

# Annual Report 2007 - 2008

## Part 1

### Section A

#### Unit Information

Unit:

Multicultural Student Development Services

Mission Statement:

The mission of the Office of Multicultural Student Development Services (MSDS) is to create an environment at Florida Gulf Coast University that embraces individual differences, sustains inclusions, practices social justice and cultivates a campus atmosphere that is free from biases. In the spirit of inclusive educational excellence, MSDS promotes a supportive and friendly environment that is welcoming and attractive to all persons regardless of race, ethnicity, nationality, socioeconomic status, gender/gender identity, religious conviction, sexual orientation, or disability status. MSDS is a multifaceted, student-oriented office that focuses on providing an optimal educational experience in and out of the classroom for students from diverse backgrounds.

## Section B

### Unit Goals within Last Year's (2006-2007) Report

#### Strategic Plan Goal

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2007-2008 goal best align?**

Strategic Plan Goal 2, The Student Community

#### Unit Goal

**Goal for 2007-2008**

**What actions have you taken to achieve this goal?**

Provided a presence at each orientation to increase office visibility to incoming students. Information is given to each student on how to maintain contact with our office, while they can voluntarily also give the information in order for us to maintain contact. With collected information social digest is maintained prior to school starting, so that new students can connect with each other. In addition to continued presence on campus MSDS tabled 4 days a week 2 of those days being in the student union the other 2 rotating in the classroom areas (reed, bhg, whitaker, ab3) Continuing the Welcome back reception has been a great tradition where new students can now connect to returning students and with faculty, staff, and other student leaders on campus. Re-establishing a peer to peer mentor program for both social and academic needs. MSDS has expanded the lending library resources to include more periodicals that are written in languages other than English. Fiction and Non-Fiction items are primarily by authors of ethnic, cultural, religious, sexual orientation that are differing than the majority population or speak to the aspects of ethnicity, cultural, sexual and religious differences. The office established a bi-weekly programming series that provided different programs that were lead by local, regional or national representatives. Students were able to program 2 events each semester, where they chose the topic and were allowed to have control over how the program was run, with guidance and support from the MSDS staff. MSDS office Sponsored events that's provided historical educational value to all students. The most powerful action that has occurred throughout this year is the resource center atmosphere that does house the lending library. Students utilize the resource center for studying, social networking, club meetings, group projects, relaxation between classes. Surveys are often born through the conversations where the office then does a random gauge of student needs and desires for programming. Hours of the office were expanded beyond the 6:30 PM to 8 PM largely due to the demand and the additional funding by Student Government for student assistants to work the late hours.

### **What measures have you taken towards assessment of this goal?**

Evaluations are completed post an event, interest surveys are given to at random during weekly tabling.

### **Describe the progress you have made toward attaining this goal including the anticipated completion date.**

MSDS continually strives to improve services offered to students with the primary focus being on under-served-under-represented students. With the services offered the goal is to increase cultural awareness and identity, to enhance self esteem and self perception, to embrace one's identity, to assist others that may struggle through self awareness. The office continues to provide support and advocacy for all students to maintain healthy relationships amongst those with sexual/gender, cultural, ethnic, religious, social, and economical differences.

**Describe how the results of assessments have been used to improve student learning or your department's activities.**

Establishing a multicultural event night saw student attendance consistency for programs. Tabling daily improved awareness of events and programs. Extending hours of operation to 8PM allowed for more student success in class, problems in classes were targeted within study groups. Library material expanded conscientiousness of written material out there for students of color and those with sexuality/gender differences. Suggestions made throughout the year either have been implemented or will be implemented in the upcoming year of programming. Examples include the extensive diversity week that was established on Spring 2005, was in great demand from both students and faculty that had grown accustomed the annual event.

## Section C

### Program or Service Specific Assessments

**What program or service specific assessment occurred in the current academic year?**

Service Specific assessment included program evaluations after each event/program. Evaluations were made available to each participant and return was totally voluntary. Each assessment was program specific to identify certain areas for improvement, additional programs that go more in depth on stated topic and enjoyment. Assessment is ongoing and continual through each aspect and service provided by the office.

**How were the results of the assessment used to improve programs or services?**

The results of the assessment were utilized to provide: 1) smaller communication circles that were on-going through the year. 2) Enhance the Lending Library material supplied by the office in both academic realm and for personal enjoyment. 3) Programs that targeted interest of the students were provided inclusive of those giving historical information, identity development information and social conduit. Programs were focused on the holistic student as well as targeting the increased learning aspect.

## Section D

### Unit Contribution or President's Performance Measures

**Please review the [President's Performance Measures for 2007-2008](#). Did your unit contribute to any specific performance goals for the President? (If so, please indicate whether the measure set was attained and to what degree.)**

MSDS addresses Goal II - the underrepresented student population. Our department serves students who identify as a classified racial or ethnic minority, non-dominant religious groups as identified on this campus, and persons that identify as Gay, Lesbian, Bisexual, Trans, Queer or Questioning and students with a disability. The actions with these students are to foster community building among students that may have transitional needs, identity support, emotional support or additional academic support to be successful in an environment outside of the cultural identity or affiliation. \*cultural refers to listed areas \*identity refers to self perception

## Part 2

### Section A

### Unit Goals for Coming Year (2008-2009)

#### Strategic Plan Goal

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2007-2008 goal best align?**

Strategic Plan Goal 2 -  
**Provide quality educational opportunities serving the region, underrepresented populations, the State of Florida and beyond**

#### **Unit Goal**

**Goal for 2008-2009**

The goal of MSDS is to continually provide a supportive and fostering environment for students of color and difference. Additionally the office will continue to offer opportunities that will engage majority population on topics of importance and relevance to the primary students served, in an environment that encourages engagement and discussion of ideas and topics.

**What action(s) will you undertake to achieve the goal?**

Provide regional and national access to cultural opportunities for the entire student body focusing on underrepresented student needs for the purpose of appreciating diversity, increase interpersonal relationships, and self esteem. Offer workshops, guest presenters, lecturers, form within the University, as well as locally regionally, and nationally. These efforts will enhance the intellectuality, social responsibility, provide clarified career options. Continue the Religious Immersion Program to be supportive and inclusive of the various religious practices that are with not in the majority at the university. This effort increases spiritual awareness and appreciation of those that identify first spiritually, rather than ethnically or culturally. Continue the provision of printed material with under-represented authors, magazines and journals that highlight the achievements of under-represented persons. expand in house opportunities for underserved and under-represented persons. Enhance the Student peer to peer mentoring service. Travel to cultural museums/festivals. Diversity week will be planned to be inclusive all as a culminating event on campus. Fall Festival will be planned focusing on Native American, Indigenous, and Latino persons. Provide more events that focus on social justice issues to raise awareness levels, and provide venue for discussion on race, ethnic, sexual, and religious matters. Additional Events, Trips, Cultural Activities, and Workshops will be the goal.

### **By what means will you assess goal achievement?**

Achievement will be assessed through traditional paper assessments of programs and events. Collect, Conduct and provide Environmental climate scans of current students and compare the data to previous studies. inclusive of NSSE, Senior profile information, Freshman Profile Information, research conducted internally of student satisfaction surveys.

### **How will you know if you have successfully attained each goal?**

**For all students** if they; a) if the willing seek to be engaged with people different than themselves, b) challenge stereotypes c) challenges of unfair and unjust behavior or groups d) connect the information obtained from out of classroom environments and makes a connection to the that learned with in the classroom e) listens to others perspectives, f) obtain a degree g) obtain a degree. **For underrepresented students** primarily ; a) understanding of their own culture and identity and moving towards an integrated self and away from an assimilation mind set, b) to function in everyday life from a basis of interdependence and through the values of spiritual, ethical and identity values, c) to be able to function without the need or necessity of others input and reassurance.

### **How will the results of the above assessments be used to improve student learning or services?**

Lobby for increases in programming budget, additional office and meeting space, additional office support i.e. assistants, and secretary. develop strategies that tie together programming and objectives to other campus stakeholders.

## Section B Resources

**What additional resources have you requested and received a commitment for during 2008-2009 from your area VP or the President that is based on your analysis of assessment data for 2007-2008?**

No additional resources have been requested or committed to for 2008-09

## Section C Assessment Plans

**What assessments are you planning to conduct during 2008-2009?**

Focus Groups, Event and Program Surveys, Interest Inventories.

## Section D Coming Year - Strategic Plan Contributions

Goal 2: The Student Community

1. **Recruitment**,
2. **Retention**, 2.1, 2.2.1, 2.2.2, 2.3.1a, 2.3.1b, 2.3.2,
3. **Diversity**, 3.2

