Goals

**G 1: Sustained dialogue model**

Students will use the Sustained Dialogue model to engage differences as strengths to facilitate a more inclusive campus environment where all students are welcomed and valued.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1:** Five stages of sustained dialogue.

Students participating in the Fall 2013 semester-long training will be able to identify the Five Stages of Sustained Dialogue.

**Related Measures**

**M 1:** Written quiz on 5 stage model
A written quiz will be administered at completion of covering the Five Stage Model in the course curriculum.

Source of Evidence: Standardized test of subject matter knowledge

**Connected Documents**

Five Stages of Sustained Dialogue
Sustained Dialogue Pre-survey

Target:
100% completion rate.

**SLO 2:** Community mapping exercise.

Students participating in the Fall 2013 semester-long training will be able to facilitate a dialogue group in conducting the Community Mapping exercise required by Stage One.

**Related Measures**

**M 2:** Draw a comprehensive social map
As preparation for a dialogue group meeting, students will be able to draw a comprehensive social map that identifies the individual and/or groups in the community who should be included in the dialogue to make it most effective in addressing the tension or conflict.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

Community Mapping Rubric

Target:
90% accuracy in identification of key components.

**M 3:** Mapping self reflection
After comparing their preparatory Community Map with the one that was developed by their dialogue group, students will self reflect on their ability to facilitate their dialogue groups in conducting the Community Mapping exercise most effectively.

Source of Evidence: Student course evaluations on learning gains made

**Target:**
Completion of reflection paper.

**SLO 3:** Root cause analysis

Students participating in the Fall 2013 semester-long training will be able to facilitate a dialogue group in conducting the Root Cause Analysis required by Stage Three.

**Related Measures**

**M 4:** Diagram root cause analysis
As preparation for a dialogue group meeting, students will be able to diagram a comprehensive Root Cause Analysis that identifies the factors that caused the conflict or tension being addressed.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% accuracy in identifying root causes of conflict.

**M 5:** Self reflection of root cause analysis

After comparing their preparatory Root Cause Analysis with the one that was developed by their dialogue group, students will self reflect on their ability to facilitate their dialogue groups in conducting the Root Cause Analysis most
Effectively.

Source of Evidence: Student course evaluations on learning gains made

**Connected Document**

Root Cause Analysis

**Target:**

Completion of self reflection paper.
Mission / Purpose
Crossroads Community Center provides campus leadership in the areas of cultural programming and intercultural education by hosting a variety of cultural events and dialogue programs that build community. Crossroads mission statement has four parts and the evaluations that follow in this report address that mission statement: facilitate relationship building across cultures through innovative programs and initiatives, serve as a resource for organizations regarding cross-cultural issues, provide leadership and coordination for professionals in multicultural affairs roles, and prepare students for demographic shifts in a global society. Crossroads Community Center pursues this mission by coordinating the energies of faculty, staff and students in the creation, implementation and evaluation of cultural programs on campus. In this way, Crossroads Community Center implements custom-designed cultural programming that has maximum effectiveness for The University of Alabama.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 1: Successful development and implementation of innovative cross-cultural programs and initiatives
Successful development and implementation of innovative cross-cultural programs and initiatives.

Related Measures

M 1: Participant feedback audio and media events
Participant feedback on audio and visual media events
Source of Evidence: Evaluations
Target:
1. Increase the number of undergraduate students who attend RealTalk presentations from 80 to 90;
2. Sustain the number of undergraduate students who attend Sustained Dialogue presentations from 40 to 40;
3. Increase the number of students who attend First Weds/Global Cafe sessions
4. Increase the number of students who participate in community conversations from 120 to 130.

M 2: Participant feedback on surveys
Participant feedback on post event surveys
Source of Evidence: Evaluations
Target:
A score of 3.5 or higher on post session surveys.

M 3: Increase in the use of valid and reliable instruments for assessment
Increase the type of instruments that are valid and reliable to assess increases in students' knowledge about culture following program implementation.
Source of Evidence: Benchmarking
Target:
1. Improve systems to assess the experiences of student interns involved in the program

OthOtcn 2: Serve as a resource for faculty, staff and students on cultural issues
Serve as a resource for faculty, staff and students on cultural issues, e.g., offering speakers, custom-designed multicultural programs, office diversity dialogue, advising student organizations, and providing cultural sources to students.

Related Measures

M 4: Faculty, staff and student attendance
Faculty, staff and student attendance at presentations.
Source of Evidence: Activity volume
Target:
1. Increase the number of faculty who receive information directly from the Director of Crossroads from 630 to 900 faculty members;
2. Sustain the number of departments, organizations and programs that receive information from Crossroads;
3. Increase the number of hits to the Crossroads website from 9,677 to 10,000

M 5: Evaluations provided by the staff we have served as a resource
Evaluations provided by the staff we have served as a resource
Source of Evidence: Evaluations

M 6: Evaluations provided by the students whom we have served as a resource
Evaluations provided by the students whom we have served as a resource
Source of Evidence: Evaluations

M 7: Quantitative record of general resource inquiries and number of individuals in attendance at guest
presentations.
Quantitative record of general resource inquiries and number of individuals in attendance at guest presentations.
Source of Evidence: Activity volume

OthOtcm 3: Provide leadership and coordination for professionals in multicultural affairs roles on campus.
Provide leadership and coordination for professionals in multicultural affairs roles on campus.

Related Measures

M 8: Participant attendance
Participant attendance at the following events: Hispanic Latino Heritage Month and African American Heritage Month
Source of Evidence: Activity volume
Target:
Increase the number of participants in Crossroads Network sessions from 70 to 80.

M 9: Surveys of heritage month event sponsors.
Surveys of heritage month event sponsors.
Source of Evidence: Evaluations

M 10: Quantitative overview of attendance at Heritage Month events.
Quantitative overview of attendance at Heritage Month events.
Source of Evidence: Activity volume
Target:
No targets set.

OthOtcm 4: Create and direct opportunities for students to develop intercultural leadership skills and intercultural team leadership skills
Create and direct opportunities for students to develop intercultural leadership skills and intercultural team leadership skills through experience in the facilitation of intercultural dialogue and the management of intercultural programs.

Related Measures

M 11: Increase the number of undergraduate student leaders in new initiatives
Increase the number of undergraduate students leaders participating in new initiatives.
Source of Evidence: Activity volume
Target:
Maintain 40 undergraduate student leaders with the center.

M 12: Increase the number of undergraduate student leaders
Increase the number of students who receive intercultural leadership skills and intercultural team leadership skills
Source of Evidence: Evaluations

M 13: Evaluation of lead presenters
Crossroads Interns will evaluate presenters scheduled to increase their intercultural leadership skills.
Source of Evidence: Evaluations
Target:
Show increase across pre-post responses to the Culturally Responsive Teaching Outcome Expectancy scale.

M 14: Student Interns for the Crossroads Radio Show, Turn On the A.C. (Alabama Culture)
Student Interns for the Crossroads Radio Show, Turn On the A.C. (Alabama Culture) on the development of their intercultural leadership skills and will also evaluate the Interns program three times a year: August (as part of their applications), December (by survey), and April (by survey).
Source of Evidence: Field work, internship, or teaching evaluation
Mission / Purpose

Crossroads Community Center provides campus leadership in the areas of cultural programming and intercultural education by hosting a variety of cultural events and dialogue programs that build community. Crossroads mission statement has four parts and the evaluations that follow in this report address that mission statement: facilitate relationship building across cultures through innovative programs and initiatives, serve as a resource for organizations regarding cross-cultural issues, provide leadership and coordination for professionals in multicultural affairs roles, and prepare students for demographic shifts in a global society. Crossroads Community Center pursues this mission by coordinating the energies of faculty, staff and students in the creation, implementation and evaluation of cultural programs on campus. In this way, Crossroads Community Center implements custom-designed cultural programming that has maximum effectiveness for The University of Alabama.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Successful development and implementation of innovative cross-cultural programs and initiatives
Successful development and implementation of innovative cross-cultural programs and initiatives.

Related Measures

M 1: Participant feedback audio and media events
Participant feedback on audio and visual media events
Source of Evidence: Evaluations

Target:
1. Increase the number of undergraduate students who attend RealTalk presentations from 80 to 90;
2. Sustain the number of undergraduate students who attend Sustained Dialogue presentations from 40 to 40;
3. Increase the number of students who attend First Weds/Global Cafe sessions
4. Increase the number of students who participate in community conversations from 120 to 130.

Finding (2011-2012) - Target: Met
The number of students attending all Crossroads Community Center presentations increased.

1. The number of students attending RealTalk sessions was 90;
2. The number of students attending Sustained Dialogue sessions was 40;
3. The number of students attending First Weds/Global Cafe increased to 306 (from a target of 300 and up from 274 in 2010);
4. The number of students attending Community Conversations increased to 137 (from a target of 130 and up from 120 in 2010).

SUMMARY
During the 2011-2012 academic year, Crossroads continued in service to the students, staff, and faculty of the campus. Through its programs, Crossroads Community Center sponsored and cosponsored events throughout the year that celebrated the rich cultural traditions of the Capstone and the world: Crossroads hosted 4 types of presentations: REALTALK (90 annually, at six monthly events), Sustained Dialogue Groups(40 participants), First Wednesdays: Global Café (306 annually, six monthly events), Community Conversations(137 annually, at five monthly events), and Spoken Secrets Poetry Jam (106 in audience, 20 performers).

M 2: Participant feedback on surveys
Participant feedback on post event surveys
Source of Evidence: Evaluations

Target:
A score of 3.5 or higher on post session surveys.

Finding (2011-2012) - Target: Met
The Spoken word session presented an innovative cross-cultural workshop on campus open to all students. The workshop was attended by 23 students, ten completed the evaluation survey. On a scale from 1-5 with 1 being poor; 3 neutral; and 5 excellent, respondents thought on average that:

1. The workshop leader was effective (4.8 );
2. The workshop empowered personal voice (4.7);
3. The workshop helped me to share my experiences across culture (4.8).

In answer to the open-ended question, “What was most valuable about this program?” students responded with

- “The most valuable thing is understanding”,
- “Feedback,”
- “The intimacy of everyone sharing their writing and offering criticism to others,” and
- “I loved the fact that students were given a space to share and receive positive feedback”
SUMMARY: Qualitative data show that most students rated the sessions as excellent. Qualitative data reveals that following the Crossroads presentations that undergraduate students increase their comfort with sharing more about their culture. Data shows that increased comfort is linked to the intimacy of the sessions and the positive feedback that they received on their writing.

M 3: Increase in the use of valid and reliable instruments for assessment
Increase the type of instruments that are valid and reliable to assess increases in students' knowledge about culture following program implementation.

Source of Evidence: Benchmarking

Target:
1. Improve systems to assess the experiences of student interns involved in the program

Finding (2011-2012) - Target: Met
A draft of the improved Crossroads assessment instrument was developed during this year and received its first test. The Director for Community affairs used the Culturally Responsive Teaching assessment tool and adapted it to the work of Crossroads Community Center. The 2007 work of Dr. Siwatu of Texas Tech University, “Preservice teachers’ culturally responsive teaching self-efficacy and outcome expectancy beliefs” in Teaching and Teacher Education, 23, 1086-1101 included a validated instrument that could be modified to collect information on increased awareness of cultural competency of undergraduate students. During this academic year program staff worked to adapt components of Dr. Siwatu's instruments, Culturally Responsive Teaching Self-Efficacy (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE) scales (Siwatu, 2007), to assess Crossroads programming. Although survey instruments applied by Crossroads in the past have provided useful information for internal program assessment, the new instrument is based on validated and published work in the field of Cultural Education and provided a foundation for sharing results in the published literature.

OthOtcm 2: Serve as a resource for faculty, staff and students on cultural issues
Serve as a resource for faculty, staff and students on cultural issues, e.g., offering speakers, custom-designed multicultural programs, office diversity dialogue, advising student organizations, and providing cultural sources to students.

Related Measures

M 4: Faculty, staff and student attendance
Faculty, staff and student attendance at presentations.

Source of Evidence: Activity volume

Target:
1. Increase the number of faculty who receive information directly from the Director of Crossroads from 630 to 900 faculty members;
2. Sustain the number of departments, organizations and programs that receive information from Crossroads;
3. Increase the number of hits to the Crossroads website from 9,677 to 10,000

Finding (2011-2012) - Target: Met
1. Director presented to 1181 faculty (with a target of 900 and up from 630 in 2011)
2. The Director made 106 presentations to departments, organizations, and programs across the University of Alabama (with a target of 101 and up from 101 in 2011)
3. The Crossroad Community Center website received 10,897 hits (with a target of 10,000 and up from 9,677 in 2011)

SUMMARY
Our representatives serve on campus committees as intercultural specialists.

During 2011-2012, Crossroads worked with 106 programs, organizations, and departments in the development of multicultural programming on campus. This number has shown a 5.0% increase over the last two years. Some of the departments, organizations and programs are listed below.

1. A.S. Williams III Americana Collection,
2. Accounting Career Awareness Program (ACAP),
3. African American Graduate Students Association,
4. African American Studies Program,
5. Alabama Public Radio,
6. Alabama International Relations Club, Alabama Soccer,
7. Alpha Kappa Alpha, Arts and Sciences,
8. Bama Bound,
9. Bama Dining,
10. The Black Belt Community Foundation,
11. Black Faculty and Staff Association,
12. Black Law Student Association,
13. Black Student Union,
14. Blackburn Institute,
15. Brewer-Porch Children's Center,
16. Campus Ministries Association,
17. Capstone Alliance,
The Director made 15 presentations to 1,181 students, staff and faculty on campus.

The Crossroads website also provided resources for faculty, employees, and students under the categories of "resources" and "links". The Crossroads website is updated regularly to publicize the multicultural programs and relationships that are shaped throughout the year by our office. In 2011-2012, we received 10,897 pageview hits to our website. In 2010-2011, no data was reported from the website manager. In 2009-2010, we received 9,677 pageview hits to our website. This is a 12.6% increase in pageview hits over the two year period. The website publicizes campus intercultural efforts and, through its many helpful links, connects students and faculty to national resources in the field.

M 5: Evaluations provided by the staff we have served as a resource
Evaluations provided by the staff we have served as a resource
Source of Evidence: Evaluations

M 6: Evaluations provided by the students whom we have served as a resource
Evaluations provided by the students whom we have served as a resource
Source of Evidence: Evaluations

M 7: Quantitative record of general resource inquiries and number of individuals in attendance at guest presentations.
Quantitative record of general resource inquiries and number of individuals in attendance at guest presentations.
Source of Evidence: Activity volume

OthOtm 3: Provide leadership and coordination for professionals in multicultural affairs roles on campus.
Provide leadership and coordination for professionals in multicultural affairs roles on campus.

Related Measures

M 8: Participant attendance
Participant attendance at the following events: Hispanic Latino Heritage Month and African American Heritage Month
Source of Evidence: Activity volume

Target:
Increase the number of participants in Crossroads Network sessions from 70 to 80.

Finding (2011-2012) - Target: Met
There were 87 faculty participants for Crossroads Network sessions (with a target of 80 and up from 70 participants in 2011). Student participants in the Crossroads Network Discussions following Hispanic Latino Heritage Month and African American Heritage Month, participation was 546 total for 17 Hispanic Latino Heritage Month events, and 2,626 participants in 34 events for African American Heritage Month. The efforts of 73 departments and programs (with no double counts) participated in the creation of this heritage month programming.

SUMMARY

The Crossroads Network

During the 2011-2012 academic year, Crossroads work with 106 departments, programs and organizations in the development of cultural programming on campus. The Crossroads Community Center strengthens cooperation among professionals in multicultural affairs on our campus and coordinates the multicultural programming efforts of departments and programs on our campus through a yearlong series of open monthly meetings entitled The Crossroads Network. Through The Crossroads Network, faculty and administrators have grown in their understanding of the resources available on campus and the way these resources can be used to strengthen their work in the field. Further, the relationships created through the planning work surrounding the year’s events form the infrastructure of a positive environment on campus, and the individual scholar is received in a network of those with similar interests on campus.

The Crossroads Network coordinates cultural activities on campus by organizing interdisciplinary planning meetings among departments and programs, coordinating schedules of multicultural events, and publicizing the heritage month events on combined posters. Many valuable intercultural conversations and lasting friendships are created through the Crossroads Network as students, faculty and staff work together to strengthen the impact of one another's programs. The group serves many functions beyond its original tasks. It is a welcome group, an orientation network, and a supportive anchor for new students, staff, and faculty with an interest in intercultural affairs, thus contributing to campus retention efforts. This group of culturally diverse members of the UA campus community seeks to strengthen relationships with associations and programs across the campus and foster awareness and appreciation of the cultures and faiths of our University.

Honoring Heritage: UA is Culture

United by the title UA is Culture, Crossroads’ many programs throughout the year offer individuals the opportunity to share their cultural traditions and learn about one another. Most prominent among these programs are: African American Heritage Month, Scottish Tartan Week, Asian Pacific American Heritage
Month, Hispanic Latino Heritage Month, International Education Week, and Native American Heritage Month. As reported by participants in the Crossroads Network Discussions following Hispanic Latino Heritage Month and African American Heritage Month, participation was 546 total for 17 Hispanic Latino Heritage Month events, and 2,626 participants in 34 events for African American Heritage Month. The efforts of 73 departments and programs (with no double counts) participated in the creation of this heritage month programming. In this way, individuals can share the paths they have traveled to come here, sharing the many cultures and faiths that make us the great international university that we are and enhancing the richness of the student experience.

**M 9: Surveys of heritage month event sponsors.**
Surveys of heritage month event sponsors.
**Source of Evidence:** Evaluations

**M 10: Quantitative overview of attendance at Heritage Month events.**
Quantitative overview of attendance at Heritage Month events.
**Source of Evidence:** Activity volume

**Target:**
No targets set.

**Finding (2011-2012) - Target: Met**

**SUMMARY:** As reported by participants in the Crossroads Network Discussions following Hispanic Latino Heritage Month and African American Heritage Month, participation was 546 total for 17 Hispanic Latino Heritage Month events, and 2,626 participants in 34 events for African American Heritage Month. The efforts of 73 departments and programs (with no double counts) participated in the creation of this heritage month programming. In this way, individuals can share the paths they have traveled to come here, sharing the many cultures and faiths that make us the great international university that we are and enhancing the richness of the student experience.

**OthOtcm 4: Create and direct opportunities for students to develop intercultural leadership skills and intercultural team leadership skills**
Create and direct opportunities for students to develop intercultural leadership skills and intercultural team leadership skills through experience in the facilitation of intercultural dialogue and the management of intercultural programs.

**Related Measures**

**M 11: Increase the number of undergraduate student leaders in new initiatives**
Increase the number of undergraduate students leaders participating in new initiatives.
**Source of Evidence:** Activity volume

**Target:**
Maintain 40 undergraduate student leaders with the center.

**Finding (2011-2012) - Target: Met**

1. The number of undergraduate students participating in leadership roles remained at 40;
2. The number of undergraduate students participating in a new initiative, Spoken Secrets was 106 (with a target of 100 and up from 93 in 2011)

**SUMMARY**

**Student Internship Training**
In 2010-2011, the staff of the Crossroads Community Center received UA SAFE Zone (GLBT- gay, lesbian, bisexual, transgendered) and UA Safe Harbor (sexual assault, dating violence, and domestic violence) training. These trainings inform Crossroads staff so they can support student leaders and staff who are in need of appropriate campus programs. In addition to these outside trainings, Crossroads held four (4) leadership trainings with student interns to develop their skills in hosting multicultural events, moderating intercultural discussion, leading the radio show, and working as an intercultural team.

**Sustained Dialogue Groups: Strengthening Relationships among People from Different Cultures.**
Sustained Dialogue is a program that helps students discuss important social issues, get to know one another, and build their global skills. SD was founded at Princeton University by retired Ambassador Harold Saunders who worked on the Camp David Peace Accords, and the SD training program presents professional conflict resolution, negotiation, facilitation and mediation skills to exceptional students at the college level. Student moderators are selected by The University of Alabama and trained by the national Sustained Dialogue Campus Network, a select group of 14 colleges and universities who are national leaders in the field of intercultural dialogue. By offering their students experience with the SD model of dialogue, these colleges and universities improve their campus communities and enhance the professional and personal lives of their students in the years following their academic study. After they are trained, these student moderators are assigned to one of the dialogue groups composed of UA students from different walks of life. Sustained Dialogue has about 40 participants on our campus who gather into several dialogue groups (based on their schedules). 40 students applied to be in Sustained Dialogue in the Fall of 2011, divided into two discussion groups that met in the Honors College Student Lounge weekly until Spring Break, ten sessions. All dialogues were led by nationally trained UA student moderators, two per dialogue group: Marina Roberts, Isabela Morales, Bre Swims and Jamie Woodham. About half of the students dropped out by the end of the dialogues, which is a common experience across the 14 schools that carry the program. To reinvigorate these programs and to offer a connection opportunity for floater freshmen and other students seeking acquaintances, SD opens its dialogues in February of each year for those who would like to drop in. The dialogue participants sometimes decide to participate in field trips together for example traveling to the Birmingham Civil Rights Institute with the African American Heritage Month Trip sponsored by the Women’s Resource Center and Gender and Race Studies and New College. The progress of these student-led SD groups was gathered by three Crossroads Network Interns who were participants in the dialogues: Shanklitta Brown, Desmond Rudd and Jonathan Harrell. Each discussion group has two moderators representing different backgrounds, and
topics are chosen by the students themselves. The interactive, student-led dialogue sessions are designed to allow students to understand their peers and develop a global skill set that will serve them well in life. Sustained Dialogue addresses issues in an unmistakably interesting way and contributes to retention by giving students a place where they can bring their cultures and feel included

M 12: Increase the number of undergraduate student leaders
Increase the number of students who receive intercultural leadership skills and intercultural team leadership skills
Source of Evidence: Evaluations

M 13: Evaluation of lead presenters
Crossroads Interns will evaluate presenters scheduled to increase their intercultural leadership skills.
Source of Evidence: Evaluations

Target:
Show increase across pre-post responses to the Culturally Responsive Teaching Outcome Expectancy scale.

Finding (2011-2012) - Target: Met
During the 2011-2012 academic year, Crossroads continued in service to the students, staff, and faculty of the campus. The development of the new assessment instrument offered the opportunity for evaluations by performers of the experience of presenting in Spoken Secrets. The Spoken Secrets Poetry Jam during National Poetry Month is a student-led initiative of the Crossroads Community Center that offers an atmosphere for students, faculty and staff to showcase their talents through poetry, music, dance, and art. The multicultural gathering brings students of different backgrounds together to share their talents and listen to one another. Held once a year in the Ferguson Theater, this popular program gives students, faculty, and staff a chance to find their voices and develop their confidence in declaring their culture, values, and personal experiences on stage before the public.

SUMMARY
7 of 20 student performers in Spoken Secrets consented to participate in the pretest/posttest of the new assessment instrument (n=7). The questions on the surveys were adapted from the Culturally Responsive Teaching Self-Efficacy (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE) scales (Siwatu, 2007). Results were (after-before=change)
1. I feel confident in my abilities to express my thoughts and experiences. (4.85-4.57= 0.28)
2. I feel well-prepared to listen to the voices of people from different cultures. (5.00-4.85=0.15)
3. I am able to share personal experiences across culture. (4.67-4.57= 0.10)
4. I think critically about the experiences of others and how they can be improved. (4.83-4.71=0.08)
5. I feel confident in my ability to build relationships across cultures. (4.67-4.71= -0.04)
6. I feel confident in using my skills to build intercultural understanding. (4.67-4.85= -0.18)
7. Although people may not always agree with me, I feel my voice is heard on campus. (4.33-3.85=0.48)
8. I have a good understanding of the role of my personal voice in intercultural communication. (4.50-4.29 =0.21)
9. I am able to understand and address my individual beliefs about diversity on campus. (4.50-4.43=0.07)
10. I feel comfortable talking about my experiences and my identities in front of a group of my peers. (5.00-4.57 = 0.43)

Most interesting among these results are differences for 7 and 10. The pre-test and post-test were only separated by the experience of performance, and its impact in the area of empowering people to speak about their cultural experiences and feel welcome doing so is striking. Also of note, are the responses to open-ended questions on the post-survey to the question, “What was most valuable about Spoken Secrets?” The replies give a sense of the meaning of Spoken Secrets for performers: Being able to speak/sing my voice; Because you can be yourself; Performing on stage in a safe environment; Being in the presence of everyone in a very positive environment; Seeing All these Great Performers; and The amount of diversity. Through this student-led Crossroads Community Center initiative, students honor heritage, develop their Global Skills Set for today's society and shape a positive environment on our campus.

M 14: Student Interns for the Crossroads Radio Show, Turn On the A.C. (Alabama Culture)
Student Interns for the Crossroads Radio Show, Turn On the A.C. (Alabama Culture) on the development of their intercultural leadership skills and will also evaluate the Interns program three times a year: August (as part of their applications), December (by survey), and April (by survey).
Source of Evidence: Field work, internship, or teaching evaluation
Administrative Office
2011-12 Assessment Plan

Division Name: Community Affairs
Administrative Office Name: Crossroads Community Center

I. Department Mission Statement:
Crossroads Community Center provides campus leadership in the areas of cultural programming and intercultural education by hosting a variety of cultural events and dialogue programs that build community. Crossroads mission statement has four parts and the evaluations that follow in this report address that mission statement: facilitate relationship building across cultures through innovative programs and initiatives, serve as a resource for organizations regarding cross-cultural issues, provide leadership and coordination for professionals in multicultural affairs roles, and prepare students for demographic shifts in a global society. Crossroads Community Center pursues this mission by coordinating the energies of faculty, staff and students in the creation, implementation and evaluation of cultural programs on campus. In this way, Crossroads Community Center implements custom-designed cultural programming that has maximum effectiveness for The University of Alabama.*

II. Expected Outcomes

Outcome 1. Successful development and implementation of innovative cross-cultural programs and initiatives

| Measure 1.1 Feedback provided by attendees of events and/or consumers of audio and visual media¹ |
| Measure 1.2 Feedback provided by event partner surveys. |
| Measure 1.3 Feedback provided by student interns involved in programs and initiatives. |

How would you categorize Outcome 1?

☐ Administrative Support/Operational Effectiveness outcome
☒ Educational Support outcome
☐ Research outcome
☐ Community Service outcome

This outcome best relates to which UA Strategic Goal or Objective?

Strategic Plan Goal # 2 Objective # 7

Outcome 2. Serve as a resource for faculty, staff and students on cultural issues, e.g., offering speakers, custom-designed multicultural programs, office diversity dialogue, advising student organizations, and providing cultural sources to students.

| Measure 2.1 Evaluations provided by the faculty whom we have served as a resource |
| Measure 2.2 Evaluations provided by the staff we have served as a resource |
| Measure 2.3 Evaluations provided by the students whom we have served as a resource |
| Measure 2.4 Quantitative record of general resource inquiries and number of individuals in attendance at guest presentations. |

How would you categorize Outcome 2?

☐ Administrative Support/Operational Effectiveness outcome
☒ Educational Support outcome
☐ Research outcome

¹ Survey, given to, for example, CultureFest attendees, and administered by Crossroads Interns; survey also could refer to listenership of Turn on the A.C.
Outcome 3. Provide leadership and coordination for professionals in multicultural affairs roles on campus.

Measure 3.1 Crossroads Network evaluations 2 times per year (after Hispanic Latino Heritage Month, after African American Heritage Month)*
Measure 3.2 Surveys of heritage month event sponsors.
Measure 3.3 Quantitative overview of attendance at Heritage Month events.*

How would you categorize Outcome 3?  
X Educational Support outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?  
Strategic Plan Goal # 1  Objective # 3

Outcome 4. Create and direct opportunities for students to develop intercultural leadership skills and intercultural team leadership skills through experience in the facilitation of intercultural dialogue and the management of intercultural programs.

Measure 4.1 Sustained Dialogue participants will be evaluated three times a year: August (as part of their applications), December (by survey, drafts attached), and April (by survey, drafts attached).
Measure 4.2 Sustained Dialogue moderators will be evaluated three times a year: August (as part of their applications), December (by survey, drafts attached), and April (by survey, drafts attached).
Measure 4.3 Crossroads Interns will be evaluated on the development of their intercultural leadership skills and will also evaluate the Interns program three times a year: August (as part of their applications), December (by survey), and April (by survey).
Measure 4.4 Student Interns for the Crossroads Radio Show, Turn On the A.C. (Alabama Culture) on the development of their intercultural leadership skills and will also evaluate the Interns program three times a year: August (as part of their applications), December (by survey), and April (by survey).

How would you categorize Outcome 4?  
X Educational Support outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?  
Strategic Plan Goal # 4  Objective # 4

III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome
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<td>March</td>
<td>Crossroads Network Partner Evaluations</td>
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<td>April</td>
<td>Evaluations Completed by those Seeking Speakers, Facilitation</td>
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<td>May</td>
<td>Event Partner Feedback, Event Attendee</td>
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Feedback, Student Intern Feedback

June

July Evaluations Completed by those Seeking Speakers, Facilitation

August Sustained Dialogue Moderator and Participant Evaluation. Student Intern and Radio Show Evaluation

**Optional Additional Narrative** (Use this space to provide any additional detail concerning the 2011-12 Administrative Office Assessment Plan)

*Core Functions*: The core functions of Crossroads Community Center are to provide campus leadership in the areas of cultural programming and intercultural education through: (1.) Facilitating relationship building across cultures through innovative programs and initiatives; (2.) Serving as a resource for organizations regarding cross-cultural issues; (3.) Providing leadership and coordination for professionals in multicultural affairs; (4.) Preparing students for participation and leadership in a global society.

- No changes to Outcome 1.
- We have combined some assessments by merging the evaluation surveys, e.g. for faculty, staff and students to whom we have provided resources (Outcome 2).
- We have streamlined the number of times we survey, so that our university and community partners are not asked to reply repeatedly, e.g. Outcome 3 is assessed twice a year (November and March), not four times a year.
- On Outcome 3, we have added a quantitative measure for participation in Heritage Month Events (that goes beyond stating how many programs and departments we coordinated in the planning effort to provide the number of attendees for the month.)
- On Outcome 4, we have combined eight evaluation measures into four that focus on the development of an intercultural skill set among Sustained Dialogue Moderators and Participants, Student Interns at Crossroads, and Student Hosts for the Crossroads Radio Show.