



Indiana State University

Division of Student Affairs
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Division of Student Affairs Assessment Report

2006-2007

*"Fostering Indiana State University students' development
and success by creating a learning organization based on
inquiry"*

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Submitted to

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Division of Student Affairs Assessment Report

"Fostering Indiana State University students' development and success by creating a learning organization based on inquiry"

Academic Year Assessment Highlights

The 2006-07 academic year "began with the end" of a major, two-stage assessment protocol designed to assess the current state of the Division at the unit level. The first stage was the completion of a comprehensive review of unit level programs, policies and procedures, and strategic plans as contrasted against established standards. Those standards have been promulgated by *The Council for the Advancement of Standards in Higher Education* (CAS). CAS is an organization made up of Individuals and institutions from over 36 CAS member organizations, representing "a significant majority of higher education practitioners in student programs and services throughout the country and beyond." Division units for which no CAS standards exist opted to follow other industry-standard guidelines or constructed standards patterned from CAS standards for similar unit level operations.

The second stage of the assessment protocol was a thorough review of the units' current functioning from the perspective of efficiency and effectiveness (AUR). Independent review panels, with representatives from the faculty and staff of Indiana State University, as well as representatives from the community at large, reviewed units' operations to assess the degree to which they were efficient and effective, then submitted their reviews and recommendations to the Vice-President for Student Affairs.

Findings of the CAS, CAS-like and AUR protocols allowed the construction of a Master Assessment Plan for the 2006-2007 academic year. That Master Assessment Plan called for a three-track format, including;

Track 1: Evaluation of internal unit operations against published standards, such as CAS.

Track 2: Assessment of Operations contrasted against specifically-chosen CAS or CAS-like standards

Track 3: Research-oriented work regarding novel programming and supports that add to the profession, reporting results in terms of how and to what degree those programs and supports have impacted holistic student growth, learning and development (GLD).

Track 1 results have been previously reported. This report summarizes Track 2 efforts and full reports of Track 3 projects as well as overviews of general operations and assessment efforts over the past academic year.

2006-07 Unit Assessment Program Highlights

Office of Research and Effectiveness

Mission Statement

The Student Affairs Office of Research and Effectiveness exists to promote a better understanding of ISU students and their experiences. Our goal is to foster students' development and success by creating a learning organization based on inquiry.

The Office of Research and Effectiveness reported "minimally met" and "not met" to a number of CAS standards in its previous year's review. Beginning with the 2007-08 academic year, the Office will be restructured to include a full-time Director, and to that end, will formalize the Office in such a way as to eliminate many of the minimally or not met standards.

An AUR was not conducted for the Office of Research and Effectiveness in the preceding year.

During the 2006-07 academic year, a Master Assessment Plan for the Division was created and disseminated through distribution of a Handbook for Assessment in both hard-copy and electronic versions, with the electronic version accessible through the Office's website. Assistance was provided to units seeking guidance in the development and implementation of their own assessment plans, by request of the individual units.

A Master Assessment Database was created to track the progress of individual units' assessment efforts and will be maintained in perpetuity in electronic version to allow for longitudinal studies of the effectiveness of the Master Assessment Plan, the individual Division units, as well as the Division as a whole and its impact on the overall GLD of ISU students.

African-American Cultural Center

Mission Statement

The African-American Cultural Center is responsible for developing and providing opportunities for African-American students to involve themselves in creating, innovating, designating, and deciding cultural programs relevant to them.

The African-American Cultural Center focused on two major programs during the 2006-2007 academic year, including The Black Leadership Conference and the development of the Minority Student Organizational Fair.

The Black Leadership Conference was developed to offer students a unique opportunity to engage in leadership development, and strategies to improve academic, professional and social success. Over 190 students attended the event from a number of institutions around the Midwest, including Indiana State University, Kalamazoo Valley Community College, the University

of St. Francis, Vincennes University, and IUPUI in Indianapolis.

The Minority Student Organizational Fair is organized to acquaint incoming minority students with opportunities to speak with representatives from a wide variety of student organizations at Indiana State University. There were also representatives from local Terre Haute organizations including Planned Parenthood, Terre Haute Bus Company, the Minority Health Coalition, several churches, and other area businesses.

Career Center

Mission Statement

Our mission is to educate and assist ISU students and graduates throughout all phases of their career development, preparing them to meet the challenges of a competitive work environment, and to forge dynamic relationships with employers and other relevant constituencies.

Considerable efforts were taken over the past academic year to better serve types of students that had traditionally underutilized Career Center services in the past, including first and second year students as well as minority students. As a result, minority student utilization of the Career Center services at a rate twice that of minority students. At the same time, 36% of student visits to the Center were made by first-year students. Overall, 2,152 different students and alumni were served through over 3,310 visits to the Center.

Distinct programs were developed with academic units, including the Departments of Sociology and Psychology that triggered over 300 Sociology and 212 Psychology student visits to the Center for career development workshops and one-on-one career counseling sessions. Many academic units fully coordinate internship placements for their students, but the Career Center either fully managed or played a significant role in the management of 661 ISU student internships during the academic year, including the Focus Indiana scholarship program, which provides funding to students during their internship experience.

Assessment projects included the measurement of employee perceptions after the Annual Teacher Recruitment Fair in May and the analysis of student learning outcomes from the Spring Networking Etiquette Workshops.

Hulman Memorial Student Union

Mission Statement

The Hulman Memorial Student Union creates a vibrant welcoming gathering place which complements the educational mission of the University through quality facilities, services, and employment opportunities.

The Hulman Memorial Student Union serves both the ISU and surrounding communities, providing facilities for events. The Terre Haute Chamber of Commerce, the Mayor's State of the City address, the Martin Luther King, Jr. Dinner, and the 14 and Chestnut Center's Gifts from the Heart Dinner were but a few of the events hosted at the Union. Over the academic year, HMSU facility's use increased by 100% by private individuals and by 5% from community groups.

Support was provided to Institutional clients, including Admissions and Enrollment, Orientation Programming, Summer Honors, Upward Bound, Department of Art art shows and receptions and many events sponsored by the Office of Student Activities and Organizations. Significant improvements were made to the facility to accommodate disabled visitors and general building improvement designed to increase efficiency and improve esthetics.

A special program was developed and measured to enhance student employee awareness of their work experience and how the skills they developed can be transferred when they seek employment after graduation. As part of the development program, students were provided assistance in career planning, resume construction, and a better understanding of the need to develop a broad base of skills that will enhance their employability post-graduation.

Residential Life

Mission Statement

It is the primary function of Residential Life to support the academic mission of the University by providing a living environment for students that is conducive to learning and total personal development. This environment is provided through the coordinated efforts of the major units of Residential Life: Housing Services, Residence Hall Staff and Dining Services.

Full renovation of the Burford residential hall was completed prior to the fall semester. That renovation included amenities such as air conditioning, wireless internet service, private baths and expanded common areas.

An on-line housing application procedure was introduced for the year which improved the overall efficiency of the application process for student residents. Theme housing programs continued through the academic year, featuring floors occupied by business, performing arts, aerospace technology, athletic training, and nursing. More academic program theme housing will be offered in the upcoming year. The Lincoln Leadership program increased in participation for the third year and is housed in one of the Lincoln Quadrangle stairwells. The program is designed to enhance leadership and followership skills on the part of the participants.

Both the theme-floor and leadership programs were chosen for assessment as they pertain to student performance as a result of participation in those two programs.

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Student Activities and Organizations

Mission Statement

The Indiana State University Student Activities and Organizations and its staff mission is one of building community, serving students, and contributing to student development through programming.

The Student Activities and Organizations office was pleased to see active participation from a more diverse student population than has been the case in past. Overall, representation of African American students on various committees and organizations was higher than it has ever been in the past, with 39% of programming board members, 30% of both the Homecoming and Spring Week Steering Committees and 25% of the Student Government Association members representing African-Americans.

Once again, as has been the case for the past three years, students were provided an opportunity to participate in the Alternative Spring Break class where students spend their spring break providing community service. In 2007, a group of over 30 undergraduate students provided rebuilding services to the Gulfport and Biloxi, Mississippi areas in the wake of Hurricane Katrina.

Assessment efforts focused on qualitative measure of personal growth on the part of participants in the Alternative Spring Break program, academic performance of Greek-affiliated students and an investigation of student involvement with Student Activities and Organizations by first-year students who self-identified during their summer orientation sessions as having an interest for involvement with one or more programs sponsored by the Office of Student Activities and Organizations.

Student Counseling Center

Mission Statement

To enhance the academic experience of Indiana State University students, thereby facilitating ISU student retention and student performance by providing quality university level counseling services.

Staffing challenges were successfully overcome over the past academic year by the addition of two experienced, full-time counselors and psychiatrist to replace personnel losses that occurred earlier in the year. As a result, a working relationship has been formed with the Indiana University School of Medicine which provides clinical training for psychiatric residents, and the ability to serve an ever growing student population in need of mental health-related services.

Student Health Promotions, an office administered by the Counseling Center, set a record number of student contacts of 10,080, through its provision of services that included sexual health and awareness, smoking cessation, healthy relationships, suicide prevention and a wealth of other programming. A special program was established to provide weekly diet and nutrition counseling for students in collaboration with the University's Dietetics program, illustrating once again that programming quality can be improved as a result of building formal relationships with academic units across the University.

Recreational Sports

Mission Statement

Contributes to the quality of campus life and enhances the total development and well-being of the individual by providing students, faculty, staff, and their families the opportunity to participate in a variety of sports and sport-related activities for fun, fitness, and leisure.

A primary focus of Recreational Sports, along with serving its mission of providing facilities and programming for recreation and sport related activities to both ISU and the surrounding community, was the support of the recently approved Student Recreation Center, mentioned earlier in this report.

The measurement of student learning was accomplished by a semester-long program of development targeting students employed as basketball officials. The program was designed to improve supervisory skills, risk management, conflict resolution, leadership, critical thinking, and communication skills. Findings of the assessment will be used to design a better pre-season training program.

Student Health Center

Mission Statement

The Student Health Center has as its mission the promotion of the physical, emotional, social, and environmental well-being of students and staff in the campus setting. Our broad goals include: increasing a healthy life style span, reducing disease and illness, and providing access to preventative services. The SHC provides interventions which have health promotion, preventative service, and surveillance components.

In the past year, the Student Health Center was aggressive in providing tuberculosis surveillance, immunization compliance, and preventative care and intervention services for a number of medical conditions for students. The installation of new digital radiography equipment and software as well as the introduction of new diagnostic tools for students with positive tuberculosis screening tests improved the quality of diagnostic and health care needs and minimized the need for long-term preventative medications.

Assessment was conducted on two programs designed to promote student growth, and included mentoring ISU student nurses as they designed and administered flu vaccine clinics and the preceptoring of Athletic Training students in medical management. Both programs were conducted in close collaboration with academic units and represented outstanding examples of cross-divisional collaboration at the University level.

Student Judicial Programs

Mission Statement

Student Judicial Programs supports Indiana State University's mission of educating students. SJP takes a leadership role in the enforcement of the policies and procedures that address student behavior. These rules and regulations are outlined in the *Code of Student Conduct*. They provide the framework for governing the behavior of all students and student organizations and are necessary for the orderly operation of the University and the maintenance of an environment that is designed to enhance the academic and personal development of all students.

Student Judicial Programs, Student Health Promotions and Residential Life collaborated in an effort to re-institute an alcohol education program after a five-year absence. The program, which will be implemented in August 2007, will refer first offender residence hall students, who are typically under the age of 21, in an attempt to increase their awareness of their behaviors.

Considerable progress has been made since mid-year in obtaining access to and instruction on report retrieval regarding the Odyssey HMS-Judicial Module. Higher quality reports that are easier to generate as have been in the past, are now being produced to assist in tracking and monitoring student judicial programs.

Student Judicial Programs continues to emphasize communicating student expectations to the campus community. After a review of current procedures, it was concluded that email messages to students, including distance learners, at the beginning of the fall and spring semesters meet the requirement for student notification regarding the Code of Student Conduct. There is also a statement on the MyISU Portal web page whereby students are notified that by their logging in they acknowledge responsibility to read and comply with the Code and other University policies. Global Email notices to faculty and staff with similar information and an offer of consultation services to assist in the resolution of student conduct issues will also be extended.

In an effort to inform the campus community about the new Academic Integrity Policy, SJP has decided to specifically mention the policy's revision through Global Email announcements. The University community will be informed that in addition to the online version of the policy, which individuals can access from the SJP website, printed copies will be provided to new students during Sycamore Advantage, to students residing in the residence halls and upon request to any student, faculty or staff member.

The revision of ISU's undergraduate and graduate academic integrity policies by a the Academic Integrity Task Force resulted in the elimination of separate policies in lieu of one new policy, approved by the Board of Trustees on April 27, 2007 for implementation at the beginning of the 2007 Fall Semester.

Student Publications

Mission Statement

The Indiana Statesman and iQ magazine exist at ISU for three main reasons, all of which are part of their mission:

To serve the campus as public forums for accurate, fair and comprehensive news and information, specifically about the campus but also about the state, region, nation and world. This public forum concept includes the expression of student opinion, which state and federal

courts have, for nearly four decades, found to be constitutionally protected, especially at public universities such as ISU.

To offer student staff members chances to apply their skills of writing, reporting, editing, photography, graphic design, ad sales, marketing, product delivery and promotion.

To give students opportunities to fill leadership positions and learn such things as providing direction; setting an agenda; selecting, organizing and managing a staff of student peers; conceiving and putting into force a content plan for a publication; building teamwork and consensus; and meeting production deadlines.

Hulman Center and Tilson Auditorium

Mission Statement

The mission of Hulman Center /Tilson Auditorium Facilities is to provide the best facilities and services possible for support of the educational, cultural, entertainment and athletic activities of the University. The University also recognizes its obligation to the community at large. Within established policies and procedures, the facilities are made available to the public for the general benefit and enjoyment of all, including commercially oriented events like conventions, expositions, trade shows, and similar activities.

Intercollegiate Athletics

Mission Statement

The mission of the Indiana State University Intercollegiate Athletic Program is to nurture the spirit of continuing growth and challenging expectations for achievement at all levels of team and individual participation. Consistent with the overall mission statement of our university, we subscribe to the concept of the student-athlete as a whole person, providing opportunity that transforms and enriches the lives of our student-athletes. As a caring and civil community we promote and model the highest standards of scholarship, public service, sportsmanship, teamwork, and citizenship. We seek to recruit, train, educate and graduate first-class student-athletes. Being proud of who and what we are, we support our student-athletes as we celebrate achievement and reward success, in order to foster pride, enthusiasm and commitment among faculty, student-athletes, support staff, administration, alumni, and friends.

There are over 350 student-athletes enrolled at Indiana State. Again, as has been the case in past years, ISU's student-athletes excelled in academic performance, with many teams placing extremely high in grade point average and graduation rates when contrasted against other Division 1 institutions across the country. Specifically, women's basketball team members placed second in the country in academic achievement.

ISU once again hosted the NCAA Division 1 Men's and Women's Cross Country Championships at the Wabash Valley Family Center. The University was prominently featured through television coverage to a nationwide audience as CBS television presented the event.

University Police and Traffic Services

Mission Statement

It is the mission of the Public Safety Department to provide competent public safety services to all persons, with the highest regard for human dignity through efficient, professional, and ethical law enforcement and crime prevention practices. We are committed to developing a partnership with our citizens to provide a community, in which we can live, learn, and work safely. The men and women of this Department shall perform these duties with honesty and fairness. Through strong leadership and continuous training, we will strive to serve as role models for the community, committed to integrity, sensitivity, and compassion.

Under the topic of "efficiency" the Unit Review report indicated that within the Police Department major concerns existed with regard to upgrading the Department's 911 system which was no longer working reliably; converting the campus analog video camera system to a state of the art digital system; and addressing salary issues for the Department's Community Service Officers (CSO's).

Since the Unit Review report has been published, our Department has received a commitment from the Vigo County 911 Advisory Board to spend up to \$83,000 of 911 funds to not only upgrade our 911 system but to install equipment equivalent to that in use at the County's Consolidated 911 Center. In this way our Dispatch Center will be able to serve as a backup for the county-wide center should the need arise.

With regard to funding for the upgrade of the University's camera system, sufficient funds were allocated to permit the upgrade of about 75% of our system. Funding for the remaining 25% has been requested for the upcoming year.

Due to an increase in available work study funds the Department was able to increase the salary of its CSO's by seventy-five cents per hour. It is hoped this increase will help with both the retention and recruitment of our student workforce.

On the Traffic and Parking Services side the Unit Review discussed additional funding needed to implement the vehicle immobilization policy approved by the Board of Trustees and the need to replace inoperable parking meters on campus. Funding to implement both initiatives have been requested for the upcoming year.

Track 1 Reports – 2006-2007

Track 1 refers to the Division’s Master Assessment Plan’s requirement for units to address issues discovered to be “not met” or “minimally met” as a result of the recent CAS or CAS-like internal review of operations. Changes in the last reporting date are reflected in the tables below, along with the current status of the referred to areas.

The reports bellow use the following key

NM – Item listed is reported as not being met through current unit operations

MM – Item listed is reported as being minimally met through current operations

M – Item listed is reported as being met through current operations

WM – Item listed is well met through current operations

Office of Research and Assessment

	NM	MM	M	WM
Written Policies and Procedures	X			
Position Descriptions	X			
System for Evaluation			X	
Written Statement of Ethical Practice	X			
Service Describes Student Demographics		X		
Conducts Regular Needs Assessment			X	
Measures of Student Learning Outcomes		X		
Leader Performance is Assessed Regularly		X		
Leader Articulates Vision and Goals			X	
Leader Promotes Multiple Opportunities for		X		
Program Structure is Purposeful			X	
Services are Convenient to Distant Learners		X		
Qualitative and Quantitative Assessment Measures			X	
Comprehensive Measurement of Learning		X		
Reviewed for Complimenting University Mission			X	
Results of Evaluations Impact Programs		X		

Career Center

	NM	MM	M	WM
Mission Includes Leadership to ISU in Career Dvpt			X	
Mission Includes Positive Relationships w/ Ext Agencies			X	
Mission Includes Institutional Outcome Assessment		X		
Identification of Relevant Learning Outcomes				X
Opportunities to Achieve Identified Outcomes				X
Support for Student Achievement of Relevant Skills				X
Consultation and Outcome Assessment to Constituencies		X		
Regular Review of Program Goals				X
Leader Application of Effective Edu and Admin				X

Processes			
Leader Deals with Individuals/Environment that Inhibits		X	
Program is Structured and Managed Effectively		X	
Written Policies and Procedures			X
Regular Review of Policies and Procedures			X
Use of Informed Practices to Limit Liability Exposure		X	
Informing Staff of Institutional Policies for Liability	X		
Systematic Informing of Extraordinary/Changing Legalities	X		
Assessment Employs Measures to Assure Comprehensive			X
Periodic Review of how Programs Impact University Mission			X
Mission Statement		X	
Mission Consistency		X	
Purposeful/Holistic Learning		X	
Outcomes Evidence	X		
Communication Outcome	X		
Self-Esteem Outcome	X		
Self-Appraisal Outcome	X		
Career Choice Outcome	X		
Leadership Outcome		X	
Relationships Outcome	X		
Collaboration Outcome		X	
Social Resp. Outcome	X		
Diversity Outcomes	X		
Theory Base Programs	X		
Development of Relevant Populations		X	
Interaction with Employers	X		
Promotion of Ethical Standards	X		
Promote Learning and Inst. Effectiveness		X	
Leader Accountability and Expectations	X		
Leader Performance Assessment			X
Leader Exercise of Authority	X		
Articulation of Vision and Goals		X	
Fiscal, Physical, Human Resource Mgmt		X	
Management of Authority, Communication		X	
Staffing/Workload Levels	X		
Equitable Compensation	X		
Hiring/Promotions Equality	X		
Position Descriptions in Place	X		
Funding Priorities Compliment Mission		X	
Staff Knowledge of Legal Issues		X	
Nurturing Recognition/Honoring Differences	X		
Promotion of Open Communication in Differences	X		
Respect for Commonalities and Differences		X	
Addressing Needs of Diverse Populations			X
Appropriate Disclosure of Information for Well-being	X		

Confrontation of Unethical Behavior			X	
Regular and Appropriate Assessment				X
Assessment Results Impact Programs and Plans	X			

Hulman Memorial Student Union

	NM	MM	M	M
Informed Staff of Inst Liabilities	X			
Systematic Informing of Extraordinary/Changing Legalities	X			
Regular Review of Written Statement of Ethical Practice	X			
Evidence of Impact on Learning Outcomes		X		
Programs are Theory Based		X		
Opportunities for Collaboration on Policies		X		
Channels for Regular Review of Admin Policies		X		
Technology Trained Staff Regarding Legalities		X		
Staff Compensation Parity		X		
Published Standards of Ethical Behavior and Staff Adherence		X		

Intercollegiate Athletics

	NM	MM	M	W M
CEO is Ultimate Authority		X		
Scholarship Funding for Post-Eligible Athletes		X		
Unit Funding Resulting in Pay Rates Lower than Other MVC Programs		X		
Gender Equality Compliant with Office of Civil Rights Mandates		X		

Residential Life

	NM	MM	M	WM
Program Promotes Holistic, Purposeful Growth			X	
Identification of Relevant Learning Outcomes			X	
Program Opportunities to Achieve Outcomes			X	
Evidence of Communication Outcomes			X	
Evidence of Self-Appraisal Outcomes			X	
Evidence of Clarified Values Outcomes			X	
Evidence of Social Responsibility Outcomes			X	
Evidence of Satisfying/Productive Lifestyle Outcomes			X	
Evidence of Spiritual Awareness Outcomes			X	
Programs are Intentional and Theory Based			X	

Programs Support Strategic Initiatives of the University	X	
Facilitate Seamless Learning Environment	X	
Facilitate Student Study Groups	X	
Facilitate Interaction with Faculty Members	X	
Facilitate Student Maturation	X	
Provision of Orientation and Community Expectations	X	
Encourage Student Learning of Rights and Responsibilities	X	
Food Service Preparation of Quality Food and Services	X	
Program Leader Deals with Individuals and Environment		X
Facilities, Technology and Equipment in Compliance	X	
Legal Advice is Available to Staff	X	
Staff and Students Informed of Extraordinary/Changing Legalities	X	
Programs are Responsive to Needs of All Students		X
Program Promotes Open Communication to Promote Diversity	X	
Program Promotes Respect for Commonalities and Differences	X	
Written Statement of Ethical Practice that is Reviewed	X	
Staff Members Avoid Conflicts of Interest in Transactions	X	
Staff Provides Equal, Impartial Treatment to All		X
Staff Confronts and Holds Accountable Unethical Others	X	
Staff Members Practice Ethical Behavior with Technology	X	
Regular Assessment of Student Learning Outcomes	X	
Assessment is Comprehensive	X	
Regular Review of how Programs Compliment Institution's Mission	X	

Student Activities and Organizations

	NM	MM	M	WM
Authority and Process for Activities Fees are Established	X			
Program Goals are Disseminated		X		
Program Enhances Recreational Programs		X		
Evidence of Impact on Achievement of Healthy Behaviors		X		
Programs are Coherent, Intentional and Theory Based		X		
Activities Include Entertainment		X		
Channels in Place for Review of Policies and Procedures		X		
Employees and Volunteers Provided Job Descriptions				X
Technologically Trained and Proficient Staff in Ethics		X		
Staffing and Workload Levels Adequate	X			
Staff Informed of Institutional Policies of Personal Liability		X		

Fraternity and Sorority Advising

	NM	MM	M	WM
Program Leader Assigned			X	
Job Descriptions and Training				X
Employees Knowledge of Legal Issues and Technology			X	
Staffing and Workload Levels			X	
Houses Conform to Legal Regulations			X	
Diversity Training Programs			X	

Student Counseling Center

	NM	MM	M	WM
Adequate Handling of Student Demand		X		

Recreational Sports

	NM	MM	M	WM
Adequate Funding	X			
Adequate Facilities, Technology, Equip	X			
Dissemination and Staff Adherence to Ethical Standards	X			
Written Statement of Ethical Practice	X			

Access to Quality Facilities, Equipment and Pgms	X
Independent Functioning	X
Leaders are Qualified by Education, Experience	X
Policies and Procedures for Performance	X
Channels for Review of Policies and Procedures	X
Adequate Staffing	X
Employees and Volunteers Selected, Trained, Evaluated	X
Precise Job Descriptions	X
Compensation is Commensurate with Other Like Pgms	X
Funding Priorities Established within Pgm Context	X
Facilities, Technology and Equipment Compliance	X
Staff Members Informed of Policies of Personal Liability	X
Reasonable Efforts for Proper Instruction/Supervision	X
Staff Members Held Accountable for Unethical Behavior	X
Program Conducts Regular Assessment of Learning Outcomes	X

Student Health Center

	NM	MM	M	WM
Adequate Program Funding	X			
Funding Prioritized with Mission	X			
Legal Advice Available	X			
Identification of Student Learning		X		
Access to Data, Authority, Communications		X		
Staffing and Workload Levels		X		
Dissemination of Policies and Procedures		X		

Student Judicial Programs

	NM	MM	M	WM
Education to Prevent Violations		X		
Effective Mgmt. of Access/Use of Data, Authority, Communications		X		
Services Conveniently Located and Accessible to Distance Students		X		
Program Evaluates how it Compliments University's Mission		X		
Results of Evaluations Revise and Improve Programs		X		

Student Publications

	NM	MM	M	WM
Program Promotes Healthy Behavior		X		
Professional Staff Fair, Objective, Impartial Treatment		X		

University Police

The Police Department has adopted the standards published by the Commission on Accreditation for Law Enforcement Agencies (CALEA) as its guideline for effectiveness. At the time of the Unit Review report our Department was found to be in compliance with 60% of applicable CALEA standards. A plan was presented at that time to bring us into compliance with 10% percent of the remaining 162 non-compliant standards each year. This goal was exceeded this year as we have achieved compliance with the following nineteen additional standards:

1.2.3 – A written directive governs procedures for assuring compliance with all applicable constitutional requirements including: a. interviews; b. interrogations; and c. access to counsel.

1.2.4 – a written directive governs search and seizure without a warrant by agency personnel, to include the following situations: a. search by consent; b. stop and frisk of an individual under circumstances where the officer has articulable reasons to fear for his/her safety; c. search of a vehicle under a movable vehicle exception; d. at the scene of a crime; e. exigent circumstances as where public safety is endangered; f. inventory searches of seized vehicles or other property; and g. other situations authorized by state and federal constitutional provisions.

1.2.5 – A written directive specifies the procedures for any arrest, made with or without a warrant.

1.2.6 – A written directive defines the authority, guidelines, and circumstances when sworn personnel may exercise alternatives to arrest, pre-arraignment confinement and/or pretrial release.

1.2.8 – The agency has written procedures for strip and body cavity searches. The procedures shall include: a. authority for conducting strip and body cavity searches with and without a warrant; b. provisions for privacy and search by gender; and c. reporting requirements, if any.

1.2.9 – The agency has a written directive governing bias based profiling and, at a minimum, includes the following provision: a. a prohibition against bias based profiling in traffic contacts, field contacts, and in asset seizure and forfeiture efforts; b. training agency enforcement personnel in bias based profiling issues including legal aspects; c. corrective measures if bias based profiling occurs; and d. an annual administrative review of agency practices including citizen concerns.

44.2.1 – A written directive requires that officers dealing with juvenile offenders use the least coercive among reasonable alternatives and includes, at a minimum, provisions for the following: a. outright release with no further action; b. criteria and procedures for issuing written citations or summons to juvenile offenders to appear at intake in lieu of taking them into custody; and c. referral to juvenile court.

44.2.2 – The agency has written procedures for taking a juvenile into custody, including, at a minimum, provisions for the following: a. determining whether the juvenile is alleged to have engaged in non-criminal misbehavior (a status offense); b. determining whether the juvenile is alleged to have been harmed or be in danger of harm; c. ensuring that the constitutional rights of juveniles are protected; d. bringing the juveniles to the intake facility or the juvenile component without delay (unless a juvenile is in need of emergency medical treatment); and e. notifying parents or guardians of juveniles that the later have been taken into custody.

44.2.3 – A written directive governs procedures for the custodial interrogations of juveniles, to include provisions for the following: a. conferring with parents or guardians; b. limiting the duration of interrogation and the number of officers engaging in the interrogation, and c. explaining agency and juvenile justice system procedures to juveniles being interrogated.

71.1.1 – A written directive requires the transporting officer to search the prisoner being transported.

71.1.3 – A written directive requires that transporting officers be seated in specific locations within the vehicle, depending upon the number of prisoners to be transported and the number of escort officers used.

71.1.4 – A written directive establishes under what conditions an officer may interrupt a prisoner transport for necessary stops and/or to render emergency assistance.

71.1.5 – A written directive prescribes circumstances under which the prisoner may communicate with others while being transported.

71.1.6 – A written directive prescribes actions at the destination of officers transporting prisoners to a facility, to include at a minimum: a. securing firearms for safekeeping; b. removing restraining devices just prior to placing the prisoner in the cell; c. delivering documentation to the receiving officer; d. obtaining the signature of the receiving officer and/or written documentation detailing the prisoner transaction; and e. advising receiving agency personnel of any potential medical or security issues.

71.1.7 – Following an escape of a prisoner while being transported, the transporting officer takes actions prescribed by a written directive, to include, at a minimum, the following: a. persons to be notified; b. reports to be prepared; and c. further actions to be taken.

71.1.8 – A written directive requires that the agency notify the appropriate agency or court when a prisoner transported to another agency or court is considered an unusual security risk.

71.3.1 – A written directive prescribes procedures for transporting sick, injured, or disabled prisoners.

71.3.2 – A written directive establishes procedures for the security and control of prisoners transported to medical care facilities or hospitals for treatment, examination, or admission.

71.3.3 – A written directive prescribes procedures for transporting prisoners in special situation

Effectiveness for Traffic and Parking Services is being evaluated by reviewing compliance with the "Campus Parking Standards and Recommendations: published by Campus Parking Management Associates (CPMA). During the past year Traffic and Parking has achieved full compliance with the following three additional standards:

The use of hand-held microcomputers to issue campus parking citations is recommended.

12. It is recommended that a campus parking annual report, based upon the fiscal year be prepared and widely disseminated.

21. The presence of a fenced and gate-controlled tow or impoundment lot is recommended.

With the addition of these standards the Department is now in full compliance with 22 out of 41 standards. In addition, Traffic and parking has now achieved partial compliance with two additional standards:

It is recommended that parking permits be sold to members of the campus community via the Internet, electronic mail, and touch-tone telephone.

17. It is recommended that permanent surface parking lots be paved via either asphalt or concrete.

The Department is now in partial compliance with eight standards.

Track 3 Assessment Projects

Track Three assessment refers to the assessment and measurement of special programs and supports administered by individual Division units, designed to promote student growth, learning and development.

Section 1

Indiana State University Career Center

A Report of the Measures of Student Behavior after Attending a Professional Skills Development Workshop

Purpose of the NEW

The Indiana State University Career Center hosts several Networking Etiquette Workshops each semester. The workshops are intended to help students to learn how to effectively develop their professional network and the all-important skills of dining in professional situations. The skills student participants learn through the workshops are valuable for social and professional situations, however specific tips are also provided to prepare participants for professional interviews and appropriate behavior in professional settings.

The first portion of the workshop is devoted to teaching key networking skills including self introduction, learning how to merge in and out of conversations, and how to present a business card. The next segment of the workshop is designed to inform participants of appropriate interview attire, as well as professional and business casual dress. The workshop concludes with a five-course etiquette dinner in which participants learn how to conduct themselves in professional dining situations, learning everything from which fork to use to guidelines for ordering in restaurant settings.

In an effort to make the Networking and Etiquette Workshops more interactive for participants, volunteers from the professional community serve as networking and table hosts. Hosts actively network with student participants and engage them in discussion throughout the dining portion of the evening, offering their professional feedback about the importance of networking and dining etiquette throughout the workshop.

Indiana State University faculty and staff and professional members of the surrounding community graciously serve as volunteer hosts. Through host participation, students have the opportunity to make some actual professional connections that could potentially lead to a mentoring, internship, or job possibilities.

Purpose of the evaluation

In the 2006-07 academic year, the Career Center, along with other units within the Division of Student Affairs moved toward the establishment of a "culture of assessment" to guide the unit toward evaluating its various programs and supports in order to measure the impact they have on holistic student growth, learning and development.

The NEW was chosen to be assessed as it is a "high profile" event with regard to connecting with the University and surrounding community through the use of volunteer hosts, and impacts the lives of hundreds of students each year, and to that regard can be considered a "major" program for the Career Center

Background

The NEW procedures included a portion at the beginning of the event where participants received information from volunteer hosts presenting a variety of information. Participants were placed in small groups of approximately 7 students. The student groups were then addressed by one of the volunteer hosts to provide fundamental information in a variety of areas of importance, including;

- Wearing of a Nametag, Handshaking and Self-Introduction
- Moving into and out of Conversations
- How to Exchange Business Cards
- Appropriate Attire

Participants were then provided the opportunity to apply the newly-learned skills in a large group setting consisting of all participants.

The participants were then invited to be seated in a dining area adjacent to the workshop room with 6 other student participants and a table host for the dining part of the experience.

A 5-course meal was served with a narrator explaining proper dining etiquette along with the opportunity to engage behaviors introduced in the first portion of the event. Table hosts were participant-observers during this portion of the event, and completed an evaluation based on the 4 learning objectives listed above. Those scores were then submitted to the Career Center staff and quantitative analysis was used to determine the degree each of the participants had learned.

Quantitative Data

Means and standard deviations were computed from the scoring sheets completed by the table hosts, ranking observed behaviors along the four domains, with scores being awarded from a low of 1 to a high of 4. Those descriptive data are presented in table 1 below.

Learning Objective	N	Mean	Standard Deviation
Physical Appearance	230	3.13	.82
Table Manners	230	3.24	.74
Engagement with Others	230	3.04	.96
Assertiveness and Confidence	230	2.99	.92

Table 1: Means and Standard Deviations

Several table hosts awarded perfect 4 ratings along all 4 learning objective domains. When those ratings were removed from the list, means and standard deviations were computed with the following results, which are believed to be more reliable than those reflecting the entire sample. Those results are shown in table 2 below.

Learning Objective	N	Mean	Standard Deviation
Physical Appearance	197	3.02	.81
Table Manners	197	3.14	.73
Engagement with	197	2.89	.95

Others			
Assertiveness and Confidence	197	2.86	.90

Table 2: Means and Standard Deviations filtering out perfect 4.0 scoring

Lessons learned

One of the initial findings of the investigation was that in previous NEW events, no clearly defined learning objectives had been established. Larger constructs of learning had been established which include such things as

Teaching networking skills

Informing participants of proper professional dress and attire

Teaching the essential elements of table manners in a professional setting

But as the constructs above are more general and overarching, they lack sufficient specificity to the degree necessary for quantitative or qualitative studies to measure the degree to which students actually learn. As a result, a scoring rubric was developed and instructions provided table hosts as to the interpretation of criteria and scoring instructions. For unspecified reasons, a small number of table hosts awarded perfect "4" scores for each student seated at their table in each of the four criteria.

The rating scale was constructed as a rubric based on the general learning objectives. While the rubric was built with the general learning constructs identified, volunteer hosts were asked to "rate" each of the student participants at their table. The hosts were briefed before the event that no students would see their ratings, and even with the fact that no identifying information of the host or the table was recorded on the form, there was still concern that the overall ratings might be skewed in a positive direction.

The following specific instructions were provided table hosts for purposes of evaluating and scoring student behavior according to the scoring rubric presented on the next page

Start with the first student to your right, and assign numbers starting with 1 until each student is assigned a number.

Please note that this event is somewhat "contrived and artificial," yet in of itself, presents challenges to typical students. While an interviewee wouldn't ask they type of questions they will during the event (i.e., regarding table manners, how to network and other questions often put to the table hosts), they are perfectly appropriate for this laboratory setting. It is the manner in which those questions and comments are made that should be evaluated. In the end, we hope you'll be able to assign broad scores to the individuals at the table you'll be hosting based on the entire event and how the person presented them that is appropriate for a formal business setting.

Score	4	3	2	1
Criterion				
Physical Appearance	Professionally dressed and appropriate in appearance. Poised, mannerly, and polished. Wearing full, crisp and neat suit of clothing.	Dress above typical casual, but lacking crispness that conveys a message of true professionalism. A casual sport coat or top that would be regarded as too informal for a professional setting.	Neat but casual to the point of being underdressed for a professional setting such as a simple dress shirt and tie.	Unkempt, inappropriate for a professional setting.
Table Manners	Impeccable with no apparent mistakes in table and dining etiquette while maintaining a high degree of comfort within the setting.	Professional yet somewhat "stiff" and committing only minor errors in table and dining etiquette.	Too casual and somewhat inappropriate along with committing obvious errors in table and dining etiquette.	Impolite and discourteous to the point of drawing attention to mistakes in table and dining etiquette.
Engagement with Others	Flawlessly flowed into and out of conversation with others. Questions put to others throughout the meal were appropriate to a professional setting. Demonstration of thoughtful listening and triggering meaningful and professional conversation	Tendency to be too dominant or submissive to the lead others took in table conversation. While engaging, the student's ability to take an active part in the conversation was somewhat lacking.	Although taking part in the conversation, fell somewhat short of maintaining a balance between thoughtful listening and taking the lead in conversations	Either too boisterous and inappropriate in the topic/flow of conversation, or painfully quiet and reserved to the point of not joining into meaningful conversation
Assertiveness and Confidence	Was appropriately assertive during the meal, conveying an air of confidence that did not appear overly-confident. Was flexible to the point of maintaining high degree of comfort in conversation and non-verbal cues suggesting full engagement during the meal	Minor difficulty in presenting with confidence and self-assuredness, yet was able to fully engage with others at the table in a professional and confident manner	Friendly, but somewhat inappropriate in engaging with others. Presented with obvious discomfort and lacking confidence within the setting	Failed to engage others appropriately and presented with what appeared to be high degree of discomfort, either to the point of being over-confident or significantly lacking in confidence and assertiveness

Recommendations for improvement

Prior to the next NEW event, specific learning outcomes should be established. Those specific learning objectives should be defined by a set of behaviors and those behaviors should be included on a scoring rubric.

Volunteer hosts, as raters of students' behavior, should be more thoroughly briefed on the following points:

- No student will see any of the hosts' rating sheets or scores awarded participants;
- The purpose of the rating is not to actually measure individual student performance, but to measure the effectiveness of the NEW program itself so analyses can be conducted to better understand how the event might be improved;
- Plan a qualitative study to compliment the quantitative study thus adding to the richness of the assessment of learning outcomes.

Indiana State University Student Counseling Center

A Report of Outcomes of Student Counseling Clients using the Counseling Outcomes Assessment Study (COAS)

Problem

The SCC's 2007 assessment study was the internal Counseling Outcomes Assessment Study (COAS). The SCC collected a random survey of 52 current students who have attended anywhere from 2 to 21+ counseling sessions was completed in April 2007. The purpose of the assessment was to evaluate whether or not SCC clientele had learned to create a sense of identity, positive coping skills, emotional management, built self esteem, and had counseling helped them improve academic performance and stay at ISU. The hypothesis of the study was that no matter what number of session a client had attended, clients would acknowledge learning in 13 different counseling behavior areas. Positive support would then lend credence to the SCC's effectiveness and ability to achieve its mission.

Methodology

The assessment asked clients "yes or no" questions concerning specifically: coping strategies; to think more effectively to control distressing emotions; if they strengthened self-management skills; gained greater self understanding or identity; to develop a healthier lifestyle (a Student Health Promotions question); improved their relationships; recognize and express emotions better; improved academic performance; improved self-confidence and self-esteem; improved understanding of diversity; and gained a clearer sense of life direction.

Results

The results showed the Student Counseling Center drew rave reviews from its clientele. The COAS showed the Student Counseling Center performed quality services, under dramatically increased demands, and did an exceptional job according to most students. Customer Satisfaction Comment Cards also added that students felt the SCC did a good job updating environment of the facility and made students comfortable with its total refurbishing project.

The recent SCC Outcomes Study results showed definitively:

- 96% learned effective coping strategies;
- 92% learned to think more accurately and reduced distressing behaviors;
- 79% strengthened self management skills
- 75% made a successful important decision
- 87% strengthened their self-understanding or self-identity;
- 65% improved their healthy lifestyle by reducing problems with sleep, lack of exercise, unhealthy eating, and abuse of alcohol or drugs;
- 75% improved their relationships;
- 77% were better able to appropriately express their emotions
- 46% improved their academic performance level
- 71% improved their self confidence or self esteem
- 71% said they gained a clearer sense of direction in their lives;

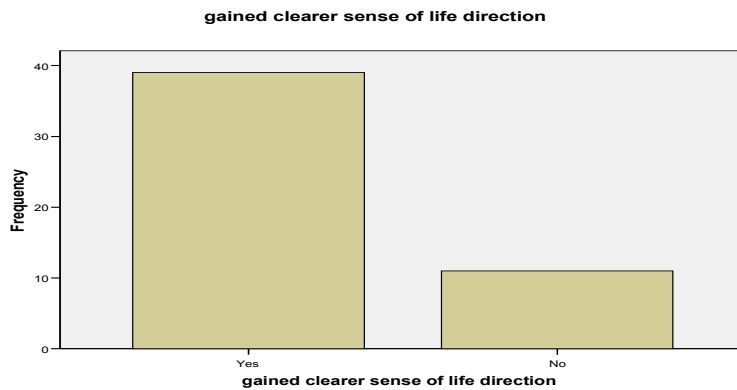
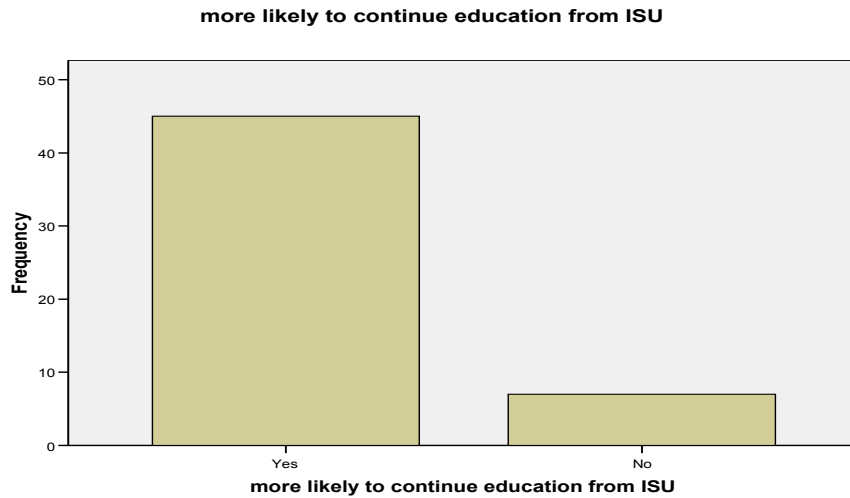
83% stated they were more likely to continue their education and graduate from ISU due to the help they received at the SCC.

75% increased their understanding and appreciation of diversity

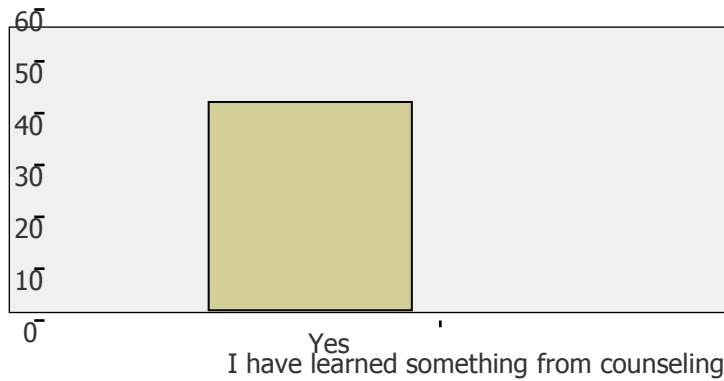
71% gained a clearer sense of their life direction

35% (new clients who had had less than 4 sessions) felt it was too soon to tell if they had learned appropriate coping skills from counseling

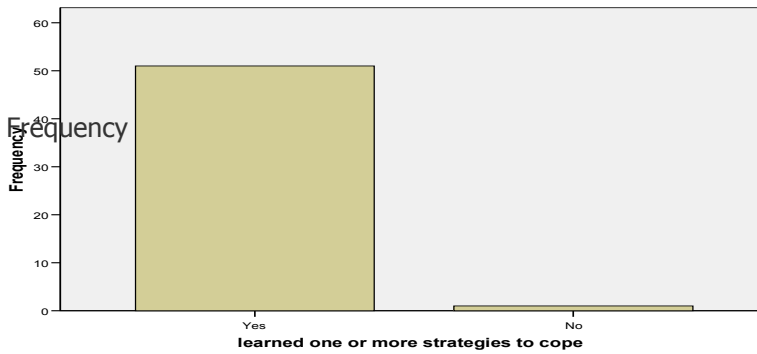
However only 3% reported they hadn't learned anything yet from counseling.



I have learned something from counseling



learned one or more strategies to cope



Conclusion

The Counseling Outcomes Assessment Survey indicated the Student Counseling Center gave excellent service to students in the areas of relationships, personality development, managing emotions and reducing symptoms of emotional disturbance. Of the clients who participated in the survey, most responded that the Counseling Center helped them learn a strategy to cope and improved their chances of retention at ISU. All stated they learned something from counseling

Discussion

However, the future performances of the SCC and SHP to continue to effectively cover the ISU student demand and additionally reach more students is directly dependent upon receiving the additional budgetary enhancement recommended by the UAR. In order for the SCC and the SHP to make greater changes in operations and successful outcomes in terms of delivering more and better quality services, both units need to receive the UAR's recommended increases of funding of operations, salaries, and positions. The current SCC and SHP staffs are already operating at the top and at the limits of their availability to provide services. Professional burnout was a major concern of the UAR and they felt it was imperative of the university to take action to assist these services to expand, by receiving an infusion of resources of staff and funds. The UAR was

also seriously concerned that the national trend of increasing demand for counseling and health services plus the trend of increasing severity of student problems would soon overwhelm both services. In order for the SCC and the SHP to continue to accomplish their missions effectively, efficiently and continue to produce positive effects on student emotional ability, increased academic performance and increased likelihood of retention at ISU, these units need improved fiscal backing to provide the staff and resources to meet the demands of the students of Indiana State University. These assessments underline the significance of the impact of the Student Counseling Center and the Student Health Promotions Program to university enrollment and fiscal success in the future.

Indiana State University Student Health Center

Report of a Collaborative Project to Enhance Clinical Skills on the part of Athletic Training Students

Background

The Commission of Accreditation for Athletic Training Education requires that programs provide a general medical clinical experience to all admitted students. A general medical clinical experience is one that involves observation and interaction with physicians, nurse practitioners, and or physician assistants where the majority of the experience involves general medical topics.

The primary learning outcome of the general medical clinical experience is:
"To demonstrate a general and specific (e.g., head, torso, and abdomen) assessment for the purposes of (a) screening and referral of common medical conditions, and (b) treating those conditions as appropriate. Effective lines of communication should be established to elicit and convey information about the patient's status and the treatment program. While maintaining confidentiality, all aspects of the assessment, and determination for activity should be documented."

To provide a clinical learning experience for Athletic Training students, the ISU Student Health Center, the department of Athletic Training, and the ISU Student Health Center Medical Director entered into a program of collaboration during the spring semester of 2007 to establish clinical training protocols for students. Specific expectations of the clinical experience from both student trainees and the Health Center medical staff were articulated as follows.

Expectations of Student Trainees

Notify assigned clinical instructor prior to the beginning of the clinical rotation to arrange reporting times for the first day of each rotation.

Meet with the Clinical Instructor to review goals and objectives, reporting times and schedules. Have academic and work schedules available and notify clinical instructor of any absences in advance. During the semester, a minimum of 200 hours of clinical experience must be accumulated.

The majority of clinical experience must be completed under the direct supervision of the assigned clinical instructor.

Report to work promptly, dressed appropriately with ISU Athletic Training shirt and neutral colored shorts/pants and nametags.

Become familiar with the policies and procedures of the clinical site.

Act in a professional manner; it is important to remember how clinical trainees represent Indiana State and the Athletic Training program.

Initiate the final meeting with the clinical instructor near or at the end of the clinical rotation to review evaluation.

Complete Verification of Hours form at the end of each month and submit to instructor at the next class period following the end of the clinical week.

Complete an anonymous Student Evaluation of Clinical Instructor form.

Ask questions at appropriate times and be prepared to be challenged.

Absorb knowledge and be "teachable."

Take advantage of opportunities that present themselves to practice clinical proficiencies in the clinical environment under the direct supervision of the clinical instructor.

Expectations of Clinical Instructors

Meet with trainee at the beginning of each rotation to discuss goals and objectives, expectations, reporting times and schedules, and emergency plan.

Provide constant visual and auditory interaction between the trainee and the instructor.

Facilitate mentoring opportunities with all athletic training students.

Provide daily supervision with multiple opportunities for evaluation and feedback.

Assure compliance with trainees' compliance with departmental policies and procedures.

Manage clinical hours to not exceed 20 hours per week.

Sign using appropriately noted credentials on the monthly time sheet for Verification of Clinical Hours Completed.

To measure students' perception of program efficacy, each trainee was asked to complete the "Anonymous Student Evaluation of Clinical Instructor Form" and submit it to the course instructor at the conclusion of the clinical experience. Students were asked to use the following scoring matrix:

Excellent

Good

Adequate

Needs Improvement

Poor

Unacceptable

The following table presents results of the student evaluations. A total of 7 students completed evaluations in the middle and end of the fall and spring semesters. The mean averages reported below was computed using both mid-semester and end of semester evaluations to provide better understanding of the students' perspective at four distinct points in their clinical experience.

Criterion	Mean
Communicates what is expected of students	1.22
Assists students in understanding their professional responsibility	1.22
Demonstrates respect for the student	1.22
Praises student when he/she has done well	1.33
Helps students identify their own learning style	1.33
Displays motivation to make students interested	1.22
Is a good role model for students	1.22
Is accessible and approachable	1.11
Provides opportunities for students to practice both technical and problem solving skills	1.33
Discusses practical application of knowledge and skills	1.22

Provides helpful feedback	1.11
Is willing to admit when he/she does not know	1.0
Demonstrates skills	1.22
Displays confidence	1.11
Interacts well with others (coaches, parents, administrators, athletes)	1.11
Gives guidance in new and or difficult situations	1.55
Listens attentively	1.33
Assists students to see alternatives	1.33
Asks stimulating questions of students	1.00
Manages clinical emergencies well	1.11
Is patient with the students	1.22
Helps student recognize his/her own errors	1.00
Overall, how do you rank this clinical instructor?	1.22

**Indiana State University
Hulman Memorial Student Union**

**A Report of the Measures of Student Behavior after
Attending a Professional Skills Development Workshop**

Background

The Hulman Memorial Union employs students on an annual basis, and in seeking to facilitate growth, learning, and development, a program was designed to assist student employees to better understand how skills they acquired in their employment can be highly transferable to the broad world of employment after graduation. To that end, the program "Self-Reflection and Skills Development as Precursors to Entering the World of Work" was designed, in collaboration with the ISU Career Center.

In the program's planning, the developers asked themselves "what an ideal HMSU student employee and an ISU graduate should know and be able to demonstrate" as a result of their student employment experience. More specifically, the developers sought to identify and measure specific behavioral outcomes, including;

- Strength and weakness identification,
- Development of a long-term career plan,
- Transferable skills identification,
- Resume and cover letter development and expansion.

Method

Drawing upon the domain of Self-awareness, as defined by the University Learning Outcomes Assessment (Barratt & Frederick, 2006), it was determined that student's able to effectively engage in active self-reflection could provide accurate self-assessment as a trigger for growth. Self-awareness entails having a balanced view of one's own personality and from that, develop a refined ability to meaningfully interact with others.

The program is fully within the University's mission, specifically, to provide "educational environments to foster holistic growth and development," as well as the Union's vision to "create a dynamic and innovative environment that encourages and promotes student learning." To that end, the developers sought to construct a program of self-reflective training for all student employees of the Union. In addition to meeting the goals outlined by the University and Union, a second goal of the program was to repeat the resume-building exercise each year students remained employed at the Union.

A total of 21 student employees participated in at least some portion of the program during the spring semester of 2007, including building managers, information center attendants, and parking attendants. A pre and post-test format was used to measure baseline levels and growth over the semester-long project. In addition to student self-report, a direct measure of growth was employed by the seminar instructor through the "grading and critique" of the participants' resumes, which served as a collection of information against which overall growth and development could be measured in behavioral terms.

Results

The following scoring rubric was employed throughout the program to measure participants' growth.

	1- Beginning Phase	2 - Developing Phase	3 - Accomplished Phase	4 - Exemplary Phase
Identified Strengths and Weaknesses	I have never identified my strengths and weaknesses	I have developed a list of my strengths and weaknesses	I have met with a Career Center counselor and developed an action plan to address my weaknesses and better align my strengths with my major/career	I have selected the most relevant academic coursework, extracurricular activities, and employment opportunities based on my strengths and weaknesses
Career Plan	I have never written a career plan	I have researched different career options for my intended major. For example, I have looked at relevant sites on the Career Center Homepage	I have developed a comprehensive career plan through graduation which takes into account my out of class activities (i.e. employment, volunteer, or leadership roles)	I have a comprehensive career plan and regularly review it to determine if I am still on track or need to make adjustments
Transferable Skills	I have not identified a list of transferable skills acquired through my educational and out of class activities	I can describe the transferable skills I have acquired through my education and out of class activities to others	At regular intervals, I have compiled a list of new transferable skills I have acquired and consequently developed a plan to remedy those that are missing as warranted by my intended major	I have applied my list of transferable skills in the review of several relevant job positions for purposes of identifying those of which I am the most qualified
Resume and Cover Letter	I do not have a written resume/cover letter	I have done a resume/cover letter only as a class assignment	I have had my resume reviewed by the Career Center or other departmental staff	I have modified my resume/cover letter based on advice from the Career Center or relevant staff and update it regularly

Results

Pre-test Scores based on rubric

Criterion	Pre-test Mean (n=21)	Post-test Mean (n=20)
Strengths and Weaknesses	2.6	3.0
Career Plan	2.2	2.5
Transferable Skills	2.2	2.6
Resume/Cover Letter	2.5	2.5

RUBRIC (comparison)

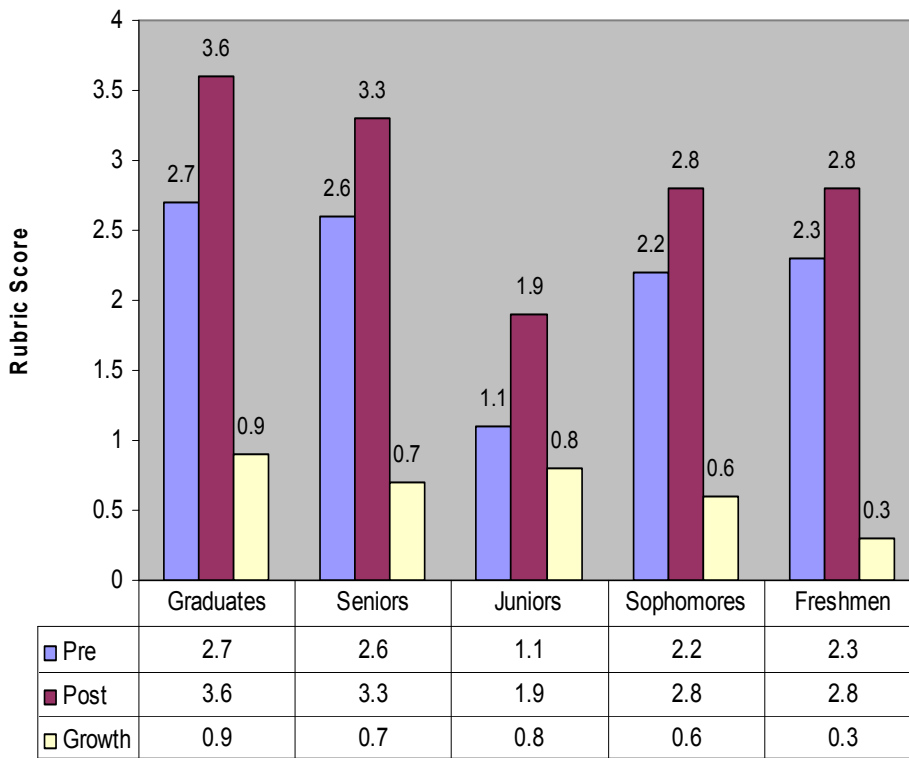
Growth comparison between the pre and post tests using 17 rubrics (those that attended both sessions and completed the homework)

AVERAGE SCORES:

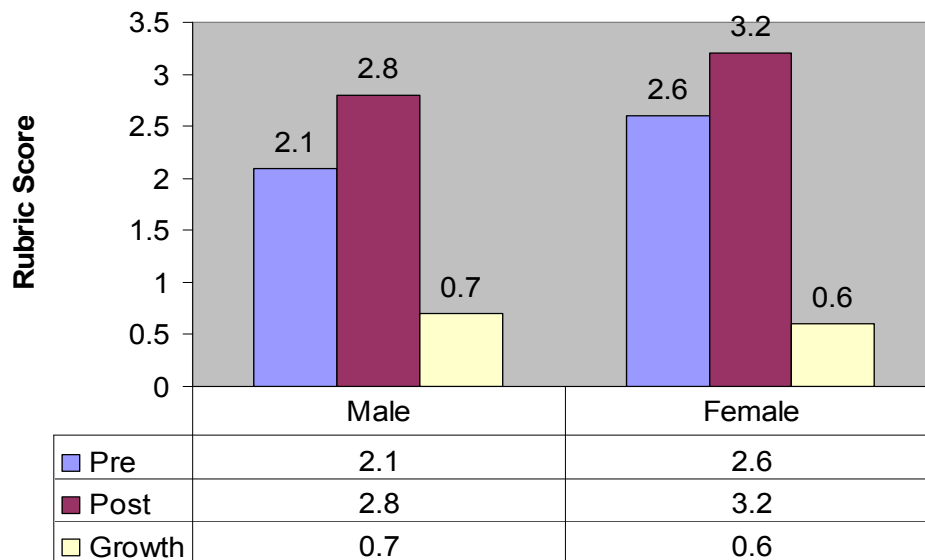
1) Total (17)

Pre: 2.3	Post: 3.0	GROWTH: +0.7
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2) Breakdown by Class Status:

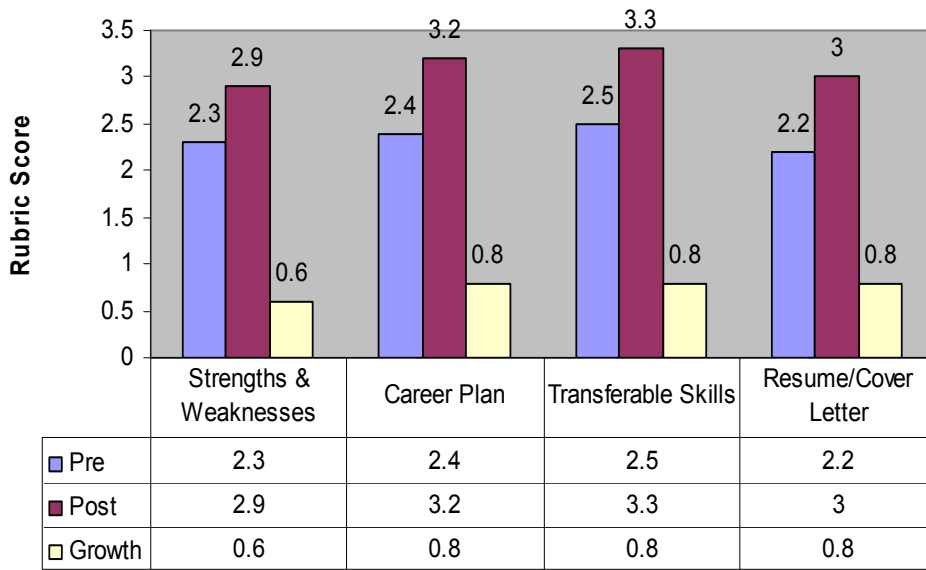


3. Breakdown by Gender:

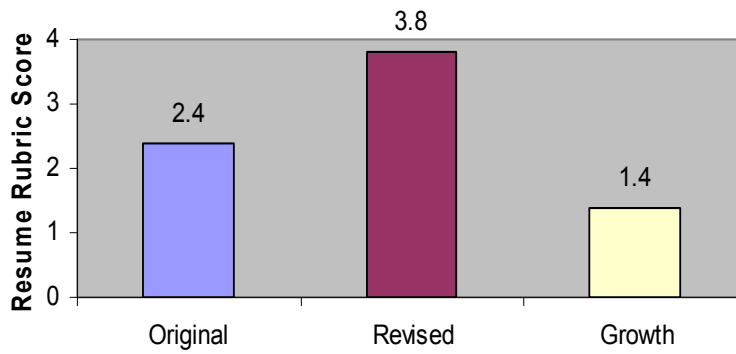


4.

Breakdown by Criteria



5. Breakdown by Resume Revision Review
 (Comparison of 8 original resumes with counselor review after all revisions were done)



Indiana State University Recreational Sports

CAS Learning Outcomes Measures of Recreational Sports Basketball Officials

Introduction

Recreational Sports endeavored to engage meaningful instruction, training, and experience on the part of students participating as basketball officials during the intramural basketball season during the 2007-2009 academic year. In past, students serving as officials were provided instruction and supervision, but their growth, learning, and development had not been measured. To measure effectiveness of the Recreational Sports staff in terms of promoting student learning outcomes it was decided to develop a protocol to measure change over time along several critical domains of student growth as published by the Council for the Advancement of Standards in Higher Education (CAS).

While several categories exist with the CAS standards that focus on student learning outcomes, only a few were chosen to be included in this study. Those categories appearing most suitable for measurement included:

- Intellectual Growth
- Effective Communication
- Leadership Development
- Appreciating Diversity
- Satisfying and Productive Lifestyles
- Meaningful Interpersonal Relationships
- Healthy Behavior
- Enhanced Self Esteem

Methodology

Each of the 8 categories, or domains, was given operational definition through the creation of a survey developed for this study. The survey questions included:

I am comfortable working with groups of diverse individuals.

I am viewed by others as a leader in group situations.

I am skillful at effectively handling conflict.

I maintain the essential knowledge for the given sport I am responsible for.

I maintain the proper balance between my school, work, and personal lives.

I strive to maintain a desired level of physical fitness.

I am physically active for at least five hours a week.

I am often overwhelmed by stress levels.

I make an effort to educate myself on improving my lifestyle.

I know how to take control of a group in a crisis situation.

I feel confident in my abilities to lead a group successfully.

I am able to make my voice heard, while standing up for what I feel is right.

I am intimidated by confrontations.

I am approachable and easy to communicate with.

I am an active participant in recreational sports programs.

I associate with individuals of diverse backgrounds.

I listen to others voice concerns.

I can resolve conflict in a calm matter.

I look at all sides to a conflict without forming a judgmental opinion.

I don't let my personal relationships and biases affect my duties.

I can make unpopular decisions for the good of the staff and participants.

In incidents of conflict, I am able to maintain a calm level of voice control.

I have a difficult time separating conflicts at work with my personal life.

An official's role is to control and administer a contest with little or no recognition.

I take the time to see things from a different gender, ethnic or social class perspective.

I make an extra effort to be fair in environments of diverse individuals.

I tend to work out when I should be studying.

I have a difficult time scheduling work hours that correspond with my social schedule.

I am confident with my abilities to handle an injury or safety management situation.

As an official, I can make a call without causing interruption.

The survey itself was administered in a pre and post-test protocol to measure change over time. Because self-report surveys represent an indirect measure and can be influenced by attribution error, it was decided to include a direct measure component in the protocol by asking supervisors to complete an evaluation on each of the student officials using the same survey and contrasting participants' self-report with the supervisors' evaluation. A total of 13 student officials completed both the pre-test and the post-test.

Results

Results of the pre and post-tests, along with supervisors' ratings are presented in table 1 below.

Participants completed a five-choice response format survey (Strongly Disagree [1], Disagree [2], Neutral [3], Agree [4], or Strongly Agree [5]).

Survey Item	Pre-test Mean	Post-test Mean	Change	Supervisor Rating
Intellectual Growth				
I maintain the essential knowledge for the given sport I am responsible for.	4.23	4.46	+.23	4.5
An official's role is to control and administer a contest with little or no recognition.	3.92	4.15	+.23	4.29
As an official, I can make a call without causing interruption.	3.92	4.23	+.23	4.31
Effective Communication				
I am skillful at effectively handling conflict.	4.0	4.23	+.23	4.21
I am approachable and easy to communicate with.	4.15	4.54	+.39	4.5
I can resolve conflict in a calm matter	3.62	4.15	+.53	4.15
In incidents of conflict, I am able to maintain a calming level of voice control.	3.77	4.23	+.46	4.21
Leadership Development				
I am viewed by others as a leader in group situations	3.85	4.23	+.38	3.64
I know how to take control of a group in a crisis situation	3.69	4.15	+.46	3.86
I feel confident in my abilities to lead a group successfully.	4.0	4.23	+.23	4.09
I can make unpopular decisions for the good of the staff and participants.	3.77	4.0	+.23	4.36
Appreciating Diversity				
I am comfortable working with groups of diverse individuals	4.46	4.54	+.08	4.21
I associate with individuals of diverse backgrounds	4.08	4.46	+.38	3.56
I take the time to see things from a different gender, ethnic or social class perspective	3.85	4.08	+.23	3.67
I make an extra effort to be fair in environments of diverse individuals	3.85	3.85	0	3.92
Satisfying and Productive Lifestyles				
I maintain the proper balance between my school, work, and personal lives	3.92	4.31	+.39	4.0
I don't let my personal relationships and biases affect	4.31	4.15	-.16	4.2

my duties				
I have a difficult time separating conflicts at work with my personal life	2.0	2.15	.15	3.67
I tend to work out when I should be studying	2.15	2.46	+.31	
I have a difficult time scheduling work hours that correspond with my social schedule.	2.31	2.46	+.15	2.6
Meaningful Interpersonal Relationships				
I listen to others voice concerns	4.15	4.23	+.08	3.67
I look at all sides to a conflict without forming a judgmental opinion	3.92	4.15	+.23	4.0
Healthy Behavior				
I strive to maintain a desired level of physical fitness.	3.92	4.08	+.16	4.0
I am physically active for at least five hours a week.	4.31	4.0	+.31	4.33
I am often overwhelmed by stress levels	2.31	2.31	0	1.4
I make an effort to educate myself on improving my lifestyle.	4.08	4.15	+.07	3.0
I am an active participant in recreational sports programs.	3.92	4.31	+.39	4.45
Enhanced Self-Esteem				
I am able to make my voice heard, while standing up for what I feel is right	4.08	4.38	+.3	4.5
I am intimidated by confrontations	2.08	2.08	0	2.08
I can make unpopular decisions for the good of the staff and participants	3.77	4.0	+.23	4.36

Table 1- Pre, post, and supervisor results

A graphic representation showing pre, post-test, and supervisor ratings is presented in table 2 below, showing a fairly high degree of consistency between the indirect measure of self-report and the direct measure of supervisor observations of participants' actual behaviors while providing officiating duties.

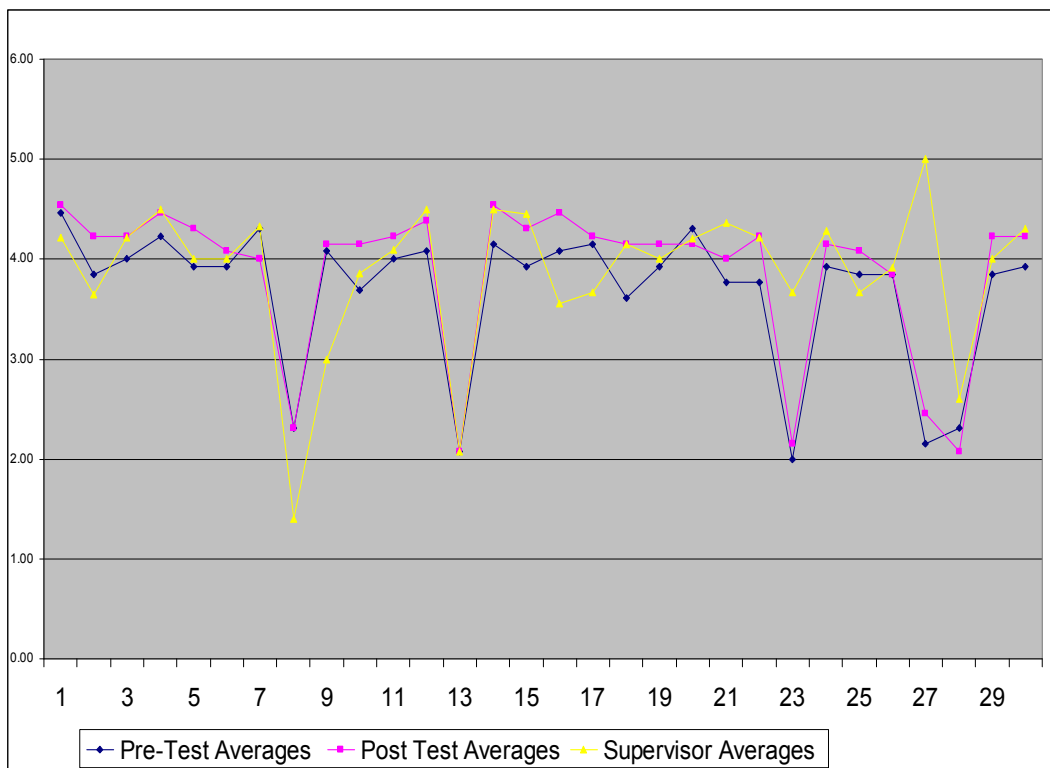


Table 2 – Pre, post and Supervisor ratings comparison

While overall growth along the 8 domains was small, noticeable improvement was observed in the following domains.

- Intellectual Growth
- Effective Communication
- Leadership Development
- Appreciating Diversity
- Satisfying and Productive Lifestyles
- Enhanced Self Esteem

Smaller levels of growth were observed in the following areas, yet, some positive growth was observed.

- Meaningful Interpersonal Relationships
- Healthy Behavior

Discussion

Role play or give examples of conflict and proper ways to deal with these situations.
 Tips to maintain stress levels.
 Positive Feedback to build self-esteem.

Limited Numbers

Only 13 officials completed both pre- and post- tests

Time Frame

Short time frame leaves limited time for improvements

Possible Improvements

Survey Actual Student Participants

Possibly Greek Students Participating in a variety of intramural events throughout the year.

Extend Survey throughout the Year with retesting after each intramural event

Indiana State University Residential Life

An Assessment of the Effectiveness of the Lincoln Leadership Community

Background

In 2006 – 07 the Office of Residential Life assessed the progress of students participating in the Lincoln Leadership Community. The Lincoln Leadership Community (LLC) project seeks to develop leadership skills through instruction, community engagement, and experiential learning.

LLC seeks to produce leaders who strive for excellence, while keeping a positive attitude, being responsible, compassionate and serving as a role model. The purpose of this assessment was to;

- To look at the effectiveness of the current program
- To identify ways of improving the LLC program
- To better understand the needs of the members
- To use the assessment to help determine if the LLC was ready for expansion
- To use the assessment to help seek outside funding for the program

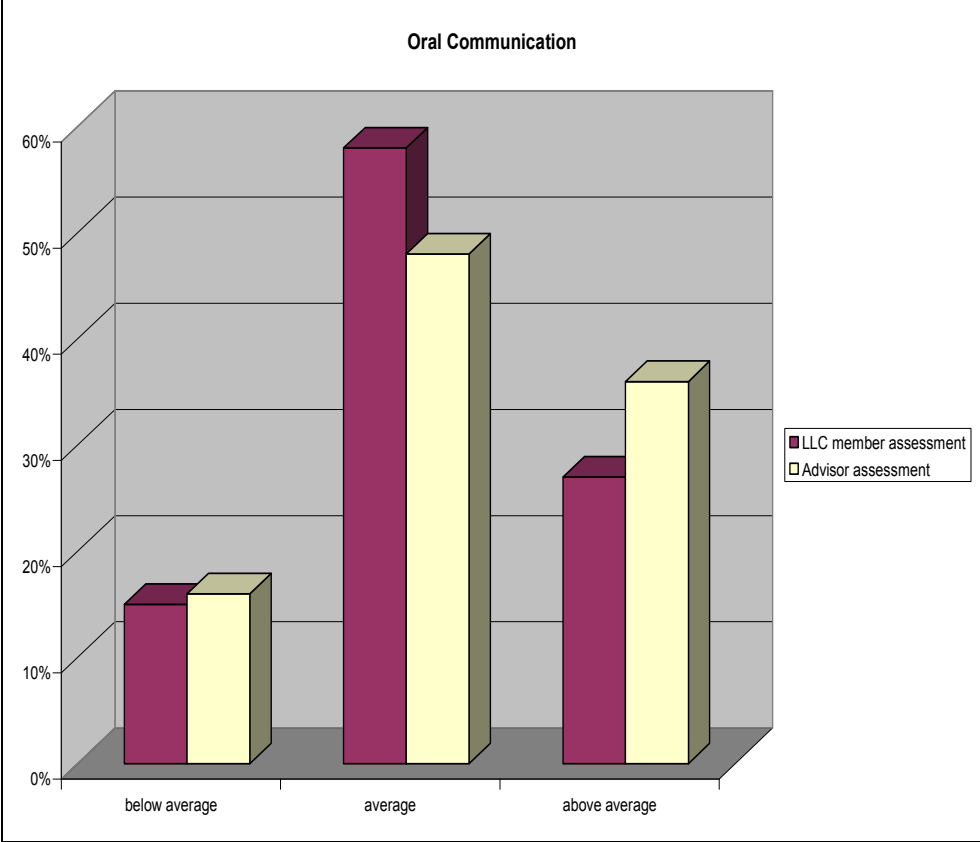
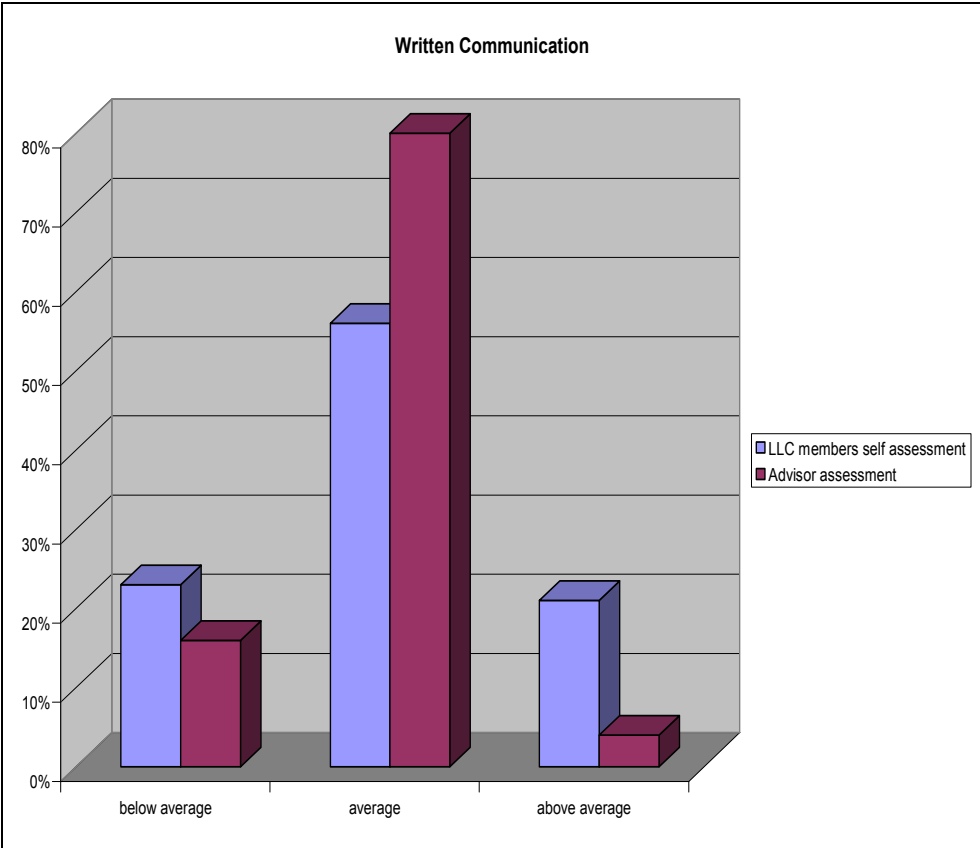
The assessment project was conducted by Les Anne Dant, Assistant Director of Residential Life for Administration and Craig Enyeart, LLC Advisor and Area Director for Hines/Jones and Lincoln Quad. Data was collected from new and returning LLC members, parents of LLC members and the LLC advisor. Both on-line web forms and paper surveys were used to collect the data. There was a 96% return rate for the LLC member self-assessment, a 42% return on the parent survey, and a 100% return on the advisor evaluation.

To assess the effectiveness of the current program, to measure the growth of the members, and to determine the needs of the members, the following skills were measured for this assessment
Communication

- Lifelong learning
- Critical thinking
- Commitment to ISU
- Community service

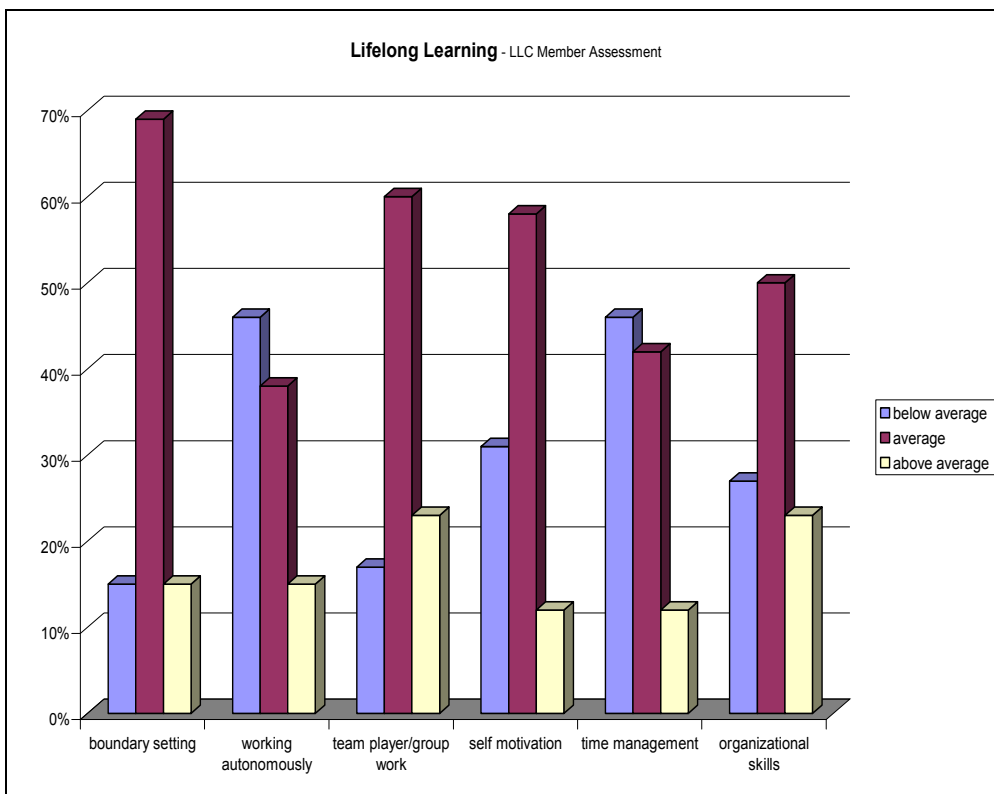
Communication

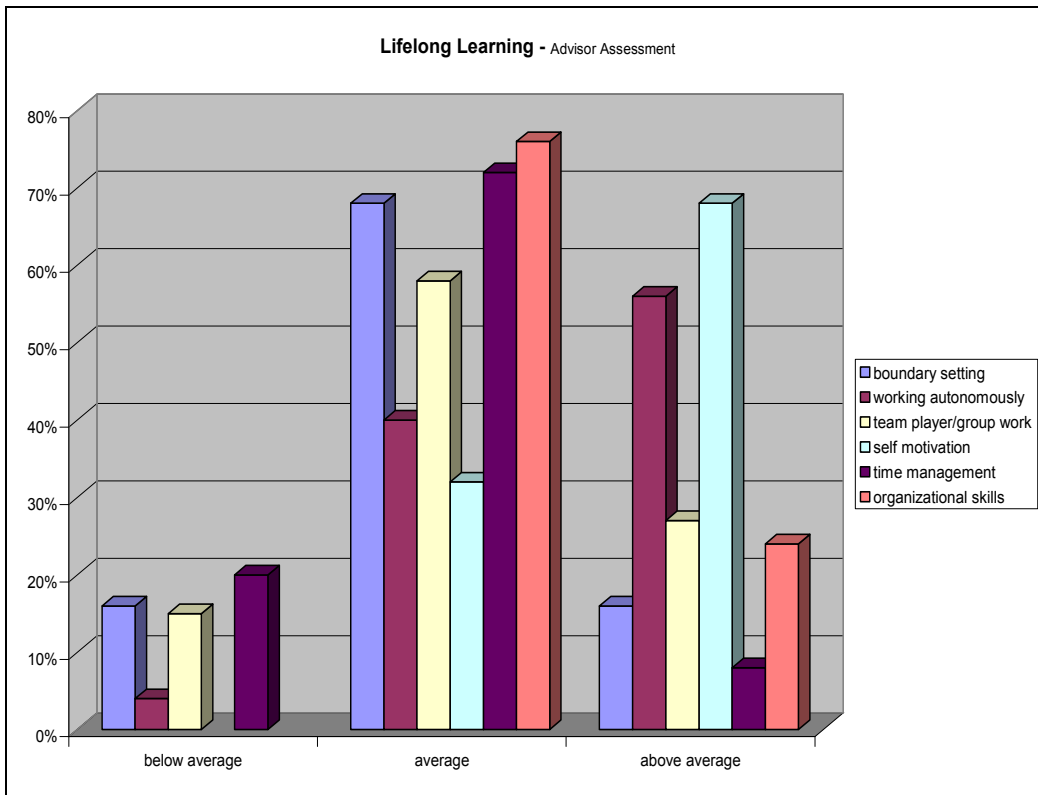
Just over 50% of the LLC members see themselves as having average written and oral communication skills. These results are validated by the advisor's evaluation of these skills. Craig reported that 80% of the members have average written communication skills, while 48% of the membership has average oral skills and 36% are showing above average oral communication skills. Parents reported improved confidence in oral speaking, better grades and the development of overall skills in their students who are LLC members. Both performance in LLC meetings and activities along with grades and observations from parents showing that members of the LLC have average or better than average communication skills. The LLC is not necessarily teaching these skills, but it is assisting members with improving and practicing these skills in a non-threatening environment.



Lifelong Learning

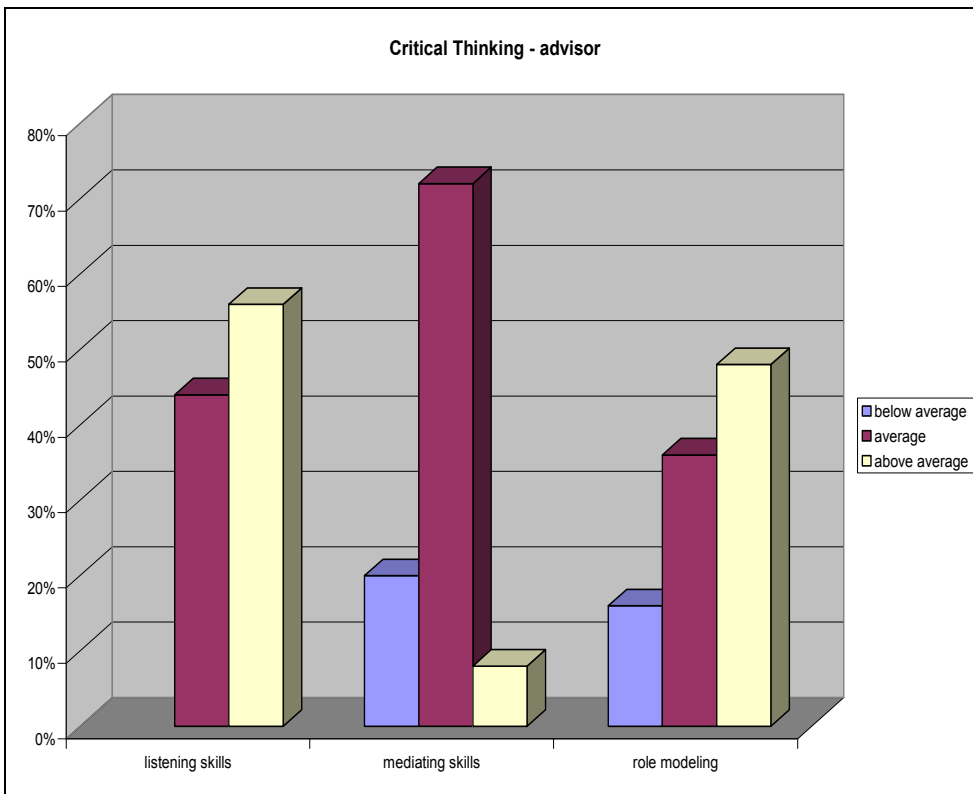
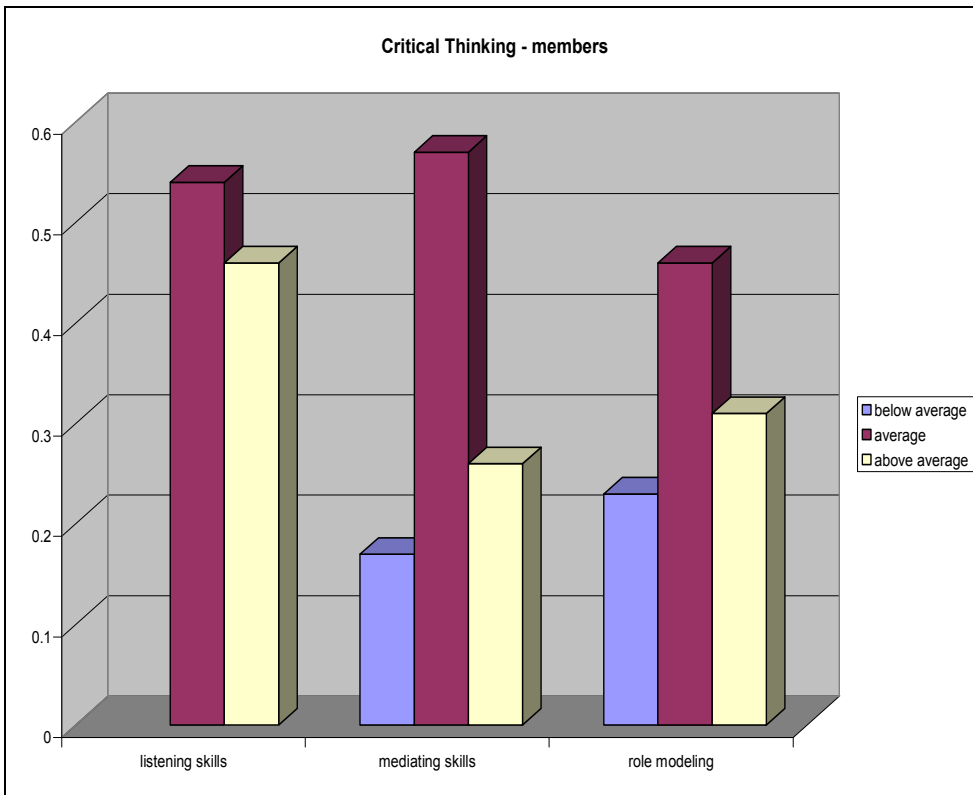
It was found that the members underestimated several of their lifelong learning skills. The advisor and members agreed on their boundary setting skills and team player skills. The membership underestimated their skills in self-motivation, time management and organizational skills. The advisor ranked 100% of the group as average or above average in self-motivation and organizational skills. The members really underestimated their skills at working autonomously. The advisor has observed that 96% of the membership is average or above average in this area. Parent responses support the fact that on average the members are underestimating themselves. Parents made the following comments about lifelong learning skills and student in the LLC: has very firm goals, much more organized and better time management, grade and study habits have improved, developed leadership skills, chosen in her geography class to be a team leader, classmates commented on her leadership skills in a positive way, less procrastinating, being more responsible and very committed to goals. All of this shows that the LLC program is helping the members develop better lifelong learning skills that will benefit them now and in the future.

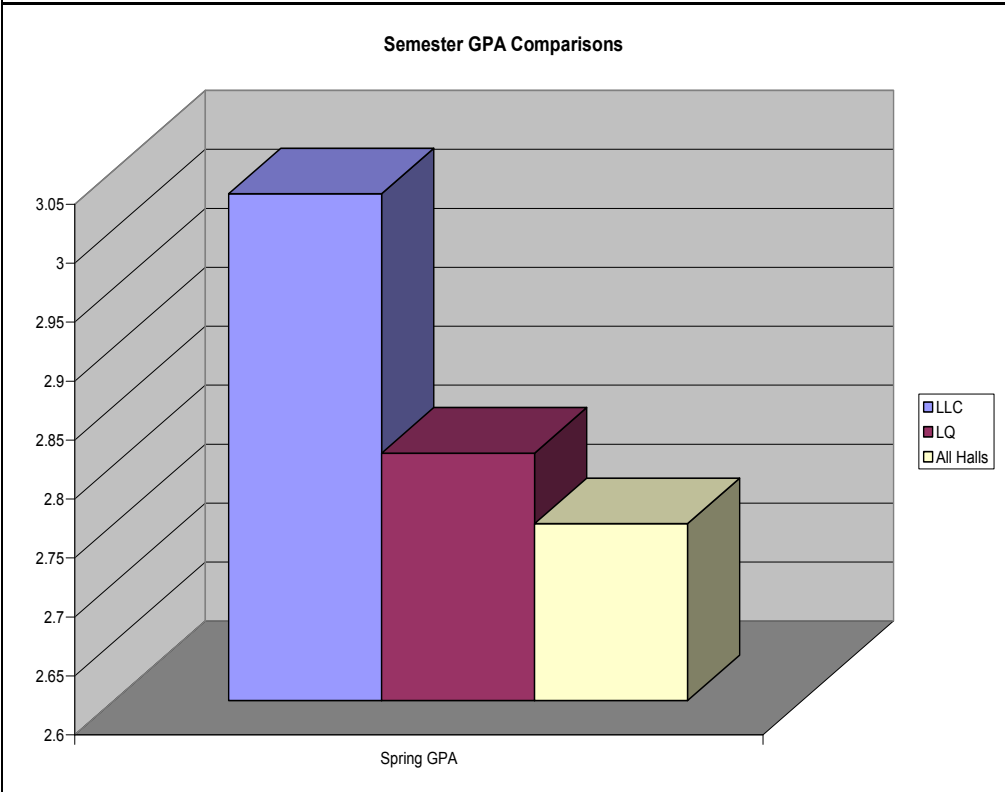
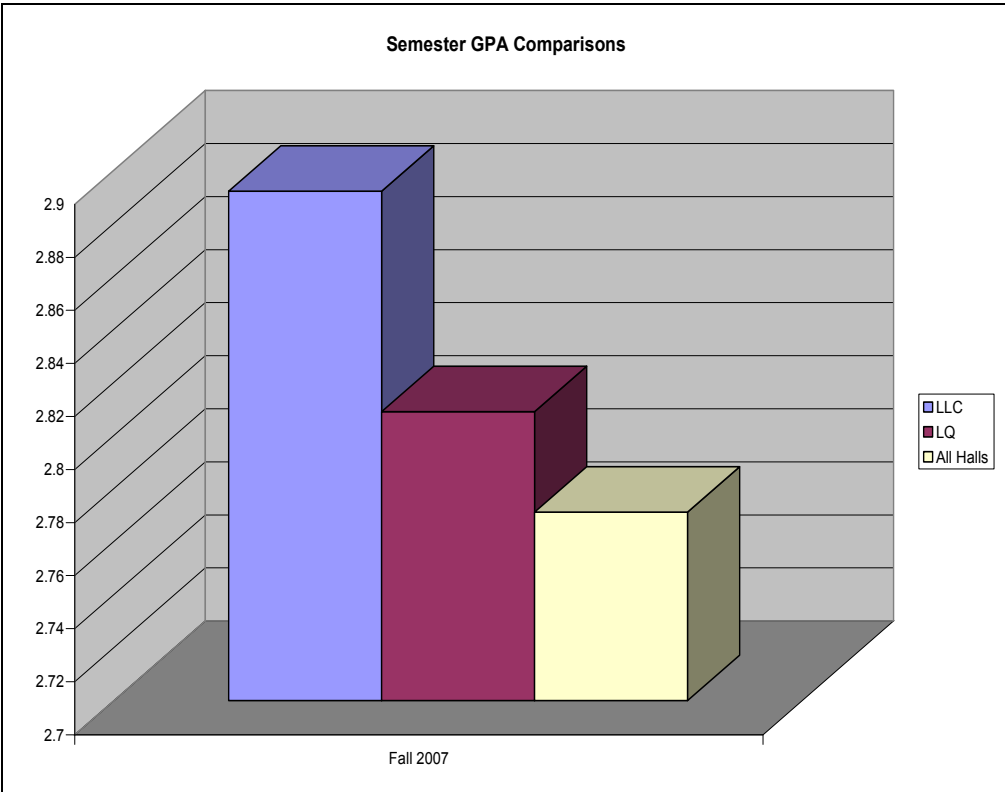




Critical Thinking

Again the membership self-evaluation is validated by the observations of both the advisor and the parents. The advisor did rank the percentage of members with average and above average mediating skills lower than the membership. In part, this is based on the skills some members used while trying to resolve conflicts with suitemates. While members do have mediating skills, by and large they need more practice using and refining the skills. The members of the LLC are very good role models for both other ISU students and younger siblings at home. Parents have observed a marketed improvement in self-confidence and increased maturity in their students who are LLC members. Parents also commented on the sense of accomplishment, improved grades and independence of their student. Parent comments about grades are supported in the following charts.





Commitment to ISU & Community Service

This is one area the needs to be improved. Only about half of the membership is really involved in organizations here at ISU. While several members are involved in many organizations and special internships: Greek members, band, departmental clubs, service organizations, Residential Life Leadership Peer Advocate, Public Safety Community Service Officer, Eli Lilly internship, University Assistant, Disney internship, etc. Past members have also become president of the Residence Hall Association, Residential Life Resident Advisor, and Residential Life Peer Advocate. Some of the members belong to nothing besides the LLC. The LLC did participate as a group in a community service project to help with Indiana Special Olympics and some of the members volunteer to do other community service projects as individuals. While some parents commented on how great their student's campus involvement has improved due to the LLC, some parents commented that they would like to see the LLC more involved in community service and campus events. With only one advisor to oversee the day-to-day functions of the LLC, it has been very difficult to follow up with members on community service projects and their involvement on campus. Next year the number of Residential Life staff members working with the LLC will increase by two. We have hired a current LLC member to serve as a Leadership Peer Advocate and one of the Assistant Hall Directors assigned to work in Lincoln Quad next year will serve as an addition advisor to the LLC. This will help the LLC membership do more community service and increase their involvement on campus.

Need to expanded of the LLC

The following are comments that support the need to look at future expansion of the LLC program:

Current LLC Members

- would like to see the program expand and include at least another stairwell
- would like to see a good mix of freshman, second and third year LLC members
- would like more staff to help with the program and to do more activities
- like having separate meetings/activities for the 1st years and 2nd years along with total group activities
- had 6 current members apply for the new Leadership Peer Advocate (LPA) position and during the interviews they all spoke of the need to expand LLC

Advisors

- would like to see the program expand and feel it is time
- need more staffing to help expand the activities and to do more community service
- number of members returning and interest by freshman show a need to expand the program
- need to make sure the program does not expand too quickly - need individual attention to the members
- 14 LLC members are returning next year, plus 2 juniors and 1 sophomore has joined for next year
- we had to stop sending out applications and turn down some good applicants because of a lack of space in the LLC for next year
- have one member returning who is required by their sorority to live in the Greek stairwell, there for freeing up on bed

New Freshmen - interested in the 2007 - 08 LLC

1. As of May 1, 2007 there have been 318 requests by incoming freshmen for information and applications

to the LLC.

2. as of May 1, 2007 requests for applications from 55 new freshmen have not been granted due to lack of space
3. have received several parent telephone calls in May concerning the LLC being full and their student being disappointed
4. as of May 1, 2007 have had one request to put an incoming freshman on a waiting list for the 2007 - 08 LLC
5. have 2 new transfer students as members

Parents

6. continue the program and increase freshman participation
7. I really believe this is a good program for college students
8. I feel this is a very important part of molding strong adults for the future and hope you can continue to grow, with a few changes
9. good ideas to have the program
10. Keep a good thing going!
11. I believe programs like the LLC are important to college campuses - they encourage positive growth and development of students

We received a 42% return on the parent surveys. 90% of the surveys were very positive about the LLC program and the growth of their student. One parent commented that *she* was somewhat disappointed in the program, however she goes on to admit that her son missed several LLC meetings/activities and was mostly involved with the band.

The comments of one parent really sums up what the LLC program is all about. She wrote, "C was a 2.6 GPA student in high school though she worked diligently. I knew with her work ethic that she would be a great success in college, but even I had no idea. C is carrying a 3.76 and is extremely confident now - 360 degree turn around and I credit much of this to being accepted to LLC prior to the fall semester. The sense of accomplishment and community – a sense of going to LLC and belonging is a powerful tool. This is especially true for our freshman. C was never really convinced she could survive the transition – LLC helped make her a successful first term student! Continue the program and increase freshmen participation as appropriate..."

In conclusion, we find that the program is effective, that the members continue to improve their leadership skills and that parents are very supportive of the program. The LLC needs to focus more effort on community service and campus involvement next year. The recommendations from the current members, advisor and parents are to expand the program. Interest from incoming freshmen and their parents seem to support this recommendation. Several steps will need to be completed in order to do that:

Increase staffing – done

Increased support from Residential Life – done

Seek outside funding – in the process of submitting a grant request to Pepsico

Increase marketing of the program to ISU, current students and incoming freshmen

Allocation of additional living space for members and increased resources.

Indiana State University Residential Life

Student Learning Outcomes Nursing Theme Housing Academic Performance, 2004-2007

Background

Since the fall of 2004, Indiana State University's Office of Residential Life has been engaged in ongoing assessment of the academic success of students residing on the Nursing theme floor. While different types of measurement methodologies have been employed over the past three years, each has indicated positive outcomes in overall student learning. The Nursing floor has served as a model for other academic theme floors for faculty involvement and student support offerings. This report presents the evolution of a strong program and defines the model currently employed, which can be replicated in other housing units. The overall goal of the program seeks to improve student learning outcomes, thus having a positive impact on overall persistence, retention and graduation of the program's student participants.

The program itself has several distinct goals for participating Nursing students, which include, Improved academic performance as indicated by grades received
To have a minimum of 4 interactions with Nursing faculty members each semester

Improved Academic Performance

The primary goal of the program is:

Nursing students living on the nursing floor will benefit academically by utilizing tutoring services in the residence hall by a Learning Community Peer Advocate (LCPA) tutors. Nursing students who utilize this service will show greater academic progress per semester than nursing students not utilizing these services.

The primary measure of outcomes is the mean student grade point average as compared to the population of students enrolled in the nursing program, regardless of their housing status.

Historical Antecedents to Current Data

During the first two years of the program, inconsistent tutoring from the floor's LCPA made the collection of valid data difficult to the point that no cause and effect relationship could be supported as inconsistent attendance records were kept. In the third year of the program, the floor's LCPA was a nursing major, and accurate attendance records were maintained for students attending study sessions for an anatomy class for first year nursing majors.

Nursing 231 Study Sessions as Indicator

In the first semester of the 2006-2007 academic year, thirty-six theme floor residents participated in tutoring sessions for Anatomy 106, a course that has historically been difficult for many first year nursing students. A preliminary finding indicated that residents attending tutoring sessions performed better than student who did not. Table 1 below presents outcomes GPA's. It is important to note that the Academic Peer Advocate (APA) providing tutoring sessions reported that in many cases, residents receiving low grades for the semester chose to attend tutoring sessions did so only after they had received a poor mid-term grade. The APA had

suggested that the residents who had chosen to start attending later in the semester did improve academic progress regardless of the overall semester GPA earned.

Mean GPA N=36	Mean GPA of students attending 9 or more sessions	Mean GPA of those attending 11 or more sessions
2.61	2.7	2.835

Nursing Floor Participation in Anatomy 106 Study Session Comparison

Retention Information

In the fall of 2005, thirty-three women resided on the second floor of Cromwell Hall. Of the total participants, 76% (n=25) were nursing majors, with the other 24% (n=8) majoring in other disciplines including Pre-medicine, Business, Sports & Recreation, Psychology, Pre-early Education and one resident as Open Preference. Of the thirty-three floor residents, 70% (n=23) returned to the residence hall system the following fall semester. Of those not returning, 50% (n=5) were not nursing majors. Of the original 33 students, three became residence hall staff members the following fall semester, serving as Resident Assistants and an Academic Peer Advocate (APA) majoring in nursing.

Faculty involvement

To improve and increase the quality of interaction of faculty, participants are expected to have four "interactions" with members of the Nursing faculty each semester with the expected outcome leading to students understanding faculty members as supportive and responsive to them. A number of programs were developed to offer opportunities for high quality faculty interaction as described below.

Dinner with the Stars Program

The program "Dinner with the Stars" was created by the faculty coordinator for first-year programs to provide opportunities for participants to interact with faculty members during an evening meal in the residence hall dining facility.

Faculty Visits to Participants

Through the floor visits program, nursing faculty members personally visited the theme housing floor and met with sophomore students to provide study and preparation suggestions. A special Thanksgiving program was held in November where faculty and nursing students joined together to prepare a dinner. A final program was conducted where participants were provided personalized assistance in advising and registration, in which approximately twenty-five residents participated.

In addition to specific floor-oriented programs, participants also took advantage of several programs offered by the Nursing college, including a visit to the "Pumpkin Works," and participation in community service events such as the Relay for Life and March of Dimes Walks offered in the spring semester.

For the past three years, residents regularly and positively comment on the faculty interaction of this program in which Deb Barnhart, coordinator of the first year program along with Dale Ann O'Neal were recognized for their work by being nominated for the First Year Initiative's Annual Faculty Recognition Banquets. Students who participated in these events continue to report increased satisfaction with the program, particularly as it relates to comfort level in approaching faculty members as well as reporting that faculty care for their respective academic success in the nursing program (see comments offered below).

During the assessment process for the current academic year (2006-2007), two faculty members were asked to report their benefits of being involved with the theme floor housing program. This provided the assessment process with a triangulation of observations and further validated the incentives for participating in the program. Just a few of the comments offered by the faculty members include:

As a faculty member of the nursing program, please report successes of the first year theme nursing floor program.

Increased GPA - Better study groups - Increased class participation - Increased participation in CON activities - Increased community service - Increased communication with faculty advisors

"The students in the first year who are living on the theme floor report very positive experiences which include a strong support network, academic support, and cohesiveness among the nursing students."

When asked about academic performance related to the theme floor, the faculty advisor commented,

"Yes. Students have the opportunity to have as neighbors other nursing students who are taking similar classes. Also having the RA and the APA as nursing students has been of great benefit this year. They have been in the shoes the new freshmen are in so seem to have a better understanding of what it takes to be a nursing student. Students who are on other floors/dorms come to the study sessions and tutoring on the floor."

Both faculty members were asked how participating in the theme floor program as a faculty member has benefited their instruction. These comments followed:

"I have attended dinner with the students and have been able to be more engaged with them in the classroom because of the experience outside the academic setting."

"I can work directly with the RA and the APA in setting programs that are more directed to the needs of nursing students. There develops a sense of "we are in this together" and that helps students identify study partners and opens communication with faculty. Also, I have a place where I can come and meet with students in a more informal manner."

These faculty members also shared how residents of the floor have commented in regards to the positive benefits of residing on this theme floor. The faculty has listed these comments as being observed:

"It was so nice to know if I had a problem I could just go next door and ask for help."

"It was great having student and tutor sessions right on the floor."

"I was going to live elsewhere but I am glad I stayed on the nursing floor."

"I have developed such a support that we are going to live together again next year."

"Overall the experience is perceived as valuable and has helped them integrate into the nursing program and also into the broader University setting. They appear confident in establishing relationships and engaging in University events and activities," commented Dale Ann O'Neal, a faculty member who has been nominated two years in a row for recognition as part of our annual faculty recognition program.

Faculty members have been so supportive of the program that suggestions for the program have been minimal. Faculty has recommended that the theme floor become a pure theme housing floor, particularly on the second floor. In past years, residents who reside on the floor who have not been nursing majors have taken away from the total experience as in some cases, these students in programs that are not as educationally demanding as nursing, has caused the nursing students to not be as focused on their academic pursuits as intently as they should.

Faculty members commented that although they did not have any quantitative data to share of the positive implications of this academic theme floor, they did mention the qualitative aspects and how important they are to the success of the program. Faculty members concluded with the following comments in summary of their observations of the program:

"High morale of students, observing positive and supportive relationships among the nursing students, assistance with academic success and study groups, opportunity to interact with faculty during the residence hall dinners."

"Being able to meet students in their "home"- relax with them and eat dinner with them. I have developed a better relationship with these students because they have seen me and other faculty outside the CON. "

Nursing Theme Floor Assessment Evolution

Since the fall semester of 2004, the collaboration between the Office of Residential Life and College of Nursing has grown significantly. The nursing theme floor program has continued to grow and develop as students, administrators, and faculty have communicated to make alterations and continue to offer ideas for improvements on a program that is very successful. Listed below is a brief view of developments as the program has evolved since its inception. The final section of this assessment report shows the initial Assessment report filed for the Office of Residential Life in May of 2005 as a comparison, specifically to this year's assessment.

Assessment of Academic Performance

While both departments continue to pursue ways to gauge academic success based on involvement in the program, qualitative comments from residents continue to demonstrate improved confidence in academics if involved in living on the floor.

In the first year of assessment, there was no way to assess academic performance comparing to participation to academic performance. This initial year was designed to establish groundwork for the program for future students.

Number of Spring Survey Respondents

2005
41

2006
34

2007
90

Key Results from Spring Surveys

Recommend Future FY Nursing Students reside on floor –
Nursing Floor residents:

<u>2005</u>	<u>2006</u>	<u>2007</u>
100%	100%	94%

Non-Nursing Floor residents have even expressed support for such a program:

<u>2005</u>	<u>2006</u>	<u>2007</u>
76%	63%	89%

Faculty Interactions per academic year

2005	2006	2007
8	8	13

Interaction with faculty outside of the classroom (Nursing Floor residents responding)

2005	2006	2007
100%	90%	94%

Interaction with faculty outside of classroom (Non-Nursing Floor residents responding)

2005	2006	2007
21%	42%	62%

Self-Reported Performance by year:

Survey Year/Group	Excellent (All A's)	Good (A's & B's)	Fair (B's & some C's)	Poor (C's & D's)	Terrible (D's & F's)
(2005) Nursing	25%	75%	0	0	0
(2005) Non-Nursing	8%	39%	14%	1%	0
(2006) Nursing	0	80%	10%	10%	0
(2006) Non-Nursing	0	58%	21%	4%	0
(2007) Nursing	5%	39%	39%	22%	0
(2007) Non-Nursing	8%	60%	31%	3%	0

Fall Semester Grade Point Averages of Nursing floor(s) since program inception:

<u>2004</u>	<u>2005</u>	<u>2006</u>
3.11	2.89	2.78

Comments offered from spring 2007 surveys:

Benefits of meeting with the faculty outside of the classroom (Nursing Floor Respondents)

"They are very helpful - Always willing to go the extra mile if you need help."

"You get to know them outside the classroom – their personality."

"Helps to get you on the right track to whatever you need."

"We understand each other better."

"It relieves a lot of stress talking with the faculty – really takes the weight off my shoulders."

"Getting to know them better and learn more about the program."
"Yes – prepared me for upcoming years in the nursing program."
"Getting to know them on a personal level and extra help with work."
"Making connections for the future."
"It's nice to get some no-school time with them and form a one on one status."
"Get to know who you will be with the next four years and feel better about going up to them with questions about or not about class."
"Getting to know professors I will have later in the major."

Resident Comments in general

"It was a wonderful experience – I really liked it!"
"It was a very useful experience – I loved it!"
"Opportunity to ask questions outside of classroom, get to know them, they got to know us better."
"I loved living in C-well 2! It was a great experience
It was a good experience however some of the girls were very uncooperative for group study and not nice.
"It is a very good idea to live with other nursing majors b/c they know what your going through."
Good experience, get to know people in Nursing major, easier to get help because everyone on the floor has the same classes."

The Office of Residential Life are also including constructive comments that assist us in evaluating our efforts with the theme floor as we offered two floors of nursing theme housing this year.

"The 3rd floor is left out of most activities b/c there are less nursing students on it."
"Since APA was on 2nd floor, the 3rd floor was left out of several activities – academic & non-academic
"Like the Thanksgiving dinner. Need to work with all the girls, not just the ones on her floor."
"Living n that floor was awful! I moved second semester and all the girls were mean tome and wouldn't talk to me." (One resident who didn't recommend this living option)

General Conclusions

Listed below are some basic conclusions gathered through this assessment project.
There continues to be a desire of residents for this type of theme floor program
There continues to be room for improvement in the area of academic performance
This program continues to generate enthusiasm and sense of community among the floor
Residents regularly comment positively on being able to study together on the floor
Residents have also complimented the efforts of study sessions and faculty involvement within the residence halls as well
This program has assisted in retaining residents to our residence halls - due to this sense of community as indicated to the cells that move close together the following year in Hines, Jones, and Lincoln Quad Halls
Faculty Involvement with residents is a desired outcome from both a resident and faculty perspective
Academic Affairs and Student Affairs can work well together in creating successful programs
Theme floors increase participation in academic events and encourage non-residents to participate in academic events as well

Suggestions for Continued Improvement

To continue in the evolution of this program, the following recommendations are offered in an effort to improve the program for the following academic year:

Nursing faculty and Residential Life staff should meet prior to the fall semester to establish goals for the semester/year including establishing new areas and means of assessment

Nursing faculty and Residential Life staff should meet regularly per month to evaluate academic performance and completion of goals established for the semester/year

Residential Life should continue to staff nursing majors as RAs and APAs on the floor

Nursing faculty should continue to advise students in the residence halls

LCPA and APA offering study sessions should keep better attendance records in demonstrating academic influence

Continuation of programs such as Dinner with the Stars and Thanksgiving meals should remain in place with similar meals added in the spring semester

Nursing faculty and Residential Life staff should present on their efforts to regional and national professional conferences

Nursing faculty and Residential Life staff should identify residents who are at risk as semester progresses and identify ways for interventions to take place

3rd floor residents need to be as integrated into the 2nd floor activities as much as possible

Nursing Theme Floor Services and Outcomes since fall 2004
Initial Assessment Plan Fall 2004

Program/Service	Learning Domain A	Learning Outcome A	Means to Measure
Theme Housing – Nursing Floor	Lifelong Learning	<p>Nursing students residing on the nursing floor will benefit academically by utilizing tutoring services in the residence hall by the LCPA tutors.</p> <p>Academic performance will be measured comparing semester grade point averages of Nursing Floor residents to non-Nursing Floor residents.</p>	<p>Nursing students who attend tutoring sessions will be asked to sign an attendance record. In cooperation with the Nursing department, comparison of on-going semester performance on tests will evaluate the benefits of tutoring program comparing the students, who have taken advantage of tutoring sessions versus those not attending the tutoring sessions.</p> <p>Comparison of semester grade point averages of students who have attended these sessions will be compared to those students not attending the sessions.</p> <p>Semester Grade Point averages will be compared between Nursing Floor residents and non-Nursing Floor residents.</p>
Theme Housing – Nursing Floor	Issues of Value and Belief / Community Engagement	<p>Nursing Floor residents will benefit from having four interactions with nursing faculty in the residence halls per semester – gaining insight and understanding about issues relevant to the nursing profession (i.e. national need for nurses and preparing for working in the medical field).</p>	<p>Nursing floor students who participate in these events will report that faculty are more supportive or responsive compared to non-Nursing floor residents. Nursing floor students will also report the benefits they gained by meeting with the faculty members through events in the residence halls.</p> <p>Nursing faculty will report the benefits of offering a nursing floor.</p>

Indiana State University Student Publications

Learning Outcomes Surveys Conducted After Students' Attendance at National College Media Conventions, 2003- 2007

Introduction

Over the course of the last five academic years, the office of Student Publications at Indiana State University has taken 28 students to national conventions of the College Media Advisors organization, conducted each March in New York City. Some 1,200 students, faculty, and advisers from across the country attend this three-day convention, which consists of more than 200 separate workshop sessions, covering the gamut of college media issues.

Student Publication's primary goal for its students' attendance at those conventions has been to give them means to increase their awareness of issues in journalism and student publications work beyond what we are able to offer on campus, either in the classroom or in the newsroom. Specifically, this convention offers workshops in writing, editing, graphic design, photography, online publishing, computer technology, ethics, diversity, staff leadership, teamwork, job searches, media research, media law and the First Amendment. Another goal for our students' attendance at these conventions is that these students will have gained comparative perspectives based upon their being exposed to other university publications' best practices, successes, and challenges and problems. A third goal is to have them experience New York, one of the world's leading cities in terms of history, cultures, arts, media, politics, and business.

To help Student Publications gauge the educational value the conventions have provided to these students, we have asked them to complete, after the convention in each of the last five academic years, a survey in which they report their reactions to the convention trip. Among the topics addressed in the surveys has been the perceived effect is those experiences might have on these students' future efforts for the publications and on their view of such topics as culture, history, diversity and lifestyle.

An Overview of the Students Surveyed

Over the course of the five years covered here, 33 surveys have been completed. Some facts about those 33 responses include;

Twenty-eight separate students have attended; four students have attended more than once; one has attended three times

Of these 33, 20 (60.6%) have been female, 13 (39.4%) have been male

By class, the 33 break-down as: three freshmen (9.1%), nine sophomores (27.3%), 14 juniors (42.4%), and seven seniors (21.2%).

Twenty (75.8%) were attending for their first national convention for ISU Student Publications, eight (24.2%) were attending for their second or third such convention.

Ten (35.7%) of these students have gone on to be editor in chief of the Indiana Statesman. One other has been selected to be the Statesman editor for the Fall semester, 2007.

Four (14.3%) of these students have gone on to be iQ magazine editor in chief

One (3.6%) went on to be student advertising manager

Others of the students who have taken part in these surveys have become, for one or both of the publications, managing editor, sports editor, opinion editor, photo editor, news editor, entertainment editor, lifestyle editor, chief copy editor, or design editor. Together with the editor in chief, those positions are the top news/editorial leadership positions on the staffs of the Statesman and iQ. All 28 students who attended these conventions over the last three academic years were either then or have since gone on to become an editor of some type on one (or both) of the publications.

Nineteen (67.9%) had, at the time they were surveyed, worked for the Statesman for four or more semesters.

Four (14.3%) had, at the time they were surveyed, worked for iQ magazine for four or more semesters.

Why Students Desired to Attend the Conference

Using the ranking formula described below, these were the top five factors cited by survey respondents as reasons they desired to attend the convention.

Desire to perform better in my current job(s) with the Statesman and/or iQ Magazine: average ranking of 1.79

Interest in journalism as a career; average ranking 2.93

Wanted to visit New York City: average ranking 3.90

Preparation to be editor in chief of the Statesman or iQ: average ranking 3.92

Wanted to see how ISU publications compare with counterparts from other schools: average ranking 4.07

The ranking formula used above to determine the top five factors employed a point system where one point was awarded to any item ranked first on a survey, two points for any item ranked second, three points for third, etc. To arrive at an average ranking for that item, the sum of the combined points was divided by the number of occurrences the item was ranked. (Example: If an item was ranked first, third, fifth, fourth, second, first and seventh, the total points for that item became the sum of $1+3+5+4+2+1+7 = 23$. divided by the number of occurrences the item was ranked, which was seven, for an average ranking of 3.29, rounded to the next highest on-hundredth. The lower an item's "score," the higher its ranking.

How Students Hoped they would Advance their Knowledge

Employing the same ranking method described above, students' highest ranked objectives for attending the conferences included;

Objective	Average Ranking
Staff leadership and management	2.87
Writing (news, features, sports, entertainment, etc.)	2.96
Page design (newspaper and/or magazine)	3.09
Reporting (news, features, sports, entertainment, etc.)	3.15
Technology (other than software and online journalism)	4.33

How well Students Believe the Actually Advanced their Knowledge

The following table presents students' perceptions of the degree to which they feel they advanced their knowledge as a result of attending the conference.

Objective	Average Rating
Understanding journalism ethics	2.03
Ability to manage and lead staff	2.04
Understanding of page design	2.08
Understanding of staff diversity	2.27
Understanding of media law	2.31
Ability to take photographs	2.33
Understanding of technology	2.37
Understanding online journalism	2.53
Ability to conduct job searches	2.55

Students' Perceptions of the Value of Experiencing New York City

To gather impressions of the value of experiencing the culture, art, diversity, and history of New York City, two open-ended questions were asked of participants. Those questions along with representative responses are presented below.

Other than the convention itself, which two experiences (cultural, for example) in New York City were most meaningful to you?

How do you believe you can apply those experiences to your college journalistic work and to your academic major at ISU?

"Being in Times Square for the beginning of this War [Iraq] and seeing the protest blew my mind. I was amazed at how everyone in Times Square virtually stopped to listen to President Bush [on the big screen television]. The protest was the most radical and definitely most scary experience for me. I've never felt so out of control of the situation around me. It gave me a sense of just how radical people can be and how strong some truly are in their beliefs."

"Seeing 'Ground Zero' was very meaningful for me as I'm sure it is to most Americans. I remember seeing tons of news coverage and pictures of September 11, but nothing compared to the impact of actually experiencing the site."

"The most devastating thing I was in New York was the amount of homeless people. In Indiana you hardly ever see people sleeping in a box at night or begging for change. It was a real culture shock to see that. It made me feel lucky and blessed to have all the things I have because these people have nothing."

"Visiting Ellis Island and touring the museum was very interesting. My family originated in Ireland and seeing what immigrants went through to become Americans was mind-boggling and made me appreciate being an American even more."

"Going to Harlem was something that I will never forget. The history and culture of the people that live there is something so different than you would find in Indiana."

"The culture of the people of New York. It ranged from race and nationality to financial classes that were meaningful to me. I was able to see different cultures outside Indiana's box of Blacks, Whites, and Hispanics. The atmosphere was extremely different than what I was used to here in Indiana."

"I feel so much more cultured and experienced now. The many different aspects of New York City I encountered have opened my eyes to the work and its cultures. I feel I will now have a better understanding and be able to identify better with foreign students and professors at ISU."

"Touring The [New York] Times just reaffirmed my drive to become a professional. Talking to the employees reminded me that they are ordinary people and that I could be there someday if I continue to work hard. The ferry tour [of New York harbor] made me appreciate the freedoms that we take for granted every day, such as the First Amendment. In my work, I plan to take advantage fully of these rights and be proud to do so."

"The experiences I had in New York will forever impact me as a journalist and as an American. Getting to learn more American history and visiting all of the sites just reconfirmed my love for journalism. My experiences made me realize that there is a story behind every person, place or thing. My visit to the New York Times will always be etched in my mind. The opportunity made me realize that I can do anything I want with determination."

"I think I can apply these experiences to college journalism by becoming more daring and willing to think and interact outside my comfort zone. I think these experiences will and have opened up my mind to want to learn new things. I learned so much every day that it has made me more observant journalist by just being in New York. These experiences I've learned will help at the Statesman and develop me into a greater writer and editor."

"Navigating the subway system. Originally the subway served to show me just how out of place I was. Toward the end of the [convention] time, though, I was able to figure the thing out and felt less awkward. It was a good lesson on picking things up quickly."

"I think [this experience] taught me that I shouldn't judge people based on preconceived notions of stereotypes. Diversity, in its extreme as in these cases, isn't something that is common in Terre Haute, and I think I miss out of some interesting opportunities for stories by not taking time to really consider people from different cultures and backgrounds – and the fact that they are essentially just like me."

"We were in this Middle Eastern shop for all of five minutes, and during that time we heard one of the workers barter in a Middle Eastern language I didn't recognize, then turn to another customer and barter in Chinese and then barter with us in almost accent-less English."

"Our van driver was extremely chatty, helpful and kind. I had always heard that New Yorkers were mean and rude to tourists, but this man made it his duty to educate us about NYC and Manhattan."

"[On St. Patrick's Day] I saw the difference between people who celebrate to get drunk (a bunch of them) and those with reverence to Ireland and the saint (very few)."

What these Students Suggest as ways to Improve ISU's Student Publications

The survey asked students to reflect upon knowledge and perspectives gained at the conventions and then to offer ideas for improving the Indiana Statesman and iQ magazine based upon that reflection with the following question. Representative responses are then presented.

Based on information and perspectives gained at the convention, list three things about the Statesman or iQ that you believe should be begun, re-examined, altered, stopped, etc.

Review equipment and software

We need to try to give international students places on staff.

Staff handbook update.

Computer system updated to OS X.

InDesign purchased.

iQ and the Statesman should re-examine their designs to fit the ideas of Tim Harrower, a speaker at the convention.

iQ should examine its photography and have stronger pictures.

Do more stories that students will care about. Make the content more diverse and make it relate to students.

I think we need to learn how to work as a team and make decisions together more often.

I think we need to work on bringing new people into the paper and retaining them for the future.

I think an ethics statement or handbook is a good idea.

Copy editing handbook.

I heard a lot of talk about making the newsroom a "community" or "family." I want more of that at iQ.

Job shadowing.

Expanded online footprint, i.e., blogs.

Some form of podcasting.

We need to make a policy declaring our paper a public forum.

Our staff needs to go through more training at the beginning of their jobs so the job is easier to perform.

The newsroom needs to be fun so that people come up here on their days off.

People need to be rewarded for doing a good job. If nothing else by just saying "good job."

More cooperation in the newsroom. Other newsrooms are fun. Ours isn't because everyone goes into "iPod world" and no one talks.

Much larger focus on feature stories, real feature stories.

The use of graphics in addition to pictures.

Seriously consider dropping entertainment coverage and converting to news, sports, and opinion.

Fall '06 iQ was better than anything else I saw. Keep the same format.

We need fewer photos of the backs of people's heads, white guys shaking hands and podium shots.

Discussion and Analysis

What value have the 28 students who responded to the surveys gained from the convention trips to New York City in 2003-07? Those values seem to fall into four general categories.

Expanding Students' View of Journalism

Certainly, Student Publications' main goal in making possible these students' attendance at the New York conventions has been to expand their journalistic horizons in ways that would serve to improve the quality of the Indiana Statesman and iQ magazine. If that goal was not met, the time and expense involved in these trips would have been wasted.

The students' responses to these surveys over the five-year period suggest that the overall goal was met, that they did gain significant knowledge and perspectives by attending these conventions. Further, their survey responses seem to show that the conventions have given them opportunities — whether fully acted upon or not — to improve their journalism, individually and collectively, when they returned to campus.

These students' reasons for applying to attend the conventions arose, they said, from their desire to improve their job performance, to meet their interest in journalism as a career, to prepare for being editor in chief of one of the publications, to visit New York City and to see how ISU student publications compared to those at other schools (in rank order). In specific terms of expanding knowledge, these students hoped, in advance of the convention, to advance their abilities in staff leadership and management and to become better writers, reporters, page designers, photographers and copy editors.

The survey results support the conclusion that the respondents, indeed, did expand their knowledge of journalism skill areas such as page design, writing and reporting.

But the results also show something more significant, we believe, than skills enhancement, something beyond learning how to improve in gathering, preparing, condensing, drafting and presenting stories, photos and page designs. What the survey results show that is even more significant is that the students in fact learned much in areas they had little forecast before the

event. Specifically, survey results show that the students ranked as first, among the perspectives gained, their understanding of journalistic ethics, based on several sessions on that topic at the conventions. In the international context of rising concern about media ethics, these students' attention to that topic as being most important appears significant.

Two related items — "Ability to manage and lead staff" and "Understanding of staff diversity" — were second and fourth in these students' rankings of most significant knowledge gained. These are obviously areas of great importance to these 28 students, all of whom were then editors or who went on to become editors. Third was "Understanding of page design," a reflection of the need to visually attract readers to print publications.

"Understanding of media law" was the fifth-most-cited area of knowledge, an area of increasing emphasis (made so even more by the *Hosty v. Carter* ruling in June 2005).

Aside from quantitative findings, anecdotal feedback contained in the survey responses analyzed here affirms the value of these convention trips. Four members of the 2005 group initiated a visit to The New York Times' newsroom for a personal guided tour from a sub-editor (whose duties, by the way, include recruiting college graduates to The Times). For them, that was a seminal moment. Said one, "Touring The [New York] Times just reaffirmed my drive to become a professional. Talking to the employees reminded me that they are ordinary people and that I could be there someday if I continue to work hard." Said another: "It was amazing and a dream come true to see The New York Times. While in the newsroom, we spoke with a photographer who was in the midst of Sept. 11, 2001. It was humbling to hear his stories of the tragedy and cool to see The Times' Pulitzer-Prize-winning photos of that terrible day."

Enhancing Students' Abilities to Lead Student Staffs

As noted in "An overview of the students surveyed," 14 of the 28 students surveyed either were an editor in chief at the time they attended a convention or went on to become editor in chief of the *Indiana Statesman* (10) or *iQ* (four). Another student went on to become *Statesman/iQ* student advertising manager. Of the other 14, all either were then or went on to become a secondary-level editor, such as sports or photo editor.

Said another way, the knowledge and perspectives gained during these conventions were experienced by the students who were either then leading the publications or were later selected to hold the most responsible student leadership positions on the two publications.

"Staff leadership and management" was the top-ranked area in which, pre-convention, the students hoped to expand their knowledge, outranking expanding knowledge in the areas of writing, reporting, page design, photography and copy editing. (See section headed "How these students hoped they would advance their knowledge.")

Post-convention, these students' interest in management and leadership remained obvious: They listed "Ability to manage and lead staff" as the second-highest area in which they in fact advanced their knowledge and listed another staff management issue, "Understanding of staff diversity," as fourth-highest area in which they advanced knowledge from having taken part in the conventions. (See section headed "How well these students believe they actually advanced their knowledge.")

Expanding students' ideas for improving the publications

As stated in the introduction to this report, one of Student Publications' goals for sending students to these conventions has been to expose them to the work done at other universities'

student publications, some of which are directly comparable to the Statesman and iQ, others of which are either much larger or much smaller in terms of size of university, number of journalism majors, scope of publication schedule (many are daily papers, some are monthly papers) and size of publication staffs. As an outgrowth of those comparisons, Student Publications hopes its students will return to campus filled with ideas for improving ISU's student publications. As noted in the section headed "What these students suggest as ways to improve ISU's student publications," the survey asks respondents to list three ideas for improving the Statesman, iQ or both. Many of those responses are listed in that section of the report.

This listing of suggestions, it turns out, has been more than an exercise. Many of the ideas stated have, in fact, been put into action. For instance, Student Publications has, since the first convention covered here (2003), reviewed and updated its computers, photo equipment and software. As part of its summer 2003 remodeling, it purchased G5 and eMac Macintosh computers. In the five-year period covered here, Student Publications has purchased four professional-quality digital cameras; converted to InDesign page layout software; upgraded its Photoshop, Illustrator and Acrobat software; and upgraded its newer computers to Mac operating system X.

Among other suggestions acted upon have been a re-examination of Statesman and iQ graphic designs and their levels of photography. How much those areas have improved (or not) are subject to qualitative judgments. A direct outgrowth of the 2004 convention, by the way, was a personal contact with newspaper design guru Tim Harrower, which resulted in his visit to ISU for a one-day workshop in October 2004.

Related to staff management and development, several Statesman editors in chief in a row have made good on these two suggestions: 1) "I think we need to learn how to work as a team and make decisions together more often." 2) "I think we need to work on bringing new people into the paper and retaining them for the future." It now has become part of the culture for the editor to conduct a brief staff meeting before each issue of the Statesman, injecting staff input into content decisions. Editors also have worked, with varying degrees of success, to identify students, many from journalism classes, to attract to the staff.

Anecdotally, one student, reflecting on the process of comparing ISU's publications with those from other schools, wrote, "I saw other publications and realized that the Statesman is much better than I thought. I also was able to gauge myself against other college journalists. I also gained a slew of ideas for recruitment and organizing my staff." (This student went on to be a Statesman editor in chief.)

Expanding students' worldview

The surveys from each of the five years — and the results taken together — provide ample anecdotal and qualitative evidence that the students chosen for these convention trips gained much more than greater perspectives on journalism at a college media convention conducted inside the four walls of a Midtown hotel.

These students gained, they say in their responses, a greater worldview, outside, as one student described it, "Indiana's box." Specifically, these students say they gained from experiencing Times Square at the very moment in March 2003 when the war against Iraq began (and seeing President Bush speak on the gigantic-screen TV); from visiting Ground Zero; from a Sunday trip to Harlem, where most were members of a racial minority for the first prolonged time in their lives; from finding that soul food in Harlem is not that much different from southern Indiana "home cooking"; from touring Ellis Island and the Statue of Liberty; from experiencing the mix of cultures, races and ethnicities that gives New York City its fabric; from experiencing the pace of life in "The City," including traversing its subway system; from visiting the Metropolitan Museum

of Art and attending Broadway plays; from eating in Brazilian, Afghan and Irish restaurants (the latter on St. Patrick's Day!); and, yes, from seeing homeless persons sleeping in cardboard just yards from the most exclusive addresses in America.

Many direct quotes from the students can be found in the section of the full report headed "What these students valued about experiencing New York City."

Those responses, it seems, are significant evidence that the exposure to cultures, art, society and history have served to expand these students' perspectives on the world beyond Indiana State University, Terre Haute and Indiana. There also is evidence that this exposure held promise to affect these students' college careers, their work on the publications and their lives after college.

Conclusions

Both the quantitative results and the anecdotal feedback gathered through the five-year process of conducting these post-convention surveys seem to indicate that the experiences have been of great value to the 28 students who have taken part — value to them both as fledgling journalists and as citizens of the world.

Certainly, Student Publications expected, even before conducting the first survey, that the convention would inform the students of ways to become better journalists and better at journalistic skills. This expectation arose from the adviser's having attended several such conventions previously and seeing the effects the workshop sessions had on students and how those conventions inspired them to rise in the profession. Those conventions were conducted in cities other than New York — cities such as Washington, Atlanta, Kansas City and St. Louis. New York, being one of the world's capitals, took the experience to a much higher level. Advancing their journalism remained the core reason for taking students to conventions, but experiencing one of the world's most cosmopolitan cities has risen each of the five years surveyed here as a reason for taking the group to those conventions.

The students' survey responses seem to substantiate the value of both the immersion into three days worth of journalistic perspective and three days (and nights) worth of experiencing the cultures that are New York.

One survey respondent perhaps said it well:

"...[N]ot only did my development as a professional journalist benefit from the conference, but also from the city itself. Simply walking around NYC gives me such a wider perspective of the world. Experiencing different cultures in different settings help me in understanding the cultures here at ISU and the ones I will encounter in the future. The entire experience in NYC was absolutely invaluable to my development as not only a journalist but as a person."