

Indiana State University

Division of Student Affairs

Unit Self-Assessment Report Fall, 2006

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Submitted to: D. Thomas Ramey, Ed.D.; Vice President for Student Affairs

Compiled by: Mark A. Frederick, Ph.D.; Student Affairs Office of Research and Effectiveness

Executive Summary

Background

In the summer of 2005, Indiana State University's Vice-President for Student Affairs instructed that all units within the Division should engage in a formal process of self-assessment. As a guide for the work, units were tasked to choose applicable professional standards against which internal operations were to be assessed. While most units subscribed to standards as promulgated by the Council for the Advancement of Standards in Higher Education (CAS), some chose alternative standards, adapted CAS standards to their particular unit or in the case that no applicable CAS standards existed, other professional standards were chosen.

Self-assessment work commenced at the unit level in August of 2005 with a date of December 15, 2005 established as a deadline for the submission of their findings. Part One of this report digests the individual self-assessment findings for the following units of the Division:

- Career Center
- Counseling Center
- Fraternity and Sorority Advising
- Health Services
- Hulman Memorial Student Union
- Outcomes and Assessment Program
- Public Safety
- Recreational Sports
- Residential Life
- Student Activities and Organizations
- Student Judicial Programs
- Student Publications

The African-American Cultural Center chose to submit a narrative report as opposed to one based on a formal self-assessment template. That report is attached in its entirety as Appendix M to this document. The offices of First-year Programs and Student Ombudsperson provided brief narrative information which is presented in Appendix N.

Complete unit reports are presented in Appendix 3 to this report.

Division of Student Affairs Mission statement

The Division of Student Affairs provides services, programs, resources, and facilities which assist students in defining and attaining their personal potential and educational goals and which support student success in the classroom. Units in the Division are organized to foster the development of competencies which contribute to student satisfaction and achievement and provide opportunities for meaningful co-curricular and extra-curricular involvement. Student Affairs staff seek to engage students and each other in collaborative learning, in developing coherent values and ethical standards, and in building supportive and inclusive communities

within the University which are educationally purposeful, open, just, disciplined, caring, and celebrative.

CAS Standards Overview

“The Council for the Advancement of Standards in Higher Education (CAS) was established more than two decades ago for purposes of developing and promulgating standards of professional practice to guide higher education practitioners and their institutions, especially in regard to work with college students.” – From *The Book of Professional Standards for Higher Education*.

The CAS standards serve as a framework against which the operations of many units within Indiana State University’s Division of Student Affairs can be contrasted. For most units within the division, applicable CAS standards now exist. In a few cases, other standards were chosen by the unit to provide standards against which their self-assessment can be contrasted.

While specific CAS guidelines have been established for individual units, thirteen specific areas are addressed within five overarching fundamental principles, which include;

Students and their institution,

Diversity and multiculturalism,

Organization, leadership and human resources,

Health engendering environments, and

Ethical considerations

Within the larger principles, 13 major areas consisting of standards and contextual frames receive specific focus by CAS that include, 1) mission, 2) program, 3) leadership, 4) organization and management, 5) human resources, 6) financial resources facilities, 7) technology and management, 8) legal responsibilities, 9) equal opportunity, access and affirmative action, 10) campus and community relations, 11) diversity and 12) ethics, and, 13) assessment and evaluation.

Overall Division- level Findings

The CAS standards and contextual frames are reported according to the following scale. The Division-wide results were calculated by establishing the mean from among all individual units within each of the standards and contextual frame domains reported below.

CAS CRITERION MEASURE RATING SCALE

Not Done	1	2	3	4	Not Rated
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A rating of Not Done (ND) is assigned when a particular criterion measure is not recognized by the unit as being not applicable for its particular program. A Not Rated (NR) is recorded when necessary supporting documentation or data does not allow a numerical rating to be assigned. Numerical ratings are given according to the following standards:

- 1.....Criterion measure not met
- 2.....Criterion measure met to minimal standard
- 3.....Criterion measure met to a standard of “well”
- 4.....Criterion measure is fully met

Division Mission Standards and Contextual Frames Results

Mission Standards and Contextual Frames

Units must develop, record, disseminate, implement and regularly review their mission statement which should be consistent with the mission and goals of the institution as well as the standards as promulgated by CAS

Not Done	1	2	3	4	Not Rated
			3		

Program Standards and Contextual Frames

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum

Not Done	1	2	3	4	Not Rated
			3		

Leadership Standards and Contextual Frames

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Not Done	1	2	3	4	Not Rated
			3.1		

Organization and Management Standards and Contextual Frames

The unit must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures,

written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations.

Not Done	1	2	3	4	Not Rated
		2.8			

Human Resources Standards and Contextual Frames

Units must be staffed adequately by individuals qualified to accomplish its mission and goals. Procedures must be established for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Not Done	1	2	3	4	Not Rated
			3		

Financial Resources Standards and Contextual Frames

Units must have adequate funding to accomplish their mission and goals. Priorities whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals and resources.

Not Done	1	2	3	4	Not Rated
			3		

Facilities, Technology and Equipment Standards and Contextual Frames

Units must have adequate, suitably located facilities and equipment to support their mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, and safety.

Not Done	1	2	3	4	Not Rated
			3.1		

Legal Responsibilities Standards and Contextual Frames

Unit staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial, and local governments; and the institution and its policies.

Not Done	1	2	3	4	Not Rated
			3.1		

Equal Opportunity, Access and Affirmative Action Standards and Contextual Frames

Unit staff members must ensure that services and programs are provided on a fair and equitable basis. Programs must be accessible. Hours of operation must be responsive to the needs of all students. Units must adhere to the spirit and intent of equal opportunity laws and must not be

discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status.

Not Done	1	2	3	4	Not Rated
			3		

Campus and Community Relations Standards and Contextual Frames

Units and programs must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Not Done	1	2	3	4	Not Rated
			3.4		

Diversity Standards and Contextual Frames

Within the context of the institution’s unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, units must nurture environments where similarities and differences among people are recognized and honored.

Not Done	1	2	3	4	Not Rated
			3.1		

Ethics Standards and Contextual Frames

All persons involved with the unit must adhere to the highest principles of ethical behavior. Programs must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. Units and programs must publish these statements and insure their periodic review by all concerned.

Not Done	1	2	3	4	Not Rated
			3.3		

Assessment and Evaluation Standards and Contextual Frames

Units and programs must regularly conduct systematic qualitative and quantitative evaluations of programs quality to determine whether and to what degree the stated mission and goals are being met.

Not Done	1	2	3	4	Not Rated
		2.5			

Division Mission Standards and Contextual Frames Results

Career Center

Mission Statement

The Indiana State University Career Center Staff believes that everyone possesses gifts, talents, and the desire to find meaning and purpose in what they do. Accordingly, we strive to encourage hope, self-knowledge, and to build career-related skills that lead to personal and professional success.

Section A – Rating Matrix

<i>Career Center Rating Matrix</i>	ND	1	2	3	4	NR
Mission			^			
Program			^			
Leadership				^		
Organization and Management		^				
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment				^		
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations				^		
Diversity			^			
Ethics				^		
Assessment and Evaluation			^			

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.

The unit chose to employ a self-assessment standard of “critical questions” as provided by the Association of College Counseling Center Directors” and “comprise the most up to date evaluation areas that counseling centers need to address to meet the quality standards of today’s university environment.” The following matrix presents each “critical question” and the unit’s rating of each.

Section A – Rating Matrix

<i>Student Counseling Center Rating Matrix</i>	ND	1	2	3	4	NR
Does the SCC mission meet the needs of the current student population and the University’s mission and goals?					^	
Does the SCC impact student learning and developmental outcomes?					^	
Does the SCC handle adequately the student demand (speed of service and coverage of numbers)?			^			
Do the SCC services and programs effectively fulfill the mission by providing intentional, coherent, theory-based educational and clinical services that reflect the developmental and diversity needs as well as the emotional needs of the population?					^	
Do the SCC core competencies cover the needs of the students and the university?					^	
Are new core competencies needed by the SCC staff?				^		
Does the SCC need to change any of its primary services to effectively help students with personal problems and staying in college?					^	
Does the SCC have all the capacities to adequately meet all of the students’ needs, including insurance coverage and referral availability?				^		
Does the SCC staff feel the Center operates adequately on campus?					^	
Does the staff think the SCC supports their staff development needs adequately?				^		
Do the student clientele think the SCC has				^		

adequate services to support the campus?						
Does the SCC efficiently address the primary clinical and student health concerns?				^		
Does the Center have enough funding and staffing to be efficient and provide effective support the university mission and campus stability and safety?					^	
Does the Center adequately handle primary outside consultations, calls for crisis intervention, and requests for programming and training?					^	
Does the Center manage the risk and liability of the SCC's most urgent and or severe problems?					^	
Are the SCC's annual operations and resources handled efficiently and effectively?					^	
Does the SHP's outreach programs cover enough health issues and contact a sufficiently large percentage of the student population to be effective in providing healthy lifestyle information?					^	
Are staffing, financing, and SHP operations adequate for the institution?				^		

Fraternity and Sorority Advising

Mission Statement

SAO is committed to supporting the development of students within Indiana State's recognized fraternity and sorority community. There are currently 30 groups that fall within our three councils: The Pan-Hellenic Council (PHC), the Interfraternity Council (IFC), and the Panhellenic Council (PC).

Section A – Rating Matrix

Fraternity and Sorority Advising Rating Matrix	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment				^		
Legal Responsibilities					^	

Equity and Access				^		
Campus and External Relations				^		
Diversity				^		
Ethics					^	
Assessment and Evaluation				^		

Student Health Services

The full unit report is presented as Appendix D in this report.

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.

Student Health Services Rating Matrix	ND	1	2	3	4	NR
Mission					^	
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources			^			
Facilities, Technology and Equipment				^		
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations				^		
Diversity					^	
Ethics					^	
Assessment and Evaluation				^		

Hulman Memorial Student Union

Mission Statement

HMSU is a student-centered environment. It prides itself on collaborative partnerships that are responsive to the needs of the ISU community and supportive of its educational, recreational, cultural, and social activities.

Hulman Memorial Student Union Rating Matrix	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources					^	
Facilities, Technology and Equipment				^		
Legal Responsibilities			^			
Equity and Access				^		
Campus and External Relations				^		
Diversity				^		
Ethics				^		
Assessment and Evaluation				^		

Outcomes Assessment Program

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. Specifically, we intend to:

- Profile current and changing student constituencies to help define priorities and directions.
- Develop the means for assessing how effectively division resources are aligned with institutional priorities.
- Promote continuous quality improvement by assisting staff in the conduct of on-going effectiveness studies, encouraging commitment to a "culture of evidence" within the Division of Student Affairs.

- Develop means for informing professional practice based on student development theory.
- Identify and facilitate opportunities for enhancing the professional competencies and commitment of division staff.
- Develop opportunities for collaboration with academic units.

Outcomes Assessment Program	ND	1	2	3	4	NR
Mission				^		
Program						^
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources					^	
Facilities, Technology and Equipment					^	
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations					^	
Diversity					^	
Ethics				^		
Assessment and Evaluation			^			

Department of Public Safety and Traffic and Parking 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.

For their unit self-assessment, the Indiana State University Public Safety Department chose to employ standards as promulgated by the Commission on Accreditation of Law Enforcement Agencies (CALEA) in their *Standards for Law Enforcement Agencies*. CALEA is an independent accrediting authority composed of four major law enforcement associations, including the International Association of Chiefs of Police, the National Organization of Black Law Enforcement Executives, the National Sheriff's Association and the Police Executive

Research Forum. Ratings for each “chapter” of the CALEA were transposed by the Director to meet the same rating scale as the CAS standards format using the following formula:

- 1....Fully Met = All standards compliant
- 2....Well Met = 50% or more standards compliant
- 3....Minimally Met = Less than 50% of standards compliant
- 4....Not Met = No standards compliant

Chapters that were not applicable to the standards deemed to be met by the unit are not included in this report. “Items deemed not compliant” within the office of Traffic and Parking Services are included in Appendix A as well.

Department of Public Safety Rating Matrix	1	2	3	4
Law Enforcement Role and Authority			^	
Agency Jurisdiction and Mutual Aid			^	
Organization and Administration		^		
Direction			^	
Crime Analysis	^			
Allocation and Distribution of Personnel and Personnel Alternatives		^		
Fiscal Management and Agency Owned Property				^
Classification and Delineation of Duties and Responsibilities		^		
Compensation, Benefits and Conditions of Work				^
Disciplinary Procedures			^	
Recruitment			^	
Selection			^	
Training and Career Development			^	
Promotion			^	
Performance Evaluation			^	
Patrol			^	
Criminal Investigation		^		
Vice, Drugs and Organized Crime		^		
Juvenile Operations		^		
Crime Prevention and Community Involvement			^	
Unusual Occurrences and Special Operations		^		
Criminal Intelligence	^			
Internal Affairs		^		
Inspectional Services	^			
Public Information	^			
Victim and Witness Assistance			^	
Traffic			^	

Prisoner Transportation		^		
Legal Process		^		
Communications			^	
Records		^		
Collection and Preservation of Evidence		^		
Property and Evidence Control				^

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.

Section A – Rating Matrix

Recreational Sports Rating Matrix	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources			^			
Facilities, Technology and Equipment			^			
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations					^	
Diversity				^		
Ethics				^		
Assessment and Evaluation				^		

Residential Life

Mission Statement

Residential Life's mission is to provide a living environment, including programs and services that promote learning and development in the broadest sense, with an emphasis on academic success. To provide reasonably priced living facilities that are clean, safe, attractive, well-maintained, comfortable, and which include contemporary safety features maintained by systematic operations; to provide management that ensures effective administration, and to provide appropriate food and dining facilities.

Section A – Rating Matrix

<i>Residential Life Rating Matrix</i>	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment				^		
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations					^	
Diversity				^		
Ethics				^		
Assessment and Evaluation			^			

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.

Four sets of CAS standards (Student Activities and Organizations, Fraternity and Sorority Advising, Spiritual Programs and Commuter Student Programs) were originally believed to be beneficial for this unit's self-assessment study. After examining all four sets of standards, it was determined that, because of duplication, an effective study of the unit could be accomplished by folding-in Spiritual Programs and Commuter Student Programs with the Student Activities and Organizations assessment. Fraternity and Sorority Advising self-assessment is included in this report in a separate section.

Section A – Rating Matrix

<i>Student Activities and Organizations Rating Matrix</i>	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment				^		
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations				^		
Diversity				^		
Ethics				^		
Assessment and Evaluation				^		

Student Judicial Programs

Mission Statement

Recognizing that the student conduct system is part of the educational process of Indiana State University, Student Judicial Programs, with the assistance of the All-University Court, strives to address unacceptable behavior in a timely and appropriate manner while facilitating an understanding of a student's individual responsibility and role in the greater university community. The Student Judicial Programs staff and Court, made up of faculty, staff and students, are purposeful in their treatment of students in the conduct system, consistently working to allow the process, which includes disciplinary action, to also be an educational experience for each student. The Student Judicial Programs staff is also available to participate in educational programming in the residence halls, classrooms, and with student groups, and serves as a resource to individuals of the campus community seeking assistance in regard to behavioral issues of students. Freedom of expression and inquiry are recognized and protected. Student Judicial Programs assists students in understanding that the community does not tolerate incivility. Instead, the community embraces a sense of justice while pursuing diversity. For students to experience personal growth, they must recognize that there are consequences for their behavior. Students must also be encouraged to take responsibility for their actions. The well-being of all community members is sensitively supported and balanced by the student conduct process.

Section A – Rating Matrix

<i>Student Judicial Programs Rating Matrix</i>	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership					^	
Organization and Management				^		
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment					^	
Legal Responsibilities					^	
Equity and Access				^		
Campus and External Relations					^	
Diversity				^		
Ethics					^	
Assessment and Evaluation		^				

Student Publications

The full unit report is presented as Appendix L in this report.

Mission Statement

Student Publications' general mission is to provide an experimental learning environment in which students can give practical application to journalistic and business practices while serving the news, information, entertainment and self-expression needs of the campus community. In this environment, designated student leaders in news, editorial and advertising are empowered to make all content decisions for their publications, an empowerment arising from a long history of these and predecessor publications operating at ISU as constitutionally protected "designated public forums."

Section A – Rating Matrix

Student Publications Rating Matrix	ND	1	2	3	4	NR
Mission				^		
Program				^		
Leadership				^		
Organization and Management				^		
Human Resources				^		
Financial Resources				^		
Facilities, Technology and Equipment				^		
Legal Responsibilities				^		
Equity and Access				^		
Campus and External Relations				^		
Diversity				^		
Ethics				^		
Assessment and Evaluation				^		

General Findings and Recommendations

Individual units, as a result of their self-evaluation work, discovered areas in need of attention, refocus or improvement that were unique to their own unit. However, throughout the Division, general themes were discovered and are presented here as applicable to multiple units or the Division as a whole.

Areas for potential corrective action include:

- The need for general training in better understanding and developing an appreciation for cultural and demographic differences.
- The development of unit-level policies and procedures that would establish uniformity within the unit as well as increase the probability for continuity of services.
- Engage in training regarding how to seek advice to better inform professionals of their legal obligations and responsibilities to minimize individual, unit, division and university level liability.
- Attending to the unique needs of distance learners and how services might be better extended to those learners.
- Tie unit operations to identified learning outcomes and student development.
- Training in the areas of learning and human development to improve the theory base and intentionality of program development and delivery, as well as to improve the ability to assess programming impact on overall learning and developmental outcomes.
- Development of comprehensive and strategic unit-level assessment plans.
- The adoption and promulgation of ethical standards to guide individual behavior and unit operations.