



Annual Assessment Report Template: Learning
Academic Year: 2015-2016

Date of Report Submission: Friday, July 8, 2016

Name of Department: Office of Multicultural Student Success

Name of Contact Person: Miguel Macias, AD OMSS

Name of Person(s) completing report or contributing to the project: Miguel Macias

I. Abstract

The purpose of this study is to enhance our understanding of how the active first-year cohort in the Men of Color (MOC) program are meeting the learning outcome of constructing a post college success plan with a specific interest in career discernment through an identity-conscious approach. The assessment project is interested in further understanding the ways social identities, race, and gender influence the behaviors, attitudes, and self-efficacy of the MOC first-year participants as they think through their career plan and the strategies they will implement to actualize these plans. The methodology consisted of having a purposeful sample of current active first-year MOC participants and conducting one-on-one interviews. Findings indicate that 40% (4 of 10) of the students met the learning outcome. The men who met the learning outcome described tailoring their career plans with awareness of their racial and gender identities. The other six participants accounted for race and gender to a lesser degree, and generally had a more difficult time naming strategies they would use to accomplish their career plan. The implications of the research include recommendations to add a faculty mentor program to MOC, as all ten of the participants identified the absence of faculty who identified as men of color as an important barrier to the successful implementation of their career plans. Additionally, bolstering the sophomore curriculum may add more intentional content that addresses social identities and their relation to self-efficacy and career capital.

II. Assessment Question

To what extent are student participants in the Men of Color program within the Office of Multicultural Student success able to describe a Post College Success Plan (career plan) in light of their social identities?

III. Learning Outcome Assessed

Department outcome 4: Students who engage in OMSS programs and services will construct a career plan towards post college career success.

- a. Program Outcome 4a: Students involved in gender-based initiatives will be able to demonstrate the skill to construct a career or post college plan

IV. Introduction & Context University Context

Area three of OMSS strives to contribute to DePaul's "Vision 2018" by assisting the university to meet the objective for goal one, which constitutes enhancing the academic quality and supporting educational innovation. The MOC program is designed to assist its participants to think about their post-college plans and to develop short-, mid-, and long-term goals along with strategies to create a blueprint for success that will help them achieve these career plans. MOC takes an invested role in ensuring that our student participants find purpose and meaning in their time at DePaul, and that they are connected and engaged in a breadth of their academic pursuits.

The objective of the assessment question about the role of race and gender in vocation development is to gain further knowledge on how our first-year active MOC student participants are creating a successful post-college success plan through an identity-conscious framework. The MOC program is located in the Post College Success area within the Office of Multicultural Student Success; this area is tasked to create opportunities through curriculum-based programs that engage students in developing a post-college plan by identifying goals and strategies for implementing this plan. The curriculum of MOC is designed to center identity-consciousness and students' social identities into the development of their vocational goals, interests, choices, and actions. OMSS recognizes the importance of assisting our students to answer the following questions: Who am I? Who do I want to be? and How do I get there? When students begin to answer these questions, it creates a sense of meaning and purpose to the college experience that, in-turn, increases retention and graduation rates of students at DePaul. We borrow from Yosso's (2005) six-part Cultural Wealth Model, which elaborates on the significance of student acquisition of aspirational, linguistic, familial, social, navigational and resistance capital to enhance their sense of empowerment within the college setting. Empowerment is a focal point of development that MOC stresses to our active participants as we encourage them to explore their identities, passions, and talents so they can form a strong sense of purpose for what they would like to do after DePaul.

Supporting Scholarship

One of the limitations that we were presented with in the conceptualization of this project was the dearth of academic research published with respect to the role of identity in the

vocational discernment process for men of color, and particularly scholarship that analyzes race and gender jointly. In my review of the available scholarship I came across two theoretical frameworks that informed the method of this research study.

The first article by Yosso (2005) titled “Whose culture has capital? A critical race theory discussion of community cultural wealth.” is of particular interest to this study for its ability to connect social context (student’s environment) and social identities (race and gender) to performance outcomes in higher education. The Yosso Cultural Wealth Model conceptualizes a framework that accounts for how students of color access and experience college from what Yosso refers to as a strengths perspective (Yosso, 2005). Yosso’s framework considers six forms of capital that a student can attain: aspirational, linguistic, familial, social, navigation, and resistance capital. For the purpose of building a theoretical framework for this study, I focused on understanding how accessing the six forms of capital increases career self-efficacy, a term used in the Social Cognitive Career Theory (SCTT) (Lent, Brown, & Hackett, 1994). Yosso argues that in order to feel empowered to make choices that make sense to them and that create purpose and meaning to their lives, students need to have access to all six forms of capital. This study focuses on the ways race and gender influence vocational development and implements Yosso’s theoretical model with that goal in mind.

The understanding of the concept self-efficacy used in this study is derived from The Social Cognitive Career Theory (Lent, Brown & Hackett, 1994). Lent (1994) defines self-efficacy as “a dynamic set of beliefs that are linked to particular performance domains and activities” (Lent, 104). The creators of (SCCT) argue that the concept of self-efficacy is connected to social identities that influence the intentionality behind behaviors and the way these behaviors respond to various barriers and difficulties (Lent, Brown & Hackett, 1994).

Citations:

References

Lent, R. W., Brown, S.D., & Hackett, G. (1994). “Toward a unifying social cognitive theory of career and academic interest, choice, and performance.” *Journal of Vocational Behavior* 45, 79-122. Print.

Yosso, Tara J. (2005): "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth." *Race Ethnicity and Education* 8.1 69-91. Print.

V. Data Collection & Methodology

Data Collection

Student learning was measured by conducting ten, thirty-minute interviews (recorded via iPhone) from a purposeful sample of first-year freshman and MOC active participants. Each interview was scored using an internally created rubric to measure depth and analysis of answers (Appendix B). The interview consisted of a primer question that

asked the student about their post-college success plan (this question was not scored), followed by five additional questions that were scored according to the rubric (for questions, see: Appendix A). Each participant filled out a consent form (Appendix C) to partake in the voice recorded interview.

Describe the broader population you wanted to focus on for this project and explain why you selected this group.

We currently have 540 men of color in the first-year cohort of MOC, 45 of whom are considered active in the MOC program (active membership means that the student has attended MOC programming on a consistent basis and is in maintains regular contact with their assigned MOC peer-mentor). For this study, we chose to focus on the active participants of MOC, to measure the learning they received by participating in MOC programs and services. By focusing our research study on active MOC participants, we are able to more accurately measure the effectiveness of MOC leadership academy workshops that introduce post college success plans. The research question concentrates on the career development plan of active first-year Men of Color in the MOC program to gather an understanding of the strengths in the curriculum as well as the learning gaps present in its current design. For these reasons, the active Men of Color participants in MOC were the only students eligible for this research study.

Describe the specific sample of students you invited to participate in this project and explain why you selected this group. Include:

The 45 active participants of the MOC program were invited to participate in this study through personal invites by the Assistant Director as well as through email invitation. Additionally, we tasked the MOC peer-guides to outreach to the most active participants to sign up for the interviews via email and interpersonal conversations. To incentivize participation in the research, we offered a \$25 gift card to all participants in the study. During the five-week outreach period we had ten active first-year participants for the MOC program study. It is worthwhile to note that these ten students were among the most active members in the cohort, as they record among the higher rates of attendance to workshops offered by MOC. This purposeful sampling allowed us to gather a sample of students who were the most active in the MOC program and would have received a large part of the curriculum. Using this sample, allowed for us to measure the students who had the most contact with MOC. This enabled us to measure the student learning that occurred during our programming from the most active participants.

Data Methodology

Miguel Macias, OMSS AD, collected and analyzed all data in this research study, as shown in this report later in the document under data and results. To analyze and interpret the data, Miguel Macias, OMSS AD, created a standard grading rubric (Appendix B) that allowed us to score the question responses for every interview using a standardized method. The rubric consists of three columns representing three tiers of depth of analysis (“below,” “meets,” and “exceeds”). The four rows represent the domains targeted in the

questions of the interview; while each question targets different domains, these are variously linked to identities of race and gender. Student answers to each question were then scored into one of the three tiers of depth of analysis and recorded into a larger spreadsheet. All student answers were recorded in the same spreadsheet, and noted whether the individual student met the overall learning outcome (Appendix D).

To determine the overall achievement of the learning outcome, we set a threshold for success as providing satisfactory answers to at least three of the five questions in the interview. The threshold for success for a satisfactory answer to each individual question required that responses meet or exceed the target for depth of analysis (columns) in at least three of the four domains (rows) addressed in the question (for reference, see Appendix D). Prior to the interviews, we established a rubric of criteria to distinguish the answers that would be assigned as either “below,” “meets,” or “exceeds” in tiers of depth of analysis (for this rubric, see Appendix B).

Participant Consent

How was consent obtained?

At the beginning of each interview, it was standard procedure to let the participant know in full disclosure what the research study was about and the intended use for the data. In this case, we let them know that this information was intended to enhance the services provided by the Men of Color program. From there, we went over the consent form (Appendix C) and discussed the parameters of participation. I let the student read through the consent form and from there I let them know they had an opportunity to proceed or exit the research interview at any point. All ten of the participants agreed to the terms of the consent form as well as the structure and content of the interview.

All paper interview materials were kept in locked file in the AD’s office (Miguel Macias) in the third floor of the student center. The iPhone audio recordings of the interviews were kept in the device and placed under lock code. I let the participants know about the security measures that would be taken both with respect to the paper materials and the audio recordings, to ensure the confidentiality of the responses as part of the consent form procedure.

VI. Data & Results

As a result, four of the ten students meet the learning outcome for this research study. Appendix D shows the scoring grid of the ten interviews. Appendix E shows the breakdown of results by interview question. You will notice in Appendix E that the participants demonstrated a higher awareness of analysis for questions 1 and 2 and a lower sense of analysis for question 3,4, and 5.

- 45 students were invited to participate in the research study.

- 10 students participated in the study and were interviewed (22% of possible participants were interviewed).
- All 10 students identified as first-year men of color (African-American, Black, Latino, and South East Asian).
- 8 students identified as first-generation college students (First in immediate family to attend college).
- 4 out of the 10 students (40%) met the learning outcome (Appendix 4)

Recurrent Themes:

Below are the six themes that recurred in the data, with direct quotes from participants to match each theme.

Theme 1: Feeling high expectations to be successful with no room to fail.

“You can’t afford to mess up like others, it’s sad but low-key the truth”

“The biggest barrier that we face is the expectations that we place on ourselves and the idea of not being good enough. As Latinos and first-Generation students our barriers are internal, I feel.”

“I don’t have an option to fail, my family is in a position where I need to succeed financially so I can support them when they grow older. I need to get into a career that I will grow and love but can also be a strong financial support for me to support my family. For that reason, I don’t feel like I can fail”

Theme 2: The Challenge of Being in Predominantly White Spaces

“My profession is white dominated; I really don’t see many people that look like me in the entertainment industry. They don’t tend to hire many men of color.” It’s hard because it makes me feel out of place, if I were to get a job I would be the only man of color (black male) there”

“I am one of the only African-American students in my class and that has a real effect on my confidence and my ability to do my best work leaving me feel like I have lower confidence”

Theme 3: Tensions between being yourself as a man of color and having to be professional (understood by practices of code-switching).

“It’s hard because here in my classes, I am mostly the only black person in my class you become the spokesperson for your race. It’s made me more self-aware, it’s almost as if I had to put on an act and it is very draining”

Theme 4: Surrounding self with other men of color fosters connection and affirmation.

“The idea of finding a group that has the same identities as me would be a huge thing for me. I know it would help me find mentorship so that I can be a stronger professional”

“I want to associate myself with people going through the same things as myself. I joined MOC because the whole room is full of men of color; that is a place that feels safe to me and inspires me to go far in my career because I see others who also have the same goals and aspirations as I do.”

Theme 5: Difficulty in finding men of color mentors at DePaul, particularly in academic departments and in professional fields.

“If I talked to professor about the entertainment industry and asked what it will be like. It might not be a good conversation because all my professors are white males. The way they have done it might be different because they are not men of color. I need to find people online to see if I can find more men of color in the field to feel more motivated”

Theme 6: A desire to be more open about being a man of color and expressing pride in one’s identities.

“Being able to express myself as a Latino at DePaul is a major goal for me. Not being afraid to be Mexican or the token Latino in my classroom. I think this would allow me to be more of myself at DePaul and move towards my goals with more confidence”

Program Level Learning Outcome	Department Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Program Outcome 4a: Students involved in gender-based initiatives will be able to demonstrate the skill to	Students who engage in OMSS programs and services will construct a career plan towards post college career success.	10	4

construct a career or post college plan			
---	--	--	--

VII. Discussion & Interpretation of Results

After scoring the interviews according to the designed rubric (Appendix B), we were able to report that four of the ten participants met or exceeded the learning outcome. After analyzing the qualitative data gathered from the ten interviews, six recurrent themes showed up at multiple points in each of the ten interviews.

Challenges and Limitations

We had a difficult time recruiting participants to the study even with outreach from the Assistant Director and MOC mentors. Much the struggle to gain more participants came from students not having time to come into the OMSS office and conduct the interview for the hour. Additionally, this was the first time many of the students were ever asked to participate in a research study and many had questions about not feeling comfortable with doing the interview. Even after I let them know about the confidentiality and security measures, many did not follow through. Originally we had planned on conducting 14 interviews, to achieve a larger and more representative sample study sample. The smaller-than-expected sample size restricts to some degree the representativeness of the sample. Another limitation to this study is that not all 10 of the participants attended all of the workshops that MOC offered, even when this particular sample averaged an attendance rate of 70% to the MOC programs. The data that we collect will grant at better understanding of the learning MOC participants are achieving in the workshops, but we are aware that many of the students could have missed important workshops that discussed identity and the relation to career development.

Key takeaways:

Quantitative Data:

Looking at the quantitative data that was analyzed, we can see the areas where the student participants did well in, meaning they provided a deeper sense of analysis and depth to the answers or where they had limited personal analysis and depth. For example, we saw that (31/40 responses 77.5 %)(Appendix E), that asked about barriers in creating a post college plan in relation to race and gender, meet or exceeded the threshold of success, meaning our students could describe to a great degree what barriers they face as men of color at DePaul or in their career field when developing their post DePaul plans. We also took from the data that only (20/40 responses 50%) (Appendix E) of the responses to question three relating to post college success goals were answered with meets or exceeds responses. We gather that this shows the ability to recognize the barriers but half of the students could not describe the goals they need to set to accomplish their career plans.

Additionally, we noticed the responses with the lowest forms of depth and analysis came in questions five and six (Appendix E). Question five and six looked at gauging how well the students knew and used opportunities at DePaul and had defined strategies to act on those opportunities to help them achieve their post college plans. In both questions, (21/40 responses 52.5 %) (Appendix E) of the possible 40 responses landed in the below response criteria, suggesting to us that over half of these first year students had not given much thought to or understood how to find career related opportunities that centered their identities (race, gender). With that, that same number (21/40 responses 52.5 %) (Appendix E) also had no strategies set in place to find opportunities that centered their identity in the vocation process.

To summarize the quantitative data, we saw the student participants successfully understand the barriers they face as men of color at DePaul in terms of developing and achieving their career plans and named concrete examples in the responses. Areas that the men struggled to give a deeper sense of analysis and reflection came when we asked them to provide examples of identity centered examples of opportunities they wanted to take advantage of to assist them in their career goals, with that they also demonstrated limited analysis of how to center social identities when thinking of the strategies they would use to accomplish their career goals.

Qualitative Data:

The data suggested that a majority (8 students 80%) of students understood how their social identities (race, gender) could potentially create barriers for them as they develop and work towards their post-college success plan. The most recurring barrier, expressed in a majority of interviews (7 students 70%), was an experience with microaggressions and stereotypes at DePaul or in their career field. Nine of the ten (90%) student participants discussed feeling isolated at DePaul and feeling as if they had limited ability to find mentors within academia or their chosen professional field who identified as men of color. The participants describe having a lower self-efficacy due to an educational environment that does not fully represent their identities or their cultural background. The way they described internalizing this lack of representation was by feeling limited in the career options available to them due lack of navigational capital. Some students (6 60%) said they felt motivated to break the social barriers in many of their preferred career fields so they could serve as mentors for other students of color.

Another key point that that was shared by all (10 students 100%) of the participants was a sentiment of feeling overwhelmed by the pressure they feel to succeed in college with little to no room to fail. Additionally, they expressed feeling pressure to identify the right career field that would provide financial stability for them and for their families. The participants linked the pressure of financial stability to their identities as men of color, and suggested that they wanted to be in a better financial place than their parents. Family connection was named by (9 students 90%) of the students as a strong motivator to have a solid career plan but (6 students 60%) also mentioned family is a primary source of pressure and anxiety when thinking about next steps post DePaul. Overall, participants

connected the pressures of academic achievement and career choice with feelings of stress and anxiety. The recurrence of this theme is perhaps the most significant in this study, and indicates a need to address mental health concerns of men of color at the university.

Contributions to Division of Student Affairs

The data that was analyzed and organized in themes will serve as a touch point for departments across the division to consider when serving populations that are underrepresented at DePaul. A commonality shared among men of color (7 students 70%) are finding it difficult to create a strong community at DePaul, and feel disconnected from DePaul as a whole due to lack of racial representation among faculty and staff. Some of the interviews were conducted during and after the time when DePaul University hosted a speaker that spread a message of hate and fear towards students of color and other marginalized communities. Three out of the ten (30%) participants in this study referenced that specific incident to highlight the systemic oppression that they consider men of color are experiencing at DePaul. Half of the participants (50%) also spoke in great detail about the anxiety that comes with feeling othered and/or tokenized in the classroom by educators and their peers. Not only are they feeling pressure from themselves and from their families to succeed academically, but they also have to negotiate the tension of being a man of color at a predominantly white institution.

Recommendations and Plans for Action Recommendations

One of the priorities of OMSS after this research study is to implement a faculty mentorship program as part of the MOC junior and senior experience. This need can be shown in the qualitative findings section under theme five, four and two. This desire to want to connect more deeply to faculty that are men of color to feel affirmed and recognized. As Yossi's (2005) article noted, this type of increase in connection causes a direct link to increased self-efficacy and self-determination for students and the attainment of their college goals. This program is to address the need for faculty men of color in the professional field who can serve as mentors for MOC participants. The recommendation will call for a recruitment of men of color faculty mentors over the Summer and Fall quarter and will conduct training for these faculty to serve as effective mentors to our students. We recommend for the faculty mentor program to start the following academic year (2017-2018) once the groundwork and research has been completed. This identity-conscious mentor program will focus on enhancing the connection between MOC participants and faculty men of color as a way to increase students' self-efficacy by creating purposeful connections. This recommendation will look to increase navigational capital (Yosso, 2005) by assisting our MOC participants to find mentors in their professional fields.

From this research, I will make a direct curricular change to the MOC Fall experience for the Men of Color Participants. The research project showed that only four out of the ten students were successful in constructing a career plan that included an identity-conscious

approach. The curricular changes that I am suggesting would include two extra MOC-Academy workshops at the beginning of the year that highlight the importance of understanding the connection of identity and career trajectories. These workshops would provide more hands on teaching on how to construct a comprehensive career plan that stretches from sophomore to senior year with important markers of success along the way. The connection of identity would be stressed at all points of the construction of this plan and reinforced by each participant having to meet with either the OMSS AD (Miguel Macias) or one of the four MOC Peer-Guides.

Another recommendation coming from this research study is the need to pay particular attention to the mental health of men of color at DePaul. As stated earlier in the report, all ten participants (10 students 100%) discussed feeling pressure to succeed and get a good job in order to create a stable financial future for themselves and for their families. We recommend that OMSS connect with counseling services at DePaul to create a joint strategy for addressing issues of stress and anxiety for men of color. Furthermore, we recommend that this joint strategy honors OMSS's mission of using an identity conscious framework when looking at ways to ameliorate the situation. The second recommendation is to include content in the sophomore curriculum that addresses mental health issues, including strategies for coping with failure and developing resiliency. This addition would be added to the 2016-2017 sophomore curriculum for the Fall quarter.

The third recommendation we put forward is to build a more purposeful connection with DePaul Alumni Relations and the Alumni Sharing Knowledge (AKS) program. We recommend that OMSS coordinate with Alumni Relations to create an internal network of alumni who have been MOC program participants during their time at DePaul. This recommendation will look to increase the aspirational capital in our MOC students by facilitating intentional connections to alumni who also share similar goals and dreams (Yosso, 2005). The recommendation is to start to work with Alumni Relations to build a database of alumni of the MOC program by Fall 2016, then outreach to the alumni in Winter and Spring 2017 to invite them to be part of the MOC alumni network. A subsequent step is to invite alumni to participate in MOC events during the school year, starting in the Fall 2018.

Action Plan:

Faculty Mentor Program:

1. Research best practices of other universities who are using a men of color faculty program to increase retention and success (Summer 2016)
2. Design the faculty mentor program with detailed description of program design. (Summer 2016)
3. Work with Human Resources to get a list of the current faculty men of color at DePaul. (Fall 2016)
4. Outreach to the faculty and invite them to be part of the MOC Faculty mentor program. (Fall 2016)

5. Select faculty mentors (Winter 2017)
6. Train faculty mentors (Spring 2017)
7. Implement the faculty mentor program and begin to match students with mentors (Summer 2017)
8. Launch program (Fall 2017)

Mental Health Curriculum:

1. Reach out to DePaul counseling services to strategize ways to begin to address issue (Summer 2016)
2. Research articles, activities, and tools to include in the sophomore curriculum to be implemented for the Fall 2016 quarter (Summer 2016)
3. Implement new curriculum with MOC mental health concentration (Fall 2016)

Alumni Connections:

1. Reach out to Alumni Relations to begin to collect data and inventory all the current alumni of the MOC program within Chicago and across the world. (Summer 2016)
2. Create a survey for MOC alumni to indicate level of desired engagement with the program (Fall 2016)
3. Send out survey to all alumni to gather information on what alumni would like to be active points of connections to our current students. (Winter 2017)
4. Create a plan to incorporate interested alumni to MOC programming and start connecting MOC students to the MOC alumni. The goal is to connect students with alumni who share similar professional goals. (Spring 2017)

Sharing the results

At the beginning of each interview, all the participants were informed that a program in the Fall quarter would be established to share the results of the study and the themes that emerged from the interviews. In the program, we would also share the poster that will be presented for the poster symposium.

The plan is also to share the research findings at one of the OMSS staff meetings, so that the OMSS staff knows the themes and recommendations that have been presented.

APPENDIX A

Interview Questions that were scored:

Question 2: When you think about your career plan what external barriers and intrapersonal challenges might you face related to your race and/or gender?

Question 3: Can you identify your external and intrapersonal goals for achieving your Post College Success Plan, how might they be related by your race and/or gender?

Question 4: Can you identify external and intrapersonal opportunities you know of and used, how could these opportunities be related to your race and/or gender?

Question 5: Can you name the strategies that you would use to eliminate any external or intrapersonal barriers that you might face related to your race and/or gender?

Question 6: Can you name how your race and/or gender will inform the external and intrapersonal strategies you would use to find opportunities to achieve your post colleges success plan?

APPENDIX B

Barriers to Success: Question 2: When you think about your career plan what external barriers and intrapersonal challenges might you face related to your race and/or gender?			
	Below=1	Meets=2	Exceeds =3
Identify External barriers related to race	None, only names race	Identifies one barrier with minimal analysis or description	Identifies and describes one barrier with deeper analysis and impact of the barrier.
Identify external barriers related to gender	None, only names Gender	Identifies one barrier with minimal analysis or description	Identifies and describes one barrier with deeper analysis and impact of the barrier.
Identify Intrapersonal Challenges related to race	None, only names race	Identifies one challenge	Identifies one barrier with additional conversation on direct impact to self
Identify intrapersonal challenges related to gender	None, only names gender	Identifies one challenge	Identifies one barrier with additional conversation on direct impact to self

Identify Goals: Question 3: Can you identify your external and intrapersonal goals for achieving your Post College Success Plan, how might they be related by your race and/or gender?			
	Below=1	Meets=2	Exceeds=3
Identify external goals to achieve your Post College Success Plan related to your race	Names one external goal but can not connect to race	Names one external goal and connects it to race with minimal analysis and impact	Names more than one external goal and relates it to race with a deepened sense of analysis.
Identify external goals to achieve your Post College Success Plan impacted by	None, Names none goal without any analysis	Names one external goal but has minimal analysis on the relatability.	Names one external goal related to gender and has a more formed analysis on

your Gender			reliability.
Identify intrapersonal goals to achieve your Post College Success Plan related to your race	None, Names one Intrapersonal goal related to race but no analysis on how its impacted by race	Names one intrapersonal goal related to race and has a minimal analysis of impact	Names one intrapersonal goal related to race and has more detailed analysis of the reliability
Identify intrapersonal goals to achieve your Post College Success Plan related to your gender	None, names one goal without analysis	Names one intrapersonal goal related to gender and has a minimal analysis of impact	Names one intrapersonal goal related to gender and has more detailed analysis of the reliability

	Identify Opportunities: Question 4: Can you identify external and intrapersonal opportunities you know of and used, how could these opportunities be related to your race and/or gender?		
	Below=1	Meets=2	Exceeds=3
Identify external opportunities related to race	None, only names race	Names one opportunity with a minimal analysis on how its related to race	Names one or more opportunities related to race and a deepened analysis on how race relates to the opportunity.
Identify external opportunities related to gender	None	Names one opportunity related to gender with minimal analysis	Names one opportunity related to gender with a deeper sense of analysis
Identify Intrapersonal opportunities related to race	Names only one opportunity with no reliability to race	Names one opportunity with minimal analysis on reliability to race	Names one ore more opportunities related to race and a deepened sense of analysis
Identify intrapersonal opportunities related to gender	None	Names one opportunity related to gender with minimal analysis	Names one opportunity related to gender with a deepened sense of analysis

	Strategies around Barriers: Question 5: Can you name the strategies that you would use to eliminate any external or intrapersonal barriers that you might face related to your race and/or gender?		
	Below=1	Meets=2	Exceeds=3
Can identify an external strategy the would use to eliminate any barrier related to race	can Identify one strategy with limited analysis on how it relates to race	Can Identify one strategy with a deeper sense of how it relates to race	Can name one or more strategies and has a deepened understanding of how it relates to race
Can identify an external strategy they would use to eliminate any barrier related to gender	can Identify one strategy with limited analysis on how it relates to gender	Can Identify one strategy with a deeper sense of how it relates to gender	Can name one or more strategies and has a deepened understanding of how it relates to gender
Can identify an intrapersonal strategy they would use to eliminate any barrier related to Race	Can Identify one intrapersonal strategy with limited analysis on how it relates to race	Can Identify one intrapersonal strategy with a deeper sense of how it relates to race	Can name one or more intrapersonal strategies and has a deepened understanding of how it relates to race
Can identify an intrapersonal strategy they would use to eliminate any barrier related to gender	an Identify one intrapersonal strategy with limited analysis on how it relates to gender	Can Identify one intrapersonal strategy with a deeper sense of how it relates to gender	Can name one or more intrapersonal strategies and has a deepened understanding of how it relates to gender

	Strategies to find Opportunities: Question 6: Can you name how your race and/or gender will inform the external and intrapersonal strategies you would use to find opportunities to achieve your post colleges success plan?		
	Below=1	Meets=2	Exceeds=3
Can identify how race will inform external strategies to finding opportunities	Can identify none to one strategy with no analysis or depth	Can Identify one strategy with minimal analysis on how it impacted the strategy	Can identify one or more strategies with a deepened sense of analysis

Can Identify how gender will inform intrapersonal strategies to find opportunities	Can identify none to one strategy with no analysis or depth	Can Identify one strategy with minimal analysis on how it impacted the strategy	Can identify one or more strategies with a deepened sense of analysis
Can identify how race will inform intrapersonal strategies to finding opportunities	Can name no strategy	Can name one strategy with minimal analysis or depth	Can name one strategy with some analysis on how it relates to race
Can identify how gender will inform intrapersonal strategies to finding opportunities	Can name no strategy	Can name one strategy with minimal analysis or depth.	Can name one strategy with some analysis on how it relates to gender

APPENDIX C

OMSS

**Consent Form for MOC Interview
Division of Student Affairs
2015-2016 Assessment Project**

I, _____ give consent to Miguel Macias to interview me for the 2016 assessment project for the Division of Student Affairs. This interview will be confidential and none of the information will be made public with your name attached to it.

I, _____ give consent to Miguel Macias to use quotes from my interview for the sole purpose of highlighting themes in the project. No name will be attached to these quotes.

I _____ give consent to Miguel Macias to record the session for the purpose of representing the student voice as accurately as possible.

Each student will participant will get a 25-dollar gift card from Barnes and Noble once the interview is complete.

Thank you for your participation in the OMSS assessment project, we greatly appreciate your time and energy.

APPENDIX D

Student:	Question:	Below	Meets	Exceeds	
Student 01 Student meets: 0/5	Question 2		x		
			x		
		x			
		x			
	Question 3	x			
		x			
			x		
		x			
	Question 4	x			
		x			
			x		
		x			
	Question 5	x			
		x			
		x			
		x			
Question 6	x				
	x				
	x				
	x				
Student:	Question:	Below	Meets	Exceeds	
Student 02 Student meets: 1/5	Question 2 (Meets Learning outcome)		x		
		x			
			x		
			x		
	Question 3	x			
		x			
		x			
		x			
	Question 4				x
		x			
			x		
		x			
	Question 5	x			
		x			
		x			
		x			
Question 6			x		
	x				

Student:	Question:	Below	Meets	Exceeds
Student 03 Student Meets: 4/5 Meets Overall Learning outcome	Question 2 (Meets Learning outcome)	x		
			x	
				x
				x
	Question 3 (Meets Learning outcome)			x
			x	
				x
		x		
	Question 4 (Meets Learning outcome)			x
			x	
			x	
			x	
	Question 5			x
		x		
			x	
		x		
	Question 6 (Meets Learning outcome)			x
		x		
			x	
			x	
Student:	Question:	Below	Meets	Exceeds
Student 04 Student Meets: 1/5	Question 2			x
		x		
				x
	Question 3 (Meets Learning outcome)			x
				x
				x
				x
	Question 4			x
		x		
			x	
	Question 5			x
		x		
		x		
	Question 6 (Meets Learning outcome)			x
		x		
			x	

Student:	Question:	Below	Meets	Exceeds	
Student 05 Student Meets: 1/5	Question 2 (Meets Learning outcome)	x			
				x	
		x			
				x	
	Question 3		x		
		x			
		x			
		x			
	Question 4			x	
		x			
				x	
		x			
	Question 5			x	
		x			
				x	
		x			
	Question 6	x			
		x			
		x			
		x			
Student:	Question:	Below	Meets	Exceeds	
Student 06 Student Meets: 0/5	Question 2		X		
		X			
		X			
		x			
	Question 3	X			
		X			
		X			
		X			
	Question 4	X			
		X			
		X			
		x			
	Question 5			X	
		X			
		X			
		X			
	Question 6			X	
		X			
		X			
		X			

Student:	Question:	Below	Meets	Exceeds	
Student 07 Student Meets 1/5	Question 2			X	
			X		
				X	
	Question 3 (Meets Learning outcome)				X
			X		X
			x		
	Question 4				x
		x			
			x		
	Question 5			x	
		X			
			X		
	Question 6			X	
		X			
		X			
		x			
Student:	Question:	Below	Meets	Exceeds	
Student 08 Student Meets: 3/5 Meets Overall Learning outcome	Question 2 (Meets Learning outcome)			X	
			X		
				X	
	Question 3 (Meets Learning outcome)				X
					X
					x
	Question 4			X	
		X			
			X		
	Question 5 (Meets Learning outcome)				X
			X		
					X
	Question 6				x
		X			X
			X		
		x			
Student:	Question:	Below	Meets	Exceeds	
Student 09	Question 2			X	

Student Meets 4/5 Meets Overall Learning outcome	(Meets Learning outcome)			X
				X
				X
	Question 3	X		
		X		
		X		
		X		
	Question 4 (Meets Learning outcome)		X	
			X	
			X	
			X	
	Question 5 (Meets Learning outcome)			x
			X	
			X	
			X	
	Question 6 (Meets Learning outcome)			X
X				
		X		
		x		
Student:	Question:	Below	Meets	Exceeds
Student 10 Student Meets 3/5 Meets Overall Learning outcome	Question 2 (Meets Learning outcome)			X
				X
				X
				X
	Question 3 (Meets Learning outcome)			X
			X	
			X	X
	Question 4	X		
		X		
		X		
		X		
	Question 5 (Meets Learning outcome)		X	
		X		
			X	
	Question 6			X
		x		
			X	
	x			

APPENDIX E

	Below responses	Meets responses	Exceeds responses
Question 2: When you think about your career plan what external barriers and intrapersonal challenges might you face related to your race and/or gender?	9 (22.5%)	11 (27.5%)	20 (50%)
Question 3: Can you identify your external and intrapersonal goals for achieving your Post College Success Plan, how might they be related by your race and/or gender?	20 (50%)	7 (17.5 %)	13 (32.5%)
Question 4: Can you identify external and intrapersonal opportunities you know of and used, how could these opportunities be related to your race and/or gender?	21 (52.5%)	16 (40%)	3 (7.5%)
Question 5: Can you name the strategies that you would use to eliminate any external or	21 (52.5 %)	15 (37.5%)	4 (10%)

intrapersonal barriers that you might face related to your race and/or gender?			
Question 6: Can you name how your race and/or gender will inform the external and intrapersonal strategies you would use to find opportunities to achieve your post colleges success plan?	24 (60%)	11 (27.5%)	5 (12.5%)
Total	95 (47.5%)	60 (30%)	45 (22.5 %)