

Student Development & Campus Life Assessment Plan 2007-2008

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 Workshop	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. Specifically, the students targeted will be Tutoring Program, Alternative Spring Break and the Multicultural Student Organization students.
2. We will assess their respect for differences, their desire to seek interaction from diverse people and their willingness to learn about issues of diversity prior to their participation in the program and at the end of the year.
3. Continue program assessments for all possible programs that address valuing diversity.

The Office of Student Activities: Activities planned are the same as the 2007-2008 academic year because we will use that data to create benchmarks for measurement.

1. Survey to students participating in Student Government and Student Union Board about programs & services during the 2007-2008 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. Survey to students participating spring break alternative during the Spring 2008 semester. Assess specifically the outcome working effectively. We will administer a pre-test prior to the trip and then a post-test after to trip to measure attitude/skill changes specifically in the area of working effectively.
3. Survey to students participating in the leadership retreat held during the Fall 2007 semester. Students will be given a pre-test before attending and then one month after the retreat. A follow up post-test during April 2008 will be administered to measure the long-term effects of the retreat. We will look specifically at the outcome working effectively.
4. 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.
5. Continue program assessments for all possible programs that address student learning outcomes.

The Office of Career Services:

1. The Office of Career Services will evaluate responses from nursing students who attend the annual Nursing Career Day job fair at IU Kokomo. The fair is held during the spring each year. In addition to the satisfaction survey, candidates will also be asked to list information about certain connections they made with the employers attending the fair. The survey questions will relate to *Goal #3 of Linking Campus and Community*, with specific relation to *Outcome B of establishing relationships within the community* and *component i of identifying and interacting with community groups that align with personal and professional goals and values*. A copy of the survey/evaluation that will be used is included.
2. We expect students who attend the fair to talk with at least 5 employers.
3. Our benchmark is in relation to the number of evaluations collected in Spring 2007, which numbered 101. This was a higher than average number of attendees. We hope to equal the number of collected evaluations at the fair for the Spring of 2008. However, must also keep in mind with ASN program being phased out, the number of BSN nursing students who plan to graduate in 2008 may be a lesser number.

4. We also plan to ask the same questions of the employers in their evaluation that is mailed to them after the event.

Ongoing Assessment:

The staff continues to collect data and revise the plan as necessary. We will continue to revisit this plan over the summer after reviewing our 2006 – 07 finalized assessment report 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.