

Student Development & Campus Life Assessment Plan 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

Co-curricular Maps:

The Office of Campus Climate								
Goal 1: Fostering students' personal growth & development								
	Int. Day Festival	Alcohol Awareness Week	Hispanic Heritage Celebration	Merit Program	Int. Student Org.	Umoja	El Mundo Hispano	MLK Lunch
Work effectively								
Enhance communication skills								
Value diversity								
Choose behavior that promotes health								
Apply knowledge to experiences outside of class								
Clarify personal values & beliefs								
Goal 2: Fostering an enriched campus community								
Develop mutually beneficial relationships with students, faculty & staff								
Articulate ownership on campus								
Goal 3: Linking Campus & Community								
Explain their responsibility to community								
Establish relationships within the community								
Document specific work, skills, knowledge & accomplishments								

	Activity meets outcome
	Activity does not meet outcome

The Office of Student Activities

Goal 1: Fostering students' personal growth & development

	Student Government Assoc.	Athletic Events	Leadership Retreats	Service Learning	Volunteer experiences	Academic clubs	Misc. Clubs	Programming
Work effectively								
Enhance communication skills								
Value diversity								
Choose behavior that promotes health								
Apply knowledge to experiences outside of class								
Clarify personal values & beliefs								

Goal 2: Fostering an enriched campus community

Develop mutually beneficial relationships with students, faculty and staff								
Articulate ownership on campus								

Goal 3: Linking Campus & Community

Explain their responsibility to community								
Establish relationships within the community								
Document specific work, skills, knowledge & accomplishments								

	Activity meets outcome
	Activity does not meet outcome

The Office of Career Services

Goal 1: Fostering students' growth & development

	Resume Building Wkshop	Etiquette Lunch	Job Fairs	New Professionals Conference	Mock Interviews	Job Shadowing	Career Counseling	Job Board Opps.
Work effectively								
Enhance communication skills								
Value diversity								
Choose behavior that promotes health								
Apply knowledge to experiences outside of class								
Clarify personal values & beliefs								

Goal 2: Fostering an enriched campus community

Develop mutually beneficial relationships with students, faculty and staff								
Articulate ownership on campus								

Goal 3: Linking Campus & Community

Explain their responsibility to community								
Establish relationships within the community								
Document specific work, skills, knowledge & accomplishments								

	Activity meets outcome
	Activity does not meet outcome

Assessment of student learning activities:

The Office of Campus Climate:

1. The Office of Campus Climate will assess the outcome that students will value diversity. Students participating in the Multicultural Student Organization have received funding to host Cultural Focus Discussion Forums throughout the 2006-2007 academic year. We will use these forums to evaluate students' self-actualization, respect for differences, their desire to seek interaction from diverse people and their willingness to learn about issues of diversity. Because this is a new program and funded through a grant, it will be essential that growth in this area is documented. Therefore, we hope that 100% of students exceed the expectation set forth by the staff in these areas. This assessment will also be critical in program planning for the 2007-2008 academic year and will provide guidance for the newly established diversity task force on campus.
2. Continue program assessments for all possible programs that address student learning outcomes.

The Office of Student Activities: Activities planned are the same as the 2005-2006 academic year because we will use that data to create benchmarks for measurement.

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 Athletic 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.

The Office of Career Services:

1. The Office of Career Services will survey the employers on the interns that they hosted in their business/organization during 2006-2007. The survey questions will be a reflection of Goal #1 for the Office of Career Services, specifically the first outcome of students working effectively in a professional environment. The survey questions will include: if the student was able to work effectively, rate their communication skills, etc. The employer survey will be considered a direct measurement of assessment.
2. The office also plans to conduct focus groups of those students who conducted an internship during this time period to ask them the same series of questions. The focus group will be considered an indirect assessment measurement.

NOTE: Internships are no longer housed in the Office of Career Services. Therefore, the measure listed for 2006-07 was changed. Career Services will conduct an etiquette luncheon for students that will then evaluate the effectiveness of the program. The evaluation will be a reflection of Goal #3 for the Office of Career Services, specifically the third outcome of documenting specific work skills, knowledge and accomplishments by using appropriate format or forum. The evaluation question will include asking how they believe the luncheon will assist them in their long term goals.

Ongoing Assessment:

The staff continues to collect data and revise the plan as necessary, however without completely completing assessment activities for 2005-06, it was difficult to project all of our assessment activities for 2006-07. We will revisit this plan over the summer after our assessment report is finalized and make any necessary changes.

Resources Needed:

We hope to address the NSSE data with our student government leaders during a mini-retreat held in Fall 2006. At this time, it would be helpful to have the assistance of the Assessment Council in presenting the information in a way that is easy for current students to understand. We would also request that some funding be reserved to provide lunch for students involved in this conversation.

Approximate expenses: \$250.

The Assessment Council funds graciously covered the cost of the Manager of Career Services to attend a National Conference sponsored by NASPA (National Association of Student Personnel Administrators) in March 2005. The conference was attended by 3 members of the Student Development and Campus Life staff and was extremely valuable. An assessment track was provided for attendees and specific sessions regarding content areas and assessment were available. We would like to request the funding for 1 professional from our division to attend the 2007 NASPA National Conference. The conference is scheduled March 31- April 4, 2007 in Orlando, Florida.

Approximate Expenses:

- Early Registration: \$350.00
- Hotel: \$207 per night (5) = \$1035
- Travel: \$250
 - Total = \$1635