

Signature Report 2013-2014
Office of Multicultural Affairs

Submitted By – Ray Plaza, Associate Director

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Department Website URL: www.bgsu.edu/oma

Signature Program/Service Overview

The Falcon Watch program started in Fall 2013 as a new initiative designed by the Office of Multicultural Affairs to improve the social integration, persistence, retention and academic success of underrepresented students at BGSU. The initiative was open to all undergraduate BGSU students and designed to specifically work with any student to develop academic success strategies, support social integration and build community among diverse groups.

One of the primary goals was to improve the social integration and academic success of the participating students. For new recipients of the University Tuition Scholarship for Underrepresented Students (UTSUS), the goal was for the students to attain and maintain the required 3.0 GPA for scholarship renewal; for current recipients of the scholarship, to maintain the scholarship at the required 2.75 level. This effort was crucial as a comparison of historical numbers with the new higher GPA indicated that more students could fail to meet the new GPA requirement.

LEARNING OUTCOMES

University Learning Outcome

The Falcon Watch program falls in line with aspects of the following University Learning Outcomes:

- 1) Intellectual and Practical Skills
- 2) General and Specialized Knowledge
- 3) Personal and Social Responsibility

Student Affairs Learning Outcomes

In regards to the Student Affairs Learning Outcomes, the Falcon Watch program highlights the following:

#1: Critical and Constructive Thinking

- Inquiry
 - *Ex. Create, identify and analyze life choices*
- Examining Values
 - *Ex. Assess personal strengths and weaknesses*

#2: General Knowledge

- General Knowledge Development
 - *Ex. Relate co-curricular experiences to educational experience and vice-versa*

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#3: Personal Development

- Exploration of Purpose
 - *Ex. Understanding the consequences of one's actions*
- Ethics and Values Exploration
 - *Ex. Develop character through the explorations of personal values and ethical decision making*
- Self-Leadership
 - *Ex. Accepting responsibility for one's own actions*
 - *Ex. Develop and assess personal plans (goals) for growth and development*

Signature Program Learning Outcomes with Target Achievement Level (from Preliminary Report)

1. Who does the outcome address – I.e. Audience?

Due to the nature of our audience (scholarship recipients, underrepresented students), the University and Student Affairs Learning outcomes address this group.

2. What do you expect the audience to know or be able to accomplish? Behavior

We expect that the audience will be able to become more self-confident in their ability to be successful in terms of their academics, social integration and in building community during the course of this academic year.

3. How will the learning occur? – Condition

The learning will occur through the individual 1:1 meetings, follow-ups, and periodic community meetings as well as through the individual student's own reflective process.

4. How much will be accomplished, how well will the behavior be performed, and to what level? – Degree

Our main goal is to keep to the prescribed plan of action for the Falcon Watch initiative with the standard meetings and process. The one variable that is the unknown is how the participating students will handle things, but that is where we will be able to gauge their behavior and if they are moving forward in the learning process.

5. Timeline for measurement

The timeline for measurement will take place at different points in the Fall and Spring semesters.

METHODS AND PROCEDURES

Project Sample/Participant Overview

Our sample included three tiers of undergraduate student participants.

- 1) All first year UTSUS recipients (required participation)
- 2) Sophomore UTSUS recipients under 2.75
- 3) Open to all students – primarily underrepresented

We initially projected 300 – 400 students. We ended up at around 150 active students, with individual contact made with other students about the program. Invitations were sent to students below the 2.0 GPA.

Data Collection Timeframe

Key data collection points were the end of the Fall and Spring semesters. In addition, a series of focus groups took place in April 2014.

Data Collection Methods

In terms of the Data Collection methods, these included the following:

- GPA (Cumulative and term) – Fall and Spring semesters
- Usage statistics – frequency of meetings, participation in community meetings
- Focus group of participants

Limitations

In regards to the limitations of this project, we understood from the beginning that different students would have different motivations. Some would be receptive to the intent of the Falcon Watch effort, while others would not treat it seriously. We saw this through the different 1:1 meetings and other engagement efforts. Our main goal was to ensure that we were sincere in our commitment and follow-through with this initiative.

In the end, we acknowledged that it was up to the student to put into place what they would have learned in the classroom as well through the meetings and conversations. All we did was to provide the tools and made the connections to assist the students.

Another limitation was that we were not academic advisors but rather mentors or life coaches. We had to ensure that the students knew our respective roles in supporting their educational careers at BGSU, and in making the connections to their lives beyond the BGSU community.

RESULTS AND CONCLUSIONS

Sharing the Results

In what ways are you telling the story (e.g., website update, social media, brochure, e-newsletter) of your data?

With the transition to the website complete, we anticipate highlighting the results of the first year of this effort. Some of this started already during SOAR as Falcon Watch was mentioned during the Multicultural Programs and Services sessions.

Summary

What did your data reveal? What did participants learn? **Include how you incorporated key results from last year's report to improve your program/service.** Limit to one paragraph.

The first year of the Falcon Watch initiative was a success in showing that the intentional engagement with first-year students made a difference in their transition and academic success. The primary Falcon Watch cohort was the 2013-2014 new recipients of the University Tuition Scholarship for Underrepresented Students (UTSUS). We also conducted a pilot of a second Falcon Watch track in Spring 2014 for any student below a 2.0 GPA and on Unsatisfactory Academic Progress. As part of the Falcon Watch program, the OMA mentors used the SuccessNet system in order to submit Falcon Watch notes as a way to keep the students' academic advisor aware of the meetings. In addition, as offices became aware of the program, they would refer specific

students to be a part of the program. In addition, a series of Falcon Watch cohort meetings were held throughout the semester.

Key Results

- Bullet points highlighting relevant findings
- Example: 82% of respondents indicated that our program contributed “considerably” or “a great deal” to their leadership development
- Key finding #3...
- How do you close the loop between assessment data and program functionality?

Make it visually appealing by using graphs or other visual representations of data/results. Campus Labs features functions to display data as bar graphs, pie charts, etc.

- Total number: 134 UTUS students; 4 returning students; 16 academically at-risk students
- At end of Spring 2014, new UTSUS cohort had a 94.7% Retention rate from Fall 2013 to Spring 2014
- New UTSUS: 69% (88 of the 127) had a 3.0 or higher GPA (automatically renewed)
- New UTSUS: 17% had between a 2.5 – 2.99 GPA (Students with a 2.70 to 2.99 were strongly encouraged to appeal for reinstatement by the Student Financial Aid Office.)
- OMA Mentors (Professional staff, Graduate Assistants and Practicum graduate students) had 474 individual 1:1 meetings with Falcon Watch students over the course of the year. This translates to at least 237 working hours with students.
- 100% of the returning students in Falcon Watch had higher GPAs in the Spring semester
- Pilot: Even with our most at-risk students, 62.5% recorded higher GPAs in Spring
 - However, for some of these students, even with the improved Spring GPA, it was not enough to get to satisfactory academic progress due to the academic deficit they faced
- Only 37.5% moved from Unsatisfactory Academic Progress to Satisfactory Academic Progress (i.e. above a 2.0 GPA)
- In a series of focus groups coordinated by the OMA Doctoral Graduate Assistant, a majority of the participants felt that the program was helpful, the time commitment was reasonable, were able to explain the connection between Falcon watch and their academics, and were positive about the role of their mentor

The following Wordle assessment image is based on the student’s description of Falcon Watch:



ACTION TAKEN/CLOSING THE LOOP

Decisions and Recommendations

What could have been done differently?

Based on collected data, what changes will you make to your program in the future?

As we prepare for the 2014-2015 academic year, we have started to look at the next steps with the Falcon Watch effort. These next steps include:

- Examine different points of engagement with the returning 2013-2014 cohort
- Continue to explore ways to engage the upper-class UTUS recipients who need additional support
- Investigate ways to increase Falcon Watch participants because of the smaller cohort of UTSUS cohort for 2014-2015 caused by cuts in the scholarship funds available
- Expand of Falcon Watch to students beyond the UTSUS recipients with continued focus on academically at-risk students not eligible for TRIO or part of other programs
- Continue collaboration with other offices so that Falcon Watch requirements do not overwhelm students schedules
- Explore options for professional development regarding additional practicum opportunities for graduate students seeking to gain experience working with diverse populations
- Requiring staff to meet more frequently with the academically at-risk students on unsatisfactory academic progress, as these students may need 1:1 attention than the minimum of the three meetings
- Examine trends with the academically at-risk students and continue to work with other offices such as the Learning Commons
- Look at trends with certain courses and analyze course enrollments of Falcon Watch students as well as their GPAs to determine areas/classes of concern
- Emphasize with students the impact of earning a “C” and developing strategies to achieve and maintain a minimum 3.0 GPA for UTSUS recipients and other students



Preliminary Report 2013-2014
Office of Multicultural Affairs
LGBT Programs and Services

Submitted By - Name and Title: Tobias Spears / Assistant Director for LGBT Programs

Date: July, 30th 2014

Department Website URL: www.bgsu.edu/lgbt

Signature Program/Service Overview

Safe Zone is a signature program in the Office of Multicultural Affairs, it seeks to promote awareness of Lesbian, Gay, Bisexual, and Trans* (LGBT) people. The 2 hour workshop provides education concerning LGBT awareness, culture, and issues, with a central goal of improving the environment for LGBT people. One of the project's other goals is to build a support network of allies for BGSU's LGBT student community. Though the program mainly educates straight identifying community members, Safe Zone training is for all people who wish to be educated about LGBT culture.

LEARNING OUTCOMES

University Learning Outcome

The Safe Zone programs falls within several university learning outcomes, however, outcome 3, which is *Personal and Social Responsibility*, is what is assessed via Safe Zone's survey instrument.

Student Affairs Learning Outcomes

1. Student Learning Outcomes #1, *Critical and Constructive Thinking*
 - a. Inquiry
 - Explore and respect the values of others
2. Student Learning Outcomes #3, *Civic and Community Involvement*:
 - a. Understanding Diverse Perspectives
 - Acknowledge, respect, and be open to difference
 - Make an effort to understand the ideas, values, and beliefs of others
 - Advocate for social justice
 - Understand one's own personal identities and appreciate that of others
 - Learn to seek similarities to bridge differences between self and others
 - Build multicultural competence through developing intercultural relationships

Signature Program Learning Outcomes with Target Achievement Level

1. SLO #1: Students will be able to articulate the 3 most valuable aspects of the safe zone workshop.
This student learning outcome is twofold, designed to both measure what aspects of the workshop resonate with students while also providing insight into what parts of the training are being viewed as valuable.

2. SLO #2: Students will be able to identify at least 3 things they've learned as a result of attending safe zone.
This outcome specifically addresses students and measures what they learn through attending safe zone. As such, post assessments ask attendees to identify 3 new pieces of information they've gained through the workshop. The learning occurs in myriad ways, but specifically through interacting with other participants and the workshop facilitator. These interactions also vary, during the workshop students are asked to both engage in dialogue and also jot down ideas as they arise.

METHODS AND PROCEDURES

Project Sample/Participant Overview

There are 135 students within the sample.

Data Collection Timeframe

Data was collected from August 2013 - April 2014

Data Collection Methods

While learning via safe zone happens in and outside of the workshop, and quite often occurs as students experience life, even sometimes post-graduation, data for these particular learning outcomes is collected immediately after the training workshop. Data is collected through a post workshop assessment that asked for both quantitative and qualitative data.

Limitations

The limitations include: A) Not all training attendees are students and/or at the same stage in terms of knowledge of LGBT culture, thus creating a mixed environment workshop. As such, some participants come to the training with an already advanced knowledge. In this environment, students may indicate that they know something only because they do not want to be perceived as unknowledgeable. B) Learning outcomes are not part of the safe zone packet, only the post assessment workshop. If students knew what they were expected to learn via the workshop, perhaps they may be more in depth with survey answers.

RESULTS AND CONCLUSIONS

Sharing the Results

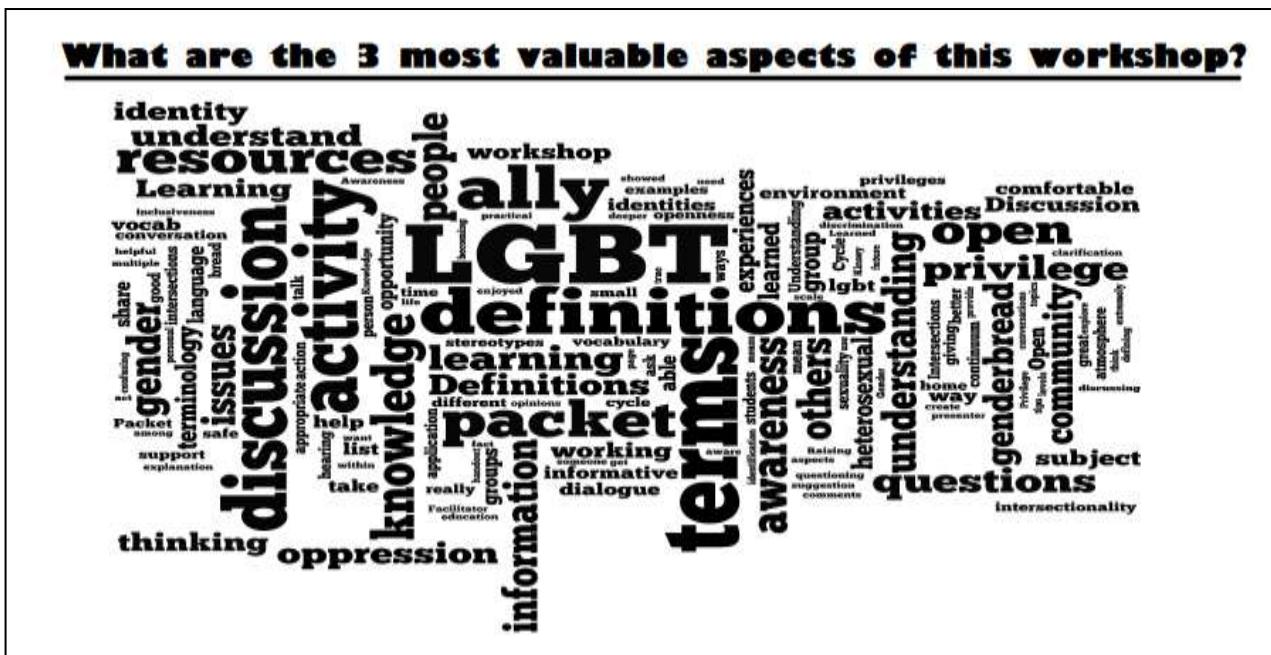
Safe Zone is featured on the LGBT Resource Center Facebook page, with nearly 500 “likes.” After each safe zone I take pictures to show the offices and students who have gone through the training.

Summary

Collected data revealed that safe zone is making its intended impact. Through the training students are learning new terminologies, and expressing a value in workshops that discuss gender and sexual minorities. Below are two Wordle assessments that illustrate what students are noting regarding learning outcomes.

Key Results

When asked about the most valuable aspects of the workshop, the majority of students are indicating that they see discussions, LGBT definitions and terms, and the fact that they can ask questions about resources as valuable parts of the workshop. Students are meeting the learning outcome because they are in fact able to identify what they find valuable. See below.



When thinking about what attendees are learning via safe zone, it's clear that students are becoming more familiar with LGBT terminology, the various types of communities within LGBT circuits, and terms specific to trans* inclusivity. See below.

What are 3 new things you learned from this workshop?



ACTION TAKEN/CLOSING THE LOOP

Decisions and Recommendations

Safe Zone will take a new shape come fall 2014. This is mostly due to assessment feedback. The program will feature more hands on activities and less lecturing. More specifically, the packet has been turned into a workbook of sorts, which asks students and other participants to fill in information rather than simply providing it all to them. Safe Zone will also utilize a new assessment tool, which is given pre-workshop, it will note learning outcomes so attendees will know what they are supposed to specifically learn through the training.