

**The Office of Student  
Life and Campus  
Diversity**

2017-2022

Assessment Plans

# ***Student Life Assessment Plan 2017-2022***

## **Mission for Student Life:**

The Office of Student 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 achieved by creating out-of-class practical learning opportunities for students. As professionals, each member of the student development team will:

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

## **I. Program Goals and Student learning outcomes**

### **1. GOAL: Personal Growth and Development**

- a. Outcome: To develop student's personal growth and development by providing both group and individualized settings through interactive programming, professional development opportunities, on-on-one appointments, programming, and classroom engagement.
  - i. Component: Through student leadership opportunities such as leadership retreat, leadership summit, and holding a position within a student organization.
  - ii. Component: Through student appointments, staff are able to assist in the formation of goal setting.
  - iii. Component: Students are able to experience student conferences, panels, and lectures.
  - iv. Component: Through comprehensive programming, students are able to step outside their comfort zone and grow personally by engaging in discussion with others.

### **2. GOAL: Problem Solving**

- a. Outcome: Student will have the ability to apply their strengths, knowledge, values/beliefs, and build further upon their past and present experiences to assist their problem solving skills.
  - i. Component: Students are able to anticipate problems and identify potential solutions through the Escape Rooms, different programming, and leadership opportunities.
  - ii. Component: Students will apply theoretical knowledge to experiences outside of the classroom to understand the real world component.
  - iii. Component: Through one-on-one discussions, development and implementation of a plan to address and resolve problems are created.
  - iv. Students will work effectively with one another to enhance their communication skills (verbal, written, and non-verbal).

### **3. GOAL: Community Engagement**

- a. Through collaboration with other campus departments as well as off campus partners, students will learn about being an engaged citizen.
  - i. Component: Students will discover different roles and responsibilities through engagement with the community through varying learning opportunities in and out of the classroom.
  - ii. Component: Students will be educated on the constitution and voter registration.
  - iii. Component: Students will be engaged with the on and off campus communities through service learning opportunities.

### **4. GOAL: Social and Emotional Competence**

- a. Outcome: To increase the social and emotional competence of students as they navigate independence and adult life, providing resources to assist and inform their decision-making skills as they progress through their academic careers.
  - i. Component: Enhancing awareness of the impact on one another through education of the Student Code of Conduct.
  - ii. Component: Through educational opportunities, student will understand the importance of taking responsibility for their actions and how to adjust behavior if needed.
  - iii. Component: Students will learn how to resolve conflict and manage their emotions through presentations, collaboration with counseling, Indiana University Police Department and other educational opportunities afforded to them.
- b. Outcome: Students will have the ability to practice and demonstrate their social awareness and responsibility, healthy relationships, self-management, as well as self-awareness of themselves and those around them.
  - i. Component: Through different student organizations and diversity programs, student will be able to explore their identity.
  - ii. Component: Through mid-term meltdown programming, students will be able to explore healthy relationships, self-management, and self-support strategies through art, movement, and discussion.
  - iii. Component: Students will choose behaviors that promote health and reduce risk through health and wellness programs focusing on the educational awareness of drug, alcohol, and sexual misconduct.

## **II. Activity Map**

- a. See below on separate page

# The Office of Campus Diversity

## Goal 1: Personal Growth and Development

	Student Organizations	Leadership Summit	Leadership Retreat	Service Learning Opportunities	Campus Speakers	Other student programming (Activities Fair, Escape Rooms, Midterm Meltdown Etc.)
Leadership Opportunities						
Professional Growth: Individual						
Professional Growth: Group						

## Goal 2: Problem Solving

Apply Theoretical Knowledge						
Address and Resolve Problems						
Effective Communication Skills						
Advocacy						

## Goal 3: Community Engagement

Discovery						
Education on Citizenship						Some
Engagement						

## Goal 4: Social and Emotional Competence

Student Code of Conduct						Some
Identities						
Healthy Relationships						
Educational Awareness						

	Activity meets outcome
	Activity does not meet outcome

## ***Campus Diversity Assessment Plan 2017-2022***

### **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.

### **Indiana University Kokomo's Civility Statement**

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives, and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom, including but not limited to, an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people.

Respect and civility should, therefore, be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

### **Mission of the Office of Campus Diversity**

The Office of Campus Diversity provides a vital support system for students, faculty, and staff from underrepresented groups. Through our Diversity Committee, cultural diversity trainings, programming, Minority Mentoring program, and student organizations, this office assists in the recruitment and retention of diverse students, faculty, and staff. We strive to help all on campus build cultural competencies.\*

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

- I. **Goal: Raise Awareness\*\***
  - A. Outcome: Students will gain an awareness of and ability to explore aspects of their own identity, culture, etc.
    - i. Component: Through celebration of Heritage Months
    - ii. Component: Through Cultural Diversity Trainings
    - iii. Component: Through mentoring program and collaboration with others within their identity group
    - iv. Component: Through speakers, conferences, and other forms of student programming, including our annual Culture Bash and Black Student Union
  - B. Outcome: Students will gain self-awareness about their own biases, fears, and comfort levels.
    - i. Component: Through Cultural Diversity Trainings, specifically implicit bias training

- ii. Component: Through a mentoring program and collaboration with others within their identity group
  - iii. Through speakers, conferences, and other forms of student programming
- C. Outcome: Students will gain awareness of the “diverse” dimensions of diversity, including ability, age, ethnicity, gender identity, geographic origin, national origin, race, religion/spiritual traditions, sexual orientation, and socioeconomic class.
  - i. Component: Through Cultural Diversity Trainings, specifically through the use of the John Hopkins’ “Diversity Wheel” as a part of these trainings
  - ii. Component: Through the Minority Mentoring Program
  - iii. Through speakers, conferences, and other forms of student programming, including information put out by student groups like Cougar Advocates for Diversity, Spectrum, Light and Truth, among others.
- D. Outcome: Students will gain an awareness of the inequity of privileges.
  - i. Component: Through Cultural Diversity Trainings and Table Talks
  - ii. Through speakers, conferences, and other forms of student programming
- E. Outcome: Students will gain an appreciation of the ways in which they are different from each other and similar to each other.
  - i. Component: Through celebration of Heritage Months
  - ii. Component: Through Cultural Diversity Trainings
  - iii. Component: Through speakers, conferences, and other forms of student programming, including the work of student organizations
- F. Outcome: Students will gain empathy and concern about the impact of social injustice.
  - i. Component: Through Cultural Diversity Trainings
  - ii. Component: Through speakers, conferences, and other forms of student programming, including the work of student organizations

## **II. Goal: Increase Knowledge**

- A. Outcome: Students will gain the understanding that a true leader values and empowers all the members of the group.
  - i. Component: Through leadership development programs like our Leadership Summit and Leadership Retreat, which both incorporate conversations on diversity of thought and experience
  - iii. Component: Through Cultural Diversity Trainings
  - ii. Component: Through interactions with a diverse staff and student leaders
- B. Outcome: Students will learn about global diversity issues.
  - i. Component: Through student programming focused on these issues, like our Oxfam Hunger Banquet.
  - iv. Component: Through Cultural Diversity Trainings
  - ii. Component: Through our annual Culture Bash
- C. Outcome: Students will increase their knowledge base about each of the dimensions of diversity.
  - i. Component: Through Cultural Diversity Trainings, specifically through the use of the John Hopkins’ “Diversity Wheel” as a part of these trainings
  - ii. Component: Through the Minority Mentoring Program
  - iii. Component: Through speakers, conferences, and other forms of student programming, including information put out by student groups like Cougar Advocates for Diversity, Spectrum, Light and Truth, among others.
- D. Outcome: Students will understand the essential vocabulary related to diversity.
  - i. Component: Through Cultural Diversity Trainings

- ii. Component: Through speakers, conferences, and other forms of student programming, including information put out by student groups like Cougar Advocates for Diversity, Spectrum, Light and Truth, among others.

### **III. Goal: Develop Skills**

- A. Outcome: Students will learn to communicate effectively, both verbally and non-verbally.
  - a. Component: Through leadership development programs like our Leadership Summit and Leadership Retreat, which focus on developing student leaders
  - b. Component: Through Cultural Diversity Trainings
  - c. Component: Through speakers, conferences, and other forms of student programming, including our Midterm Meltdown which focuses on building emotional intelligence
  - d. Component: Through involvement with student organizations
- B. Outcome: Students will develop the skills of inclusive leadership, valuing and involving all members of the group for their unique contributions.
  - a. Component: Through leadership development programs like our Leadership Summit and Leadership Retreat, which focus on developing inclusive leaders
  - b. Component: Through Cultural Diversity Trainings, especially those that focus on implicit bias, microaggressions, and microaffirmations
  - c. Component: Through speakers, conferences, and other forms of student programming that prepare students for leadership in a global society
- C. Outcome: The office will invite others to open up and share their stories through an attitude of respectful interest and curiosity, using open-ended questions.
  - a. Component: Through leadership development programs like our Leadership Summit and Leadership Retreat, which focus on learning more about student leaders and diverse needs
  - b. Component: Through Cultural Diversity Trainings
  - c. Component: Through student programming, including the celebration of Heritage Months
- D. Outcome: The office will teach students to respond to statements or acts of bias in a way that invites dialogue rather than debate or arguments.
  - a. Component: Through leadership development programs
  - b. Component: Through Cultural Diversity Trainings
  - c. Component: Through student programming
  - d. Component: By modeling this behavior within and beyond the office
- E. Outcome: The office will teach students to stand up and speak out for their own rights and for the rights of others.
  - a. Component: Through awareness of policies and procedures on campus
  - b. Component: Through discussion of advocacy work in Cultural Diversity trainings
  - c. Component: Through student programming

### **IV. Goal: Plan for Social Action**

- A. Outcome: Students will take a leadership role in service projects and other programs that serve the cause of social justice.
  - i. Component: Through service opportunities like our Take Five program
  - ii. Component: Through Cultural Diversity Trainings and student programming within the community
- B. Outcome: Students will increase their interactions with people different from themselves.
  - i. Component: Through the Minority Mentoring Program
  - ii. Component: Through leadership development programming and other student programming

- iii. Component: Through involvement in student organizations
- iv. Component: Through Cultural Diversity Trainings
- C. Outcome: The office will actively try to impact those who are within our spheres of influence regarding issues of bias, discrimination, and social justice, and encourage students to do so also.
  - i. Component: Through leadership development programs
  - ii. Component: Through Cultural Diversity Trainings
  - iii. Component: Through student programming, and collaborations between faculty and staff, including faculty and staff diversity development
- D. Outcome: The office seeks to make a positive difference on the campus and in the community, and for students to do the same.
  - i. Component: Through outreach to diverse groups within the larger community like the Kokomo Chapter of Indiana Black Expo and involvement with university-wide and statewide diversity initiatives
  - ii. Component: Through Take Five and other community-centered service opportunities
  - iii. Component: Through student programming focused on diverse campus and community issues, as found through our annual MLK, Jr. celebration
  - iv. Component: Through work with diverse groups within and beyond the campus at Culture Bash and our Midterm Meltdown

\*Cultural competence is the ability to interact effectively across cultures. It means understanding different cultures and their values, even when they do not align with our own.

\*\*These goals were put forth by the National Student Leadership Diversity Convention.

**Activity Map**

<b>The Office of Campus Diversity</b>						
<b>Goal 1: Raise Awareness</b>						
	Leadership Development Programming	Student Organizations	Diversity Trainings	Service Learning/Volunteer Experiences	Minority Mentoring Program	Other student programming (including Culture Bash and Midterm Meltdown)
Their own identities						
Implicit Biases						
Dimensions of Diversity						
Privilege						
Cross-cultural connections						
Impact of social injustice						
<b>Goal 2: Increase Knowledge</b>						
Inclusive Leadership						
Global Diversity Issues						
Dimensions of Diversity						
Vocabulary related to Diversity						
<b>Goal 3: Develop Skills</b>						
Effective communication						
Inclusive leadership						
Culturally competent responses to implicit biases						
Advocacy						
<b>Goal 4: Plan for Social Action</b>						
Service learning						
Advocacy						

	Activity meets outcome
	Activity does not meet outcome