

May, 2011
Annual Report
Division of Student Affairs

Department/Program: Office of Human and

Academic Year: 2010-2011

Individual Completing the Report: Kenneth Hall

Date Submitted: May 31, 2011

Program Mission Statement:

The primary mission of the Office of Human and Cultural Diversity is to serve as a resource base for underrepresented students attending Lock Haven University by providing support services that foster student learning, active engagement, and support as well as student retention. "Underrepresented" is defined as groups that have been historically underserved and underrepresented in higher education based their race, gender, sexual orientation, religious beliefs, mental and physical abilities, and socioeconomic backgrounds.

It is our goal to assist these students in achieving their educational and life-long goals through academic, social, and cultural engagement, as well as personal growth and leadership development.

The Office of Human and Cultural Diversity is committed to assisting underrepresented students in their acclimation to the University and Lock Haven community. To this end, the Office of Human and Cultural Diversity serves as an advocate for these students as a link between them and the university at-large and provides an environment which fosters acceptance and promotes self-discovery. The Office of Human and Cultural Diversity is dedicated to providing equal access to our services and resource materials to all Lock Haven University students to ensure they are able to benefit educationally and culturally from our resources.

The mission of Office of Human and Cultural Diversity is aligned with Lock Haven University's first and second strategic goals which are Student Success: Promote student engagement and learning and Enrollment Management: Develop and implement a strategic enrollment plan.

It also supports Middle States Standard # 9 which states that "The Institution provides student support services reasonable necessary to enable each student to achieve the institution's goals for students."

Mission Statement

University's Mission Statement:

Lock Haven University offers an excellent and affordable education characterized by a strong foundation in the liberal arts and sciences for all students, majors in the arts and sciences, and a special emphasis on professional programs. All programs are enhanced with real-world

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experiences and co-curricular activities that enable students to realize their full potential. In close personal interactions with faculty who are passionate about teaching, students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.

University Strategic Plan:

1. Student Success: Promote student engagement and learning.

The university seeks to promote student engagement in a broad variety of academic and student life opportunities, including internships and field experiences, study abroad, service-learning, undergraduate research, athletics, and the arts. The university will seek to improve students' success by developing a comprehensive and coordinated First-Year Experience

2. Enrollment Management: Develop and implement a strategic enrollment plan.

The university will develop an enrollment management task force to provide oversight for a more comprehensive enrollment management plan. This plan will include revising and expanding academic program offerings to better meet the needs of students and the Commonwealth, specific enrollment targets for various programs and student populations, and a comprehensive marketing plan.

3. Faculty and Staff: Attract, retain, support and develop a diverse faculty and staff committed to students.

The university's faculty and staff are key to its mission. The university will continue to seek to attract, retain, develop, and support a faculty and staff that will support student success. Organization and Governance: Strengthen shared academic governance and organizational structure to achieve our mission in a changing environment.

The university will conduct a comprehensive review of administrative and governance structures and processes to evaluate and improve their effectiveness. As a part of this evaluation, the university will clarify the roles, responsibilities, and expectations of various constituencies in governance and develop a plan to ensure that all constituencies have appropriate opportunity to participate in institutional decision-making.

4. Organization and Governance: Strengthen shared academic governance and organizational structure to achieve our mission in a changing environment.

The university will conduct a comprehensive review of administrative and governance structures and processes to evaluate and improve their effectiveness. As a part of this evaluation, the university will clarify the roles, responsibilities, and expectations of various constituencies in governance and develop a plan to ensure that all constituencies have appropriate opportunity to participate in institutional decision-making.

5. Resources: Increase, allocate and use resources guided by assessment and mission.

In a time of limited resources, it is increasingly important that the university review and strengthen planning and budgeting resources to ensure that these support the university's mission. The university must also attract additional resources to develop the planned science center, new student housing, and other priorities identified in the Facilities Master Plan.

Middle States Standard # 9

The Institution provides student support services reasonable necessary to enable each student to achieve the institution's goals for students.

Goals and Objectives of Programs:

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I. Goal: Minority students will experience greater academic and social awareness.

Objective 1: Students who utilize OHCD will have increased knowledge and exposure to university/community resources and social networking opportunities.

Measurements and Assessments

Indicator 1: At least 40% of students will indicate an increased knowledge and exposure to university/community resources social network through affiliations and programs offered by OHCD.

Indicator 2: Student Peer-Mentors will provide at least two opportunities throughout the year for peer mentees to network in social settings.

Objective 2: Students will experience increased academic awareness and progress.

Measurements and Assessments

Indicator 1: The number of students completing the Minority Orientation Program will increase by 5% each year with 2009-2010 as the base year.

Indicator 2: Surveys and student self assessments will indicate that at least 30% of minority students surveyed by OHCD will report academic progress in their perspective fields.

Indicator 3: Surveys will indicate that 10% of Minority Orientation Program participants are on a degree track with 2009-2010 as the base year.

II. Goal: Minority students will increase their knowledge of OHCD resources.

Objective 1: Increased student participation in OHCD programs.

Measurements and Assessments

Indicator 1: OHCD will increase partnerships with University offices and departments.

Indicator 2: OHCD will increase and diversify advertisement of programs.

Objective 2: Students will actively participate in OHCD programming efforts.

Measurements and Assessments

Indicator 1: OHCD programming committees will include student representatives.

Indicator 2: OHCD will co-sponsor 3 diversity programs with Minority Student Organizations.

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Indicator 3: OHCD will conduct focus groups with Junior and Senior students to assist in determining the needs of upperclassmen and program accordingly.

III. Goal: Minority Orientation Program participants will attain skills necessary for academic success.

Objective 1: Students will demonstrate skills and gain valuable information from the Smart Choice Study Skills Workshops (Time Management, Note Taking, Test Taking Strategies, Improving your Memory, and Stress Management).

Measurements and Assessments

Indicator 1: Observations by OHCD staff and faculty/staff mentors

Indicator 2: Observations by student mentors

Indicator 3: Program evaluations completed by program participants

Indicator 4: Skills assessments completed by program participants

Objective 2: Students will demonstrate skills and gain valuable information from participation in the Minority Orientation Program.

Measurements and Assessments

Indicator 1: Observations by OHCD staff and faculty/staff mentors

Indicator 2: Observations by student mentors

Indicator 3: Evaluations and assessments completed by program participants

Measured Outcomes/Results

I. Goal: Minority students will experience greater academic and social awareness.

Objective 1: Students who utilize OHCD will have increased knowledge and exposure to university/community resources and social networking opportunities.

Measured Outcomes/Results

Indicator 1 – This indicator’s stated goal was only partially reached. According to survey results, 72% of students utilizing OHCD resources reported that their knowledge of campus and university resources was expanded due to participation in OHCD programs. However, only 28% of those surveyed reported an increased social network due to participation in OHCD programs.

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Indicator 2 – This indicator was met when peer-mentors worked in conjunction with the various multicultural organizations to provide eight opportunities throughout the year for peer mentees to network in social settings.

Objective 2: Students will experience increased academic awareness and progress.

Measured Outcomes/Results

Indicator 1: This indicator was met when the number of students completing the Minority Orientation Program rose from the 2009-2010 base number of 36 to this year's total of 43. This represented a percentage increase of 16%.

Indicator 2: This indicator was not met. Only 23% of minority students surveyed by OHCD reported that they were comfortable with their major. Only 28% of students surveyed reported academic progress (academic progress was defined as processing a grade point average above a 2.5 in their perspective majors).

Indicator 3- This indicator was met when survey results indicated that 21% of Minority Orientation Program participants are on a degree track. This is an increase of 6% over the 15% of participants that were reported at the completion of the 2009-2010 academic year.

II. Goal: Minority students will increase their knowledge of OHCD resources.

Objective 1: Increased student participation in OHCD programs.

Measurements and Assessments

Indicator 1: This indicator was met when the OHCD increased its partnerships with University offices and departments from 12 partnerships in the 2009-2010 academic year to 16 partnerships in the 2010-2011 academic year. New collaborations included co-writing and receiving a Martin Luther King mini-grant with MountainServe; Collaborating with Dr. Kathleen Allison on the Our View, Our Voice Research Project; and participating in the establishment of the 3Rs Academic Success Program.

Indicator 2: OHCD will increase and diversify advertisement of programs. This year we significantly increased our use of social networks for advertising. In 2008-2009 we advertised 13 programs using social networks. In 2010 we advertised all 32 of our programs on social networks. We created Facebook groups for every event and posted all of our programs on Twitter as well. We also continued to utilize our traditional means of advertising such as posting flyers across campus, sending e-mails, and face to face interactions.

Objective 2: Students will actively participate in OHCD programming efforts.

Measurements and Assessments

Indicator 1: This indicator was addressed with the creation of a student advisory committee for the OHCD. This committee was composed of the Presidents of LHU's multicultural clubs and organizations (with the exception of the Asian Student Association and the International Student Association).

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Indicator 2: This indicator was met. OHCD co-sponsored 8 programs with minority student organizations. The organizations that we partnered with included the Black Student Union, Latino Student Association, Gay Straight Alliance, Safe Haven, Residence Hall Association, Phi Beta Sigma, Inc., and Zeta Phi Beta, Inc.

Indicator 3: This indicator was met when the OHCD conducted focus groups with Junior and Senior students at the beginning of the fall and spring semesters. These groups were designed to help determine the needs of minority upperclassmen and program accordingly. In the fall 22 students participated in the groups (13 seniors and 9 juniors), and in the spring 19 students participated (8 seniors and 11 juniors). The feedback given during these sessions led to the creation of the Healthy Colors Programs and the establishment of the Alumni Lecture Series.

III. Goal: Minority Orientation Program participants will attain skills necessary for academic success.

Objective 1: Students will demonstrate skills and gain valuable information from the Smart Choice Study Skills Workshops (Time Management, Note Taking, Test Taking Strategies, Improving your Memory, and Stress Management).

Measurements and Assessments

Indicator 1- OHCD staff and faculty/staff mentors reported that based on their interactions with students this indicator was met. According to OHCD staff and faculty/staff mentors, students demonstrated significant gains on all of the skills that were covered during the program. They indicated that program participants showed significant gains in their perceptions of time management, test taking, stress management, and note taking.

Indicator 2- As expected the weekly reports of student mentors were extremely consistent with the feedback given by OHCD staff and faculty/staff mentors. The more students participated in program activities the more easily they were able to meet this indicator.

Indicator 3- This indicator was met. Program participants were asked to complete a program evaluation at the end of the program. Students were asked to rate the usefulness of the program as well as whether it achieved its objective. They were also required to summarize the most important points they learned from the program.

More than 90% of the participants rated the program as highly useful to them and achieved its objectives. Among the comments written, 50% were related to the increase of awareness about their learning styles and approaches. Twenty-five percent of the comments related to an increase in knowledge such as recognizing learning style and approach. Another 25% of the comments were related to application of the knowledge gained to the daily learning activities.

Indicator 4- This indicator was met. Most of the students who participated were motivated and excited to learn skills and acquire knowledge of resources that could help them to have productive college experiences and the program assessments reflected this. Many students were successful on each of the unit assessment pieces. The majority of students exhibited success on the unit's formative assessment, but oddly enough just as many students struggled with the summative quiz, which was given when the unit was completed. During the post program discussion several students demonstrated that they could make connections to the material and displayed that they had mastered material even though this was not evident on the summative assessment.

The learning goal that I feel was met by most of the students in the class was learning goal #1: Upon completion of the program, students will be able to utilize various academic success strategies. I know that students were successful with this goal because of the results of the formal

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assessment that I administered during this section of the unit. This, coupled with student participation in the discussions that took place throughout the two lessons of instruction, was evidence of student mastery of the learning goal. The formal assessments included evaluations of each student's motivation and learning style, and the lesson appealed to multiple learners. These assessments allowed the students to take ownership of their learning and because of the assessments' content they were exciting and unique to the student. A formal rubric was not used to evaluate the students' mastery of academic success strategies; instead participation and successful completion of the lesson's formal assessments were utilized.

Objective 2: Students will demonstrate skills and gain valuable information from participation in the Minority Orientation Program.

Measurements and Assessments

Indicator 1- According to the observations made by OHCD staff and faculty/staff mentors this indicator was easily met by the 34 students who choose to meet consistently (defined as attending at least 75% of activities) with their mentors and followed the prescribed activities of the program. Feedback indicated that the 8 students who fell below this rate of participation met the indicator but did not demonstrate the same mastery of skills and knowledge of resources when compared with those who met this standard.

Indicator 2- Based on input given by student mentors this indicator was met. Through their feedback the mentors observed that their mentees' motivation to learn seemed to be directly affected by the effort they put into the learning process, how much they learned, and even what they learned. Mentors also indicated that the more motivated students were to do well academically, and adjust socially the more they seemed to learn and demonstrate a mastery of the skills taught during orientation. The feedback that was given regarding the percentage of students that showed a grasp of all skills taught was extremely consistent with the percentage given by OHCD staff and faculty/staff mentors.

Indicator 3- This indicator was met. It was measured by participant survey results. According to these results 93% of participants reported that they were able to identify and select the best study strategies for their learning styles; identify their own interpersonal and academic strengths and areas which need improvement; identify campus resources that assist in improving their interpersonal and academic skills; develop plans of actions to build on strengths and improve skills with targets, timelines and resources/support needed; and identify factors which might affect their plans.

This indicator was also evaluated through participants' exposure to various self-assessments. These assessments helped to measure areas such as academic preparation and motivation, self-efficacy, and interpersonal interactions. The assessments also demonstrated the effects of person variables (goal setting and information processing) and situation variables (models, attributional feedback, and rewards) on self-efficacy and motivation. As a result, substantive issues that needed to be addressed were revealed and possible solutions were explored.

Future Actions

In the future, The Office of Human and Cultural Diversity (OHCD) will continue to promote and facilitate a welcoming, socially just and inclusive campus community by supporting the retention of diverse student populations, providing diversity education and multicultural programs for students, faculty, staff and the surrounding community. A key component in this process to be responsive to the needs of the populations we serve. Below are some concerns that will be addressed in the OHCD's future programing.

Based on the feedback given during the Junior and Senior focus groups, the OHCD will explore implementing additional leadership opportunities to assist students by nurturing and developing their leadership potential, skills and talents. The Junior focus group also suggested that the OHCD

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not only continue to advertise its events using social networks, but send out updates for all events on the Student Activities calendar. Responses from the Minority Orientation Exit Questionnaire suggest that the OHCD evaluate the need for more social activities to balance the academic workshops. Similar feedback was given that stressed the need for more campus wide social activities designed to help build a sense of community among minority students.

Also, the OHCD will work diligently to address the indicators that were not met. For instance we need help bridge the disconnect many students seem to feel with their majors by strongly encouraging them to see their advisors regularly, maybe join a club based on their major, and look into the possibility of finding a mentor in their chosen field.

Finally, the OHCD will investigate the creation of additional venues that allow upperclassmen to share their experiences at LHU with incoming freshmen. Valid and reliable information on student views of university life is not just valuable in relation to the question of retention, but it can also help to build the Self-efficacy of freshmen students. In addition, recurring and widespread dissatisfaction with one or more segments of campus life may highlight significant problems that need to be addressed by the OHCD.

Resources Needed for Future Actions

Continued funding at the current level would be very helpful. As a one person operation, I rely heavily on the assistance of student workers. If the student employee budget of the OHCD were cut it could detrimentally impact the programing that we offer.

Also, based on the programing we will be developing, the OHCD will need to cultivate closer working relationships with campus departments such as the Alumni Office and Career Services. The OHCD will also need to create these types of relationships with potential community partners who can offer resources that would assist with developing social networking opportunities.

Conclusions

All in all, I thought that this was one of the most productive years that the OHCD has ever had.

While facilitating the Smart Choice Study Skills Workshops, I felt that most of the students who participated were motivated and excited to learn skills and acquire knowledge of resources that could help them to have productive college experiences. Many students were successful on each of the unit assessment pieces. The majority of students exhibited success on the unit's formative assessment, but oddly enough just as many students struggled with the summative quiz, which was given when the unit was completed. During the post program discussion several students demonstrated that they could make connections to the material and displayed that they had mastered material even though this was not evident on the summative assessment.

Also, having a Graduate Assistant this year was invaluable. It allowed us to do more programs than we've ever done before. The issue is that finding the right candidate to work in the OHCD is always a challenge.

The data that we gained from the various assessments we conducted was very encouraging (for the most part) and has provided us with a clear idea of things that need to be addressed, maintained, and eliminated. With this information in hand, next year should be even better.

Signature and date of Submitter

Vice President for Student Affairs

Appendix A
2010 Minority Orientation Program Analysis of Learning

Generally, I was disappointed with the outcomes for most of the students in the program. On pre-assessment, 0% of the students in the program scored in the acceptable range of 90-100%. Everyone in the class scored below the 40% mark (36% being the highest score). On the summative test, however, 28% of the remaining program participants (9 students opted out of the program) scored above the 90% mark. This group of learners included two Honors students, and ten students who would be considered average. The bright spot was an 83% average learning gain for the group that completed the program (please see the attached Learning Gain Worksheet).

However, because only 12 students achieved a 90% or higher on the post program quiz, this meant that 31 students did not reach proficiency on this material. Even if the eleven students who achieved an 88%, near the proficiency mark of 90%, were taken into account, this still would have resulted in 47% of program participants being short of accomplishing proficiency. I knew that requiring a score of 90% (or higher) to demonstrate proficiency was extremely ambitious, but this outcome was still very disappointing.

Learning Achievement Table

Learning Goals	Percentage of Students Achieving Mastery
Learning Goal 1: Upon completion of the program, students will be able to utilize various academic success strategies.	87% 45/52 students
Learning Goal 2: Upon completion of the program, students will be able to understand and articulate the advantages and challenges of a diverse campus community.	85% 41/48 students
Learning Goal 3: Upon completion of the program, students will have a sense of connectedness with the Lock Haven University's community.	84%

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	37/44 students
Learning Goal 4: Upon completion of the program, students will be able to demonstrate appropriate problem-solving skills.	79% 34/43 students
Learning Goal 5: Upon completion of the program, students will have an integrated social support system and connection with other students.	93% 40/43 students
Learning Goal Mastery Index	86%

Although I was disappointed with the findings from evaluating my pre and post program assessments, I was very encouraged when I analyzed my formative assessments. In evaluating my formative assessments, I feel that I did a good job gauging the progress of the program's participants and then modifying each lesson (and at times the entire unit) to meet their needs. I spent an extra day on both study skill and cultural adjustment because I felt that students would be overwhelmed by the material if it was covered in one day. Once I began to develop each of these lessons, I quickly realized that there was no way to effectively teach each of these topics in one day. I then made the decision that it was more important to slow down the pace of the entire unit rather than rush through these areas. Later, when I evaluated my decision I thought that the learning activities for these lessons were more deliberate and effective because of the additional time. There was enough material for me to spend an entire week on study skills, but that wouldn't have been an efficient use of my time. I was very fortunate to be able to adjust the time and length of these lessons.

When I analyzed the data that I derived from my summative assessments, I discovered areas that could be improved in order to make the post program quiz more effective. During my review, I noticed that my summative assessment piece was heavy on assessing learning goal 1 and weak on efficiently assessing learning goals 2 and 5. In retrospect, I believe that I included more questions relating to learning goal 1, because I felt that academic preparation and adjustment were of utmost importance to student achievement. Although I still believe this to be true, I am now more aware that learning goals 2 and 5 can have just as much impact (if not more) on student success. I see now that this material needed to be included more prominently on the quiz too so that I could evaluate whether students knew this material without using other sources for help. When completing the formative assessments, students had access to various resources to help them complete their projects. On these assessments, I graded the overall project, not just the content. This information needed to be incorporated into the summative assessments.

I was also weak regarding learning goal #4. I don't feel that I did a good job emphasizing how important emotions are in the problem solving process. As this lesson plan unfolded I realized that many of my students were falling prey to anxieties which inhibited their ability to effectively solve problems (this seemed to be the rule rather than the exception). Many students seriously questioned their ability to problem-solve

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effectively, and in fact avoided courses that involved problem-solving altogether because of these concerns. I recognize in hindsight that overcoming these fears and anxieties is the first step in learning to problem-solve effectively, but it was a step that I initially ignored.

Appendix B
Learning Gain Worksheet

Student #	Pre Assessment Score	Post Assessment Score	Individual Student Gain Score
(Note student scores are in percentages)			
1	28%	80%	.72
2	12%	NA	NA
3	36%	92%	.87
4	0%	NA	NA
5	24%	88%	.84
6	8%	72%	.70
7	16%	84%	.81
8	16%	92%	.90
9	8%	84%	.83
10	8%	NA	NA
11	8%	76%	.85
12	20%	88%	.85
13	12%	76%	.73
14	4%	76%	.75
15	28%	96%	.94

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16	12%	88%	.86
17	12%	80%	.77
18	4%	84%	.83
19	8%	84%	.83
20	8%	72%	.70
21	12%	80%	.77
22	12%	68%	.64
23	36%	96%	.94
24	12%	NA	NA
25	8%	NA	NA
26	8%	84%	.83
27	0%	NA	NA
28	12%	92%	.91
29	16%	92%	.90
30	8%	NA	NA
31	8%	100%	1
32	28%	92%	.89
33	16%	88%	.86
34	4%	NA	NA
35	32%	92%	.88
36	16%	88%	.86

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37	8%	80%	.78
38	4%	68%	.67
39	8%	88%	.87
40	8%	88%	.87
41	32%	100%	1
42	8%	88%	.87
43	8%	NA	NA
44	4%	72%	.71
45	8%	72%	.70
46	16%	80%	.76
47	4%	88%	.88
48	8%	88%	.87
49	20%	100%	1
50	12%	88%	.86
51	12%	68%	.64
52	36%	92%	.88
Group Average Gain Score			.83 (or a 83% average learning gain for the group that completed the program)

Sub Group Data (Students with combined SAT scores less than 800)

Student #	Pre Assessment Score	Post Assessment Score	Individual Student Gain
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			Score
(Note student scores are in percentages)			
2	12%	NA	NA
4	0%	NA	NA
6	8%	72%	.70
9	8%	84%	.83
10	8%	NA	NA
11	8%	76%	.85
14	4%	76%	.75
19	8%	84%	.83
20	8%	72%	.70
22	12%	68%	.64
25	8%	NA	NA
27	0%	NA	NA
34	4%	NA	NA
37	8%	80%	.78
38	4%	68%	.67
40	8%	88%	.87
43	8%	NA	NA
44	4%	72%	.71

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45	8%	72%	.70
50	12%	88%	.86
52	36%	92%	.88
Group Average Gain Score			.77 (or a 77% average learning gain for the group that completed the program)

Generally, I was disappointed with the outcomes for most of the students in the program. On the summative test, however, 28% of the remaining program participants (9 students opted out of the program) scored above the 90% mark. This group of learners included two Honors students, and ten students who would be considered average. The bright spot was an 83% average learning gain for the group that completed the program.

However, because only 12 students achieved a 90% or higher on the post program quiz, this meant that 31 students did not reach proficiency on this material. Even if the eleven students who achieved an 88%, near the proficiency mark of 90%, were taken into account, this still would have resulted in 47% of program participants being short of accomplishing proficiency. I knew that requiring a score of 90% (or higher) to demonstrate proficiency was extremely ambitious, but this outcome was still very disappointing.

It was also disappointing to see that I clearly did not do enough for the students with less than 800 on their combined SAT scores. As a subgroup, these students had an average learning gain (.77 or 77%) which was considerably less than the overall group average learning gain (.856 or 86%) when these students were excluded. Add to this fact that 7 of the 9 students who left the program fell within this category and the implication of this is that there are needs for these students that are not being met. In the future, I will make sure that I devote more instructional time to identifying and addressing the needs of these students. Perhaps I can seek insight from students 40, 50, 52 regarding strategies that helped them to understand the information that was being imparted.