

# 2016-2017 Assessment Cycle PRES\_Equity, Diversity, & Community Engagement

## Mission (due 1/20/17)

### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

### College / Department / Program Mission

#### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

N/A

#### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".*

The mission of the Office for Campus Diversity is to foster inclusion, appreciation, and understanding of diversity by advising the President and the University community on diversity-related initiatives, issues and goals. Diversity includes all characteristics that makes each one of us unique, including race, gender, religion, national origin, citizenship, physical and learning ability, sexual orientation, age, and socioeconomic background. The Office for Campus Diversity provides leadership to recruit and retain a diverse student body, faculty and staff in order to promote a quality and diverse learning and social environment on the campus of the University of Louisiana at Lafayette.

## Assessment Plan (due 1/20/17)

### Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	Create and sustain an inclusive campus environment, where diverse cultural backgrounds and perspectives are valued and respected by all students and employees of the University.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Activity Volume (Other)	Number of on-campus, diversity-related meetings and speaking engagements for Office for Campus Diversity staff: A target of 20 on-campus, diversity-related meetings and speaking engagements will be held during the current academic year.	
	Indirect - Activity Volume (Other)	Number of active, updated web pages by the Office for Campus Diversity on the University website and social media: The Office for Campus Diversity will create/update a target of 2 online resources for engagement with the campus community.	

Goal/Objective	Develop and enhance resources for the retention of graduate students from underrepresented groups.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Activity Volume (Other)	Number of programs and policies created and sustained to increase retention of graduate students: A target of 2 programs and policies will be created/sustained in the current academic year.	
	Direct - Administrative Measure (Other)	Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the academic year: Current percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the current academic year, compared to previous academic year.	
	Direct - Benchmarking (Other)	Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years: Trend percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years.	

Goal/Objective	Strengthen training opportunities and resources to encourage the recruitment and retention of
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	diverse faculty and staff.																				
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Goal/Objective	Advance equity through the development of supportive programs, procedures, and policies within the University.								
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	Indirect - Survey - Attendees (Other)	Positive feedback from students, faculty, staff, and community members on Women's Conference evaluation surveys.	WC_Evaluation_Form.docx

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## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Create and sustain an inclusive campus environment, where diverse cultural backgrounds and perspectives are valued and respected by all students and employees of the University.**

Goal/Objective	Create and sustain an inclusive campus environment, where diverse cultural backgrounds and perspectives are valued and respected by all students and employees of the University.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

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**Assessment List Findings for the Assessment Measure level for Develop and enhance resources for the retention of graduate students from underrepresented groups.**

Goal/Objective	Develop and enhance resources for the retention of graduate students from underrepresented groups.				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Activity Volume (Other)		Number of programs and policies created and sustained to increase retention of graduate students: A target of 2 programs and policies will be created/sustained in the current academic year.		
	Direct - Administrative Measure (Other)		Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the academic year: Current percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the current academic year, compared to previous academic year.		
	Direct - Benchmarking (Other)		Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years: Trend percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Activity Volume (Other)	Has the criterion Number of programs and policies created and sustained to increase retention of graduate students: A target of 2 programs and policies will be created/sustained in the current academic year. been met yet? Met	In the current academic year, a total of 2 programs were created/sustained in the current academic year. These included the James Jackson Community of Scholars and the Gear Up for Graduate School sessions for McNair and LS-		- Assessment Process: Continuous monitoring: In the coming year, this assessment measure will be maintained and continuously monitored.

			LAMP students.		
Direct - Administrative Measure (Other)	Has the criterion Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the academic year: Current percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the current academic year, compared to previous academic year. been met yet? Met		The James Jackson Community of Scholars had a positive impact on the campus climate, which helped to support the retention of underrepresented minority graduate students.		- Assessment Process: Targets / Criteria for Success changed: In the coming year, retention data will be analyzed to further understand the experiences of underrepresented minority graduate students. Participation on the Graduate Student Success and Retention Committee will assist with the development of new targets and/or criteria for success.
Direct - Benchmarking (Other)	Has the criterion Positive impact on percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years: Trend percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years. been met yet? Not met		Trend data for retention rates have not been analyzed in this academic year.		- Assessment Process: Targets / Criteria for Success changed: In the coming year, retention data will be analyzed to further understand the experiences of underrepresented minority graduate students. Participation on the Graduate Student Success and Retention Committee will assist with the development of new targets and/or criteria for success.

**Assessment List Findings for the Assessment Measure level for Strengthen training opportunities and resources to encourage the recruitment and retention of diverse faculty and staff.**

Goal/Objective	Strengthen training opportunities and resources to encourage the recruitment and retention of diverse faculty and staff.				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Activity Volume (Other)		Number of training programs and resources for faculty developed in the current academic year: A target of 2 training programs and resources will be developed for the current academic year.		
	Indirect - Activity Volume (Other)		Number of participants in attendance at each faculty diversity training session/program in the current academic year: A target of 50 participants will attend faculty training programs in the current academic year.		
	Direct - Administrative Measure (Other)		Increases in the percentages of underrepresented faculty for the current academic year: The percentages of faculty by gender, race/ethnicity, and rank in the current academic year will be compared to the previous academic year.		
	Indirect - Benchmarking		Increases in the percentages of underrepresented faculty in the last five academic years: Trend percentages of faculty by gender, race/ethnicity, and rank for the last five academic years.		
	Indirect - Survey - Attendees (Other)		Positive feedback from faculty and staff on professional development and diversity training evaluation forms.		
	Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>
Indirect - Activity Volume (Other)		Has the criterion Number of training programs and resources for faculty developed in the current academic year: A target of 2 training programs and resources will be developed for the current academic year. been met yet? Met	A total of 12 training programs for faculty were developed in the current academic year. This primarily includes sessions produced as a part of the Courageous Conversations initiative.		- Assessment Process: Targets / Criteria for Success changed: Due to the resounding success of the Courageous Conversations initiative, targets and criteria for success will be reevaluated in the coming year.
Indirect - Activity Volume		Has the criterion Number of participants in	A total number of 290 faculty and staff participated		- Assessment Process: Targets / Criteria for



	(Other)	attendance at each faculty diversity training session/program in the current academic year: A target of 50 participants will attend faculty training programs in the current academic year. been met yet? Met	in diversity programs in the current academic year. This primarily includes sessions produced as a part of the Courageous Conversations initiative.		Success changed: Due to the resounding success of the Courageous Conversations initiative, targets and criteria for success will be reevaluated in the coming year.
	Direct - Administrative Measure (Other)	Has the criterion Increases in the percentages of underrepresented faculty for the current academic year: The percentages of faculty by gender, race/ethnicity, and rank in the current academic year will be compared to the previous academic year. been met yet? Not met	Data regarding the percentages of underrepresented faculty and staff has not been analyzed this academic year.		- Assessment Process: Continuous monitoring: Data regarding the percentages of underrepresented faculty and staff will be analyzed in the coming year.
	Indirect - Benchmarking	Has the criterion Increases in the percentages of underrepresented faculty in the last five academic years: Trend percentages of faculty by gender, race/ethnicity, and rank for the last five academic years. been met yet? Not met	Trend data regarding the percentages of underrepresented faculty and staff has not been analyzed this academic year.		- Assessment Process: Continuous monitoring: Trend data regarding the percentages of underrepresented faculty and staff will be analyzed in the coming year.
	Indirect - Survey - Attendees (Other)	Has the criterion Positive feedback from faculty and staff on professional development and diversity training evaluation forms. been met yet?	Feedback from faculty and staff regarding professional development and diversity education has been overwhelmingly positive and		- Assessment Process: Continuous monitoring: Feedback from faculty and staff regarding professional development and

		Met	constructive.		diversity education programs will be continuously monitored for improvement opportunities.
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**Assessment List Findings for the Assessment Measure level for Advance equity through the development of supportive programs, procedures, and policies within the University.**

Goal/Objective	Advance equity through the development of supportive programs, procedures, and policies within the University.				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Activity Volume (Other)		Number of on-campus, equity-related meetings and speaking engagements for Office for Campus Diversity staff: A target of 5 on-campus, equity-related meetings and speaking engagements will be held in the current academic year.		
	Indirect - Activity Volume (Other)		Number of registrants and attendees at the annual Women's Conference: A target of 100 individuals will register and attend the 2017 Women's Conference.		
	Indirect - Survey - Attendees (Other)		Positive feedback from students, faculty, staff, and community members on Women's Conference evaluation surveys.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Activity Volume (Other)	Has the criterion Number of on-campus, equity-related meetings and speaking engagements for Office for Campus Diversity staff: A target of 5 on-campus, equity-related meetings and speaking engagements will	A total of 7 on-campus, equity-related meetings and speaking engagements were led by Office for Campus Diversity staff in the current academic year.		- Assessment Process: Targets / Criteria for Success changed: In the coming year, the target will be increased by 10%.

		be held in the current academic year. been met yet? Met			
	Indirect - Activity Volume (Other)	Has the criterion Number of registrants and attendees at the annual Women's Conference: A target of 100 individuals will register and attend the 2017 Women's Conference. been met yet? Met	A total of 150 individuals registered and attended the 2017 Women's Conference.		- Assessment Process: Targets / Criteria for Success changed: Due to the ongoing success of the Women's Conference, the target for attendance will be increased by 20% in the coming year.
	Indirect - Survey - Attendees (Other)	Has the criterion Positive feedback from students, faculty, staff, and community members on Women's Conference evaluation surveys. been met yet? Met	The feedback from students, faculty, staff and community members was overwhelmingly positive and constructive.		- Assessment Process: Data Collection changed: New methods of data collection will be explored in the coming year, including the use of an electronic survey and social media polling.

**Assessment List Findings for the Assessment Measure level for Cultivate relationships with stakeholders to promote community engagement.**

Goal/Objective	Cultivate relationships with stakeholders to promote community engagement.	
Legends	OO - Outcome/Objective (administrative units);	
Standards/Outcomes		
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>
	Indirect - Activity Volume (Other)	Number of meetings and events attended within the community: A target of 5 meetings and community events will be attended by Office for Campus Diversity staff in the current academic year.
	Indirect - Activity Volume (Other)	Number of advisory boards and committees served by the Office for Campus Diversity staff: The Office for Campus Diversity staff will serve on

	a target of 4 advisory boards and committees within the University and surrounding community in the current academic year.				
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Activity Volume (Other)	Has the criterion Number of meetings and events attended within the community: A target of 5 meetings and community events will be attended by Office for Campus Diversity staff in the current academic year. been met yet? Met	A total of 7 community events were attended by the Office for Campus Diversity staff in the current academic year.		- Assessment Process: Continuous monitoring: The target will be maintained and continuously monitored in the coming academic year.
	Indirect - Activity Volume (Other)	Has the criterion Number of advisory boards and committees served by the Office for Campus Diversity staff: The Office for Campus Diversity staff will serve on a target of 4 advisory boards and committees within the University and surrounding community in the current academic year. been met yet? Met	The Office for Campus Diversity staff served on a total number of 16 advisory boards and committees within the University and surrounding community in the current academic year.		- Assessment Process: Targets / Criteria for Success changed: Due to increased community engagement activities, this target will be increased by 100% in the coming year.

## Reflection (Due 9/15/17)

### Reflection

#### 1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings  
 Discussed informally (selected)  
 Other (explain in text box below)

## 2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)  
 Periodically (2-4 times per cycle)  
 Once per cycle (selected)  
 Results were not shared this cycle

## 3) With whom were assessment results shared?

*Please select all that apply.*

Department Head  
 Dean / Asst. or Assoc. Dean  
 Departmental assessment committee  
 Other faculty / staff (selected)

## 4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

In many instances, targets were achieved or exceeded for objectives set in 2016-2017. The most notable increases were seen in the number of events and number of participants or faculty professional development and diversity education. The success of the Courageous Conversations monthly series was integral to this improvement from the previous year. A total of 6 formal sessions were held, covering topics such as resources for inclusive teaching, unconscious bias, recognizing and reducing microaggressions, Project ALLIES LGBTQ+ training, a diversity theater performance on mentoring, and a faculty-led research presentation on inclusive labels. In the coming year, we hope to build on this success by exploring broader collaborations and offering more specialized sessions for specific faculty groups.

## 5) What has the unit learned from the current assessment cycle?

The few targets that were not met in the current assessment cycle focused on data analysis for graduate student retention and faculty/staff demographics. This data will be analyzed in the coming academic year in an effort to further refine the offerings of the Office for Campus Diversity to meet the specific needs of the campus community. Additionally, this analysis may incorporate insights from the Graduate Student Success and Retention Committee for ways to increase partnership with the Graduate School in the retention of graduate students.

## Attachments

### Attachments

**Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.**

**Click "Select File" to upload document(s)**

WC\_Evaluation\_Form.docx  
 CC\_Evaluation\_Form.docx