

## Student Life and Diversity 05-06

### PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. Expected improvements or changes (what will look or be different as a result)	3. Implementation strategies (what is being done to achieve the outcome goal or objective)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Promote and enhance an inclusive and accessible community that engages its members, embraces diversity, appreciates individuals and fosters campus spirit.</p>	<p>New campus traditions will be created.</p> <p>Annual events will be emphasized and well attended.</p> <p>Students, faculty, and staff will develop a deeper self-awareness and an increased knowledge about others.</p>	<p>Two full Weeks of Welcome (WOW) began in fall 2003 and have continued each fall. New Student Convocation was developed and takes place each fall.</p> <p>Ongoing series include: diversity workshops, IUPUI goes to Town, and cultural heritage month celebrations.</p>	<p>Track attendance and examine attendance trends over time. A qualitative analysis of WOW events will be conducted in Fall 2006 to complement the study that was conducted in Fall 2004.</p> <p>Satisfaction surveys for ongoing program series were administered.</p> <p>In 2006- 2007 the developmental outcomes for Hispanic Heritage Month activities will be assessed using an established diversity scale, the Miville-Guzman Universality Diversity Scale.</p>	<p>Greater PR is needed for events and events that inspire interaction among attendees were well received. (e.g. Jillian's, outdoor movie)</p> <p>Students desire programs that are specific, focused on unique topics, and informative.</p>	<p>The WOW committee is incorporating student feedback as they develop future WOW activities.</p> <p>Student feedback about the best day and time to hold programs was used to schedule the ongoing series workshops.</p>

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<p>Provide opportunities for learning, inquiry and self exploration to develop leadership, integrity and potential.</p>	<p>SLD will provide more on-campus employment opportunities and provide training and mentoring for student employees.</p> <p>Students will have the opportunity to participate in a comprehensive leadership training program</p> <p>Students with disabilities will be aware of the services available to them on a college campus.</p> <p>Students will be able to articulate the policies and laws regarding alcohol and drugs. Students will make informed choices about their personal wellness.</p>	<p>Committee has proposed a student employee training program including goals, expected improvements, implementation strategies, measures and methodologies. The training program will be piloted in Fall 2006.</p> <p>A complete leadership program is currently under development.</p> <p>Movin'On: A transition program for students with disabilities was held for the third year.</p>	<p>Satisfaction with and effectiveness of student employee training program will be measured using a locally-developed instrument and a pre-test post- test method.</p> <p>The leadership program will be evaluated using locally-developed satisfaction surveys. Student learning of the principles of civic leadership and the tenets of leadership theory and skill development will also be measured using an existing valid and reliable instrument and a pre-test/ post-test method.</p> <p>Students will be asked to submit a reflection essay about their feelings regarding cultural diversity in the community and the role diversity plays in the practice of leadership. The essays will be evaluated using an established rubric.</p> <p>Movin' On attendees completed an evaluation of the workshop.</p> <p>SLD participated in the CORE survey, a national health and wellness survey.</p>	<p>Assessment findings for the student employee and leadership programs will be reported after these programs have been administered.</p> <p>The Movin' On transition program is improving each year and growing in size.</p> <p>The CORE survey report will be available in late summer 2006. Results from this survey will provide a baseline of knowledge and behaviors. SLD will develop programs to meet the educational needs of students.</p>	<p>Movin' On was developed after a needs assessment was conducted and the format was revised after focus group interviews revealed the need for a different program format.</p> <p>The program has been improved based upon feedback from participants. In particular, the length of the Movin' On was shortened and the fee for the program was decreased. In addition, program planners found that delivering invitations to Movin' On directly to schools yielded a better response to the event than mailing invitations.</p>

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<p>Create collaborative partnerships within the campus and community in order to add value to the IUPUI collegiate experience.</p>	<p>Integral academic and campus partnerships that foster student development and potential will be established and strengthened.</p> <p>Existing community partnerships will be strengthened and new community partnerships will be created.</p>	<p>“First Year in a FLASH” was developed and launched in summer of 2003 as part of orientation. CCL worked with the Sagamore to develop a special summer orientation issue for incoming students</p> <p>Five community partnerships exist (Eiteljorg Museum, Indiana State Museum, Indianapolis Urban League, Madame Walker Theatre Center, El Centro Hispano) Tentative action plans and goals for each of these partnerships are being developed.</p> <p>“To Mexico with Love” language and cultural immersion trip to Mexico is active.</p> <p>Hurricane Katrina relief trips were organized, including an alternate spring break trip to Waveland, MS.</p>	<p>Satisfaction with and effectiveness of First Year in a FLASH program can be measured using a pre-test post- test method.</p> <p>Partnerships will be evaluated based on the goals of each partnership.</p> <p>Students who participate in the language immersion trip to Mexico must meet the academic language requirements as set forth by the academic school. Participants also complete reflection pieces about their experiences and a diversity awareness, knowledge and behaviors scale.</p> <p>Students who participated in the Katrina relief trips completed reflection essays and those on the alternative spring break trip also completed a survey about their experiences.</p>	<p>Participants in “To Mexico with Love” report an increased awareness of other cultures and social issues facing the Mexican citizens.</p> <p>Participants in the alternative spring break trip indicated that the trip was a positive experience that impacted their personal development, knowledge and attitudes toward diversity, and level of civic engagement. All respondents agreed or strongly agreed with the statements: “I have grown in a positive way from the Katrina Spring Break Experience.” Ninety-six percent of the respondents reported learning more about regional culture (Mississippi Gulf Coast) and 78% reported an increased awareness of their own biases as a result of participating in this service trip. All participants believed that their efforts benefited the region, and 87% are more aware of how they can become more involved in their own communities.</p>	<p>First Year in a FLASH presentation has been revised based on the feedback from orientation participants.</p> <p>The program coordinators for “To Mexico with Love” realized the optimal number of participants is 20-25 on each trip. Additional information about service-learning sites also informed decisions about which sites would be served on future trips.</p>

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<p>Create, maintain and improve facilities to enhance campus climate, community, pride and to make the experience more fun.</p>	<p>Students, faculty and staff will describe campus environment as a good place to live, work, socialize, and learn.</p>	<p>Campus Apartments at the River Walk were opened and occupancy is increasing.</p> <p>Campus Center is under construction.</p>	<p>Residential satisfaction survey is conducted each year.</p> <p>Continuing student survey includes items related to satisfaction with learning and social spaces</p>	<p>Residents are very satisfied with their experience in Ball Hall and the apartments. Residents expressed a need for improved food options and a concern over the cost of rent at the apartments.</p> <p>Results from the past three resident surveys will be analyzed in a comprehensive report.</p>	<p>Office of Housing and Residence Life worked with food services to develop a meal plan.</p> <p>The need for better social gathering spaces will be met by the Campus Center, scheduled to open in 2007.</p>
<p>Develop assessment activities, best practices and continuous improvement that increases SLD's visibility and respect within the campus community in order to be recognized as an educational partner on campus, state-wide, nationally, and internationally.</p>	<p>Division of SLD is recognized on campus, in the community, and among other student affairs professionals.</p> <p>Division has an assessment plan and utilizes it.</p> <p>Division has completed the current strategic plan and is participating in a strategic planning process now.</p>	<p>Division brochure was created and distributed</p> <p>Assessment plan is being utilized and additional assessment activities are under development.</p>			