

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Unit: Division of Equity and Diversity

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I. Mission

The Division of Equity and Diversity is committed to executing the mission of the University as it relates to the recruitment and retention of faculty, staff and students. The primary goal of the Division is to develop a supportive environment for a culturally diverse faculty, staff and student body. The Division provides a safe zone for all and supports the University's policy on diversity and advocates a campus that promotes inclusiveness and is committed to maintaining an unpretentious and accepting atmosphere, welcoming individuals who strive for excellence.

Effective 2003-2004, the Division of Equity and Diversity consists of three units: the Center for Outreach and Community Involvement, Diversity Education and the Multicultural Center (previously Student Ethnic Enrichment Center). Prior to September 2003 the Division included Equal Opportunity and there was not a specific Diversity Education unit. The Center for Outreach and Community Involvement evolved from the Multicultural Affairs unit.

II. Previous Evaluations of the Unit

The Center for Outreach and Community Involvement

Evaluation: The Center for Outreach and Community Involvement was newly formed fall semester 2003 and, therefore, does not have a history of previous evaluation on all of its programs currently in place. The focus is on the expected outcomes for 2003-2004.

Diversity Education

Evaluation: Diversity Education was newly formed September 2003 and, therefore, does not have a history of previous evaluation on all of its programs. There are evaluation summary reports on past conferences and major training sessions. The focus includes expected outcomes for 2003-2004.

Multicultural Center

Evaluation: Provided by an external consultant that specializes in evaluation of multicultural centers at universities. In 2003, the consultant met with various students, faculty and staff to interview them about the Center.

Outcome: (1) Clear definition of diversity and ethnicity; (2) Develop a strategic plan; (3) Establish better public relations and marketing; (4) Distinguish programs from other offices and programs; (5) Provide student leadership programs and retreat; (6) Form advisory committee; (7)

Need for increased office space for the Center; (8) Implement recognizable name for the Center; and (9) Coordinate student program support in advance of events.

*Response**: (1) Definitions are based on the university's accepted definition; (2) A strategic plan is designed on an annual basis with long term projects updated each year; (3) The Center has invited various professors to offer presentations, networked with additional academic and student development units and adopted a more descriptive name and logo that is posted on all marketing publications to distinguish programs from the greater university community; (4) The Center has purchased a banner bearing the Center's name and logo. The banner is posted in the University Union prior to events; (5) Leadership workshops are provided on a regular basis as part of the African, Latin, Asian and Native American (ALANA) Leadership series. A formal retreat has not yet been developed, but the Center sponsored 2 student leadership retreats; (6) Potential committee members have been identified. Invitations to the members will be sent out by April 2004; (7) Sufficient space is not available at this time. Petitions for the designated space are ongoing; (8) See number 3 and number 4 above; (9) Budget does not currently allow for student program sponsorships. The Center does support student programs by purchasing ad space in programs when requests are submitted on a timely basis.

* Direct responses to specific outcomes are given.

III. Statement of Expected Outcomes

The Center for Outreach and Community Involvement

The Center for Outreach and Community Involvement was newly formed fall semester 2003. Expected outcomes for the Center include the following:

- Make direct contact with 1500 prospective UNT students through the implementation of college enrollment/preparation programs.
- Award financial support to 130 UNT students from diverse backgrounds with the Multicultural Scholastic Award Program.

Diversity Education

The Diversity Education component of the Division of Equity and Diversity was newly formed September 2003. Expected outcomes for Diversity Education include the following:

- Major conferences sponsored and/or supported by the Division of Equity and Diversity will achieve the same number or greater number of on- and/or off-campus attendees representative of diverse backgrounds and affiliations, with overall conference satisfaction ratings of "very satisfied" or "satisfied" by the majority of conference attendees.
- Major training sessions sponsored by the Division of Equity and Diversity will achieve a minimum of 20 or 25 on- and/or off-campus attendees representative of diverse backgrounds and affiliations, with 2 or less training activities described as "least helpful" by participants at the training.

Multicultural Center

Expected outcomes for the Multicultural Center include the following:

- To enhance knowledge and cultural experiences of students and others in regard to the contributions of persons of color by promoting cultural awareness, understanding and appreciation through programming.
- To support the efforts of cultural enrichment programs developed by student organizations which strengthen and develop student leaders on campus.
- To support students through peer-mentorship opportunities within the Buddy System program that incorporates aspects of academics, cultural awareness, community service, leadership and social involvement.
- To collect, distribute and present information about the history and culture of racially diverse populations, as well as information that would be of special interest, including scholarships, research opportunities and graduate programs.

IV. **Measuring Expected Outcomes**

The Center for Outreach and Community Involvement

Make direct contact with 1500 prospective UNT students through the implementation of college enrollment/preparation programs.

Assessment Method/Tool: Two methods/tools are used: (1) Participants at college enrollment programs are surveyed at the conclusion of each presentation or workshop to evaluate the effectiveness of program; (2) Program coordinator gathers data through one-on-one discussions during and after program.

Frequency of Use: Evaluations are conducted at each college enrollment program.

Award financial support to 130 UNT students from diverse backgrounds with the Multicultural Scholastic Award Program.

Assessment Method/Tool: Four methods/tools are used for this program: (1) The selection committee reviews applications and documents to determine those best qualified for the program; (2) An interest survey is administered to each participant at the start of the year; (3) One-on-one meetings are scheduled between coordinator and participant; (4) Participants are surveyed at the end of the year to evaluate the effectiveness of program.

Frequency of Use: Each assessment tool is administered at least one time per year.

Diversity Education

Major conferences sponsored and/or supported by the Division of Equity and Diversity will achieve the same number or greater number of on- and/or off-campus attendees representative of

diverse backgrounds and affiliations, with overall conference satisfaction ratings of "very satisfied" or "satisfied" by the majority of conference attendees.

Assessment Method/Tool: The evaluation instrument includes 12 questions regarding the actual conference, as well as 4 questions on the next annual conference.

Frequency of Use: Evaluation forms are given to attendees at the start of the conference and are turned in by attendees at the conclusion of the conference.

Major training sessions sponsored by the Division of Equity and Diversity will achieve a minimum of 20 or 25 on- and/or off-campus attendees representative of diverse backgrounds and affiliations, with 2 or less training activities described as "least helpful" by participants at the training.

Assessment Method/Tool: As an example of a major training session, the Ally Program uses an evaluation instrument for its Ally trainings that includes 3 questions regarding the Ally Program and training, as well as 2 questions on future training and continuing education.

Frequency of Use: Evaluation forms are given to attendees at the start of the training and are turned in by attendees at the conclusion of the training. There is a minimum of 2 Ally trainings offered per academic year.

Multicultural Center

To enhance knowledge and cultural experiences of students and others in regard to the contributions of persons of color by promoting cultural awareness, understanding and appreciation through programming.

Assessment Method/Tool: Program evaluations are completed by faculty, staff, students and alumni at the end of each program. Center staff complete evaluations with recommendations for upcoming years. Evaluations rate interest, accessibility, applicability and satisfaction of participants.

Frequency of Use: An evaluation is completed for each program of the Center. Participant evaluations are not formally completed for banquets and ceremonies.

To support the efforts of cultural enrichment programs developed by student organizations which strengthen and develop student leaders on campus.

Assessment Method/Tool: Program evaluations are completed by faculty, staff, students and alumni at the end of each program. Center staff complete evaluations with recommendations for upcoming years. Evaluations rate interest, accessibility, applicability and satisfaction of participants.

Frequency of Use: An evaluation is completed for each program of the Center. Participant evaluations are not formally completed for banquets and ceremonies.

To support students through peer-mentorship opportunities within the Buddy System program that incorporates aspects of academics, cultural awareness, community service, leadership and social involvement.

Assessment Method/Tool: Program is evaluated through participant report forms, attendance of leadership programs and retention in the program for consecutive years.

Frequency of Use: Participants complete monthly evaluations related to the mentor relationship and a program evaluation for each leadership program. Retention is reviewed on a semester basis.

To collect, distribute and present information about the history and culture of racially diverse populations, as well as information that would be of special interest, including scholarships, research opportunities and graduate programs.

Assessment Method/Tool: Program evaluations are completed by faculty, staff, students, alumni and visitors at the end of each program. Center staff complete evaluations with recommendations for upcoming years. Evaluations rate interest, accessibility, applicability and satisfaction of participants.

Frequency of Use: An evaluation is completed for each program of the Center. Participant evaluations are not formally completed for banquets and ceremonies.

V. Use of Assessment Results

The Division of Equity and Diversity is currently working on the formation of an Advisory Board, with plans for implementation 2004-2005. It is planned that the Advisory Board will play a major role in assessment results.

The Center for Outreach and Community Involvement

Make direct contact with 1500 prospective UNT students through the implementation of college enrollment/preparation programs.

The Center for Outreach and Community Involvement implements 15 or more college enrollment programs annually to diverse audiences. The results from program assessments are used in making the necessary improvements prior to each event. Additional data collected comes from the feedback from school counselors, parents and those involved with the implementation of the different programs.

The result of the assessment provides information for improved marketing of the college enrollment programs and ensures that high quality programs are produced.

Award financial support to 130 UNT students from diverse backgrounds with the Multicultural Scholastic Award Program.

The Multicultural Scholastic Award Program relies on participant feedback to direct the program offerings each semester. Interest surveys and one-on-one meetings are used to gather data to ensure needs of the participants are met.

Diversity Education

Major conferences sponsored and/or supported by the Division of Equity and Diversity will achieve the same number or greater number of on- and/or off-campus attendees representative of

diverse backgrounds and affiliations, with overall conference satisfaction ratings of "very satisfied" or "satisfied" by the majority of conference attendees.

Measures are specified for each expected outcome. The first six questions of the conference evaluation form provide a rating scale for use by attendees evaluating the conference. The remainder of the questions are open-ended. The evaluation form is given to each conference participant at the start of the conference and may be completed and returned at the end of the conference. Results are compiled by a staff member shortly after the conference concludes (usually within one week) and shared with audiences both internal and external to the University. Appropriate audiences are included in the evaluation process such as conference planning team members, campus representatives, Equity and Diversity staff members and others external to the University.

Major training sessions sponsored by the Division of Equity and Diversity will achieve a minimum of 20 or 25 on- and/or off-campus attendees representative of diverse backgrounds and affiliations, with 2 or less training activities described as "least helpful" by participants at the training.

The five questions of the Ally program training evaluation form are open-ended. The evaluation form is given to each participant at the start of the training and is completed and then returned at the end of the training. Results are compiled by a University Union staff member shortly after the training concludes (usually within one week) and shared with audiences both internal and external to the University (frequently posted on Ally program website). Appropriate audiences are included in evaluation process with individual conversations with persons having specific suggestions to improve training.

Multicultural Center

To enhance knowledge and cultural experiences of students and others in regard to the contributions of persons of color by promoting cultural awareness, understanding and appreciation through programming.

Outcomes are reflected in attendance, utilization of services and assessed by the evaluation completed by program participants including faculty, staff, students and others. Assessments are distributed at each program and collected at the end of the program. A staff member distributes, collects and calculates the assessments. Evaluations provide feedback and assist staff in future programming decisions. Speakers are invited back, and new topics are selected based on recommendations from participants.

To support the efforts of cultural enrichment programs developed by student organizations which strengthen and develop student leaders on campus.

Students are allowed to post all publicity items in the office and when funds are available, the Center supports programs by purchasing advertising space as well as provides opportunities to attend the ALANA Leadership series. Assessments are distributed at each program and collected at the end of the program. A staff member distributes, collects and calculates the assessments. Evaluations provide feedback and assist staff in future programming decisions. Speakers are invited back, and new topics are selected based on recommendations from participants.

To support students through peer-mentorship opportunities within the Buddy System program that incorporates aspects of academics, cultural awareness, community service, leadership and social involvement.

Program evaluations determine subsequent leadership program topics. Monthly mentorship evaluations directly assess students' academic and/or personal needs. Reassignments of mentors are determined as a result of the monthly evaluations. Participants' grades are reviewed on a semester basis in order to refer students to academic support programs.

To collect, distribute and present information about the history and culture of racially diverse populations, as well as information that would be of special interest, including scholarships, research opportunities and graduate programs.

Assessment is measured by number of hits to the web page where scholarships, information and links are posted as well as attendance at programs and activities. Assessments are distributed at each program and collected at the end of the program. A staff member distributes, collects and calculates the assessments. Evaluations provide feedback and assist staff in future programming decisions. Speakers are invited back, and new topics are selected based on recommendations from participants.

VI. Changes Made Based on Assessment Results

The Center for Outreach and Community Involvement

The Academic Kickoff program will implement changes 2004-2005 based upon assessment feedback. Although this program continues to receive high ratings by participants, data suggests greater success if the event is moved to Saturday and includes additional program offerings. Critiques indicate the need for student participants to more significantly interact with current university student leaders, faculty and staff.

The Multicultural Scholastic Award Program will implement a stronger academic support component and additional opportunities for interaction among participants. Feedback from the interest surveys indicates that participants enjoy knowing the other participants of similar academic majors and appreciate assistance in developing relationships that might lead to study groups. Assessment of programs is ongoing and decisions will continue to be based upon the results.

Diversity Education

Changes made to conference programming accurately reflect previous expected outcomes of the conference. Shortly after a conference, staff members use evaluation results with additional input and specific feedback from follow-up dialogue with participants and conference planning team members to improve the next scheduled pre-conference and conference programs (usually scheduled the next year). Assessment is ongoing with the current evaluation form measuring feedback needed. Beginning with the 2003 conference evaluation process, specific questions have been included regarding the forthcoming conference. This process works well and is continued as substantial external involvement is generated.

Changes made to the Ally training accurately reflect previous expected outcomes of Ally training. Shortly after the completion of Ally training, staff members use evaluation results with additional

input and specific feedback from follow-up dialogue with participants to improve the next scheduled Ally training. Trainings are usually scheduled once at the beginning of fall and spring semesters. The January 2004 Ally training outline is posted on the Ally program website homepage and is the result of the evaluation of the fall semester 2003 Ally training. Feedback on the January 2004 Ally training is also posted on the website.

Multicultural Center

Program changes reflect specific expected outcomes. In order to continue to provide programs that interest participants, the Center implements suggestions in programming. By doing so, the Center is able to meet the needs of participants while continuing to increase cultural awareness in a positive and encouraging environment. Leadership training, meaningful programs and information on the cultures of persons of color are provided.

While specific dates are not given, the implementation occurs the following academic year in the appropriate cultural month of celebration.

Program changes have been implemented. In order to continue to provide diverse programming to service target populations, UNT faculty and staff have been invited to present at programs and workshops. "Hot" topics within the minority communities are offered, as are the traditional, annual cultural celebrations.

The annual proposal for programming includes assessment as a necessary function for each program. The Center is in the process of developing an ongoing satisfaction and needs survey to be completed and distributed April 2004.

Signature of Person Completing the Form:

Date _____

Signature of Unit Head after Reviewing the Form:

Date _____