DSA Goals and Corresponding Sub-Questions

Community Goal

Goal: To foster an environment that respects and appreciates the value of both differences and similarities, and which supports the well-being and success of all community members.

Definition: Community embodies an environment that is open, safe, inclusive and accessible to all of its constituents where members feel they matter and that their well-being and success are supported.

NINE Statement Components:
- Students feel like members of the University community.
- Students can describe examples of being valued at and connected to the University.
- Students understand, can articulate, and demonstrate how to live/function in a sound, healthy, diverse community,
- Students have skills that contribute to developing a healthy community, and have experienced the positive aspects of community and its implications for world citizenship.
- Students are concerned with other's welfare on campus and assume personal responsibility for developing a safe and flourishing community.
- Students increase their meaningful interactions with diverse peers and faculty.
- Students understand the value of civil discourse.

Umbrella Question: What is the effect of DSA efforts on knowledge, attitudes, and behaviors on the development of community at Michigan?

Sub-Questions:
What is the effect of DSA efforts on students feeling connected and like valued members of the community?

What is the effect of DSA efforts on students assuming responsibility for a safe campus climate in partnership with faculty and staff?

What is the effect of DSA efforts on students increasing meaningful interactions with diverse peers and faculty?

What is the effect of DSA efforts on students finding others with similar goals and interests?

What is the effect of DSA efforts on facilitating students' navigation throughout the University?

What is the effect of DSA efforts on students feeling welcome within DSA units?

What is the effect of DSA efforts on students' ability to practice civil discourse?

What is the effect of DSA on students' ability to name and find a "safe place" on campus?

Student Learning

Goal: To strengthen existing and initiate new opportunities to enhance student learning and development.

Definition: Student Learning is learning which occurs inside and outside of classroom settings in the service of transforming students during their time at the University.

Nine Statement Components:

- Students perceive ample opportunity to and participate in active, experiential curricular and co-curricular programs sponsored or co-sponsored by DSA and verify that these experiences are meaningful to their education.
- Students proactively engage in their own learning and that of their peers,
- Students are able to articulate objectives for their intellectual, personal and social learning while on campus and understand and practice reflection in and on their learning.
- Students understand, appreciate and develop lifelong learning skills.
- Students develop skills for "learning how to learn" and increase their self-efficacy with academic and personal learning pursuits.
- Students can identify what was significant about their U-M learning experience, how their behaviors, values, philosophy and lives are more developed then when they arrived on campus and DSA knows it has contributed to those changes.
- Students have experienced broad learning and personal satisfaction with DSA's collective offerings.
- Faculty, staff and students view DSA as a partner in the education of students.
- Staff create and strengthen student learning and development experiences based on relevant theory, student development issues and current research, purposefully integrate active learning principles and strategies in their work.
- Staff can articulate how their work contributes to student learning.
- Staff can and do measure student learning and development.

Umbrella Question: What is the impact of DSA efforts on knowledge, attitudes and behaviors related to student learning?

Sub Questions:

What is the effect of DSA efforts on helping students acquire new skills, use information, meet challenges and understand issues?

What is the effect of DSA efforts on students' ability to articulate objectives for their intellectual learning while on campus?

What is the effect of DSA efforts on students' ability to articulate objectives for their social learning while on campus?

What is the effect of DSA efforts on students' ability to proactively engage in the learning of their peers?

What is the effect of DSA efforts on students' ability to understand and practice reflection in and on their learning?

What is the effect of DSA efforts on students' ability to understand, appreciate and develop lifelong learning skills?

What is the effect of DSA efforts on students' ability to identify how their behaviors, and lives are more developed than when they arrived on campus?

What is the effect of DSA efforts on students' ability to identify how their values, and philosophies are more developed than when they arrived on our campus?

Life Skills

Goal: To enable students to learn about, reflect on, and practice skills and behaviors, and develop values and beliefs that enable them to succeed during and after their University experience.

Definition: Skills transferable and valued within and beyond the University setting (e.g. strong work ethic, honesty/integrity, analytical ability, decision making, communications skills, team work, research skills, problem solving ability, and self exploration).

Nine Statement Components:
- Students think critically, solve problems effectively, make sound decisions.
- Students know the value and skills of teamwork.
- Students are knowledgeable and effective leaders, verbal and written communicators, and cross-cultural participants.
- Students explore and affirm their personal values and ethics, understand and practice global citizenship and examine their spirituality.
- Students gain, can articulate and can demonstrate personal, interpersonal, workplace, civic, and financial skills.

Umbrella Question:
What is the effect of DSA efforts on knowledge, attitudes, and behaviors related to life skills development for UM students?

Sub-Questions:
What is the effect of DSA efforts on students' ability to think critically, solve problems, and make sound decisions?

What is the effect of DSA efforts on students' ability to understand the value of and develop skills related to working collaboratively as a member of team?

What is the effect of DSA efforts on students' ability to be knowledgeable and effective leaders?

What is the effect of DSA efforts on students' ability to articulate and demonstrate personal/interpersonal skills and communicate effectively (both verbal and written)?

What is the effect of DSA efforts on students' ability to engage, communicate and contribute cross-culturally?

What is the effect of DSA efforts on students' ability to explore and affirm their personal values and ethics?

What is the effect of DSA efforts on students' ability to understand and practice local and global citizenship?

What is the effect of DSA efforts on students' ability to examine their own spirituality?

What is the effect of DSA efforts on students' ability to articulate and demonstrate financial management skills?

Wellness

Goal: To enable students to learn and practice immediate and lifelong behaviors that promote positive physical, emotional, social, intellectual, mental and spiritual health.

Definition: Wellness is a way of thinking about, and acting on one's health behaviors and well being.

Nine Statement Components:
• Students proactively engage in healthy behaviors and activities,
• Students make responsible lifestyle choices, and can identify ways in which they have improved their behavior toward a healthier lifestyle.
• Students know how to access and receive appropriate physical and mental health and wellness services.
• Students actively participate in their present health care and feel prepared for their lifelong health care.
• Students are able to articulate areas of social, emotional, physical, spiritual, intellectual and recreational wellness, a healthy lifestyle, and health and wellness knowledge and skills acquired at UM.
• Students understand the consequences of unhealthy behavior.

Umbrella Question: What is the impact of DSA efforts on knowledge, attitudes, and behaviors related to students' wellness behaviors?

Sub -Questions:
What is the effect of DSA efforts on students' health behaviors and lifestyle choices?

What is the effect of DSA efforts on students' use of physical and mental health services?

What is the effect of DSA efforts on students' awareness of available physical and mental health services?

What is the effect of DSA efforts on students' understanding of the health care options currently available to them?

What is the effect of DSA efforts on students' preparation for lifelong healthcare?

What is the effect of DSA efforts on students' understanding of the consequences of unhealthy behaviors?

What is the effect of DSA efforts on students' ability to articulate wellness knowledge (broadly defined) and skills acquired at UM?

Diversity

Goal: To develop a deeper understanding throughout the Division of diversity, social identity and privilege as they relate to ourselves and others, and to educate ourselves and students in order to create a more socially just and inclusive campus.

Definition: Diversity is the inclusion of all social identities including, but not limited to, disability, age, ethnicity, gender identity, national origin, race, religion, sexual orientation, and socioeconomic class.

NINE Statement Components:
• Staff understand, discuss, and further their knowledge about key elements associated with diversity, such as social identities, social justice, privilege, multiculturalism, cross-cultural issues, and inclusion.
• Staff understand the implications of these key elements for themselves, others, their work and the work of others, campus climate, and social and political issues.
• Staff understand, discuss, and further their knowledge about the advantages and challenges of diversity in the University community, and address individual, group, and systemic discrimination.
• Staff feel accepted based on their social identities.
• Staff recognize their own privilege, the responsibility that comes with it, and its role on campus and in society.
• Staff reflect the diversity of the student population.
•Units acknowledge, appreciate, respect, and celebrate social identity differences and similarities, and seek to strengthen themselves as diverse organizations.

Umbrella Question: What is the effect of DSA's diversity training on staff's multicultural knowledge, attitudes, and behaviors?

Sub-Questions:
What is the effect of DSA efforts on staff's understanding of diversity?

What is the effect of DSA efforts on staff furthering their knowledge on social justice issues?

What is the effect of DSA efforts on staff furthering their knowledge of cross cultural issues?

What is the effect of DSA diversity efforts on staff understanding the advantages and challenges of diversity in the University community?

What is the effect of DSA diversity efforts on creating a staff that is reflective of our student population?

What is the effect of DSA efforts on staff understanding the influence of their multiple identities on their work?

What is the effect of DSA efforts on staff's ability to address discrimination?

What is the effect of DSA efforts on staff feeling more accepted based on their social identities?

What is the effect of DSA efforts on staff recognizing and owning their privilege?