity.**
  - The benchmark(s) specified in the plan is to enhance 100% of the surveyed student's learning outcomes in the targeted areas.
  - An affective assessment instrument was not used for this academic year. The goal for the 2007-08 academic year is work with Sharon Calhoun to develop an assessment instrument.

### II. Assessment Methods

Cultural Focus Discussion Forum participants were not given a Pre/Post Test.

- Cultural Focus Discussion Forum: Cheryl Simmons, Sycamore Elementary Teacher "White Teachers in a Diverse Class Room" Eight participants, survey administered on November 20, 2006.
- Cultural Focus Discussion Forum: Lisa Washington, Clinical Coordinator for Howard Regional Health Services "Cultural concerns health care providers should consider while caring for African American and Hispanic /Latino patients" Seven nursing and allied health students participated, survey administered on January 29, 2007.
- Cultural Focus Discussion Forum: Teen Forum - Tanisha Ford, Indiana University Doctoral Students, "Black Power movement, coalitions with the Brown Berets, and other Latino

activist groups". Eighty-nine students from Kokomo High School participated, survey administered on February 2, 2007.

- C. Catherine Barnes administered an evaluation of the events

### **III. Assessment Results**

Please see attached copies of instruments and results for more information.

- ❖ Cultural Focus Discussion Forum Cheryl Simmons Measuring "Value Diversity"
  - Become self-aware of their own identity
    - 80% of the participants listed their ethnicity/race/color
    - 100% of the participants listed their gender
  - Willingness to learn about issues of diversity
    - 90% of the participants said they would participate in another Cultural Focus Discussion
- ❖ Cultural Focus Discussion Forum Lisa Washington Measuring " Value Diversity"
  - Become self-aware of their own identity
    - 100% of the participants listed their ethnicity/race/color
    - 100% of the participant listed their gender
  - Willingness to learn about issues of diversity
    - 100% of the participants said they would participate in another Cultural Focus Discussion
- ❖ Cultural Focus Discussion Forum Tanisha Ford Measuring "Value Diversity"
  - Become self-aware of their own identity
    - 60% of the participants listed their ethnicity/race/color
    - 90% of the participant listed their gender
  - Willingness to learn about issues of diversity
    - 70% of the participant would participate in another Cultural Focus Discuss

#### IV. Using Assessment for Program Improvement

In reviewing these assessment results, it appears that the instrument use for assessment was really an evaluation of the programs. It appears though, the programs are interest to the students and they would like more Cultural Focus Discussions.

#### V. Dissemination of results

The results of this evaluation will be shared with the Office of Student Activities, the Diversity Committee, and the Multicultural Student Organization.

### Office of Student Activities Report of Assessment for 2006-07

#### I. Brief Summary of Assessment Plan

1. Survey to students participating in Student Government, Student Union Board and Student Leaders for Service\* about programs & services during the 2006-2007 academic year. Assess specifically the outcome Working Effectively. We will specifically ask students if their involvement in activities led to improvements in the area of: collaborating with others, working independently, motivating others and delegating responsibility. Our hope is to complete a pre and post test to students and evaluate scores as a group instead of individually; this will be self-report and will provide us indirect data. Advisors will also monitor meetings and document examples of the group's success in the areas mentioned above\*\*. Therefore, hoping to prove that involvement in Student Union Board or Student Senate enhanced 85 % of the surveyed student's learning outcomes in the targeted areas.
2. The Office of Student Activities plans to discuss NSSE data\*\*\* with Student Government Leaders. Our hope is that these students can guide our office in areas of strengths and weaknesses as they relate to student engagement. Our hope is to use these discussions to guide program planning and utilize our data collected in securing grant funds for engagement.
3. Continue program assessments for all possible programs that address student learning outcomes.

- Outcome assessed is **Working Effectively** which is an outcome of the goal of **Fostering Students' Personal Growth and Development**. The components include: **Collaborate with others; work independently; motivate others; and delegate responsibility**.
- The benchmark(s) specified in the plan is to enhance 85 % of the surveyed student's learning outcomes in the targeted areas.

\*We had planned to assess the organization, Student Leaders for Service, but this group was discontinued during the 2006-2007 academic year due to the lack of sufficient resources to run the program.

\*\* Although meetings were monitored by advisors, this part of the assessment plan was not completed due to transition in the advisor roles. Also, it was decided that this type of assessment would be too subjective and too onerous a task for an individual.

\*\*\*We still would like to discuss NSSE results with our Student Government Leaders. We would like to invite Sharon Calhoun into speak with our students about this data and what it means.

## **II. Assessment Methods**

- **Student Leader Pre/Post Test Measuring “Working Effectively”**

Administered to all students active in Student Union Board and Student Government Association in September 2006 (pre-test) 26 students (Student Union Board—11, Student Government Association—15) surveyed and then again in April 2007 (post-test) 18 (Student Union Board—8, Student Government Association—10) students surveyed. This is an indirect assessment measure.

- Sarah Sarber and Kathryn Widman assessed the data using mixed methods quantitative data.

Additional assessments, but not a part of assessment plan.

- Leadership Summit – 18 participants, survey administered on September 22, 2006.
- Leadership Retreat Evaluation, 17 student participants, survey administered October 2005.

## **III. Assessment Results**

Please see attached copies of instruments and results for more information.

- **Student Leader Pre/Post Test Measuring “Working Effectively”**

- Collaborate with others.
  - 27 % Student Union Board participants reported a low to medium confidence level and 73% reported a high or very high confidence level in this area at the pre-test, while only 12% reported a medium confidence level, 88% reported a high or very high confidence level and none reported a low confidence level at the post test.
  - 20% of Student Government Association participants reported a low to medium confidence level and 80% reported a high or very high confidence level in this area at the pre-test, while only 10% reported a medium confidence level, 90% reported a high or very high confidence level and none reported a low confidence level at the post test
- Working Independently—(question used Ability to Establish Priorities).
  - 36 % Student Union Board participants a medium confidence level and 64% reported a high or very high confidence level in this area at the pre-test, while only 13% reported a medium confidence level, 87% reported a high or very high confidence level
  - 20 % Student Government Association participants a low to medium confidence level and 80% reported a high or very high confidence level in this area at the pre-test, while only 10% reported a low confidence level, 90% reported a high or very high confidence level
- Motivating others.

- 27 % Student Union Board participants a medium confidence level and 63% reported a high or very high confidence level (one respondent chose not to answer the question) in this area at the pre-test, while only 25% reported a medium confidence level, 75% reported a high or very high confidence level and none reported a low confidence level at the post test.
- 40 % Student Government Association participants were at a low to medium confidence level and 60% reported a high or very high confidence level in this area at the pre-test, while only 30% reported a low to medium confidence level, 70% reported a high or very high confidence level and none reported a low confidence level at the post test.
- Delegating tasks to others.
  - 18 % of Student Union Board Participants reported a low to medium confidence level and 82 % reported a high or very high confidence level in this area at the pretest, while 100 % reported a medium to high confidence level and 75 % a very high confidence level at the post-test.
  - 34 % of Student Government Association Participants reported a low to medium confidence level and 66 % reported a high or very high confidence level in this area at the pretest, while only 30 % reported a low to medium confidence level and 70 % a high or very high confidence level at the post-test.

100% of the students (who responded to this portion of the survey, 83% of the students surveyed responded to this portion) agreed or strongly agreed that their participation in Student Government Association and/or Student Union Board contributed positively to their academic success, to their overall learning while in college, to the quality of their college experiences, to the likelihood of their future involvement in service projects, to the development of transferable career skills, and positively affected their loyalty to IU Kokomo.

- Increases in all areas of evaluation. In most of the areas measured, after involvement in the activity or group, no participants felt their abilities were in a low confidence range.

It is unclear if benchmarks have been met due to the fact participants were not coded in any way in the pre or post test. Also, participants in these groups change throughout the year as members leave or join the group. For the 2007-2008 assessment, we have coded students so we will be able to better assess improvement.

Below are additional assessments completed which focused on leadership roles but are not necessarily a part of our assessment plan.

- **Leadership Summit**

18 Participants, 8 Club Presidents, 8 Club Officers, 2 Advisors

- 89 % identified their knowledge before the meeting was in the low to middle range, while 100 % reported their knowledge in the high to very high range after the summit.

- 94 % of participants felt a high to very high confidence level in their roles after the summit.

- **Leadership Retreat Evaluation**

16 student participants

- Before the retreat, 75 % of students rated their leadership skills either low or medium confidence and 25 % rated a high confidence, after the retreat 94 % of students rated themselves a high confidence level.
- Qualitative feedback was extremely positive.

#### **IV. Using Assessment for Program Improvement**

In reviewing these assessment results, it appears that the programs we are sponsoring are providing students with valuable learning experiences and achieving success in the area of students will work effectively. We found from examining the rest of the assessment data, not covered by the assessment plan, that we need to work with the participants on other areas such as managing finances and stress management.

#### **V. Dissemination of Results**

- Through marketing of student life opportunities to current and prospective students, and through recruitment activities for the various clubs and organizations on campus. Also, we plan to disseminate the results of all the Student Development and Campus Life Assessments through our webpage. This is currently in the developmental phase.

### **Office of Career Services Report of Assessment 2006-07**

#### **I. Brief summary of Assessment Plan**

- The Office of Career Services will conduct a “New Professionals Conference” that will include an etiquette dinner and two breakout sessions that will concentrate on the professional development topics of: Successful Interviewing and Salary Negotiation. Outcome assessed is **Work Skills, Knowledge and Accomplishments** which is an outcome of the goal **Linking Campus to Community**. The components include: Articulating clear description of skills, utilizing concise language, use appropriate format or forum.
- The benchmark, although NOT specified in the revised plan is to enhance 85% of those students who turned in an evaluation, learning outcomes in the targeted areas.
- The outcome has been adjusted slightly for this activity to focus on *etiquette* skills that should be used in a work or professional setting, rather than the work skills themselves.

#### **II. Assessment Method**

- Students were asked to complete a survey after the event to evaluate the effectiveness of the program. A question was included about pre and post event knowledge of the topics. Everyone was asked to evaluate the etiquette dinner, since all attended, and then to evaluate whichever of the professional workshops they attended.

### III. Assessment Results

Please see attached copy of instrument and results for more information.

- **Rate your knowledge about etiquette prior to the event.** (1=lowest; 5=highest)  
26 attendees submitted a survey.
- The benchmark starting points were: 0%=1; 38%=2; 42%=3; 19%=4; 0%=5.
- **Rate your knowledge about etiquette after the event.** 0%=1; 0%=2; 0%=3; 26%=4; 73%=5.
- **Rate the workshop content** (1=lowest; 5=highest). 14 students attended the “Successful Interviewing” workshop and 12 attended the “Salary Negotiation” workshop.
  - **Successful Interviewing** content was rated: 0%=1; 0%=2; 0%=3; .07%=4; 92%=5.
  - **Salary Negotiation** content was rated: 0%=1; 0%=2; 0%=3; 16%=4; 50%=5; 4 attendees did not rate the workshop content.

### IV. Using Assessment for Program Improvement

- Although the survey is a direct measurement instrument, the questions asked provided more of an indirect response, since the language on the survey was not concise with regard to the student’s evaluation of the outcomes being assessed. We will adjust the language on the evaluation for future assessment measures to extract more exact and concise information.

### V. Dissemination of Results

- 61% of attendees felt an average to above average (listed as 2, 3, or 4 on the scale) knowledge base prior to the etiquette dinner.
- 100% of attendees felt an above average to excellent (listed as 4 or 5 on the scale) knowledge base after the dinner.
- The results rating the content for the Salary Negotiation workshop are skewed because 4 of the people attending did not answer the rating question about the workshop content. We are not sure if they chose not to answer, or if they missed the question – as it was included a part of the entire evaluation.

