

Introduction: A Perfect Storm

- The nation's economic situation
- Demands of knowledge-based economy
- Layoffs= increase in college enrollment
- Cries for accountability- state/ federal
- Increasing population diversity
- Complex issues demand citizen action

Southern Illinois University Carbondale (SIUC) has many unique features: a diverse student body at a predominantly white institution (77.39% white, 22.61% minority), rural location, a high percentage of first generation college students, and an impressive number of undergraduates involved in diversity and service programs.

Ask Yourself these Questions

- Whose job is it ensure that you thrive?
- What are the consequences of failure to assess and evaluate?
- Who regulates it? Where does it begin?

Using Assessment, Discovering What's Possible

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Southern Illinois University Carbondale
Student Development: Student Affairs

2009 Assessment Institute
Indiana University-Purdue University Indianapolis
October 25-27, 2009

Participants will learn how to...

- Design assessment tools with limited budgets without extra staff or expenses.
- Inexpensively meet students' and institutional needs
- Use assessment as a tool in program development and accreditation
- Both enhance student learning/involvement AND support institutional and divisional mission.
- Expand collaboration with academic affairs and within student affairs.

Outline

- I Brief overview of SIUC (student demographics, statistics)
- II Description of SIUC programs
- III Interactive activity – Action Plan
- IV Impact: surveys, testimonials, successes, challenges
- V Applicability at other schools
- VI Question and Answer
- VII Feedback

SVC Assessment Results

- For the 2007-08 academic year, 70.4% non-SVC participants surveyed checked neutral to the question "Participation in service has helped me achieve my academic goals". In contrast, 84.6% of the students who participated in SVC checked strongly agree or agree to the question "Participation in service has helped me achieve my academic goals".
- For the 2008-09 academic year, 67% of the non-SVC participants surveyed checked neutral or disagree to the question "Participation in service has helped me achieve my academic goals". In contrast, 79% of the students who participated in SVC checked strongly agree or agree to the question "Participation in service has helped me achieve my academic goals".

Multicultural Programs and Services

	Student Development FY GOALS/ Southern at 150 Commitment to Excellence
Unit:	Student Development/Multicultural Programs and Services
Link:	To Meet or Exceed the Expectations of Our Students
Target:	Enhance and support student involvement in activities that provide opportunities to build leadership and interpersonal skills
Planned Action:	Enhance students' understanding of different cultures
Measurement:	Surveys and/or focus groups

MPS Assessment Results

- In 2007-08, 97% of those surveyed agreed that MPS programs enhanced her/his understanding of the featured culture; the survey was distributed to 9754 attendees at 137 MPS sponsored programs.
- In 2008-09, 98% of those surveyed agreed that MPS programs enhanced her/his understanding of the featured culture; the survey was distributed to 8610 attendees at 142 MPS sponsored programs.

Note: Attendees are not differentiated. Each program and audience is treated as unique. Those that attend multiple events have their attendance and responses to each program treated as a separate experience



Student Development
Multicultural Programs and Services

SURVEY

To serve you better, we need your feedback.
Your taking a brief moment in time to complete this survey is helpful and very much appreciated.

Program Attended _____

1. Did the program enhance your understanding of the featured culture? Yes or No
2. What did you gain from the program?
3. What would you have done to improve the program?
4. What other activities or programs would you like to see offered?

Want to know about upcoming MPS events?
Neatly print your name and E-mail address below to receive announcements on upcoming MPS events

Impact: Diversity Programs

- In 2007-08, over 8600 people from the community and campus participated in 140 diversity focused events in our rural region.
- In 2008-09, over 9700 people from the community and campus attended over 137 diversity focused events in our rural region.
- Events include MLK Jr. celebration week, Latino, GLBT, Women's, Asian and Native American History Months.

Impact Service Programs

- In 2007-08, 5673 students contributed over 43,000 hours of service to the community and the campus. Their efforts helped 60 non-profit agencies. Students and student organizations raised \$42,000 to benefit local, state and global charities.
- In 2008-09, 6067 students contributed over 38,664 hours of service to the community and campus and impacted 65 non-profit agencies. Students and student organizations raised \$ 48,000 to benefit local, state and international causes and charities.

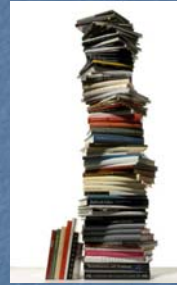
Program Philosophy

Service Philosophy:

To prepare students to be aware, engaged and responsible citizens. Help students understand that citizenship and active service are deeply connected. Students get a chance to change tomorrow by making a positive difference today.

MPS Philosophy:

MPS believes that cultural competency is a critical skill. MPS promotes inclusion and cultural awareness through education, exhibition and exploration.



Research

2nd Interactive Activity

Answer the three Qs on assessment for your unit.
Share with group for feedback on and alternatives

1. What are you trying to do?
2. How well are you doing it?
3. How do you know?

Student Testimonials – SVC

- Volunteering at the Abundant Health Clinic influenced my decision to study medicine
- Involvement is the main reason I stayed at SIUC
- Community service helps character development and is so rewarding
- Volunteering reflects my values and makes me strive to be a better person
- Involvement has strengthened my academic progress through leading by example
- Service has heightened my awareness of social issues and elevated my sense of civic responsibility

Student Testimonials - MPS

- Makes me think twice before I judge
- Greek diversity day was an awesome experience; we came together for community service, a debate about diversity and worked to achieve a common goal
- MPS programs help me overcome stereotypes
- My involvement in cultural programs has helped me value my culture and not feel alienated from campus
- Participating in diversity programs has inspired me to seek an understanding before judging, aided in self-reflection, and influenced me to seek knowledge wherever I may travel in life



Successes

Challenges

- Busy schedules may hinder assessment
- Unsure of methods and/or instruments
- Limited resources to try new things
- Response rates to surveys and focus groups
- Other institutional challenges/ demands
- Applicability to other institutions

Lessons Learned

- Keep trying- do not fear minor setbacks
- Explain assessment to students in simple terms
- Utilize different instruments (focus groups, surveys)
- Unconventional thinking helps!
- Needs, outcomes, satisfaction (determine which one)
- Archive and share assessment results
- Use technology (e.g., Student Voice) to reach more students
- Recognize and reward engaged students
- Keep up with research and trends in the field

Lessons Learned (continued)

- Focus on few programs but strive to reach a large number of students
- Challenge and guide students to high expectations
- Utilize talents of Graduate and undergraduate staff, interns
- Supportive director and Vice Chancellor helpful
- Assessment important for leverage and budget justifications
- Celebrate goals and milestones achieved

Action Plan

- ✓ What do you wish to remember about the place you are right now in terms of assessment?
- ✓ What do you plan to do in terms of assessment in the next two weeks?
- ✓ What do you plan to do in terms of assessment in the remainder of this semester?
- ✓ What resources, people or other materials will you use to help you achieve these goals?

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Multicultural Programs and Services

FOCUS GROUP

Encouragements to participate – pizza, sub sandwiches, cookies, punch, pop, etc.

Handouts - Participants are provided a copy of the posters, fliers, handouts, and descriptions of the other methods used to publicize events.

1. How would you describe the publicity material?
2. What are your thoughts on the programs that were offered?
3. How many events did you attend? How did you learn of them?
4. What place does diversity programs/activities have in your college experience?
5. What programs are more likely to be ignored by you and your friends?
6. What programming topics and/or services would you like to see addressed in the future?
7. How did attending an event impact your understanding of the featured culture?

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DEMOGRAPHICS

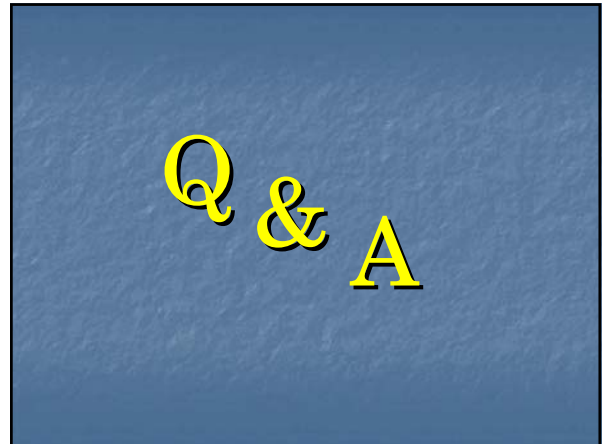
Event: _____

Date: _____

Recorder (s): _____

Total Attendance: _____

	Male	Female
African American		
Asian		
Latino		
Native American		
White		
Disability		



- 9 Principles of Good Practice for Assessing Student Learning**
- I The assessment of student learning begins with educational values
 - II Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time
 - III Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes
 - IV Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes
 - V Assessment works best when it is ongoing, not episodic
 - VI Assessment fosters wider improvement when representatives from across the educational community are involved
 - VII Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about
 - VIII Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change
 - IX Through assessment, educators meet responsibilities to students and to the public
- Indiana University Kokomo - Center for Teaching, Learning and Assessment www.iuk.edu/~tscla/assessment/9principles.html

Activity Measure

Cost	Budget dollars, personnel, space, supplies, etc.
Magnitude	Quantifiable data such as number of participants, number of facilitators, number of programs, etc.
Satisfaction	Tools to determine satisfaction such as surveys, focus groups, professional observation, etc.
Learning Outcomes	What is it that you hope students will learn based on participation in this activity?

International Assessment and Retention Conference, Phoenix, AZ (June 2006) *An Integrated Approach to Assessment in Student Affairs*, DuPaul University - Chicago. Presenters: Burke, P. and Meents-DeBigny, E. [Key Activity Board Template](#)

Conclusion

Please complete the evaluation. Your feedback helps us improve!

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Thanks for coming and have a safe trip home